

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

April 17, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a community forum at 5:30 p.m., an executive session at 6:30 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 12, 2019, and published in *The Register-Guard* on April 17, 2019.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of Elementary Education
Andy Dey, Director of Secondary Education
Cheryl Linder, Director of Student Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Associate Director Finance

STUDENT REPRESENTATIVES:

Claire Shepard, Churchill High School
Jane Brinkley, IHS (absent)
Zoe Chilhorek, IHS
Hannah Mitchell, North Eugene High School (absent)
Ainsley Abraham, Sheldon High School (absent)
Tiffany Huang, South Eugene High School

OTHER: Tad Shannon, Eugene Education Association President.

MEDIA: KRVM, Register Guard

I. WORK SESSION: SCHOOL CONSTRUCTION PLANNING AND COMMUNITY ENGAGEMENT UPDATE

Chair Hays called the work session to order at 5:33 p.m.

Dr. Balderas said dialogue around school construction planning would continue. The district held a community session the previous week, where staff shared a presentation on options moving forward.

Chair Hays interjected by saying she understood the board was under a tight timeline, but making decisions around planning sooner rather than later would save millions of dollars. The board would go deep into questions and concerns that evening, prior to the item's first read during regular session. She reiterated it was not a multi-week process; there was that evening's work session, then staff would take what was said and create recommendations. Her hope was that in two weeks, the board could make decisions to put the district on a path moving forward.

Ms. Delf presented a PowerPoint presentation entitled, "*4J Bond Planning: Elementary School Construction School Board Work Session*." She explained there had been a series of meetings around rebuilding Camas Ridge Elementary School and Edison Elementary Schools. Initially, discussion included much wider possibilities. Options *no longer* under consideration:

- Relocation: Build new Camas Ridge on different site, and then use old Camas Ridge building as temporary school during Edison construction. *This option is no longer under consideration.*
- Co-location: Build new Camas Ridge on current site. Co-locate Edison school operations on Camas Ridge site (in old building or temporary facility) during Edison construction. *This option is no longer under consideration.*

Alternate ideas that were not proposed for consideration, after investigation, included:

- Kinney Loop school site
- Other school sites: Fox Hollow, Crest Drive, Parker, Roosevelt City park properties
- University properties
- Split grades up to different school sites.

Ms. Delf stated the board was now discussing:

- A temporary location: create temporary school facility at Willard site to house school operations during construction. Facility may be portables, a prefabricated building, or a combination of the two.
- The construction timeline: Build schools consecutively. Construction could start with Camas Ridge and open schools in fall 2022 and 2024 or could start with Edison and delay the timeline.

Ms. Delf said a question for the board to consider was what type of facility to install on the Willard site. There were different price points and long-term benefits for each option.

Ms. Delf summarized the swing school facility options:

- Portable classrooms:
 - Cost estimate: ~\$7–7.5 million
 - Purchased portables could be repurposed at other locations

- Pre-fabricated building
 - Cost estimate: ~\$12–12.5 million
 - Provides long-term facility for district needs
 - Provides potential future swing school site
- Combination of both pre-fabricated buildings and portables
 - Cost estimate: ~\$10–10.5 million for half pre-fab, half portables
 - Provides smaller long-term facility for district needs, swing school
 - Provides portables to address space needs at other locations
 - Cost estimate for: 10 prefab, 10 portables: ~\$10.5 M
 - Cost estimate for: 14 prefab, 6 portables: ~\$11.5 M

Ms. Nittler asked how many portables would be needed if they opted to go that route. She was told enough for 20 classrooms. Part of Willard would need to be renovated for a kitchen facility, gym, and cafeteria.

Ms. Newman asked if there were bathrooms in each portable. Mr. Spain said yes, but he was unsure if they met city code, due to the large number of kids in each classroom.

Mr. Torrey asked if the district would be first in line to purchase the portables, if it were to enter into a contract. Mr. Spain thought the option could be looked at but the price to lease was almost the price to purchase.

Ms. Newman asked how much it cost to relocate a portable. Mr. Spain told her it was around \$40,000.

Ms. Delf addressed pre-fabricated buildings, and noted they were higher quality and could be built larger than portables. Any pre-fabricated building would stay on site at Willard and could serve as a swing school for future builds.

Mr. Torrey clarified whether there would be changes to the gymnasium. Mr. Spain said it would have a small renovation. Ms. Delf added that each option included reusing the gymnasium.

Ms. Delf explained that most attendees during the community meeting the previous week preferred a prefabricated option or a combination option.

Ms. Levis wondered if there were any anecdotal comments from teachers and staff, as there would be a lot of upset during the time of construction. To Ms. Levis, portables were isolating, and not great for a school community. Dr. Balderas thought it was always best to have one building. The district had worked hard over the past several years to eliminate use of modular buildings.

Dr. Balderas commented modifying the Willard site was a short-term venture. He had to consider costs, as they were not included in the bond. Dr. Balderas recommended the board consider the bottom line, as the district would have to take funds away from something in order to create a swing school.

Ms. Newman preferred to go with a more permanent option. She asked how many classrooms were needed for each school. Mr. Spain said Edison Elementary School had 18 classrooms and Camas Ridge Elementary School had 14. However, there were other components to the

building, such as a library and office space, which is why staff estimated needing space for 20 classrooms.

Dr. Balderas noted if a combination option were chosen, the younger grades would likely be in portables, and the older grades in the prefabricated building.

Ms. Walston asked if one option was more secure for student and teacher safety. Mr. Spain thought they were about equally secure.

Ms. Nittler asked how portables would be used after construction ended. Dr. Balderas said there were a few potential uses. However, there was a long-term strategic plan to have pre-school programming which modular buildings could be used for.

Ms. Newman asked about earthquake safety for modular buildings. Mr. Spain said portables also had seismic requirements and were built to current code.

Dr. Balderas added modular buildings could be used for temporary spaces as the Sheldon area continued to grow.

Ms. Delf continued her presentation and said that creating a swing school allowed the district more flexibility in a construction timeline. She explained construction timeline options with some details of each:

- Option 1: Edison first, then Camas Ridge
 - Rebuilt highest-need building first
 - Would require immediate community conversation about how to rebuild the historic site
 - A plan would need to be determined by September 2019 or the timeline could be delayed.
- Option 2: Camas Ridge first, then Edison
 - Rebuilds highest-need building second
 - Timeline: New schools opening in fall 2022 and fall 2024.

Ms. Levis asked whether building Edison first then Camas Ridge increased any cost. Ms. Delf said that if the timeline were not pushed back, there wouldn't be escalation costs. It was a little more challenging to fit in the additional process for Edison, but she was confident the rebuild could be accomplished by 2022.

Ms. Levis wanted to be clear in communicating to the public that decisions could affect costs. She wondered whether the board's decision could be changed if something unexpected came up. For example, there was a possibility the timeline could be delayed, if Edison went first and community discussion around design came to an impasse.

Chair Hays stated Edison Elementary School was the most dangerous, and was not up to code. She heard input from parents that there was strong interest in Edison going first.

Chair Hays pointed out that if a plan needed to be determined by September 2019, the board would need to hold community meetings throughout the summer. She wanted to ensure the community understood there were only three months to provide input. Dr. Balderas said the

district would ensure school and neighborhood communities were notified prior to the end of the academic year.

In response to Mr. Torrey, Chair Hays clarified that the design of Edison didn't have to change whether it went first or second, but design decisions needed to be made more quickly than they were used to. The district didn't have the option to wait without losing millions of dollars.

Mr. Torrey thought Edison should go first if the board and district had capacity to make a plan within that time frame, as it was least secure and least safe.

Ms. Walston pointed out it took 18 months to figure out the design for River Road/El Camino del Rio Elementary School.

Dr. Balderas stated the community discussion needed to be around whether to keep Edison's facade or not, so that the district could release a RFP to receive the right bid from a firm with expertise in historic preservation. Ms. Delf reiterated there would still be depth within the engagement process, despite the shorter timeline. Ms. Levis added both school communities were involved and willing to help engage folks.

Ms. Delf provided a rough timeline to construct Edison Elementary School first:

- May 2019: Architect request for proposals
- June 2019: Select architect team
- June–August 2019: Community conversation
- August 2019: Decision on rebuilding plan
- Fall 2019–Fall 2020: Design process
- Summer 2020: Move to swing school
- Summer–Fall 2020: Building removal and site work
- Winter 2020–21: Permits received and construction begins.

Ms. Delf said community input received at meetings and elsewhere indicated a strong preference to have Edison go first. Ms. Levis added she was heartened to hear families of both schools express the desire for Edison to be redone prior to Camas Ridge.

Ms. Delf reiterated there were two areas to be determined:

- Type of facility for swing school:
 - Portables
 - Pre-fab
 - Combination of pre-fab + portables
- Timeline: Construction sequence
 - Camas first, followed by Edison
 - Edison first, followed by Camas.

Dr. Balderas concluded Ms. Delf's presentation by stating the staff recommendation for the type of facility was a combination of prefabricated buildings and portables. The staff recommendation for construction sequence was Edison first, followed by Camas. Staff was still determining the recommended number of each.

Ms. Levis appreciated the recommendation and thought it made sense in terms of cost and future use. She truly thought Edison needed to go first.

In response to Mr. Torrey, Mr. Spain said the intent of the RFP would be to bring the best architect to the table. Historic renovation and preservation required different skill sets that not all firms had. If the RFP included both rebuilding and preservation options, the district would likely lose bids from skilled companies. The options should be in separate RFPs depending on the community's decision.

Mr. Torrey asked if there was a limited capacity of architects available due to current construction in Lane County. Mr. Spain said there were complexities in the market that were demanding on the architect, sometimes causing them to not submit a proposal due to lack of staffing support.

Mr. Torrey was in favor of Edison going first, also due to safety and security. Additionally, he wanted to ensure placement of the swing school didn't negatively impact the balance of the Willard property. Dr. Balderas said once staff had a clear idea of how the board wanted to move forward, staff would return with a clearer design.

Ms. Newman agreed with Mr. Torrey in that safety took precedence over process. Overall, she agreed with the recommendation to use a mix of buildings, but had mixed feelings about using modular buildings for the littlest kids. They would be out of the building, in the most vulnerable space. Ms. Newman added that early learning was expanding rapidly; modular buildings were a great short-term solution but the community also needed a long-term plan.

Ms. Walston liked the idea of using both prefabricated buildings and modular buildings. She thought it provided more flexibility and was cheaper than using only prefabricated buildings. She also agreed Edison should be prioritized.

In response to Ms. Walston, Mr. Spain briefly explained how the facade of Edison could be preserved and built around.

Ms. Nittler thought Edison should be reconstructed first. She thought use of prefabricated buildings and portables was best in order for flexibility and costs. Finally, Ms. Nittler liked that there was a plan to repurpose the portables.

Ms. Newman asked if there were any funds for historic preservation. At that time, staff was unsure. Ms. Walston thought it might be worthwhile to check with the City's historic preservation board.

Chair Hays stated that the board would make its decision in two weeks. Her biggest concern was the tight timeline from then to September 2019. Chair Hays asked to see a timeline of community meetings at the next meeting. She wanted to be very thoughtful in laying out a plan and process.

Chair Hays adjourned the work session at 6:19 p.m.

I. REGULAR BOARD MEETING

II. CALL TO ORDER ROLL, ROLL CALL, AND FLAG SALUTE

Chair Hayes called the meeting to order at 7:00 p.m.

Ms. Hayes led those present in the pledge of allegiance.

III. AGENDA REVIEW

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas said First, he wanted to thank the community and our students for speaking of their experiences with our health education program - specifically with our comprehensive human sexuality curriculum program. We appreciate and need our student voice when discussing any school-based issue.

The Board received information regarding our sexual education program at a recent Board work session and how guest speakers have been used to augment the curriculum.

Dr. Balderas said that the district does follow all legal requirements per state laws and educational standards, but can always seek to improve district practices beyond requirements, including in providing more detailed notice to parents about sexuality education.

Dr. Balderas said that staff did find there have been some cases where speakers distributed contact information or promotional materials, contrary to a district administrative rule prohibiting this. Staff also found the examples in some materials were gender specific and should be more inclusive. He said that district leadership have met with school staff and expectations have been described and materials revised.

Dr. Balderas said that next school year, the district will conduct a comprehensive health adoption process and will review supplemental materials and community partners. He said that the expectations are that parents be able to have an opportunity to review all materials that will be presented in this sensitive curriculum area.

Dr. Balderas said he appreciates all of the comments from the community that were shared. He said he expects the community, and especially the students to weigh in on their opinions to what they are being taught. Dr. Balderas said he wanted to remind folks that the state approves the curriculum standards, and the district has developed a strong faculty process for curriculum adoptions, including teacher piloting with students and a community review process.

Dr. Balderas said that in closing this topic he wanted to apologize to those students and parents that felt any negative impact based on guest presenters. Dr. Balderas said that learning should be inclusive and in no case should students feel shamed. He said that the district needs to ensure that parents are better communicated with in specific controversial curriculum areas and that they have the opportunity to review materials. Dr. Balderas said that the board can expect a report during the next school year as the district begins the health adoption process.

Dr. Balderas said that administrators will continue to review district policies and procedures with school faculty and they will also ensure that students and parents have the opportunity to weigh in on the adoption process.

Dr. Balderas said that the district was aware that the statewide association and the local teachers' union, the Eugene Education Association, have called for May 8 to be a "Day of Action."

He said that actions being planned include one-day teacher walkouts in some districts. Dr. Balderas said that the teachers association has informed the district that a walkout is being planned in Eugene.

Dr. Balderas said he doesn't condone walkouts or other actions that disrupt learning and affect 4J students and families, but he said he does share the goal of adequate and stable education funding in Oregon, and understands the passion of educators for this issue.

Dr. Balderas said the district is assessing options for [May 8](#). He said if there is a high level of participation in the protest on [May 8](#), the district may face a substitute shortage and would be forced to cancel school.

He said that in case this happens, district leaders are making plans to provide meals for students in need, administer Advanced Placement and International Baccalaureate tests students have scheduled, and staff are talking with community partners about providing one-day childcare like they do on regularly scheduled no-school days.

Dr. Balderas said the district was expected to make the determination and communicate to staff and families soon.

V. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Ms. Huang reported that South Eugene High School student government was planning a Green Week. She said students would be able to vote for the greenest teacher. She noted the first performance of the school show, The Seagull, was starting next week. She announced that their Jazz ensemble tied for first and qualified for state. She stated that South Eugene had their first of Erin's Law session about child abuse. At the next session, they would discuss sex trafficking and peer on peer violence.

Ms. Chihorek reported that International High School (IHS) had been working to put out information on how to access International Baccalaureate (IB) courses. She stated that the ninth-grade curriculum had expanded to include a book club, which was designed to help students to grow their love of reading. She shared that by the end of May, IHS students will have finished all IB testing. On Monday, May 20, she announced that they were having an IHS celebration to welcome new families.

Ms. Shepard reported that all of their sports teams were doing well this season. She announced that in May, Churchill High School would be having mental health month. She noted that this month was sexual assault awareness month, and they were working to destigmatize the conversation to help students feel comfortable to talk about their experiences. She noted that they would be having a session to help seniors learn about financial aid as they began making plans for college. She expressed concern that Dove Medical was still visiting the school campus.

Ms. Nittler gave a report on behalf of Ms. Abraham. She shared that the Sheldon High School spring musical, Monty Python's Spam-A-Lot, would be happening in early May. The women's advocacy group was planning actions for sexual assault awareness month. The band recently returned from a trip to Universal Studios in Florida. Students planned to show appreciation for staff on administrative appreciation week.

Ms. Newman gave a report on behalf of Ms. Mitchell. She reported that the North Eugene High School musical this year was Mama Mia. She said prom would be on April 27, and the theme was called A Golden Night. Their pageant kids were working hard on a Disney-themed show.

VI. ITEMS RAISED BY THE AUDIENCE

Ms. Levis read the district and board policy on providing public comment.

There were 12 people wanting to provide comment. The board decided to provide each person with two minutes, prior to moving on to business items. If there was time at the end of the meeting, more people were welcome to speak.

Debbie Johnson stated that she had been a 4J nurse for over 20 years. She shared that there were 9 nurses in 4J to cover the 16,000 students in the district. She believed the school district was supportive of nurses, but the ratio of nurses to students posed a safety issue. She said the number of students who have mental health and medically complex conditions had risen by 400% over the past few years. She noted that this was not sustainable, and worried that some child would fall through their safety net. She urged the Board to provide adequate ratios to protect their students.

Robin Wellwood stated that she and her colleagues worked hard to provide students with care and teach staff how to help administer medicine and give CPR. She said that erosion of staff support made it difficult. She shared that a child diagnosed with Type I diabetes in 4J was only getting care from one nurse while in hospitals he or she would receive care from two nurses. She said she would like to better help her students meet their needs.

Aimee Lodge stated that the 4J nurses had over a combined 200 years of nursing experience. She noted that before entering school nursing, they worked in every area of nursing, and many took significant decreases in pay to do this work as well as increases on the liability of their individual licenses. She said they did this work because they believed it mattered. She asked the Board to give them the resources to do their job, and keep the kids they served safe.

Mara Gregory stated that she was the parent of a Type I diabetic child, and wished to speak to the nurse ratio. She said it was challenging to send her child to school not knowing if a nurse would be accessible if there was a crisis. She said that not many in her personal life were able to assist her child with insulin. She emphasized that each diabetic child responded differently to their environment, and that it took an expert to help them.

Mary Shafer stated that she was the parent of a Type I diabetic child. Since her child's diagnosis, their current nurse was the fourth nurse she had worked with to set up a care plan. She emphasized that nurses understood the seriousness and potency of insulin. She said there were currently non-medically trained staff giving her child insulin every day. She shared that today she had received more than twenty texts from the school nurse because a non-medically trained staff was tasked with administering her child's insulin.

Tasha Hill stated that she was the parent of a Type I diabetic child. She explained that if a child's glucose level dropped below eighty, they could have a hypoglycemic seizure. She shared that her family lived in Kentucky, and every school had a nurse and an assistant nurse. She stated that she was shocked to hear nurses in 4J were in charge of multiple schools.

Holly Simons stated that she was the parent of a child in the behavior support program. She said she was here representing the PTO at Camas Ridge Elementary School. She emphasized that they were experiencing a crisis level disruption that had resulted in injury to students and staff. She said there was a lack of meeting requirements for students' IEPs for a significant period of time. She asked the Board to inform themselves about the average level of financial support in districts across Oregon for emotional and behavioral services. She also asked the Board to fund a social worker at each of the behavior support sites.

Andrea Mcharvey stated she was a parent of a Coburg Community Charter School student. She said that from February 6 to March 6 the Board had postponed the priority enrollment resolution vote multiple times. She said they had since had their lottery for the coming school year, and were near 50%. She hoped the Board had reviewed the most recent information related to the growth in Coburg in relation to the growth in Eugene.

Julie Thomas stated she was here on behalf of one of her students. She shared that Camile Crosswell was a senior at South Eugene High School, and was asking the Board to provide approval to have her mural hang outside of the preschool.

Kathy Ging asked that they consider the effects of microwaves and 4G technology on the physiological health of children, and host a forum about the topic. She asked that they reject the motion to purchase iPads, and that they not use wireless technology in school districts.

Karin Almquist stated that she was a parent of a student in 4J schools, and requested that schools not use wireless devices in their school district. She suggested that rather than purchase iPads, they invest in wired laptops. She also suggested that they have a room in each school that was free of wireless technology.

Ray Martin stated that he worked in the food service department, and requested that they take action to reduce waste in 4J kitchens, including phasing out single use plastics. He urged the Board to use some of the bond money to take action on environmental issues in the district.

S. Stewart submitted the following written public comment to the Board: My daughter goes to Cesar Chavez Elementary. She has a unique brain abnormality, partially detached corpus callosum, and has epilepsy. My fear is that if she were to have a seizure, one that needs medical attention, the nurses won't be at her school in time. Amy is the nurse at Cesar (along with three other schools), and does a wonderful job with her time. But she is spread too thin. Please consider hiring more nurses. It is a necessity that has gone overlooked for far too long.

VII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of Eugene Education Association, commented on the testimony they heard from the 4J school nurses. He said the nurses had illustrated why everyone needed to support the unified action on May 8. He noted that 4J teachers had pledged to join teachers around the state in a walkout on May 8 by an overwhelming margin. He said the decision to have a unified action came before the government announced they would be cutting PERS. He shared that over the last eighteen months, teacher walkouts had been happening across the

country, and they had to keep up the pressure to ensure legislators provided more funding for schools. He noted that there were nine school districts that had already announced closures on May 8.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey said he wanted to take the time to recognize the concerns of students related to the health curriculum issues. First and foremost, he said he wanted students to feel safe and respected. He also wanted to recognize the speed of the staff who put together a work session after receiving information about issues with presenters to ensure that presentations were appropriate and fact-based. He highlighted that he believed religious teachings should remain separate from health education in public schools. He encouraged everyone to provide input on the health curriculum adoption.

Ms. Nittler responded to the parent who spoke on behavior issues. She noted that the Behavior Task Force had been convened, and emphasized that no one on the Board believed that behavior concerns were not a serious issue. She said they were dedicated to finding the right solutions. She asked what the Board's responsibility was for approving the student mural. She added that she was also in support of phasing out single use plastics.

Ms. Walston said she hoped everyone would vote for the levy. She thanked Dr. Balderas and the staff for the work they did on the health curriculum. She spoke in support of more environmentally conscious practices in 4J. She praised the testimony given by the nurses, and agreed that they needed more nurses in the district.

Ms. Levis read a note on behalf of Ms. Sundgrenz who wanted to relay her appreciation for everyone who spoke at the meeting.

Ms. Levis encouraged everyone to write to the Board and give the budget committee feedback while they were making their decisions. She asked Dr. Balderas for clarity about the comment from one of the nurses about her license liability. She thanked everyone for speaking.

Ms. Newman thanked everyone for speaking. She acknowledged that there was a funding crisis and emerging challenges stemming from it. She highlighted that the behavior and nursing issues raised were extremely timely and important. She echoed the importance of the school levy, which would provide more funding to address these issues.

Mr. Torrey asked the new student board representatives from Early College & Career Options (ECCO) to stand up and be recognized.

Chair Hayes reported that she had answered many emails about the health curriculum. She believed they needed to address whether the curriculum was inclusive and ensure there was no shaming. She thanked the student advisory panel members for sharing their perspectives. She thanked the nurses for their testimony.

Ms. Shepard thanked the Board for listening to student voices.

IX. CONSENT GROUP - ITEMS FOR ACTION

Ms. Walston asked if the action item about Coburg Community Charter was to approve the extension for one year.

Dr. Balderas answered affirmatively that the letter provided Coburg Community Charter the 50% threshold for a one-year extension.

MOTION: Ms. Walston, seconded by Ms. Nittler moved approval of the Consent Group.

VOTE: The motion passed unanimously, 7:0.

X. ITEMS FOR INFORMATION

XI. ITEMS FOR ACTION

1. Consider for Approval the Purchase of Student Devices from Apple Inc.

Mr. Menachemson presented the item to the board. He said that one item listed in the bond money was to provide student devices. He noted that this was part of an ongoing initiative in the district, and added that part of the curriculum the district would be adopting was digital.

Ms. Walston asked about the danger of 4G and 5G technology as presented by some of the community members.

Mr. Menachemson said there were very high standards from the manufacturers and they adhered to legal standards and safety expectations.

Ms. Newman asked if there were FCC standards for wireless devices used in classrooms.

Mr. Menachemson said he was not aware of FCC standards for particular rooms.

Ms. Levis said they had received emails about funding being diverted from teachers to student devices.

Mr. Menachemson explained that the money being used to purchase student devices was restricted funding that could not have been used for teacher salaries.

Ms. Levis added that the purchase of student devices was intended to support teachers and augment teaching strategies.

Ms. Nittler asked about a piece of legislation mentioned during community testimony, Senate Bill 283, which directed the Oregon Health Authority to review the effects of microwave radiation.

Mr. Menachemson said he could only guess, but hypothesized that if they lowered the ceiling on allowable radiation, many schools would not be able to afford to make aggressive changes with regards to their technology.

MOTION: Ms. Marie Levis, seconded by Mr. Torrey moved approval the purchase of student devices from Apple Inc. as presented in the Board packet.

VOTE: The motion passed unanimously, 7:0.

2. Approve the Collective Bargaining Agreement with Eugene Education Association Concerning Substitute Teachers (EAST)

Ms. Nesbit stated that this was the second read of the proposed agreement between the Eugene School District and the Eugene Education Association, which represented substitute teachers. She noted that the proposed agreement had a great deal of similarity to the prior agreement. She highlighted that major economic agreements had not changed, but the new agreement made some legally required and housekeeping updates.

MOTION: Ms. Nittler, seconded by Ms. Newman, moved approval of the Collective Bargaining Agreement with Eugene Education Association Concerning Substitute Teachers.

VOTE: The motion passed unanimously, 7:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING (1:28:45)

1. Consider for Approval School Construction Planning and Timeline.

Ms. Delf said they had previously discussed two options for the capital improvements of Edison Elementary School and Camas Ridge Elementary School: relocation and co-location. There were a number of ideas that had been mentioned by community members that were investigated and not proposed, including: Kinney Loop school site, other school sites, and splitting up grades during construction.

Ms. Delf noted that a temporary location was under consideration at the Willard site as well as a construction timeline that would involve building Edison first. The options for a temporary school facility would be to purchase portable classrooms, placing a pre-fabricated building on-site, or doing a combination of the two options.

Ms. Delf stated that if they build Edison first, they would be rebuilding the highest-need building first. They would need to have a community conversation about how to rebuild, and ask for feedback on whether to build new or retain a portion of the façade from the original building. The other option would be to rebuild Camas Ridge first.

Ms. Delf stated that the Superintendent's recommendation would be to build a combination of pre-fab and portables, and reconstruct Edison first, followed by Camas. The timeline would begin with seeking Board approval on May 1. In May they would then need to create a community engagement plan and timeline, and by June they would need to select an architect team.

Ms. Walston said she spoke with someone associated with Edison and did not think there would be pushback from the community if the community were involved in the decision-making process.

Ms. Newman said she liked the recommendation to have the combination of a pre-fab building and portables. She believed they should publish dates for Edison for community planning soon because people would be ready to engage.

Mr. Torrey stated that he appreciated the work of the staff. He said he believed there was most likely no concern about what they would do with the Willard site.

Ms. Levis thanked the staff that went out to the community to ask for feedback about this project.

Dr. Balderas noted there were many other staff members who had been working on this project. He said they would give a timeline to the Board and community very quickly.

Chair Hayes said she had a concern with the short timeline, and felt it was important for the Board to be ready to make a decision this summer.

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

Dr. Balderas said he would let the Board know about the district policy on approving murals in schools in a Friday update.

XVII. ADJOURN

Chair Hayes adjourned the meeting at 8:47 p.m.
(Recorded by Marina Brassfield and Erin Hagen)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair