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

June 20, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 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 at the Education Center on June 15, 2018, and published in *The Register-Guard* on June 20, 2018.

ROLL CALL

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

STAFF:
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 Student Services Dept
Oscar Loureiro, Director of Planning and Research
Christine Nesbit, In House Legal Counsel
Harlan Coats, Director of Facilities Management
Steve Menachemson, Director of Technology
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Associate Director of Finance

MEDIA: KRVM, Register Guard

OTHER: None.

EXECUTIVE SESSION –

The board convened in executive session to conduct deliberations with persons designated by the governing body to carry on real property transactions, pursuant to ORS 192.660 (2) (e).

The board convened in executive session to evaluate employment related performance of the chief executive officer, pursuant to ORS 192.660 (2) (i). All matters discussed in executive session are confidential and shall not be disclosed to 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 designated to carry on labor negotiations, or to consider expulsion of a student or matters pertaining to a student's confidential records, are not open to the news media.

I. REGULAR BOARD MEETING

II. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Nittler called the regular meeting of the board of directors to order at 7:01 p.m. Ms. Hays led those present in the flag salute.

III. AGENDA REVIEW

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas thanked Senator James Manning and his wife for attending that evening's meeting. Dr. Balderas said the end of the year went well and thanked all staff. He noted graduation was his favorite time of year, because he was able to see the school system move graduates forward to their next stage in life.

V. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hays echoed that graduation was the highlight of being on the school board. Ms. Hays and Chair Nittler met with Bethel School District and the City of Eugene on June 19, 2018 to understand what the other entities were doing and where efforts could possibly be combined.

Ms. Walston congratulated the 2018 graduates and retirees of 4J. She appreciated teachers' service. The previous week Ms. Walston attended the last policy meeting for the academic year and congratulated retirees. Finally, Ms. Walston concluded there was no such thing as "other peoples' children" - families needed to be together, and she felt compelled to make a comment of what was happening to families seeking asylum at the nations' southern borders. Ms. Walston encouraged community members to speak out against the practice of separating families.

Ms. Sundgrenz thanked Ms. Walston and said she strongly believed in that ideal as well. She reminded the community that 4J passed a resolution on sanctuary schools to ensure all children were safe. It was the end of Ms. Sundgrenz's first year of service and she enjoyed being able to attend each graduation. She congratulated graduates and thanked staff.

Ms. Newman said it was also the end of her first year, and she was looking forward to next year. Her grandchildren attended 4J schools and she participated in many activities throughout the year; she was impressed by how important the teaching staff had been to her grandkids and how well they knew family members. Ms. Newman concluded teachers made a world of difference to students, and graduation was about those relationships built over the years.

Mr. Torrey had a grandchild in ninth grade who struggled academically. His mother convinced the student he should buy a thank you card for the teacher for her help. The student did and explained how he thanked her for the extra work she did; afterwards, the teacher hugged him and cried. Mr. Torrey said teachers were important – there were kids and students of all types, and teachers took those needs to heart.

VI. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler said the City of Eugene approved an exception to parking standards at Edison Elementary School on June 11, 2018. The board was thankful for the decision, as it would allow them to replace or renovate the school. She said the board only received a few emails regarding the bond that week. Finally, Chair Nittler acknowledged some current events and explained the board supported teachers' First Amendment rights during appropriate times and venues, but the board had nothing to do with human resources, so in the particular circumstance it was not appropriate for board to follow up in anyway.

VII. ITEMS RAISED BY THE AUDIENCE

Chair Nittler explained the policy on public comment.

Ann Craig was a parent of two Edison kids, and the president of Edison's parent council. She said it had been an interesting year. The school had dealt with some tough issues but had come together. She wanted to thank the board and staff members, and said she was excited to see the district move forward with the bond. Ms. Craig attended board meetings and work sessions throughout the year and had seen how much the board wrestled with the project; she knew the district couldn't do everything it needed to. She added she was impressed with their willingness to think about the deep needs of students and teachers, and she had watched them weigh solutions and think of the effects on tax payers. Ms. Craig was relieved the City had approved the parking request. There was great relief at Edison Elementary to be able to see the light at the end of the tunnel and be able to send kids to a safe school in the future. Ms. Craig thought the district was a great example of process to any school district, as they had identified parallel projects and collected community input. She wanted to say thank you on behalf of the Edison Elementary community and said the surrounding neighborhoods and communities would be working to gain support for the bond.

Ray Martin explained he worked in Nutrition Services, and it was one department where sales were openly and directly referenced on a regular basis. Mr. Martin noted one goal of the department and the budget to be adopted that evening was for Nutrition Services to be financially self-supporting. Costs per plate and meals per labor hour and how long a load of dishes took. He said there was a line from wanting to feed hungry children, to instead becoming

a culture of sales pressure. Mr. Martin thought if the department continued with a tray based menu, the department would never reach its goals. He encouraged considering an a la carte type menu. Doing so would change the nature of food prep and execution, free employees to do different things, and there would be a lower cost per plate. Mr. Martin would continue visiting about the issue.

Tibor Bessko worked as a counselor at Churchill High School. He shared an excerpt from a speech he gave at the National Honor Society (NHS) induction ceremony. In the speech, he raised the question of what made someone a leader. Part of the excerpt noted in today's era, it was difficult to discern who was a leader. For example, Mr. Bessko had followed the debate on Colin Kaepernick. Some people thought he was a leader for kneeling during the national anthem, and others thought it was an unpatriotic act. Those who supported him said he was expressing free speech, a right that was fought for precisely. Ms. Bessko said it was undeniable Mr. Kaepernick's actions provoked some important conversations about systemic racial injustices, patriotism, and how people can express it. Mr. Bessko shared the speech because five members of Churchill High School's staff received letters sanctioning their right to kneel during the national anthem. He wondered if the action was necessary; he believed he was charged with preparing the youth for the world they were entering. He wanted to be a model in allowing for a diversity of opinions. Mr. Bessko believed that was what a healthy educational system should provide. It was the foundation for a healthy democracy. He wondered if the 4J community was too fragile to handle "political topics" in an educational setting. If so, then he predicted the ideals of freedom and liberty fought for was doomed to failure. Mr. Bessko asked the board to model how to promote courageous conversations rather than silencing unpopular points of view.

Marty Wilder taught engineering at Churchill High School. He prided himself in his professionalism as a teacher and being a culturally competent teacher. Mr. Wilder, like Mr. Bessko, also received a letter regarding kneeling during the pledge of allegiance. He realized the incident put pressure on the board as a whole; it put them in a position to restrict teachers from taking a knee during the pledge of allegiance, or it would take the lead and proactively state, as district policies already did, that teachers were allowed to have their personal expression, so long as long they didn't disrupt the learning environment or prevent other peoples' expressions. To share expression was not endorsing one specific view, it was endorsing a learning environment where everyone had a voice. Mr. Wilder concluded the incident would have repercussions beyond human resources, because the issue was something the world was watching.

Roscoe Caron was a member of CAPE. Mr. Caron thanked board members for their many hours of service. He wanted to discuss easyCBM tests mandated by 4J and given to students multiple times throughout the year. That year, it had been called something else. Mr. Caron reported that across the United States, the average number of standardized tests before graduation was 112, the majority being district mandated and not federally or state mandated. Teachers were not asked about the assessments required, nor were they allowed to share their viewpoints on testing publicly. He said the survey had not actually changed; it was superficial

and marginalized teachers in their role of teaching and assessing. He suggested some questions that would be beneficial to ask teachers about easyCBM tests.

Kimberli Holmquist was the co-chair for the education committee of the National Association for the Advancement of Colored People (NAACP). She wanted to discuss what was included and excluded in the curriculum, how it was presented in the classroom, how students were invited into discourse, and how students were engaged. She said when schools engaged 4J communities in curriculum that reflected a comprehensive and accurate history of city, state and nation (not only of the status quo euro-centric history), was when schools would work for all students, teachers, and community members alike. Change started in cities and in classrooms, and the future rested on students. The NAACP invited the board to a series of discussions and workshops about Eugene, Oregon, and the wounded nation in the Fall of 2018.

Tabitha Andrews thanked the board for an opportunity to speak. Ms. Andrews had three children in 4J and was president for the Eugene chapter of the Stand for Children. She was there on behalf of the organization to share its support for the proposed school bond. Ms. Andrews hoped it was referred to the voters and Stand for Children would work with the board to campaign. Stand for Children supported the bond because schools needed to be safe, including earthquake safe. They also thought it was smart to build schools that could withstand a large earthquake and serve as a community shelter in the event of an emergency. In addition, schools needed to be modern. North Eugene High School was built before there were computers, and it needed to be updated. In addition, an expert, outside of 4J, said those old buildings likely had lead and asbestos. Stand for Children was happy the district proposed having facilities that could cook with real food. Ms. Andrews appreciated the listening sessions and reaching out to the community; she knew it would be hard to meet everyone's needs but Stand for Children thought the board went the extra mile for input. She added a recent article in The Register Guard that stated it was the largest bond ever asked for, however, that was because construction costs had gone up a great deal. It was unfortunate, but the district had to maintain schools, for kids' sake and for community quality of life. Putting off the community needs would only cause them to become more expensive. Ms. Andrews concluded taxpayers could afford $14 a month.

Senator James Manning represented District 7 in northwest Eugene and Junction City. Three school districts were within his district, including 4J, Bethel and Junction City. Senator Manning provided a brief update on some things he had been doing in the area of education for all students. He said education was one of the greatest social equalizers; he valued education. Senator Manning talked to students and many brought up food because the menus were different at the two lunches. He told the kids he would approach the board, and said he thought diet was very important to kids' success. In addition, Senator Manning was eager and willing to meet with the board during the upcoming legislative session to learn more about the vision for the district and how to improve education. Senator Manning concluded he was not a politician, he was a public servant at their disposal.

Pamela Miller echoed what the first speaker and what the Stand for Children speaker said. Ms. Miller thanked the board. She knew it was challenging and painful to make decisions about the

bond and not do everything people wanted and needed. Ms. Miller thanked the board for their hard work, and for including Edison Elementary School. She was retired and hadn't had a child in 4J for 15 years, but she planned to vote enthusiastically for the bond and urged listeners for their support.

Chair Nittler said there were three comments in support of YG, from people who didn't wish to speak.

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

Ms. Sundgrenz said it was the district's obligation to ensure education built and fostered critical thinkers. She believed strongly in the ideal, and said it was needed more so than ever.

Ms. Hays thanked Senator Manning for coming and said the board would approach him to discuss the bond as the session began. She said the board had done more work with the community than she had experienced ever before, and she appreciated the audience noticing that. Ms. Hays also appreciated Ms. Miller for supporting the bond and realizing schools were important for community growth, and that young people would be taking care of the older generations soon. She concluded it was very important to hear from the community.

Ms. Walston acknowledged the staff from Churchill High School bringing their larger complaint forward. She thought the issue could be a conversation the district had at some level. Ms. Walston understood both sides of the argument, and thought it was something needed to be aware of. She concluded the country was at a point in history where leadership was needed around certain issues.

Chair Nittler asked Ms. Holmquist to send dates for the NAACP talking events to board@4j.lane.edu. Chair Nittler wanted to be involved, and said she mentored a high school student of color; when she asked the student what her least favorite part was about school, she replied that the curriculum wasn't about her and she was tired of not being represented. Chair Nittler said there was a need there that needed to be addressed. She also agreed with Ms. Walston on courageous conversations and how to talk about difficult things. In addition, Chair Nittler would reach out to Senator Manning about needs of the district.

IX. COMMENTS BY EMPLOYEE GROUPS

There were no comments by employee groups.

X. ITEMS FOR INFORMATION

1. Receive a Report on the 2017-18 School Climate Survey

Oscar Loureiro and Cheryl Linder presented a PowerPoint on the 2017-18 School Climate Survey. Mr. Loureiro explained the survey had been around 10 years for high school, and three years for all levels. The survey concentrated on seven key questions, and that year the results included positive and negative results. About 5,000 students participated in the survey; some results included that over the last two years there had been improvements overall, but 2017-18 results regarding bullying returned to the baseline of 17%. In addition, in the past two years

there had been a decrease in harassment by race, but that year there was a significant increase, surpassing the baseline number. The same trend occurred with sexual orientation or gender identity.

