

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

March 20, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular 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 March 15, 2019, and published in *The Register-Guard* on March 20, 2019.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of Elementary Education
Andy Dey, Director of Secondary Education
Cheryl Linder, Director of Student Services Dept
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
Sue Wilson, Curriculum Administrator

STUDENT REPRESENTATIVES:

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

MEDIA: KRVM, KVAL.

OTHER: Tad Shannon, Eugene Education Association President; John Brown, Evans, Elder, Brown & Seubert Real Estate.

I. WORK SESSION

1. Review of Eugene School District 4J's Comprehensive Sexuality Education Curriculum

Chair Alicia Hays opened the work session at 5:36 p.m.

Chair Hays explained the previous week, a community member approached the board with concerns about Dove Medical teaching sexuality education in schools. Dove Medical was one organization providing speakers who supplemented coursework. There appeared to be a misunderstanding about the overall curriculum, and state standards for what was taught.

The work session would answer clarifying questions by the board and would allow for discussion next steps. Public comment on the issue could be given during the regular session.

Ms. McGaughy, Mr. Dey, Ms. Nesbit, and Ms. Wilson presented a PowerPoint entitled, "*Comprehensive Sexuality Education*." The presentation was in response to community comments around certain community organizations presenting in classrooms, the separation of church and state, and parent/guardian notification and opt out procedures.

Ms. McGaughy explained sexuality education in 4J schools used a curriculum-based process, focused on emotional, physical and social aspects of healthy relationships. She clarified sexuality and relationship health education in 4J schools was not based on abstinence only, but guest speakers were invited into classrooms to share their experiences and perspectives. Abstinence was taught as part of the overall curriculum.

When considering the issue, Ms. McGaughy began with the equity lens. She looked at data, and the impact on various stakeholder groups, specifically teenagers. Since 1990, the teenage pregnancy rate was 15.8 per 1,000, translating to 239 pregnancies that year. There was a slight increase in 1998, but since then, Lane County experienced a marked decline in teenage pregnancies, down to 13.2 per 1000 or 52 pregnancies in 2017. A primary objective of human sexuality curriculum was to reduce teenage pregnancies. The trend demonstrated the community effort had been successful and had a positive impact on the teenage pregnancy rate.

Ms. McGaughy noted Lane County saw a negative trend in terms of Sexually Transmitted Infections (STI) increasing in prevalence amongst teens over the past few years.

Ms. Sundgrenz asked if the uptick in STI was just seen over that year. Chair Hays said the rate of STI in Lane County was higher than the national average (2017). Officials were trying to figure out what was happening specifically.

Mr. Torrey asked if there were differences in age groups. Ms. McGaughy said the information was available from the Oregon Health Authority.

Ms. McGaughy said due to the bond passing, the district now resources to adopt an entire human sexuality curriculum for middle and high school levels. It was important to look at what was happening within the community in regard to what would be taught so kids could make healthy and informed choices.

Ms. Newman thought the curriculum had been adopted previously. Ms. McGaughy said the most recent adoption was specifically to supplement human sexuality education, a subset to the required health standards. The district never did a full adoption for health curriculum. During the process, the adoption committee would discuss whether the district wanted to continue using OWL (Our Whole Lives) or explore other options.

Mr. Torrey stated he and other board members conducted a policy review the previous year. At that time, there were no recommended changes. If there were changes that needed to be made, it was the responsibility of administrators and the board to bring forward adjustments.

Ms. McGaughy provided a high-level overview of guided curriculum, which included standards from Oregon Department of Education (ODE), Administrative Rules, the collective bargaining agreement, board policy, and more. There were certain required standards the district had to teach students. Lesson plans adhering to those standards were created by teachers, and instruction/delivery happened within classrooms. It was common practice for lessons, of all subjects, to include guest speakers.

Ms. McGaughy and Ms. Wilson put together a packet regarding standards and the OWL curriculum. Ms. Wilson explained some ODE health guidelines, which were defined on page 37.

Ms. Wilson said comprehensive sexual education was a curriculum-based process of teaching and learning about the emotional, social, and physical aspects of healthy relationships. It aimed to equip children and young people with knowledge and skills that would empower them to realize their health, holding, and dignity; develop successful social and sexual relationships; consider how choices affect their own wellbeing and that of others; and understand, plus ensure, protection of their rights throughout their lifetime.

Ms. Wilson said “comprehensive” meant complete, medically accurate, and age appropriate. It did not mean young people were encouraged or taught how to have sex. The curriculum was based on the fact that most adults would have sexual relations at

some point in life, and the fact that it took learning throughout life from trusted adults to promote that these relationships were healthy, safe, and happy.

Ms. Wilson said sexuality could be understood as a core dimension of being human, which included understanding the body, emotional connection and love, gender, intimacy, and reproduction. Comprehensive sexuality education worked. Research showed that when sexuality education was taught early and consistently, it contributed to more people waiting longer to have sex, having sex less often, taking fewer risks, having fewer partners, and using condoms and contraceptives more often.

Ms. Wilson said contrarily, studies have shown abstinence-only education was ineffective for the above stated outcomes. If most humans would engage in sex, schools needed to equip kids with tools for healthy decision making. Ms. Wilson highlighted some key requirements of ORS 336, included on page 1 of the informational packet.

Ms. Wilson explained the Oregon State Health Standards on page 3 were organized around eight performance indicators and reflected the most current research as well as the national health education standards. The indicators covered growth and development, and comprehensive sexuality education while emphasizing healthy relationships. Ms. Wilson added that the performance indicators were very focused on students engaging in the practice of making healthy decisions.

Ms. Wilson explained that OWL was adopted in 2016 as a supplemental curriculum. Feedback on the program had been positive, from the community, teachers, and students. It was comprehensive and was very inclusive.

Mr. Torrey asked how many hours of health were required for high school students. Mr. Dey responded students were required to take one full credit, meaning two semesters over the course of their high school career.

Ms. Wilson added that OWL encourages community presenters, as long as the content was tied to health standards and content of the curriculum.

Ms. Walston stated health was a matter of making decisions throughout life. She thought the district's comprehensive health program was to help students make informed decisions. Ms. Wilson agreed; the more information that kids could be provided to make decisions on complex issues, the better.

Ms. Newman asked if OWL offered both faith-based and non-faith-based curriculums. Ms. Wilson replied the version used within the district was secular, however, there were components that could be purchased for religious groups wanting to provide the education. She reiterated the district did not utilize those components.

Mr. Dey said that as previously mentioned, there were guest presenters in all content areas of health (i.e. diet, nutrition, sexual health). Their purpose was to bolster what the teacher was teaching, not provide information in lieu of the teacher. Some examples of

organizations invited to come into classrooms included Planned Parenthood, the HIV Alliance, Ophelia's Place, Sexual Assault Support Services, and Dove Medical.

Mr. Dey explained there were guidelines guest speakers needed to follow. The information presented must be educational and related to the class, age appropriate, and given in a neutral and non-discriminatory way. All speakers must be vetted and supervised. Administrators could stop or cancel the presentation at any time.

Ms. Newman asked if vetting happened at the school or district level. Mr. Dey said that it depended primarily and was up to the building administrator to vet speakers. Mr. Dey clarified all parents could request their student be excused from certain lessons and opt-out forms were available online and distributed at the beginning of the year. Additionally, syllabi were sent.

Ms. Sundgrenz asked what exactly promotion meant. Mr. Dey said that, for example, someone from the UO sports medicine program came into a classroom to discuss a balanced and nutritional diet for student athletes, but then also promoted their program and compared it to other programs in a superior way. That sort of behavior seemed to be promotional rather than informational.

Ms. Sundgrenz asked if leaving behind forms was considered promotional. Mr. Dey said it could be, depending on what was left.

Ms. Nittler asked if the opt-out forms were sent in the fall informational packet, or if they were sent home specifically when there may be a controversial topic being discussed. Mr. Dey said the syllabus was sent at the beginning of each term. Often, teachers sent letters of notification as well.

Mr. Torrey asked if it was reasonable to ask teachers to send an email at the beginning of the course. Then, parents could reply to the email if they chose to have their student not participate. Ms. Nesbit said that practice was happening in some places, but not universally.

Mr. Dey added parents could undergo a process to ask for reconsideration of instructional materials. Ms. Nesbit explained there was a district wide process to adopt instructional materials. Teachers also self-selected supplemental materials. If there were concerns around district adopted materials, parents were invited to address those issues with their school's principal. If that was not successful, the superintendent could be approached. The superintendent would then create an ad-hoc review committee.

Ms. Nesbit noted concern had been raised about Dove Medical's religious affiliation; however, it did not violate principles around separation of church and state. Public schools may teach about religion, but religious instruction was prohibited. Additionally, contracting with an organization affiliated with religion to provide a service was not violating religious neutrality.

Mr. Torrey asked if professional development was provided for health teachers. Ms. Wilson said yes, but often not enough. When the district first adopted OWL, every teacher was trained. New classes were added, and some new teachers had been hired, so not all were trained.

Ms. Newman thought it didn't make sense for each school to have to vet speakers. Ms. Newman wondered if it was possible to have a district wide vetting process.

Mr. Dey thought that since the district was in process of adopting a health curriculum, it was an appropriate time to reevaluate the system and decide whether some functions should be centralized. He was unsure if centralized vetting would solve all problems, and added it could create a different set of complexities.

Ms. Sundgrenz thought the district had an opportunity to look and see where gaps were in health curriculum. She asked Ms. McGaughy to share more information on controversial policies, and how to protect students with various organizations coming in. She was concerned that those organizations would be seen as being endorsed by the district and thought the district should be careful with any perceived endorsement. Ms. Sundgrenz appreciated community partnerships, but wanted to ensure students weren't being misled outside of the classroom.

Ms. McGaughy said the district's administrative rule stated that outside presenters were not allowed to distribute or leave behind promotional materials.

Mr. Torrey was concerned because he believed it was important for students to have a broad range of communication in order to make informed choices.

Ms. Nittler noted that the high schools have materials from colleges, the military, and job and/or internship opportunities and they are of value, so revisiting a policy change should be done with this in mind.

Ms. McGaughy said the district recently reviewed practices, and administration would remind staff of the procedures and guidelines in reviewing and vetting speakers.

Chair Hays asked about the curriculum adoption process. Ms. McGaughy said the superintendent would launch adoption. Then, administration would form a review committee of stakeholders, led by Ms. Wilson. The superintendent made the final decision, after multiple opportunities for the public to provide comment.

Ms. Walston asked if the different organizations presenting all came on the same day, or at different times throughout the week. Ms. Wilson said the organizations had at least day long presentations. Discussion around the presentation was then weaved into class discussion, after the presenters were gone.

Ms. Walston asked what immediate recourse the district would take for its lack of oversight. Mr. Dey didn't think termination was appropriate, but administration would have conversations with teachers about intentions of presentations given in school.

Chair Hays added notes needed to be sent home, along with syllabi. Mr. Dey agreed.

Ms. Nittler asked if any teachers, administrators, community members or families asked for reconsideration of instructional materials. Ms. McGaughy replied no.

Ms. Newman asked if teachers could invite one agency, but not other agencies to present. Mr. Dey said they could, but they would be asked why they chose the agency. Teachers would also be asked if they were providing a holistic education, and to consider intended and unintended consequences.

Ms. Sundgrenz noted many emails from families were received providing feedback that the coursework was not working for their student, and that they were unaware of what was taught. She wondered if the instance was one school or multiple schools. Mr. Dey responded that staff failed to send notices to parents at one school.

Chair Hays thought the best way to encourage students was to provide multiple healthy pathways for students and support them in their decisions.

The board transitioned into its regular meeting.

II. REGULAR MEETING

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

III. AGENDA REVIEW

Chair Hays noted there were 15 speakers signed up for the public comment period. She suggested each person be provided two minutes for comment. There were no objections.

Dr. Balderas pulled Agenda Item XII, No. 1, 2019-2020 Calendar.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas informed those present there had been five design build meetings to discuss standards for new school construction. Feedback gathered during the meetings, plus the post occupancy survey, would inform future planning for school buildings. District representatives also hosted meetings at the three schools to be reconstructed including Camas Ridge Elementary School, North Eugene High School, and Edison Elementary School.

Dr. Balderas stated the board would hold a work session in April 2019 to discuss the new elementary schools and temporary swing space locations for during construction.

The board had not yet discussed pros and cons for swing school locations extensively. Staff would prepare further information for the board prior to the work session.

Dr. Balderas stated the new construction was thanks to the community passing a \$319 general obligation bond. Other program moves to occur over the next two to three years included ECCO, Bailey Hill, the Natives Program, YG, and Corridor.

Dr. Balderas explained the co-chair of the state ways and means committee released a draft budget, which was currently proposed for \$8.87 billion and was \$100 million below the Governor's recommendation. The budget equated to a \$1.3 million impact to 4J, which was over 10 teaching positions or two furlough days. Dr. Balderas urged folks to send comments to elected officials in Salem, as kids and staff deserved better.

Dr. Balderas noted there was talk around the state that Oregon Education Association would ask local associations to participate in Days of Action of Spring. The protest could take many forms, including teacher walk outs. Dr. Balderas did not condone actions that would burden the community, however, he fully understood frustration felt by all staff working in schools. The district would continue to advocate for more funding to create quality education for 4J kids, and would continue to work with EEA and the broader community regarding any work stoppages, if they were to occur.

V. REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Ms. Shepard of Churchill High School stated it was nearing the end of winter term, Students were looking forward to spring term activities and initiatives. As it was a topic discussed during the board's work session, Ms. Shepard wanted to address sex education. She said abstinence-only sex education did not work. Studies showed that in states where abstinence-only education was taught, teen pregnancy rates were higher. Ms. Shepard stated Dove Medical had no place in schools, and there was widespread dissatisfaction. She urged the board to listen to student comments. Dove Medical taught practices that didn't work or apply in 2019 and it was disappointing to her and others.

Ms. Huang shared student government had a couple projects to help students through finals. Students were provided with free snacks and were given a discount at the school coffee shop. Student Government was also busy planning prom. Finally, as a representative of South Eugene High School, Ms. Huang stated the majority of students felt Dove Medical didn't belong in classrooms. Students greatly respected guest presenters, and often looked to them as being seen as all-knowing and trustworthy. It became a dangerous situation if students were given information that was not accurate. Additionally, it was difficult for her to see why religiously affiliated presenters were coming into non-religious classes.

VI. PUBLIC COMMENT

Chair Hays read the district and board policy on public comment.

The following provided written comment:

John Grabow

Robert Chapman

Steven Silverthorne

Ruth Wood

Leah Rosin

Karon Chapmon

Martina Shabram testified two weeks prior about Dove Medical, in response to concerns voiced to her by a number of parents, students, and community members. Ms. Shabram expressed her appreciation for the hard work done over the past two weeks to assess the curriculum and associated presenters. During the work session, she heard how the board was doing its due diligence to support teachers and respond to the needs of students. Ms. Shabram urged the board, faculty, staff and the community at large all to trust young people. They were the experts of their own experiences and decisions; adults could both learn from students as well as support them.

Joe Young was a parent of two 4J students attending Camas Ridge Elementary School and Roosevelt Middle School. He was greeted by his middle school student after a day of learning things Mr. Young was not expecting his student to be taught. He was appalled that he was never informed about what the curriculum entailed and which speakers would be invited into the classroom. It really fractured his support and belief in 4J. It was disheartening to have those types of things presented to children with no transparency. Secondly, Mr. Young said the district moved swiftly to procure a large amount of money for three new schools. He did not think families had been provided transparent plans for construction and parents were angry. He hoped the board would be more transparent moving forward.

Steven Banse was a parent of two incoming 4J students. Mr. Banse wanted to discuss new construction for Edison and Camas Ridge elementary schools, and the possibility of using the Willard site. He appreciated that 4J didn't take a "cookie cutter" approach with elementary education. It was a collaborative effort with the community which took a certain level of communication. Mr. Banse agreed that a school should be built at the Willard site, but not to replace Camas Ridge or Edison elementary schools. Both were not in the same neighborhood, and Willard was not even within the attendance boundaries of Camas Ridge. Mr. Banse thought there was a serious need of redrawing district lines. He thought there had been a lack of consideration around issues that could come up. Additionally, when passing the bond, voters assumed there would be

three new buildings at the same sites. Simply moving the name to a different location was not adequate, and disconnected the community.

Lindsey Selser was parent to an incoming kindergarten of Camas Ridge Elementary School. She was a firm believer in public education and neighborhood schools. Ms. Selser was truly disappointed and angry that the board had been informed that closing Camas Ridge Elementary and building a new school outside of current boundaries was an option. She understood the board knew of the option all along, prior to passing the bond. Since the board never communicated that to the community, it felt as though the board lied by omission. Ms. Selser wanted to trust the school district. Camas Ridge families worked incredibly hard to pass the bond, and it was frustrating to now hear the district would consider closing the school. If the school was closed, the southeast area wouldn't have a neighborhood school. Ms. Selser heard no decisions were made yet, so she suggested the district do the right thing and build a new school as promised. She understood there were some complex issues to consider, particularly in finding a swing school location, but she had faith there was an innovative solution.

David Igl noted that while the board didn't have the power to decide curriculum, schools did teach history. Mr. Igl put together a study, posted on realdunn.blog, which discredited UO President Michael Schill's reasoning to rename Dunn Hall. The UO was seen as a reliable source of information so Mr. Schill's claims leached into public education. Mr. Igl stated Mr. Schill promised to post signs at the building, explaining the reasons of de-naming Dunn Hall. Those signs had not been posted. Otherwise, they would have had to post the dishonesty of Mr. Schill. Mr. Igl was happy to provide primary source materials to the district.

Thomas Butler lived in Eugene for the past 34 years, and supported the 4J district. He thanked the district for providing a well-rounded education that fostered critical thinking and decision making.

Hugh Brinkley was a 7th grader at Roosevelt Middle School. He thought it was troubling to have Dove Medical speak in schools, as health class was based on science. He could understand possibly bringing in a religiously affiliated organization for other courses, such as history and religion. Kids had the choice to take their own path, but they were also very impressionable. Public speakers were considered to be all knowing. Mr. Brinkley did not think abstinence-only coursework should be taught, as it didn't work.

Nadine Batya stated her son's teacher had not followed the provided health curriculum for the past four years. The controversy was not new to 4J. When Ms. Batya brought up her concern with the principal, he said he had never audited the class. The district administrator, who was now retired, told her many health teachers and counselors were not qualified to teach the course, and not all schools had a health class. That was why three years ago parents joined together and worked to adopt OWL. Ms. Batya noted the district wasn't able to train all teachers internally on OWL, so often, classes were still relying on guest speakers. Parents advocated for OWL, a program created by Planned Parenthood program. When the program was launched two years ago, parents were provided a syllabus. Since that time, no additional syllabi had been sent. Ms. Batya felt 4J had taken a misstep, and she wanted to hear them own it. The issue wasn't about curriculum, as it wasn't abstinence only, the issue was teachers invited a faith based Evangelical group into the classroom, which then told children abstinence was the way to go. The material provided by Dove Medical was hetero normative and was inappropriate. Students were diverse and needed to be accommodated.

Diana Wells read a few paragraphs from Dove Medical's statement of principal, available on its website. Essentially, Dove Medical was an outreach ministry. Representatives of Dove Medical were committed to delivering the gospel of the Lord to women with crisis pregnancies. Ms. Wells said Dove Medical staff would support women throughout their pregnancies, and assist clients in exploring alternatives to abortions. Ms. Wells shared that Dove Medical would not refer single women for contraception; however, they would for married heterosexual couples. She wondered how they approached the LGBTQ+ community. Ms. Wells concluded that she was unsure why Dove Medical was being brought into classrooms when there were OWL trained teachers providing a more balanced education.

Ilka Sankari was a high school senior who had a concern for what students were being taught in health class. Ms. Sankari thought Dove Medical, by nature, was deceptive and didn't teach students the full range of sexual education, which was harmful to students. Additionally, Dove Medical did violate ORS 336.445 Section D because the information given devalued people who were sexually active as well as those who had been sexually abused. It also violated Section I by creating blame around sex, and again, blaming victims of sexual abuse. Oregon required sexual education be neutral and non-promotional, however, Dove Medical violated that law as well by passing out materials in the classroom. Ms. Sankari said the organization broke legislation, and students were not given the right to choose. She was not against abstinence education but was against curriculum that was stigmatizing and not transparent.

Conner Duvore was a senior at South Eugene High School and was chair of the Young Democrats of Lane County. He stated Dove Medical was a crisis pregnancy center (CPC), and proceeded to provide some information on CPCs. Mr. Duvore explained CPCs were far-right, evangelical organizations, and Dove Medical was accredited by Heartbeat International. CPCs used tactics to deceive the public which was why teachers invited them to come into classrooms. Dove Medical claimed to provide presentations on choice-based decision making skills but that was not the case -- it was explicitly stated on their donor website the program was abstinence only. Mr. Duvore pointed out that due to the recent controversy, the statement had been removed from the website, but he had screenshots if folks were interested. He explained when religious organizations were teaching in science-based classrooms, specifically about abstinence-only, people who experienced sexual assault felt stigmatized because the choice to be abstinent was taken away from them. The hetero-normative curriculum could also be traumatizing for those who didn't identify as straight. Mr. Duvore concluded there was a petition to create policies to keep CPCs from entering the classroom, which over 1,600 people signed.

Jane Brinkley discussed the central tenement of education which was democracy and truth. Ms. Brinkley said student expectations were simple. Students wanted to receive information, without an agenda beyond learning. Ms. Brinkley said the students were not being reactive to political buzzwords, they were upset because they felt deceived in classrooms. Groups that approached education with an agenda, beyond educating, were not groups that belonged in school. Other groups, like Ophelia's Place, provided information and allowed students to make choice. Dove Medical was not appropriate in the public school setting and stigmatized students for wanting options.

David Fenley was the father of three 4J students. Mr. Fenley supported the decision stated in the press release to allow Dove Medical and its Stop and Think curriculum.

Dirk Weishaar supported the board's recent press release, in response to the petition to ban Dove Medical in public schools.

Jeanie Langley supported 4J's decision to have a well-rounded health education program that included Dove Medical. She also invited the board to come to Dove Medical and ask questions and review the curriculum. Ms. Langley thanked the board for allowing the organization in schools.

Linda Teulseh had two 4J students. She supported the concept of having equal and balanced information given to students. When she was a student in 4J, she was only

offered the Planned Parenthood based curriculum, which had an agenda as they were partially for profit. Ms. was taught her only option for crisis pregnancies was abortion. Ms. Teulseh supported Dove Medical and invited folks to tour the facility. She believed the program was very beneficial. It helped women who had been abused have an escape route, and helped women who were sex trafficked. The program helped women make educated choices. Ms. Teulseh thanked the district for providing a balanced menu of information.

VII. COMMENTS FROM EMPLOYEE GROUPS

Mr. Shannon president of EEA commented on Dr. Balderas' report on the statewide budget, and appreciated his statement about supporting teachers. He explained all over the nation, teachers had staged walkouts in protest. Demands were for better pay, better working conditions, and better learning conditions. Mr. Shannon stated every year, EEA hoped the legislature would step up to provide increased funding for schools, and every year, the organization was disappointed. He explained Governor Brown proposed a package that would maintain current service levels with a \$2 billion investment package to begin rebuilding schools that had been systematically dismantled over the past 30 years. Unfortunately, the co-chairs of the joint means and ways committee came up with a budget that would result in cuts. Mr. Shannon said the budget was intolerable. Now was the time for action, however, staff wanted to ensure disruptions to classes were minimized. He hoped the community would stand with EEA and demand that elected officials finally invest in education for future generations.

VIII. COMMENTS AND COMMITTEE REPORTS FROM BOARD MEMBERS

Ms. Walston stated there was a funding crisis for education. She was struck by Mr. Schill's recent editorial in the Register Guard, and agreed enough was enough. Ms. Walston noted the district recently passed a bond, and one thing heard from community members was the interest for a community benefits agreement. She thought the district and community wanted to achieve the same goals; however, the district was fairly far along in the planning process and entering such an agreement would cause the district to incur additional expenses. She proposed adopting a resolution stating the board supported community goals (i.e. living wages, apprenticeship opportunities), but not direct the superintendent to enter an agreement. Finally, Ms. Walston thought all should be aware of climate change. She thought 4J needed to step up as a leader, so she would propose passing a resolution at a future meeting. She had sample language to consider for both resolutions,

Mr. Torrey hoped all present could stay to hear a recap of that evening's work session. Secondly, Mr. Torrey attended a march in Salem supporting smaller classes. He hoped the community understood kids were short changed due to lack of statewide funding.

Recently, Mr. Torrey had an opportunity to read to a second-grade class at Twin Oaks Elementary School. He complimented the teacher for having a polite and attentive group of kids who asked questions about the board. Lastly, the previous evening, Mr. Torrey attended a community meeting where there were a lot of ideas brought up by stakeholders.

Ms. Newman said last Wednesday a teacher at Spencer Butte Middle School invited community members to her statistics class in which students did modeling for social and political issues. She was floored with the quality of work by students. Lately, Ms. Newman had been involved in several meetings with parents, students, teachers, EEA, and administrators to create thoughtful solutions and get ahead of some pressing issues.

Ms. Sundgrenz wanted to reiterate that board members read all emails received. She agreed, there was a financial crisis in schools. The nation and state stopped putting money into education and students' future decades ago and it was beginning to catch up. Quality of education was everyone's concern because youth were the future of the workforce, business leaders, change-makers, and more. It was increasingly important to fund schools. Ms. Sundgrenz wanted to ensure whatever decisions were made didn't negatively affect students and families. The last week, Ms. Sundgrenz was invited to shadow the principal of el Camino del Rio. It was her first time doing so, and she found it very rewarding to see behind the scenes and meet more staff members.

Ms. Sundgrenz was excited about the new Holocaust curriculum, to be implemented in 4J schools within the next two years. Also, on March 19, 2019 she attended the Edison Elementary School's community forum and heard from Camas and Edison parents regarding options and how to move forward. Ms. Sundgrenz reiterated no decisions regarding new schools had been made yet, and the board was eager to hear opinions and ideas. The district would partner with the community.

Ms. Nittler attended the EEF gala a few weeks ago which raised \$122,000. The funds would go back to schools via grants. In other news, Ms. Nittler was helping a few students from North Eugene High School apply for college, and attended an event on higher education. She encouraged students to apply for scholarships early, because the college and university system was not doing right by kids. A college education was now prohibitively expensive. Ms. Nittler encouraged folks to consider talking to elected officials about the issue. Finally, Ms. Nittler reiterated the levy, which would be on the May 2019 ballot. She also asked that community members not jump to conclusions, and

to bring concerns directly to the board. The board strove to be transparent.

Chair Hays appreciated all emails sent to the board. Recently, she attended the community forum at Edison Elementary. She also reiterated all work by the board was done in public; however, sometimes there were still some misunderstandings.

IX. ITEMS FOR ACTION

MOTION: Mr. Torrey moved, seconded by Ms. Walston, to adopt the February 13, 2019 minutes.

VOTE: The motion carried unanimously.

Ms. Walston had one substantive correction to Page 3 of the February 3, 2019 minutes. Ms. Walston clarified the sentence reading, the sentence should read, “Ms. Walston clarified the general fund still subsidized the nutrition services program.” The change was accepted by the board.

X. ITEMS FOR INFORMATION

1. Recap of Board Work Session

Ms. McGaughy, Ms. Nesbit, Mr. Dey, and Ms. Wilson provided a recap of the work session. Ms. McGaughy explained the work session presentation contained much more depth. The same PowerPoint presentation entitled, “*Comprehensive Sexuality Education*” was provided for those present at the regular meeting.

To review the presentation notes reviewing current practices, policies, and curriculum regarding sexual health education, see Agenda Item I, Work Session.

After the presentation, board members and student representatives asked additional questions not answered at the work session.

Ms. Nittler noted the last slide mentioned parents could come into the school and preview health education curriculum. She wondered if schools had the curricula for all schools and presenters ahead of time.

Ms. McGaughy said the adopted curricula was available. Ms. Wilson said in some cases, like 5th grade health class, there was an evening event for parents and was an annual experience at elementary schools. Ms. Wilson acknowledged the district could improve with notifying parents about guest speaker curriculum. In a case at Roosevelt Middle School, a parent offered concern the first day of health class, so materials were immediately available for parents to review in the main office on the second day.

Sometimes the material was provided too late, and that was where the district could improve. Since the concern had been brought up, 4J had gotten materials from all presenters.

Ms. Walston noted teachers worked with outside groups to supplement curriculum. She wondered if teachers were forced to invite Dove Medical, even if they felt uncomfortable doing so. Mr. Dey said the decision to invite guest presenters was up to the individual teacher. Some teachers used Dove Medical and/or Planned Parenthood for some time, but as the teacher became more comfortable the curriculum evolved, many often felt outside speakers were unnecessary.

Ms. Walston noted there were two health clinics in high schools run by Peace Health. She noted Peace Health had religious ties, and then read the organization's mission statement. Ms. Walston wondered if clinics would discuss contraception with students. Ms. McGaughy said yes, the health clinics responded to all student questions.

Ms. Huang wondered what defined a promotional handout. Ms. Nesbit provided an example for a nutritionist. If a nutritionist came into a class and provided a pamphlet with their name, location, and fee scale, that could be considered promotional.

Ms. Huang explained her experience for sexual education in high school had been peer taught. She wondered how that worked with guest speakers (i.e. specific guidelines). She explained when she was a freshman in IHS older students presented curriculum, with the help of a teacher. Mr. Dey said students advising younger grades were not necessarily held to the same guidelines as outside organizations.

Ms. Newman thanked staff. She thought student representatives raised some interesting issues about guest speakers, and them being "all knowing." Ms. Walston agreed, here was an unintended status provided to the presenter. She thought it was important to consider having balance in classroom presentations.

Mr. Torrey complimented students for their comments. He wondered if, in health class, students had the opportunity to ask the teachers about issues they wanted to discuss, with the teacher then providing resources to address those questions. Mr. Dey said yes, but it wasn't long ago that the district didn't have a guaranteed and viable curriculum. Staff listened to what students wanted, and tried to pay attention to what was needed based on current lifestyles, not those adults led when they were teens. As a system, some teachers were adept at doing so and some needed support. Overall, the district was improving in providing viable and unified curriculum, and would get there with the upcoming adoption. Mr. Dey understood and appreciated concerns, and hoped folks would stay engaged in the process over the next year.

Ms. Wilson added that student voices would be on committees during the community health adoption process. She thought staff had a lot to learn from students, especially regarding the peer led models. Mr. Dey added that he didn't expect a unified voice about what should be discussed and learned because 4J had a diverse community.

Ms. Huang knew Peace Health was religiously affiliated, but she wondered if it was a CPC. She asked for the policy regarding students asking for counseling on abortion or other options. Staff would check with the student based health centers regarding process.

Ms. Huang wondered if organizations handing out contact information and business cards were considered promotional. Mr. Dey replied yes, that was promotional and added the district needed to revisit its policy and ensure it was adhered to as intended.

Ms. Sundgrenz wanted to be very careful in actions that could be perceived as the district endorsing organizations. The most important thing for the district was to educate students and ensure they graduate with full options available to them. Ms. Sundgrenz researched organizations, and saw a congressional study which found that organizations, such as Dove Medical, provided false and misleading information. Ms. Sundgrenz was not implying Dove Medical did so, but she was concerned because students only improved health when provided accurate and factual information that supported everyone within the district, especially vulnerable students. People coming into schools were wonderful community organizations. She valued abstinence, but did not want to devalue, ignore, or stigmatize other choices. Additionally, curriculum needed to provide information and strategies that helped LGBTQ+ and non-binary communities. She was happy to have future work groups around the issue.

Ms. Shepard noted the separation of church and state was discussed within the presentation. Via the Lemon v. Kurtzman and the McCullen v. Coakley tests established by various supreme court cases and upheld over the years. It had been established that religious content taught in schools was unacceptable, if it fostered excessive government entanglement with religion, or its primary effect was that of advancing religion. Dove Medical identified itself, via its own materials, as a religious organization whose purpose was to advance their ministry. She wondered how, if the organization identified itself as such, it did not constitute something that fostered excessive government entanglement with religion.

Ms. Nesbit was unsure Dove Medical identified itself in such a way to students. She understood the presentations were completely secular with no reference to religion at all in materials or in what was said. Given that was the case, it was simply not a violation of religious neutrality.

Chair Hays thought Ms. Shepard's comment was particularly important as it related to promotional items. Kids were affected by presentations and materials provided. It was important to look at what was provided in class. She wondered what would be done to follow guidelines. It seemed like reminders were needed.

Mr. Dey said conversations were had with staff and the health department who could have provided a timelier notice to families. Administrative teams were also reminded. Staff would ensure the incident wouldn't be repeated, and were beginning to plan for a

comprehensive health adoption process to include more centrally developed notices of information presented in class, and meaningful opt out opportunities.

Chair Hays heard from students and community members that there was concern some presentations were not inclusive, and focused on heterosexual relationships. People felt left out. She hoped the issue would be looked at closely moving forward.

Ms. Wilson read part of OWL's values and assumptions, focused on justice and inclusivity, meant to avoid double standards. The statement included that all must have equal values and rights (including age, income, race, ethnicity, background, gender, physical/mental ability, sexual orientation). No relationship should be coercive or exploitative. Additionally, all of the following were natural in the range of human sexual experience: bisexual, homosexual, heterosexual, asexual, and any more fluid understandings of sexuality. Ms. Wilson reiterated that statement was within curriculum, adopted by the community.

Ms. Walston agreed with Ms. Sundgrenz in that one of the most important things the district could do was support critical thinking skills. There were a large number of viewpoints regarding the issue at hand. She thought there was some hypocrisy, though, as Jewish speakers would likely come to talk about the Holocaust, and Peace Health ran multiple health clinics. Ms. Walston supported Planned Parenthood; however, she was bothered that they were pitted against Dove Medical. She didn't believe it was the way to get rid of a competitor. Ms. Walston wanted students to hear the widest range of views available, and hoped to move forward in the best way possible. It was important to understand there were different opinions around personal topics.

Ms. Newman thought there was an opportunity to improve by adopting a curriculum. She thought people should be vetted, particularly to support the curriculum provided. Health was a required course for all students, so it was important to consider different populations and different viewpoints. Finally, Ms. Newman wondered if outside organizations had updated their curriculum, and whether it had been vetted recently.

Ms. Sundgrenz said that as the district vetted its curriculum, she wanted to ensure organizations and partners were also vetted. If any organization was not fact-based, she thought the district should absolutely disinvite that community partner.

2. Receive an Update on Safe Routes to School

Ms. Mazze presented a PowerPoint entitled: "*Eugene-Springfield Safe Routes to School: Looking Forward, Looking Back - Recent Accomplishments and Goals for the Future.*"

Ms. Mazze explained the Safe Routes to School (SRTS) program structure and implementation. The Metropolitan Planning Organization (MPO) and local jurisdictions (including the City of Eugene and the City of Springfield) prioritized SRTS for funding, which was ultimately why it was implemented. Additionally, LTD hired a half time support staff to assist.

Ms. Mazze shared recent accomplishments of SRTS. Additionally, the program reduced congestion, so it was also positive for public health and the environment.

Ms. Mazze stated that SRTS wanted to share a recent study on young students which showed physical activity helped kids' focus and behavior in class.

Ms. Mazze explained there were six "Es" of SRTS:

- Equity
- Education
- Encouragement
- Enforcement
- Evaluation
- Engineering

Ms. Mazze explained each "E." An equity lens was used for all SRTS work. Additionally, staff was planning equity training for those involved with the program.

Education accomplishments included pedestrian safety classes to reach 100% of elementary schools. There was also a scooter training kit to introduce in P.E. classes, and monthly "Walk and Roll" messages to schools to share with families, provided in English and Spanish.

Ms. Mazze said future goals for education were to use funds from MPO to expand Bike Safety classes to all middle schools.

Ms. Mazze moved onto "Encouragement." Accomplishments in that area included Bike Rodeos with the YMCA and BEST afterschool program, which allowed kids to practice their skills. Her goal was to ensure the rodeos reached each school. SRTS also included bus rider participation for Walk & Roll events. Doing this encouraged kids to ride the bus to its stop near the school, then walk as a group to school. Overall participation by schools in Walk & Roll events was increasing.

In response to Chair Hays, Ms. Mazze said board members were welcome to attend Walk & Roll events. She would put it on the district calendar.

Ms. Mazze shared her future goals for SRTS. First, she was working with the City of Eugene's adaptive recreation program to have an adaptive bike open house so kids could try them out. The City offered these bikes to schools for students needing them during bike safety courses. Finally, she also wanted to re-implement bus riding education, as middle and high school students would receive free LTD bus passes the coming academic year.

Ms. Mazze moved onto engineering. Accomplishments included sidewalks on Grove and North Park streets, and crossing improvements on Honeywood Street and Gilham Avenue. Current projects included installation of speed readers, improved infrastructure

at the Active Amazon corridor, and bike racks at future schools. These projects were possible due to 4J's partnership with the City, LTD, LCOG, and Lane County. The program was also creating a ranking system for infrastructure needs to help prioritize projects.

Ms. Mazze continued, and shared SRTS Future Projects:

- 4J Projects:
 - Onsite improvements of pathways and crosswalks (Spring Creek, McCornack, Spencer Butte, Awbrey Park, Edgewood)
 - Skateboard and scooter racks
 - Planning for safe access and parking at new bond schools
- County Projects:
 - Enhanced crossing of Maxwell at North Park plus sidewalk
 - Gilham Ave. Urban upgrade
- City Projects:
 - State SRTS funds to improve Chambers and Garfield crossings; Holt and Chavez to have flashing school zone signs
 - NE Livable Streets.

Mr. Torrey stated there was a lot of development in the Gilham area. He asked about System Development Charge (SDC) fees from development, and wondered if the City would build sidewalks with some of the SDC income. Dr. Balderas and Ms. Mazze would open a dialogue with the City regarding the issue.

Ms. Sundgrenz asked whether there were bike safety classes prior to 6th grade. Ms. Mazze, said no. At that time, only some charter schools provided bike safety education to the younger grades. Ms. Mazze did apply for a grant to purchase mini balance bikes for kindergarten and first grade; however, the grant needed a funding match.

Ms. Walston discussed signs at elementary schools. She heard there were certain ones at Buena Vista Elementary School, and wondered if other schools would have signs installed. Ms. Mazze said at that time, there were only signs at Buena Vista and Charlemagne elementary schools but they were available for any school to use. She hoped to rotate the signs through to all schools.

Ms. Nittler asked how the student bus passes were funded. Dr. Balderas said there was new legislation by the state that provided funding. The LTD board was working toward having free bus passes for all grades for 12 months of the year rather than nine months of the year (which was currently offered).

3. School Construction Planning and Community Engagement

Ms. Delf presented a PowerPoint entitled, *"4J Bond Update: School Construction Planning and Community Engagement."*

Ms. Delf provided an overview of the 2018 bond measure package. Identified improvements focused on:

- School construction
- Facility upgrades and repairs
- Supports for learning.

Ms. Delf noted the administration talked to teachers at each school to be reconstructed, and each school hosted a community forum during the month of March 2019. The bond passed in November 2018, and the district would soon begin the planning and design process for North Eugene High School and Camas Ridge Elementary School. The district was currently in the “pre-design” phase.

Ms. Delf covered school construction costs, and which schools would be constructed. Additionally, Gilham Elementary School was to be expanded. The costs, and schools affected, were as follows:

- North Eugene High School - \$135 million
- Edison Elementary School - \$42 million
- Camas Ridge Elementary School - \$40 million
- Gilham Elementary expansion - \$9 million

Chair Hays asked if Camas Ridge Elementary School had to be constructed prior to Edison Elementary School. Dr. Balderas said no decisions had been made. If the board decided to use a swing school, order of construction would not matter. In that case, since the Edison building was much older, it would make sense for it to be rebuilt first.

Ms. Delf noted there were a number of considerations for how, when, where to rebuild the schools. The idea was to construct North Eugene High School first, as it was the largest, and most expensive project. Construction costs would increase from year to year, and it would only become more expensive if the district waited. Additionally, the district needed to consider other available properties, and whether schools could be operated during construction. If not, a temporary school site was needed.

Ms. Delf explained program moves would occur in order to allow for construction. North Eugene High School was a large site, at about 30 acres. The high school building sat on the east end, while the Silver Lee building sat on the west end. The current plan was to move Corridor into a portion of the old high school and to move YG to Kelly Middle School in 2020. In 2022, Camas Ridge and Edison elementary schools would move from their current buildings.

Ms. Delf said decisions had not been made. The district was only starting the conversation, and discussing possibilities. She explained the current, draft timeline, via a graphic within the slideshow.

Ms. Delf stated there were challenges for each elementary school’s construction. Challenges for Edison Elementary School were:

- Site was very small (2.6 acres)
- Construction couldn't be done with the school remaining in operation; swing school site was needed
- Currently, there was not a suitable facility to use as a temporary site
- After the new Camas Ridge was build, the current Camas Ridge building could serve as a temporary school during construction.

Camas Ridge Elementary School had its own challenges, including:

- Small site (7 acres) with a significant elevation change
- If the district opted to build on the lower end, there would be issues including terracing, retaining walls, and groundwater
- Temporary co-location of two schools on the site would cause some issues such as parking, traffic, neighborhood impacts, school operation impacts, and City approval.

Ms. Delf said given the challenges and opportunities, there were a few construction options to consider:

- Co-location: Build new Camas Ridge on current site and use old building as temporary school for Edison during Edison construction, operating both buildings co-located on site for 2 years.
- Relocation: Build new Camas Ridge on a different site, then use old Camas Ridge as a temporary school for Edison during Edison construction
- Temporary location: create a different, temporary school location for Camas Ridge, Edison, or both (increased cost). Portables or pre-fabricated buildings could be used.

Ms. Delf shared the Willard property was available to use as a swing school site. There were no other vacant sites in the area – all other sites were occupied. The Willard site was 10 acres, and was one mile from Camas Ridge and 2 miles from Edison Elementary School. Part of the Willard building remains on site, and was not in usable condition nor large enough to accommodate enrollment.

In response to Ms. Walston, Ms. Delf explained many creative ideas were brought up during community forums. Unfortunately, no other sites had space, unless the district were to separate grades within each of the two elementary school. Doing so would be extremely disruptive to the school communities.

Ms. Delf explained next steps in the process. Both construction and design plans needed to be created. The process for construction plans entailed community outreach between March and May 2019. Outreach would occur via public meetings and online input opportunities. The board would make a decision on construction in June 2019. The design plan process for Camas Ridge Elementary School would begin in 2019, and Edison Elementary School's process would begin in 2020.

Ms. Newman thanked staff for their time and effort in planning and attending community meetings.

Chair Hays suggested the board have a schedule of community meetings and work sessions by the April 3, 2019 meeting.

Ms. Nittler asked if the board could receive cost quotes for portables and prefabricated buildings at the next meeting. Dr. Balderas said yes, staff was currently creating quotes.

XI. ITEMS FOR ACTION

1. Approve the Managed Print Services Contract with Pacific Office Automation

Mr. Menachemson presented on the item two weeks prior.

MOTION: Mr. Torrey moved, seconded by Ms. Nittler, to approve the managed print services contract with Pacific Office Automation.

VOTE: The motion carried unanimously, 7:0.

2. Approve Enrolling Out-of-District Students in 2019-20 (Interdistrict Transfers)

Ms. Delf presented on the item two weeks prior.

MOTION: Mr. Torrey moved, seconded by Ms. Walston, to approve enrolling out-of-district students in 2019-20, interdistrict transfers.

VOTE: The motion carried unanimously, 7:0.

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider for Approval the Purchase of Real Property

Mr. Spain and Mr. John Brown presented the item. Mr. Spain explained the district identified a property in front of Madison Middle School which was a one-acre lot inside of an existing property, already owned by 4J. Mr. Spain thought it made sense for the district to procure the property, and was working with the district's real estate consultant Mr. Brown to create an agreement. The item had been discussed prior during an executive session.

XV. SUGGESTION BY THE BOARD FOR CONSIDERATION AT A FUTURE MEETING

Ms. Walston wanted to discuss drafting specific resolutions around climate change and community benefit partnerships with leadership. She would be happy to work with Legal Counsel and create draft resolutions. The board was in agreement.

Ms. Nittler clarified the resolutions would not become official policy. Ms. Walston said yes, the resolutions would be similar to values statements.

Ms. Walston also suggested writing a letter of concern to the ways and means committee, regarding the budget. She thought it important to be on record that the cut in funding was not okay.

Ms. Sundgrenz responded that the legislative committee could draft a letter and provide it to the board for consideration.

XVI. ADJOURN

Chair Hays adjourned the meeting at 9:56 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair