

**7:00 PM
 Regular Board Meeting**

- I. **6:00 p.m. Executive Session:** The board will convene in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant to ORS 192.660 (2)(d). Executive Sessions are not open to the public.
- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Review
- V. Introduction of Guests and Superintendent's Report
- VI. Comments by Board Chair
- VII. Items Raised by the Community - Public Comment Received by Email 2
- VIII. Comments by Employee Groups
- IX. Consent Group - Items for Action 79
 - 1. Approve Agreement with OSEA Concerning Teleworking
- X. Items for Information 85
 - 1. Receive Information on District Plan for Return to Learning 86
 - 2. Receive Information on Student Safety Review Process Framework 87
 - 3. Review Board Committee Assignments
- XI. Items for Action at a Future Meeting 88
 - 1. Consider for Adoption Revisions to Board Policy LBE - Public Charter Schools
- XII. Comments and Committee Reports by Individual Board Members
- XIII. Suggestions by the Board for Consideration of Items at a Future Meeting
 - 1. **Future Meeting Dates:**
 - August 2020: Friday, August 28 Board Retreat
 - September 2020: Wednesday, September 2 & Wednesday, September 16
 - October 2020: Wednesday, October 7 & Wednesday, October 21
 - November 2020: Wednesday, November 4 & Wednesday, November 18
 - December 2020: Wednesday, December 2 & Wednesday, December 16
 - January 2021: Wednesday, January 13, 2021
 - February 2021: Wednesday, February 3 & Wednesday, February 17
 - March 2021: Wednesday, March 3 & Wednesday, March 17
 - April 2021: Wednesday, April 21
 - May 2021: Wednesday, May 5 & Wednesday, May 19
 - June 2021: Wednesday, June 2 & Wednesday, June 16
- XIV. Adjourn

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900

Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate Curriculum Public Comment

From : Adia Sweatt
<asweatt01@4j.lane.edu>

Mon, Aug 17, 2020 05:01 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate Curriculum Public Comment

To : board@4j.lane.edu

Dear 4j School Board,

I am writing to you as a high school student in the 4j district to speak on a matter of great importance that can no longer be overlooked or ignored. I stand with teachers, parents, and my peers to ask that the Board implements a climate focused curriculum across all core subjects, a curriculum that is age appropriate for all students, taught with a thorough understanding of our communal responsibility to confront global climate change on a local and national level. It is critical that all students are given the resources necessary to understand and act on a crisis that will affect us and our future generations.

I ask that the school board understands and acts on the following:

1. To adopt the Portland School District's Climate Resolution as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearinghouse of standards-based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I greatly appreciate the Board's previous actions to address this difficult issue and assume appropriate responsibility, however, there is always more to be done, and more powerful actions to be taken.

Climate change is not a political issue, it is a human rights issue. It is a crisis that affects our community, our natural world, and

those of us disproportionately harmed by its damage. If climate justice is to truly begin with each of us, then we need to be educated on the causes, implications, and solutions. Each of us needs to have a complete understanding of what we need to do and what we need to push our legislators to do. Many students are not granted the time or resources to learn about these issues on their own, and seeing as climate change directly affects our future, it is vital that strong and meaningful education is provided. When we are educated on issues, we are able to actively make informed decisions and incentivize change. Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

Sincerely,
Adia Sweatt

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Board testimony for 8/19/20

From : Justin Potts
<potts_j@4j.lane.edu
>

Tue, Aug 18, 2020 08:48 PM

 1 attachment

Sender : board <board-
bounces@4j.lane.edu
>

Subject : [board] Board
testimony for 8/19/20

To : board
<board@4j.lane.edu>

Dear Board members:

Below is the text of my testimony, but attached is my audio testimony which I hope you will listen to.

Thank you,
-Justin

Dear Superintendent Vandercar, Chair Walston, Vice Chair Newman and esteemed Board Members,

In thinking about the challenges that COVID creates for our schools I want to thank you for all that you have done

in these difficult and complex times to support students and staff, and in your considerations for the physical and mental health needs in our community. While the pandemic put the brakes on the increased staffing for mental health professionals provided in our Student Success Plan, including additional school psychologists in our district, I know many of you personally advocated for those positions to be created. I am mourning that loss with the knowledge that the future financial uncertainty in the coming years may mean I will reach retirement never having worked a year in Oregon where we have fully funded public education to meet the substantial emotional, behavioral and instructional needs of our students.

Based on the information I have seen, which has admittedly been limited, the currently proposed staff professional development for returning to school this year is almost exclusively focused on instructional technology adoptions and curriculum.

Addressing student mental health concerns during the pandemic has been relegated to a few hours at the end of a long week for staff development, and the previously planned September Question, Persuade, Refer (QPR) suicide gatekeeper training has been reportedly tabled due to other district priorities.

Lane County has had 5 youth die by suicide this calendar year already, including active and former 4J youth. While that may pale by comparison to COVID, both are preventable.

I would like to share an email I received this week from Roger Brubaker, the Lane County Suicide Prevention Coordinator with his permission:⁶

"4J has at least one suicide death per year of an attending student (sometimes as many as three) and often further deaths by suicide and/or overdose of students that attended 4J at some time in their school career. Of all the districts in Lane County, 4J needs to have staff that are trained and prepared to intervene during a suicidal crisis. To not do so would be as negligent as ignoring the risks of COVID. In fact, given the potential increased risk for suicide during the pandemic, 4J would be choosing to ignore a significant aspect of the COVID crisis. We demonstrate what we value with the time we give it. Why wouldn't 4J prioritize this?"

Senate Bill 52 "Adi's Act", passed in the 2019 legislative session, required school districts to adopt a policy by July 1 this year, "requiring a comprehensive district plan on student suicide prevention." A group of individuals including me have been working for at least two years trying to advance the development of that plan in recognition of the need regardless of legislative mandate but have done so on top of already full-time workloads. While some progress has been made in providing training and in plan development in the past year, at other times the work has been sidelined by shifting district priorities, time constraints and lack of approvals from directors for plan components.

I would plead with the board to advocate with district leadership in allocating sufficient time and resources this year to ensuring progress in policy adoption, suicide prevention, intervention and postvention planning

development and in gatekeeper training for all staff who have interactions with our students. I was in an ODE rules development session last September with Adi's father, Lon Staub, and his message to the assembled stakeholders about the loss of his transgendered daughter was simple, "the tone at the top is super important."

Thank you.

Justin Potts, MS NCSP

School Psychologist

Eugene 4J School District: www.4j.lane.edu

Kelly Middle School, César E. Chávez Elementary School, Synergy SE

541-790-7832 (Office/VM) 541-790-7813 (Fax)

potts_j@4j.lane.edu

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BoardTestimony20200819-JP.mp3

5 MB

Zimbra**fjordbeck_l@4j.lane.edu**

[board] PUBLIC COMMENT for 8/19/20

From : Beth Hopkins
<ehopkins82@gmail.com>

Wed, Aug 19, 2020 10:38 AM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] PUBLIC COMMENT for 8/19/20

To : board@4j.lane.edu

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I've heard so many parents request (even as recently as today, when the third option came out) some kind of chart or visual that compares the 3 programs in terms of what the differences will be in curriculum, teacher/student contact time, and work expectations. That would be so so helpful.

My question is, if we select same school online, are we able to switch to the other, come December, if we decide at that point that we DO feel safe returning our student to the building. What if we decide that we feel safe later in the spring?

Beth Hopkins

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate Curriculum Public Comment

From : Brandon Kauten Mon, Aug 17, 2020 05:00 PM
<bkauten05@gmail.com>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate Curriculum Public Comment

To : board@4j.lane.edu

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Dear School Board,

I am writing to you as a high school student of the 4j District to speak to a matter of great importance that can no longer be

overlooked. I stand with teachers, parents, and my peers to ask that the Board implement an age-appropriate solution-based climate-curriculum across multiple subjects, taught with a thorough understanding of our communal responsibility to confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations.

I ask that the Board understand and act upon the following list of demands:

To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.

To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.

To instruct the superintendent to advise teachers to begin infusing

their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.

Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate responsibility. This said, there is always more to do, and more powerful actions to be taken.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural

world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate Curriculum Public Comment

From : Eliza B
<egerblack@gmail.com>

Mon, Aug 17, 2020 05:00 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate Curriculum Public Comment

To : board@4j.lane.edu

STOP. THINK. VERIFY. This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Members of the School Board,

I am writing to you as a high school student of the 4J District to speak of a matter of great importance that can no longer be overlooked. I stand with teachers, parents, and my peers to ask that the Board implement a climate-focused curriculum across all core subject fields, age-appropriate for all students, taught with a thorough understanding of our communal responsibility to

confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations.

I ask that the Board understand and act upon the following list of demands:

1. To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearinghouse of standards-based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I greatly appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate responsibility. I hope that 4J students, parents, and board members can continue working together to improve the quality of the environmental curriculum for all schools.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must have a complete understanding of what we need to do and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with a strong and meaningful education that is sincere in its goal to incentivize change.

Climate change isn't only a scientific matter; it affects all social studies classes: government and political science, law, history, global migration, economics, and many more. It is also not a political issue, and therefore should not in any circumstances be controversial for classes to cover. The fact that climate change has affected all aspects of social studies is simply a fact, not a political opinion, which can be objectively examined by students.

It has been proven, in a research article written by Eugene Cordero, that students who are taught a specific climate-centered curriculum are consequently more effective stewards of the Earth and develop a minimized carbon footprint. It is undeniable that weaving this conversation into each student's everyday

education will alter mindsets, create passions, and empower youth to incentivize change wherever they are called. I ask that the School Board recognize their power in guiding thousands of Eugene students towards the path that has already been established as critical for the future of your children, your grandchildren, and my generation.

I invite you to read the study here:

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0206266>

More than 80% of parents in the U.S. support the teaching of climate change. And that support crosses political divides, according to the results of an exclusive new NPR/Ipsos poll: Whether they have children or not, two-thirds of Republicans and 9 in 10 Democrats agree that the subject needs to be taught in school.

A separate poll of teachers found that they are even more supportive, in theory — 86% agree that climate change should be taught.

An NPR story by Anya Kamenetz (I invite the board to read or listen to it here:

<https://www.npr.org/2019/04/22/714262267/most-teachers-dont-teach-climate-change-4-in-5-parents-wish-they-did%20>) shares that “whether they have children or not, two-thirds of Republicans and 9 in 10 Democrats agree that the subject needs to be taught in school ... A separate poll of teachers found that

they are even more supportive, in theory — 86% agree that climate change should be taught.”

Climate change education is much less controversial than it's made out to be, so why shouldn't it be taught in every subject it's applicable to? Furthermore, why shouldn't teachers be supported and encouraged to explore the topic in far more detail with students? I invite the board to contemplate these questions.

Thank you for your continued efforts to educate my generation about the effects of this catastrophe that will continue to affect us. I am grateful for the work that has already been done and look forward to working towards our objectives together.

Sincerely,

Eliza Black
4J High School Student

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate Curriculum Public Comment

From : Emma Harden Mon, Aug 17, 2020 05:00 PM
<emmarharden@gmail.com>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate Curriculum Public Comment

To : board@4j.lane.edu

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Dear School Board,

I wrote a letter in regard to this a few months ago, during your last meeting of June. At the time, there was a more pressing discussion to be had about School Resource Officers. Now, of course, you're facing the ever-constant decisions to be made concerning COVID-19. However, I do not believe there is a time in which the global climate change²⁰ conversation can be

overlooked--certainly not now, in the midst of rising social movements worldwide that are combating a set of issues stemming from the same root. Not when my generation, more mindful and driven than ever, is navigating our education system without the proper resources, support, and mentors needed to guide us.

My name is Emma Harden and this will be my senior year at Churchill High School. I have grown up with climate activism. I have participated with Churchill's Climate Action Club for two years and worked with Sunrise Eugene to develop their strategies and be a high school liaison. One of my greatest efforts has been helping to organize several school strikes over the last couple years. These strikes, as you are likely aware, gained traction and attention since the beginning of youth activist Greta Thunberg's "Fridays for Future" school strikes. At the local level, they are bold, empowering, and spirited. It brings me joy to connect my peers with a cause they are passionate about, and to show both each other and our onlookers where our priorities sit.

However, the efforts that myself and so many other students have dedicated ourselves to are not without intention. We request action from those who have the privilege of assuming positions that provide a platform for decision-making at a broader level.

As addressed in my last email, I am aware that the 4j School Board released a climate resolution in May of 2019 to recognize the growing concern among the community. I thoroughly appreciate the Board's dedication to writing this document and

discussing its implications. I feel represented by the thoughts expressed, and reassured that the Board is comfortable confronting such an unnecessarily tabooed conversation.

Nonetheless, I am unsatisfied with the idea that the colossal responsibility of global climate change is a box that can be checked off of an agenda. I believe it is impractical to address the matter as an opponent too intimidating to tackle on a local level. I understand that the 4j School Board is not Congress, nor should it be held accountable for a global catastrophe. This said, the initiatives at the conclusion of the 2019 Resolution are, in my opinion, riddled with a few too many calls to continue the approaches that the Board had previously been utilizing. The final statement, demanding that Congress and the State take swift action to protect students, acknowledges that behaviors must be changed at an authoritative level but regards the climate crisis as a governmental responsibility.

It has been made clear time and time again, not only to the United States, but to our planet, that We the People are the force that possesses the key to real, widespread change. It is beyond time to be taking a firm stand for what you believe; a stand for the truths so eloquently acknowledged by the Board in their previous resolution. We cannot wait patiently for our government to change the world. Work with us, from the ground up.

I am calling on the 4j Board of Directors to implement a mandatory climate curriculum across all core subject fields, age-appropriate for all 4j students, taught with passion and a deep

understanding for our communal obligation to confront the climate crisis at a local and governmental level. I ask that the Board understand and act upon a list of demands established by a small group of student, parent, and teacher activists, including myself.

We ask of the School Board:

1. To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. To instruct the superintendent to provide teachers with a clearing house of standard based lessons on climate Change and Climate Justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

In addition to these demands, I ask that teachers be made aware of the significance of this conversation, if they are not already confident in their understanding. I ask that you intensify your focus on the initiatives established in the 2019 Resolution. Most importantly, I ask that the attitude that is employed while fulfilling our demands is not one formed from obligation to answer to public pressure. As I have previously indicated, the subjects of global climate change, sustainability, consumerism, and mass political reorganization are not subjects to be checked off of a to-do list. They cannot be crammed into a category of tasks to complete or topics to mention. This is a grave national concern. We are in the midst of global turbulence that is imprudent to ignore and insensitive to rest on another's shoulders. These topics must be approached with urgency, care, and intelligence--*not* as a chore.

It has been proven, in a research article written by Eugene Cordero, that students who are taught a specific climate-centered curriculum are consequently more effective stewards of the Earth and develop a minimized carbon footprint. It is undeniable that weaving this conversation into each student's every day education will alter mindsets, create passions, and empower youth to incentivize change wherever they are called. I ask that the School Board recognize their power in guiding thousands of Eugene students towards the path that has already been established as critical for the future of your children, your grandchildren, and my generation.

My opinion is reflected in the beliefs of countless children and adults within our district. It is my understanding that you are receiving quite a few of these letters today. I have written a separate, less personalized letter which I will be providing to students who do not have the time on their hands to write one of their own, so that the extent of vehemence behind our demands can be made clear.

I appreciate the time and energy that the School Board has devoted previously to this subject and I genuinely thank you in advance for your continued efforts.

Sincerely,
Emma Harden

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Public comment- distance learning for 2020

From : ERICKA THESSSEN Mon, Aug 17, 2020 07:09 PM
<pittymomma@icloud.com>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public comment- distance learning for 2020

To : vandercar c <vandercar_c@4j.lane.edu>, board@4j.lane.edu, dey a <dey_a@4j.lane.edu>, Anne Marie Levis <aalevis@4j.lane.edu>, Alicia Hays <hays_a@4j.lane.edu>, jtorrey@4j.lane.edu, kuzma b <kuzma_b@4j.lane.edu>, Gordon Lafer <lafer_g@4j.lane.edu>, Martina Shabram²⁶

<shabram_m@4j.lane.edu>, wagner b
<wagner_b@4j.lane.edu>

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Dear Superintendent Vandercar, Board and district executives-

My name is Ericka Thessen and I am a parent of three students in the district, two at Churchill High School and one at Kennedy Middle School. I am pleased and relieved of the district has chosen to go only online until December. Being a front line healthcare worker I truly believe it is the safest and most healthy choice.

I am writing to urge the staff and decision-makers at the district to please allow all of the teachers and educators to have the option to teach from home all trimester 1. The same health crisis is facing our public and our students also looms large over our valued and important educators. I remember a few weeks ago my eldest talking about a science teacher at CHS that means a lot to them, my student saying "I love her so much²⁷ I hope she gets to

teach from home where I know she will be safer and healthier." Our students aren't just thinking about their social lives or seeing their friends. They are worried about getting their teachers and school staff sick. They worry about being exposed and bringing that home to their grandparents and older relatives. I remember several years ago one of my children's speech therapists in the school died suddenly. Her loss profoundly affected my daughter. If our teachers have to go into the schools to teach, and any of them get sick or lose their lives, the trauma that our students have already felt will be significantly magnified.

I also wanted to share something that worked well for my students last year doing distance-learning. Two out of three of my students struggle scholastically and require 504 accommodations. Two of my students were having a very hard time during the beginning parts of the trimester and were not passing their classes. At that point, the staff and teachers at their schools were starting to come up with plans to help support students better. What the middle school and high school did for the students was to focus on teaching and new assignments Monday through Thursday. On Fridays, the students would receive a phone call from the school staff or their teacher reaching out if none of the work or very little of the work had been done. This allowed Fridays to be a support and catch-up day. It wasn't until this point that my students ended up getting assignments

done and passing. As I said before, I am a healthcare worker on the front lines of COVID and I am also a single mother. I am unable to be at home all day and support my students because I am in the hospital trying to save lives. This model allowing every Friday to be a reach out and catch up day was critical to my students passing the trimester. I am essentially begging the district staff to allow the teachers to function in this type of model this year so that we can help ensure success.

I know that the district staff as well as the Board and all of the educators have been working tirelessly during a time of great unknown and upheaval to come up with ways to educate our students while also keeping everybody safe. I appreciate all the work you're doing and know that you're getting many emails. But I just wanted to send this one to reach out about our experiences and what I know I hear my students experiencing and talking about.

Looking forward to the start of a new school year with quality education, compassionate teamwork and a focus on the mental and spiritual well-being of our communities. Thanks again for all you're doing.

Warmly-

Ericka Thessen

She/Her

Mom of Crow, Garrett and Mimi

Sent from my iPhone

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate curriculum public comment

From : Finn Juenemann Mon, Aug 17, 2020 05:02 PM
<finnimann@icloud.com>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate curriculum public comment

To : board@4j.lane.edu

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Dear School Board,

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confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations.

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If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] public comment: clearer information needed about upcoming school year

From : Gretchen Lieberman Wed, Aug 19, 2020 11:46 AM
<ghlieberman@gmail.com>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] public comment: clearer information needed about upcoming school year

To : board@4j.lane.edu

STOP. THINK. VERIFY. This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4j board members,
I know that this is a difficult time for everyone, and I have to assume that people in general and folks in charge at our district are doing their very best to be proactive and responsive to the uncertainty of the school year given the realities of the COVID situation. However, from my

perspective as a teacher in the district and as a parent, more and clearer information would be extremely helpful in making decisions.

Late last night parents received an email about the new three options for learning. This morning we received a text asking us to choose between the three: *"Now 3 ways to return to learning: (1) same school, return on-site in hybrid (2) same school, stay online all year, and (3) Enroll in separate online academy."* If parents hadn't yet read last night's email (and it's unreasonable to think they would have so soon) they would have been very confused thinking we were going back on the decision to have all students doing comprehensive through 12/7. Parents don't want to have to make a decision about February or May right now. No one knows what the situation will be like then. Parents want to know that in November if the school district decides to go back to a hybrid that they can keep going online if they feel safer that way. Or same thing in January or whenever.

Furthermore, as a parent, there is a dearth of information about what those three options will look like. This is what parents received in an email at all three levels:

- *SAME SCHOOL HYBRID — Noah will attend school on-site and online in alternating weeks when schools return to on-site learning in a hybrid model.*
- *SAME SCHOOL ONLINE (new option) — Noah will keep learning 100% remotely from home and remain connected with South Eugene High School when schools return to on-site learning in a hybrid model.*

- *ONLINE ACADEMY — Noah will take classes through the Eugene Online Academy, not South Eugene High School, for at least the first term of the year. (Must also complete Request to Enroll form.)*

This does not give parents enough information to choose from. Parents want to know what's different about these three models in terms of classwork, level of student-teacher and student-student contact, grading, etc. As an elementary parent, I know many of us are concerned that we've heard that the elementary expectations will be similar to last spring, which is not enough academic content for my incoming 5th grader. The same is true for my middle schooler and high schooler. Will my critiques and concerns about last spring's distance learning experience for my 7th and 10th grader be resolved in the CDL this year? Will one of these options provide a more "robust" academic experience? Should I switch to homeschooling all together? Without more information from the district, we can't make decisions.

I know many parents would benefit from seeing a T-chart comparing and contrasting the three models and exactly what things will look like and what expectations will be and what the parameters are.

Furthermore, there was no need to muddy the water with that additional variable ("same school online") right now. The same thing could have been achieved by letting parents know that when the district decides to move to hybrid that families will be given a third opportunity at that time to continue staying at home. The reality is that it would happen anyhow whether the district offers it or not because until there's a vaccine ³⁶ if we're at school at all there will be a significant amount of absences and we're

going to have to teach in a way that equally reaches those students who are not at school. So while this third option is definitely in the right spirit, it just confuses matters. I understand that the district may want the information for planning purposes, but teachers are expected to (and will) pivot as needed anyhow, so if we all start of doing CDL now and come February some of us are moved to hybrid and some of us to continued CDL, we cross that bridge then. And this makes it unnecessarily complicated for both parents and teachers. I've seen parents online stressing over whether their student should choose option A or B, when in reality there may not be any difference between those two options all year long, certainly not until second trimester. This just further complicates the planning for school staff as well in dividing up students into classes/cohorts.

As a teacher I feel like my hands have been tied. So many of us are waiting in the wings, ready to respond to this situation with creativity, passion, and energy. We have felt powerless to take advantage of this time to prepare because we don't know what parameters we are working with, schedule, what we can and can't do, etc. It feels like an enormous loss of opportunity as we await further clarification on what model A and B look like. Teachers, parents, and admin seem to be trapped in a triangulating dance of lack of information. Teachers can't plan until we know from the district what we can do, the district presumably feeling like it can't give direction until it knows what parents want and what the state requires, parents don't know what they want if the district hasn't effectively distinguished the three options, etc. etc. But with less than a month before students are "in class," and less than two weeks before teachers are "officially" back to work, the district needs to provide a clear, decisive (yet flexible), framework that really illuminates the difference between

the options to allow families to make informed decisions and teachers to begin planning effectively.

I know many people, both teachers and parents share these concerns and frustrations. From your position of leadership, please help encourage the dissemination of a clear and detailed information for all as soon as possible. Thank you.

Sincerely,

Gretchen H. Lieberman
4j teacher and parent of Edison, RMS, and SEHS students

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Public Comment

From : Jeff Nelson Wed, Aug 19, 2020 09:39 AM
<jeffnelsonsite@gmai
l.com>

Sender : board <board-
bounces@4j.lane.edu
>

Subject : [board] Public
Comment

To : board@4j.lane.edu

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4J School Board

I want to express my appreciation for the work to safely re-open 4J Schools for in-class instruction.

As a 4J parent, I have seen in-class structured instruction providing valuable connections between teachers and students. It provides a richer social experience and embraces equity and inclusion. I appreciate your working hard to implement engineered

and non-engineered solutions to create a safe environment for kiddos and adults. Please continue to put your energies toward these solutions and I encourage you to not take backwards steps.

I am discouraged by comments that I have read and heard that students cannot control themselves and would violate safety protocols. It is disheartening to me that some adults generally classify our talented younger generation and future leaders as being disrespectful and reckless hooligans.

I understand that this perspective and others come from a place of fear. Fear is important to address, but it should be approached with compassion as well as a solution-based focus for in-class instruction. If our fears overwhelm the safe and solution-based objective of in-class instruction, society will be promoting isolation and exclusion.

I have experienced many examples of the ossification of institutions. Fear has paralyzed them to the point that they are zombies that are more focussed on creating protected classes of workers for themselves rather than embracing solidarity for the greater good. It is dismaying to me to see institutions grinding to a slow burn. Leadership in these institutions have set standards where employees are perceived to be elevated to an ivory tower surrounded by a wall of fear. They have entrenched classes of institutional workers as being the "haves" while workers outside institutions are the "have nots". Meanwhile the rest of society is moving forward safely, gracefully, and bravely facing and overcoming their own fear.

4J can set an example and it should be very cautious in making any decision that creates an excuse to leverage arguments not to re-open schools for in-class instruction. I am confident you won't become a zombie.

You need to take steps to continue to make 4J relevant and connected to the community you serve.

Thank you again for the leadership and positive effort taken by the Board and great staff at 4J for finding solutions for safe reopening of in-class instruction.

Kind Regards,

Jeff Nelson
Eugene 97403

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] climate curriculum public comment

From : Joel Sadofsky Mon, Aug 17, 2020 05:00 PM
<jsadofsky19@4j.lane.edu>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] climate curriculum public comment

To : board@4j.lane.edu

Dear Board,

It's been a while, but I am emailing in support of the demands for a more comprehensive climate curriculum outlined below.

Sincerely,

Joel Sadofsky

Eugene International High School Student
Government
4j Board Rep
Site Council Board Rep ⁴³

South Campus Vice President

To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.

To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.

To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.

Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate Curriculum Public Comment

From : Lillian Gardner
<lgardner01@4j.lane.edu>

Mon, Aug 17, 2020 05:07 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate Curriculum Public Comment

To : board@4j.lane.edu

Dear School Board,

I am writing to you as a high school student of the 4j District to speak to a matter of great importance that can no longer be overlooked. I stand with teachers, parents, and my peers to ask that the Board implement a climate-focused curriculum across all core subject fields, age-appropriate for all students, taught with a thorough understanding of our communal responsibility to confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations.

I ask that the Board understand and act upon the following list of demands:

1. To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate responsibility. This said, there is always more to do, and more powerful actions to be taken.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate Curriculum Public Comment

From : Maddie Karduna Mon, Aug 17, 2020 04:52 PM
<mkarduna30@4j.lane.edu>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate Curriculum Public Comment

To : board@4j.lane.edu

Dear School Board,

I am writing to you as a high school student of the 4j District to speak to a matter of great importance that can no longer be overlooked. I stand with teachers, parents, and my peers to ask that the Board implement a climate-focused curriculum across all core subject fields, age-appropriate for all students, taught with a thorough understanding of our communal responsibility to confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations.

I ask that the Board understand and act upon the following list of demands:

1. To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate responsibility. This said, there is always more to do, and more powerful actions to be taken.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

-Maddie Karduna, South Eugene High School

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[board] Implementation of Climate Curriculum

From : Melody DeStefano Mon, Aug 17, 2020 05:00 PM
<thetwistedwood@gmail.com>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board]
Implementation of
Climate Curriculum

To : board@4j.lane.edu

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Dear School Board,

I am writing to you as a high school student of the 4j District to speak to a matter of great importance that can no longer be overlooked. I stand with teachers, parents, younger siblings, and my peers to ask that the Board implement a climate-focused curriculum across all core subject fields, age-appropriate for all students, taught with a thorough⁵¹ understanding of our communal

responsibility to confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations.

I ask that the Board understand and act upon the following list of demands:

1. To adopt the Portland School District's Climate Resolution as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health, Social Studies.

I appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate responsibility. This said, there is always more to do, and more powerful actions to be taken.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change because it depends on the change and action of our generation, or else damage will be irreversible and immensely costly.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Public comment

From : Michael Leiner
<leesha.leiner@gmail.com>

Tue, Aug 18, 2020 10:27 AM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public comment

To : board@4j.lane.edu

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Dear School Board,

I am writing to you as a high school student of the 4j District to speak to a matter of great importance that can no longer be overlooked. I stand with teachers, parents, and my peers to ask that the Board implement a climate-focused curriculum across all core subject fields, age-appropriate for all students, taught with a thorough understanding of our communal responsibility to confront global climate change at a local and national level. It is

critical that all students are given the resources to understand a crisis that affects us and our future generations.

I ask that the Board understand and act upon the following list of demands:

1. To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate

responsibility. This said, there is always more to do, and more powerful actions to be taken.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Comprehensive Climate Literacy

From : Rich <richbowden@efn.org>
Mon, Aug 17, 2020 05:03 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board]
Comprehensive
Climate Literacy

To : board@4j.lane.edu

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Dear Eugene School Board,

I am writing to you today as a parent of a 4J student.

Thank you for supporting and passing the Climate Change Action Resolution last year.

The climate is changing, and we need to do more. Climate change is not something that will start happening in the future. It is happening now. We are seeing the affects begin, more frequent events of drought, fire, flood, and hurricane, and an increasing rate of sea level rise. Even if we stopped burning all fossil fuels tomorrow, we would still see affects for decades to come. But if we do stop releasing carbon dioxide and other greenhouse gasses into the atmosphere, we will not see nearly the increase in, and intensity of, natural disasters, as we will if we keep burning fossil fuels at our current rates.

Our world, like it our not, is changing, and it is our responsibility to educate the public, not just about the science of climate change, but also the social, health, and economic aspects and impacts as well.

My daughter will be a 4J senior this year, and during her twelve years in 4J she has only been taught about climate change in two science classes in high school. As one of the most pressing issues of our time, we need to be

teaching our citizenry all aspects of climate change impact. We need to be connecting the issue to all topics to which it is pertinent, and there are many.

The science and social affects of climate change should be taught at all grade levels. In the the middle school and high school, climate change concepts should be integrated into all applicable subject areas.

Teaching about climate change can be a source of positive empowerment. What can our society look like with clean energy? With plenty of food for all people? A planet where drinking water is not in short supply? Our children need to know what is happening, and what they can do to “stem the tide”. They need to know that they are a force of change.

Therefore, I think it imperative the school board to do the following:

1. Adopt the Portland School District's “Resolution to Develop an Implementation Plan for Climate Literacy” , 5272, as their own.

2. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate Justice, and their solutions for social studies and wherever applicable.
3. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about Climate Change, Climate Justice, and the solutions.
4. Instruct the superintendent to provide teachers with a clearing house of standards based lessons and resources on the science, social impacts, health impacts, economic impacts of Climate Change, and, most importantly, solutions to the impacts of climate change.

Thank you,

Rich Bowden
4J Parent

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Public Comment

From : Sandi Sperry
<sandi@sapientpwm.com>

Wed, Aug 19, 2020 12:49 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public Comment

To : 'board@4j.lane.edu' <board@4j.lane.edu>

STOP. THINK. VERIFY. This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Guidance from the OSAA and [Statewide Reopening Guidance K-12 School Sports, Limited Return to Play](#) guidance should be followed by the Eugene School district to provide for the health and well-being of our student athletes. The risks of drug addiction, dropping out of school, and depression are far higher for our teens the longer they are kept from participating in activities with their peers, even the leaders at the CDC have come out

and said this. Sports have resumed in many states and many school districts around the country. This has led to some families leaving our state to provide better opportunities for their youth. Practices can be done in a safe and cautious manner and if volunteers are needed to support the effort, I am sure that this could be accomplished. Club sports have been playing for the last few months. This further separates the disadvantaged youth in our community as they might not be able to afford to play club sports. Kidsports is even open for fall sports.

Eugene 4J should not shackle our students any longer if their families support the safe return to conditioning that could be happening this fall. Please take a stand and support this vital part of our student's development.

Schools participating in distance learning may only allow their school sports teams to participate in:

- Training, conditioning and competition for outdoor non-contact and minimal/medium contact sports.
- Training and conditioning for outdoor full-contact sports.
- Training and conditioning for all indoor sports.

Training and conditioning, such as weightlifting, running drills and intra-squad scrimmaging, cannot include full contact of any kind.

Respectfully,
Sandi Sperry

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Public Comment

From : Sara Zoll
<sarazoll@landscapedynamics.net>

Fri, Aug 14, 2020 05:51 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public Comment

To : board@4j.lane.edu, vandercar c <vandercar_c@4j.lane.edu>, hays a <hays_a@4j.lane.edu>, alevis@4j.lane.edu, newman j <newman_j@4j.lane.edu>, lafer g <lafer_g@4j.lane.edu>, shabram m <shabram_m@4j.lane.edu>, jtorrey@4j.lane.edu, mwalston@4j.lane.edu

Cc : borgerding g <borgerding_g@4j.lane.edu>

Reply To : Sara Zoll
<sarazoll@landscapedynamics.net>

STOP. THINK. VERIFY. This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

I apologize for the duplicate email, but someone told me it may go to your SPAM folders since I had added an attachment. Thank you.

Good afternoon,

We hope this finds you all healthy and well.

We have been keeping an eye on the state's opening guidance as it has been released. We realize this particular release was just released this week (8/11/2020) and decisions may not have been made yet.

Our son goes to Churchill High School where they have some excellent 'Career Academies' of courses that readies students not only for college but also for trade jobs and trade schools. (Attached is the course catalog, see pages 39-44). They are advocates for careers that our students can succeed in by completing these amazing courses. These courses provide eye-opening opportunities to skills and jobs that they would not have otherwise had exposure to. These courses are set up in sequence as many college classes are, in that one is a prerequisite for another and another. Many of these

courses are not able to be taught on-line, specifically the Engineering line of courses as we cannot speak to all of the courses they offer. Losing the spring trimester likely set many students back and now losing the fall trimester, which is the first in the sequence for a lot of students, will put them at a significant disadvantage when we do go back to school. These are long-term effects for students at every grade level.

The addition of the verbiage below would allow Churchill to start offering the Engineering courses in-person this fall.

2) Provide limited in-person instruction for specific groups of students (Statewide)

As per ODE's Comprehensive Distance Learning guidance, providing limited in-person instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments. An exception to meeting state and county metrics to return to limited in-person instruction under Comprehensive Distance Learning should be prioritized under the following conditions:

- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.⁶⁸

- Schools fully comply with Comprehensive Distance Learning Guidance for Limited In-Person Instruction, which includes further limitations on cohort sizes, time, and more.

We appreciate this extra guidance by the state and the importance of addressing the needs of Special Needs students, ELL students and others that this applies to.

We urge you, as you review these new guidelines, to also consider allowing these courses to continue in the fall. We are more than happy to assist in any way we can.

Thank you for your consideration.

Sara Zoll

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Public Comment: Climate Curriculum

From : Shae Harper
<shaelin25@icloud.com>

Mon, Aug 17, 2020 04:45 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public
Comment: Climate
Curriculum

To : board@4j.lane.edu

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Dear School Board,

I am writing to you as a high school student of the 4j District to speak to a matter of great importance that can no longer be overlooked. I stand with teachers, parents, and my peers to ask that the Board implement a climate-focused curriculum across all core subject fields, age-appropriate for all students, taught with a thorough understanding of our communal responsibility to

confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations.

I ask that the Board understand and act upon the following list of demands:

1. To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable, i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate responsibility. This said, there is always more to do, and more powerful actions to be taken.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

-Shae Harper

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Public Comment

From : Susan Padgett
<slpfinn@gmail.com
>

Wed, Aug 19, 2020 11:28 AM

Sender : board <board-
bounces@4j.lane.edu
>

Subject : [board] Public
Comment

To : board@4j.lane.edu

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What are the differences be between the three 2020/21 enrollment options with regard to curriculum, teacher student contact time, and work expectations. I request a chart that compares all the options.

If we start with the hybrid option, can we switch to the all-online program if we don't not feel safe sending our kids to school on Dec 7?

If we start with the online program, can we switch to hybrid at the beginning of the next term?

Both adults in our household now work at home 75% of the time. The answers to these questions will help us plan and be prepared to support our child.

--

Susan Padgett

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Zimbra**fjordbeck_l@4j.lane.edu**

[board] Climate Curriculum public comment!!!!

From : Xitlali Torres
<xochiquetzalali@gmail.com>

Mon, Aug 17, 2020 05:00 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Climate Curriculum public comment!!!!

To : board@4j.lane.edu

STOP. THINK. VERIFY. This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear School Board,

I am writing to you as a high school alumni of the 4j District to speak to a matter of great importance that can no longer be overlooked. I stand with teachers, parents, and my peers to ask that the Board implement a climate-focused curriculum across all core subject fields, age-appropriate for all students, taught with a thorough understanding of our communal responsibility to

confront global climate change at a local and national level. It is critical that all students are given the resources to understand a crisis that affects us and our future generations. My own 4j experience was seriously lacking in explaining the importance of climate action and I wish that future students don't have that same experience.

I ask that the Board understand and act upon the following list of demands:

1. To adopt the Portland School District's "Resolution to Develop an Implementation Plan for Climate Literacy," 5272, as their own.
2. To communicate to our teachers that the superintendent and the school board will have their backs if they are met with any backlash for teaching about climate change, climate justice, and their solutions.
3. To instruct the superintendent to advise teachers to begin infusing their curriculum with lessons on climate change, climate justice, and their solutions for social studies and wherever applicable.
4. Instruct the superintendent to provide teachers with a clearing house of standards based lessons on climate change and climate justice and their solutions for social studies and wherever applicable,

i.e. History, Economics, Government, Geography, Literature, Biology, Chemistry, Health.

I appreciate the work that the Board has done previously to address this difficult conversation and assume appropriate responsibility. This said, there is always more to do, and more powerful actions to be taken.

If climate justice is to truly begin with each of us, then we must educate ourselves on its causes, implications, and solutions. Each of us must be in complete understanding of what we need to do, and what we need to push our legislators to do. It is not a political matter when it affects our community, our natural world, and those of us disproportionately harmed by its damage. This is both an issue of environmental and human rights, and it is my belief that it begins with strong and meaningful education that is sincere in its goal to incentivize change.

Thank you for your continued efforts to protect my generation from the effects of this catastrophe, through both instruction and role modeling. I am grateful for the work that has been done, and the objectives that we will keep on striving for together.

Sincerely, Xitlali Torres,
4j high school alumni

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ITEM FOR ACTION

Date of Meeting

August 19, 2020

Title

Approve Agreement with OSEA Concerning Teleworking

Presenters

Christine Nesbit, General Counsel

Background

In response to the coronavirus pandemic, OSEA and district representatives have discussed teleworking and have concurred that teleworking from home (TWFH) is a temporary, yet viable work option when both the employee and the classification they hold are suited to such an arrangement. As teleworking arrangements raise a host of employment issues, the representatives have discussed and reached a tentative agreement on a proposal that would allow eligible classified staff members to work from home.

The proposed TWFH agreement provides:

- Discretion whether to approve telework to a particular employee
- Discretion over terminating or modifying such an arrangement if it no longer meets the district's needs
- That the employee will provide a safe, appropriate, and distraction-free workspace, work scheduled work hours, report injuries, report to a district worksite upon request unless in conflict with an HR-approved ADA accommodation, and not allow the provision of child-care to have a significant impact on the employee's ability to complete work tasks.
- That when teleworking is provided for medical reasons, then the more specific terms of a written accommodations plan will apply.

A copy of the agreement is in the board packet.

Budget/Resource Implications:

The MOA is projected to be resource neutral, as employees who telework are expected to provide their own internet service and phones, and to report on site for printing. Leadership does not recommend teleworking as a long-term policy, as over time, there are significant human resource and labor implications.

Recommendation

The Superintendent recommends approval of the proposed Memorandum of Agreement with OSEA concerning teleworking.