Mr. Loureiro concluded results were not as positive as 2016-2017 but had improved over previous years. He shared a slide on details of other responses and noted there was a degree of variability across schools, and many factors to consider. Mr. Loureiro said comparing the district's results to the nation was not easy because the survey had different questions and different definitions than other surveys. The following year, the district would have a task force to consider replacing the current survey with one administered by the United States Education Department.

Ms. Linder explained what the district was doing to address some of the changes in results. Part of the district plan was built into the behavior framework moving forward. In addition, the district would provide clear guidance to administrators and schools on how to accurately collect data on bullying and harassment. There was also a guide called the "Bullying, Harassment, and Discrimination Manual," which included information on how to document, record and store the information, so that the district was collecting accurate and comparable data. Ms. Linder said the district would also provide additional guidance to schools on discipline practices. Additionally, several work groups looked at practices, and went through the rights and responsibilities handbook.

Ms. Linder continued the district would roll out information to administrators and staff on Tier I universal practices. Year 1 of the work plan primarily focused on Tier I; Year 2 and forthcoming focused mostly on Tiers II and III but some of that work would also occur over 2018-19. About 4/5 schools had a PBIS team, and the goal was to have one at every school. Training on schoolwide practices was needed, and looking at how staff and teachers observed, tracked, and monitored the activity in schools. Some uniformity work needed to be done across schools. They also continued to work on trauma informed practices, as differentiating behavior activities was difficult to do without staff having a background and understanding of trauma and other types of student activities. Staff would be engaged in a lot of capacity building, and staff would bring out a social emotional (SE) curriculum and modules in August 2018.

Chair Nittler asked if there would be professional development regarding PBIS. Ms. Linder said it began with the administrators and was a training model where administrators would be trained and then train their staff. They would also have professional development that directly targeted the PBIS teams and around several subcomponents, such as behavior support plans.

Ms. Hays wondered if the national survey was used by neighboring school districts. Mr. Loureiro thought so. Ms. Hays added she was concerned about the numbers increasing and wondered if the trend needed to be tackled right away. Mr. Loureiro explained there had been an improvement every year but the past two, so there was some work to be done. Ms. Hays wondered how to curb the trend. Ms. Newman added she was concerned about the question taken from the national survey because the district's results were 27 points apart from other schools. She wondered why the data looked so different compared to other schools and was

interested in what the district was doing. Ms. Linder said a single data point should still be monitored, but there were several different kinds of data points to consider as a whole.

Ms. Walston assumed staff could break down what data came from which schools. She thought that would be interesting. She appreciated that some analysis had been done, but she wondered if the changes seen over the years were statistically significant or a fluctuation based on sample side. Mr. Loureiro said it was significant. Ms. Walston appreciated focusing on PBIS and looking at the issue in terms of behavioral framework, but she wondered how to actually change the climate in schools and teach kids to be kinder to each other. Ms. Linder said staff was looking at the responses and formulating approaches for students and staff, but Ms. Linder believed PBIS work would be a large part of the answer.

Charis McGaughy added the district just purchased second steps, an SE learning. Additionally, the district was implementing Caring for Kids, a two classroom approach that was universal for all students and taught kid's skills like kindness and respect. The district had planned nine early release days dedicated to behavioral and SE learning.

Mr. Torrey said one school was substantially higher in the data. He wondered about the approach to determine the situation. Mr. Loureiro said it was not only the size of the school, but it was also the sample size which was smaller than the school. It could be an outlier for that year. Ms. McGaughy said analysis over the year included a lot of work around sexual harassment and assault. The change in the trend didn't necessarily indicate bad news. The change could indicate increased awareness and understanding of bullying and harassment, which could lead to increased reporting, which was what the schools actually wanted to see happen. The trend was also going on at a larger country level, with the #metoo movement and increased racial incidents, for example. There were a lot of different factors; she was grateful to implement the behavioral framework to increase the capacity of the district's support system. Mr. Torrey thought one school could possibly create that circumstance whereas other schools could possibly not. He wondered if staff could send a copy of both the district's survey and federal survey to see the differences. Ms. McGaughy said the district had used a Eugene based survey for ten years, and it was nice to compare data over time, but it was also nice to compare data nationally. The district was also in conversation with ODE, because the department was considering adopting a school climate survey all Oregon schools would use.

Ms. Newman would hate to cut off using the district survey because the district had over ten years of trend data, which was very valuable information. At some point, Ms. Newman wanted to learn about what the district was doing specifically to address the issues. She liked Second Steps, but thought it was a more indirect approach and that the district needed to address it head on as well.

Ms. Sundgrenz wanted to see the 4J document on bullying and harassment; Ms. Linder would provide it for board members.

2. Receive Superintendent's Evaluation

Chair Nittler said the board was charged for evaluating the superintendent, Dr. Balderas. Every fall, the board developed goals for the year and the tool for how to conduct the evaluation. Throughout the year, the board had check-ins on his performance and then the board comes up with one final evaluation. The tool used for that year was the same one used as the past two years. Chair Nittler read the superintendent's positive review; the board considered themselves fortunate to have Dr. Balderas as a leader.

Dr. Balderas thanked the board and was honored and humbled by the board's validation. He acknowledged there was a lot of work left to do and thanked every one of the 2,700 staff members in the district that formed the team. It was a complex system and he thanked the board and district for allowing him the privilege to be there.

XI. CONSENT GROUP – ITEMS FOR ACTION

1. Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects (Fencing)
2. Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects (SEHS Windows)
3. Approve Meeting Minutes from:
    a. Board Work Session on April 11, 2018
    b. Regular Meeting and Work Session on April 18, 2018
    c. Regular Meeting on May 2, 2018
    d. Board Work Session on May 9, 2018
    e. Regular Meeting on May 16, 2018
4. Approve Contracts for the Purchase of School Buses

MOTION: Ms. Walston made a motion, seconded by Ms. Sundgrenz to approve the consent calendar.

VOTE: The motion was approved unanimously, 6:0.

XII. ITEMS FOR ACTION

1. Approve Resolution 2018-07 Adopting the 2018-19 Budget, Making Appropriations, Imposing and Categorizing Taxes

Ms. Belz was preparing for the first meeting with the budget committee in January 2019. In late May 2018, the budget committee sent over the proposed budget and related tax amounts to the board for public hearing and finally there to approve resolution. The budget committee requested the board adopt a 2018-19 budget for $389,215,524 and that they approve and impose certain tax amounts and additional funds for debt service on general obligation bonds.

Ms. Walston thanked staff for their work. She was happy to be able and add back to the budget.

MOTION: Ms. Newman made a motion, seconded by Mr. Torrey to approve Resolution 2018-07, the budget for the 2018-2019 year, making appropriating, imposing and categorizing taxes.

VOTE: The motion was approved unanimously, 6:0

2. Approve Resolution 2018-09 making Appropriations Resulting from Transfers

Ms. Belz said Resolution 2018-09 addressed the end of year adjustments for the 2017-2018 budget. At the beginning of the year, the district took its best estimate of where funds would be spent, but the district liked to clean it up at the end of the year to ensure they met state requirements. The resolution did not increase the amount of money spent but moved the budgeted amounts between functions, so they matched. It also allowed departments to move money around and save it for future projects. Ms. Walston said the resolution numbers in the packet and in the agenda did not match. Ms. Belz clarified the resolution was 2018-09

MOTION: Ms. Walston made a motion, seconded by Ms. Sundgrenz to approve Resolution 2018-09 making appropriations resulting from transfers during the 2017-2018 fiscal year

VOTE: The motion was approved unanimously, 6:0

3. Approve Revisions to Long Range Facilities Plan

Dr. Balderas said minor revisions to the Long Range Facilities Plan (LRFP) were brought forward by the community. Ms. Delf explained the school board recently approved the LRFP update. In continued conversations with the community, one thing that came up was confusion over wording, specifically around language immersion programs. As drafted, the LRFP referred to considering the location of the Japanese and Chinese language immersion programs but community members wanted greater clarity. There were some suggested minor revisions in a 150 page document, specific to those programs. Ms. Delf said the district was looking to continue the planned expansion of the Chinese immersion program to become a kindergarten through 8th grade program in the Churchill region, and identify a long term location for the Japanese immersion program. Ms. Delf explained the changes to the document.

Ms. Hays appreciated that the revisions were made, and that people could see the district's intent. Chair Nittler asked if when the document was approved, it became permanent. Dr. Balderas responded yes. Ms. Delf added the document was submitted to the state as approved, but they had the flexibility to make revisions. Mr. Torrey said there was no question the Japanese immersion school was going to be in the north Eugene area. He thought it had always been the board's goal and he hoped concerns were clarified for the community. Ms. Delf said that was not specified in current or proposed language but that had been the expectation of the district. Chair Nittler said intent couldn't always legally be spelled out in specific language; however, YG would be a viable, healthy program in the north region.

In response to a question from Ms. Hays, Ms. Delf said pages 01-3 and 02-5 had clarifying language for the immersion programs. Page 05-5 included clarifying language for alternate education programs, and changes on the final page included adding $10 million to the proposed bond package, specifically for those programs. Ms. Hays and Ms. Walston were not at the recent community forum; they were curious about who was present, and they wanted to ensure the clarity requested had been included. Mr. Torrey thought yes but added that people wanted a specific description of the bond within the title. Unfortunately, there were a limited number of

words they could include. He wanted to ensure everyone understood that barrier; he hoped the clarity described during that night's meeting would provide answers to concerned community members, and he hoped they could trust the district and board.

MOTION: Mr. Torrey made a motion, seconded by Ms. Walston, to approve revisions to the Long Range Facilities Plan.

VOTE: The motion was approved unanimously, 6:0

1. Approve a Resolution to Submit to Voters at the November 6, 2018 Election a $385 million bond measure to construct and improve school facilities, safety, technology, learning materials, and capital assets

MOTION: Mr. Torrey made a motion, seconded by Ms. Walston, to approve a resolution Approve a Resolution to Submit to Voters at the November 6, 2018 Election a $385 Million Bond Measure to Construct and Improve School Facilities, Safety, Technology, Learning Materials and Capital Assets.

Mr. Torrey explained he put forward the motion to approve the resolution but intended to put forward a second one later on to table it. He wanted the board to have time to discuss the suggestion first; he believed it would be in the board's best interest to postpone the motion to the next regular board meeting which was August 1, 2018. Mr. Torrey wondered if August 1, 2018 would provide staff sufficient time to answer some of his questions. He thought everything on the proposed bond project list was worthy of supporting, but he was concerned that it was a heavy lift. He was worried about the people he wasn't hearing from and noted if the district lost the ballot in November, it would be a number of years before the board could bring it back in any meaningful way. In addition, Mr. Torrey thought postponing approval would provide staff time to reconsider options in effort to reduce the cost of the bond. He wanted to know why choices were the best options to take. Mr. Torrey also wanted to look closely at future student demographics, and the expected timing of growth within the district. He suggested utilizing Lane Council of Governments (LCOG) to look at when growth of students might take place. In addition, Mr. Torrey wanted more specificity around CTE. He thought the board owed it to voters to do a deeper dive into the issues. He wondered if the board could have an opportunity to get more answers and move the item to the first or second meeting of August 2018.

Ms. Sundgrenz appreciated Mr. Torrey's comments, and said board members read every email received and listened carefully to community members. The board partners with the greater community. She thought he had good suggestions and wanted to ask staff if an extension was possible. Chair Nittler said the district already had a lot of data on demographics, and she was unsure if there had been changes. She thought staff would be able to pull the data quickly. Chair Nittler noted the board had discussed the bond for 18 months and had done a deeper dive; nothing proposed was done carelessly or thoughtlessly.

Ms. Newman said the board had been studying the options and looking at all items on the list. When the board added up everything that really needed to be done, the bond amount was much

higher. They had been able to do due diligence for each item but said if analysis around growth in the North area was available it would be helpful to solidify the need for a new school.

Ms. Walston wondered what the board would learn in six weeks that they didn't already know. She was sensitive to the price point. She wondered if the board would reconvene community forums and wanted to ensure their core commitments to YG and other programs.

Mr. Torrey heard the community was unsure why the district could not simply remodel North Eugene High School. Repurposing could be one way to accommodate the needs of YG and Corridor, as there weren't facility options available. If the measure failed, there would be a tremendous overcrowding issue in the Corridor and YG facility, and the district's options would be limited if the bond did not pass. Ms. Hays appreciated Mr. Torrey bringing his comments forward but she would hate for it to look like the board wasn't sure about the proposal. She wanted people to understand postponing approval was simply taking a breath and wanted people to be clear about what the board and district would be doing during those 30 or 40 days. She didn't want anyone to wonder or worry, and she thought community meetings were crucial. Ms. Hays wanted ample time on August 1, 2018 and August 15, 2018.

Ms. Walston was interested in how the new federal taxes would affect property tax as it would no longer be deductible. She also wanted to ensure there was a community forum. Chair Nittler requested specific questions from the board to ask staff so they could prepare for the August 1, 2018 meeting. Mr. Torrey noted there were new apartment and housing units in the north Coburg Road area, (the Kinney Loop site), and research indicated that apartments did not generate many students. He wondered if the district needed a new school on the Kinney Loop site, or if it could be set aside for possible temporary facilities. Mr. Torrey said repurposing of North Eugene High School wouldn't provide the type of quality facility needed but it could house YG and corridor because there was plenty of room. Alternatively, Kelly Middle School could move into North Eugene High School. Mr. Torrey summarized he wanted to know what the district would do with the existing North Eugene High School, when the district needed to deal with the Kinney Loop site, and whether the district needed the additional money for safety and security from the savings of not building a new school. Finally, Mr. Torrey wanted to know if the district was doing everything it could with safety and information technology (IT).

Ms. Walston said the board discussed replacing elementary schools in the south region due to safety; if the district rebuilt Edison Elementary School but did not build the Kinney Loop site beforehand, she was unsure where students would be put as the district needed a swing school. Ms. Hays wanted to consider when board would share the changes with the community if they voted to postpone the decision. The board had brought people along in the process and she didn't want to be done with their input.

Ms. Sundgrenz wondered if the board had the ability to vote on the matter that evening, and then make amendments to the bond proposal later on. Mr. Torrey said technically they could, but he didn't think that would be good process. Chair Nittler summarized the board's questions for Dr. Balderas to follow up on.

Dr. Balderas mentioned there was a Portland State University study recently done on demographics in Oregon cities, so he would share that data. Dr. Balderas said staff would be able to answer the board's questions during the August 1, 2018 meeting, as well as provide options for the board. Dr. Balderas asked Ms. Delf the implications of delaying adoption of the bond proposal. Ms. Delf went through the timeline and responded the draft board calendar considered later that evening had the next meeting scheduled on August 2, 2018. There was not a regular meeting scheduled on August 15, 2018 due to the board retreat and the district needed to submit the ballot title for publication of the notice by August 17, 2018. Ms. Delf said the district was on a tight timeline, especially if further discussion was needed. Other considerations included planning for a campaign.

Chair Nittler said the board had been doing planning for the bond as partners with the community for months and delaying adoption felt like switching tracks to her. She couldn't envision how they could plan a community forum and have everything turned around in time. She wondered if the district could have another round of polling in July 2018. Dr. Balderas said they could, but survey companies usually avoided polling during the month of July, as it was not an optimal time to get ahold of people. Ms. Walston didn't think polling was considered true community involvement. She thought a special work session could happen on August 8, 2018 if necessary. Ms. Hays proposed on August 1, 2018 the board do a final reveal during a work session with an additional community input session. On August 15, 2018, the board could end their retreat at 6:30 p.m. and hold a regular meeting directly afterward at 7:00 p.m. Ms. Hays acknowledged her proposal did not provide any wiggle room.

Dr. Balderas asked for tighter parameters on dollar amounts to propose for the August meetings. Mr. Torrey suggested taking the board's questions and conducting an analysis on trade-offs and negative impacts of cutting certain dollar amounts. Chair Nittler clarified if he wanted to make sure $385 million was a good amount and they wouldn't be losing anything. Mr. Torrey said yes and proposed reducing it by three different amounts in order to see the different impacts. Dr. Balderas explained there was a lot of staff vacation time during July which was a worry for him, as he would need support staff. Chair Nittler proposed they not add anything to the bond, only create scenarios where projects were taken away. She added that she wanted to ensure the board would be comfortable making the decision without a community forum if it was postponed until August 2018. Chair Nittler was very nervous about the timeline. Dr. Balderas said staff could validate the bond amounts and host a listening session on August 1, 2018. Ms. Newman would feel most comfortable if they kept the August 8, 2018 meeting on the calendar in case it was needed for a work session. Ms. Hays wanted to clarify there was a lot of need and they had spent a lot of time paring down the project list; postponing was taking time to ensure the best decisions possible were made.

MOTION: Mr. Torrey moved to postpone the previous motion to the regular board meeting on August 15, 2018. Ms. Walston seconded.

VOTE: The motion was approved 5:1.

Ms. Walston noted the retreat was scheduled on August 15, 2018 so the board would have to add time. She liked Ms. Newman's suggestion of holding August 8, 2018 for a meeting in case.

Ms. Delf thought there would be tight turnarounds for staff, but that staff could do it. Ms. Newman asked if needed to vote twice on the motion. Mr. Torrey explained the second motion curtailed the first. Chair Nittler appreciated Mr. Torrey's intentions and liked thinking of all the implications but she did not support the motion because it made her nervous to wait longer.

2. Approve for Adoption – Grades 6-12 World Language Curriculum

Ms. Penrod and Ms. Williams were present to answer questions. Board members appreciated their work.

MOTION: Ms. Walston moved, seconded by Ms. Newman, to adopt the grades 6-12 World Language Curriculum.

VOTE: The motion was approved unanimously, 6:0.

3. Organize the Board of Directors for the 2018-19 School Year
   a. Elect Board Officers

Dr. Balderas said it was a yearly process to elect the board chair and vice chair. It was up to the board for consideration for reconfiguration of leadership positions.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to nominate Ms. Hays for chair and Ms. Levis for vice chair.

VOTE: The motion was approved unanimously, 6:0.

Chair Nittler said generally the vice chair moved into the position of chair. If Ms. Hays were elected, she would assume her role at the end of the meeting.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to close nominations

VOTE: The motion was approved unanimously, 6:0.

Ms. Hays thanked Chair Nittler for her efforts and time commitment she had over the 2017-2018 academic year.

   b. Authorize the Chair and Vice Chair to sign for the District during the 2018-19 Fiscal Year

MOTION: Mr. Torrey moved, seconded by Ms. Walston, to authorize the chair and vice chair to sign for the district during the 2018-19 fiscal year.

VOTE: The motion was approved unanimously, 6:0.

4. Set Board Calendar for the 2018-19 School year

Chair Nittler said there were already changes to make to the calendar. Dr. Balderas said board meetings were generally on the first and third Wednesdays of the month, but some holidays interrupted that schedule, so staff had adjusted. Ms. Walston hoped they could be flexible with the calendar even after adopting. She thought the board would need more than four work sessions. Ms. Hays assumed the board would take time during the retreat to really look at the calendar but needed to pass it for the upcoming meetings. Ms. Walston agreed, but wanted to ensure they weren't locked into the current calendar.

MOTION: Ms. Hays moved, seconded by Ms. Walston, to set the board calendar with the change of adding August 8 and August 15, 2018 as regular meetings.

VOTE: The motion was approved unanimously, 6:0.

Chair Nittler clarified the board wouldn't drop August 22, 2018. Ms. Hays responded yes, the meeting would stay on the schedule.

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

XIV. ADJOURN

Chair Nittler adjourned the meeting at 9:34 p.m.

(Recorded by Marina Brassfield)

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Dr. Gustavo Balderas — Alicia Hays

District Clerk — Board Chair