

Board of Directors Meeting
 School District 4J, Lane County
 District Office
 200 N. Monroe Street
 Eugene, Oregon 97402
 Wednesday, December 19, 2018

**7:00 PM
 Regular Board Meeting**

- I. **7:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Flag Salute
- III. Agenda Review
- IV. Introduction of Guests and Superintendent's Report
 - 1. Student Recognition
- V. Receive Reports from High School Student Representatives
- VI. Items Raised by the Audience
- VII. Comments by Employee Groups
- VIII. Comments and Committee Reports by Individual Board Members
- IX. Consent Group - Items for Action
 - 1. Approve Minutes from November 7, 2018 Board Meeting 2
 Presenter: Gustavo Balderas, Superintendent
 - 2. Approve Minutes from November 28, 2018 Board Meeting 18
 Presenter: Gustavo Balderas, Superintendent
- X. Items for Information
 - 1. Receive Information Update on the Implementation of the Behavior Framework 35
 - 2. Receive Information on Curriculum Plan for 2018 Bond Measure 37
- XI. Items for Action
 - 1. Budget Committee Selection 38
 - 2. Approve Security Camera Project and Contract Award 54
 - 3. Approve Revisions to Board Policy "Section K/L" - Community Relations 55
 - 4. Approve the 2018-19 Superintendent Evaluation Process 72
- XII. Items for Action at a Future Meeting
 - 1. Consider for Approval the City of Eugene Request for Board Concurrence with Multiple-Unit Housing Property Tax Exemption Program 83
- XIII. Suggestions by the Board for Consideration of Items at a Future Meeting
 - 1. Next Three Meeting Dates:
 January 9, 2018 - Regular Board Meeting
 January 23, 2018 - Work Session and Regular Board Meeting
 February 6, 2018 - Work Session and Regular Board Meeting
- XIV. Adjourn

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INFORMATION FOR THE DEAF AND HARD OF HEARING:
 Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.

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

November 7, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:00 p.m., an executive session at 5:30 p.m., a work session at 6:00 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 2, 2018, and published in *The Register-Guard* on November 7, 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
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Associate Director of Finance
Ryan Spain, Director of Facilities

STUDENT REPRESENTATIVES:

Claire Shepard, Churchill High School
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: None.

I. WORK SESSION: BOARD COMMUNICATION/THANK YOU NOTES

Board Chair Alicia Hays opened the work session at 5:01 p.m.

The board will spend the work session creating thank you notes for community members who volunteered their time participating in the 2018 bond campaign.

The board thanked the Eugene community for supporting the district in passing the 2018 bond measure.

The board moved into executive session at 5:30 p.m.

II. EXECUTIVE SESSION

The board will convene in executive session to consult with counsel concerning the legal rights and duties of a public body with regards to current litigation or litigation likely to be file, pursuant to ORS 192.660(2)(h).

The board will convene in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations pursuant to ORS 192.660(2)(d).

Executive Sessions are not open to the public. Executive Sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

III. WORK SESSION: VISION 20/20 STRATEGIC PLAN – KEY PERFORMANCE INDICATORS UPDATE

Chair Hays called the work session to order at 6:00 p.m.

Ms. McGaughy, Mr. Loureiro and Ms. Vandercar presented a PowerPoint presentation entitled, "*Vision 20/20 Strategic Plan: Update on Key Performance Indicators (KPIs).*"

Dr. Balderas said staff put together a first draft KPI list to identify metrics for how the district performed. Many were static as they were one-year measures. He expected a fluid document, meant to accurately measure progress.

Ms. McGaughy explained why the district was examining the KPIs. Reasons included:

- To evaluate progress on the Vision 20/20 goals.
- To use the following elements of the 4J equity decision tool:
 - Purpose
 - Inequities
 - Positive Effects
 - Negative Effects

Ms. McGaughy reminded the board that they had helped create the vision, which was "Every student connected to community and empowered to succeed."

Ms. McGaughy and Mr. Loureiro covered goals and success indicators for Goals 1 and 2. Goals 3, 4, and 5 were briefly reviewed; their indicators would be discussed during a future work session.

Goal 1:

- Educational excellence with equitable access and outcomes for every student.
 - *Provide all students with a high-quality well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.*

Goal 2:

- **Multiple Pathways to Student Success**
 - *Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.*

Goal 1 and 2 KPI:

- Graduation & completion rates (4 & 5 year)
- 40-40-20 progress (postsecondary success indicators)
- Suspension & expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity and achievement gaps in all indicators

Goal 3:

- **Communication and Connection with Community**
 - *Foster proactive and positive communication, engagement and partnerships with stakeholders.*

Goal 4:

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

Goal 5:

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

In regard to tracking graduation rates for Goals 1 and 2, Mr. Torrey asked how the district tracked a student who started at one school then later moved to another. Mr. Loureiro said if the student moved out of state, that student didn't count for 4J or the State. If they moved to another district in Oregon, they were counted within the other district's graduation rate. Mr. Torrey clarified Oregon Department of Education was responsible for tracking. He was told yes.

Mr. Torrey asked if Eugene Education Options (EEO) included ECCO. Mr. Loureiro said EEO included ECCO, GED programs, and some other alternative education programs. Mr. Torrey asked what happened to the trend between 2016-2017; the number went down 10 points. Mr. Loureiro said students generally entered traditional high school with the same number of credits. In ECCO, each member of the yearly cohort arrived at many different points in their educational career.

Mr. Torrey asked where a student would be counted if they left South Eugene High School and moved to ECCO. Mr. Loureiro explained the graduation rate had no impact on South Eugene High School, only on ECCO. Mr. Torrey responded that he was concerned by that tracking method. Dr. Balderas said the district discussed having ECCO counted as a program instead of a school, so a student would be counted with their neighborhood high school.

Ms. Nittler asked whether the four comprehensive high schools used the same metrics for graduation rates. She was told yes.

Ms. Newman thought it would be helpful to know the total number of kids reflected in EEO. Percentages could vary widely, especially when talking about a small number of kids. Ms. McGaughy told the board they were sent a 70-page in depth report of the strategic plan; the PowerPoint was a summary of that report. The report broke indicators down into greater detail and by demographics. The instructional leadership team used that report annually to conduct a deep dive into all indicators. There was a total of 161 EEO students.

Chair Hays requested staff conduct a deeper dive on ECCO for the board.

Mr. Loureiro explained the 40/40/20 goal, and 4J's contribution to reaching the goal.

The 40/40/20 goal was:

- Created in 2011 by SB253 and replaced by HB2311 in 2017
- 40% of Oregonians graduation from 4-year colleges
- 40% of Oregonians graduating from 2-year colleges
- 20% of Oregonians only graduating from high school.

Contribution of 4J to Oregon reaching the 40/40/20 goal:

- Highest educational level by age 25 for the 4J class of 2006:
 - 31% 4-year degree or higher
 - 4% 2-year degree
 - 1% post-secondary certificate
 - 46% high school diploma
 - 18% no known credentials.

Ms. McGaughy noted the State opted to move away from 40/40/20 goals, so the data would no longer be tracked in the same way. Staff was currently discussing which post-secondary indicators they wanted continue tracking. There was national clearinghouse data, released annually, which would be accessible to 4J around some post-secondary indicators, including: percentage of students enrolled in college within 6 months; number of graduates enrolled in college after 18 months; 2-year college; and from 4-year college in 6 years.

Ms. McGaughy said staff was looking for indicators that would track students who pursued careers directly after high school. There wasn't a similar database for workforce participation, so the district would consider different metrics.

Mr. Loureiro explained KPI3 for for Goals 1 and 2, Suspension and Expulsion Rates (or, number of suspensions and expulsions per 100 students).

- 2017-18: 10
- 2016-17: 8.3

- 2015-16: 8.8
- 2014-15: 8

Dr. Balderas said looking at individual students, the rate was about 5.7% of students who were either suspended or expelled. Ms. McGaughy clarified some students out of the 10 in the 2017-18 academic year were repeat students. What immediately surfaced within the data were the differences between schools in major referrals, so administration was working to create consistency in discipline and referral forms/matrices across schools. Staff was also focused on the district's behavioral framework, and on decreasing exclusionary discipline practices while increasing restorative practices.

Ms. McGaughy explained the largest category of referrals was drugs. The second largest category was physical aggression, which peaked at the middle school level. Staff was considering the numbers and several teams were looking to address the issues.

Mr. Loureiro moved onto KPI4 for Goals 1 & 2, Student Attendance (percentage of students attending at least 90% of the days). The percentage of regular attendees over time was as follows:

- 2017-18: 78.8%
- 2016-17: 78.4%
- 2015-16: 80.4%
- 2014-15: 80.6%

Ms. Vandercar said the normal number of school days was 174. Missing 17 days got a student to 89% attendance. Ms. Nittler wondered if staff had any sense why the trend was steady across Oregon. Mr. Loureiro said most research was around consequences of missed days. The likelihood of a student graduating went up consistently after reaching 90% attendance. Dr. Balderas said chronic absenteeism was an issue in every district. There was a big push by ODE solve the problem with Every Day Matters, and the district also had attendance team.

Mr. Torrey asked at what point a student was out of school due to missed days. Dr. Balderas responded 10 consecutive days. At the 11th day, the school was dropped from the school's roster. Prior, the school did many interventions and reached out to the family. After the 11th day, the student was considered a drop out unless they reentered.

Ms. Sundgrenz asked how difficult it was to reenroll. She was told the student just needed to show up. Dr. Balderas said attendance mattered; students falling between 0-70% attendance had a 10% graduation rate.

Ms. McGaughy said the district shifted its attendance work away from a punitive model for truancy; student used to be suspended for not going to school. The district switched to a proactive, three-tiered system of support. Tier I was universal to get attendance up for all students; Tier II was intermediate; and Tier III included intensive home visits, and wraparound services.

Ms. Newman wondered if staff gathered the data around individual students within the new system. She thought they would eventually see themes contributing to absenteeism.

Dr. Balderas said chronic absenteeism was highest at the kindergarten and 12th grade levels. It was also important to teach parents about the effects. Ms. Newman said attendance was now being embedded as part of preschool curriculum.

Mr. Loureiro shared KPI5 for Goals 1 and 2, Proficiency Rate in the 3rd Grade ELA OAKS:

- 2018: 51.9%
- 2017: 52.3%
- 2016: 56.4%
- 2015: 55.4%

Ms. Wagner discussed some of the intensive early literary efforts the district was focused on. The biggest effort at the kindergarten through 3rd grade level was utilizing literacy leaders, whom represented elementary teachers. The district specifically shifted literacy leaders to kindergarten through 3rd grade only. Literacy leaders were piloting a supplemental curriculum known as the Hegarty Model, which focused on phonemic awareness and sound structure in 15 to 20-minute sessions a day.

Ms. Wagner explained when the district adopted Journeys a few years ago, the area around phonemic awareness, so administration had undergone a supplemental adoption process in order to utilize the Hegarty Model. Additionally, EEA had met with some of the instruction department about a project looking to infuse literacy in early ages.

Ms. McGaughy added that due to the bond passing, the district would have funds to adopt a new ELA curriculum.

Mr. Torrey clarified the district determined proficiency rate based on Smarter Balance scores. Ms. Wagner replied yes. He wondered what other ways the district could measure proficiency. Ms. Wagner said the assessment system, Evidence Based Classroom Management (ECBM), and benchmark testing in the fall, winter, and spring. The district was also in the process of an assessment adoption, led by Mr. Loureiro. The measures would be used in the winter benchmark test and would be done for every grade; however, staff would specifically consider 3rd grade progress since they were the first group to enroll in all-day kindergarten.

Ms. Newman clarified the board and district hadn't seen the data; they had not but would see a comparison between fall and winter in January 2019.

Mr. Loureiro introduced KPI6 for Goals 1 and 2, 9th Grade on Track to Graduate (percentage of students earning at least six credits in the 9th grade). Data included:

- 2018: 86.5%
- 2017: 87.6%
- 2016: 86.6%
- 2015: 83.9%

Ms. McGaughy said two high schools actually went up in percentages while one high school had a large dip. Staff was targeting what happened in that one high school to address the downward trend.

Mr. Torrey asked what the district did to help a 9th grader at end of the year who was credit deficient. Mr. Dey said there were a few approaches, and which one used really depended on the individual student. For example, administration could intervene with a schedule change for remediation in certain classes; a reduced schedule so the student could effectively make progress in specific classes without becoming overwhelmed; or assign an advisory period to help the student stay organized. It was imperative for students to start the 10th grade year on track to graduate, and staff would exhaust all possibilities to get a student to that point.

Mr. Torre noted additional supports costed money, so he wondered if remediation was budgeted for. Mr. Dey thought there were a number of ways to approach funding based on the specific need, such as identifying district resources, reallocating resources, or finding partnerships. Sometimes, intervention took a different approach by looking at student data more frequently and intervening in real time, rather than the end of the year. Mr. Torrey asked if counselors were responsible for tracking and identifying students in need. Mr. Dey said they were one member of the team, consisting of the administrator, the freshman counselor, the freshman transition coordinator, and first year teachers.

Ms. Newman asked how the parents fit into interventions. Mr. Dey said parents/guardians were an extensive part of the process. There were advisory programs, and counselors made direct outreach to families about resources and options for additional support.

Ms. McGaughy said interventions were one pillar of the Measure 98 High School Success Plan, so there was some funding available. Traditionally, summer school was only offered to incoming 12th graders but the district was looking to create summer school for 9th graders going into 10th grade for credit recovery.

Dr. Balderas pointed out the board was running out of time to cover all goals, so the board could return for questions at the next board meeting.

Mr. Loureiro explained KPI 7 for Goals 1 and 2, Opportunity and Achievement Gaps in All Indicators (4-year graduation rate for the class of 2017).

The board stopped prior to covering KPIs for Goal 3 and would return to finish the presentation at a future date.

Ms. Delf provided a brief update on communications key metrics. The district issued 126 news releases district-wide (not counting individual schools and their programs); there were 487 documented news stories; and there were 2,785,960 webpage views. The peak of views was on snow days.

Ms. Delf stated the district used social media more and more every year to connect with the community in a two-way manner. The district put communication out, but also allowed opportunity for community members to engage, provide comments, and ask questions. There were almost 3 million Facebook interactions and 400,000 Twitter impressions. In those outlets, staff was not trying to reach students but parents and community members.

An annual qualitative survey was sent to Title I school parents, which asked if they were satisfied with school-parent communication and partnership opportunities. About 85% of parents felt there was a strong two-way channel for communication. The district would continue work to improve responses.

Ms. Newman asked who completed the survey. Ms. Delf said the survey was sent to all parents at all Title I schools. Of course, not everyone filled out a survey.

Ms. Sundgrenz asked if the survey was paper or online. Ms. Delf responded the survey was available in both format and was also available in Spanish and English.

Chair Hays closed the work session at 6:46 p.m.

IV. REGULAR MEETING

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

V. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Hays led those present in the pledge of allegiance.

VI. AGENDA REVIEW

There were no changes to the agenda.

