

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

October 18, 2017

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held executive sessions at 6:00 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 October 13 2017, and published in *The Register-Guard* on October 18, 2017.

ROLL CALL

BOARD MEMBERS:

Eileen Nittler, Chair
Alicia Hays, Vice Chair
Anne Marie Levis
Judy Newman
Evangelina Sundgrenz
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

MEDIA: KRVM, Register-Guard

OTHER: Rebecca Sprinson, Executive Director, Eugene Education Foundation (EEF); Tad Shannon, President, Eugene Education Association (EEA); Ray Martin, President, Oregon School Employee Association (OSEA).

I. EXECUTIVE SESSIONS

At 6:00 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).

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Board Chair Nittler called the regular meeting to order at 7:02 p.m. Ms. Hays led everyone present in the Pledge of Allegiance.

IV. AGENDA REVIEW

There were no changes made to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. Introduction of New Equity Committee Members

Dr. Balderas introduced the Early College and Career Options (ECCO) student representative, Maya Treder. Dr. Balderas led her in the student representative acceptance oath.

Dr. Balderas introduced Equity Committee members to the board. Dr. Balderas introduced David Abramowitz. Mr. Abramowitz has spent much of his career working with Eugene students with developmental disabilities. He has worked with Lane County Employment and Training as a counselor and as an instructor at the University of Oregon Special Education Program. Mr. Chavo Garcia will serve on the Equity Committee as non-voting member. Mr. Garcia will bring the perspective of an elementary teacher, as he is a teacher at River Road. He has the same goals as the Equity Committee, which is to provide the same opportunities for all. Ingrid Koch is a community member and a 4J parent. She believes the heart of change begins with education. She thinks one of the biggest challenges facing Eugene are disparities between groups of students in social health, education, and economic issues of the city and county. Ms. Koch believes the schools and businesses in the community need to begin to put equity and access at the forefront of all policies.

Dr. Balderas looked forward to meeting with the Equity Committee on Thursday, October 19th, 2017 from 4:30 p.m. to 6:30 p.m.

VI. REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Claire Baboyan from North Eugene High School shared that the school had a new principal, that there are lots of activity, but overall it has been a smooth start of the year. She said she is beginning to meet more students in her role as board representative and hear lots of students' perspective. Ms. Baboyan shared that homecoming was Saturday, October 21st and the school was still looking for chaperones. She said that week was Spirit Week. Ms. Baboyan noted that

parent-teacher conferences were Tuesday, October 17th and that the conferences were opportunities for parents to meet their children's teachers and talk to them about the year. Ms. Baboyan said that recent big news in North Eugene were about sports. The women's soccer and volleyball teams had been doing exceptionally well, and the football team had won their first game in two years that past week. Ms. Baboyan stated that the play, "Sleepy Hollow" would have its opening night on November 16th. In addition, school-wide testing day was last Wednesday and all juniors and seniors took the Preliminary Scholastic Aptitude Test (PSAT). Ms. Baboyan remarked that she heard lots of mixed feelings from students. She said that on Wednesday, the seniors did not have to attend school but had many workshops regarding senior projects, scholarships, and graduation. She stated that ninth grade parent night had been held a couple weeks before. This event is to help parents understand the transition from middle to high school. Ms. Baboyan concluded her report by saying that North Eugene was starting their vision-learning and having listening sessions to get more student voices and perspectives.

Jillian Peterson from Sheldon High School presented. She reported the school had its homecoming activities the past week. Ms. Peterson reported the homecoming football game was cancelled so the school switched the homecoming game to women's volleyball on Thursday instead. She said it was very exciting for both the women's team and the general student body. Ms. Peterson also noted that it helped promote gender equality and equity. In addition, the Associated Student Body (ASB) sold 800 tickets for the homecoming dance and made around \$12,719. Not only that, but Sheldon honored its first set of homecoming kings at the dance. Ms. Peterson said Sheldon is headed to the Oregon Association of Student Council Leadership Conference in November at Seaside, Oregon. She believes they were the only high school in the district to attend. Ms. Peterson said Sheldon was planning on presenting two workshops to promote equality, as well as presenting the process for ASB elections. She explained that contrary to other schools, Sheldon does not do open applications, and the process is staff driven. It allows the process to be more fair. They are having FAFSA completion workshops to help seniors walk through the process and held state testing the past Wednesday. Finally, Ms. Peterson reported that Sheldon's principal is still on sick leave, and students are very appreciative to counselors and teachers.

Tiffany Huang from South Eugene High School addressed the board and audience. She shared that South Eugene had also held testing last Wednesday, in which sophomores and juniors took the PSAT, while seniors worked on their senior project. Ms. Huang heard mixed feelings about sophomores having to take PSATs. Many students were upset and felt it was a waste of time, but others were happy for the additional chance to practice. South Eugene is holding a Lane County Blood Drive on Monday, October 23rd and students over 16 years of age can donate blood. Ms. Huang said that South Eugene student government is planning events to create partnerships between clubs. She noted that fall sports are beginning to wrap up, and the soccer teams had done exceptional. Finally, the theater program was opening its play on Thursday, October 19th at 7:00 pm at the very little theater. The play, "Five Lesbians Eating a Quiche", was directed by students and was a satire about 1950s women.

Maya Treder from ECCO High School explained that ECCO is an alternative school, which focused on individualized education. ECCO is located on the main campus of Lane Community College and offered both standard high school courses, as well as General Education Development (GED) courses. Ms. Treder explained that the credit model is slightly different than traditional high schools, in that every 6 weeks students are awarded credit, instead of every 12 weeks. ECCO is committed to supporting students in a variety of methods. The week before ECCO students who took the PSAT were offered free breakfast. Ms. Treder explained that at ECCO there is a higher concentration of people without stable housing or who have low incomes so offering a hot breakfast at the PSAT session was a huge benefit. Ms. Treder said

that that week there would be a school-wide focus on understanding student rights, with an emphasis on those protected by the First Amendment. Ms. Treder noted there was a controversial group that presented at LCC campus the week before. Due to that event, a large portion of the student body expressed interest in advocacy. Additionally, ECCO had over 100 students enrolled in dual education online courses to enhance their educational experience. Ms. Treder said that on October 19th two events will be held on campus, a campus wide “shake, rattle, and roll” earthquake drill and an open house for Staff members to present on their respective subjects.

Jack Ohlsen-Johnson, from Churchill High School, introduced himself. Mr. Ohlsen-Johnson explained that he would be presenting his report in the Systems Leadership Instruction Culture (SLIC) format. He said that on February 13 and 14, 2018, Churchill would be visited by the Advanced Education Accreditation Foundation to renew its accreditation licensure. The purpose of the visit was to ensure the school was teaching critical and relevant information that meets the standard for awarding credit. One thing Churchill was doing for the accreditation was administering parent, student, and teacher surveys regarding school quality factors. More specifically, how these groups perceive instruction. The surveys would be released in November 2017. In addition, Mr. Ohlsen-Johnson reported that all staff meetings were focused on professional development. He said this included technology instruction, and allocating time for teachers to share teaching strategies with one another. The newly structured format was to provide more productivity in staff meetings, to refocus the priorities among staff, and what is most important, excellence for every Lancer, every day. The school is looking at instruction from the lens of rigor and the team was looking at unit plans to strengthen instruction through collaborative design. The focus was on preparing students to be prepared for the rigor of life after high school. Mr. Ohlsen-Johnson said these effects would come into play the next academic year. Mr. Ohlsen-Johnson said as far as culture went, the ASB cabinet and leadership class acquired four units of water bottle filling stations. They will be installed over winter break as to not disturb students. Leadership has also affected culture with activities such as the small café that serves hot drinks and small menu items. Mr. Ohlsen-Johnson reported that on Saturday, October 28, 2017 Churchill High School would host its homecoming dance. Other proposals from the Leadership Class include a Fright night movie event, which would be a monthly occurrence. He reported that Churchill’s Club Fair was on October 27th as well as the homecoming game. Finally, the staff open house had over 80% of Churchill parents in attendance.

Zoe Chilhorek, introduced herself as the co-representative from IHS. She noted it was her first year on the school board. Ms. Chilhorek said IHS student government was finishing the interview process for new members that week, and that there were an incredible number of applications. She reported the first meeting would be held on Sunday, October 22nd. At the meeting, IHS will be discussing new projects and events. Some goals for the school year are to increase the amount of community service that the school does. They also want to achieve unity across all three campuses. Finally, applications were due for International Baccalaureate (IB) testing that week.

Chair Nittler thanked the student representatives.

VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey attended the Policy Committee meeting and the group was working through large segments of policies. It appeared to Mr. Torrey that the Committee would be able to finish its review by the end of 2017. He noted it was important for the board to ask questions if they want something brought up. Mr. Torrey said it would be hard to have specific questions at that time,

but the Committee would bring the amended policies to the board for ratification and it is very important that members read the entire packet.

Ms. Levis reported on the Audit and Finance Committee. She said that at the meeting, they talked about work the Committee would be doing for the current year. In addition, the Committee met with auditors in closed session and had positive comments about the initial work being done. Ms. Levis said that auditors went out and met with each one of the schools and did a spot check. Ms. Levis said it was a tremendous service they have never used before. She noted the auditors were very complimentary of finance staff. Ms. Levis said that Tuesday, October 24th 2017 there would be a Eugene Education Foundation (EEF) celebration at the Arts and Technology Academy (ATA) at 5:30 p.m. Ms. Levis hoped people would be able to come to meet donors.

Ms. Hays said she attended the EEF donor event last year and it was very nice. Ms. Hays went to a meeting with Chair, Eileen Nittler and the Editorial Board of the Register Guard. On October 19th, Ms. Hays would attend the Equity Committee meeting.

Ms. Walston welcomed Ms. Treder to the board. Ms. Walston met with Mr. Ohlsen-Johnson the week before and reported that he is working on a document called “the Churchill Renewal Commission”. Ms. Walston informed that she attended the River Road Elementary grand opening on October 5th, 2017 and that it was a great event. She stated that on Monday, October 16, 2017, she spoke to a University of Oregon class about agenda setting. Ms. Walston also stated that on Thursday, October 12, 2017 she attended a tour of the Lane County Jail with Lane Council of Governments (LCOG). She noted that it was very educational.

Ms. Sundgrenz stated that due to the natural disasters happening at that time, she would provide a report on some statistics. Ms. Sundgrenz said the best time to plan is now. She asked Ms. Levis to share the report. Ms. Levis said that in 2015 Federal Emergency Management Association (FEMA) conducted a survey on Americans and that only 39% of respondents had discussed preparation with their families before a disaster. The Federal Alliance for Safe Homes has a map that lists the perils by state. There are multiple cell phone applications like the “Know Your Plan” application. She also stated that on October 19th there would be “Great American Shake Out” earthquake drill.

Ms. Hays said that as leaders, the board should review the information Ms. Sundgrenz shared and consider preparation themselves.

Ms. Levis was in California the past week and a friend in Napa put together a post on “lessons learned,” which included items like, know your neighbors and their cell phone numbers, do a scan of images and photos and store them elsewhere, store important documents together in one place, anticipate what is next, and take photos of valuables for insurance purposes.

Ms. Walston said after the earthquake in Mexico, she had a few people contact her about seismic safety in some 4J schools. Ms. Walston wondered at what level does 4J train building administrators on earthquake safety.

Ms. Newman said she wanted to know how safe all the schools are and if there is a report available. Dr. Balderas said he would send it to the board.

Chair Nittler thanked the board for their updates.

VIII. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler welcomed the new Equity Committee and Budget Committee members. Chair Nittler said she had been out in schools mentoring and volunteering recently. She asked if it would be helpful to Mr. Torrey and Ms. Walston to have another board member on the Policy Committee. Mr. Torrey said he did not think more members were needed.

IX. ITEMS RAISED BY THE AUDIENCE

Chair Nittler read policies on providing public comment.

Chelsea Hardraft introduced herself as parent of a 2nd grader at Yujin Gakuen (YG) Elementary School and a 6th grader at Kelly Middle School. She explained a prop she brought, which was meant for people to share their dreams to. Ms. Hardraft noted that last year, she told the board YG wanted to become a kindergarten through 8th grade immersion school. She said she enjoyed the reports from the high school representatives and wanted to do the same for YG elementary school. Ms. Hardraft said that YG was started in 1988, and they were the nation's first public Japanese immersion school. She said there are many events going on during October. Ms. Hardraft explained one of the events, a reading-writing competition for students, where they also run a lap around the track. She stated that last year, YG raised \$15-16,000. Those funds were spent on technology. Ms. Hardraft said that in November, YG would host a fall festival and she already had commitments from Eugene Public Library to do an art project called Gytaku, which is the ancient Japanese art of printing fish. The University of Oregon Taiko group and the Eugene Taiko would be coming to perform. In addition, Ms. Hardraft was in communication with their sister city to do tea at the school. She said the school was looking for new books since many of the ones they had were 30 years old. Ms. Hardraft stated that there was a list on Amazon if anyone wanted to donate a book. She thanked the board.

X. RESPONSE BY BOARD

Ms. Levis asked Ms. Hardraft to email the book list on Amazon to the board.

XI. COMMENTS BY EMPLOYEE GROUPS

Ray Martin introduced himself as president of Oregon School Employees Association (OSEA) Chapter 1, which represents classified employees. Mr. Martin shared that teachers frequently had obligations after work and it is hard to collaborate with coworkers after hours. It would be helpful to share information with one another regarding workload issues and the work environment within departments. Most of time the response he got was that people wanted to get together, but did not know when they would find time to meet each other. Mr. Martin said they hoped to initiate and maintain those conversations, and that the groups working in schools maintain conversations with administration because they know what is going on best. Mr. Martin said teachers feel disconnected, and they want to bring everyone together.

Tad Shannon introduced himself as president of the Eugene Education Association (EEA). Mr. Shannon conveyed his frustration on contract negotiations to the board. He said EEA had met in fits and starts since the beginning of the negotiation. District negotiators said they want an

agreement sooner rather than later, however, Mr. Shannon said it did not seem that way, given the number of meetings they have had. Mr. Shannon said they last met October 3rd, 2017 and EEA proposed a number of subsequent dates, but the district said they could only meet October 25th, 2017. He said they have passed 150 days of bargaining required by state, and said at this pace EEA and the district would be lucky to have a decision by January 2018. Mr. Shannon noted people are becoming increasingly frustrated. He said EEA wanted to improve working conditions for employees and learning conditions for students they serve. Mr. Shannon said the district's proposal ignored the financial sacrifices EEA members have made during the past decade and compared poorly with recent settlements in neighboring districts and around the states. EEA urged the board to play a role in meeting a fair and equitable settlement.

XII. ITEMS FOR INFORMATION

1. Update on the AVID (Advancement Via Individual Determination) Programs in 4J Schools

Randy Bernstein provided an update on the Advancement Via Individual Determination Programs in 4J schools. He introduced an undergraduate student at the University of Oregon (UO) named Luis Gonzalez. Mr. Gonzalez stated that he graduated from 4J in 2016. Mr. Gonzalez is receiving \$7,500 a term for education and he partly credits this accomplishment to AVID. Mr. Gonzalez said it was hard to put into words what AVID meant to him. AVID had given him a great experience throughout his high school education. He said the cohorts in AVID become like family. Mr. Gonzalez was attending the UO full time and was taking challenging and interesting classes. Mr. Gonzalez said he knew that pushing himself would make him grow as a person. He noted that AVID gave him the confidence to struggle and challenge himself.

Mr. Bernstein served as the district director overseeing the program AVID. The presentation was to provide an overview of AVID for new board members and to give some reports on statistics.

Mr. Bernstein said AVID was a school-wide college readiness system, and a structured approach to rigorous curriculum for all students, whether they are part of AVID or not. He explained AVID works on two levels by providing a direct support structure for first-generation college students, and high quality professional learning for educators. Mr. Bernstein said AVID trained 50-60,000 educators annually.

Mr. Bernstein stated that AVID runs from elementary to high school. He noted AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Mr. Bernstein said AVID is a system within a system that develops critical readers and writers, develops deep content knowledge, and teaches content-specific strategies for reading, writing, thinking, and speaking. AVID also helps develop habits, skills, and behaviors to use student's knowledge and abilities.

Mr. Bernstein reported that nationally, the AVID Elective impacts more than 1,500,000 students in 46 states and 16 other countries/U.S. territories. AVID was introduced to 4J in 2008. In 2008-2009, one class of 20 freshmen at South Eugene High School and eight staff members trained. Today, all five high schools, all eight middle schools, and two elementary schools offer the AVID elective. There are 30 middle school and high school AVID classes, with over 850 students enrolled daily. He noted it was one of the more popular choices. Mr. Bernstein said 200 teachers/staff have been formally trained, impacting thousands of students in middle and high school, and nearly all students in the two elementary schools.

Mr. Bernstein stated that AVID reaches students school-wide, not only in the elective course, as there are common languages, practices, and systems teachers are trained on that they use in all classes. He said AVID supports the use of Writing Inquiry Collaboration Organization and Reading (WICOR) strategies for learning in all subjects. Additionally, professional development is deeply focused on WICOR strategies.

Mr. Bernstein explained how the AVID elective worked. He said it accelerated under-performing students who have potential for success in more rigorous courses; taught academic and social skills not targeted in other classes, provided intensive support with in-class tutors and a strong student/teacher relationship; created a positive peer group (AVID Family); and developed aspiration and a sense of personal achievement for students through hard work and determination.

Mr. Bernstein gave an overview of a week in AVID, which provides a mix of curriculum and tutorials. Curriculum includes College and Careers, Strategies for Success, Critical Reading, and Writing. Tutorials were taught by College students or other college educated adults taught tutorials that included Socratic Seminars, Writing Groups, and Collaborative Study Groups. On Fridays they often have field trips or guest speakers.

Mr. Bernstein provided a typical profile for an AVID student. He said AVID students have test scores that meet, nearly meet, or exceed standards; have a 2.0–3.5 grade point average; have potential to attend college with support; and have desire and determination. In addition, AVID students meet at least one of four criteria. The criteria includes being the first generation to attend college, being part of a demographic that had been historically underserved in four-year colleges, being low-income, or facing other special circumstances.

Mr. Bernstein shared statistics on the diversity of AVID students. He explained that 44% of AVID students identified as students of color (versus 30% for total student population). In addition, 51% completed eligibility for free and reduced meals (versus 39% for total student population). Mr. Bernstein said that of those graduating from AVID, 72.5% identified as a student of color and 72.5% of AVID grads were eligible for free and reduced meals.

Mr. Bernstein said that nationally, AVID closes achievement gaps. He shared a slide and indicated that the blue bar shows students in AVID for three years. The slide exemplified the success of AVID in closing the achievement gap. Mr. Bernstein said nationally, 91% of AVID

students plan to enroll in a college or university. Of those, 61% plan to enroll in a four-year university and 30% plan to enroll in a two-year college

Mr. Bernstein said AVID in middle school helps all students become better prepared for success in high school and beyond. Nationally, 89% of the students who join the AVID elective in middle school and stay in AVID throughout high school graduate from a 4 Year College. Nearly 80% of these students are from student groups typically underserved at college level.

Mr. Bernstein shared statistics on AVID achievement in 4J. He said that 95% of Eugene 8th graders in previous year's AVID program completed high school algebra or a higher course with a grade of C or better as freshmen in 2016-17, compared to 70% of all freshmen. Mr. Bernstein noted that 99.7% of all AVID HS students in 2016-17 were enrolled in course sequences, allowing them to meet four-year college entrance requirements.

Mr. Bernstein moved onto high school senior outcomes for 4J between 2016-2017. He noted 92.2% of AVID seniors completed OUS requirements, compared to 57.9% of all seniors. In addition, 96.1% submitted the FAFSA or state financial aid, compared to 73.6% of all seniors. Mr. Bernstein reported that 94.1% took the ACT and/or the SAT, compared to 64.8% of all seniors. Finally, 98% of AVID seniors planned to attend college after HS compared to less than 90% of all seniors.

Mr. Bernstein narrowed into the AVID class of 2016 at Churchill High School. The class had 23 students and 100% were accepted to at least one 4-year university. In addition, 100% earned at least some college credit while in high school, and some earned as many as 24 college credits. Three students completed the IHS/IB certification. Mr. Bernstein said that 18 of the 23 are first in family to attend college, and the class collectively earned \$500,000 in merit-based scholarships.

Across high schools, there were 73 IB classes taken, and AVID represented National Honor Society and Scholar Athletes, Honors Diplomas, NEHS Scholars and Highlander Service Awards. Mr. Bernstein said over 90% were the "first in family" to attend college. He noted that many students were part of Pathway Oregon (UO), Bridge Scholars (OSU), 4 Years Free (PSU, and WOU). In addition, the total Scholarship Money earned was \$618,624.

Mr. Bernstein explained AVID in elementary schools. He noted that AVID elementary was offered at Spring Creek and Awbrey Park Elementary Schools. AVID elementary focused on student success skills and organizational skills, learning about college and career culture, and included WICOR lessons focusing on close reading, higher level questioning and two-column note taking. In AVID elementary, there is no class, the program is school-wide.

Mr. Bernstein noted that the targeted focus areas were providing equal access to all students, developing organizational skills, instilling student success skills, inspiring belief in academic rigor and success, providing a smoother transition and increased articulation across the feeder pattern, and identifying students for AVID Elective.

Mr. Bernstein said that moving forward, the district wanted to continue to expand and deepen best practice WICOR strategies school-wide and district-wide. The district also wanted to expand AVID elementary to additional school sites. Mr. Bernstein said that the district will continue to increase the number of AVID graduates and follow up on their achievements. Finally, the district wanted would develop a five-year sustainability plan. A grant proposal was recently approved which will help expand the program.

Mr. Bernstein introduced teachers and students involved in AVID.

Clair Wiles had been teaching for 20 years at North Eugene High School. She said each year, she wonders how to make the year work for the most vulnerable students. Ms. Wiles said she did not become emotional about many things, but she did when she spoke about AVID. Ms. Wiles said that in her AVID class of 21 kids, 20 of them were first generation college-headed. six of students were first generation high school graduates, and four students were first generation middle school graduates. Ms. Wiles said AVID helped promote social justice. She said AVID allows teachers to take kids who are most vulnerable and support them and help them reach success. Ms. Wiles said she had spent the day in Corvallis checking in with her 2017 graduates and she said they were excited and doing extremely well. To Ms. Wiles, AVID was the face of children who graduated.

Lisa Iacovetta taught at Churchill High School. Luis Gonzalez was one of her graduates. Ms. Iacovetta said that in AVID, every student she had met strove to rise and meet the challenges in their personal lives. She said AVID helps to create supportive environments and strategies for them to feel safe and comfortable to grow and learn. Ms. Iacovetta said the strategies were used throughout the school, and made her a better teacher and colleague. She welcomed the board into her AVID classroom to observe at any time.

Artana, was a sixth-grade student who had done AVID at Madison Elementary School. She wanted the district to continue teaching students AVID because it was fun and did help students prepare for success in middle school. She explained AVID made learning fun through activities. Artana said there was a game where students had to read article about an issue, then discuss the issue and share their point of view. Artana shared another game called elevator, where the whole group stands up after the teacher asked a question and then the student answered and sat back down. She thought AVID was a good program for schools.

Janie Tate was a teacher at Awbrey Park Elementary and last year was her first year using AVID strategies. Ms. Tate said that when using the systems AVID had in place, she had many “ah-ha” moments in her teaching career. Ms. Tate felt she really was building critical readers and thinkers last year. She expressed that kids need to become leaders in the world and need to think about issues deeply, and AVID helped achieve that.

Ms. Newman thanked Mr. Bernstein for the presentation. Ms. Newman asked whether AVID helped students move into a college cohort and find networks at the university or community college. Mr. Bernstein said Mr. Gonzalez was referring to many students in his cohort attending

the UO and maintaining contact. Ms. Willis said seniors in her cohort realized how important it was to find your niche and find a group to study with once reaching university, so they often were self-driven to find people moving in a similar direction as them. Mr. Bernstein said the tutorial held every week is not to only get the answer to problems students cannot solve, but to also become collaborative problem solvers.

Ms. Hays said she had appreciated watching avid grow in the district. Ms. Hays asked Dr. Balderas if there was a field trip planned to an AVID classroom. Dr. Balderas said they would arrange a visit with Mr. Bernstein.

Ms. Sundgrenz thought Ms. Willis' statistics were harrowing. She was very glad AVID was a part of 4J. Ms. Sundgrenz said she had been an AVID tutor as an undergraduate student. Ms. Sundgrenz said she helped two students reach Chico State. She said it was an important program that changed lives, and helped students grow and graduate with life-long skills.

Mr. Torrey asked Mr. Bernstein how to reach into the student population that may need AVID but that would hide from a program like AVID, or are maybe afraid to ask for the help. Mr. Bernstein said AVID recruited. As mentioned before, he said it had a system within systems. All students benefited from WICOR strategies, but as far as students who fit in an AVID elective class, they look at demographic data and performance data. AVID communicated to students at schools to recruit and invited students to apply for AVID. Mr. Bernstein said AVID would not place a student who did not want to be a part of the program. However, at the elementary level, there is not a choice.

Ms. Treder said she watched AVID as a student, and she said the only disadvantage to AVID is that not everyone had the program. Ms. Treder understood not every student could be a part of the elective and did not want the importance of the cohort to be diminished, but she wondered if there was a way for information from AVID to be filtered into more mainstream school models.

Mr. Bernstein said that was a big piece of the district's work. He said that ECCO wanted to incorporate more WICOR in their advisory. Mr. Bernstein said each of the schools had an AVID site plan with goals and an action plan. Each school had selected certain strategies to focus on to scale up school, such as critical reading or Socratic seminars.

Dr. Balderas asked about school-wide AVID. Mr. Bernstein said that school-wide AVID had a site team. The site team figured out how to best incorporate the system and scale up subjects. Mr. Bernstein said it started with solidifying the elective class and selecting a core group of educators who are comfortable using the strategies and then teaching those. Then, the school selected a group of educators to undergo training and professional development. AVID did not invent these things, teachers were already using them; however, it is about increasing consistency. Part of a grant that was recently confirmed will be to offer 30 teachers in-district training, as some of the teachers do not want to go to an institute during the summertime.

Ms. Peterson said she was not familiar with AVID. She said as a student representative, she wanted to learn more about the program and had a meeting with the AVID representative at Sheldon. Ms. Peterson said she would return with statements from them. In addition, she took Advanced Placement Literature and was taught a WICOR strategy called fish bowls and found it helpful. Ms. Peterson hoped more AVID skills could be taught in classes outside of AVID.

Mr. Bernstein said that Mr. Ohlsen-Johnson mentioned the SLIC format during his report. Mr. Bernstein noted those are the four domains of AVID and that it is how AVID was assessed in schools. He said Churchill High School had taken SLIC and had been doing a great job of scaling AVID up.

Ms. Levis thanked Mr. Bernstein for the presentation. She said the facts would be helpful as the board advocated for AVID in the community. Ms. Levis complimented the students who presented on behalf of AVID and asked if public speaking skills were part of the program. Mr. Bernstein said not necessarily, but in the fish bowl activity students have to speak in front of the class.

Mr. Bernstein said that part of the curriculum was to present in front of their peers twice a week regarding an issue and ask questions. He said it did give students practice.

Ms. Levis said she attended Ms. Willis' AVID class and said she knew how hard Ms. Willis worked to help the kids reach their goals.

Ms. Huang said her friends in AVID had been very successful. She said she did Cornell notes in middle school and that she had a fishbowl experience the other day. Ms. Huang said she also wanted to incorporate some parts of the AVID program into the mainstream classes, such as study groups.

Chair Nittler thanked the presenters.

2. Presentation on the Sprint 1Million Program

Steve Menachemson introduced himself and presented a PowerPoint on the Sprint 1Million Program. Mr. Menachemson said there were over five million families in the United States who did not have Internet access because they could not afford it. With 70% of teachers assigning internet-based homework, these disadvantaged students did whatever it took to get connected.

Mr. Menachemson provided an overview of the Sprint 1Million Program. Sprint and the Sprint Foundation had partnered to make free devices and service available to high school students that qualify. Sprint defined an eligible student as a student who had no home internet access at all; a home with multiple students working from a single computer; and if internet was available at home, but at a very low bandwidth (i.e., dial up speeds) and was not adequate for completing homework assignments. Mr. Menachemson said the program was only in two districts in Oregon and was five years. Only high school students were eligible, and they needed parental/guardian consent. He noted that Sprint had included Guardian, a free content filter solution on the Sprint

Network designed to block access to content deemed harmful to minors as required by the Children's Internet Protection Act (CIPA). This was similar to what was in place in the district to comply with CIPA.

Mr. Menachemson said that using the Sprint calculation, 4J qualified for around 550 devices. So far, the district had received 330 devices to date. These devices are all smart phones that include free data, calling, text and can function as a hotspot for internet connectivity. Mr. Menachemson reported that the district has aligned key staff in the district to ensure the technology reaches the right population, including: finance department and financial clerks; nutritional services; coordinators in migrant education, McKinney-Vento Assistance, teen parents, student services, counselors and others. He said the district wanted to focus on the most vulnerable first, before opening the application process up to all eligible students.

Mr. Menachemson said to date, the district had activated and issued 100 devices. He hoped to identify data points to understand benefit and effect of program on students. Mr. Menachemson said he had received many calls already from parents, and they had expressed excitement for their kids.

Ms. Walston clarified whether the kids received laptops or smartphones. Mr. Menachemson said that smartphones were given to students. He said there was an option to receive tablets, smartphones, or hotspots but 4J was at the mercy of whatever Sprint had available. Mr. Menachemson said smartphones are more versatile. He noted many kids have devices but do not have Internet service, so the smartphone would provide a hotspot with unlimited data for a portable Internet connection for kids to connect on either laptops or the phone.

Ms. Walston asked how the program effects staff time. Mr. Menachemson shared that all the technology support is from Sprint. He personally activates the phone, and said the burden is low on the schools; however, to get the program started Nutrition Services and Financial Services were involved.

Ms. Newman asked whether there was an expectation by the recipients of the phones to provide information as to how they are using it. Mr. Menachemson said there are no requirements, but he hoped they would voluntarily do so.

Chair Nittler asked if an additional 220 would be distributed at some point. Mr. Menachemson said based on availability, that number is what the district could expect to see.

Chair Nittler thanked Mr. Menachemson for his efforts and presentation.

3. Financial Report – FY18 First Quarter

Monica Brown, Director of Finance, shared the first quarter report for Fiscal Year 18 (FY18). Ms. Brown said the district was trying different formats for reporting in response to board and Finance Committee input. She shared the first report and explained it was called an appropriation limitation report. Ms. Brown explained that it lists every line item in every fund that

the district legally can appropriate. Staff used the sheet as a quick snapshot, or a gut check, to ensure they are not breaching any legal limitations. The first quarter of the fiscal year. Ms. Brown reported that the district was on track for FY18.

Ms. Brown said the second page is similar to the reports the board saw throughout FY17. She noted it was the general fund status report. It listed the adopted budget, and a 2017-2018 forecast.

Ms. Brown explained the State passed budget late in 4J's budget process. They have not formally recognized the additional revenue from the \$8.2 billion state school fund. Ms. Brown said the district would do that through a supplemental budget in November. She said it was very early on to be looking at financial trends in the first quarter. Ms. Brown said a key piece was the beginning fund balance of \$24,514, which was the 2017-2018 forecast. She noted it was a best estimate. Ms. Brown said the 2016-2017 audit had not yet concluded, but the district was getting close and things were looking good. Ms. Brown reported the district did reconcile higher than anticipated by about \$400 million. She said that occurred because the district received notice from the Department of Education that the 2015-2016 fund reconciliation was completed and the district was up around \$1,000,000. She said the district did have some under-spending in certain departments. Ms. Brown said the money would be put in an operating reserve of about \$15 million in the general fund. She shared a chart that reflected the offers from the district to the union, as well as a similar offer to administrative staff. Ms. Brown explained the forecast, and noted there was forecast volatility as well as possibly risks. She sent a memo with advisory PERS rates from the state, which had not been set yet. Ms. Brown concluded that it was a positive year.

Ms. Brown said the district offered free breakfast at every elementary school that year and that students eating breakfast at school had gone up 4% since 2016-2017. She explained that the free and reduced lunch rates do not get codified until mid-October, so the report the board saw were rates from 2016-2017. The report showed that through the first quarter the district was seeing a small deficit of about \$12,000. Ms. Brown said the district budgeted in the general fund to anticipate a shortfall in the fund. Ms. Brown said for other funds, the finance department would be adding additional highlights to the dashboard.

4. Update on Labor Negotiations

Christine Nesbit provided an update on labor negotiations. Ms. Nesbit reported that the next negotiation sessions would be held on Thursday, November 2nd 5:00 - 8:00 p.m. in the 4J auditorium and Tuesday, November 7th from 4:00 – 8:00 p.m. EEA offices. The district met with EEA in open negotiation sessions several times. Ms. Nesbit said the district would meet EEA on October 19th for a question and answer session on finances. She said that dozens of issues had been resolved since October 3rd, the last session that was held. Ms. Nesbit said the final decisions involve tougher conversations, as they involve finances. She shared that the district was currently working on two critical components. Those included instructional hours and an financial package. The district wants to standardize instructional hours and a sufficient quantity of instruction hours. The EEA proposal in this area has made progress but remains insufficient.

Ms. Nesbit said EEA's proposal would actually decrease instructional hours in middle schools. Ms. Nesbit was hopeful that they would reach an agreement, but talking about those issues took a long time.

Ms. Nesbit said the district wanted to agree upon a reasonable financial package. Ms. Nesbit said the district wanted to support the valuable staff, and the district also wanted to prevent service disruptions in the future. EEA takes issue with the district's proposal to increase the cost of living for those on top step by 1.5%, 1.4% and 1.5%.

EEA has also insisted that increasing elementary prep time is critical, which was hard to argue with except that it was very expensive. The district could increase its proposal on COLA by 1.1% if the proposal did not increase prep time. There were some tradeoffs that would have to be made. Ms. Nesbit said she remained hopeful.

XIII. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes from the Regular Board Meeting on August 16, 2017
2. Approve Personnel Actions

MOTION: Ms. Hays, seconded by Ms. Levis, moved to approve the consent agenda as presented.

VOTE: The motion passed, unanimously.

XIV. ITEMS FOR ACTION

1. Appoint Budget Committee Members

Kari Delf explained there were four vacancies on the budget committee. There were three full term vacancies for positions that had expired, and there was another position previously held by Ms. Sundgrez who was elected to the board. Those positions were open to the community, and nine people submitted applications. Ms. Delf said the board responded to an online survey to provide initial preferences for candidates.

Ms. Delf said the board needed to vote in a regular meeting to vote and appoint budget committee members. Candidates had to receive a majority vote, meaning a total of four or more votes. The suggested process to do that was to have the Chair Nittler to first invite discussion and approval of the process, then open the floor for appointment of candidates to the budget committee. The first step was for each board member to select three committee members for the full-term vacancies that will end on June 30, 2020, and then explain why they selected those candidates. If there were three clear candidates with majority vote, the board could move on to elect the partial term vacancy to end in 2019; if not, the board would repeat the process until there were three clear candidates.

Chair Nittler invited discussion regarding the election process. Ms. Walston said she understood the process. For the term ending in 2020, the board named their top three candidates.

MOTION: Ms. Walston, seconded by Mr. Torrey, moved to adopt the process for selecting budget committee members as suggested.

VOTE: The motion passed unanimously.

Ms. Hays said the budget committee was composed of members of the public who look at the budget and ensure it makes sense for the community. The committee did not go line by line to ensure the budget was correct, or to advise how to set certain amounts of spending. Ms. Hays wanted to nominate Merri Steele and Josh Burstein. Ms. Hays was concerned that Robert Chandler was interested in changing the collective bargaining process, and she did not want to move someone forward who would be disappointed in the role. Ms. Hays wanted to have a true voice and perspective of the public on the committee. She nominated Lynn Jost for the third placement, as Ms. Jost had a commitment to serve the Eugene community.

Mr. Torrey appreciated Ms. Hays' comments. From his perspective, Mr. Burstein had been an excellent committee member. Mr. Burstein provided comments without demanding that his points of view be integrated into the budget, but that he needed to understand why the district did certain things. Transparency was important in the role. Mr. Torrey said Merri Steele did an excellent job and brought a perspective as a past union member. Ms. Steele asked questions that made the superintendent and his staff think. Mr. Torrey's third choice was Mr. Chandler because he would bring a level of transparency that the public would appreciate. Mr. Torrey acknowledged Mr. Chandler would not be able to do everything he wanted to do, but he felt confident that Mr. Chandler was intelligent and responsible enough to work within the process.

Ms. Levis appreciated both members' comments. She said Ms. Steele had been exceptional and had brought good ideas and asked good questions. Mr. Burstein had been great about asking questions that many community members were asking. Her third choice was Robert Chandler. Ms. Levis said this was his third time applying, and he had shown a real interest in the school district and becoming involved. In addition, he was a 4J parent and had an in-depth understanding of the budget.

Ms. Walston nominated Mr. Burstein, Ms. Steele and Mr. Chandler. She noted Mr. Burstein asked good questions, and read the entire budget front to back. Ms. Walston thought Ms. Steele deserved another term on the budget committee and appreciated her perspective as a past 4J teacher. Ms. Walston agreed that the budget committee's role was not to negotiate the contract. Ms. Walston acknowledged that Mr. Chandler was persistent and brought a valuable perspective.

Ms. Newman said it was her first time electing budget committee members, and that she understood the past two previous members did a great job. She nominated Mr. Burstein, Ms. Steele, and Mr. Chandler. Ms. Newman explained she went based off what she read in their applications, and heard in the last meeting. Ms. Newman had worked with Ms. Steele in the past and felt she would provide good insight. She said Mr. Chandler wanted community engagement and transparency, which she supported.

Ms. Sundgrenz said Ms. Steele was knowledgeable and she appreciated her viewpoint. She nominated both Ms. Steele and Mr. Burstein. Ms. Sundgrenz said Ms. Steele's past experiences and her knowledge were assets to the committee. Ms. Sundgrenz said Mr. Burstein asked good

questions and took the time to understand the budget. Finally, she said she shared the same concerns as Ms. Hays but still thought Mr. Chandler would do well on the budget committee. Ms. Sundgrenz selected Mr. Chandler as her third choice.

Ms. Nittler voted for Ms. Steele, Mr. Burstein, and Mr. Chandler.

The elected candidates for the term ending in 2020 were Ms. Steele, Mr. Burstein, and Mr. Chandler with a vote of 7-0, 7-0, and 6-0 respectively.

Chair Nittler said the next round of voting would happen for the partial term position to end in 2019. Ms. Delf said there were six applicants left in the pool.

Ms. Levis noted she read the applications thoroughly, and that there was an exceptional pool of candidates. She nominated Ms. Jost.

Mr. Torrey said he was very impressed with the applicants as well. He encouraged all the applicants to attend budget committee meetings and provide public input. Mr. Torrey said he nominated Mr. Martsfield due to his understanding of students who participate in Lane Community College career and technical activities, and his knowledge of college acceptance and readiness.

Ms. Sundgrenz supported Ms. Jost.

Ms. Newman said everyone seemed very qualified and she appreciated all the interest. She said the decision was very challenging. Ms. Newman supported Mr. Martsfield, because he had been observing and reporting budget and public processes of the city and district for many years.

Ms. Walston said it was a difficult choice. She voted for Mr. Levear.

Ms. Hays voted for Ms. Jost.

Chair Nittler voted for Mr. Levear.

Ms. Delf said Ms. Jost had three votes, Mr. Levear had two votes, and Mr. Martsfield had two votes. None of the candidates had received a majority, so the board had to vote again or discuss further. Chair Nittler suggested voting again to see if there was any movement. Chair Nittler provided the board a two-minute break to quietly contemplate.

Ms. Newman changed her vote to Mr. Levear. She had worked with him before and was impressed with his understanding of budgets.

Ms. Hays said she chose Ms. Jost initially because of the community engagement she advocated for, but changed her vote to Mr. Marston due to his involvement with career-technical activities.

Ms. Walston said she changed her vote to Ms. Jost due to Ms. Hays' testimony during the last vote.

Ms. Levis felt they would be lucky with either candidate, but still voted for Ms. Jost. She thought Ms. Jost would provide input for people who are not as involved in the process.

Ms. Sundgrenz voted for Ms. Jost. Mr. Torrey voted Mr. Martsfield. Chair Nittler voted for Ms. Jost. Ms. Delf reported that Ms. Jost won with four votes.

MOTION: Mr. Torrey moved, seconded by Ms. Levis, to approve the two segments with four slots total of budget committee appointments.

VOTE: The motion carried unanimously, 7:0.

2. Approve Board Working Agreements

Ms. Walston asked whether the board wanted to include a statement about the board members' relationship with the student representatives.

Ms. Walston said it could be revisited next year. Ms. Hays said it would be a good conversation to have in the future. She wondered if the board should vote and put it on the agenda for a board retreat.

Ms. Newman said that the student representatives are a part of the board so it seems the working agreement would include them.

Ms. Walston said student representatives are not allowed to vote. The board members act as mentors to student representatives. Ms. Levis said it is a critical for them to have a great experience and for the board to model how to be a school board representative. Ms. Levis liked the idea of including a note about their role in a working agreement and thought it should be added to the next retreat. She also noted there were a few typos in the working agreement.

Chair Nittler agreed that it was a working document that could be approved that night and worked on at the spring retreat.

MOTION: Mr. Torrey moved, seconded by Ms. Levis, to approve the board working agreement as proposed.

VOTE: The motion carried unanimously, 7:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

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

Ms. Newman wanted to discuss the budget committee appointment process. As a new member, she wanted more opportunity to meet with members. Chair Nittler noted there would be a training for new budget committee members in November.

XVII. ADJOURN

Ms. Nittler adjourned the meeting at 9:21 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas

District Clerk

Eileen Nittler

Board Chair