

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

**November 28, 2018**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on November 23, 2018, and published in *The Register-Guard* on November 28, 2018.

**ROLL CALL**

**BOARD MEMBERS:**

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

**STAFF:**

Dr. Gustavo Balderas, Superintendent of Schools  
Charis McGaughy, Assistant Superintendent for Instruction  
Kerry Delf, Associate Director of Communications  
Brooke Wagner, Director of Elementary Education  
Andy Dey, Director of Secondary Education  
Cheryl Linder, Director of Student Services  
Cydney Vandercar, Assistant Superintendent for Administrative Services  
Christine Nesbit, In-House Counsel  
Ryan Spain, Director of Facilities Management  
Steve Menachemson, Director of Technology  
Oscar Loureiro, Director of Research and Planning  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**STUDENT REPRESENTATIVES:**

Claire Shepard, Churchill High School (absent)  
Crystal Finnerty, ECCO  
Jane Brinkley, IHS (alternate)  
Zoe Chilhorek, IHS  
Hannah Mitchell, North Eugene High School  
Ainsley Abraham, Sheldon High School  
Tiffany Huang, South Eugene High School

**MEDIA:** KRVM, Register Guard.

**OTHER:** Tad Shannon, Eugene Education Association President; Sheila Waggoner, OSEA Chapter 1 President; John Stapleton, Pivot Architects.

**I. WORK SESSION:**

Board Chair Alicia Hays opened the work session at 5:31 p.m.

1. Vision 20/20 Strategic Plan Key Performance Indicators Presentation Part Two

Chair Hays explained the board saw the first three goals and corresponding Key Performance Indicators (KPI) during the November 7, 2018 Work Session. The board would review Goals 4 and 5 that evening.

Dr. Balderas explained the KPI were draft metrics. Staff worked on trying to assess which metrics were most impactful for the district community. Dr. Balderas conversed with other superintendents across the state in regard to metrics for feedback and now wanted to review with the board.

Ms. Vandercar presented the second half of a PowerPoint entitled, *"Vision 20/20 Strategic Plan: Update on Key Performance Indicators (KPI)."*

Ms. Vandercar explained Goal IV: Diverse World-Class Workforce:

- *Ensure that every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.*

Goal IV KPI included:

- Staff retention rates
- Staff diversity compared with student diversity

KPI 1 for Goal 4 was Staff Attrition Rate, or the percentage of all 4J staff who leave employment with the district for any reason other than retirement (measured in FTE units). Ms. Vandercar compared 4J movement to the nation's data. Since 2014, there had been more movement. Data came from people who left the district. About 33% of respondents left for employment or due to allergies. Ms. Vandercar was unsure if the percentage was a sign of anything the district did or not.

Dr. Balderas thought KPI 1 was one metric that thought staff should consider. He thought there could be another metric that related more to the board and community. Dr. Balderas added the exit survey sent via Survey Monkey had very few respondents. Another thing staff would discuss were other ways to get data and understand why people left.

Chair Hays wondered if the building principal ever personally outreached to staff leaving. Ms. Vandercar said no; sometimes people left because they didn't like the principal, so the district tried to have Human Resources (HR) survey folks.

Dr. Balderas thought Chair Hays made a good point. Ms. Vandercar said staff could certainly gather and discuss possibilities. Chair Hays added that sometimes people who left had great ideas.

Ms. Newman thought it was very important information to collect; a lot of people were leaving the teaching profession because of classroom difficulties as well as some equity issues. It was an important measure to understand whether the district was improving, and to understand needs. Dr. Balderas noted 40% of teachers in Oregon left the profession within 5 years. After 5 year, teachers generally stayed.

KPI 2 for Goal 4 was Staff Diversity (Compared to Student Diversity). Ms. Vandercar shared 30.6% of students were non-white. School administrators matched the percentile; however, the other categories (i.e. licensed staff) ranged from 13.5% to 18%.

Ms. Vandercar explained the district was proactive in encouraging students, and classified staff, to pursue teaching coursework, sometimes hiring them right after graduation. Unfortunately, not many folks were going into teaching. Classified staff said student teaching was a hurdle, because they couldn't afford to pay bills. They wouldn't be able to work and complete student teaching at same time. Those participating in student teaching also lost health insurance. Staff looked for grants unsuccessfully, but would continue brainstorming.

Dr. Balderas added Governor Kate Brown released her budget that day, and she reserved \$16 million toward diversifying the workforce. The plan was to work with community colleges and universities.

Ms. Levis asked what it would cost to cover one classified staff person during their student teaching term. Ms. Vandercar said about \$15,000 with insurance and PERS. Ms. Newman asked if there had been any conversation with the University of Oregon (UO) regarding exceptions to student teaching requirements.

Dr. Balderas agreed. Governor Brown would have conversations with teaching school partnerships and universities regarding expectations and barriers. That day, she heard superintendents and other administrators express barriers in education.

Mr. Torrey wondered if there were ways to assist interested minorities in becoming EAs, and if the district ever considered anything like that. He thought there was a possibility of LCC developing classes focused on preparing for the position. Mr. Torrey said the Latino population would be helpful to students within the district. Dr. Balderas agreed and noted 20% of Eugene were communities of color. The district would continue to work on promoting diversity and engaging minority communities.

Chair Hays said recreating night school or summer school could provide more opportunities for students, and for student teachers to work during the day while teaching at night. Dr. Balderas said the district did run a migrant summer school, but the goal was to expand summer school options for students.

When Ms. Sundgrenz was an undergraduate student and teaching for migrant education in Butte County, the school district offered to pay for fees if she continued on to becoming a teacher. She declined, but it was an effective way to train staff. Ms. Newman asked if she would have owed time back to the district. Ms. Sundgrenz the school district would likely have a contract.

Ms. Vandercar moved onto Goal V: Stable, Sustainable Stewardship:

- *Provide effective, efficient, and equitable stewardship of district resources to best support the instructional mission*

Goal V KPI included:

- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices

- District progress on long-range facilities plan.

Ms. Vandercar explained there was an average ratio of one iPad per student across the district; however that ratio was not equal in all schools. Some schools had more and/or newer iPad models, while some had less and/or older models.

Dr. Balderas said the district purchased 2,000 iPads and would continue to refresh its current stock. The older models were not as functional with newer curriculum. He stated the district appreciated voters providing funds to support the update via the bond measure.

Ms. Nittler clarified whether curriculum was used on Microsoft or Macintosh. Dr. Balderas said devices would be agnostic. Ms. Nittler wondered if replacement was based on the cheapest device, or on quality. Dr. Balderas said staff found iPads were not as expensive as in past years. They ran about \$290. Mr. Menachemson added that a lot of curriculum was moving into a cloud-based curriculum, so it wasn't dependent upon device.

Ms. Sundgrenz asked if iPads were safer than Chrome Book, in terms of security. Mr. Menachemson said the district had tools in place to provide more granular control over the iPad, versus the Chromebook.

Ms. Vandercar moved through the presentation and explained that students starting school in 2008 were now sophomores in high school. Those students had zero furlough days in kindergarten, then between five and nine furlough days for several years. Over the past three years, however, the district didn't have any furlough days.

Ms. Vandercar said it was important to know if something happened, the general fund reserve of 5% wouldn't even pay for a whole month of staffing. Dr. Balderas added the industry best practice was three months cash.

Ms. Vandercar shared the General Fund slide:

- Section 5d of Board Policy DI "Financial Management Policies" sets the minimum ending fund balance at 5% of current year revenues
- The Government Finance Officers Association (GFOA) recommends a minimum fund balance of 15% to support the financial stability of the District

Ms. Vandercar explained the student to teacher ratio. Over the last 5 years the district stabilized teacher staffing at the following target levels –

- Kindergarten: 1:23 students
- Grades 1-5: 1:27 students
- Grades 6-8: 1:28 students
- Grades 9-12: 1:29 students

Ms. Vandercar said that if the district wanted to adjust the kindergarten ratio to 1:22 students and the elementary ratio to 1:27 students, it would cost \$1 million for one year.

Ms. Levis clarified that the district would need 15% to fund three months, but the district only had 5%. Dr. Balderas responded no, the district had about 12% because of encumbered dollars dedicated to other budgets.

Ms. Vandercar added that furlough days saved about \$550,000.

Chair Hays noted the board did not have a resolution adopting a reserve standard. Dr. Balderas said it was within board policy. Chair Hays wondered if the board wanted a resolution; she was unsure if the issue would go to the budget committee for more discussion but she was curious to learn more.

Mr. Torrey wanted to see grades 1-3 differentiated from 4 and 5. Dr. Balderas told him the Governor Brown wanted to specifically focus on class reductions within kindergarten to grade 3. Ms. Vandercar added most principals also tried to differentiate and make younger classes smaller when possible.

Ms. Sundgrenz clarified that with the encumbered, the district had the possibility of a 12% reserve. Dr. Balderas said yes, but it ranged from day to day, so he would need to get back to the board with an exact number.

Ms. Newman asked what the goal was in passing a resolution if the reserve standard was already within policy. Chair Hays responded a resolution would raise the percentage from 5%. She thought the board might want to discuss the option in the future. Ms. Levis wondered what the effects would be of sitting on more cash. Dr. Balderas said the district would need balance.

Ms. Vandercar reminded the board that most money budgeted to schools was based on enrollment; however, there was a needs index in which the district gave additional funds to schools with a higher number of students who were mobile, on Free and Reduced Lunch, or whose first language was not English. Different schools could have 400 students, but with different FTE attached, based on needs.

Ms. Newman wondered if kids who were mobile could stay at their original school. It seemed like best practice. Ms. Vandercar said the district let the student choose the first year. Dr. Balderas added that his preference was for the student to stay at one school the entire level. There would need to be discussion around what was best for the individual kid. Students needed stability. The board could add a work session around school choice.

Ms. Delf added that since stability was so important, school choice was not completely a lottery system; there were some priority factors. If a school accepted a student who lived outside of the neighborhood, that student had first priority to return, however, they still needed to reapply.

Ms. Sundgrenz knew there were other factors influencing school choice. When she toured the McKinney Vento Program, she purchased bus tickets for students so they could get to school. She wondered if they need more partnerships like that to support students. Dr. Balderas said it depended on the student; not all students in need qualified for McKinney Vento.

Ms. Newman was interested in how bussing happened. She worked with families in shelters who took two busses to school/work, and then back. She wanted to understand how families/students were reaching places.

## 2. Legislative Priorities

Chair Hays invited student representatives to the meeting table.

Chair Hays explained the legislative breakfast was set for December 7, 2018 at 8:30 a.m. The board needed would determine its legislative priorities during the work session.

Ms. Sundgrenz introduced the prioritization activity. There was a chart of priorities posted on the wall and checklist was provided to board members (see attachment, “2018-19 4J Board Legislative Issues” included within the agenda packet). The checklist was to assist the board in conducting a priority assessment of the top three priorities (in addition to revenue reform, which was already identified), that would allow the board to lobby effectively in the 2018-2019 legislative cycle. Each board member, upon receipt of the checklist, prioritized one funding priority and three (3) legislative in the column with their corresponding initials.

Ms. Sundgrenz explained all priorities outlined were sent by board members. Any item receiving five or more dots moved through as an automatic priority. Items receiving less would be discussed.

After concluding the activity, the board wanted two priorities for funding, one for expansion, and one for eliminate/reform/repeal.

The board briefly discussed the activity prior to completion.

After the activity, Chair Hays shared the priorities chosen by board members:

- **Funding:** *“Increase funding for additional resources for mental health and social emotional, challenging and dangerous behaviors to assist teachers and administrators to better help students,”* (which received 4 board and 2 student votes);
- **Expand:** *“Increase the social and emotional learning opportunities for kindergarten students with an emphasis on outreach to pre-Ks with opportunities for social-emotional evaluations,”* (unanimous).
- **Eliminate, Reform, or Repeal:** *“Eliminate the reporting of non-participation for state mandated testing,”* (4 board votes).

Ms. Newman was fine with the priorities moving forward, but she thought there was a lot of energy at the state level around early learning. She wondered if it were possible for the board to say they still supported additional funds directed toward early learning, even if it wasn’t selected as a priority for them. Ms. Sundgrenz agreed.

Ms. Walston asked how the board would transmit priorities. Ms. Sundgrenz said the three identified would be lobbied for by the board. As individuals, board members could lobby for whatever they would like.

Chair Hays thought board members would lobby to legislators about the three identified during the breakfast, while still expressing they supported other items the Governor was interested in funding.

Mr. Torrey hoped to say the board was still supportive of Measure 98. He thought after the state legislature began putting together new legislation, the board would need to regroup and discuss priorities again. Chair Hays thought the legislative committee could get together in late January 2019 to provide additional information. Mr. Torrey said the board needed to be nimble.

Ms. Levis asked if the board would have a position paper for the legislative breakfast. Ms. Sundgrenz replied yes, now that the priorities were selected, they could formulate a position paper. The board requested Ms. Delf to assist in created the document. Ms. Levis thought it was important to note student board representatives participated in the process.

Chair Hays suggested stating the board supported all priorities on the char; however, the issues identified by the board needed more attention and energy behind them.

Chair Hays said student representatives were invited to the legislative breakfast and share their authentic student voices. Legislators would ask questions about their personal priorities; if students had questions about a topic, they could contact Ms. Sundgrenz prior to the breakfast.

Ms. Newman struggled between the difference in “funding” versus “expanding” categories. She thought they were repetitive, and suggested simplifying the list.

Chair Hays asked when the letter would be drafted. Ms. Delf responded that Monday. When writing the letter, Mr. Torrey hoped Ms. Delf would consult with Ms. Newman about current behavioral issues, as she was an expert in pre-kindergarten social-emotional (SE) education.

Chair Hays shared that the legislative breakfast agenda wasn't set. She thought board members could cover individual topics. If there was an item someone was especially passionate about, they could contact her and Ms. Fjordbeck.

In response to Ms. Walston, Chair Hays said the breakfast would allow the board to raise concerns. She would then look to the legislative committee as to whether the board would lobby, watch budgets, or ask for legislation on each issue.

Mr. Torrey said Governor Brown had the responsibility and requirement to release a budget, but that didn't mean the one created by the Joint Committee on Ways and Means would match. He wanted the board to be alert.

Ms. Walston thought it would be good to have background on each representative prior to the breakfast.

Chair Hays closed the work session at 6:43 p.m.

## **II. REGULAR MEETING**

Chair Hays called the regular meeting to order at 7:00 p.m.

## **III. CALL TO ORDER, ROLL CALL, FLAG SALUTE**

Chair Hays led those present in the pledge of allegiance.

## **IV. AGENDA REVIEW**

There were no changes to the agenda.

## **V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

1. Staff Recognition: Howard Elementary School Teacher Allison Kreider

Dr. Balderas and Ms. Wagner recognized Ms. Kreider, who was recently recognized by the State of Oregon as Science Teacher of the Year. Ms. Kreider supported the district by shepherding a curriculum adoption, and she supported every grade level in her work as a

Teacher on Special Assignment (TOSA). As a classroom teacher at Howard Elementary School she incorporated science into everyday topics, without compromising other subjects.

## 2. Student Recognition: Oregon's Kid Governor Erikka Baldwin

Ms. Karen Olsen (of McCornack Elementary School) introduced one of her students, Ms. Erikka Baldwin. Ms. Olsen explained the process for nominating students to become Oregon's Kid Governor. Ms. Baldwin was selected to represent McCornack Elementary School. Entries required a video, platform, and three-point plan. Ms. Baldwin said her platform was to help dogs and cats find homes and move out of shelters.

Dr. Balderas reported that Governor Brown rolled out her budget that day; he reviewed it with other area superintendents. It was an improved budget of \$9.07 billion, which was \$300 million above the current service level. Some of the highlights included \$170 million to fund Measure 98 (or, the High School Success Plan), and other targeted dollars directed toward decreased class sizes, a full school year of 180 days, and expanded early learning opportunities.

## VI. REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Ainsley Abraham reported that leadership class recently began its holiday tradition, "Snowflakes for Joy," in which every student fundraised at least \$50 toward gifts for children enrolled in feeder elementary and middle schools. Annually, the class bought gifts for 30-40 children in need and occasionally, with larger donations, were able to provide gifts and support through the holidays for entire families. That week, Sheldon High School wrapped up its food drive competition between Churchill High School. The school also wrapped up a second food drive, specifically to support Sheldon families. Fall sports were wrapping up, and the football team was competing in the state championship that coming weekend, as well as the dance team.

Crystal Finnerty said that week, students were offered an opportunity to participate in First Aid/CPR certification. In other news, the Outdoor Leadership Academy (OLA) teachers were awarded \$2,000 of a Splash grant, to support environmental science and natural resource career technical education (CTE). Part of the grant was used to fund a recent salmon watch trip to Whiteaker Creek. Prior to Thanksgiving break, ECCO students and staff shared their gratitude for each other over a meal. On November 20, 2018 ECCO held a transgender awareness day. In celebration, ECCO's culturally responsive team provided a lesson about the words allies used to address or speak about non-binary people. Students were also asked to consider their own experiences with gender/gender representation. The lesson prepared students for a panel of three transgender and gender diverse community members on November 29, 2018. Finally, Ms. Finnerty shared students were eager to learn more information about ECCO's move to Bailey Hill.

Hannah Mitchell said North Eugene High School was in the midst of finals week. That evening, the school hosted its choir concert; there was also an upcoming band concert. Last week, North Eugene High School held a celebration for Indigenous Peoples' Day. As fall sports came to a close, winter sports were starting. Lastly, Ms. Mitchell said there would be a kick off assembly for Project Give, a food drive to benefit North Eugene families.

Tiffany Hang reported South Eugene High School was currently testing a new finals schedule. Student government won the competition food drive with Churchill and Sheldon High Schools; the different leadership teams were able to connect and create a fun promo video for the event.

In total, the schools were donated over 2,400 lbs. of food. Ms. Hang said freshmen student government applications were turned in, and elections would be held in December 2018. South Eugene High School was beginning to advertise for its Acts of Kindness week. The week was created for school spirit. Each day there were different themes and events, and secret snowflakes were sold for students to send. Toys would also be collected for Bags of Love. Proceeds went toward purchasing supplies for the school's food pantry.

Zoe Chilhorek said that student government stopped taking tee-shirt design submissions. Student government would soon order apparel. IHS's annual penny wars were coming up. The Penny Wars were a great way to build intercampus unity while raising money for good causes. Recently, seniors submitted their extended essays for International Baccalaureate diplomas. Both juniors and seniors continued to work on internal assessments, due January 29, 2019. New requirement, complete junior project ... all

Mary Walston provided a report on behalf of Claire Shepard. Finals were wrapping up, and college application due dates were fast approaching. The Black Student Union was planning a Kwanzaa Spirit Week to celebrate African American culture at Churchill High School. The Winter assembly was coming up, and that year, student government would share a video highlighting success during the fall, to encourage excitement for the next term.

## **VII. ITEMS RAISED BY THE AUDIENCE**

Chair Hays read the district policy on providing public comment.

Seventeen (17) people signed up to provide comment. The board provided 2 minutes per speaker, to accommodate the most amount of people possible.

Lesli Takasugi explained her daughter was a first grader in the life skills at Adams Elementary School. She was deeply concerned about the decline in quality of education, due to lack of Educational Assistants (EAs). Ms. Takasugi observed her daughter at school over the past month; her daughter received roughly 33 minutes, out of the 155 minutes required by her Individual Education Plan (IEP), of daily reading, writing, and math. When compared to the strides made over the previous year, Ms. Takasugi's daughter had made very little progress; in fact, behaviors that improved or even disappeared in 2017-2018 had resurfaced that year. Ms. Takasugi stated children were not receiving adequate care, and it was not due to lack of skill or talent by teachers or EAs, but only due to the lack of personnel. Ms. Takasugi observed many times wheelchair bound students were left on their backs or stomachs, alone, for up to 15 minutes at a time while EAs were on break. She observed her daughter be put in front of an iPad to watch YouTube videos for 35-40 minutes at a time, exceeding the amount of actual academics received. Ms. Takasugi was afraid that budget decisions were being made at her daughter's educational expense.

Amanda Hvass was a parent at Adams Elementary School. The last four years were amazing for her son, Ollie Hvass, who was also enrolled in the life skills program. Sometimes, she had to advocate for him, but usually it was due to misunderstanding. That year, Ms. Hvass observed repeatedly that her son's IEP was not being fulfilled. The minutes currently owed to him was over 2,000, or around 33 hours of instruction time. She recently met with an attorney; she didn't want to go that route, especially since it would only fix her son's education, not everyone else's. Ms. Hvass wanted to collaborate in improving the current system. She would work for change; however, whenever she asked why there were reductions in staffing, she never received a true

answer. Ms. Hvass needed transparency and wanted to trust one another in working to fix the problem.

Nels Hvass's son, Ollie Hvass, was part of Adams Elementary Special Education Program. He thanked Adams' staff for their work over the past couple years, but that year, things had changed. There was a decrease in EAs. He was not there to view the classroom, but saw a decline in IEP hours received by his son. The lack of minutes contributed to a halt in development.

Taylor Hvass was Ollie's brother. Mr. Hvass said Ollie was one of the happiest people he knew. Ollie always had enough help in school, until then. From his perspective, Ollie was not yet affected by the lack of help; however, Mr. Hvass feared that in 20 years, Ollie might not reach his full potential. He dreamed for Ollie to become an independent teen, young adult, and eventually self-sufficient adult. Mr. Hvass hoped to have verbal conversation, and hoped to someday walk or run alongside Ollie, without need for supports. Unfortunately, Mr. Hvass observed that lately, Ollie was not receiving enough education to achieve those goals.

Ollie Hvass was present and introduced himself.

Kimberli Holmquist provided a report from Eric Richardson, president of National Association for the Advancement of Colored People (NAACP) Eugene-Springfield. Ms. Holmquist thought the history and existence of NAACP was a curriculum unto itself, dedicated to fulfilling ideals embodied in the Bill of Rights, Declaration of Independence, and the U.S. Constitution. In regard to NAACP's education grant and community partnerships, Eugene-Springfield NAACP had been at work implementing youth programs, including tutoring, mentoring, and youth council. NAACP was especially excited to be part of the African American Black Student Success Plan, now being realized with 4J, Bethel, and Springfield school districts, Lane Education Service District (ESD), Lane Community College (LCC) and UO. The project was dedicated to raising African American graduation rates, and was made possible of passing HB2016. Toward those ends, NAACP looked forward to work with teachers, staff, and district leaders. Ms. Holmquist would send her testimony to the board.

Anthony Hornof was very grateful for the educational opportunities provided at Adams Elementary School, however, he and his wife had concerns and were unsure what to do. They didn't want to alienate any teachers, staff, or other parents. Mr. was trying to work within system, so he met with Cheryl Linder. The specific concern he had was that his daughter didn't receive communication opportunities. Mr. thanked for the funding provided, but he and his wife were scared, and wanted to ensure children had access to the best opportunities possible.

Sandy Itzkowitz Introduced herself as a retired life skills teacher. She currently worked part time as a guest teacher, and volunteered in life skills classrooms. Ms. wanted to express concerns on cuts made to the life skills program. In addition to cutting one classroom, cuts were made to staffing, curriculum, and specialized training. The following year, student ages within the same class ranged from kindergarten to 5<sup>th</sup> grade. This made it even more challenging for teachers instructing a group of students with a diverse range of needs. The cuts made to the program that year greatly impacted the quality of instruction provided. Class sizes increased, but the number of EAs decreased. Hours were cut for several EAs as the school day was lengthened. Any one change would have made an impact to the program, as a result much more difficult to meet needs of students and provide appropriate support. Ms. encouraged the district to look at its current model and consider whether they were truly meeting needs of students.

Ann Piazza was a teacher at Adams Elementary School. She read a letter on behalf of staff, concerning the learning environment there. They were proud to have the life skills program within their building, but that year, inadequate staffing for the program resulted in some significant concerns. Staff struggled to provide basic care in a timely and safe manner, including protocols for eating, bathroom, and mobility care. Student inclusion time decreased significantly as staff ratios were not appropriate to transport students back and forth. Ms. Piazza believed staff was doing the best they could, under extreme circumstances. Ms. Piazza explained the teachers were also there in solidarity with el Camino del Rio teachers, to express their concern about the district's learning environments. The incidents were not isolated.

Meg Carnagey continued the letter from Adams Elementary School staff. She explained life skills teachers and other staff were being impacted by behaviors, such as: refusal by students to comply with classroom routines; emotional outbursts; leaving the classroom without permission, then hiding or roaming the school unsupervised; and purposeful ruining of the teaching environment (i.e. student work, learning materials, other supplies). When teachers escorted students out of a class to calm down, there were often attempts made by students to return to the classroom by banging on doors, attempting to open doors, or trying to crawl through windows. Additionally, there were issues with ongoing bathroom accidents, such as intentional urinations in the classroom or office. Ms. Carnagey explained an increase in aggressive behaviors created an environment in which students and staff do not feel safe, and caused an increase in room clears. She noted that aggressive behaviors included: physical aggression (both students and staff had suffered injuries); verbally threatening staff and students with harm; trapping/cornering students and staff. There was a lack of support of staffing and resources to respond to the crisis, and teachers felt powerless. The behaviors were negatively affecting education; students and parents were scared and expressed concerns.

Glenda Brittler was an EA. She continued where Ms. Carnagey left off. Teachers reported losing student teacher placements, as well as difficulty finding substitutes who would work in the building. Staff was asking the Superintendent and the board to consider the following: commit to smaller class sizes; invest in adequate staffing; invest in providing training on increased behavior support; increase time for recess, P.E. and other physical movement; create behavioral specialists; create sensory or de-escalation spaces in all schools; develop clear protocols for documenting room clears; and implement support for teachers experiencing secondary trauma symptoms. The educators were firmly committed to the idea that all children were entitled to a safe and productive learning environment. Schools needed to move beyond constant crisis and response mode, and the district needed to start finding solutions. Ms. Brittler concluded the board had a copy of the signed letter.

Rae Heselbach represented the life skills classrooms. The school year had brought a significant increase in caseloads, but a decrease in staffing. Ms. Heselbach presented a chart on the staffing ratio. With the current staffing levels, teachers were struggling to implement feeding, toileting, and medical protocols which required at least one adult per student. The protocols were necessary for a foundation of support before even introducing instructional material mandated on IEPs. Additionally, the decrease in staffing made it nearly impossible to provide opportunities for students to be included with their typically developing peers. The increase in school days created almost 7 hours in instruction time, but some staff were only contracted between 4-6.5 hours. That meant the day began and ended half staffed. Teachers cut prep and planning time. Running programs half staffed was both unsafe and unproductive. Ms. H Urged the district return to previous staffing levels.

Larry Lewin was a retired 4J teacher and a member of Community Alliance for Public Education (CAPE). Mr. Lewin noted the Register Guard ran an editorial on disruptive language. He read the beginning of the article, which he said had harsh language. The editorial mentioned many external factors to the issue, but no mention on internal factors, so Mr. Lewin wrote a letter to the Register Guard. Mr. Lewin read the letter. Behavioral issues were complicated, and with multiple factors, some of which were outside the school's control. But, there were some internal factors the district could control; he urged the board to look at internal policies.

Roscoe Caron was a retired 4J teacher and a member of CAPE. Mr. Karen thought the discussion on disruptive learning hadn't started with some obvious questions, such as why the trend was happening now, and what had changed. He offered an analogy with a canary and a coal mine. In sum, canaries signaled danger to the miners, as they were affected before humans when danger was in the air. Mr. Karen explained Oregon had administered the kindergarten assessment for the past five years; testing diminished what was taught in grades K-12, and diminished art, music, play, and joy. Mr. Karen wondered if it was possible that subjecting little children to testing, sorting, tracking, and pressure was harming them, and playing a role in the new, destructive behavior. If it were possible, the ethical response would be to re-examine the corporate testing model applied to children.

#### **VIII. COMMENTS BY EMPLOYEE GROUPS**

Sheila Waggoner, president of OSEA, brought up some issues she heard from members. First, there were still classified staff not receiving all breaks and lunches. It seemed like an easy solution, but the reason for missed breaks was due to short staffing. Sometimes, breaks were even discouraged because everyone had to work harder when someone was gone. Ms. Wagner said another issue raised was incident reports. When employees had injuries, sometimes they filled out a report form, but others did not. Ms. Wagner said they needed help in explaining to staff about who filled out incident report forms and when.

Tad Shannon, president of EEA, stated the district was facing a real and present danger with the behavioral crisis; it was not just concentrated in a few schools. That day, Mr. Shannon spoke with two teachers on the verge of quitting. One teacher, who had been in the profession for 15 years, felt unsafe in her job. Administration was unavailable to help, and it was a theme he heard repeatedly. Additionally, when principals were out of the building, behaviors spiked. Mr. Shannon suggested not pulling principals out of elementary buildings, because there wasn't an assistant principal; or, having other staff fill in. Mr. Shannon thought it was a two-tiered problem. There was the issue of funding at the state level, which EEA was happy to lobby for, but in the immediate term, EEA called on the district to work with them in creating a task force. The group would bring concrete proposals to the board, for implementation at the start of second semester. Mr. Shannon didn't think schools could survive going on as they were. One concrete suggestion he heard was to take the seven Services for Students with Disabilities (SSD) administrators and place them in the highest need schools until the district got a handle on what was happening.

#### **IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Mr. Torrey thanked the public for coming. He wanted them to understand the behavioral issue wasn't just this year or last year. It was present five or six years ago, and at the time, no legislative members would admit there were problems in schools. Five years ago, they didn't know the terminology "room clear." Now, legislators saw how important and significant issue

was. Moving forward, the district expected more resources, but the issue wouldn't be solved immediately. Mr. Torrey stressed it was important to keep pressure on legislators in Salem.

Ms. Nittler thanked Mr. Shannon for his comments. She heard the term "crisis" a lot. People did not do their best work when crisis planning. Ms. Nittler noted the solutions brought forward by the Adams Elementary School staff were systemic, long term solutions and they were all needed, but also all required funding. Ms. Nittler asked community members to please contact officials in Salem. It needed to be kept a priority.

Ms. Levis heard a lot of questions, and requests for partnerships and transparency. People also wanted explanations as to why it appeared there was less staffing. She would ask the Superintendent to get that information back to the board. Ms. Levis mentioned an ODE meeting focused on disruptive learning; the board and other leaders were beginning to understand more. As previously mentioned, there were external and internal factors. It was important to look at internal factors that may be increasing behavior outbursts. Ms. Levis loved and appreciated the 3-point plan. During the work session, board members discussed what it would take to lower each class by one student and it would be about \$1 million. Working together with the community was a good place to start in finding solutions, because there wouldn't be an easy fix.

Ms. Sundgrenz reiterated previous board member comments. It was a very important legislative session to lobby; she pleaded community members to attend a lobby day. Ms. Sundgrenz thanked everyone for taking a night to advocate for their students. In particular, she thanked Taylor Hvass and Ollie Hvass for their strong advocacy.

Ms. Newman said there was no simple answer to these complex issues. It took everyone working together to solve problems. She was open to ideas for immediate solutions. Ms. Newman was disturbed to hear IEP time wasn't being met, as it was critical for success. She worked in early learning, and noted behavioral issues were not only happening at the elementary level – they were also increasing at 3 years of age. Something significant was going on, and all sectors within the community needed to look at the trend. She was hopeful because there was a lot of attention and energy around the issue. In more positive news, over the past couple weeks she went with Ms. Mitchell to North Eugene High School to attend a student council meeting. She appreciated the chance to watch student government in action. Ms. Newman also attended the recent Equity Committee meeting, and she appreciated the discussion around CTE and how to make it more accessible for all students.

Ms. Walston volunteered at Adams Elementary School, and saw room clears. She understood how the behaviors affected all classrooms. schools. Ms. Walston echoed Ms. Levis' suggestion for finding a short-term solution. She was hopeful that Governor Brown changed emphasis in her budget. It might not be passed, unless pressure was placed on legislators. Addressing the issues would take time. Ms. Walston acknowledged McCornack Elementary School staff, and congratulated Ms. Baldwin for winning Kid Governor of the Year.

Chair Hays thanked the audience for their comments. She believed hearing their voices had effects on the board. Chair Hays explained the board had a work session on legislative priorities and additional supports for mental health and behavior issues was one priority of the board. The board was heading into budget season, and hoped to prioritize resources.

The board took a brief break until 8:20 p.m.

## **X. CONSENT GROUP – ITEMS FOR ACTION**

1. Approve Personnel Actions
2. Approve Minutes from Work Session and Regular Meeting on October 17, 2018
3. Approve Minutes from Work Session on October 24, 2018

**MOTION:** Ms. Walston moved, seconded by Ms. Nittler, to approve the Consent Calendar.

**VOTE:** The motion passed unanimously, 7-0.

## **XI. ITEMS FOR INFORMATION**

### **1. Planning for Bond Next Steps**

Dr. Balderas shared a draft process the district planned to use when moving forward with the bond measure. He highlighted that certain building designs would need to be different than originally thought, since all school sites identified had less funding attached. The process acknowledged the need for community input.

Mr. Spain and John Stapleton from Pivot Architects shared a slide entitled, “4J Bond Organizational Structure.” The slide outlined roles for each of the different groups involved.

Mr. Stapleton said the overriding goal was to leverage dollars available to create the most impact. There was an enormous amount of collective wisdom and knowledge within the community and it was important to consider how to garner that wisdom. They proposed focused, high intensity sessions with the public, rather than long, drawn out meetings.

Mr. Stapleton explained there would be a bond advisory board, which had another long range planning component to it; the district saw a possibility for the group to work as a hub, and synergize other long range planning efforts. That group would work mainly with the superintendent’s office. Then, there was also a larger community outreach process. Mr. Stapleton thought there would be an initial district wide effort to garner community input on high level priorities and expectations. There were suggested topic areas, such as: sustainability; resiliency; equity; and access. Staff would organize larger community outreach sessions around the topics. After that, they would move on to discuss facility standards which would allow for operational equity across system, lowering costs and ensuring similar systems were in each school. From there, they would move onto Education Specifications (Ed. Specs.) elementary and middle school had Ed. Specs. but wanted to update them. High school EXPECs were becoming a whole new effort.

Mr. Spain said the district also wanted to add the facilities department had worked on the update over the past few months. Ed. Specs. were utilized for small projects, so even without the bond passing, the district would need to update them. In regard to high school Ed. Specs. the district recently released an RFP, and selected a potential architect to lead the process of developing one for high schools. The district was currently negotiating a fee based on the scope of work. He anticipated completion in April 2019.

Mr. Stapleton noted that previously there was an extensive visioning process for elementary and middle school Ed. Specs.. A lot of the work was solid, and the team didn’t necessarily need to recreate all of it. Instead, there would be a large-scale survey, then site observations and interviews with schools. To evaluate projects, the results would be measured against goals and visions of the last two Ed. Specs. issued to evaluate projects. The hope was to have a user-

based improvement and update to Ed. Specs., as the experiential side of finished projects was important. After those processes, there would be a set of district wide tools that would provide clear and concise direction all design and site teams.

Dr. Balderas said the model had been discussed prior, and its purpose was to gather a great amount of community engagement upfront. Staff would go out to individual communities to continue working through designs, etc.; however, gathering some information up front, would allow the district to work more effectively. Mr. Spain thought the efficiencies would save money in development, planning, and design processes.

Mr. Spain provided a draft timeline, which would be posted to the district website once it was finalized.

Ms. Newman asked if stakeholder outreach was coordinated across regions. She wondered if staff had any conversation around how schools/regions may prioritize different issues, or provide different input about wants. Dr. Balderas said staff, board members, and community members would go to affected schools and have conversations with the communities about what they were looking for in a school.

Ms. Vandercar said the post occupancy survey sent would help staff understand project success, and community wants. Staff was would also send a survey to coaches from KidSports, and other users of district buildings, about what needed improvement.

Ms. Newman noted the district planned to build a new high school, which was a big investment; she wondered if there were any nearby communities who also recently built a high school facility. Dr. Balderas said yes, he was currently talking to some schools in the metro area.

Ms. Levis brought up community input. She wondered how to hear from people who might not have time or ability to attend community sessions. That input was necessary, too.

Dr. Balderas agreed, it was important to be thoughtful in terms of how outreach was done. Staff hoped to reach families who hadn't been included in discussions. Dr. Balderas and the district wanted to ensure the district was equitable in communication. Community forums were successful in the past, so the district planned to do something similar at individual schools.

## **XII. ITEMS FOR ACTION**

### **1. Approve Revisions to Board Policies "Section J" – Students**

**MOTION:** Mr. Torrey moved, seconded by Ms. Nittler, to approve revisions to Board Policy Section J – Students.

**VOTE:** The motion passed unanimously, 7:0.

### **2. Approve Resolution 2019-04 Lane County Election Results 2018 Bond Measure**

**MOTION:** Ms. Walston moved, seconded by Ms. Newman, to approve Resolution 2019-04 Lane County Election Results 2018 Bond Measure.

**VOTE:** The motion passed unanimously, 7:0.

### **3. Vote on Oregon School Board Association (OSBA) Elections**

Dr. Balderas said there were two resolutions, to adopt OSBA legislative priorities and to amend OSBA bylaws related to composition of the board of directors by adding a voting seat for representative of the OSBA Members of Color Caucus.

**MOTION:** Ms. Levis moved, seconded by Ms. Sundgrenz to approve two resolutions relating to the Oregon School Board Association (OSBA) elections.

**VOTE:** The motion passed unanimously, 7:0.

4. Approve Memorandum of Agreement with Eugene Education Association (EEA)

Ms. Nesbit summarized the proposed memorandum of agreement with EEA. The Superintendent recommended approval.

**MOTION:** Mr. Torrey moved, seconded by Ms. Sundgrenz, to approve the Memorandum of Agreement with Eugene Education Association (EEA).

**VOTE:** The motion passed unanimously, 7:0.

5. Adopt Resolution #2019-03 for Supplemental Budget No. 1, Making Appropriations for the 2018-19 Fiscal Year

Dr. Balderas explained the largest chunk of the supplemental budget was to augment the district staffing pool.

**MOTION:** Mr. Levis, seconded by Ms. Newman, to approve Resolution #2019-03 for Supplemental Budget No.1.

**VOTE:** The motion passed unanimously, 7:0.

**XIII. ITEMS FOR ACTION AT A FUTURE MEETING**

1. Consider Approving Revisions to Board Policy “Section K/L” – Community Relations

Dr. Balderas explained the proposed revisions to board policy “Section K/L” – Community Relations. The board policy subcommittee worked over a year on editing the policies. Agenda Item XIII was first read and would be voted on in a future meeting.

2. Consider for Approval the 2018-19 Superintendent Evaluation Process

Chair Hays thanked the subcommittee for putting together a process and evaluation that would hopefully live on for future boards of directors. The revised process and format was within the agenda packet.

Chair Hays thought they came up with a strong timeline and guide for decision making. Ms. Levis appreciated the partnership with Dr. Balderas in discussing effective ways to evaluate performance and to provide meaningful feedback.

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

Ms. Levis wondered if a schedule was set up for work sessions as the board moved forward with the bond. Ms. Levis also thought there was cause for a work session focused on disruptive learning, based on recent trends and overall testimony that evening. She wanted to understand

staffing numbers and what changed over the past couple years. The public didn't have a full understanding, and neither did she.

Chair Hays said leadership would discuss a work session at their next meeting. Ms. Nittler said previous minutes referenced to Juliana et al vs. United States and noted leadership would discuss how to support the outcome. She was unsure if the board ever returned to the idea. Dr. Balderas said leadership planned to draft a letter of support and return it to the greater board.

Ms. Nittler wondered if there was a district wide process to evaluate the new schedule set by the Superintendent.

Ms. Newman was interested to hear some suggestions for immediate solutions to help schools struggling with behaviors.

#### **XV. UPCOMING MEETINGS**

Chair Hays highlighted upcoming dates and board meetings:

- December 5, 2018 Board Work Session
- December 7, 2018 Legislative Breakfast
- December 7, 2018 Meeting with OSEA
- December 19, 2018 Regular Board Meeting

#### **XVI. ADJOURN**

Chair Hays adjourned the meeting at 8:59 p.m.

*(Recorded by Marina Brassfield)*

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Dr. Gustavo Balderas  
District Clerk

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Alicia Hays  
Board Chair