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

April 18, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 7:00 p.m. and a work session immediately following 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 April 13, 2018, and published in *The Register-Guard* on April 18, 2018.

ROLL CALL

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

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

STUDENT REPRESENTATIVES:
Jack Ohlsen-Johnson, Churchill High School (excused)
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; Diana McElhinney, Oregon School Employee Association Chapter 1 (OSEA) President.

I. COMMUNITY FORUM ON STANDARD SCHOOL SCHEDULES

No minutes were required at the community forum.

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

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

IV. AGENDA REVIEW

Dr. Balderas removed Item I from Agenda Item XV Items for Action. He explained the proposed lease with NW Natural Gas would no longer be considered.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas thanked people for attending the community forum at 5:30 p.m. He said the district was working toward changes to elementary start times and high school start/end times. The district was also investigating mitigation to Friday early releases. Dr. Balderas reiterated the overall goal was to create a schedule with equity in instructional time between schools, as well as meet state mandated minutes and work within agreed upon contract parameters with teachers. Dr. Balderas said regardless, there would be new schedule starting 2018-2019. He wanted to be clear that the board created a parameter to work within, but staff created the bell times based on equipment, staffing, and budget. Dr. Balderas concluded the district would try to minimize the impact on families as best they could. He appreciated the community's patience.

VI. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Jillian Peterson reported the Sheldon High School principal had returned from medical leave. She read a statement on his behalf. Ms. Peterson also provided a spring sports updated.

Claire Baboyan said acknowledge the North Eugene High School theater program. Ms. Baboyan said since the last board meeting, there had still been a lot of discussion around the proposed bell schedule. Students in sports and clubs were especially concerned. Ms. Baboyan shared it was the first year the school offered an International Baccalaureate art class and the students would showcase their work in the library. Ms. Baboyan reported prom was approaching. Finally, she said North Eugene High School was the only school in the state with six students interviewing for the Ford Family Foundation Scholarship.

Maya Treder said three ECCO staff traveled to the Public School Alliance and Reconnection Center in Portland, Oregon. The Reconnection Center would become involved in ECCO student experiences, aiming to aid in boosting student engagement in between acceptance periods. Ms. Treder explained that currently, ECCO only offered acceptance at every trimester interval, so during that time, students could take supplemental classes for credit recovery and/or programs like FuelEd. Ms. Treder said the Reconnection Center also emphasized mental health and substance abuse support. She added it was all part of ECCO's five year alternative education visioning task force. ECCO was working to expand CTE offerings, such as a business and entrepreneurship program in fall 2018. Ms. Treder said starting May 2018, teachers would pilot a 1 to 1 technology program, where students would be selected based on attendance to use a Chrome Book at home and in school for three weeks. ECCO hoped to see engagement and attendance positively affected. Ms. Treder said ECCO was in the beginning stages of planning

its first prom in a long time. Finally, Ms. Treder said there was still a feeling of disheartenment among students around ECCO's future, because they felt their voices weren't being heard.

Zoe Chilhorek shared she recently met with Ms. Sundgrenz for a tour. She said student government was working hard to meet the goals set at the beginning of the year. The past week, students volunteered at Friends for Trees to promote campus unity and give back to the community. Ms. Chilhorek said IHS was invited to participate in the Spring Assembly at South Eugene High School which students were excited about. She said April 2018 was Mental Health Awareness Month, and Churchill High School had begun activities to honor the month. She said IHS would consider offering yoga sessions for students before IB testing. Ms. Chilhorek reported there was an upcoming task fair for students to learn about volunteer opportunities, as completing 150 task hours was a requirement of the IB program. Finally, Ms. Chilhorek said Penny Wars had concluded, and IHS student government was planning its annual celebration.

Ms. Levis provided a report on behalf of Tiffany Huang who was still traveling with the robotics team to Houston, Texas. The team was one of 400 that qualified for the event. Videos from the trip would be uploaded to the Axe Online at theaxe.xyz. Ms. Levis said the team had a great interview on KLCC. Ms. Huang said the South Eugene High School prom would be that Saturday at the Ford Alumni Center. There was an upcoming assembly on April 27, 2018 for Associated Student Body (ASB) election speeches. South Eugene High School was planning mental health week for May 2018 and a Springfest toward the end of the school year.

Ms. Walston provided a report on behalf of Jack Ohlsen-Johnson. The previous week, Churchill High School students forecasted for 2018-2019 classes. Mr. Ohlsen-Johnson explained that to reduce error and improve efficiency, the school switched to an online forecasting system. He shared the college and career fair was a big success with a 30% increase in attendance compared to the last years' event. Exhibitors included the Army, Reserve Officers' Training Corps (ROTC), the University of Oregon (UO) and NW Community Credit Union. The event offered a support system for students to be connected to entities after graduation. Mr. Ohlsen-Johnson wrote the annual Lancer Pageant would be Friday, April 20, 2018. He explained the pageant was run for kids, by kids, in order to raise money for the neonatal intensive care unit (NICU) and children in need. Mr. Ohlsen-Johnson said the school's prom would be at the Hilton Hotel. Finally, Churchill High School was hosting a double assembly for Erin's Law training.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hays thanked the community for the conversation at 5:30 p.m. She was able to hear a lot of information from people, and thought it was so important to have dialogue between the board and the public. Ms. Hays said that past week, she had the chance to attend the equity committee where they reviewed the equity tool. Staff who used it presented during the meeting. She hoped the board would continue to look at the tool, particularly regarding policy.

