

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

January 23, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:15 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 January 18, 2019, and published in *The Register-Guard* on January 23, 2019.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Kerry Delf, Chief of Staff
Andy Dey, Director of Secondary Education
Cheryl Linder, Director of Student Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Associate Director Finance
Chris Ellison, Transportation Manager

STUDENT REPRESENTATIVES:

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

MEDIA: KRVM, Register Guard.

OTHER: Tad Shannon, Eugene Education Association President; Tony Scurto, Superintendent Lane Education Service District; Linda Hamilton, Board Member Lane Education Service District.

I. WORK SESSION:

Chair Hays called the work session to order at 5:17 p.m.

1. Local Option Levy Discussion

Dr. Balderas explained the board would discuss when to go out for the local option levy. There were three elections to choose from: May 2019, November 2019, and May 2020.

Ms. Delf shared a PowerPoint presentation entitled, "*4J's Local Option Levy*."

Ms. Delf explained that a local levy supported day to day district operations. It was a property tax that supported the district for a number of years. The levy was one of two ways for local entities to fund public education, the other being capital bond measures which only funded construction projects, technology, and buses. The levy would provide \$17 million per year which equated to around 27 school days, or 161 teachers.

Ms. Delf shared a graph showing levy revenue over time. Chair Hays verified the graph projected future revenue. Ms. Delf said yes, it was a rough calculation using that year's costs.

Mr. Torrey clarified that the district couldn't cut 17 days of school and be in compliance with state requirements. In reality, the district could only eliminate staff, which meant larger class sizes. He would hate to give people impression the school year could be shortened when it wasn't an option.

Ms. Nittler wondered state policy on furlough days. She knew the district had some in prior years. Ms. Delf responded if there were too many, the district would be out of compliance with the Oregon Department of Education (ODE).

Ms. Walston wondered how much money it cost to reduce each class by one student. Ms. Delf would need to find updated figures, but the estimated average cost for all grade levels was about \$2 million.

Ms. Delf explained the maximum levy rate was \$1.50 per \$1,000 of assessed property value but most taxpayers pay less. In 2017, the average rate in property owners' tax bills was \$1.01 per \$1,000. The levy was limited by assessed value rather than real market value.

Ms. Delf stated voter approval was required to pass a levy. Oregon law limited its length to five years. 4J's levy was first approved by voters in 2000. It was renewed in 2004, 2008, and 2014. The current levy expired in June 2020.

Ms. Delf explained the two potential scenarios possible. If the levy was renewed, local revenue would continue to support 4J schools at current service levels, and there would be no change in the property tax levy rate. There wouldn't be an increase in funding to schools, but it would help maintain current services. If the levy was not renewed, \$17 million must be cut from the district's annual budget an 8% reduction.

Ms. Walston wondered when the budget impact would be felt if the levy wasn't passed. Ms. Delf responded academic year 2020-2021.

Mr. Torrey understood the district could ask for higher rate, but the board had always determined to stay at 1.5% as opposed to going up to the maximum possible of 2.5%. Ms. Delf said staff didn't expect doing so would increase revenue by any significant amount. Mr. Torrey was in favor of not raising the rate. He noted the community was very generous with the district in the past and in passing the bond measure.

In response to a comment from Ms. Walston, Chair Hays said the Lane County tax assessor did a really good job of explaining how a levy worked and its effects on property owners. She thought the board could invite them to a future work session.

Ms. Newman asked how long the levy had been available to use as a tool. Ms. Delf responded only since 2004, the first time it was passed.

Chair Hays wondered when termination notices were sent if the levy didn't pass. She was told Spring 2020.

Ms. Delf shared the record of voter support for the last levy renewal. Generally, there was strong community support. During the last renewal in 2014, there was majority approval in every precinct with 76% of residents voting in favor.

Ms. Delf explained a proposed election timeline. Ms. Delf only listed 2019 election dates, although 2020 was still an option. However, if measure was on the May 2020 ballot and didn't pass there would be sudden deep cuts to funding.

Ms. Delf shared the board's decision timeline:

- Measure filing deadline:
 - For May: March 21, 2019
 - For November: September 5, 2019
- Earliest possible decision timeline: Future action February 6, 2019, action February 20, 2019
- Latest decision for May ballot
 - Board action March 6, 2019 (filing deadline is the day following the March 20, 2019 meeting)
- Latest decision for November 2019 ballot:
 - Board action in August 2019 (filing deadline is the day following September 4, 2019 meeting)

Ms. Delf shared there was the May 2020 election as a third option, but it was not recommended.

Ms. Delf explained considerations for each election timeline.

- May 2019:
 - Pros: two more ballots before levy expires; economic conditions more known; election result known sooner, frees time and attention for other issues.
 - Cons: potential lower election turnout; short span between elections; short time for information campaign; same time as school board election.
- November 2019:
 - Pros: one more ballot before levy expires; potential greater election turnout; longer span between elections; longer time for information campaign.

- Cons: economic conditions more unknown; longer time when board time and attention is focused on levy.
- May 2020:
 - Pros: final election ballot before levy expiration in June 2020.
 - Cons: not recommended unless voters do not approve levy renewal in 2019.

Ms. Delf pointed out it would be important to consider what other bonds and/or levies would be on the ballots.

Mr. Torrey clarified any of those dates would start the levy on the first of July 2020. He thought May and June 2019 were ideal as the current levy stayed in effect until the last day of June 2020. Ms. Delf said correct, the election chosen would not change the clock. Regardless, the present levy would end 2020 and the next levy (if passed) would run July 2020 to June 2025.

The board began discussion.

Mr. Torrey assumed the board would also discuss the issue in a regular meeting. Chair Hays thought board members needed to have a deeper discussion that evening if they were to consider filing in May 2019, future action would take place February 6, 2019 and action on February 20, 2019.

Mr. Torrey favored the May 2019 election. He addressed the pros and cons. He thought the short timeline for an information campaign was somewhat of a benefit in that regard, because there wouldn't be a lot on the May 2019 ballot, although the district didn't know what other agencies would go out for funding.

Ms. Sundgren agreed with Mr. Torrey. Although May elections traditionally had a lower turn out, people were more engaged, and she thought more folks would turn out than traditionally expected. In addition, November elections often had more competing measures.

Ms. Nittler also agreed with other board member comments, but she was concerned because of the recently passed bond measure. The board would need to explain and justify the request to voters.

Ms. Walston was concerned about the May 2019 ballot. It was a short amount of time, and the district just recently asked for funding. She was also concerned about volunteer burn out. Additionally, if the County put something on the ballot, only a month after paying income taxes, there was a certain potential for back lash. On the other hand, if May 2019 failed, there was another chance in the fall.

Ms. Newman agreed with the points made; however, she had some unease about the current economy. She preferred having two potential shots to pass a levy.

Ms. Nittler asked if Lane Community College (LCC) would have a measure on the ballot. Ms. Delf thought LCC might go out for a bond measure in 2020. In 2019, the City of Eugene might put the Lane County Courthouse on the ballot.

Chair Hays appreciated Ms. Delf's presentation. She outlined the worst possibilities; either the levy didn't pass, and the district had to lay people off; or, the levy passed in May 2020 and the district had already sent out lay-off notices.

Chair Hays acknowledged the board and district asked a lot of volunteers and the overall community; the board had its work cut out. She noted it would be devastating to lose levy funds. It was important to continue messaging with the community.

Mr. Torrey asked Ms. Delf to explain what happened if the measure didn't pass, and how the district would determine where to cut funding. Dr. Balderas said staff would look at options and opportunities to reduce impacts, then approach the board with a package of recommendations. Mr. Torrey noted that under the union contract, the district had to inform employees of their termination by a certain date. Dr. Balderas said the date to notify was March 15 annually under state statute. Dr. Balderas didn't recommend waiting for the final election date.

Ms. Walston said any cuts would clearly affect staffing. She wondered if the board could have a draft resolution on more details during the next meeting. Additionally, Ms. Walston hoped to have a couple community forums. She thought part of the bond's success was due to community outreach.

Ms. Delf said the levy would be a future item for action at the February 6, 2019 meeting and an item for action on the February 20, 2019 meeting, in order to meet the March 21, 2019 ballot deadline.

Dr. Balderas and staff would come up with a possible timeline and a community forum schedule.

Ms. Newman asked if one forum would be held before the filing date and one after. Ms. Walston thought the board should set forums as soon as the board took final action. Chair Hays thought one should be held before a decision would allow community members to understand the district's reasoning. It was always helpful to get feedback and understand where things might be confusing to the community.

Mr. Torrey claimed the levy would receive recognition in the media. February 6, 2019 was the perfect time for people in the community to provide comment. Public testimony would provide the board with an idea of what questions remained.

2. Alternative High School Programs

Dr. Balderas and Mr. Dey presented a PowerPoint entitled "*Alternative High School Program Improvement*."

Dr. Balderas wanted to provide background on Eugene Education Options (EEO), the umbrella that ECCO was underneath.

Dr. Balderas explained the currently alternative options and programs included the in-house GED program which included a Spanish component, ECCO, Career Technical Education pathways, private alternatives, and comprehensive high schools. Some of the programs were currently housed in Lane Community College and needed new locations. Overall, the district was looking for a realignment of programs.

Dr. Balderas shared there were two different models.

The Specialization Model:

- Relied on the expertise of individuals.

- Tendency to work in silos or isolation.
- Tendency to only work with students who “fit” their area of expertise.
- Instruction and groups are rigid according to assignment and staffing.
- Created unintended consequences like lower graduation rates, higher drop-out rates, and students being sent out of their neighborhood schools.
- Defended and supported the status quo at the systems level.

The Community Model:

- Relied on teamwork and collaboration.
- Instruction and groups were fluid according to student need.
- Learning is viewed as progressive. Model is adaptive to changing student needs and demographics.
- Moved the system toward change and improvement. Cost neutral.
- Created the intended consequence of a laser-like focus on personalized learning and student achievement for all. It will result in higher graduation rates and lower dropout rates.

Dr. Balderas explained ECCO, GED programs, and comprehensive high schools were the main avenues currently available to students. The district wanted to develop multiple pathways to provide options and opportunities for kids. He strongly believed there needed to be an alternative education program.

Dr. Balderas covered some options. First, the home instruction and GED programs could be expanded. The district was also developing an online program with a possible night school component. Having multiple options would allow students to participate in “blended learning,” meaning students could have the opportunity to enroll in online coursework, while also having face time with an instructor.

Dr. Balderas stated the district would continue relationships with private alternative education programs as well as charter schools. Additionally, there were six state endorsed CTE pathways, which the district planned to continue expanding in schools.

Dr. Balderas commented that to improve multiple pathways, the district would continue to align accelerated learning programs (to provide dual credit) and expand credit recovery options. Additional full time equivalent (FTE) employees could be provided for more credit recovery support. Doing so would allow students to stay in their home schools for credit recovery.

Ms. Newman asked for an example of private alternative. Dr. Balderas responded Looking Glass, which also provided wrap around services.

Mr. Torrey clarified whether accountability for graduation rates rested on an individual high school. Dr. Balderas said yes. Mr. Torrey understood that currently if a student left a comprehensive high school and went to ECCO but failed to graduate, that student impacted ECCO’s graduation rate, rather than the home school. He thought with the change, high schools would have extra emphasis to ensure a student was given all supports available in their home high school. Dr. Balderas agreed, it would ensure the district be fully accountable for every student.

Dr. Balderas shared the slide, “How do we get there from here?”:

- ECCO shifts from a school to a program. All students currently in ECCO will be able to continue at the new site.
- Determine a site plan and location for ECCO that fits the vision of access, support, and supervision—Ed Center
- Shift resources to the comprehensive schools to expand credit recovery options and opportunities.
- Continue to expand CTE pathway opportunities for students (Measure 98).
- Move staff according to student need so that each program and school has the resources they need to be more successful.

The plan would also provide transportation to different programs.

In response to Dr. Balderas, Ms. Sundgrenz asked if the prefabricated buildings, to be installed at the new ECCO site, were manufactured units. Dr. Balderas said no, the buildings looked more like school facilities.

Ms. Newman asked for the lifespan of a prefabricated building. Dr. Balderas said it was a permanent sited building, so it lasted longer than modular units.

Ms. Walston asked if shifting of resources would come from current ECCO staff or new hires. Dr. Balderas responded that would be determined later. The district would work with current ECCO staff to determine programming. He assumed they could augment the comprehensive schools with current ECCO staff.

Ms. Walston asked if the change would affect the entry process for ECCO and if it would affect school change in any way. Dr. Balderas saw the district moving into a plan that would take a couple of years to fully flush out. Mr. Dey said there were a variety of ways to access services at ECCO, but it was difficult for the program when a student was significantly credit deficient and entered the school late junior or early senior year. In those cases, there were limited opportunities to catch up on credit. He envisioned that there would be similar ways students could access services at ECCO in the future but with more fluidity between ECCO and the comprehensive high schools. Access could change based on needs of students.

Ms. Newman asked who acted as the gatekeeper for ECCO. Mr. Dey said entrance was currently a team decision.

Ms. Newman asked if, with the change, a student from a comprehensive school could enroll in a single class at ECCO. Dr. Balderas said it was to be decided. Likely, the district would work on ensuring there was full CTE programming at comprehensive high schools and offer transportation for students to access that programming.

Ms. Nittler wondered if any of the changes would trickle down to the ninth grade and middle school levels. Dr. Balderas responded the current focus was on high schools.

Ms. Sundgrenz asked if there were red flags for those students with significant credit deficiencies. Dr. Balderas viewed that actual graduation rates as an “autopsy report,” as that wasn’t seen until the end of the year. However, there were on track indicators all the way throughout the system to ensure students were on the way to graduate. Each year, staff needed to ensure students received the right credits.

Mr. Torrey thought there was a tremendous advantage for ECCO students to take classes at comprehensive high schools for CTE. Dr. Balderas said a centralized location for ECCO made the possibility much more accessible. Dr. Balderas said the concept was to provide students with the opportunity to take programming at comprehensive high schools.

Mr. Torrey wondered if current ECCO juniors would have the right to stay enrolled in the program if they wanted to. Dr. Balderas said yes, the district had made a covenant with them.

Ms. Walston recalled discussing the ECCO name four years ago. She understood they had to move from LCC, but she wondered if there would be negative effect on students, if they weren't in a college setting where higher aspirations displayed daily. Dr. Balderas said the aspiration of having an early college career education didn't come to realization through articulation with LCC. He thought if the district could provide more articulation with transportation to LCC or UO for particular programs.

Ms. Levis arrived at 6:14 p.m.

Dr. Balderas concluded the presentation and reiterated the ultimate goal was to provide different pathways for differing students to be more successful during their 4J journey.

Chair Hays clarified that the decision for program moves was up to Dr. Balderas, while construction decisions were up to the board. Dr. Balderas said yes, however, school moves were also up to the board. He added no decision was made in isolation.

Ms. Levis appreciated the presentation. She thought ECCO was a great school but hadn't reached its full potential, so she was happy they planned to engage more students. Ms. Levis noted the idea was multiple pathways, but it was also creating multiple points of contact for students -- being in a traditional four-year high school wasn't right for all kids. She appreciated looking at the issue in a systematic perspective as education was a critical part of a teens' life.

Ms. Newman liked the potential to really individualize for each student. She thought there would likely be more success to engage them, if the district met the kids' needs. Dr. Balderas agreed and said in the ideal world, there would be a personalized education plan for every student from kindergarten onward.

Mr. Torrey was supportive of the proposals. He really liked the idea of implementing a credit recovery program freshman year rather than the end of sophomore year. He thought kids often made the decision to leave school at the end of their sophomore year, when really a diploma was key for future employment. Additionally, Mr. Torrey thought the district could improve access to LCC and UO for students to take college courses.

Dr. Balderas added the district would consider expansion of summer school programs to aid students in credit recovery. Mr. Dey said the district devoted a lot of resources toward summer school to assist students in earning their diplomas. He thought there was merit in helping students at the end of their senior year, however, ideally that number would become lower because intervention occurred earlier.

Chair Hays addressed programs to help certify teachers. She thought summer and evening school options were great way to certify teachers and allow them to complete student teaching

while still working. Dr. Balderas added the district could also look at different calendar options. He thought ECCO-type programs were well suited for year-round opportunities.

Chair Hays adjourned the work session at 6:24 p.m.

II. REGULAR MEETING

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

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Hays led those present in the pledge of allegiance.

IV. AGENDA REVIEW

There were no changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas recognized Lane Education Service District (ESD) Superintendent Tony Scurto and Lane ESD board member Linda Hamilton.

Dr. Balderas informed the audience the board held work session on the local option levy and Eugene Education Options programs prior to the regular meeting. Dr. Balderas reinforced the district was committed to all students and understood students needed different educational options to choose from. The district would continue to refine and develop pathways for all 4J students in comprehensive schools and alternative programs.

Dr. Balderas looked forward to siting a new location for ECCO, within district boundaries. The board had discussed potential locations over the past two years.

Dr. Balderas had an opportunity to attend the State Board of Education meeting in Tillamook as superintendent advisor. Being involved allowed him a greater understanding of the State Board and its policies and allowed him to provide input from a superintendent perspective.

VI. REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Tiffany Huang reported student government was planning for the winter assembly, which included dance performances from different student groups. Student government continued to work on intermittent projects to improve South Eugene High School. Ms. Huang said winter sports were in the midst of the season and were performing well. On January 29, 2019 the parent council would hold an educational event on consent and healthy relationships, and on January 25, 2019 Lane Workforce Partnership would conduct a workshop on hiring processes.

Zoe Chilhorek shared that IHS staff continued to work hard on Educational Opportunity Service (EOS). Additionally, the district was in the middle of its school choice period, so IHS hosted 8th grade open-house nights at host campuses. IHS administration was reexamining curriculum, and freshman teachers were meeting to discuss possible new literature they could incorporate. Staff also began discussing realignment of the 10th and 11th grade curriculums. Part of the goal was to have an equitable worldwide view when analyzing different historical events. Ms.

Chilhorek noted penny wars ended and \$2,100 was raised, half of which was donated to 15th Night, while the other half was donated to Tahirih Justice center.

Hannah Mitchell said that evening at North Eugene High School was school choice night, which allowed potential students to tour, understand extracurricular offerings, and meeting staff and students. That Friday was dedicated to forecasting. Sports were active, with a four high school swim meet and basketball games approaching. Finally, January 30, 2019 was the school's Martin Luther King Jr. Assembly.

Crystal Finnerty said ECCO leadership was discussing prom plans. Counselor Kelly was teaching lessons in advisory on FAFSA applications and OSAC essays. Many students were beginning to take GED tests, if their GPA was below the eligibility requirement for Oregon Promise and other grant options for higher education.

During the work session that evening, Ms. Finnerty was disheartened to hear ECCO would be switched to more of a program rather than a school. She didn't think students were communicated with about plans or involved in the process. Ms. Finnerty highlighted the strong community built by students and staff at ECCO -- it was not solely around programming. The student population at ECCO needed to feel connected and engaged to reach success. She hoped the board could collaborate more with ECCO and form an improved plan.

Chair Hays stepped out of the meeting. Vice Chair Levis led the meeting until her return.

VII. ITEMS RAISED BY THE AUDIENCE

Ms. Levis read the district and board policy on providing public comment.

Linda Smart shared that in her classes at Kelly Middle School, they discussed social justice frequently. Coincidentally, on the same day the class had a presentation from the Mission, a note from a former student came to her the other day about how their family was currently sleeping in their car. She worked in other areas of 4J and noticed the population at Kelly Middle School was different. She observed that many district policies were created with the thought that "one size fits all." But there were areas in which one size did not fit all students. Kelly Middle School had the neediest kids and the most diverse population, but there were limited electives (i.e. limited band sections, limited arts, no drama, and no choir). Ms. Smart thought maybe her perceptions on policy decisions were inaccurate, so she compared Kelly Middle School to other area schools. She found Roosevelt and Monroe middle school offered many more electives, like yoga, cooking, etc. Ms. Smart was curious why students were not being treated equally.

Colleen Young introduced herself as a teacher at Kelly Middle School. Ms. Young highlighted two studies. First, a 2017 study showed 61% of teachers found work was always or often stressful, thus leading to burn out and health issues (depression, anxiety, insomnia, and physical ailments). Second, a 2016 study found students were affected by teacher stress in two ways -- students exhibited lower levels of social adjustment, and lower levels of academic performance. She saw the trend happening in schools, especially at the elementary level.

Ms. Young pointed that currently staff had very little say in developing curriculum or in decision making processes, which was demeaning and dispiriting. However, Ms. Young thought there was hope. According to both studies, strong collaboration between teachers and parents, administrators, and community led to lower stress levels. Those kinds of systems had to be created. Kelly Middle School asked that the board and district take two meaningful actions: 1)

create systems for decision making that included teacher representation and gave teachers power in affecting outcomes; 2) survey teachers regarding their physical and mental health, then release the information publicly with steps the district would take to improve.

Roscoe Caron was a retired 4J middle school teacher, as well as a member of Community Alliance for Public Education (CAPE) and the Oregon Public Education Network (OPEN). Mr. Caron expressed concern about top down management in 4J. He felt strongly because he experienced being a teacher when life wasn't that way. Mr. Caron ended his teaching career at Kelly Middle School. When he first began at Kelly Middle School, it was in the midst of a reinvention. Staff took it upon themselves, with support from administrators, to make a schedule that worked best for the individual school. Teachers collaborated with one another and parents, and trained staff in project-based learning. It was the opposite of current happenings in 4J. He was unsure a school would be allowed to act as staff at Kelly did. Mr. Caron concluded that when any organization worked from the top down, workers felt micromanaged, and it created an unhealthy system that wouldn't fulfill promises.

Larry Lewin was a retired 4J teacher, a part-time instructor at UO, and member of CAPE and OPEN. During Mr. Lewin's time in 4J, he acted as a Language Arts Teacher on Special Assignment (TOSA). His favorite part of the job was to go to schools on various language arts topics of interest. Mr. Lewin remembered going to Kelly Middle School, where staff was eager and energetic to learn new techniques. Staff development was building based. As a TOSA, Mr. Lewin asked what teachers needed in order to do their jobs better. Of course, some trainings were district wide. Mr. Lewin urged Dr. Balderas to ask building principals and teachers what their needs were for in-service and staff development workshops.

Stephanie Birmingham was a teacher at Kelly Middle School, reading a letter on behalf of Alison Harn. Ms. Harn was a program data coordinator; she shared data affected by removal of necessary special education (SPED) classroom supports and lead teachers, including decreases in attendance, average GPA, and the percentage of students passing core classes. Interestingly, other populations in Kelly Middle School had improved attendance. Teachers believed there was strong correlation between removal of supports and negative trends. Now, one SPED teacher was responsible for preparing IEPs and they did so outside of contract hours. Staff was concerned by how changes were affecting staff and student stress levels and hoped board members would take the data into consideration.

Justin Potts voiced his support for Twin Rivers Charter School and ECCO. Mr. Potts had been a school psychologist for 11 years, and one continuous school assignment he had was Kelly Middle School. Mr. Potts highlighted data from Fall 2010. During 2010, there were 70 SPED students total. Of those, 10% were served in a program focused on behavioral supports with a dedicated teacher. Each of the two additional sped teachers served caseloads of 28 and 25 respectively. The remaining 10 students were primarily speech communication. Now, in 2019, one SPED teacher served all 40 plus students. Mr. Potts explained that one case manager was responsible for creating 15,960 minutes of specially designed instruction per week, which equated to 260 hours a week -- those figures didn't include speech services. In addition, over 600 minutes a week was solely to support behavior and social skill goals. Mr. Potts claimed even though the CLCB program was shuttered the last year, the students were still there. He had yet to see additional EA support promised by the district in 2018; even if the school had received the EAs, it wasn't a substitute for qualified SPED teachers providing direct support to students. He hoped the board understood it was a shared concern.

Brian Naghski was a science teacher at ECCO. Mr. Naghski was deeply disappointed because the ECCO student body and staff were not consulted about program moves or changes. Mr. Naghski explained when he moved to ECCO, he moved to a school, not a program. To him, it seemed those two words had dramatic differences. He urged the board to do its due diligence and speak with students. The idea that the district would be able to transport students from one building to another for coursework, while maintaining engagement and community, was inaccurate and not true. In his mind, implementation of CTE programs within ECCO was a mechanism to chase dollars. Mr. Naghski stated ECCO students were people; before introducing new or different programming, they needed to have love, food, and security. ECCO worked with some difficult people who lived in the community, but because of staff support, those students moved on from ECCO and became amazing people. The board needed to think about who would be impacted by their decision. Mr. Naghski concluded his room was always open for visits.

Theresa Hilkey taught at ECCO. She explained that last year, 26 students entered ECCO for credit recovery, with the idea they'd return to their comprehensive high school. All but three stayed at ECCO. The school was more than a name or a place -- it was a community. It was important for the district to spend time asking ECCO kids what they needed. She challenged the board to talk with teachers and students. Ms. Hilkey couldn't look at her students and tell them the current plan without heartbreak.

Glen Martz was a retired Bethel principal and current member of the Eugene Rotary Club and president of the Airport Rotary Foundation. A year ago, the Foundation Board decided to add ECCO to its scholarship distribution list. He broke down scholarships awarded to date. ECCO had three seniors in 2018 that each received \$2,000 scholarships. Over the last 22 years, 62 North Eugene area students were awarded scholarships. Mr. Martz invited the board to an auction at Valley River Center on Friday, February 22, 2019.

Maia Treder was a former school board representative and former ECCO student. Ms. Treder didn't have words for her disappointment with the current program move situation. She felt the decision was systemic; students were "dumped" at ECCO because programs at other schools were not sufficient, but it was impossible to expect one school to pick up all the slack of other comprehensive high schools. Ms. Treder thought alternative education was not receiving the attention deserved despite the board's discourse over the past year. There was now less than a year to prepare a new location for the school, which was absolutely unacceptable; at none of the other schools would such a pressing matter be allowed to go unresolved for so long. Ms. Treder noted that on October 24, 2018 the program move to Bailey Hill was unanimously approved by the board. She felt the lack of communication was a shortcoming by administrators. It was unfair to students, staff, and the programs currently inhabiting the Bailey Hill school site.

Jason Miller taught at Kelly Middle School. He was concerned about the future of Kelly Middle School and hoped for transparency from the board. That evening, however, Mr. Miller was speaking as an ECCO parent. His daughter was bullied and didn't feel accepted at her previous comprehensive high school. She transferred to ECCO where she felt accepted. She found a community and home there. Now, she was an honor student that would graduate early. Mr. Miller explained that if she had been asked to return to her home high school, she would not have gone -- she would have dropped out, even coming from parents who were both educators. At ECCO, his daughter was given hope for education and for her future. He wondered, as a professional, what the district would do with ECCO to ensure it had the same community and programming after the move.

Alice Warner was a temporary teacher at ECCO. As a new person in the ECCO community, she was concerned because students and teachers needed time and support. Students needed to know that year after year they would have the time to do what they needed to do. The constant changes created danger, triggered trauma, and retraumatized people. Additionally, constant changes would not support student success -- stability would. Ms. Warner loved the diversity of her classroom and the amazing uniqueness of students there. She hoped the board and district would listen to the experts -- the ECCO student body alumni.

VIII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president EEA, thanked staff and students of Kelly Middle School and ECCO to speak on behalf of their programs. Mr. Shannon thought situations were reflective of the strain the system was under. Teachers were seeing it manifested in many ways, such as behaviors at the elementary level and the upper grades.

Mr. Shannon pointed out the nation was seeing a wave of activism on the part of educators. For example, Los Angeles School District, the largest district in the nation, settled a 6-day strike. The settlement deal was not only about benefits and salary; the thrust of the effort capped class sizes, hired full-time nurses for every school, and librarians for every middle and high school by Fall 2020. Finally, the union won a significant concession on standardized tests. Next year, a committee would develop a plan to reduce the number of assessments by half. He mentioned that experience because it was the eighth walk out nationally in the past year. There was growing recognition that public education was not doing right by students.

Mr. Shannon was happy to say EEA worked with the board to finalize a joint resolution recognizing the need for strong action and increased revenue toward education. Mr. Shannon invited community members and the board to Salem on February 18, 2019 to call on elected representatives to increase revenue toward education in the state of Oregon.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Walston attended the Martin Luther King march that month, as well as a kindergarten field trip. She also had coffee with a prior student representative.

Ms. Sundgrenz thanked staff, Ms. Treder, and Ms. Finnerty for providing advocacy.

Ms. Nittler addressed ECCO comments. Ms. Nittler sensed students and teachers felt the district was acting punitively toward ECCO. She thought the district was aiming to create a more comprehensive system where there wasn't one school that was supposed to "fix" kids, but rather one that offered kids the most personalized education possible. Ultimately, Ms. Nittler said she saw things from a different perspective.

Ms. Newman agreed with Ms. Nittler. One board and district goal focused on creating options for individual students. She admitted it was tricky to do so, without creating unintended consequences. Ms. Newman knew she and the board wanted to hear from students and teachers because they were experts. Over the past week, Ms. Newman attended a performance at Edgewood Elementary School. That day, Ms. Newman met with three different kindergarten teachers to discuss the transition from pre-kindergarten into elementary schools, and how it could be smoother and more welcoming.

Mr. Torrey was impressed with students who attended the MLK walk that Monday. He discussed the importance of the walk's message and what it meant to students. Mr. Torrey addressed the ECCO situation and noted change was always traumatic. The district and ECCO always knew LCC was not a permanent option. No matter what direction the district chose to go, ECCO students would have a place to go. He hoped folks would send questions and concerns to the board's email address, board@4j.lane.edu. Specifically, Mr. Torrey wondering what the community thought would be lost by the proposal discussed that evening.

Ms. Levis thanked speakers. For her, it was never easy hearing district problems during public comment, since she couldn't have a discussion with folks. She loved that they were having the conversations to reach a better result. Ms. Levis asked Dr. Balderas for information on equity between schools, per Ms. Smart's testimony.

Ms. Levis addressed the work session; she hoped to schedule another session where the board could have a more robust conversation. She also wanted to have a better understanding of the supports dedicated to SPED. She was troubled by things heard that evening and wanted to keep working together to reach solutions.

Chair Hays also attended the MLK march and was happy to note there were sign language interpreters present. She challenged 4J to ensure that NAACP advertised that the event was going to have interpreters, otherwise people needing the service wouldn't come.

Chair Hays reminded the public that all board work was done in public, so the decision-making process was drawn out. She noted the board had discussed moving ECCO to Bailey Hill but heard from the community that it was not a desirable option. She acknowledged it looked like they were playing "catch up" but it was really because they took time to create a better plan. She understood how it could be frustrating for the community.

X. CONSENT GROUP – ITEMS FOR ACTION

1. Accept Lane County School District 4J Comprehensive Report
2. Accept Financial Report for KVRM 91.9 FM – 1280 KVRM AM for the 2017-18 Fiscal Year
3. Approve Minutes from Work Session on December 5, 2018
4. Approve Minutes from Regular Board Meeting on December 19, 2018
5. Approve Personnel Action

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

VOTE: The motion passed seconded passed unanimously, 7:0.

Ms. Walston had concerns around financial reports for Comprehensive Annual Financial Report (CAFR) for the district and KRVM. She thought a couple years ago a finance audit committee reviewed the reports in advance and worked with the finance staff to select an auditor. She wondered if the district should reinstate the committee to provide more transparency.

Chair Hays would like the item be put on the leadership's agenda.

XI. ITEMS FOR INFORMATION

1. Bond Update

a. School Construction and Program Moves

Dr. Balderas explained the board requested a more comprehensive review of school construction items and program moves. Ms. Delf presented a PowerPoint entitled, *"4J Bond Update School Construction and Program Moves."*

Ms. Delf provided an overview of big picture planning for the 2018 Bond Measure Package. Identified improvements focused on:

- School Construction;
- Facility Upgrades & Repairs;
- Supports for Learning.

She explained that estimated costs for planned improvements were as follows:

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

Ms. Delf noted the largest school projects were new buildings, however all schools would receive facility upgrades and repairs.

Facility upgrades and repairs were projected to cost the following:

- Critical maintenance and repairs: \$31 million
- School safety and security: \$16 million
 - Including secure entryways and other safety improvements and;
 - Resiliency for disaster recovery: Increased seismic grade at two new buildings
- Equity, access and health: \$12 million
 - Including equitable facilities;
 - Accessibility upgrades
 - Food service facilities and equipment
 - Special education facilities and equipment
- Program relocation: \$10 million.

Ms. Delf said the bond measure also included supports for learning:

- Curriculum materials: \$8 million
- Career technical education: \$6 million
- Technology: \$6 million
- Transportation: \$4.8 million

Ms. Delf said over the course of the bond's lifetime, there would be three new facilities built for North Eugene High School, Camas Elementary School, and Edison Elementary School; there would be one school expansion for Gilham Elementary School; and there would be four school program relocations (Corridor Elementary School, Yujin Gakuen Elementary School, Chinese Immersion School, and ECCO).

Some school program locations would be temporary. The Chinese Immersion School was currently co-located with Family School at Crest Drive. They would add a modular in the

summer of 2019 in order to serve kindergarten through third grades. A permanent location would be determined.

As previously discussed, ECCO must move from LCC in the summer of 2019; its future location was still to be determined. Corridor would move from the Silver Lee Building in 2020, as that was where the new North Eugene High School facility would go. The planning process would begin in fall 2019, with the longer-term location likely being at Kelly Middle School or the old North Eugene High School building. Yujin Gakuen would also move in the summer of 2020 to the Kelly Middle School facility. Again, staff would start planning for the move on the fall of 2019. The school's long-term location could be Kelly, or North Eugene High School.

Ms. Delf explained the school design and construction process. Major school construction projects followed this general process (timelines vary):

- Pre-design phase
 - Educational specifications
 - Community design guidance on key characteristics
 - Technical standards
- Design phase
 - Architect selection
 - Schematic design
 - Design development
 - Construction documents
 - Permit approval
 - Contractor selection
- Construction phase
 - Site preparation
 - Building construction
 - Abatement and demolition
 - Parking, fields, landscaping
- Occupancy phase
 - Technology
 - Furnishings
 - Move-in
 - School opens.

Ms. Delf said the district was currently within the predesign phase and seeking community input for design guidance. However, there was community engagement and communication at each of the phases:

- Predesign phase
 - Information updates
 - Facility user survey (*What worked well?*)
 - School site meetings (*What lies ahead?*)
 - Community workshops; design guidance on key characteristics (*What do we value?*)
- Design phase
 - Information updates Neighbor outreach
 - Open house: Early design concept & site planning

- Open house: Design update
- Construction phase:
 - Information updates
 - Neighbor outreach
 - Construction site tours for media
 - Construction site tours for students & staff
 - School farewell celebration
- Occupancy phase
 - Information updates
 - Site tours for media
 - Site tours for public
 - Grand opening celebration.

Ms. Delf highlighted some key dates for new school construction:

- Now: Pre-design work underway
- Spring 2019: Architect selection & design work begins
- 2020–21: North Eugene & Camas Ridge site work & construction begins
- 2022: New Camas Ridge opens. Edison moves to current Camas building and Edison construction begins
- 2023: New North Eugene opens
- 2024: New Edison opens.

Ms. Delf explained the district and board were taking the following into consideration:

- Available school properties
- Building on same property
- School operations during construction
- Temporary school site (“swing school”)
- School move timeline.

Ms. Levis said the board heard questions about sequencing. She asked Ms. Delf to explain a bit further, particularly in regard to Edison and Camas Ridge elementary schools.

Ms. Delf explained the elementary schools were a key factor in timeline considerations. The district needed a place to house Edison students during construction. The Edison site was 2.6 acres, and too small to construct a new building while the current was operational; that meant building Camas Ridge first and using the old Camas ridge building as a swing school for Edison students.

Ms. Levis added there were many moving parts that the board and district were trying to fit together. Dr. Balderas noted the board wrestled with the bond amount, meaning the design process would look differently than the initial plan. The administration was seeking information from specific school site and was in the process of hiring project managers to augment the process. Dr. Balderas explained that a lot of bonds were passed statewide, and there were many big local construction projects occurring. One of his concerns was availability of workers to complete actual school construction.

Ms. Delf shared a picture of the North Eugene High School site and pointed out the new school building would be on the west end of the property where the Silver Lee building sat. Corridor would move into an area of North Eugene High School in the fall of 2020 and Yujin Gakuen would move to Kelly Middle School. Once construction was complete, the current North Eugene High School could be renovated to continue housing programs.

Ms. Delf shared a slide on the Edison Elementary School property. The building was on a very small lot (essentially one city block). A temporary school location was required due to the size. Currently, the district didn't have an empty facility in good enough condition to use as a swing school -- it needed to create that capability. Because of that, administration's plan was to build Camas Ridge first, then move Edison students into the old Camas Ridge Elementary.

Ms. Delf shared a slide on the Camas Ridge Elementary School property. The site was not large; it was around seven acres. There was also a significant elevation change, so the property was terraced. The school was on the upper terrace, with some parts of the school on the middle terrace. The lower terrace was parking and a field. There were some considerations, as the current school was sited on the preferred location due to groundwater concerns. An alternative option was temporary colocation of the two elementary schools. They could stagger start and end times, but there would be parking, and traffic impacts and the district would need city approval.

Ms. Delf shared a slide on the Willard School property, which was 10 acres. The school was vacant, but unfortunately, the building wasn't in occupiable condition.

Ms. Levis was thankful that the bond passed but there were choices to be made. She appreciated staff looking at all factors to make the best decision with limited funds. Ms. Levis had always been concerned about the Camas Ridge property. She was unsure about putting a brand-new school on the less favorable part of the site.

Ms. Levis reiterated it was the first time talking about some of these issues, as the board didn't talk with each other about the bond outside of the board room.

Ms. Levis asked about Adams Elementary enrollment. It was topped out, and she wondered if there was a way to relieve pressure from that school. Dr. Balderas said Adams Elementary School had around 480 students enrolled, which was 100 more students than Camas Ridge Elementary School, but on basically the same footprint.

Ms. Delf said Adams Elementary School was good to think about. It was a unique school with a neighborhood boundary that crossed three middle school boundary lines and spanned two high school regions.

Chair Hays noted the Willard site hadn't been discussed as much. The district needed to do something with the facility. She wondered if it could be the new site for Camas Ridge Elementary School. Ms. Delf responded it was vacant and could be considered as a site for a new school.

Chair Hays was curious as to what the board's exact process was. She hoped to learn more.

Dr. Balderas said Ms. Delf was working on a more in-depth timeline, in terms of when those community meetings would be. They would outreach to each school community. Dr. Balderas

thought the Willard site was great location and a bigger lot of 10 acres. Generally, 10 acres was ideal for an elementary school.

Mr. Torrey wondered if Camas Ridge costs would be more than expected as a result of the three terraces. If they would, he wondered by how much. Then, Mr. Torrey wondered if the district could study where students actually lived for those three elementary schools. The facilities were in fairly close proximity.

Dr. Balderas would relay the information to the board in a Friday Memo.

Ms. Newman asked how far away the schools were from each other. She was told about one mile.

Chair Hays stated leadership would create a timeline for Edison and Camas Ridge siting decisions. Ms. Levis asked if the district had discussed with the city of Eugene plans to have two schools built on that site. It was a critical decision point. Chair Hays also wanted to be clear with the community when there were opportunities for input and conversation.

b. Transportation

Mr. Ellison shared a PowerPoint presentation entitled “*4J Transportation: 2018 Bond Proceeds Utilization.*” Mr. Ellison discussed the plan for utilizing \$4.8 million of bond proceeds for new student transit vehicles.

Mr. Ellison explained the district was on a 13-year replacement cycle/ He said \$4.8 million would purchase roughly 33 school vehicles over six years:

- 2019-2020 - three vehicles for \$465,000.
- 2020-2021 - nine vehicles for \$1.3 million.
- 2021-2022 - no replacements.
- 2022-2023 - five vehicles for \$717,500.
- 2023-2024 - 10 vehicles for about \$1.5 million.

Mr. Ellison explained the \$4.7 million bond proceeds would generate a 70% reimbursement from ODE (equating to \$3.36 million) to be used for future bus purchases between 2025 - 2029. Bus purchases included trip busses, SPED busses, route busses, and possible activity vans. Mr. Ellison anticipated inflation of about 2.5% per year.

Ms. Sundgrenz asked what white buses were used for. She was told they were activity vans. Ms. Sundgrenz wondered if it was possible to have signage for the activity vans. Mr. Ellison said no as they had a different type of vehicle license. The vans were allowed to pull into a driveway or off the road for drop offs but were not allowed to be equipped with safety lights or signs like a school bus.

Ms. Nittler asked if the state reimbursed for activity vans. Mr. Ellison said ODE didn't reimburse for athletic or noncurricular trips. If a vehicle was used solely for noncurricular purposes, the district would not be reimbursed. Mr. Ellison ensured that at least 51% of mileage put on trip busses were for educational purposes so the district was reimbursed.

Ms. Levis said the 70% reimbursement was tremendous and provided a great return on investment. Mr. Ellison agreed, and clarified the reimbursement was 7% per year for 10 years.

Ms. Hays wondered if the district had lift equipped vans. Mr. Ellison said yes, there were five Type 10 vans and one was lift equipped.

2. Receive Information on the 2018-19 Division 22 Assurance Report

Mr. Loureiro and Ms. Linder presented information included with an agenda packet on the 2018-19 Division 22 Assurance Report. By law, every district had to comply with Division 22 requirements. The district was compliant in most requirement areas.

Ms. Linder said most significantly, since last year's report, the district came in compliance with both the rules for required instructional time and the postponement of purchase of state-adopted instructional materials. Now, the district had three areas of noncompliance.

The three items, plus the plan for compliance, were as follows:

- Modified diplomas
 - The district needed better documentation on communicating educational options with parents in the fifth grade.
- Human sexuality education requirement
 - Staff would create a comprehensive K-12 plan using the district's current health curriculum and hopefully adopt future curriculum
- The district finger printing policy
 - Human Resources would update the policy.

Ms. Newman asked how long the district had to reach compliancy. Ms. Nesbit said the expectation was within the year, after the compliancy plan was submitted.

3. Receive Information for FY19 2nd Quarter Financial Report

Ms. Belz provided a FY19 2nd Quarter Financial Summary.

The general fund revenues were expected to exceed adopted budget levels. She noted there was decline in state funding, however, the district expected \$3.4 million more in general property tax as well as \$2.1 million in additional local option levy revenues. Ms. Belz said expenditures were on track with budgets and administration was keeping close eye on all departments.

Ms. Belz said the Nutrition Services Program was showing a year to date deficit of \$183,000. She pointed out the expenditures were known during the budget process and were included in the general fund transfer to support the program. Overall, the program had a healthy fund balance.

XII. ITEMS FOR ACTION

1. Approve the Request for Charter School Renewal for Twin Rivers School

MOTION: Mr. Torrey moved, seconded by Ms. Levis, to approve the request for Charter School Renewal for Twin Rivers School.

VOTE: The motion passed unanimously, 7:0.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Approving the Lane Education Service District Local Service Plan

Dr. Balderas explained the Lane Education Service District (ESD) Local Service Plan was renewed annually.

Mr. Scurto, superintendent for Lane ESD, expressed appreciation for the district. Mr. Scurto provided a brief overview. Lane ESD was funded at a 4.5% ratio of the state school fund, of which 90% needed to be spent back on component districts. That 90% was spent back in the form of a local service plan. Mr. Scurto's purpose that day was to ask for future approval of the service plan, which was created primarily by the 16 superintendents encompassed by Lane ESD. The superintendents presented the plan to the Lane ESD board and other component school boards for approval.

Mr. Scurto reported the Lane ESD board of directors recently passed the plan. District action needed to be taken by March 1, 2019.

Mr. Scurto continued and said the local service plan was required to hit four major areas including school improvement, technology, special education, and administration. 4J received services in all areas. In the field of technology, Lane ESD could provide a secondary path for internet service.

Mr. Scurto said the local service plan was generally done in two-year increments. The plan in question began 2019-2020 and ran through 2020-2021. It was not much different from the prior version but there was one significant change, which was increased funding toward student behavioral issues. There would be money set aside to do some improved prevention and increased training for staff, and also find some links with health providers to ensure wraparound services were available.

The other change was around dual credit options for students. Previously, money was exclusively set aside for the Promise Program out of Willamette ESD which was an addition to College Now, AP, and IB options. Last year, Lane ESD started its own Regional Promise Program through a grant, and now needed additional resources in order to continue.

Ms. Levis thanked Lane ESD staff and board members. The local service plan was enjoyable to read, was well designed, and contained good information.

Ms. Newman clarified numbers within the plan were projections based on the legislative session but could be adjusted if need be. She was told yes.

2. Consider Approving the Location of ECCO (Early College & Career Options)

Dr. Balderas said the consideration was regarding a new location for ECCO. The program's lease at LCC expired that year. Previously, the board had discussions around the Bailey Hill site as well as possible downtown sites.

Dr. Balderas explained the district owned the Monroe Street/Ed Center property until the bike path. He shared an image of the actual schemata for the proposed building. It was an initial design using a prefabricated model. There was a handful of classrooms, study areas, office spaces, eating areas, a day care, showers, and a laundry area. Dr. Balderas clarified the prefabricated models were permanent and looked like a regular school building but were less expensive than normal construction.

Ms. Levis asked Dr. Balderas where the district went wrong in communicating and involving ECCO. She wasn't blaming and as a board member also took responsibility but wanted to discuss what they heard that evening. She wondered how they could do better, and if they could do more outreach.

Dr. Balderas thought part of the decision was to build at the district office site or Bailey Hill site. A discussion around programming would occur later on, as programming was a whole different function than location. Administration met with ECCO staff prior to winter break to inform them they were looking at the district office location. Programming still needed to be discussed and then evolve. There were a variety of models to consider.

Ms. Sundgrenz wanted to be clear that the board was solely looking at locations that evening.

That evening, Ms. Newman heard many worries about loss of community and identity. She thought the board and district could think about what was heard from students and staff to maintain in new site, and still gain some plusses learned about in the work session.

Mr. Torrey agreed with Ms. Newman, and noted the board discussed Bailey Hill, buying a church, and moving into the old Bon Marche building. From his perspective, after looking at all potential options there was no other place for the district to build a facility. All current students would still be enrolled in ECCO. In terms of programming, it would be helpful to describe what staff envisioned happening there. Lastly, the district had to move forward because permit issues needed to be dealt with as soon as possible.

Ms. Nittler wondered if the ECCO building would be constructed toward the east or the north of the property. She also wondered where parking would go. She was told the site was directly north of the administration building, and that based on current occupancy, they wouldn't require more parking. There were some landscaping requirements.

Ms. Nittler wondered what material was used. Mr. Spain said materials were similar to residential buildings, with a concrete foundation. It was built off site in segments and then put together on site.

Ms. Levis noted that with the choice, the district would have an opportunity to do something positive for ECCO and invest more into the school. Dr. Balderas thought there could be confusion regarding the discussion around programming versus school location. Ultimately, the district wanted to develop additional pathways to help more students achieve success.

Ms. Walston agreed with Mr. Torrey in that the district searched over a year for properties. She thought students felt there was a sense of loss in staffing. When Dr. Balderas talked to her about the idea, she was excited. She thought maybe they could reach out to the student body.

3. Review and Discuss a Joint Resolution with Eugene Education Association (EEA)

Chair Hays introduced the joint resolution with EEA, which had been sent to leadership for review. Within the agenda packet was a draft version in legislative format and the original from EEA.

Mr. Shannon addressed one of the changes, and noted it was important to call out the specific specialist lacking in the district due to inadequate funding.

Ms. Nittler preferred certain wording within the resolution. Ms. Newman clarified for the radio that Ms. Nittler's request had the same intent as the other statement but was worded better. Board members were in agreement with Ms. Nittler's suggestion.

There was discussion among the board as to whether to pass the resolution that evening rather than in two weeks.

MOTION: Ms. Walston moved, seconded by Ms. Newman, to insert the board's second paragraph into the legislative copy as the seventh "whereas."

VOTE: The motion passed unanimously, 7:0.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to adopt the resolution as amended.

VOTE: The motion passed unanimously, 7:0.

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

1. Next Three Meeting Dates:

- February 6, 2019
- February 13, 2019
- February 20, 2019

Chair Hays provided a draft update of board calendar. Questions could be emailed to leadership.

XV.ADJOURN

Chair Hays adjourned the meeting at 10:00 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair