

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

February 28, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 6:00 p.m., a work session at 6:15 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 February 23, 2018, and published in *The Register-Guard* on February 28, 2018.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
BJ Blake, Director of Secondary Education
Cheryl Linder, Director of Educational Support Services
Cydney Vandercar, Director of Human Resources
Christine Nesbit, Human Resources Counsel
Harlan Coats, Director of Facilities Management
Steve Menachemson, Director of Technology
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Associate Director of Finance
Holly Langan, Support Services Manager

STUDENT REPRESENTATIVES:

Jack Ohlsen-Johnson, Churchill High School
Maya Treder, ECCO
Zoe Chilhorek, IHS (excused)
Jane Brinkley, IHS (excused)
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.

I. EXECUTIVE SESSION

The board convened in executive session to conduct deliberations with persons designated by the governing body to carry on real property transactions, pursuant to ORS 192.660 (2)(e). 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.

II. EXECUTIVE SESSION

The board convened in executive session to consider information or records that are exempt from public inspection, pursuant to ORS 192.660 (2)(f). 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. Executive sessions involving deliberations with persons designated to carry on labor negotiations, or to consider expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

III. WORK SESSION: 4J BEHAVIOR FRAMEWORK UPDATE

Board Chair Nittler opened the work session at 6:22 p.m.

Charis McGaughy explained she was there to follow up on a presentation that was given in the fall. She reminded the board that there was a workgroup working over the past year to develop a behavior framework that would be implemented throughout the district. Ms. McGaughy explained there would be a multi-tiered system of support, which was to improve supports and outcomes for student behaviors. The work group consisted of stakeholders, including staff and community partners. Since presenting the framework, the group had worked on an implementation plan. She introduced Cheryl Linder to present the implementation plan thus far.

Ms. Linder presented a PowerPoint. A graphic on the slideshow, included in the agenda packet, explained the multi-tiered system of support. She broke down each component and talked about the work groups' ideas on how to flush out the framework further. Ms. Linder noted under Leadership Practices and Foundational Beliefs, the team discussed what it truly meant to support students and families and create a sustainable framework within schools. She said the district had beliefs around equity and high quality instruction that were reflected. They wanted to align efforts, so that the behavior framework and the instructional framework were being implemented together. She said they could not do it separately from one another.

Ms. Linder shared a graphic from the State of California, which expressed their idea of a multi-tiered system. She explained the district's team was also proposing some of those items. Ms.

Linder explained the ideas for the district's framework. Tier I was Universal Supports, which started with instruction. If teachers were going to assume certain behaviors would happen, then they had to teach behavior; teaching behavior was done through social-emotional (SE) curriculum. Brooke Wagner's team recommended Second Steps as SE curriculum. Ms. Linder said the district was already doing Caring for Kids and they wanted to continue and build that process. She said the team was also looking at implementation fidelity. They were recommending a team in each school. Ms. Linder added that the group was also looking at high quality academic and SE instruction. She explained it was hard to tease out whether behavior was a result of students who were not appropriately challenged with academics, or if it was a separate issue.

Ms. Linder called out some activities the district already had in place. She said there were counselors in schools, and they were an integral component to the universal supports. Their framework, the Comprehensive Guidance Counselor framework, also discussed SE curriculum and supports specifically for students. They wanted to align all efforts. The working group talked about how to capture the data and measure results. She said an alignment of structural supports was necessary to quantify certain needs. Ms. Linder said the district needed to provide professional development to add capacity to staffs and partnerships. Finally, the district needed to partner with community organizations because they could not do it all alone. She shared the framework that would be present in all three tiers. Tier I was Universal Supports, or what was wanted for all students, Tier II was Interventions, and Tier III was Intensive Supports.

Ms. Levis asked if the district would implement the framework with the same amount of money. Ms. Linder addressed financials later in the presentation. Mr. Torrey wondered how to pass on information about students identified with behavioral challenges in a meaningful way from one school to the next. Ms. Linder said many of those children were provided with an Individual Support Plan (ISP) and at transition time teachers decide together what goes with the student and what does not. Ms. Newman said they are obliged to do a year plan for kids identified. Ms. Linder said there was a process in place for when a child came into school and staff was unsure if they needed additional supports. The process included a team meeting, and decide whether to conduct evaluation under Section 4 or 5. She said there were some kids who struggled for a bit of time before getting to that point. Ms. Linder noted many kids moved in from out of state identified with ISPs.