Ms. Newman appreciated those that came out to the community forum, and also those who sent emails. She said it was good to get feedback, and hopefully the district would have an improved version soon. Ms. Newman said there was an event on April 7, 2018 that brought together early learning providers, kindergarten teachers, and elementary administrators. There was a tool called Guidelines for Early Learning and Kindergarten that aligned early learning, kindergarten, and state standards so it was really clear which skills kids needed to start developing by each age. Ms. Newman thought it was an important issue. The earlier the district could start working

with kids to have them ready to start kindergarten, the more chance the district would have in helping the child be successful throughout their school career and life.

Ms. Levis thanked everyone for feedback on the schedule. She shared the board received around 300 emails, and thanked Chair Nittler for providing a personal response back to each. Ms. Levis thanked board leadership for setting up the community forum, and acknowledged the effort it took by staff. She thought it was great to be able to look people in the eye and hear what they were saying. Ms. Levis also appreciated the district having translators, and all the kids who came out. Ms. Levis said the themes heard included questions around offsets for recess, professional development, and after school conferences. She hoped the district was thinking about those offsets, especially in the lower grades. It was a long day for elementary students; she also hoped staff was considering recess before lunch, so kids had time to get energy out then sit down and enjoy their food.

Ms. Levis was looking forward to revised draft. She heard a lot about how people aligned their work/personal schedule to schools. She appreciated Dr. Balderas and Chair Nittler discussing the high school late start at the beginning of the forum, because it was a hardship on students and families. Ms. Levis explained the board also heard a bit about the 3x5 schedule, around whether there was a way to relook at it. Finally, she heard that several people were sensitive to word choice when the board and district talked about equity, but meant equality. The district was trying to create equality of minutes, and have equity throughout the district. On a separate note, Ms. Levis was thrilled the NW Natural Gas lease proposal was off agenda that evening. She appreciated staff working on the proposal and asking hard questions.

Ms. Walston reported she and Ms. Newman attended the April 9, 2018 Instructional Advisory Committee (IAC) review process for world languages. The IAC would return to the board in a couple weeks with a recommendation. Ms. Walston was impressed with the process and the level of evaluation done. Ms. Walston agreed with Ms. Levis about revisiting recess times for lower grades, without completely changing seat time. She thought it could be a way to deal with a longer day, especially if the state was offering an offset.
Mr. Torrey did not have a report, but noted there was an upcoming policy committee meeting.

X. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler and Mr. Torrey had the opportunity to meet the parent teach organization (PTO) at Yujin Gakuen Japanese Immersion Elementary. Chair Nittler was also able to meet with the North Eugene Retirees' Association that day, which was a group of retired North Eugene staff who invested in the community by raising money and creating scholarships. She also went to the recent North Eugene High School theater production.

Chair Nittler thanked everyone for sending emails to the board. She said the conversation around the schedule was very important. She shared the board would discuss a resolution on gun safety and violence. Within the resolution, the board specifically called out more mental health services, behavioral health treatment, and general resources. Chair Nittler thanked Dr. Balderas and staff for increases in school counselors at the elementary level, because the need was great.

XI. ITEMS RAISED BY THE AUDIENCE

Chair Nittler read the policy regarding public comment.

Laura Dahill was the proud parent of twin middle school boys in the 4J district. Ms. Dahill explained that one of her sons had Autism Spectrum Disorder, and needed supports and services to help him access education. The supports were provided with federal funding through the Individuals with Disabilities Education Act (IDEA). Ms. Dahill voiced concern about the district's proposal to reduce special education programs and realign educational assistance for the 2018-2019 academic year. Currently, her son had an Educational Assistant (EA) who helped him access general education classrooms at his middle school, which afforded her son the opportunity to learn rich and diverse curricula alongside his peers. Ms. Dahill learned her son's middle school would experience significant cuts to educational assistants working at the school. Presently, there were seven EAs; the next year, there would only be three. She was alarmed, because she was unsure how it would be feasible for her son to access his general education classrooms when there would only be three EAs. Ms. Dahill said he wouldn't have access to classes he loved. Ms. Dahill said she also ran a nonprofit in Lane County to help families raising a child who lived with a disability. She supported families and encouraged them to live active and fulfilling lives in the community. Ms. Dahill's son had many aspirations, and she reiterated he deserved access to the same classes as his peers. She said filling general education minutes on an IEP with lunch, recess, and P.E. was not affording students a rich education, nor was it helping students reach their full potential. Ms. Dahill explained she was advised the cuts were for a variety of reasons, among them being to help the district control spending. She explained the district received federal education dollars for every student who had an IEP through IDEA. It was unclear to her why services were being cut. Ms. Dahill was a member of the equity committee, and she was curious why the equity tool Ms. Hays referred to earlier that evening was not being used with more fidelity in regard to the choice of cutting EAs.

Wayne Burgess explained he grew up in a different state where they had a seven period day that started at 7:55 a.m. and ended at 2:00 p.m. The school found that kids were not having needs met, especially those students with difficulties. During his senior year changed schedule and went to a seven period AB schedule, which started at 7:15 a.m. and ended at almost 3:00 p.m. Mr. Burgess added who were on track and doing well in classes were able to go home during lunch on Fridays. Students who needed additional help stayed through the end of day to get one on one help. Mr. Burgess said having the after-school check in dramatically increased the school's graduation rate. He understood no perfect solution, but knew there were different ideas and suggestions that would give additional assistance to students in need. Mr. Burgess added schools pushed students much harder these days than he went to school, and there had to be a better way to handle the situation. Mr. Burgess concluded that being able to have the required amount of seat time was good, but making sure students graduated was better.

Ray Martin brought a garbage bag full of plastic as a prop. Mr. Martin worked in the nutrition services department, and shared about various waste. In honor of Earth Day, Mr. Martin brought plastic representing five days' worth produced from one kitchen. He understood packaging had to exist, but he did think it helped to see the waste created from a schools' consumption. Mr. Martin added the bag he brought was only a portion of a week, because he could not bring it all – for example, the wrapper he brought would be multiplied by 150, the utensils by 1,500, and the juice box and straw by 750. Mr. Martin said there was a teacher on special assignment focusing on the issue, and he wanted to offer his voice as an employee. Mr. Martin concluded it would be nice if in 2019, the district could celebrate Earth Day with a different show and tell.

Alana Ricks was a freshman at North Eugene High School. She wanted to discuss the change in schedules. Ms. Ricks spent a couple hours doing research on schedules within the district and she wanted to share some information. Ms. Ricks explained she looked at the amount of time students spent in class, and counted up the minutes per day. North Eugene High School

was at 350 minutes, Churchill High School at 340 minutes, Sheldon High School at 355 minutes, and South Eugene High School at 350 minutes. The numbers excluded lunch and passing time. Ms. Ricks said 990 hours of class time was required by the state, and North Eugene High School had 173.5 days of school, including days seniors didn't have off and finals days. Using that number, she found North Eugene High School had 1,012 hours; Sheldon High School had 1,026.5 hours; Churchill High School had 983 hours; and South Eugene High School had 1,012 hours. Ms. Ricks also wanted to address some other issues with the schedule. OAT, after school homework help, would be removed and a big percentage of students needed that time. In addition, ending later conflicted with after school activities. The swim team had to work with schedules of other buildings, like the River Road Park and Rec Center.

Jessica Swain-Bradway thanked the board for focusing on equality within the schedule. Ms. Swain-Bradway noted there were comments around behavioral supports to teachers. She said it started with mental health. Ms. Swain-Bradway wanted to encourage the board to pursue supports as quickly as possible and remove obstacles currently in way. There were models in place across the country where school districts and states were embedding mental health practices within a behavioral frame, very similar to the draft proposed. She said Vancouver School District used PBIS to address substance abuse. Ms. Swain-Bradway said it had absolutely slashed suspension and expulsion rates related to substance abuse. She encouraged a district-level mental health community coordinator, to build capacity within the community. There were community resources that could be aligned and integrated with higher return for costs. Ms. Swain-Bradway said every dollar spent implementing PBIS had a $104 return. That number did not accounting for mental health integration work. Ms. Swain-Bradway concluded that PBIS at its core created positive school climates, included student voice, and incorporated family integration work.

Rachel Kidd explained she was a parent of a high school and elementary student. She said the premise behind creating uniform schedules was to create equal learning in different schools, but the change would not accomplish that goal. In a lot of situations, it would have the opposite effect by diminishing learning outcomes. Lengthening the school day was the wrong focus. Ms. Kidd said the best learning environment included an experienced teacher, and support staff to accomplish tasks at hand. The district wanted an EA in kindergarten, but students didn't have one all day. She was concerned that when lengthening the day for younger kids, the EAs would go home earlier so kids would receive even less time with an EA. Ms. Kidd said having instructional goals without adequate support would not improve equity. It wouldn't work out to have one teacher teaching 26 elementary students in one hour. In addition, Ms. Kidd thought the longer day meant students needed more recess. She said the district did not want to agree to allowances for all recess schools could take, but it would be needed because kids got tired. Ms. Kidd said recess was also good learning time and helped to reset kids' brains and bodies for more classroom time.

Kimberly Holmquist of the National Association for the Advancement of Colored People (NAACP) Education Committee saw first-hand the district's dedication to equity. Ms. Holmquist was there to sow seeds for the future. She said it was hard to step up and talk about race, and call others' actions into question (including ones' own). It was important to draw attention to the delicate questions around race. Ms. Holmquist had been a teacher in classrooms lacking diversity, and felt tension when the subject of race arose because students didn't know how to talk about it. She said more than one family had moved out of the area due to what their kids experienced in schools. Race needed to be discussed openly, so teachers were more comfortable and students of color felt free to give voice to their experiences, in and out of the

classroom. Being uncomfortable meant being aware it was complicated. The NAACP invited all willing to engage in a series of discussions, which were in the initial planning stages.

Deborah McGee was a previous counselor at Awbrey Park Elementary School. She had three children who had gone through the district. She pointed to a tee shirt she wore, which had phrases promoting social equity and also the phrase "science is real." Ms. McGee wanted to confront climate change and the ecological collapse scientists say humans were headed toward. Ms. McGee said the climate had already risen one degree on average. Researchers discovered in the 1950s that fossil fuels left a byproduct in the atmosphere. Ms. McGee said NW Natural Gas was methane, and explained the energy industry wanted gas to be the bridge fuel to the clean energy transition, but there were big problems with gas, one issue being it was 86 times more effective at trapping heat in the atmosphere than carbon. The other problem was gas leaked at extraction and transportation. Ms. McGee also noted fracking caused devastation to communities. Ms. McGee reiterated anything the district did to further gas harmed the future of students. She ended with quote by W. E. B. Du Bois.

Jim New was a volunteer with 350 Eugene. He was glad to hear the NW Natural Gas proposal was pulled, but still felt compelled to address the subject. The term natural gas was a misnomer created by fossil fuel companies; the correct term was fracked methane gas and was what heat homes and water. Mr. New explained the process that when fracking, which involved use of many chemicals. Gas was captured in process, however, a percentage escapes as methane and carbon dioxide which was much more polluting. According to Bloomberg News, the gas industry was responsible for more carbon emissions than the coal industry over 2017. Future generations would inherit the effects caused by the emissions. Carbon dioxide was responsible for weather change, ocean acidification, and more. Mr. New added the safe level of carbon dioxide for human habitation was 350 parts per million (ppm); currently, Earth was at 403 ppm. He thought Eugene was fortunate because EWEB provided much cleaner electricity than other companies, urged reconsider use of fracked gas within facilities. Mr. New pleaded they reconsider the use of fracked gas within facilities, and urged them to not lease property to any company contributing to climate change.

Sarah Ruggiero was a teacher in the Rachel Carson Program at Churchill High School. Ms. Ruggiero asked the board to consider the impact on CTE programs as the second draft of the schedule was created. Currently, there were six robust CTE programs at Churchill High School, and the Rachel Carson Program was a natural resource management program. Ms. Ruggiero said there was an incredible health academy at the school that found internships at clinics around the community. Those partnerships, and students, would be impacted. Ms. Ruggiero appreciated that all high schools would have an equitable schedule.

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

Ms. Walston wondered if the board could have an update with the situation at Monroe Middle School regarding EAs. She was concerned and wanted more information.

Ms. Treder thought it would be wise to have a discussion around industrial dishwashers in school kitchens, when the board was discussing the bond and potential new facilities. They would be a good first step to reducing waste.

Mr. Torrey said appreciated the public bringing up the need to help struggling students. He thought the three by five schedule had been counter to the district's ability to support students. Mr. Torrey was anxious to look at ways to resolve that if possible.

Ms. Newman heard many rumors around EAs, so she would also like to hear the plan and what was actually happening. She also was unclear about the mental health coordinator, but thought it might be on table with the new Social Emotional (SE) framework.

Ms. Sundgrenz was very interested in hearing about the work being done to reduce waste, and noted Ms. Walston sent information on milk dispensers as a possibility. Ms. Sundgrenz would like to hear more about the teacher on special assignment.

Chair Nittler thanked all speakers. She agreed there was a lack of mental health services in community. Chair Nittler would send Ms. Ricks information on the history of district schedules.

XIII. COMMENTS BY EMPLOYEE GROUPS

Diana McElhinney, President of OSEA Chapter 1, thanked the board for their resolution regarding school safety, and for their commitment to providing safer learning environments for 4J students. It was clear the board wanted to make school safety a priority and administration responded in some great ways. There were consistent disciplinary policies for students, security procedures and incident response plans, safety committees, and a consistent incident reporting form. Ms. McElhinney wanted to addressing staff injuries. OSEA did a survey and received 529 responses to see who was or was not reporting and what the barriers to reporting were. Ms. McElhinney said they found about 80% were reporting, but 20% did not report at least one incident resulting in an injury or that could result in an injury after a few days. That equated to about 200 people. No one wanted to fill out forms, but it was more than that. Some people did not know they were supposed to fill a form out, or did not know where to find it. Ms. McElhinney said 6% responded that nothing changed when they reported an incident in the past, 2% would have to do it off the clock, and 3% feared retaliation. OSEA was working with HR to eliminate those barriers. Ms. McElhinney said OSHA listened to OSEA's concerns and was responding. The district's new incident reporting form was designed to trigger the process. Once there were accurate reports and numbers, the district should be able to make schools safer, reduce on the job injuries, and save money on subs and workers compensation. Ms. McElhinney said now, the district was facing reductions to staff working in the most demanding situations. OSEA believed that with less classified staff, there would be more injuries and students. Ms. McElhinney pleaded the board reconsider the current plans to cut classified staff.

Tad Shannon, president of EEA, talked about a couple aspects of the proposed schedule. He shared EEA supported a more uniform schedule and more equity across the district, and EEA understood the family friendly approach of trying to have matching days off. However, EEA had serious concerns about some aspects. Mr. Shannon said the district was in the midst of a behavior crisis in schools. If not the board was not fully aware of the trend, he encouraged them to visit and spend time in district elementary schools. He provided an example of two children in a special needs room acting out simultaneously. The adults couldn't do anything because the students were not hurting themselves or someone else. Mr. Shannon said he recently represented a kindergarten teacher, and read part of the teacher's statement. The teacher's classroom had months of room clears, activities lost, lessons skipped, and small groups interrupted due to unsafe and disruptive behavior. It affected everyone's capacity to learn. Students lost a large amount of minutes due to highly disruptive and unsafe behaviors. Teachers were losing the energy necessary to create meaningful lesson plans, because time was taken documenting the behaviors, then strategizing and responding to them. There was a district wide behavior problem that was not being adequately supported or addressed. The behavioral issues needed to be addressed before they could create a positive learning

environment, let alone add more minutes to the day. Mr. Shannon asked the board to consider tools available to the district, such as off sets for recess, staff development, and parent conferences. Mr. Shannon concluded it would relieve a lot of pressure off the schedule.

XIV. ITEMS FOR INFORMATION

There were no items for information.

XV. CONSENT GROUP – ITEMS FOR ACTION

There was nothing on the consent calendar.

XVI. ITEMS FOR ACTION

1. Discuss Board Resolution or Board Statement Regarding School Safety

Chair Nittler explained the board wanted to make a more public statement about how to protect kids, due to recent shootings and school violence. Ms. Levis drafted the resolution and welcomed feedback and changes to get the right mix.

Ms. Walston agreed that a resolution was needed but she was concerned because she didn't receive the ordinance beforehand, so did not have time to review it prior to the meeting. She wondered if the board had to adopt the resolution that evening. Ms. Walston suggested waiting two weeks for adoption.

Ms. Sundgrenz thanked Ms. Levis for putting the resolution together. Ms. Sundgrenz wanted the board to pass it as soon as possible, but also wanted a little additional time for the board to get together and review it.

Ms. Hays wanted time to review the document as well. She was unsure if staff and community members had a chance to review the resolution yet.

> **MOTION**: Ms. Hays moved, seconded by Ms. Levis, to adjust the agenda and move adoption of a safety resolution to a future meeting. The motion passed unanimously.

Chair Nittler said the board would decide on the resolution in two weeks.

Mr. Torrey clarified his comments to Ms. Levis regarding the resolution were that quality over quantity was most important. Ms. Newman clarified the board's process; she thought it would be good to get written feedback to Ms. Levis that week so there would be a finalized draft at the next meeting. Ms. Levis thought Ms. Walston made a good point about having staff look at the resolution to ensure it aligned with internal policies. Her preference was to have feedback by the end of the weekend to provide something to leadership on Monday, April 23, 2015.

Ms. Walston said the previous year the board discussed passing resolution about being a welcoming district regarding immigration and they had the district attorney look at it. She wondered if that was a concern at all in this case. Ms. Hays was curious to have input from both Dr. Balderas and the Equity Committee to ensure it was as inclusive as possible.

2. Review and Discuss Meeting Dates and Agenda Topics for the remaining Board Meetings

Chair Nittler said board members had a draft calendar of meetings dates. Ms. Walston clarified there was an executive session on May 2, 2018 to discuss the superintendent's performance evaluation; then a second one on June 6, 2018. She wondered if the second was scheduled in case additional time was needed. Chair Nittler responded the first one was Dr. Balderas' self-evaluation, and the second was the board's evaluation.
Dr. Balderas appreciated the format created for meeting dates. He acknowledged topics came up unexpectedly that needed to be added to agendas, so the flexibility from leadership was appreciated. Ms. Newman asked what next steps were needed for bond planning. Chair Nittler said that evening's work session would focus on bond planning. She added May 9, 2018 was another work session on the Long Range Facilities Plan and the upcoming bond. Ms. Newman was unclear because she thought they were two different things. She was told they were, but they were also connected.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Partnering with the Eugene Water Electric Board (EWEB) Neighborhood Emergency Water Program

Mr. Coats said the district was looking to partner on a Neighborhood Emergency Water Program with EWEB. A well system for drinking water and a battery powered pump would be installed in each region, in case of a disaster or power failure. Mr. Coats explained if the board approved the partnership at the next board meeting, the district would enter into an intergovernmental agreement with EWEB.

Dr. Balderas explained the agreement was part of the relationship Frank Lawson, General Manager of EWEB, discussed at a previous meeting. Chair Nittler asked where the four sites were, if any were in mind. Wally McCullen and Tyler Nice, both of EWEB, presented.

Mr. Coats explained Howard Elementary School was being considered because it already had a solar ray on the roof of the building, which could tie into the battery system put on site by EWEB. The solar energy would be able to charge batteries and keep building lit for a period of time. Mr. Coats said Sheldon High School already had a well, so it was being considered too. He said they were unsure where the site would be on the south side of town; they were considering Roosevelt Middle School and Churchill High School. Tyler Nice, systems engineering supervisor, appreciated the board's time and explained the project was very important to EWEB as they had a chance to prepare for earth quakes and other natural disasters. Tyler Nice explained it was one step to create water resiliency for the community, where people could come on foot or by car to fill up with water. EWEB was working with Mr. Coat's staff to determine sites. Tyler Nice said Howard Elementary School was a consideration, because the district had water rights already and there was space for a battery system, and solar was already installed. Tyler Nice said the system would provide about three weeks of power, then upscale or downscale for power needs. He explained each year, they would work with district staff on what site was next in line.

Wally McCullen, water systems engineering supervisor, said EWEB had identified eight potential sites. They wanted to focus where population density was highest, while ensuring sites were spread throughout the community. As mentioned, they were picking the easiest sites first, and those were ones with usable wells. Mr. McCullen said they were also working with the Bethel School District to create a site at Kalapuya High School. EWEB wanted to work with the Sheldon School District to reach South Eugene; he explained there was very little ground water

in wells in South Eugene where higher density populations were. EWEB didn't have all the answers on how to solve the issue yet, but would spend the next couple years focusing on it.

Ms. Walston was happy EWEB was undertaking the project. She wondered if EWEB was working with other organizations in Lane County. Mr. McCullen said they were working with various agencies, and explained that in 2012 they took a regional approach and identified lots of different sites to bring people on board.

Mr. Torrey appreciated EWEB coming to recent meetings. Mr. Torrey said it was great to see not follow up action.

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

Chair Nittler reiterated the board would revisit the resolution. Ms. Newman said the EWEB Neighborhood Emergency Water Program should be taken into consideration as the district talked about safety/resiliency improvements for new facilities and renovation of facilities.

XVII. ADJORN

Chair Nittler adjourned the meeting at 8:32 p.m.

XVIII. WORK SESSION: REVIEW AND DISCUSS PROJECT LIST FOR THE LONG RANGE FACILITIES MASTER PLAN AND PROPOSED BOND PROJECTS

Chair Nittler called the work session to order at 8:40 p.m. Dr. Balderas explained they would try to narrow the scope of items on the proposed bond. He said there were three funding options to consider: A, B and C (a low, medium, and high option).

Chair Nittler confirmed board members had the three scenarios in front of them. She added more in depth information could be provided as well. Chair Nittler wanted to discuss where board members already agreed and where more discussion may be needed. The board hoped to leave the work session providing Dr. Balderas with guidelines about projects they wanted to pursue. Then, staff would return with a recommendation on May 2, 2018. Chair Nittler explained they would discuss each scenario one at a time. First, they looked at Option A.

Ms. Hays thought the document laying out each package was very helpful, and she saw how they could get into the price point board members felt comfortable with. Ms. Hays said she was not interested in renovating North Eugene High School because there were so many issues with renovation. Ms. Hays was interested in building a new facility at the site. Ms. Hays was also interested in considering larger grade schools at the 600 student capacity. She wanted the best for curriculum, technology, facilities, especially around equity. Ms. Hays wanted to see the district build four schools, and wondered if there were any cost savings if they used the design already created for Howard Elementary School. Ms. Hays added the district should look at any opportunities to repurpose some or all of North Eugene High School for programs that need to move.

Ms. Levis asked about larger capacity in elementary schools, and wondered if the price was $53.5 million for a 600 student school and $43.2 million for a 450 student school. Dr. Balderas said there would be savings using the current design of Howard Elementary School. He clarified because of the footprint, Edison Elementary could have a maximum size of 450. Ms. Sundgrenz

asked if only 450 students would fit with either renovation or replacement. Dr. Balderas said it was the maximum capacity provided to him by the architect for either option, because of the amount of play space needed for kids. He added 2.5 acres was a tight space.

Mr. Torrey supported a new North Eugene High School. He hoped the board would be willing to ask staff for a response to his questions, and thought the district should be seriously considering the repurpose of the building. Mr. Torrey still wanted a new school for the site, but wanted to do it with minimal demolition to allow for reuse of most of the building. The school was over 60 years old but the district did a recent remodel of one area within the school. Mr. Torrey said the facility could continue to be district resource as a neighborhood emergency shelter. In addition, Kid Sports and the YMCA were constantly looking for more space, so gymnasiums were tremendous assets, especially in the North Eugene region.

Mr. Torrey said the current school had a capacity of at least 900 students so there was room. The minimal disruption during construction could allow YG to use the classrooms because the current YG facility would be demolished, assuming the district decided to build a new North Eugene High School. He thought there was a potential relocation for YG at Kelly Middle School for a few years, but also believed the district could use the current North Eugene High School site for YG. In addition, Mr. Torrey thought the district could use a portion of the reconfigured site for special needs and behavioral programs. It could be a site for all North Eugene area students with special needs. Mr. Torrey said a new YG would cost $45 million, unless the district wanted them to use Kelly Middle School full-time permanently. Mr. Torrey thought the district had the capacity to relocate the softball facility toward the south end of the North Eugene site; the need still existed for additional capacity and he thought it was an equity issue that could be dealt with at the site's current land footprint. Mr. Torrey hoped board members would join in asking staff to look at those options. He provided a copy of his notes to members.

Chair Nittler asked how much of the replacement cost was demolition. Mr. Coats thought it was $1.2 million. Dr. Balderas said a typical footprint for properties was 10 acres for elementary, 20 acres for middle, and 40 acres for high schools. Ms. Newman liked a lot of ideas listed by Mr. Torrey, especially repurposing North Eugene High School. Ms. Newman would not support an area school dedicated to students with special needs and disabilities because it was going away from their goal of keeping kids at their home schools. Ms. Hays thought Mr. Torrey was implying programs could be housed there and kids could go to those classes. Mr. Torrey was interested in having staff look at the options and see if they made sense. Board members agreed.

Ms. Newman thought the proposals were very helpful. She was surprised that the renovation for North Eugene High School was only $37 million less than building a new school. Dr. Balderas explained the first phase of a renovation was completed a few years ago, so the figure was for subsequent phases. Ms. Newman thought it made more sense to build a new school, rather than put that much money into a renovation. She was unsure about the numbers related to resiliency and what exactly they meant. Mr. Coats said it would be an addition to construction to make the cafeteria, gymnasium, and kitchen hospital grade occupancy. Ms. Newman asked if the vision was to have one really resilient school in every region, or to make every school resilient. Mr. Coats said they planned to ensure one really resilient school was in each region first, then they would look at every school. Ms. Newman wondered about Edison and Camas Ridge Elementary Schools, and whether both would be made hospital grade, or only one since they were so close together. It was one area she wanted more clarification on. Ms. Newman asked if 450 student capacity included prekindergarten or if it was only included at 600 student capacity. Dr. Balderas said 450 did not include prekindergarten. Ms. Newman wondered if the district had the ability to plan to add capacity later on, if the buildings were constructed for 450.

Ms. Walston was glad the board came in at a middle price range. She was happy to see certain projects on there, like the new North Eugene High School and elementary schools. She was happy to see the Kinney Loop property considered. Ms. Walston added Willagillespie and Gilham elementary schools were at capacity so it was good to be thinking about that restraint. Ms. Walston maintained the board needed to figure out what to do with YG and Corridor. Ms. Walston did not think Kelly Middle School seemed like a good fit for YG. She was also concerned about the family school and the Chinese immersion school at the Crest Drive Elementary School location. Overall, Ms. Walston was pleased with the proposal. Finally, Ms. Walston was unclear how would they do Camas Ridge and Edison elementary schools, because both schools truly needed replacement. It was unclear to her which would be first.

Dr. Balderas said there was some concern about having Camas and Edison elementary schools being on the same footprint because at one time it would lead to 750 kids, with not enough greenspace or parking. It was one concern the district needed to work on with the City of Eugene. Dr. Balderas said one possible solution was to first build the Kinney Loop site to use as a swing site and still do the other two sites. He added there were preliminary concerns regarding parking and space; he explained there were parking requirements required for faculty. Mr. Coats was unsure whether they would receive a permit from the City.

Mr. Sundgrenz asked if the district had ever asked parents from one side of the City to take their kids to the other side of the City for school. Kinney Loop was far from Camas Ridge and Edison elementary schools, and it would create a commute for parents. Ms. Delf clarified it would create a commute for the district due to bussing. She explained the district had not asked parents to commute in the past, because the district had been fortunate enough to have the ability to build another school on the same property and operate both. Ms. Delf said other school districts had used a swing school not nearby them and then bussed students to the site. Ms. Sundgrenz clarified the district would bus all students because they were outside of the 1.5 mile range. Dr. Balderas said in the past, he had to arrange bussing students from one area to another – the longest commute had been an hour from Huntington Beach and Knott Berry Farm.

Ms. Levis thanked Mr. Torrey for his thoughts. Ms. Levis told board members she was constantly keeping in mind $375 million, because she kept going back to the research found surveying. The numbers were good, but the board did not know what would happen during the next six months. Ms. Levis believed Edison Elementary School needed to be replaced. She thought another elementary was needed in the Sheldon area and thought a larger school could go there. She questioned a larger school for Camas Ridge Elementary School, and wondered if staff could provide more information on the possibility. Ms. Levis thought Camas Ridge Elementary School made sense for replacement, if the district could afford it.

Ms. Levis thought the projects felt good but had some questions. She wanted to ensure safety and efficiency enhancements included traffic safety around schools, including sidewalks. To Ms. Levis, the projects needed to fit within the $375 million range. She reminded the board nutrition services came out very high as well as CTE, and it would be a small amount to look at central kitchens. Ms. Levis was supportive of upgrading busses for safety reasons, and because of how much was repaid to the district from the federal government.

Mr. Torrey asked for an idea of what it would take to have a safe facility for Edison Elementary students at the Willard site. He noted two years ago students were in there. Mr. Torrey was not support taking kids to new school in Sheldon area. Dr. Balderas said it would cost $14 million to take Willard to the studs and rebuild. Mr. Coats said the district could likely do the project for $7

to $10 million but that would be a minimal renovation focusing only on safety and absolutely necessary improvements.

Ms. Newman saw value in doing Camas Ridge and Edison elementary schools together because of the proximity and synergy there. She wanted to explore the option further and see if the option could be made safe with regards to parking. She didn't feel comfortable putting money into the Willard site, unless there was more use.

Ms. Hays said the district could bus Camas Ridge Elementary students and rebuild the school to be 650. She was worried about building two schools on the Camas site because of the hill.

Ms. Sundgrenz said she liked Option A but had some concerns. She wanted to see a 650 student capacity for Camas Ridge and Kinney elementary schools with pre-kindergarten included. Ms. Sundgrenz thought the district needed to be careful about where they placed YG. She also had concerns about where to place the Chinese immersion school, and thought CTE seemed low. Ms. Sundgrenz was in favor of replacing North Eugene High School, and valued safety and efficiency of schools. She was concerned about the Willard site, and was not sold on the option.

Chair Nittler clarified that six board members did not want Option A, and preferred to replace instead of renovate North Eugene High School. Ms. Sundgrenz responded she liked the mid-range of Option A.

Chair Nittler asked if the board was comfortable focusing on the two options that included replacement of North Eugene High School. There were head nods. Ms. Walston did want some answers to Mr. Torrey's questions. She also thought 600 students was a lot for an elementary school. Mr. Torrey wanted to consider how to reestablish the balance of items throughout the district that the board was considering as projects. He did not feel comfortable looking at remaining items on list without staff readjusting the options to get closer to $375 million. Ms. Hays said the board was comfortable with the $375 million range, but thought needed staff to find some cost saving options. For example, resiliency was important but she wondered if hospital grade was needed.

Ms. Hays went over priority items from the board members discussed the evening. She said there was a question around whether more funding could be allocated for CTE space. She noted North Eugene High School might get a bigger space with a replacement. She said the board was committed to making Title Nine improvements to sports fields and facilities. Ms. Levis noted it was a higher testing item.

Ms. Walston supported rebuilding Camas Ridge Elementary at 450 student capacity instead of 600 for cost savings. Dr. Balderas said Camas Ridge Elementary School had 421 students when he first arrived to the district, but now the school was down to 375 students. The district had been able to control the size of the school through a more centralized choice process. Ms. Newman asked about the change in facilities and Title Nine projects between options A, B, and C. She was unsure of what they were giving up. Dr. Balderas said the district could spend more than the proposed bond, but tried to narrow the scope to fit into a dollar amount. The biggest dollar amount was facilities. Dr. Balderas added the bond capacity went out to 2031, and to stay at same level of quality, there would be a lot of deferred maintenance.

Ms. Levis wanted more detail in explaining what the buckets of money were exactly doing. It was hard for her to say she felt okay taking money out of one area when she wasn't sure what it

would affect. She also wanted to be clear as the bond went out to the public that things critically important like special education were spelled out in the funding package. For example, for nutrition or CTE, she wanted to know what $6 million versus $8 million bought the district. Ms. Levis wanted to make sure the board had the chance to frame the bond to the community from get go and say things it would help accomplish that were critically important. Dr. Balderas appreciated the comments, and said staff could detail the pricing out.

Mr. Torrey thought the group was in agreement. Mr. Torrey added he wouldn't go above 450 students for Camas Ridge Elementary School. He was not overly concerned about capacity because the district had the ability to say neighborhood schools were not available for choice. Then, 450 would be enough especially if the City didn't expand the Urban Growth Boundary. Mr. Torrey agreed with Ms. Levis and said the board had to list important projects to create a decent story for the public. Mr. Torrey added if the board didn't do something with YG they would have to build something somewhere in the future. He emphasized significance of the limited footprint and the limited availability of land within the City for a large building.

Ms. Hays was not interested in saying the district would do a certain project for a particular amount, because the planning hadn't been done if the district was unable to follow though it would be disappointing. She thought the board could go deeper into pricing, but not so deep they were locked into a project if the bond passed.

Chair Nittler summarized the discussion. She thought the board was leaning more toward a middle number with the exception of a larger Kinney Loop site might be wise due to the growth in the North Eugene region. There were head nods. Chair Nittler said CTE was valued, and more funding should be placed there. She was less concerned about getting down to detail, and was comfortable looking at $375 million for the bond. Chair Nittler knew it was a big ask and reiterated the district and board did not take it lightly.

Ms. Walston brought up Willard. She thought the Camas option seemed like an easy out, but understood the City's concerns. She wondered what they would do with Willard after making it habitable. Ms. Walston wondered if the rehab cost was reflected in the options. Chair Nittler said it was not. Ms. Walston repeated they needed a plan for YG and Corridor, as well as the family school and the Chinese Immersion school.

Chair Nittler thought a one-time use for Willard was not a good use of money. Ms. Sundgrenz was not sold on Willard either and she wasn't sure why it was being considered. It seemed like a waste of money if there was no use for it in the future.

Ms. Hays thought Dr. Balderas and staff had enough information to mock something up and return it to the board. Ms. Hays wondered how much Mr. Torrey's proposal would cost. Mr. Coats said $75 million. Both Mr. Torrey and Mr. Harlan shared their concept for North Eugene High School. Mr. Torrey noted some of the costs had to do with lack of equity for fields. Dr. Balderas said the district had many mock ups of field staff could share with the board.
Ms. Levis did not want to see a number for redoing Willard. She was also not a fan of bussing kids across town.

Chair Nittler confirmed Dr. Balderas had the information needed, and confirmed board members felt comfortable with the work session. They did.

Chair Nittler adjourned the work session at 9:41 p.m.

(Recorded by Marina Brassfield)

_____	_____
Dr. Gustavo Balderas	Eileen Nittler
District Clerk	Board Chair