

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

January 3, 2018

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 December 29, 2017 and published in *The Register-Guard* on January 3, 2018.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
BJ Blake, Director of Secondary Education
Monica Brown, Director of Finance
Cydney Vandercar, Director of Human Resources
Harlan Coats, Director of Facilities Management
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Ryan Spain, Facilities and Maintenance Manager

STUDENT REPRESENTATIVES:

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

MEDIA: KRVM, Register Guard

OTHER: Tad Shannon, Eugene Education Association (EEA) President; Ray Martin, Oregon School Employees Association (OSEA) President

I. WORK SESSION: BOND PLANNING UPDATE

Board Chair Nittler opened the work session at 5:18 p.m.

Dr. Balderas said the board was not coming to a consensus that evening, but would have dialogue and ask clarifying questions of Mr. LeRoy Landers of Mahlum Architects regarding bond planning.

Ms. Levis asked if the board would outreach to the community personally or use surveys for feedback. Dr. Balderas said both; the district planned to survey electronically and during live community meetings. Ms. Levis clarified whether there would be a phone survey. Dr. Balderas said he would confirm with staff.

Mr. Landers presented information included on pages three through five of the agenda packet. He noted the information had been presented before, but it was further summarized and included for reference. Mr. Landers provided an overview of the bond planning schedule. He said as of January 1, 2018 the district was right on schedule based on their initial plan. Mr. Landers said Mahlum completed a series of meetings with the steering committee and the board separately to explore draft plan proposals. Mahlum was at a point where they could create an information package on the draft plans to give to the broader community in various forms, present the plans to the broader community, and ask for opinions and input. After the process, Mahlum would return to district steering committee and board for considerations.

Mr. Landers asked the board to not worry about fine tuning or modifying dollar amounts; he wanted to know whether the board felt comfortable to take various draft options out to community for input. Mahlum initially planned on hosting a series of community meetings and open houses where people could fill out an electronic, real time survey. The survey would most likely be associated with a telephone survey as well.

Mr. Landers said the data in the packed represented results from the steering committee and exploration they undertook for potential capital allocations in high need areas. The board went through a similar exercise at the last board meeting and the chart also included their results. The chart showed commonalities between the two. Mr. Landers explained the results were all under the condition of trying to balance a very extensive amount of identified need, and what would be realistically supported by the community. He reminded the board and the public the bond was in the context of a Long-Range Facility Plan (LRFP) and a capital bond measure was included in the first phase of a multiphase LRFP.

Mr. Landers explained a chart that took exercises and tracked commonalities by percentage of support. Red dots meant there was more than 70% support for the given project. For example, a replacement high school was supported by more than 60% of the board and the steering committee. To create three draft plan options, Mr. Landers looked at alignment in preferences

and where he saw significant support from both bodies; the support was then translated into capital allocations, which he designated under Plans A, B, and C. The development of three plan options was done in concert with the district steering committee. The intention was to create three levels of capital support. Plan A was lower level, and was around \$200 million; Plan B was middle level at \$350 million; and Plan C was around the \$400 million level. The chart showed implications to projects at each funding level. For example, Plan A did not allow a replacement high school, as the project would be too expensive. As capital measures increased, different needs would be addressed. At the bottom of the chart, Mr. Landers included information from Piper Jaffray, providing a sense of what the cost per \$1,000 would be to a property owner.

Mr. Landers went through some of the larger projects outlined in draft Plans B and C. First was to replace North Eugene High School. Replacement of Edison Elementary was across all draft plans, and a new elementary at the Kinney Loop site was proposed in each plan option. One approach was to allocate money toward Willard Elementary to use as a swing site during the replacement of Edison Elementary. The site could later be a home for future alternative programs. Under Educational programs, pre-kindergarten, special education and life skills programs were included. Plan C would include construction of a new building at Willard Elementary instead of dedicating money to retrofitting, which was included in Plans A and B.

Mr. Landers said there were two approaches to the Willard Elementary site, included in the draft plans. One approach was to partially modernize the existing Willard Elementary building. That modernization would allow the district to use the building as swing space for Edison Elementary while it was being demolished and replaced. Then, the building could function as a home for alternative educational programs afterward. Mr. Torrey asked whether costs of both replacement and modernization were considered. Mr. Landers said the costs were considered separately, and only one would be put on the final bond proposal.

Mr. Landers said an entirely new facility would allow the district to build for up to 300 students, which was the projected future enrollment for alternative education, and allow the district to create different types of learning environments. The modernization would likely not allow for the district to reconfigure rooms and layout of the building. Ms. Nittler asked why two different costs were reflected in the charts. Mr. Landers said one cost included a full-on modernization. The numbers were associated with the building as it currently was in square footage. Ms. Sundgrenz asked whether any resiliency upgrades would be included. Mr. Landers said resiliency improvements would only be included at new facilities.

Mr. Torrey asked whether \$30 million would build a new building, and \$15 million would retrofit the existing Willard Elementary. He wondered whether a new facility would be built, even after retrofits. Mr. Leroy said \$15 million would build a significant modernization that allowed continued usage and the district would not build a new facility. Ms. Levis asked whether space was an issue when building Willard and Edison Elementary Schools. Mr. Leroy said space was one reason to consider a new building.

Ms. Walston asked whether underground parking was included in the plan for Edison Elementary. Mr. Landers responded that the steering committee assumed 42 underground

spaces in the reflected price. He said it could be possible to negotiate on-site parking standards with the City of Eugene. In response to a question from Ms. Newman, Mr. Landers said \$19 million was the total project cost to fully modernize a building, instead of a partial update.

Ms. Walston asked who was on the steering committee. Dr. Balderas said senior staff made up the committee. In response to a question from Ms. Walston, Dr. Balderas clarified that “alternative education” throughout the discussion referred to an expansion of the ECCO program. He said the long-term goal for the district was to find permanent space for a 6th through 8th grade program as well as a 9th through 12th grade program.

Mr. Landers explained major differences between the three plans. He noted career technical education programs at the middle school level, special education, and alternative education program expansions only happened at a higher funding plan. Mr. Leroy explained that certain costs, such as a health center or athletic facility, were included in one plan and not others because it was assumed the improvements would be included in new buildings at a larger bond.

Ms. Newman asked what “resiliency upgrades” meant. Dr. Balderas said resiliency meant that certain parts of the building would be reinforced to be at a hospital grade of safety. Dr. Balderas said the district would look at community spaces, like gymnasiums and cafeterias. Mr. Landers said the structure was improved and more money was invested. He explained there were different building codes for different categories. The codes identified structural levels tied to uses, and hospitals were in a higher category than schools. Generally, resiliency was based on seismic numbers and if people could get out of the building safely. A higher resiliency did not necessarily assume the building could be reoccupied, but there was an increased likelihood that the building could be reused. Other resiliency strategies included water storage and photovoltaics designed with battery backup for emergency situations.

Ms. Levis thought the board needed to look at the options closely and then discuss them. She pointed out there were seven board members and nine people on the steering committee with different priorities. She thought the board was narrowed in by the options. Ms. Nittler reiterated that Plans A, B, and C were not the only options.

Ms. Newman asked whether Mahlum Architects would lead the public engagement process or if the board could be involved. Mr. Landers said the board would be involved, but in general, he would explain the needs, potential options, and remind the community of what they approved during the last bond cycle and the success it caused. He noted the public would be asked very specific questions, and those comments would be integrated into the draft plans. Mr. Landers said the goal was to be transparent. Ms. Newman said the public may have trouble providing input; some of the detail was technical, and creative solutions were not discussed. Chair Nittler said the board would have an hour for discussion. Dr. Balderas said another work session could be scheduled if needed.

Ms. Sundgrenz wondered why the board should look at Plan A. Ms. Levis said the dollar amount was likely what the community would bear. Ms. Hays said Ms. Levis made a good point; there were many needs. She thought they needed to poll voters to understand more thoroughly what community members would support. Ms. Hays was inclined to see if the numbers were too

shocking for the public. Ms. Sundgrenz asked specifically what discussions needed to be had with the community. She did not think Plan A was an effective use of resources. Ms. Levis said she had worked on bond campaigns, and it seemed people favored voting for more compelling projects. It was important to figure out what would motivate people. Ms. Sundgrenz had concerns regarding the timeline, and wondered if there were competing bonds during the last bond measure. Ms. Levis said there were no competing bonds during the last round.

Chair Nittler wanted to discuss board priorities and dollar amounts for the plans. Ms. Levis thought the projects the board and the public were both passionate about needed to be discussed. Ms. Newman said not everyone would have the same priorities and it was the board's job to communicate the urgency of the needs effectively to the public. Ms. Levis said it was also about making a list of priorities, engaging communities and testing those priorities.

Mr. Torrey thought it was important to explain exactly why the district was asking the community to approve a bond, and what the effects would be two years in the future if certain projects were not funded in the capital measure. Mr. Torrey wanted to talk to the community about what areas they saw in the highest need. Ms. Hays said the board needed to have some of those details decided on before going to the community. She pointed out that all seven board members wanted a new high school. Ms. Hays wondered if the board should say they were leaning toward funding three new schools and have reasons why they were wanting to. She thought three sounded doable, and wanted to have those types of discussions. Ms. Nittler asked whether the board saw value in a new high school and why.

Ms. Walston said part of the board's strategy in the past was including an improvement in each of the four regions. She noted Churchill was not included in the proposed plans. Ms. Nittler said the Chinese immersion and adding a second gym was included in the Churchill region. Mr. Torrey considered athletic equity; he noted Churchill High School was the only school with a single gym. Mr. Torrey asked what a gym would cost. Mr. Landers gave a loose estimate of \$5 to \$6 million for a 10,000-square foot gym. Mr. Torrey thought McCornack Elementary had land capacity to add space for preschools. Ms. Levis wanted to ensure the board was not adding improvements in areas where there was not adequate population growth. She wanted to be strategic. Ms. Newman had three high level areas; safety, equity, and growth. She wanted to focus on those three priorities in each region.

Ms. Nittler clarified whether the board wanted to focus on their priorities, or on areas that needed improvements the most. She noted there would be growth in the Churchill area, but not as much as the Sheldon area. Ms. Nittler said if the board looked at true need for enrollment, the Sheldon region would be a bigger priority if enrollment boundaries did not want to be shifted. She asked if the board felt comfortable prioritizing a new school at the Kinney Loop site, and renovate the three schools already in Sheldon. Mr. Torrey said the Kinney Loop area would impact things at all school levels. He thought the project had to be on the list, and that Edison Elementary had to be on the list. Mr. Torrey saw North Eugene High School as a priority for replacement as well. He thought they could provide other resources to those students, such as educational programs.

Ms. Sundgrenz asked whether Kinney Loop was a bare lot. Ms. Nittler said yes, the district would be building from scratch. Ms. Levis said if the project was not put in the bond, the district would have to do something with the population out in the Kenney Loop area. Ms. Nittler asked whether board was comfortable saying they supported replacement of Edison Elementary, North Eugene High School and Kenney Loop. Mr. Torrey reiterated the board had to think of why the public should support any of the draft plans. Ms. Levis said the board needed to figure out baseline A, B, and C levels. She did not want to focus on how to sell the plans first; instead, she wanted to figure out what the board was passionate about. Ms. Nittler added that with the priorities the board outlined, the proposed Plan A was already too low of a budget. Ms. Hays agreed that the board needed to decide a base level. Ms. Levis said of those three schools, the board could prioritize what they wanted to spend money on.

Mr. Torrey said he wanted to have a sense of where board members were at regarding projects outlined in draft Plan C, which proposed a total \$425 million bond. He wanted to discuss to get a sense of where board members were at with each proposed project. Ms. Levis wondered if the board was legally required to build a preschool. Ms. Newman said not currently, but likely in the future. Dr. Balderas said the purpose was to have more classroom spaces appropriate for preschool students, and create regional hubs in all four regions. The district would also look to work with partners, such as head start. Ms. Newman said there were many models as options.

Ms. Nittler asked about special education program costs. Dr. Balderas said the costs reflected in the plans were based on the number of spaces added or remodeled. He added those spaces would be made specifically for kids with special needs. Ms. Sundgrenz specified what types of alterations would be made for those classrooms. Dr. Balderas responded there would be bigger classrooms, with other rooms and other facilities built in, such as a restroom and space for different activities. Mr. Torrey said the public asked for special education improvements, so it was a high priority for him.

Ms. Nittler asked the board about alternative education, which was ECCO. She acknowledged the board didn't have much time to discuss possible routes for ECCO. Dr. Balderas said the district was discussing possibilities of moving ECCO from Lane Community College into the 4J district boundary. One location possibility was the Willard site on 29th Avenue and Lincoln Street. Dr. Balderas said it would be sufficient for classroom space, but tight for additional programs and it would be different than what students were used to. He wanted a work session on the topic, and have John Brown, the district's commercial realtor, come speak to the board. Mr. Torrey wanted to know what options for alternative education were.

Ms. Nittler introduced the Chinese Immersion program, and said there are two grades at Crest Drive Elementary. The goal was to move the program to Kennedy Middle School. Dr. Balderas said there was room to have the primary at Kennedy, and the intermediate at Churchill. Dr. Balderas said co-locating in the building at Crest made the option more viable. Ms. Nittler asked what the relocation plan would be. Dr. Balderas said the entire program would be moved to Bailey Hill. Ms. Nittler added Bailey Hill would require some improvements.

Ms. Nittler asked whether the high schools had capacity for shop and other CTE programs. Ms. Blake said there was not space in the high schools. She added there were some middle and

high schools with additional space, but those schools were not prepared for CTE programs the district was considering. The rooms would need to be remodeled. Not all high or middle schools had space to be remodeled. Ms. Nittler pointed out that even if some priorities seemed on track at present, legislation could be changing soon and priorities could shift, so the board needed to consider that possibility as well.

Ms. Nittler asked where health centers would be built. Dr. Balderas said health clinic would be built at Churchill and North Eugene High Schools. She wondered what the board was comfortable with in regards priority one needs. Mr. Torrey said those needs would be the toughest to sell. Ms. Nittler thought resiliency improvements would also be difficult to sell because it was something that the district did not have now. Ms. Levis disagreed; she thought there was a high level of understanding from the public for the priority one needs. She did not think deferred maintenance would be sellable. Ms. Nittler wondered if there were state offsets for resiliency improvements. Mr. Landers said there were not, but state grants could be applied for.

Ms. Levis could not understand why a central kitchen would cost \$22 million. She thought there were other solutions that didn't trap the district into relying on a corporate company for food. Ms. Levis said there was a strong group in community that would vote for the bond if the central kitchen was included, but not at \$22 million. Ms. Nittler clarified that she was suggesting the board move forward if they found more affordable ways to construct the kitchen.

Ms. Sundgrenz wondered what other options there were. She thought the board might need to re-hone priorities overall, but also specifically regarding nutrition. Ms. Hays thought the kitchen would be incredibly expensive, and she worried whether some schools would receive services and others would not. Ms. Levis said everyone would receive services from the centralized kitchen rather than scratch kitchens at each. Ms. Walston said the district was still unsure of exactly what would be included in the nutrition contract, and was unsure that it made sense for the board or district to begin planning a centralized kitchen. Ms. Newman said it seemed like an opportunity since new buildings could be constructed during the bond.

Ms. Nittler asked whether the board was comfortable with renovating Willard at \$15 million or tearing down Willard and rebuilding it at \$30 million, without knowing what other plans would ultimately be. Ms. Nittler said it could become a swing school and later used for ECCO. Mr. Torrey wanted a draft plan, for discussion, from the architect and district staff on how to deal with Willard, as those groups had more knowledge on the issue. He thought it was the single most valuable property the district owned. He was leery of investing \$15 million into the building, when in five years the district could need the building for a different use. Chair Nittler wondered what it would cost to use the school without the bond. Dr. Balderas thought it was roughly the same cost. He said it would be difficult to build Edison Elementary without an additional school; Willard was needed as a swing school. At that time, Dr. Balderas did not see another option on where to temporarily place those students during construction. Ms. Sundgrenz clarified the district absolutely needed Willard as a swing school, otherwise the Edison Elementary replacement would not happen. Mr. Torrey said the district could build something at Willard and upon finishing, begin the construction of Edison. He wondered if the Willard property (a 300-

student facility) was best used as an elementary. Ms. Hays said the property was on a hill and it was not conducive to access.

Ms. Newman noted the Edison Elementary site was very small and the parking lot was also restricted. She wondered if there could be kindergarten through third grade at Edison within the boundary, and then do a rebuild and expansion of Camas Ridge in that neighborhood instead of Willard. Chair Nittler pointed out that option would double the cost. Ms. Levis said Camas Ridge was one of her priorities.

Ms. Hays thought the board was somewhere in between draft plans B and C based on the discussion. Ms. Levis thought the board needed to provide three choices to the public for consideration. Ms. Hays was worried about testing draft Plan A because it was too low. Ms. Hays thought draft Plan B should be the base, and create higher level two options off Plan B. Ms. Newman thought providing a low-cost option that was not as viable could lead to the tendency of people picking the middle option. Mr. Torrey asked what projects were number one and two priorities. Ms. Levis wondered whether board members could do some homework and consider priorities on their own time, and then return to discuss at another work session. Chair Nittler said the board would complete what they could that evening.

Ms. Hays said the board did not need to agree, but asked whether there was a general sense of what the steering committee should present to the public, to provide some of the districts thoughts and to gain another data point. Ms. Hays said she and Chair Nittler could create a process for the next work session to prioritize what the board wanted to present to the community and share specific dollar amount; she preferred not to do so because she wanted the process to be as open to the community as possible. Chair Nittler wondered if there was a higher-level B or C funding option to present. Ms. Levis added that the additional data points would allow the board to see what people are passionate about and what would be most feasible in a bond measure.

Ms. Hays wondered what was missing from the project list presented by Mahlum and the steering committee. Ms. Levis said if it were up to her, she would reconfigure the list because she wanted to be extremely clear what budget was included in each level and what those funds would buy. Ms. Sundgren asked about new Chinese immersion program. She wondered if the facility truly needed remodeled now, or could it be done in future.

Mr. Torrey requested that each board member send to leadership positions prioritized projects at scores of 1, 2 and 3 (1 being the highest, and 3 being the lowest). He thought it would be a mechanism to aid discussion. Ms. Hays agreed, and thought the board needed more information. Ms. Nittler added if there were questions, send them to leadership by Sunday, January 7, 2018. The board added a work session on the bond measure, scheduled for Wednesday, January 10, 2018.

Chair Nittler adjourned the work session at 6:52 p.m.

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Nittler called the regular board meeting to order at 7:02 Ms. Hays led everyone present in the Pledge of Allegiance.

IV. AGENDA REVIEW

There were no changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. School Board Appreciation Month

Dr. Balderas read a proclamation (included in the agenda packet), officially defining January as School Board Appreciation Month. He added the board did affect the students and the community. Dr. Balderas said the school board was instrumental in his and the entire district's success.

Dr. Balderas noted the district had changed its school choice window, from a 2-month window to a 1-month window. He said the changed to align to other neighboring district windows, and to help families in the school choice process.

VI. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Jillian Peterson said South Eugene students were concerned about the cold temperature of the building during the winter. She shared studies showed optimal learning temperatures were 72 degrees Fahrenheit, and students thought it was at the most 62 degrees. Ms. Peterson shared quotes from students regarding the temperature of the school. She explained there was a courtyard with breezeways and sliding doors, which added to the cold temperatures.

Maya Treder reported ECCO was moving toward proficiency based grading, due to irregular attendance. In other efforts, teachers were working to create Oregon Department of Education (ODE) practice tests for students. ECCO had started offering hot breakfasts during the morning to help students perform at their best during the school day. Ms. Treder said ECCO was in Phase 2 of a 5-year alternative education task force to improve efficacy of its programs. Ms. Treder said ECCO hoped to improve the reach of its programs, and the schedule was currently being reviewed to see if transitioning into a 3 by 5 schedule would help. Finally, Ms. Treder said ECCO hoped to expand the reach of its CTE through online courses, allowing other students to access courses. Ms. Treder said all prospective changes would be brought to students to discuss potential changes.

Zoe Chilhorek, International High School, said Penny Wars (an annual fundraiser) wrapped up prior to winter break. All the money made will be split between two charities. Ms. Chilhorek said one charity was Turning Point, a program run by Women's Space, based in Eugene. The other charity was International Organization of Migration. Ms. Chilhorek said before winter break, students received their official IHS apparel for the 2017-2018 school year. She reported that IHS juniors and seniors were working on their final papers. The rest of students were preparing for internal assessments. Ms. Chilhorek noted IHS staff were preparing for the school choice

system, especially since IHS ran on a lottery system. She said staff would hold information sessions. Ms. Chilhorek said during professional development time on January 2, 2018, staff met with two representatives from Peace Jam, an organization that helps students with leadership skills, to see what staff could incorporate into curriculum.

Jack Ohlsen-Johnson said an Alert, Lockdown, Inform, Counter, Evacuate - Active Shooter Response Training (ALICE) would take place that month. He added Governor Brown would visit on January 16, 2018 to deliver a post-delivery of the state address during an assembly, and would then tour the district's Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) departments. On January 2, 2018, Churchill High School hosted an across campus training conference focused on student engagement through the implementation on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies. In February 2018, curriculum council would begin implementing Center on Accelerating Student Learning (CASL) analysis of student learning initiatives, and would provide staff opportunities for questions and feedback. CASL would be implemented under guidance of the book, "Visible Learning," by John Hattie. Finally, Mr. Ohlsen-Johnson said Student Leadership had completed the installation of water fountains and were moving onto other projects.

Tiffany Huang said a petition had been circulating around South Eugene High School requesting to change the school's mascot from the Axmen to a more gender neutral term. Students were not as passionate as other community members, and were more neutral on the issue or thought energy should be focused elsewhere. Ms. Huang asked a student where that energy should be spent, and he responded, "There is another team in our league named the Indians, and that deserves more attention than the Axmen." Ms. Huang added that the petition led to several articles in the Register Guard. Ms. Huang reported Principal Dey expected to make a recommendation on whether the mascot would change by the end of January. Ms. Huang said in December 2017, the boys' basketball team participated in the Les Schwab Invitational. Both girls' and boys' varsity basketball teams would play South Medford on Friday, January 5, 2018. Ms. Huang shared that the Winter Parent Seminar would take place on February 6, 2018. The seminar was entitled, "The Healthy, Well Balanced Student: A New Approach to Mental Health" would be taught by a South parent and a local therapist. Ms. Huang said prior to winter break, the school held an event called "Axe of Kindness" week where students did acts of kindness every day of the week. There was also a week-long food drive competition for which grade could donate the most food; she said the freshman won by a landslide. Ms. Huang said it was the first time the school held the event, and they were happy with the outcome.

VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

There were no reports by individual board members.

VIII. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler addressed the petition on the name change for South Eugene High School. Chair Nittler wanted to be clear the board was focusing on all students at every school. She noted the change would not be a board decision; the decision would come from the South Eugene High

School community itself. Chair Nittler was impressed with the amount of passion the community had and found it heartwarming; she appreciated hearing from people. She added there was a work session that evening on the upcoming bond, and there would also be a second work session the following week.

IX. PUBLIC HEARING ON THE RENEWAL OF THE PUBLIC CHARTER SCHOOL CONTRACT

Dr. McGaughy said on October 31, 2017 the Network Charter School submitted a letter requesting the district renew a 5-year contract with the School. The initial contract had been approved in 2013. In accordance with board policy, the board needed a public hearing on the renewal. Chair Nittler said the public hearing was an opportunity for community members to address the board specifically on the Network Charter School.