MEMORANDUM OF AGREEMENT
BETWEEN
OREGON SCHOOL EMPLOYEES ASSOCIATION, CHAPTER ONE
AND
EUGENE SCHOOL DISTRICT 4J

- 1. PURPOSE.** TeleWork From Home (TWFH) allows classified employees to work temporarily from home for part or significant portions of their work week. In response to the coronavirus pandemic, OSEA and the Eugene School District consider TWFH to be a temporary yet viable and flexible work option when both the employee and the classification they hold are suited to such an arrangement.
- 2. TWFH AGREEMENT FOR EMPLOYEES.** OSEA and the District have agreed to the terms and conditions of the attached TWFH Agreement, which is to be signed by the employee and administrative supervisor and sent to Human Resources for final approval.
- 3. ELIGIBILITY.** Any classified employee may request a TWFH agreement. However, certain jobs are not generally eligible for telework, and TWFH may be appropriate for some employees and classifications but not for others. These jobs may include transportation, and school-based employees whenever schools are in session. TWFH will be granted only when consistent with the district, department or school’s specific operational needs at that particular time.
- 4. STATUS OF AGREEMENT.** When requested by the employee, TWFH arrangements are a privilege and not an expectation of employment. The decision to approve a TWFH agreement for any particular employee is made at the district’s discretion. Except as provided in the TWFH Agreement, TWFH does not change the terms and conditions of employment with the district, and as applicable, collective bargaining rights. This Agreement is not intended to set precedent and has been agreed to based on the extraordinary circumstances of a pandemic.
- 5. TERM.** This Agreement takes effect immediately upon ratification by all parties and will remain in effect through June 30, 2021.

FOR OSEA

FOR EUGENE SCHOOL DISTRICT 4J

Sheila Waggoner, President Date

Mary Walston, Board Chair Date

Jill Simmons, Field Representative

Cydney Vandercar, Superintendent

TELEWORKING AGREEMENT - OSEA

Employee Name:

Phone:

Job Classification:

School/Dept:

Supervisor Name:

Work Location (check one) Home

Other/ describe:

Home Address:

Schedule: Please list the weekdays and daily work hours (e.g. 7 AM to 3:30 PM) when the employee is expected to work from home. If applicable, please list the weekdays and daily work hours (e.g. 8 AM to 4 PM) when the employee is expected to be physically present at the district worksite:

	Start Time	End Time	Expected regular time on site, if any	Break time*	Meal*	Break time*
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

* See Article 21.2 and 21.3 and chart below;

Length of work period	Number of 15 minute rest breaks required	Number of 30 minute (unpaid) meal periods
2 hours or less	0	0
2 hours, 1 min to 4 hours, 59 min	1	0
5 hours to 6 hours*	1	1
6 hours, 1 min to 10 hours	2	1

* Employees working five (5) or more hours but less than six (6) may request or may be scheduled to receive a duty-free meal period of not less than thirty (30) minutes.

Term: This Agreement will begin upon written notice by Human Resources to the Supervisor and Employee of Human Resources approval. The ending date of this Agreement may change based on shifts to the instructional delivery model and other circumstances. Teleworking from Home (TWFH) arrangements are based on the specific needs of the school or department at a particular time. Upon notice to the employee, this Agreement may be modified or canceled at any time by the district. Notice that this Agreement is terminated may be communicated individually by a supervisor or HR Administrator, or in a district-wide announcement.

When telework is granted for medical reasons (which requires development and approval of a written accommodation plan by the district’s ADA Coordinator), the more specific terms of the accommodation plan will apply. Modifying or discontinuing a telework arrangement granted for medical reasons must be done in consultation with the ADA coordinator to ensure that the change does not violate the ADA, and shall not be terminated by a district-wide notice.

GENERAL WORK ARRANGEMENTS.

1. Work Schedule; Time and Attendance; Leaves

The Employee’s regular work schedule will be adhered to, remain consistent and not altered unless agreed to by the employee's supervisor. Employee will work their full FTE during the work week, whether at home or at the district worksite, or some combination of both. While TWFH, Employee will:

- Track and record their hours worked in the same manner required as when working at the regular worksite.
- Not work outside of scheduled work hours, or during meal or break periods, without their supervisor’s approval; and will report via timecard hours worked beyond their scheduled working hours.
- Adhere to district rules, policies and provisions of the collective bargaining agreement covering length of workday, overtime, rest breaks, lunch breaks and leave requests. Break and rest periods must be taken as required by the OSEA/4J collective bargaining agreement.
- When accessing leave provided by the collective bargaining agreement, follow all normal absence reporting and approval processes using the absence management system. Employees on a protected leave should not work and should not be expected to work, regardless of a telework agreement.
- Remain accessible during their TWFH work schedule.
- Check-in as needed with supervisor to discuss work status and open issues.
- Be available for teleconferences, scheduled on an as-needed basis within the employee’s workday or as compensated appropriately.
- Be available to come into the district worksite if a need arises unless in conflict with an HR-approved ADA accommodation. For example, an employee on TWFH may need to work at a district site to prepare student work packets or mailers, or to distribute textbooks or technology.
- Not allow the provision of childcare, or care to dependents or family members to have a significant impact on the employee’s ability to complete all work tasks and work the scheduled work time.
- Maintain a professional appearance and workspace appropriate for working in an office or school environment. Employee’s workspace will be free of distraction.

2. Teleworking duties:

The employee’s duties and responsibilities:

Will remain substantially the same as when working at the regular district worksite; OR

Other district classification (specify): _____

Will be consistent with a temporary position classification created by HR (check one):

___ Temporary Comprehensive Distance Learning – Instructional Support

___ Temporary Comprehensive Distance Learning – Clerical Support

Other. If none of the above apply, list the specific duties to be conducted

3. Communication

Effective communication is essential for this arrangement to be successful. The employee agrees to remain accessible during designated work hours, and agrees to the following regarding communication. Describe regular plan for communication with supervisor, frequency and method:

4. The employee and supervisor acknowledge that this agreement may be evaluated on an ongoing basis to ensure that the employee's work quality, efficiency, and productivity are not compromised by the TWFH arrangement described herein. With warning and as appropriate, the district reserves the right to terminate the agreement and revoke this privilege at its discretion.

POLICIES AND PROCEDURES

1. All district worksite expectations and conditions of employment apply to TWFH arrangements. Examples include:

- a. 4J Administrative Rules
- b. School board policies
- c. Collective bargaining and other work agreements
- d. Evaluation standards and processes
- e. Employee's position description

For example, the employee may not consume alcohol or be under the influence of intoxicants while working at home.

2. Failure to follow this Agreement may result in discipline.

3. The employee agrees to and understands that all obligations, responsibilities, terms, and conditions of employment with the district remain unchanged, except those obligations and responsibilities specifically addressed in this agreement.

4. The employee understands and agrees that the district may impose appropriate restrictions that would apply at the employee's regular worksite to the home worksite.

SAFETY, EQUIPMENT, AND INFORMATION SECURITY

1. The following conditions apply:

- The employee agrees to maintain a work area that is ergonomically safe and free of obstructions and hazardous situations. For additional assistance, Employees should contact their supervisor.
- The employee will provide their own internet, phone service and telephone. The district will not be responsible for any operating costs, maintenance, insurance, equipment or incidental expenses associated with this Agreement. The district does not assume any liability for loss, depreciation, damage, or wear and tear of employee-owned equipment.
- The district may require employees to be provided a receipt for the use of district equipment off-site.
- The employee agrees to avoid negligent behavior with district-owned equipment, records, and materials from unauthorized or accidental access, use, modification, destruction, or disclosure. Employee may not leave district technology or other property in an unoccupied vehicle.
- The employee agrees to use a password to secure computer information so no one in the home except the employee can access work-related information. The employee also agrees to prevent information to be viewable for periods of time when the employee is not using the computer. The precautions described in this agreement apply regardless of the storage media on which



ITEM FOR INFORMATION

Date of Meeting

August 19, 2020

Title

Receive Update on District Plan for Return to Learning

Presenter

Cydney Vandercar, Superintendent

Background

School districts across Oregon are developing comprehensive plans for returning to learning in the 2020–21 school year under the current public health circumstances, to support students' well-being and academic progress while protecting students and staff from the spread of COVID-19.

Eugene School District 4J's return to learning plan has been established in alignment with state requirements established by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority, including ODE guidance *Ready Schools, Safe Learners: Guidance for School Year 2020–21* and *Comprehensive Distance Learning: A Companion to Ready Schools, Safe Learners*.

The district began the planning process for restarting school by surveying educators, students and parents for feedback about remote learning and support services, then met frequently with employee association representatives during the initial framework planning process. Workgroups of teachers, licensed specialists and administrators currently are engaged in developing detailed plans for instruction and student supports for returning to school in the fall.

School will be a hybrid of online and on-site learning over the course of the school year. The foundation of instruction will be online, augmented by in-person learning when public health conditions allow. 4J schools will begin with teaching and learning online for at least the first trimester, in the instruction model identified by the state as "Comprehensive Distance Learning." At a later point, when public health conditions allow, students will resume on-site learning in a "Hybrid Learning Model," with students attending school on-site and online in alternating weeks. Schools will be prepared to transition to all off-site learning at any time based on public health circumstances. Families who prefer may opt for 100% remote learning.

Oregon school districts are required to develop an Operational Blueprint for School Reentry, identifying the district's plans in compliance with state requirements, for restarting school with a comprehensive distance learning, on-site learning, or hybrid learning model. School districts' blueprints are to be shared with the school board and sent to the local public health authority for information and review, before being submitted to the Oregon Department of Education.

The Eugene School District is starting the school year in comprehensive distance learning and has submitted the appropriate blueprint to the Oregon Department of Education. A blueprint for the hybrid learning model, addressing on-site operational measures for health and safety, will be submitted before district schools resume on-site instruction in the hybrid model, and before small groups or individual students are brought on-site for targeted in-person learning while the district is providing comprehensive distance learning. The foundation of this operational blueprint will be the district's COVID-19 Communicable Disease Management Plan.

Staff will provide an update on the district's plan to return to learning for the 2020–21 school year.



ITEM FOR INFORMATION

Date of Meeting

August 19, 2020

Title

Student Safety Review Process Framework

Presenter

Mary Walston, Board Chair

Kerry Delf, Chief of Staff

Background

On June 24, the board unanimously approved a resolution affirming that the board is dedicated to identifying and correcting practices and policies that perpetuate opportunity and achievement gaps and institutional racism in all aspects of the functioning of the school district.

The board committed to conducting a thorough review of the district's current model of providing for safety in schools, including an examination of the role of school resource officers. The board committed to consult with students, parents, administrators, teachers, other school staff, subject matter experts, the 4J Equity Committee, and community organizations representing underserved demographic groups and protected classes.

At this meeting board leadership and staff will present a framework for the student safety review process to be undertaken during the 2020–21 school year, including information review, student and community voice, and board direction to the superintendent to develop an action plan.



ITEM FOR INFORMATION

Date

August 19, 2020

Title

Board Committee Assignments

Presenter

Mary Walston, Chair

Background

Annually the board chair will make assignments of board members to committees and associated bodies.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

August 19, 2020

Title

Consider Revisions to Board Policy LBE – Public Charter Schools

Presenters

Christine Nesbit, General Counsel

Background

Two substantive changes are proposed to board policy LBE, relating to public charter schools.

The first substantive change relates to virtual charter school enrollment. Under Oregon law, when more than three percent of students who reside in a school district are enrolled in virtual public charter schools not sponsored by the district, a student must receive approval from the district before enrolling, and a district is not required to give such approval. Further, Oregon law provides that if a district chooses to not allow a student residing in the district to enroll in a non-district sponsored virtual charter school, it must provide in board policy the annual, semiannual or other date that the district used to calculate whether or not three percent or more of students who reside in the district are enrolled in a virtual charter school.

Current board policy LBE – Public Charter Schools – designates December 1 as that date. Proposed changes to Board Policy LBE would provide that the district determine on a quarterly basis (the first of March, June, September and December) whether the three percent threshold has been met. The policy change proposed will require the district to assess quarterly, rather than annually, if the three percent threshold has been met, and as such, will allow staff to act on more current data when when considering virtual charter enrollment requests.

The second substantive change relates to public charter school students' eligibility to participate in OSAA and similar activities, and mirrors changes to state law. Specifically, the law requires the district to permit in-district public charter school students to participate in activities when legal requirements are met.

Recommendation

The Superintendent will recommend approval of proposed revisions to board policy LBE – Public Charter Schools at a future meeting.

Eugene School District 4J

Code: **LBE**
Adopted: 10/20/99
Revised/Readopted: 4/12/00; 12/20/00; 4/30/03;
12/21/05; 10/21/09; 12/17/14;
12/19/18; [XX/XX/20](#)
Orig. Code: LBE; 7226

Public Charter Schools

Under Oregon law, public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program.

A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district.

To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon [law](#), [Revised Statutes](#), [Oregon Administrative Rules](#), Board policy, and regulation. Upon request of the Board the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

Public Charter Schools – LBE

1-2

Within 30 days of a written request, the district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the district.

Public charter school students in grades K-8 may participate in their resident district's activities such as music and athletics that are operated by the district, not part of the charter school student's comprehensive instructional program, and offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements in Oregon law are met.

Virtual Public Charter School Enrollment

The district will ~~quarter~~annually by the first of March, June, September and December~~4~~, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

Board Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities. This immunity does not apply to in-district charter schools.

Administrative Rules

The superintendent will develop administrative rules for public charter schools to include the proposal process, review, and appeal procedures and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)

[ORS Chapter 338](#)
[ORS 339.141](#)
[ORS 339.147](#)
[ORS 339.460](#)

[OAR 581-026-0005 to -0515](#)
[OAR 581-026-0070](#)
[OAR581-026-0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

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Proposed