

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

April 4, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 p.m., a work session at 6:00 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 30, 2018, and published in *The Register-Guard* on April 4, 2018.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
BJ Blake, Director of Secondary Education
Cheryl Linder, Director of Educational Support Services
Cydney Vandercar, Assistant Superintendent of Administrative Services
Christine Nesbit, In House Counsel
Harlan Coats, Director of Facilities Management
Steve Menachemson, Director of Technology
Lisa Fjordbeck, Executive Assistant / Board Secretary
Oscar Loureiro, Director of Research and Planning
Casandra Kamens, Churchill High School Assistant Principal
Christopher Ellison, Transportation Manager

STUDENT REPRESENTATIVES:

Jack Ohlsen-Johnson, Churchill High School
Maya Treder, ECCO (excused)
Zoe Chilhorek, IHS (excused)
Jane Brinkley, IHS
Claire Baboyan, North Eugene High School
Jillian Peterson, South Eugene High School
Tiffany Huang, South Eugene High School (excused)

MEDIA: KRVM, Register Guard

OTHER: Tad Shannon, Eugene Education Association (EEA) President; McElhinney, Oregon School Employee's Association (OSEA) President.

I. EXECUTIVE SESSION

The board will convene in executive session to consult with counsel concerning the legal rights and duties of a public body with regards to current litigation or litigation likely to be filed, pursuant to ORS 192.660 (2)(h).

II. WORK SESSION: PROPOSED 2018-2019 SCHOOL YEAR STANDARD SCHEDULE

Board Chair Nittler opened the work session at 6:02 p.m.

Dr. Balderas explained the board would be reviewing a first draft of the 2018-2019 standard school schedule. Ms. Delf said the district had been talking for more than a year now about moving to a standard schedule, and they were currently at the point where they were discussing specifics. She explained the purpose was to move toward a system where all schools were on one standard schedule and a consistent calendar. Historically, 4J schools had varying calendars and schedules, with different early release, start, and end times. She noted there was a district wide calendar, but individual schools could set additional early release or no school days. It had been inconsistent for families and staff.

Ms. Delf indicated that last spring, the district found some schools were not meeting minimum state instructional hours, which is what spurred the decision. Starting in the fall of 2018, the district expected all schools to be on one consistent schedule and calendar, with sufficient learning time for students. Ms. Delf explained there was a difference between a calendar and a schedule. The calendar sets the start and end dates of the academic year, vacations, no school days and half days. School schedules were the length of the school day, meaning the start and end times and early release times.

Ms. Delf explained the process and noted that first changes were made to contract language during union bargaining from spring of 2017 to fall of 2017. The changes were part of the final agreement between the teachers' association and the district. Ms. Delf reiterated a draft schedule for review and discussion had been developed and circulated to the public, the board, staff, and parents. The draft was for consideration only and the district was receiving input. Next steps were to consider the input, discuss this with the school board and the community, develop a final schedule and then make decisions. The district would then communicate the change to staff, families and the public in the spring of 2018 so that changes could be implemented by fall of 2018.

Ms. Delf explained the purpose of moving to a standard schedule and what the district had presently did not work for families or staff. With the change, students would have sufficient instruction time and there would be an equal and fair amount of learning time in each school. For families, there would be consistency for every school at each level. The schedule would also be clearly communicated so people knew when to send their kids to school. Ms. Delf said the district worked to make more consistency in days off for elementary, middle school, and high school. With the exception of one day, all levels had the same calendar. The benefit for staff having a standard calendar was that it provided fair teaching and instruction time. In addition, the schedule had time built-in for collaboration and professional development across schools, which was not currently possible. Ms. Delf added that many staff members had children in 4J schools, so they were now likely to have the same days off as their students. For schools, it provided a streamlined system for coordination and communication.

Ms. Delf said staff had certain criteria they had to meet when building the draft schedule. There were some goals, including similar instruction time across schools, a balance between the minimum and maximum instruction times, and coordination with standard school day times to align student supports. Ms. Delf clarified the district could make a number of different schedule changes, but the district was seeking to be efficient and not increase costs for transportation or adding days.

Ms. Delf explicated the parameters staff worked under to create the draft schedule and calendar. Those included minimum instructional hours the State had set, and maximum instructional hours in the contract with Eugene Education Association (EEA). She said there was a constraint and that the schedule needed an uninterrupted 60 minute prep time for elementary teachers. The time was built into the draft schedules. Ms. Delf said some coordinated time for professional development across schools was also included, as early release days.

Ms. Delf stated there were also parameters with transportation. She explained the draft schedule had three different start times for elementary, middle, and high school; that was in part because there was no single bus for each route. A single bus did consecutive routes, so the schedule needed staggered starts. Most routes took 30 minutes or less and could fit between one start time and the next but longer bus routes could not. Other transportation constraints included bussing students to partner sites in the community, such as early learning on Mondays through Thursdays, which made early release Wednesdays difficult. Ms. Delf said the district was looking at some alternatives, but there would be additional associated costs. For example, the cost of adding another bus route would be \$135,000 for the bus and \$59,000 for other costs. In addition, when deciding start times the district had to take into account the longer bus routes (such as some rural areas and the River Road area) and when they could get students to school.

Ms. Delf said the draft schedule proposed two start and end times for elementary schools, and a single start time for high schools and middle schools. The change would consolidate the schedules considerably. At the time, elementary schools had eight different start/end times, while middle and high schools had between three to four start/end times. High schools would also offer the opportunity for students to take a zero period to participate in other learning opportunities. Ms. Delf added that all schools would have an early release schedule on Friday afternoon. Currently, the majority of schools had early release, either on Wednesday or Friday, but not all. Ms. Delf explained how a number of factors went into making that choice, including that schools had the highest attendance on Wednesdays. The district also had a transportation constraint with early learning on Wednesdays.

Ms. Delf shared a slide on elementary school, showing the draft proposed schedule and the current schedule. There was a wide variety of instruction time at schools and the change would consolidate the times to only two different sets. Most schools had similar start times but if they did not, it was because of transportation route reasons. Ms. Delf explained middle schools were much more similar in their start and end times, however, there were significant differences in the length of the school day. Ms. Delf said high schools would start at 9:05 a.m. Research indicated learning was improved when students started the school day later, but that also meant a later end to the school day. Ms. Delf acknowledged that the district and the board had heard many concerns about the end time, and it was one thing to consider. Currently, she said most of the district high schools started at 8:30 a.m. while North Eugene High School started at 8:00 a.m.

Chair Nittler reiterated the schedule was only a proposed change. They had received many emails expressing concern that the change had already been done, but that was not the case. There was still an opportunity to provide input. Dr. Balderas explained the district was only at day 15 of a 60-day cycle. He added there would be changes based on input, with the constraints in mind.

Chair Nittler said there were some consistent themes in the emails. The concerns were less specific to a region or school, but more specific to the overall change. One issue was how late high schools got out with the proposed change. She was curious how it would affect student employment, athletics, and other extracurriculars.

Dr. Blake said the working group looked at starting high schools earlier and the elementary schools later. After considering that choice, the group looked at keeping the current elementary school start time, and changing the high school start time to later. She explained they had to do three runs of times for transportation. Dr. Blake said the earliest start time for high schools was 9:05 a.m. She explained the district must have 990 hours in the schedule. As the proposed schedule currently was, there were a little over 1,000 hours which was in line with the contract and the maximum allowed hours. At 4:10 p.m., the district could have aligned professional development three times a year. Dr. Blake said the district understood the change could be problematic for some coaches and kids. The group was currently discussing solutions for athletes, coaches, musicians, and some people who had to leave early for jobs. There would be a zero period so kids could still be fully scheduled.

Ms. Walston clarified a zero period started before 9:05 a.m. She asked if kids going to zero period would ride the bus. Mr. Ellison said South Eugene and Churchill High Schools' students would have to ride with elementary students. He explained 4J did not transport North Eugene High School students because they were within walking distance of an LTD bus stop. Dr. Blake said the district could run some athletic practices before school, with the proposed schedule.

Ms. Sundgrenz asked if high school students would be bussing with all levels. Mr. Ellison said there would be a combination middle and high school run at 9:05 a.m. For zero period, high school students would ride in with elementary students. Mr. Ellison noted the district transported an average of 286 high school students per day out of the 4,000 high school students enrolled because of an LTD waiver on file with the department of education. Ms. Sundgrenz visited a high school and she was surprised to hear that some teachers and parents really believed the new schedule was set in stone. The miscommunication really concerned her because the 4J community felt the change was made without their input. Ms. Delf responded that staff was continuing to communicate it was a draft schedule. She explained there were some communications put forth to entities that did not quite indicate it was only a proposed schedule, so the district would continue to improve how it did outreach to families.

Mr. Torrey asked for an example of why Friday early release was better than Wednesday. Ms. Delf replied there were a couple of reasons. Logistically, transportation was easier on Friday because it did not have early learning needs. Ms. Delf added some families appreciated having the shorter school day on Friday and starting the weekend a little earlier. She clarified it would not be the start of the weekend for staff. She said another reason to choose Friday was attendance. The district saw the highest attendance on Wednesdays, and less on Friday. If there was less instructional time on a day where there were less students, it affected fewer students.

Ms. Walston was unclear why the district did not bus students at North Eugene High School. Mr. Ellison explained the district bussed students for sports. He said the reason the district did not transport regular education kids to and from school was because they had a waiver where the they did not have to provide transportation to students if they lived within a mile and a half from an LTD bus stop. Dr. Balderas clarified the waiver was one mile for elementary students. Mr. Ellison said Eugene and Portland were the only cities with the waiver which state a local transport agency can be utilized in lieu of yellow bus transportation. He explained it was a measure five product. Mr. Ellison clarified the mile or mile and a half radius was the most reasonable direct, safe route and the district did transport students within a three block radius of the school if there was a hazard present.

Ms. Walston returned to Ms. Sundgrenz's comment and said she also thought there was a lot of misunderstanding in the community. There was confusion about the differences between the calendar and the schedule. She wondered how the two were related, and what would happen if the board moved through with approving the calendar that evening. She was unsure what the next steps were and added they received a lot of unanticipated push back around the draft schedule. Ms. Delf agreed there was some miscommunication and explained the change standardized the calendar. It set early release days and days off to align them across schools. All schools were expected to follow that standard calendar. The schedule (start and end time) was a different topic. Dr. Blake added there were three half days on the calendar that would affect the length of the day.

Ms. Newman thought people were supportive of more instructional hours and a consistent calendar, but she was unsure if having every high school start at the same time was of greater value than looking within the region and aligning those start times. She pointed out there was an hour and ten minutes between elementary and high school start times, which could burden some families. Ms. Newman liked the idea of looking at research, but she wondered if they could tweak the schedule to the different regions. Ms. Newman noted many people were concerned about the long day for elementary students, but the six hour day was required in order to receive funding, and those hours were happening in early learning and head start. Ms. Sundgrenz said some parents were concerned about OAT and homework club time being cut. Dr. Blake spoke with principals, and they thought there was a fairly easy solution; she did not think it was an insurmountable hurdle. Ms. Levis thanked staff for their work as she knew it was a complex issue. She said much of the feedback received did not take into account how many hours were spent on creating the draft schedule, but she did think the feedback was good. Ms. Levis said the district wasn't able to properly introduce the issue to the public. She had read messages from the past couple of days, and the board had received over 100 in total. There was a need to explain the thought process to the community. Ms. Levis noted that some people chose schools based on their work schedules. She was glad the working group drew from research, but was concerned that with zero periods and practice before school, students were not reaping the benefits. Ms. Levis received a compelling email about the Transition Education Network (TEN) at Sheldon High School and she would love more information. She also wanted information on whether the district would save money with the proposed schedule. Ms. Levis was also worried about who they were not hearing from, and wanted to find ways to do outreach.

Ms. Hays thanked staff for their work. She knew they were discussing the change because of the board's decision a year or so ago. She appreciated they were talking about the schedule solely as a draft, and that they were putting it out to get feedback because they would think of different things. Ms. Hays thought, in a way, it was good that people were riled up because then they paid attention to the decisions being made. Ms. Hays wished there was a way to talk with

the public in a session, similar to the bond sessions the board had been holding, although she was aware it took a lot of staff time. She would appreciate having one-on-one conversations. She knew not everyone would walk away satisfied with the schedule change, but she hoped everyone felt heard.

Mr. Torrey assured staff there would be some unhappy people. It was important for the public to understand that the differentials in schools were because of site-based decision making. He further explained the district was trying to meet state standards. Mr. Torrey returned to the Wednesday versus Friday early release. He explained the board received emails from teachers saying the change impacted their preparation time. He wondered how it made a difference. Chair Nittler asked if the question could wait for an answer. Mr. Torrey responded yes, but he did not understand the reasoning. Ms. Vandercar asked if he meant elementary, middle, or high prep time. Mr. Torrey thought the complaint was associated with elementary.

Ms. Walston requested staff to be clear with the board and the public on the next steps of the process and the subsequent opportunities for input. Dr. Balderas again said it was a draft schedule and calendar and briefly explained the difference; he noted principals were beginning to share information with their school communities. The district would continue to tweak the schedule based on input and he knew it would change.

Chair Nittler adjourned the work session at 6:53 p.m.

III. REGULAR BOARD MEETING

IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Nittler called the regular board meeting to order at 7:02 p.m. Ms. Hays led those present in the pledge of allegiance.

V. AGENDA REVIEW

There were no changes to the agenda.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas thanked the board for their questions during the work session regarding the draft proposed calendar and schedule. He also wanted to discuss the difference between the schedule and the calendar. The schedule was the start and end time of the school day, and what time blocks occurred for classes during the school day. The calendar was the start and end of the school year, as well as days off and early release days. Dr. Balderas explained the board would take action on the calendar that evening.

Dr. Balderas said, regarding the schedule, the district would return with revisions to the board and to the community. He appreciated the comments supplied by folks, and reminded the board and the audience that there were parameters the district had to follow, such as instructional minutes required and transportation restraints. At current, not all schools were meeting the state mandated level of instructional time, so some schools would have different schedules than at present. Dr. Balderas explained schools would also have consistent minutes of instruction across schools. He hoped the community would continue to provide input as the district and board worked through the process.

Dr. Balderas concluded that the change was needed. It should not depend on where students go to school for them to receive a free and appropriate education. That fundamental right was driving the schedule change.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Jillian Peterson reported seniors picked up caps and gowns for graduation, and that prom season was quickly approaching. The theme for prom that year was Beauty and the Beast. In addition, the track team would head off to an invitational meet that weekend. Ms. Peterson shared that students at Sheldon High School were skeptical around the proposed schedule. Some issues they brought up included jobs, being home in time to watch siblings, and wanting to participate in athletics and other extra-curricular activities.

Claire Baboyan discussed concerns about the proposed schedule with students at North Eugene High School. She reported those concerns included student athletics and OAT. Ms. Baboyan spoke with a parent who said the schedule would directly affect family dinner times, carpools, teachers' personal time, homework hours and more. The change would be significant, especially for students at North Eugene High school who were presently released at 2:45 p.m. Ms. Baboyan said in other news, she attended a site council meeting for North Eugene High School where students discussed things to change or add to the school. They wanted to add "service coins," a program awarding a coin to students or community members who went above and beyond expectations. Ms. Baboyan said seniors were in their last trimester and were gearing up for graduation. Ms. Baboyan reported North Eugene High School offered a one trimester class called Courageous Conversations where students discussed issues that had arisen in society or in school. Recently, the class proposed a list of recommended actions and policies to the administration.

Mr. Torrey provided a report for Maya Treder. Ms. Treder was in Michigan representing ECCO at the White People's Privilege Conference. Students would bring back information around recognizing privilege and the role it played in their lives. In continuation of the conversation around student concerns at ECCO, Ms. Treder said students still agreed on their requests. They needed stability in their learning environment, and needed to continue some programs essential for student success. She explained that programs such as Young Parent, credit recovery and GED were integral to the schools function. Students were also concerned that in the future, ECCO would be split up and attached to the comprehensive high schools. Ms. Treder said the ECCO student body needed an autonomous location that was conducive to a supportive and safe learning environment. ECCO staff was working on implementing three new CTE pathways: Business Management, Health Occupations, and Early Childhood Education. The pathways would be funded in part by Measure 98. Ms. Treder reported the past year, a total of 72 students graduated with GEDs. ECCO was on track to surpass that number for the 2017-2018 school year. ECCO was in the process of finalizing GED offerings for the summer. Students would bring back information about recognizing privilege.

Ms. Levis provided Tiffany Huang's report. She was currently traveling with the robotics team to the Pacific Northwest District Championships. If they pass that weekend they would qualify for the World Championship in Huston, Texas. Ms. Huang reported student government had many events that month, including a blood drive and a showcase. Ms. Huang said students had heard rumors around the proposed schedule change and were very concerned; students wanted to be informed about any changes.

Jack Ohlsen-Johnson reported Churchill High School would host an AVID 6K run that weekend. All proceeds supported the AVID program. The next week, the school would have a forecasting assembly. The assembly was important because it allowed students to learn about unique pathways Churchill High School offered.

Jane Brinkley reported 20 IHS students went to Bolivia over spring break on a service trip. The IHS Celebration was on May 22, 2018 at 7:00 p.m. at Oakway Center. All participating restaurants would donate a portion of their earnings to IHS. Many activities would be available, such as henna, face painting, and IHS jeopardy. Admission was free, and Ms. Brinkley encouraged IHS and non-IHS families to come and support education. Ms. Brinkley said International Baccalaureate testing would be in May 2018. Finally, Ms. Brinkley shared that many teachers expressed concern over the proposed schedule.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Levis informed the public about the work session that happened before the Regular Meeting. She spoke with a few people before the regular meeting, and heard feedback that it was good to understand the district's thinking around the proposed schedule. Ms. Levis reiterated the schedule was a draft. She wanted the board to have another work session on the schedule for the community to partake in with board members. She wanted to be able to talk to people, and not only hear their comments.

Ms. Sundgren thanked Ms. Brinkley and Ms. Chilhorek for a tour of IHS. She also thanked everyone who shared comments around the schedule.

Ms. Hays attended the ESD budget update and reported it was great to hear how they were putting their budget together. There would be another meeting in a month or so to finalize the budget. Ms. Hays agreed with Ms. Levis that the chance to have one-on-one conversations with community members would be beneficial. She acknowledged not everyone would be satisfied with the schedule change, but the district would take all input into consideration and they wanted the best schedule for the school community. Ms. Hays said the most important aspect was equity among schools.

Ms. Newman agreed with previous board members' comments. She loved that people were engaged and willing to speak up about things they believed in. Ms. Newman said the state legislator had a joint committee on student success. They had appointed senators and representatives to go to schools around the state and come up with proposals on where to focus resources. Lane County was one of the first places they visited and there was a public hearing at Sheldon High School. Ms. Newman thought that type of forum really made a difference and it was a good chance to look at priorities. She added there was another committee focused on forming recommendations for schools around other topics such as behavior and safety.

Ms. Walston agreed with Ms. Levis' comments.

Mr. Torrey appreciated the public coming. Mr. Torrey heard a number of times if a student started kindergarten in 4J and continued on throughout twelfth grade, they received on average a year less of instructional time than students in the State of Washington. He said every student in every school needed the same amount of time. It was the right thing to do for those students.

IX. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler encouraged board members and stakeholders to attend a City Council meeting on Tuesday, April 10, 2018 at 6:00 p.m. around parking waivers for Edison Elementary Chair.

Chair Nittler met with chairs of Bethel and Springfield school boards and discussed ways to collaborate when talking to representatives in Salem. They thought there would be strength in numbers. She said if there was interest from the board, she would continue the conversations.

Chair Nittler said the board welcomed input around the proposed schedule, and said it was not a done deal. She confirmed there would be a full, robust, equitable schedule for schools.

X. ITEMS RAISED BY THE AUDIENCE

Chair Nittler explained the policy on public comments.

Chair Nittler noted 40 people signed up for public comment. She thought each person could speak for two minutes.

Ms. Hays agreed with speakers having two minutes, but at a cap of 30 minutes. Chair Nittler asked for head nods. Board members unanimously agreed. Chair Nittler explained other audience members could stay until the end of the meeting to speak. Chair Nittler apologized to those who would not have an opportunity to speak and encouraged them to email the board at board@4j.lane.edu

Katie Laughlin thanked board members for their service. Ms. Laughlin had two children who attended Camas Ridge Elementary School. She was invested in the success of Camas Ridge, and wanted it to be a beneficiary of the upcoming bond measure. She explained the school had many infrastructure needs that impacted student safety, health, and learning. The needs required immediate attention, and could not wait for another 12 years. A few issues included that Camas had an inadequate number of classrooms to serve the needs of the student population. **ELL** students and others competed for learning space putting already vulnerable populations at even greater risk. Ms. Laughlin asked the district to rebuild Camas Ridge Elementary, and then use the current Camas building to house Edison Elementary students while that school was being built.

Ari Gold a parent of a student at Camas Ridge Elementary School. She also thought it could be rebuilt, with the older school being used temporarily for Edison Elementary School. He thought it made sense and wanted to stress the option as a viable choice.

Sierra Tena a future South Eugene High School student. She was concerned about the proposed schedule, and said by extending class times by three minutes, the district would take away valuable time used for mental health, exercise, and therapy. With many therapy offices only being open until 5:00 p.m., the later school release made it almost impossible to do any of those things after school. Ms. Tena asked the board to think about students with mental health issues as well.

Devin Bahr a student at Churchill High School said it was widely known that teenagers needed eight hours of sleep a night. Currently, students were under sleeping due to homework, extracurricular activities, and jobs and the trend would worsen if the proposed schedule were implemented. Ms. Bahr said it was time to focus on the mental health of students.

Lauren Hiatt an AVID student at North Eugene High School. She said the proposed schedule was very unrealistic for students. Ms. Hiatt was an athlete and she would either have practices in the mornings or right after school. With the current schedule, Ms. Hiatt woke up at 6:45 a.m. and got home at 6:00 p.m. after practice. If the schedule changed, she would have to wake up at 5:45 a.m. and would not get home until 7:00 p.m. She said OAT was very valuable to North Eugene High School and the schedule change would affect hundreds of students who participated in the program. Ms. Hiatt explained as an athlete that she would miss three periods if there was a game in the middle of the day. Ms. Hiatt pointed out if all high schools used North Eugene High School's current schedule, they would get the right number of instruction.

Madeleine Lucas a Student at North Eugene High School. She was opposed to the draft schedule for many reasons. First, the bell schedule would abolish OAT. Ms. Lucas explained it was a great resource because students could talk to teachers about coursework. In addition, Ms. Lucas had a younger brother going to middle school, and with the change he would need to be at school the exact same time she did. It would cause transportation issues. In fact, Ms. Lucas shared that 93% of students said the schedule would conflict with transportation at least one day a week and 44% said all five days of the week.

Rebecca Gourgey a teacher at South Eugene High School. Ms. Gourgey explained the Individual Education Program (IEP) meetings were from 3:45 to 5:30 p.m. and there was an opportunity for teachers to get extended contract for up to six hours of IEP meetings attended. With the proposed schedule change, meetings would not start until 4:30 p.m. Ms. Gourgey informed the board there were more than 150 students on IEPs. Ms. Gourgey explained six hours was simply not enough time, and it was hard to hold teachers responsible to come to meetings especially if they were after school. Meetings would go until 6:15 p.m. which was unreasonable for teachers, and the meetings were critical to student success.

Sarah Hocken a science teacher at South Eugene High School. Ms. Hocken was very concerned about the proposed bell schedule. She thought it would increase student stress, and possibly decrease learning. One issue was how late the school day released, with the last class ending at 4:10 p.m. Ms. Hocken noted that adding three minutes to each class would not increase learning, but would delay the end time of the day and shorten lunch. It also decreased time students could access teachers for help. Ms. Hocken added instructional access was already limited in the 3x5 schedule. She thought instead of adding three minutes to each class, the district should add time for students to meet with students for extra help.

Jesse Kidd a junior at Churchill High School. He wanted to speak out about the proposed schedule. Mr. Kidd noted that when students were released at 3:30 p.m., they were not actually done with their day, they had other obligations. Students had jobs, volunteering, classes not offered at the school, athletics, and clubs. An increase in instructional hours did nothing if they did not have time outside of school to do the homework to pass the classes.

Audrey Baugham a junior at Churchill High School was deeply concerned about the effects of the district's proposed schedule. She thought the addition of three minutes to each class was not worth such a drastic schedule change. Ms. Baugham noted students had sports, which forced them to arrive home late and stay up late to complete homework. She added many students had jobs, and schools expected them to complete volunteer work. Ms. Baugham thought the district was only focusing on instructional time and not focusing on everything else students were expected to do.

Patrice Cowman a first grade teacher at Willagillespie Elementary School and a 4J parent. She wanted to speak to the elementary level schedule. Ms. Cowman appreciated that the schedule was equitable and provided more instruction time, but she was very concerned about a six hour 40 minute day for the little ones. To put into perspective, currently only one middle school went for six hours. When factoring in bus times, it was more than an eight hour day for elementary students. Ms. Cowman said with the current schedule, it was not uncommon for kids to fall asleep at school or on the bus. She was concerned whether the schedule would lead to more negative behaviors.

Sarah Connors a teacher at Cal Young Middle School. Ms. Connors was concerned about the loss of time after school. Many students received intervention supports and she didn't want that time to go away. Ms. Connors was also concerned about after school clubs going away. Some sports could have after school practices, but not all clubs could meet that early in the day.

Ellen Syversen pointed out she lived three miles from Churchill, but she was not on the school bus route. Her kids took LTD home and got home at 4:25 p.m. With the proposed changes, her children would not be home until 5:15 p.m. or 5:30 p.m. Ms. Syversen thought it was much too long and late of a day. She reminded the board that with daylight savings time, students would be riding in the dark. In addition, her daughter had already been sexually harassed on the city bus, so she was very concerned about kids riding home in the dark. Ms. Syversen pointed out she brought her kids to school in the morning, because in order to take the bus her kids would have to leave the house at 7:00 a.m. and walk 30 minutes. The change would really affect her work day and schedule, and she thought it would affect other parents, too.

Asher Tubman a science teacher at South Eugene High School. Mr. Tubman appreciated that the board confirmed the schedule was a draft, but he wondered why so many people reacted as if it were a done deal. Mr. Tubman said five years ago, the board made a point that the district could not afford an improved schedule. He understood that the state had mandated hours, but it sounded like the district was choosing more than the required seat hours combined with professional development. Mr. Tubman thought the choice seemed especially inane, because adding three minutes to a 70 minute class was essentially worthless, even if it added an extra 15 minutes of instructional time a day. Mr. Tubman said the district could stay within state guidelines by adding 15 minutes to other areas, such as individual student contact time, and have a much bigger impact on student success. He understood the district wanted ways to make student learning more productive, and time to meet with teachers one on one was not a waste. Mr. Tubman pleaded the district did not brush off those concerns.

Anna Ford introduced herself as a student from North Eugene High School. Ms. Ford thought all schools should have the same days off, but starting the day at 9:00 a.m. was too late. The ten minute break in the middle of the day also did not add any benefit. Ms. Ford said ending at 4:10 p.m. would only give students more incentive to take additional free periods, equating to more students receiving less instructional time. Ms. Ford explained the next year she forecasted to have a full schedule, while also hoping to have a job. With the new schedule, only a weekend job was feasible.

Stacy Ziegler a parent of kids at Edgewood Elementary School. She wanted to address the impact of the schedule on Spencer Butte Middle School and Edgewood Elementary School. She explained the schools were literally next to each other but Edgewood would move to a 7:55 a.m. start and Spencer Butte Middle school would move to 9:10 a.m. The change meant she could not take her sixth grader to school next year, given her work schedule. She was also out of the bus district for middle school students because she lived 1.1 miles away, however, it was unsafe for her child to walk. She was unsure how to get her child to school next year, and she thought that needed to be considered. In addition, many families depend on the middle school sibling to care of the younger one. With the schedule change, the district would be taking away child care for many families.

Kimberli Holmquist represented the education committee of the National Association for the Advancement of Colored People (NAACP) . Ms. Holmquist said a sophomore asked her a question about history class, and why teachers only taught about slavery and horrors of the past, instead of something students could celebrate. He said he did not like the way white kids

looked at him after talking about slavery and did not like what they said between classes. He did not want to be seen as a victim, but did want students to understand their own American history. Ms. Holmquist learned from this student that schools were not teaching kids about race in the way they thought they were. She knew the positive accomplishments in black history could be intertwined in throughout the curriculum while meeting benchmarks. She knew topics could be taught in an organic way that instilled pride in black students and respect in white students. It boiled down to talking about race openly and freely, and being comfortable in discomfort.

Abby Gershenson had been a 4J parent since 2001. Ms. Gershenson said last time there was a schedule change, she spoke out against the change. Parents, staff, and students felt they were not listened to. Her daughter asked her to come and speak. Ms. Gershenson pleaded with the district to not implement the schedule. Teachers who had a five period a day schedule were already trying to make the 70 minute period work for the teenage attention span.

The board took a brief break. The board returned to public comment after Agenda Item XVII – Suggestions by the Board for Consideration of Items at a Future Meeting.

Joey Carlson said he was speaking on behalf of Rachel, who had to leave the meeting. He wanted to provide feedback on the elementary side of the schedule. There were a couple of concerns he had. Mr. Carlson said with the schedule change, elementary students would have a six hour and 40 minute day, which equated to what high school students currently had. Mr. Carlson said elementary aged students did not have the longevity or ability to be engaged and successful for that long of a day. Mr. Carlson was also concerned about how the district was counting instructional hours. There were a number of allowances the State offered which the district could use but was not considering. He was not advocating for less instruction time, but if the district was highlighting a problem that part of their calculation was impacting, they may accentuate the shortfall they were currently discussing. Mr. Carlson was concerned about Educational Assistant (EA) staffing. He said that issue needed to be addressed to ensure there was the proper educator-student ratio. Mr. Carlson also said families could be financially impacted because many elementary students depended on their older sibling(s) for child care, but those students would now be in school until 4:00 p.m. In addition, it could cause high school students to instead take less classes, so that they got home earlier to watch their sibling(s). It seemed like a step back to him.

Anne Fournier introduced herself as a junior at South Eugene High School. Ms. Fournier said that claims on the district website supporting the schedule change indicated it would better for adolescent learning. Ms. Fournier had read a comprehensive peer-review on the topic of school start times. She did not see anything about the change of a start time from 8:30 to 9:00 a.m. being beneficial. If by adolescent learning, the district meant academic performance, the link between later start times and academic performance was described by the study as “relatively weak and not universal.” Ms. Fournier explained that almost all research was on either significantly greater change in start time, or a change between a much earlier start time. She said research showed students benefitted by changing the start time from 7:30 a.m. to 8:30 a.m., however 8:30 a.m. to 9:30 a.m. showed no impact to sleep pattern. Ms. Fournier said another study showed there was only an increase in sleep if the original start time took place before 8:01 a.m. She added the American Academy of Pediatrics recommended a start time of 8:30 a.m. or later. North Eugene High School was the only one in the district before 8:30 a.m. She did not think the change was necessary, especially at the high school level.

XI. BOARD’S RESPONSE TO ITEMS RAISED BY THE AUDIENCE

XII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of Eugene Education Association (EEA), introduced himself and added most of what he wanted to discuss had been said that evening. Mr. Shannon noted there was one technical issue with the calendar. There were three professional development days split for professional development and planning for elementary school folks. He said historically, one of those days had been split for professional development. EEA asked the district to respect past practice; teachers desperately need prep time. Mr. Shannon commented that Mr. Torrey was correct, in saying that students received about a year less in schooling than Washington State students. Adding three minutes to each class would not help as a solution; he thought the State paying for another month of school would solve the problem. Mr. Shannon said much of the pressure on the schedule issue would be relieved if the board recognized the value and took advantage of the State's offsets for recess, professional development, and parent conferences. He urged the board to revisit offsets.

Diana McElhinney, president of Oregon School Employee Association (OSEA), Chapter 1, said OSEA was in the midst of negotiating with the district. The bargaining team was made up of nine volunteers who worked to ensure employee voices were heard and their rights were protected. Ms. McElhinney said a survey of OSEA members resulted in 530 responses. The top two bargaining priorities were to increase wages, and maintain and/or improve current levels of health insurance. OSEA also learned that most classified staff wanted the ability to improve systems; 43% of staff felt supported at work, while 28% felt overwhelmed. Only 11% of staff felt fulfilled. The bargaining team was committed to problem solving, and were focusing on issues important to OSEA. Ms. McElhinney said OSEA needed help to accomplish its goals. They needed support from the board, administration, and the community so they could keep fulfilling their duties.

XIII. ITEMS FOR INFORMATION

1. Receive Information on EWEB's Neighborhood Emergency Water Program.

Frank Lawson, CEO of EWEB, provided a Power Point Presentation along with colleagues Mel Damewood and Rod Price. Mr. Lawson acknowledged and appreciated the relationship EWEB had with 4J. He noted the partnership had completed visible and behind the scenes projects. Mr. Lawson said the Neighborhood Emergency Water Program came from EWEB's strategic plan, adopted in the summer of 2017. EWEB drafted the plan specifically around significant challenges over the next decade. The two main focuses were emergency preparedness and disaster recovery. Mr. Lawson explained EWEB provided a vital service to the community and they wanted to prepare to be able to continue the service under a number of conditions.

Mr. Lawson said EWEB used the strategic plan to modify its approach to incorporate a more distributed neighborhood approach. EWEB recognized under a number of different conditions that people rely on those close to them. Schools became a natural gathering site and recovery spot. EWEB did not want to rely on one location, because the sites had to be accessible. EWEB wanted to come up with ways where people could help themselves and not absolutely rely on EWEB in times of emergency.

Mr. Lawson explained for EWEB, resiliency involved water, electricity and communications. They needed partnerships within the community to facilitate the important work. Already, EWEB staff had been working with Bethel and 4J districts to establish some initial work around electricity and water. He explained EWEB was picking sites for certain reasons. For example, Howard Elementary was a good place to start from an electric perspective because of the solar panels and electric infrastructure. Sheldon High School was a good place to start for water,

because it had a well. The first water site would be in the Bethel District at Kalapuya High School.

Mr. Lawson said a number of sites needed to be developed in the next five to ten years. He explained EWEB was working with both public and private agencies to establish the sites. Mr. Lawson shared a slide on population density, which audience members could compare with locations. Mr. Lawson said each site could potentially have both water and electric resources. He explained various types would be needed due to seasonality and availability; for example, solar by themselves would not be sufficient due to the lack of sunshine in the winter.

Mr. Lawson explained that because of the nature of disruptions and disasters, the more flexible and resilient the community could be, the more successful they would end up. EWEB's request was simply to find ways to better work together to serve the community. EWEB wanted to do things that benefited the school district, and was excited for the opportunity to work with the district.

Ms. Walston thanked Mr. Lawson for the presentation. She wondered about the role of 4J in regards to water resources; she asked if the school or if EWEB would decide to use the emergency resources, if need be. Ms. Walston also wondered about schools not in the EWEB service district. Mr. Lawson said their intent was to develop infrastructure at sites that would not disrupt the normal functioning of schools. In many cases, the people closest on site would be preferable to make those decisions (likely a school representative). Mr. Lawson said it was tough to answer the question regarding schools outside of the service district. EWEB recognized that in these kinds of situations, boundaries did not necessarily matter. He explained EWEB was trying to partner with Springfield Utility Board and others in the community.

Mr. Torrey said the board talked about resiliency in recent bond meetings. Many people were concerned about the immediate impact of an earthquake and the kids in school. Mr. Torrey said many people were also concerned about breaching of dams in the case of an earthquake. Mr. Lawson responded that EWEB considered elevation when looking at the inundation maps and selecting a site. He explained EWEB knew when conditions were absolutely right, breaches could occur and put some Eugene homes underwater, however most dams were not on liquefiable soil. Mr. Lawson said the likelihood of multiple failures was small, but Mr. Torrey brought up a great point about elevation – it was one criteria of site selection.

Mr. Walston was unclear whether the program had already started or if EWEB was asking to start the program. Mr. Lawson said staff had already started to look at design criteria. There was no official intergovernmental agreement and that was something EWEB and partners needed to figure out. He wanted an agreement that benefited both EWEB and the District.

Ms. Walston explained the district's upcoming bond and said she hoped for EWEB's support. Mr. Lawson said absolutely and added the issues were community wide, and that he thought EWEB could contribute benefits too. EWEB was there to support 4J.

Chair Nittler asked if the well at Sheldon High School had been tested. Mr. Coats said no, it had not been tested because the well was not used for drinking water it was used for irrigation.

XIV. CONSENT GROUP – ITEMS FOR ACTION

1. Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects

2. Approve Meeting Minutes from Board Meeting on February 14, 2018
3. Approve Meeting Minutes from Board Meeting on February 28, 2018
4. Designate Budget Officer for Fiscal Year 2017-2018

MOTION: Ms. Hays moved, seconded by Ms. Walston, to approve the consent calendar.

VOTE: The motion carried unanimously, 7:0.

XV. ITEMS FOR ACTION

1. Approve 2018-19 Academic Calendars

Dr. Balderas reiterated the board was discussing the academic calendar, which dictated the start and end date, holidays, vacation time, and early releases. The board was not discussing the schedule.

Ms. Walston asked about Mr. Shannon's comment regarding the three days off. Ms. Vandercar said within the contract, there were two days shared for prep time and professional development, while the third one was not dictated. The district felt they were within their rights making it half prep time and half professional development.

Dr. Balderas said October 11, 2018 was a "Planning/Professional Development Day" which did not dictate the amount of time for each activity. The board was not approving activities within the academic year, only the time span of the academic year and off days within the calendar. Chair Nittler clarified they were only approving the calendar and no activities within it, so there would be some flexibility. Ms. Vandercar said there was also transition day at the elementary level. Ms. Hays appreciated the work from union and staff in drafting the aligned calendar.

MOTION: Ms. Hays moved, seconded by Mr. Torrey, to approve the recommended 2018-19 academic calendars.

VOTE: The motion carried unanimously, 7:0.

XVI. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Rental of 4J Property to NW Natural Gas for Limited Use

Mr. Coats said the district had been contacted by NW Natural Gas to request permission to lease the property adjacent to Roosevelt Middle School. The company wanted to come in and install a temporary construction fence and use it for storage of piping and heavy equipment. The company was doing a large construction project. NW Natural Gas would provide \$1,000 a month until December 2018. He said this agreement was unique, because the option agreement with the YMCA said the space could not be leased; however, the YMCA was willing to sign an amendment to the contract if the board agreed to a lease.

Dr. Balderas said one concern was the site was very visible. There would be construction materials and equipment on the vacant lot.

Ms. Levis said it was perceived to be their land, and it was one of the more prominent lots. She did not think \$1,000 a month was a significant amount of money, in comparison to the amount of complaints she expected the district to receive. Ms. Levis worried about the liability of having construction equipment on the land. She thought it would be an eyesore.

Ms. Sundgrenz agreed with Ms. Levis' concerns. She thought it did not seem like enough money for the potential comments the district would receive.

Chair Nittler said she ran the Parent Teacher Organization (PTO) at River Road for a while, and on a good year the group made \$3,000 for the school. So she looked at \$8,000, and thought something could be done with the money. Chair Nittler did not think it would be an eyesore, and thought middle schoolers would think the equipment was cool, provided students could be kept out.

Ms. Walston assumed there would be some sort of agreement that NW Natural Gas would be liable for any spills, damage or attractive nuisances.

Mr. Torrey clarified that the site would be secured with fencing. Mr. Coats confirmed it would be, and added that NW Natural Gas was requesting from the City to exit onto Hilyard Street. The request had not yet been approved.

Ms. Sundgrenz said after hearing Chair Nittler's comments, she liked the idea of seeing what kind of partnership they could make and then donating the revenue from the lease.

Ms. Newman would support the lease as long as NW Natural Gas took responsibility for any sort of problem throughout the agreement. Her main concern was traffic, but it sounded like that could still be a barrier with the City anyway.

Ms. Levis was also concerned about traffic. She agreed, any amount of money could be put to good use, but was not sure it would be worth the complaints.

A decision regarding the lease would be made at a future meeting.

2. Discuss a possible Board Resolution or Declaration regarding School Safety

Chair Nittler said the idea for a resolution was brought up out of March for Our Lives. She wanted the board to discuss the possibility of adopting one. Dr. Balderas sent out examples of similar resolutions. Ms. Walston said EEA also adopted a resolution and she supported the idea. Ms. Levis thought the board was very supportive of doing something. She would be happy to take the draft resolutions and return with copies catered to 4J for the next board meeting.

Ms. Levis wanted to make sure the next time an act of violence in schools came up there was a strong position from the board, specifically around gun issues.

Ms. Hays said she appreciated Ms. Levis working on the resolution. Ms. Newman asked to pass along comments to Ms. Levis. She agreed that the sooner adoption could happen, the better. She thought the wait time for releasing a statement after an incident occurred was painfully long. She wondered if they could be more responsive.

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

Chair Nittler requested the board have a work session for continued discussion on the school schedule. Ms. Hays clarified there was a work session next Wednesday, April 11, 2018 on the upcoming bond measure. She wondered if the board could aim for April 18, 2018 to have a public input session regarding the school schedule.

Ms. Newman had received a lot of emails and anticipated receiving more. She thought the board could have a work session. Chair Nittler clarified whether Ms. Newman meant a public input session or a work session. Ms. Newman said April 18, 2018 was likely the earliest it could occur.

Ms. Sundgrenz spoke with Carl Yeh, a Lane Transit District (LTD) board member. Mr. Yeh expressed interest in possible collaboration. She wanted to discuss that possibility and sent an email to leadership with more information. Dr. Balderas was meeting with the General Manager of LTD in the near future. He would get her input. Ms. Hays suggested Dr. Balderas meet with the General Manager before putting the topic on an agenda, to see if it was something the board needed to get involved in.

Mr. Ohlsen-Johnson wondered when the board would vote on a finalized schedule. Dr. Balderas thought they were likely 45 days away from a decision, in order to receive public comment and work with board leadership on scheduling another work session. Chair Nittler asked if that timeline was the legal limit. Dr. Balderas said there was a minimum requirement of 60 days. Ms. Newman was upset to hear during public comment that a student had experienced sexual harassment on the public bus to and from school. She thought if kids were relying on LTD for school transportation, the district should be ensuring they were safe.

Ms. Levis said the board discussed a schedule of work sessions for the rest of the year. She wondered if the district had that schedule yet. Dr. Balderas said they would send the schedule to the board or put it in their Friday Folders. Chair Nittler clarified the meeting dates were set but not the agenda topics.

Chair Nittler wondered if she should continue conversations with Bethel and Springfield school district board chairs. Ms. Walston thought it was a good strategy, but said it was a conversation they had before, and it hadn't gone anywhere. Ms. Newman thought collaboration was a good strategy as well, and not only for legislative coordinating but for other issues, such as EWEB's Neighborhood Emergency Water Program.

The board returned to public comment.

Joey Carlson wanted to provide feedback on the schedule from the elementary school side. A six hour and 40 minute day is what high schoolers are doing today. Elementary students do not have the capacity to do that. He would like to see the offsets provided by the state be used to adjust the instructional minute calendar. If we used what the state allows for minutes how does that look with the new schedule. Educator student ratio is also an issue.

Anne Fornaia would like to talk about claims on 4J website regarding the topic on schedule start time. She read a study that didn't prove that high school schedules starting later doesn't result in more sleep and greater benefits to students. Later start times does not affect student sleep time. North Eugene High School is the only school with the amount of required instructional time right now, why not use that schedule for all district high schools?

XVIII. ADJORN

Chair Nittler adjourned the meeting at 9:10 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Eileen Nittler
Board Chair