Stephanie Ford, introduced herself as a parent of two 4J students, and as the principal of Network Charter School (NCS). She said the school was honored to be included in the educational opportunities 4J offered. For the past 14 years, NCS had provided a community based educational concept that served students grades 7th through 12th. Ms. Ford reported there were generally 15 students per classroom; she had seen students thrive in the environment. To her, it was clear traditional public schools did not work for all children. Ms. Ford offered specific numbers; she said 80% of the students that enroll at NCS self-report they have trouble with math. Another 80% of students reported they experienced social anxiety or bullying at their previous school. Ms. Ford noted NCS had a mobility rate of 40%, compared to the district average of 10%, but added students reported their previous school was too crowded or the students had difficulty maintaining positive relationships with their teachers. She said that 86% of students at network were on track to graduate. Ms. Ford noted NCS's poverty rate was over 70%, and special needs education was 22%, double of the district average. Ms. Ford said the true success to NCS were the individual connections between students and the community. Ms. Ford listed various organizations the school was involved with. She added students who don't fit into the traditional model, find Network Charter. NCS provided a close-knit community, with a strong support system. Ms. Ford thanked the district for its dedication in serving all students.

Dante Morrison introduced himself as a graduate of NCS. Prior to his enrollment, he wondered why he was not achieving the marks he wanted in public schools. He explained he was brought to NCS by a recommendation from another student; if he hadn't transferred he most likely would have gotten his GED instead of his diploma. Mr. Morrison said he was now a Lane Community College (LCC) student in auto technology. Upon Mr. Morrison's arrival to NCS, he felt included. The feeling of inclusion was because of the relationship teachers had with students; they supported students through anything. That help and support teachers provided was what caused Mr. Morrison to enroll in college. He was unsure if he would have graduated high school without their support.

Wendy McKenzie introduced herself as a founding NCS board member, who joined the endeavor originally as an AmeriCorps Volunteer and then as a staff member. She became a teacher within a year of its opening and has remained so since. Since Ms. McKenzie's time at

NCS, she had seen its evolution. She felt lucky because she and other teachers had the freedom to teach passions. For example, Mecca had students in its facilities, working and showing the transformative qualities of art, and how it extended throughout the community. The organization Heartwise taught skills of yoga, meditation and top notch writing instruction. Le Petite provided students practical job skills through culinary classes who provided daily breakfast and lunch, and harbored fantastic language arts, social science, math, and science instruction. Nearby Nature offered active field based classes in Alton Baker Park where science, survival skills, and native plant restoration was taught. Ms. McKenzie said at the main NCS site, the mission continued with math, social science, physical education (PE) and reading. NCS took students outside of Eugene to nearby places, hopefully building positive lifelong habits. Ms. McKenzie said each group of students engaged teachers who cared for the whole student and wanted them to flourish. She said NCS strove to meet students where they are at. Ms. McKenzie added that the sculpting of the school had been guided by its partnership with 4J, and concluded that NCS was lucky to be a part of the district.

Heather Woodson was a parent of an NCS student. She said NCS had been a nurturing, caring environment that allowed her son to grow and flourish. Ms. Woodson noted conventional education was was stressful and overwhelming for her son, and the family struggled to find ways to make him feel comfortable in public schools. She observed that her bright, kind, articulate child was not feeling able to be his authentic self. Ms. Woodson said since her son had been enrolled at NCS, she felt dazzled by who he'd become and by how he felt part of an educational community that celebrated him. She was convinced NCS was instrumental in his transformation. Ms. Woodson said the incredible teachers had been so supportive, that he no longer needed intensive support services. NCS had created conditions in which diverse learning styles could thrive.

Molly Stafford served on NCS board since 2010, and had been chairwoman since 2015. When she joined the NCS board, the school was in a rundown building downtown in need of renovation. In 2011, the school moved to its current location, and after a major fundraising campaign, NCS made a \$225,000 down payment on a building. She said donors support NCS because they understand traditional public middle and high schools do not work well for every student. Ms. Stafford reported purchase of the building led to a stabilizing effect on the school and school finances. She said NCS had net revenues the past four years, increasing the school's reserve by over \$68,000. Ms. Stafford noted continued community donations allowed for upgrades to the building and repaving of the parking lot. She added that a 2016 grant from the Tykeson Family Foundation paid for a new roof; a \$25,000 grant from Mills Davis Foundation NCS to convert a storage building to a music classroom. The stabilizing effect had permeated to the classroom; classes were full and graduation rates were up. Ms. Stafford acknowledged that many students initially enrolled in NCS with deficient credits or learning skills. NCS had a record of putting students on a path to success in the community, especially those that need alternative education.

Chair Nittler closed the public hearing.

X. ITEMS RAISED BY THE AUDIENCES

Chair Nittler explained the rules for public comment.

Mary Leighton said the testimony supporting NCS illuminated a compelling challenge for the board. She thought the school district must find new ways to measure results in small schools, to show accountability while using appropriate tools for the population size. Ms. Leighton said the metrics used for achievement in big schools did not work for smaller schools, and didn't even provide useful information. Ms. Leighton explained metrics for success needed to be different between enrollment numbers in schools. She explained in cohorts of ten or 20, statistics could be affected significantly by one student experiencing a traumatic incident, such as homelessness or a death in the family. Ms. Leighton said outcome measures were affected significantly by scores, positively or negatively, but those scores did not say anything about the effectiveness of school programs. It was a problem for all small schools in the area. Ms. Leighton reiterated the district needed an alternative way to measure results, that was sensitive and valid enough to capture the action in small schools. She thought that data could show what worked and what didn't within the district.

Joey Carlson introduced himself and said co-location with the Chinese immersion school had been fruitful. Mr. Carlson explained that parents provided tours of the school to prospective parents; staff always tried to answer all questions concisely. Mr. Carlson said the middle school component was what he wanted to discuss with the board that evening. He noted that five years ago, ATA was presented as a kindergarten through 5th grade program, however, the new ATA building raised siting issues, so the district went through a re-siting process. Part of that evaluation was retention of an alternative program in the Churchill region, and maintenance of student enrollment to Churchill. Mr. Carlson said the separation of the program had caused some challenges, such as loss of cohesion. He explained that originally, there was a multiclass cohort, however, that was reduced to a single class for 6th graders only. He said that class never actually happened. Mr. Carlson noted was because there were 13 students, so it was not a full class, but it was expected those spots would be backfilled. Because the school did not receive that class, students lost the familiarity of a cohort; in addition, the elimination of the class was not disclosed until the first day of the school year. Mr. Carlson wondered what was happening with the middle school overall. He noted there had not been an official change of policy, but the fact was, the program was no longer kindergarten through 8th grade. Mr. Carlson said staff used to be clear that there was direct enrollment, but now staff is unsure and cannot provide that as an answer. He said ATA had seen enrollment boost, but that boost should not compromise commitment made to families in the past.

Kari Parsons was part of a group of neighbors and Edison Elementary School parents who were advocating for Edison Elementary School to be included on the upcoming bond. She wanted to share some progress made. Ms. Parsons noted that City parking code could require Edison to incorporate a costly underground parking lot; however, she noted there was no nearby constituency clamoring for onsite parking. Consequently, the group met with Mayor Lucy Vinis

and Councilor Alan Zalenka, and both seemed optimistic that the barrier could be overcome for Edison Elementary School, either through “grandfathering in” or through an amendment process. Ms. Parsons said her group had spoken to people with a stake in Edison parking, such as staff, teachers, parents and Edison neighbors. They canvassed the blocks around Edison and also distributed a survey. Ms. Parsons said 100% of neighbors surveyed supported grandfathering in on street parking. She added there had been informal conversations with teachers and staff, and those conversations indicated staff did not want underground parking, but they thought on street parking could be improved through creative solutions. Ms. Parsons said she was seeking support from the Edison Parent Council, as well as the neighborhood association. Ms. Parsons said the group’s activities included outreach, as well as communicating to the school board and city council.

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

Ms. Walston said underground parking would add a huge expense to the project, so she hoped Ms. Parsons and her group could achieve an alternate solution. She asked Dr. Balderas to include information on the Family School and ATA enrollment in a Friday Memo.

Ms. Hays appreciated everyone from NCS showing their support.

XII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of the Eugene Education Association (EEA), mentioned a meeting EEA had with Deputy Superintendent of Public Instruction Colt Gil, Chief Education Officer Lindsey Capps and Oregon Education Association (OEA) President John Larson came to EEA to speak about behavior issues affecting many schools in Oregon. Long range approaches were discussed, and the group emphasized the need for short term measures as well. They recognized it was not a simple problem and would take a lot of effort on different levels to solve. He wanted to make it clear that there was urgency that had to happen prior to the next legislative session. Mr. Shannon said OEA was currently working on legislative initiatives. He encouraged the board to speak to OSBA about the issues. He thought it was a great opportunity for a collaborative effort. Finally, on January 27, 2018 there would be a legislative breakfast at 9:00 a.m. and a local legislative delegation.

Ray Martin, president of Oregon School Employee Association (OSEA) Chapter 1, spoke about value judgements. Mr. Martin noted everything done by the board, such as writing policy, would make certain value judgements. He noted that no one was coming to talk about hard facts like SAT scores but lots of other issues. Mr. Martin added he thought measuring tools for success were needed in not only small schools, but large too. He attended a few 2020 Vision sessions, and during those it was noted that students overwhelmingly wanted to be understood. Behavioral issues were communications, and students wanted staff to understand why they were acting out. With everything happening in the district and the greater society, value judgements were never more important.

XIII. ITEMS FOR INFORMATION

1. Receive Information from Lane Education Service District (ESD)

Mr. Tony Scurto introduced himself as Superintendent of Lane ESD and Lane ESD Board Member Linda Hamilton. Mr. Scurto said he hoped the board would approve an upcoming service plan. To provide background, he provided an overview of education service districts in Oregon. Mr. Scurto said the service districts were required to provide technology, administrative service, school improvement services, and special education services. Mr. Scurto said the local service plan must serve all 16 districts in Lane County. He explained there was not a ton of work to complete in 2018, as it was the second year of a two-year plan. Mr. Scurto said even though it was a two-year plan, Lane ESD still needed approval of the second half of the plan.

Mr. Scurto said the plan went beyond the required services, and some services included in the plan were unique to Lane County. One of those services was Connected Lane County. Mr. Scurto explained there was a strong regional achievement collaborative which connected education with work opportunities in the outside community.

Mr. Scurto said in the prior year, superintendents decided to put aside \$100,000 for students to pursue dual credit from the Willamette Promise. That year, the plan was changed so money was set aside for the overall Promise instead of Willamette Promise. Lane received a Promise grant so he hoped local opportunities would be offered. The change was approved unanimously by the superintendent's council. Mr. Scurto encouraged the board to vote affirmative on year two of the local service plan by March 1, 2018.

2. Receive an Update on ALICE Training and Safety Drills

Cheryl Linder provided an update on ALICE Training and Safety Drills. She explained student drills occurred each year and included fire drills, earthquake drills, and ALICE Drills. The ALICE drill process was brought to the board in March 2017, and they were presented to regarding guidelines and processes. She added a key importance in the process was ensuring parents were informed the district was conducting drills. Ms. Linder said each school presents information to their families through parent organizations, newsletters, site councils, and more. The purpose was to provide an opportunity for parents to preview materials, then the school would conduct the drills. In 2017, the district conducted a parent night to disseminate information, however, no information nights were planned for 2018. School were already in the process of conducting drills; those drills would be ongoing. Ms. Wagner had done a good job of tracking drills, which would allow the department to review information and look at results.

Ms. Hays asked student representatives what happened during ALICE drills. Ms. Peterson said the drill was done in advisory group. Students went through the training which was received well by students. Ms. Huang did not have significant stories from the training; she did not feel students were as receptive to the drill.

3. Receive an Update on Common School Calendar Development

Ms. Vandercar said she Ms. Wagner, Ms. Blake, and Mr. Ellison had met three times to focus on creating a common school calendar. She explained the district wanted elementary and secondary days off to match, because that helped families with a younger and older sibling with child care. It was also good for transportation. Ms. Vandercar said professional development

days were needed, as well as grade level meetings. She added they were also aligning instructional hours that were negotiated for next year.

Ms. Blake said they were excited for the opportunity to align professional development needs for the 2018-2019 school year across the district. The reasons were twofold: for families and students, and for staff. Ms. Blake said they were working to align across the district important initiatives, such as kindergarten through 15, implementation of behavior framework, and implementation of instructional frameworks. With aligned professional days, the district could ensure all staff could attend the meetings and that those meetings were well planned. Ms. Blake said with all meetings happening at the same time, the district can get better use from departments and align work from instructional administrators. With an aligned calendar, the district could choose and strategically plan.

Mr. Torrey asked Mr. Ellison how the calendar would improve efficiency of transportation services. Mr. Ellison said it was a golden opportunity to wipe the slate clean, from an operational standpoint. He said it could eliminate routes and would be made more efficient. Mr. Torrey wondered about consistency of transportation with early release. Dr. Balderas said had yet to be determined.

Chair Nittler wondered about starting the school year earlier. Ms. Vandercar said the district was not planning to start the school year earlier for 2018-2019, but if the change did happen in the future, the board and staff would be involved. Ms. Newman asked where the group creating the calendar was struggling. Ms. Vandercar said elementary was on trimesters and secondary was on semesters and there was one day they could not figure out due to grading days.

XIV. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes from Board Meeting on September 20, 2017
2. Approve Minutes from Board Meeting on October 18, 2017

MOTION: Ms. Walston, seconded by Mr. Torrey, moved to approve the Minutes from Board Meetings on September 20, 2017 and October 18, 2017.

VOTE: The motion carried unanimously, 7:0.

XV. ITEMS FOR ACTION

1. Approve Revisions to Board Policies in Section “D” (Second Read)

Dr. Balderas said it was a second read to the board and asked if there were any additional questions.

MOTION: Mr. Torrey, seconded by Ms. Levis, moved to approve revisions to board policies in Section “D”

VOTE: The motion carried unanimously, 7:0.

XVI. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Approving Lane ESD Local Service Plan Year Two (first read)

Dr. Balderas explained approval of the service plan would be an action item at a future meeting. Under the leadership of Mr. Scurto, there had been a positive relationship with the district. He thanked Lane ESD for their work. Ms. Levis appreciated the partnership of Lane ESD with all school districts in the county.

2. Consider Renewal of the Public Charter School Contract with the Network Charter School

Ms. Charis McGaughy said NCS was originally established in 2003. The board approved renewal of a contract in 2007, granted extensions in 2010 and 2012, and most recently approved renewal in 2013. In May 2013, NCS was placed on a plan of assistance. Ms. McGaughy said the two major areas of deficiencies were around mathematics and graduation rates.

Ms. McGaughy said NCS was requesting a 10-year renewal. Ms. McGaughy said according to Oregon Statute, subsequent renewals had to be a minimum of five and a maximum of 10. The renewal would begin July 1st, 2018 through June 30th, 2028. Ms. McGaughy provided substantial analysis and information around the superintendent's recommendation, and provided some key points. Ms. McGaughy said NCS currently served grades 7 through 12 and had 125 students enrolled. NCS supported a diverse student body including 22% of students with disabilities, 40% student mobility rate, and 100% of students received lunch at no cost.

Ms. McGaughy said NCS had stable student enrollment, and strong community support. She said there was a charter school review team, and an annual report that used seven criteria in board policy LBE to make required, good faith recommendation and evaluation to the board. NCS had offered a different model to students, instead of traditional schools. They offered rich and varied experiences for students. Ms. McGaughy found NCS in compliance with state and federal laws, and were in good financial standing. They have shown a trend away from exclusionary discipline practices, and have decreased in suspensions and expulsions. The assessment scores in English Language Arts have shown improvement and the 5-year graduation rates had increased, with and drop-out rates having decreased from 25% to 18%.

Ms. McGaughy shared NCS added mental health services, and improved communication practices. Ms. McGaughy said recommendations included continued focus on improved attendance rates, as NCS had performed lower than other alternative schools in the state. It was recommended to improve proficiency rates in most subjects, as NCS students had performed lower in all areas when compared to like-schools in the state.

Ms. McGaughy recommended NCS focus on improving graduation rates; only a third of 9th graders were on track to graduate, another third were close but not quite, and another third did not earn an adequate number of credits. Ms. McGaughy noted the current trend was 4 year graduation rates were decreasing while 4 year completion rates were increasing, due to the addition of a GED program.

Ms. McGaughy said the district would work with NCS to update their school improvement plan. Review team staff would then begin working with NCS using the ODE an Intervention Ladder to School Improvement. She said they planned on having a consultant come and work with NCS and support them in their school improvement plan, upon renewal of the contract by the board. Ms. McGaughy concluded the superintendent's recommendation was to renew the contract for 5 years based on the NCS review team analysis.

Ms. Levis thanked Ms. McGaughy and said she supported Dr. Balderas' recommendation. She was interested in the Ladders of Intervention, and wondered why ODE moved to the alternative method. Ms. McGaughy responded that the OSBA consultant recommended looking at performance indicators and using multiple measures. Ms. McGaughy said the review team and NCS would develop measures for the contract that the board would review. The first step was mutually agreeing on those measures and then agreeing on a plan of support to help NCS reach goals. She said the Ladder of Intervention was tiered. She thought it was a more collaborative and less high stakes way to work with charter schools.

Ms. Walston was concerned about attendance issues. She wondered if absences were based on a handful of students, all students across the board, or the nature of the school itself with community partners. Dr. McGaughy said NCS had made extensive efforts to improve attendance. She hoped the district's attendance team would help support NCS and share best practices, as NCS staff said it was a goal to reverse the trend.

Mr. Torrey said that NCS did not have special education teachers. He asked whether the district was providing sufficient services to the 20% of students there. Ms. McGaughy said the district provided all special education services, and NCS was receiving the exact same amount of services as other schools in 4J. Mr. Torrey asked for comparable schools to NCS. Dr. McGaughy said ECCO, Kalapuya High School, and Twin Rivers Charter School. She said there were many comparable within the state, and added the state was releasing a new report card for alternative schools, with different measurements of success. Mr. Torrey asked how students could meet graduation standards and state standards for math. Ms. McGaughy said they were looking at alternative ways to meet essential skill requirements, rather than repeating the same course.

Ms. Sundgrenz valued NCS and what it offered to students. She was concerned about GEDs going up and diplomas going down. She wondered if the trend was hindering students for the future. Ms. Sundgrenz also saw a correlation between attendance, math, and GED obtainment. Ms. McGaughy said NCS originally provided a GED option, then later did not provide the option and would make referrals to other schools. Three years ago, they began providing a GED program again. Because of that program, there has been more support for students to go that route which could be part of the increase. She said the district provided wraparound services to support 4J students; She thought there was an opportunity to offer 4J GED support services to NCS students. Ms. McGaughy reiterated the goal was to graduate with a diploma, at least for students who still had time in their high school career to recover credits.

Ms. Newman agreed with the superintendent's recommendation and thought the district needed to see some improvements before agreeing to a 10-year contract. She was interested in measures of success especially, and was curious to know what students from NCS did after graduation. Ms. Newman also wanted to see more comparison between like schools. Ms. McGaughy said perhaps there could be a Friday Memo sent with more information on alternative education. For the first time, Ms. McGaughy had longitudinal data reports around key indicators for the past five years. Now, the district would have data annually for all charter schools, and could add indicators in the future.

Dr. Balderas said there would be a board work shop to discuss charters and someone from ODE would be invited to provide an overview on charter schools in Oregon. During that session, the longitudinal data would be covered and questions from the board would be addressed. Chair Nittler added that her daughter graduated from NCS, and five years after received a call to see what she had been doing. Chair Nittler was not sure how in depth the data tracking went, but knew NCS at least did some follow up.

Ms. Sundgrenz asked if ECCO and Kalapuya were facing attendance issues and increased diplomas. Ms. McGaughy was unsure regarding Kalapuya, but said ECCO was working on increasing attendance rates and diplomas. Mr. Torrey hoped people could provide best practices that had been successful at other similar schools during the work session. Mr. Torrey said as a board it was their responsibility to support all students. He supported what NCS offered, but he was also concerned about students' ability to be successful once leaving.

3. Consider Proposed Safe Routes to School Projects

Ms. Sarah Mazze introduced herself, and noted she had been working in the 4J transportation department for the past year on the Safe Routes to School Program. Ms. Mazze provided a brief overview of the Safe Routes to School Program. She said the intention of the program was to increase safety for students using active transportation. Ms. Mazze said it was a national program for health and for safety. She explained some students could not get safely to school due to poor infrastructure. However, already 4J made some changes with 2013 bond dollars. There was \$700,000 left to make changes. Ms. Mazze had been working with the city, the county, and the public to see what was needed. She reported there were a few projects identified around Gilham and Howard Elementary. There would be co-benefits to the surrounding schools.

Ms. Mazze presented a PowerPoint on the Safe Routes projects. Projects included multiple improved crossings at Gilham Elementary School; crossing and sidewalk improvements at Howard Elementary School and Kelly Elementary School (a project partially funded by the county); and sidewalks on Grove Street, where there is the sole crosswalk light in the area.

Mr. Torrey said those project areas were not safe places for kids to be. He asked if district money would fund the sidewalks. Ms. Mazze said there was money left over from the 2013 bond and property owners would not be paying additional money. Chair Nittler wondered if property owners were in favor of the projects. Ms. Mazze said there would be an outreach

process to homeowners, since there were a few properties that look as though they had fencing or landscaping in the right of way. The size of the right of way needed to be determined prior to outreach. So far, she had not heard any opposition at neighborhood meetings and at community events.

Ms. Walston said River Road Elementary and Silver Lee needed crossing improvements. Ms. Mazze agreed, and said the district was fortunate that the city of Eugene was receptive about the Safe Route Program. Ms. Newman said she thought it was the city's responsibility to fund those streetscape improvements. Ms. Mazze said in an ideal world, the city and county would have money to make all needed improvements; unfortunately, they already have a backlog for pedestrian and bicycle improvements, as well as automobile route improvements. Ms. Mazze said the city or county would maintain improvements made by the district, depending on ownership.

4. Consider Approving the Contract for Lawson Hosting and Support Services

Ms. Belz explained the current contract for Lawson Hosting and Support Services ended on June 30, 2018. She said Lawson was the primary system for finance, human resources, purchasing, and warehouse functions. It was also the system that generated paychecks. Ms. Belz said it was important that the system was accurate, available, and operating at top efficiency. The district released a Request for Proposals (RFP) for a new provider to support and house the system for the next 5 years. The district received two proposals and selected the company Velocity. Ms. Walston asked if velocity was local. Ms. Belz said no, because there were no local providers for Lawson.

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

Ms. Walston wondered where the board was at with a legislative agenda. The legislative breakfast on January 19, 2018 was approaching and she wanted a plan. Mr. Torrey said he and Ms. Sundgrenz talked about each of the members speaking to legislative buddy to hear whether the breakfast would be useful. Mr. Torrey's legislative buddy wanted to hear from board members instead of legislatures. Board members committed to reaching out to their legislature and hold the breakfast.

Ms. Newman said it would be a great experience for student representatives to attend the legislative breakfast. Ms. Newman then wondered what the legislation around social-emotional behaviors was that would be discussed. Ms. Walston wondered if there were talking points for the breakfast. Ms. Levis said each legislator liked to talk about each issue, so she thought having a one page agenda with a presentation would be important to control the discussion. Ms. Sundgrenz said the legislative committee would produce talking points, and would provide a draft agenda to review for the work session. The board added two work sessions to January 10, 2018 at 5:30 p.m. on the bond and legislative priorities. The board retreat was scheduled for March 5, 2018 with times to be decided.

XVIII. ADJOURN

Chair Nittler adjourned the meeting at 9:17 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas

District Clerk

Eileen Nittler

Board Chair