

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

February 6, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:15 p.m. and a regular 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 February 1, 2019, and published in *The Register-Guard* on February 6, 2019.

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 of Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of Elementary Education
Andy Dey, Director of Secondary Education
Cheryl Linder, Director of Student Services Department
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
Iton Udosenata, Principal of North Eugene High School
Greg Borgerding, Principal of Churchill High School
Carey Killen, Principal of South Eugene High School
Tracy Ross, Assistant Principal at Sheldon High School
Molly Gillett, Principal of ECCO

STUDENT REPRESENTATIVES:

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

MEDIA: KRVM, Register Guard.

OTHER: Tad Shannon, Eugene Education Association President.

I. WORK SESSION

1. Superintendent Evaluation

Chair Hays opened the work session of the 4J board of directors at 5:17 p.m.

Chair Hays explained board members were provided an overview of the superintendent's evaluation process. Dr. Balderas would provide mid-year review of goals. Board members would come together and write an official evaluation during an executive session in March 2019.

Dr. Balderas highlighted recent work done by the district. He reiterated the district's appreciation for overall support from the community, with approval of the bond during the November election.

Dr. Balderas noted board members had the evaluation tool agreed upon as well as various goals the district had established.

Dr. Balderas shared specifics under each individual goal. Goal I, Access and Outcomes for all students. The district was currently knee-deep in a curriculum adoption process. So far, the district had expanded the world health curriculum to meet Erin's Law requirements. It would continue the world language, high school life science, and immersion language adoptions. When adopting a new immersion language curriculum, the district would look to align grades K-12.

Dr. Balderas addressed instructional supports; the district was looking deeply that year in terms of math interventions, particularly at kindergarten through first, as well as sixth and ninth grade levels. Ideally, interventions would be set up throughout each grade but due to budget constraints, the identified grades were a good start.

Dr. Balderas acknowledged Dr. McGaughy and her entire team in their ability to use data to make informed instructional decision-making to support kids. He explained the team focused on data that would ensure students moved forward successfully. Specifically, Dr. McGaughy worked on differentiating instruction; for example, in math, that meant meeting kids where they were at and ensuring teachers had the right knowledge and training to do so.

Dr. Balderas explained another focus was K-5 literacy across the curriculum, meaning reading and writing was included across content areas. There was shared accountability among all teachers in all subjects to ensure every student reached where they needed to be in reading and writing areas.

Dr. Balderas moved onto Goal II, Pathways for Student Success. The goal had been accelerated with Measure 98 High School Success dollars. Ultimately, the goal was to look at academic programs for both neighborhood and magnet schools in terms of ensuring they were articulated. The district was in year three of the articulation process. Dr. Balderas thought the instructional team did a great job ensuring that curriculum was aligned, both vertically and horizontally, during adoption processes. That specifically meant aligning to state standards, as well as between secondary and primary levels.

Dr. Balderas addressed equitable educational opportunities within the goal. Coursework shouldn't be determined by individual regions, and it shouldn't matter where someone went to

school within the 4J system -- all students should be provided the same level of education and the same level of coursework.

Dr. Balderas stated the district had utilized High School Success Plan (or, Measure 98) dollars to ensure CTE programs were a part of every comprehensive high school. The district was also moving toward implementation of an online academy; currently, 4J was the only large school district that did not offer one. He clarified that online programming would not be a charter school - it would be targeted only for 4J students. Dr. Balderas concluded the offering was part of the strategic plan and it was a district priority.

Dr. Balderas moved onto alternative school settings. The future was still to be decided, but the district was working with the alternative school and leadership team to create a plan that worked for the school community. That evening, the board would vote on a location for ECCO. He reiterated deciding a location was very different than programming. The overall program would be created in collaboration with the leadership team, school staff, and principal.

Dr. Balderas acknowledged efforts put into passing the 2018 bond measure. He wanted to replicate the process for the upcoming levy. The entire community working as a team proved to be more successful.

Dr. Balderas said more equity workshops were scheduled for the year. All sessions were open to the public. He credited equity officer Karen Perez da Silva for her work in planning the workshops.

Mr. Torrey knew how hard staff worked to reach out to families, but the district didn't seem to reach a substantial number of people. He thought hosting meetings within schools would allow families to feel more comfortable speaking about their issues and concerns. Dr. Balderas agreed, parents were more likely to go to their kid's school for information, rather than the district offices. He would discuss with leadership.

Chair Hays asked if schools with resource centers correlated to parent involvement. Dr. Balderas said he could get more data around her question.

Dr. Balderas shared that the district worked to hire, support and retain a world-class workforce. Leadership continued to work with UO, Western Oregon University (WOU), Oregon State University (OSU), Pacific College, Northwest Christian College, LCC, and more to ensure there were strong connections. There was a lot of focus on building symbiotic relationships.

Dr. Balderas continued that the district used Title II dollars to offset professional development costs for licensed staff. Friday trainings were now aligned across schools and were more structured -- the trainings had been well received.

Ms. Walston asked if there were similar trainings for classified staff. Dr. Balderas said the district would consider hosting trainings for employees, in terms of needs for certain roles and responsibilities (i.e. de-escalation skills).

Mr. Torrey knew in the past there were road blocks to hiring new staff quickly. He wondered if HR was able to work with the union to allow work on acquiring new teachers earlier. Dr. Balderas said absolutely, the union and administration recognized the need to fill certain positions quickly. They were working hard and together to eliminate barriers. Additionally, the

district was hoping to create a master schedule during forecasting to understand where staffing gaps were beforehand.

Dr. Balderas explained stable and sustainable stewardship. The district continued to work on purchasing to create a more efficient system. The finance department, under Cydney Vandercar's guidance, was working toward creating a more centralized purchasing process to eliminate unnecessary costs. Additionally, Ms. Delf was working to ensure there was a centralized communication program, so individual schools didn't have to communicate district wide issues.

Dr. Balderas said another focus was financial transparency. The first budget committee was that month. The district would continue to answer budget committee member questions to create increased transparency and accountability.

Dr. Balderas moved onto safety and security. The district completed a lot of Alert, Lockdown, Inform, Counter, and Evacuate training and would continue to expand its incident command structure.

Ms. Walston asked about earthquake readiness planning. Dr. Balderas said earthquake drills were mandated. The district would continue to expand. So far, the district worked with key partners like the City and the UO on a broader community plan for emergencies. Ms. Walston confirmed that the district still planned to have resiliency centers constructed in each of the regions. Dr. Balderas said yes and explained resiliency centers would be in specific parts of a building.

Dr. Balderas shared the district worked to optimized technology. Steve Menachemson did a great job on maximizing the district's purchasing power through cooperatives, to ensure there was a solid refresh cycle for the future.

Lastly, Dr. Balderas covered administrative performance. He explained performance was based on the superintendent's overall relationship and engagement with the board and community. Dr. Balderas serves on several local boards to build relationships such as United Way, the Chamber of Commerce, Peace Health, Association of Latino Administrators, the Early Learning Alliance, and Connected Lane County.

Chair Hays pointed to page two of the evaluation process. The executive session focused on the superintendent's performance review would be in April 2019.

2. 2017-18 Graduation Rates in 4J / Action Plans

Dr. Balderas explained he and staff would move through the presentation and allow individual high school administrators introduce themselves throughout.

Ms. McGaughy presented a PowerPoint entitled, "*2017-18 Graduation Rates in 4J.*" She shared specific information regarding 2017-2018 graduation rates:

- Data were released by ODE on 1/24/2019
- Graduation rates count students who received regular or modified diplomas
- Completion rates also count students who received extended diplomas or GED

Ms. McGaughy explained the difference between the graduation rate and completion rate. There had been a slight increase in the graduation rate to 74.4% and the completion rate grew

by 2.8 points to 81.2%. There were some great successes, like North Eugene High School's graduation rate increasing by 10%.

Ms. McGaughy explained a slide exemplifying graduation rates by high school. All comprehensive 4J high schools had increased significantly from 2013 to 2018. She pointed that years with significant funding cuts, such as those in 2009, aligned with lower graduation rates.

Ms. McGaughy explained the data was also affected by reporting changes. In 2013, ACT program students could take courses at LCC if they remained a 5th year student within district, however, those students were counted as non-graduates. In 2014, the state changed the law to include 5th year graduates as well as those receiving modified diplomas.

Mr. Loureiro shared some gaps between groups of students. Most gaps grew for the class of 2018. For example, the gender gap doubled from 5.2 to 10.5. gap. Ideally, the change would have been a negative number to decrease the gap.

Mr. Loureiro compared 4J rates to the state of Oregon. Overall, the district had a lower graduation rate. The state's rate increased more than 15 points and continued to improve. Mr. Loureiro explained the improvement was remarkable, as Oregon's graduation requirements were more strict than other states.

Ms. Newman was struck by the erratic line when comparing 4J and the state. Ms. McGaughy explained the data was skewed, due to include ACT participants as non-graduates. At least 100 students were classified as such.

Mr. Loureiro compared graduation rates for lower versus higher income students in 4J and the state as a whole. The district fell slightly behind for lower income students yet was on par with the state.

Mr. Loureiro provided a comparison between 4J and other districts:

- Among Lane County districts, 4J's graduation ranking improved from 10th to 8th (out of 15 districts) from 2017 to 2018 and was higher than Bethel and Springfield.
- Among the 10 largest districts in Oregon, 4J had the 9th highest 4-year graduation rate in 2018, the same position as in 2017.

Mr. Loureiro shared trends in 4-year and 5-year completion rates. Overall, 4J was keeping pace with the state. The percentage of students receiving GEDs had increased significantly from 2% to more than 6.6%, so fewer students were staying for a fifth year. The trend in 5-year completion, as opposed to graduation, was the same as the state.

Mr. Loureiro explained drop-out rates. During 2017-18, 4J saw an increase in students dropping out. The number counted all levels of high school. Two student groups most likely to leave school were students who were mobile or were falling behind in credits.

Ms. Walston returned to graduation gaps in 4J and Oregon. She wanted to be clear that higher income students had the same pattern for both the state as a whole and 4J. Ms. McGaughy said yes, students who were not economically disadvantaged had a rate of 87%. The gap for 4J was seen in economic disadvantaged students, who had a graduation rate of 62.2%; 4J was not serving the lower income population as successfully as the state.

Ms. Walston wondered what Madras, which had a 90% graduation rate, was doing to reach success. Dr. Balderas responded that Madras was a much smaller district, but the principal put systems in place to ensure folks focused on having the right supports for students and teachers. It would be important for 4J to consider systems to replicate.

Mr. Torrey asked how many students met the credit requirement but failed to meet the essential skills requirement. Mr. Loureiro said almost none because there were so many ways of reaching essential skills. Schools worked on finding the most appropriate route for every student. Mr. Torrey wondered what those separate processes were. Mr. Loureiro said most students showed mastery of essential skills through Smarter Balance, but another percentage used SAT or ACT, and a smaller group used work samples.

Mr. Torrey wondered what percent didn't pass the Smarter Balance test and needed to have assistance later. Mr. Loureiro responded the proficiency rating for 11th grade was 70% but to demonstrate essential skills students could meet a lower score. Staff would send details to the board.

Ms. Newman wondered if there was a process for students to decide if they wanted to stay a fifth year. She also wondered if the district received reimbursement for those students. Mr. Loureiro responded students simply enrolled for the following year and were considered just like every other student. Students up to age 21 could be served in public high schools.

Ms. McGaughy passed the presentation off to the high school administrators, who would go into detail about their individual schools.

Mr. Greg Borgerding, Principal of Churchill High School, explained initial data showed the school had a dip in graduation rate of 4.7%. Administration was not thrilled about the trend, however, he understood staff had worked hard to tighten up systems. Staff had an action plan in place which included:

- Interventions Systems & Data Teams
- Freshmen Focus
- Trauma Informed Care & 5th Year Graduation Rates.

Mr. Borgerding explained other steps Churchill High School had taken to increase graduation rates. There were specific interventions to be proactive and meet students where they were at, in that moment. Staff was proud to have closed the graduation gap with students of color and worked on supporting student success in special education. Counselors were also focused on ensuring freshman students had full schedules and social-emotional learning was implemented schoolwide.

Ms. Newman wondered if data teams looked at social data for students. Mr. Borgerding said the data team had conversations with kids to determine why they were struggling. The data team included counselors, and the focus on ensuring school was a constant variable for all students.

Ms. Levis asked how much of the work was done site based, and how much collaboration there was with other high schools regarding best practices. She also asked if there were particular budget items that would support increased graduation.

Mr. Borgerding thought high school principals were very collaborative. As for budgeting, he thought it would be valuable to fund an initiative with a strong, singular focus on instructional best practices. He often saw well intended principals working hard but in different directions and

would love to have folks work in concert. Specifically, Mr. Borgerding requested united professional development so teachers in each school shared the same strategies and all students rose above.

Mr. Torrey noted there were currently a number of behavioral issues, primarily at the elementary level. He wondered if behavioral issues were less prevalent in middle and high schools. Mr. Borgerding said the trend shifted over the years, as students matured and changed. He believed strong Positive Behavior Interventions and Supports systems supported students and were alive and well at higher grade levels.

Ms. Molly Gillett, Principal of ECCO, shared her action plan:

- Credit recovery classes in core subjects 9-10 grades
- Credit by proficiency for GED test completion
- Extended 6 period school day, 3.0 credits of credit/trimester plus additional credit opportunity for GED or credit recovery courses.

Ms. Gillett said it was very important to distinguish that students within the GED and reconnection programs were included in ECCO data even though they were not on campus or receiving services.

Ms. Gillett said ECCO had best practices like PBIS and intervention classes for math and language arts. Students arrived at ECCO during various times of their high school career. Most students were there only for a year or less, so sometimes staff didn't have data on four-year progressions. When students were at ECCO, staff mostly triaged to address deficiencies in their transcript so they could reach graduation. Ms. Gillett explained ECCO addressed deficiencies by implementing "credit by proficiency." The practice allowed students to progress much more quickly. There were also credit recovery courses at the 9th and 10th grade levels.

Ms. Gillett explained the majority of seniors were not eligible for Oregon Promise grant funding because their GPA was below 2.5. Enrolling in ECCO allowed an opportunity to earn back credit and to access funding for secondary education. Additionally, there was an extended school day, so students had more time and could earn credits at a faster pace. Students could earn three credits per trimester.

Ms. Walston clarified the drop-out rate 25.9%. Ms. Gillette said ECCO instituted a position in the district known as an "outreach recovery specialist" to work with students. Those enrolling in ECCO often dropped out of a comprehensive high school, and the progression back into a school didn't always happen quickly. Sometimes there were barriers like finances or a family illness in their way. Ms. Gillett explained ECCO dropped every student at the end of the year, and the next year, recovered as many students as possible.

Mr. Torrey thought it was unfair that kids working on a GED didn't receive recognition at the state level, in terms of graduation rates. Ms. Gillette agreed; the issue was part of lobbying at the state level.

Mr. Iton Udosenata, principal of North Eugene High School, explained the school's graduation initiative which involved systems, feedback, and connectivity. He and staff believed in those three principles, as well as a positive school climate with interconnectedness throughout the building.

Mr. Udosenata explained administration tried to be precise in its systems. With 12th graders, staff tried to focus on intensive oversight and progress monitoring. Administration review each student's credit situation at the beginning of the year. If a student was credit deficient, counseling staff would create a game plan.

Mr. Udosenata said the idea for 9th grade students was to give them the right skills so they could enjoy the 11th and 12th grade years for exploration. In that process, staff used early identification systems to understand where students might need supports, and then designed interventions to assist students.

Mr. Udosenata added that instructional focus was very important. Administrators carefully mapped and planned instructional and professional development, by observing classrooms. They used information from classrooms as a feedback loop to redesign or modify development throughout the course of the year. Staff received professional development at least twice a month. Lastly, the school really cared about its environment. Administrators tried to cultivate a welcoming environment with supports, accountability, and multiple points of connections for students.

Ms. Levis thought connectivity was huge. She wondered how the different schools were keeping track of students moving between schools. Additionally, she asked for Mr. Udosenata's opinion on budgetary ideas to support graduation.

Mr. Udosenata always tried to call the student's new principal, so that they weren't lost in transition. Ms. Levis asked for information, specifically around ECCO. She wanted to ensure home high schools still included the student.

Mr. Udosenata explained that when student elected to go to ECCO, they were still able to participate in all activities related to North Eugene High School. Kids got to choose which graduation ceremony they attended and could go to both if they wanted. He thought it was important that kids knew they were always welcome back. If a student chose to go to a charter school, he would also discuss with the administrator what the student's needs were.

In terms of budgetary items, Mr. Udosenata agreed with Mr. Borderding that it would be nice to explore funding for professional development, as well as ways to better serve and support CTE programs.

Ms. Newman asked how staff ensured there was connectivity. Mr. Udosenata said staff always looked to see where a struggling student had connections. If they were not connected to extracurriculars, etc. he would often encourage staff to create points of access for kids. Participation in activities was linked to higher academic performance and gave many kids a reason to keep coming to school.

Ms. Tracy Ross, principal of Sheldon High School, started a campaign winter 2018 in conjunction with an attendance intervention system. Ms. Ross explained the initiatives three main points:

- We Believe in You;
- Strong relationships with students:
- Data teams; Data driven decisions

Since implementing the campaign, staff saw a dramatic decline in truancy rates at both the 9th and 10th grades. Ms. Ross explained that now, they were shifting the conversation to chronic

absenteeism. One in four students did not attend the school regularly. Staff looked at ways to build stronger connections to students by hosting in-school events, opening a food/clothing pantry, and having regular check-ins with an attendance team.

Ms. Ross said in terms of implementing systems, Sheldon High School implemented several data teams and groups, that worked collaboratively together such as the freshman success team which met twice a month. Ms. Ross explained a schoolwide focus that year was on notes - not only taking but processing them and using them effectively. Administration was also considering a consistent grading scale for all freshman classes.

Ms. Levis asked Ms. Ross what she wanted in a budget. Ms. Levis added that she heard at a recent meeting that the district was short in support staff like counselors. Ms. Ross thought having a part time or full-time mental health therapist, in addition to counselors, to serve students' emotional and psychological needs. Sometimes, outsourcing and finding those resources was difficult. Having an on-site option would be tremendous for the school.

Ms. Carey Killen, principal of South Eugene High School, shared her action plan:

- Develop and monitor the progress of a four-year plan for every student.
- Implement ongoing abundance monitoring and supports to increase student access to school.
- Provide thorough and strategic academic and socio-emotional supports for first-year students

Ms. Killen acknowledged that South Eugene High School had fairly high graduation rates (over 90%) so part of their discussion was how to maintain those rates. The school happened to have a critical mass of students intently interested in high school success and in ventures beyond high school, which was a huge factor in South's success. It influenced the culture which often inspired incoming students to act similarly.

Ms. Killen explained staff planned to develop a four-year plan for every student, and then monitor progress. Currently, one strength in practice was counselors meeting with students on an annual basis. From the start, there was effort in developing a mentality around success during and after high school.

Ms. Killen added administration implemented attendance monitoring and supports to increase student access to school. A big focus was on those students not attending regularly; some students struggled to come due to a variety of barriers. The work included monitoring student attendance, looking at student patterns, and then putting appropriate interventions in place.

As for budgetary needs, Ms. Killen thought additional supports at the beginning of the year would be beneficial. Despite the supports already in place, often kids got a little lost. She thought it would help significantly if there was more support implemented from the start, specifically toward mental health. Sometimes, additional adults available helped struggling students.

Chair Hays adjourned the work session at 6:52 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

Dr. Balderas recognized and thanked all school counselors in honor of School Counselor Week. He also thanked support operations staff for waking up early and checking roads during the recent inclement weather.

Dr. Balderas reported the board would vote on ECCO's location that evening. He differentiated the decision-making processes for space and programming -- the board made locational decisions while the superintendent made programming decisions. The rationale for leaving Lane Community College (LCC) was that the school's lease was expiring. Prior to that, the board thought ECCO would move to the property on Bailey Hill, however, after speaking further with the community they decided it wasn't the right choice. The school wanted a more centralized location, so the district office property would be considered.

Dr. Balderas shared the board discussed graduation rates and alternative education options during that evening's work session.

VI. REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Claire Shepard reported Churchill High School held a book drive that month, which was the first initiative of 20KindTeen. The drive supported Parenting Now, but other charities would be represented throughout the year. Ms. Shepard reported winter sports teams were doing especially well that season. Additionally, workshops for scholarship and Oregon Promise applications were approaching. The past Friday, Ms. Shepard participated in the Youth Action Committee and held a panel to discuss curriculum, discrimination, and microaggressions within schools. She thought it was amazing to work with students and help staff navigate difficult conversations.

Zoe Chilhorek presented on behalf of IHS. Ms. Chilhorek reported staff was working hard on Equal Opportunity Schools (EOS) work. The previous Friday, staff continued to look at the 9th grade curriculum and how it supported 11th and 12th grades. They would continue to redesign the geography, literature, and health units to ensure curriculum was engaging as well as horizontally and vertically aligned. One of the new curriculum designs was in 9th grade literature, there would be an increased amount of time spent on the Africa unit, as there was a diversity of experiences over the entire continent. Ms. Chilhorek shared there was a Bags of Love clothing drive in each IHS office. Finally, there would be a drive for the 15th Night, collecting feminine hygiene products, shampoos, and soaps.

Ainsley Abraham shared that the annual Mr. and Ms. Irish Pageant at Sheldon High School was approaching. Related was the winter formal held in January 2019 and an upcoming fundraiser at Chapala Mexican Restaurant for the Miracle Network. In other news, Ms. Abraham said students had begun forecasting for the next school year. Sheldon was also holding a drive for the 15th Night, collecting new and unopened feminine hygiene products, socks, undergarments

and health care products. The school was also wrapping up a drive for Bags of Love. Additionally, a new club started called the Economic Justice League.

Judy Newman reported on behalf of Hannah Mitchell. The prior week, there was an MLK unity assembly and an MLK award. The school also held its annual elective fair which allowed students to explore course offerings. Winter sports were wrapping up, and the student body was excited to kick off the highlander hero pageant, held in May 2019.

Ms. Levis reported on behalf of Tiffany Huang. South Eugene High School had a successful winter assembly and formal. Upcoming projects included guest speakers and a donation drive for First Place Family Center. Student government would also sell valograms and other Valentines related items. She shared the Steps Toward Change program was working on a diversity assembly, and a survey would be administered that was centered on inequality in different student experiences in school. The results would help provide information on how to best support the overall student body.

VII. ITEMS RAISED BY THE AUDIENCE

Chair Hays read the district policy on providing public comment.

Nancy Cade was a physical therapist (PT) with 4J. Ms. Cade read a letter of concern put together by her employee group. The letter was regarding the safety of students and staff in 4J special education programs, specifically the life skills program. Ms. Cade explained that as direct providers for the students, occupational therapists (OT) and PT's were ultimately responsible for students' care and plans implemented by IEP teams in 4J classrooms. Therefore, it was the staff's responsibility to report that many, if not all of them, were not safely executed due to lack of staffing. The issue was most relevant in terms of feeding protocols, for example. Also, in life skills class rooms were physically dependent children with high functioning students who had behavioral issues, which left those physically dependent students at high risk for injury. Repeatedly advocated to administration. Implored district to take action immediately.

Ray Smith, mayor of the City of Coburg, voiced support for the Coburg Community Charter School. He explained that during many town hall meetings, citizens requested the legislators provide a fix to provide priority for resident applications; the legislators heard and acted. The final step was board approval of the legislation. Mr. Smith explained he had one concern around the cap of 50% cap -- House Bill 3313 allowed a 100% waiver so he hoped they would raise the cap. Additionally, with the City's growth, he thought a 50% cap would be outdated in 2-3 years. He thought there was justification to modify staff's recommendation to the full 100% resident capability. Although Mr. Smith didn't think they would do so, he hoped to see something higher than 50% as Coburg had a unique situation.

Brenda Willis spoke from the parent perspective. Both of her children attended Coburg Community Charter School. She explained that upon first moving to Coburg, she immediately noticed the school's presence within the community. The school included the grades kindergarten through 8th, allowing older kids to take on a lot of leadership. Ms. Willis said it was a priority for in-boundary students to have the ability to walk to and from school. If her students went to Gilham Elementary School, they would have to ride the bus which meant time away from her and home. They wouldn't be able to meet friends at the park and would not be as tied to their community. As the community continued to grow, the 50% cap would no longer reflect the community. Ms. Willis hoped the board would consider unlimited priority enrollment for students living in the old Coburg School boundary.

Janelle McPherson was a founding member of Coburg Community Charter School (CCS) and asked the board to implement HB3313 without the unnecessary 50% total enrollment cap within the former attendance boundaries of Coburg Elementary School boundary. She explained the law provided access to area residents while still maintaining charter school law. This would allow the charter school to serve the whole district while still maintaining its connection to the Coburg community and staying true to its mission. For example, Scappoose District had approved preferences for priority enrollment to students of Sauvie Island School without a cap. CCS's mission was to create partnerships between parents, teachers and community members to provide a unique educational program and increase the choices of learning in the district. Ms. McPherson understood CCS was a valuable asset within the district and as soon as priority spaces filled for Coburg students, enrollment would open to in-district students, then out-of-district. She said the law offered 4J to demonstrate support for school choice -- it would be incredibly difficult to earn back trust of families served if HB3313 was ignored. Ms. McPherson concluded there were challenges Coburg students faced, such as the lengthy bus ride to and from school, making campus virtually inaccessible outside of school times, was one reason why the board supported CCS in the first place.

Joey Carlson was present to comment on Agenda Item XI, 2, the update regarding school choice and recent changes in state law. One change in effect for the 2019-2020 school year was that open enrollment was now gone. In order for an out-of-district student to enroll in 4J they had to have permission from their district of origin. Mr. Carlson pointed out the district provided a permanent authorization for a student to attend 4J, however, with the new law, they would have to return to one-year authorizations. From a long-term funding perspective, 4J may need to phase recurring approval from the district. He was concerned that some school choice programs could disappear. He suggested doing a lottery system that extended throughout grade levels for students, that way the district could depend on the student being enrolled and the family would have assurance on continuity. Overall, Mr. Carlson advocated that the board should look at a policy that allowed a longer-term solution for enrolling in school choice to provide equity across all programs district wide.

Denise Feters was an occupational therapist (OT) in 4J and read the remainder of the letter from the PT and OT motor team. Ms. Feters stated staff couldn't remain silent and implored the district to act immediately to: (1) create additional elementary life skills classrooms with an adjusted grade mix, and to increase permanent staff ratio in all classrooms to appropriately serve student needs; (2) provide more in-depth training to new EAs and EA substitutes regarding behavior management. She explained OT and PT were professionally and ethically responsible for managing and monitoring protocols, motor, and mobility programs, and were liable and at risk for repercussions from professional licensing agencies. Their professional licenses were on the line if a student choked, fell, or otherwise injured from insufficient supervision. Ms. Feters concluded staff had extremely high caseloads and were stretched very thin.

VIII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of EEA, thanked the motor team for speaking up that evening. Mr. Shannon stated EEA had heard concerns about life skills programs over last two years. They were hopeful for improvements a short while ago, but it appeared that nothing would happen that year. He hoped the district and board would reconsider. Mr. Shannon pointed out there were overcrowded classrooms where medically fragile students and students exhibiting severe behaviors were placed together. He hoped, as the board entered the budget process, that

priority would be given to staffing ratios within the programs. In the longer term, EEA continued to fight hard for adequate revenues by lobbying in Salem. Mr. Shannon was hopeful for funding gains, but it would take everyone working together.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey appreciated the work of the motor team. He urged those representing Coburg Charter School to stay until later in the agenda when discussing the item with staff members.

Ms. Newman thanked the motor team, too. She also thanked high school principals for coming to the work session and explaining their focuses for the high schools.

Ms. Levis commented on the Eugene Chamber of Commerce's Celebration of Business event. Both board members and students attended. Her favorite part of the celebration was listening to accomplishments of students. Ms. Levis thanked those in attendance.

Dr. Balderas congratulated Niyah Thomason from North Eugene High School who was named Future First Citizen at the Eugene Area Chamber of Commerce Celebration of Business Event.

Ms. Nittler was board liaison to the Eugene Education Fund (EEF). She announced Dana Fleming was recently hired as the new executive director. In other news EEF would hold a fundraising on March 5, 2019 to support grants awarded to district students.

Ms. Walston appreciated community members' comments. She reported that she and Mr. Torrey attended the BEST advisory meeting at McCornack Elementary School a couple of weeks ago. Finally, Ms. Walston shared that the Oregon Battle of the Books (OBOB) contest would be held on March 9, 2019.

Chair Hays went to a government dinner the previous week. She also thanked Coburg community members and the motor team for coming out.

X. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Joinder to the Trust Agreement with PACE
2. Approve Minutes from the Regular Board Meeting on January 9, 2019

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

VOTE: The motion passed unanimously

XI. ITEMS FOR INFORMATION

1. Graduation Rates

Ms. McGaughy and Mr. Loureiro presented a PowerPoint entitled, "*2017-18 graduation rates in 4J*," which was also shared at the work session (see Agenda Item I for presentation notes). Ms. McGaughy summarized the work session for the audience and provided a high-level review of the key concepts and particular data points. Board member discussion followed directly afterward.

Dr. Balderas reiterated the focus was on implementing systems to ensure students had the right amount of credits and/or supports in each grade level to reach graduation. The idea was to have an individualized education plan for each student. Additionally, it was important to have district wide alignment between kinder, elementary, middle, and high school levels.

Ms. Walston appreciated the summary. She asked for a specific example of what staff did to monitor attendance for students struggling to make it to school. Ms. McGaughy responded the district used a tiered approach. First, a letter was sent letting families know about the situation and asking if there was anything the district could do to help. Then, staff continued to track the student's data; if there were continuing problems, an adult came to the home and spoke with the family. Students faced all types of barriers (i.e. transportation, anxiety/depression, homelessness, etc.).

Ms. Nittler wondered about the increase in the gap between female/male student graduation rates. Mr. Loureiro said there seemed to be differences in attendance.

2. Receive an Update on School Choice

Ms. Delf and Ms. Wagner presented PowerPoint presentation entitled, "*4J School Choice*." In summary, 4J long standing policy of removing barriers between schools and allowing free school choice as long as space available. In many districts across the US, the neighborhood school was what the student attended. Ms. Delf explained the district first served neighborhood residents, then other 4J residents, and after that out-of-district students.

Ms. Delf shared the school choice period for the 2019-2020 school year ended the previous week. She clarified the deadline was only for in-district students -- no out-of-district students had yet been accepted. Ms. Delf reported that numbers remained steady. There were requests from 1,163 students. Each could request up to three schools per application, adding up to a total of 2,158 requests.

Ms. Delf said the district no longer had a "first come, first serve" policy, as it was not equitable. Recently, the district transitioned to a lottery system which had certain priorities within the lottery to keep things stable and consistent and ensure there was district wide equity and access.

Ms. Delf shared enrollment priorities (in order, highest to lowest):

- 4J residents before non-residents
- Returning students
- Siblings who would be co-enrolled
- Socioeconomic need: School meals (*selected schools, in-district only*)
- Heritage language speakers (*immersion schools*)
- High school residence area (*for Eugene IHS only*)

Ms. Delf explained how the priorities actually panned out in enrollment. The majority of students attended their neighborhood school. Of students enrolled in 4J schools, 73% of 4J residents were at their neighborhood school; about 12% of 4J residents attended a 4J school outside their neighborhood; 10% 4J residents attended alternative school; and 5% were residents of other districts.

Ms. Delf shared a graph on neighborhood elementary schools, to exemplify where students came from. Most went to neighborhood schools, but there were some discrepancies, particularly

for Howard, River Road elementary schools and alternative schools like Yujin Gakuen. For language immersion schools, many students came from out-of-district.

Ms. Delf shared what had changed within priority for language immersion schools:

- Heritage language speaker priority
 - Spanish priority established several years ago to increase Spanish speakers in dual immersion
 - New priority for Chinese, Japanese, French
 - "Heritage speaker" = Student's first language -or- Parent's first language and the dominant language spoken at home
- Other language speaker priority
 - Language priority also may be granted to students entering ≥ 2nd grade from an immersion program in another district.

After, Ms. Delf explained what had changed between open enrollment and inter-district transfers:

- "Open enrollment" was over
 - Legislature created option, allowed to sunset
 - Was in effect 2012–13 through 2018–19
 - Home district consent was not needed
 - Provided permanent transfer to district, K–12
- "Inter-district transfers" continued
 - Home district must consent to allow transfer
 - Home district consent not needed for renewals
 - Receiving district decided transfer length (previously had been a 1 year in timeline).

Ms. Delf explained next steps for the district, which included:

- Coordination with neighboring districts (i.e. reaching out to other nearby school districts to understand what inter-district transfers would look like)
- Determine inter-district transfer limits
- Watch for potential legislative action.

Ms. Delf concluded school choice was a living system. 4J worked to ensure it supported a school system that was:

- Appealing: Equally strong, appealing schools that attract and retain students and staff
- Accessible: School choice policies and practices that provide families access to education options
- Balanced: Balanced enrollment—and therefore balanced staff, resources and program offerings—among schools.

Mr. Torrey complimented Ms. Delf on the quality of her presentation. He wondered what happened to out-of-district students at River Road/El Camino del Rio once the law passed. In particular, he wondered how families and siblings would be affected, and what happened when the student entered middle school. Ms. Delf responded that students currently enrolled in 4J on inter-district transfer or open enrollment would remain priority -- their home districts did not have

a say in the situation. If a student had younger siblings, the sibling would enter school under new state rules.

Mr. Torrey addressed Mr. Carlson's comments about enrollment at alternative schools, such as Family School and the Chinese Immersion School. It would be important to have statistics to draw from when talking to people about the legislation and why it could be problematic. It wouldn't be easy. Ms. Delf agreed and said 4J worked to provide strong, appealing programs which had lower barriers for enrollment. If barriers rose, families not in 4J could be negatively impacted especially if other districts were more restrictive.

Chair Hays asked if siblings had to be part of the same household to be prioritized. Ms. Delf said no and explained children of unmarried partners were considered siblings as well as children with different custodies.

Ms. Newman asked if it was state rule or district policy that out-of-district students could only stay until 5th grade. Ms. Delf said it was district policy, however, the district was shifting from open enrollment to a new system. Now, any neighboring district only had to approve a student's transfer once, and district could determine its own policy around transfers. The district could still require students to renew their application annually or it could decide upon a different timeline, such as school level. Ms. Newman was interested in what other districts did. Dr. Balderas said most considered transfers by grade level.

Ms. Newman wondered why the legislature let the law sunset. Ms. Delf said the legislature put the law into place during the 2012-13 school year with a sunset. Later, the legislature returned because the law created many different ways to go about transfers. Districts wanted a more streamlined process.

Mr. Torrey provided a short history on the legislation.

Chair Hays was concerned about transitions for students. Whatever the policy was, she wanted to ensure they thought about how the district would protect students transitioning from elementary to middle schools (i.e. a student transfers to Camas Ridge Elementary from out-of-district, and then expects to attend Roosevelt Middle School). She wasn't sure students would be able to move through all levels and wanted clear expectations for students. Dr. Balderas said McKinney-Vento students and some of the neediest families would have the opportunity to stay at their local high school no matter the district.

Ms. Delf shared next steps. Staff would return with a recommendation from the Superintendent for inter-district transfer limits. The board would decide how many students to accept and how many to let transfer out, as well as the length of the transfer.

XII. ITEMS FOR ACTION

1. Approve the Lane ESD Service Agreement

MOTION: Ms. Newman moved, seconded by Ms. Walston, to approve the Lane ESD Service Agreement.

VOTE: The motion passed unanimously

3. Approve ECCO Program Move and Construction

Mr. Spain showed an aerial shot of where the prefabricated buildings would be on the district office property and a rendition of the existing plan for the space. He also shared an example using the same style of construction from Albany School District.

Mr. Torrey asked about classroom sizes. Mr. Spain responded that Albany had a full classroom of 30 students at 960 square feet. The prefabricated buildings for ECCO would provide slightly smaller classrooms (~660 square feet) due to a smaller student count.

Ms. Newman asked about the longevity of the prefabricated structures. Mr. Spain said the lifespan was similar to residential construction. With the right maintenance, the building would last at least 50 years.

Ms. Levis noted last meeting there was a bit of consternation. People were confused between the program and building decision making processes. She wondered if there had been outreaching to provide people with more clarity. She thought moving ECCO to the district office property was a great solution.

Dr. Balderas said staff reached out to ECCO leadership and was working with their team to involve the academic program at the future site. The board only decided ECCO's location. The academic programming would be a fluid discussion until the community felt they landed on the right pathway model. Additionally, Mr. Dey corresponded with Ms. Gillett regarding what currently worked and what did not. The district made guarantees to ECCO that there would be no secret conversations or ulterior motives. Conversation would be had with the school community and stakeholders to ensure it arrived at best programming to meet current and future student needs.

Ms. Levis thought all change was loss in some ways. What should have been a great solution became somewhat convoluted. Overcommunication was better in the long run to ensure everyone understood what was occurring. Additionally, due to the lease with LCC ending that year the district couldn't find a better solution within time and within budget.

Dr. Balderas stated the district would continue to work on programming. He clarified again that the board was approving the school site, but not deciding on future school programming.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to approve the ECCO Program Move and Construction.

VOTE: The motion passed unanimously, 7:0.

4. Bond Sale

Ms. Belz recapped that on November 6, 2018 voters approved Measure 20-297. The measure provided \$319 million to replace three schools: Edison Elementary School, Camas Elementary School, and North Eugene High School. The bond would fund improvements across the district. It was time to make projects a reality; part of beginning a project was to authorize the sale of \$150 million in general obligation bonds. Ms. Belz explained the district hoped to close the sale mid-April 2019 to meet requirements for a matching grant of \$8 million from the state.

MOTION: Ms. Walston moved, seconded by Ms. Levis, to approve Resolution 2019-07 Bond Sales.

VOTE: The motion passed unanimously, 7:0.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Approving Resolution 2019-09 Authorizing Coburg Community Charter School to Give Priority Enrollment to Students Residing in Previously-Established Attendance Boundary

Ms. McGaughy explained that the board would consider authorizing priority enrollment at CCS for students living in the previous Coburg Elementary School boundaries. Ms. McGaughy provided a brief history. To date, the district had been sending a letter of support to the state board of education for a waiver so CCS could allow 50% of the student body to come from old boundary.

Ms. McGaughy explained the difference now was the legislature passed HB3313. Now, instead of the state school board approving waivers, the authorizing district school board could make decision around enrollment priorities.

Ms. McGaughy explained that, as heard during public comment, CCS requested 100% priority for enrollment for students living in the former Coburg boundary. The superintendent recommended current practice of 50% priority. She stated CCS was the only charter school (out of five) that had any sort of priority attached to enrollment.

Ms. McGaughy said the 50% recommendation was chosen because the proportion equally balanced two very important competing interests. On one hand, Coburg residents really valued a strong community partnership model for their school. On the other hand, the original purpose of having charter schools was to support the value of choice for the entire district.

Ms. McGaughy was struck by the presentation on school choice, which valued removing barriers between schools. By establishing a geographic charter where all students must come from that boundary area, it became a neighborhood school de facto; however, CCS had very distinct differences from other neighborhood schools. For example, none had enrollment caps so CCS would be the only neighborhood catchment area school allowed to have a cap, making it similar to alternative schools with caps. But alternative schools accepted applications from anyone in district. Essentially, CCS would become an exclusionary neighborhood school that was allowed to exclude 98% in the 4J district. Two 4J values were choice and equity.

Ms. McGaughy stated CCS was still a publicly funded school using tax payer money. By making CCS a “neighborhood” school, the board would delegate oversight authority of a publicly funded school to a privately appointed board with its own policies and no public oversight.

Ms. McGaughy explained other differences. For example, CCS didn’t follow 4J collective bargaining agreements and didn’t have the same curriculum. The superintendent’s recommendation was to approve priority for 50% of total enrollment and amend Section 4.6.4 to reflect the change. After doing so, the board wouldn’t need to review the charter annually.

Ms. Nittler wondered if CCS could or must accept 100% of students from the old boundaries, if the board chose to implement the new percentage. Ms. McGaughy said once Coburg residents

applied, any open slots would go to other district students. Ms. Nittler asked whether CCS would raise its enrollment cap if they hit 234 students. Ms. McGaughy said no, the cap was in their contract approved two years ago -- the board had decided CCS was not allowed to enroll more than 234. Any student above 234 would need to attend Gilham Elementary School.

Mr. Torrey provided some brief history. Years ago, when the district needed to cut \$22 million out of its budget, the board elected to close Coburg Elementary School because the overall population didn't fill the school. He wanted to ensure everyone remembered CCS was in existence because the community stepped up in a very meaningful way. He understood reasoning behind the 50% limit but thought the board might be able to implement something more than that but below 100%. Mr. Torrey also thought it was important to note that students who lived outside of 4J attended CCS. He hoped the board was willing to work with requests from all charter schools. Mr. Torrey wasn't sure 100% priority was ideal but thought it might be interesting to know how many students outside of Coburg asked to attend CCS.

Ms. McGaughy said currently 39.7% of students were from the old Coburg Elementary boundary. CCS forecasted that their population would grow over the years. That year, 75% of kindergarteners were from Coburg and only 20% of eighth graders. Out-of-district numbers included four students from Bethel, four from Junction City, four from Springfield, and four from Crow-Applegate school districts. With the 50% policy, the first priority was students within old Coburg, then district wide students. After both those, if there were still slots, CCS would accept out-of-district students.

Ms. Walston asked whether diversity of the school was a concern. Ms. McGaughy said CCS currently had the following enrolled: 11% free and reduced lunch students compared to 48% district wide; 8% students with disabilities compared to 14% district wide; and 12% students of color compared to 31% district wide

Ms. Walston wondered what happened if CCS became a 4J school again. Ms. McGaughy said that was a board prerogative; CCS could become a neighborhood school if there was growth.

Ms. Newman clarified any board decision made now wasn't permanent. She saw the request as a way to solve a problem that currently didn't exist. Ms. McGaughy confirmed yes, the board could alter its decision later on.

Chair Hays echoed Mr. Torrey comments. The residents of Coburg clearly articulated that without a school, a sense of community was lost. 4J had chartered the school for 10 years, and it wasn't going away. Ms. McGaughy said the district could opt to have a neighborhood school and charter school in Coburg. Chair Hays was weary of moving to 100% priority as the beauty of a charter school was the geographical diversity of students.

Ms. Levis felt uneasy because implementing a 100% priority seemed exclusionary. She also thought 50% was nice balance.

Mr. Torrey thought the board should consider other options besides 50% or 100%, with the understanding CCS could ask for a waiver on an annual basis if the population grew. Another option would be to raise the priority to 65%. That still left 35% of seats for other 4J students. He didn't think it likely that many students outside of Coburg would want to enroll because they had to provide their own transportation. Finally, he didn't think any decision made by the board would truly affect the diversity of CCS.

Ms. Newman agreed with Mr. Torrey's comments. She loved school choice but thought the district hadn't really figured out how to make some schools accessible to all. Ms. Newman thought they were creating a problem that didn't exist yet by anticipating the future. She felt the board should be responsible and keep on top of data, but at that point, she didn't see a problem. If it became one, Ms. Newman wanted to look at all options.

Ms. Nittler didn't think it was equitable to allow one charter school a privilege that no other one had. She worried the board would open a precedent they would later regret -- especially since enrollment was not a problem that day.

Ms. Walston agreed with Ms. Nittler.

2. Consider Amending Ridgeline Montessori Public Charter School Contract to Remove Grade Level Enrollment Limits

Ms. McGaughy explained the district was in its ninth year of a 10-year contract with Ridgeline Montessori Public Charter School (RMPCS). In the interim, RMPCS requested an addendum to contract. Of the five charters, RMPCS was the only one with an enrollment cap for total enrollment but also for each grade level. The superintendent recommended an addendum to remove grade level caps and ensure consistency.

3. Consider Resolution 2019-10 Referring Local Option Levy Renewal Measure to the May 2019 Election Ballot

Ms. Delf shared a PowerPoint entitled, "*4J's Local Option Levy*." The board had multiple prior work sessions on the levy. Ms. Delf provided a quick overview.

Ms. Delf explained the only way for schools to raise money beyond state and federal funding was through a bond measure or local option levy, or both. Bonds were for buildings, busses, and books while levies paid for staffing and operating costs. The maximum rate approved was \$1.50 per \$1,000 of assessed valued -- most residents did not pay the full amount. The average paid by voters was \$1.15 per \$1,000 of assess value. Levies lasted for five years; 4J first passed its levy in 2000 and it renewed three times. Previously, it had been strongly supported.

Ms. Delf stated the board would take action at the February 13, 2019 meeting.

Ms. Levis wondered if there were plans for community input. Ms. Delf said staff recommended holding a community forum after the board made a decision on the ballot, so people could come and speak and learn more information.

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

1. Next Three Meeting Dates:
 - February 13, 2019
 - February 20, 2019
 - March 6, 2019

XV.ADJOURN

Chair Hays adjourned the meeting at 9:36 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair