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

October 4, 2017

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held executive sessions at 5:15 p.m. and 5:30 p.m.; a work session at 6 p.m., and a regular meeting at 7 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 29, 2017, and published in *The Register-Guard* on October 2, 2017.

ROLL CALL

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

STAFF:
Dr. Gustavo Balderas, Superintendent of Schools (work session and meeting)
Dr. Charis McGaughy, Assistant Superintendent of Instruction
Ms. Kerry Delf, Associate Director of Communications
Dr. Brooke Wagner, Director of Elementary Education
Ms. BJ Blake, Director of Secondary Education
Ms. Monica Brown, Director of Finance
Ms. Cydney Vandercar, Director of Human Resources
Ms. Christine Nesbit, Associate Director of Human Resources
Mr. Harlan Coats, Director of Facilities Management
Mr. Steve Menachemson, Director of Technology
Mr. Oscar Loureiro, Director of Research and Planning
Ms. Lisa Fjordbeck, Executive Assistant / Board Secretary

STUDENT ADVISORY PANEL MEMBERS:
Jack Ohlsen-Johnson, Churchill High School
Jillian Peterson, Sheldon High School
Zoe Chilhorek and Jane Brinkley, International School
Claire Baboyan, North Eugene High School
Tiffany Huang, South Eugene High School

MEDIA: KRVM, Register-Guard

OTHER: Rebecca Sprinson, Eugene Education Foundation Executive Director**;** Tad Shannon, Eugene Education Association (EEA) President; Ray Martin, OSEA President

I. EXECUTIVE SESSIONS

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

At 5:30 p.m., the board convened in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations pursuant to ORS 192.660 (2)(d).

II. WORK SESSION: STUDENT BOARD REPRESENTATIVE ORIENTATION

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

The board members and school representatives introduced themselves to each other.

Ms. Walston and Ms. Hays led the training for student board representatives. Ms. Walston reported that the student board representatives speak for over 16,000 students between all the 4J high schools.

Ms. Hays requested the students break off into pairs, matched with board members who represent their school, discuss, and report back three things to the group: their high school mascot, their favorite elementary teacher and why, and what they wanted to do during the year.

High school representatives present included Claire Baboyan, North Eugene High School; Jack Ohlsen-Johnson, Churchill High School; Zoe Brinkley, International High School; Jillian Peterson, Sheldon High School; and Tiffany Huang, South Eugene High School.

Discussion between pairs lasted until 6:21 p.m. when the group regathered and shared answers to the three questions.

Ms. Walston thanked school reps for being there. She introduced the training packet and what is expected of student representatives. She wanted to give breadth and width for everything the school district does. Ms. Walston noted that the district served lunch in schools, conducted research, and dealt with information technology, finance, landscape, labor contracts, and the media.

Ms. Walston explained the role and responsibilities of the board, what the policies they govern under. Additionally, they act as a board and cannot act as an individual when representing the board.

Ms. Baboyan reported she was a representative last year and said she enjoyed being on board. She felt it was a great opportunity to speak the vision of students, and talk about those things students are concerned or excited about, things that are heard in hallways but not broadcasted

to the community. As a representative, she grew as a person and met more types of people at school during the experience.

Jack spoke to the group about Systems Leadership Instruction and Culture (SLIC). He explained it is a system used by Churchill High School's principal for formatting board reports.

Ms. Walston said there is a sheet for when the representative meets with their board buddy. There are questions to ask each other and to share when they meet at beginning and in middle of school year.

Ms. Hays commented that SLIC is important to hear authentic student voices. She noted that sharing on behalf of students is the job of student representatives. The job of the board is to bring the community voice. Ms. Hays said it is the representative's responsibility to look at the agenda to see what is coming, look at what is intriguing and consider how to contribute. She affirmed that decisions are made by people who show up. Students help inform the board in their decisions, so the representative role is very important.

Lisa Fjordbeck introduced herself, and explained that she helps the superintendent and is the key contact at the school district.

Dr. Balderas said he is staff, and helped support the board. He mentioned it is important to send comments on agenda items to the assigned board buddy if a representative cannot attend a board meeting.

Ms. Levis said it is so important for the students to come to meetings, to not be afraid to talk, and to ask questions. She affirmed that the board desperately needed student input because otherwise it is a disservice to the school district. If representatives do not show up, the board may make different decisions because they do not have the student perspective. Ms. Levis said she was thrilled to have students who volunteer their time. She added if a student needs to leave early, that is okay.

Mr. Torrey advised that if a representative has a question, to ask their board buddy how they would bring something up, or what something meant at the last meeting if they are unsure of anything. He reiterated that there are no stupid questions.

Ms. Newman added she has two board buddies because she still does not know how the board functions, and in a public meeting members cannot necessarily ask questions about processes.

Ms. Nittler told the representatives that it is okay to not agree with the board. The board wanted individual opinions. She also warned that meetings are broadcasted on the radio.

Ms. Walston underscored what Ms. Levis said, and reiterated that decisions are made often because of students. Ms. Walston introduced Roberts' Rule, which gives guideline on how to make motion and general meeting protocol. She noted Mr. Torrey is expert if there are questions, and that representatives do not need to learn it but that if they wonder how a decision is made.

Mr. Torrey said the meeting does not strictly follow Roberts' Rule, but it does help to keep meeting on track. Ms. Nittler briefly explained how to end and start a meeting.

The work session ended at 6:55 p.m.

III. REGULAR BOARD MEETING

IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Board Chair Nittler called the regular meeting to order at 7:00 p.m. Ms. Hays led everyone present in the Pledge of Allegiance.

V. AGENDA REVIEW

There were no changes made to the agenda.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. Introduction of Student Board Representatives

Dr. Balderas introduced the student representatives. Mr. Balderas swore six student representatives into the board. Two representatives were absent.

Dr. Balderas said he looked forward to their service in the months ahead.

Dr. Balderas remarked that his thoughts and prayers were with many across the country and around the world. He said there was a great amount of tragedy happening, and it put what educators and the board do into perspective. He added it affects schools because students often are impacted by trauma, and schools provide stability for students that is a constant.

Dr. Balderas wanted to thank board for attending multiple recent meetings. He reported that he recently attended a OSBA regional meeting, a ribbon cutting at Arts and Technology Academy (ATA), a soft opening at the Chinese Immersion program at Crest Drive, and a few district and state meetings. He reported he is on a task force with the governor's office and went to that meeting. In addition, that morning he attended an economic breakfast in Eugene, which was very interesting in terms of forecasts. Dr. Balderas appreciated the board's attendance at the recent meetings.

Chair Nittler thanked Dr. Balderas for his report.

VII. REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Claire Baboyan introduced herself as the North Eugene High School representative. She reported there was a positive start to school year. There is a new principal, who was introduced during the hello assembly. Ms. Baboyan reported there are lots of new improvements, and North Eugene is in the process of putting monitors in hallways. Once those are installed, instead of morning announcements students will receive reports projected on monitors.

Ms. Baboyan said the school had gone through adversity during past week. However, students reacted positively and created a unity assembly and held a march, all student led. Students from different clubs spoke on their perspectives, and the events made school come together as one.

Ms. Baboyan informed the board that the volleyball team is undefeated and is number one. There have been lots of people at sporting events and participating in events. She said that coming Friday was tenth grade Holocaust night, where students created art projects based on the Holocaust. Ms. Baboyan said homecoming was coming up the following week.

She reported that North Eugene has started a new initiative for staff called college Wednesdays. On Wednesdays, staff wears their college gear. She thanked the board and audience for their time.

Dr. Balderas added that the North Eugene women's soccer team is third in the state as well.

Mr. Ohlsen-Johnson introduced himself as the student representative for Churchill High School. He thanked the board for giving him the opportunity to be a part of the student representatives. Mr. Ohlsen-Johnson said that he will share the system, learning, institution, culture, and overall important activities and changes for Churchill throughout the year. He said that morning, four water bottle refill and drinking systems were ordered to be installed over winter break and so far, he has heard lots of positive feedback from students.

Ms. Peterson introduced herself as the school board representative for Sheldon High School. Sheldon had an interesting and hectic couple of weeks, because their principal is on extended sick leave, while the interim principal is on bereavement leave. Ms. Peterson added that there is a lot of new office staff. She reported that the staff appreciation assembly went well, and students expressed gratitude. Sheldon also held a welcome back assembly, where ASB (Associated Student Body) presented the school theme for that year: "Everyone Fits In." Ms. Peterson noted ASB wanted each individual to feel they belong and are a part of the community. Sheldon is striving to promote equality. For example, they are publishing posters with all sporting events on a weekly basis, and implementing a gender-neutral bathroom. She noted that Sheldon is currently largest school in district, and the school is preparing for testing next Wednesday. Ms. Peterson expected students to perform above national and state again. She reported that the theater has auditions for their production of the Twelfth Night. In addition, Sheldon held a financial aid night. Finally, she hoped vandalism on school grounds could stop as paint had been spilled on the tennis courts, and a fire occurred over the summer. Ms. Peterson said that Sheldon was looking into installing security cameras. She thanked the audience.

Jane Brinkley introduced herself as co-rep for International High School (IHS) alongside Zoe Chilhorek. IHS kicked off the year with opening assembly at the South campus. The assembly was a fun event, and featured live music, alumni performances, teacher performances, and poetry reading by staff. Information on travel opportunities for IHS students was also passed out at the assembly. Ms. Brinkley introduced the travel opportunities, which included a service trip to Belize, and a second option to Bolivia and Peru during spring break 2018. There are also scholarships for people who cannot afford the trip. Applications can be found in IHS offices and are due in early November. The afternoon of the assembly, there was information classroom

time for clubs and organizations, such as National Association for the Advancement of Colored People (NAACP), to come and talk to IHS students and explain how to become involved in their community. The theme of the day was, “What can I do, and how can I make a change.” Ms. Brinkley said IHS is currently in the process of electing four new IHS student government officials. IHS is accepting applications from all three campus, and officials meet twice month. Ms. Brinkley shared that IHS is also starting their annual tee shirt design contest, and students from any grade can submit designs. Ms. Brinkley said future projects include an IHS dance, bridging gaps between host schools and IHS, and navigating how the 3x5 schedule affects students in the arts.

Tiffany Huang introduced herself as the South Eugene High School representative. Ms. Huang reported that the night was parent night. She said the next event scheduled is October 6th for club day and fall fest. The event is an extended lunch period, and will have food and information on activities and clubs to attract new members. Ms. Huang shared that the South Eugene debate team is very accomplished and is attending their first tournament that weekend. She noted there was one senior team that was ranked third in the nation. The South Eugene robotics team is attending their first competition called “Girls Generation” where only girls allowed to drive robot and work in the pit. The school newspaper just released several newspaper articles online, and South Eugene’s production “Five Lesbians Eating a Quiche” is being released at the Little Theater. Ms. Huang reported that South Eugene already held their homecoming dance and spirit week. She reported that during spirit week, staff holds a class competition during the week. This year, the seniors won. Ms. Huang shared that fall sports are continuing to grow, and all teams are showing a lot work. However, there has been controversy because the girls’ soccer and volleyball teams, as well as the Dorian’s, a choir, knelt during the national anthem. People have questioned whether that was appropriate. Ms. Huang thanked the school board for the opportunity.

Chair Nittler thanked the students for coming.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Walston reported she went to the OSBA monthly meeting with Chair Nittler and Ray Martin. She also attended the Oregon Black Education Foundation dinner, which is a local group. Senator James Manning heads the group, and they solicit funds to offer scholarships for low income, primarily minority students in the Bethel district, and they are interested in expanding to 4J. Ms. Walston encouraged 4J to become more involved with the group. Ms. Walston also went to the ATA grand opening, the ribbon cutting for the Chinese immersion program, and the LCOG board meeting, which she is a representative on. LCOG is responsible for senior and disability services. They run a program known as Relatives Acting as Parents Program (RAPP). Around 200 grandparents are also serving as parents, and these are people who are generally in their 60s and 70s who may need assistance with school supplies. She imagined it would be difficult to be 65 or 70 and be raising a 6th grader while also caring for others, for example. Ms. Walston was thrilled with the new student representatives and appreciated their reports

Ms. Newman said it was her first meeting with student representatives, and it was nice to see all chairs full. She was happy to have their perspective and thanked them for their participation.

Ms. Levis reported that since the last meeting, she attended the signing of Measure 98. She said it was thrilling to see so many students in the room. Ms. Levis recently attended the Eugene Education Foundation (EEF) board meeting, which she is a new 4J representative on. She said the staff from EEF is phenomenal. When there was an issue, staff reacted and were proactive; they have been good stewards for donors. There are lots of exciting things happening in the organization, including upcoming events. Ms. Levis said that tonight she and the director of EEF will be asking for head nods to get a joint work session scheduled.

Chair Nittler thanked Ms. Levis

Ms. Sundgrenz reported via telephone. She was thrilled to hear student representatives, and could not wait to meet her representative from IHS. She was excited about the grand opening with the Chinese Immersion School.

There were no further reports.

IX. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler did not have any committee updates, but reported she had been to several of schools the past week. She said she was attending the River Road / el Camino de Rio grand opening on October 5th at 5:30 p.m. Chair Nittler told the board that there was a change to the calendar and that there will no longer be a work session Wednesday, October 11th.

X. ITEMS RAISED BY THE AUDIENCE

Ms. Nittler noted there were 13 speakers, which would put them past the scheduled time. Ms. Hays suggested the board have speakers talk for 2.5 minutes. Ms. Levis said if a speaker is not able to express themselves in that amount of time, they will read emails and letters.

Chair Nittler explained the policies about giving public comment.

Cherie Erin addressed the board regarding elementary school preparation time for teachers. She brought a demonstration to exemplify for her day to day experience as a kindergarten teacher. Ms. Erin shared her journey book, which she had to read 16 pages of for her lesson today. She then taught science, which she had to read ten pages for. Ms. Erin explained there are certain activities she must do at home, such as build an activity with cornstarch, because she does not have the capacity to at school. Ms. Erin said she then has a 15-minute lunch break, where she talks about what went well in her day with other teachers, and then goes back to prepare for more instruction. Ms. Erin had to read four pages for math that day, and also had three pages of number cards she was supposed to cut out for each student, however, she took an alternative route. In addition, normally she assigns a handwriting page a day, and also has expressive writing and a reading curriculum to assign. Ms. Erin said this is not counting the time she takes to make copies, answer emails to parents, and more.

Jesse Cox introduced himself as a member of Community Alliance for Public Education (CAPE). He said that two weeks ago, 4J school board responded to a retired 4J teacher and member of CAPE regarding standardized testing and its effects on students and the district. CAPE saw the

current system as being out of balance. Mr. Cox appreciated the comments from the four board members, but CAPE supports a more balance way of assessing students, including a teacher made, classroom-based, performance assessment test. CAPE was eager to help in any way possible.

Beth Shershun said she had been teaching in 4J for 26 years. She had spent the majority of her career in elementary education. She said she was passionate about teaching and loved the job. She had been on leadership and site counselor for most of her career, among other activities. Ms. Shershun said it is normal to have students on with a wide range of needs, and that every year she creates curriculum to meet students' needs, which takes a lot of time. Ms. Shershun said that besides planning curriculum, she spends time encouraging students to be involved, communicating with parents, adjusting curriculum as needed, writing weekly reports and newsletters, as well as attending leadership, staff, and various other meetings. Beyond that, she takes time to reflect on her teaching, and create SMART (Specific, Measurable, Achievable, Results-focused, Time-bound) goals. She appreciated having three 30-minute preparation during contact time for those reasons. and also because she walks students to and from their specialists during that time, and uses it to work on the classroom environment. She has found that curriculum starts from the momentum the student walks into the room, until they leave. Ms. Shershun was adamant that elementary teachers need to maintain, if not increase, their allotted preparation time. She also hoped the district would be able to provide teachers with a cost of living wage.

Carley Boyce introduced herself as a high school counselor at Sheldon High School. She wanted to address the board on the district's high school counselor extra duty contract in the bargaining unit. Ms. Boyce was happy to hear that it was being considered. She said that currently, counselors at Sheldon only get a total of ten extra paid days to work beyond the school year. Ms. Boyce said they need more than that. She explained that Sheldon has misplaced students in classes, even in week five. At her previous district, she was allowed six extra days prior to the school year to make those types of changes, and in 4J she was only allowed three extra days. Ms. Boyce also noted that school counselor ratios are off. She reported there are only three counselors for every 1,500 students. Springfield and Willamette High Schools, for example, have four counselors for 1,300 students. In addition, mental health needs are not being met in the first month of school because counselors are doing scheduling that could have been done before the year started. Ms. Boyce noted that under Measure 98 the district hired a 9th grade transition counselor, who is untrained, but nonetheless is meeting with the most at risk incoming 8th grade students, including those who are homeless or suicidal.

Jessy Corliss introduced herself as a 1st grade teacher at Howard Elementary. She wanted to tell the district to reconsider the amount of daily preparation time that elementary teachers are allotted. They currently receive 30 minutes, and dropping it to 25 may not seem like much, but she said it adds up. Ms. Corliss noted teachers already lose 5 minutes when they drop off or pick up students at their daily specialist. An entire 30 minutes allows time for teachers to set up the classroom, to look through curriculum, to make copies, and to prep for the next lesson. Ms. Corliss explained that with the new math and science curriculum, the prep time has drastically increased. She personally had spent nine extra hours outside of her allotted time to prepare for

these classes. Ms. Corliss said that after-school meetings - with faculty, programs, or parents - take a lot of time as well. Her hope was that the district would understand why elementary prep time was so important for both students and teachers.

Jill Torres introduced herself as a 5th grade teacher at Howard Elementary. She wanted to address the board regarding prep time for elementary teachers. Ms. Torres said teachers and the board are there for the same reason: to help students, benefit our community, and make people's lives better. Ms. Torres said the board and teachers all hold pieces of puzzle, but at times cannot see each other's piece. She acknowledged people were trying to provide more prep time, but she does not think four days of 25 minutes allowed her to do much more than sharpen pencils and going back to get her kids. Ms. Torres gave the board an idea of all the nuisances considered when planning a lesson. She has to think about which students she can pair together, what behavior systems need to be in place, how she will grade the lesson and record the lesson. Then, for an individual lesson, teachers have to think about the targeted goal of lesson, and what language supports do students need; for example, if a student cannot read or write, how can the instructor make the lesson accessible. For students above grade level, teachers must consider how to keep the student engaged. Ms. Torres said teachers cannot do it all in 25 minutes, especially when 10 minutes are taken off for travel time. She said she sees what is happening to her colleagues, such as people having health issues or needing counseling. Ms. Torres said teachers need support; she does not want 4J to lose good teachers.

Carisa Henniger introduced herself as a kindergarten teacher at Awbrey Park Elementary, and a parent of current and future 4J students. She told the board this is her 11th year teaching, and the 3rd district she has worked for. Ms. Henniger said when she was offered her position at 4J, she was shocked about the inadequate prep time offered. Previously, she taught in the Bronx neighborhood of New York City in an elementary school of 1,600 and 16 overflow module classrooms. Ms. Henniger said the school could not accommodate physical education and music for that many students, so they brought in art, music, social studies, and science specialist to alleviate students for the teachers' 45 minutes of prep time daily. Ms. Henniger said she had also worked for the Gresham-Barlow School District where teachers were offered five 25-minute prep times a week compared to the three with 4J. She expressed it is discouraging to work for a district that does not seem to value the time and effort that does into preparing elementary instruction. Ms. Henniger noted that prep time is a major inequity between elementary and secondary teachers. She explained that in kindergarten alone, she has six major curriculums and it takes a lot of time to go through those and pull out pieces that are meaningful to students. Ms. Henniger said she has access to amazing technology, such as Smartboards, but added that it takes a lot of time to use them well. In addition, Ms. Henniger said she took a lot of time at home to take materials from journey books and fold them into lessons kids will enjoy. Ms. Henniger was adamant that as a 4J teacher and parent, she wanted to see students involved in other activities besides academics, like art, music, and physical education.

Kendra Brott introduced herself as a counselor at Sheldon High School. She said she was addressing the board on behalf of the bargaining unit on the subject of extra days added to the

contract for counselors. She went through the reasons why adding extra days would help school counselors. Adding days would allow counselors to avoid misplacing students and decrease classroom interruption time, which sets them up for success by having more instructional time. Ms. Brott said extra days would provide her time to review transcripts and reports for repeats of courses and ensuring student schedules align; time for review of graduated senior transcripts; and after that review, allows time to make referral of summer instructional courses for students who did not quite make it. Scheduling failed courses to improve GPA increasing chances of going to a 2-4 year college. Currently 3.3 days are full with incoming student forecasting schedules and changing current student schedules – there were 215 this year. There are only 14 high school counselors in total, and Ms. Brott reported she saw three of them that evening. American School Counselor Association (ASCA) recommends a ratio of one counselor to 215 students. Ms. Brott said she has 515 on her case load. Ideally, 4J needs additional counselors but a really good start would be additional contract hours. The national average is 15 days per counselor; in 4J, the average is 10 days split between counselors per a building so that ends up being 3.3 days per counselor. Ms. Brott share that the ratio of counselors to students is shown to be the most effective way to combat drop out rates. She thanked the board for their time.

Sally Krueger introduced herself as a teacher at Edgewood Elementary in a 4th/5th grade blend class. Ms. Krueger shared that she ran into a father of a former student, and he reminded her that when his son was in her class 26 years ago, Ms. Krueger had told him she wanted to be a teacher because she wanted to save the world. Ms. Krueger said her sister recently visited her classroom from Arizona, and her eyes got wide while she was taking in kids' essays, map posters they made, health messages on bullying, and an elaborate interactive bulletin board about the Revolutionary War. Ms. Kreuger's sister said that she had never realized that elementary teachers do it all. Ms. Kreuger said this academic year, she has three 30 minute prep periods to do it all. Ms. Kreuger said it takes much longer than that to prepare a good science lesson. There have been many new adoptions in the last three years, that it is overwhelming for teachers. Elementary teachers do need more prep time, as they want to be able to do it all.

Tibor Bessko introduced himself as a counselor at Churchill High School. He was there to testify why high school counselors need more days. Currently, 4J receives 10 extra contract days per school divided by each counselor. Since the school divides those, Mr. Bessko received 2.2 extra paid days. Last summer, he worked six extra days to ensure work was completed, and the summer before that he worked 10. His colleagues worked a comparable amount of time, and some people worked even more. For comparison, Willamette High School pays their counselors 21 extra days and Thurston High School 20 extra days. Counselors' goal is to have students feel safe and oriented as they enter school. Mr. Bessko said that for this to happen, at minimum counselors need time to review student schedules and make necessary changes. Counselors also need time to meet new enrollees and to get them connected to appropriate resources. He said that in addition, tor a growing number of students counselors are reviewing 504s, updating them as needed, and sending pertinent information for teachers, ideally before classes begin. Counselors are also working with students who are not on yet 504s who have significant Attention Deficit/Hyperactivity Disorder (ADHD), anxiety and depression issues, or who are English Language Development (ELD) or on Individual Education Programs (IEP). Mr. Bessko

said that the counselor's ability to meet with these students and families is critical to set them up for success. He reported that 4J practice in the past has been to comp counselor days that are worked beyond contract. Mr. Bessko said the issue with that practice is that the days counselors take off during week are not truly days off because the need does not end when counselors are not in the building. He noted that if 4J is serious as a district about maximizing instructional minute, high school counselors need more then 10 additional days to be available to support students. Mr. Bessko thanked the board.

Carrie Ann Naumoff introduced herself as a retired teacher of 29 years. She spent most of her career teaching 4th – 5th grade at Edison Elementary, and Howard Elementary before that. Ms. Naumoff said she retired because the workload was unmanageable. She noted her health was deteriorating due to stress and exhaustion, and by the time she came home at night after 10 hours of work, she could not calm down and think. Yet, her work was not done because when she got home, she had to answer emails and read papers. Ms. Naumoff heard 4J offered elementary teachers 25 minutes of prep time 4 out of 5 days in the week. She noted that is an increase of 120 seconds a day and that no mountains would be moved with those marginal increases. Ms. Naumoff gave a snapshot into an elementary teacher's prep time during the day, and was adamant 25 minutes was not enough time. In addition, she noted that physical education, art, and music teachers are less than full time and that Edison did not have a librarian for years. Many grades have no educational assistant. Ms. Naumoff explained that students around the globe are performing much better than students in the United States. Ms. Naumoff said teachers need prep time in order to meet needs of a diverse population, and asked the board to consider the wonderful and dedicated professionals and to do what is best for students by supporting teachers.

Kristi Johnson introduced herself as a 4th/5th grade teacher at Edison Elementary. She was there to ask for increased prep time. Ms. Johnson said she has had the opportunity to work as a middle school teacher, a special education specialist, and an elementary teacher over the past 25 years. Each position had its own demands, and the prep time was never sufficient. Ms. Johnson reported that the most noticeable difference between her previous positions and elementary school is the lack of consistent and sufficient prep time. She said she does not have a set prep time; the days and times of her prep different and are based on when the specialist time is scheduled. It causes a break in the flow of her core blocks, and makes scheduling difficult for students that need supplemental services, such as speech, ELD, and academic or behavioral support. Also, the 30 minutes of prep is not 30 minutes, it is at most 20 minutes. When there are other activities such as an assembly or picture day, usually common areas like the gym are used which impact teacher prep times, meaning they go without. Afternoons are spent at building and district meetings, IEP, 504, and parent meetings. Elementary schools have fewer staff, meaning more of the staff need to participate in these activities thus reducing afternoon opportunity to collaborate with colleagues. Ms. Johnson said that as a middle school teacher, she had one full period of uninterrupted prep time daily, regardless of school events. She suggested some options to make more prep time a reality. Ms. Johnson reiterated she was there to advocate equitable time for all teachers.

Susan Dwoskin introduced herself as an elementary teacher. Ms. Dwoskin shared a story with the board from Technology, Entertainment and Design (TED). In the talk, the speaker discusses the danger of a single story. Students watching it see that every topic can be viewed from multiple perspectives. They learn who's voice is heard, and who's voice is missing. Ms. Dwoskin noted the talk seemed apropos now, when too many in 4J feel elementary teachers' voices are missing. Ms. Dwoskin said that planning time is an issue; as everyone had said early that evening, a multitude of tasks need to be addressed during planning time. This includes communicating with parents, developing lesson plans, reviewing student assessments, providing IEPs, meeting with students and/or their parents, grading student work, adjusting plans to meet diverse needs, collaborating with grade level colleagues, and also across grade levels. According to study by the Organization for Economic Cooperation and Development (OECD), if Ms. Dwoskin did the math based on the number of students she had versus the time in school, she had about 20 seconds per student, just to grade papers and give feedback. This number was not considering time needed for collaboration and preparation. Ms. Dwoskin said teachers do work at home, extra unpaid time, to finish the job. She explained she often works 10 hour days to accomplish the work, and on weekends she spends more time. In addition, after schools meeting absorb time. Ms. Dwoskin ended that she teaches children, not just curriculum. She noted the common core gets a great deal of attention but it is a mere fraction of all she taught in a given day; it is the bare bones of what students need to become engaged citizens, and to create a world they want to live in.

Chair Nittler thanked the speakers for providing testimony.

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

Chair Nittler explained the process of public comment to student representatives.

Ms. Walston appreciated all the speakers. She noted that because 4J was in the middle of bargaining, it would be inappropriate to say anything else.

Ms. Levis appreciated all the thoughtful time taken. She also thanked CAPE, for continuing to keep the issue at the forefront of the board's thinking.

XII. COMMENTS BY EMPLOYEE GROUPS

Ray Martin introduced himself as president of OSEA Chapter 1, which represents classified employees. He reported absences among classified employees skyrocketed that week. Mr. Martin said teachers love their jobs and they are not complaining about the work. They want any chance possible to slow down, and any chance to change a schedule so people can slow down. Teachers spend a lot of time saying to kids "calm bodies, calm voices, calm minds", but the district needed to slow things down for classified employees. Mr. Martin said teachers are in a bizarre situation where they are hourly employees, but they still go home after shift and continue to work because the work is not finished. He noted that once the district gets into a cycle where absences start rising, it is difficult to pull out of it, and it becomes urgent. Mr. Martin reiterated that teachers are not complaining, they love the job and love working with kids, but they were asking for whatever help possibly to support teachers.

Tad Shannon introduced himself as the president for Eugene Education Association (EEA). He

mentioned that he sent a copy of the resolution EEA passed in defense of the DACA program. Mr. Shannon said EEA was heartened by the board's commitment to the safety and wellbeing of all students and EEA stands with the board on the issue. Mr. Shannon shared with the board information on recent negotiations. He reported EEA and the district were making slow progress, and EEA was cautiously optimistic. He believed in the coming weeks the bodies will reach a fair and equitable settlement. Mr. Shannon noted the board heard from many members concerned about workload issues and time allotted. Their comments speak for themselves, so Mr. Shannon said he would share economic issues with the board. This district had pain and suffering with many furlough cuts in the past decade starting in ranging from 5-9 days. He explained that each day cut is devastating for students, but it is also .5% pay cut for employees. Over the last ten years, members have not kept up with inflation. Mr. Shannon shared other district's settlements, such as Salem-Keizer, Lake Oswego, Bethel, Tigard, Tualatin and Springfield. 4J was far below the rates of the districts. He thanked the board.

XIII. INTRODUCTION OF BUDGET COMMITTEE APPLICANTS

1. Interview Budget Committee Applicants

Dr. Balderas was the presenter and explained the process and purpose of the budget committee. The budget is aligned to the Strategic Plan, and the committee reviews budgets to ensure they match the plan. He said the board recently opened applications for four spots on the Budget Committee.

Joshua Burstein introduced himself. He noted he was a previous member of the 4J budget committee. Mr. Burstein said volunteer service is key in the community, and appreciated other applicants who were also interested in serving their community. He finished his first 3-year term on the budget committee and said he learned a lot. Mr. Burstein noted he took the committee very seriously, and read the long budget documents, marked them up, made comments and asked questions. In addition, he asked fellow parents, friends, teachers, and neighbors for input. As Mr. Burstein mentioned in his application, he worked with budgets often as a board member for the City Club of Eugene, through membership on the Lane County Board, and the City of Eugene Review Panel. He was also treasurer of his youngest child's girl scout troop. This year, he is co-leader of the troop. His kids were a major reason he wanted to assist on the committee. He had three children in the 4J system, one each at 3 different schools. Mr. Burstein has seen the effects of 4J budget on students during the past 12 years, and knows it is important. He noted there are still too large of classes, and high school students often do not have full schedules. Mr. Burstein said 4J needs more funding, and needs to allocate funds to physical education, art, music, and for students in life skills or with special needs. Mr. Burstein said he still has more to add to the budget committee, and asked the board for a second appointment.

Robert Chandler introduced himself. He wanted to serve on the budget committee because he cared deeply about the community and about the kids in the community. Mr. Chandler has lived in Eugene for the past 20 years, and his family and kids are well rooted in Eugene. He believed transparency and clarity were two fundamental pillars of any well-crafted public agency budget document. Mr. Chandler noted that past 4J budgets have been well written, but speaking from someone who spent hours trying to understand the pieces, there is always room for improvement. He said he fully understood the committee was not a policy making body, however, the committee needed to ensure that any policies translated into financial decisions

are explained as clearly as possible. As an example, the needs index (which goes back to 2012 and 2013) was allotted for three years and was not fully explained in the budget document. Mr. Chandler affirmed it was transparency that could have been improved on sooner. He said 4J owed it to every parent to ensure that when they pick up the document, they can understand the details. Lastly, he said if 4J was to continue to improve the budget document, the committee needed more meaningful feedback from citizens. He believed the committee had to publish the proposed budget sooner than the first two weeks of May to receive this feedback. He knew that the budget process was difficult and there were many variables and uncertainties, but with the statutory deadline of June 20th, that short timeline decreased the chances of meaningful changes geared toward clarity and ran the risk of decreased citizen involvement. Portland public schools post their proposed budget the first week of April, which he thought was a deadline 4J should consider. He thanked the board for their time.

Michael Donahue was not able to attend the meeting. Chair Nittler read his written testimony. He was proud to be a product of Eugene public schools, and had a vested interest in the sustainability of 4J schools to educate not only his two children, but of all the community's children as a collective future. Mr. Donahue's primary interest in the committee was to oversee that the proposed budget increased support for students and teachers, while also scrutinizing budget elements that were not considered value-added. He believed 4J needed a sustainable budget model that put as much available money as possible toward students and teachers. Mr. Donahue was concerned that students faced a more competitive environment than ever before, and said that education is the great equalizer. Also, Oregon was not providing enough support to teachers who were trying to increase student skill level to compete for college acceptance or to compete in the global job market, regardless of their background or learning ability. Mr. Donahue was the current vice president for a distribution and manufacturing company, headquartered in Eugene, with over 600 employees in six western states. He had roughly 19 years of applicable experience developing, approving, and implementing budgets that spanned several units. He was responsible for completing profit and loss statements, reviewing cost benefit analyses, and monitoring return on investments (ROI) and return on assets (ROA) progress'. His bedrock education came from Eugene public schools, and from there he then went to the University of Oregon, and later received his Masters' in Business Administration from Northwestern Christian University. He was currently enrolled in an executive education program at Washington University in St. Louis, Missouri. He felt compelled to put his skills to work in the community that gave him a start as a youth, and is currently encouraging his children to be productive citizens.

Lyn Jost introduced herself and explained that she raised a daughter in the 4J system. While Ms. Jost's daughter was a student, Ms. Jost volunteered in the classroom. When Ms. Jost read an article in the newspaper calling for applications, she thought it was a great way to stay involved in 4J even though her daughter had graduated. Ms. Jost noted her background was for a pharmaceutical company, but she had lived in the community for 20 years, and had done bookkeeping, forecasting, and also owned a couple private businesses and rentals. Ms. Jost said that children were the absolute foundation of the community, and as such, the community needed to care for them. Part of caring for children, she thought, was through helping the school district. Ms. Jost noted She wanted to help in anyway she could.

Simon Levear introduced himself. He said he recently moved to Eugene two years ago. Mr. Levear's experience with education involves multiple family members who were teachers. In addition, Mr. Levear said he likes to support schools to best of his ability. Mr. Levear said his

professional and educational experience can benefit the district. He has a degree in business administration and accounting, and also worked for a firm that audited school districts. During that time, he became a Certified Public Accountant (CPA). Shortly after that, he became an Oregon State School Business Official with Bethel School District. Mr. Levear said he looked forward to helping the 4J district if possible. He thanked the board.

Brian Martsfield introduced himself as a native Oregonian, as well as a product of 4J. In addition, Mr. Martsfield retired from Lane Community College, where he headed the center for Reading and Learning. He was involved in much of the budgeting there, as well as for the culinary arts and hospitality management programs. In addition he worked closely with Bryan Kelly, which gave him some familiarity with government budgeting and PERS. Mr. Martsfield thought it gave him some idea of what goes on with 4J. He always knew when he retired he would want to help his community in whatever ways he could. Being retired, he is available any time. He had over 30 years of experience in the food, beverage, and hospitality industry. Mr. Martsfield said he appreciated the board's time, and noted that one thing he realized being at the board meeting was that he needed to attend the board meetings regularly, as he learned a lot during the one board meeting.

David Rainwater introduced himself. He was a retired research scientist working in San Antonio, Texas. Within a month of retiring, he relocated to Eugene. Mr. Rainwater said he has family history of teachers, including his mother, his sister-in-law, and sister. In addition, his wife was a professor of biology in San Antonio. During his research career, he was involved in devising budgets for grants to support research. Mr. Rainwater noted there were a lot of details involved in the budgeting process. He said he had an Interest in financial issues, and served on the board of directors for a credit union in San Antonio for ten years. In addition, he was currently on the board of directors for Northwest Community Credit Union as co-vice chair. The board does a bit of budgeting, and review of the budget document as member of board. Mr. Rainwater said he has an interest in serving the community, and serving on the 4J budget committee would serve many of his interests, as well as 4J's.

Merri Steele introduced herself. Ms. Steele had been a member of the budget committee for the past three years. She thought she had a unique perspective because she had also worked in 4J, and was a part of EEA.

Abram Zitterkopf introduced himself. He explained he runs multiple Safeway's in the region. He wanted to volunteer his time and expertise because he spends a lot of time managing people. Mr. Zitterkopf noted the numbers should speak a story, and in the case of 4J people are talking about the future of the country in many ways. Mr. Zitterkopf saw locally how hard everyone is working, and thought if he volunteered a bit of his time he might be able to offer expertise from a business perspective that can at least align strategic initiatives to the budget.

Chair Nittler thanked the candidates, and explained that the voting process would be over e-mail and results would be shared at the next meeting.

XIV. ITEMS FOR INFORMATION

1. Eugene Education Foundation Update

Rebecca Sprinson introduced herself as Executive Director of Eugene Education Foundation (EEF). She shared the highlights from the prior year, and plans for the coming year. Ms. Sprinson said the big picture at EEF is to continue to raise more funds for distribution at 4J schools and programs. EEF's overall revenue was upward of $750,000, and EEF dispersed over $180,000 in grants to schools. EEF helped 4J raise over $300,000 in school-based and parent-led fundraising, and EEF handled over $130,000 in funds earmarked for kids in transition to school program. EEF is continuing to help with 4J leadership to streamline the funding process and to better meet the needs that EEF hears repeated across the district. For example, EEF centralized district funding at the beginning of the year, and begun to build collaboration across the City of Eugene to develop a sustainable fund for musical instruments in 4J, because that is something EEF receives repeated requests for year after year. During the last school year, EEF was successful in securing a grand piano for North Eugene High School, the only 4J high school that did not have one. The donation was through a partnership with the School of Music and Dance at the University of Oregon, with assistance from the Eugene Symphony. EEF hoped to continue to promote collaborations like that, to better streamline funding for all sorts of different projects across the district. So far that year, EEF had fundraising partnerships with Adams, Awbrey Park, Buena Vista, Camas Ridge, River Road el Camino de Rio, Edgewood, Willagillespie, Roosevelt, North Eugene High School, and South Eugene High School. By the end of the year, EEF anticipated that they would work with at least 75% of the schools in the district on various fundraising efforts, EEF was celebrating their 25th anniversary that year so the organization was using the milestone as an opportunity to do more at a larger scale for 4J. EEF members were reaching out to long term supporters and former EEF board members, and school board members. EEF has plans for multiple private events, and EEF hoped that the public would join them for two signature events. The first was held on October 24tjh at 5:30 p.m. at ATA for EEF's major appreciation for donor event, and on March 6th for EEF's annual fundraising dinner. EEF truly believes that their community support for public education is the rising tide that lifts all boats. This was reflected in EEF's continued commitment to equity and to supporting al schools in the district. EEF honors the hard work that occurs at every level in 4J. from the school board and superintendent and instructional leadership, to principals and teachers, to parents who organize fundraisers and volunteer tirelessly. She said that EEF is also bolstered by many community members whose children have moved on from 4J or who simply believe that public education is the foundation of a strong community and that EEF is the foundation for the public schools. EEF was thankful for the continued collaboration with the school board and EEF was looking forward to the next joint board work session, to be scheduled soon. Ms. Levis said this is the time to connect with current and past donors. She hoped everyone would be there to support the event.

2. Receive an update on Labor Negotiations

Cydney Vandercar thanked the student representatives for coming. She reported that 4J is in the second year of no furloughs which was a great, however, there are less people in facilities and the list of what schools need is longer. Ms. Vandercar noted there were still milestones to celebrate. Last year was the first year since 2009-2010 with a full school year. Elementary

schools have less than 30 students in most of the classes, and if there are more they are receiving an Educational Assistant. Ms. Vandercar said in some cases, they have lowered class sizes by creating a 4th/5th grade blend. She said that negotiation goals include maintaining small class sizes, increasing instructional hours, and reducing the chance of furlough days and cutting teachers.

Christine Nesbit shared details of the district's proposal. Ms. Nesbit said the proposal included cost of living increases of 1.4% and 1.5 % over three years, and full step movements which translated to 4.4% step increases, and 15.5% increases over three years for step eligible employees. Ms. Nesbit said the district would ask for significant subsidies from the licensed insurance reserve fund, which has $3.4 million in it. She said she was somewhat mystified listening to testimony that night because he proposal was to increase elementary prep time in the student day by offering four 30 minute blocks of prep time. Ms. Nesbit noted the district did propose as an alternative four 25 minute blocks which is what Springfield has, and it would allow the district to offer cost of living increases in the range of 1.75%. She explained that adding a half hour of prep time is significantly expensive – It costs $830,000. Once COLAs are added into that figure, it increases. It has to be understood in a larger context of what is the district offering in terms of prep time, COLA, and health benefits. Ms. Nesbit shared that EEA's offer was to provide cost of living increase of 2.5%, $20 a month for health and 30 minutes of prep time for elementary teachers. Ms. Nesbit said the cost difference between proposals was very significant. In EEA's proposal, the district would absorb $7 million in new costs. The proposal offered by 4J is $4.5 million. Ms. Nesbit said the district would need to continue to work on negotiations with EEA. Her concern was that, regardless of what other districts had passed, the district needed to do what is best for 4J.

Ms. Levis commented that she knew how hard EEA and representatives had worked on negotiations. She appreciated everyone who was taking the time to work on negotiations.

Chair Nittler said proposals were posted on the 4J website.

XV. CONSENT GROUP – ITEMS FOR ACTION

Information about the consent group item was included in the agenda packet.

1. Approve Minutes from Board Meeting August 2, 2017

MOTION: Ms. Hays moved, seconded by Ms. Walston to approve the consent calendar as presented.

VOTE: The motion carried unanimously, 7:0.

XIV. ITEMS FOR ACTION

1. Initiate the adoption process for World Languages Curriculum

Susan Penrod introduced herself as a curriculum administrator in the instruction department. She also introduced Annette Williams, a high school Spanish teacher in 4J. Ms. Penrod presented and asked the board to initiate the process to adopt a K-12 World Languages

Curriculum. Ms. Penrod said the adoption followed the formal curriculum adoption process, that has been followed with science and math adoptions. Ms. Penrod said there has not been a world languages adoption since 2001. That left big gaps in materials for students, as current materials are not tied to 4J standards. It also causes strain on teacher, because they are constantly searching for supplemental material that brings curriculum up to those standards. It also provides the opportunity to articulate and align 4J standards in K-12 immersion programs, which the district has never been able to do before. Ms. Penrod said that within Vision 2020, both Goals 1 & 2 align to the process. She ended by asking the board to initiate the process.

Chair Nittler said some teachers have said new curriculum can be overwhelming, and asked if the new curriculum would compound that issue at the elementary level.

Ms. Penrod said an important part of the adoption process is that integration happens over a two-year time period. Ms. Penrod said the district looks at the materials for the first year and decides how to best implement them the following year.

Dr. Balderas said World Languages would impact the content for specific teachers, mostly in secondary education. He noted it would align for the first time ever the immersion programs. Dr. Balderas said it would not affect general education, only specific areas would have new curriculum.

Mr. Torrey asked how to go about getting public involved in the adoption process.

Ms. Penrod said the district involves the community during a night where people can come to view materials and the process. Then, the district brings the curriculum to the Instructional Advisory Committee (IAC). The Committee reviews the process to ensure it is followed accurately.

Ms. Walston clarified that the IAC would be involved, and noted she and Ms. Newman sat on the Committee.

Ms. Levis said she was excited for the integration, especially since it has not happened since 2001. She said it is a critical component to offer students, especially in times with such budget cuts.

As a past member of IAC, Ms. Hays said she was impressed with the process of the IAC. She noted IAC is very inclusive, and there are a lot of parts to it.

Ms. Newman asked whether teachers are having to work harder to align the curriculum to state standards, as the curriculum is from 2001. Ms. Penrod said that teachers are working harder to find supplemental materials. Ms. Penrod said 25 teachers are involved on IAC.

Mr. Torrey asked whether American Sign Language (ASL) and coding are included in World Languages, and commented that the public would not know that a language is required for graduation. His biggest concern was that stakeholders would not be involved. Ms. Penrod said the district would be very intentional with communicating that to the public, and said ASL is included but coding is not.

Ms. Peterson said she had been a French student for 5 years. She completed all the levels Sheldon offers, and was hoping to take French at the University of Oregon that year. Ms. Peterson said she struggled, because of the curriculum not being relevant, and saw her teachers having to supplement different curriculum. It was difficult to meet Advanced Placement (AP) standards and she ended up not taking the test, as she did not feel prepared to score well.

Mr. Ohlsen-Johnson asked whether the new curriculum would increase types of languages offered. Churchill had French cut a few years ago, and the Japanese program was reduced to one teacher. He said the Spanish program is about five teachers. Ms. Penrod said her role was to work on curriculum adoption, and not staffing.

Ms. Walston said she was worried about articulation and asked if there was a clear path from elementary, middle school, on to high school. Ms. Penrod said that was part of the process as well.

Dr. Balderas said the state had a seven-year adoption cycle for curriculum, and a lot of times schools try to have one smaller and one bigger adoption to offset teachers feeling overwhelmed. 4J has been far removed from that process due to budget cuts, and he felt people were forgetting how long it takes to integrate curriculum.

MOTION: Ms. Hays moved, seconded by Ms. Newman to approve revisions to board policies regarding school choice and inter-district transfers.
VOTE: The motion carried unanimously: 7:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Review Board Working Agreements (First Read)

Chair Nittler said the board was still going over the board working agreements. She apologized for the draft agreement being sent out late. Chair Nittler said the agreements were not significantly changed since the last review, as the only person who had changes was Ms. Walston. She explained the changes were underlined in copy.

Chair Nittler explained changes she did not make that were requested, and why. She reaffirmed that the document was still a work in progress until the board has something they are comfortable with.

Chair Nittler said the agreements will be brought back for a second read at next meeting.

Ms. Levis shared a few edits, and said that number one under board leadership was hard to read. She also said the board chair is responsible for board self-assessment, instead of “leadership.” Ms. Levis said to send any further thoughts to Chair Nittler to discuss at the next meeting.

Mr. Ohlsen-Johnson said the first part under governance is hard to read.

Ms. Levis asked if anything was on the schedule with EEF.

Dr. Balderas responded that the district was waiting for a good date. Ms. Levis said she thought it was important to speak with their board, and that she was willing to have an additional evening meeting. She thought it is a critical stage as a new board to speak about the future with EEF.

Ms. Walston said she wanted to discuss the bond measure because November 2018 was not too far away. She hoped to have serious conversations soon regarding the issue. Ms. Walston also wondered when to put the levy on ballot, as the board would have to run two campaigns.

Dr. Balderas was hoping to have a meeting with architects, but that likely will not happen until November. He said there would be a board workshop, to ensure the district receives clarity from the board.

Ms. Hays said she thought the board should put a hard timeline to meet with EEF by the end of October, and a work session regarding the bond measure by end of November. She noted that if there are head nods, the board was committing to that. Ms. Hays said leadership would do their best to make sure that those meetings happen.

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

There were no suggestions by the board for consideration of items at a future meeting.

XVII. ADJOURN

Ms. Nittler adjourned the meeting at 9:05 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas	Eileen Nittler
District Clerk	Board Chair

Minutes approved February 14, 2018