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

May 2, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session 5:30 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 April 27, 2018.

ROLL CALL

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

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
Monica Brown, SSD Business Manager
Chris Ellison, Transportation Manager
Deborah Dailey, School Homelessness Liaison

STUDENT REPRESENTATIVES:
Jack Ohlsen-Johnson, Churchill High School
Maya Treder, ECCO
Zoe Chilhorek, IHS (absent)
Jane Brinkley, IHS
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.

I. EXECUTIVE SESSION

The board will convene in executive session to evaluate the employment related performance of the chief executive officer, pursuant to ORS 192.660 (2)(i). All matters discussed during this executive session are confidential and shall not be disclosed by any representative of the news media without authorization by the school board. Executive sessions are not open to the public. Executive sessions involving deliberations with persons carrying on labor negotiations, or consider expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

II. WORK SESSION – SECOND SCHEDULE DRAFT

Chair Nittler called the work session to order at 6:00 p.m.

Ms**.** Delf shared a PowerPoint on the proposed Draft II schedule. She explained the district solicited input for the first draft schedule and made changes based on those comments. Ms. Delf said the district was now gathering additional input for Draft II via an online survey, and had gathered 1,800 responses up to that point. Ms. Delf added responses provided good representation across the district, and at all grade levels.

Ms. Delf explained the major changes from Draft I to Draft II schedules. Changes include the start/end time for high school; Draft II had the day start 8:25 a.m. and end at 3:30 p.m. That meant there would be a five minute earlier start time for middle school. Ms. Delf said it was not possible to move the start time for middle school any earlier without adding a significant number of busses and bus drivers, which would cost around six million dollars. There were three tiers of start times in Draft II, to try and keep start times as close as possible to schools' current start times. The exception was Twin Oaks Elementary School and McCornack Elementary; they would be at the earlier and later start times, respectively.

Ms. Delf said other changes were to the early release schedule. Input from staff indicated they preferred Wednesday to Friday early releases; however, families preferred Friday with a less deep early release. Ms. Delf reiterated the schedule needed to have sufficient, fair, and consistent learning time. The schedule needed to include one hour of uninterrupted prep time, and the hours of instruction time had to be between the minimum state law and maximum within the teacher contract. Additionally, the start times needed to function for transportation. She shared a slide with details on the changes from Draft I to Draft II, as well as current schedule.

Ms. Delf told the board the district was continuing to gather public input. Community preferences were mixed between the two drafts. The district heard that people liked having more time for recess and lunch than the amount built into the current schedule, and hoped for an earlier end

time for middle school. Ms. Delf said the district hold a second community forum the following Wednesday, May 9, 2018 to gather community input and to allow board members to discuss with community members. The input would then be taken for potential revisions and to determine what the final recommendation would be. Then, the district would return to the board on May 16, 2018 as an Item for Future Action and June 2, 2018 as an Item for Action.

Chair Nittler asked about the 15-minute difference in instructional time per day for high schools in Drafts 1.0 and 2.0. She wondered if both had a sufficient amount of instructional time to meet state laws. Ms. Delf said yes, and explained both drafts fell in between the state required instructional hours and maximum contract hours. She added the schedules took into account that each elementary school would have 60 minutes for recess and lunch, as well as passing periods for middle and high schools, because those minutes did not count as instructional minutes.

Ms. Hays asked why the board would vote on the schedule, as it was not the board's decision. Dr. Balderas said although the regular schedule was the superintendent's decision, the board would vote on the parameters the schedule was built. Ultimately, staff made the decision on the schedule around transportation and other district functions. Ms. Hays said there seemed to be some confusion around who would make the final decision; some people thought the board would, however, that was not the case since a schedule was a day-to-day function of the district.

Mr. Torrey clarified there were 1,800 responses to the survey; he wondered if that number was from the start of the survey. Ms. Delf said it was, and explained the survey opened a week prior to the meeting, and would close in another week. Mr. Torrey thought the board received less emails than the first round. Chair Nittler said there were 220 email responses for Draft I and only 15 up to that point for Draft II. Ms. Delf added there might be people who would have sent an email but were able to comment via the survey instead.

Mr. Torrey asked why the district could not adjust the bus schedule. He wondered why high and middle school students couldn't share the same bus. Chris Ellison, transportation manager, explained Draft 1.0 kept middle and high school students on the same bus, and doing so would be more efficient. With Draft 2.0, the district did not have the capacity, because of the three different start times. The new start time put the high school on a Tier II schedule, so they rode in with the elementary students but home with middle school students. To remove the third tier and move to a two tier transportation system would require the addition of 32 routes and busses for a total cost of $6 million dollars. Busses would cost almost $4.2 million and recurring costs would be $1.8 million. Mr. Torrey noted some of the recent 15 email responses were concerned about the impact on middle school track and field; most coaches were teachers, so students wouldn't have access to them after school during that time for homework help. Ms. Delf said if school released later, track would start after that time and added track was only in the spring.

Ms. Newman thought district staff did a great job listening to feedback and making adjustments to create Draft II. She asked about early release days, and said she understood arguments for wanting both. However, she kept thinking about attendance being highest Wednesdays. Ms. Newman said someone emailed the board and pointed out students were out of school more on

Tuesdays and Thursday. She wondered if staff looked at different possible early release days and how different ones compared with attendance. Ms. Delf said currently within the district, schools had early release on either Friday or Wednesday. Because Wednesday was in the middle of week, it was the was highest attendance day for students and staff, while Fridays had the lowest. Dr. Balderas said staff could consider Tuesday and Thursday, but absences were always higher on Mondays and Fridays. Ms. Newman heard teachers didn't want Fridays because it was toward the end of the week. Ms. Delf said one piece of input received was that people wanted the schedule changed as little as possible. Wednesday was less of change for most families, and Fridays was not a change for some families. Ms. Delf shared a slide on attendance data, and explained there was not a huge difference between days.

Ms. Hays heard from some teachers it was nice to have a small break half way through week to do classroom planning. Ms. Hays asked what time the first student had to get on bus for Twin Oaks Elementary School, because it was a huge route. There were five or six routes for the school. Mr. Ellison said students were on the bus anywhere from 45 to 55 minutes depending on the area, and because Twin Oaks Elementary School would start at 7:55 a.m., some kids had to get on the bus at 7:00 am.

Chair Nittler asked if there was fear for increased absences if an early release were to be on Tuesday or Thursday. For example, a holiday could stretch into Monday and Tuesday. Dr. Balderas said it was hard to predict, but past practice was Wednesday and Friday and people revolved their lives around those schedules. Dr. Balderas said there were a lot of different barriers in play, but everything was under consideration. Mr. Ellison clarified Buena Vista and Gilham Elementary Schools were currently on the bussing schedule Twin Oaks Elementary School would be on with Draft II, so it would not be a change of practice. Dr. Balderas added there was more flexibility for transportation on Fridays, because the district did not transport the pre-kindergarten students.

Ms. Delf said there was a community forum scheduled at 5:30 p.m. on Wednesday, May 9, 2018 directly prior to a work session. During the forum, people who wanted information or wanted to provide comment and participate in discussion could do so. Mr. Torrey asked how to forum would be set up. Ms. Delf said staff would have information about both drafts available, and stations for all school levels. Board members would do some shifting from table to table. Ms. Delf said there would not be time for people to provide public comment, but to have a two-way conversation where board members and staff could listen and ask questions, too.

Mr. Torrey asked what staff expected the board to do with the information received in the forum, since the decision rested with the superintendent. Dr. Balderas said the board would listen to community and provide Dr. Balderas feedback. Mr. Torrey asked whether, from a legal standpoint, it would constitute trying to make an agreement if each board member had opinions and sent them to the full board. He did not think simply providing Dr. Balderas with input and letting other board members know what their input was via email would constitute deliberating toward a decision. Dr. Balderas said that was correct.

Ms. Delf said there were some things the board would decide, such as whether the district should approve state offered allowances for non-instructional time to be counted along with

instructional time. Mr. Torrey thought it would be helpful to have legal counsel identify what board members could email about and what they could not. He did not want to discuss board decisions on a chain email, but he would like to be able to email about what they heard from the community. Ms. Delf said the input could be shared directly to superintendent.

Ms. Levis was a little confused on what the board would be voting on, and she thought it might be confusing the public as well. Dr. Balderas said staff would create a schedule based on the board-approved parameters, like credits for professional development and recess. The bell schedule was a staff decision based on available equipment. The number of offsets that went into the schedule was chosen by the board. Ms. Levis appreciated the district was including all stakeholders in the decision, even though it was a staff decision. She appreciated Mr. Torrey's comments, and she also wanted to be able to give information to him one way.

Ms. Hays said she was not a big fan of emailing. She wondered if there was a way at the end of the session, they could come together and squeeze in another work session directly after to debrief what they heard. The board played an important role in relaying information to the community, and she did not like idea of sending thinking over email. Ms. Hays wanted to have the interactive process with board members.

Ms. Walston also felt uncomfortable emailing comments and questions back and forth because that was why they had meetings. She thought if they had to schedule another work session, they should do it. She said the board was part of the decision in a larger context.

Chair Nittler verified she heard from Ms. Hays and Ms. Walston that a work session after the forum was preferred. There were head nods around. Mr. Torrey said he had no problem with how they got the information to Dr. Balderas. Mr. Torrey noted the board already voted and the district negotiated instructional minutes within a contract; he wondered if staff was suggesting the contract may need to be renegotiated based on the changes. Dr. Balderas said no, what had been presented met the parameters set by the board.

Ms. Hays asked why the item was scheduled for a decision; she thought it should only be an Item for Information at a future meeting. Dr. Balderas said the board approved instructional minutes last year, but they needed to do it again this year. Ms. Hays clarified the vote would affirm what they had already said around instructional minutes.

Ms. Sundgrenz asked whether the board had to vote every time the district considered instructional minutes. Dr. Balderas said if the board wanted to provide additional credits within bell times they had to vote. Ms. Hays clarified that a five minute change, for example, to the start/end time was not within the board's purview. Dr. Balderas said that was correct, and in fact a change that happened often at individual schools. Ms. Delf added that in 2017, the board dealt with instructional hours and worked to reach state minimums. They approved a one year resolution for a certain number of credits to be applied, but any future credit changes had to be another board decision.

Chair Nittler thanked Ms. Delf for the presentation. In response to a question from Ms. Newman, Chair Nittler confirmed they would have a work session after the community forum. Ms. Delf

said they were all working toward a schedule for schools that provided enough instruction time, but the details were still being solidified; it was important for the schedule to work for parents, staff and the community, which wouldn't be possible without a public process. Ms. Hays appreciated Ms. Delf expressing that notion, and providing clarity on where the board's role was. The board played an important role in the schedule. In addition, Ms. Hays appreciated Chair Nittler taking the time to personally respond to each email received regarding the schedule. Ms. Hays concluded that she was looking forward to the forum on Wednesday, May 9, 2018.

Mr. Torrey wanted to ensure the district was in compliance in its agreement with EEA to provide enough time for the group to review a proposed schedule. He wondered if there was an estimate on when the decision would be made. Ms. Delf said Draft I was provided to EEA on March 14, 2018 so they were looking to approve a revised version in late May or early June 2018. She thought after receiving community input for Draft II, the district would finalize a schedule by mid-May 2018. Mr. Torrey appreciated the work done by staff on the schedule.

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

III. REGULAR BOARD MEETING

IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE

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

V. AGENDA REVIEW

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. Student Recognition

Dr. Balderas introduced Imelda Cortez, a fourth grade teacher at Adams Elementary School. Ms. Cortez would present the winners of the annual Martin Luther King Jr. (MLK) Poetry Essay Contest organized by EEA. Dr. Balderas explained the contest was an amazing way for students to express themselves. He also recognized and congratulated Jason Seiner from North Eugene High School, winner of the 5A 100 freestyle competitions at the state swimming championship.

Ms. Cortez said she was a member of EEA's Minority Affairs Committee. She was pleased to announce the 2018 winners of the MLK Poetry Contest, co-sponsored by the district and EEA. Ms. Cortez shared the elementary school-level and middle/high school-level prompts. Ms. Cortez said the first place entries would be posted on the EEA website. Ms. Cortez acknowledged all honorable mentions, second, and first place winners of the contest at the elementary and middle school levels.

Dr. Balderas announced some administration changes. He said Carey Killen, the current principal at Prairie Mountain School in the Bethel School District, was hired on as the new South Eugene High School principal and would begin her new role on July 1, 2018. Dr. Balderas said

Eric Anderson, currently the principal of Charlemagne Elementary School, was transitioning into the role of principal of Roosevelt Middle School. Finally, Chris Mitchell was moving from Roosevelt Middle School to Cal Young Middle School.

Dr. Balderas appreciated community members attending the district's recent Beat the Odds event. He added it was always inspiring to have so many community members turn out. Dr. Balderas said ArtSpark, a Eugene Rotary function, occurred the past week; the event raised much needed funds for arts integration in elementary schools. That year, Eugene Rotary provided 20 artists in residences, which helped bring arts back into schools. The district really appreciated the Rotary's work, as well as EEF's work.

VII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Maya Treder reported it was the end of ECCO's grading period. She explained ECCO awarded credit every six weeks rather than every 12, as found in most traditional high schools. Ms. Treder said ECCO recently received their Smarter Balance test results, and many students met or exceeded standards. The scores were used to satisfy graduation requirements in English Language Arts (ELA) and math. In addition, for students who had already taken the test or opted out, ECCO offered the National Career Readiness Certificate to obtain an endorsement of abilities needed in the workforce. Ms. Treder said in six more weeks, ECCO would hold their graduation ceremony on June 8, 2018 at 7:00 p.m. at the Hult Center. Also, a lunch and recognition ceremony would be held that same afternoon at the Oregon Electric Station.

Jillian Peterson said Sheldon High School students received Draft II of the proposed schedule very well. Ms. Peterson reported Advanced Placement (AP) and International Baccalaureate tests were starting, so the woman's advocacy group was considering organizing a mental health week to help students destress.

Claire Baboyan shared that National College Decision Day had recently passed. To commemorate the day and celebrate, seniors wore representing which college they would be attending in the fall. Ms. Baboyan said the past Saturday, North Eugene High School held its annual North Pageant. She reported students responded better to the schedule Draft II. Finally, six students from North Eugene High School were being considered for the Ford Family Foundation scholarship and had upcoming interviews.

Jackson Ohlsen-Johnson said some Churchill High School students attended the Freedom of Expression Symposium held at the University of Oregon (UO) that past week. Advisors spoke to share thoughts and perspectives challenges faced with freedom of expression. The goal was to empower students and raise their voices. Mr. Ohlsen-Johnson said the event was engaging and reflective. Mr. Ohlsen-Johnson reported 99% of seniors were complete with their essential skills requirements. He shared student government recently received approval to install a kiosk toward the front entrance, which would feature a campus map. Mr. Ohlsen-Johnson said ASB elections took place the past week, and mental health month was occurring so the school was offering supportive activities for students.

Tiffany Huang said student's recently forecasted schedules for the next school year. Ms. Huang said there would be a senior graduation party on June 13, 2018, which would have food, Dutch Brothers Coffee, games, and a raffle. In addition, students were planning charity 5k run to happen late May 2018. Ms. Huang shared that South Eugene High School's Integrated Outdoor Program, a popular class that combined physical education and literature, would host a donation drive that week to collect clothing and blankets for the homeless. In addition, the South Eugene High School Robotics team went to World Championships in Houston, Texas and finished at the semi-finals. Ms. Huang said South Eugene High School was recently recognized as a green school by the Partners for Sustainable Schools, and concluded the theater would open a new spring production.

Jane Brinkley said juniors wrapped up IB economics testing and would be doing math testing that week. She reported teachers were offering in class activities and discussion to aid students through testing, and relate the IB experience into mental health month.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman had the opportunity to attend the Beat the Odds event and a South Eugene High School student was a scholarship recipient. She was taken by his story and by how strong relationships with teachers, schools, and peers could impact the success of students. During the event, three previous recipients came to speak and were all progressing beautifully in life. Ms. Newman also went to ArtSpark, which helped put artists in all elementary schools in a time where funding for arts was being cut. Lastly, Ms. Newman went to the Freedom of Expression Symposium, sponsored by the UO. The event raised student voices and allowed a platform for adults and students to listen to each other, and allowed students to feel comfortable expressing their opinions. It was a great place to learn responsibilities around civil discourse.

Mr. Torrey said the policy committee met the previous week, and would review all policies by the end of the school year. Board members would also have the opportunity to read the book of policies, and advise them whether or not to adjust any policies. Mr. Torrey had the chance to participate in a charter review of The Village School, which was a very interesting process. He thought it was important for the community to understand charter schools were the district's responsibility. He wondered if the board voted on instructional minutes and offsets for charter schools, or if the charter school's individual board did. It was unclear to him. Mr. Torrey went to a volunteer lunch with tea at McCornack Elementary School, and thought it was a successful event. Mr. Torrey said he was very impressed by the presentation given by the superintendent at the ArtSpark event.

Ms. Walston thanked Mr. Torrey and Ms. Sundgrenz for going to the volunteer tea luncheon at McCornack Elementary School. She had been going for the past five years and enjoyed it; she encouraged other board members to attend in the future. In other news, Ms. Walston went to the LCOG board meeting, and there was a presentation on EugNET, a municipally owned fiber network in downtown Eugene. The district was connected to it, so she wondered if the board might want to arrange tour.

Ms. Sundgrenz also attended the volunteer tea luncheon. She said it was so important to thank not only staff, teachers, and administrators, but also volunteers who came to the district and gave time. Later that same evening, Ms. Sundgrenz attended the Stanford Children's Beat the Odds event. She thought every student who received a award was an inspiration. On April 20, 2018 Ms. Sundgrenz attended the Buena Vista School ribbon cutting ceremony for solar panels. She thanked EWEB for their partnership in making the panels possible. She concluded that on May 1, 2018 she went to the Lane ESD budget meeting and the group passed the budget.

Ms. Levis said the Beat the Odds event was inspirational, and she shared a moving moment from the event when Colt Gill spoke. She thought it was interesting how important the student and teacher relationships were. Ms. Levis attended the EEF monthly meeting where the strategic plan was finalized. She was also on the economic development committee for the Eugene Chamber of Commerce, where they discussed CTE and how critical it was to economic development in the community and keeping jobs in Eugene. Ms. Levis recently drove an activity bus for the South Eugene High School boys' golf team to attend the regional championships. The team won, and would go onto state championships. She appreciated the district's transportation department and the work they did in supporting athletics.

Ms. Hays also attended the Beat the Odds dinner. She went to the Lane ESD budget committee the previous evening, and thought it was great to talk to Lane ESD and see coordination between organizations. Ms. Hays noted it was Disability Awareness Week, so she attended a talk at the UO around disability justice, neurodiversity, and intersectionality. She said it was powerful and she looked forward for a chance to bring it up at the next equity committee meeting.

IX. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler provided an update on emails and feedback received regarding Drafts 1.0 and 2.0 of the proposed schedule. She noted the board received 220 with the first draft proposal and around 15 for the second. They were not hearing nearly as many complaints or concerns about Draft II.

X. ITEMS RAISED BY THE AUDIENCE

Chair Nittler explained the policy on public comment.

Linda Smart wanted to discuss Draft II of the schedule and how it affected middle schools. She had many concerns about both drafts. Ms. Smart said the district asked staff for input, but she did not think their voices were heard. She was very happy the high school start/end times changed, but noted the middle school schedule was shifted back by five minutes and 10 minutes were added to the early release time. The change did not address concerns stated by teachers. She understood there was a belief by the board and the district that the number of minutes student spent in the seat equated to a better education. Ms. Smart disagreed, and quoted information from Finland. Overall, teachers in Finland spent less time at school each day and in the classrooms, and used the extra time to build curriculums and assess students. Children spent more time playing outside, and 93% of Finland students graduated from

academic or vocational high school with 66% moving onto higher education. Students spent 30% less time on average in classrooms than students in the United States. The State of Oregon allowed offsets for contact time, which were critical components but were not allowable by the district. Ms. Smart thought if teachers and students were consulted, they would have said how challenging the last period of the day was for students as the schedule currently was. Draft II would add 30 minutes to that time. She pointed out that students who had after school sports, lessons, or other programs would be getting out later and it would impact equity of access to those offerings. In addition, some students would be walking home in the dark and could end up going to bed later. Finally, teachers with medical appointments would have to arrange a substitute for only a few periods, doing so would create disruptions in the classroom.

Lisa Fragala supported the resolution on safe schools and wanted to thank the board for its initiative on the effort. Ms. Fragala explained it was tremendously important to take the action. She was a second grade teacher, and she could not express how traumatic it was to teach students how to flee from an active shooter. Ms. often spent her days monitoring windows, which was about 20 to 30 feet from the street. Recently, she had woman approach window and it scared all the students. Ms. said students and staff should not have to live in fear in schools. It was not conducive to a learning environment, so she was very appreciative of the resolution. Ms. Fragala wanted to note a couple significant things within the resolution, including the call for state legislatures and elected officials to support wraparound services for mental health. Those were essential services for students, and school districts needed more funding for them. Another part of the resolution was the objection to arming teachers. Ms. Fragala loved her job, but if she had to have a gun as an educator, she would quit. She reminded the board that throughout history, there had been critical moments when people came together around issues; she thought society was at a tipping point and appreciated the board supporting safe schools. They would be the second school board in Oregon to pass a resolution such as this.

Melody Goodwin was an eighth grader at Kelly Middle School. Ms. Goodwin explained Draft II would greatly impact students in a negative way. Ending the school day at 3:50 p.m. would cause students to have very little time to finish afterschool programs and extracurriculars at a reasonable time. Programs would have students leaving school between 5:00 p.m. to 7:00 p.m. Those students who depended on walking, biking, or public transportation would have to travel in the dark during parts of the year. She thought that would be dangerous for students. Ms. Goodwin also thought there would be very little time for students to have hobbies and spend quality time with families at a reasonable hour, after completing homework. Ms. Goodwin said according to the Center for Public Education, middle schools were required to have 900 to 1,000 instructional hours every year. As far as she knew, district middle schools were already meeting those standards, and adding 25 minutes a day was unnecessary.

Daniel Denton introduced himself as an educator at Kelly Middle School. Mr. Denton began his three minutes with a few moments of silence. He explained that recently, he had spoken to his students about the schedule and how it would impact their lives. Overall, students did not want more school, and Mr. Denton wanted the district to listen to student concerns. With the schedule change, the district would be cutting necessary personnel from its most needy students while

adding time to the day. Schools would lose a lot of support; Mr. Denton thought if there was not proper support they were setting students up for failure.

Colleen Young taught at Kelly Middle School. Ms. Young said the proposed middle school schedule would decrease parent and guardian access to teachers. Currently, teachers had 45 minutes before school, and 25 minutes after school to meet with parents and guardians, return emails, and make phone calls. Under the new schedule, teachers would have 20 minutes before school and 20 minutes after school for those responsibilities. Ms. Young saw about 140 unique students a day. The changes to the schedule made the situation nightmarish, and denied parents and guardians access to educators. With her prep time of 50 minutes, she would have to choose between 170 items, preparing lessons for four unique classes, or contact families. With this type of job, educators were often already working 10 to 14 hour days. Ms. Young said the additional burden of 240 hours of unpaid additional work decreased her ability to communicate and be available to families and students. Teachers needed more availability not less. Students and families deserved a higher quality education, and teachers could not offer that without additional time.

Kimberli Holmquist represented the education committee of National Association for Advancement of Colored People (NAACP). On April 4, 2018 she brought attention to the frustrations of a young black student whose educational experience did not include a discussion of a dignified historical presentation of black people throughout the world nor America. Instead, he has had to repeatedly study the horrors of slavery in a manner that reinforced black people as objects, and white people as subjects. It was a narrative written by and for white people, and in that narrative people of color were not represented as actors but as people acted upon. Ms. Holmquist said people must continually question who was the subject, or the hero in the narrative, and who was the object, or the acted upon and marginalized. Ms. Holquist said there was a need for historical accuracy within curriculum and the need for all students to study the history of Africans before they were enslaved to America. African American history did not begin with slavery. Ms. Holmquist said the future of the nation truly depended on all young students learning that the Eurocentric narrative was not the definitive history of the nation nor the world. There were multiple historical narratives threads within the national identity; multicultural meant multiple heroes of multiple stories. Ms. Holmquist did not think one could deny the current curriculum was Eurocentric, despite veiling itself as universal. She said the NAACP had been called upon to use various networks to support students, and asked the board and district to work with them in supporting the learning about accurate histories of all people of color.

Mary Adams introduced herself as a parent and teacher. Ms. Adams explained her second grade student attended McCornack Elementary School. He was doing well in all aspects, but everyday came home and said he hated school because he had to sit for too long. Ms. Adams was concerned about Draft II of the schedule, because it added more seat time. She noted the state allowed school districts to count recess as an educational offset to instructional time, and she thought it should be considered because kids needed to be running around more. Ms. Adams said as a teacher, her classroom time was being cut, so the day was a lot longer but she had less time to teach students. She agreed with the purpose behind a common schedule but she didn't think the first two drafts were it, and hoped they considered the effect on young kids.

Ms. Adams saw that amongst teachers morale was really down as it seemed each year there were always extra minutes and less resources to work with.

Linda Reuteler said she was a middle school special education teacher and had concerns around the proposed schedule. She explained it would cut into time she had to build relationships and communicate to with her students and families. Ms. Reuteler appreciated Mr. Torrey's question on how long bus routes were for students; she urged the board to look at how long routes were for special education students, in particular. She said because of the proposed end time of 3:50 p.m., she expected kids to be on the bus until 5:30 p.m. so those with the highest needs were spending the longest on bus. In addition, EAs were being cut and in order for special education students to have access to general education classrooms, they needed support. Ms. Rootler was concerned there would be more behavioral outbreaks in the afternoons because of the longer day. The schedule had major consequences to students.

Diane Peterson introduced herself as the local group lead for Moms Demand Action for Gun Sense in America. She was also the concerned mother of a two and a half year who would enter the 4J system in a few years. Ms. Peterson commented on the resolution for school safety, specifically regarding guns and gun violence in schools. According to research by every town for gun safety, there had been at least 160 school shootings in American since the 2012 tragedy at Sandy Hook. Studies showed where there were guns, there was more violence. Ms. Peterson shared examples of guns accidently going off inside schools including an incident by a school resource officer, a teacher who injured students during a demonstration on gun safety, and another teacher who accidently left a loaded gun in a classroom. Those were only a few examples. Ms. Peterson said guns clearly should had no place in schools. She pointed out a school resource officer never stopped a school shooting, and studies showed resource officers actually increased the number of youth fed into the justice system. Research also indicated black and Hispanic children were far more likely to be disciplined than their white peers. Adding guns into situations could become dangerous, particularly for students of color. Ms. Peterson encouraged the board to pass a resolution which included explicit statements opposing the arming of teachers, calling state legislatures to create common sense gun laws, and to enact a network of support for students that included more support services for mental health and wellbeing. And to ensure students of colors were not disproportionately impacted by disciplinary action; it pained her to have to say that in 2018. Ms. Peterson concluded gun violence in America was a solvable problem, and the board's action to pass a resolution regarding school safety was the right thing to do.

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

Ms. Levis appreciated the different issues people brought up to the board and all the thoughtful comments made.

Ms. Hays thanked the middle school students' for their comments. She also thanked Ms. Reuteler for bringing up the question about transportation for special education students; it was an important discussion that needed to continue. Ms. Hays said there would be a community forum the following Wednesday, May 9, 2018 at 5:30 p.m. She added the board was clear in its work session directly before the regular meeting about what was board's decision and

superintendent's decision regarding the schedule. Ms. Hays said the board played an important role in listening to the community's voice.

Ms. Treder worked with young parent program at ECCO, so she heard the concerns about gun safety especially when talking about such young children in the 4j system. She wanted to encourage people to keep speaking up; she felt sometimes people thought their issues were less important than others, but it was important to hear from everyone. Ms. Treder also appreciated the middle and elementary school representatives that evening.

Chair Nittler had received a few emails concerned about students walking home at dark due to the schedule change. She explained in the River Road neighborhood there were County streets, with no sidewalks and no streetlights. It was an issue; she wondered if the district could approach the city or county and see if some sort of improvements could be made. Ms. Hays clarified after school activities were also impacted regardless of the schedule change, so it wasn't that the board wanted to keep students later. The lack of lighting and sidewalks was an ongoing safety issue regardless. Ms. Hays was interested in figuring out where the most used paths were. Chair Nittler added they could promote routes if they identified safer ones.

Ms. Hays continued that she appreciated hearing from the NAACP on curriculum. She wanted to ask board to take a look at current school curricula and see if it was something the Equity Committee should work on. She said it was very important work.

XII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of EEA, echoed comments made by folks in favor of resolution on gun and school safety. He said EEA strongly supported the resolution, and he thought it was important to seize the moment in a time where the debate over guns in America was shifting. It was imperative that public entities like school boards took a strong stand on the matter. Mr. Shannon said in a number of ways, Draft II was greatly improved since Draft I. He added the readjustment of the high school end time was a welcome relief; the adjustment to the elementary schedule was also welcome. However, EEA was concerned that the additional seat time coupled with cuts to EAs would result in more behavioral problems than at current. He hoped the board would take that into consideration. Additionally, the move of early release back to Wednesday made sense to EA members. Mr. Shannon explained that having professional development time on Friday afternoons, at the end of a long week, didn't seem like an efficient use of time. Mr. Shannon noted that the middle school schedule was least affected by Draft II, and many staff members thought there were serious problems with length of day. Since it release later, it left very little time to meet one on one with kids. The out of class time they had was critical; it was often where student-teacher relationships were built and sustained. The change would also made it difficult to attend IEP and 504 meetings. Mr. Shannon said EEA understood the interest in ensuring all students in 4J had equitable instruction time, but they pleaded the district consider not only the quantity of hours, but the quality of minutes. Finally, Mr. Shannon commented that the board played a critical role in the schedule because they determined whether there were offsets, which had a huge impact.

XIII. ITEMS FOR INFORMATION

1. Report on McKinney-Vento Programs

Ms. Dailey, School Homelessness Liaison, provided a report on the McKinney-Vento Program (the Program). Ms. Dailey was the coordinator for the Program, and worked with students experiencing homelessness in one form or another. Ms. Dailey pointed to the PowerPoint slides included in the agenda packet. Ms. Dailey explained the Program was a federal title program that protected education rights of students facing housing insecurities. She said the students' living situations ranged from students awaiting foster care, substandard housing, shelters, and shared housing with non-family. The reasons for the students' homelessness could be economic, medical, mental health, eviction, and fires. Students also may have run away or been kicked out of the home. Ms. Dailey said student rights included immediate enrollment, school stability, free meals program, and transportation assistance. Districtwide, there were 800 students in the Program.

Ms. Dailey covered some Program highlights, and said there was good academic support in non-title schools, especially those with a higher number of Program students, including Roosevelt Middle School and Edison Elementary School. Ms. Dailey noted she was part of the North Region Care Team and she found it had been an important team to be on, as families in crisis seemed to also experience some sort of instability or homelessness. She was also asked to sit on the First Place Family Center advisory board through Saint Vincent de Paul, to provide an educational lens.

Ms. Dailey worked closely with the 15th Night pilot program at South Eugene High School, which would hopefully expand to other high schools. The pilot program's purpose was to figure out what resources were available and accessible to students in each region. Ms. Dailey reported it was going very well. She explained it was the second year of 15th Night, and they had managed to increased FTE to support solely unaccompanied youth. There were about 250 students considered unaccompanied youth. Ms. Dailey said there was some coordination of services with local providers such as Looking Glass, Early Childhood, Department of Human Services (DHS) Self-Sufficiency. Ms. Dailey said in the past she typically sent a family or student out of her officer with a referral; instead, this year, she had been able to hone in on a point person in many agencies so there was a direct line. She said the Assistance League and South Town Rotary helped with school supplies for student in the program, which were greatly needed.

Ms. Dailey explained coordination for the program throughout the district, which was designed to assist the student or family by completing forms and certain reporting duties to departments such as Nutrition Services, or other agencies. She also explained a new pilot program where students received a smartphone to use at home for schoolwork and to stay connected. Ms. Dailey couldn't say the phones kept the students in school, but she did know students had been able to contact her in times of important need. It had yet to be known the exact impact, but the technology had been a lifesaver. Ms. Dailey invited board members to shadow her whenever they wanted.

Ms. Sundgrenz thanked Ms. Dailey for the presentation and said that she was interested in shadowing her one day. Ms. Levis was also interested in shadowing. She added Ms. Dailey said the data was a little out of date, so she wondered what were some of the changes. Ms. Dailey

responded that since the data had been pulled, she expected the number of students to be around 800. As for trends, she did not see number rising and didn't expect it to be hiring than the previous year. She thought it had a lot to do with training front office staff, and the ability to have bus drivers and counselors throughout the school who were aware of the Program and the rights in entailed students. Ms. Dailey worked closely with shelters which was where a lot of referrals came from. In addition, she thought cars were more affordable than in the past, so often families were sleeping in those when participating in a shelter program until they saved money to rent a home. Ms. Dailey noted the South region had lots of students in the Program, possibly due to the proximity of the YMCA and First Place Family Center.

Ms. Hays said that when Ms. Dailey gave the same presentation to the Equity Committee, a question posed to members was around outreach and ensuring the district was identifying all the families who needed access to services. She wondered if anything came out of the discussion. Ms. Dailey said yes, and thought the work on the new enrollment form would remove some barriers. She appreciated the Equity Committee's work.

Ms. Newman thanked Ms. Dailey for her work and explained when EC Cares identified a child living in homelessness they called the district, as they didn't have their own liaison. She was encouraged to hear Ms. Dailey was identifying contacts for agencies, allowing for more referrals to happen and for students to connect to someone. Ms. Newman wondered if anything else could help make her job easier. Ms. Dailey would have to think about it; there could be more people power, but then there were more people to manage, and the McKinney team was already very strong. Staff of the McKinney program included herself, a part-time unaccompanied youth liaison, someone who did 100 hours of data entry annually, and an educational support staff for four hours a day at both Roosevelt and Edison Elementary Schools. Ms. Dailey concluded that the more she did and connected to people in the community, the better she got at her job.

Ms. Walston was curious how the McKinney students were broken out by level. She also wondered how long the district tracked students and what the graduation rate was for the McKinney students. Ms. Dailey did not have the current numbers of McKinney students in each grade, and would have to ask Dr. Loureiro for graduation rates. She explained her staff tracked things like attendance, the free phone program, and families who needed help with gas support. Ms. Walston hoped to understand the depth and magnitude of the students in the program, to better understand resources they should be providing that they weren't already.

Mr. Torrey asked how Ms. Dailey and the program interacted with neighboring school districts, such as Bethel and Springfield. He assumed students were sometimes mobile and wondered how the districts relayed information to Lane ESD, so wondered if they worked as a unit to make the program more efficient. Mr. Torrey thought students may enroll in 4J, lose housing, then find housing again in a different district so wondered if they switched schools. Ms. Dailey said the liaisons she regularly met with were from Cottage Grove, Springfield, and Bethel. They often had agencies come to meetings and update them. She reminded the board that one of the very important protections for McKinney students was if they did move to Springfield, they could still go to school in 4J. The district would step in and provide transportation, which they did

coordinate with other districts. Ms. Dailey concluded the liaisons had a very unique job and were definitely in touch regularly about families.

Mr. Torrey asked for clarification about students moving but staying in district. Ms. Dailey clarified that if a student ever enrolled in 4J, they were always a 4J student, even if in the future they moved to Springfield or Harrisburg, for example. They had the right to choose to stay at their original school, or attend their neighborhood school where their nighttime accommodation was located. Most families chose to have kids stay. Ms. Dailey said on average, every time that a student moved schools, it equated to three months of academic loss; she always encouraged families and unaccompanied youth to have the student stay put if possible.

2. Receive FY18 Third Quarter Financial Report

Andrea Belz provided the fiscal year 2018 (FY18) third quarter financial report. She noted the district was in the first year of its free breakfast program, and reported all elementary schools saw a remarked increase in participation, from 18% in 2017 to 27% in 2018 which equated to 450 students. Ms. Belz said the district was in the black for nutrition services. The department had about $40,000. The money would be helpful in June 2018 when expenditures sometimes exceeded revenues, and she was expecting the department to break even by the end of the year.

Ms. Belz said the general fund expenditures were on track. As for revenue, it looked as though they would hit forecasted numbers in all areas except the state school fund. The district was seeing an impact due to higher than expected enrollment drops at the high school level as well as decreases in funding for teacher experience and for poverty support. Ms. Belz said they expected to see revenue in line with current budget number, which was a little above $92 billion.

Ms. Sundgrenz asked her to expand on teacher experience. Ms. Belz explained a factor in the state school fund was teacher experience. Across the state, they looked at all teachers in all districts and how many years of experience they had teaching. The state then assumed a formula that if teachers in a district had a higher average of years of experience than the state average, the district was probably paying more for those teachers, so state allocated them additional funds. If the district was below the average, then they received a little less than the formula. Ms. Belz shared the district was at about .36 above the average and dropped to .06, so it impacted the funding received.

XIV. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Meeting Minutes from March 14, 2018

2. Approve the purchase of four Type C special needs busses, five Type A special needs busses, and two activity busses from the board approved bus purchasing contracts held with Western Bus Sales, Inc. and Schetky Northwest Bus Sales, Inc.

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

VOTE: The motion was approved unanimously, 7:0.

XV. ITEMS FOR ACTION

1. Approve Partnership with EWEB in the Emergency Water Program (second read)

Mr. Coats provided a second read on the Item for Action. Mr. Coats explained during the last meeting, the board received a presentation on EWEB's Emergency Water Program, and discussed entering into a partnership agreement.

MOTION: Ms. Newman moved, seconded by Ms. Sundgrenz, to approve partnering with EWEB on the Neighborhood Emergency Water Program.

VOTE: The motion carried unanimously, 7:0.

2. Approve Board Resolution on Safe Schools

Chair Nittler explained that Ms. Levis and Ms. Sundgrenz worked through a draft resolution regarding school safety.

Ms. Levis appreciated Ms. Fragola's and Mr. Shannon's comments that evening around school safety. She agreed, the district was at turning point in the conversation around gun safety and violence. Ms. Levis noted the board first introduced the idea for a resolution on March 14, 2018 but it had been hard to move fast due to public meeting constraints. She was pleased with where the draft was right now, and thought it was important the community knew where the board stood on the issue. Ms. Levis explained when drafting the resolution, she explored what other districts did across the nation and customized it for the 4J and Eugene community. She had input from board members, put together draft, and Ms. Sundgrenz finalized it.

Ms. Sundgrenz said the version included in the agenda packet was not the most updated version that the board was reviewing. She explained there had been a quite a few additions. Ms. Sundgrenz wanted to thank Ms. Peterson and Moms Demand Action for providing input. It was extremely important the board let the community and district know how much they valued student safety.

Ms. Sundgrenz shared what she added to the resolution. She included the district had a zero tolerance policy of having guns on campus with the exception of law enforcement and school resource officers; and that the board urged congress to implement common sense measures. From the conversations that evening, Ms. Sundgrenz had an additional item she wanted to add to the resolution – she thought it was important to recognize the racial disparities for students of colors and that having guns in schools could place them in additional danger.

Board members had not seen her proposed addition until that evening. Ms. Hays asked for a process to use, whether it was going section by section to look at what was taken out and added. She appreciated the legislative format but wondered if there was an opportunity to take

what had been discussed, rework the document, and bring something back again. Ms. Sundgrenz added that City Council had not seen the updated version, and it was important they did. Ms. Walston was concerned about the process because she didn't have the correct copy, and the public saw the wrong copy. She supported the ordinance but the process they were using was frustrating and unorganized; she wanted to do it right.

Mr. Torrey said from a parliamentary standpoint, the motion would be on what was originally proposed. Adjustments to what was originally proposed would have to be in the form of an amendment, and each various adjustment would be voted on. He thought it was more important to do it right rather than fast. Mr. Torrey wanted legal counsel to look at the area around zero tolerance for guns in schools, because parents who came into schools had the right to have concealed carry permit. He wondered if the district had the authority to not let them on school campuses. He did not believe they had that authority, and thought it would be important to clearly define what zero tolerance meant. Chair Nittler was also not a fan of the zero tolerance wording, and shared a past incident of a 14 year old student bringing an unloaded hand gun to school so he could show it off to friends. Admittedly, the student made a very poor decision, but he went to prison and ultimately society did a disservice to the child, solely because it was protocol for zero tolerance.

Ms. Newman agreed that legal counsel should look at the resolution. She was anxious to move ahead, and wanted to ask the board to set a deadline for two weeks.

Ms. Levis was also anxious to pass the resolution. She appreciated the additions, and had thought they were looked at by legal counsel. Her preference was to adopt the resolution and then update the resolution in two weeks after legal counsel had seen.

Ms. Walston was also concerned about zero tolerance regarding Mr. Torrey's comments, as she did not think the district had the legal capabilities either.

MOTION: Ms. Walston moved to postpone adoption of the resolution to May 16, 2018. Ms. Levis seconded the motion.

VOTE: The motion carried unanimously, 7:0.

Ms. Walston wanted to make sure the public knew a date was set, because the board wanted to pass the resolution; they only wanted to make sure they were on legal grounds with its wording.

Ms. Hays also wanted to table the issue with a date certain, however, there were some changes that would require someone to make decisions about what stayed in a went out. She wondered if there was a small group that could put something together to then present to legal counsel.

Mr. Torrey also supported tabling the issue. He wanted to see the document a week in advance of May 16, 2018 for review. The document agreed upon by the committee could be up for a motion and if people individually wanted changes, the board could follow the Robert's Rules of Order process of making an amendment. Chair Nittler said the resolution would need to be done a week from that evening, therefore comments would need to be submitted that Friday or Saturday. She wondered if people were comfortable setting a 72 hour timeline. There were

head nods. Ms. Levis said the instance showed that not having a process to do resolutions or staff to help directly. Ms. Hays clarified who would be helping. Ms. Levis said herself, Ms. Sundgrenz, and Ms. Newman.

XVI. ITEMS FOR ACTION AT A FUTURE MEETING

1. Review and Finalize Project List for Long Range Facilities Management Plan

Dr. Balderas explained the district was drafting a Long Range Facilities Management Plan (LRFP), as required by law for districts of 4J's size. The LRFP would also help guide the upcoming bond. To revise the last LRFP drafted (completed in 2012), the district contracted with Mahlum Architect (Mahlum). Ms. Brown said by law, the district was required to update the LRFP every 10 years. The updated LRFP done by Mahlum was still in a draft document, and encapsulated work by the district and staff over the last 15 months. A demographic analysis as well as a condition assessment of facilities (completed in 2017) was included. The report also reviewed and summarized discussions with the community and the recent survey results. Ms. Brown added the LRFP was needed to remain eligible for matching funds. The district was eligible for $8 million if the November 2018 bond passed.

Ms. Brown said staff was reviewing the LRFP and would tweak it to add concepts the board had discussed. Then, staff would return on May 16, 2018 for adoption and was due to the state on the May 17, 2018.

Mr. Torrey asked if there was anything in particular staff needed from the board, before May 16, 2018. Ms. Brown believed the document encompassed all discussions the board had over the last 15 months, unless the board had a significant change of direction. Dr. Balderas said the staff had posted a project list for consideration, in order to come up with possible bond projects for the upcoming potential $375 million bond. Those project ideas included building a new elementary, replacement of North Eugene High School, replacement of Edison Elementary School, and more. Dr. Balderas explained projects were split into themes: school safety, security, and seismic upgrades; and facilities, access, and health.

Ms. Levis clarified they would discuss the bond at the upcoming work session on May 9, 2018. She noted she would not be there the following week, but so far did not see anything there that did not reflect their discussions; however, she did wonder if the documents would be posted for people to see and to provide feedback. There was a lot of interest in the bond, and it would be good to be clear with the community when they could weigh in on it.

Ms. Walston agreed with Ms. Levis, especially because a year ago the board assured community members they would consult with them.

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

Ms. Hays wondered how to follow up with the suggestion by the NAACP around curriculum. She wondered whether the Equity Committee or the Instructional Advisory Committee (IAC) should look at coursework. Dr. Balderas said the district was working toward culturally relevant teaching practices, and the instructional department was looking at curriculum adoptions and

how to infuse culturally relevant curriculum in all aspects. He noted Dr. McGaughey had been working on the issue for the past couple years, and asked her to speak.

Dr. McGaughey shared the board adopted a policy around curriculum adoption three years ago. As part of the process, there were community engagement requirements so there were always opportunities to engage the community and receive feedback. She said the district and the IAC would welcome the involvement of groups such as the NAACP. Other ideas could be to invite different affinity groups to the equity committee to contribute, or expand IAC membership to include different representatives. Ms. Hays said a good question was how to do the outreach and get the word out to different groups. She added it was not just curriculum; she wondered how teachers were trained to bring more cultural awareness or changes. She knew it was a difficult question, but she didn't want curriculum to be limiting. Dr. McGaughey said at a future meeting she could provide an Item for Information on the instructional framework and how the district explicitly integrated culturally responsive practices into the framework and professional development.

Mr. Torrey said the last meeting of the month was May 16, 2018. In June 2018, there were only two meetings. He wondered what they would discuss between that meeting and the end of the school year that they put on their workplan. Mr. Torrey was interested in what they were going to do with alternative education programs. Chair Nittler said the items would be on a future agenda. Mr. Torrey wanted a little more clarification on the work plan.

Ms. Newman reinforced what Ms. Hays said. Ms. Newman thought using standard ways to look at curriculum currently published would address concerns by some affinity groups. She wondered if there were ways to get more meaningful input, and then also supplemental curriculum. Ms. Sundgrenz seconded what was said by Ms. Newman. She also appreciated Ms. Holmquist for coming to each board meeting and staying for the entirety. She looked forward to working with her and the NAACP.

Ms. Walston agreed with Ms. Newman. She thought the IAC and Equity Committee would be good, and perhaps a hybrid could be create. Chair Nittler said the board would discuss curriculum in the fall.

XVIII. ADJOURN

Chair Nittler adjourned the meeting at 9:27 p.m.

(Recorded by Marina Brassfield)

_____ _____

Dr. Gustavo Balderas — Eileen Nittler

District Clerk — Board Chair