Ms. Linder introduced Tier II, intervention stage. She explained Project Pass was a pilot program implemented in five schools. There were ten students in Project Pass per school; that number would go up over time, so they were assisting the most needy kids in each school. There was an intervention curriculum under SE needs, and they would recommend a kindergarten through 8th grade program. So far, there was no recommendation for high school. The team still needed to explore curriculum to support high school students. Ms. Linder said the working group was discussing the establishment and maintenance of consistent interventions across all schools, which would take time and focus. She believed they needed to provide more consistency across schools. Ms. Linder mentioned the counseling framework again and explained the district had their support in working together so the curriculums aligned with instructional framework. In addition, there were wraparound services from the community. She

noted the district could not do it all internally and needed to partner with outside social service organizations. Ms. Linder said they were exploring possibilities with mental health screeners. There were about four folks along with the school psychology group researching screening, in order to make a recommendation. Ms. Linder said there was a high school coordinator to work with students who were struggling, and she said they may be part of early warning. She said the working group identified the need to work more on entry and exit criteria.

Ms. Linder explained Tier III Intensive Supports. Tier III was aimed to support students who were critically struggling, and impacts to their learning were significant. She said there needed to be behavior support plans in place for those students. Ms. Linder noted the district had Fox Hollow's comprehensive services program in place. It had run ten students per classroom throughout the year and those classes were full. There was a kindergarten through 8th grade class and fifth through eighth grade class. Ms. Linder said the team was exploring a developmental kindergarten class. Many kindergarteners did not have school ready skills; some came with much more significant needs, and placing them into a typical classroom and asking them to participate in all the same activities was difficult sometimes. She added it would provide a run way for them to develop school ready skills beforehand.

Ms. Linder shared there were referral systems in place for day treatment programs. It was critical to note the programs were difficult to get into and they were full. She said too many kids were getting to the point of needed treatment programs; the trend should have been going the other way. In a multi-tier system support (MTSS), the goal was to be able to help more at Tier I so fewer students would get to Tier III. Currently, there were many students at Tier III and staff needed more training. They had to have established crisis team; it was a critical component. Ms. Sundgren asked if there was one already established. Ms. Linder said there was a current team formed of mostly counselors, but the district needed a more rigorous process to dispatch and notify the team; she said the process needed to be clarified and codified.

Ms. Linder discussed areas of professional development. She said there were specific areas called out related to individual student supports. There were some clear mandates for restraint training for administrative staff by august 2018. The district had been conducting trainings and including as many folks as they could, but there was a lot of staff to train. Ms. McGaughy said they cannot train more than ten staff per instructor at a time. She said with 2,000 staff, it would take a while so they were starting with a smaller group at first. Ms. Newman said the district wouldn't want to train all staff on restrain training. Ms. Linder said not all staff, but enough to where there are people who know how in every building.

Ms. Linder explained Project Pass and shared numbers behind the program. The working group recommended 6.5 hour assistants. Assistants were currently working 6 hours, and there was not enough time to do data entry. Ms. Linder said the only hardware associated with the program was an iPad, and the assistant needed a little training. Ms. Newman asked if there was any additional communication time for staff; she thought that would be important. Ms. Linder said yes, bare bones would be 6.5 hours and more time could be added if budget allowed.

Ms. Linder said PBIS was not functioning in all 4J schools. She said it would require meeting with new teams, and it would require a trainers' model where a leadership team goes into schools to ensure there was implementation fidelity. Ms. Linder said there would be release time to do functional behavior assessments; the idea for release time came from buildings saying they needed that time to do interviews and do work required for behavior support plans. It was not a lot of time, but it was still an additional resource. Ms. Linder said there were conversations with the University of Oregon (UO) around coming to delve into management at the classroom level of management. She said the district currently conducted functional behavior assessment training, and trained approximately 40 people per year. The team recommended an advanced series as well.

Ms. Linder noted there were other implementation costs. For example, the district needed a learning management system. Currently, the district could not track professional development for staff electronically – it was all done by paper and pencil for the most part. Tracking that data was a Division 22 requirement. In addition, before adding new training, there were some areas that needed renewals. Dr. Linder said funding needed to be directed to summer training, as well.

Ms. Linder shared that the leadership team met monthly and would continue to meet. She said the team recommended closure of some CLB programs, and recommended a behavioral mental health partnership coordinator, essentially someone who would coordinate with partners and conduct outreach. It was currently happening but not at the needed frequency and intensity. Mr. Torrey asked about the associated costs. Dr. Linder said the assumption was licensed salary payroll. Mr. Torrey clarified it was high level staff. Dr. Linder said it would be a licensed staff member on special assignment, who would work within the administrative framework. He asked if they had identified that person. She responded it was only a recommendation at this time. The team had not made recommendation about hiring a mental health screener, but the team wanted some sort of early identification system. She covered cost projections for implementation of all recommendations. Dr. Balderas added the costs were for a full scale rollout.

Ms. Newman asked about trauma informed practices under professional development. She was not sure how the team imbedded it into the tiers. She thought it should be included in Tier I. There were many opportunities for training and support in the area, and it seemed like a critical piece. Ms. Walston said the district was preparing the budget for next year; she wondered whether the behavioral framework would be folded into the annual budget gradually. Dr. Balderas said yes, they were currently in discussion with the budget committee and board regarding priorities. He acknowledged all tiers and recommendations were important but the district needed to discern what was the highest need. Ms. Levis wondered if there were dollars from the current year to roll over for the next fiscal year. Dr. Balderas said possibly. He said it was a \$6 million ask and that number was not possible at that time.

Mr. Torrey asked Ms. Newman her opinion around the framework. She responded it was well thought through, but she had to digest the price tag and which ones to prioritize. Ms. Linder added it was important to note some of the activities were already happening. Mr. Torrey said a

primary goal was improving the graduation rate. He said behavioral and mental health was the foundation of improving the graduation rate. He knew it costs money, but the board was talking about some of their most vulnerable kids. Ms. Newman said it was critical to get information early on with kids. She said the board had received lots of emails about the mentor program, and thought it should be added as a possibility to the cost list. Ms. Newman thought it leveraged a huge amount of human capital and other resources. Ms. Hays appreciated the plan.

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

IV. REGULAR BOARD MEETING

V. CALL TO ORDER, ROLL CALL, FLAG SALUTE

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

VI. AGENDA REVIEW

There were no changes to the agenda.

VII. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas said there had been lots of discussion around student and staff safety, and rightly so based on situations across the country. He said the district continued to work with Eugene Police Department and had safety systems in place that all staff was trained on. Those systems included lock downs and evacuation plans. Dr. Balderas said the district worked in the past to create more vestibules to limit access to a single entry and exit. Unfortunately, they were not everywhere, which was one reason why the district was looking for a future bond.

Dr. Balderas said the district trained staff and students to ensure doors were kept locked and closed during the school day. Schools had many exterior doors, and the district goal was to keep those doors closed during the day, and have people enter/exit through the main door. He added it was important that badges were visible, so schools knew every adult in the building. It was critical to know who everyone was. Dr. Balderas said the district would continue to look for mental health and behavioral service supports, and would work to ensure there was family support throughout school levels. He concluded the district schools were safe, and the district would do their best each and every day to protect students and staff.

Dr. Balderas acknowledged Boy Scout Troop 175 was in attendance, and thanked them for their presence.

VIII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Maya Treder said over the past couple weeks, a number of events had occurred at ECCO. On Wednesday, February 21, 2018 ECCO students were invited to a town hall meeting with Senator Jeff Merkley and they were able to observe how he tackled issues; many students returned to school with critical thoughts and reviews of their experience. She reported that as part of Black History Month, students watched the documentary called 13th during their advisory

period. There was a great deal of discourse around the movie, including discussion of amendments and how they have impacted the nation.

ECCO and other area high schools participated in the Lift Every Voice Town Hall Symposium. Students were able to engage in conversation about how race played a role in sense of self, and in treatment of and by others. Ms. Treder said ECCO was undergoing testing, so the school was on an adjusted schedule to allow people to work at their own pace. Staff offered opportunities to satisfy essential skills requirements, including work keys, CRC testing, and space to complete work samples. There was also time set for scholarship program application assistance. Finally, staff was voting on adjusting ECCO's bell schedule. The conversation was around implementing a 3 by 5 schedule to conform to the other high schools, and possibly adding a zero period to accommodate students with different scheduling needs, such as employment.

Jillian Peterson reported Sheldon High School had a successful unity week, featuring many student unions and gender associations. During the event, diversity and inclusiveness was discussed. Ms. Peterson said the Mr. and Ms. Irish Pageant was occurring on Saturday, March 3, 2018. The event was for seniors raising money as part of the "Kids Helping Kids" program that benefited the Children's Miracle Network (CMN). Ms. Peterson said the Boys' Bowling Team placed fourth in state, and spring sports were underway.

Jack Ohlsen-Johnson said Churchill High School was planning professional development opportunities for teachers on May 16, 2018. The training would take a deep look at early warning data, and teachers would collaborate to develop Tier I and Tier II interventions for struggling students. AVID was planning to meet and review the secondary coaching and certification instrument, hopefully in collaboration with AVID teams from ATA and Kennedy. Mr. Ohlsen-Johnson said the curriculum counsel was working hard to combat course failures. He explained they were mobilizing a team to look at students with the highest number of failures by focusing on both internal and external barriers. Mr. Ohlsen-Johnson said staff wanted to identify resources to support kids. Staff was working together to build greater awareness around how to provide a safe learning environment and how to respond to emergency situations. It was a conversation happening in the school's safety team, and it would evolve into a full-scale staff conversation.

Tiffany Huang reported South Eugene High School Theater closed their production of *Dog Fight* over the past weekend. She noted the spring season will begin on April 2018 with three new productions. She said AP exam registration was held in the past week, and late registration ended that day. The school was also beginning the Smarter Balance testing; students without math or language arts classes were required to take the test in May 2018. Ms. Huang said the school was hosting an intermural dodgeball tournament from March 5 to March 9, 2018. The Axe Pageant would host a glow dance on March 9, 2018. Ms. Huang said winter sports ended, as well as the Robotics Team build season, and the robot was ready for its first competition. Ms. Huang reported the Robotics Team was recognized, and would receive a check from Mozilla for its work for the City Synth Eugene Project. Eugene was chosen from 47 cities as a Mozilla

Gigabyte City. Chosen cities received grants totaling \$300,000 for projects utilizing emerging technology to improve education and expand workforce development. One such project was the City Synth Project, which transformed the City of Eugene into a musical instrument. Ms. Huang said the school recently unveiled its new program called Steps for Change, which was developed to further conversations around harassment and sexual assault, and to create a positive school culture and community.

