

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

May 16, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an a regular meeting at 7:00 p.m. and an executive session at 10:00 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 May 11, 2018, and published in *The Register-Guard* on May 16, 2018.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
BJ Blake, Director of Secondary Education
Cheryl Linder, Director of Educational Support Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Harlan Coats, Director of Facilities Management
Steve Menachemson, Director of Technology
Lisa Fjordbeck, Executive Assistant / Board Secretary

STUDENT REPRESENTATIVES:

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

MEDIA: KRVM, Register Guard

OTHER: Tad Shannon, Eugene Education Association (EEA) President.

I. REGULAR BOARD MEETING

II. CALL TO ORDER, ROLL CALL, FLAG SALUTE

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

III. AGENDA REVIEW

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas appreciated the relationship and time with Lane Community College (LCC) for its partnership with Early College and Career Options (ECCO). The lease would run another year, but after that the school needed a new location. The board would be looking at an Item for Future Action regarding moving ECCO to the Bailey Hill site. Dr. Balderas noted three programs would be displaced, and the district wanted to honor the programs and find the right space for their programming purposes.

Dr. Balderas said as the board moved toward board measure in June 2018 meetings, they would continue to discuss and identify spaces where schools would be impacted by the bond, such as Yujin Gakuen (YG), and the need for a swing school to replace Edison Elementary. Those programs such as YG were being considered as pathway programs.

Dr. Balderas told the audience the board would vote on a resolution regarding the standard school schedule. It had been a long process with many feedback loops, and staff adjusted it as much as possible. He reiterated the goal was for equal learning time and staff had to consider bussing, number of students, and personnel. He appreciated the community feedback as they moved toward a common schedule.

Dr. Balderas shared that the past week was Teacher Appreciation week. He reported 171 teachers had been nominated for ACE awards. The reception and ceremony were scheduled for May 23, 2018 at Churchill High School at 5:30 and 6:00 p.m., respectively.

V. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Zoe Chilhorek reported students were completing International Baccalaureate (IB) testing and planning was in progress for IHS graduation. Teachers were nominating students for awards to present during graduation. Ms. Chilhorek said the Associated Student Body (ASB) had decided that seniors would be presented with an award to recognize the class winning the penny wars competition four years in a row. She also acknowledged teacher appreciation week, but said due to IB testing, students were not able to take extra time to appreciate staff, so South Eugene

High School extended it to that week as well. Finally, the annual IHS celebration at Oakway Center was that following Tuesday with lots of activities planned. At the celebration, the next ASB president would be selected.

Tiffany Huang noted sophomores were finishing up their final projects. The annual Spring Fest event was in the planning process and would involve an extended lunch with activities and games. The school was also planning Concerts in the Courtyard, where students could perform in the Science Courtyard on Fridays during lunch. Ms. Huang reported the National Honor Society (NHS) recently held its induction. She mentioned the ACE awards and noted four teachers had been nominated. Spring sports had come to an end, with track and tennis moving on to the state championships.

Jack Ohlsen-Johnson explained graduation was approaching. In addition, a mental health month seminar assembly would occur that Friday. Mr. Ohlsen-Johnson said prom was recently held, and it was a great success.

Maya Treder said ECCO was in its last few weeks of school and staff was working tirelessly. ECCO made an effort to help students meet their essential skill requirements, in a variety of ways such as Small Business Assistance Center (SBAC) testing as alternatives. Ms. Treder said when talking to students, it was clear trauma was present in the education system, as traditional high schools did not work for some students. They often came to ECCO by referral. Ms. Treder said students thought support systems needed to be bolstered to alleviate burdens students felt. Another pressing issue at ECCO was its impending move. From what she heard, students and staff were not comfortable displacing the programs housed in Bailey Hill. Finally, ECCO's first ever prom was that Saturday.

Claire Baboyan shared that Smarter Balance testing for sophomores was coming to a close and there would be an assembly schedule in May, Friday 18, 2018 for the fine arts showcase. Avid went to administration. Students did appreciation activities for teachers that week. Ms. Baboyan wanted to congratulate the North Eugene High School track team for its successful track season, as well as the two recipients of the Ford Family Foundation Scholarship.

Jillian Peterson noted that although it was IB testing for high schools, Sheldon High School had planned make-up dates approaching. ASB elections were underway for the 2018-2019 academic year, and leadership finished the interview portion of the application process. She reported a total of 44 people applied for 24 positions. Ms. Peterson explained Sheldon High School's election process; they did not elect by popular vote and instead, they interviewed students and had an application process. Finally, the school's Walk and Roll to School raffle was next week and graduation activities were underway.

VI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey honored Ms. Treder, as she received a scholarship to attend school and eventually become a teacher.

Ms. Hays acknowledged Teacher Appreciation week, and said they should be appreciated every day and thanked them for their hard work. Ms. Hays noted there were two main groups in

the audience (from education programs at Bailey Hill) and she thanked them for coming. As a board, members had heard about moving those programs throughout the year and had also received a number of emails which was helpful. The audience was full, and she was thankful because more voices needed to be heard.

Ms. Levis reported she met with EEF who had been working on a strategic plan and conducted a review of the Executive Director. She also worked with legal counsel on the proposed resolution for safe schools which would be brought forward that evening. She also thanked the large audience, and thought it was wonderful to have so many people come and talk to them that evening.

Ms. Sundgrenz appreciated the communication received to date and reassured the public that board members listened to comments. She participated in the Walk and Roll Challenge at Cesar Chavez. Over the past week, Ms. Sundgrenz worked with Ms. Levis on the school safety resolution. She thanked all the present and prior teachers for their service.

Ms. Newman agreed with all the board member comments. She noted in the past couple of weeks there had been forums on the schedule change and it had affirmed to her the power of the 4J community. Ms. Newman thought there was a much better schedule because people gave feedback and listened to each other. It was a great example of what people could do when working together. That being said, she wanted to thank the groups present that evening because they had something to contribute to the process. Ms. Newman thanked teachers for their quality and commitment that made the district great.

Ms. Walston made her remarks short in the interest of time. She also thanked teachers, and addressed the YG crowd in Japanese.

VII. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler recapped themes in emails received by the board, which were around the schedule, YG and the Natives program. She asked Dr. Balderas to bring the board on a tour of the Bailey Hill facility, including the Natives program. Chair Nittler had visited, and thought it was a really remarkable program. She hoped the rest of the board could see what's there.

VIII. ITEMS RAISED BY THE AUDIENCE

Chair Nittler explained the policy on public comment.

She noted there were 30 people who wanted to speak. She wondered if the first 10 should speak for three minutes, or the first 15 people for two minutes. Ms. Walston wanted to hear from as many people as possible. The board chose two minutes. Chair Nittler noted people could also stay after the meeting's scheduled agenda to provide official comment. Ms. Levis explained to the audience the board members didn't talk back and only listen.

Darcy Snyder-Dickey Had children in both the YG and Natives programs. She was very proud of that fact, and thought both programs were wonderful. She wanted to discuss awareness with the board because she found out less than a week ago that the programs were being moved,

without knowing where. There was no plan or timeline. Ms. Dickey appreciated the district always having a plan, so to hear that was very surprising. The Natives Program was an important and impactful program for 4J. In addition, she did not believe YG should be put in Kelly Middle School because it was not a very big school and it would be difficult to separate the age groups. YG was notified for over a year there would be a change; they had given information throughout that time. However, the Natives Program was given no information until that month. There was a big discrepancy within the programs and the district. She wanted the board to be aware of those discrepancies.

Rowan Zygaitus' mother spoke and said Rowan was a kindergarten student at YG. When Rowan found out the school would not be there anymore, she cried. Her mother wanted the board and the district to understand the impact on kids and culture there, regardless of where they moved. It was important that kids feel safe, and they were not feeling that because there was a lot of anxiety about what the program would look like.

Justin Potts wanted to address the school safety proposal. Mr. Potts thanked the board for drafting a resolution. He had been a school psychologist for 18 years and 10 of those years within district. Prior to that he was a learning specialist in a juvenile detention center at Marion County. Mr. Potts said on May 21, 1998 he watched the tragedy at Thurston High School unfold – he knew how prepared the district needed to be, but it didn't involve armed teachers. He thanked the board for its resolution and recognizing wrap around supports were needed. Beyond adopting a resolution, he wondered what else the district could do.

Rio Samaniego wanted to address the safety resolution. He was a junior at Thurston High School but his brother attended a 4J middle school. Mr. Samaniego wanted a safe school and said all students and staff deserved that, but unfortunately there had been a pattern of school shootings in the nation. There were some radicals who support arming teachers; Mr. Samaniego stood firmly in the belief that guns on school campuses were the problem. He understood he was not a member of the district but thought the district's statement would have a big impact on Springfield Public Schools and other schools in the area.

Maya Kathleen Washizu introduced herself as a Japanese American representing YG. She thought not many Japanese moms were there so she wanted to represent them. She appreciated their warm welcome at the beginning of the meeting. Ms. Washizu wanted to share how sad she felt, because a few years ago, there were discussions of transitioning YG into a kindergarten through eighth grade school so the program was making progress. She did not think placing students at Kelly Middle School would work because of older kids. Ms. Washizu really appreciated the program, to help kids become global people for the next generation; she truly believed the program was doing wonders.

Kat Irwin was a third grade teacher at Gilham Elementary School, as well as a tutor at the Natives Program. Her two sons were enrolled in the program, and received education of history and culture of Native Americans that was often not passed on due to the historic genocide and discrimination toward their peoples. For example, her Native American grandmother did not pass on the language because it was easier for her to pass as white. Ms. Irwin heard the Natives Program might be moved to a couple of classrooms in North Eugene High School, but

she did not think the things they did at the school, and materials stored to make presentations would fit in that space. Ms. Irwin said community pride could not thrive in two rooms. She pleaded that they took the programs' needs into consideration.

Jefrey Leigh, a 4J parent, wanted to bring issues with the LRFP 2018 to light. First and foremost, he noticed the district decided to separate schools into neighborhood schools and alternative schools. Mr. Leigh thought it created a divide in the community, and some people expressed concerns that alternative or immersion programs were considered "different" or "other" within the district community. The immersion programs were part of the district. In addition, Mr. Leigh noticed in the budget there was a change in seating for Kelly Middle School from 610 to 732. He was not sure where an additional 100 seats came from because enrollment was about the same size. In addition, the proposed budget stated there were five immersion programs because it included El Camino del Rio, while the school was still listed as a neighborhood school in the LRFP. Mr. Leigh thought there was a discrepancy there and that additional questions should be asked.

Deborah Fike said the reality was North Eugene High School needed an upgrade; a lot of YG students went there for high school so parents understood the problem. What parents did not understand was how tearing down the school without having a long term plan was a good idea for anyone. In addition, asking people to vote for a bond that would severely impact the school without outlining what those effects were was unacceptable. Ms. Fike asked the board to view it from parents' perspective, and if they had kids at YG whether they would vote for a bond without knowing where their child would go until the bond passed. Parents had been told the move to Kelly Middle School was temporary, but she wasn't sure how it was possible. She said modifying the middle school for elementary students cost money, and then moving again to another location would come with an even higher cost. None of the costs had been written in the bond draft as presented. Ms. Fike added that moving YG to Kelly Middle School was a downgrade for both schools. She didn't want special treatment for YG, but where it stood, YG was severely impacted by the bond. She didn't want the board to draft a bond where one school gained at the expense of other schools.

Kimberli Holmquist reminded the board last meeting, she pointed out all students benefit from learning about the histories and cultures of all peoples of color. Students and the community at large will face fewer instances of racism when youth learn about people of color as heroes in history not victims, or perpetrators of crimes. Ms. Holmquist said students and the community would also benefit from a curriculum that taught an accurate study of climate change. The 2018 NAACP resolution called for support of Juliana, the science-based national climate recovery plan they sought. Ms. Holmquist explained the U.S. environmental and climate justice program worked to advance a society that supported sustainable, cooperative, and regenerative communities that upheld all rights for all people, and in harmony with the earth. She explained that due to systemic discrimination and disparities in society that had existed along economic and racial lines throughout history, communities of color and low income populations were more likely to live closer to fossil fuel infrastructure and other sources of industrial pollution. She said over the long term, climate change would compound and exacerbate existing disparities and inequities in those communities including economically disadvantaged, communities of color,

indigenous peoples and others. As made evident with the youth people in *Juliana v. U.S.*, the district needed to recognize the youth were most suited to appreciate the dangers of climate change and thus do something about it where adults had failed. Ms. Holmquist concluded young people had to be adequately literate in the science based climate plan.

David McCarthy said he was not part of the school district but he was concerned about school safety. He understood the district didn't want teachers armed with guns, but he thought they could use rubber bullets, bean bags, or other defensive weapons. They shouldn't be unarmed and unable to protect themselves or the students. Mr. McCarthy added there were ways to make buildings secure. Staff could lock doors and escort people in. They needed a solution sooner rather than later. He sent out a two-page plan to the media and police school resource officers for ideas to improve security.

Lois Yoshishige introduced herself as a member of Eugene Taiko and the Japanese American Association of Lane County. Ms. Yoshishige said many key members of Taiko were graduates of YG and she thought language was the foundation to culture. They wouldn't have as strong of a culture without a strong Japanese language program, and she heard it could be in danger by moving YG into a smaller space that didn't work well for them. In addition, the Japanese American Association teamed up with YG, and they had potlucks there often, so the Japanese community also got to support the YG community. It had been fruitful up to that point.

Bobbie Willis-Saeby Agreed with Ms. Fike's statement. She said the Japanese immersion program started the same for all; parents walked students to the meet your teacher and the teacher and student all had Japanese conversations. Suggesting that 330 YG students could be accommodated with fidelity at Kelly Middle School where there was no playground but several hundred existing middle school students, made a mockery of visionary and earnest parent leaders who time and again had requested consideration for an actual kindergarten through eighth grade YG program. Ms. Willis-Saeby said it ignored the commitment students maintained and diminished follow through and consistency. Ms. Willis-Saeby concluded no YG, no bond.

Carrie King , a 4J parent of a fourth grader at YG. Ms. King didn't live in the North region but chose to send her kids to YG through the school choice process. YG was a wonderful and high performing, high enrollment, language immersion program. It had a solid reputation due to high academic standards and its focus on Japanese language and culture. Student enrollment was growing every year, and the school was celebrating its 30th anniversary. Ms. King said for those reasons, she was astonished there was no satisfactory plan to relocate YG if the bond passed; the only option offered was to relocate YG to Kelly Middle School which the community already expressed they opposed. YG needed its own space and a rock solid acceptable plan for YG. If the board did not come up with a plan, she would be forced to vote in opposition and would also encourage other parents to vote no.

Ray Cole a teacher at ECCO, and was speaking on behalf of the equity committee. Mr. Cole said ECCO was immediately struck by the problematic nature of ECCO's move to Bailey Hill, not because ECCO didn't deserve a permanent space of its own, but because the Natives Program also deserved one. Native Americans have always deserved the luxury and privilege of stability and connection to place, but had not yet been allowed to experience that due to

ongoing patterns of displacement by the dominant power structure. Historically, Native Americans had not been invited to participate in these types of discussions in an authentic way, and Mr. Cole feared the board and the district may have missed the opportunity to do so in that instance. He said the proposed move did not feel good, and did not give equity or justice to students. ECCO and the Natives Program had unfortunately been put in a place where the schools had to protect themselves at the expense of the other. Mr. Cole thought they had to do better as a community that claimed inclusion and diversity as keystones to its existence. The district had to consider the history and relationships between power structures and underrepresented populations, and had to construct a process that empowered communities of color and did not force them into react into a mandated relocation. Mr. Cole thought the pattern struck at the heart of the Native American experience in the country and could rekindle trauma the district should actively try to extinguish. He said students deserved to see they mattered. Mr. Cole concluded that he trusted the board would make a truly equitable process and decision.

Mr. Cole was the last speaker who had designated time during the public comment period. Chair Nittler told others who wanted to speak to them that they could stay until the end of the meeting, or write the board at board@4j.lane.edu. The rest of public comment was provided after Item XVI on the agenda.

Rita Gillihan thanked the board for an opportunity to speak. Ms. Gillihan saw that YG was at a critical time with the bond coming up. Her son was a 4th grader, and for at least the past four years she had talked with the district about the need to grow YG in elementary grades. The school had not been able to expand elementary numbers to fill middle school classes because they had been in a co-located school for 30 years. They wanted a kindergarten through eighth grade school, but in their own building. Ms. Gillihan wanted the board to show a permanent plan by including them in the upcoming bond and not only displacing them. Her son, Simon, said a statement in Japanese that meant YG wanted their own school, thank you for listening.

Chelsea Hardrath wanted to reiterate what Ms. Gillihan said – YG wanted a long range, long term articulated plan. She was part of the site council and had frequently informed staff what they had been hearing, but staff was unaware of what was going on. Ms. Hardrath hoped they began to incorporate staff. They should be heard, and she wanted to know what staff wanted, too. Ms. Hardrath suggested they could take them to Kelly Middle School and show them. She pleaded they continue to involve them.

Kami Hendrix was a past 4J teacher and YG parent. Ms. Hendrix urged the board to rectify the lack of a long term plan for YG. She explained it was a strong program with a waitlist. Ms. Hendrix said YG did more than educate children, and it had a place and presence in the community. The school hosted activities open to the public that were special, unique and showcased YG. In addition, YG collaborated with the greater Eugene community in festivals and other events. Ms. Hendrix supported education but would not support a bond that didn't support YG.

Rick Lester, a parent of a first and third grader at YG. He said if the board only listened to problems, it didn't mean much if there was no action. Mr. Lester pointed out YG had been talking for a long time and if the board had really been listening, something would have

happened. The bond could include money to support the immersion program; he said they provided a professional level survey on what kindergarten through eighth grade would do for the school but that day his wife received a letter from the superintendent in which he said he believed Kelly Middle School was the answer. Mr. Lester thought there had to be a better answer and concluded for the public to believe the board, they needed to see actions.

Leah Rosin said she was the president elect of the Corridor Parent Teacher Organization (PTO). As the board saw that evening, families at YG were upset by the current process; however, there were not many representatives from Corridor. At first glance, it may be suspected that families didn't care but the truth was Corridor families did not know that a plan had been developed that could displace the school because the information had not been accurately or adequately shared. When Ms. Rosin asked for clarity, the response was a facility plan was needed to go to voters, and then they would create a plan for Corridor. That process seemed backwards to her. Ms. Rosin explained it was a valuable program that parents from all backgrounds chose to send their students to. She wanted board members to visit Corridor.

Adina Higdon was from the Natives Program. She thanked the board for its prompt response to emails. Ms. Higdon had been a parent for 15 years and was also on the parents' committee. The Program served over 1,200 children as well as their families. It also served some indigenous, out of district students, because other school districts did not serve them. The Natives Program provided cultural education for indigenous and non-indigenous students in 4J; it served meals and offered a gym space for dances and drumming. In addition, they needed classrooms, extended spaces for supplies, and space to work on totem poles. Ms. Higdon beseeched the school board to consider all implications of the decision.

Gregory Duncan had a first grader at YG and a 4th grader at Corridor. Mr. Duncan said to get to that place in the decision making process and realizing their mistake was egregious. He didn't think the board expected to have many Japanese and Native American people come and speak that evening; yet the groups were being displaced and that was what ended up happening. He hoped they followed through with commitments for a better plan. Those were the main two groups of people interned in the nation, and those two groups both had to come and beg not to be thrown out of their facilities.

Jarvis Simmons had grown up with military parents and went to eight different schools, mostly in Washington. He had never seen a school like YG and thought what they had instilled needed to be implemented to some degree throughout the state of Oregon. Mr. Simmons believed that having a conversation for two years and not having some type of resolution was a slap in the face to people established there. Mr. Simmons encouraged them to visit and said the respect level between kids, parents, and teachers was at an unbelievable level to him and the fact they were learning to speak Japanese made the school even better.

Dan Soeby, the father of a fourth grader at YG and a sixth grader at Kelly said it was a great program, but a few things had worried him for years. Mr. Soeby said YG was a group of hardworking kids and teachers, and most worked very hard to get their kids into the school. It was a diamond that was overlooked again and again. There had been great plans and well-intentioned conversations, but empty promises. Mr. Soeby said pushing YG into Kelly was not

appropriate. He did not think there was space **and** that it was not a good solution. Mr. Soeby thought it would destroy YG and squander the hard work that had been solidified over the past 30 years. **Kelly wouldn't allow them to exist.**

Brian Wright appreciated the board taking their time. He thought most people covered everything, but wanted to add it was hard to explain to their children what was happening. Mr. Wright's son asked if there was a good playground, and there wasn't. His son only wanted to know where he got to play at recess. Mr. Wright thought there needed to be a plan for the kids so they could know; there were probably many children who also wanted a normal experience.

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

Mr. Torrey thanked everyone for coming. He and Chair Nittler visited YG and listened to a number of people tell them things of the same trend. Mr. Torrey told the public that the following week there would be a work session, and they would discuss how to possibly repurpose North Eugene High School once the facility was vacated and moved. Mr. Torrey urged people to not assume a final decision for YG had been made, or that issues with the Natives Program had been resolved. He assured the community they would find a way to meet the needs of district.

Ms. Hays agreed with Mr. Torrey. Ms. Hays appreciated comments; she said race didn't go unnoticed in the issue, but she appreciated a public speaker calling it out. She apologized because she knew they needed a better plan for the programs; however, there would likely be swing school issues at some point.

Ms. Baboyan said as a student at North Eugene High School, the issue directly affected her. She heard the concerns and thoughts of everyone, and said the community needed a new school. They were affected by not enough resources or space for learning. She had complete respect for the YG program and did not want to see it go away. Ms. Baboyan had complete faith in the board to make the right decision.

Ms. Levis thanked community members for expressing opinions. She thought there were very powerful comments made that evening, highlighting interesting issues and solutions and some unintended consequences of possible solutions. Ms. Levis clarified as a board, they were volunteer community members; they did not run the district but did help the superintendent by providing community feedback, so it was important to hear feedback like public comment that evening to be able to return to the superintendent. She reiterated they were listening, and there was no final decision yet and the board was still in discussion. Ms. Levis asked Dr. Balderas to bring back additional solutions for some issues. She thought they could do better, but did remind the community they were a district of declining resources and sometimes things intersected, like not enough buildings or money. It was hard when people came and said they wouldn't vote for the bond if they didn't do something certain, as there was over a billion dollars of need for kids. Ms. Levis wanted everyone to work together to come up with the best possible solutions.

Chair Nittler thanked all of the kids for coming. She asked about Kelly Middle School enrollment numbers for the LRFP in the upcoming Friday memo. Chair Nittler heard a comment about

securing schools; she explained part of the bond money was to make schools more secure, and they were exploring a lot of methods.

Ms. Newman said Mr. Cole's comments about a missed opportunity resonated with her. She was hoping there would be more opportunities, because it was about dialogue and they learned something new every day. There was a complex 4J community and it was a complex puzzle to fit with available resources. She appreciated the audience taking the time to comment.

Ms. Walston said it wasn't a final decision, and she hoped for continued dialogue. Ms. Walston had wanted a plan for YG, and she hoped they could find a solution for everyone.

X. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, EEA president, was glad the district trimmed back some proposals on the schedule; however, EEA was still concerned about the fact they were increasing student contact time while decreasing staff. With the current behavior crisis, he feared they faced a perfect storm in the fall. Mr. Shannon hoped the board watched closely and would be prepared to make changes if necessary. In addition, Mr. Shannon reported that on Monday, the EEA Representative Council endorsed the 4J resolution for safe schools. EEA strongly agreed gun violence on school campuses represented an unacceptable threat to staff and student lives. The EEA commended the board's call for statewide investment in wraparound services as well as rejection of arming school staff. He also seconded Justin Potts' comments; he shared the district was down to seven or eight FTE psychiatrists in schools who spent most time doing paperwork around assessments instead of providing the type of work they were trained to do, such as prevention, social skills training, and more. Mr. Shannon said EEA saw that as a misuse of resources, and the district had to figure out a solution. He thought the behavior framework was a start but he didn't believe they had three years to implement it.

XI. ITEMS FOR INFORMATION

1. Receive a Report on Middle School Math Pathways

Ms. McGaughey and Mr. Loureiro presented. Ms. McGaughey said the instructional department had been working hard on the district's Vision 2020 plan, particularly around the first two goals. The first goal was educational excellence with equitable access and outcomes for every student. Ms. McGaughey thought they were making a critical effort that would impact every 4J student starting with fifth graders. The work would get at some of the systemic equity and access issues in the district. There was a detailed packet, with multiple years of work, data, research, and group discussion. She shared that past week, the district held a parent community event where they had a productive conversation about the change, which was live streamed and over 1,000 views. Ms. McGaughey introduced Sue Wilson, Science Technology Engineering and Math (STEM) Administrator.

Ms. Wilson presented a PowerPoint titled Middle School Pathways in which she focused on intended outcomes for all systems, including increased math achievement for all students, increased educational equity, and decreased math opportunity and achievement gaps. Ms. Wilson shared a slide of data over the past five years for middle school participation so there

were five different cohorts. She defined terms like grade level pathway, acceleration pathway, and skipping pathway and shared the numbers of students in each.

Ms. Wilson shared percentiles on standardized test scores for students, and put in them in order from lowest performing to highest performing. At the event, she asked attendees to picture who represented each of those groups, and who they thought should accelerate. There were varying opinions; some felt all students, some no students, and others only those who were high performing. To her, that did not matter; what did matter was that it was the same across all eight schools. Ms. Wilson shared a graph titled Middle School Participation. She explained the data was on current seniors, at three different ages: fifth, eighth, and 12th grade. They measured access to courses and fifth grade math stores.

Ms. Wilson said there was a significant disparity at the top and bottom percentiles between which schools had access to Algebra I, for example. In general, disparities were found among income and race. She explained those disparities. Higher incomes had more access to earning credit in middle school than students with fewer resources. White and Latinx were the largest groups; a white student in 4J was 1.5 times more likely to have access Algebra I in middle school than if you were Latinx. The ratio for access to geometry was 5 white students for every Latinx student. Ms. Wilson said the data showed the need to close the gap between opportunity and access within schools.

Ms. Wilson said there would be some changes to the high school sequence that would open up opportunity; for example, students could choose to shift geometry and statistics to their senior year which would open up access for Advanced Placement (AP) Calculus or AP Statistics. She said the district would implement a plan where six of eight schools students' pathway decision point would be at seventh grade instead of sixth. The change would impact two current programs. She explained that students would finish their current sequence and then incoming fifth graders across district would have the new pathway. There was still the option to skip Math 6 but it was only recommended for students demonstrating mastery of grade level standards. All fifth graders would take a cumulative exam and students with 90% or higher, or students recommended by their teacher, could qualify to take the sixth grade examination.

Mr. Torrey asked how the 3x5 schedule impacted students' ability to access remedial support if they weren't ready to pass Algebra I upon reaching high school. He also asked what supports were in place for those students who didn't think they would meet math standards needed to graduate. Ms. Wilson said the shift of courses in high school opened up opportunity for acceleration, but it also offered supports for remediation. Students not demonstrating mastery would go into a first trimester course designed to review middle school standards through math modeling and more hands-on pedagogy, so it was more engaging and students saw it in a different way than the first time. There was also an opportunity to earn credit for that class. It wasn't remedial or less than Algebra I. High school teachers would get to know students in that class and make proper placements for the rest of the year, and recommend if they needed to "double dose" courses. Ms. Wilson concluded the district was building very intentional ninth grade supports. Mr. Torrey noted "double dosing" courses to catch up caused students to lose their lost ability to take electives. He wondered if the district found ways to provide supports for

students after school or at night so they could still feel a part of the school community. He wanted to find a way to not make catching up in academics negative. Ms. Wilson said there was a two trimester course every student took which was offered only during trimesters two and three to ensure all students were together. Then, there were third year courses aligned to CTE pathways, such as financial algebra, to provide students options. Finally, Ms. Wilson shared there were seven teachers involved in a county-wide program called Math in Real Life which looked at ways to help students see themselves in the math curriculum.

Ms. McGaughy said Measure 98 dollars were enabling the district to build out CTE courses with applied math to meet proficiency requirements in a much more hands on, real world application of mathematics than the traditional Algebra I course. It had taken several years of math teacher leaders throughout the district to develop new math course sequences that addressed some issues around not offering accelerated and remediated pathways. They redesigned course sequences offered a new path for students who maybe were not as motivated about math in middle school, but wanted to accelerate once reaching high school.

Ms. Treder heard from the presentation that the district hoped to accelerate students more readily or effectively. She wondered what percentage of those students had succeeded with the method and how many actually accessed a higher level math course during their high school career. Ms. McGaughy said pages 31 to 33 of the presentation included in the agenda packet provided an extensive analysis of current seniors' pathways. Ms. Loureiro explained they looked at percentage of students who took precalculus in high school and who passed. Students who accelerated were more likely to reach and pass precalculus than students who were in a regular level pathway. The district saw it was more likely, but also saw a higher failure rate for students who accelerated. Ms. Treder heard from students they would often rather be held back than put in classes not suited for what they needed. She double dosed courses by choice to accelerate, which got her to a higher level, but she wondered what the district was doing for students who were trying to accelerate who were also able to access electives and such. Ms. Wilson thought having multiple opportunities to accelerate would help. She said it was not uncommon to double up on classes because those choices were generally made in the middle school level, but the pathways would still allow students to take electives.

Ms. McGaughy added the schedule afforded students to take 30 credits in high school, but they only needed 24 to graduate so there were six 6 credits for electives. She explained the district was working to increase the number of students fully scheduled for 11th and 12th grades; extensive research indicated giving seniors a light year hindered student preparedness for their next step. Ms. Wilson said research also strongly showed students shouldn't take a year off math.

2. Receive Information on Standard School Schedules

Ms. Delf presented alongside Ms. Blake and Ms. Wagner. Ms. Delf said it had been an ongoing process to develop a standard bell schedule for all 4J schools. The goal was to create a consistent calendar and standard schedule with the goal of enough instruction time, a fair and equal amount of learning time, and consistent calendars for families. The schedule would also provide coordinated collaboration time for staff. Ms. Delf said it was the third draft, and was

based on community input. There were three important changes for final proposed schedule. The district heard loud and clear that between the two possible early release days, 70% of families preferred Fridays over Wednesdays. In addition, there was a change to the start and end times, because another theme heard was the concern about the length and lateness of the school day. Previous drafts provided more time during the school day for passing periods and lunch, but in order to release earlier in the afternoon, the district shortened them. Few minutes, less instruction time. She reiterated the schedule was designed to provide an adequate amount of instruction time for all schools in between the maximum within the contract and the minimum required by the State provided that amount of instruction time and fair. Ms. Delf concluded the board would be considering it as an Item for Action at a future meeting.

Ms. Levis had been absent at the forum, so asked if anything came out of it that was not reflected. Ms. Hays said what surprised her was the desire for Friday particularly from parents and staff. Ms. Hays clarified the schedule was an Item for information because the bell schedule was set by the superintendent and not by the board.

XII. CONSENT GROUP – ITEMS FOR ACTION

1. Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects
2. Approve Meeting Minutes from the Board Meeting on April 4, 2018

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

VOTE: The motion was approved unanimously, 7:0.

XIII. ITEMS FOR ACTION

1. Approve Long Range Facilities Plan (LRFP)

Dr. Balderas said the board saw the LRFP in a previous work session. Ms. Walston clarified the LRFP was not for the bond, partly because it was required by the state and partly because it provided access to an \$8 million match from the state.

Ms. Levis asked about the questions brought up in public comment. Dr. Balderas said in regards to demographic changes, all the numbers had changed since the 2013 plan. Ms. Levis said there was a critical piece in LRFP between alternative and neighborhood schools that set up separateness. Dr. Balderas said El Camino del Rio was a neighborhood school but also an immersion program, rather than a true magnet program. Alternative immersion programs were choice schools, whereas neighborhood schools drew from the neighborhood. Ms. Levis asked if anything was brought up during public comment that concerned him about passing the LRFP. Dr. Balderas responded no, it was a framework to consider that could be reworked later on.

MOTION: Ms. Hays made a motion, seconded by Ms. Sundgrenz, to approve the Long Range Facility Plan.

VOTE: The motion carried unanimously, 7:0.

2. Approve Board Resolution on Safe Schools

Ms. Levis read the updated board resolution on safe schools out loud. She explained the resolution was put into legislative format and legal counsel made changes to have consistency in how it spoke about the board, and she deleted one paragraph. Ms. Levis said they discussed zero tolerance, and legal counsel explained the updated wording was legally permissible.

Ms. Sundgrenz wanted to make a suggestion around zero tolerance. Mr. Torrey explained Roberts' Rule and said after someone moved to adopt the resolution, Ms. Sundgrenz could move to amend the document.

MOTION: Mr. Torrey made a motion, seconded by Ms. Levis, to approve the Board Resolution on Safe Schools.

VOTE: The motion carried unanimously, 7:0.

MOTION: Ms. Sundgrenz moved, seconded by Chair Nittler, to change the wording in the fourth paragraph from "zero tolerance" to "maintain a no gun policy."

VOTE: The motion did not carry, 0:7.

Ms. Sundgrenz explained an instance Chair Nittler mentioned during the last meeting, in which the wording could hinder a student for a lifetime. Ms. Levis would not second, as they had already met with legal counsel and she wasn't comfortable changing the wording. Ms. Newman thought it was state law that if someone showed up at school with a gun it was different from the resolution, because the school district was required to act. Dr. Balderas said yes, they were required to act in certain circumstances. Ms. Walston said not quite understanding the difference; she thought the wording more or essentially did the same thing. Ms. Sundgrenz didn't have a problem leaving it in.

Ms. Walston thanked everyone for their work, and reminded the community it was a resolution and was not policy, but she felt everyone should uphold the values in their daily life. She thanked Mr. Shannon of EEA for encouraging the board, and concluded arming teachers was asinine.

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Approving Board Resolution on Standard Schedule by Level

Chair Nittler suggested voting on the resolution on the standard schedule that evening if the board felt comfortable.

Ms. Nesbit said in the district agreement with EEA, the board's role was to approve a schedule by level, which included giving the district superintendent guidance on the length of the instructional day and how early releases were done. Ms. Nesbit prepared a resolution which was in the board packet. The resolution included, instruction on early release days, the standard minutes for each level, parameters on advisory, directed superintendent to establish schedule for ECCO within the parameters. In addition, the offsets provided by Oregon law would not be granted without board approval.

Ms. Levis wanted to ensure the resolution gave them standards across the school district, but did not lock them into a schedule; it only locked them into the number of minutes. Ms. Nesbit confirmed it only focused on minutes, but the schedule was built around the 3x5.

2. Consider Approving a 10-year Lease with St. Vincent de Paul for the First Place Family Center Site

Dr. Balderas explained First Place Family Center had been within the building since 1991. The organization asked for a 10 year lease in order to apply for a \$120,000 Community Development Block Grant (CDBG) to renovate the facility. Since St. Vincent de Paul did not own the site, if there was any default on the loan the district would be liable to pay \$12,000 a year throughout the loan term. Dr. Balderas saw very little risk in First Place Family Center so recommended the board move forward to approve the lease at a future meeting.

3. Receive Recommendation for the Future Location for Early College and Career Options (ECCO) High School

Dr. Balderas said it had been discussed with the board about a possible move of ECCO to the Bailey Hill site. The district wanted to work with all three programs to find the best space.

Ms. Hays said ECCO was currently at LCC and the district assumed there would not be a renewal. She knew programs were moved a lot, but it didn't mean the impact wasn't there. She supported Chair Nittler's suggestion to visit the space as a board, and encouraged staff to work with the programs to find adequate space. For the Natives Program, it wasn't only about the number of staff and students, but about all the supplies and cultural artifacts that needed space. Ms. Hays wanted a place for all programs and wanted to do it in a way where people could feel good.

Mr. Torrey agreed it was a good idea to do the tour. For transparency, he asked what programming took place at the site specifically for the Natives Program community. He wondered if there were students there during the day or after school, and needed a better sense of what happened there. Mr. Torrey understood there were two district staff members who worked in the program and he wondered if they were communicated with. Dr. Balderas understood there was a weekly program afterschool for students who identified as Native American, as well as a weekly family feed program. There were about seven or eight classrooms full of equipment used in teaching, and the staff spent most of their time out in schools. Both staff had been communicated with.

Ms. Levis asked if ECCO had to be in a different place the next year. Dr. Balderas responded they had one more year. Ms. Levis stated the board created an unintended consequence of pitting one program against the other and she felt the same with North Eugene High School and YG, and wanted to reinforce that there were not many resources. The district had looked at places for ECCO for a while, but each option was a minimum of \$10 million. Ms. Levis felt they needed to find ways to help process the issue and figure out some different solutions and showing respect to those programs. She said the Natives Program was vital to community, but

the feeling from community was not the same though. Ms. Levis thought having the board spend time to process and think of different solutions could help.

Ms. Walston agreed with Ms. Hays about programs needing space. She repeated they needed a plan for YG before moving forward. The YG community had been coming to the board for two years with the same request. Ms. Walston thought the board could surely come up with some rudimentary plan for YG, and Corridor and Chinese immersion programs hadn't even been discussed. Ms. Walston wanted support and wanted a discussion, because she thought they jumped into some things without thinking about those unintended consequences.

4. Consider Adopting Resolution #2018-03 for Supplemental Budget No. 3, Making Appropriations for the 2017-18 Fiscal Year

Ms. Belz pointed to the last three pages in the agenda packet, which shared the third and final supplemental budget for the school year. She said it was a small supplemental budget and included two items, including IB testing reimbursements and a half-time position to support transportation for after school programs. There was also a small use of contingency for Boosting and Enriching Students Today (BEST) Program.

Chair Nittler wondered what the Multi-Tiered System of Supports (MTSS) Coach was and wondered about the benefit. Dr. Balderas said it was a shared staff member who helped support county efforts to move forward. Dr. McGaughy said the MTSS coach was being trained by the Oregon Department of Education to be a regional trainer for MTSS. If they remembered back to the behavior framework, the whole structure was a MTSS, so it was a way for the district to get a fully trained staff member. Ms. Newman asked if the shared staff was person with Linn-Benton. Dr. McGaughy said the grant paid for 130 days of the coach's time to do regional training in that area and the other time she was the district's data team coordinator. Ms. Walston was happy the district was using contingency funds for BEST program.

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

Ms. Newman said they agreed to take a bigger look at Bailey Hill and wondered how to do that. Ms. Walston said June 6, 2018 was the first read of the resolution for the bond. She hoped to have a plan outlined with a due date before June 6, 2018 to keep the faith and trust of the community and voters. Ms. Levis agreed; once they had the reading they would set themselves on a path. They needed to have a plan for somethings. Ms. Newman asked if it was appropriate to put on the agenda. Chair Nittler said yes.

Ms. Hays wanted to check on calendars; she didn't want that on June 6, 2018. She wondered if they could do a work session on May 30, 2018. Dr. Balderas said that could be possible.

The board returned to public testimony until adjournment.

XVI. ADJOURN

Chair Nittler adjourned the meeting at 9:59 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas

District Clerk

Eileen Nittler

Board Chair