

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

October 17, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:45 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 October 12, 2018, and published in *The Register-Guard* on October 17, 2018.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
Andy Dey, Director of Secondary Education
Cheryl Linder, Director of Educational Support Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Carl Stubbs, Safety Officer

STUDENT REPRESENTATIVES:

Claire Shepard, Churchill High School
Crystal Finnerty, ECCO
Jane Brinkley, IHS
Zoe Chilhorek, IHS
Hannah Mitchell, North Eugene High School

Ainsley Abraham, Sheldon High School
Tiffany Huang, South Eugene High School (excused)

MEDIA: KVAL, Register Guard.

OTHER: Tad Shannon, EEA; Tyler Whitmire and Sheila Waggoner, OSEA Chapter 1.

I. WORK SESSION: EQUITABLE AND ACCESSIBLE FACILITIES

Chair Alicia Hays opened the work session at 5:45 p.m.

Dr. Balderas provided information on district facilities. The presentation was focused on equitable access. Staff shared what was done in the past as well as future plans.

Dr. Cheryl Linder said equitable access crossed all paths. Additionally, there were laws such as Americans with Disabilities Act (ADA), Section 504, and Individuals with Disabilities Education Act (IDEA). She highlighted areas the board needed to consider.

Ms. Newman arrived at 5:48 p.m.

Dr. Linder shared a slideshow of pictures on certain pieces of equitable access. She began with IDEA parameters. She explained IDEA outlined that students needed access to different components of their educational day. Some students benefited from a “motor room” which provided students with disabilities access to pads, mobility, and sensory items.

Dr. Linder explained a piece of playground, similar to a tunnel. It was a fun activity for students who didn’t have great use of their legs.

Dr. Linder shared a picture of a lunch room, which had cutouts in the tables for wheelchair access. She added the district was required by code to have 5% of tables within a classroom accessible by wheelchair and 2% of all tables in a lunch room.

Mr. Spain introduced Section 504. He said there were some programmatic barriers the district tried to remove for students in need. For example, there were voice/sound enhancement devices in classrooms, as well as ear pieces. Other classroom changes included sound proofing, for sensory purposes. Curriculum was offered in a variety of forms (i.e. braille, digitized, sign language interpreters, etc.).

Mr. Spain said all facilities identified a lactation room, providing privacy for staff for milk expression. Additionally, the district renovated many bathrooms to be gender neutral/single occupancy. All future designs incorporated single occupancy restrooms.

He continued that locker room space at South Eugene High School was renovated, to provide more equity for girls’ teams. Mr. Johnson added the district hired a third-party consultant to review athletic offerings and facilities. Recommendations included that facilities should align with the Facilities Master Plan and the Long-Range Master Plan.

Some other issues already identified and resolved included drainage issues at Churchill High School; upgrading of a basketball/volleyball gym; and upgrading of a softball field, both at South Eugene High School.

Mr. Spain said all new buildings would be fully compliant with ADA standards. With existing buildings, staff responded to corrections as needs were identified. For example, ADA access to exterior buildings was improved, and South Eugene and Sheldon high schools had new bleachers with improved access. Chair Hays asked if there was railing and if one in a wheelchair could see over it. Dr. Balderas said there was railing, and people could see.

Dr. Balderas reminded the board most buildings were constructed in the 1960s or prior. The majority needed retrofitting in order to meet Title IX and IDEA standards.

Mr. Spain said other improvements included a parking lot with ADA access through curb cuts. The district wanted to ensure a safe pathway from parking lots to sidewalks, railings and visual aids.

Ms. Sundgren asked if the curb cuts were extended. Ms. Vandercar explained the curbs used to be narrow, but people could now travel in any angle. Dr. Linder said in other locations, the district included parking spaces for individuals using wheelchairs.

Lastly, Mr. Spain said the district installed protective film in some window locations.

In new schools, the district incorporated card access for elevators running between floors. Additionally, bathrooms included both hand dryers and paper towels as options, so people who were sensitive to waste, or who were sensitive to loud noises, could be accommodated. Ms. Newman pointed out flushing was more of a problem for sensory. Ms. Vandercar said toilet flushing could be addressed with a simple piece of tape, but she knew it was an issue.

Ms. Vandercar shared a photo of the door to a room at Howard Elementary School. There was a button below allowing those in wheelchairs to open the door themselves. Unfortunately, there weren't a lot of these buttons around the district, as they were expensive. The district added to doors as needs came up.

Ms. Vandercar shared there were a few new school buses, including an activity bus, which could facilitate wheelchairs, that way all kids could ride together. Chair Hays asked how to prioritize use of the activity bus. Ms. Vandercar said the class who needed a wheelchair ramp would get the bus. She was unsure what would happen if there were two different trips with wheelchair users. Chair Hays thought charter busses had wheelchair lifts. Ms. Vandercar clarified the daily school busses did.

Ms. Vandercar shared a picture of a school in Portland, as an example of future possibilities. She thought school acres could be used more efficiently, by installing artificial turf that could be used by multiple different sports. Currently, some fields lay dormant when out of season. In the future, the district also wanted to ensure every medical clinic had exterior access for privacy reasons, and removal of gender signs at restrooms (instead, they would simply read, "Restroom").

Ms. Sundgren appreciated the work done by the district. She wondered how to prioritize work, and what the district's definition of "expensive" was for projects.

Dr. Balderas said expensive really meant there was a limited amount of resources to spend. It was why the district would go out for a bond November 2018. There were priorities in terms of student needs and access. Beyond those were "auxiliary" needs, like health centers and athletic fields. All needs were considered "core content" but some were not core education. A turf field, for example, was \$1.3 million.

Dr. Balderas added all fields were lit, so they could be used during evenings. Two larger high schools were greatly impacted for field space; one goal was to marry the Educational Specifications (Ed Specs) and the outdoor space plan into one comprehensive facilities plan that incorporated indoor and outdoor plans.

Ms. Levis appreciated the district making the most of every dollar. Recently, the board met with the Register Guard to ask for an endorsement of the bond. One thing the paper asked was around oversight of bond dollars. Ms. Levis thought it was important to bring up, and that oversight wasn't discussed enough.

Dr. Balderas briefly spoke on oversight. He said community members served as a bond oversight committee to provide ongoing reports. The goal was to incorporate the bond oversight committee into the long-range planning committee. Once combined, the group could provide guidance for staff and the board on both facilities and demographics/population growth.

Dr. Balderas reiterated the district was greatly appreciative of the community's past and present support. In the past, oversight was sometimes left to individual schools, which led to concern in some areas, such as equity in athletic facilities. The combined group would prevent those occurrences in the future. Ms. Levis agreed that it required a coordinated and holistic approach.

Dr. Balderas wanted the long-range planning committee to be standing, and to include a board member.

Mr. Torrey posited that Mr. Spain came with lots of contractor experience. He wondered what would happen if the district invited contractors to meet with Mr. Spain to gather their suggestions on efficiency. Mr. Spain responded it would be possible; he did speak with previous contractors and design teams to understand efficiencies from other builds already done. Mr. Torrey noted the meeting would have to take place prior to the design being done, to avoid competition. He liked the concept because it didn't preclude people and it didn't give people a special ranking; there was much to be learned from others in the field.

Dr. Balderas added district staff was conducting a review of recent bids with a contractor to determine what worked well and what didn't. Mr. Spain explained it was a post occupancy survey. The survey would be sent to the eight newer schools, and would be administered to parent teacher organizations (PTO) and all staff. The survey was currently being developed.

Dr. Balderas said staff also planned to host targeted informational meetings with specific groups of people, to help inform future decision making. Example organizations invited would include the fire department, the police department, and parks and recreation.

Ms. Walston thanked staff for work over the summer. She noted if the bond passed, there would be four new schools; she wondered how they would prioritize projects between those. Ms. Walston also wondered if there were enough restrooms in older facilities to create gender neutral restrooms.

Dr. Balderas said generally, the most expensive school was constructed first. Mr. Spain thought the long-range planning committee would have an opportunity to provide advice on what made the most sense. As for gender neutral restrooms, Mr. Spain said the district had been creative. Sometimes staff or smaller restrooms were modified, if others weren't available.

Chair Hays asked if there were any schools that didn't have fully compliant ADA restrooms. Dr. Linder didn't know. Chair Hays followed up by asking if ADA restrooms were accessible after hours for community meetings. Mr. Spain believed there were restrooms at each facility; however, the district recently discovered there were some signage issues.

Ms. Vandercar addressed Ms. Walston's questions. She explained when the district looked at revamping fields, they would think systemically. That meant they would centralize parking lots and think through each part in order to provide access. Dr. Balderas agreed, and added any project prioritization would be a transparent process agreed upon by the board and community.

Mr. Torrey asked if staff was putting together a prioritized list of those most in need. For example, some elderly citizens wouldn't go to athletic events because they were nervous to step up on bleachers. He hoped the district would consider that demographic, too. Dr. Balderas said any bleacher replacement would address that issue. Dr. Balderas explained the district wanted to focus where the most people convened, but there was a need across the district.

Chair Hays mentioned the picture showing wheelchair accessible bleachers. She asked if the front row seat behind the wheelchair cut out was leveled; she couldn't tell if it was a seat or a step. Mr. Spain said the space was set up to back up into the cut out. Someone could sit adjacent, as well as behind, but their feet would dangle over. The first (or bottom) row had no step so it would be appropriate for seniors. Mr. Spain offered the board a tour.

Ms. Levis referred to the recent presentation on safety. She wondered where money came from for the critical improvements if the bond didn't pass. Dr. Balderas replied it would come from the general fund. Ms. Levis asked what the general fund paid for, and whether there would be extra money to pay for the upgrades. Dr. Balderas said 85% of the budget paid for staff; the rest went to all other needs. It was one reason why deferred maintenance and capital needs were so great. He highly doubted the district would ever be able to build a school without taxpayer dollars. Ms. Levis clarified that without the bond, no new schools would be constructed, and less deferred maintenance would be addressed. In addition, none of the important "wish" projects (which were still necessities) would be addressed. Dr. Balderas guaranteed without the bond, only core maintenance would be completed.

Mr. Torrey noted equity and access wasn't only about sports; there were other events like graduation and choir performances that parents/guardians and grandparents attended. Accessibility impacted all guardians and all students. Dr. Balderas agreed, and said the district was trying to complete as many projects as quickly as possible, with available resources.

Ms. Nittler asked if any rebuilds or retrofits would be necessary to meet federal compliance. Dr. Linder responded yes, there were certain things the district was required to do whether or not the bond passed.

Ms. Sundgren asked how much was deferred maintenance. She was told a little under \$1 billion for all needs identified in the LRFP. Dr. Balderas added that any dollars spent on maintenance, without bond dollars, came out of teaching and learning.

Ms. Newman asked what the consequences were if the district didn't meet Title IX requirements. Dr. Balderas said legally, the district needed to provide equitable access, not only for locker rooms but also fields. Staff did have a plan in place, and would prioritize certain dollars to make needed corrections. The next schools considered would be Sheldon and North Eugene high schools; specifically, there were not full gyms, and the softball fields needed improvements.

Mr. Torrey said regardless of whether the bond was passed, some work needed to be done, as a legal requirement. The dollars came out of teachers, counselors, or school days. He concluded it was not a zero-sum game.

Chair Hays asked if staff saw any school districts who couldn't afford needed projects and had to make trade-offs. Dr. Balderas said yes, when schools were forced into those positions, some utilized shared field space, or flipped team rooms every other year. The district wanted to build itself and become asset based, as resources came.

Mr. Torrey asked a question about Lake Oswego; he noted that a former student donated money to a boys' weight room. He wondered if Lake Oswego had to match that improvement for girls' teams. Dr. Balderas was unsure, and explained a recent case around softball/baseball fields and turf in Lake Oswego. Chair Hays thought Mr. Torrey made a good point about responsibility; just because the district didn't pay for the improvements didn't mean they could still allow things to be inequitable.

Dr. Balderas agreed, there was a moral obligation to have equitable access for students. Mr. Torrey was concerned that some areas of the city were more capable of generating financial support for projects than other areas, which wasn't equitable. Dr. Balderas responded the district looked at each site's needs individually. The district would work with the community to come up with processes and products.

Chair Hays closed the work session at 6:42 p.m.

II. REGULAR MEETING

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

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Hays led those present in the pledge of allegiance.

IV. AGENDA REVIEW

Ms. Walston asked about Item XVI, and why it was placed after adjournment. Dr. Balderas said in the future, staff would add a calendar to the Friday memo. Chair Hays opted to move the meeting calendar before adjournment. There was consensus among the board.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas welcomed Boy Scout Troop 282.

Dr. Balderas mentioned Juliana v. U.S. The case was driven by students, and was important in taking actions to stabilize the climate system for future generations. He recommended board leadership discuss how and if they wanted to provide some level of support.

Chair Hays and Ms. Levis would discuss at the next leadership meeting.

VI. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Ainsley Abraham reported there was a recent college and career information night, as well as a Free Application For Student Aid (FAFSA) completion lab. During the month of October 2018, Sheldon High School was offering the opportunity to experience pet therapy one day a week, as an effort to relieve stress and anxiety. Finally, Homecoming was rescheduled for that Saturday.

Crystal Finnerty said last week was testing, in which students completed Work Keys and National Career Readiness Certificate (NCRC) tests. October 24, 2018 was an open house which allowed parents/guardians to meet staff and walk through the school. Next week was the first meeting for GSA club, and on October 18, 2018 students would participate in the Elevate Lane County tech tour to two companies.

Hannah Mitchell said it was currently homecoming/spirit week, and parent-teacher conferences were that evening. That Saturday were sporting events, and there was an upcoming music festival for high school music groups.

Claire Shephard shared it was also homecoming, with many other events approaching. Student groups were busy; the fall play that year was called "The Man Who Came to Dinner," and choir was preparing for a vocal showcase the following week. Band was also preparing for their fall concert the following month. Ms. Shephard said Churchill High School finished a voter registration drive that week, which was a non-partisan event, meant to encourage students to become involved in democracy.

Zoe Chilhorek said student government recently welcomed new members. They also kicked off their annual apparel sale and were in the middle of the 2018-19 apparel design contest. The winner would be featured on that years clothing. IHS was planning a game night for Halloween on October 26, 2018, and costumes were encouraged costumes. In other news, educational

and service trips to Germany, Switzerland, Peru, and Vietnam. Finally, staff was collaborating to survey students on equity and school improvements.

VII. ITEMS RAISED BY THE AUDIENCE

Chair Hays read the district policy on public comment.

Chair Hays noted there were 14 speakers. Ms. Walston suggested providing each person two minutes. There was consensus among board members.

David Barnes was a teacher at River Road/El Camino del Rio Elementary School and was also the parent of two students. He advocated for more staff support to address extreme behaviors at school. Staff and administrators were dedicated, and all worked diligently to create routines and expectations. There was a positive behavior plan in place which was faithfully implemented and worked for many students. Additionally, teachers worked through behavioral modules provided by the district, but it wasn't enough. In Mr. Barnes' classroom, there had been room clears 25 out of the 29 days since the academic year began. Room clears were disruptive to his class and the other classes. Students didn't feel safe. Mr. Barnes asked for more support and more personnel trained to work with behavioral issues.

Marcy Hellman had taught at River Road/El Camino del Rio Elementary School over the past 14 years. She wanted to ask for additional support for both the principal and counselor. Whenever there was a situation she needed help with, she phoned one of them. When they couldn't come, she knew it was because they were helping others. Ms. Hellman explained that system had been sustainable up until that year. Over the past 29 days, she found it was no longer sustainable. She provided a letter signed by staff asking for help; in particular, they would love to see a behavior specialist hired.

Jaime Jones was staff at River Road/El Camino del Rio Elementary School and chose to work there because she felt bilingual education was beneficial for all students. She addressed concern for the emotional health and physical safety of staff and students. Staff were daily victims in traumatic events. Ms. Jones wanted to see the environment improve. She requested support for staff and administrators.

Robin Bergland was a parent at River Road/El Camino del Rio Elementary School. She had the same concerns as previous speakers, as her second grader was affected daily by the behaviors and room clears. Ms. Bergland said class sizes were large and teachers needed more support. She thought teachers were doing great at managing the classroom with what they had, but she didn't think it was sustainable for the rest of the year.

Margaret Lima was currently an educational assistant (EA) at River Road/El Camino del Rio Elementary School. Ms. Lima read a letter submitted to the union on behalf of EAs at the school. The letter shared concerns about safety and behavior within the facility, and asked the union to petition the district to provide more training.

Nikita Brougher was from River Road/El Camino del Rio Elementary School, and also read a letter addressed to the union regarding behaviors and class sizes. Teachers implemented the

positive behavior plans in good faith, but each class had students with very challenging behavior. Additionally, many students faced challenges such as poverty, or didn't speak much English. Teachers were strained, and couldn't use prep time, take breaks or eat lunch. Ms. Brougher concluded the school's needs didn't match resources available.

David Adee from River Road/El Camino del Rio Elementary School chose not to speak.

Dr. Dene Eller thanked the board for making physical literacy in the district a high priority. She was the physical educator at River Road/El Camino del Rio Elementary School. Dr. Eller was able to work with all of the children, and she saw them at play and how they worked. Students loved coming to PE but there were occasions in which the gym was too big because kids didn't know boundaries. Dr. Eller explained she had to sit classes down frequently, which she didn't usually do in PE. Additionally, kids acting out often came to her class, so she had even more students to handle. She would appreciate additional supports because school was currently overwhelming for teachers.

Edith Gomez introduced herself as an educator at River Road/El Camino del Rio Elementary School. She shared her concerns about escalated behavior at River Road/El Camino del Rio Elementary School and is asking for more support. Ms. Gomez didn't have students with behavioral problems in her class, but her students were being physically hurt in hallways by escalated students. It was a scary situation for her and she felt powerless sometimes. As an educator, students looked to her for protection. Teachers needed more support.

Jenny Rodriguez was a parent of a student enrolled in River Road/El Camino del Rio Elementary School. Ms. Rodriguez volunteered in her daughter's classroom over the past three weeks. Each day she had witnessed teachers evacuating rooms due to unsafe behavior. The entire class was affected, and each incident cut into learning time. De-escalation relied solely on the teacher, because often administration and other help was already at capacity with other students. Their peers were scared, and sad for fellow students. Ms. Rodriguez concluded teachers needed more support.

Aline Baissac had taught at River Road/El Camino del Rio Elementary School for 12 years. She expressed that the past three years had been hard and behaviors were only getting worse. Teachers were shocked, exhausted, and frustrated and were developing health issues related to stress. Ms. Baissac was also worried about the children. Students were showing signs of delayed skills, and needed more intense instruction. The quality of teaching hadn't changed, but outcomes had. Ms. Baissac was also very concerned about students' ability to self-regulate. Teachers were spending a lot of time helping students process emotions instead of instructing. Ms. Baissac asked the district to purposefully set aside resources to provide more support and develop solutions.

Ghisleli Ramirez was a teacher at River Road/El Camino del Rio Elementary School. She read a letter about student behavior that was submitted to the union. Staff was concerned and was not sure the situation would improve without district intervention. Some concerns included: there were large kinder classes; students destroyed classrooms daily; students were defiant and ran around in the halls; behaviors were escalating; and students were acting violent toward teachers

and towards other students. Ms. Ramirez said students were scared and teachers were locking classrooms and teaching kids how to protect themselves. She explained the difficulties had built up over the past three years. Staff asked for more support.

Jessica Brewer represented Holt Elementary School. She read a letter from classified and certified staff who were concerned about the handling of sexual harassment and bullying complaints that were brought to the district's attention in June 2018. The complaints accumulated over several years and led to an atmosphere of fear and intimidation, which went unchecked by building administration. The situation was complicated by conflicts of interest by high level district staff charged with enforcing sexual harassment and bullying policies. Despite several attempts to stop the offensive behavior, it continued. Seeing no other alternative, staff turned to OSEA and EEA representatives. Both organizations informed the district of the situation and the district conducted an investigation. The person was put on leave and later resigned. Ms. Brewer was concerned because staff was left uninformed and with a series of unanswered questions. She wanted to know what measures the district took to ensure the situation wouldn't happen again.

Katharine Ankeny was certified staff at Holt Elementary School, and she continued the letter from Ms. Brewer. It appeared the district policy around sexual harassment hadn't been adequately followed. She read the policy. Staff was left to wonder what appropriate and effective actions were taken. Additionally, the policy stated that persons found subjected to harassment would have district services made available, and consider taking systemic measures such as retraining on harassment. To date, none was offered or explained. Staff respectfully asked district to provide them with more information.

VIII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon of EEA stated that over the past seven years, he never saw staff as stressed as they currently were. There were a number of factors at work. Mr. Shannon was happy that district policies were updated, but now he wanted to see follow through, in regard to Holt Elementary School and El Camino del Rio. El Camino del Rio was only one school coming forward, but they were not alone in their complaints. He knew the district adopted a behavior framework but currently schools were in crisis. Mr. Shannon noted that on several previous occasions, he shared his concerns about out of control behaviors, caused by increasing seat time and class time; unfortunately, over the past 29 days the district saw that happen in ways unanticipated. He said the crisis would work up to high school and negatively affect graduation rates. EEA pledged to work with the district to address the issues.

Tyler Whitmire and Sheila Waggoner provided comment. Ms. Waggoner was incoming president of OSEA. Mr. Whitmire thanked teachers for speaking out, and stated their plea for help was legitimate. Teachers went to administrators, EEA, OSEA, and now the board. Mr. Whitmire addressed the case at Holt Elementary School; he was disappointed that the district spent thousands of dollars on a private investigation, only to have staff later come and ask someone to read the report and provide a resolution. He thanked the district for being open to solutions. Mr. Whitmire concluded OSEA put together a new incident reporting form, to help pinpoint problem areas.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Nittler had primarily worked on the bond since the last meeting. Additionally, Eugene Education Foundation (EEF) would have a donor appreciation party at River Road/El Camino del Rio Elementary School on Tuesday, October 23, 2018 at 5:30 p.m.

Ms. Sundgrenz thanked all speakers for sharing insights and experiences. Over the last two weeks, she was hard at work on canvassing for the bond. She attended South Eugene High School's economic justice league which was a fantastic resource room available to students in need. She pointed out there were over 22,000 homeless students in Oregon and 835 homeless students in 4J. Finally, a legislative committee meeting was that Saturday.

Ms. Newman thanked speakers for their powerful testimony. Her day was spent speaking with preschool teachers who had similar concerns. Ms. Newman saw teachers were implementing the right strategies with fidelity. She appreciated organizations and staff working together on solutions. In other news, Ms. Newman was also working on the bond. The bond was extremely important, as it would provide resources for positive behavior supports. She thought it had been heartening to canvas and speak with voters.

Ms. Walston acknowledged the testimony provided and appreciated all speakers. She tried to look at the hopeful side of things, but the situations discussed were very distressing. Ms. Walston had seen room clears and how they disrupted the school environment. She didn't have a solution, but she wanted to see leadership around finding one. Many kids were coming to school already traumatized and the district needed to figure out what to do.

Mr. Torrey understood and empathized with concerns around behavioral issues. He recently met with EEA and OSEA and strongly urged the entities to approach their state organizations with a plan, then convince legislators to stand behind those plans. Both of the state organizations were very strong and could make a difference. Mr. Torrey also wondered if schools could find ways to identify behavioral needs in kindergarten, before entering grade school, that way, the district could provide resources for the student. Mr. Torrey concluded it was in everyone's interest to support students, and everyone needed to work together.

Ms. Levis echoed other board member comments. It wasn't easy to discuss these issues, and she appreciated teachers' praise for the administrator and counselor. Ms. Levis explained the board's role in the district; they didn't control all decisions but did have some influence. She returned to the importance of the bond. Without it, there was no money for lower class sizes or necessary repairs. It was critical to pass the bond. To that end, she had recently been working on promoting the bond. Ms. Levis approached the Register Guard editorial board with EEA to ask the paper if they would endorse the bond. There was no voters' pamphlet, so outreach was necessary.

Chair Hays thanked Mr. Shannon. She realized problem behavior was an ongoing issue. She thanked everyone for coming to the meeting.

X. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes from Board Meeting on September 5, 2018

MOTION: Ms. Walston moved, seconded by Ms. Sundgrenz, to approve the Consent Calendar.

VOTE: The motion passed unanimously, 7-0.

XI. ITEMS FOR INFORMATION

1. Receive Financial Update

Ms. Vandercar and Ms. Belz provided the financial update. Ms. Belz explained the district reached end of quarter one for the fiscal year. Ms. Belz said the beginning fund balance was slightly higher than expected due to some late payments and an unexpectedly large tax return from Lane County. Revenues and expenditures were in line with the budget and expectations. There was a line item called “other accounts,” and it appeared 85% of its budget was spent, however, the line item was related to property insurance and those payments were generally paid at the beginning of the year.

2. Receive an Update on Safe Schools: School Facility Security

Dr. Balderas explained staff would provide a recap from the last meeting.

Ms. Delf presented a PowerPoint entitled, “School Safety and Security.” She primarily discussed facilities, meaning the physical design of structures. The district wanted the safest environment possible to protect children and staff.

Ms. Delf said school safety was a top priority in 4J. The district planned and prepared for:

- Safety procedures
- Standard protocols
- Emergency drills
- Physical security

However, district buildings were built in an earlier era (1980s or prior), and were not meeting today’s safety needs. Some new facilities were built in the 2000s, but the remaining schools were at least 50 years old. They were built like a string of one room school houses connected by a corridor. There was little collaboration and low visibility, with out of view locations for problem behaviors. Additionally, many buildings had easy access, with many entrances.

Ms. Delf described how new facilities were designed with safety in mind. The district worked to have a safe, welcoming environment to address student mental health and wellness and had few out of sight areas. She stressed a critical component was control of access, without creating a “prison like” atmosphere.

The district secured newly built facilities with:

- Perimeter fencing;
- A single point of entry with controlled access;
- Required check in/out for visitors.

Ms. Delf reiterated new schools were built with the above aspects in mind. Although the rest of the schools were 50 to 90 years old, the district made some security improvements over the past few years.

Security improvements to date included:

- Entryway security at some schools;
- Perimeter fencing at some schools;
- Red key classroom locks (now lockable inside);
- ID Card access controls;
- One button lock-down at most schools;
- Security camera roll out to begin 2018-19, with high schools first.

Ms. Delf explained many of the above improvements were funded using the 2011 bond. Crest Drive and Bailey Hill were both vacant in 2011, so the facilities didn't have a one button lock-down system installed. The facilities would be occupied soon and would need improvements. She said the board prioritized school safety in the upcoming 2018 bond. If the bond measure were passed, the district would improve security at every school. There were many needed improvements.

Specifically, the bond would fund:

- New schools with a modern, secure design including: North Eugene High School, Edison Elementary School, and Camas Ridge Elementary School;
- Security improvements at all 4J schools:
 - One-button lock down at remaining facilities
 - Secure entry ways at remaining facilities
 - Perimeter fencing at many schools
 - Glass shatter protection at many schools.

Ms. Delf explained improvements for future consideration. They included:

- A complete rollout of security cameras;
- Continued technology enhancements (many options, depending on funding);
- Continued improvements to school entry check in and security;
- Continued staff and student training.

Ms. Delf concluded her presentation with a slide showcasing completed improvements, improvements in process, or improvements the district hoped to complete if the 2018 bond measure was approved.

Ms. Walston asked for more detail around seismic retrofitting to be done. Ms. Delf replied that in the 1990s, priority one improvements were completed; however, those standards were from 20 years ago. Since then, more had been learned and the district expected additional seismic improvements would be needed.

Ms. Walston attended an Alert, Lock-down, Inform, Counter, and Evacuate (ALICE) training at one of the elementary schools. It was a newer school with many windows and there was concern about escaping the classroom. She wondered if one could break a window to exit. Officer Stubbs responded the district was evaluating systems on windows. There would likely need to be training on how to appropriately break windows as there were certain tools and

techniques. Ms. Delf added ALICE had an overlay of protocols to empower teachers and students to make the best decision for them. Protective window film would not be on every window, but would be strategically placed.

Ms. Sundgrenz wondered what types of support or communication was in place for the day after a serious event. Ms. Delf explained that whenever there was an emergency response, practice was to communicate to parents and staff about what was happening and why. Often, after an incident was resolved, more information was provided, and counseling staff was available. Dr. Balderas added that as the emergency response system improved, there would be staff debriefs at the site about what worked well and didn't.

Chair Hays asked how much of a deterrent security cameras were. Officer Stubbs replied there was statistical data on both sides of the argument, but the hope was to be a deterrent. Additionally, if incidents happened they could look at footage to understand what transpired.

3. Receive a Brief Update on Equitable and Accessible Facilities

Ms. Vandercar, Mr. Spain, Dr. Linder, and Mr. Johnson provided a recap of that evening's work session on equitable access to the live and radio audiences.

Ms. Nittler noticed safety and equity seemed to contradict around external doors. The district wanted to provide additional doors, so wheelchair users could easily access busses, but then also wanted only a single point of entry for safety reasons. Ms. Vandercar said external doors were always locked so no one could get in. The only unlocked door would be the front entrance where all visitors were required to check in. Dr. Balderas added handles weren't on the outside of locked doors.

Ms. Levis said many of the repairs mentioned in the presentation were critical. Many of the district's buildings built before ADA and IDEA; she wondered where money came from if the bond didn't pass. Ms. Vandercar said there was a little money set aside in the facilities fund, but not enough to cover all improvements. If the bond didn't pass, general fund money would need to be used on maintenance instead of staffing.

XII. ITEMS FOR ACTION

1. Approve Revisions Board Policies in Section "G" Personnel

Dr. Balderas explained that revisions to board policy Section "G" Personnel were up for action. Ms. Nesbit was present for questions.

MOTION: Ms. Levis moved, seconded by Mr. Torrey, to approve revisions to Board Policies in Section "G" Personnel

VOTE: The motion passed unanimously, 7:0.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Approving the Revisions to Board Policies in "Section I" Instruction

Dr. Balderas stated revisions to board policies in Section “I” Instruction was up for board review and decision at the next meeting. He explained staff and the instructional department reviewed the revisions prior.

2. Consider Deleting Board Policy Section “HB” Negotiations

Ms. Nesbit explained the consideration of deleting board policy Section “HB” Negotiations was part of OSBA’s policy review. OSBA recommended removing the policy. The board would vote in two weeks.

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

There were no suggestions. Could be emailed to leadership

XV. 2018-2019 MEETING CALENDAR

The next meeting was October 24, 2018 for a work session at 5:30 p.m.

XVI. ADJOURN

Chair Hays adjourned the regular meeting at 9:01 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair