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

December 4, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m., and a regular session at 7 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on November 27, 2019, and published in *The Register-Guard* on December 4, 2019.

ROLL CALL
BOARD MEMBERS:
Anne Marie Levis, Chair
Mary Walston, Vice Chair
Alicia Hays (via teleconference)
Judy Newman
Gordon Lafer
Martina Shabram
Jim Torrey

STAFF:
Gustavo Balderas, Superintendent of Schools
Kerry Delf, Chief of Staff
Brooke Wagner, Director of K-8 Education
Kat Lange, Director of Student Services
Kyle Tucker, Chief Operations Officer
Cydney Vandercar, Assistant Superintendent for Support Services
Christine Nesbit, In-House Counsel
Ryan Spain, Director of Facilities Management
Oscar Loureiro, Director of Research and Planning
Jeffry Johnson, Director of K-8 Education
Andrea Belz, Director of Financial Services
Karen Hardin, Director of Human Resources
Lisa Fjordbeck, Executive Assistant/Board Secretary

STUDENT ADVISORY PANEL MEMBERS:
Nick Clendenen, Churchill High School
Zoe Chihorek, IHS
Hannah Mitchell, North Eugene High School
Noa Ablow-Measelle, South Eugene High School

MEDIA: KEZI

OTHER: Joey Carlson, Samantha Brauner, Lisa Krenk, Brenda Kame Enui, Catrin Rode, Christina Karns, Natalie Hamiton, Sophie Safford, Scott Littlejohn, Jenn Scott, Tre'Von Robinson, Sidohoun Cancet, Roscoe Caron, Colleen Hunter, Alexis Reed, Kelly McGhehey, Donnie Worsowicz, Tanya McNeill, Jacob Fike, Janet A., Kimbirly Waldroz.

I. Executive Session

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

2. The board would convene 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 these executive sessions are confidential and shall not be disclosed by any representatives of the news media without authorization by the school board.

   Executive sessions are not open to the public. Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the new media.

II. Work Session – Bond Update: Program Moves Yujin Gakuen Japanese Immersion Elementary School and Kelly Middle School

Chair Levis called the 4J school district work session to order at 5:31 p.m.

Dr. Balderas outlined that the work session that night would focus on the history of the bond update, and that the meeting on December 18, 2019 would be more Yujin Gakuen/Kelly focused. He explained that they had spent the last three years working on the remodels

Chair Levis thanked the staff for their hard work in getting the presentation together, since they had short notice. She mentioned that they had received many questions at both meetings and in emails.

Dr. Balderas thought it would be beneficial to everyone if they first outline the roles and responsibilities of the school board, the superintendent/district team, and that school administrator/school team. The school board's main focus was on making policy and directional decisions such as directing the superintendent to begin the development of the bond plan. They also listen to community input, approve the final bond package, refer the bond to be placed on the ballot, and authorize large expenditures and contracts. The superintendent/district team's main focus was on making system and structural decisions, such as: program locations, building designs, facility renovations, staffing levels, and school start and end times. The school administrator/school teams main focus was on making operational and instructional decisions, such as: staff placements, room assignments, class schedules, locker assignments, student behavior expectations and educations, school climate, and staff collaboration. Dr. Balderas noted that they had thirty-two schools in their district, so the roles of each school team would be slightly different.

Ms. Delf knew that there had been many questions about the timeline of the bond up until the point they were currently at, and wanted to address that. She explained that the conversation on

remodeling older schools in the district started around Fall of 2016. Their last big bond update had been in 2002, and they were all excited about the opportunity for another. They started preliminary pre-bond planning in Spring 2017 and continued through until 2018 when they started engaging with the community. In the summer of 2018 they narrowed down what schools they wanted to remodel the most, since they knew they could not do everything. In Fall 2018 the bond was approved for three hundred and twenty-seven million dollars. They decided which schools to remodel based off of their age, enrollment, capacity, and, more importantly, their condition. Edison Elementary was the oldest building, originally built in 1925, so they felt it was time for it to be remodeled. They noticed many issues with Yujin Gakuen concerning enrollment and capacity. Ms. Newman asked how they got the projected Pre-K numbers. Ms. Delf replied that they looked at the potential Pre-K numbers for schools that did not yet have it to generate the number. Ms. Newman noted that the real numbers would most likely be higher than what they had. Ms. Delf agreed, and said that they had just wanted something in that space for the time.

Ms. Delf explained that bond measure funds needed to end up helping all schools in the district in some way. She mentioned that they did not go with the first plan they thought of, but discussed many options. In the end they had decided to build a new North Eugene High School, which would require Corridor and Yujin Gakuen to relocate, expand the capacity of Gilham, install a pre-fab facility at Willard, and build new buildings for Edison and Camas Ridge.

Chair Levis brought up that many people in the community had asked about building the new North at a different place and leave the old Silver Lea building behind, she wondered if they had talked about that as an option. Dr. Balderas confirmed that they had talked about that possibility, but construction would have been dangerous and staff discouraged it. Chair Levis talked about how they cut the budget during the bond process, which affected a lot of things. Ms. Delf said that the North Eugene High School build would cost them around one hundred and thirty-five million dollars.

Ms. Delf listed out the options they considered when discussing the build of the new North Eugene High School. They talked about a phased reconstruction in the same location, a relocation outside of the North region, a co-location at other North region schools, and building a new Sheldon region elementary school. At the end all those options were put aside and they decided to co-locate Yujin Gakuen at Kelly and to co-locate Corridor at North Eugene High School. Ms. Delf said that they would be keeping the current high school after they move out of it to possibly be used in the future. She mentioned that they talked to staff and parents at all schools when planning the bond process.

Ms. Delf acknowledged that they had not always done great with communicating with the staff and community, but that they would now at least be reaching out once a month to staff and parents. Ms. Newman noted that on the timeline it said that in September 2019 they had meetings and surveys with parents and staff, but she did not remember ever seeing any data from these. Ms. Delf said that they had done them but still needed to share the results.

Ms. Delf went through the short-term next steps. They would transition planning with school staff and parent leadership and then they would do space planning and building renovation design with architects. Lastly they would prepare suitable spaces for both Kelly and Yujin Gakuen by making sure there were playgrounds, right-sized facilities, separate entry for drop off and pick up, and classroom renovations.

Ms. Delf then went through the long-term steps. They would create a vision for the future of each school.

Ms. Delf outlined that at the next work session on December 18, 2019 they would be discussing facility and operations planning, including: building logistics, classroom counts, current and projected enrollment, and other frequently asked questions. They would also have meetings at both Kelly and Yujin Gakuen throughout the next couple of months.

Chair Levis thought that the presentation was a good history lesson, but did not do much to lower anxieties within the community. They still needed to answer some questions (are portables a option, swing schools, etc.) and hoped that they would be at the December 18, 2019 meeting.

Mr. Torrey thanked staff for their work on putting the presentation together and felt that it answered some questions that he had. He asked if the public would have access to this information at some point. Ms. Levis told him that the presentation should be on their website and that she would send the link out to community leaders. Ms. Delf added that the audio would also be uploaded and it would be included in the bond update newsletter.

Mr. Lafer just wanted to flag some issues he saw. First, he wanted to know how much money it would be to add portables to the sites. Second, he wanted to go through the classes that are given at Kelly and make sure that they would be allowed to continue once Yujin Gakuen moved in. Lastly, Mr. Lafer thought that they needed to discuss staff retention and reenrollment come the Fall.

Ms. Newman said that one idea was to build the new North Eugene where their fields currently were, and wondered if it was too close to do. Dr. Balderas replied that it would cost more and also make them short on fields to play on. They had looked into it early on, but it would be expensive to rebuild the fields.

Ms. Walston wanted to know what the cafeteria plans were. Ms. Delf replied that each school had one cafeteria and at least one, if not more, gyms. She said that they would schedule the different schools to use the cafeteria at different times so there was no crossover. Ms. Delf informed the board that more information on this would be given at the next work session.

Ms. Shabram had a hard time figuring out if the space would actually fit everyone. She was not just worried about art class space, but space for kids who need more help. Dr. Balderas reassured her that that would be answered at the next work session.

Ms. Hays hoped that if they did not have enough room that they would come to the board so they could adjust the budget to help. She emphasized that they needed to do whatever they could to make this process work. Dr. Balderas reassured her that they would come to them, but the issue was that they needed to follow through with what they said the bond would be on the ballot.

Ms. Newman wanted to know when they would be talking about the confirmed long term plan. Dr. Balderas responded that staff was working on it and that he understood the anxieties that the community was feeling. They needed to know that they could fit all students into their buildings, and think forward twenty or thirty years to what they want 4J to look like.

Ms. Walston said that many schools in the Sheldon region were full and that the community had been very loud about the issue. Since they kept North Eugene on the bond they had to make cuts elsewhere. She acknowledged that this would be a hard time for them, but that it was unavoidable.

Chair Levis said that they would do more on December 18, 2019 and reminded the community that all their meetings are online. She encouraged people to send in emails and write them. Chair Levis talked about how they were in the process of building a frequently asked questions (FAQ) page. She hoped people would show up at the next work session where more questions would be answered.

III. Regular Board Meeting
Chair Levis called the 4J school district regular board meeting to order at 7:00 p.m.

IV. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
Chair Levis took a moment to acknowledge the land that they were on.

V. Agenda Review
There were no changes made to the agenda.

VI. Introduction of Guests and Superintendent's Report
Dr. Balderas thanked George Russell, an old 4J superintendent, and Eric Richardson, president of the Eugene/Springfield NAACP for showing up to the meeting that day.

Dr. Balderas talked about the work session that the board had before the meeting discussing the bond update. He explained that a leadership team had been formed at each school in the bond to get information from. North Eugene High School would be the first high school to be rebuilt in fifty years, which was very exciting. Dr. Balderas understood that the next three years would be hard for all schools in the bond, but that it had to happen. The conversation started three years ago, but he understood that many people had just started hearing about it recently. He mentioned that the board was able to go on a tour of Kelly Middle School, and that he planned on them continuing to go on school tours.

VII. Comments by Board Chair
Chair Levis thanked all the community members for showing up and that she would keep her statement short so they had more time to speak. She expressed how happy she always was to see so many people willing to show up for education.

VIII. Receive Reports from High School Student Representatives
Nick Clendenen, representing Churchill High School, said that as a school they were able to donate twenty-four boxes of food to Churchill families and created a food pantry with the leftovers. He mentioned that students were annoyed with the vandalism around the campus and were starting to feel unsafe. Churchill sports were going well, and Mr. Clendenen noted that their basketball team was ranked very highly.

Hannah Mitchell, representing North Eugene High School, stated that the next day was their Project Give advisory meeting, with an assembly on Friday and the project beginning on Monday December 9, 2019 and going through till the start of winter break. She mentioned that that night was their girl's basketball game opener. The Senior winter decorating night would be December 11, 2019 and they get together as a class and decorate their lounge area.

Noa Ablow-Measelle, representing South Eugene High School, said that they had just finished their food drive and were able to collect five barrels of food for South families. She stated that student government had recently welcomed seven new members. Acts of Kindess Week would start the week before winter break. South Eugene High School would have a movie night on December 13, 2019 and the money raised would go to a charity that had yet to be determined. There was also a new class entitled “Social Justice League” which taught students how to get involved at the local level. December 12, 2019 would be their Freshman and Sophomore night.

Zoe Chihorek, representing IHS, stated that they had just finished their IB registration and had eighty students sign up across all their schools. Seniors had turned in their extended essays recently. Sophomores teachers like Joan Hidel had taken work days to create ways to help students adjust to IB classes. Ms. Chihorek mentioned that they had their final apparel designs hung up to be voted on, and were excited for the results. They had also held a raffel which collected money to go towards WellMama.

IX. Items Raised by the Audience

Chair Levis stated that in the interest of time each person would get two minutes to speak unless they wished to stay and speak at the end of the meeting.

Joey Carlson had two children at the Family School Chinese Immersion School. He had sat in at the work session and while going over the history he recalled that their school was said to move sometime last year and wanted to know what happened with that. Family school was broken up and worried about what would happen. Mr. Carlson said that they were unable to say if they were moving and had to stop some classes. He felt that they still faced a very real space issue and asked if the board would tour their school to see the issues.

Samantha Brauner had two students in 4J and had worked to help pass the Student Success Act (SSA) and appreciated that outreach that the board had done throughout that process. Ms. Brauner wanted to reiterate the barriers that SSA was supposed to help break. I needed to help with third grade literacy, create smaller class sizes, get more mental health supports, and fill all high school schedules. She noted that all of those things had to be done with thought and care.

Lisa Krenk was a parent to two children at North Eugene High School and wanted to talk about getting more funding for the schools. She mentioned that Measure 98 had been passed and added two million dollars a year to the budget. Ms. Krenk talked about how each student needed a ‘hook’, whether that be sports, arts, or Career and Technical Education (CTE) classes. She said that CTE classes helped students stay interested and involved. Many students right now did not have full schedules and just had half days. CTE classes give students the opportunity to get college credit and helps everyone figure out their future. Ms. Krenk encouraged that board to keep CTE funded.

Brenda Kame Enui had worked as a reading specialist for twenty-three years and urged the board to use evidence based practices in reading research. Through her work she had seen all levels of reading and noted that Bethel had a reading project that helped all students. Ms. Kame Enui said that they needed to teach to the data that they were seeing at the time, and not what had worked in the past. She noted that learning to read was not basic knowledge like we think it was and that they cannot fail children or put the blame on anything other than their teaching.

Catrin Rode had two children in the 4J system and was a clinical psychologist. She had shadowed one of her clients with ADHD who was in the first grade and got into trouble most days. Ms. Rode went through a documented how many times her client got in trouble and what

for throughout just one day. By the afternoon they had gotten into trouble three times. She mentioned that there was a lot of research on how to help students with ADHD and said that they usually wanted to meet expectations but did not know how to. She urged 4J and its teachers to use evidence based instruction.

Christina Karns was a University of Oregon researcher on disability and equality and had two students in 4J, one of which received special education services. She said wanted to speak on how SSA funding should be used. Ms. Karns stated that quality public education was a concrete way to reach more equality. She talked about how her son was labeled a 'distraction' and put in the back of his class, which just made things worse. His class room got a new learning center teacher who decided to put him up front, which changed things a lot. Ms. Karns emphasized that all teachers needed some kind of extra support if they wanted to reach all children, and that everyone benefits when included.

Natalie Hamiton and Sophie Safford were there for their Introduction to Education CTE class. Ms. Hamiton talked about how students were falling behind because of costs. She talked about how many people work a minimum wage job and cannot afford child care. Ms. Hamiton said that child care was crucial to later education and reading levels. She thought that education programs and educating children should be a community priority. Ms. Safford invited the room to go see the screening of "No Small Matter" at 6:30 p.m. on January 10, 2020.

Scott Littlejohn was a parent of a first grade Yujin Gakuen student. So far it had been a great experience and he wanted to put his other three children through the school. Mr. Littlejohn thanked the board for their time, but thought that their stance towards the community was very 'fly by the seed of their pants'. He mentioned the equity issue between the North and South regions was always talked about, but that what they actually needed was a roadmap for current projects. Mr. Littlejohn said that they needed to set all their kids up for success.

Jenn Scott, a teacher at South Eugene High School, wanted to give a shout out to their child care staff for being so amazing. She taught two AP English classes that had thirty or more students, and a couple others with numbers in the high twenties. Recently, Ms. Scott noted, teachers had been stressed about PLC and were being forced to focus on unimportant things instead of the students that were slipping through the cracks. She urged the board to trust teachers.

Tre'Von Robinson and Sidohoun Cancet, representatives from the Eugene/Springfield NAACP, stated that the board needed to support all students in the district. They were aware of the generational racism in schools and needed to create spaces to help African American students succeed in all education. They asked the board to create more diverse classes. Mr. Robinson said that one of their goals was to African American graduation rates up to 100%. Ms. Cancet said that they also needed to focus on equity and staff diversity, and that any changes made had to be meaningful. She noted that America and its school are greatly affected by colonialism and urged the board to bring inclusion into all their decisions.

Roscoe Caron, a retired 4J middle school teacher and member of the Community Alliance for Public Education (CAPE), thanked the board for their ongoing dedication to education. He talked about an article in the Register Guard entitled "Reforms Failing to Bolster Students" which talked about the corporate reform testing style which failed to produce any results. He noted that teachers and unions would be blamed for these poor results and more stress would be put on students.

Colleen Hunter, a retired Springfield elementary teacher, said that House Bill 2655 stated that parents are to be notified by the district about state assessments that are given to students, this notification gives parents the right to opt-out and make an informed decision. She had tried to locate that information on the 4J website, but it was hard to find even when you knew what you were looking for. Ms. Hunter wanted to make parents aware of their rights to opt their students out of testing.

Alexis Reed was a parent of a student that went to a charter school that accesses behavioral aids in 4J. She stated that her kid had grown a lot since they had been given access to assets at the charter school. She added that the teachers had grown as well and knew how to help so many different students. When all students are included everyone benefits. Ms. Reed urged the board to work to include everyone in schools with professional development and healthy conversation.

Kelly McGhehey was a counselor at ECCO and reported that her and the other staff had issues with their spacing. Their hopes of building better programs were crushed when told that they would not be getting more space. Their equipment, which was stored at Willard, was going to have to be moved when it was redone, and they had no place to put it. Ms. McGhehey stated that he board was failing to be leaders and get all schools what they needed.

Donnie Worsowicz had been unaware of the Yujin Gakuen move issue until just a couple of weeks ago. His son had went to the school fifteen years ago and attributed all his successes to his schooling. Mr. Worsowicz believed that Yujin Gakuen was getting short changed and that it had always been left behind in the district. He was worried about overcrowding and did not understand why the South region was getting a new school when the North was being crammed into schools.

Tanya McNeill was a parent of a first grader with down syndrome at Family School and wanted to encourage the board to use SSA funding to implement all students into one classroom instead of separate special needs classes. She urged the board to implement universal design since research had shown that it is beneficial to all when everyone is included. Ms. McNeill stated that Family School had been the only school in the district that had the tools available to help her son.

Jacob Fike, a parent to two Yujin Gakuen students, was at the work session and was excited to hear more at the next session. Dr. Balderas had said that staff did not like the idea of building new fields at North Eugene High School, and Mr. Fike wanted to know what staff members said that. Every teacher he had talked to seemed unaware that that had been an option. Mr. Fike noted that Yujin Gakuen had many students that had needs and as a board and community they needed to do what was best for them.

Janet A. first wanted to thank the board for all that they did and the improvements to the outside appearance to buildings in the district. She wanted to address the ADA issues at the 4J transportation lot. There was only one ADA parking spot out of the other eighty spaces which meant that many drivers were forced to park on the street. She urged the board to fix these ADA issues.

Kimbirly Waldroz was a teacher first grade teacher at the Family School and was there to talk about including and celebrate all students in their programing. She stated that all students benefited in different ways from lessons and that it was a positive for everyone.

X. Comments by Employee Groups

Nathan Goldberg, representing the Eugene Education Association (EEA), taught Japanese at North Eugene High School. He recognized the professionalism of the whole 4J staff. He stated that students in 4J are best served if their teacher's voices had more sway. Mr. Goldberg urged the board to not just hear teachers, but listen to them. Teachers needed more time to connect with students outside of class and form bonds. He said that the temporary merger issues would maybe have been avoided if they had communicated more. One of the board's goals was to communicate more with the community and Mr. Goldberg wanted to see that happen.

Janet A., representing the Oregon School Counselor Association (OSCA), said that they were currently busy vetting local politicians who when running had said they would support OSCA and then never did. She stated that leadership would have training at some point in January.

XI. Comments and Committee Reports by Individual Board Members

Mr. Torrey wanted to compliment Dr. Balderas for the coffee event that he hosted in the community the previous Tuesday. Twenty-two people had attended from all over the district. He urged other board members to go to these events in the future if they could.

Ms. Walston thanked Ms. Levis for giving up her time to let the audience speak and appreciated how many Yujin Gakuen community members were there that night. She wanted to have more conversations as the bond went on.

Ms. Newman echoed Ms. Leivs' thoughts on how heart warming it was to see the community show up for education. She said that when they do she always ended up learning something. There was a lot of talk about inclusive instruction, and Ms. Newman believed that it would be helpful to all students. She also appreciated the NAACP representatives for showing up, and said that they wanted to be as equitable as possible. Ms. Newman notified the board that the legislative committee had met the night before and reviewed their priorities and that they had pushed back their breakfast with legislatures.

Mr. Lafer thanked everyone who showed up to speak that night. He mentioned that the national test score had come out, as well as the national report card, which said did nothing to close the achievement gap. Mr. Lafer believed that teachers knew more about students and classrooms and that they could learn more through them than through testing.

Ms. Shabram noted that all feedback was good to see. She said that touring Kelly Middle School helped her process what people had been saying about the challenges that they would face when they merged with Yujin Gakuen. Ms. Shabram talked about how the last work session they had was a presentation from Latinx mothers and the struggles that their children faced. She emphasized how moving and brave it was. The NAACP had also talked and Ms. Shabram thought they needed to take time to address the white supremacy that was built into the system.

Ms. Hays stated that one of their board goals was to be transparent with the community. When talking they needed to be clear with each other an with the community on who made decisions and why they happened. She wanted them to think about staff time and the challenges they face. The board needed to be aware of the limits staff faced and prioritize their agenda based on that. Ms. Hays stated that they often gave staff topics to report back on, and while they always do their best and do amazing work, so much time is spent on creating presentations. The board had decided to take time to talk about school walk outs instead of one of their priorities. At their last work session Latinx mothers had talked to them about issues in the

community and they should have told staff to focus on getting those issues fixed. Ms. Hays noted that a change in protest policy would mainly benefit the white middle class students that were already succeeding. She believed that those changes were important, but not what they should be focused on when they had just gotten SSA approved. Ms. Hays wanted to ask leadership and staff to prioritize their four main goals and leave the discussions on walk outs and holidays till later in the new year.

XII. Consent Group – Items for Action

1. **There were no consent agenda items.**

The board took a break from 8:17 p.m. until 8:23 p.m.

XIII. Items for Information

1. **Bond Update: North Eugene High School Design Update**

Mr. Tucker stated that their presentation that night would be very similar to the Edison presentation they gave previously. He said that the North Eugene High School was in the design process and the building would be done with construction and open by Fall 2023.

Mr. Spain notified the board that they had done community surveys to help figure out needs. They also had over forty staff meetings. Those things combined influenced the design decisions that they ended up making. He said that they would fix the Silver Lane diagonal parking which was currently unsafe. The parking lot would also be improved overall. Mr. Spain added that they had kept the neighbors in mind since there would be new lighting and netting for the baseball fields. He showed the two design layouts that they were thinking about for the two story build. Mr. Spain said that by the end of Spring 2020 they would be done designing the school. Mr. Spain talked about a sit overlay that they would need to remove which was put in during the 1980s. He stated that building code had changed since then and it was repetitive to keep it.

Chair Levis asked if the overlay would be an easy thing to remove. Mr. Spain replied that there would be some minimal cost but it would make things simpler later. Chair Levis questioned if the old and new North Eugene High School would be connected and if they would move a middle school into the old building. Mr. Spain responded that there would be pathways between them so there would be easy access for middle and high schoolers. He added that there would be a sustainability meeting on installing solar panels and baseball fields.

Ms. Walston was concerned with the parking situation. She noted that it was already small and spilled into the neighborhood. Ms. Walston understood that it might be early to focus on these details, but wanted to flag the issue.

Mr. Torrey hoped that they would be able to fix up the outside of the old building since it was not very attractive. He wondered if they would be able to use it in the future as a CTE site. Mr. Spain informed him that they had been looking into different designs.

2. **Discuss Board Meeting Times**

Chair Levis said that the board had looked at different meeting options for the new year since member had requested an earlier start time. She stated that the new time would have work sessions start at 5:00 p.m. and go until 5:45 p.m. and that they might have to add work sessions to their off weeks. That would mean that the regular board meeting would begin at 6:00 p.m. and help improve community and student turn out.

Ms. Hays wondered if they asked their student representatives what they thought. Chair Levis let her know that they asked but that no one got back to them. Ms. Hays thought that each board member could reach out to their individual student buddies to get a response.

Ms. Shabram thought that the time change was good, but wondered I they could have work sessions start at 5:15 p.m. so she and community members had time after work to get there. Chair Levis thought that would be a good idea.

Ms. Newman believed that a forty-five minute work session seemed pretty short. Chair Levis replied that that was why they would have additional meetings on the off week when necessary. Ms. Shabram liked the idea of meeting on the off weeks because it could give them more time to talk.

Chair Levis confirmed that they would start with this new schedule at their January 15, 2020 meeting.

XIV. Items for Action

1. Adopt Resolution #2020-02 for Supplemental Budget No. 1, Making Appropriations for the 2019-20 Fiscal Year

Ms. Belz said that the supplemental budget presented additional revenue from the state school funds and spent those funds, as well as their staffing and education specialist pools.

> **MOTION:** Ms. Walston moved, seconded by Ms. Newman, to adopt resolution #2020-02 for supplemental budget No. 1. The motion passed unanimously.

XV.Items for Action at a Future Meeting

1. Consider Revisions to Board Policies:
IGAI Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
IGBBA Identification – Talented and Gifted
JGE Expulsion

Ms. Nesbit said that policy IGAI on human sexuality was revised to add in the state requirement of cultural inclusivity. Policy IGBBA, for the talented and gifted, was revised to account for parents that were dissatisfied with the districts process for placing students and could appeal through public complaint procedure. Policy JGE on expulsion was revised to have the expulsion of fifth graders, or below, was restricted to state law and if the student was a direct threat to students or employees. She added that they wanted to be more transparent when speaking on expulsion hearings and added that parents could write a letter to the board for the appeal.

Mr. Lafer asked if there was a current complaint process for parents. Ms. Nesbit responded that that policy would be the one but she was unsure without actually looking.

2. Review Board Working Agreements

Ms. Walston directed everyone to look at the sixth draft of the board agreements. She asked everyone to look it over and let her know if they had any edits. Ms. Walston had already found three typos to fix before approval. The new draft reflected the conversations the board had over the last couple of months.

Ms. Shabram noted that on page four it said that something about needing four votes and she was unsure of why that change was made. Chair Levis replied that she had made the change so that for something to put on the agenda it needed to have four board member votes. Mr. Lafer thought that the four person change was a mistake since a board member could not talk to

more than two other board members outside of meetings. He felt that the rule created barriers and would leave a lot of stuff of the agenda. Chair Levis understood what they both meant and agreed to make it three votes again.

Chair Levis emphasized the need to finalize the agreements since it was already December. She asked if anyone had any concerns. Mr. Lafer was still concerned about not being able to meet with teachers at schools, but since he had talked about it at previous meeting he would not go into it again.

Ms. Walston understood that the under agenda planning the second paragraph was long because she did not want there to be any confusion later.

Chair Levis stated that there would be a clean copy at the next meeting to approve.

XVI. Suggestions by the Board for Consideration of Items at a Future Meeting

1. **Meeting Dates:**
   December 18, 2019 – Work Session and Regular Board Meeting (Student Recognition)
   January 15, 2020 – Work Session and Regular Board Meeting
   February 5, 2020 – Work Session and Regular Board Meeting
   February 19, 2020 – Executive Session and Regular Board Meeting

Chair Levis told the board to email her any questions they had gotten about Yujin Gakuen so she could add them to the FAQ. Ms. Shabram wanted to see the notes that Chair Levis had on the questions she had received, if she was willing to share. Chair Levis told her that she would email the list of outstanding questions to board members and staff.

Mr. Torrey thought that Ms. McGaughy gave an amazing timeline breakdown for the PTO group last week. He wondered if they could get her presentation and notes to share with the community. Chair Levis agreed and said that it would be good to have presented at an actual meeting so it was on the radio.

Ms. Hays once again emphasized that leadership should focus the agendas on their prioritized goals and focusing on their work plan more than the calendar.

Ms. Walston supported this measure and liked the idea of focusing on the work plan.

Mr. Lafer strongly opposed and was unsure on what Ms. Hays meant. He stated that they had already put the conversation on religious holidays on the February calendar and the walk out conversation had been approved by three board members. Mr. Lafer added that he had talked to Dr. Balderas about creating a subcommittee on religious holidays and that the student walk out would be easy if they just voted to accuse absences if the parents call it in. He did not understand why some board members were opposed to policy.

Ms. Newman voiced her approval and agreed that they needed to prioritize the most important work in front of them. She said that while things might seem simple for the board, it is many hours of staff time. Ms. Newman stated that there was always a scheduling issue and that they needed to give time for their priorities.

Ms. Hays stated that they could not just have staff write up a policy on walk outs and that they did not have time to do everything they wanted and because of that they needed to focus on their priorities that cover inequities and focus on the SSA deadline.

Mr. Torrey noted that he had never seen so much staff at school board meetings. He said that they already had so much work to do outside of meetings and if they wanted to continue receiving high quality work they needed to give them a break. Mr. Torrey supported Ms. Hays measure.

Mr. Lafer did not think they should have to choose between things and that they should be able to focus on more than just four priorities. He asked if Ms. Hays was trying to get the religious holidays talk off the February agenda.

Ms. Shabram believed there was some vagueness about what they were proposing. She said that they would task leadership with finding a place for things to fit into the schedule, but was sure that was what they were already doing. Ms. Shabram stated that one of their priorities was transparency and that the walk out policy seemed to fit into that since they had gotten so many calls from parents.

Chair Levis told everyone that the proposal was to put the board priorities before other issues. Ms. Hays added that if they had time in the agendas that they would still have other topics, but she wanted leadership to decide if there was time.

Chair Levis said that since Ms. Hays, Ms. Walston, Ms. Newman, and Mr. Torrey had supported the proposal that they would move forward to see what leadership said about the calendar. Ms. Hays voiced that she would approve of whatever leadership decided.

Ms. Walston reminded everyone that their January 15, 2020 meeting would begin at 6:00 p.m.

XVII. Adjournment
Chair Levis adjourned the 4J school board meeting at 9:12 p.m.

(Minutes recorded by Lydia Dysart)

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Dr. Gustavo Balderas
District Clerk

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Anne Marie Levis
Board Chair