

NOTICE: The meeting will be open to the public via live broadcast on KRVM 1280-AM and via the internet at www.4j.lane.edu/stream.

Public comment will be received via email. Send public comment to board@4j.lane.edu, with "Public Comment" in the email subject line, by 12 p.m. (noon) on the meeting date. The board will read, review and consider all comments received. Public comment received by the specified time will be published in board materials for the meeting, typically within 2 days after the board meeting.

**7:00 PM
 Regular Board Meeting**

- I. **5:30 p.m. Executive Session:** The board will convene in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660(f).

Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board. Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

- 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 3
- VIII. Comments by Employee Groups
- IX. Consent Group - Items for Action
 - 1. Approve District Wide - Ventilation System Upgrades 33
 - 2. Bond Project - Churchill High School Woodshop Remodel 35
 - 3. Approve Meeting Minutes: 36
 June 17, 2020, August 19, 2020, August 28, 2020, September 10, 2020
- X. Items for Information
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 - 2. Library Cards Free For 4J Students 57
 - 3. Receive Bond Update on Summer Work (15 minutes) 58
- XI. Items for Action
 - 1. Approve Selection of Executive Search Firm (20 minutes) 69
 - 2. Approve Revisions to Board Policies: (20 minutes) 70
 JEF Release Time for Religious Instruction
 JED Student Absences and Excuses
- XII. Items for Action at a Future Meeting
 - 1. Consider Approval Board Working Agreements (15 minutes) 85
 - 2. Review 2020-21 Board Goals (5 minutes) 91
- XIII. Comments and Committee Reports by Individual Board Members
- XIV. Suggestions by the Board for Consideration of Items at a Future Meeting

- 1. Meeting Dates:
 - Meetings:**
 - September 2020: September 2, 10, 16, 21, 23 (Complete)
 - October 2020: Wednesday, October 7, Wednesday, October 14 & 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

XV. Adjourn

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

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TDD Relay Number 1 (800) 735-2900

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

[board] Public Comment

From : Larry Lewin
<larry@larrylewin.com>

Wed, Oct 07, 2020 11:34 AM

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

Subject : [board] Public
Comment

To : board@4j.lane.edu

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Dear Board Members,

One of your goals for last year was to reduce standardized testing. It was not met. I don't see it on your list of goals for this year.

Will the easyCBM be administered to students this fall? At elementary grades? At middle

school grades? In Title I schools?

If so, how do you expect students to complete them with potential tech issues, parent assistance, and pandemic anxiety?

And what evidence do you have that the easyCBM tests measure what students are learning?

This decision seems cruel to me.

Thank you?
Larry Lewin

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

[board] public comment - religious holidays

From : Julie Weise Wed, Oct 07, 2020 01:28 PM
<julieweise@gmail.com>

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

Subject : [board] public
comment - religious
holidays

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m

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,

We write to you as your constituents, including Jewish 4J past, current, and future parents and grandparents, and as non-Jewish allies. We are thrilled to see that your agenda for this week's meeting includes forward motion on your efforts to make the district more inclusive to all students, including those of minority religious and cultural traditions. We particularly

appreciate that you are putting work into this issue at a chaotic time when there are so many urgent matters on your plate. Thank you!

As you know and as many of us have expressed to you in the past, our community's children have struggled with feelings of exclusion and disregard when conflicts have arisen between major Jewish holidays and school exams, exam reviews, field trips, homework, and extracurricular activities. We hope at tonight's meeting to see positive progress on all of these fronts. We will be watching/listening to the meeting with great interest, and with gratitude for your efforts.

We send you warm regards, along with our hope that the Jewish year of 5781, which began just a few weeks ago, will be a more hopeful time for all in our community and our world.

Signed,

Jay Snider

Joan Brown

Johanna Richlin

Johanna Seasonwein, Temple Beth Israel Board member

Katie Ravitch

Karrie Walters

Sheri Konowitz

Lara Ravitch

Nadine Batya

Caitlin Roberts, PJ Library coordinator, Jewish Federation of Lane County

Paula Luginbuhl

Ruth Tabak

Samantha Shune
Talya Horowitz
Diane Schechter
Jeff Kirtner, President, Temple Beth Israel
Sanford Weintraub, Jewish Federation of Lane County Board
member
Alexis Reed
Naomi Kramer
Kara Schnoes
Deborah Stochlic
Barbera Bass
Jain Elliott
Andrea (Andi) Graham
Anna Weinman Gonzales
Lily Marshall-Bass
Ayelet Amittay
Bazil Freedman
Elliott Farren, Temple Beth Israel Board member
Emily Heilbrun
Erica Silberman
Miriam Herrmann
David Wacks
Lesley Griffel
Susan Barnhart
Michael Carrigan
Michael Griffel, Temple Beth Israel Board member
Barry Gordon
Laura Johnson
Matthew Rosenbaum, Temple Beth Israel Board member

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

Re: [board] Request Further Review of Ventilation Upgrade Proposal and Review of Aerus Air Purification System

From : Jim Zurfluh
<jim@cfeservices.co>

Wed, Oct 07, 2020 11:58 AM

Sender : board <board-bounces@4j.lane.edu>**Subject :** Re: [board] Request Further Review of Ventilation Upgrade Proposal and Review of Aerus Air Purification System**To :** board@4j.lane.edu

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I apologize, but my Subject Line should read: **Public Comment - For Inclusion in School Board Meeting - October 7, 2020**

Thank you.

**Jim Zurfluh****C: 253.455.0063**  **NIRSA Associate Member**

On Wed, Oct 7, 2020 at 11:55 AM Jim Zurfluh

<jim@cfeservices.co> wrote:

First of all, we would like to compliment the District and Facilities Maintenance Team on their management of the campuses and the considerations being made to provide a safe environment for Staff, Students and ultimately families that these individuals go home to. It is evident that a lot of work was contributed to the Proposal before you for a District Wide Ventilation System Upgrade. The detail outlined is helpful, although the outcomes require further review. Adding in-line air purifying devices in each of the ventilation systems is common practice, but these are no longer common times. Although the description of how the BPI System works is per their product collateral, the result will not address the treatment and elimination of viruses circulated in aerosols through the air. The BPI System is capture based and it should be noted, will "reduce" but not "eliminate" air particulates carrying viral strings. You also must consider that because a typical central ventilation system recirculates air from spaces across a broad facility, distance and delay decrease effectiveness - there's no real time protection and no way to measure actual efficacy in each room. Being a capture based system, BPI or in-line air purifiers catch these particles and try to filter them but cannot address recontamination of the air in the actual occupied room.

Our company is CFE Service, a division of CFE who is a local business operating in Oregon for over 25 years. CFE Services distributes Cleaning and Disinfecting Supplies to K-12 and Universities, including Air Purifiers and Surface Disinfectant Solutions. We are an authorized distributor of Aerus Air Purifiers, which we evaluated thoroughly and have provided to many businesses and homes, and which is fully tested and proven. Aerus produces the Hydroxyl Blaster with ActivePure Technology - the only air purifier scientifically proven to reduce the SARS-CoV-2 novel coronavirus on surfaces. ActivePure Technology was tested on live SARS-CoV-2 virus, not proxy or surrogate strains, and demonstrated a 99.98% surface kill rate within 7 hours in the test completed by an independent FDA-compliant lab. The Hydroxyl Blaster is made for indoor areas up

to 20,000 sq. ft. such as schools, fitness centers, restaurants, lobbies, and large public spaces. Aerus provides a full line of space specific Air Purifiers for each classroom, office, library or large general use space. The ActivePure Technology disinfection system is the safest, fastest and most powerful surface and air-purification technology available that minimizes re-contamination and cross-contamination in real time without the use of chemicals or ozone. Recent studies of hotels and professional sports teams using ActivePure® products for their training facilities showed a net reduction of pathogens like bacteria, virus and fungus of nearly 100% immediately after treatment. With continued use, levels were down to 0.0001% just three months after initial treatment. This same technology is available to businesses everywhere to help protect your clients, staff and family.

Out of respect for the process, we would ask the 4J District to review their proposal further and evaluate the PureActive Technology before committing to spend the general funds operational reserve on a system that will not deliver the safest and most effective results. We would be happy to provide all of the research studies, lab results and a demonstration unit for your evaluation. I have attached the White Paper Study for immediate review.

A video link of the ActivePure Technology is as follows: <https://vimeo.com/463491042>

Thank you.



Jim Zurfluh

C: 253.455.0063  

NIRSA Associate Member

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

[board] Public Comment

From : Jennifer Mensik Kennedy
<jennifer.mensik@live.com> Wed, Oct 07, 2020 11:50 AM

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

Subject : [board] Public Comment

To : board@4j.lane.edu

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To the 4JLane School Board,

I am writing to express my support for OPENING the schools to in-person instruction now, not in January. Many schools across the country (and across other first world countries are doing so as safely as possible), as per the recommendations of the American Academy of Pediatrics.

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

School attendance is not just about providing children an education. It is also about providing our youth a social program as well. Despite best efforts to reach children in their homes, the longer children are not in school physically, the greater the negative impact will be to this generation. Many advocating for continued remote schooling are from privileged white backgrounds and do not seem to understand the social determinants that are and continuing to widen the gap between those who have and those who do not.

My husband and I have completed our foundation trainings for foster care and adoption in Oregon. Since the Covid outbreak, CPS referrals are down drastically. I was a child who grew up in a household with an abusive alcoholic dad for 18 years. School was my safe place. I dreaded going home each night, wondering on the bus what was going to happen each evening. I was, unfortunately, able keep my home life secret from most, but I know some of the teachers could tell something was not right and provided some help along the way. I do not know what would have happened if I couldn't have attended school in person. It was the only normal aspect of my life as a child.

<https://www.kgw.com/article/news/health/oregon-mandatory-child-abuse-reports-down-during-pandemic/283-7a526f30-535c-4068-8242-17c813421658>

While waiting for no cases may seem prudent, that will not happen any more than waiting for no cases of the flu (which has a vaccine and still continues to kill many each year). We know how to open safely and I urge the school board to advocate and work towards opening to in person as soon as possible. With the current rules, we may not have children back in school for years, with a vaccine as people will continue to choose to not become vaccinated. Cases will still happen.

I believe in our ability to make this work for all of our children.

Jennifer Mensik Kennedy, PhD, RN, NEA-BC, FAAN

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

Re: [board] upcoming meeting

From : WAYNE TAUBENFELD Wed, Oct 07, 2020 12:48 AM
<wtaubefeld@comcast.net>

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

Subject : Re: [board] upcoming meeting

To : board@4j.lane.edu

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To the honorable 4j school board,
I would like to introduce myself, Wayne Taubefeld, the father of a student at Churchill High School. I am a clinical psychologist working locally and in CA and I have already had a daughter graduate out of our district.
As you carefully consider plans for the future of our district, I would like to contribute that I have been watching webinars for at least a decade that allowed me to learn various topics in my professional field. The webinars allowed for interaction and real time learning along with all visual and audio demonstrations that one could want. I feel

this past Spring was a failure at providing a true learning experience as none of it was live, and our neighbors to the East were able to provide such an experience for their students. However, I also understand that COVID is a new phenomenon that nobody could have foreseen. This fall, the district has taken a step forward by providing some live teaching. Let us attempt to use the technology that exists to provide full live teaching. Let us also be mindful of "in-seat" learning minutes which appear to be at the low end of the learning spectrum. Let us aim our sites high and attempt to provide the most (and best) teaching that we can. Thank you for your time.

Sincerely,
Wayne Taubenfeld

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

[board] Public Comments For Board Meeting Oct 7, 2020: Teacher Experiences with CDL and requests

From : Jennifer Scott
<scott_jen@4j.lane.edu>
u>

Tue, Oct 06, 2020 07:35 AM

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

Subject : [board] Public
Comments For Board
Meeting Oct 7, 2020:
Teacher Experiences
with CDL and requests

To : board@4j.lane.edu,
Cydney Vandercar
<vandercar_c@4j.lane.edu>, Andy Dey
<dey_a@4j.lane.edu>

Hello 4j School Board and 4j Administration,

This year, online teaching is even harder than in the spring. Now that we teachers have “learned Canvas” (not really-- we’re still struggling) we are now in deep with our online teaching schedules. And it’s almost at the breaking point for

some of us. We at South Eugene High School would like to give you some of our testimonials. Please read them, and then read our proposed suggestions that essentially sum up what would help us survive this year--because we can tell you--we are NOT thriving:

We the undersigned would like to share our sentiments and anecdotes regarding our experiences with online learning and teaching, and all the other duties of the job piled on top of that in the pursuit of many of the “normal operations and procedures” that we propose could be put on hold until things resume to normal.

1. exponential increase in prep time, work time, stress (I am easily working 12 hour days when compensating for weekend time, and I have not even started grading essays). It feels like work/ life balance is not even possible right now.

2. some of the basic functions of school feel so hard to accomplish- Open House, Staff Meetings with no clear answers, PLCs, Sub Plans, TalentEd Observations and Goal Setting

3. generally struggling with mental health because there is SO much pressure on us from state, district, nation, parents, students. I feel like I'm in the crossfire all the time because I feel like I can't do anything well without criticism or a basic lack of trust. I think we need mental health counseling available individually and through group therapy, or we'll all burn out.

4.

Everyone keeps talking about using trauma-informed practices with our students, but no one is using those same practices with teachers right now. We are expected to provide social-emotional care for our students, but it is all business and no care from the district or administration teams. They tell us to understand that school is not business as usual, but they treat us in a business as usual manner. We are asking for time, patience, care, and our days are struggling to get that basic request met.

5.

Canvas and Zoom roll out combined were a MASSIVE undertaking with HUGE learning curves. The stress of learning two new systems, with Canvas being an extremely in-depth, website development system, on top of managing multiple screens while trying to plan engaging activities with our children in the background needing assistance with their distance learning has lead most of us into late evening and weekend work.

6. Canvas does not currently sync well with Synergy so even taking attendance is a multi-step process that takes a lot of output of energy right now. We all do this because we care deeply about our students but balancing the start up of this with the stress of our current social climate, the fall out from fires, the upcoming election and destruction of our democracy plus screen fatigue, and technology information overload (for those of us who did not elect to be tech experts) has created burn out within the first month. Many teachers are reporting multiple days a

week in tears, exhausted, angry, and/or on edge. We are nowhere near supported enough to be our best for our students.

7. Many teacher parents are also having to learn how to navigate different systems (Seesaw, Canvas, tablet vs. laptop) to assist our own children so there is no break from screen time throughout the day. We go from teaching, to assisting our children to planning/taking attendance/grading all on the screen.

8. We respectfully request the time to master Canvas and feel our feet beneath us. We need to scale back PDs and PLCs or keep them focused for this term on learning technology. As a ninth grade teacher I spent 3 days in our two week lead up to school in meetings about formative and summative assessments and aligning all ninth grade work. While this is valid work, it all got lost as I tried to learn to navigate Canvas and click between modules and materials and assignments and Zoom and Synergy and Google Drive.

9. If administration could understand that teachers are devoting more, not fewer hours, to planning/prepping/grading/learning tech right now and even **forego Talent Ed** (teacher review protocol with admin) this year--to take something else off our plates, that would be phenomenal.

10. I want time to learn the intricacies of a computer system I never elected to be part of. Last spring I could not have imagined I would pine for Google Classroom, but the platform is soooooo much easier than Canvas that I wish for it everyday.

11. Additionally, we need more tech support. Our amazing librarian and social studies teacher have become our go-tos for Canvas but they only learned it a week before we did. They are taking on far more extensive roles and putting excessive hours into troubleshooting for teachers. They are fatigued already as well. We also have a relatively small district wide tech department yet every single teacher and student through 4j needs assistance at some point. We need a **single, designated tech support staff for each location.**

12. We have learned so much, and are continuing to learn so much, but we just need time to practice. We simply can't learn what is essentially two new formats at the same time and do all the other stuff. "Other stuff" might count as anything that takes up time beyond classroom prep and teaching and grading. It's all new. And it takes so much more time to format this all effectively (and even more time when we don't quite get it right at first) that even when we've got curriculum already (I've been teaching Honors 10 for a bunch of years) the time spent is overwhelming.

13. The email barrages every day are mentally taxing. We need to postpone or cancel Talent Ed this year. We can't worry about universal formative and summative assessments, even though we already had PD on this. We can give the assessments, but can we just hold off on data collection and self analysis in Talent Ed for student goals and professional goals?. I am getting to the point where I am shutting down in grading past a certain point in the

day. This results in my mere desire to assign simplistic multiple choice quizzes that are automatically graded in canvas--not quite quality teaching. If we could JUST teach our classes synchronously, make our lesson plans, be present for our Zoom office hour, and grade our papers--oh, and I guess IEP logs are important on the weekends..oh, and some of us need to maintain children and home at the same time---If we could JUST do all those things and nothing else--we might be okay.

4. We are overwhelmed, tired, and need the district to consider ceasing or postponing "normal operations" in regards to typical PD and PLC's and other activities, including doing the SAFE SCHOOLS training this year (at least wait until we GET into buildings with students). I am teaching 76 AP Comp students (76 essays to grade every two weeks) PLUS two English 10A classes with a total of 52 students. AND I need to take care of advisory classes on top of this. I cannot, because of living and working in the same environment, take my mind off of my students and potential emails I might have in my inbox because I do not want anyone to be confused or fall behind. When I was teaching at school, I could make this distinction between home and work. Now it's all a blur and it is so hard for me to NOT check my emails when I should be taking my own time for myself and my family.

15. This is not a normal situation. Every aspect of our work that does not recognize that adds to our stress and inability to pull things off. One of my favorite quotes from the Kid Superintendent video (<https://www.youtube.com/watch?v=up34-idMc7M>) was "Kids aren't looking for perfection. They're just looking for us to be present." In order for us to do that, we need to be healthy. And under the current circumstances, that is almost impossible.

16. Business-as-usual features of a teacher work year, like PD, PLCs, Talent Ed & Advisory (which requires teachers to prepare, modify & practice, and which appears to be heading toward a venue for U of O's PR campaign) demand less of teachers' time & effort than do most of their other tasks.

In a year of anything but business-as-usual operations, work-life balance has been rendered impossible. My emotional, relational & physical health have borne the brunt of the impact so far.

- Because I take the time to create standards-aligned learning activities compatible with a distance format;
- because I take the time to provide targeted, responsive feedback to students when they submit, revise & re-submit work;
- because I collaborate with colleagues, assisting one another with tech, & planning how to fit necessary topics into tight timelines;

- because I hole-up in my office for hours on end every day of the week, & at least one day each weekend;
- because I stay up working so late 6 or 7 nights a week that I rarely sleep longer than 6 hours, & usually less than 5 hours a night;
- because I can't spend precious free time with my daughter on late [Wednesday](#) afternoons because that's the only time my therapist is available when I don't have scheduled Zoom classes to teach or meetings to attend;
- because the platforms chosen by our district (Canvas, Google & Synergy) are largely incompatible, forcing teachers to perform redundant & inefficient tasks that could be streamlined with a different configuration of products;
- because I text more with my wife during brief evening & weekend moments taking the dog out or helping my daughter with school technology, than I share face-to-face conversations with her;
- because my daughter has told my wife that thinks I care more about completing tasks than I do about spending time with her;
- because my puppy's behavior is slipping because I don't have time to maintain a training regimen with her;
- because I'm gaining weight (I had been losing weight during the entire pandemic until last month);
- & because I am more forgetful than I've ever been, & often struggle to think clearly, due to sleep deprivation;

I would ask that those nonessential, & business-as-usual, demands be suspended until some degree of normalcy returns.

17. I have heard about so many teachers struggling with Canvas (I follow several teacher groups on Facebook and some on Reddit). I so much prefer Google Classroom now that I've had some experience with Canvas. Not as "robust", to be sure, but sometimes simpler is so much better under certain circumstances than complicated. I had no trouble using GC and delivered my content easily. Since Canvas doesn't seem to be synchronizing with Synergy anyway I wonder what the point of it is? I've heard from some teachers in some districts around the country that they have been given the option to return to Google Classroom. Or their Districts just kept using GC. I wonder if the 4j might be persuaded to do that? Allow those teachers that want it to use GC instead of Canvas. For me, if given the option, I'd go back to GC in a heartbeat.

18. I am an IT Professional and we need appropriate IT staff and Technology Management. Huge disconnect between the current IT department and what teachers need because they are too busy to assist us with really anything. They are working day and night just to patch together the network and troubleshoot problems with district tech. Forget about actually planning anything appropriately or rolling out any new software.

Summation of decisions that ultimately the board and 4j admin alone could make this year:

We humbly request that 4j

- Eliminate PLC's except for technology assistance
- Eliminate Talent Ed this year or wait until school goes back into FULL regular session
- Eliminate Professional Development except in regards to optional and optimal technology assistance and SPED services and support
- Postpone Safe Schools Training for later in the year for teachers who still have yet to complete it
- Reduce whole school staff meetings via Zoom to twice a month rather than every week
- Assess and determine what other obligations or duties can be cut out for now in order to ensure teachers are given enough time to grade and assign QUALITY assignments and create QUALITY content for their classes
- Increase IT support

In regards to the adjustment of normal operations, many concessions have been made to *students* in these times of comprehensive distance learning, including giving seniors a pass on the extended application requirement for graduation, as well as possibly tabling this year's standardized testing measurements. We also made generous concessions to get kids graduated last spring and to hold returning students harmless for letter grades that term. Moreover, options of Pass/No Pass are offered for ALL classes this term. All of these are by no means protocols of "normal operations." All of these ideas are typically the equivalent accountability measures for students, just as PLCs, PD, TalentEd, Parent Night, etc.₃₀ are for teachers. If the 4j admin

and board could demonstrate that same compassion and/ or grace by allowing teachers to focus solely on teaching in comprehensive online learning, the way we are allowing students to focus solely on learning, so much more could be done, and thus the mental and emotional hurdles that we must endure could be mitigated.

Thank you very much for your time and for listening to us. We wish you well, and we are ever committed to our duties as professional educators.

Jennifer Scott-English

Dani Tubman-Science

Ingrid Bodtker-English

Alicia Sterling-English

Rebecca Gourgey-Special Education

Julia Harvey-Science

Asher Tubman-Science

Lallie McKenzie-Math, Computer Science and Robotics/CTE

Jordan Hegedus-Math

Christina Drumm-Science

Kelly Prince-English

Julie Stewart-Science

Sarah Hocken- Science

Deb Rosenthal-Science

Nina Herbst-Visual Arts/ CTE

Bobbie Willis-Journalism/CTE

Sarah Maggio--Computer Science/CTE

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ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

October 7, 2020

Title

District Wide – Ventilation System Upgrades

Presenter

Ryan Spain – Director of Facilities

Background

Since the onset of COVID-19, District staff have been monitoring Centers for Disease Control, Oregon Health Authority, Oregon Department of Education, & ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) recommendations on Heating, Ventilation, and Air Conditioning (HVAC) systems. Staff have been in contact with industry experts looking at options for HVAC improvements that will provide short and long-term air quality improvements across the District.

Based on these agency and industry expert recommendations, over the summer we have inspected ventilation systems to ensure that systems are operating properly. We have inspected and changed air filters (MERV 8 with antimicrobial). Where systems allow and when outside temperatures and air quality permit, ventilation systems will be programmed to provide at least double their normal or up to 100% outside air. We have programmed systems to start earlier in the morning and run longer after hours. We will operate exhaust fans 24 hours per day five days per week to increase air exchanges within the building. Some systems will require open windows/doors when sites are secure and when temperature and air quality allow, in combination with fans.

We are also recommending the addition of air purifying devices that install in each of our ventilation systems. The recommended technology, called needle-point bi-polar ionization (BPI), creates equal amounts of positive and negative ions. When air passes over the BPI device, ions produced by the device reduce pathogens, allergens, particles, smoke and odors in the air, creating a healthy environment without producing any harmful byproducts. When the ions come in contact with viruses, bacteria or mold, they remove the hydrogen molecules – without them, the pathogens have no source of energy and will die. The ions also attach to these particles, causing them to band together until they are large enough to be filtered by our ventilation systems.

BPI technology generates the same ions that nature creates with lightening, waterfalls, ocean waves, etc. Nature uses energy and shear to break apart molecules, naturally cleaning the air and producing a healthy environment. The only difference between the BPI technology and nature is that the BPI does it without developing harmful ozone. These devices are installed in schools, office buildings, airports, hospitals, and other community buildings around the world.

Budget/Resource Implications:

The ventilation modifications include procurement of equipment, materials as well as internal and external resources for installation. Budget estimates for the described work are \$540,000 and funding is available through our general fund operations reserve.

Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

Recommendation

The superintendent recommends that we proceed with the district wide ventilation modifications to improve the indoor air quality of our building spaces.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

October 7, 2020

Title

Bond Project – Churchill High School Woodshop Remodel

Presenter

Ryan Spain – Director of Facilities

Background

The district's goal is to ensure that CTE programs have learning spaces for students that are designed to industry and safety standards such that their experience truly culminates in workplace readiness. This particular project is designed to ensure that is the case for the Churchill High School wood engineering program. While a program is in place at Churchill, facilities constraints make it such that the program cannot fully deliver on its potential for students. We have the tools and equipment needed but require modifications to the space such that adequate ventilation, dust collection and safety measures are guaranteed.

The project was designed, publicly bid, and six competitive lump sum bids were received.

Company Submitting Bid	Base Bid
GBC Construction	\$436,500.00
Dorman Construction	\$457,295.00
DSL Builders, LLC	\$457,900.00
2G Construction	\$461,000.00
Bridgeway Contracting	\$500,892.00
Wildish Building Co.	\$567,000.00

Budget/Resource Implications:

The winning bid by GBC Construction was \$436,500.00 and is within the budgeted amount for the project work. The project will be funded from available General Obligation Bond funds.

Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

Recommendation

The superintendent recommends the award to GBC Construction for the Churchill High School Woodshop Remodel project in the amount \$436,500.00 funded from available General Obligation Bond funds.

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

June 17, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 6 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on June 12, 2020, and published in *The Register-Guard* on June 17, 2020.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the regular meeting of the Eugene School District Board of Directors on June 17, 2020 took place via Zoom Meeting. Pursuant to ORS 192.670, the meeting was open to the public via live radio broadcast on KRVM 1280-AM and via the internet at www.4j.lane.edu/

ROLL CALL

BOARD MEMBERS PRESENT:

Anne Marie Levis, Chair
Mary Walston, Vice Chair
Alicia Hays
Judy Newman
Gordon Lafer
Martina Shabram
Jim Torrey

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Cydney Vandercar, Assistant Superintendent for Support Services
Oscar Loureiro, Director of Research and Planning
Christine Nesbit, General Counsel
Kerry Delf, Chief of Staff
Lisa Fjordbeck, Executive Assistant to the Superintendent/Board Secretary
Brook Wagner, Director of K-8 Instruction
Jeff Johnson, Director of K-8 Instruction
Andy Dey, Director of Secondary Education
Kyle Tucker, Chief Operations Officer

MEDIA: KRVM

I. REGULAR BOARD MEETING

II. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Board Chair Levis called the meeting to order at 6:01 p.m. and announced all Board members were there.

III. AGENDA REVIEW

There were no additions or changes to the agenda.

IV. SUPERINTENDENT'S REPORT

Dr. Balderas thanked the Board and community for an amazing year. He provided the Board with some highlights. He spoke on how he was hired to work on equity. He spoke on how he had improved graduation rates and how there had been a lot of work done and how there was still work that needed to be done.

V. COMMENTS BY BOARD CHAIR

Chair Levis thanked the Board and community as well. She said she tried to keep hope and optimism, as well as how hard it was to stay optimistic with the pandemic and budget cuts. She spoke on the work that needs to be done to end systemic racism and expressed how heavy her heart was that this is an issue that needed to be addressed. She related some of the comments that she heard at the Educators march as well as the Student's march.

VI. ITEMS RAISED BY THE COMMUNITY

Chair Levis addressed all of the emails that she had seen from the community. She spoke on how powerful they all were, and how they had all been answered to the best of the board's abilities.

VII. COMMENTS BY EMPLOYEE GROUPS

Ms. Waggoner (OSEA President) spoke about the employee group's position on preserving and saving classified positions. She said Resolution 2020-06 includes a lot of reductions in support services and she was concerned with the proposed increase in district contributions to medical insurance for 4J's administrators. Waggoner said she hopes that the Board will make responsible financial decisions that benefit all.

Ms. Gordon (EEA President) thanked Dr. Balderas on his work increasing diversity in the school district and thanked the individuals that attended the recent marches. She acknowledged the efforts of teachers, specialists, and all staff. She then called attention to release times for religious observance, and said she supported increased inclusivity for students taking this time. She spoke about the renewal of the Eugene Police Department's contract for school resource officers and how while some community members support the police presence, many do not. Schools and police departments have always worked together for student safety, and Black and brown student voices need to be considered, as well. She stated that EEA stands in unity with 4J in reimagining what this would look like.

Mr. Tromba, the incoming president of MAPS, spoke on the renewal of 4J's contract with EPD. He said applying the equity lens to SROs is critical, and whatever actions the Board made that night needed to include that frame of thinking. SRO roles in the school need to be reimagined and looked at if the contract is renewed.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Walston thanked Dr. Balderas for all his work as Superintendent. She also thanked

Chair Levis, Ms. Gordon, and Mr. Tromba as well as others.

Ms. Shabram began by thanking Dr. Balderas, Chair Levis, and the rest of the committee and community.

Mr. Torrey also thanked Dr. Balderas. He then spoke on reading all of the community messages.

Mr. Lafer echoed the other Board members. He said that another issue that needed to be addressed was to waive the 3 by 5 schedule in schools. He spoke about a petition circulating that attacked teacher's tenure and asked for that campaign to be rethought. He spoke on the poor retention of teachers of color as well as the University of Oregon cutting their program for bilingual educators.

Ms. Hays echoed the many thanks that were given. She spoke about the amount of emails received by the community and how important it was to go through them all and respond.

Ms. Newman also echoed the many thanks and spoke on how important it was to think about the students of color and listen to their voices with every item of action for the upcoming year.

IX. CONSENT GROUP– ITEMS FOR ACTION

- 1. Approve School Meal Prices for Fiscal Year 2020-2021**
- 2. Approve Personnel Action**
- 3. Approve Meeting Minutes from May 6, 2020**
- 4. Approve Meeting Minutes from April 22, 2020**
- 5. Approve a Resolution Making Appropriations Resulting from Transfers**
- 6. Approve Renewal of FuelEd Contract**
- 7. Approve Increase in District Contribution Towards Health Insurance for Insurance-Eligible Managers, Administrators, Professionals and Supervisors, and Non-represented Senior Staff.**

MOTION: Vice Chair Walston moved, seconded by Ms. Hays, to approve the Consent Group.

VOTE: The motion passed unanimously – 7:0.

Mr. Lafer wanted to make a comment on the FuelEd contract. He said that online charter schools were some of the poorest quality education systems available, according to research. Mr. Lafer spoke on hoping to have a personalized plan with students' regular teachers teaching them to improve these conditions.

X. ITEMS FOR INFORMATION

- 1. Receive an Update on District Response to COVID-19 and Restarting 4J**

Dr. Balderas turned this over to the incoming interim superintendent Ms. Vandercar. She said last week they received word from the Oregon Department of Education to start school up in the fall and how tight the schedule was to get these plans for reopening off the ground. If the dates are approved for board meetings, the plan would be to be those reopening plans before the Board for approval on August 5th.

Ms. Delf put up a slideshow on the eight steps on this plan. The first three are how to manage the virus if kids are put into brick and mortar schools. The steps discussed are as followed:

- 1) Public Health Protocols, such as common areas.
- 2) Facilities and School Operations, how to manage social distancing and visitor protocols.
- 3) How to prevent an outbreak and what to do in case there is an outbreak.

Ms. McGaughy echoed the many thanks given. She congratulated the seniors who graduated. She spoke about the survey that has been sent out to all students this last year and how the community felt about the response and would like to go forward. Ms. McGaughy gave a report on the attendance data for elementary, middle, and high schools. She also explained that the district has begun working on the required operational blueprint for school re-entry. She discussed the type of learning models and how they would work. She then spoke about the family resources for families in need.

Mr. Torrey asked about the guidelines of how to keep facilities clean as well as playgrounds. The playgrounds will not be open until June 30th and the guidelines from there would be adhered to as they are mandated.

Ms. Newman asked Ms. McGaughy what were the strategies to reach out to the kids and parents that were not connecting. Ms. Delf explained what communication and outreach has been made to all families, including via email, text, paper survey both in English and Spanish, on the website and also at the meal sites.

Mr. Lafer expressed his appreciation on the work and quality done on this complex task. He stated he was hoping to hear why the 3 by 5 schedule that was established by the Board should not be done. Ms. Vandercar stated that during the pandemic the hybrid model may or may not be the 3 by 5 model because some classes will be hard to do while maintaining social distancing. Dr. Balderas also explained the district is still getting guidance by the ODE and that they are working with five other districts and Lane County partners to figure out what models of learning would work best during these times. He urged the Board to allow the professional staff to look into what models are out there and have them be successful during these complex times.

Ms. Hays asked for clarification on who's decision it is to implement schedules for schools. Dr. Balderas explained that daily schedules are staff and the Superintendents decision, not the Board's.

Ms. Shabram expressed her uneasiness about changing the curriculum so much and asked how the district is connecting with students to address the turmoil they may be experiencing. Ms. McGaughy talked about offering Summer Bridge as well as outreach plans during the summer and developing summer school.

2. Receive a Report on School Climate Survey for School Year 2019-2020

Ms. McGaughy gave a summary of the School Climate Survey. She said that there was a very high response rate. However, it was given in February pre-COVID and how to best capture student voices now would be important to figure out.

Mr. Loureiro presented the responses of the School Climate Survey. The trend on question seven that concerns students feeling secure in their identity has improved positively, as well as a steady positive trend in the rest of the questions. He went through a slide presentation that showed the breakdown of all student responses and trends to the survey questions.

Ms. Hays asked if neighboring districts asked the same questions to get a clear trend across the

board. Mr. Loureiro said the rest of the districts use the national survey, and 4J's was created within the school district.

3. Receive an Update on Corridor School Closure and Student Placements

Ms. Delf recapped that Corridor had been asked to close as per the decision of the Board during the last meeting. She said because it was so late in the school year that there has been a special plan put in place to help these students transition to a new school. She said 119 students will be displaced. The district has reached out to student's families and received 94 responses so far, and most were returning to their neighborhood schools. The Comprehensive Learning Center (CLC) will be moved in whole to Spring Creek. She stated that 28 students have replied that they would be returning to their neighborhood school and that most families were offered a seat at their first, second, or third choice of school.

Ms. Levis inquired about the handful of students that had not been placed anywhere. Ms. Delf clarified that it was literally five students that were not placed at any school due to no response or the school they chose did not have space for incoming students. She stated they are making efforts to get in contact with the families to allow them a chance to make their selection where there is space available.

Ms. Newman asked for clarification regarding the families that did not get placed. Ms. Delf clarified those families weren't place due to a lack of space available at the one school they requested or they only filled out the survey but did not request a school.

Mr. Lafer wanted to know the number of families that did not get into their school of choice and the reasons behind the decision. Ms. Delf explained that, as an example, they would not be adding more students into a classroom that had 30 students already. She stated that 30 students got into their first choice of school, 22 students got into their second choice of school and 6 students were placed at their third choice of school. All had the option to return to their neighborhood school.

Ms. Delf stated they would be having further communication with the families that did not get placed and an update would be given at a later date of where the families ended up enrolling their students.

XI. ITEMS FOR ACTION

1. Consider Adopting Resolution 2021-01 Adopting the 2020-2021 Budget, Making Appropriations, Imposing and Categorizing Taxes

Dr. Balderas said state law requires the district to adopt an annual budget before July 1, but the budget before the board for adoption would change. District leaders could get additional information about those changes when Oregon lawmakers meet in a special legislative session starting June 24.

Mr. Torrey stated that it was important for the people to understand what changes are happening to the budget and the relationship to the SROs. Dr. Balderas explained that the budget has to be adopted but it can be changed and the Board will be updated.

MOTION: Vice Chair Walston made a motion, seconded by Ms. Hays, to Adopt the 2020-2021 Budget, Making Appropriations, Imposing and Categorizing Taxes.

VOTE: The motion passed unanimously – 7:0.

2. Consider Adoption of Proposed Board Policy EBC/EBCA Emergency Procedures

and Disaster Plans

Ms. Nesbit presented the disaster plan and emergency response. Unless there are any questions, she recommends the adoption of this EBC/EBCA.

MOTION: Vice Chair Walston moved, seconded by Ms. Newman, to approve the adoption of the EBC/ EBCA Disaster Plan.

VOTE: The motion passed unanimously – 7:0.

3. Approve Intergovernmental Agreement (IGA) Concerning School Resource Officers (SRO) and School Special Events between City of Eugene and Eugene School District 4J

Ms. Vandercar presented the three main changes the contract between the EPD and 4J:

1. The Board is asked to approve the contract for one year, not five.
2. Payment to the city is to be reduced.
3. Officers will not have access to school data concerning students.

Ms. Vandercar continued to say that SROs are not focused on arrests and enforcement actions but provide many critical needs in schools, including investigating reports of child abuse and sexual assault and conducting home safety checks. She asked that this program be reevaluated to keep in mind student support and resources, instead of cutting it altogether and leaving the student body needing more support.

Ms. Vandercar continued by telling the Board that disciplinary guidelines need to be reevaluated to make sure they are supporting students and staff of color.

Ms. Vandercar recommended that the Board approve the contract for one year instead of five.

Chair Levis asked the Board to speak on this issue if they would like before making a motion.

Vice Chair Walston spoke first. She echoed the need to reevaluate, and how this is one of the hardest decisions she has ever been asked to make. She felt moved by the need to do what they could to abolish any systemic racism in the community and district. She said that it is not the job of 4J to fix the EPD, and while the district needs to root out bad apples, we should not throw away the entire system. With hard work and integrity, she believes the district can get to a better place.

Ms. Shabram felt that enhancing the safety of students in the schools was important, but an important question in the midst of current event is, “Who gets to feel safe now?” She then cited studies that SROs actually create a less than desirable environment for students, and those were before taking systemic racism into account. She felt that reducing harm by eradicating the contract for SROs was the correct decision in this matter.

Ms. Newman said police presence in schools disproportionately affects students in a negative way. She has been trying to learn from what the community is saying about this matter. Her goal is that all students feel safe and that 4J chooses strategies that help all students positively. She expressed that there should be a solid plan on how to proceed before school begins in the fall.

Mr. Lafer thanked Ms. Shabram for her comments on the subject. He looked at how the murder of George Floyd affected the EPD. He also talked about the increased military style policing that has been seen recently in Eugene. He voiced support for ending the EPD contract and

reallocate the money to different resources.

Ms. Hays echoed what Ms. Shabram said about “Who gets to feel safe?” and that she would not support a five-year contract. She stated that when making a decision it should be in the best interest of all students, and when the decision is made that the board make it clear to the community why the decision was made.

Mr. Torrey then spoke of his experience when SROs were asked to come into schools at that point in history. He said that this is a national crisis, and it is not a crisis that can be dealt with in a matter of three weeks.

Chair Levis talked about students of color she has talked to, and how intellectualizing sometimes isn't the right thing to do. She wants to use the equity tool to look at how to ask the hard questions, and that doesn't end with this contract as a whole.

Ms. Levis asked for clarification on the stories regarding the treatment towards students at rallies. Dr. Balderas stated that it was his understanding that there were no weapons drawn but that he would get further clarification from EPD.

Ms. Walston thanked everyone for their comments. She stated change needed to happen and wanted to proceed with a motion.

Ms. Newman asked what the SROs are doing during the summer when school buildings are closed and what would happen if the contract was left to lapse in the summer. Dr. Balderas clarified that SROs are paid for the whole year and are just kept on for nine months and asked to help in the summer when needed. If the contract was left to lapse, then the district would not have an active contract for the fall.

MOTION: Vice Chair Walston made a motion, seconded by Mr. Torrey, to extend the contract with the EPD only until December 31, 2020, and taking the time between now and then to have conversations with marginalized groups, the community, and staff to reevaluate school safety models and SROs through the equity lens. The SRO presence would continue to be there until December 31st, and the new plan would be presented to the Board and community at least two times to allow opportunities for public comment.

There was some discussion to clarify how the reevaluation of the district's safety system should happen and what this motion meant. Also, the Board had a desire for more supporting data on students and SROs before a definitive decision is made.

An amendment was made to the motion to include a short-term extension until, no later than the end of the year with hopes to present something earlier. Ms. Hays stated that Dec. 31 could be the hard date that the community can count on, but the contract could be terminated with 30 days' notice.

MOTION: Ms. Shabram moved, seconded by Mr. Torrey, to amend the motion to add a 30-day escape clause to terminate the EPD contract if needed.

VOTE: The motion passed unanimously – 7:0.

MOTION: Ms. Shabram moved, seconded by Ms. Hays, that another amendment be added to say that no matter what decision was made it would be different than the current EPD SRO contract.

Ms. Hays asked for clarification on not having four uniformed SROs in the schools or not having any contract with EPD at all.

Ms. Shabram said that we cannot commit to changing the contract if the changes yield the same results.

Mr. Lafer spoke on making a more definitive decision on this that night, more of what the system would look like after a vote or change, either way.

Ms. Shabram stated that there would be a lot of work going into the reimagining of these programs, and that police presence is detrimental at all. She thought that the way this could be phrased would be to say that no matter the changes to this policy there would not be sworn officers in the schools.

There was discussion on what exactly the Board was voting on, and Mr. Lafer ended the discussion by saying that the vote then would be to take sworn officers off the table for the fall school year.

MOTION: Ms. Shabram moved, seconded by Mr. Lafer, to amend the motion to include a stipulation that whatever model was selected would not include SROs stationed in 4J schools.

Ms. Newman was reluctant to make these decisions before receiving more information. At the end of the day she wanted to create a safe environment to every student. Mr. Lafer clarified that the amendment meant that SROs might not be involved in the future, but if they were then their role would be different.

Ms. Shabram stated that she doesn't believe that the current school safety model with SROs is appropriate.

Ms. Levis stated she needed more clarity and data to understand the roles of the SROs.

Mr. Torrey expressed that they were at the point where they could vote on the current issue.

Ms. Hays said she doesn't know everything that SROs do in the schools and was reluctant to move forward with the decision. She stated the board want everyone to feel safe.

Mr. Lafer said the board wants to create a system that is safe for everyone. He favored making a decision about SROs now rather than delaying it.

Ms. Shabram stated that the board can continue to see data and get clarification on what the SROs do but continuing to have officers in the schools is harmful and the way the current model is set up doesn't work.

Ms. Newman agreed the current school safety model needs to be replaced but expressed concern with bringing in people under a new model who don't know how to deal with an issue at a school, haven't had the proper training or haven't formed a relationship with students.

Mr. Lafer stated that he understood the value to Ms. Newman's comments. However, he feels that spending money on a police presence in schools is misplaced and those funds should be used to provide support for students, such as mental health counselors or campus coordinators, among other things.

Ms. Shabram noted there's a systematic problem within policing that the board can't fix by continuing to have a specially trained individual respond to schools.

Ms. Walston expressed that they all can agree that the current system isn't working but that it is not the fault of the current four SROs but that of the system and systemic racism.

Ms. Shabram replied that the important distinction is that they are not proposing to never have a contract with EPD but that it would not look as it does now.

Mr. Lafer stated that he is concerned that they are creating a situation where they are demanding people of color and indigenous people to do more and more work on the issue to convince the board before it can act and make a decision.

Ms. Hays added she agreed they needed to prove to people that they understand without further convincing. She also stated a bold statement needs to be made.

Ms. Walston stated that the outcome should be clear to all the people to avoid confusion.

Ms. Levis stated that she will not vote for something that is the same as it is now.

Mr. Lafer stated that what they are voting on is to no longer have SROs in the schools. Ms. Shabram agreed.

Ms. Walston expressed her concern on removing all SROs from the schools.

VOTE: The motion passed on the friendly amendment – 5:2. Mr. Torrey and Ms. Walston were opposed.

MOTION: Vice Chair Walston moved to pass the amended motion: to extend the contract with the EPD only until December 31st, and taking the time between now and then to have conversations with marginalized groups, the community, and staff to reevaluate school safety models and SRO's through the equity lens. The SRO presence will continue to be there until Dec. 31, and a new plan would be presented to the board and community at least two times to opportunities for public comment. An amendment was added to include a 30-day escape clause to terminate the EPD contract, if needed. Another amendment was added that stated that the choice made at the end of the period would not include SROs stationed in 4J schools.

VOTE: The motion passed – 6:1. Mr. Torrey was opposed.

Ms. Shabram thanked the Board for hearing out all sides of the issue.

Ms. Newman said that she sent out a proposed draft resolution to the Board that she and Ms.

Shabram worked on. She thought that this would help give action to these words.

Ms. Newman read the intention of this document is to create safety and equity for all students, and to tackle the issue of systemic racism in our schools and to honor these groups of students in the best way. The proposed resolution states that 4J is committed to identifying and changing policies that inhibit equitable education for students in protected groups. The district's goal is to present alternative methods to ensure the safety and support of all students using the equity lens going forward.

Mr. Torrey asked that there be a vote on this resolution tonight.

Ms. Walston stated that it is not a good practice nor transparent to the community, and that the legal counsel needs to review the resolution first.

Mr. Lafer wanted to add a friendly amendment to move the subject of "Religious Items" to the next meeting.

Ms. Levis declined the request of Mr. Gordon.

Mr. Torrey withdrew his comment on voting on the resolution tonight.

4. Organize the Board of Directors for the 2020-21 School Year

Ms. Hays nominated Mary Walston for the Chair of the Board of Directors. Mr. Torrey seconded.

Mr. Lafer nominated Judy Newman as Chair of the Board of Directors. Ms. Newman declined, and said she would like to learn more before she was put in a position of leadership.

MOTION: Ms. Hays moved to vote to make Mary Walston the Board Chair.

VOTE: The motion passed – 6:1. Mr. Lafer was opposed.

Ms. Hays nominated Judy Newman for Vice Chair.

MOTION: Ms. Hays moved to vote to make Ms. Newman the Vice Chair.

VOTE: The motion passed unanimously – 7:0.

MOTION: Ms. Hays then made a motion to have Ms. Walston and Ms. Newman sign for next year's budget.

VOTE: The motion passed unanimously – 7:0.

5. Set the Board Calendar for the 2020-21 School Year

Mr. Lafer asked to have the meeting on Ash Wednesday moved.

Ms. Shabram supported the change, saying it's important for the Board to model what it is asking the schools to do regarding religious holidays.

Ms. Hays stated she is not comfortable moving a meeting from Ash Wednesday and supported approving the board calendar and revisiting it at a later time when there's more information available.

Mr. Lafer spoke on the guidance that goes out to principals for religious holidays, and Ash

Wednesday is one of them, and that there is reason to ask the Board to take this into consideration.

Dr. Balderas stated the issue before the Board is approving its calendar but it does have options, including changing the calendar to remove the board meeting scheduled for Ash Wednesday or approving the calendar as proposed and scheduling a future discussion about changes.

MOTION: Vice Chair Walston moved, seconded by Ms. Hays, to adopt the calendar as presented with a notion that some meetings may need to be moved due to holidays.

VOTE: The motion passed unanimously – 7:0.

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Revisions to Board Policies:

JEF Release Time for Religious Instruction

JED Student Absences and Excuses

Chair Levis asked the rest of the Board to discuss moving these items to the following meeting.

Mr. Lafer said it would be a hard conversation and agrees it should be moved to next week.

MOTION: Mr. Lafer made a motion, seconded by Ms. Shabram, to move these items to a future meeting.

VOTE: The motion passed unanimously – 7:0.

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

1. Meeting Dates:

Wednesday, June 24, 2020

XIV. ADJOURNMENT

Chair Levis adjourned the meeting at 10:08 p.m.

(Recorded by Alex Sullivan)

Cydney Vandercar
District Clerk

Mary Walston
Board Chair

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

August 19, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 7 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on August 14, 2020, and published in *The Register-Guard* on August 19, 2020.

ROLL CALL

BOARD MEMBERS PRESENT:

Mary Walston, Chair
Judy Newman, Vice Chair
Anne-Marie Levis
Alicia Hays
Gordon Lafer
Martina Shabram
Jim Torrey

STAFF:

Cydney Vandercar, Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of K-8 Education
Andy Dey, Director of Secondary Education
Kat Lange, Director of Student Services
Kyle Tucker, Chief Operations Officer
Christine Nesbit, General Counsel
Steve Menachemson, Director of Technology Services
Jeffrey Johnson, Director of K-8 Education
Andrea Belz, Director of Financial Services
Holly Langan, Director of Administrative Services
Lisa Fjordbeck, Executive Assistant/Board Secretary
Karen Hardin, Director of Human Resources

MEDIA: KRVM

I. REGULAR BOARD MEETING

Chair Walston called the regular meeting to order at 7 p.m., and led everyone participating in the meeting in the pledge of allegiance. She then acknowledged the land on which the meeting was taking place was the Traditional Homelands of the Kalapuya People, who have been stewards of the land for approximately 14,000 years.

II. AGENDA REVIEW

MOTION: Mr. Lafer moved, seconded by Ms. Shabram, to move the Comments and Committee Reports by Individual Board Members back to its position in the agenda right after Comments by Employee Groups.

Ms. Hays said that since Board leadership is responsible for setting agendas, they would have to change the Board working agreement to even entertain Mr. Lafer's motion. She said she would not support the motion.

Ms. Levis concurred, offering the Board Chair was chosen by the Board to set agendas; she was also not in favor of the motion.

Ms. Shabram offered the agenda change in question was substantive enough to warrant this motion and further Board discussion on the matter.

Chair Walston found it unfortunate that so much time was being spent on this motion at the beginning of the meeting. She said the time was better spent on agenda action items, and in fact, she had heard from the community that the Board takes too long to get to the action items on the agenda, and that was why she changed it, as is her prerogative.

Mr. Lafer offered the Board working agreement would not have to be changed to accommodate his motion; he said this instance was what the Agenda Review item on each agenda was for. He continued that he did not believe the Board Chair should have carte blanche where this was concerned. Mr. Lafer said it made sense to have the Comments and Committee Reports by Individual Board Members agenda item at the beginning of the meeting, because that was when the most community members would be tuning in, and it was important for the community to hear Board members' opinions on the agenda items, and their thoughts on items raised by the community in the Public Comments agenda item.

MOTION: Chair Walston called the question.

VOTE: The motion passed 5:2, with only Mr. Lafer and Ms. Shabram voting against. The debate on Mr. Lafer's original motion ended.

VOTE (Mr. Lafer's original motion): The motion failed 2:5, with only Mr. Lafer and Ms. Shabram voting in favor.

III. SUPERINTENDENT'S REPORT

Interim Superintendent Vandercar offered those participating in the meeting a Superintendent's report. She commended 4J staff for their tireless hard work and dedication to the District and the families they serve during the COVID-19 pandemic. Ms. Vandercar said if 4J was allowed to have sports, that all teams would be operating within compressed seasons, beginning in December of 2020.

IV. COMMENTS BY BOARD CHAIR

Chair Walston asserted a three-minute-of-speaking rule would be in effect from this point forward during 4J meetings, in an attempt to make the meetings more efficient. She added that she would like the Regular Sessions to begin at 7 p.m., so there was space available before the Regular Sessions for Work Sessions. Chair Walston also said the agenda item dealing with religious holidays was moved to the October 7 agenda.

V. ITEMS RAISED BY THE COMMUNITY

The Board acknowledged that they had read all written and submitted comments from the community, and they thanked them for their communications.

VI. COMMENTS BY EMPLOYEE GROUPS

Peter Tromba, representing Managers, Administrators, Professionals, and Supervisors (MAPS), recognized outgoing MAPS President Eric Anderson for his years of service to the organization. He stressed that a focus on strengths, while planning for the upcoming school year, where equity was concerned, would serve the District better than focusing solely on problems that need to be solved.

VII. CONSENT GROUP

MOTION: Vice Chair Newman moved, seconded by Ms. Levis, to approve the Consent Group.

VOTE: The motion passed unanimously 7:0.

VIII. ITEMS FOR INFORMATION

1. Receive Information on District Plan for Return to Learning

Interim Superintendent Vanderkar et al. offered the Board an informational report on the District's plan for reopening schools.

Ms. Levis asked when general information about the 2020-21 school year would be available.

Ms. Delf replied that much of the aforementioned information had been released already, and there was an FAQ page on School District 4J's website that addressed some of that information. She said as more information became solid and available, it would be disseminated in that same fashion.

Mr. Lafer said he would like to see more survey information on childcare in the upcoming school year.

Mr. Torrey said he would like to see a school-by-school list of Career Technical Education (CTE) programs, so the Board will know what is happening across the entire District as far as CTE was concerned. He also asked if there was a program or course in existence in School District 4J which would identify students' specific interests and abilities in different CTE classifications.

Mr. Dey said staff could get the Board a list like the one Mr. Torrey mentioned. He also said there were a number of ways to identify CTE students' specific interests, abilities, and aptitudes for CTE.

Vice Chair Newman wondered about the District's suicide prevention training, and climate change in curriculum during the COVID-19 pandemic.

Ms. Lange said the District was currently at work on social-emotional learning plans for students and staff, to be implemented during suicide prevention training.

Ms. Shabram asked if attendance would be taken for synchronous instruction, and if so, would there be consequences for students and/or families for absences and tardiness. She also wondered if the District was concerned about delaying construction timelines at Silver Lea Elementary due to previous cost escalations.

Mr. Johnson replied that students would not be penalized for not participating in any of the synchronous learning opportunities, of which there would be many offered every day, and students could use those opportunities to keep up their attendance. He added attendance could also be managed by logging on to District learning software, and/or email communications with their teachers.

On the Silver Lea project, Mr. Spain said the demolition component of that project had been delayed so the grass field behind the building might still be utilized. He said there would be no impact on the project budget from the delay.

Chair Walston asked if it was correct that there would be no in-person education for kids in grades K-3.

Superintendent Vandercar said that was correct, there would be no in-person education for kids in grades K-3.

Chair Walston asked if a family could switch from hybrid learning to online-only learning.

Ms. Delf replied said they were asking families to convey their educational choice for the school year. She added it would be extremely challenging for the District if there were a large number of students who wished to switch learning styles during the school year.

Mr. Lafer asked if it was possible to receive a copy of the language that is being proposed as far as what types of guarantees teachers have to make to teach in the upcoming school year.

2. Receive Information on Student Safety Review Process Framework

Ms. Delf offered the Board a report on the framework of the Student Safety Review process.

Ms. Shabram asked how the extension of School District 4J's contract with the Eugene Police Department (EPD) through the end of this calendar year fits into the student safety review process.

Ms. Delf said an updated contract with EPD would be available to the Board in a future Board meeting.

Mr. Torrey asked if the 4J Equity Committee would be responsible for outreach concerning safety in the District's schools. He also hoped there would not be a Work Session until the Board has received Committee input.

Mr. Lafer asked who would be performing the work previously done by sworn officers of the law (EPD) in District schools.

Ms. Delf said that question would be answered with further discussion and decision-making on the part of the School District 4J Board.

3. Review Board Committee Assignments

Chair Walston offered the Board a report reviewing Board Committee assignments.

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider for Adoption Revisions to Board Policy LBE - Public Charter Schools

Ms. Nesbit offered the Board a report on the proposed revisions to Board Policy LBE – Public Charter Schools.

Chair Walston wondered, given the volatility of the District's enrollments, if the District would not be better served moving to monthly enrollment.

Interim Superintendent Vandercar said that staff could rewrite the possible revision to Board Policy LBE, switching the enrollment to monthly, and then present it again at the next Board meeting.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Shabram said she was glad to see the first sketch of the framework for student and school safety, and she said she looked forward to being a part of that conversation.

Vice Chair Newman offered a heartfelt thanks to the School District 4J staff and faculty, and also the students, families, and the community for their work and dedication to the District in this trying time.

Mr. Lafer took a moment to recognize District educators, who—faced with the COVID-19 pandemic—have gone above and beyond their duties and responsibilities to local kids, by developing engaging, effective online course material.

Ms. Levis announced she had recently attended a webinar put on by the California Latino School Boards Association, titled: Dismantling Systemic Racism in Public Education.

XI. ADJOURNMENT

Chair Walston adjourned the meeting at 9:37 p.m.

(Recorded by Rodney Cimburke)

Cydney Vandercar
District Clerk

Mary Walston
Board Chair

**MINUTES OF THE RETREAT
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

August 28, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a virtual Board Retreat from 12:00–4:00 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on August 21, 2020 and published in *The Register-Guard* on August 28, 2020

ROLL CALL

BOARD MEMBERS:

Mary Walston, Chair
Judy Newman, Vice Chair
Alicia Hays
Gordon Lafer
Anne Marie Levis
Alicia Hays
Martina Shabram
Jim Torrey

STAFF:

Cydney Vandercar, Interim Superintendent
Kerry Delf, Chief of Staff
Lisa Fjordbeck, Executive Assistant / Board Secretary

Welcome & Introductions:

Karen Gaffney facilitated the meeting and began with introductions and reviewing the schedule and purpose of the retreat. In the context of the priorities_
Role of policy S. Operations for Board, how do we reach shared understanding on this more quickly so it's not an ongoing sticking point in meetings?
What does the monitor function look like? Frequency of information and what does action look like?

Review of Board Self Assessment:

Kristine Miles, Board Development Specialists from OSBA led the Board through a review of their self assessment, identifying and clarifying Board roles and working relationships.

BREAK (the Board took a 10-minute break)

Review of Roberts Rules of Order:

Chair Walston shared two short videos on Roberts Rules of Order

Review of 4J's Equity Tool:

Karen Perez Da Silva and Misael Flores Guterrez walked the Board through the use of the equity tool in the work that the Board is currently engaged in and work that the Board will be taking on. Ms. Perez and Mr. Flores Guterrez shared the Oregon Department of Education (ODE) Decision Tree and walked the Board through some scenarios where this tool would help the Board in decision-making.

BREAK (the Board took a brief 10-minute break)

Discussion of Priorities for the 2020-21 School Year:

1. Navigating COVID: Supporting student achievement in changing environment of comprehensive distance learning and onsite instruction.
2. Recruitment of a permanent superintendent.
3. Adoption of district-wide safety plan
4. Oversight of Student Success Act implementation
5. Plan for North Eugene region
6. Standardized Testing
7. Teacher Retention & Morale
8. Community Right to Know and Community Free Speech Rights
9. Evaluating alternative programs—what constitutes success

The Board asked Leadership to set a work session on each of the four priorities to develop specifics, including the role of the board on the topic: J

- COVID/Return to learning
- Superintendent Search
- Student Safety Review
- Oversight of Capital projects/North region planning

Chair Walston adjourned the board retreat at 4:00 p.m.

Cydney Vandercar
District Clerk

Mary Walston
Board Chair

**MINUTES OF THE RETREAT
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

September 10, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a virtual Emergency Board Meeting from 1:00–2:00 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on September 10, 2020 and published in *The Register-Guard* on September 10, 2020

ROLL CALL

BOARD MEMBERS:

Mary Walston, Chair
Judy Newman, Vice Chair
Alicia Hays
Gordon Lafer (absent)
Anne Marie Levis
Alicia Hays
Martina Shabram
Jim Torrey

STAFF:

Cydney Vandercar, Interim Superintendent
Kerry Delf, Chief of Staff
Christine Nesbit, General Counsel
Charis McGaughy, Assistant Superintendent for Instruction
Kyle Tucker, Chief Operations Officer
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA: KRVM

I. CALL TO ORDER

Board Chair Mary Walston stated that the reason for the Emergency Board meeting is to review proposed changes to the academic calendar. The Board is responsible for approving the academic calendar and any amended changes. Chair Walston said that the calendar adopted by the Board provides that students' first day of school will be Monday, September 14, 2020, which no longer appears possible in light of wildfires in our area. In order to consider changes to the first day for students, which also impacts staff work-days, and to communicate changes to staff, this emergency meeting is necessary and a delay of 24 hours was not feasible.

Chair Walston asked Superintendent Vandercar to provide more information.

Superintendent Cydney Vandercar said that the districts instructional model this fall requires the district to ensure that students have technological devices and access to remote education before the start of school. Technology devices were scheduled to be distributed through out this week and to take place outdoors due to the coronavirus pandemic. Superintendent Vandercar went on to say that due to the wildfires East of Eugene have resulted in hazardous air quality conditions. On Tuesday, Wednesday and again today, the extremely poor air quality resulted in the cancellation of technology distribution. As a result, the District has not been able distribute

student learning devices to about half of our students – approximately 7000 elementary students and about 1,000 Middle and High school students. Current air quality conditions remain in a hazardous state. The District will not be able to start instruction for students on September 14 as previously planned and to meet ODE state requirements for prior access to remote instruction.

Superintendent Vandercar asked Christine Nesbit, General Counsel, to walk the Board through the proposed changes to the academic calendar.

Ms. Nesbit explained the changes to the calendar days and provided the Board with an outline of that reflected and explained the proposed changes. Ms. Nesbit explained that by moving the start date from September 14 to September 21, the district would have the opportunity over the next week to ensure that all students had received their technology devices. This would also ensure staff would be able to safely distribute the devices as it is anticipated that the hazardous air quality would lift next week.

Ms. Nesbit confirmed that both EEA and OSEA leadership had been contacted and the District confirmed that both associations were in support of the change to the calendar.

MOTION: Ms. Newman made the motion to accept the proposed changes to the school calendar. Ms. Levis seconded the motion.

VOTE: The motion passes unanimously with all six Board members voting to approve the motion to change the academic calendar.

Chair Walston adjourned the Board meeting at 1:12 p.m.

Cydney Vandercar
District Clerk

Mary Walston
Board Chair



ITEM FOR INFORMATION

Date of Meeting

October 7, 2020

Title

Receive Update on COVID-19 and Return to Learning

Presenter

Cydney Vandercar, Superintendent

Background

School districts across Oregon have returned to learning for the 2020–21 school year. Eugene School District 4J's return-to-learning plan, which aims to support students' well-being and academic progress while protecting students and staff from the spread of COVID-19, has been established in alignment with state requirements issued by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority.

The start of the school year was delayed by one week due to impacts of the McKenzie Wildfire near Eugene–Springfield, which displaced some staff and students, caused exceptionally hazardous air quality for a prolonged period, and delayed the distribution of technology to thousands of the district's students.

School began on Sept. 21, with all 4J students learning online in a "Comprehensive Distance Learning" instruction model, which will continue at least through winter break. If public health conditions allow, schools will resume in-person instruction in a hybrid of online and on-site learning in January or later.

While students are learning online, the district is working to open school campuses for limited in-person instruction and supports for individual students or small groups, as public health metrics permit. One of the restrictions on opening school campuses for limited in-person instruction is that there must have been no new cases of COVID-19 in the past 14 days among any of the school's students or staff, regardless of whether they have been on campus. Limited in-person instruction includes services such as special education evaluation and internet hubs for students who can't access online instruction at home.

Staff will provide an update on the district's return to learning for the 2020–21 school year, including information on student enrollment and attendance, health and safety measures, technology and internet supports, community childcare partnerships, and food services and home delivery of school meals.



ITEM FOR INFORMATION

Date of Meeting

October 7, 2020

Title

Library Cards Free for Students of 4J Schools

Presenter

Kerry Delf, Chief of Staff

Background

Eugene Public Library cards are now available at no cost to all students in 4J and Bethel schools, including approximately 1,200 students who live outside the Eugene city limits and property tax base. The usual non-resident household fee will be waived for these students.

This change is made possible by a three-year pilot partnership of the Eugene Public Library, Eugene Public Library Foundation, Eugene School District 4J, and Bethel School District, with each partner bearing a share of the cost.

This partnership program is available to all students enrolled in 4J's neighborhood and alternative schools. It is not provided for private, parochial, charter or home school students.

Library cards also are available to 4J classroom educators for educational purposes (not for personal or household use).

All enrolled 4J students have received a library card application and information in back-to-school mailings and communications from the school districts.



Bond Update

Summer 2020



Edison Elementary

- Design Completion: Early October
- City of Eugene: Permit Review Underway
- Abatement & Demolition: October - December
- Construction: Early 2021



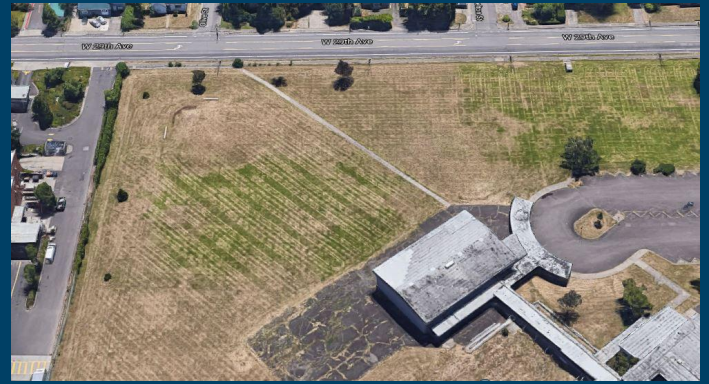
North Eugene High School

- Design Completion: January 2021
- Abatement & Demolition: October - January
- Construction: Spring 2021



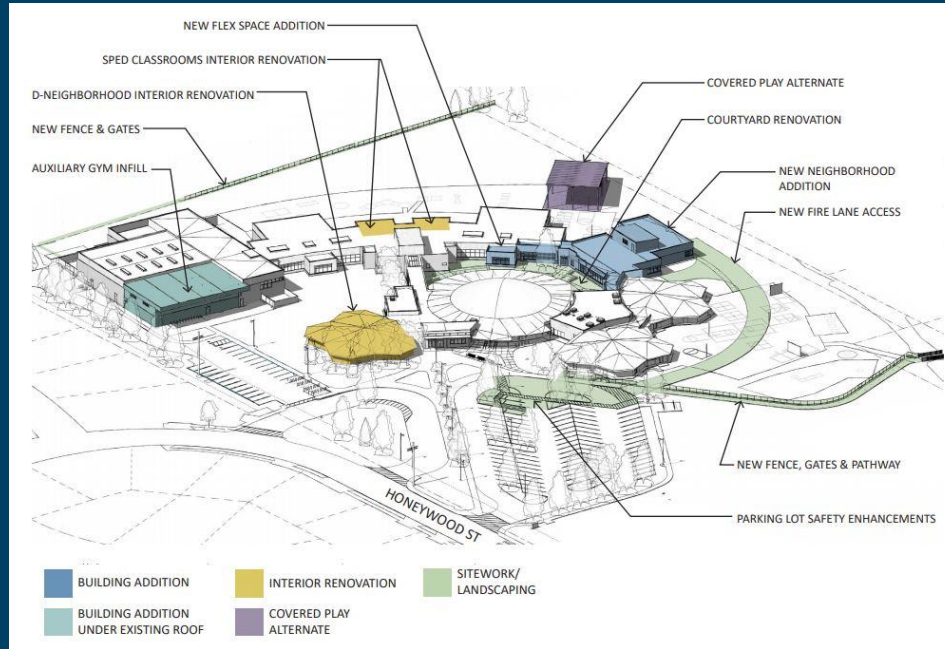
Willard Swing School

- Prefabricated/Modular Buildings: Complete
- Gym Renovation: Complete
- Soft/Hard Play Surfaces: Complete
- Edison Building Relocation: Complete



Gilham Elementary

- Architectural Team Selected
- CM/GC Team Selected
- Programming & Schematic Design Phase: Complete
- Currently in Design Development
- Construction 2021



Additional Projects

In the works:

- Kennedy Renovation - Chinese Immersion Program Move
- Churchill CTE - Woodshop
- Fox Hollow SSD Upgrades
- Camas Ridge Preparations for Architect & CM/GC Selection
- Equitable Athletic Facilities Architect Selection



Projects we were able to complete this summer;

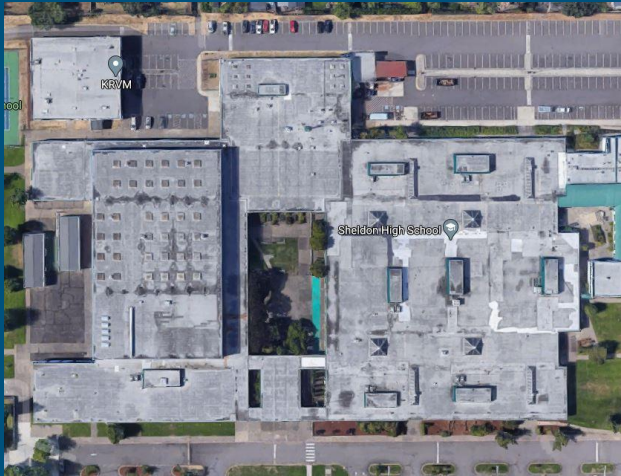
Bond Work:

- Spring Creek Office Ventilation
- Multi-Site District Wide Cameras
- Multi-Site LED Lighting Upgrades
- Chavez Pre-K Portable is on-site
- Kelly Renovations - Yujin Gakuen Program Move
- Sheldon North Gate
- Sheldon Upper Gym Doors
- Spencer Butte Sidewalk Replacement
- Monroe DDC
- Multi-Site Roofing
- Turf Replacements
- South Eugene Restroom Renovations
- North Eugene Softball Facility Replacement

Non-Bond Work:

- Exterior Painting
- Churchill Baseball Storage
- South Eugene Freezer Rebuild
- Multi-Site Gym Floor Refinishing
- Multi-Site Fire Department Knox Box
- Multi-Site Dry Rot Repairs
- Kelly New Gutters
- Awbrey Park Hydronic Valves
- Spring Creek Building Front Sign
- Twin Oaks Awning Replacement
- Upgrade Access Control System
- Buena Vista Water Heater Replacement
- Gilham Flooring Replacement
- COVID Planning

Before



Completed







Thank You



ITEM FOR INFORMATION

Date of Meeting

October 7, 2020

Title

Bond Update: Summer 2020

Presenter

Kyle Tucker, Chief Operations Officer and Ryan Spain, Director of Facilities

Background

Local voters approved a bond measure in November 2018 to replace aging school buildings and fund other capital improvements at every 4J school.

Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School. Planning for the new school buildings and other capital improvements is progressing.

Staff will present an update on bond-related work over the Summer 2020.

Board and Superintendent Goals

4J Vision 20/20 Strategic Plan

Goal III: Communication & Connection with Community

Goal V: Stable, Sustainable Stewardship



ITEM FOR ACTION

Date

October 7, 2020

Title

Select Superintendent Search Firm

Presenter

Christine Nesbit, General Counsel

Background

The services of a consultant are needed to assist the school board with the search plan and recruitment process for a permanent superintendent of schools.

The district received six proposals in response to the RFP. At the September 23 board work session, the board interviewed four search firms.

At the October 7 meeting, the board is scheduled to make their final selection and choose the firm that will support the board with the recruitment process for a permanent superintendent of schools.



ITEM FOR ACTION (Second Read)

Date of Meeting

October 7, 2020

Title

Approve Revisions to Board Policies:

JEF Release Time for Religious Instruction

JED Student Absences and Excuses

Presenter

Cydney Vandercar, Superintendent

Christine Nesbit, General Counsel

Background

In February 2020, the board received information about how the district accommodates students' individual right to observe religious holidays and about how board policies may be strengthened. Towards that end, the superintendent is recommending revisions to policy JEF, summarized below.

Staff recommend a revision in policy JED – Student Absences and Excuses to ensure clarity about absences due to religious observances. In addition, legislation in 2019 expanded some of the reasons for excused student absences, necessitating other policy revisions to policy JED.

1. JEF – Release Time for Religious Instruction - Revision

Current policy JEF addresses release time for religious instruction, and describes the instructional accommodations made for such absences – namely that the absence will be excused and not penalized, and that tests and assignments missed will be given to the student at another time. The board does not have a policy addressing religious accommodations more generally.

Based on board and stakeholder comment, as well as experience in preparing a draft calendar, the proposed policy contains the following five changes to the policy presented to the board at its first read:

1. In response to feedback concerning field trips, language is added that provides that field trips may not be scheduled on major religious holidays without the approval

of a school administrator, and also that teachers will be prompted to consider the potential for conflict when they complete the mandatory field trip application process. These implementation measures will force careful examination by school staffs before a field trip is scheduled on a major religious holiday. (School bus availability for field trips will be similarly aligned and will require an “override”). The proposed language is expected to preserve some scheduling flexibility at the school site, while reducing known conflicts with scheduling field trips on major religious holidays.

2. In response to the suggestion that schools not schedule final examinations on major religious holidays, the proposed policy provides that the school board should consider the likely resulting final exam schedule and possible conflicts with major religious holidays when it adopts the academic calendar and sets the end of trimester dates. This proposed language recognizes that schools effectively have no discretion in setting final examination schedules, as – by their nature, final exams are set immediately preceding the board-established end of trimester.
3. Based on staff experience working on a proposed calendar, the necessity of defining “major religious holiday” became clear. The proposed policy defines a “major religious holiday” as a religious observance that precludes school attendance or participation in an important school event for adherents of the tradition.
4. To support the district’s obligation of religious neutrality and nondiscrimination, the proposed policy also states that in preparing a calendar of major religious holidays observed in the local community by consulting generally accepted, religiously neutral sources of information. Students and families may request that one or more holidays from their religious tradition be included on the district’s list of major religious holidays.
5. To address concerns that the scheduling accommodations portion of the policy may, at some point in the future, become unworkable, the proposed policy provides that the superintendent will reconsider the scope of the policy and recommend changes to the board if the total number of school days identified as major religious holidays is likely to impose an unreasonable burden on the district or schools’ ability to schedule important school events. This language is intended to recognize that is not the intent of the board in adopting this policy to remove so many days from potential scheduling as to become administratively unworkable.

In addition to the foregoing, and as previously presented to the board, proposed revisions to policy JEF would:

- Change the title to Accommodation for Religious Instruction and Observance and overall scope of the policy
- Acknowledge the district’s responsibility to make religious accommodations, and identify the process for families to request accommodations
- Provide that students will be given a meaningful opportunity and reasonable time-frame in which to make up missed classwork and homework and establish that students will not be expected to complete the missed classwork

- or homework on the day following the absence due to religious observance
- Establish expectations for scheduling activities:
 - Schools will avoid scheduling important, school-wide events on days that conflict with major religious holidays that may impact student attendance or participation, with limited exceptions.
 - Staff will consider potential conflicts with major religious holidays when scheduling other special events such as field trips, try-outs and co-curricular activities and take steps to avoid or accommodate conflicts with religious obligations. Parents are encouraged to communicate the need for religious accommodation to the school.
- Establish expectations for communication:
 - School staff will be informed at least twice per year about major religious holy days that may impact student attendance or participation.
 - Parents will be informed at least annually of their student's right to request religious accommodation.
 - Parents are encouraged to communicate their student's need for religious accommodation.

District policy that restricts scheduling on religious holidays must be non-discriminatory and neutrally applied, and policy implementation must remain non-discriminatory and not favor one religion over another. The board must also consider the legitimate interests of all students in receiving education and enrichment, and ensure that the policy not impose a significant detriment on others.

Data from the Association of Religious Data Archives (ARDA) and the Pew Research Center indicate significant religious diversity in Eugene and Oregon, including but not limited to Hinduism, Buddhism, Baha'i, Judaism, and various sects of Christianity.

Staff have not completed the work needed to create an initial list of major religious holy days likely to impact students' attendance, but the number of school days and /or evenings potentially impacted is significant. Religious calendars prepared by universities and school districts around the country show a large number of potentially impacted days. For example, the calendar prepared by Burlington School District shows that student attendance may be impacted by religious holidays on 20 to 21 days per year. There are a total of 172-73 student instruction days annually in the 4J academic calendar. In addition, after the list is initially developed, the district would need to expand the list of major religious holidays upon request by families, raising the possibility that the policy may not be sustainable over time.

The proposed policy places the strongest restrictions on the scheduling of important school-wide events, coming as close to prohibiting scheduling on major religious holidays as is considered advisable, considering the potential number of days that may be impacted, the practical administration of schools, the interests of all students, and the

district's legal liability.

The proposed policy would permit field trips to be scheduled on religious holidays only after administrative approval, requires staff consideration of the potential conflict, and requires staff to avoid the conflict if possible and accommodate it if not. As discussed above, requiring staff consideration through the field trip application process as well as an administrator "override" to approve the day, will reduce scheduling conflicts while still preserving needed flexibility at the site.

Other special events that tend to impact a narrower group of students, such as co-curricular activities, and try-outs, staff are expected to give advanced notice of scheduling, and to avoid conflicts with students' observance of major religious holidays. For these more common classroom-level (or comparable) events, usually scheduled by individual teachers, the policy places more reliance on staff awareness, two-way communication between families and schools about the need for accommodation, avoidance of scheduling conflicts where practical, and accommodation if not. This approach represents a policy choice to not restrict scheduling of classroom-level activities more than necessary or practical, knowing that there are many different religious traditions that may or may not affect any students in a given classroom, and that any system-wide scheduling restrictions must be applied in an equal and non-discriminatory way.

In developing guidelines to implement this policy, administration commits to cultivating staff awareness and mechanisms – such as calendaring and approval processes designed to promote consideration of the potential for conflict prior to scheduling. An alternative policy choice would place greater restriction on scheduling of classroom-level activities, but that would reduce flexibility without necessarily providing a benefit to any potential participant, and that there would be many instances where a system-wide scheduling restriction would not serve its purpose.

The proposed policy would not discourage or restrict routine forms of instruction, such as homework, quizzes, tests or test preparation on religious holidays. Discouraging or restricting routine forms of instruction is not necessary to accommodate students' rights to religious exercise. Instead, the proposed policy provides that students who miss class due to religious observance will have a meaningful opportunity and reasonable time to make up missed classwork, tests and quizzes, and to complete homework that was due on that day or the following school day. This approach provides affected students with an accommodation (time for make-up) that is proportional to the burden (missing the work), without encouraging or requiring modifications of the classwork or homework for every student in the district.

In recommending this approach, staff considered that a policy regulating the daily work of instruction would affect all students in the district, and as such, would open the

district to claims that it is elevating religious exercise over other educational interests in a detrimental way.

The proposed policy contains no categorical or absolute restrictions on scheduling academic work or nonacademic activities on major religious holidays because doing so may lead to avoidable and indefensible legal disputes.

The superintendent recommends a policy that recognizes the multiple interests at stake when scheduling activities on days that conflict with some individuals' religious holidays, allows professionals in schools to balance those interests in their decision-making, and promotes information sharing between families and schools so that conflicts can be avoided or accommodated.

2. JED – Student Absences and Excuses - Revision

Policy JED sets forth the district's basic policy on student absences, and lists the reasons set forth in state statute for excusing student absences. Revisions are needed to reflect 2019 legislation which expanded reasons for excused student absences to include the mental health needs of students and circumstances in which the student is a dependent of a member of the Armed Forces being called to active duty. The proposed policy would add absences because of religious observances to that list.

Options and Alternatives

For each of the proposed policies, the board may approve the policy revisions as proposed; approve changes, not approve the policy revisions and require additional research or stakeholder engagement, or not approve the policy revisions and retain current policy language.

Board and Superintendent Goals

Maintaining and updating policies constitutes prudent stewardship of district resources to best support student success, educational equity and choice. The board's adoption process allows for comment by members of the public and reflects the engagement of district stakeholders.

Recommendation

The superintendent recommends that the board approve the proposed revisions to board policies JEF and JED.

Eugene School District 4J

Code: **JED**
Adopted: 5/21/14
Readopted: 2/17/16; 11/28/18
06/03/20
Orig. Code: JED

Student Absences and Excuses**

The Board considers regular school attendance essential for educational success. All students are expected to attend school as required by law and by Board policy.

It is the parent's or guardian's responsibility to maintain regular attendance in all assigned classes. Absences from school or class may be excused by an administrator under the following circumstances:

1. Illness of the student, including mental and behavioral health. A ~~(a)~~-written note from a medical professional may be required prior to excusing the absence if chronic absences are a problem);
2. Serious illness of an immediate family member;
3. Emergency situations;
4. When a student is a dependent of a member of the U.S. Armed Forces¹ who is on or called into active duty, the student may be excused for up to seven days per school year;
- ~~4.5.~~ School-approved field trips and ~~school-approved~~ activities;
- ~~5-6.~~ Medical and dental appointments. C(~~e~~onfirmation of appointments may be required);
- ~~6-7.~~ Other reasons deemed appropriate by the school or district administrator when satisfactory arrangements have been made in advance of the absence.

The administrator shall excuse the absence of any student who because of their religious beliefs is unable to attend classes on a particular day.

Unauthorized group absences of students are not acceptable.

A student who is excused must still fulfill their academic-school's requirements for that day.

Each school shall notify a parent or guardian by the end of the school day if his/her child is absent and the parent has not informed the school of the absence in advance. The parent notification will be either by telephone, in person, or via another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

“Truancy” is defined as absence from school without permission.

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States, reserve components of the same, the National Guard of the United States, and the Oregon National Guard.

The superintendent will develop procedures to encourage attendance and to systematically and effectively intervene when truancy and chronic nonattendance is a problem.

END OF POLICY

Legal References:

[ORS 109.056](#)

[ORS 332.107](#)

[ORS 339.030](#)

[ORS 339.055](#)

[ORS 339.065](#)

[ORS 339.071](#)

[ORS 339.250](#)

[ORS 339.420](#)

[OAR 581-021-0046](#)

[OAR 581-021-0050](#)

[OAR 581-023-0006\(11\)](#)

Cross Reference(s):

IGBHD - Program Exemptions

[JEF – Release Time for Religious Instruction](#)

Proposed

POTENTIAL AMENDMENTS TO PROPOSED RELIGIOUS ACCOMMODATIONS POLICY

Proposed Amendment #1 – Revise paragraph 1 under Scheduling as follows. First, to change the title of the section from “School-wide events” to “School-level events”. Second, in sentence 1, to change the term from “school-wide events” to “annual events.” Third, in sentence 2, to change the term “reasonably necessary” to “necessary.”

LANGUAGE CHANGES:

School-~~wide~~ wide-level Events: Schools should avoid scheduling important ~~school-wide school-wideannual~~ events such as picture day, open house, prom, graduation, and Outdoor School on days that conflict with major religious holidays that may impact student attendance or participation. Such events can be scheduled on major religious holidays only if such scheduling is ~~reasonably~~ reasonably-necessary to carry out the proper functioning of a school program or course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

REVISED VERSION:

School-~~wide~~ level Events: Schools should avoid scheduling important ~~school-wideannual~~ events such as picture day, open house, prom, graduation, and Outdoor School on days that conflict with major religious holidays that may impact student attendance or participation. Such events can be scheduled on major religious holidays only if such scheduling is ~~reasonably~~-necessary to carry out the proper functioning of a school program or course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

Proposed Amendment #2 – Revise paragraph 2 under Scheduling as follows: First, to change the title of the section from “Field Trips, Co-Curricular and Extra-Curricular Activities” to “Grade, Class or Activity-level Events.” Second, in sentence one, to add “final exam reviews” and change “co-curricular activities” to “major co-curricular or extra-curricular activities.” Third, in sentence 3, to change the standard for avoiding conflicts with religious practices for co-curricular activities and field trips to the same standard as important school-wide events.

LANGUAGE CHANGES:

~~Field Trips, Co-Curricular and Extra-Curricular Activities:~~ Grade, Class or Activity-level Events~~Field Trips, Co-Curricular and Extra-Curricular Activities:~~ When scheduling other special events such as field trips, try-outs, final exam reviews and major co-curricular or extra-curricular activities, staff must consider the potential for students to experience conflicts on major religious holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with religious observances can be avoided, if practical (unless necessary to carry out the proper functioning of a school program or course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees), ~~if practical~~, and otherwise accommodated if not. Parents and students are encouraged to communicate their need for religious accommodation to the school.

REVISED VERSION:

Grade, Class or Activity-level Events~~Field Trips, Co-Curricular and Extra-Curricular Activities:~~ When scheduling other special events such as field trips, try-outs, final exam reviews and major co-curricular or extra-curricular activities, staff must consider the potential for students to experience conflicts on major religious holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with religious observances can be avoided (unless necessary to carry out the proper functioning of a school program or course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees), ~~if practical~~, and otherwise accommodated if not. Parents and students are encouraged to communicate their need for religious accommodation to the school.

Proposed Amendment #3 – Add a new sentence in Paragraph 2 under Scheduling to describe how missed tryouts would be accommodated.

LANGUAGE CHANGES:

Staff will inform students and parents of plans as far in advance as possible, so that conflicts with religious observances can be avoided. . . and otherwise accommodated if not. If important events such as tryouts must be scheduled on a major religious holiday, staff will create an opportunity for impacted students to try out on a different day. Parents and students are encouraged to communicate their need for religious accommodation to the school.

Proposed Amendment #4 – Add a sentence in paragraph 3 after the field trip approval process that states, “The same process will be used for scheduling major annual extra-curricular activities.”

LANGUAGE CHANGES:

The field trip approval process will include a question about scheduling and major religious holidays. In order for a field trip to be scheduled on a major religious holiday, an administrator must review and approve the request. The same process will be used for scheduling major annual extra-curricular activities.

Proposed Amendment #5 – Revise the section on Tests and Assignments to also include final exam reviews

LANGUAGE CHANGES:

Tests, ~~and~~ ~~and~~ Assignments and Final Exam Reviews: Any tests, ~~and~~ ~~and~~ assignments or final exam reviews a student misses because of religious instruction or observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests and quizzes, and to complete homework due on that day or the following school day. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious holiday.

Final Exams: Final exams are scheduled based on the district-adopted calendar. The board should consider the likely resulting exam schedule and possible conflicts with major religious holidays as they consider calendar options.

REVISED VERSION:

Tests, ~~and~~ Assignments and Final Exam Reviews: Any tests, ~~and~~ assignments or final exam reviews a student misses because of religious instruction or observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests and quizzes, and to complete homework due on that day or the following school day. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious holiday.

Final Exams: Final exams are scheduled based on the district-adopted calendar. The board should consider the likely resulting exam schedule and possible conflicts with major religious holidays as they consider calendar options.

Proposed Amendment #6 – Add to the communication section a sentence directing that the policy and the major religious holidays calendar be added to the district handbook and posted on the 4J website.

LANGUAGE CHANGES:

Communication

School staff will be informed at least twice per year of dates of major religious holidays, the observance of which may impact student attendance or participation.

Parents will be informed at least annually of their student’s right to request religious accommodation.

Parents are encouraged to communicate their student’s need for religious accommodation to the school.

The superintendent will prepare guidelines implementing this policy, including a list of major religious holy days, which will be communicated to staff.

....

This policy and the major religious holidays for the year will be added to the District Handbook and posted on the 4J school district website.

Eugene School District 4J

Code: JEF
Adopted: 7/02/73
Revised/Readopted: 6/16/10; 11/28/18;
XX/XX/20
Orig. Code: JEFB; 7610

Release Time Accommodation for Religious Instruction and Observance

The district recognizes each student’s individual right to free exercise of religion. The district also recognizes its responsibilities to make reasonable accommodations for students’ religious observance, while neither promoting one religion over another nor preferring religion over non-religion.

Requests for religious accommodation should be directed to the student’s teacher or principal.

Release Time for Religious Instruction and Holidays

The district will permit elementary and secondary school students to be released from school each week consistent with Oregon law for religious instruction. A written request must be signed by parent or guardian.

Religious teachers will not be permitted to promote student participation by directly contacting students on school premises or by involving students in the released time program to recruit their friends who remain in the classroom.

Students not attending religious instruction will continue with the regular school program.

The administration shall have procedures for dismissing and recording excused absences for students attending religious instruction or observing religious holidays.

Accommodation of Absences for Religious Reasons

Any student unable to attend classes on a particular day due to religious beliefs shall be excused from attendance requirements for that day. No such absence shall be counted against a student in determining exclusion, failure or reduction of grades.

Scheduling

School-wide Events: Schools should avoid scheduling important school-wide events such as picture day, open house, prom, graduation, and Outdoor School on days that conflict with major religious holidays that may impact student attendance or participation. Such events can be scheduled on major religious holidays only if such scheduling is reasonably necessary to carry out the proper functioning of a school program or course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

Field Trips, Co-Curricular and Extra-Curricular Activities: When scheduling other special events such as field trips, try-outs and co-curricular activities, staff must consider the potential for students to experience conflicts on major religious holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with religious observances can be avoided, if practical, and

otherwise accommodated if not. Parents and students are encouraged to communicate their need for religious accommodation to the school.

The field trip approval process will include a question about scheduling and major religious holidays. In order for a field trip to be scheduled on a major religious holiday, an administrator must review and approve the request.

Tests and Assignments: Any tests and assignments a student misses because of religious instruction or observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests and quizzes, and to complete homework due on that day or the following school day. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious holiday.

Final Exams: Final exams are scheduled based on the district-adopted calendar. The board should consider the likely resulting exam schedule and possible conflicts with major religious holidays as they consider calendar options.

Communication

School staff will be informed at least twice per year of dates of major religious holidays, the observance of which may impact student attendance or participation.

Parents will be informed at least annually of their student’s right to request religious accommodation. Parents are encouraged to communicate their student’s need for religious accommodation to the school.

The superintendent will prepare guidelines implementing this policy, including a list of major religious holy days, which will be communicated to staff. For purposes of this policy, a major religious holiday means a religious observance that precludes school attendance or participation in an important school event for adherents of the religious tradition. The district will make a good faith effort to identify major religious holidays observed in the local community by consulting generally accepted, religiously neutral sources of information. Students and families may request that one or more holidays from their religious tradition be included on the district’s list of major religious holidays under this policy.

The superintendent shall reconsider the scope of this policy and recommend changes to the board as needed if the total number of school days identified as major religious holidays is likely to impose an unreasonable burden on the district or schools’ ability to schedule important school events.

END OF POLICY

Legal Reference(s):

[ORS 339.420](#)

[ORS 659.850](#)

[OAR 581-021-0046\(5\)](#)

Dilger v. Sch. Dist. 24CJ, 222 Or. 108 (1960).

[U.S. Const., Amend I](#)

[OR Const., Art I](#)



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date

October 7, 2020

Title

Consider Approval Board Working Agreements

Presenter

Mary Walston, Chair

Background

The board annually reviews, affirms or revises Board Working Agreements.

WORKING AGREEMENTS

Approved January 15, 2020

The Board of Directors is the educational policy making body for Eugene School District 4J. The board's primary responsibility is to establish policies for the 4J School District to guide practices, processes and programs with the goal of producing the highest educational achievement. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources.

The board must fulfill these responsibilities by:

- Functioning primarily as a legislative body to formulate and adopt policy
- Hiring and managing a superintendent to implement policy and run the district
- Evaluating the results of the work of the district
- Carrying out its functions openly and seeking the involvement of students, staff and the public during its decision-making processes
- Honoring and respecting the trust and faith the community has placed in the board as individually elected officials by encouraging and soliciting participation and engagement of the community

To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team.

These working agreements do not seek or intend to restrict the rights of an individual board member, but rather to provide a set of guidelines, shared agreements and expectations among and between the individual members, the superintendent and district staff. As a board, there is accountability for these shared agreements in an effort to focus the work of the district. These agreements are intended to augment and detail section A and B of the Eugene School District 4J Policies. (See <http://www.4j.lane.edu/board/policies/>)

Board Organization and Governance

1. The board will work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
2. The board will focus on the responsibilities of policy making, planning and evaluation of the superintendent, and fiscal oversight.
3. The board will make decisions in the best interest of students and the district as a whole.
4. The board will actively solicit input, listen to all perspectives and give careful consideration to all issues presented to the board.
5. Individual board members have no authority to take individual action regarding policy or district and school administrative matters.
6. Individual board members will respect decisions of the board. Each board member should express viewpoints, and then respect and abide by the vote of the majority.
7. Each year the board will select a chair and vice chair, and this constitutes "Board Leadership".
8. Newly elected or appointed board members will be offered and expected to participate in orientation sessions to be provided by Eugene 4J staff and supplemented by outside training as deemed appropriate.

Meeting Agreements

WORKING AGREEMENTS

Approved January 15, 2020

1. Board members will arrive in advance of the start time of meetings and will carefully review all meeting materials in advance of the meeting.
2. Board meetings will begin at the designated start time and members will work to end meetings on time.
3. Board members will attend all regular meetings of the board. Members will contact board leadership and the superintendent, in advance of the meeting if unable to attend. Calling in to meetings is an option but should be used only in rare occasions when in-person attendance is not possible.
4. Board members will cast a vote on all matters before the board, except when a conflict of interest is identified. Abstentions are not allowed.
5. Board meetings will be held only at accessible locations.
6. Board meetings will be properly noticed and adhere to Oregon Public Meeting Law requirements as per Oregon Revised Statutes 192.610–192.690.
7. The Board may hold an executive session as defined in ORS 192.660 and ORS 332.061. Board members must respect and adhere to the confidentiality of all matters and all materials discussed within an executive session of the board. Information shall not be shared with anyone outside of an executive session.

Duties, Responsibilities and Role of Board Leadership

1. Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30.
2. The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar.
3. Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month.
4. Board leadership will informally survey each member of the board to determine preference and interest for the various board committees. The chair will present the annual board assignments during a regular meeting of the board of directors and will seek ratification of these assignments at that same meeting. When making committee assignments, the chair will consider the preferences expressed by individual board members, and will strive to rotate assignments to maximize opportunities to gain a broader understanding of the district. At the same time, the board chair will assign mentor relationships with the student board representatives. The chair retains the right to make these assignments should ratification not occur.
5. Board members who are not the official appointee to a committee may attend meetings of any committee, but the board member(s) should take caution and be aware that four members of the board constitute a quorum of the board.
6. Board leadership will be responsible for the board self-assessment.
7. Board leadership will be responsible to ensure the annual evaluation of the superintendent occurs in a timely manner and is consistent with the superintendent's contract.

WORKING AGREEMENTS

Approved January 15, 2020

Communication by Board Members

1. Board member communication is subject to the Oregon Public Meetings Law as defined and established in ORS 192.610–192.690. Board members should not deliberate toward any public decisions in any format except for public meetings. A discussion by more than three board members in a non-public meeting on any board matter is not allowed.
2. Board members will communicate directly with the superintendent when relaying a concern, complaint or problem received from a community member, Eugene 4J School District staff member or another stakeholder. Any request for information, data or reports, other than a simple distribution of an existing document or report, must be made through the superintendent.
3. Information requests which require 15 minutes or more of staff work or staff resources will be referred by the superintendent to board leadership or the full board to determine if the request to use resources aligns with board and district priorities.
4. When attending meetings or speaking directly to district staff, board members are expected to respect and understand their status as the elected leaders of the school district and how this position will be perceived. It is important to keep communication on district issues focused to the superintendent.
5. Board members will communicate questions or concerns about agenda items to the superintendent and board leadership.
6. The board chair or designee is the official spokesperson for the board. If a media request is made to another member who is not the chair, that member may speak with the media as an individual member, and, should inform the board as a whole.
7. The board chair will be responsible to answer in writing all correspondence sent to the board. All board members will be copied on responses. However, board members should be cautious to abide by the Oregon Public Meetings Law (ORS 192) with regard to serial meetings via electronic communication; avoid the use of “reply to all”. The board chair will strive for a response timely response to correspondence.
8. In some instances, board members may have an existing professional relationship or volunteer relationship with schools, programs or Eugene 4J staff that necessitates interactions in the board member’s capacity as a private citizen or volunteer. The board member must clearly state the visit or interaction has no official board-related purpose. The board member should inform the superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings.
9. Board members, at times, may wish to learn more about a specific topic, issue or program within the school district. These requests should first be made to the superintendent (see #2 above). If a site or program visit is requested, this should also be made first to the superintendent who can inform the building administrator and or program staff. Further, from time to time, building administrators or program staff may proactively invite board members to a site or program visit as learning opportunities; these are encouraged. Again, board members should be in communication with the superintendent when such requests are received and should be mindful of the Oregon Public meetings Law.

WORKING AGREEMENTS

Approved January 15, 2020

10. With the popularity and availability of photography for social media purposes, photos of students in which students can easily be identified should not be posted without prior and explicit consent of the parent or guardian of the student.

Agenda Planning

1. The agenda of each regular board meeting is developed in collaboration between the superintendent and board leadership and is based on an annual calendar and board goals set by the board at the summer board retreat.
2. At each regular meeting of the board there will be an opportunity for members to request an item to be considered by the board. In order to better plan and manage staff and district resources, the request must be supported by at least three members of the board. There will be a verbal vote on such requests to ascertain if there are three members in support of the request. The first step for staff response will be information included in the superintendent's weekly memo. If, at this point, a member would like to ask for a work session or "item for information" at a regular meeting of the board, support of at least three members will be needed to place it on the agenda at a future meeting. When the intent is to eventually create or amend board policy, the item will be researched and vetted by staff, and presented at the next reasonably available meeting as an "item for information". The proposed policy or proposed amendment will then be placed as an "item for future action" so as to ensure sufficient time to inform and receive comments from community members. The next step, if the item is to be moved forward, will be the consideration of the matter as an "item for action."
3. When a work session, new policy or policy amendment request has been supported by at least four board members, the request will be reviewed by board leadership and will be placed on a future meeting agenda.
4. The board chair will report to the body the status of agenda requests at the next regularly scheduled meeting, provided that there has been sufficient time to review the request with the superintendent and staff. In addition, the weekly memo from the superintendent will also include the "Working Calendar and Draft Agenda".
5. At the end of regular meetings at which there have been requests for more information or a work session on a topic, the chair will offer a summary of items which have been moved forward.
6. Regular meeting agendas will include a short verbal report by the chair to preview upcoming meetings and the major topics to be considered.

Planning and Evaluation

1. Board members will conduct an annual self-assessment of the board's performance; the annual review ideally should be completed within the context of the board's spring retreat.
2. Board members will review the "Board of Director's Guiding Beliefs and Values" statement and "Working Agreements" at least annually.
3. Board members will participate in establishing annual expectations and goals for the superintendent.

WORKING AGREEMENTS

Approved January 15, 2020

4. Board members will objectively evaluate the superintendent's annual performance and provide appropriate feedback.
5. The board will annually set goals for itself, which will be reviewed and evaluated within the agenda of the summer board retreat.

I _____ have read and understand these working agreements. I agree to work under these agreements during my term as an elected school board member.

(Signature)

Attachments:

1. [Board Policy Sections A and B](#)
2. List of Board Committees
3. Role of Student Representatives ([Board Policy BCBA](#))
4. ORS 192.610-690, (Oregon Public Meetings Law) <https://www.doj.state.or.us/oregon-department-of-justice/public-records/attorney-generals-public-records-and-meetings-manual-2014/> OSBA: Public Meetings http://www.osba.org/Resources/Article/Board_Operations/PublicMeetings.aspx



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date

October 7, 2020

Title

Review 2020-21 Board Goals

Presenter

Mary Walston, Chair

Background

The board reviews, affirms or revises Board Goals each year.

2020-21 Board Goals:

1. Navigating COVID
2. Recruitment of a permanent superintendent
3. Adoption of districtwide safety plan
4. Plans for the North Eugene region