Ms. Sundgrenz reported on behalf of Jane Brinkley. She reported student government finished its annual competition Penny Wars. Student government recently made a team trip to Bags of Love, a charity that provided care kits to foster youth in the Eugene-Springfield area. The school was holding a drive to donate items to the organization. Clothing, personal hygiene items, and books were being accepted for donations. There was an upcoming fundraiser for the IHS celebration to be held at Oakway Center in June 2018. Finally, Ms. Brinkley wrote IHS had selected its teams, which would be heading to Belize and Bolivia over the summer of 2018. The students would be raising money throughout the year to fund their service trips.

Claire Baboyan said North Eugene High School had been conducting IB (International Baccalaureate) testing registration. Over 60 students were taking at least one IB test. Ms. Baboyan reported forecasting happened the past week for the 2018-2019 school year.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Sundgrenz said the past two weeks were hectic. There were bond community meetings with the greater community to go through priorities and costs. The board needed to hear from community members. The board needed help identifying, with staff support, what was important to look at for the future of the community, the district, the schools, and the students served. The next meeting was at Cal Young Middle School, Thursday, March 1, 2018. There was a Spanish community meeting at Howard Elementary on Thursday, March 8, 2018. At every single bond community meeting, there were interpreters for Spanish speakers.

Ms. Newman said it had been a difficult week because of deaths in schools, and the sadness they brought. She thanked staff and parents for supporting each other and ensuring the emotional needs of students were taken care of. Ms. Newman said although it was difficult, at the same time, it was heart-warming to be a part of forums because the community had an interest and commitment in education and wellbeing of students. Ms. Newman thought it was a great opportunity to talk to people in a more informal way. She enjoyed listening to what community members saw as physical needs and curriculum needs within the district.

Ms. Levis attended the Eugene Education Foundation (EEF) meeting on Monday, February 26, 2018. EEF was working hard on a strategic plan and vision, aligning with the school district. Ms. Levis reported that the following Tuesday, February 6, 2018 there would be an EEF dinner to raise money for different activities within the district. The event would be held at the UO. Ms. Levis attended one of the recent bond meetings and found it to be wonderful. She was able to speak with a lot of students who came out to explain what they cared about; it was great to have

time for deep conversations. She appreciated the board and staff's commitment in making those meetings happen.

Ms. Walston concurred with Ms. Newman. She appreciated everyone present at forums, and encouraged community members to attend the next two. Ms. Walston and Mr. Torrey met that day with the Policy Review Committee and she thought they were almost finished with section "I."

X. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler did not have an update.

XI. ITEMS RAISED BY THE AUDIENCE

Chair Nittler read the policy regarding public comment.

Tibor Bessko introduced himself as a counselor at Churchill High School. He appreciated service by the board members. Mr. Bessko said rather than putting valuable resources in testing regimens that the overwhelming majority of teachers and counselors said were not useful, he proposed the district put money into student safety, well-being and health in school communities. The past week alone, the district witnessed two completed suicides, and another one that very day. He was worried that the horrific losses only represented the tip of the iceberg, as stress levels among students continued to climb. Mr. Bessko said when his colleagues and he presented the ninth grade plan of lessons the last week; they started by asking students what their hopes and dreams were for the future. Many students said concerning statements like, "I want my family to live without fear;" "I want my father out of jail;" "I want my parents to be sober;" "I don't want to die in a nuclear war;" "I want a planet free of pollution;" "I want a world without sex trafficking;" "I hope I am alive in the future." These issues weighed heavy on student's lives. Instead of giving those issues the attention they deserved, we are expecting students to instead focus on things that hold little or no meaning. Students' days were filled up with tasks, but what they really needed were people to connect with. People who would pay attention to them, listen to their thoughts and feelings, and encourage their critical thinking and leadership skills. Mr. Bessko said those things took time; it took smaller student to staff ratios, it took well supported staff members who were prepared to engage in relevant and caring conversations, in the moment, when issues arose. Mr. Bessko said if the district wanted to promote healthier, more grounded students who were prepared to address the humongous issues of the time, the district needed to stop over-testing and instead invest in those things that truly made a difference to students.

Nancy Willard seconded everything Mr. Bessko told the board. Ms. Willard worked in the field of bullying prevention as a nationally recognized authority. On the 2017 Oregon Healthy Teen Survey for Lane County, 34% of eighth grade students reported they had been repeatedly bullied in one month prior to the survey. In a 30 student class, ten students were bullied; 2.7 of students stayed home because they did not feel safe; and in the year, 5.7 students seriously

considered suicide. Ms. Willard said it was known bullying was implicated in suicide and students bullied were two times more likely to bring weapons to school. She added in a 500 student school, 35 students brought a weapon to school and 5 brought a gun to school. Ms. Willard heard the district's behavior management plan and she did not hear the word bully or bullying at all. Ms. Willard said the district had been conducting a bullying survey for a very long time, and there had not been an improvement. The district was not alone; nationally, there had been no improvement on bullying. Studies showed students did not think adults were doing enough and did not trust school staff to address problems. Ms. Willard had figured out why staff was not helping and she had better strategies. She offered to do a free presentation in January 2018, and a week after that staff got back to her and said they did not have time and were tirelessly working on the problem. Data showed it was not working. Ms. Willard was setting up a new program for bullying resolution services to try and help parents whose kids were being bullied.

Jimmy Jennett introduced himself as the founder of Checkered Past Mixed Martial Arts Outreach, which was a startup nonprofit in Eugene. He was a four time champion weight professional fighter. Mr. Jennett explained people heard the word fighting and it turned them off, but he used it for a good quality message. He wanted to see all kids safe and put out free kids' seminars, where anti-bullying, racial harmony, and drug prevention topics were discussed. Mr. Jennett explained his background, and noted he had used drugs and went down the wrong path. Since his adolescence, he had embraced recovery and worked with many nonprofits around the community. Mr. Jennett had a dream, and had worked with many area schools and human services organizations to promote that dream. He wanted to create an inspirational video that his organization would, and school districts could, possibly play it in schools.

Jon Skinner said he worked with Mr. Jennett, and was also a consultant representing district health and safety. Mr. Skinner's company was based in Eugene and Portland. He received a criminal justice degree, and worked with gangs and youth. His 21 year old daughter started the anti-bullying group Women of Willamette. Mr. Skinner's company wanted to have a meeting with the board, to offer their services to spread a message. He had done security plans for all types of businesses and organizations. Mr. Skinner added he worked well with law enforcement and was aware of what was happening within the district. He hoped he would be heard and could help.

Larry Lewin said he was a retired 4J elementary and middle school teacher. He voiced his support for the brave students who would protest gun violence in March 2018. Mr. Lewin urged the district, board, and teachers to support the students. It was time to move past thoughts and prayers to victims, and take action. Mr. Lewin said politicians had not solved the issue, and students could lead the way. He urged them to support the movement.

Mark Thornton said his children were at Thurston High School when shooting occurred. Mr. Thornton was there that evening because of the recent events, and how they were related. He was having a difficult time processing the emotions; as a society, we have let kids down by not supporting kids when they were doing the right thing by protesting. He supported academics,

and always preferred his kids to focus on grades. Mr. Thornton thought the district had to do something different as leaders. He thought if that meant taking risks, so be it. The board members needed to be leaders.

Shannon Rosetta thought testing was stressed too strongly in schools. Ms. Rosetta had been in the conversation since 1992, when the first testing ideas came up within the district. At that time, the purpose of testing was to ensure students left the school system competent in mathematics and reading. Ms. Rosetta said over the years, she saw the purpose of testing morph. While it still measured student proficiency to some extent, testing was more grading for a school, rather than a student. She said originally, state tests required for graduation were administered in tenth grade. The information was valuable because teachers had time to refocus on skills and remediate. Now, skills were tested in 11th grade and teachers didn't get results back until the students' senior year. By that time, there was no time to remediate and teachers resorted to band aid measures. Testing was not truly an equitable measure.

Roscoe Caron was a retired 4J middle school teacher and a member of Community Alliance for Public Education (CAPE). Two weeks ago, he listened to the assessment audit presentation given to the board. He applauded 4J administrators taking steps to determine which standardized tests were being given, how many, and to whom, but he found the estimate of time it took to administer and take tests problematic. He said the logical source would have been to ask school based teachers and administrators how long they spent testing. Instead, the district based their prediction on information provided by testing corporations, which were then run through a complicated formula. Mr. Caron administered those tests as a teacher, and he knew they were not short, and testing time had only increased. The estimates given were very inaccurate, and it was not possible to do an honest assessment of the true costs around standardized testing if it was not accurate.

Pavel Gubanikhin introduced himself as a parent of a 4J student at Camas Ridge Elementary. He attended a recent forum at Jefferson Middle School regarding the upcoming bond measure. Mr. Gubanikhin offered feedback and thought the board and staff did an awesome job formatting the forum. He appreciated the information shared and thought informed feedback was important. Mr. Gubanikhin said he liked what was suggested in the bond measure, but was concerned and disheartened not to see Camas Ridge on the list of projects. He grew up in the USSR and found it appalling that he had a better school there than his daughter had in current USA. Mr. Gubanikhin appreciated the budget committee coming to Parent Teacher Organizations to explain options. He encouraged the board to consider an option that entailed building a school on the lower level of the Camas Ridge property while Edison was being reconstructed. Mr. Gubanikhin also had concerns about projects that would install fossil fuel infrastructure as part of the bond measure. He thought investing money toward fossil fuel infrastructure was near sighted, and believed there was great opportunity to do all of the prioritized projects, while reducing the carbon footprint.

Mary Kay Hoffman said she moved to Eugene that past summer, and thanked the district for their investment in school counselors at elementary schools. She thought they would benefit

schools, students and the greater community. Ms. Hoffman wanted to encourage more investment into counseling services. Her daughters had a part time counselor and they had already reaped benefits. Ms. Hoffman understood the district was considering adopting an SE curriculum, and she encouraged the board to consider doing so. She came from a school that implemented Second Step Curriculum, and a colleague she worked with also really liked it. Ms. Hoffman saw benefits from the curriculum in her daughters, and explained there was a unified language such as, safe and not safe touch, stranger danger, guns, helmets, seat belts and more. Counselors were in the classroom regularly and had a connection with her children on a day to day basis, instead of only in emergency situations. She reiterated it was important to have that relationship beforehand. Ms. Hoffman said a colleague of hers reported Second Step was valuable because it, “Taught appropriate self-regulation skills which reduced classroom time instruction; it gave common language to use and the concepts built each year; it was well researched and strategies taught were based on science about how the brain worked; lessons were engaging and kids loved songs, brain games, videos, and stories. Ms. Hoffman acknowledged it was a large investment, but she encouraged them to still consider it.

Amy and Joana Carlock were speaking on behalf of their niece and nephew. They wanted to know how to secure school buildings and make them safer for kids to study, learn, and spend 40 hours a week in the buildings. After recent events, she wondered why it was safer for attorneys, judges and criminal defendants than for students at schools. Ms. Carlock admittedly did not know where money would come from or how the community would rally together, but it was important to secure buildings. She knew there was a solution.

Greg Giglio introduced himself as a South Eugene High School alumni. Mr. Giglio thought important facts were omitted in the February 7, 2018 recommendation from the principal to the superintendent, regarding actual results gathered around community opinions on the mascot name change. Mr. Giglio said the move.org petition, which called changing the mascot, gathered around 200 signatures supporting change while an alternate petition against the name change gathered around 3,700 signatures. The majority of participants in the recent community forum were in favor of keeping the Axemen, and the student newspaper confirmed that fact. Mr. Giglio said during the community forum, a majority of the girls’ basketball team spoke in favor of keeping the name. The omission of results made him wonder if they were taken seriously, and he thought South Eugene High School students were denied a democratic decision. Mr. Giglio read the school policy he thought the process went against.

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

Ms. Walston agreed with audience members that gun violence needed to end. She said the problem was the guns, and not necessarily the violence. Arming teachers was not a solution. Ms. Walston wondered if people contacted their state representatives and senators to urge congress to take more action at the federal level. Ms. Walston agreed school had a large part in safety, as they were responsible for kids; however, they were not responsible for all the other ills in society. She agreed the district needed to do a better job, but she was not in favor of turning

schools into institutions with the level of security similar to prisons and Transportation Security Administration (TSA) checkpoints.

Mr. Torrey appreciated the public comments about securing schools. He urged speakers to go online and take a survey regarding how the next bond would approach new projects. One element was how to provide better safety and security. The survey was an opportunity to comment on how the individual thought dollars could best be spent in a certain area.

Ms. Treder said she heard the public's concerns on testing. She thought work samples were important for students, especially at ECCO. Ms. Treder explained work samples were more useful than standardized testing, and encouraged them to be part of the conversation.

Ms. Hays appreciated comments from community members, and thanked them for their passion. She appreciated that the students' voice was being heard around gun violence in the upcoming March.

Ms. Newman thought there were concrete suggestions, such as looking at time more closely around testing and looking at the behavior framework, especially where the anti-bullying piece fits in.

XIII. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of EEA, thanked the district administration for its support of the February 23, 2018 "Lift Every Voice" symposium. He explained the symposium was started a few years ago by EEA, and the most recent event involved over 100 people. Mr. Shannon encouraged the board and the district to continue its development of a behavioral framework. He thought it could not come soon enough; however, one aspect lacking was the reconsideration of the district's decision to remove mental health therapists from the four high schools. Mr. Shannon thought having mental health counselors in the building who were district employees was incredibly valuable. He acknowledged the service was expensive, but he thought it was worthy. Mr. Shannon mentioned the heightened debate over gun violence and he encouraged the board to be supportive of upcoming student demonstrations. He said students had an incredibly powerful voice on this subject.

XIV. ITEMS FOR INFORMATION

1. Receive FY18 2nd Quarter Financial Report

Ms. Belz provided the FY18 2nd Quarter Financial Report. She said the district was half way through its fiscal year and the general fund was in a stable position. Ms. Belz said the district began the year with almost \$4 million additional general fund carried over from the previous year. They had also received good news that the state school fund had an additional \$0.40 billion, which equated to the addition of \$8 million to the district's general fund revenues.

Ms. Belz said in the second quarter, the district learned from Lane County that the local option tax revenues were expected to come in at \$2 million higher than estimated. The

growth was due to a decrease in the compression loss. Ms. Belz said all programs were within appropriations, in regards to expenditures. Because of increases in revenues, the district did not have to use contingency funds for supplemental budget number one or two. Finally, Ms. Belz said there was a very small deficit in nutrition services, but they expected all requirements for the fund to be addressed by the end of the year.

Ms. Walston asked for the deficit amount for nutrition services. Ms. Belz pointed to the bottom of the report included in the agenda packet, and said it was around \$24,000.

XV. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Personnel Items
2. Approve E-rate Equipment and Purchase

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

VOTE: The motion carried unanimously, 7:0.

XVI. ITEMS FOR ACTION

1. Approve Proposed Amendment to Collective Bargaining Agreement with Eugene Education Association Concerning Licensed Job Fairs

Ms. Nesbit said the item was a second read of a proposed amendment to the collective bargaining agreement with EEA. It concerned the licensed job fair. The district had run a pilot project for the past three years, which had been very successful. They wanted to incorporate it into the contract. The proposed revision calls for a job expo and language updates to conform to staffing procedures. Ms. Nesbit added the superintendent recommended approval.

MOTION: Mr. Torrey, seconded by Ms. Newman, moved to approve the proposed amendment to the collective bargaining agreement with Eugene Education Association (EEA) concerning licensed job fairs.

VOTE: The motion carried unanimously, 7:0.

XVII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Board Resolution in Support of City of Eugene Affordable Housing Programs

Stephanie Jennings, City of Eugene, managed the City's affordable housing programs. Ms. Jennings wanted to discuss the low income rental housing property tax exemption program. She explained the program had been in place since 1990, and supported the development of over 12,000 units. Those units provided stable, affordable housing for families, children, and people living with disabilities in the community. Ms. Jennings said stable housing provided the building block for individuals to succeed in other parts of

their lives. Ms. Jennings said there was an incredible number of connections between housing and student success and wellbeing. She said the program was critical in leveraging state and federal resources to support the continued development of affordable housing. Ms. Jennings was asking for the district's continued support of the program, and concluded the City was exploring ways to expand affordable housing opportunities.

Ms. Walston was supportive of adopting a resolution in support of the program. She asked about rest stops, and noted the City asked the district to use its empty buildings, but then never followed up.

Ms. Jennings said it was not a program she worked with directly but she was happy to take the question back to staff for an answer.

Chair Nittler asked how many developers took advantage of the affordable housing tax credits. Ms. Jennings said it generally required multiple layers of subsidies, as well as an organization committed to housing families. She noted the primary organizations included St. Vincent de Paul, Homes for Good, Cornerstone Community Housing, and Neighborhood Economic Development Corporation (NEDCO). Some smaller developers like ShelterCare and some private developers also utilized the program, but the vast majority was by nonprofits and the regional housing authority.

Ms. Levis would support the resolution, and thanked Ms. Jennings for coming.

2. Consider Approving a Contract for Nutrition Services Management with Sodexo America, LLC for One Year with the Option of Four Annual Renewals

Ms. Holly Langan, Support Services, shared the outcome of a Request For Proposal (RFP) process for a food service management contract. She explained the district's current contract ended June 2018 so the district needed a plan moving forward. In early January 2018, the district held a mandatory pre-proposal meeting, and three vendors participated. After the meeting, the district received only one bid, from Sodexo. Ms. Langan reached out to the other two companies but they were not interested in pursuing the opportunity. Ms. Langan said Sodexo's proposal had notable strength. First, there was no increase in fixed price of meal, which was the first time there would not be an increase in the past ten years. Also, Sodexo agreed to make a continued effort for clean eating. There were certain ingredients the district wanted reduced or eliminated. Ms. Langan said another strength was Sodexo would increase training for staff, and work with staff on improved evaluations. Ms. Langan concluded Sodexo had an increased focus on receiving feedback from students and families on menus and food options.

Ms. Levis wondered if there were ways solidified in order to track improvements, should the RFP be awarded to Sodexo. She wanted to ensure the district held people to a contract. Ms. Langan said there was no baseline to measure clean eating because it

was a new effort the school was focusing on, but Sodexo was working to create an ingredient list and they were working together to create metrics. Ms. Langan added there were other metrics tracked over time, and that she was happy to track whatever the board requested.

