MINUTES OF THE WORK SESSION
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

September 5, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held 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 August 31, 2018, and published in *The Register-Guard* on September 5, 2018.

ROLL CALL
BOARD MEMBERS:
Alicia Hays, Chair
Anne Marie Levis, Vice Chair (excused)
Eileen Nittler
Judy Newman
Evangelina Sundgrenz (excused)
Jim Torrey (excused)
Mary Walston

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

MEDIA: KRVM, Register Guard.

I. REGULAR BOARD MEETING

Board Chair Hays opened the regular meeting of the board of directors at 7:00 p.m.

II. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Hays led those present in the flag salute.

III. AGENDA REVIEW

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas thanked everyone for a fantastic first day of school. He explained there were 16,000 students and 2,600 staff members, and it took a team to get facilities and staff ready over the summer in all departments. Additionally, the district shared pictures on social media as a way to kick off the academic year.

V. ITEMS RAISED BY THE AUDIENCE

Chair Hays read the policy on public comment.

Several student speakers chose not to provide a last name.

Rose Strange wanted to address the decision to put instructors Ray Cole and Steve Connelly on paid administrative leave. Students transferred to ECCO because many struggled to stay on top of their home lives and mental health. The students often tried other education options, which fell short of the student's individual needs. Ms. Strange thought the ECCO community was amazing. Teachers encouraged all graduates on a personal level. She explained that ECCO's mission statement ***(****To provide an equitable educational opportunity so that all students in Eugene 4J leave high school with the skills to be successful in their choices of career and/or college)* illustrated the desire to help students accomplish their academic and personal goals. Ms. Strange thought the focus on individual wellbeing and academic success made ECCO a more humane experience, when compared to traditional high schools. She often heard students say ECCO was like a second family or home. The program that stood out most to her was the Outdoor Leadership Academy (OLA). The teachers, Mr. Connelly and Mr. Cole, went above and beyond because they truly believed in everyone's ability to succeed. The impact the two had on her and other students was tremendous and she left the class feeling more confident and stronger. The teachers provided emotional support and aided students in getting certifications to move forward in life. In particular, the teachers shared outdoor careers and helpful life skills. Ms. Strange thought ECCO would be lost without the two teachers and that they deserved to continue helping students.

Crystal Finnerty is a current ECCO student who started there as a junior after dropping out of her neighborhood high school in 2017. OLA was her last class of the day, and at her previous schools, she always left around that time. However, she loved OLA and always returned, wanting to learn more. The lessons, which focused on natural resource management, had impact inside and outside of the classroom. She was taught to see the world in a different way. Both teachers pushed students to value the greater community, and affect change within that community. She admired their passion. Crystal thought the dismissal of the two teachers would be a disservice to the school community and students. She was devastated to see them leave the district.

Nancy Willard wanted to address the audience and radio listeners about bullying. Ms. Willard had conducted research on the district's student wellness and bullying survey, and she had profound concerns. She explained 45% of students didn't think a teacher or other adult cared, and there were escalating trends of emotional distress, depression, as well as suicide ideation and attempts. She didn't think the survey was effectively analyzed by staffin order for the board to truly understand because essentially, bullying had not declined since 2009. Ms. Willard shared some other statistics around bullying in 4J. She noted that in the Spring of 2018, the board committed to revisit the disciplinary code. She thought the district had used the same approach since 2009, and it wasn't effective. Ms. Willard pleaded that the board take initiative in saying the wellbeing of kids mattered.

Alexis (no last name provided) was there to read a statement on behalf of another student who could not be there due to work. The student began at ECCO in the Fall of 2016 of their junior year and signed up for OLA. The student thought it was the most interactive and genuine class. The pleasure was in the enthusiasm and perspective of Mr. Connelly and Mr. Cole – they helped keep content as productive and interactive, so as to maintain student attention. Every class started with a simple, but powerful, check-in. The teachers would have a five to 10-minute conversation with every individual student to personalize and recognize the important bond between students and teachers. They gave light to the fact students had a life outside of ECCO's building, and made every student feel validated in a way no other teachers did. Finally, Alexis mentioned that Mr. Connelly often acknowledged the subject of feminism, the statistics of assault against women, and the #metoo movement. According to Alexis, the subject often brought tears to his eyes.

Casey was an ECCO graduate. Prior to enrolling, she met Mr. Cole. He convinced her to try ECCO for one term and at the time; Casey didn't have hopes of graduating. Even when she enrolled she often skipped classes, but always wanted to return to OLA. She thought both teachers understood her, and she felt seen as a human, not only a student. Casey also spoke on behalf of homeless and teen mom students, because the teachers always helped on bad days. Additionally, within the classroom, the teachers discussed real world problems which students often were unaware about. Casey concluded the teachers were genuine and cared for the students. She didn't believe they deserved to be put on administrative leave.

Conon Rain was a former ECCO student and a GED program graduate. She was to start college in 19 days, which she never thought would happen. Ms. Rain thought one reason for her success was directly because of Mr. Cole and Mr. Connelly. Prior to enrolling in ECCO, Ms. Rain dropped out when she was 16 during her first trimester of pregnancy. At the age of 18, she moved back to Oregon and called 4J because she didn't know how else she would graduate; 4J directed her to ECCO. Ms. Rain had both Mr. Cole and Mr. Connelly for a couple classes, and she saw how they worked with students. They understood if a student was going through a hard time and tried to help. In fact, the teachers even had sandwich ingredients in the classroom because they knew a lot of kids came to school hungry. The teachers pushed students and strove to make classes interesting. Ms. Rain also thought they taught life skills she otherwise may not have learned. Ms. Rain thought the district should reconsider how they handled the situation with both teachers.

Dalia Atkins and Skye O'Neilly discussed an incident that occurred over Summer 2018. Ms. Atkins said what happened on the trip was no one's fault and the teachers would never put students in danger. Ms. Atkins started ECCO in Winter 2017. She started with barely any credits and at her previous school, always felt she was fighting the school system. Ms. Atkins said Mr. Cole and Mr. Connelly changed each and every life they came into contact with. She was thankful to have them in her life. Ms. O'Neilly previously went to Sheldon High School, and stopped going to school for five months straight because she was bullied. She returned to school in order to enroll in ECCO. Ms. O'Neilly struggled with panic attacks and anxiety, and once she had one when she was around Mr. Cole, who assured her he would never put students in harms way. She trusted Mr. Cole, and was initially excited to return for the 2018-2019 academic year. When she found out they were dismissed, she didn't want to return. Ms. Atkins concluded it was unfair for only two people to face punishment, as other staff members knew about the situation.

David Igl said the Eugene community and the State was in an unusual situation. Mr. Igl said that Michael Schill, president of the University of Oregon (UO) promoted a fantasy about the State's

history to support his campus politics agenda. Mr. Ingle said Mr. Schill's history included the fact that thousands of white supremacists roamed Oregon in the 1920s; in 1962, the UO chose to honor Frederick Dunn, leader of the KKK. A report (June 2013) could be found at realdunn.blog. Mr. Igl believed the documents on the site offered actual history; he thought the actual cause for the KKK was prohibition, not racism. Mr. Ingle thought Oregon schools needed well documented, accurate history.

Carson Tullenin graduated from ECCO with a GED. Mr. Tullenin went through both the regular and GED system, and said Mr. Connelly steered Mr. Tullenin away from dropping out. He thought ECCO was losing three teachers, as one decided to leave and the other two were dismissed. Mr. Tullenin would love if the district would reconsider their decision.

VI. COMMENTS BY EMPLOYEE GROUPS

There were no employee groups present.

VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Nittler commented on the student speakers' excellent writing and speaking skills. She explained that the board couldn't have an ongoing dialogue with the public during regular meetings. In addition, the board was not involved with human resource cases. Ms. Nittler encouraged speakers to email board@4j.lane.edu. Finally, she was looking forward to start work with Eugene Education Foundation soon as well as promoting the bond.

Ms. Newman echoed Ms. Nittler's comments. Ms. Newman thought they all wanted the same thing for kids, for schools to be safe and welcoming. She acknowledged the district and board had their work cut out for them.

Ms. Walston welcomed all students back. She thanked Ms. Delf for putting together a PowerPoint of pictures from the first day. Ms. Walston told speakers the board could not intervene as board members in the situation with ECCO.

Chair Hays welcomed students to the new academic year, and thanked staff for their hard work. She echoed other board member comments.

Chair Hays addressed some of what was said during the public comment period. She previously sat on Mr. Schill's Equity and Access Committee, and was later chosen for the "re-naming" committee. She explained the committee wrote rules and guidelines around how Mr. Schill would look at building names, with a particular focus on racist behavior in the past. When Chair Hays heard Mr. Igl speak, she heard a history written by the victor. Chair Hays did not support his belief. She thought Americans needed to accept who they were historically as a country, otherwise the nation wouldn't be able to advance as a society. She thought community members needed to take a hard look and be real with themselves because history couldn't be changed. Chair Hays concluded she was fairly sure the board would not take Mr. Igl's suggestion into account.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Meeting Minutes from:
    - Board Meeting on August 1, 2018
    - Board Work Session on August 8, 201

2. Ratify Awards for Capital Improvement Program (CIP) Bond Funded
3. Approve Personnel Action
4. Approve the purchase of thirteen (13) Type C special needs buses from the Board-approved bus purchasing contracts held with Schetky Northwest Bus Sales, Inc.

MOTION: Ms. Walston moved, seconded by Ms. Nittler, to approve the consent calendar.

VOTE: The motion carried unanimously, 5:0.

IX. ITEMS FOR INFORMATION

1. Receive an Update from Eugene Education Foundation

Rebecca Sprinson, Executive Director of EEF, provided an annual update. EEF had dispersed over $179,000 in grants to 4J schools. Every school within the district received at least one grant. The grants included thousands of dollars awarded to district wide programs, such as Artists in Residence at elementary schools.

Ms. Sprinson was proud of EEF's continued success. For example, her counterpart at EEF, Dana Fleming, continued to expand fundraising services provided for 4J schools to improve equity across the district. Additionally, there were three new board members for EEF and the organization had multiple community partnerships.

Ms. Sprinson explained EEF would adopt a certain focus for a number of years, up to a decade. The hope was to have the focus selected by the end of 2018. It would require a lot of work, but EEF knew working in concert with 4J to ensure their strategic plan had a strong reflection of the 4J 2020 Strategic Plan would be most effective. It was important for EEF and the district to work together in find creative funding sources that might not otherwise exist.

Ms. Sprinson had already began meeting with donors. She encouraged board members to reserve October 23, 2018 for a major donor event at El Camino del Rio Elementary School, and reserve March 5, 2019 for EEF's annual fundraising dinner. She would ensure the dates were sent to board members after the meeting.

Ms. Sprinson shared the EEF board voted unanimously in support of the upcoming 4J school bond. EEF was excited to lend their energy and enthusiasm in campaigning for the bond, because it would offer an incredible opportunity to support thousands of students for the coming years.

Ms. Newman thanked Ms. Sprinson. She was thrilled to have EEF as a partner, as the organization had focused on huge priorities for the district.

Ms. Walston asked about the $25,000 that was being held for teaching investments. She wondered if EEF was waiting for a strategic plan to spend the funds. Ms. Sprinson said yes, EEF opted to reserve $25,000 of unrestricted funds so that upon completion of a strategic plan, they would be ready to immediately deploy dollars or use the figure as a matching basis for fundraising. She thought the amount of funds already raised was a worthwhile reflection of donor wishes. Ms. Walston thought setting aside dollars was a great idea, and thanked EEF for funding the Kids Program and for supporting Lane Arts Council.

Ms. Nittler clarified whether EEF would still award mini grants to schools. Ms. Sprinson replied absolutely: EEF heard loud and clear that small grants were an important factor in teachers accessing resources for unique projects. She believed the community was ready to support a larger project alongside those grants and that donors would respond well to the opportunity.

Ms. Newman asked how EEF focused on equity. Ms. Sprinson said equities varied across the district. There were a few methods EEF used; Ms. Fleming was now more accessible, and making a presence in schools where fundraising hadn't been pursued. EEF also focused on culturally competent fundraising to reflect the population of the school. For example, many people were bilingual so materials were being printed in Spanish. Ms. Sprinson added some schools and families had tremendous capacity to produce funds for their school. EEF's mission was to be an equalizing force; when schools worked with them they were contributing to "a tide that lifts all boats." For example, 5% of funds generated when fundraising through EEF were distributed right back to the district through the small grant process. Ms. Sprinson said EEF looked at school needs when awarding grants. She explained another 5% of donations barely recovered administrative support for donations. Ms. Sprinson concluded EEF existed in the district to help all schools.

X. ITEMS FOR ACTION

1. Approve Collective Bargaining Agreement with Oregon School Employees Association Chapter 1

Ms. Vandercar and Ms. Nesbit presented the Collective Bargaining Agreement with Oregon School Employees Association Chapter 1 (OSEA). It was a four-year contract which expired June 30, 2018. Bargaining representatives met over a series of months and finally, the entities created a tentative agreement. Ms. Nesbit said OSEA members ratified the agreement on September 4, 2018. Ms. Nesbit explained revisions to the agreement.

Ms. Nesbit told the board it was required by law to approve the bargaining agreement. The board could choose to approve the agreement or continue bargaining. If the agreement was not approved, the board would need to convene in executive session to discuss labor negotiations. The proposed contract would cost the district $4.7 million over next three years, which was in line with the current budget and revenue forecast. The district was not anticipating reductions as a result of labor contract costs. Ms. Nesbit concluded that the Superintendent recommended approval.

Ms. Nittler asked about the Supreme Court decision in Janus v. AFSCME, and thought that Portland Public Schools was being sued. She wondered if the district could get into a similar situation. Ms. Nesbit would have to relook and return information back to the board, however, Portland Public Schools had not been sued. Ms. Nesbit added staff believed authorizations previously executed were valid, and were requiring copies. Currently, OSEA membership didn't have costs and could opt out. There would be future litigation around the country to understand parameters of the case.

Ms. Walston asked how the ratification vote went. Ms. Nesbit was unsure of specifics, as it wasn't shared with her, but it was a majority vote.

MOTION: Ms. Walston moved, seconded by Ms. Newman, to approve the Collective Bargaining Agreement with OSEA, Chapter 1 with 4J School District.

VOTE: The motion carried unanimously, 5:0.

Dr. Balderas thanked staff for their efforts in the process.

XI. ITEMS FOR ACTION AT A FUTURE MEETING

1. Review Board and Superintendent Working Agreements, Guiding Beliefs & Values and Board Goals for 2018-2019

Chair Hays said board and superintendent working agreements were inside the agenda packet. If there were changes to the working agreement document, the board could make those. Staff would have the working agreements in legislative format, so all of the edits could be easily identified. Chair Hays said the document was revised in 2017-2018 and was also reviewed at the recent board retreat in August 2018.

Ms. Fjordbeck recorded the changes requested by the board to update the agreement. Staff would return with an updated version, in legislative format, at the next meeting so board members and the public could see the changes.

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

Chair Hays reminded board members and the public of upcoming events. The United Way Leadership breakfast would be hosted on September 13, 2018, as well as the OSBA fall regional meeting.

There would be a celebration and benefit on October 3, 2018 for Ophelia's Place, however a board meeting was already scheduled so board members would need an excused absence.

Serenity Lane would host its annual awards benefit on October 24, 2018. Chair Hays requested board members let Ms. Fjordbeck know if they planned to attend any events, as there could not be a quorum outside an official meeting.

Ms. Walston encouraged people to attend the OSBA fall regional meeting. She wouldn't be attending that year, but the fall meeting was good chance to learn about proposed legislation and current events at the State level.

XIII. ADJORN

Chair Hays adjourned the meeting at 8:06 p.m.

(Recorded by Marina Brassfield)

_____	_____
Dr. Gustavo Balderas	Alicia Hays
District Clerk	Board Chair