VII. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. Recognize Rebecca Sprinson, Director of Eugene Education Foundation (EEF)

Dr. Balderas recognized Rebecca Sprinson, Director of EEF. She was leaving the foundation for a new opportunity.

Dr. Balderas thanked everyone for efforts in passing the 2018 school bond levy. The funding would build new schools and increase capacity, update curriculum, purchase additional busses, and allow for necessary capital improvements. Next steps in the process were to schedule a board work session focused on specific bond items. Dr. Balderas also wanted the community to know they would be involved in all school design processes.

Dr. Balderas addressed the district's behavioral program. There had been a spike in concerns within schools, and the district saw impacts. The board and staff heard specific as well as general issues. The district budgeted for new curriculum and professional development to help address some of the issues. Staff also implemented year one of the behavioral framework, a kindergarten through 8th social-emotional (SE) curriculum. There were also 4.5 FTE behavioral specialists, which they hoped to increase.

Dr. Balderas explained a management work group was working on restorative practices at the secondary level and would work on a high school SE curriculum to augment elementary curriculum. Staff was actively working with public agencies to explore options for additional supports and would actively engage the broader community to review current practices. There was not a simple answer as a solution, but the district and community needed to continue working together.

Lastly, Dr. Balderas noted the board recently heard sexual harassment concerns. He clarified the district followed board policy and practice every time a complaint arose, and administration took allegations seriously. This year, the district updated its policies, as well as its complaint process, and staff was being trained on the policies. Harassment of any kind wouldn't be tolerated, and neither would retaliation against complainants.

VIII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Ms. Jane Brinkley reported IHS teachers were very excited about the bond passing. The IHS apparel contest would end the following week, and staff would choose the schools' annual travel scholarship soon; there were a few service trip opportunities. Teachers were working on revising school goals and re-understanding foundational beliefs of the program. To aid the process, administration recently attended a training for immersion principals. There would be some changes in the coming year, as administration wanted to align and revamp the International Baccalaureate curriculum as well as the 9th and 10th grade curriculums.

Ms. Hannah Mitchell said students were very excited to have a new North Eugene High School in the near future, due to the bond passing. Ms. Mitchell provided a fall sports update. In other news, the music program held its North Region Music Festival, where middle school students in the theater program came to North Eugene High School and toured the campus. There was a Wildish Jazz Festival the previous week at Springfield High School, which many different schools attended. Ms. Mitchell said Associated Student Body (ASB) started Project Give, a food drive running from December 10-20, 2018 that benefitted North region families.

Tiffany Huang shared student government was planning a food drive, which was a competition between South Eugene, Churchill, and Sheldon high schools. Student government was holding freshman elections for positions soon; applications were due November 26, 2018. Student government was also planning its Acts of Kindness week, which involved different events around giving. Finally, a blood drive was scheduled for December 21, 2018. If a certain number of kids signed up, the school would earn a scholarship to award. Ms. Hang provided a fall sports update and shared news on the school musical.

Ms. Crystal Finnerty said that evening was preview night for families, and November 8, 2018 was open house for parents and students. That week GED and the reconnection center partnered with South Town Rotary to provide Oregon ID cards and driver's permit tests. ECCO's Oregon Leadership Academy (OLA) went to Alton Baker Park to complete habitat restoration, and later that month they would do a salmon watch at Winter Creek Campground. Senior meetings had begun to ensure students were on track, and staff was preparing students for Accuplacer testing. Ms. Finnerty concluded ECCO would host a day of remembrance and recognition for transgender individuals who had passed away.

Ms. Claire Shepard said homecoming the previous week was a great success. Ms. Shepard said the school was hosting a food drive competition, which coincided with the Acts of Kindness Day. The Acts of Kindness club would send out individual notes to every student at Churchill High School. It was college application season, so the school was hosting a workshop to help students' complete essays. Lancer Extended Application Project (LEAP) was also approaching, which was a graduation requirement.

IX. ITEMS RAISED BY THE AUDIENCE

There was no public comment.

X. COMMENTS BY EMPLOYEE GROUPS

Sheila Waggoner, president of OSEA, said it had been an exciting couple of weeks in her new role. She looked forward to working with the administration as needs arose. Ms. Waggoner

congratulated the district for passing the bond; OSEA was looking forward to having improved facilities for students. Ms. Waggoner mentioned the recent rise in extreme student behaviors. The district was working closely with OSEA to document these extreme behaviors and work place injuries, and the incident reports would help zero in on areas of concern. After three months of school, OSEA hoped to have enough reports to analyze.

Tad Shannon, president of EEA, thanked the community, the board, and 4J staff in passing the bond. In addition, Mr. Shannon was encouraged by the results of the November 6, 2018 election. There were now education friendly law makers in the house and senate which was significant in Oregon because supermajorities were needed to raise revenue to fund schools. He noted the bond would help capital needs, but the district still needed money for staff and other programs, so he was hopeful the work done in passing the bond could be replicated as they moved into the legislative session. Moving forward, Mr. Shannon thought Oregon would have an imperative to begin dealing with the inequities within its educational system. He pointed out the State of Washington recently dedicated \$2 billion toward education, under order of the courts. He also provided a salary comparison between Washington and Oregon districts; teachers entering profession earned about 28% more in Washington. Other districts already anticipated a huge exodus of teachers moving north. Mr. Shannon concluded the district needed to lobby legislators for state funding.

XI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

All board members thanked voters for their generous support of the bond.

Ms. Walston acknowledged staff and volunteers who worked on the bond. Passing the bond was a huge reinvestment into the community and into kids' future. Because the bond included safety measures, Ms. Walston pointed out that January 26, 2018 was the 318th anniversary of the last major Cascadia event. The City of Eugene would hold a symposium on the issue, so she hoped the district would participate.

Ms. Nittler said some constituents were concerned that their school or project wasn't included in the bond. She reassured people the district would tackle facility upgrades outlined, but the board recognized there were more needs. Ms. Nittler added that EEF would invest into early literacy learning, in addition to the annual grant the organization awarded.

Ms. Levis said community comments throughout the bond planning process were extremely helpful. She invited more people into the conversation as the district was just beginning to determine its future.

Ms. Newman felt grateful to be part of the community. She thought the most enjoyable part of working on the bond was the coalition of people who came together around a common cause.

Mr. Torrey reiterated the board didn't take the public's votes for granted. Passing the bond was the community choosing to make the Eugene community a better place. Mr. Torrey said the board would ensure the district stayed in budget and do the best job with the dollars given.

Ms. Sundgrenz also felt grateful to be part of a community where education was highly valued. All kids would benefit from the bond. The board spent 18 months listening to community members and she felt positive because of the feedback she'd heard from voters.

Chair Hays reported the board recently held a work session on the equity lens. The previous week there was an equity forum which had a good turnout. There would continue to be forums held the first Thursday of every month. Finally, later that meeting the board would discuss setting a time and date for the annual legislative breakfast. Chair Hays hoped student representatives would be able to attend.

XII. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes from Work Session and Regular Board Meeting on September 26, 2018
2. Approve Minutes from Work Session and Regular Board Meeting on October 3, 2018

MOTION: Mr. Torrey moved, seconded by Ms. Sundgrenz, to approve Items 1 and 2 of the Consent Calendar.

VOTE: The motion passed unanimously, 7-0.

XIII. ITEMS FOR INFORMATION

1. Receive an Update on 2017-18 State School Report Cards

Ms. Delf, Ms. McGaughy, Mr. Loureiro presented a PowerPoint presentation entitled, “*State School Profile Reports – 4J Board Meeting, November 7, 2018.*”

Ms. Delf said the annual school report cards were released by the state on October 24, 2018 and were immediately posted to the district website.

Ms. Delf explained the annual school report cards:

- Annual report cards display consistent information to provide an at-a-glance view of each school and district
- Oregon produces annual report cards for all schools and districts
- School districts distribute to parents
- Were mandated by the 1999 Oregon Legislature (ORS 329.105)

Ms. Delf shared the slide of graphics entitled, “*Fresh Look: Report Card Redesign.*” The format of the report card had morphed a little bit over time, but that year (2017-2018), the state did a very significant redesign. Additionally, the report cards now drilled down on a few selective pieces of data, which were provided in an easy to understand graphical format.

There was also a new “at a glance district profile.” Ms. Delf said these were what was sent to every parent and published throughout the community and the ODE website. In addition to the graphics, the reports contained some narrative information about the individual district.

Ms. Delf said there were a few selective pieces of data looked at for all schools, and some looked at only for specific levels.

Data looked at for all schools:

- Student enrollment
- Demographics (race & ethnicity, etc.)
- Immunization rates

- School staffing

For elementary and middle schools:

- Average Class sizes
- Attendance
- Student learning growth
- State tests of learning standards
- Selected measures by student groups

For high schools:

- Average class size
- Attendance

Finally, district wide demographics and staffing was considered.

Ms. Delf said one element of the reports discussed with the board previously were the “Additional Reports: ESSA Accountability Details.” There had been a change in how student proficiency rates were reported, which impacted districts with high opt out rates.

Ms. Delf summarized that opt outs were counted as “nonproficient.” Specifically:

- Student achievement calculations had changed
- Federal requirement was 95% of students participating in assessments
- Oregon now counted non-participants beyond 5% as non-proficient
- Effect = Students who opt out count as having taken tests and scored 0%

Ms. Delf said most 4J schools had a lower participation rate than 95% (in ELA and Math), thus most were affected by the change.

Ms. Delf stated the cards no longer reflected that 4J students who completed state tests outperform their peers statewide — every subject, every grade, and nearly every student group. Unfortunately, many 4J schools had an unusually high rate of opt-outs from state testing, and beyond 5%, non-participating students counted as non-proficient. The reported data was not an accurate representation of student achievement, as reported performance did not match demonstrated performance.

Ms. Delf said the report was distributed to families in a 2-page brochure with more accessible and user-friendly information. The brochure was sent via email and postal service.

Ms. Levis couldn’t understand why opt outs were counted as a zero, when the legislature gave students permission to do so. She thought highly proficient schools were being penalized, in a punitive way.

Ms. Delf agreed it seemed contradictory. There was a conflict between the state’s legislative decision to allow opt outs and the federal requirement of 95% participation. The change of state reporting took the federal requirement into account.

Mr. Loureiro explained part of the change was due to the state’s interpretation of ESSA. Ms. Levis asked if many other states interpreted ESSA in the same way as Oregon. Mr. Loureiro

was unsure; he knew of at least three. Ms. Delf said the district did not have a comparison on how other states were responding to the law.

Ms. McGaughy added the report cards were part of the state's accountability system. The state would identify crucial indicators and then hold schools accountable, as an incentive for schools to act and improve student outcome. There were five schools in 4J identified as needing additional supports and resources, including Spring Creek, Chavez, and Edison elementary schools; as well as Kelly Middle School and Network Charter School. Dr. Balderas and Ms. McGaughy were in communication with ODE staff and would soon meeting with them.

Ms. McGaughy explained when administration used the equity lens and a need index, the schools in need of additional supports were not the same as those identified by ODE. She was encouraged though, because there would be flexibility in use of the additional funds. Previously, that hadn't been possible because funding went from the state directly to the school; in the state's new model, funds went to the district. Ms. McGaughy had been told it was acceptable for the district to shift resources toward schools with greater need.

Mr. Loureiro explained the in-depth analysis he conducted of why those five schools were identified. The schools were small. The state looked at accountability, and within small groups, only one student's performance made huge difference.

Ms. Newman thought it was good news that resources could be shifted. She asked what happened after several years if opt out rates remained high. Dr. Loureiro said in the old system, consequences became direr over time. The new system was more flexible; if a school was re-identified, it was again given some resources.

Mr. Torrey asked if there was opportunity to amend the Smarter Balance process. The district was mandated to test on Smarter Balance, but he thought it could be given in select years, such as 3rd, 5th, and 7th grades. Ms. McGaughy responded that in order to change the system, the federal requirement would have to change. Adjustments could be made to the state plan, via a waiver submitted to the U.S. Department of Education. It was not a change the district could make, but it was one they could advocate for.

Ms. Sundgrenz wondered if the district was penalized for being identified as nonproficient. Ms. McGaughy said there were no longer punitive sanctions, but for the five schools identified, there was a required improvement process known as ORUS Integrated Systems. It was a needs assessment and school improvement planning process. The district would use the process district wide to create individual improvement plans aligned with the district's 2020 plan.

Ms. Walston understood the district couldn't change federal law, but she didn't understand why they couldn't work with state legislators to modify the process, especially if many districts were being negatively affected. Dr. Balderas replied it was the first year implementing the new system. He thought as ODE continued to move forward, the process would morph. Ms. Walston thought that priorities by ODE were misplaced and that it wasted resources to misidentify schools.

XIV. ITEMS FOR ACTION

1. Approve Revisions to Board Policy Section I - Instruction

MOTION: Ms. Levis moved, seconded by Ms. Nittler, to approve revisions to Board Policy Section I – Instruction.

VOTE: The motion passed unanimously, 7:0.

2. Approve the deletion of Board Policy Section H - Negotiations

MOTION: Ms. Levis moved, seconded by Ms. Walston, to approve the deletion of Board Policy Section H - Negotiations

VOTE: The motion passed unanimously, 7:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Approving Memorandum of Agreement with Eugene Education Association

Ms. Nesbit said district representatives worked with EEA representatives on a memorandum of understanding (MOU) that, if approved, would result in changes to the collective bargaining agreement, specifically the section related to fair share dues deductions. Fair share was now illegal, so the agreement would delete the fair share agreement in its entirety and would clarify that union dues were deducted only at a member's request.

Ms. Nesbit said the MOU continued existing maintenance of membership language, although revised the language for clarity. The change provided the union and district would share certain information which helped both parties and provided authorizations and cancellations would be maintained in the employee personnel record. Finally, the MOU included strong indemnification language for the district in the event of a claim by an employee or another group.

Chair Hays stated the MOU would be brought back in two weeks for a vote.

2. Consider Approving Revisions to Board Policy Section J – Students

Dr. Balderas stated the item was up for first read. He explained the revisions were to a variety of policies impacting students. The changes went through the board subcommittee, prior to board consideration.

There were no questions.

3. Consider Adopting Resolution 2019-03 for Supplemental Budget No.1 Making Appropriations for the 2018-19 Fiscal Year

Ms. Vandercar and Ms. Belz presented the first supplemental budget, which included a small request for additional spending of \$5,000. Ms. Belz explained Ms. Pilgrim-Ricker was selected as teacher of the year and would be traveling. The district was awarded \$5,000 by the state to hire a substitute teacher in her absence.

Ms. Belz explained other items within the budget. There was \$938,111 in contingency funds to address economic issues included in OSEA's contract, such as cost of living adjustments and the tax shelter annuity contribution increase. The district would also add dollars for classified substitute wages. Finally, there was an addition of 1.75 FTE classified special education bus drivers, as well as funding toward student supervision assistance.

4. Review Oregon School Board Association's (OSBA) 2018 Election

Dr. Balderas the item was first read. There were two resolutions from OSBA. Resolution 1 adopted the OSBA legislative priorities. Resolution 2 amended the bylaws from OSBA, relating to composition of the board of directors by adding a voting seat representative of OSBA Members of Color Caucus. The item would be up for action at the next board meeting.

Ms. Walston asked what the legislative priorities were. An attachment explaining the priorities was included within the agenda packet.

Ms. Newman read through the priorities; she wondered if the board would need to agree with all of them. Dr. Balderas responded it was first read for consideration, so the board was not voting that evening. Ms. Newman asked if it was appropriate to bring questions forward at an OSBA meeting, as some implications of priorities were not clear to her. She was told yes.

Ms. Walston clarified the board got one vote on the entire package. Members could still offer comments; however, she didn't believe the OSBA board would change the list of priorities at that point.

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

Ms. Levis wondered when the board would receive an update on bond processes and timelines. Dr. Balderas said there would be a board work session to discuss a timeline. He thought there would be multiple timelines, for construction, curriculum adoption, etc. Dr. Balderas would provide a clear update in an upcoming Friday memo.

Ms. Levis wanted to communicate to the community how they could provide input. Dr. Balderas said staff would do so, in a variety of ways. There would be many conversations about program moves and impacts to schools with affected populations.

Ms. Walston thought it was important to continue transparency and accountability. She hoped to build the bond oversight committee into the process, as a link back to the greater community. Dr. Balderas said the goal was to create a long-range planning advisory group that folded in the bond oversight committee, to marry the Education Specifications and the outdoor space into a true master plan that incorporated both indoor and outdoor areas to have a complete master plan.

XVII. DATE OF NEXT BOARD MEETING

1. Wednesday, November 28, 2018 – Work Session and Regular Meeting

Chair Hays highlighted upcoming dates. The next board meeting was November 28, 2018. There would be a work session on legislative priorities.

The board would interview budget committee applicants during a work session on December 5, 2018. Ms. Walston added the board also had to approve the superintendent evaluation form.

Chair Hays asked what date was selected for the legislative breakfast. Ms. Sundgrenz responded Friday, December 7, 2018 at 8:00 a.m. The board would invite student representatives. Ms. Fjordbeck would send invitations to legislators, and board members would follow up with personal invitations.

Dr. Balderas reported the board was invited to a tour of the Springfield Public School District the Natives Center. Board members would email Ms. Fjordbeck if they wanted to attend.

XVIII. ADJOURN

Chair Hays adjourned the meeting at 8:36 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair

DRAFT

**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 5th 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. 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)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair



ITEM FOR INFORMATION

Date

December 19, 2018

Title

Update on the Implementation of the Behavior Framework

Presenters

Charis McGaughy, Assistant Superintendent for Instruction
Cheryl Linder, Director of Student Support Services

Time Needed

10 minutes to present, and 20 minutes for Q and A

Overview

Providing a safe, welcoming, and nurturing school climate for all of our students is a top priority for the Eugene School District 4J. The district continues to work hard to address these complex issues. If a student's behaviors interfere with learning, our schools work together with parents, students and specialized professionals to understand the functions of the behavior and address the needed skills. Just like learning to read or write, students need to be taught how to manage their behaviors.

Schools need to have a system to monitor student progress and to provide a web of interventions to support students with behavioral or academic needs to succeed. In 4J we are establishing a more comprehensive system of supports for students with different levels of need. This system is called the Behavior Framework, first presented to the board on December 11, 2017. This presentation is an update on the first year of implementation of a three-year plan, presented to the board on February 28, 2018.

Behavior Framework

Beginning two years ago, the district convened a workgroup that included teachers, specialists, educational assistants, administrators and community experts that developed the Behavior Framework. The purpose of the framework is to provide a consistent, equitable, evidence-based, proactive, and sustainable multi-tiered system that empowers staff members to promote the development of social emotional skills for all students. The Behavior Framework identifies the foundational beliefs, the leadership practices, and the school practices to be implemented districtwide that provide a comprehensive system to meet the needs of all of our students.

Action Plan

Even within a very tight budget, the district is devoting more resources to address the increasing frequency and intensity of student behavior issues. We have established school counselors at

every elementary school, added educational assistants to provide behavioral supports, and worked to reduce class sizes of both general education and behavior classrooms where we can. We offer staff training including trauma-informed care, de-escalation and conducting functional behavioral assessments. Additional supports are targeted where they're most needed; when behavior incidents arise, we provide targeted support, and give additional training and make other adjustments to help stabilize behavior.

Here is a detailed list of the actions the district is taking this year, the first year of a three-year implementation plan, to implement the Behavioral Framework and address behavioral issues:

- Creating the district behavioral leadership team, involving teachers, specialists, educational assistants and administrators, to guide the implementation of the Behavior Framework.
- Creating a mental health work group, involving nurses, counselors, administrators, and school psychologists, looking at targeted mental health needs, such as suicide prevention.
- Implementing new social emotional learning curriculum across grades K-5. This curriculum includes units addressing: empathy, skills for learning, bullying prevention, emotion management and problem solving.
- Partnering with the University of Oregon behavioral experts in culturally responsive positive behavioral supports, equity in school discipline, and sustainable evidence: created 8 training modules being delivered to all elementary staff members and providing intensive training to four schools. The universal classroom modules address: environment, expectations, routines, supervision, contingent praise, response to inappropriate behaviors, group contingencies and the good behavior game, and multiple opportunities to respond.
- Strengthening data teams in all schools to monitor student behaviors and identify appropriate behavioral interventions.
- Utilizing behavior teacher leaders at every elementary to support colleagues with behavioral supports.
- Providing comprehensive Mandt Training to building administrators, Special Education teachers, educational assistants, transportation staff, elementary counselors.
- Offering behavior de-escalation training for guest teachers and guest educational assistants.
- Refreshing the training for all culturally responsive positive behavioral support leaders in all schools K-8.
- Piloting Positive Approach to Student Success (PASS) in four schools that provides an educational assistant to travel throughout the school working with individual students on improving behaviors.
- Providing 9th grade transition coordinators and 9th grade counselors, and increased campus supervisors to full days in all high schools.
- Expanding partnerships with local mental health agencies to increase access to mental health services for students.
- Adding targeted staffing to reduce class sizes and address high needs.
- Partnering with University experts to deliver targeted professional development to classified, licensed and administrative staff that is disability specific, such as working with students on the autism spectrum.
- Partnering with our local Education Service District and neighboring school districts to support families and students in crises and locate countywide supports.



ITEM FOR INFORMATION

Date

December 19, 2018

Title

Curriculum Plan for 2018 Bond Measure

Presenters

Charis McGaughy, Assistant Superintendent for Instruction
Susan Penrod, Curriculum Administrator for the Humanities
Sue Wilson, Curriculum Administrator for Mathematics & Applied Sciences

Time Needed

10 minutes to present, and 5 minutes for Q and A

Overview

On November 6, 2018 voters in Eugene School District 4J resoundingly passed Measure 20-297, the school bond measure to fund improvements at every 4J school and for every 4J student. Although the bulk of the bond will be to build the three new schools, every school will benefit.

The bond measure includes eight million dollars to fund new curriculum for our students. This presentation provides a timeline of the curriculum adoption and implementation plan including English/language arts, social studies, mathematics, music, health and the Arts (dance, theater, media and visual).



ITEM FOR ACTION

Date of Meeting

December 19, 2018

Title

Appoint Budget Committee Members

Presenter

Kerry Delf

Description

There are two open positions on the 4J budget committee. The terms of 4J budget committee members Tim Gleason and Jennifer Winters Francois expired on June 30, 2018. The openings were publicized and community members were invited to apply in November 2018.

There are 12 candidates for appointment to serve on the budget committee:

Barton Hiroyuki Aikens
John Gogol
Christina D. Howard
Scott Landgreen
Nick Larsen
Mary Leighton
Dylan John Mead
Debra Miller
Jeff Oliver
Elizabeth Price
Sean Shivers
Jennifer Winters Francois

The applicants were interviewed by the board at the work session on December 5. Following the work session, board members indicated their preferred candidates in an online survey to provide a starting point for discussion and selection during the next board meeting. Board members' indicated preferences are included in the packet.

The board will ballot to select two candidates and take action to appoint them to the budget committee. The two appointed budget committee members will serve three-year terms to run through June 30, 2021.

Name:

Nick Larsen

Occupation:

Director of Oregon Amateur Basketball

How long have you lived in the school district?

10+ years

Please briefly describe your educational background.

University of Oregon graduate. Journalism Degree.

Please briefly describe your employment history.

Worked in the Register-Guard sports department from 2000-2005. Founded Oregon Amateur Basketball in 2000; has grown to the largest youth basketball organization in Oregon.

Please briefly describe your volunteer activities with the school district or other community organizations.

Have served as a high school and college football and basketball official from 2000-present. Through Oregon Amateur Basketball, helped raise nearly \$250,000 annually for high school athletic programs in the Willamette Valley.

Why are you interested in serving on the budget committee?

Want to serve the school district that my kids are now a part of. Want to use my relationships in the community to help provide additional revenue streams to the district.

Name:

Elizabeth Price

Occupation:

Assistant Finance Manager at FOOD For Lane County

How long have you lived in the school district?

16 years

Please briefly describe your educational background.

I have a Bachelor of Science degree in Accounting

Please briefly describe your employment history.

I am currently the Assistant Finance Manager at FOOD For Lane County. I have been a controller at a local trucking company and a local HVAC company. I have had various accounting positions here in Eugene and the Silicon Valley for over 20 years.

Please briefly describe your volunteer activities with the school district or other community organizations.

I am the PTO Treasurer at McCornack Elementary and am the Treasurer of my daughter's Girl Scout Troop (#13015). I was also the volunteer accountant for the Triangle Lake Center.

Why are you interested in serving on the budget committee?

As the PTO Treasurer at McCornack, I have attended the 4J Parent Leaders Network meetings and wish to be more involved in the decisions made for our schools. I have a daughter in 5th grade and a son in 8th grade. These decisions will impact my children for years to come.

Name:

Scott Landgreen

Occupation:

Retired small business owner. former teacher and YMCA health and fitness director

How long have you lived in the school district?

34 years

Please briefly describe your educational background.

Degree in secondary education- California State Univ.-Los Angeles

Please briefly describe your employment history.

Jr. High Phys. Ed/science teacher- Wothaggi Tech School. Victoria, Australia-2years
YMCA Health and fitness director-Pasadena, California-8 years
Owner- Enterprise Parcel Express- Eugene-25 years

Please briefly describe your volunteer activities with the school district or other community organizations.

Coaching youth for AYSO soccer/Kidsports football and basketball
President North Eugene HS booster club
Habitat for Humanity for 5 years driving their truck for collecting donations
Ran for 4J school board several years ago.

Why are you interested in serving on the budget committee?

With the new school bond having been passed, I'd like to participate in the process involved with funding and design of the new schools. In particular I believe our community would benefit from a new High School dedicated to providing Job/Work Skill training such as mechanics, welding, carpentry, computer tech, etc. as well as the traditional "3 R's".
Too many of our young people are not on a College track enter adulthood with few skills to contribute to our community. These kids need a hand up just as much as the rest. Maybe more.

Name:

Sean Shivers

Occupation:

Account Executive

How long have you lived in the school district?

3 years

Please briefly describe your educational background.

I've been a student of public schools from k-12.

I attended college and studied political science and philosophy.

I managed 2 school board races for Lane County Community college in 2017.

Please briefly describe your employment history.

I've worked on political campaigns as a volunteer and staff for 10 years.

During the off years i worked in non-profit association management.

In 2016 I worked for Peter DeFazio, organizing the southern part of House District 4.

In 2017 I managed the campaigns of Matt Keating and Melanie Muenzer for LCC school board.

I currently work at Cumulus broadcasting which owns and operates 6 of the local radio stations.

Please briefly describe your volunteer activities with the school district or other community organizations.

I serve on the police commission for Eugene.

I serve in a variety of local community organizations: indivisible, neighborhood associations, the DPLC.

I'm the house district chair for the democratic party of lane county.

Through my work at the radio station I focus on community engagement, increasing voter turnout, and creating a healthier community... I combine my passion for this community with my ability to bring interest groups together and get it all paid for.

Why are you interested in serving on the budget committee?

I'm good at managing budgets.

I'm really good at making hard decisions in line with established priorities.

And I really want to make sure our kids get what they need to achieve success. Everyone talks about how our kids are the future, and they are... but this is ground 0. Plus this year our kids might finally get some desperately needed funding.

I have the time and the drive to be involved. Now and in the future.

Name:

Jennifer Winters Francois

Occupation:

Asst. Vice President for Content Strategy, Communications, University of Oregon

How long have you lived in the school district?

25 years

Please briefly describe your educational background.

As a child I attended public schools, graduating from high school in the Seattle area. I graduated with a BA in Broadcast Communications from the University of Washington. My father was a college professor. My mother was a college professor and then became an attorney who advocated for children's rights. I have three children who attend or graduated from 4J schools. As a tv journalist and anchor, I was the education reporter for more than a decade and have covered Oregon and Eugene educational issues for 22 years. I have served on the 4J Budget Committee for six years. I was the media chair for the Yes for 4J School bond campaign in 2013 and the Campaign Chair for the Yes for 4J School levy campaign in 2014. I am currently working for the University of Oregon in communications advocating for higher education.

Please briefly describe your employment history.

As a television news reporter I covered education issues for 22 years, starting with the passage of Measure 5, through deep local budget cuts, school closures and consolidations, local option levies, bond measures and countless bake sales. After decades of covering Eugene budget issues, the Oregon Legislature and Federal education mandates and funding scenarios, I have a very good understanding of the funding and budget issues at Eugene 4J Schools. Additionally, my three children have attended Eugene 4J schools for 13 years. I have firsthand knowledge of how the budget can impact schools, teachers and families. I also am very passionate about the need for our community to have a well educated youth and future workforce, but also to do so with the resources we have available. I have enjoyed working on the 4J budget and believe I've been able to help advise our school board, staff and superintendent on important issues. I have also worked to advocate for local school funding and issues as a campaign volunteer. Finally, I am currently working in higher education to advocate for access and success for students, which ties directly to the quality of K-12 schools. I am also a creative problem solver.

Please briefly describe your volunteer activities with the school district or other community organizations.

Meet the Masters Art Teacher Volunteer, Crest Drive Elementary 2004-2010
Yearbook Chairman, Photography and Layout, Crest Drive Elementary 2007-2010
Classroom Volunteer, Crest Drive Elementary 2003-2010
Walk the Amazon Volunteer, Spencer Butte Middle School 2010-2013
School Based Health Care Advisory Committee Board Member, Eugene 2006-2009
Eugene Education Foundation, Volunteer Emcee for Gala Fundraiser 2009, 2010
Eugene Science Factory Advisory Board Member, 2007-2010
March for Dimes, Walk for Babies Volunteer 2003-2013
Eugene 4J Schools Budget Committee 2012-2018
Yes for 4J Schools Bond Campaign 2013

Yes for 4J Schools Local Option Levy Campaign 2014

Yes for 4J Schools Bond Campaign 2018

Emerald Media Board 2015- current

Why are you interested in serving on the budget committee?

I continue to want all children to have access to quality education. I am passionate about finding creative ways to provide services and stretch our dollars so we can meet the needs of all kinds of families and children with all types of learning needs. I believe art, music, PE and other electives are critical to educating the whole child, in addition to the core subjects. I am not afraid to make hard decisions now, if it means better quality for the entire district in the long run. I believe in choice, but not to the detriment of the whole system. I think transparency, education and information gathering is the best way to encourage our community to support and fund schools. I have now served for two terms and I want to continue to use my knowledge and build upon my experience to help the school district, students and the community as a whole.

Name:

Christina D. Howard

Occupation:

Faculty/Physical Therapist

How long have you lived in the school district?

19 years

Please briefly describe your educational background.

I have a Bachelor's degree from UCLA in Physiological Sciences and a Master's of Physical Therapy from UCSF/SFSU. I am currently in the dissertation phase of a Doctor of Education degree from the University of St. Augustine for the Health Sciences.

Please briefly describe your employment history.

In my professional life, I have been employed as a physical therapist since 1995 in a variety of settings, including hospitals, inpatient rehabilitation facilities, outpatient facilities, and home health. In my health care provider roles, I have served as a department lead, which included responsibilities in human resources, staff development, and budget management. In 2005, I opened a private physical therapy practice in Eugene with a business partner where I provide physical therapy services and have primary practice management responsibilities. Since 2008, I have developed and coordinated the Physical Therapist Assistant program at Lane Community College as a full time faculty member. Program coordination responsibilities include curriculum development, program assessment, budget development and fiscal management, outreach, and developing educational partnerships with industry.

Please briefly describe your volunteer activities with the school district or other community organizations.

I serve as the President of the Oregon Physical Therapy Association (OPTA) and have previously served OPTA as a Director from 2015-2017.

I was the Adams Elementary PTA President from 2008-2009 and the Adams Elementary PTA Treasurer from 2009-2011. I served as the parent representative on the Adams Elementary Site Council from 2011-2014.

I have provided pro bono physical therapy services in Eugene as part of the Medical Team for the USATF Championships, USATF Olympic Trials, and IAAF World Junior Track and Field Championships (2008, 2009, 2012, 2015, 2016)

Why are you interested in serving on the budget committee?

At a very basic level, I consider it my civic responsibility to contribute to social services that affect my family and the families in our community.

I feel that a well-developed budget reflects the culture and the priorities of the district. I bring a strong set of skills in planning and assessment based on collaboratively developed goals and would aim to actively contribute to forming sound recommendation for the budget that are transparent and inclusive.

I have experienced the benefits of having a citizen member on an advisory board to ensure perspectives and lived experiences from people in our community are considered in developing priorities and decision-making in academic and health care contexts and I would be pleased to offer the same service in return to the school district.

Name:

Jeff Oliver

Occupation:

Small Business Owner / Laurelwood Golf Course

How long have you lived in the school district?

2 Years

Please briefly describe your educational background.

University of Oregon

Bachelor of Science, June 2002

Majors: Advertising, Public Relations and Political Science

Aloha High School, June 1998

Please briefly describe your employment history.

Laurelwood Golf Course – Co-Operator & Marketing Director / January 2018 – Present

- Oversight of golf related operations and revenue streams.
- Management of marketing and public relations activities.
- Coordination with City of Eugene on facility and property improvement projects.

NIKE Prefontaine Classic – Press Chief / March 2002 - Present

- Facilitate publicity from more than 150 media members of the local, regional, national and foreign press.
- Professional contacts with reporters and photographers from major U.S. and foreign daily newspapers, sports magazines, wire services, television networks, USA Track & Field, United States Olympic Committee and International Association of Athletics Federations.

US OPEN Racquetball Championships – Media Manager / November 2005 - Present

- Media Manager for racquetball's largest annual event, the US OPEN in Minneapolis.
- Execute online and social media presence with fresh content of articles, photography and videos.
- Write, design and layout Media Guides and Daily Newsletters. Proactive media pitching for local coverage.

Eugene Family YMCA – Senior Director of Operations / February 2006 – October 2018

- Oversight of daily financial, personnel and facility matters of non-profit with \$4+ million in annual revenue.
- Management of marketing and public relations activities for all programming, membership and fundraising.
- Successful implementation of new operations software and content management based website.
- Responsible for human resource elements: payroll hours & employee benefits.

Pacific 12 Conference – Baseball Video Coordinator / February 2012 – July 2014

- Working with the Pac 12's Coordinator of Baseball Officiating, devised methods and strategies for capturing video from baseball games to aid in the education and development of conference umpires.
- Videos are uploaded to a web portal and are available to all conference umpires (90+ games in 2014).

Event Management Solutions – Digital Content Manager & Event Manager / March 2004 – November 2014

- Regional and national level paintball events for amateur and professional teams.
- Pre and post event management: Event site layout, setup and tear down / Venues included NFL Stadiums.
- Led tournament competition operations: Game Scheduling, Scoring & Series Rankings.

Extraordinary Work Group – Account Executive / September 2002 - January 2006

- Account lead for Amicore, a healthcare software developer founded by Microsoft, Pfizer & IBM.
- Other client work included Microsoft's Healthcare Industry Solutions Group, DataLabs and Health Level 7.
- Preparation of company executives and customers for media interviews and tradeshow meetings.
- Project management for bylined articles, tradeshow events, media kits and strategic media relation plans.

Please briefly describe your volunteer activities with the school district or other community organizations.

South Eugene Baseball, Booster Club Treasurer / Past On-Field Coach

Oregon High School Racquetball League, Board Member

Willamette Valley Titans - American Legion Baseball, President, Board of Directors

Why are you interested in serving on the budget committee?

My interest stems from ensuring the efficient use of tax dollars not only in the classroom, but also towards extracurricular activities including athletics, arts, clubs, etc. Most athletic, music, drama and art programs are dependent on thousands of extra donated dollars in order to sustain. If efficiencies can be found in the overall 4J budget, then these programs can do more and become more enriching for students.

As the co-owner of a business operating on publicly owned land and supported with a small amount of tax dollars, I understand the importance to stretch every dollar so it can be maximized by the greater good.

Name:

John Gogol

Occupation:

Board Director, Oregon Community Credit Union

How long have you lived in the school district?

10 years

Please briefly describe your educational background.

I have obtained a Master of Business Administration and a Bachelor in Economics from the University of California. My work toward both degrees was distinguished by being a member of Beta Gamma Sigma and the Dean's Honors List.

I have also been granted the right to use the Certified Financial Analyst (CFA) designation and have completed the work requirement and passed 4 of the 5 exams required to be awarded the Certified Public Finance Official (CPFO) designation.

Please briefly describe your employment history.

Since obtaining my MBA, I have worked professionally for 18 years in both the private and public sectors. My primary work role has been providing in-house financial planning and analysis services to business units and organizations as both a staff member and manager.

Most recently, I have worked as a budget analyst for both the Eugene 4J and Redmond (Oregon) school districts. Prior to that, I worked in the financial services industry for a Big 6 accounting firm, a small business lender, and the fourth largest bank in the US.

Currently, I serve as Board Director with the Oregon Community Credit Union.

Please briefly describe your volunteer activities with the school district or other community organizations.

I have served as Treasurer of the Eugene 4J MAPS (the administrators association) for 2 years, and have volunteered with Habitat for Humanity, Komen Race for the Cure, and the Southwest Hills Neighborhood Association in Eugene over the past 15 years.

I currently serve as a member of the Budget & Finance Committee for Food For Lane County, and as a mentor with the Eugene Regional Accelerator and Innovation Network (RAIN).

Why are you interested in serving on the budget committee?

At this point in my life, I am dedicated to providing volunteer service to improve the Eugene community on several fronts. I envision service on the 4J Budget Community to be a fulfillment of that effort within the education sector.

Further, I believe my work experience, particularly with Oregon school districts as a budget analyst, uniquely positions me to provide great value and insight to the budget committee. Specifically, to assure 4J allocates and utilizes its financial resources effectively and fulfills on the Boards' vision and strategic direction.

Name:

Debra Miller

Occupation:

System Vice President Talent, PeaceHealth

How long have you lived in the school district?

5 years

Please briefly describe your educational background.

Masters University San Francisco Organization Development and Human Resources
BS California State University Northridge

Please briefly describe your employment history.

PeaceHealth Vice President September 2014- current
Providence/St Joseph Northern California Vice President Human Resources 1997-2013

Please briefly describe your volunteer activities with the school district or other community organizations.

Lane Workforce Partnership Board member
Oregon Children’s Choir Board member
Clark County CTE Board Member
Red Cross Sonoma County Board Member
Volunteered South Eugene Theater
Volunteered South Eugene Boys Basketball (Dave Hancock)
Volunteered South Eugene Registration day
Volunteered Spencer Butte MS and Edgewood Elementary
Board member Village Charter School Santa Rosa CA

Why are you interested in serving on the budget committee?

Very interested in helping understand and assist with budget

Name:

Mary Leighton

Occupation:

Retired educator

How long have you lived in the school district?

12+ years

Please briefly describe your educational background.

PhD curriculum and instruction--UO

MEd elementary education--UO

BA sociology--UChicago

K-12 Oregon Administrator Licence (expired)

Current substitute license

Please briefly describe your employment history.

Since graduating from college I have worked as an elementary school teacher and administrator, a high school teacher and administrator, an education policy researcher, and a professor of teacher education. I currently teach one course that introduces K-12 teachers to the economy and employment opportunities in Lane County. The course is eligible for UO grad credit. One version is offered in Eugene and another version in Florence.

Please briefly describe your volunteer activities with the school district or other community organizations.

Since returning to Eugene in 2006, I have participated in City Club of Eugene as a member of the board and the program committee and as president. I am currently a member of the program committee. I am president of Round Table Club of Eugene this year. I volunteer at the Chinese Immersion School as a classroom assistant, at Roosevelt Middle School as a library assistant, and at Camas Ridge School on special projects. At Network Charter School I serve on one of the member organization boards (EDN) and do one of the weekly FOOD for Lane County runs. I serve food twice a month at the Interfaith Breakfast (for homeless neighbors) and lead a kitchen crew at an Egan Warming Center site. I am a member of the BEST advisory committee.

Why are you interested in serving on the budget committee?

I'd like to know more about how budget decisions are made at this level. I have a lot of experience leading and budgeting for schools and projects on a much smaller scale, but don't really know much about how budgeting is done here. I'm curious. It seems that my understanding of how education works at the school level and how policy decisions affect operations would be helpful in conversations about how to make not enough money cover all the essential work we expect of schools. My concerns with equity and with helping all different kinds of kids flourish in our community animate my interest.

Name:

Barton Hiroyuki Aikens

Occupation:

Retired

How long have you lived in the school district?

22 years (1969-1989, 2016-present)

Please briefly describe your educational background.

Attended 4J schools: Dunn Elementary, Spencer Butte Junior High, South Eugene High School (Class of 1982); attended University of Oregon, graduated with bachelor's degree from University of Iowa

Please briefly describe your employment history.

O'Melveny & Myers LLP, Los Angeles, 1990-2007 (beginning as a distribution center shift supervisor and transitioning to sales, marketing, and business development); Deloitte Services LP, Los Angeles, Portland, and Eugene, 2007-2017 (business development with a focus on writing consulting proposals)

Please briefly describe your volunteer activities with the school district or other community organizations.

In the 1980s I was a KRVM broadcasting student and later a paid relief announcer; I occasionally helped broadcast 4J school board meetings. Since my retirement in April 2017, I have volunteered for the Very Little Theatre. I also serve on the development committee of the Lane County Historical Society, and serve as board president of Singing Creek Educational Center, a nonprofit that teaches children how our pioneer forebears lived.

Why are you interested in serving on the budget committee?

Recently retired, I have a strong interest in the future of our 4J students. I am a graduate of 4J schools, and my mother worked for 4J for 19 years. Although I do not have a formal background in accounting, I first served on a (collegiate) budgeting and auditing committee in the 1980s, and went on to learn more about budgets while writing proposals for O'Melveny & Myers and Deloitte. In addition, my current volunteer work for the Lane County Historical Society and Singing Creek Educational Center brings me into regular contact with budgetary matters.

Name:

Dylan John Mead

Occupation:

Information Security Auditor/Consultant

How long have you lived in the school district?

35 years

Please briefly describe your educational background.

I have an AS and AAOT from Lane Community College, Bachelors in Applied Mathematics and Physics from the University of Oregon, and Masters in Physics from the University of Oregon.

Please briefly describe your employment history.

I have been employed as a penetration tester (commonly referred to as white hat hacker) for approximately 2.5 years. Before I started work in the information security field I spent one year teaching mathematics at Linn-Benton Community College. While teaching at Linn-Benton I also worked as a substitute special education teacher's assistant in the 4J school district. During graduate school I performed research and development work on prototype particle detectors and I was a graduate teaching fellow where I assisted professors in curriculum development, classroom instruction, and grading. I worked as a tutor for about six years at Lane Community College in the math department, science department, and TRiO/TRiO STEM. TRiO and TRiO STEM are learning centers meant to provide extra support to non-traditional students such as first generation students, students on financial aid, and students with disabilities. I was a wildland firefighter for nine years. I've also had a number of jobs in the service industry such as dish washer and pizza cook.

Please briefly describe your volunteer activities with the school district or other community organizations.

I haven't formally volunteered since I was a teenager when I had shifts as the front desk receptionist at the UO natural history museum.

Why are you interested in serving on the budget committee?

I want to help the budget committee succeed. If the 4J school district can maximize the efficiency of its budget allocation then that benefits all students, families, and taxpayers. I suspect I may be able to contribute to the success of the committee with my expertise in data composition and quantitative analysis. My direct observations from my years educating may also be of use to the committee. To put it simply, I think education is very important and I want to help.

Q: Please select the TWO applicants you prefer. Applicants are listed in the order they were interviewed.

Board members' candidate selections:

Alicia Hays: Jennifer Winters Francois, Elizabeth Price

Anne Marie Levis: Jennifer Winters Francois, Elizabeth Price

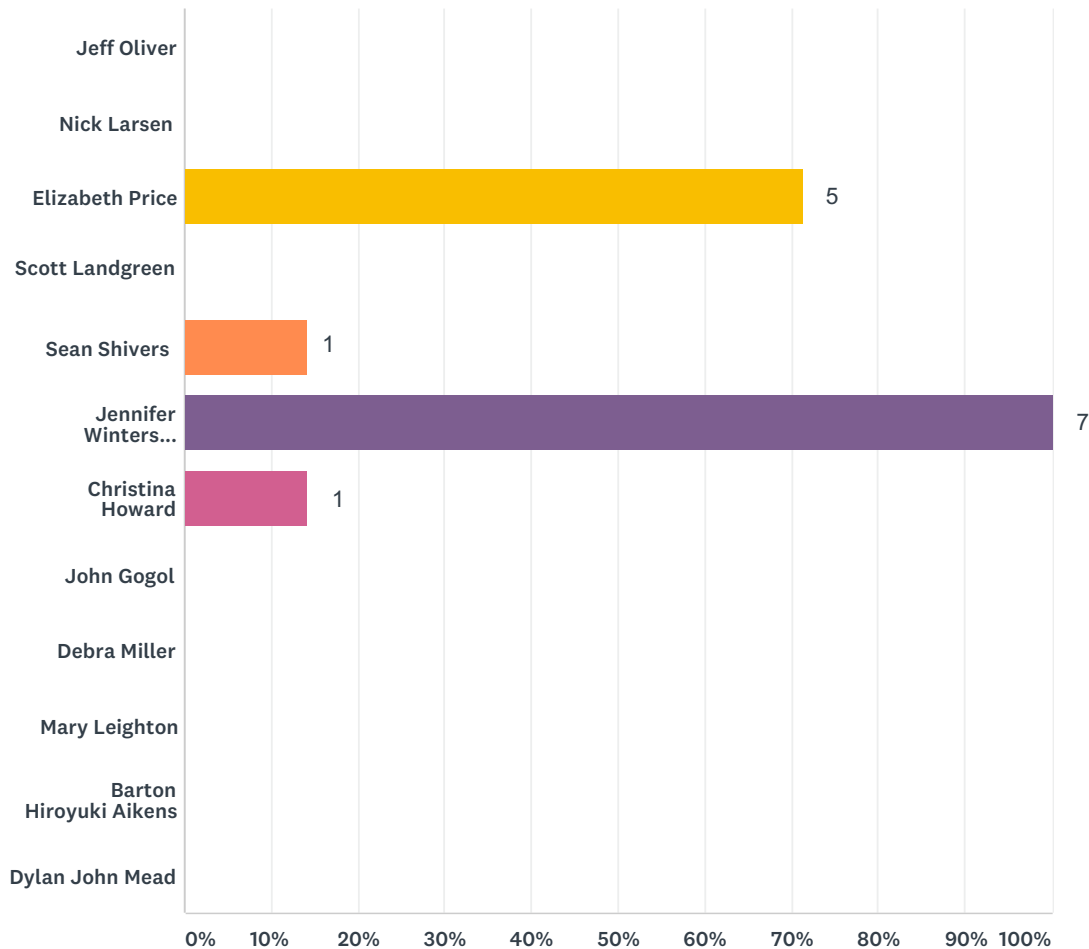
Judy Newman: Jennifer Winters Francois, Elizabeth Price

Eileen Nittler: Jennifer Winters Francois, Elizabeth Price

Evangelina Sundgrenz: Jennifer Winters Francois, Sean Shivers

Jim Torrey: Jennifer Winters Francois, Christina Howard

Mary Walston: Jennifer Winters Francois, Elizabeth Price





ITEM FOR ACTION

Date of Meeting

December 19, 2018

Title

Approve Security Camera Project and Contract Award

Presenters

Ryan Spain / Steve Menachemson / Carl Stubbs

Background

The 2013 Bond included funds to install video surveillance across the District. Through a Request for Proposals (RFP) process, the District solicited proposals for a video surveillance system that could be used District wide. Four vendor proposals were received and evaluated by a District team of five staff represented by Facilities, Safety, and Technology. Proposals were evaluated on their schedule and work plan, unit pricing, warranty and maintenance requirements, training and support, and overall company/staff qualifications.

The evaluation ultimately resulted in Reynolds Electric.

Firm	Average Score	Ranking
Reynolds	88	1
Azimuth	82	2
Innova	77	3
Sunset	62	4

Upon apparent selection, negotiations began to define the project schedule, scope, implementation and costs. Final outcome provides video surveillance across the District with an estimated completion of July 2020 at a cost of \$1.945 million.

Budget/Resource Implications:

The 2013 Bond included \$3.0 million for the video surveillance project representing a construction budget of \$1.95 million. After multiple meetings with the selected contractor, the group is confident with the schedule, scope and the award amount.

Board and Superintendent Goals

Approval of the Video Surveillance Project supports stable, sustainable stewardship by providing safe and secure learning facilities across the district as well as optimizing technology to meet operational needs.

Recommendation

The superintendent recommends we award the contract for the video surveillance project to Reynolds Electric, who provided the most responsive proposal and through which we were able to negotiate the desired, schedule, scope and cost of \$1,945,000.



ITEM FOR ACTION (Second Read)

Date of Meeting

December 19, 2018

Title

Approve Revisions To Board Policies “Section K/L” – Community Relations

Presenter

Gustavo Balderas, Superintendent

Background

At a work session on January 25, 2017, the board received information from OSBA on the board policy review services they provide and the proposed policy review plan for Eugene School District 4J. The board agreed to the policy review plan provided by OSBA and a Policy Review Committee (made up of two board members, the superintendent and board secretary) was formed.

Beginning in March 2017, a representative from OSBA led the committee on a thorough review of each policy one-by-one. The committee kept the following guideline in mind when reviewing each policy:

- Is it legal?
- Does it reflect current practice?
- Is it working? What needs to change?
- Do we need it?

The committee received proposed policy revisions provided by OSBA. The committee discussed the proposed revisions and made determinations if the revisions made sense and were applicable for the district.

At the completion of the review process, OSBA rewrites the policy section to include any decisions made by the committee, and provides the revised policies to the district. The revised policies are then presented to the whole board for review, discussion and adoption.

Options and Alternatives

The board can choose to review and accept the proposed changes for adoption. The board can discuss and suggest further revisions or edits for consideration and future adoption.

Recommendation

The superintendent recommends the adoption of the revised board policies in Section K/L

Eugene School District 4j Corrections

Section K/L: Community Relations

KAB – Parental Rights** - Added “(excluding assessments)” after “Any instructional material” in 2.; Added “academic” before “district in 2.; Added “It is the district's preference to not collect personal student information for such purpose.” as the last sentence of 3.

KBA – Right to Inspect Public Records - Removed policy(ies)

KBA – Public Records** - Selected version 2, removed “Version 2” from title; As directed by the district’s legal counsel: Removed the fifth and sixth paragraphs; Replaced “reserves the right” with “directs the superintendent” in the eighth paragraph;

KBC – Use of School Programs by Commercial Radio and Television - Removed policy(ies)

KBE – Political Campaigns - No changes, keep proposed draft

KC – Community Participation at the Local School Level - Removed policy(ies)

KG – Community Use of Buildings - Removed policy(ies)

KG – Community Use of District Facilities - Selected version 2, removed “Version 2” from title; Switched the positions of 3. and 4.; Replaced “on the *Building Use Request* form” with “governing the community use of facilities and the requested forms must be submitted to the district facilities office” in the third sentence of the second paragraph; Replaced “school” with “facilities” and removed “with copies distributed to the appropriate administrator, building custodial staff and facility user” from the fourth sentence of the second paragraph; Replaced “three months” with “one year” in the fourth paragraph; Removed “encourage the involvement of staff, parents of students (through site councils) and the community in the” from the fifth paragraph

KGB – Public Conduct on District Property - Removed bracketed language “as prohibited by Board policy ECACB - Unmanned Aircraft System (UAS) a.k. Drone” in 11.; Replaced 15. with “Use a skateboard, rollerblades, scooter or similar device, except within designated skate parks. Use of such is at the user's risk.”; Replaced 16. with “Bring an animal into a district building without prior administrator approval during school or school-sponsored activities. Dogs are prohibited on district grounds except as authorized by the safety officer. Animals serving the disabled are permitted as provided by law; Added “, including marijuana,” after “unlawful drugs” and removed “or” from “and/or” in 21.; Selected all other bracketed language and removed remaining brackets

KGC/GBK – Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems - Edited as in section G

KGF – Use of District Property - Removed policy(ies)

KGF/EDC – Authorized Use of District Equipment and Materials * - Edited as in section E

KI – Student Travel Services - Removed policy(ies)

KI – Public Solicitation in District Facilities - Selected version 2, removed “Version 2” from title

KMF – Use of Schools During Disasters - Removed policy(ies)
draft

KNA – Joint City-District Planning - Removed policy(ies)

LBE – Public Charter Schools - Removed the “In-District” Charter Schools section

LBE-AR – Public Charter Schools - At the direction of district counsel: Replaced “Every Student Succeeds Act of 2015 (ESSA)” with “state and federal law” in 2.b.(27)(b)(I); Removed proposed language in 4.d.(11)(a)(I) and (ii)

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Parental Rights**

The Board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being; in determining district and student needs for educational services; and in program development and district operations. To assist the district in this effort, and in accordance with law, the district affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing "covered survey items";
2. Any instructional material (excluding assessments) used by the academic district as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose. It is the district's preference to not collect personal student information for such purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from "covered activities"². The rights provided to parents under this policy, transfer to the student when the student turns 18 years of age, or is an emancipated minor under applicable state law.

The superintendent will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy.

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¹"Covered survey items" include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

²"Covered activities," requiring notification, include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

The superintendent shall develop administrative regulations to implement this policy, including provisions as may be necessary to ensure appropriate notification to parents of their rights under federal law and district procedures to request review of covered materials, excuse a student from participating in covered activities and protect student privacy in the event of administration or distribution of a survey to a student.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2017).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2017); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2017).

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Eugene School District 4J

Code: **KBA**
Adopted:

P

Public Records**

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent’s office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

The Board directs the superintendent to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.445 and ORS 192.502(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt.

The district will not disclose the identification badge or card of an employee without the employee’s written consent if the badge or card contains the employee’s photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

SB 481 (2017)

HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).

Americans with Disabilities Act Amendments Act of 2008.

Eugene School District 4J

Code: **KBE**
Adopted:

P

Political Campaigns

The district may not use funds, facilities or equipment to influence a political campaign, nor to advocate “yes” or “no” votes on elections or political campaigns.

END OF POLICY

R

Legal Reference(s):

[ORS 260.432](#)

[ORS 294.100](#)

[ORS 332.107](#)

[ORS 332.172](#)

O

SECRETARY OF STATE, ELECTIONS DIVISION, RESTRICTIONS ON POLITICAL CAMPAIGNING BY PUBLIC EMPLOYEES (1/2016).

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Eugene School District 4J

Code: **KG**
Adopted:

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Community Use of District Facilities

The Board supports the community education concept, which encourages the use of district facilities by community members for recreation, education and service activities. The following categories have been determined in order of priority for building and grounds usage:

1. Activities directly related to the required K-12 school program, including graduation;
2. Activities related to the extracurricular K-12 school program such as sports and seasonal programs;
3. Youth-related nonschool activities;
4. Community school-sponsored programs such as classes and workshops;
5. Adult-related nonschool activities.

The Board expects the users to treat the facilities with respect. A *Building Use Request* form must be submitted by the person or group to the school office in coordination with administrators of the involved facility. The users must agree to all guidelines governing the community use of facilities and the requested forms must be submitted to the district facilities office. The original copy of the agreement will remain in the facilities office, with copies distributed to the appropriate administrator, building custodial staff and facility user.

Approval for using the facilities will be granted for a period not to exceed one year. Requests must be resubmitted if the user desires to continue usage.

Use of school facilities by district employees will be in accordance with Oregon Ethics laws.

The superintendent will develop specific building-use regulations.

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)
[ORS 260.432](#)
[ORS 332.107](#)
[ORS 332.172](#)

R5/31/17 | PH

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Public Conduct on District Property

No person on district property or any district grounds, including parking lots, shall:

1. Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the district to endanger the safety of students, employees, self or others;
2. Use or engage in abusive verbal expression or physical conduct that interferes with the performance of students, event officials or sponsors of approved activities;
3. Damage the property of another or of the district;
4. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;
5. Construct or transport to district property for temporary or permanent purposes any structure not approved for construction on, or transportation to, district property;
6. Uproot, pick, cut, mutilate or remove plant life or other natural resources of any kind. Roots, tubers, flowers and stems may not be collected. Soil or rock may not be dug up or removed;
7. Dump or spill any sewage, waste water or other fluids from any vehicle;
8. Use district waste containers or other district property for the deposit of waste or refuse generated from household, commercial, industrial, construction or other uses not related to approved use on district property;
9. Block, obstruct or interfere with vehicular or pedestrian traffic on any district road, parking area, walkway, pathway or common area. Occupying or impeding access to any district facility in a manner that interferes with the approved use of such facility by district employees, students or other authorized users is prohibited;
10. Fly, launch or otherwise operate motorized model airplanes/helicopters/rockets or other similar propulsion devices unless approved in advance by the district;
11. Operate an unmanned aircraft system (UAS) or drone unless granted permission from the superintendent or designee;
12. Distribute or post circulars, notices, leaflets, pamphlets or other written or printed material in violation of Board policy KJA - Materials Distribution;

13. Operate a concession, solicit, sell or offer for sale any goods, wares, merchandise, food, beverages or services without prior district approval. Public sales and solicitation on district property will be governed by Board policies KGA - Public Sales on District Property, KI - Public Solicitation in District Facilities and KJ - Advertising in District Facilities;
14. Operate a motor vehicle in an area other than on roads and in parking areas constructed or designated for motor vehicle use. Vehicles shall be driven in a safe manner, at posted speeds and will only be appropriately parked in areas designated by the district. Motorized vehicles such as minibikes, scooters, go-carts, all-terrain-vehicles, snowmobiles and other similar devices are prohibited on district grounds. Bicyclists must comply with motor vehicle and bike regulatory signs;
15. Use a skateboard, rollerblades, scooter or similar device, except within designated skate parks. Use of such is at the user's risk;
16. Bring an animal into a district building without prior administrator approval during school or school-sponsored activities. Dogs are prohibited on district grounds except as authorized by the safety officer. Animals serving the disabled are permitted as provided by law;
17. Camp overnight, loiter or otherwise be present on district property after the conclusion of approved activities or as otherwise posted or authorized by the district. Individuals are prohibited from entering any portion of district premises at any other time for purposes other than those which are lawful and authorized by district officials;
18. Use or operate any noise-producing machine, vehicle, device or instrument in a manner that, in the judgment of district officials, is disturbing to, or interferes with, the orderly conduct of district programs or approved activities;
19. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the district;
20. Bring, possess or use a weapon as prohibited by state and federal law;
21. Possess, consume, sell, give or deliver unlawful drugs, including marijuana, and alcoholic beverages. Possess, sell, give or deliver drug paraphernalia;
22. Use, distribute or sell tobacco products or inhalant delivery systems, in any form
23. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;
24. Violate posted regulatory signs;
25. Willfully violate other district policies, administrative regulations or school rules designed to maintain public order on school property.

Persons having no legitimate purpose or business on district property, or those violating or threatening to violate the above rules, may be issued a trespass citation, ejected from the premises, excluded from district-approved activities temporarily or permanently and/or referred to law enforcement officials.

The superintendent will ensure that appropriate notice of these rules is provided.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)
[ORS 166.025](#)
[ORS 166.155 to -166.165](#)
[ORS 166.210 to -166.370](#)

R

[ORS 332.172](#)
[ORS 336.109](#)
[ORS 339.883](#)
[ORS 431.840](#)
[ORS 433.835 to -433.990](#)

[ORS 806.060 to -806.080](#)
[OAR 333-015-0025 to -0090](#)
[OAR 581-021-0110](#)
[OAR 584-020-0040\(4\)\(e\),\(g\)](#)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2017).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2017).

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Eugene School District 4J

Code: **KGC/GBK**
Adopted:

P Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

To be consistent with Oregon law, the use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all district- or school-sponsored activities.

For the purpose of this policy, “tobacco products” is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Violation of this policy by staff [may] [will] result in discipline to up to and including dismissal.

Violation of this policy by the public may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.227](#)
[ORS 339.883](#)
[ORS 431A.175](#)

[ORS 433.835 to -433.990](#)
[OAR 581-021-0110](#)
[OAR 581-053-0230\(9\)\(s\)](#)

E [OAR 581-053-0330\(1\)\(m\)](#)
[OAR 581-053-0430\(12\)](#)
[OAR 581-053-0531\(11\)](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).

R2/08/18 | PH

Eugene School District 4J

Code: **KGF/EDC**
Adopted:

P

Authorized Use of District Equipment and Materials *

District materials and equipment will be used only for school purposes by district personnel on district properties.

Exceptions to this policy must be approved by the superintendent and authorized use shall be consistent with ORS Chapter 244, Oregon Government Ethics Law.

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)
[ORS 332.107](#)

[OAR 584-020-0040](#)

OREGON GOVERNMENT ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008).

P

Public Solicitation in District Facilities

Fund raising by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the superintendent and/or principal.

Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the superintendent and/or principal.

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the superintendent and/or principal.

Whenever possible, solicitation should occur during non-classroom time.

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are prohibited. Exceptions may be approved by the superintendent. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student's parent to inspect such survey upon request, before the survey is administered or distributed by a school to a student. Any district survey containing any "covered survey items"¹ may also be inspected by parents.

Parents may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of Board policy KAB - Parental Rights and accompanying administrative regulation.

As required by law, the superintendent shall ensure that notification is provided to parents of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents under this policy transfer to the student when the student turns 18 years of age or is an emancipated minor under applicable state law.

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¹"Covered survey items" * include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental permission.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.880](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2017); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2017).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2017).

HR2/08/18 | PH

Eugene School District 4J

Code: **LBE**
Adopted: 10/20/99
Revised/Readopted: 4/12/00; 12/20/00; 4/30/03;
12/21/05; 10/21/09; 12/17/14
Orig. Code(s): 7226

Public Charter Schools

Under Oregon law, public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program.

A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district.

To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy and regulation. Upon request of the Board the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

Within 30 days of a written request, the district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval.

Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the district.

Virtual Public Charter School Enrollment

The district will annually by December 1, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in Oregon Administrative Rule 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

Board Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities. This immunity does not apply to in-district charter schools.

Administrative Rules

The superintendent will develop administrative rules for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)

[ORS Chapter 338](#)
[ORS 339.141](#)

[ORS 339.147](#)
[OAR 581-026-0005 to -0515](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).HR10/23/14 | PH



ITEM FOR ACTION (Second Read)

Date of Meeting

December 19, 2018

Title

Approve the 2018-19 Superintendent Evaluation Process

Presenter

Alicia Hays, Board Chair

Description

Board Policy CBG - Evaluation of the Superintendent states:

The board will evaluate the superintendent annually as per timelines set forth in the superintendent's employment contract. The evaluation will be based on the job duties described in the superintendent's contract, Board policy, and progress in attaining any goals for the year established by the board and/or superintendent.

The board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in the Board meeting open to the public.

The Board's discussion and conferences with and about the superintendent and his/her performance will be in executive session, unless the superintendent requests that it be done in open session. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district.

The evaluation provides the opportunity for the board to assess the district's progress. Included is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

Revisions to the Superintendent Evaluation Process document have been made. At a future meeting, the board will vote to adopt and implement the Superintendent Evaluation Process.

Recommendation

The Superintendent recommends that the board approve the 2018-19 Superintendent Evaluation Process.

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Process 2018-2019 Academic Year
Overview and Process

Introduction

Board Policy CBG, Evaluation of the Superintendent, states

“The board will evaluate the superintendent at least annually as per the timelines set forth in the superintendent’s employment contract. The evaluation will be based on the job duties described in the superintendent’s contract, board policy and progress in attaining any goals for the year established by the board and/or superintendent.

The board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent’s evaluation will be developed and approved in a board meeting open to the public.

*The board’s discussion and conference with and about the superintendent and his/her performance will be in executive session, unless the superintendent requests that it be done in open session. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent’s personnel file”. **

If services are deemed to be unsatisfactory, the superintendent shall be notified in writing of specific areas to be remedied and shall be given an opportunity to correct these problems. If performance continues to be unsatisfactory, the board may dismiss the superintendent pursuant to the employment contract with superintendent and law.

The time invested in providing meaningful feedback in the assessment of the superintendent’s performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district’s progress. Included is the superintendent’s assessment and self-evaluation of progress made toward accomplishing district priorities.

In order to enhance alignment of the strategic plan, Vision 20/20, the evaluation of the superintendent will be based upon the major goals of that plan. These are:

- Goal I Educational Excellence with Equitable Access and Outcomes for Every Student
- Goal II Multiple Pathways to Student Success
- Goal III Communication and Connection with Community
- Goal IV Diverse World- Class Workforce
- Goal V Stable, Sustainable Stewardship

In addition, the job of the superintendent includes administrative components and while these are not specifically identified in the Vision 20/20, several critical administrative functions also serve as criteria in the overall assessment of the performance of the superintendent. These have been added as a sixth area under the general heading of “Administrative Performance.

**Refer to Board Policies CBA, CBB, CBC for more details on qualifications, hiring, and evaluation of the superintendent. A review of the current contract between the superintendent and the school district may also be helpful as a precursor for board members.*

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Process 2018-2019 Academic Year
Overview and Process

Process

Annually, board leadership will review the evaluation process and tool and if needed, schedule a work session to discuss and review proposed revisions. (It is recognized that over time there may be a need to refine and adjust goals and objectives arising from the Vision 20/20 strategic plan). Should revisions be necessary, board leadership will then schedule the approval of proposed revisions in a formal public meeting.

There is no numerical rating in this evaluation format. Instead each evaluation dimension is listed; under that are objectives for that goal from the Vision 20/20 plan. As these are embedded in the work plans for district staff, metrics have been developed. The feedback and comments from board members should be viewed as open ended questions to elicit a deeper and richer assessment of the performance of the superintendent.

Board members will complete the evaluation individually. Board leadership will schedule at least one executive session to conduct the evaluation of the superintendent. During the executive session, board members will discuss the evaluation and assessment of the superintendent. Based upon this discussion the board chair or designee will prepare the final evaluation from the board to share and discuss with the superintendent at a subsequent executive session. The board will strive for consensus when developing the final evaluation, but in cases where consensus cannot be reached, the majority of opinion will be reflected in the final evaluation, with appropriate note of non-consensus.

In the spirit of transparency and open government, there will be a report on the outcome of the annual evaluation of the superintendent in a public meeting. This is to be developed and presented by board leadership.

Timeline

August-September 2018

- Create and approve superintendent goals in a public session
- Finalize the tool for the evaluation of the performance of the superintendent
- Board leadership will assign the specific dates for the meetings and events noted below
- Superintendent will provide a calendar of these meetings in a summary in the “Friday Memo”

January 2019

- Conduct mid-year performance review
- Superintendent’s mid-year report on progress toward goals in public session
- Mid-year performance review in executive session

March 2019

- Board members complete evaluation individually
- Superintendent surveys leadership team
- Superintendent provides a self-evaluation for board members which includes salient information from the survey of the district leadership team
- Every other year, the district will perform a climate survey to learn how the district is perceived in the community.

April 2019

- Board meets in executive session to review evaluation and develops final evaluation

May 2019

- Board conducts the performance evaluation in executive session with the superintendent

June 2019

- Final evaluation document is prepared for public distribution
- The evaluation is given during a regular board meeting in June as an item for information.

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Process 2018-2019 Academic Year
Overview and Process

Background Information

The superintendent employment contract between Dr. Gustavo Balderas and the Eugene School District Number 4J provides a general description of the duties of the superintendent in Section 2 of that document.

“Section 2. DUTIES:

In accordance with state law and the rules, policies and procedures as established by the Board, the Superintendent shall: have charge of the operations and administration of the schools, be the chief executive officer and official secretary for the Board; carry out the administration and supervision of the District, including instituting reforms and systemic changes, such as curriculum and program offerings, as the Superintendent finds necessary or expedient, in order to effect positive changes in the District; direct and assign teachers, principals, and other employees of the schools; organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District; select, place and transfer personnel; suggest policy deemed necessary for the well ordering of the District and reasonably interpret policies, regulations, rules and procedures as the Superintendent deems necessary for the efficient and effective operation of the District; have responsibility for the overall financial planning of the District, including the preparation of the annual budget and the submission of the budget to the Board or review and approval; make administrative recommendations on the items of business considered by the Board as the Superintendent deems necessary for the efficient and effective operation of the District; act as a liaison between the District and community and have responsibility for a program of public relations for the purpose of creating and maintaining a cooperative working relationship between schools and the community; establish and implement a process, including means the time parameters, for keeping the Board up to date on developments, initiatives and issues in the District; stay abreast of educational trends and developments by reading widely, visiting other districts and participating in appropriate professional development and professional organizations at the local, state and national levels; and, in general, perform all duties incident to the Office of Superintendent, implement the District’s policies and procedures and carry out such other duties and directives as may be prescribed by the Board from time to time; all of the foregoing are subject to the approval of the Board to the extent required by law or as directed by the Board. The Superintendent shall devote the Superintendent’s entire time, attention, and energy to the business of the District and related professional activities and shall not, without prior written approval of the Board’s Chairperson, engage in any other business activity which would interfere with such duties.

The Superintendent shall extend the Superintendent’s best efforts to achieve the Superintendent goals as set by the Board pursuant to Section 9.

...Section 9. GOALS AND OBJECTIVES:

On or before October 1 of each year, the parties shall meet to establish goals and objectives for the District and the Superintendent for the school year. Such goals and objectives shall be reduced to writing and be among the criteria by which the Superintendent is evaluated”.

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2018-2019 Academic Year

2020 GOAL I

Educational Excellence with Equitable Access and Outcomes for Every Student

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Objective 1

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.

Objective 2

Provide instructional supports and systems to meet the needs of all students.

Objective 3

Support struggling learners with interventions, resources and training.

Objective 4

Streamline assessment system to provide effective, efficient, meaningful assessments to inform instruction and maximize time for learning.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2018-2019 Academic Year

2020 GOAL II

Multiple Pathways to Student Success

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Objective 1

Provide rigorous academic programs in both neighborhood and alternative (magnet) schools.

Objective 2

Provide equitable educational opportunities at all comprehensive secondary schools.

Objective 3

Provide strong and varied career and technical education programs.

Objective 4

Support student engagement in alternative educational settings.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2018-2019 Academic Year

2020 GOAL III

Communication and Connection with Community

Foster proactive and positive communication, engagement and partnerships with stakeholders

Objective 1

Implement a comprehensive communication strategy that provides timely, family- centered, two-way communication.

Objective 2

Strengthen connections between our schools and our community.

Objective 3

Support active school–family communication and engagement.

Objective 4

Provide multiple pathways to engagement.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2018-2019 Academic Year

2020 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.

Objective 1

Attract, hire and retain high-quality, passionate and diverse staff.

Objective 2

Elevate the professional capacity of our workforce to meet the needs of today's learners.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2018-2019 Academic Year

2020 GOAL V

Stable, Sustainable Stewardship

Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

Objective 1

Optimize efficiencies and improve effectiveness.

Objective 2

Provide transparent, accountable financial management.

Objective 3

Allocate resources in an equitable manner to meet every student's needs.

Objective 4

Develop a sustainable budget aligned to district goals, strategies and objectives.

Objective 5

Provide safe, secure, sustainable learning spaces that meet educational needs.

Objective 6

Optimize technology to meet instructional and operational needs.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2018-2019 Academic Year

Administrative Performance

Operations, resource and personnel management; board governance and policy management; professionalism

Objective 1

Offers professional advice to the board with appropriate recommendations based on student analysis

Objective 2

Keeps the board regularly informed with data, reports, and information, which enable them to make effective timely decisions.

Objective 3

Interprets and executes the intent of board policies and advises the board on the need for new and/or revised policies. Executes board policy in a positive and responsive manner.

Objective 4

Makes considerable effort to have a working relationship with the board, treating all board members fairly and respectfully. Handles differences of opinion between board members and himself in an effective manner.

Objective 5

Engenders trust among board members, staff, and the community

Objective 6

Demonstrates ethical and professional behavior, inspiring others to higher levels of performance.

Objective 7

Demonstrates ability to work well with individuals and groups; maintains good relations with parents, community, and local leaders.

Objective 8

Speaks well in front of groups, expressing ideas logically and clearly.

Objective 9

Maintains professional development through reading, coursework, conferences, professional committees, and meetings with other superintendents.

Identify strengths and accomplishments:

Identify areas for improvement or focus:

**EUGENE SCHOOL DISTRICT 4J
Superintendent Evaluation Format 2018-2019 Academic Year**

Overall comments, reflections, observations:



ITEM FOR FUTURE ACTION (First Read)

Date of Meeting

December 19, 2018

Title

Consider reaffirming support for the State of Oregon's and City of Eugene's policies that allow the City to grant 10-year property tax exemptions to multiple-unit housing.

Presenter

Gustavo Balderas, Superintendent

Background

The City of Eugene is requesting the the Eugene School District 4J Board reaffirm its support for the State of Oregon's and the City of Eugene's policies that allow the City of Eugene to grant 10-7ear property tax exemptions to multiple-unit housing properties in downtown Eugenethat are approved by Eugene City Council.

Options and Alternatives

The board may adopt the Resolution, if the board concurs with the exemption program, or choose not to do so at this time. Adoption would impact future tax revenue for the district.

Recommendation

The superintendent recommends the board adopt the resolution to enable use of the property tax exemption program for affordable multi-unit housing in Eugene.



Date: January 9, 2019
To: Gustavo Balderas, Eugene School District 4J Superintendent
From: Denny Braud, City of Eugene *DB*
Subject: Request for Eugene School District 4J Board's Concurrence with Multi-Unit Housing Property Tax Exemption (MUPTE) Program

The City of Eugene is requesting that the Eugene School District 4J Board reaffirm its support for the State of Oregon and City of Eugene's policies that allow the City to grant 10-year property tax exemptions to multi-unit housing properties in downtown Eugene that are approved by Eugene City Council. The 4J Board previously approved these policies.

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In order to incentivize multi-unit housing, the Multi-Unit Property Tax Exemption (MUPTE) program lowers operating costs in the early years of a housing development so that the project becomes financially feasible (see Attachment 2 for an overview). When these tax exemptions are granted, the City and other local taxing districts forgo revenue on the new improvements that comprise the project for a maximum of 10 years. Taxes are still collected on the value of the land.

Since 1990, the MUPTE program has supported the development of 28 residential projects, creating about 1,500 units. Since at least 1990, all downtown market-rate housing developments have used MUPTE. The exemption period has expired for 12 of the 28 projects and the combined tax revenue of those 12 projects was about \$960,000 in 2017. In the absence of the residential developments, those 12 properties would have generated about \$74,000. Since 1978, City Council has approved MUPTE for 30 projects (see Attachment 3).

Any property tax revenue calculation for 4J must consider the State School Fund. Revenue received under 4J's permanent tax rate is subject to the State School Fund equalization model, of which 4J's share is about 2.8%. So the extent that 4J forgoes additional tax revenue through the permanent tax rate as a result of MUPTE is minimal because 4J only gets a small slice of that revenue. However, foregone tax revenue from 4J's local option levy has a more direct impact on the district, and that amount would be determined by the ratio of assessed to real market value up to the limit established by Measure 5.

Included in this packet are the following -

1. MUPTE concurrence request letter for 4J dated November 18, 2018;
2. An overview of the MUPTE program; and,
3. A list of approved MUPTE projects beginning in 1978



Eugene Planning & Development

November 16, 2018

Gustavo Balderas
 Eugene School District 4J Superintendent
 200 N. Monroe Street
 Eugene, OR 97402

Re: Request for Eugene School District 4J Board's Concurrence with Multiple-Unit Housing Property Tax Exemption Program

Dear Superintendent Balderas:

The City of Eugene is requesting that the Eugene School District 4J Board reaffirm its support for the State of Oregon's and the City of Eugene's policies that allow the City of Eugene to grant 10-year property tax exemptions to multiple-unit housing properties in downtown Eugene that are approved by Eugene City Council. The 4J Board previously approved these policies. 85

The Eugene City Council adopted Sections 2.945 to 2.947 of the Eugene Code, 1971, which adopted the State's Multiple-Unit Housing Property Tax Exemption Program under ORS 307.600 to 307.637 ("the Program"). The purpose of the Program is to encourage higher density housing and redevelopment in the City's core area. In July 2015, the Eugene City Council approved an ordinance revising the Multi-Unit Property Tax Exemption (MUPTE) Program. The revisions include a moderate-income housing contribution, increased energy efficiency, higher quality design standards, expanded neighborhood involvement, and an extensive community review process. Additionally, student housing is no longer eligible. See the enclosed map for the downtown area covered by the Program.

When multiple-unit property tax exemptions are granted, the City and other local taxing districts forgo revenue on the new structure or incremental change in the property value of the building that comprises the project for a maximum of 10 years. Pursuant to ORS 307.606, without 4J concurrence, the tax exemption for qualifying multiple-unit developments would be limited to an exemption from City property taxes. MUPTE applicants would not be exempt from property taxes imposed by other taxing districts (i.e. school districts, or the county). Without the full property tax exemption it is less likely that developers will undertake this type of development. Therefore, the City of Eugene is requesting that the 4J Board adopt a resolution concurring with the City's MUPTE Program.

Under the current Statutes, in order for a development project to be eligible under this Program, construction must be completed on or before January 1, 2022. If the Program is extended by the State Legislature and, subsequently by the City, the City will again request the 4J Board's concurrence with the Program policies.

Background

The MUPTE Program is enabled by State legislation for the purposes of stimulating the construction of multi-unit housing in the core area and to ensure use of the core area as a place where the community has the opportunity to live as well as work. Projects are required to address specific quality standards established in the Program. Tax exemption requests are reviewed and approved by the Eugene City Council, which has utilized the Program periodically since 1978, approving a total of 30 projects.

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MUPTE lowers operating costs in the early years of a housing development so that it becomes financially feasible. In a housing market like Eugene, market rents are lower than in larger metropolitan areas even though construction costs are similar. Utilization of the MUPTE Program to stimulate new multi-unit housing development addresses many goals for Eugene and downtown, including:

Growth Management: The City's 20-year growth management plan, known as Envision Eugene, shows that Eugene must redevelop land inside the urban growth boundary in order to reduce the need to expand the boundary. As part of that plan, the City is taking a programmatic approach to achieving 1,003 additional multi-family units downtown. The MUPTE program development incentive is the primary tool to achieving these homes. By encouraging growth in the downtown core, we can reduce development pressure on farmland near the edge of the community.

Sustainability: A high priority action item within the Eugene Climate and Energy Action Plan is to increase density around the urban core and along high-capacity transit corridors. National data show that individuals living in city centers drive, on average, fewer miles than individuals in other parts of a community. Downtown is walkable, has good access to transit, and offers goods and services for residents' daily needs. More residents in the downtown will result in lower per capita carbon emissions and other automobile emissions (including carbon monoxide, nitrogen oxides, sulfur oxide, and particulate matter). 86

Moderate-Income Housing: One of the required public benefits City Council put in place in 2015 is for projects to pay a fee to be dedicated to support moderate-income housing in the community. Alternatively, a project may include not less than 30% of the units as moderate-income housing. A moderate-income housing unit has rent that is affordable to a household earning the area median income.

Program Impact on 4J Revenue

Any property tax revenue calculation for 4J must consider the State School Fund. Revenue received under 4J's permanent tax rate is subject to the State School Fund equalization model, of which 4J's share is about 2.8%. So the extent that 4J forgoes additional tax revenue through the permanent tax rate as a result of MUPTE is minimal because 4J only gets a small slice of that revenue. However, foregone tax revenue from 4J's local option levy has a more direct impact on the district, and that amount would be determined by the ratio of assessed to real market value up to the limit established by Measure 5.

Next Steps

If the Board concurs with the MUPTE Program policies, its Resolution of approval must be received by the County Assessor on or before April 1 in order for tax exemptions to become effective beginning the next assessment year. Attached is a Resolution that the 4J Board can consider adopting if it concurs with the Program policies.

Thank you for your consideration.

Sincerely,



Denny Braud, Executive Director AIC *AB*
City of Eugene Planning and Development Department

Encl.

MUPTE Program Boundary



**Eugene School District 4J
School Board Resolution**

***Resolution Agreeing to Tax Exemptions for Multi-Unit Housing under ORS
307.600 to 307.637 and Sections 2.945 to 2.947 of the Eugene Code, 1971.***

WHEREAS, the Eugene City Council adopted Sections 2.945 to 2.947 of the Eugene Code, 1971, adopting the State's Multiple-Unit Property Tax Exemption (MUPTE) policy under ORS 307.600 to 307.637; and

WHEREAS, the Eugene City Council significantly revised Eugene's MUPTE program in July 2015, to include a moderate-income housing contribution, increased energy efficiency, higher quality design standards, expanded neighborhood involvement, and an extensive community review process and to clarify that student housing is no longer eligible; and

WHEREAS, the MUPTE enables the City Council to grant 10-year property tax exemptions to qualified multi-unit housing projects that will complete construction before January 1, 2022 to encourage higher density housing and redevelopment in the City's downtown core area and along transit corridors; and

WHEREAS, pursuant to ORS 307.606(1), if the combined rates of taxation of the governing body that adopted the exemption policy and the rates of all taxing districts whose governing boards agree to the tax exemption policy equal 51 percent or more of the total combined rate of taxation on the property granted the exemption, the County Assessor may exempt the property granted the exemption from all property taxes; and

WHEREAS, ORS 307.606(1) is applicable to the Eugene School District 4J and, therefore, in order for the County Assessor to apply the exemption to all taxing districts, the 4J Board must concur with the policy of exemption.

NOW, THEREFORE, BE IT RESOLVED THAT the Eugene School District 4J Board agrees to the policy of providing property tax exemptions for multiple-unit housing projects approved after July 13, 2015, as provided in ORS 307.600 to 307.637 and Sections 2.945 to 2.947 of the Eugene Code, 1971.

Passed by the Eugene School District 4J Board the _____ day of _____, 201_.

Alisha Hays, Chair

MUPTE Program Overview

Eugene’s population is expected to grow, and that new population will need to be housed. The City’s 20-year growth management plan, known as *Envision Eugene*, shows that Eugene must redevelop land inside our urban growth boundary if we do not want to expand the boundary. The expected demand for housing inside the existing boundary will need to be built somewhere. Encouraging relatively dense housing in the downtown core is one way to provide housing for our growing community.

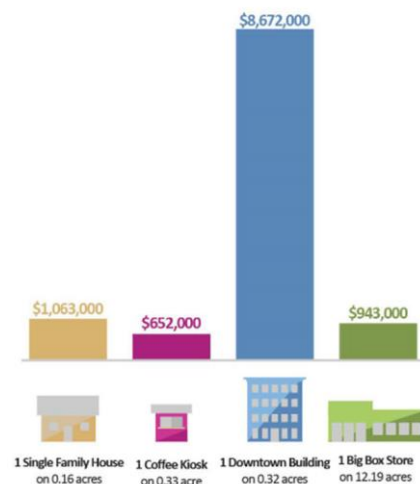
Increasing the number of housing units in the downtown achieves other policy goals:

- **Climate recovery.** A high priority action item within the *Eugene Climate and Energy Action Plan* is to increase density around the urban core and along high-capacity transit corridors. National data show that individuals living in city centers drive, on average, fewer miles than individuals in other parts of a community. Downtown is walkable, has good access to transit, and offers goods and services for residents’ daily needs. More residents in the downtown will result in lower per capita carbon emissions and other automobile emissions.
- **Vibrant downtown.** Housing in the downtown core also positively affects the economic activity in the city center. New residents in the downtown support local businesses because they increase demand for nearby goods and services. Also, an occupied building creates an active use, which enhances the overall vibrancy of the downtown. Residents help to establish a 24-hour neighborhood, putting more eyes and ears on the street, discouraging crime.
- **Fiscal sustainability.** Dense development in the downtown core generates substantially more tax revenue per acre than any other part of the city, as shown in the chart below. The dense development costs less to serve—the cost per resident for roads, water, and sewer are significantly lower.

Increasing the supply of housing in our downtown can help the community work towards these broad goals. However, new housing development has been shown to not be financially viable in the downtown.

It is more expensive to build downtown than on greenfield sites on the edge of town, because it is more complicated to build in an existing neighborhood. There is less elbow room for material and equipment to be stored and security costs are higher.

Taxable Value per Acre



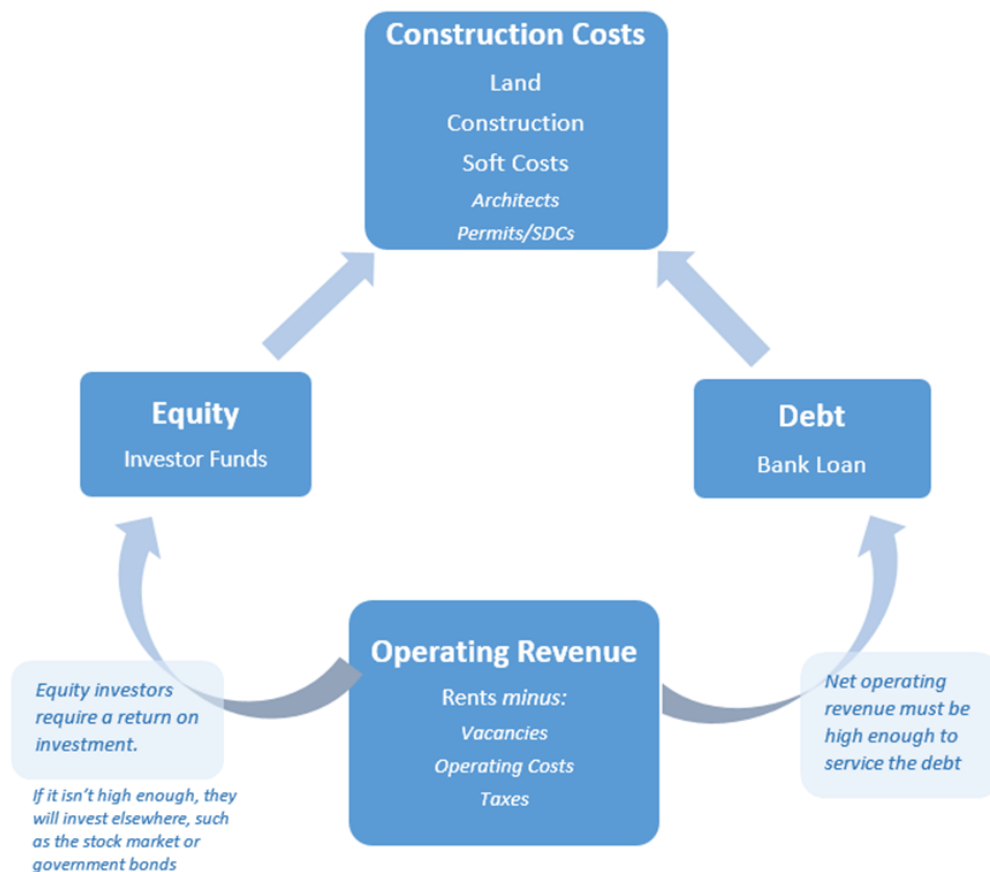
Source: City of Eugene. *Mapping Value in Eugene, Oregon*. May 2017

The Role of MUPTE

The Multi-Unit Property Tax Exemption (MUPTE) is a tool that can shift a proposed housing development to being financially feasible. It is a state-enabled program designed to be an incentive of redevelopment of residential properties in city centers and along transit corridors. In Eugene, the City Council has authorized the use of MUPTE in the downtown area.

MUPTE allows new multi-family units (5 or more units) to avoid property taxes on the value of new residential construction for up to 10 years. The property continues to generate taxes for the land value during the exemption period.

The figure below shows how the costs of development and operating revenues are connected. The construction costs are all up-front and are made before the developer generates any revenue from the development. Typically, developers use a mix of equity (i.e., investor funds) and debt (i.e., bank loan). The developer estimates the future rents from the apartments and/or commercial space or sales from condominiums, to estimate if those expected revenues can cover the debt payments and provide investors with a return on their investment that is competitive with other investment opportunities.



By exempting property taxes, MUPTE lowers the operating costs in the early years of a housing development so that it becomes financially feasible.

Current MUPTE Program Requirements

In 2015, City Council revised the program boundary, criteria, and process. The 2015 MUPTE update established a Review Panel, tasked with providing a third-party review of individual applications for the City Manager. The Review Panel:

- Reviews the project applications, including the consultant's review of the project's financial projections.
- Reviews the applicant's conformance with the Required Public Benefits and making recommendations regarding approval/denial of the tax exemption to the City Manager.
- Reviews the project's conformance with approval requirements midway through construction, at completion of construction, and during the exemption period.
- Assists the City Manager in preparing an Annual Report on progress of the approved projects, program volume cap, and reporting documentation.

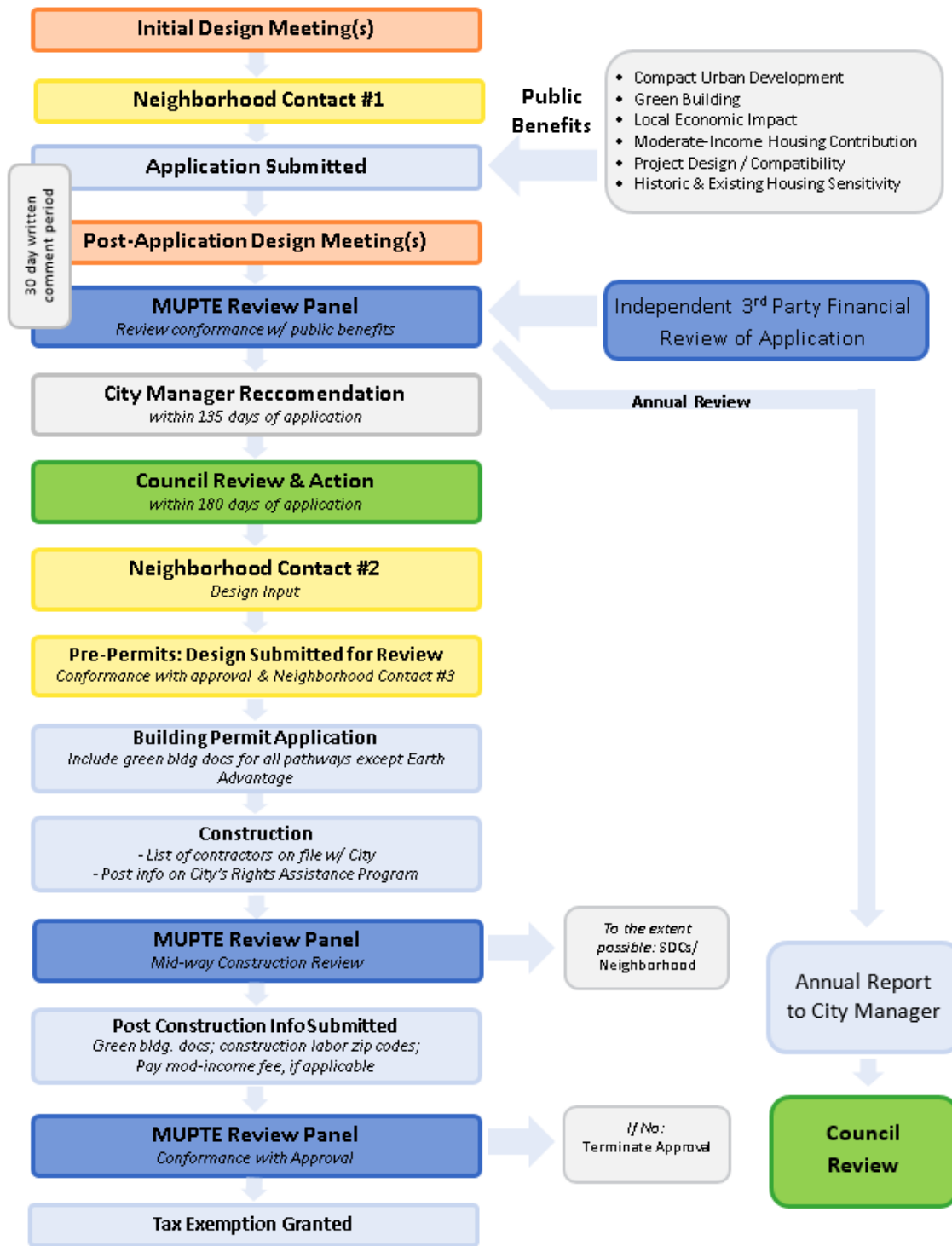
The Review Panel consists of two at-large neighborhood representatives selected by neighborhood association boards, an additional two representatives selected by the board of the neighborhood association in which the proposed project is located, and six technical professionals selected by the City Manager from the following six groups: architects/green building specialists; building trades unions; developers; environmental professionals; public health professionals; and human rights representatives. Prior Review Panel reports can be found at www.eugene-or.gov/MUPTE

The following map shows the current boundary of the MUPTE program.



The following page shows a diagram of the application and review process.

MUPTA Application & Review Process



Annually:

- Moderate-income housing: Pay fee in years 3 – 10 or update lease rates on mod-income units & submit docs.
- BPS pathway energy usage, if applicable.

The Required Public Benefit criteria are:

- Compact Urban Development
- Green Building Features (*ensuring building energy performance is 10% above code*)
- Local Economic Impact Plan (*including support for local businesses, minority and women business enterprises, and ensuring compliance with laws*)
- Moderate-Income Housing Contribution (*either by payment of a fee or inclusion of 30% of units at 100% AMI*)
- Project Design and Compatibility (*including scale, form, and quality of the building; mixture of project elements; relationship to the street and surrounding uses; and parking and circulation*)
- Historic and Existing Housing Sensitivity
- Project Need

How does MUPTE affect the City of Eugene?

The MUPTE program allows a new residential building to be exempt from property taxes for up to 10 years. The City and other overlapping taxing districts do not receive tax revenue from the new construction until the exemption period is over.

However, a new residential development will not be constructed if it is not financially feasible. So in the absence of the MUPTE exemption, some residential projects do not get built at all. The City and the overlapping taxing districts receive no new tax revenue in the 10-year exemption period and well into the future. By delaying tax collection, the City is incentivizing long-term increase of its tax base.

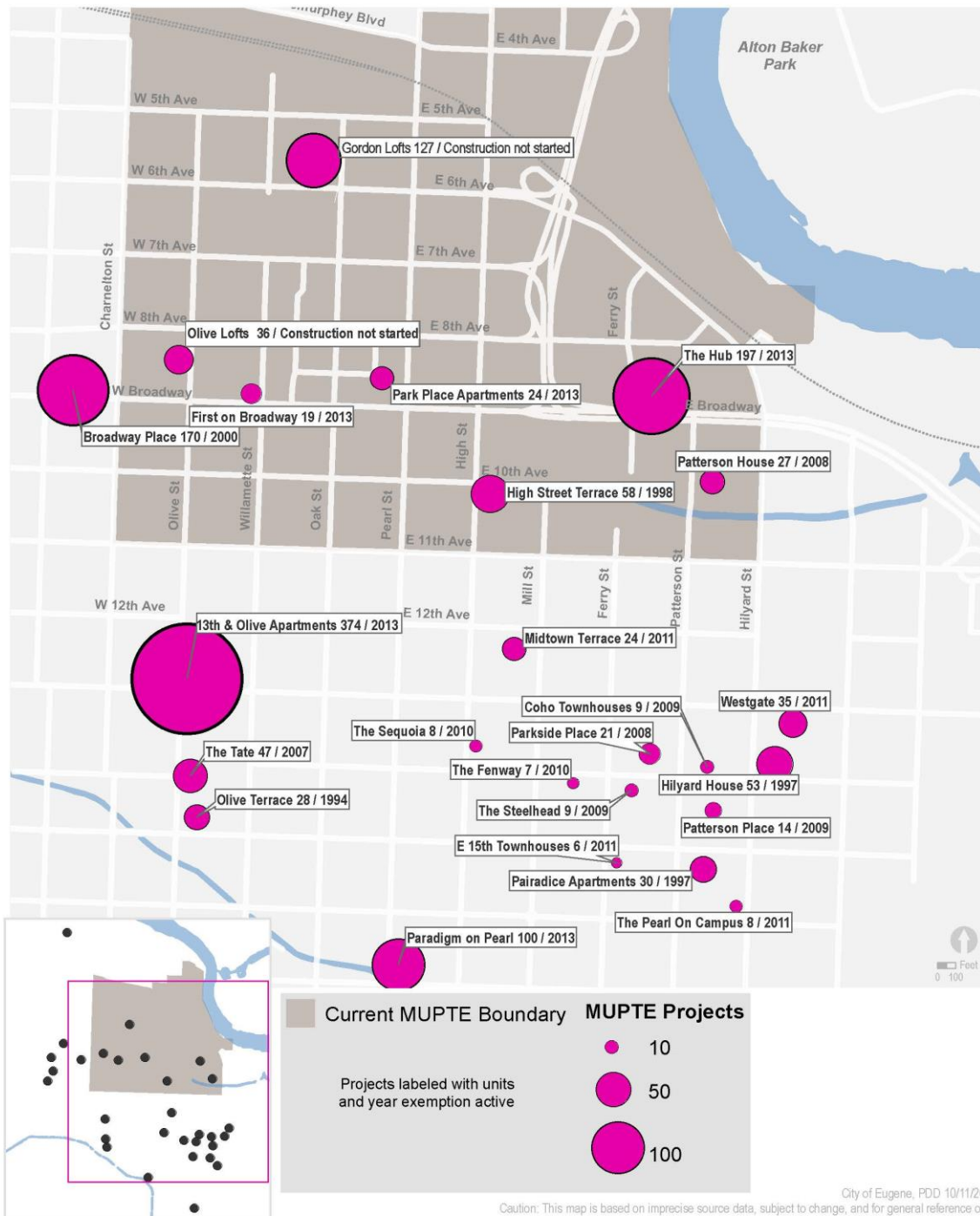
Since 1990, the MUPTE program has supported the development of 28 residential projects, creating about 1,500 units. Since at least 1990, all downtown market-rate housing developments have used MUPTE. The exemption period has expired for 12 of the 28 projects and the combined tax revenue of those 12 projects was about \$960,000 in 2017. In the absence of the residential developments, those 12 properties would have generated about \$74,000.

Expired MUPTE Projects Since 1990





Map of MUPTE Projects in or near Downtown



Currently, 14 projects are in the exemption period, 14 projects have completed the exemption period, and 2 projects have not yet been constructed.

MULTI-UNIT PROPERTY TAX EXEMPTION (MUPT) PROJECTS HISTORY

COMPLETED PROJECTS

	NAME	ADDRESS	# OF UNITS	YEAR APPROVED
1	Broadway Center	Washington & Broadway	107 units <i>12 studio; 71 one-bedroom; 24 two-bedroom;</i>	1978
2	Lawrence Court	8th & Lawrence	50 one-bedroom units	1980
3	Washington Abbey	10th & Washington	48 units <i>9 one-bedroom/plus loft; 5 two-bedroom; 34 one-bedroom</i>	1984
4	Olive Terrace	15th Ave. & Olive St.	28 units <i>4 studio; 12 one-bedroom; 12 two-bedroom</i>	1989
5	Joseph Shapitka	445 W. 10th Ave.	8 two-bedroom units	1990
6	Burnell Ambrose	17 & 35 Lawrence St.	7 one-bedroom units	1995
7	Nozama Apartments	525 & 541 E. 19th Ave. <i>(WUN)</i>	14 units <i>12 two-bedroom; 2 four-bedroom</i>	1995
8	Hilyard House	701 & 725 E. 14th Ave. 1357 & 1377 Hilyard <i>(WUN)</i>	53 units <i>44 two-bedroom; 9 one-bedroom</i>	1995
9	Pairadice Apts	640 E. 15th Ave. <i>(WUN)</i>	30 units <i>6 studio; 8 one-bedroom; 16 two-bedroom</i>	1996
10	High Street Terrace	1055 High St.	58 units <i>20 studio; 26 one-bedroom; 12 two-bedroom</i>	1996
11	Broadway Place	Broadway & Charnelton	170 units <i>74 studio, 72 one-bedroom, 24 two-bedroom</i>	1996
12	The Tate	1375 Olive	47 units – condominiums <i>14 one-bedroom, 27 two-bedroom, 6 three-bedroom</i>	2004
13	Patterson House	979 Patterson <i>(WUN)</i>	27 units <i>3 studio, 12 one-bedroom, 12 two-bedroom</i>	2004
14	Parkside Place	1448 Hilyard <i>(WUN)</i>	21 units <i>1 one-bedroom, 2 two-bedroom, 5 three-bedroom, 7 four-bedroom, 6 five-bedroom</i>	2006
15	Coho Townhouses	622 E. 13 th Alley, 631 E. 14 th Ave. <i>(WUN)</i>	9 four-bedroom units	2007
16	Patterson Place	1364 Patterson <i>(WUN)</i>	14 units <i>2 two-bedroom, 6 three-bedroom, 4 four-bedroom, 2 five-bedroom</i>	2007
17	The Steelhead	540 E. 14 th Ave. and 535 E. 14 th Alley <i>(WUN)</i>	9 units <i>8 four-bedroom, 1 five-bedroom</i>	2007

	NAME	ADDRESS	# OF UNITS	YEAR APPROVED
18	The Fenway	450 E. 14 th , 455 E. 14 th Alley <i>(WUN)</i>	7 units 1 one-bedroom, 2 two-bedroom, 2 four-bedroom, 2 five-bedroom	2008
19	The Pearl on Campus	683 E. 16 th <i>(WUN)</i>	8 units 3 two-bedroom, 2 four-bedroom, 3 five-bedroom	2008; Property was sold; new owners reapplied & were approved in 2009
20	Midtown Terrace	362 E. 12 th Ave., 1254 Mill Alley <i>(WUN)</i>	24 units 4 one-bedroom, 7 two-bedroom, 13 three-bedroom	2009
21	E. 15 th Townhouses (Newman)	429 & 502 E. 15 th Ave. <i>(WUN)</i>	6 two-bedroom units	2009
22	The Sequoia (Pearl on Campus LLC)	1367 High St. <i>(WUN)</i>	8 units 2 two-bedroom, 4 three-bedroom, 2 four-bedroom	2009
23	Westgate (Paradigm at Westgate)	740 E. 13 th Ave. <i>(WUN)</i>	35 units 30 two-bedroom, 5 three-bedroom	2010
24	The Pearl	17 th & Pearl <i>(WUN)</i>	100 units 42 studios, 36 one-bedroom units, 22 two-bedroom units, 10 three-bedroom units	2011
25	Park Place Apartments	877 E. Park	24 units 10 studios, 10 one-bedroom units, 4 two-bedroom units	2012
26	First on Broadway	39 W. Broadway	16 units 10 studios, 2 one-bedroom units, 4 two-bedroom units	2012
27	Capstone (Olive & 13th Student Housing)	Olive & 13th	350-375 units	2012
28	Core Campus (The Hub in Eugene)	505 East Broadway	182 units (508 bedrooms)	2013

APPROVED & YET TO BE COMPLETED PROJECTS

	NAME	ADDRESS	# OF UNITS	YEAR APPROVED
29	Granite Properties (Olive Lofts)	844 Olive St.	36 units 24 studio; 12 one-bedroom	2016
30	Gordon Lofts (Obie Companies)	296 E. 5 th Street (Pearl Street, between 5 th and 6 th Ave)	127 units 69 studio; 53 one-bedroom; 5 two-bedroom	2018

Additional Downtown Housing Tax Exemptions (not MUPTE)

<i>Lincoln School</i>	<i>58 units</i>	<i>Historic Exemption (15 years)</i>
<i>Tiffany Building</i>	<i>28 units</i>	<i>Historic Exemption (15 years)</i>
<i>Aurora Building</i>	<i>54 units</i>	<i>Low-income Exemption (20 years)</i>
<i>WestTown on 8th</i>	<i>102 units</i>	<i>Low-Income Exemption (20 years)</i>

Updated: November 2018