

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

September 20, 2017

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held executive sessions at 5:45 p.m., 6:00 p.m.; a work session at 6:30 p.m., and a regular meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 15, 2017, and published in *The Register-Guard* on September 20, 2017.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Dr. Charis McGaughy, Assistant Superintendent of Instruction
Ms. BJ Blake, Director of Secondary Education
Dr. Cheryl Linder, Director of Student Services
Ms. Monica Brown, Director of Finance
Ms. Cydney Vandercar, Director of Human Resources
Mr. Oscar Loureiro, Director of Research and Planning

STUDENT BOARD REPRESENTATIVES:

No student representatives scheduled.

MEDIA: KRVM, Register-Guard

OTHER: Ray Martin, Local Oregon School Employees Association (OSEA), President

I. EXECUTIVE SESSIONS

At 5:45 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)(e).

At 6:00 p.m. the board continued 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: 2017-2018 Board Working Agreements

Ms. Nittler opened the work session at 6:30 p.m. Ms. Nittler said the purpose of the work session was to reevaluate the board working agreements. The draft working agreements includes the suggestions Renee Sessler from Oregon School Boards Association (OSBA) shared with the board at the retreat in August. The document Ms. Nittler presented is a combination of information shared by Ms. Sessler and information from current board working agreements. Ms. Nittler met with Ms. Hays and Ms. Levis to further discuss the working agreement and come up with a succinct document for the board. She reiterated that the document was a first draft and the board is free to make suggestions.

Ms. Levis explained that she, Ms. Nittler, and Ms. Newman began by considering and utilizing the OSBA superintendent working agreements and board expectations of the superintendent. They left the section including superintendent's expectations of the board alone. They moved items from the existing board working agreements into the expectations to eliminate redundancies.

The subcommittee tried to condense the information so that there would be a one-page explanation for each section. The board eliminated the summary document and attempted to condense internal working agreements and how the board expects to work together. Ms. Levis provided the original board working agreement document and the updated draft document.

Ms. Levis began with the board-superintendent working agreements. The board moved items from the existing agreement, took some items from the OSBA agreement, and reordered in a level of hierarchy, and they tried to simplify.

Ms. Levis quickly read through each item in the agreement provided to the board and explained which, if any, changes had been made.

Ms. Levis reiterated that the group looked at the OSBA agreement and took parts they liked, took parts of their existing agreement, melded those two together, and added a few other items. Ms. Levis said that it would be good for the board to review and provide input.

Ms. Newman said that the group did not alter the superintendent's working agreement because they did not feel the board should be responsible in formulating the superintendent's expectations of the board. She noted that if the board and Dr. Balderas agree on the expectations, Dr. Balderas could create a working agreement parallel to the boards. Dr. Balderas thanked Ms. Levis and Ms. Newman.

The group kept areas of expectations, such as working together, governance, communication, annual planning and evaluation, board leadership and meeting operational agreements. Ms. Levis noted that they are a highly functioning board and they want to be able to explain what standards make them successful, and to pinpoint items that guide them to help in the decision-making process.

Ms. Levis moved onto meeting operation agreements. She explained that not much changed, but the language was tweaked to be more assertive. Under communication, the group combined items to make the section simpler and clarified how items were added to the agenda and how it would happen in the future. Ms. Levis wanted the document to be transparent to help new people as they transition onto the board. The section, Annual planning evaluation, was cleaned up a little bit and more information was added under Board Leadership. Ms. Levis explained that board leadership has changed over time and the group wanted to be very clear as to what leadership roles were.

Ms. Nittler asked Ms. Levis what she would like the board members to do with the proposed document. Ms. Levis responded that it would be a good idea to read through and provide opinions and comments at the next meeting. Ms. Levis said there was lively discussion when she, Ms. Nittler, and

Ms. Newman were going through the document. She added that if the document is far off from what the board envisions, the three can come together prior to the next meeting and return to the larger group with a more comprehensive redo.

Ms. Hays said she looked for big concepts when reviewing the working agreement, and that she believed that Ms. Levis succeeded in identifying those. She appreciated that Ms. Levis included guidelines and theories to direct the board moving forward and functional. Ms. Hayes said that if board members sent their suggestions over to the three and there were no major changes, it may be unnecessary to meet again regarding this topic.

Ms. Levis said it would behoove the board to do a deeper discussion in public and speak to what the working agreement means to the board. She wanted to know if something was missing, or if something was taken out which minimized the item. Ms. Levis said that board members could return edited copies of the draft to Ms. Nittler or herself.

Ms. Hays asked whether the board needs a second work session or if it was ready for adoption at the regular meeting. Ms. Nittler noted that it was on that evening's agenda, but that she was hesitant to move too far along without Mr. Torrey present. She suggested taking it off the agenda and moving it to a future meeting to provide the board time to make any requested changes.

Ms. Walston commented that she was okay with the big concepts but there were a few items she would like to edit. She wanted to update item Number 6 to read that the members of the board will support the majority decision after the board has made the decision. She advocated to bring the document back for review.

Ms. Walston asked Ms. Newman and Ms. Sundgrenz whether the document made sense to them, as the other members had been familiar with the working agreement.

Ms. Newman explained that she wanted to be a part of the process in reviewing the document following the retreat, so that she could familiarize herself with the working agreement and know it well. She felt it made sense to her. Ms. Sundgrenz said the document made sense to her. Ms. Nittler said Ms. Newman's input was valued since she looked at it through a fresh set of eyes.

Ms. Hayes appreciated the clarity on the role of the board, body and individuals. Ms. Walston agreed, and added that in the future the board will have different members and the current leadership will not be able to explain the items in the working agreement.

Ms. Nittler adjourned the work session at 6:48 p.m.

III. REGULAR BOARD MEETING

IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Ms. Nittler called the regular meeting to order at 7:00 p.m. Ms. Nittler said that Mr. Torrey was excused from the meeting. Ms. Hays led everyone present in the pledge of allegiance.

V. AGENDA REVIEW

Ms. Nittler said the board had discussed two items during the executive and work sessions that required changing the agenda. First, Item 16 Review Working Agreements on the agenda was removed. The board will bring the item to the public in two weeks for a first read. Second, the board added an item on discussion of the board's response to issues of hate under Items for Information. Specifically, the board wanted to discuss a recent incident that occurred at North Eugene High

School. Ms. Hays requested that an item for action be added regarding the agreement with the YMCA that was discussed in the executive session.

MOTION: Ms. Nittler moved, seconded by Ms. Hays to place on the agenda an action item related to 4J's option regarding the YMCA's purchase of land.

VOTE: The motion carried unanimously, 6:0.

MOTION: Ms. Nittler moved, seconded by Ms. Levis, to place on the agenda an action item on a request for a board action.

VOTE: The motion carried unanimously, 6:0.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas reported it has been a great start to the school year. In general, the District is about where they expected to be in enrollment and North Eugene High School is 50 students above projections. The Arts and Technology Academy (ATA) has grown by a third in the past two years. It went from 312 to 423 students, and it has a new building. Dr. Balderas reported that air issues have caused indoor recess, indoor sports practice, and cancelled sporting events. He acknowledged the air quality has been tough, but that he appreciated the patience from staff, parents, and students. There are two new schools that opened this year, ATA and River Road/El Camino de Rio Elementary School. Dr. Balderas said it was exciting to see kids and teachers in new environments.

Dr. Balderas reported that he recently spoke at First Baptist Church with Dr. McGaughy. He said it was great to go out in the community and tell people the exciting things happening in the District. Dr. Balderas attended the first Equity Committee meeting of the year. He said it was a constructive meeting, and thanked Ms. Hays for being present at the meeting.

Dr. Balderas stated that in October, he will be presenting a schedule from Mahlum Architects regarding bond review. In addition, Dr. Balderas will present on the feasibility of adding security cameras in schools. The item is based off the full 2013 bond measure the District has for replacement of cameras, beginning with high school. He said there would be a plan of action for the board to discuss at a future meeting.

VII. REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Ms. Nittler announced that no high school student representatives were present.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hays reported that the United Way breakfast was successful. Dr. Balderas did a wonderful job representing 4J School District when speaking at the breakfast. Ms. Hays attended the Equity Committee meeting. She noted there is important work the Equity Committee is doing. The Equity Committee is not only responding to issues, but being proactive by formulating practices that will allow the board and district to make 4J schools more inclusive, and address some issues the District is facing around graduation rates. She noted it was a kick-off meeting, so the group mostly set ground rules and got to know the new members. Ms. Hays appreciated that there was a strong voice from community members in the Equity Committee.

Ms. Walston reported she spent three days visiting district schools, which she enjoyed. Last week, Ms. Walston attended the Deferred Action for Childhood Arrivals (DACA) meeting at River Road / el Camino del Rio Elementary School. She appreciated that some staff members were there. She hoped the board could support DACA efforts. Ms. Walston attended the United Way breakfast with Ms. Hays. She wanted to call attention to a dinner supporting the Black Education Foundation on

September 22nd, 2017. The dinner is at Northwest Community Credit Union, and it is especially important because Northwest Community Credit Union is interested in possibly offering a scholarship to a 4J student. She read a statement from the Black Education Foundation:

Ms. Levis reported she was also at the United Way breakfast. Ms. Levis said she appreciated the leadership of the board being present, as well as staff and the superintendent. She felt there was great discussion with the presentation from the four superintendents that focused on what kids are facing these days, such as food insecurity, homelessness, and how United Way is helping. She appreciated having the discussion about a recent incident at North Eugene High School. She wanted the board to be able to move quickly, because words matter especially when a governing body does not have a process to condemn hate immediately. Ms. Levis said public meetings law dictates the board being able to meet swiftly at times, but she appreciated the topic being added to the night's agenda. Ms. Levis reaffirmed that the board needs a process in which leadership can act on the board's behalf. She urged that 4J schools must be a safe place, and that the board must stand up quickly to say those actions are not okay.

Ms. Newman expressed appreciation to the principal, faculty, and staff at North Eugene High School. She explained that everyone took strong leadership immediately, and had a good, strong, reaction to the situation by reaching out to the kids and hanging up poster boards so people could make proactive statements. In addition to making statements, leadership took concrete actions which said a lot to the community. Ms. Newman informed the audience that she attended the breakfast at United Way. She thought it was encouraging that United Way gathered community partners and leaders from all sectors to discuss what is going on in the area schools. She reported there were about 300 to 400 people in the room.

Ms. Walston shared a statement on behalf of the River Road Community Organization against hate speak. She said the group felt it is not a North Eugene issue, but a community issue.

Ms. Sundgren expressed her gratitude to teachers and staff, and noted that when incidents like the one at North Eugene occur; the district needs to ensure students feel accepted and that they belong to the community.

IX. BOARD CHAIR'S UPDATE ON CURRENT EVENTS

Ms. Nittler met with Dr. Balderas, Ms. Hays, Mayor Lucy Vinis, and Bethel Superintendent to discuss issues common to the City and school districts. Ms. Nittler said she attended the City Club meeting. At the meeting, attendees discussed Envision Eugene, a new program that is integrating different career education opportunities into 4J high schools, such as internships and coding lessons. She concluded that the service is a high need in the district.

X. ITEMS RAISED BY THE AUDIENCE

Ainsley Abraham introduced herself to the board. Ms. Abraham attends Sheldon High School, and presented on behalf of the women's soccer team. The soccer team felt there was inequality in the way the women's soccer team was treated compared to the men's football team. Ms. Abraham explained this occurrence was due to the air quality; the men's football team was provided an adequate indoor facility, while the women's soccer team was provided with indoor facilities that were inadequate and difficult to practice on. In addition, multiple soccer games were cancelled with limited effort put into rescheduling, while the first time a varsity football cancelled, maximum effort was put into finding an alternate facility or rescheduling to a new date. Ms. Abraham went on to say that last night's game was pushed back due to football practice, even though the opposing team had traveled from Grants Pass. Parents, fans, and travelling team members could not access the field until 6:15 p.m. although they expected access much earlier. Ms. Abraham recognized that the more traditional

chain of action would be to address Sheldon High School Administration, however she alleged that Sheldon athletic and school administration had created these policies over the years, were aware of them and allowed them to continue. Further, Ms. Abraham did not believe it was an issue that was present only at Sheldon High School, she said it was district-wide. Ms. Abraham concluded that it was her civic responsibility as a member of the Sheldon High School Women's Soccer Team, a part of the Eugene community, and a feminist to speak up about inequality when she sees it.

Ms. Nittler noted that the entire soccer team was present and thanked them for their solidarity.

Roscoe Caron introduced himself as a retired 4J teacher and a member of Community Alliance for Public Education (CAPE). He said the report by the Register Guard was a disappointment to the board and to him, but for different reasons. Mr. Caron explained that he would like to see higher opt out numbers in state testing, while the board would like to see lower opt out numbers.

He expressed that the support by the board and district administrators in the corporate testing model of education is unshakeable. He explained that the past three years CAPE has realized that the organization cannot change these beliefs and this is why they joined national opt out movement, with the understanding that only public pressure will cause reexamination of the corporate testing metrics based method of education. In mid-1990s Mr. Caron watched the Jefferson Middle School SHOCK program being dismantled. Teachers no longer had a say in teaching, instead corporations, politicians and technocrats were in charge. He noted it is true the testing based model has been dominant, but what has the education system seen improve other than seemingly ever expanding standardized tests. Mr. Caron reaffirmed that he wants more opting out, while the 4J board and administration want less.

Josh Burstein introduced himself as a part of the 4J Budget Committee, and as a 4J parent of three students. Mr. Burstein said he was at the board meeting to discuss Nazi and hate graffiti on 4J properties. He reported that on Memorial Day of May 2016, he and his youngest son were playing baseball at Crest Drive Elementary School when they took a break and went to the gazebo onsite. He said in the gazebo, they found etched into the wood a swastika and the letters SS, Hitler's military force. In June 2017, Mr. Burstein attended an event at ATA with his middle child to prepare for entering school in the fall. At the event, a parent forwarded Mr. Burstein a picture of a play structure at ATA which had on it graffiti of a swastika, offensive words, and the number 1488, which is considered a white supremacy symbol. Now, in September 2017 there has been more Nazi and white supremacist graffiti at North Eugene High School. Mr. Burstein asserted that this is an issue across the entire City. His understanding was that school staff and the Superintendent were immediately responsive, which he thanked them for. Mr. Burstein said defacing 4J property with such hateful messages is illegal. He stated the actions made him angry and scared. He urged board to remain ever vigilant, and to consider integrating educational components such as inviting Holocaust survivors to speak to students.

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

Ms. Walston thanked Ms. Abraham and the team for coming and offering comments. Ms. Walston noted she was not sure whether the issue discussed is only at Sheldon High School or across the district, but she did wonder if it was a Title IX issue. She said the usual process would likely ask Ms. Abraham to approach the school administration, but politically it was a wise move to come to the board first.

Ms. Walston thanked Mr. Burstein for his comments, and agreed that the hate graffiti is a community wide issue. Ms. Walston also thanked Mr. Caron for his continued advocacy.

Ms. Levis appreciated the comments about 4J sports programs, and said she would like to hear from the Superintendent about the policies in each school and how decisions regarding rescheduling sport practices and events are being made. Ms. Levis reported she had heard comments from the community, specifically from two other high schools, about the bias of names for sporting teams. For example, Ms. Levis noted the team name “the Axmen” feels offensive to many females. Ms. Levis said she would like to have the data and what policies are in place. She thought that once the board reviewed the data, the item should be placed on a future agenda for discussion. Ms. Levis reaffirmed that she appreciated the team coming out and thought the issue was an important one to speak up on.

Ms. Levis responded to Mr. Burstein’s comments and said the board agrees with his comments, and that the item would be discussed that evening.

Ms. Levis told Mr. Caron to not give up. She reported the district is working through data and understanding some of the testing practices. Ms. Levis said that not all of the district or board feels corporate testing is the right direction for education.

Ms. Hays remarked that Ms. Walston and Ms. Levis were correct in noting the sporting practices are a Title IX issue. She thanked Ms. Abraham for coming forward and said it is incredibly important for students and the community to question what seems to be reality, when they feel something is not right or seems inequitable.

Ms. Hays thanked Mr. Burstein for coming forward, and noted that hate speech and graffiti is not something the board will accept.

Ms. Hays responded to Mr. Caron, stating that he had converted her, and she thanked him for the information regarding the testing system. She said she is excited that the district is taking action by looking into the issue.

Ms. Sundgrenz thanked the Sheldon women’s soccer team for supporting each other. In response to Mr. Burstein, Ms. Sundgrenz explained that the board members, and she as a parent, feel it is extremely important that we support all students, realizing how it may affect students emotionally.

Ms. Sundgrenz thanked Mr. Caron and explained that, as a forthcoming 4J parent, she hears and is also concerned about testing practices and is especially concerned about testing at the kindergarten and first grade level.

Ms. Newman said it was hard to add to the great comments of the other board members. Regarding Ms. Abraham’s comments, Ms. Newman echoed the feminist aspects but wondered whether it was only women’s soccer being affected by football, or both women’s and men’s soccer. She wondered what was happening to the men’s soccer team.

Ms. Newman noted that the night was the Jewish new year, and said it was deeply disturbing to see the community even passively not know what to do about hate crimes. She felt committed that the board needs to be present and vigilant about all hate crimes, and to realize the permission we are giving to people who are expressing things that many people in this community and country do not stand for. Ms. Newman addressed Mr. Caron and told him she looked forward to learning more about testing. She did not think that all corporations and politicians are against teachers by implementing testing. She explained that a lot of parents and a lot of people are on both sides. Ms. Newman was very interested in the issue and noted she is on the committee to examine testing and 4J curriculum and see exactly what schools are doing.

Ms. Nittler said she was sorry that Mr. Burstein had to come report the graffiti issue at all. She addressed the audience and said that when someone sees racist, violent, or anti-Semitic graffiti there is a process to report to the City of Eugene Human Rights and Equity Committee. The Committee keeps a register. She added that if someone sees hateful posters up, they can take them down.

Mr. Balderas said he appreciated the board's comments and the soccer team's comments. He explained that there is a lack of facilities for athletes to utilize. There is one turf field and one big gym. While 4J has agreements with city to use facilities, the players must be off field at 8:00 p.m. on weekdays. Dr. Balderas said 4J is having discussions on how the City and 4J can do a better job in collaboration to ensure that the high school teams are not removed from the field until they are finished. He added that 4J does have a Title IX officer.

Ms. Sundgrenz said that the City of Eugene Police Department has lines where the community can call to report hate crimes and asked people to report incidents.

XII. COMMENTS BY EMPLOYEE GROUPS

Tom Di Liberto introduced himself as a Spanish immersion teacher at Monroe Middle School. He explained that he is part of the Eugene Education Association bargaining team and that the group has been working on a contract since last spring. He said it was the slowest bargaining he has been involved in. Although EEA held numerous sessions with the district, they have only agreed on a few matters. Mr. Di Liberto said he knew the larger economic concerns come toward the end of bargaining, but that EEA still must cover many issues to even get to that phase. From the EEA's viewpoint, the slow process is a result of district determination to eliminate long standing provisions in the contract that served both employees and the district well over the past couple decades. He shared examples of what 4J is proposing, such as eliminating the university liaison and drastically changing the joint hiring practice of the seminar series coordinator, two positions that have provided hundreds of teachers countless hours of professional development for nearly 20 years; infringing on the association's rights under state law by forcing expedited bargaining in situations involving budget shortfalls or windfalls; significantly changing the way the joint benefit committee manages insurance reserves, despite the fact the EEA has always used these to help pay for insurance and Cost of Living Increases (COLA).

The EEA's proposal addresses special educators workload; correcting gender inequities in dance and cheer coaching assignments; adds more counseling time for secondary at the beginning of the school year to create student schedules; and adds guaranteed prep time every day for elementary teachers like their secondary counterparts. There is simply not enough time to prepare lessons or even go to the restroom, and the addition of curricula being introduced every year has only exacerbated the issue. Providing adequate prep time has the added benefit of providing enrichment to children by additional music and P.E. courses and access to the library.

Mr. Di Liberto added that there are economic issues with the district's current proposal of 1% COLA, because it falls behind recent settlements in Springfield, Bethel, Salem, Tigard, and Lake Oswego. Additionally, 4J COLAs were at 2% for many years. He asked the district to renew their commitment to settling a fair and equitable contract in a timely manner so that they can focus on the most important work together: educating students. Mr. Di Liberto thanked the board for their time.

Ray Martin introduced himself as the president of OSEA's Chapter 1, which represents 4J classified employees. Mr. Martin said he wanted to address the board regarding how information moves through the district to its employees. He wants to know how to get an accurate answer to staff as soon as possible. Sometimes it can be small questions that become big problems if there is not a unified answer. He explained that different answers are provided, and those start interacting with other answers and staff ends up confused. Mr. Martin expressed that there needs to be a process for

how the district and employees interact to ensure feedback mechanisms are in place. OSEA is hoping for any opportunity to include the board and superintendent in that.

XIII. ITEMS FOR INFORMATION

1. College Level Courses Offered in Eugene

Ms. BJ Blake presented a PowerPoint titled “Opportunities for College Credit in High School: Dual Credit, AP and IB” to give an overview of current programs.

Ms. Blake introduced colleagues Diana Ashley, Jocelyn Harley, and Kevin Herington who are teachers and experts in International Baccalaureate (IB), Advanced Placement (AP), and Dual Enrollment courses.

Ms. Blake gave an overview on dual credit. Dual credit courses must be taught by a staff member who is college-level qualified; courses are developed locally; College Credit is granted based on agreements with higher education institutions; it is a required part of every Career Technical Education program of study; and it is offered in all five high schools.

Ms. Blake shared information on IB. IB is a set of courses and exams developed internationally and revised every five years. IB is designed as a holistic program of study, however, students can take courses individually. Ms. Blake explained that students must be enrolled at an IB world school to take IB exams; course assessments are scored on a scale of 1-7, and scores of 4-7 can qualify for college credit. IB is recognized internationally and is offered in four of the 4J high schools.

Ms. Blake read from a slide that explained AP courses. AP courses and exams are developed by the U.S. College Board and are reviewed by a committee of higher education and AP teachers. Courses can be taken in any order and quantity; tests are scored on a scale of 1-5, and 3-5 can qualify for college credit. Students can take an exam without being enrolled in the class. AP is also offered in four 4J high schools.

Ms. Blake moved onto 4J specific programs. Right now, there are dual credit courses being offered through two colleges: Lane Community College and Chemeketa Community College, which are supporting Japanese programs. Ms. Blake noted that she could provide details on exact courses if wanted, such as the number of section registrations and credits that schools have.

Ms. Blake told the board that IB is offered at Eugene International High School and IB World School within three high schools: at Churchill, Sheldon, and South Eugene. Enrollment is by district lottery. Eugene International High School staffing is separate from the host high schools and many staff members travel between high school campuses. She quickly went through some IB courses offered and noted they are offered in grades 11 and 12. Some IB courses collaborate with host schools, where hosts provide the teacher. Offerings vary by campus and students can take AP and IB if their schedules allow. Only those registered in IB World School may take exams.

Ms. Blake said that North Eugene is an IB World School, where all students take IB classes and can participate in IB exams in pursuit of either the IB Diploma or the IB Career-Related Certificate. IB courses are offered in grades 11 and 12. North Eugene IB courses are: Language & Literature, History, Spanish, Japanese, Math, Sciences, Economics, Visual Art, Theory of Knowledge, and Personal & Professional Skills. North Eugene offers the only IB Career-Related Program (IBCP) in Oregon. She explained that IBCP is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. IBCP is integrated with CTE programs and leads to further/higher education, apprenticeships,

or employment. In addition, IBCP students take at least two IB Diploma Program (DP) courses and exams.

Ms. Blake opened the presentation for questions. Ms. Walston asked if there is a difference in the number of sections offered. She wondered if it was related to enrollment, staff availability, or number of students wanting to take a class.

Mr. Herington said it is a combination of all. The staff member must be able to offer the course, then students need to sign up for the course. Then, it is based on the sections already offered at the school.

Ms. Sundgrenz wondered how families are informed of the difference between AP and IB. She asked how they understood benefits, and when students start to think about their educational trajectory.

Ms. Blake responded that one reason she and others were presenting tonight was to start informing people to start accumulating college credit. She said it is exciting and fun for her to talk about and share with students that they have opportunities to do things they are passionate about and get college credit as well, whether it is AP, IB, or Dual.

Ms. Newman asked how teachers become qualified to teach these classes and asked for clarification in regards to what types of courses colleges do accept for credit.

Ms. Harley responded that all teachers must go to an IB training. They also must meet all teacher certification processes that the district administration requires, as well as state, local and inter requirements that boards might hold. IB trainings are held all over the world and there are teachers who have attended them regularly for many years in 4J. Ms. Harley added that sometimes teachers must do their best to teach each other until everyone can make it to a training and help each other keep up with new curriculum.

Ms. Ashley spoke about AP and noted that every college has a different system for accepting credits. She reported there are significant differences between higher educational institutions. Generally, higher scores are going to warrant at least transitioning into a higher-level college course, which may or may not translate into credit. Most often, it will be either credit or transitioning into a higher-level course and saving tuition costs.

Ms. Blake clarified and said that staff does not know what colleges outside of the state will accept, but that staff can call Oregon universities and ask what scores are accepted to report back to the board. Ms. Newman said she does not want to create more work but thought it was the kind of information needed to communicate to parents.

Ms. Harley shared that the Oregon Higher Education Board publishes recommended offerings for both AP and IB given the scores that students achieve, but again that is dependent on performance and it is going to be different for each university's admissions policy.

Ms. Blake said if students have their hearts set on a college, families should find out what is required. It is a counseling portion that could be added with parents and students.

Ms. Levis said there are many questions and a lot of confusion around this topic. College Now, are classes taught on 4J campuses, but there are also classes students can take at LCC. She wondered if those are a part of what is talked about with students or a separate area when students need more **acceleration** or have interest in doing CTE.

Mr. Herington responded that College Now is what LCC calls their credit program on 4J campuses. Counselors help students pursue another path if there is interest, or if their current one is not working.

Ms. Ashley said 4J does a good job of providing students with the information when they are upperclassmen, but less of a good job before students reach high school. She affirmed that the freshman year is very important and that those choices will set them up to pursue college credit or will deny them the possibility. Counselors are key in disseminating the information. They do so through parent evening meetings, advisory programs, and communicating with all families, but especially non-English speaking families.

Ms. Levis said she knows that high school counselors have enormous caseloads. The current high school schedule is trimesters with five periods, and Ms. Levis knew the schools had done a good job of fully scheduling underclassmen but noted that upperclassmen often have free periods in the afternoons. Ms. Levis said it was great to provide opportunities to go elsewhere for credit.

Dr. Balderas said it is about starting at an earlier age and having more people trained to understand the trajectory from upper elementary all the way through high schools. He noted it is important to have parents as a team member in the discussion early on. Dr. Balderas said it was part of the plan to have an integrative approach in order to provide a clean path for kids to have options.

Ms. Blake acknowledged the middle school teams and said they are working very hard on completing the planning process and all staff is being trained on Naviance.

Ms. Ashley reiterated what Dr. Balderas said about scope and sequence. She explained that there is now a counselor in every elementary school, and they are now developing a kindergarten through fifth grade scope and sequence around career development which has not been done before. Since they have not had that presence, they are currently trying to identify what integration looks like at that age, so that 4J encourages kids to find dreams and get to their goals.

Ms. Sundgrenz said she was very excited about the project. She requested that all materials be translated into Spanish and any other language used in 4J. Ms. Sundgrenz noted that she took AP in high school, and receiving the extra credit allowed her to study abroad twice. During her 2nd year as an undergraduate student, she was actually ranked as a junior. She was happy 4J was able to offer the programs.

Ms. Walston was at a high school earlier in the week and picked up a pamphlet with information about the district. She wondered if the district could add small descriptions about the programs because it is never too early to start thinking about it.

Ms. Nittler asked a clarifying question regarding elementary counselors. She was under the impression that they were there mostly for mental and emotional behaviors. Ms. Ashley responded that Oregon has a comprehensive framework for counseling programs which 4J abides by. It includes social-emotional, academic, career, and community involvement. There are services for all students, not only high need students, and the framework is not only responsive but proactive.

Ms. Blake noted the tactics would be different for all three levels of schooling. In middle school, counselors can talk about opportunities that await students and help find something students are passionate about whether it be art, manufacturing, or building. Ms. Blake said finding an interest and helping students pursue it also helps address social emotional problems. It helps students find a place in the community. Ms. Blake believed it could happen at some level in elementary school.

2. Labor Negotiations

Ms. Christine Nesbit introduced herself and Ms. Cydney Vandercar as members of the district's negotiation team. She reported the team has met with EEA eight times since May 2017. Their next meeting is on September 27, 2017 from 4-8 p.m. at ATA. They also have a tentative meeting scheduled October 3, 2017 at 4:30 p.m. in the district auditorium. All the district offers are posted on the 4J website, as well as an analysis of the elementary preparation time issue that Mr. Di Liiberto alluded to.

Ms. Nesbit gave an overview of finances. The district has proposed a 3-year agreement with COLAs in each of those years increased by 1%. In addition, step eligible employees will continue to receive step increases of 3.7% each year. The district also proposed health insurance increases of \$20 per member per month during the term of contract, and an increased use of reserve funds to help defray costs. Currently, the licensed insurance reserve pool stands at \$3.4 million and can afford to subsidize some of the costs.

The EEA proposed a 2-year agreement with COLA increases of 2.75% and 3%, health insurance increases of \$150 per member per month, and large number of changes to extra duty stipends and other miscellaneous costs. EEA Proposed increase of 1 hour in elementary teacher prep time during the student contact days. The total cost of EEA's proposal is over \$13 million over a two-year period. These figures do not include costs of hiring additional employees. The total cost of the district's proposal was \$2.7 billion over a three-year period. The EEA's proposal is also included on the district website.

Ms. Nesbitt reported that other districts around the state have settled between 1- 2% over a three-year period. She noted that some districts are doing furlough days and conducting layoffs. Ms. Nesbitt said it was important to consider the whole picture and do what is right for 4J.

There are areas in the contract that EEA and the district have reached tentative agreements on. In other areas the parties are close. She explained why the negotiation is taking longer than others, and said each negotiation is unique. There are many specific edits on wording that EEA is requesting. Ms. Nesbitt said that the seminar coordinator position that Mr. Di Liberto spoke of was included in the contract and that the district wants to continue the position for the life of the contract.

Ms. Vandercar reported that the university liaison is a position set to sunset at end of current contract. The position was paid at .1 FTE which equates to 19 full days of work. Human resources folded the position into their current workload, with the goal to build relationships with university and student teachers provided from those universities. The work is important and they are making sure to meet students, build relationships, and keep them in the community.

Ms. Vandercar explained that the district school calendar was reduced in 2016-2017 due to inclement weather, and many schools weren't meeting instructional minute requirements or were over instructional minutes. The district received multiple complaints from parents who needed care for children, as older students in middle schools and high schools had classes and elementary schools did not or vice versa. It is the district's feeling that EEA is willing to work with them to set up a calendar for an equitable number of days and hours worked. A district wide calendar would also help with transportation costs, as bussing is more cost effective if everyone is in school on same days. The calendar would help align schools across the district to keep track of instructional minutes across all regions and make it easier for everyone when something unexpected comes up.

Ms. Sundgrenz was interested in learning more about the \$3.4 million licensed insurance reserve fund. Ms. Nesbit said there have been draw downs in the account before. Additionally, there was a

transfer in 2014 as part of negotiations. Most recently, the licensed joint benefits committee agreed to a \$50 per member per month subsidy, so she expected to see more draw downs this year. She noted that one issue is that the fund keeps growing because even when people waive insurance, the district pays into it and the fund grows. The district's proposal was to put a cap on that fund.

Ms. Nittler asked Ms. Vandercar a clarifying question regarding the alignment of school calendars. Ms. Vandercar responded that it would be easier to make sure across the district that schools are doing similar things on similar days. She added a lot of it is about equity. Currently the district does not have the same number of instructional minutes in all schools. For example students attending 4J from kindergarten to graduation in two different elementary to middle to high school, could experience a seven month difference in the amount of instructional time received during their K-12 experience in 4J.

Ms. Sundgrenz shared that she had heard feedback from parents, especially single parents or people working more than one job. From her understanding, she thought it would help parents with kids at different schools to have similar calendars.

3. State Assessments

Dr. Charis McGaughy and Mr. Oscar Loureiro presented results from Oregon Assessment of Knowledge and Skills (OAKS). Dr. McGaughy explained that the Elementary and Secondary Education Act (ESEA) mandates annual assessments in English Language Arts (ELA) and Math in grades 3 to 8 and once in high school (grade 11 in Oregon) plus Science assessments in 3 grades (5th, 8th, and 11th in Oregon). OAKS is the test used in 4J. The ELA and Math OAKS changed in 2014-15 and are now provided by the Smarter Balanced Assessment Consortium. The 2015 ESEA reauthorization, called Every Student Succeeds Act (ESSA) didn't change these mandates. Grade 3-8 are tested every year.

Mr. Loureiro explained 4J results. He said that proficiency rates in English Language Arts (ELA) and Math were slightly lower in 4J in 2017 than in 2016, while proficiency rates in Science were higher in 2017 than in 2016. There were increases in proficiency rates for some grades and subjects and decreases for others. He said the proficiency rate is the percentage of students who reached performance levels 3 or 4 ("met" or "exceeded" in Science).

Mr. Loureiro referenced a PowerPoint slide and noted that when proficiency rates from 4J were compared to the State of Oregon, every grade is higher in proficiency in 4J. In Lane County, 4J has the highest in ELA and math. Compared to the 10 largest districts in the state, 4J had fifth highest proficiency in ELA and math.

Mr. Loureiro said that in 2017, there was lower participation in general, but higher participation in science. Mr. Loureiro explained the opt out rate. He shared results by group of students and said that the proficiency gaps mirror those found on a statewide scale and added that almost every group performed better in 4J.

Dr. McGaughy said the results are not what the district wanted to see. The drop in proficiency rates was a statewide phenomenon. Oregon Department of Education (ODE) reported there are insufficient resources and large class sizes. An analysis indicated that snow days have had an impact as well. ODE is also looking at differences in test itself. She stated 4J still had variances in its curriculum and how it is aligned to the state assessment. 4J has adopted new curriculum but it does take time to implement. She noted that science proficiency rates improved and said that a new science curriculum was adopted last year. This year 4J is implementing new elementary curriculum and high school math curriculum. Dr. McGaughy expected to see improved rates in 2018. She added that the increased opt out rate also impacted proficiency rates.

Dr. McGaughy shared that educators are beginning to see a reaction to the age of standardized testing. When she started teaching 26 years ago, schools did not have the data and ability to compare how schools and districts were performing. They now have systems level data to make system level decisions, and added if there was no way of measuring student achievement, schools could not show progress or failures. Other key indicators to measure student achievement include graduation rates, increased attendance, percent of students with full schedules, and percent of 9th graders on track for graduation. Dr. McGaughy shared data to support that 4J is improving in these areas. During 2017-2018, the district will be implementing their strategic plan. Goals one and two of the action plan highlight actions the district needs to take to close opportunity and proficiency gaps.

Ms. Walston asked what the relationship was between opt out rate and proficiency score. She wondered if the district was penalized for its opt out rate.

Mr. Loureiro said that proficiency rates are found by looking at how many students received a 3 or 4. ODE defines the proficiency rate as the number of students who received a 3 or 4 divided by total population of students, even those who opt out. That will have important effect where participation is lower.

Dr. McGaughy added that since proficiency will be calculated much differently, the district will see significant drops in scoring.

Ms. Newman asked if they had conducted a demographic analysis on students who opt out.

Mr. Loureiro responded that they have done two analyses. The district saw that students with lower grades tend to not participate at higher levels, in addition to students in special education. The data is consistent with what one sees at a state and national level. He noted the differences are smaller in 4J. Although there are still gaps in participation but they tend to be lower. Mr. Loureiro said that schools also track the grade point average (GPA) of students who do and do not participate. Over the last three years, that gap has decreased so now, GPAs between students who don't participate are more similar than they were three years ago.

Ms. Levis asked what are the other implications for opt out. She remembered that South Eugene High School had a high opt out rate. She wondered if there are additional implications beyond proficiency rates, such as repercussions from ODE.

Dr. McGaughy said there are changes with ESSA. She thought one important change was that educator effectiveness is no longer tied to standardized test scores, which is important because that is not what the test is meant to measure. Mr. Loureiro said the main effect will be that starting next year, students who do not participate will be counted as not proficient. That data is used by the federal government, and by the state to generate report cards.

Ms. Levis said that even a high performing school could have high opt out rate and be considered a school of focus for improvement. Mr. Loureiro responded yes.

Ms. Levis wondered at what cost is the district getting this data. When she considered the scarce resources the district has for teachers and school days, it was frustrating to see how much money and time was invested for multiple testing systems. Ms. Levis said that as a parent and a steward of time she is frustrated. She noted she has a son who was in his junior year of high school during 2016-2017 and he was overwhelmed. It is too much to use five school days for testing while students are already studying for SATs and have extra-curricular activities. She appreciated that the district

was analyzing time used for testing. Ms. Levis agreed that having data is important, but she wanted to ensure the district is providing students enough instructional time.

Dr. McGaughy said ESSA has a plan that will allow for flexibility in grade 11. Under the plan, the school district can choose the assessment used in grade 11th. ACT, SAT or continuing the Smarter Balance assessment are options. It will be a district level decision, because all 11th grade students within the district must take the same exam. SAT and ACT exams have currency outside of high school if the student wants to pursue college. Choosing one test will reduce testing time considerably if the district moved to something most students were already taking. It helps with access and equity, because offering the test in the schools would mean low income families would no longer have to pay for the college entrance exams.

Dr. Balderas said he sits on the advisory board covering this issue and has spoken about options with state. Currently, the district tests every year. There are options, such as testing every other year or shortening the test. Junior year has been more relevant during discussions.

Dr. Balderas reiterated that testing has been happening in Oregon since the 1990s. He explained it is a federal mandate, and reiterated to the board that the district does find utility in testing. The No Child Left Behind Act made the district focus on every student whereas in the past, many students were invisible and did not have a voice. For example, providing a test in English to students who speak Spanish or other languages did not feel good for the teacher or the student. Dr. Balderas agreed that schools over test, and he did believe that testing needs to be balanced out with instructional time. The district already has a shortened school year, and he reaffirmed that schools do not need any less instructional time.

In response to a question from Ms. Sundgrenz, Mr. Loureiro said ELA testing required a lot of writing in the past, so they are decreasing testing by one hour.

4. GRAFFITI ON 4J PROPERTY

Ms. Nittler presented the issue of vandalism at North Eugene High School. The board of directors wanted to release a formal statement regarding the issue, however, the board only has authority to act when a quorum is present in a public place, so that is why there was a delay for a unified response. As chair, she could provide a statement but thought the principal of North had provided a very good statement. The board wanted to discuss protocol for taking action and making a statement after such an event. The board wanted to agree upon who would act, when, and at what level.

Ms. Newman said it was the first experience she had where she could not pick up the phone and talk to a colleague. She said she would like to think about having a meeting within 24 hours of the event, hopefully with quorum to take some action.

Ms. Sundgrenz said she thought it important to have something out there, because if the board does not release a statement within 24 hours it seems that the board is almost condoning the action. The community and students need to hear from the board. She asked whether the board could communicate over email if there could not be a quorum. Ms. Nittler noted Oregon Public Meetings Law, and responded no.

Ms. Walston said she had been on the board for eight years. She believed that board members trusted leadership, and would feel comfortable with the leader to take action and release a statement for the public. The board could include a statement in the working agreement regarding the issue. She worried that the board could contain itself too strictly as a public body if the law was overly read

into. Ms. Walston thought the board should craft something that provides latitude to fall on leadership. She offered to craft a document and provide it to the board next week.

Ms. Levis agreed with Ms. Walston. She said that if the board waits to talk about a serious event, the board has wasted time. The board already has working agreements for the chair to speak on behalf of the board, but adding something like “in special circumstances” could help. She said the board was united against hate and hate speak, but declared that the board needed to be united to be proactive during difficult times. Ms. Levis said the board needs to be a model for students and the community; there is no exception and 4J holds perpetrators to the strongest standard. She said that the item could be ratified at the next meeting to be formalized. The board would have the opportunity to react and speak with one voice. Ms. Levis noted that many individuals put things out on social media, but as a body the board did not have a statement released. Ms. Levis said she would like the item time bound for the statement to occur between 8-12 hours after the incident.

Ms. Newman agreed that the board should have a policy for taking immediate action. She wondered whether the board wanted to identify certain topics that warranted immediate action. Ms. Newman clarified that the chair could speak out without being asked by media. She would like to empower the board chair to speak out immediately and have a mechanism in place for calling a meeting.

Ms. Hays said it was interesting because chair has spoken out on other things before but noted the 2017-18 board and chair are new. She suggested spending time with staff and leadership to identify how the board releases a harmonious statement. Ms. Hays noted it is important to speak out but in a positive way and focus on solutions. She noted that getting ahead of the issue would be important because she did not believe it would be the last time. Ms. Hays did not feel it was necessary to come together in meeting or have discussion prior to releasing a statement because she trusts leadership.

Ms. Nittler said there is a space for leadership to speak out. She reported that when DACA was rescinded, she was contacted by the Register Guard and made a statement then. Ms. Nittler agreed, that there is a place for leadership to make a statement. In this instance, she saw what the school administration had released. She agreed with the statement from the school and did not want to be duplicitous. Ms. Nittler asked what the threshold is for making a stand because 4J is vandalized all the time. She is worried the board would have repetitive statements with nothing behind it.

Ms. Walston said that something so egregious, where people are questioning the occurrence, is a trigger point. She put out a personal statement on her personal Facebook page. She acknowledged that there is the board and the district staff with their differing roles, but at times the district needs to drive the narrative. As most recent past chair, she was asked several times to speak on behalf of the board without checking-in with members. Ms. Walston hoped the current board chair and vice chair would be able to do that on the board’s behalf.

Ms. Sundgrenz said that she agreed with Ms. Walston and Ms. Hays and noted the board should rely on professional staff to have messages that are different but of the same thread.

Ms. Levis said the board is in the process of looking at the working agreement, and the item will be on the agenda in two weeks. She suggested putting threshold items on the agenda to review in the in the next meeting.

Ms. Newman agreed that the suggestions were good. She asked the chair that if she felt strongly about an issue, could she reach out and talk to chair personally if there was not a quorum.

Ms. Nittler responded and said that board members can send communications to her and Ms. Hays, however, they cannot send communications to everyone on the board.

Ms. Newman clarified, and said this would be to raise the chair's awareness and start a discussion because she does not want to wait two weeks to respond. Ms. Walston said it may be wise to talk to the district's attorney. She said board members can send a message to the board saying that a special meeting is needed, and then the chair confirms that meeting time and place. She continued that public notice happens within 24 hours through Dr. Balderas' office. Ms. Nittler reaffirmed that no one can respond "Reply All" to the email message.

Ms. Nittler concluded the discussion by apologizing to the Jewish community for meeting on Rosh Hashanah. Ms. Levis suggested the district conduct a calendar review.

Dr. Balderas apologized for having the meeting on a holiday and would review calendar dates with staff. Ms. Sundgrenz requested that staff look at Islamic holidays as well. Ms. Levis reiterated that the district is following up with Eugene Police Department and hoped to find the perpetrator.

XIV. CONSENT GROUP – ITEMS FOR ACTION

There were no items for action.

XV. ITEMS FOR ACTION

An item for action had been added to the agenda as a result of discussion during executive session.

1. Adopted Revised Board Policy GCPD-Discipline and Dismissal of Licensed Staff (Second Read)

MOTION: Ms. Walston moved, seconded by Ms. Newman, to approve revised Board Policy GCPD-Discipline and Dismissal of Licensed Staff

VOTE: The motion carried unanimously, 6:0.

2. Approve the 2017-18 Superintendent Evaluation Process (Second Read)

MOTION: Ms. Walston moved, seconded by Ms. Hays, to approve the evaluation process as presented.

VOTE: The motion carried unanimously, 6:0.

Ms. Walston requested the document be edited, with a removal of the letter "A" under items.

3. Approve the First Amendment to Option Agreement between School District 4J and Eugene Family YMCA

MOTION: Ms. Hays moved, seconded by Ms. Newman, to approve the First Amendment to Option Agreement and Agreement of Purchase and Sale between School District No. 4J and Eugene Family YMCA on substantially the following terms, without limitation, (i) the YMCA will have three one-year options to extend the deadline to exercise the option, with the first option period beginning on September 29, 2017 and the second and third option periods being contingent on the deposit of \$712,500.00 into escrow at the start of each of the second and third option periods and demonstration of material progress in fundraising to the satisfaction of the 4J board; (ii) the YMCA will have no right to extend payment of the \$1,350,000 note given at closing; and (iii) 4J will

have the right to construct certain portions of the joint access road and add the costs to the purchase price plus interest.

VOTE: The motion carried unanimously, 6:0.

XVI. ITEMS FOR ACTION AT A FUTURE MEETING

1. Review Board and Superintendent Working Agreements and Summary (First Read)

Ms. Nittler requested the board add an Item for Action to the next meeting's agenda, "Review Board and Superintendent Working Agreements."

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

Ms. Newman recommended staff explore the high school's athletic departments and explore Title IX infringements.

XVIII. ADJOURNMENT

Ms. Nittler adjourned the meeting at 9:02 pm.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Eileen Nittler
Board Chair