

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

March 14, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 p.m., an executive session at 5:45 p.m., a work session at 6:00 p.m. and a regular meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on March 9, 2018, and published in *The Register-Guard* on March 12, 2018.

ROLL CALL

BOARD MEMBERS:

Eileen Nittler, Chair
Alicia Hays, Vice Chair (called in)
Anne Marie Levis
Judy Newman
Evangelina Sundgrenz (called in)
Jim Torrey
Mary Walston

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
BJ Blake, Director of Secondary Education
Cheryl Linder, Director of Educational Support Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In House Counsel
Harlan Coats, Director of Facilities Management
Steve Menachemson, Director of Technology
Lisa Fjordbeck, Executive Assistant / Board Secretary
Oscar Loureiro, Director of Research and Planning
Casandra Kamens, Churchill High School Assistant Principal

STUDENT REPRESENTATIVES:

Jack Ohlsen-Johnson, Churchill High School (excused)
Maya Treder, ECCO
Jane Brinkley, IHS (excused)
Claire Baboyan, North Eugene High School
Jillian Peterson, Sheldon High School

Tiffany Huang, South Eugene High School

MEDIA: KRVM, Register Guard

OTHER: Tad Shannon, Eugene Education Association (EEA) President; Ray Martin, Oregon School Employee's Association (OSEA) President.

I. EXECUTIVE SESSION

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

II. EXECUTIVE SESSION

The board convened in executive session to consider records that are exempt by law from public inspection, pursuant to ORS 192.660 (2)(f).

All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

III. WORK SESSION: FUTURE BOND PLANNING

Board Chair Nittler opened the work session at 6:00 p.m.

Chair Nittler said Ms. Sundgrenz would participate via phone. Ms. Hays would call in for the regular meeting.

Dr. Balderas said they would review survey questions and other information about what folks were saying within the community. Ms. Delf presented a PowerPoint and handouts to board members. Ms. Delf said the district had begun community forums and an online survey asking about all potential projects discussed. The online survey was up for two weeks. The district publicized it in a number of ways, and received 750 responses. The majority of respondents were 4J parents, likely because a lot of communication was coming from the school and they are invested in the quality of staff, materials, and facilities. They knew the make-up of a phone survey would be different and include households who did not have children in school. Ms. Delf said there was more representation from the South Eugene region than other areas.

Survey respondents were asked to answer how important various projects were, and to rank those projects in terms of importance. Responses showed strong support for critical maintenance and repairs, Career Technical Education (CTE) spaces, resiliency, seismic improvements, technology, and curriculum. She said they saw some differences among different groups of respondents. The district saw strong support for rebuilding Edison Elementary School from the South region but not as much other regions, which was to be expected. Similarly, there was more support for rebuilding or improving North Eugene High School in the north region. Ms. Delf noted that there was stronger support for equity and accessibility in school facilities in the Churchill and North Eugene High School regions, than in

the South Eugene region. There was strong support for improving food services in the South region, while in other regions there was still support but not as strongly.

Ms. Delf pointed out an area, "Ranking of Initiatives." Respondents were asked to rank all initiatives from their highest to their lowest priority. Ms. Delf said the question received similar, but not exact same results from a similarly worded question. Ms. Walston asked about average ranking. Ms. Delf said on the ranking of initiatives, a low number meant it was closer to the number one top priority, and a high number was a lower priority. The page listed the average ranking of respondents' priorities. Ms. Walston clarified 11 people said technology was their number one priority and Ms. Delf said yes; 38 said "not applicable" or "No" and nine said it was a bottom priority.

Ms. Levis returned to the first chart shown on the PowerPoint. She asked Ms. Delf to explain the summation on the right side. Ms. Levis thought there was a high number of staff weighing in, and asked for a more thorough description of the chart. Ms. Delf responded usually "community members" meant staff, parent, or student; they generally did not respond that they were a staff member and a parent. Ms. Levis asked how the district differentiated between staff and parents. Mr. Loureiro said the responses were included in both population groups. Ms. Levis thanked him, and said she understood the chart.

Ms. Newman pointed to page 2 where it said "level of support." She wondered how to read the chart. Ms. Delf said the chart was a key for the following tables, only telling readers what labels meant throughout the packet. Ms. Sundgrenz asked if more information could be shared about non-district members answering the survey. She wondered who they were, and wondered if they were out-of-district parents. She wondered if it was a number that needed to be disregarded. Ms. Delf said it was a mix of people who live outside the district who were staff, or who had kids in the district, or people who lived nearby. Mr. Loureiro said there were 34 staff members who did not live in the 4J area, 15 parents with kids in 4J but who lived outside the district, and three community members who did not live in 4J. Ms. Walston said anyone could take the survey. Ms. Newman said some people were at the forums who were outside of Eugene but who were interested in what was going on.

Ms. Delf pointed to page 5, where it asked questions about potential improvements in a couple of different ways. For example, one question asked whether respondents preferred constructing a new building at North Eugene High School or partially renovating the existing building. Most people responded with construct a new building. Ms. Delf clarified the survey question did not ask how important it was in ranking, just whether people were interested in the project at all.

Another focus question pertained to enhancing resiliency; the vast majority of respondents wanted resiliency enhanced at any new schools, while a smaller number said just at high schools or just at elementary, and 81 responded with neither. Mr. Torrey clarified what "NA" meant. Ms. Delf said no answer. The final question was about CTE spaces. There was support for adding or renovating CTE spaces at both middle and high school levels. Ms. Walston asked if there were forced choices. Ms. Delf said you could put no answer, and leave the question blank. Ms. Levis said the survey was a point of data, just like the forums were a point of data. Ms. Delf remarked community forums and online surveys provided useful information, and more

detail on what to ask in moving forward but they were not scientifically representative of the population. Ms. Walston commented that 740 was a fairly large number; Ms. Delf agreed especially when the survey was a lengthy one. Ms. Walston asked if Mr. Loureiro could shave off questions toward the end. Mr. Loureiro said the number was large enough, but not all communities were represented according to their size.

