MINUTES OF THE WORK SESSION
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

June 6, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session 5:30 p.m. and a regular meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on May 31, 2018, and published in *The Register-Guard* on June 6, 2018.

ROLL CALL

BOARD MEMBERS:
Eileen Nittler, Chair
Alicia Hays, Vice Chair
Anne Marie Levis
Judy Newman
Evangelina Sundgrenz
Jim Torrey (excused)
Mary Walston

STAFF:
Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Associate Director for Communications
Brooke Wagner, Director of Elementary Education
BJ Blake, Director of Secondary Education
Cheryl Linder, Director of Student Services Dept.
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In House Legal Counsel
Harlan Coats, Director of Facilities Management
Steve Menachemson, Director of Technology
Lisa Fjordbeck, Executive Assistant / Board Secretary
Monica Brown, SSD Business Manager
Chris Ellison, Transportation Manager
Deborah Dailey, School Homelessness Liaison
Andrea Belz, Associate Director of Finance
Molly Gillette, Principal of ECCO
Iton Udosenata, Principal North Eugene High School
Holly Langan, Finance Support Services Manager

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

MEDIA: KRVM, Register Guard

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

I. EXECUTIVE SESSION

The board will convene in executive session to evaluate the employment related performance of the chief executive officer, pursuant to ORS 192.660 (2)(i). All matters discussed during this executive session are confidential and shall not be disclosed by any representative of the news media without authorization by the school board. Executive sessions are not open to the public.

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Nittler called the regular meeting of the board of directors to order at 7:00 p.m. Ms. Hays led those present in the flag salute.

IV. AGENDA REVIEW

There were no changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

- Student and Staff Recognitions

Dr. Balderas acknowledged Alex Dzubay and Henry Weiner-Lininger as being two national merit scholars selected for the 2017-2018 academic year. Both students were from South Eugene High School. Dr. Balderas also recognized three students selected as recipients of the 2018 Ford Family Foundation Scholarship, including Alexander Goodwin from South Eugene High School, and Elizabeth Ramirez and Isaac Randall, both from North Eugene High School.

Dr. Balderas acknowledged Stephanie Mueller as the 2018 Quest Bridge Scholarship winner and Shengmei Hu as the National Merit Scholarship winner, both from Sheldon High School. Dr. Balderas acknowledged student athletes, student board representatives, and the district's exceptional staff, including Keri Pilgrim Ricker who was recognized regionally for her work.

Chair Nittler also thanked the student board representatives for adding their unique perspective to board meetings. Board members had written statements in which they acknowledged their

"board buddy" or student representative, who they were paired with during the 2017-2018 school year. The board thanked them for their service.

Dr. Balderas said there had been lots of bond discussion and he wanted to ensure everyone that there was clarity around program shifts and displacements. Early College and Career Options (ECCO) would run out its lease at Lane Community College (LCC) in 2019 and a new location would be needed. Dr. Balderas explained that staff and board members thought the most viable option was the Bailey Hill site, which could mean the Natives Program and others would be relocated. The board would act that evening but would also continually review space and long term needs for programming. He stated neither the district nor the board had wavered in its commitment for the Natives Program and there would not be any funding reductions from the district to the program. Dr. Balderas added staff included an additional $10 million to the proposed bond specifically for those programs.

Dr. Balderas said staff was looking at temporary space for Yujin Gakuen (YG) at Kelly Middle School, and hoped to have a more solid plan for the school soon. He explained the Silver Lee site (where YG and Corridor Elementary were located) would be torn down if the bond were to pass because the new North Eugene High School would be built in its place. Staff identified classroom space at Kelly Middle School but other options included keeping the current North Eugene High School building and remodeling it in the future. There would be a community meeting with the Corridor Elementary community to look at options, but staff was looking specifically to stay in the north region for YG as there was a concentration of north region students. Dr. Balderas apologized to the community if communication had not been strong around the bond and the relocations. He concluded the district needed to improve on outreach, and would be better in the future.

VI. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Claire Baboyan thanked the board and North Eugene High School for the opportunity to act as student representative over the past two years, and she especially wanted to thank Chair Nittler for being her mentor. Ms. Baboyan said North Eugene High School held its graduation assembly and senior stroll event to honor seniors. In addition, the annual awards ceremony was held on June 5, 2018. She wanted to congratulate the baseball team as the team had a great season. Finally, Ms. Baboyan shared that the past week Senator Ron Wyden spoke to students about issues and concerns in regards to North Eugene High School.

Jillian Peterson reported Sheldon High School had elected students into ASB positions for the 2018-2019 academic year. Ainsley Abraham would act as student board representative that following year. In addition, the last day for seniors was the following week and Ms. Peterson would speak at Sheldon High School's graduation on June 11, 2018. She thanked the board for the opportunity of being a high school representative.

Maya Treder reported the class structure for ECCO students would change. ECCO would offer different types of credit as well as credit recovery; there would be standard credit classes, acceleration options, and increased opportunities to enroll in Duckling Courses at the UO. Additionally, Ms. Treder noted the bell schedule would change at the start of the 2018-2019

school year, meaning that if students were on track during their 11th and 12th grade years, they could elect to take five out of six class periods and be considered a full time student. Students would be able to choose which five out of six periods they were enrolled. Ms. Treder added ECCO would offer summer General Education Diploma (GED) classes for those who hadn't yet met requirements.

Jackson Ohlsen-Johnson thanked board members for the opportunity to serve. Mr. Ohlsen-Johnson reported Churchill High School's graduation would be held the following Tuesday at the Hult Center at 7:00 p.m. In addition, IHS and Advancement Via Individual Determination (AVID) students would host graduation ceremonies.

Jane Brinkley shared students celebrated IHS with an end of year closing celebration and assembly, which included performances and addresses to the student body. Senior awards and IB diploma completion sashes were handed out. Ms. Brinkley reported Jessica Shabtack would pass on her torch as lead teacher, to Brian Kuzma who would serve as the new lead teacher for IHS. Ms. Brinkley thanked Ms. Sundgrenz for being an exceptional board buddy.

Zoe Chihorek echoed Ms. Brinkley's comments, and also thanked Ms. Sundgrenz.

Ms. Levis provided a report on behalf of Tiffany Huang. Ms. Huang reported students were wrapping up graduation activities and end of school year responsibilities. The Axe Magazine senior issue would be distributed June 7, 2018 with the rookie issue being released the following week. Also, the year book would be distributed on time which had been challenging in years past. Ms. Huang said student body elections were held that day and class officers would be selected soon. South Eugene High School was excited to reinstate its leadership class as a yearlong credit for the 2018-2019 school year.

VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Walston congratulated the graduating seniors on board, as well as across the district. She was looking forward to attend graduation ceremonies. Ms. Walston also thanked staff for their work, and parents, guardians, and family members that supported students. In other news, Ms. Walston shared that the budget committee met and finalized a recommendation, which the board would consider that evening. The policy review committee also met two weeks ago, and there would be a final meeting. Ms. Walston attended the A Champion in Education (ACE) awards, and was also able to tour the Natives Program.

Ms. Hays also appreciated the opportunity to tour the Natives Program. The community meetings at Corridor and YG elementary schools were very helpful for her. Ms. Hays concluded she and Chair Nittler met with EEA on June 5, 2018 and she appreciated the fundraising the organization conducted for 4J students.

Ms. Levis also enjoyed visiting the Natives Program, and having the opportunity to see the site and ask questions. Ms. Levis said the board met regularly, but the previous week they held a work session on the bond where she thought some good discussion about possibilities occurred. She thanked staff and Dr. Balderas for prioritizing the public session to gather feedback. Ms. Levis also attended the YG/Corridor parent meeting.

Ms. Sundgrenz said the board had been attending community forums on a few issues, and it had been wonderful to speak with parents and staff one on one and hear their questions and concerns. Ms. Sundgrenz reiterated the board listened to community members, parents, and staff and appreciated them coming to meetings or sending emails. The board and the community were partners. Ms. Sundgrenz also attended the ACE awards, and the previous Friday shadowed Deborah Daily, liaison for the McKinney-Vento Program. Ms. Sundgrenz accompanied Ms. Dailey to LTD so she could purchase summer passes for students in need. Then she toured the youth home for homeless girls in the South Area, and looked at First Place Family Center and its future annex. Ms. Sundgrenz thanked Ms. Daly's dedication and the overall work of the program. Finally, she would attend the YG parent meeting next week.

Ms. Newman said there were excellent ideas heard during the forums. There was clearly passion and commitment from staff and parents, and people were coming up with creative ideas which always helped the board make better decisions.

VIII. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler said it was the first year the ACE awards were done in-house, and she received feedback that the community liked the setting. She explained the resolution on school safety would come up later that evening; a question came up about what to do with it once it was adopted. Chair Nittler noted it was not policy, but the resolution would be posted at the district offices and online. She also attended the Ron Wyden discussion at North Eugene High School and a question came up over and over again about school safety and mental/behavioral supports. Chair Nittler volunteered at a few schools within the district, and said there were opportunities for interested community members to become involved.

IX. CONDUCT A PUBLIC HEARING ON THE PROPOSED 2018-2019 BUDGET

Chair Nittler explained the policy on public hearings.

No one wished to comment on the budget.

X. ITEMS RAISED BY THE AUDENCE

Chair Nittler explained the policy on public comment.

Adina Higdun said she was a member of the Natives Program and also a parent within the district. She thanked board members for coming to the Bailey Hill site. Ms. Higdun thought it was important for staff and board members to see and know all the services provided to Native students and teachers, as well as the other students who benefitted from classroom presentations. Ms. Higdun wanted to ask the board to clarify for certain whether the Natives Program would be moving or not. At that time, the Natives Program was asking to remain at Bailey Hill. She did not think it was crucial to move at that time, and thought there was ample space for both the Natives Program and ECCO. Ms. Higdun added it was her understanding ECCO also agreed. Should moving become necessary, the Natives Program would ask that a real plan be developed in cooperation with the Natives Program committee and staff. Ms. Higdun explained the manner in which the initial decision occurred was painful and it was

important program representatives were included in the conversation. She also heard that the Natives Program did not properly care for its items or space, but she did not think that was accurate. It was important that cultural items be around students to become immersed, and there was no place like it in the district. She pointed out many murals, pictures, and even unity assembly left out Native students. The Bailey Hill site and program help fill a void and make children highly visible. Many within the program said Bailey Hill was their safe space to learn and have community. Additionally, many cultural items were used for classroom presentations and needed to be highly accessible. There were only two staff members to upkeep the space, so it was challenging. Ms. Higdun concluded shared space was a great idea at that time, as it was cost effective, and allowed opportunity to make a timeline and plan.

Darcy Dickey was a Natives Program parent and Parent Committee member. She pointed out how important presentations were important to children and staff. Ms. Dickey completely agreed with Ms. Higdun's statements, and said the Natives Program wanted to remain at Bailey Hill as there was plenty of room. If, in the future, ECCO grew and a move was to happen, the Natives Program would strongly request to be part of the planning process so the needs of the committee and tribe were considered. She thought the current process of no plan and no place to go, and the way information was being delivered, was very hurtful and was not appropriate to them culturally or as human beings. It was important the Natives Program remain in close proximity to the cultural items, as they wanted students to be surrounded by tribal history, art, regalia, and activities. The program did not want children to again continue to feel as invisible within the district; students often struggled for their place in school and society, and the Natives Program helped students with that struggle. The dinners served at the facility were very important to families and they wanted to ensure that the Read and Feed was continued, and even expanded if possible. To have a location where students could learn drum, dance, receive tutoring, and carve totem poles was incredibly important. Ms. Dickey said the program understood moving would have to happen and that it was sometimes necessary, but they did not see the immediate need to disrupt the program when there was a lot of room. The development of a plan with actual dates and actual supports was essential in reducing stress.

Tenzin Gyatso was a YG student. He said the district was going to tear down YG but there were kids who loved the school and worked hard. He was unsure how YG students would fit inside Kelly Middle School. Mr. Gyatso said his school had a lot of friendship and amazing teachers who worked hard. He hoped YG could have the old North Eugene High School building.

Rick Alison introduced himself as an elder in the Natives Program, as well as the grandparent and parent of numerous students within 4J. Mr. Alison said his cultural background was Cherokee. He explained the Cherokee people had a permanent village, and their safety and security rested in that village. Mr. Alison said students within the Natives Program looked at Bailey Hill as their village, and Dr. Brainard and staff had saved lives because of the program. ECCO wanted to join the Natives Program and he knew they could fulfill both obligations.

Tautai Soeby wanted to ask the board a few questions about moving YG into Kelly Middle School. He did not think YG would fit into Kelly Middle School, as there were no extra classrooms. Mr. Soeby was unclear why YG had to stay in Kelly Middle School for two years

and why they could not move into the old North Eugene High School building. He also did not think kindergarteners would feel good eating lunch with eighth graders.

Kathryn Norene was a YG parent. She said the key to a thriving North Eugene High School was not only a new high school, but support for the district's currently successful programs as well. YG was a fundamental program in the North region and she thought it deserved the board's support. She wanted to see actions not just statements. Ms. Norene said they needed dedicated money within the bond. Ms. Norene said the district needed to ensure YG was ultimately not co-located with another elementary or middle school. She thought it was fine to move YG to Kelly Middle School for two years and then into its own school. Ms. Norene simply wanted a plan. She also suggested being housed at the same site as the Natives Program as a possible future option for both schools. Ms. Norene would be forced to vote no on the bond if the district did not solidify a plan.

Jacob Fike said he lived within the district and had two students at YG. Mr. Fike added both kids would be impacted by the bond measure under consideration. He thanked the board for listening to the YG community so far, as he knew adding $10 million to the bond was not a small thing. Mr. Fike thought he and others would be more confident with the bond if there was a written plan in place that said YG would not be co-located with a neighborhood school once the new North Eugene High School was finished. He did understand it may be necessary during construction to co-locate two schools. Mr. Fike noted neighborhood schools have uncapped potential to grow, and the north region was growing; eventually space would be come and issue and he thought YG would always lose. Mr. Fike asked the board to update the Long Range Facilities Plan (LRFP) to clarify YG and Kelly Middle School would be separated once the new North Eugene High School was built. He quoted Ms. Levis, and said the school district should be as specific as possible. He wanted to know exactly what he would be voting for and said he would be 100% more confident voting yes for the bond if intentions were made clear in writing.

Rita Gillihan was a YG and Kelly Middle School parent. She said the last work session on May 30, 2018 was reassuring because of the discussion around adding funds to specific programs. Ms. Gillihan wanted the board to show the co-location would be temporary and that the district supported YG. She said the language and actual plan for YG was vague, and an uncertain future was damaging to the program and its enrollment. Ms. Gillihan urged the board to act quickly and make a plan in writing, and one that supported best practices for a language immersion program and one that allowed them growth in their own space. She saw some forward movement in the north region visioning plan, but still did not know what programs would be housed in the north region. There were many rumors that continued to be told around where the programs would go, which created unease and the inability to plan ahead. Ms. Gillihan thought a written plan would be helpful in remediating the negative effects of relocation. She strongly urged that the LRFP be updated as there was small mention of YG in that plan.

Maria Pugia was a Corridor parent and thanked the board for their time during the corridor community forum the past week. A lot of strong feelings were expressed, and she thought a lot stemmed from the fact that there was no plan for Corridor at that time. Ms. Pugia said previously there had been a lot of fear among many parents that the program might close entirely, but she

thought most parents understood that closure was not on the table. She said Corridor prided itself on its unique performance based programs, such as music and dance, and didn't think many schools provided those opportunities to elementary aged students. Ms. Pugia said the PTO supported the option of Corridor moving to North Eugene High School rather than any other elementary school, to ensure the identity of the independent program was retained. Corridor also did not want to become part of a large school setting.

Brenda Brainard was Director of the Natives Program. She thanked board members for visiting the school, and said it was comforting the board knew who they were. Dr. Brainard explained traditionally, Natives peoples were humble and quiet; during this relocation process, it had been difficult to communicate their pain and draw attention to themselves. She echoed what previous speakers said about the Natives Program being located at Bailey Hill. In addition, she echoed what YG and Corridor representatives said and agreed the entire process (of not having a plan) had been terribly unsettling. Dr. Brainard thanked the board for their words that evening, but noted she was still unsure about where her program stood and she hoped it was with ECCO. She encouraged the board to follow through with obligations to plan for the long term future. Dr. Brainard was willing to move again as long as there was a place to go that met program needs.

Kimberli Holmquist thanked the board for their time and transparency. Ms. Holmquist was co-chair of the National Association for the Advancement of Colored People (NAACP) education committee. She said implicit bias was a difficult topic; it prevented teachers from teaching all kids. Many well intentioned teachers didn't fully understand local history which kept students of color "drowning within the discourse of the classroom," since they were unable to talk about their own histories. Ms. Holmquist said she struggled with how to address the problem, but had a good idea and she was sure teachers were well inclined to be reflective and adjust their pedagogical viewpoints accordingly. Teachers were trained to do be adaptive; but the hurdle was, everyone had implicit bias, but her fear led her to talk about it with people of color. Ms. Holmquist said the NAACP wanted to host a talk with teachers, administrators and staff to focus on implicit biases to help improve classroom discourse.

Leia Rosin represented the Corridor PTO as president-elect. Ms. Rosin said that past evening, the PTO discussed changes at Corridor. The group developed a pros and cons list, which was sent to the board. Ms. Rosin and the PTO thought the best move for the program was to North Eugene High School, but Corridor also wanted a long term plan whether it was revising the LRFP or creating something else.

Valarie Follett was an elder on the Natives Program committee. Two of her children attended 4J schools, and one daughter wrote a letter to the board. Part of the letter described her journey to Columbia University in New York City and how the Natives Program helped her reach that accomplishment. Ms. Follett agreed with the sentiments of the speakers that evening. She said Bailey Hill was a village that had helped kids' lives. The program encompassed families and children year to year. She noted Dr. Balderas recognized there were some communication problems, but she didn't think it just a lack of communication and process, but a lack of recognition that the programs had an entitlement to participate in the process. It was as though the program would be told they would be evicted, without knowing what would happen. It felt as

though the program was being erased. Ms. Follett heard the good words of the board and district, but all programs needed stability and details for the future.

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

Ms. Walston appreciated the speakers. She heard loud and clear they needed a plan, and couldn't agree more. She hoped it would be part of the work plan by August 2018. Ms. Walston was struck with how YG, the Natives Program, and Corridor were more of a community than a building or institution; she imagined it felt like the district and board were attacking that culture, and she apologized because it was never the intent to attack that culture. She wanted all three programs to continue. In addition, Ms. Walston pointed out there had been community meetings at both YG and Corridor but only three board members attended at a time, due to public meetings law, not lack of interest.

Ms. Brinkley said as a member of the French immersion program, she was thrilled to see many people from YG there. Language immersion programs were small, but powerful. Ms. Treder graduated from YG and understood what the speakers meant. She loved that everyone felt so strongly. She said it was important during heated conversations to see each other as people because there was a feeling of one program's needs being met versus another, and she didn't think that would be the case. It was the rapport with peers that helped each understand both sides.

Ms. Levis honored all the comments that evening. She said advocacy and communication had made a difference in the way the board thought of things, and she thought they could do better at involving people in the future. The themes Ms. Levis heard that evening included having more details, more involvement, a timeline and solid plan, and stability. Ms. Levis wondered if in the upcoming Friday memo, board members could have a timeline to create a plan for programs, so they could have a date for community members. People wanted to know when they would know more. Dr. Balderas said he would not be able to by Friday, but the district's goal was to have a plan of action by fall. He reminded the audience the board had not voted on the bond yet, and the board recently chose to rebuild not modernize North Eugene High School. The goal was to have a plan of action for all programs by late September 2018. Then there would be community meetings to review those plans. Dr. Balderas clarified communities impacted by the bond included YG, Corridor, Kelly Middle School, North Eugene High School, the Natives Program, ECCO, and the Chinese Immersion Program. Ms. Newman added she heard from the public the plans should include specific actions, communication, and allow for input into the process.

Ms. Treder heard the communities felt attacked, and she said that was absolutely valid. Historically, displacement had happened for Japanese Americans and Native communities across the nation. The district could not tip toe around that fact, and she thought somehow they were not really acknowledging how the process was perceived.

Ms. Hays said the board had all their conversations in public, so making decisions were cumbersome. The public was watching the process happen. Ms. Hays said their voices really did matter and really appreciated there were community meetings. She explained the board hadn't truly decided on the bond yet; the first reading was that night, but just the previous week

the board chose to add more money because of the community voice. She reiterated the community was making a difference.

Chair Nittler commended the children who spoke, and explained the district was not punishing the school. They also would not let kindergarteners be with middle schoolers; if there was co-location, it would be done right. Ms. Levis echoed chair Nittler's comments. There were high school students at North Eugene High School, so YG couldn't have the building at that point. It was a jigsaw puzzle they were figuring out, but she wanted kids to keep coming with their ideas.

XII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of EEA, added to the accolades of the student board representatives; over the six years he'd regularly attended meetings, he thought they were one of the strongest groups of students. Mr. Shannon congratulated Ms. Treder for being the recipient of an EEA scholarship for students, which was awarded to seniors planning to be a teacher. In regards to the budget on the agenda, EEA was encouraged that $1.2 million in funds was earmarked for behavioral supports. But EEA also feared the money would not be as effective if the district simultaneously cut classified employees, vital to providing Educational Assistant (EA) support in the building. Focusing on crisis in behavior was essential to increasing graduation rates. Mr. Shannon urged the board to modify the bond that took into account the valid concerns of academic programs, such as YG, Corridor, and the Natives Program. They were longstanding programs that contributed to the richness of 4J.

XIII. ITEMS FOR INFORMATION

1. Receive Information Regarding Community Eligibility Programs (CEP) for Nutrition Services

Ms. Langan said the district was finishing year two of the Community Eligibility Program (CEP), in which low-income families were offered free breakfast and lunch with no paperwork required. Each year, the district needed to resubmit to Oregon Department of Education (ODE) to inform them of the intent to continue or not continue CEP. They also asked for information about other sites to see whether the schools would be CEP eligible. Holt Elementary was eligible, but because the way reimbursements were done CEP would likely cause the school to lose money. Ms. Langan said the five sites included Chavez, Howard, McCormack, River Road, and ATA elementary schools. She added all schools had the Free Lunch program which helped offset the loss of other programs.

Ms. Levis asked how much the loss would be if CEP were implemented at Holt Elementary School, and whether there were positives to doing it anyway. Ms. Langan would have to check the annual statement to be sure, but she believed it would lose all of the paid status kids who were offsetting the loss. She thought it was around $40,000 to $50,000.

2. Receive a Report on the Early Career College Options (ECCO) High School Program

Ms. Blake and Ms. Gillett presented a PowerPoint titled, "The Vision: Alternate Pathways in 4J." Ms. Blake explained the vision focused on 2018-2019 and forward. Ms. Gillett said the focus of

ECCO was to address barriers, such as unforeseen circumstances, often faced by nontraditional students. A task force was assigned to explore options of how to provide different levels of support for students, and what those levels would look like. The task force also wanted to align multiple pathways to graduation, because there were smaller learning communities, such as IHS and Career Technical Education (CTE). Ms. Blake added the vision encompassed over two years of work by the task force.

Ms. Gillett explained ECCO was a 10th through 12th, all the way up to 14th, grade program. ECCO focused on students who had not been served well in traditional school settings. Those students could have recently come out of adjudication, or treatment centers; have severe mental health or medical needs; or could have a disability causing them to need smaller learning environments. ECCO provided a tightknit community to those who didn't feel their home school community fit. It was a smaller atmosphere with greater opportunity to forge relationships with staff in the program.

Ms. Gillett explained the task force really focused on how to meet the wide variety of student needs. Ms. Gillett provided a brief history of ECCO. Ms. Gillett said the task force examined the current service at ECCO, which was a credit acceleration program. They also looked at how to create opportunities which wouldn't accelerate students through high school as rapidly, so students still received a four year high school experience. The task force was also dissecting the credit recovery program; those classes would be included in 9th and 10th grade core subject areas. She said it would be similar to a summer bridge program.

Ms. Gillett said the task force would also establish core content for ECCO's standard credit to accommodate a broader student body. Right now, only students severely credit deficient were accepted into the program, but staff wanted ECCO to be an option for all. The GED program would also be in-house, instead of off-site. There were 104 GED graduates to date, and many of the students had originally dropped out of the 4J system. Staff diligently worked to identify those individuals and recruit them into the GED program.

Ms. Blake said that for credit recovery, students would be dual enrolled, meaning they would still be enrolled in their home high school but would take courses for a time period at ECCO. There was a new transition program Ms. Gillett was working on, where she looked at data of kids who weren't on track and figured out if might benefit from early credit recovery then come back to the home school. She added the choice to return was up to the student; they might decide ECCO was a better fit. Ms. Gillett said one purpose was to allow students to still stay connected to arts, clubs, and sports.

Ms. Gillett said another change to the program was a reconnection center. The task force had met with Portland public schools to discuss school social workers as a research-based component of the reengagement process. A reconnection center allowed students who had major disciplinary infractions, or who were coming out of rehabilitation facility, to have an intervention stage of 12 weeks between leaving that setting and entering back into a school. The reconnection center would work on social-emotional learning, self-esteem, and school readiness behaviors. It would also provide wrap around supports and discuss post-secondary

goals with the student to understand what pathway was appropriate. ECCO would hire a social worker to better meet those needs.

Ms. Gillett said credit recovery was an intervention and service to comprehensive high schools. ECCO didn't want students to lose connection with their neighborhood school, so credit recovery would be done within a 12 week window. A track was set up for kids to earn the full year of credit they may have missed. Students could also take some CTE courses to start their interests before transitioning back into the home school.

Ms. Gillett explained a pilot was done on the early warning reporting, as previously mentioned by Ms. Blake. Staff discussed interventions and next steps for kids, but also looked at students holistically and discussed more than grades, attendance, and behaviors. She said it was a rich discussion, and she believed they had a plan for students who had fallen off track at the 9th, 10th, and 11th grade levels.

Ms. Gillett said the drive for moving to a standard credit model was because ECCO could only serve students severely credit deficient. Many families outreached and said their student would benefit because they were struggling, so ECCO wanted to serve students who didn't need or want to graduate early but simply needed a change in the high school experience. She added that currently, not all ECCO programs were under the same roof. Ms. Gillett explained having one building was a goal, so students could easily transition from one program to the other and gain a more robust college-ready experience. She noted ECCO served about 115 to 120 students, and another 100 for the GED program.

Ms. Blake concluded the vision was a proposal the district could not do yet, due to space constraints. It could be a few years to have a 9th through 12th program.

3. Receive a Report on the Summary of Responses to the North Region Visioning Survey

Ms. McGaughy, Ms. Delf, and Mr. Udosenata presented a PowerPoint titled, "North Region Strategic Visioning & Awareness Campaign." Dr. McGaughy explained the visioning campaign had been happening over the past year. The purpose of the process was to develop a vision for the north region schools. Ms. McGaughy explained staff conducted a deep data dive and a survey to understand peoples' values and desires for the north region. That process was done in 2017. In 2018, staff had been engaging in a strategic visioning process where they held multiple community events to take the survey results and have deeper conversations with people.

Ms. McGaughy said the district hired a nonprofit research group known as Inflection (formerly known as Epic) through a competitive bidding process. Inflection had submitted prepared documents, including the stakeholder engagement report and the life ready maxims and awareness campaign report. Key findings in the survey included selection factors for parents. Those factors were strong student and teacher relationships, close to home, strong academic reputation, and a safe, welcoming school community. The findings were used to create value statements for the north region. There were also strong themes for what people wanted to see

at a new North Eugene High School, such as technology, arts, college, immersion programs, and vocational education. Ms. McGaughy shared they also asked specific questions around CTE programming, and top ranked preferences were STEM, health and science, information technology, and finance education and training pathways.

Mr. Udosenata reminded the board that the visioning process was specific to all schools in the region not just high school. He shared a graphic titled "Stakeholder Engagement Findings" where key terms community members identified with were highlighted. Some of the greatest terms that jumped out were: life readiness; 21st century learners; and grounded in community. A lot of people came back to the north region, and people spoke of it with great pride. Mr. Udosenata said academic rigor or multiple pathways resonated with people, as there was no one way to go about ones' education. The region wanted to celebrate that rather than putting students on a one way track without opportunities to explore.

Mr. Udosenata shared a maxim with the board, which was a second rendition, and read, "Find your true North." Staff wasn't sure the previous maxims represented who they were, and Inflection took the values and recreated one that staff felt better about; staff felt they were achievers, innovators, and family. During the past couple of staff meetings, teachers took their perceived identity and what their vision was and discussed whether structures in the day-to-day way of doing school matched the two maxims. Mr. Udosenata explained staff pinpointed little things, such as awards night and where it fell within the maxim. He thought staff did a wonderful job of thinking outside the box, and Inflection did a wonderful job of taking staff and community input during the visioning.

Ms. Delf said next steps were to roll out the vision and maxims throughout the region. Staff would continue to integrate the work into professional development and teaching. In addition, the district office would support schools with implementation, such as guidance on graphics and branding the identity of the region. She reiterated the vision was not about high school, it encompassed the entire north region. The goal was to have consistent branding throughout the region but tied into each school's individual identity and brand. For example, graphics could be in North Eugene High School colors, or Kelly green for Kelly Middle School.

Ms. McGaughy said the first version of the maxim was on page 36. Out of those community conversations, it changed from the initial proposal to the second draft. It wasn't final yet, as they were there for input. Ms. McGaughy pointed out the differences.

Chair Nittler asked if the group was happy with the process, and whether the district should consider it for future regions. Ms. McGaughy said staff could do the process more efficiently in terms of time and resources, now that it had been learned.

Ms. Levis thanked Ms. McGaughy for showing the two differences; she also thought the second one felt like the north region.

4. Receive a Report Listing Credit Cards Issued

Ms. Langan annually updated the board on how many credit cards were being used within the district. A report was included in the agenda packet. She explained staff appreciated the

opportunity to use district credit cards, as they made things much easier at the school level. There weren't any questions about the report.

XIV. CONSENT GROUP – ITEMS FOR ACTION

1. Designate Executive Officer and Budget Officer for Fiscal Year 2018-19
2. Set the Tuition Rates for the 2018-19 School Year
3. Adopt Resolution 2018-07 Designating Depositories for School Funds
4. Adopt Resolution 2018-06 Making Appropriation from the Acceptance of Grant Funds
5. Designate Auditor for Fiscal Year 2018-19
6. Designate Clerk and Deputy Clerks for Fiscal Year 2018-19
7. Designate Legal Counsel for Fiscal Year 2018-19
8. Approve School Meal Prices for Fiscal Year 2018-19

MOTION: Ms. Levis moved, seconded by Ms. Sundgrenz to approve the consent calendar.

VOTE: The motion was approved unanimously, 6:0.

Ms. Levis asked if the contracts were renewals, and whether the board voted on them every year. She also wondered if they were reviewed. Ms. Belz said yes, there was the possibility for a five year contract with annual renewals. Contracts were reviewed at the end of the year to ensure the district was satisfied with services. Ms. Levis clarified at the end of five years staff conducted a whole process. Ms. Belz responded yes.

XV. ITEMS FOR ACTION

1. Approve Resolution 2018-04 Standard Schedules By Level 2018-19

Dr. Balderas explained start end times were a staff decision based on equipment and staffing. He added it was a second read of the resolution.

MOTION: Ms. Hays moved, seconded by Ms. Newman, to approve Resolution 2018-04 Standard Schedules By Level 2018-19

VOTE: The motion was approved unanimously, 6:0.

2. Approve 10-Year Lease Agreement with St. Vincent de Paul for the First Place Family Center Site

Mr. Coats said the item was in regards to First Place Family Center, located between South Eugene High School and Civic Stadium. The district had leased the facility to St. Vincent de Paul since 1991. The organization wanted a 10-year lease agreement to apply for a grant in order to improve the building. Mr. Coats said one risk was that if the district took the building back, it could be responsible for $12,000 a year for the remainder of the lease.

MOTION: Ms. Levis moved, seconded by Ms. Sundgrenz, to approve Resolution 2018-04 Standard Schedules By Level 2018-19

VOTE: The motion was approved unanimously, 6:0.

Ms. Sundgrenz asked if the grant was talking about the annex. Mr. Coats said it was not for the annex, but for maintenance.

1. Approve Recommendation for the Future location for Early College & Career Options (ECCO)

Dr. Balderas explained the agenda item was a second read. Staff recommended moving ECCO to the Bailey Hill site knowing full well they were still in dialogue with the Natives Program, EWEB Program, and Eugene Youth Symphony. The district was looking at locations for all of the programs. Ms. Walston was in support of the recommendation, but wanted to reemphasize the board's commitment to a plan. Chair Nittler clarified the move was for the 2019-2020 school year.

MOTION: Ms. Walston moved, seconded by Ms. Newman, to approve the recommendation for the future location for Early Career & College Options (ECCO) to the Bailey Hill School location and to postpone relocation until the 2019-2020 school year.

VOTE: The motion was approved unanimously, 6:0.

2. Adopt Resolution #2018-03 for Supplemental Budget No. 3, Making Appropriations for the 2017-18 Fiscal Year

Ms. Belz said Resolution #2018-03 would adopt the district's third and final supplemental budget. She explained it was relatively small, and would recognize $137,743 in new resources to support IB testing fee reimbursements. It also included funds from Lane Education Service District (ESD) to support a teacher on special assignment. Ms. Belz said the supplemental budget also allowed use of $50,000 in contingency funds to support afterschool transportation.

MOTION: Ms. Hays moved, seconded by Ms. Levis, to adopt Resolution #2018-03 for Supplemental Budget No. 3, Making Appropriations for the 2017-18 Fiscal Year.

VOTE: The motion carried unanimously, 6:0.

XVI. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Adopting Resolution 2018-07 Adopting the 2018-2019 Budget, Making Appropriations, Imposing and Categorizing Taxes

Ms. Belz said on May 21, 2018 the budget committee sent forward to the board their 2018-2019 budget and recommendations to impose and categorize taxes.

2. Consider Adopting Resolution 2018-08 Making Appropriations Resulting from Transfers

Ms. Belz said annually in June, one of the last budget actions staff asked the board to consider was a resolution transferring funds within fund groups and between function areas. It would not be increasing the amount expended, but it did allow the district to more closely match approved appropriations to actual spending patterns of schools and departments. The resolution also allowed the district to transfer funds from the general fund to the special purpose reserve and to the capital equipment reserve. If schools or departments did not expend all available budgets, they could save portion for future projects, but needed authority to do so. Chair Nittler asked if the amount saved was a percentage and if there were rules around it. Ms. Belz explained the process and said each department estimated how much it would be at the end of the year; departments can receive up to the amount asked but not more.

3. Consider for Approval a Resolution to Submit voters at the November 6 , 2018 election a $385 million bond measure to construct and improve school facilities, safety, technology, learning materials, and capital assets

Dr. Balderas said the adjustment of an additional $10 million was being made to the proposed bond measure specifically for program relocations. Currently, the district did have some bond savings to do some of the work. Dr. Balderas said for transparency and on behalf of the board request, staff would have more concrete plans in fall for all impacted sites.

Ms. Levis asked Ms. Brown why the bond was listed as higher within the agenda packet. Ms. Brown clarified the board was asking for $385 million in bond authorization. Upon bond approval, the district was eligible for $8 million match dollars from the state. What was not delineated was the cost of bond issuance, which ran between 1 and 2% of the bond. The district would have closer to $393 million in total resources, but some would be spent on fees for issuing the debt. Ms. Levis asked where the district specifically said they would renovate or replace schools; there were no names attached, such as Edison Elementary, and she wondered why. Ms. Brown said they could add a resolution with as much detail as wanted, but one barrier could be when the district issued a formal bond notice, because they were capped at the number of words the district could use. Ms. Brown said staff could still amend the document to have specific programs and sites. Ms. Levis would prefer specificity. She wondered if staff had begun to work on the bond title. Ms. Brown said yes; there were three limiting pieces, including a title, a question, and a summary. The filing is due August 17, 2018 so the district has time to adjust.

Chair Nittler asked if Ms. Brown saw downsides in being overly specific. Ms. Brown said if the resolution or voter pamphlet filed with the county lists a specific, the district was restricted to using funds in that way. To maintain flexibility, the board might highlight specific programs, but maybe not specific timelines or sites. Chair Nittler addressed Ms. Levis' question, and said she thought the board had wanted to replace Edison Elementary. Ms. Levis thought the board wanted to leave it flexible; from the community, she heard they wanted the ability to talk more about options, but for the board to put in the amount of money that could be used to either renovate or replace. Ms. Hays heard the same thing from Edison Elementary School folks. Chair Nittler remembered renovating was more expensive than replacement. If $45 million was

set aside in the bond and that was the replacement costs, the district shouldn't include possible renovation.

Ms. Levis wanted specificity for the newly set aside $10 million dollars. She also appreciated the feedback on the last page of the agenda packet from Patinkin Research which included recommended language. There was also talk about doing a tracking survey; she wondered if that was complete. Dr. Balderas said staff received results that evening, which would be emailed to the board.

Ms. Hays wondered about the process for adding names and wording such as replace or renovate. Dr. Balderas said he would work with staff and would have some suggestions in a Friday update. Ms. Hays clarified the board would have an option to vote on either of those in two weeks. Ms. Levis wanted language to be broad in regards to replacement or renovation, but she was not supportive of language that may increase costs. Ms. Newman wondered if they would have to do an amount for each school or if they could do a general line item with specificity to those programs. Dr. Balderas would create both scenarios for the board to consider.

4. Consider for adoption – Grades 6-12 World Language Curriculum

Lynette Williams and Susan Penrod presented a PowerPoint titled "World Languages Material Adoption." Ms. Penrod said the presentation would share the process for the world languages adoption, which was a core curriculum. She reminded the board that world languages had never been formally adopted. Materials were last brought in through an informal adoption in 2001, and middle and high schools never had the same curriculum.

Ms. Penrod said that in August 2017, they got together a team of all the world language teachers and surveyed them on curriculum currently used and what they hoped for in the future. The world languages included Spanish, French, Japanese, and American Sign Language. The teachers reviewed three different, new curriculums using specific rubric with state and American Council on the Teaching of Foreign Languages (ACTFL) standards. Toward the end of the piloting process, there was a community viewing night. Some world language teachers who were not part of the process attended, as well as students and parents. The teachers were brought back for a consensus protocol in April 2018, and then Ms. Penrod and Ms. Williams presented to IAC on April 9, 2018 and to the Instructional Leadership Team (ILT) on April 12, 2018 for instructional leadership council. IAC wanted all children to have the same materials, and they wanted materials to be 21st century.

Ms. Penrod said they did not have a consensus with Spanish and French curriculum so the pair returned and spoke to those teachers. The two Spanish curriculums recommended were Entreculturas for levels one through three, and Tejidos for level four. Through the process with the French team, the first choice was curriculum publishers called a "sunset curriculum," meaning they were not able to offer support because it was outdated. However, Ms. Penrod explained there was a new French curriculum coming out in 2019, published by the same company as the Spanish curriculum. Ms. Penrod and Ms. Williams requested a one year delay

for French adoption, so the French department could pilot the new release next year while relooking at the other two options.

Ms. Penrod said the projected cost to meet needs of the immersion programs was $900,000. It would not meet needs for AP or IB. Ms. Williams discussed phase III implementation. Pending approval, they would bring publishers in August 2018 to provide professional development to teachers.

Ms. Walston sat on IAC and was impressed with the level of detail and rigor of the project. She asked to clarify which curricula immersion school students would use upon reaching sixth grade. Ms. Williams said within the immersion program, students learned content through the second language, rather than learning the second language from a textbook.

Ms. Levis wondered if the board should be concerned about the delay of French curriculum. Ms. Penrod thought it was actually a good thing because now they had the opportunity to pilot a new, high quality curriculum tied to ACTFL standards. Ms. Levis was pleased they chose eliminate the sunsetting curriculum. She wondered what it would cost to adopt AP and IB French and Spanish materials. Neither Ms. Penrod nor Ms. Williams knew, but could get that number to the board.

Chair Nittler clarified if Spanish 1 started in 6th or 9th grade. Ms. Penrod responded that it was dependent on whether the student chose it and if it was available at the middle school. Chair Nittler followed up that after Spanish 4, they would move onto AP or IB and use the same curriculum. Ms. Williams said that was correct; some schools had newer AP or IB curriculum compared to other schools because in the past they had purchased on their own. Chair Nittler wondered which schools offered ASL. She was told Madison Middle School and North Eugene High School. Ms. Williams said ASL had a lot manipulatives to enhance visual communication.

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

Ms. Levis wanted to put the election of new board officers on a future agenda. Chair Nittler said elections were scheduled on June 20, 2018.

XVIII. ADJOURN

Chair Nittler adjourned the meeting at 10:07 p.m.

(Recorded by Marina Brassfield)

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Dr. Gustavo Balderas — District Clerk

Alicia Hays — Board Chair