Ms. Newman wondered what was on the list of unwanted ingredients. Ms. Langan said high fructose corn syrup, trans-fats, hormones, artificial additives, antibiotics, bleached flour, and artificial food coloring,

Ms. Newman asked whether it was the first year the district asked for those improvements. Ms. Langan did not think they had been requested before, and thought it was a new initiative. Ms. Hays was curious why the other two companies weren't interested. Ms. Hays said the district had requested more local foods, as well as more produce and fruit options in the past. Since she had been on the board, the district had asked for improvements. The board saw responsibility in terms of leadership for good food choices for students. She appreciated that Sodexo provided an offer in the budget provided by the district.

Ms. Treder wondered what the bidding process entailed. She also wondered what Sodexo's policies were in regards to the USDA guidelines. Ms. Langan explained the RFP and bidding process, and said Sodexo policies comply with USDA guidelines. She added they must comply; otherwise the district would not receive federal reimbursement.

Ms. Sundgrenz said some of the seven items were already not included in school beverages, but was unsure if they were included in foods. For example, corn syrup was not included in sweeteners for milk and juice, but she wondered if it was included in other items. Ms. Sundgrenz was also concerned that within the proposal, Sodexo *proposed to limit*. She wanted to see *proposed to exclude* entirely. She thought the wording was vague. Ms. Langan thought the district could use where they were as a baseline and then determine where they wanted to be; if complete elimination of ingredients was what the district wanted, then the district would need to talk to providers about costs and other options. Ms. Langan said explained models with cleaner foods offered generally limited their menus or only offered vegetarian meals. She reiterated there were trade-offs to offer a cleaner menu.

Ms. Sundgrenz clarified that cleaner menus only offered one choice. Ms. Langan said yes; currently, the district offered three or five reimbursable options. The district could change that system, but she understood her program had been directed to offer choice to honor the diversity in schools, students, and families. Ultimately, there were trade-offs to discuss.

Ms. Sundgrenz wondered if the district tracked food waste. Ms. Langan said no, because staff was not in charge of inventory. She acknowledged as environmental stewards the district did not want waste, but on the other hand if the district was not

paying or in charge of the inventory, it was not always on their radar to track it. Ms. Langan noted Sodexo tracked number of meals prepared and left over at the end of the day in order to reduce waste. Ms. Langan said it was another metric the district could consider adding.

Dr. Balderas asked Ms. Langan to describe a lunch line in schools, so she explained through the process. Students had to have all components in order to make a reimbursable meal, meaning they were required to take a protein, grain and produce option. There was a no thank you box, where kids could put items they didn't want and other kids could take them, free of charge. Ms. Sundgrenz asked what happened if food was not taken from the no thank you box. Ms. Langan said they try to reincorporate it into the inventory if possible.

Ms. Walston agreed with Ms. Sundgrenz, and thought it would be good to define "when possible." She wondered if that meant when staff was preparing meals or purchasing. Ms. Langan said the district could work on quantifying the definition, but noted two considerations were cost and availability of ingredients. She said there were not a lot of clean eating items on the market, in the quantity the district was purchasing. Ms. Langan explained it may take time to identify a source.

3. Ratify contract for Financial Advisory Services

Ms. Belz said in December 2017, the district issued an RFP for financial advisory services. She explained the services helped with bond measure planning, evaluation of potential debt issuances, and helped plan and execute general obligation bond issuances, if passed by community. Ms. Belz said there was a previous contract with Piper Jaffrey. Ms. Belz added that the district received three proposals and after review, selected Piper Jaffrey for a contract renewal, subject to board approval. She said the district hoped to issue a one year contract with four possible one year renewals.

4. Adopt Resolution #2018-02 for Supplemental Budget No. 2, Making Appropriations for the 2017-18 Fiscal Year

Ms. Belz presented the second supplemental budget for the 2017-2018 fiscal year. In the supplemental budget, the district recognized revenues for local option tax collections. Ms. Belz noted the district was not counting all estimated revenues receivable and was being conservative. They were recognizing sufficient revenues to cover appropriation of new requirements. Ms. Belz said the district included \$1.9 million in local option levy tax collections, and a \$650,000 transfer from the license insurance reserve fund as negotiated with EEA and the district. For the agreement, Ms. Belz said the district appropriated a 2.1% cost of living adjustment and other adjustments referenced in the contract. The district also appropriated \$317,000 related to a 2.1% COLA for managers, administrators, professionals, senior staff and supervisors.

Ms. Belz said the district also recognized \$218,000 for Lawson hosting and support services. The contract was approved earlier by the board and would move the current

financial system to a new provider for support and maintenance. Ms. Belz said the district had additional payments planned for its charter schools. They shared in local option levy revenues and as income increased, the district also needed to increase payments to charter schools. Finally, the district had an amount appropriated for a newly hired district safety officer. Ms. Belz said the district would address it as a fulltime position during next budget process.

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

Ms. Walston wanted to further discuss a detailed timeline for the bond. Chair Nittler said additional information on the board retreat would be released, and the bond would be discussed during that time.

XIX. ADJORN

Chair Nittler adjourned the meeting at 8:42 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Eileen Nittler
Board Chair