Ms. Levis provided an overview of thinking on the survey. She explained the team met, went through the telephone survey and thought through some of the big issues as well as around the specifics. Ms. Levis had worked with Patinkin Research Strategies in the past and was familiar with their style. She remarked that the team looked at the survey through the lens of most important items the board talked about and struggled with, what the community might want, and what questions were maybe redundant and not needed. She hoped any feedback the board gave went back to the researcher.

Ms. Levis pointed to question no. 6. She said there were some decision points the board had to think about. She noted the board had gone back and forth about the three price points tested, and discussed a \$75 million bond at the forums. In the online survey, they tested \$450, \$250, and \$75 million. Ms. Levis felt strongly that testing the three price points of \$150, \$250, and \$350 million were more supportive of all the work needing done. Then, if community was not supportive of \$150 million, it was good for the board and district to know. Ms. Levis said with the needs of the district and the support she'd heard in forums, it did not make sense. She thought as the district tested numbers, they should not talk about specific projects. Ms. Levis thought it would be smartest to talk about numbers in general, and not mention any specific schools.

Ms. Levis said board members heard many different things in forums, specifically in discussing Camas Ridge versus Willard elementary schools. Committee members thought taking off specific questions about Willard, especially as a swing school, would be beneficial. They also thought talking about Bailey Hill in conjunction with North clouded the issue; not many people knew what or where the Bailey Hill site was.

Ms. Levis explained a surveyor would test 50% of the respondents on one question and 50% on another, which helped them understand how people react to wording. There were a couple of thoughts about split samples. The committee thought some language was too similar and they were not learning much from the questions. Ms. Levis cited Question No. 12 which talked about climate change. From her standpoint she understood why the researcher wanted to test the question, but she thought testing climate change for window updates did not seem like something she would spend time on. She did not think it was accurate. The committee recommended these types of questions should be taken out.

Ms. Levis said the survey was very long, and noted there were 17 questions around specific CTE programs. She would rather it delve deeper into other issues, and maybe add a question on special education, for instance. Dr. Balderas said CTE questions were to get feedback for staff. Ms. Delf had added CTE questions to follow up with early visioning process at North Eugene High School. Part of the process was seeking input on what community interest was for CTE. She explained the district needed to offer what the industry wanted, as well as what students and the greater community wanted. There was interest, for efficiency, in adding a

couple of questions about CTE if the district was already going to spend money on a survey. Ms. Delf acknowledged the questions did add time to the survey. Ms. Levis said 17 questions was a lot. Ms. Delf agreed, the survey could be more compact. Ms. Levis recommended seeing where the survey ended up with bond questions, and then decide how many to add. Ms. Newman asked whether the district wanted a random sampling to answer the question around CTE, or if they wanted parents and students. Ms. Delf said the district wanted both. Ms. Levis reiterated she would not use the tool for that purpose.

Mr. Torrey asked if the board would see changes to the survey. Mr. Torrey thought the amounts of \$150, \$300, and \$450 million were appropriate to test. He agreed not to include CTE questions. Ms. Levis remarked that the language throughout the survey was inconsistent and the committee thought it should be consistent. Ms. Delf said it was the way the firm wrote the survey, and after providing initial feedback, there was a question around language and it was in the process of being changed. Ms. Delf said half of the people would be asked enhanced job training spaces and half would be asked CTE spaces. Ms. Newman did not think the wording would provide the results they were looking for. She thought one or the other should be used, or to use both in the same phrase. Ms. Levis thought it was more confusing and could give a false positive or a false negative. She also thought it should be consistent.

Mr. Torrey said Ms. Delf had good relationships with Portland school districts and the Salem-Keizer school districts; he wondered if she could ask how it was defined for them. Ms. Delf thought that was an excellent question, and also thought the terms should be consistent throughout.

Mr. Torrey said Bailey Hill was a usable facility with minor upgrades. Dr. Balderas agreed and said it would take roughly \$1.9 million for minor upgrades and ADA alterations. Mr. Torrey said there was use for the building. He did not think it would benefit spending too much time talking about that issue. Ms. Delf said there had been discussion with community members around Bailey Hill and wondered whether those questions should come off the survey. Mr. Torrey thought the community-wide survey would be the most important; people understood the district had to maintain facilities. He wondered if Bailey Hill would be counted as maintaining facilities. Dr. Balderas said possibly, however, some modernization and ADA improvements were needed. Ms. Walston said Bailey Hill could be used for something else than what it currently was. Ms. Levis said the committee talked about adding Camas Ridge and taking off Willard and Bailey Hill on the survey.

Mr. Torrey remarked that if the district was going to rebuild Edison, they had to do Camas Ridge Elementary School as well. He thought it made sense to construct a new building on the Camas site, and then house Edison kids in the current Camas Ridge Elementary. It was transparent and was a reasonable approach. He did not think it made sense to house them in Willard Elementary; it did not seem to be a prudent use of dollars. Ms. Newman agreed; the forums were not only to share information, but also to hear from the community. She noted that the same theme came up in the forum discussions. She thought taking lower rated questions off was a good idea. However, there were some philosophical questions that were in the 2020, and it would be interesting to see what the community at large thought. Ms. Walston said early

learning didn't rate high, but it also seemed people didn't know what the district was talking about, as she read comments on the online survey.

Ms. Levis pointed to question nos.38 and 39. She said the committee discussed safety and setting expectations for the community. She was unsure, but she thought the questions came from the researcher. Ms. Levis was unsure whether the board or staff had discussions on facilities yet that were included in those questions. The committee thought testing things around school shootings and promising to do things if the bond passed were too specific. She thought it was possible to make the question more general. Ms. Delf said the question came from the researcher, and added entryway security and perimeter fencing were on the priority project list. Entryway vestibules were also discussed. Chair Nittler thought maybe using wording "for example" could help. Mr. Torrey said at the forum, many people saw the need to do a review and analysis of conditions of all schools. He did not think a study was something that could be put into the bond, but people knew why they wanted security. It did not have to be spelled out.

Ms. Levis concluded any additional questions could be sent to her.

Chair Nittler adjourned the work session at 6:50 p.m.

IV. REGULAR BOARD MEETING

V. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Nittler called the regular board meeting to order at 7:00 p.m. Ms. Hays led those present in the pledge of allegiance.

VI. AGENDA REVIEW

There were no changes to the agenda.

VII. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas acknowledged the widespread political demonstration by students over the nation. The nation was grieving over school shootings, including the killing of 17 students at Parkland High School in Florida. Many people responded with political action. That day, many 4J students chose to walk out of class, and some held 17 minutes of silence in honor of the 17 students and teachers killed at Parkland. Dr. Balderas said the district could not condone students leaving school, but honored the choice of students and families to express their views. The district was proud of students who were informed and engaged. Dr. Balderas was also proud of the conduct by students; most showed responsible and respectful behavior during the walkout, especially in how they treated each other. Dr. Balderas said students needed to feel safe at school. The district heard from some community members and parents that they were unhappy that students were not punished for walking out, or on the other end of the spectrum, that the walkouts were considered unexcused absences. Dr. Balderas concluded the district had a long standing practice that was consistent in its response to demonstrations. He reiterated the schools had to be politically neutral.

Dr. Balderas thanked Boy Scout Troop 381 for attending the board meeting.

VIII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Maya Treder said in acknowledgement of National Walkout Day and the district stance in student involvement, ECCO and the principal went as a school to see Black Panther. In advisory, students learned about the politics involved and the issues addressed in the film, as well as the Black Panther party. Ms. Treder said this allowed students to engage with contemporary ideas and movements. Ms. Treder said students were no stranger to the stress of funding higher education, so staff members and counselor Kelly McGhehey collaborated to secure scholarships for North and South Eugene area students. Staff, in connection with In Faith Community Foundation, is creating a scholarship to honor a teacher who passed last December 2017. Finally, Ms. Treder said ECCO students wanted to know when the final decision about the new ECCO location would be made. It was one of the most important issues for ECCO students at present. It was important for students to have a stable place to study.

Jillian Peterson attended the Eugene Education Foundation (EEF) fundraiser dinner the past Tuesday. Ms. Peterson noted South Eugene High School finished scheduling, and completed Erin's Law training, a sexual harassment course. She noted Sheldon participated in its first Friendly Friday event. She explained Sheldon could be seen as an unhappy place in the winter, so a half hour before school ASB students sat at the entrance to greet those arriving. She was excited about how it turned out, and said ASB hoped to do it twice a month.

Claire Baboyan said North Eugene High School decided to participate in the pageant that year, that would be held on April 28, 2018. She said finals week so next term started that coming Monday. Ms. Baboyan said many students participated in the walkout that day; the school provided a 45-minute break between classes for students to participate, which she thought was very considerate.

Tiffany Huang said many students participated in the walkout. They wore orange to stand in solidarity. Because class did not start until 10:30 a.m., students could participate without fear of retaliation. She appreciated the administration for making that accommodation.

Zoe Chilhorek reported juniors and seniors wrapped-up internal assessments that month, and were now in seminars for International Baccalaureate testing. IHS teachers and students also participated in the national walkout. Ms. Chilhorek said IHS staff met with representatives from Peace Jam, an organization comprised of noble peace prize laureates who create conferences for students to promote change. IHS wanted to adopt some principles from Peace Jam. Additionally, 12 scholarships were awarded to students so they could attend a Peace Jam conference.

Ms. Chilhorek reported IHS completed their Bags of Love campaign, which provided bags of items to children in foster care or those in poverty. There were 700 donations in total. IHS also began collecting donations from businesses for its end of year celebration. The school hoped to hold a dance too. Finally, Ms. Chilhorek said IHS student government wanted to bring greater attention to mental health issues. She said there was increasing homework, large amounts of

challenging workload with less class time, and increasing stress levels. In addition, there was no mental health counselor. Counselors were currently in charge of mental health and scheduling, and this was inadequate.

Jack Ohlsen-Johnson reported via Ms. Walston. He noted it was the end of term, and 11th and 12th graders attended an AVID leadership day in Portland, OR where students met with prominent leaders. Mr. Ohlsen-Johnson said for math articulation, the math team had been in communication with Churchill area middle schools, Kennedy, and ATA to do alignment and articulation work on Friday, March 16, 2018. There was discussion of creating a common assessment to use as a data point. The student government was also planning its mental health month and was asking for community volunteers.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey said the past Saturday, he participated as a judge in the Future Chefs Elementary School Culinary Competition at Sheldon High School. Mr. Torrey also had the chance to participate in interviewing three candidates for police chief of the Eugene Police Department. What Mr. Torrey asked of the three candidates was what they could do to help make kids safer at school. All three did an excellent job of recognizing the importance of keeping schools safe. All provided strong responses and Mr. Torrey was comfortable with all of the candidates. Finally, on March 22, 2018 there was a special joint senate committee meeting on community student success at Sheldon at 7:00 p.m. that coming Tuesday.

Ms. Walston thanked staff for planning the community forums on the bond. She reported the board recently had its retreat. Ms. Walston noted the EEF dinner was a success, and she had the opportunity to visit Churchill High School, which was a great visit. Ms. Walston thanked staff making accommodations for students to participate in the walkout. She saluted students' courage and solidarity in joining the movement across the nation. Ms. Walston said schools had to continue the fight, and arming teachers was not the answer. She said people needed to treat each other with a lot more kindness.

Ms. Levis attended the protest at South Eugene High School and was thrilled her sons participated. She noted community members stood on the sidewalk. She saw students take control of the story and what they wanted to see for the future. Ms. Levis watched them talk about their world and where they should feel most safe. She appreciated the need to be cautious about things and talking about a divided community but she reminded the audience that 17 people died in the last shooting. Ms. Levis was pleased to see future leaders standing up and saying now. Gun violence was not okay and it was never okay. Ms. Levis noted she also attended the EEF dinner and was amazed by the support there.

Ms. Newman said the public was constantly barraged with messages they were not doing well enough, and that a lot was wrong with the world; however, it was also important to look at all the amazing things happening. When tragic events happened, it also allowed people to take action. Ms. Newman said it was heartening to hear and see students take charge of the future. She

was proud of students and teachers for allowing the space for that to happen. She thanked everyone who took part. Ms. Newman also went to a first grade play on community helpers, and the kids were amazing as well as the teacher. She was amazed by the teacher going the extra mile. Ms. Newman was also at the EEF dinner, and was amazed by the financial contributions, and the wonderful energy.

Ms. Hays said she called in and watched news on the demonstration, which covered it well. How often changes are led by young folks in community. She said it was incredibly powerful. Ms. Hays also attended the EEF dinner and said the speaker was amazing. Ms. Hays said a senate committee was meeting at Sheldon High School. She also had an opportunity to attend the equity committee meeting, and they were a powerful group of folks.

Ms. Sundgrenz went to the EEF dinner as well. She thanked EEF, donors and board members. She noted 4J students were direct beneficiaries, and EEF gave over \$400,000 to 4J in the last year along. Ms. Sundgrenz gave a shout-out to the School Garden Project at Madison Middle School. Ms. Sundgrenz also attended the March for Our Lives at South Eugene High School and wanted to thank staff for accommodating students. She thought it was amazing what students were doing, and thought they were powerful agents of change. They were talking and adults needed to listen. Aside from putting energy into their learning, they were putting it into being safe. Ms. Sundgrenz shared that Oregon had amazing voter registration programs, and students could register to vote before they were 18, so they could receive their ballot right away.

X. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler added she went to a Chamber of Commerce leadership summit that morning. She explained some things in the meeting would be different that evening. Under items for information, they would have much shorter presentations. It was because the board already read the information, and they could provide the information to the audience if requested.

XI. ITEMS RAISED BY THE AUDIENCE

Chair Nittler read the policy regarding public comment.

Anne Bridgman coordinated the Eugene Middle School lunch time mentor program. She explained the program started at one school seven years ago, and had since expanded to all eight middle schools. Ms. Bridgman said 135 mentors volunteered with 150 middle school students each week. The program brought community members into schools to bring extra support to those students facing challenges. Many of those students were kids who had PTSD, who were in foster care or in transitional housing, kids who were new to Eugene, or kids who were simply bored with school. Ms. Bridgman explained volunteers worked closely with staff and counselors. She said that after seven years without any funding from the district, she was leaving in June 2018, and the program had not identified anyone to step up as a volunteer coordinator. Ms. Bridgman explained the job took about 20 hours a week, but it was difficult to find someone willing to donate that amount of time for free. She was at the meeting to ask the

district for \$12,000 for a part-time coordinator. Ms. Bridgman found the numbers by multiplying by \$18 an hour by the 33 week of the school year the mentorship program happened. Ms. Bridgman explained \$18 an hour was based off what Cottage Grove and Pleasant Hill paid their coordinators. She added the coordinator would work as an independent contractor. If the program was not funded, she thought it would be highly unlikely for it to continue because counselors didn't have time or resources. She thought it would likely return to an ad-hoc system with possibly more resources and volunteers at the well-off schools. It became a question of equity. Students were experiencing more anxiety and depression than ever before, and staff was doing the best it could, however, the mentor program gave students someone focused only on them. Ms. Bridgman said it was a smart investment.

Joel Smith was a mentor for a student at ATA. He explained each week, he met with his young friend during lunch, and they had developed a bond. The student knew Mr. Smith was in his corner. Mr. Smith also acted as the coordinator for the sponsors program. It was a local nonprofit that helped people reintegrate into society after being incarcerated. It was nationally recognized, utilized a housing first approach, focused on behavioral health, and offering wraparound services and workforce training. He first heard about the mentorship program when he and Ms. Bridgman sat on a panel at the University of Oregon. He knew immediately he wanted to participate. He thought it was far easier to build kids than to fix adults, and believed society had to start with teens and tweens. Mr. Smith asked the district to support funding for a part-time coordinator for the mentor program because of his deep belief that it needed to continue for the well-being of over 150 students. He noted that often kids in middle school felt isolated and lonely. Mr. Smith was convinced that the program kept kids in school who might otherwise drop out, and prevented kids who might otherwise become clients of his program.

Morley Hegstrom said she was retired from 4J. She said the mentor program was near and dear to her. In 1997, she was principal of Cal Young and had the privilege of working with the program. At the time, it was operated under a grant, which the school could no longer find. Ms. Hegstrom said without a coordinator, there was no continuity across schools, and some sites would be more successful than others. Counselors could not help in the process because their plates were already full. Ms. Hegstrom did not want the board to forget that the transition from elementary to middle school was hard. Mentorship was not a substitute for a counselor, but it did extend a counselor's reach (counselors touched based with mentors each week).

Lauren Kitzel said she had been a mentor for the past three years, and for the past two she was able to stay with the same student. Already, she saw a difference in this student. She saw the student socializing more, and her attendance had improved. Ms. Kitzel said the student had grown most in the way she viewed herself. When Ms. Kitzel first met the student, she would ask her questions about her hobbies and what she wanted to do as a career. The student said she was not sure and she would probably drop out before graduation. Ms. Kitzel talked to her about her interests and how they could translate into careers. She encouraged the student, and let her know she was capable of everything. Recently, the student had started expressing she wanted to graduate high school, attend college and possibly pursue nursing. Ms. Kitzel was grateful the mentor program allowed her to be a part of the girl's life.

Margaret Albright introduced herself as a counselor at Spencer Butte Middle School. She spoke on behalf of staff and students; they were requesting the board's help in continuing the successful mentor program. She said it made a world of difference. Ms. Albright had been involved in the program for five years. Currently, there were 27 students in the program and more on the waiting list. She said without a coordinator, the program would disintegrate. Ms. Albright invited them to come to a middle school and watch the impact firsthand. Ms. Albright said students in schools had increasing social-emotional needs and had experienced extreme trauma. She often referred students suffering from anxiety, depressing, and self-harm behaviors to the program. She reiterated students thrived on having 30 minutes of undivided adult attention. They had a sense of ease after each meeting. Ms. Albright provided some comments from students, including: "I get to talk to adults. They are more mature;" "I Love my mentor, she is smiley and kind, I don't feel that way much;" "They are super understanding and fun to talk to;" "My mentor gives me a break from friend drama;" "Mentoring is calming and it has made it easier to talk about things at school;" "I like having someone to talk to;" "I get to talk to my mentor about things I can't talk about with other people. I trust her. We relate about family issues, and it has made a difference at home. I am more calm."

Iris Bicksler said she was a 4J alumni. She was a parent of two 4J students, the spouse of a teacher, and the daughter-in-law of a 4J teacher. She was currently the family resource navigator partly funded by Lane County's early learning hub for Cornerstone Community Housing. She wanted to explain the important role affordable housing played in 4J student lives. Cornerstone Community Housing had five properties within 4J boundary which fell under the City of Eugene's affordable housing tax exemption. Ms. Bicksler shared some stories from families served by Cornerstone Community Housing. Ms. Bicksler said affordable housing provided stability, routine, security, and comfort. It provided fundamental foundations for a child's health development. She urged the board to advocate and support the low income rental housing property tax exemption.

Kimberli Holmquist represented the National Association for the Advancement of Colored People Education Committee (NAACP). She said the NAACP was dedicated to eliminating substantial racial inequities that continued to plague the public education system. The ultimate goal was that every student of color received a public education that prepared him or her to be a contributing member of society. The education committee worked to ensure every student of color graduated ready for college or a career, by ensuring access to excellent teaching, fair discipline, equitable resources, and a challenging curriculum. She described a story of inequity, and how she reacted to it, hoping the district would be inspired to instill more diversity in the community.

Joshua Saire was a representative of the carpenters' union. He was there to explain a CTE program the union offered called Career Connections. It was geared toward students who did not necessarily want to go to college. Mr. Saire said the union hoped to possibly forge a new relationship with the district through Career Connections. It was a three year program, driven by projects intended to teach students everything they needed to know in the field as an

apprentice. Projects, which started simple and got progressively more complex, were fun to build and provided the foundation of their future careers. Career Connections' main goal was to teach students how to build and prepare them to enter any job market. Skills like communication, team work, and what an employer expected were all taught, and were all transferable skills no matter what industry. Mr. Saire said there were many great aspects of the program, but his favorite was that it was developed by actual construction workers in the industry. The methods, the formulas, and the language used in the field were all taught. He explained the course was developed at the International Training Center. In addition, the union was a non-profit entity so the only cost was the price to produce the books, which was around \$100 for a three year program.

Samantha Brauner introduced herself as a 4J parent who mentored at Spencer Butte Middle School, and was mentor coordinator for Kelly Middle School. Ms. Brauner wanted to ensure the continuation of the program and emphasized how important to fund a person to ensure they had capacity to train and recruit volunteers, and have consistency among schools. She explained how middle school was especially tough for kids in the mentor program. For example, a few years ago she worked with a 6th grade girl living in the country without her parents. The student lived with an aunt who had health issues and could not provide her with much attention. Ms. Brauner said she was bright and was learning English quickly but was doing poorly in school. Her mentor asked what was tough about school. The girl replied that when she was in the back of the room, she couldn't see. The mentor arranged for her to get an eye exam but the family didn't take her up on the offer because they were concerned they could not afford the glasses. The mentor coordinator then found a program to get her free glasses. The student went from being a D student to an A student because her mentor helped identify a need and identify resources to fill the need.

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

Ms. Walston thanked people representing the mentorship for coming to the last budget committee meeting.

Ms. Levis said she read all the emails and stories, but they hit her harder when she heard them in person. Ms. Nittler said there were 150 students, 130 mentors, and some volunteer coordinators. She said for \$12,500 the district could leverage around \$100,000 in volunteer time. It was a very impressive program.

Mr. Torrey asked Mr. Sayre to send the Career Connections information to the school board and the chair would respond. He was convinced these programs were what the district needed to offer to those kids not going to college but who wanted a well paying job.

Chair Nittler added the email address was board@4j.lane.edu.

Ms. Sundgrenz thanked the mentors and Ms. Bridgman. Some things Ms. Sundgrenz heard was the program gave care and connection to students. Besides that, it offered community guidance and acceptance. She was a strong supporter of the program.

Chair Nittler said she was a mentor coordinator and had been a mentor in the past. She appreciated the program and thanked all the mentors

XIII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of Eugene Education Association (EEA), thanked students for exercising their first amendment rights that day during the March for Life. The members of EEA were proud of the students. Mr. Shannon said that on Monday, EEA passed a resolution in strong opposition of supporting teachers with guns. The answer was not more guns. EEA believed common sense gun laws coupled with more comprehensive mental health services would help prevent these tragedies. Mr. Shannon applauded efforts of students. EEA believed it was time for students to take the lead and for adults to follow and support them. Mr. Shannon said he came from an El Camino de Rio community event celebrating diversity. He said the event was in response to an incident of posters honoring immigrants being ripped down. Mr. Shannon said it was a great event, and the school was packed with students, staff, and community members.

Ray Martin, president of OSEA Chapter 1, discussed feedback mechanisms for classified employees. Mr. Martin explained sometimes they could be too open ended, so teachers were left with no valuable information. He explained specific feedback would be most effective. Mr. Martin said sometimes, it could mean asking questions about time around filling forms, for example, to understand if the task was under budgeted for time. He said data and information was how staff could feel heard.

XIV. ITEMS FOR INFORMATION

Chair Nittler provided the link to the agenda packet.

1. Receive an Update on the 3X5 Implementation Work Group

Ms. Blake and Ms. Kamens presented a PowerPoint on the 3x5 Implementation Work Group findings. The work group was tasked in September 2017 to review the 3x5 schedule and what it would look like across high schools. She explained the process, which involved identifying barriers and coming up with solutions.

Ms. Kamens discussed the issues raised with the 3x5 schedule. She explained they came from a previous document submitted to the board, along with some additional items raised by the group. For the majority of the issues, the work group brainstormed a multitude of possible solutions. For some issues, there were few or no recommendations. Some issues such as the significant number of mid-year changes, the group brainstormed several solutions. However, some were not considered because they would not have a strong impact on the current schedule. Ms. Kamens noted a memo was included in the agenda packet.

In summary, final recommendations came from lengthy discussions of the workgroup, Ms. Kamens said. Some recommendations touch on more than one issue raised, and was partially why they were part of the final recommendations – the group felt they were the most viable. The first recommendation was around schedule forecasting and schedule corrections for students. Ms. Kamens explained they thought the district needed to reiterate the importance of choosing classes wisely. The work group also discussed core classes. There were some courses that were three trimesters long, so they suggested revisiting those core classes and look into moving those classes to 11th and 12th grade. Ms. Kamens said the work group wholeheartedly agreed world language offerings in middle schools would reduce the prep needed by high school language instructors and would allow students to access higher levels of world language classes. It was currently hard to access a 3rd or 4th level, which was difficult for students wanting to enroll in AP and IB courses. She also noted it was impossible to not have a gap between classes in a 3x5. Finally, Ms. Kamens said the work group recognized a need for building relationships with kids as well as having some courses with continuity and no gaps. She recommended the schools decide together what courses to avoid having gaps and which continuity should be with teachers. Gaps between courses were an inevitable part of the 3x5. The recommendation was to minimize the gap, but due to constraints, the district could not mandate it across the board said Ms. Kamens.

Mr. Torrey asked about who would work with the students to schedule courses. Ms. Kamens said currently, Sheldon High School had a classified yearlong employee. She did not know the extent of the position. Ms. Blake said it could be a partial year position and could be combined with other duties. Mr. Torrey asked about students who did not pass the first trimester of a subject. Ms. Blake said they were exploring a new system and process, such as FuelEd, an online system. They were also looking at ninth grade math classes so students were not repeating the same course but were getting the same skills.

Ms. Walston asked about assignment of duties for the schedule coordinator position. Ms. Blake said they depended on the school. Ms. Huang asked if there were solutions to fitting IHS with AVID and other electives. Ms. Kamens said the issue was discussed extensively but the working group had trouble finding a solution that would work for all students, aside from taking a trimester off of AVID or band in order to accommodate the other requirements.

Ms. Peterson said Sheldon High School's scheduling coordinator was busy all the time, and she still got help from counselors. Her job was creating the master schedule at the beginning of the year, and going through forecasting and fitting in schedule changes. Ms. Peterson said it had been a great benefit having her, someone dedicated to scheduling, instead of going to a counselor.

Ms. Peterson added she had never met a teacher or student who liked the 3x5 schedule. She wondered how moving three trimester long classes from 9th and 10th grades to 11th and 12th grades would be beneficial. She explained a lot of people wanted to take higher level classes during that time. Ms. Blake said they would not move the class, but would move the credit. For

example, a student might be required to take a social studies class their senior year instead of their freshman year, but it would not be a freshman level course.

Ms. Treder wondered how the district would ensure students got the right level of class needed. Ms. Kamens said the issue was discussed at length and besides additional FTE, the working group did not have a lot of solutions beyond current practice. Ms. Blake said the district would continue to build CT programs and CollegeNow classes which diversified what was offered. The district was also looking at supports for students and assessments to identify what level was appropriate for students. Ms. Treder asked how long the work group had been discussing the issue. Ms. Blake said conversation had been going on a lot, and the data had not changed in a way the district would have hoped. The district was now looking at the work differently, so in the future she hoped to speak about what they thought would actually move the needle toward success. Ms. Treder asked about firm forecasting. She wondered about students who were in a bad fit class. Ms. Kamens said the group discussed there was a significant note from the scheduling administrators that when students signed up for classes, they checked a box and did it because it sounded fun or their friends were doing it; so then when the course got into the student's schedule, they wanted to change. Ms. Kamens said they wanted students to take the process more seriously. However, if a course was a bad fit the schools would not expect the student to stay in the course

Ms. Levis thanked them both for their work on the 3x5. She appreciated the students' comments and questions. She noted her two children did not like the 3x5 either. Ms. Levis wished they had not decided to implement the 3x5 schedule – she did not think it was a good schedule, and did not think human error in scheduling was the issue. Ms. Levis wanted to acknowledge she thought the board made a mistake seven years ago when making the decision. She wondered if the work group would continue moving forward.

Ms. Blake said all the work being done for secondary schools needed to be looked at through a comprehensive frame. The work fit in with three things needed in a high school to create change for kids: engaging, high level, rigorous teaching and curriculum; a safe school climate; and supports for kids who need help in both those areas. She explained all work done by the school should fit in those areas. Ms. Blake said the work group would continue moving forward in that frame but they were not sure exactly what it would look like. The group was currently working on tying it all together.

Ms. Baboyan said a problem in the 3x5 schedule was with IB. Next term, she had two IB classes and two free periods. It was a concern that she would not be receiving any more knowledge in some areas before IB testing, when she could be using those two periods to do so.

2. Receive an Update High School Graduation and College and Career

Ms. McGaughy, Ms. Blake, and Kevin Herington provided a PowerPoint on the Measure 98 high school success plan the district had worked on to submit to the State.

Ms. Blake shared 2017-2018 highlights. Mr. Herington briefly explained the 2018-2021 planning process and the focus of planning. He explained the district was asked to provide information around six areas. The eligibility portion of the high school success template was where the district addressed anything that not been started. Mr. Herington noted the district worked with stakeholders, businesses, administrators, and staff and student groups.

Mr. Herington said there were required pieces of data, specifically around traditionally underrepresented students and ninth graders. The district looked at research based things around rigor, school climate, relationships, and interventions. Mr. Herington said CTE was an area of focus the district had to allocate resources for, as well as drop out prevention. The district needed to hire, recruit, and train highly qualified staff in CTE areas. Mr. Herington said the district was also looking to expand industry sectors, including health sciences, manufacturing, and technology. The district also needed to consider updating some machinery or facilities to meet industry standards. Mr. Herington added the district had ongoing industry tours, job shadows, internships, and other experiences.

Mr. Herington moved onto dropout prevention. He explained the district was assessing systems and ninth grade success. It became clear that ninth grade needed focus. Students who leave ninth grade on track graduated at a 96% rate. Those not on track were nine times less likely to graduate on time. He said focusing efforts on ninth grade would help move the dial in improvements.

Ms. Blake said the final area was expanding opportunities for college level classes. She explained the district was working with an equal opportunities group and provided them with data. Ms. Blake said they did an audit of who was accessing higher level courses in underserved populations compared to students who were more privileged for access. Ms. Blake said when barriers were identified, the district wanted to ensure they created bridges over the barrier or got rid of them altogether. Ms. Blake said the group would also teach counselors how to have different kinds of conversations with kids who should be accessing those higher level courses but were not. Ms. Blake said the district was also part of the regional promise grant, in which teachers were trained in higher level courses.

Ms. McGaughy said the third pillar required for success was also directly linked to the first pillar because it expanded programs of study that would culminate with opportunities for college credit in CTE courses. The district was not only focusing on AP and IB but also in creating CTE courses that enabled students to receive college credit.

Ms. Treder said she heard the word failure, and she wondered what that line was between success and failure. Ms. Blake said statistically, failing was if students did not graduate, so it was measured through grades. Subjectively, if students were not able to reach the next step in life, whether it was college or a career, she saw that as failure as well. Ms. Treder wondered if the pillars of success were being implemented in all five high schools or only the comprehensive ones. Mr. Herington said they were in all five high schools. Ms. Treder said the focus was on ninth grade; she wondered how to detect whether something was still off, even when a student

checked all those necessary boxes. She used herself as an example, and said she ended up dropping out for a time as a 4.0 GPA student. Ms. Blake said one thing they were proposing in the new budget was reducing student to counselor ratio so counselors could have a better connection with students. Then, there would be a dedicated ninth grade transition coordinator.

Mr. Torrey said there was no question that some kids were not on target to graduate in their freshman year. He wondered if schools were keeping track of those kids. Dr. Balderas said there was not a consistent system to address those issues. He said when looking at schools with very high graduation rates, such as Woodburn High School at 88%, they had systems in place to identify kids. He said it was about having systems in place with the right interventions. Ms. McGaughy said one of the biggest successes was the work done out of University of Chicago, the "Ninth Grade on Track," program, where they developed data teams and added ninth grade transition coordinators. She said the district also did extensive work on developing data reports and tracked each individual student who were not on track to graduate. All high schools were going through their ninth grade teams to make sure no kids were missed.

Mr. Torrey asked if parents were getting the information. Ms. Blake said the district was working on a downloadable report, but currently, they were not receiving as much information as students and teachers were. Mr. Torrey was impressed with Salem, because they had school career technology but students could not get into the class until they were a junior and had good grades. It was an incentive for kids who wanted to get a specific career orientation. He hoped the district was thinking out of the box.

Ms. Walston thought the work was a great start. She wondered how to know if the district was succeeding. Mr. Herington said the Department of Education had indicators to track. Ms. Newman was happy to see ninth grade involved, and thought starting even earlier would be great. Ms. Blake said middle schools were focusing on the 6th and 7th grades, using the same data teams. Currently, they were trying to systematize and align across all schools. Ms. McGaughy said the additional funds of \$2.5 million was a gift; the district was absolutely focusing on elementary level in general, but had that extra amount of funding which could only be spent on 8th through 12th grades.

XV. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Meeting Minutes from Board Meeting on January 3, 2018
2. Approve Meeting Minutes from Board Meeting on January 17, 2018
3. Ratify Contract for Wireless Access Points
4. Ratify Contract for RFP 18-350 Ethernet Switches
5. Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects

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

VOTE: The motion carried unanimously, 7:0.

XVI. ITEMS FOR ACTION

1. Approve Board Resolution in Support of City of Eugene Affordable Housing Programs

MOTION: Ms. Walston moved, seconded by Ms. Levis, to approve a Board Resolution in Support of City of Eugene Affordable Housing Programs.

VOTE: The motion carried unanimously, 7:0.

2. Approve Contract for Nutrition Services

Ms. Newman said she wanted a report, when it was ready, on the plan to get rid of some ingredients. Ms. Walston was also worried about some of the language; she hoped to tighten the wording a bit. Ms. Langan said Sodexo was expected to provide baselines, and she hoped to return in May or June 2018 to provide a report.

Mr. Torrey hoped to get an explanation if Sodexo moved backward. He said once the two entities agreed upon a contract, it was up to the district and Sodexo to make it work; he wanted to make sure they were on the same team. Ms. Langan said both parties felt as though they were in a partnership, especially within the daily operations. She thought Sodexo was on board. Ms. Levis said that was great to hear. She thought the relationship over the years had been uneven at times. She knew the community was paying attention, so she thought the board was paying more attention to the issue. It was a higher priority than in the past.

Ms. Newman clarified the board was approving a one year contract with the option for renewal. Ms. Langan said yes. Ms. Newman wondered if the district could request additional items after Sodexo had a baseline. Ms. Langan said yes, as long as it was not a material change, because that could change the price structure. Ms. Newman thought one year was plenty time for a baseline.

MOTION: Mr. Torrey moved, seconded by Ms. Walston, to approve the Nutrition Services Contract.

VOTE: The motion carried unanimously, 7:0.

1. Ratify Contract for Financial Advisory Services

Ms. Belz said the district was seeking ratification of a contract for financial advisory services to assist with the upcoming bond measure and other upcoming needs. It would be a one year contract with Piper Jaffray with four possible one year amendments.

MOTION: Ms. Levis moved, seconded by Ms. Newman, to ratify a contract for financial services to Piper Jaffray.

VOTE: The motion carried unanimously, 7:0.

2. Adopt Resolution #2018-02 for Supplemental Budget Appropriations for the 2017-18 Fiscal Year

Ms. Belz said the district was in the second supplemental budget. She said there were adjustments to compensation for managers, supervisors, senior staff, and administrators. There were other small adjustments for charter school payments, and the addition of a safety officer.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to adopt Resolution #2018-02 for Supplemental Budget Appropriations.

VOTE: The motion carried unanimously, 7:0.

3. Approve a Recommendation to Name the South Eugene High School Softball Field "Karen Meats Field"

Ms. Delf and Mr. Andy Dey presented an item for action to name the new South Eugene High School Softball Field the "Karen Meats Field." She explained the field was built in 2014 and the school then began a naming process. They were at the board meeting to present a recommendation to name the field after a prominent athlete from South Eugene High School.

Mr. Dey said Ms. Meats was part of the Oregon softball hall of fame. She graduated in 1968 and lettered in seven sports. She was instrumental in things done at South Eugene High School, such as the renaming of its team. Ms. Meats was also part of the coaches hall of fame, she was a 13-time state coach and career teacher in Oregon. Ms. Meats was still very involved in the University of Oregon and the States' softball program.

MOTION: Mr. Torrey, seconded by Ms. Walston, moved to approve the Recommendation to Name the South Eugene High School Softball Field "Karen Meats Field."

VOTE: The motion carried unanimously, 7:0.

XVII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Approve 2018-2019 Academic Calendars

Ms. Nesbit said the district proposed calendars for the next academic year. She said before submittal, she consulted with EEA. Ms. Nesbit said the team also considered the calendars of the UO and adjacent school districts. A main difference was that it called for consistent elementary and middle school conferences. A second difference was it converted three half day releases to full day releases at the secondary level, with the result of an increase in professional development time.

Ms. Vandercar said the most recent draft of the schedule was sent to EEA and they had 60 days to review. She said the draft had elementary starting right before 8:00 a.m. or at 8:30 a.m.; high schools and elementary schools would start at 9:00 a.m. An earlier start meant the bus had more ground to cover because they could start earlier. Ms. Vandercar said they were just giving the draft to principals, and said everyone had something to lose and something to gain.

Dr. Balderas said the schedule created three different start times and end times, instead of what the district currently had which was 11 different start times and 12 different end times. The core purpose was for equity of instructional minutes for students, so no matter where students lived, they had an equal educational experience. Ms. Vandercar said early release would be changed to Fridays, which worked well for sports, too, if away games could be scheduled for Friday. Students would be in school for more hours, and less sub time would be necessary.

Dr. Balderas said the core purpose of Friday schedules was for EC Cares transportation. It would help minimize impact of transportation for younger kids. Ms. Nesbit said in the last contract negotiations, they included language that the district would issue standard calendars and standard schedules. She said they would return with the standard schedules. The superintendent would recommend adoption of the academic calendar at a future meeting.

Ms. Walston asked about religious holidays; she was concerned that the school was missing religious holidays. Her understanding was students were allowed to take the day off on religious holidays. Dr. Balderas said the district followed the state mandated holidays when creating the calendar. Ms. Nesbit said the district generally didn't take religious holidays into consideration whatsoever. Ms. Newman said part of the issue was not having meetings or activities on holiday nights, so parents could make it to them. Chair Nittler said some schools and other areas started the year in August; she wondered if that would ever be a possibility. Ms. Sundgrenz added the work group looked at religious holidays to ensure family members could come to board meetings. They wondered how much of the community was made up by certain religions, in order to be respectful of the community makeup.

Ms. Newman thanked Ms. Vandercar and Ms. Nesbit.

Chair Nittler said she had heard feedback from a parent who was thankful that the secondary and elementary calendars would be the same as it will make much easier for her family.

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

Ms. Levis said having a lot of items on the agenda and ending at 9:30 or 10:00 p.m. was difficult for people. She appreciated having the board stay focused on important items though. Second, Ms. Levis wanted to see if there was interest in passing a resolution to support some of the work kids were doing in the district around gun control. Ms. Walston was struck by EEA's proposed resolution; she wondered if the board was doing everything they could at the state level. The board could work with OSBA to put it on their legislative agenda.

XIX. ADJORN

Chair Nittler adjourned the meeting at 9:30 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas

District Clerk

Eileen Nittler

Board Chair