

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

August 28, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6:00 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 August 23, 2019, and published in The Register-Guard on August 28, 2019.

ROLL CALL

BOARD MEMBERS:

Anne Marie Levis, Chair
Mary Walston, Vice Chair
Alicia Hays
Gordon Lafer
Martina Shabram
Jim Torrey

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Dr. Charis McGaughy, Assistant Superintendent for Instruction
Ms. Kerry Delf, Chief of Staff
Dr. Brooke Wagner, Director of K-8 Education
Dr. Andy Dey, Director of Secondary Education
Dr. Kat Lange, Director of Student Services
Mr. Kyle Tucker, Chief Operations Officer
Ms. Cydney Vandercar, Assistant Superintendent for Administrative Services
Mr. Ryan Spain, Director of Facilities Management
Mr. Steve Menachemson, Director of Technology
Mr. Jeffry Johnson, Director of K-8 Education
Ms. Andrea Belz, Director of Financial Services
Ms. Lisa Fjordbeck, Executive Assistant/Board Secretary

MEDIA: Register Guard, KEZI.

OTHER: Ayelll Amittay, Shawn Bolec, Danielle Bowerman, Juan Carlos, Rachael Carnes, Roscoe Caron, Imelda Cortez, Sabrina Gordon, Thomas Hiura, Cameron Hubbe, Jesse Hubbe, Allen Johnson, Debbie Levy, Debra McGee, Amy Page, Artemio Paz, Linda Perrine, Erika Thessen, Julie Vignoul, Chelsea Whitney.

I. Executive Sessions

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

All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization from 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 medical records, are not open to the news media.

II. Work Session

Chair Levis brought the 4J district board work session to order at 5:59 p.m.

Ms. Delf and Ms. McGaughy gave a presentation on the Student Success Act (SSA) and what the school district had already done, and what they were planning on doing in the next couple of months. Before they began, Dr. Balderas let everyone know that it is an exciting time for Oregon school districts, and that they are working on getting a tool kit out as soon as possible. He added that everyone would be kept up to date on the SSA timeline.

Ms. Delf began and gave a brief background on SSA. It had been passed by Oregon's legislature and signed by the governor in Spring 2019. The act, which collected money via taxes on Oregon businesses, would give Oregon schools, across all districts, \$2 billion per biennium. She let everyone know that the numbers in the presentation would talk about the money they would receive annually. Ms. Delf let the board know that they were not expecting to get full funding this year, since the act just got approved, but that it was not completely out of the question. With full funding in the 2020/2021 school year, 4J expected to get \$12 to \$13 million.

Ms. Delf broke down what the SSA would invest in, since the document clearly outlines how the money should be used. \$100 million would be given to the state school fund. At least 20% would be given to early learning; which would fund early childhood special education, the Oregon Pre-K Program, the Preschool Promise, the Early Head Start, and the Early Childhood Equity Fund. At least 30% to statewide education initiatives; which would help fully fund Measure 98, expand nutrition access, education service districts, the high cost disability fund, and other equity initiatives. Lastly, at least 50% would go to the student investment account; which would help improve student success in anyway that the individual districts found helpful (expanding schools, increasing student safety measures, reducing class sizes).

Mr. Lafer asked if the 30% towards statewide education initiatives would be for competitive grants. Dr. Balderas replied that the full funding of Measure 98 would be grant based. Ms. Hays wanted clarification that they would be noncompetitive and that they would get their share of the money. Dr. Balderas responded that this was correct, but that they would be held accountable for that money.

Mr. Lafer wanted to know if the \$12 to \$13 million included all the funding they would receive, or just SSA. Ms. Andrea Belz, approached the board to answer Mr. Lafer's question. She said that statewide with Measure 98 they were receiving \$170 million, and full funding would mean another \$130 million. With the high cost of disability they would move from \$35 million to \$55 million statewide, with the idea

being getting them back to \$0.60 a student. Currently, they receive \$0.43 per student for every high need student in the district.

Ms. Delf talked more in-depth about the Student Investment Account (SIA). It is an account with close to \$500 million in non-competitive grant money for all Oregon school districts and eligible charter schools. In order to receive these funds, districts need to apply with a plan. In the 2020/2021 school year 4J was expected to receive \$12 to \$13 million. Ms. McGaughy said that there are many steps they need to go through in order to get the funds. They need to do some community engagement, give out a needs assessment survey, create a continuous improvement plan, as well as an investment plan, and then finally they would create their SIA grant application. Ms. McGaughy said that the grant only gives loose ways that the money should be used so that schools can individualize it for what they need.

Ms. McGaughy said that the SIA grant process would be a community-involved process. They would be seeking input from parents and students, and reaching out to those with academic disparities (students of color, students with disabilities, emerging bilingual students, students navigating poverty, homelessness, and foster care, as well as other groups). The district needs assessment would focus on five categories: academic disparities, behavioral & mental health, equitable access to courses, teacher & staff collaboration, and partnerships.

Ms. McGaughy informed everyone that they would need to make a Continuous Improvement Plan that would include five key elements: vision, mission, goals/strategies, an implementation plan (action steps), and systems to review and monitor implementation of the plan. She said that the 4J District had been a pilot for the SIA and that their previous plan fit the requirements for the continuous improvement plan, and that the state said they would work with them to implement their previous plan. Dr. Balderas acknowledged that funding usually seems all over the place, but that the strategic plan was created by community members, and that their goals for funding are built into that plan. The plan will be reevaluated and changed based on what the community wants. He emphasized that the strategic plan would cover all their funding.

Ms. Delf outlined the phases of the community engagement plan. Phase one would be the needs assessment. The survey would be available to everyone from August 29, 2019 to September 27, 2019. Teachers and other staff would have input sessions on September 12 and 17, 2019. Students, parents, and the community would have input sessions September 25 and 26, 2019. There would also be another input session completely in Spanish on September 26, 2019. Ms. Delf said that they started reaching out to key stakeholder groups in June, 2019 and would continue to do so throughout September. After the assessment, the school board would meet to review the results before they were submitted in November.

Ms. Hays thought that for the input sessions on September 25 and 26, 2019 there should be board members present. They should talk and figure out who would go to which meeting, so that they do not all go to the same one. She also wanted to know the structure of the sessions, and if there would be one-on-one time available. Ms. Hays thought it important to make sure that everyone has a chance to speak with a board member.

The second phase of the community engagement plan would be creating the investment plan. The public survey for the plan would be out from November 1, 2019 to November 30, 2019. Teachers and other staff would have input sessions on November 7 and 12, 2019. Students, parents, and the community would have input sessions November 13, 19, 21, 25, 2019. There would be another meeting

November 19, 2019 all in Spanish. Afterwards, the school board would meet to approve the investment plan before its submission in March 2020.

The third phase of the community engagement plan would be it being finalized and implemented in Spring 2020. The school board would communicate the final plan, and work together with teachers, staff, students, parents, and the community to put the plan into action. They would also review the SIA grant agreement in a public meeting. The SIA funds would be adopted in the 2020-2021 school year.

Mr. Lafer said that it would be useful to get district experts' ideas on how they could use the money, since they need to focus on what is the most important.

Chair Levis informed the board that they received a summary on the union's input, but wanted to know how they were working with them. Ms. McGaughy answered that she had a meeting coming up with them, which would be to figure out a plan on how to work together.

Ms. Shabram wanted to know, in regards to the key stakeholder input sessions, how they were choosing the questions that would be asked. They needed to make sure that culturally relevant questions were being asked so that the community could be involved. Dr. Balderas replied that it would be a two-way dialogue, and that the district already has a relationship with many of the organizations.

Ms. Walston questioned why some charter schools would not be eligible for SIA funding. Ms. Delf said that all school districts and charter schools are dependent on the student body demographic when it comes to funding. Ms. Walston followed up, and asked if this is a normal practice. Ms. McGaughy responded that it was, and 35% of the student body had to be diverse to be eligible for SIA funds. She added that school districts can partner with charter schools as a way to get around that hurdle. An email had been sent out to all charter schools in the area letting them know that 4J is willing to partner with them. Ms. McGaughy also sent an email to the Oregon Department of Education (ODE) to get more information on what they needed to do to partner with charter schools. Dr. Balderas added that it was their goal to work with as many charter schools as they could, to make sure that all students in the area are being served.

Mr. Lafer thought it would be a good idea to have some of the session meeting be topic focused rather than demographically focused. Dr. Balderas said that that was a good idea, and they would look into doing that.

Ms. Shabram asked if the Continuous Improvement Plan was something they turned into the state, while another strategic plan would be submitted for SSA. Dr. Balderas said that they were the same plan, which they submitted every year. Ms. Shabram thought it would be a good idea to reach out to those in the community that helped make their last strategic plan, and figure out what went well, and what did not, so that next time it can be done better.

Dr. Balderas thought it would be helpful to have a costs breakdown when talking about finances, so people can see how much it costs per day to hire a teacher, or have a full day of school. Ms. Hays agreed and thought that having a break-down would help people feel more involved in the process.

Chair Levis let Ms. Delf and Ms. McGaughy know that they should keep the board updated as the process continued. Ms. Hays thought it would be a good idea to keep the SSA process as a standing agenda item at all their meetings in the near future.

III. Regular Board Meeting

Chair Levis called the 4J district regular meeting to order at 7:00 p.m.

IV. Call to Order/Roll Call/Flag Salute

The board introduced themselves and Ms. Levis led the Pledge of Allegiance.

Chair Levis announced that Ms. Newman was absent, but that all other school board members were present.

V. Agenda Review

There were no changes made to the agenda.

VI. Introduction of Guests and Superintendent's Report

Dr. Balderas thanked the 4J staff for their presentation on the SSA at the work session. He gave a brief background on what SSA is and outlined the process 4J would go through.

Dr. Balderas informed the room that they were always working to hire more teachers in the district in order to reduce class size. He said that with each year that goes by, class sizes get smaller.

Dr. Balderas wanted to talk about how the federal government passed a law that would affect undocumented students and families across Oregon. It would go into effect October 15, 2019 and would make it so immigrants would be unable to use state services. He stated that 4J will continue to serve their students and families as best as they could.

VII. Comments from Board Chair

Chair Levis said that while the beginning of the new school year brings excitement to the district, they need to remain worried for their students. With new laws, ICE raids, and shootings across the country that pose a threat to their community, the district needs to focus on making sure students feel safe at school. 4J needs to be a place where everyone feels welcome. She felt it would be important at an upcoming meeting to talk about their sanctuary policy.

Chair Levis talked about the board retreat, and how the main take away was that the board felt they needed to prioritize community voice. They wanted to engage the community in new ways, and she was excited to hear about all the forums coming up in September and November. Chair Levis hoped that at some point they could have a more open structured forum, where community members had more than three minutes to talk. She felt that the three minute time restriction really limited what some people had to say.

VIII. Items Raised by the Audience

Ms. Levis read the policies related to speaking at meetings or filing complaints.

Debra McGee worked in the public school system for twenty years, and had an adopted daughter who benefited from 4J's equity measures. She said that there are many issues facing the world today, but none are more important than climate change. Ms. McGee questioned what the point of education was if there was no sustainable future. There would be a youth climate strike September 20-27, and she hoped that the board would support their students.

Artemio Paz worried about student climate change literacy. The climate crisis is an issue that society has to face, something that affects everyone. Mr. Paz thought the school board should focus on creating a climate initiative to help increase literacy among the students on the subject.

Juan Carlos is the president of the League of United Latin American Citizens (LULAC) of Lane County, which is the largest Latino organization in the United States. He talked about how he had heard from the school board that they wanted Latinos to get involved, and then when they did he heard that they wanted more educated individuals, they wanted volunteers. Mr. Carlos mentioned that a Latino board candidate, who fit all the requirements for the job, had been turned away. He felt that the board was running out of excuses for not including the Latino community. He hoped they would reach out to more Latino organizations and work with them.

Linda Perrine informed the board of the carbon free challenge, which helped people calculate their carbon footprint and give them tips on how to lower it. If you looked up 'carbon free challenge Eugene' a website would pop up that would give more details on how to get involved. Ms. Perrine said that it is set up to be a competition between neighborhoods, as a way to incentivize a large group of people. She also thought that there needed to be more access to environmental literacy and education.

Shawn Bolec stated that the board's decision to appoint Jim Torrey played into white privilege, and silenced other groups in the process. He talked about Mr. Torrey's involvement with Trillium, and how the board should have talked about the issue before appointing him. Mr. Bolec asked Mr. Torrey to resign so that the board could appoint someone else.

Allen Johnson reminded the board that he sent them an email with more in-depth thoughts on why he thought Mr. Torrey should not have been appointed. He thought that since there were other candidates who were qualified for the job and would have added diversity to the board, it did not make sense that they chose Mr. Torrey. Mr. Johnson also brought up that Mr. Torrey had received \$2.5 million from Trillium, which should have gone towards helping as many people as possible, but instead went into his pocket.

Thomas Hiura felt disappointed with Mr. Torrey's appointment, and was concerned with student diversity issues. As someone who was interviewed for the board candidate position, he felt that the structure of the process was not done well. For one, they only had a handful of diverse candidates, and as one he felt it was weird that he was the only candidate not allowed to answer one of the four questions. Mr. Hiura thought that Maya Rabasa was the clear choice for the appointment, and was sad to see her passed over.

Danielle Bowerman had volunteered in 4J school libraries for years, since they have no paid library staff. There are many ways that libraries can help kids, and she wanted to spend her time speaking about graphic novels. Her son had never shown an interest in reading until he picked up graphic novels. This made Ms. Bowerman realize that graphic novels should be utilized in the school system to help students learn how to read. She ended by stating that trained librarians are uncommon in 4J, but are essential to any well-rounded education, and that she hoped the school board would work towards hiring more.

Jesse Hubbe is a student and basketball player at Lane Community College as well as a member of the Sunrise Summit, which is focused on climate change advocacy. Society only has eleven years to fix the issue of climate change before it becomes a life or death situation for the younger generations. He

mentioned that there would be a strike on September 20-27 and wished for the school board to stand with its students, as they always should.

Cameron Hubbe questioned what the goal of education is, and what the younger generations should be learning. She believed that it is important for the youth to be able to talk about issues that face everyone, be compassionate people, and leaders. Climate change is one of these issues that needs to be taught, so that everyone can come together and take action against it. Ms. Hubbe noted the leadership currently coming out of the younger generation, and thought they should follow their example. The global climate strike that would take place September 20-27 would be a great place for the board to speak out at.

Ayelll Amittay is a parent of a kindergartner, and therefore new to the 4J district. She stated that representation in all aspects is important to have not only on the board, but throughout the district. Mr. Torrey's appointment concerned her, and wanted to speak for all the parents who are not able to make it to board meetings.

Rachael Carnes has two children in the 4J district, who are both aware of the need for diversity in their school district. Her daughter had looked forward to seeing Ms. Rabasa on the board, and was disappointed when Mr. Torrey was selected. Ms. Carnes thought that they needed to look into the policy for selecting new board members, since Ms. Rabasa obviously had backing of the community and was still passed over. She thanked Mr. Lafer and Ms. Shabram, who both voted for Ms. Rabasa, for standing with diversity.

Julie Vignoul is a teacher librarian in the community, and believed that 4J needed to hire more teacher librarians to their staff. She detailed how teacher librarians are more than just book organizers, and do so much to help students learn how to do proper research. Ms. Vignoul pointed out that the SSA outlined funds for more librarians.

Roscoe Caron had advocated over the last five years about the "business" model of testing that students are forced to take part in. All these tests do is gather data for the district and reinforce failure. They do nothing to help students, and he knows that teachers are also annoyed with the process. He wanted the board to focus on getting rid of unnecessary testing.

Erika Thessen has three kids in the 4J district, one of which has mental health issues, which often makes school difficult. She detailed a heartbreaking situation that her daughter went through, and said that she considered her daughter's teachers the only reason that she was still alive and working through her problems. Ms. Thessen thought that the SSA funds should go towards staffing more counselors and reducing class size, anything to help students with mental health issues.

Chelsea Whitney collected over a thousand signatures against the appointment of Mr. Torrey to the school board, which she would be emailing to them. His appointment broke the trust between the board and the community. She wished the board had talked about their selection process, since they knew the community did not want Mr. Torrey, who was passed over by the community at the last election. Ms. Whitney wanted the board to release any emails they had about their decision, and asked Mr. Torrey to resign.

Debbie Levy has two students in the 4J district, and worked as a teacher librarian at Churchill High School. She pointed out that while every 4J school has a library, there are only a handful of certified

librarians in the whole district. If the board is serious about increasing third grade reading levels, they need to consider hiring more librarians. Librarians serve students and help students broaden their horizons through books. Ms. Levy pointed out that librarians are also the only teachers in a school that do not grade students. The board needed to reinstate full time librarians at every level of education.

Amy Page has two 4J students and works as a library media specialist. She thought the board needed to focus on bringing librarians back to elementary schools and middle schools. Librarians deal with more than just books, but help teach students about gathering information and technology studies. Librarians usually come up with creative new ways to teach students.

Imelda Cortez is the Eugene Education Association (EEA) 4J vice-president. She read aloud a statement in Spanish.

IX. Comments by Employee Groups

Sabrina Gordon, president of EEA, let the board know that Ms. Cortez read her statement in Spanish because it is important for all students to feel involved. She said that the statement can be found in both Spanish and English on their website. EEA is both excited and anxious for the start of the new school year, since there is so much happening. They feel optimistic about the SSA funds, and hope that the board will include comments and ideas for all their stakeholders.

X. Comments and Committee Reports by Individual Board Members

Ms. Shabram took a moment to acknowledge the indigenous land that they are on. She thanked Ms. Cortez for speaking her remarks in Spanish. As a non-Spanish speaker, it was hard to follow, which just made it clear how important it is to have representation at all levels. Ms. Shabram also thanked everyone who spoke out about climate change, and said that it is the responsibility of adults to help the younger generation in any way they can. With the strike going on later in the month, she wanted to go over what the board's procedure would be for students striking. Since Ms. Shabram has a doctorate in English, she loved hearing about the libraries and the goals that librarians in the community had. Hopefully they will be able to have a work session on the topic in the future.

Ms. Walston talked about how the board was invited to the totem pole rising at Sheldon High School, and they were grateful to receive one of the hammers that was involved in the project. She thanked Dr. Balderas for his words at the beginning of the meeting, and agreed with Ms. Levis that they should talk about their sanctuary policy. Ms. Walston looked forward to the upcoming conversations with the community on the SSA funds. She reminded everyone that in May 2019 the board passed a resolution on climate change, and agreed with all those who spoke about it being an important issue. On the student strike, Ms. Walston said she could not support it because she believed students should always be in school, but thought that they should start a conversation with students. They should make changes where they can.

Mr. Lafer brought up that later in the meeting he wanted to talk about his proposal to make menstrual products free in all 4J schools. With the SSA funds coming in, they finally had the money to push the idea through. He thanked teachers for the time and love they gave in getting SSA approved. Mr. Lafer acknowledged that the system right now is failing some of its students, and that they will continue failing them. This however, does not mean that the district is not trying, it is just a battle that will never be over.

Ms. Hays invited the board and all those in attendance to the Lane Council Labor Day picnic at Splash. She thanked the librarians for showing up and speaking out, and also wanted to see an outline for what climate change education would look like. She felt it important for the community to say what is on their mind, even if it goes against a board decision. The appointment of a new board member is always a hard decision to make and they tried to make it with equity in mind. Ms. Hays said that as someone not in the Latino community, she cannot possibly understand what it is like for them, but that it is her job to try and speak for everyone. She said that all students need to feel safe in their schools.

Mr. Torrey thought that the board needed to focus on eliminating unnecessary testing. He reached out to the legislature to talk about the essential skills test, which is a test that every student must take in order to graduate. Often times it holds back students who have met every other requirement. As a board they need to make sure that they are helping all students, and realize that not everyone is college bound.

XI. Consent Group – Items for Action

There were no items for action.

XII. Items for Information

a. Bond Update: Edison Elementary School

Ms. Delf informed the room that Edison Elementary is the oldest school in the district, having been built in 1926, and had seismic and accessibility issues that needed to be fixed. Currently, they are having preliminary conversations about the construction process. They have talked to countless students, parents, and community members during the predesign phase, and now have an idea for what it will look like. There had been talk about whether Edison should be rebuilt before Camas, and they decided that it would be, since it is older and the community was concerned with its structure. Edison will not be relocated, but a temporary school site will be built while the construction is happening.

Various views were given on the design of the new Edison. They talked about partial preservation, since it would limit the design of the new school. Overall the community valued the new school being designed best for children, having it fit into the neighborhood it is in, having it honor nature, and find a way to acknowledge the school's history.

They had a hundred community members present to give feedback on the styling of the school. 56% liked the idea of interpretive preservation, this would mean using bricks of the old building when remaking the entrance. 33% liked the idea of partial preservation, which would mean keeping some of the façade and building around it. As far as what style to build the school in: 21% liked a contemporary style, 52% liked a traditional style, and 62% liked a northwest style. While meeting with the community they also asked what they found important in other areas of design. 93% thought it was important for the school to be safe and secure for seismic activity. 85% thought it was important to have outdoor green space on the campus. 80% wanted the school to be designed for 21st century education. 74% thought it was important for the school to fit in with the neighborhood it resided in. 54% thought it was important for the project to be cost efficient. 45% wanted to preserve some historic elements of the old Edison building. Lastly, 44% thought it was important to reflect the historic character of the land and the old building.

Ms. Delf said that the timeline for the project would be as follows. In the fall of 2019, they would begin the design process. 2019-2020 they would create a swing school, similar to what happened at ECCO. June 2020 the Edison students would be moved into the swing school. In summer 2022 they would finish

the design of the construction of the new Edison, and in the fall of 2022 they would move the Camas students to the swing school and start work on that campus.

b. Board Committee Assignments

Ms. Levis told the room that they announce the board committee assignments as a way to be as transparent as possible. She had met with all board members to talk about their committee preferences.

All members would be serving on the budget committee.

Mr. Lafer and Ms. Shabram would be assigned to the equity committee.

Mr. Lafer and Mr. Torrey would be assigned to the audit and finance committee.

Mr. Torrey would be assigned to the charter school council.

Ms. Hays and Mr. Lafer would be assigned to the instructional advisory council, and Mr. Torrey would join if the information at a certain meeting was relevant to their experiences.

Ms. Walston would be the 4J school district's LCOG representative.

Ms. Newman would be on the Eugene Education Foundation, and Mr. Lafer would substitute for her when she was unavailable.

Chair Levis and Ms. Hays would be assigned to the long range facilities advisory and bond oversight committee.

Mr. Torrey and Ms. Hays would be assigned to the Lane ESD budget committee.

Ms. Newman, Mr. Torrey, and Ms. Shabram would be a part of the 4J district's legislative committee.

c. Board Working Agreements

Chair Levis notified everyone that they had reviewed the language they used and would be making changes so they can be more inclusive. In the interest of time Ms. Levis wanted to move this discussion to their September 11, 2019 meeting.

Ms. Walston, who worked on the working agreements, wanted everyone to go over what she had written, since she did not want to be the sole decider on language. She had heard comments from all the board members and tried her best to articulate them, but wanted reassurance that she understood their concepts.

Ms. Hays thought at the September 11 meeting they should go over when it is appropriate to set up a meeting with the superintendent, since the topic can be very confusing.

d. 2019-2020 Board Goals

Chair Levis directed everyone to the board's 2019-2020 goals, and stated that it was up to them as a board to make sure they reach their goals.

Mr. Lafer thought that when transparency is concerned, unless information deals directly with a student, everything should be available to the public.

Ms. Hays thought that it might be a good idea to schedule work sessions for all three remaining topics (they already had one on SSA funds).

Ms. Levis wanted to schedule more time to talk about their goals at a future meeting.

XIII. Items for Action

a. Approve Architect Contract for Edison Elementary School

Mr. Spain said that they began their selection process in May. They received eight applications, and were able to narrow it down to three. From there they interviewed them and began fee and contract negotiations. They selected Mahlum/Robertson Sherwood Architects, who were within cost and schedule lines.

MOTION: Ms. Hays moved, seconded by Mr. Lafer, to approve the Mahlum/Robertson Sherwood Architects as the architect for the Edison Elementary School project. The motion passed unanimously.

b. Approve Architect Contract for North Eugene High School

Mr. Spain notified the board that a similar process was begun for North Eugene High School just a couple months before. They received applications from five firms, and narrowed it down to three. With everything in budget and schedule, they selected Rowell Brokaw/Opsis Architects.

MOTION: Ms. Hays moved, seconded by Ms. Walston, to approve the Rowell Brokaw/Opsis Architects as the architects for the North Eugene High School project. The motion passed unanimously.

c. Approve YMCA's Material Progress in Fundraising Efforts and Intent to Exercise Third Option

Mr. Spain told the board that the YCMA had finished its funding, and wanted to exercise their right to the third option.

MOTION: Ms. Walston moved, seconded by Ms. Hays, to accept YMCA's demonstration of material progress in fundraising and intent to exercise the third option of the Option Agreement, and to notify the YMCA in writing that the conditions of Section 2.1 of the Option Agreement have been satisfied. The motion passed unanimously.

XIV. Items for Action at a Future Meeting

a. Consider for Approval the 2019-2020 Superintendent Evaluation Process

Chair Levis told everyone that the information for the evaluation process is in their packet. She said that the evaluation went well last year, but wanted to know if anyone had any changes they wanted to make. Ms. Hays agreed that it went well, and that they were able to be clear and stay on schedule for the whole process.

No one had any changes they wanted to make.

b. Consider for Approval Oregon School Board Association (OSBA)

Dr. Balderas said that it was almost time for their annual board discussion and renewal with the OSBA. Their annual membership cost is \$10,823. Chair Levis admitted that she questioned the board's decision to pay the membership in the past, but since she has been able to see the benefits of it, she has become a fan of it. They are able to get a lot of information and help for the amount of money that they pay.

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

Chair Levis wanted to take the time at an upcoming meeting to talk about their sanctuary policy. She also wanted to create a work session on training practices surrounding that policy for administration in the district.

Mr. Lafer wanted to talk about his proposal for 4J schools to put free menstrual products in all their bathrooms. He was prepared to bring a more detailed plan with him, but remembered that the cost estimations put the project between \$35,000 and \$55,000. With SSA funds coming in, it seemed like a good time to go through with the project. It would also be a very equitable thing for the district to do to show that they stand with gender equality. He pointed out that if menstruation was an issue that men faced, this problem would have already been fixed. Ms. Hays pointed out that some schools in the nation had tried to execute this idea in the past, and had issues with children using the products inappropriately. She felt that they just needed to be aware of that going into things, and try to figure out a good and easy way to distribute them to students.

Ms. Shabram wanted the board to talk about increasing librarian staff, the climate change curriculum, and what the board's process would be if students went on strike. Ms. Levis thought it might be a good idea to have the work session on libraries done through one of the SSA input sessions with the community. Dr. Balderas addressed the climate change curriculum idea, and said that they were working with a local Lane County consortium, and that he would have more information at their next meeting. They have also been working with the University of Oregon to create a curriculum.

Chair Levis thought that they should have more listening sessions with the community. She proposed before their next meeting they set aside some time for community members to talk directly to the board. She said that at the September 11 meeting they could meet at 4:30 p.m. or 5:00 p.m. and allow for a half hour discussion. Ms. Shabram replied that with work she would not be able to arrive until 5:10 p.m., but that she is okay being late to that.

XVI. Adjourn

Chair Levis adjourned the 4J district regular meeting at 9:31 p.m.

(Minutes Recorded by Lydia Dysart)

Dr. Gustavo Balderas
District Clerk

Anne Marie Levis
Board Chair