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**Public Comment:** Interested residents can submit a request to provide public comment online at [4j.lane.edu/board/publiccomment](http://4j.lane.edu/board/publiccomment) ( <https://www.4j.lane.edu/board/publiccomment/> ). The deadline is 5:00 p.m. on Monday before each regular meeting of the school board. District staff will contact requesters after the deadline to notify them whether they have been selected to speak and, if so, when and how to connect to provide public comment to the board.

**7:00 PM  
 Regular Board Meeting**

I.	<b>7:00 p.m. Regular Board Meeting:</b>	
II.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
III.	Agenda Review	
IV.	Introduction of Guests and Superintendent's Report	
V.	Comments by Board Chair	
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	Presenter: Holly Langan, Director of Support Services	
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	Presenter: Holly Langan, Director of Support Services	
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	Presenters: Andy Dey, Director of High Schools and Paula Nolan, Principal, Eugene Online Academy	
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	Presenters: Cydney Vandercar, Superintendent; Kyle Tucker, Chief Operations Officer and Ryan Spain, Director of Facilities	
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	Presenter: Cydney Vandercar, Superintendent	
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XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
1.	Meeting Dates:	
	<del>August 2020: August 5, 19 (Complete)</del>	
	<del>September 2020: September 2, 10, 16, 21, 23 (Complete)</del>	
	<del>October 2020: October 7, October 14 &amp; October 21 (Complete)</del>	
	<del>November 2020: November 4 &amp; November 18 (Complete)</del>	
	<del>December 2020: December 2 &amp; December 16 (Complete)</del>	
	<del>January 2021: January 13, 2021 &amp; January 27, 2021 (Complete)</del>	
	<del>February 2021: February 3 &amp; February 17 (Complete)</del>	
	<del>March 2021: Wednesday, March 3, March 17 &amp; March 31 (Complete)</del>	
	<del>April 2021: April 16 &amp; April 21 (Complete)</del>	
	<del>May 2021: May 5 &amp; May 19 (Complete)</del>	
	June 2021: Wednesday, June 2, Wednesday, June 16, and June 23 Board Retreat	
	<b>July 2021: Thursday, July 1 at 12:00 p.m. "Oath of Office"</b>	
XV.	Adjourn	

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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## ITEM FOR ACTION

### **Date of Meeting**

June 2, 2021

### **Title**

*Conduct a Public Hearing on the Approved Eugene School District 4J 2021-22 Budget*

### **Presenters**

Cydney Vandercar, Superintendent  
Andrea Belz, Director of Financial Services

### **Background**

On May 10, 2021, the Budget Committee approved the Superintendent's proposed 2021-22 budget.

### **Approved Budget**

For fiscal year 2021-22, the Eugene School District 4J budget has been developed and presented prior to the conclusion of the 2021 Oregon legislative session. The most significant funding decision pending at this time is the State School Fund appropriation for the 2021-2023 biennium. Funding above the \$9.1 billion appropriation originally proposed by the Legislature would allow the District to better match available General Fund resources to operating requirements for the coming year, and reduce the need to utilize Operations Reserve funds to balance the 2021-22 budget.

For fiscal year 2021-22, General Fund resources included in this budget are \$260.6 million, a \$22.1 million increase over the prior year budget of \$238.5 million. This increase is primarily due to growth in the District's operational reserve account. Projections from the State School Fund assume a K-12 statewide budget appropriation of \$9.1 billion split 49%/51% over 2021-22 and 2022-23 respectively, and tax collections assume property valuation growth of up to 3.0% a year. Changes to other funds include a significant increase in Federal, State and Local Programs funding from the Elementary & Secondary School Emergency Relief (ESSER) grant and from state funded summer grants. The district is eligible to receive up to \$36.9 million from the ESSER III grant and \$5.7 million from the Summer Academic, Summer Enrichment and Summer Childcare grants.

District General Fund operating requirements are projected to rise by \$22.2 million to \$253 million, excluding the unappropriated ending fund balance of \$7.6 million. While this increase reflects a wide variety of adjustments to the 2021-22 operating budget, the most significant change is a \$15.4 million increase to the Operations Reserve. Other notable increases include \$1.85 million for additional elementary school staffing and \$0.7 million for additional middle school teaching staff. Changes to other funds include increased expenditures in the Federal, State and Local Programs Fund related to the state-funded summer program grants. The District will have access to \$2.1 million in grant funds for high school academic programs, \$2.5 million for K-8 summer enrichment programs and \$1.1 million for wrap-around childcare to support K-5 students in summer enrichment programs. In addition, the District has been allocated \$36.9 million through ESSER III to fund interventions to address learning loss and respond to students' social,

emotional and academic needs, to support equity with services and supports for student populations disproportionately impacted by the pandemic, and continue operational supports introduced through ESSER II. The District will seek input from staff, families and community members to help inform the development of an ESSER III plan for the next two years.

**Options and Alternatives**

The ORS does not provide for any alternatives to this process. After a public hearing, the Board could request limited adjustments in the budget for consideration and adoption at the June 16, 2021 meeting.

**Budget/Resource Implications**

A budget must be adopted by June 30, 2021 to provide spending authority and certify to the tax assessor an ad valorem tax rate and debt service levy for the fiscal year beginning July 1, 2021.

**Board/Superintendent Goals**

This item is related to the Board goal to provide prudent stewardship of District resources to best support student success, educational equity and choice.

**Recommendation**

The Superintendent will recommend approval of a resolution adopting the 2021-22 budget, making appropriations, and imposing and categorizing taxes at the June 16, 2021 meeting.



## ITEM FOR ACTION – CONSENT AGENDA

### Date of Meeting

June 2, 2021

### Title

Set Tuition Rates for the 2021-22 School Year

### Presenter

Kat Lange, Student Services Director  
Andrea Belz, Director of Financial Services

### Background

Each year a few non-resident students pay tuition to attend our schools, and other districts contract with us to provide services to their students with special needs. This tuition is charged when the non-resident student does not fall within the parameters under which the District receives state reimbursement through the State School Fund. The Board sets tuition rates for students in kindergarten, elementary school, middle school, high school and special education. We propose the following rates for 2021-22:

#### Rates for General Education Students

Grades K-12                      \$9,914 or \$1,102 per month (nine months)

General education tuition rates are analyzed in conjunction with the state per child calculation. These rates represent an average increase of approximately 0.8% over 2020-21 rates for all grades.

#### Rates for Students with Special Needs

Elementary, Middle and High School Learning Center:  
\$14,103 plus the cost of related services

Elementary, Middle and High School Comprehensive Learning Center:  
\$22,581 plus the cost of related services

Special education tuition rates are calculated using 2021-22 projected caseloads, staffing allocations, average salaries, and the December special education census. These rates represent an increase of 0.8% from the 2020-21 learning center rate and a 1.4% decrease for the comprehensive learning center rate.

### Options and Alternatives

The Board may approve the proposed tuition rates, amend the rates, or decline to approve one or more of these rates. Without Board approved tuition rates, the District would be challenged to negotiate fair, consistent contracts with other districts when providing services to special needs students. The lack of general education rates would also impact the process of accepting non-resident students, most notably international students coming to study here.

### Budget/Resource Implications

Pre-approved out-of-district students are allowed to transfer without tuition charges. During the

2021-22 school year, the District anticipates revenue for general education tuition for up to 3 international students and revenue for up to 10 special needs non-resident students as capacity is available.

**Board and Superintendent Goals**

Setting tuition rates is related to the Board goal to provide prudent stewardship of District resources to best support student success, educational equity and choice.

**Recommendation**

The superintendent recommends approval of the tuition rates as proposed.



## **ITEM FOR ACTION – CONSENT AGENDA**

### **Date of Meeting**

June 2, 2020

### **Title**

Designate Depositories for School Funds

### **Presenters**

Andrea Belz, Director of Financial Services

### **Background**

Oregon law allows school district boards to designate banks to be custodians of school funds in accordance with ORS 328.441. Pursuant to ORS 295.008, the Oregon State Treasurer has designated depositories identified as qualified depositories for public funds.

Annually, Board approval is required to designate depositories for the fiscal year. The depositories utilized by the District have been designated as qualified by the Oregon State Treasurer.

### **Options and Alternatives**

Should the Board elect to not approve this resolution, the District would not have the authority to deposit funds with the depositories.

### **Budget/Resource Implications**

Closing and reopening accounts would have an impact on staff time. There is no direct financial implication to the District.

### **Board and Superintendent Goals**

The proposal supports the Board Goal to provide prudent stewardship of District resources to best support student success, educational equity and choice.

### **Recommendation**

The Superintendent recommends that the Board adopt Resolution 2022-02 designating depositories for Eugene School District 4J, effective July 1, 2021 through June 30, 2022.

**RESOLUTION 2022-02**

**RESOLUTION DESIGNATING DEPOSITORIES FOR SCHOOL FUNDS  
FOR THE 2021-22 FISCAL YEAR**

WHEREAS, the Board, pursuant to ORS 328.441, shall designate the depositories for the funds of the District, and

WHEREAS, pursuant to ORS 295.008, the Oregon State Treasurer has designated depositories identified as qualified depositories for public funds, therefore,

NOW, BE IT RESOLVED by the Board of Directors of the Eugene School District 4J, Oregon, that

- Wells Fargo Bank, Northwest, N.A., Eugene and Portland, Oregon;
- U.S. Bank, Eugene, Oregon; U.S. Bank N.A., Portland, Oregon;
- Columbia State Bank, Eugene, Oregon;
- Umpqua Bank, Eugene, Oregon;
- Local Government Investment Pool, Office of the Treasurer, State of Oregon, Salem, Oregon,

have been identified by the Oregon State Treasurer as qualified depositories for public funds and therefore as proper for the purpose of receiving on deposit funds of this District, and are hereby designated as depositories in which the clerk of this School District shall deposit all monies belonging to said District until the further order of this Board.

Dated this 2nd day of June, 2021.

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Chair of the Board



## ITEM FOR ACTION – CONSENT AGENDA

### **Date of Meeting**

June 2, 2021

### **Title**

Designate Executive Officer and Budget Officer for Fiscal Year 2021-22

### **Presenters**

Andrea Belz, Director of Financial Services

### **Background**

Oregon Budget Law requires the Board of Directors to designate an Executive Officer and a Budget Officer for the District each fiscal year.

### **Options and Alternatives**

Should the Board not approve this proposal, the District would not have authority designated as prescribed by Oregon statute.

### **Budget/Resource Implications**

There is no direct financial impact to the District.

### **Board and Superintendent Goals**

The proposal supports the Board Goal to provide prudent stewardship of District resources to best support student success, educational equity and choice.

### **Recommendation**

The Superintendent recommends that Cydney Vandercar be designated as Executive Officer and Andrea Belz be designated as Budget Officer for the 2021-22 fiscal year.



## ITEM FOR ACTION – CONSENT AGENDA

### **Date of Meeting**

June 2, 2021

### **Title**

Designate Auditor for Fiscal Year 2021-22

### **Presenter**

Andrea Belz, Director of Financial Services

### **Background**

Financial auditing services are being provided by the accounting firm of Pauly, Rogers and Co. P.C. We continue to be satisfied with the services we receive from this accounting firm.

### **Options and Alternatives**

Should the Board elect not to retain Pauly, Rogers and Co. P.C. as auditor, the District would be required to issue a Request for Proposals (RFP) to swiftly identify a new audit firm. Work on the 2020-21 financial statement audit is expected to begin soon, and a new audit firm would need to come up to speed quickly to meet preliminary audit deadlines. A change of audit firm at this point would likely increase audit costs, as additional work would be needed to onboard a new audit firm.

### **Budget/Resource Implications:**

Should the Board decline to retain the current auditor, resources would be required to research and obtain proposals for these services. Audit costs for the current year would likely increase.

### **Board and Superintendent Goals**

The proposal supports the Board Goal to provide prudent stewardship of District resources to best support student success, education equity and choice.

### **Recommendation**

The Superintendent recommends that Pauly, Rogers and Co P.C. be retained to complete the 2020-21 annual audit, during the 2021-22 fiscal year, as required by Oregon statute.



## ITEM FOR ACTION – CONSENT AGENDA

### **Date of Meeting**

June 2, 2021

### **Title**

Designate Clerk and Deputy Clerks for Fiscal Year 2021-22

### **Presenter**

Holly Langan, Director of Support Services

### **Background**

Oregon Revised Statute 332.515 directs school boards to designate the chief administrative officer of the district as district school clerk. Additionally, school boards may designate qualified persons as deputies to the chief administrative officer in performing the duties required of the school district clerk.

### **Options and Alternatives**

Should the Board elect to not approve this resolution, the District would not have a sufficient number of people with authority designated as prescribed by Oregon statute to support District operations.

### **Budget/Resource Implications**

There is no direct financial impact to the District.

### **Board and Superintendent Goals**

The proposal supports the Board Goal to provide prudent stewardship of District resources to best support student success, educational equity and choice.

### **Recommendation**

The Superintendent recommends that Cydney Vandercar be designated as District Clerk and Brooke Wagner, Kyle Tucker, Jose Salgado, Kerry Delf, Ryan Spain, and Andrea Belz be designated as Deputy Clerks for the 2021-22 fiscal year.

**RESOLUTION 2022-05**

**RESOLUTION AUTHORIZING CLERK AND DEPUTY CLERKS TO SIGN AS LEGALLY QUALIFIED OFFICERS**

WHEREAS, Cydney Vandercar is legally designated Clerk, and

WHEREAS, Kyle Tucker, Brooke Wagner, Jose Salgado, Kerry Delf, Ryan Spain and Andrea Belz are qualified to act as Deputy Clerks of Eugene School District 4J, Lane County, Oregon, and the Board desires that they be authorized under the direction and/or in the absence of the Clerk to receive, hold in custody, and expend all funds of the District as required by law and as directed by the Board, to furnish bonds as required by law, and together with the Board Chairperson, execute legal documents.

NOW, THEREFORE BE IT RESOLVED, pursuant to ORS 332.515, that Cydney Vandercar is hereby authorized to sign as Clerk and to receive, hold in custody, and expend all funds of the District as required by law and as directed by the Board, and

BE IT FURTHER RESOVLED, that by direction of, or in the absence or inability of the Clerk, the said Kyle Tucker, Brooke Wagner, Jose Salgado, Kerry Delf, Ryan Spain and Andrea Belz are hereby authorized to exercise such authority on behalf of the District for the 2021-22 fiscal year.

Dated this 2nd day of June, 2021.

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Chair of the Board



**ITEM ACTION – CONSENT AGENDA**

**Date of Meeting**

June 2, 2021

**Title**

Approve meal prices for 2021–22

**Presenter**

Holly Langan, Director of Support Services

**Description**

Nutrition Services recommends maintaining current meal pricing for 2021–22:

Level	Paid Breakfast			Paid Lunch		
	Current	Next Year	Change	Current	Next Year	Change
Elementary	\$ 1.50*	\$ 1.50*		\$ 3.00	\$ 3.00	
Middle	\$ 1.75*	\$ 1.75*		\$ 3.15	\$ 3.15	
High	\$ 2.00	\$ 2.00		\$ 3.50	\$ 3.50	
Reduced Price	\$ 0.30	\$ 0.30		\$ 0.40	\$ 0.40	
Adult Meals*	\$ 4.00	\$ 4.00		\$ 5.00	\$ 5.00	

\*The District provides support for all elementary and two middle schools to provide breakfast at no charge

Although meal prices will be set for program consistency, student meals are provided at no cost through June 2022. Due to the COVID-19 pandemic, the USDA Child Nutrition Program waivers permit operation of Seamless Summer Option (SSO), extending the summer meal program through the school year. All students may participate in school meals regardless of eligibility and without submission of an application. Adult meals remain available for purchase.

Due to the pandemic, meal prices have not changed since 2019–20. Meal prices increased by 10 cents for paid breakfast at all levels and paid lunch for elementary and high school meals. Additionally, nearly half of schools are now operating Community Eligibility Program (CEP), which allows all students meals to be offered at no cost to families. Note that a modest increase annually would reflect best practice for consistent but small increases rather than sporadic and greater increases. However, no price change is recommended due to the waivers allowing no cost meals until September 2022. Also for consistency, a breakfast price is listed for approval, however, the general fund provides a transfer to provide no cost breakfast to elementary schools not eligible for CEP. Additionally, since 2010 for breakfast and 2016 for lunch, the state has provided a supplement to provide meals at no charge to those students eligible for a reduced price meal.

Previously, the District’s lunch prices have been similar to but slightly greater than many of the Oregon school districts with the highest enrollment. A comparison is not provided this year as school meal programs are operating under waivers, and school meals are free nationwide.

**Board and Superintendent Goals**

Setting prices for school lunches and breakfasts is related to the board goal of providing prudent stewardship of district resources to best support student success, educational equity, and choice.

**Recommendation**

The Superintendent recommends approval of meal price as proposed.

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

**February 17, 2021**

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 February 12, 2021, and published in The Register-Guard on February 17, 2021.

**NOTICE:** In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors took place virtually 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/](http://www.4j.lane.edu/)

**ROLL CALL**

**BOARD MEMBERS:**

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

**STAFF:**

Cydney Vandercar, Superintendent  
Charis McGaughy, Assistant Superintendent for Instruction  
Kerry Delf, Chief of Staff  
Brooke Wagner, Director of K-8 Education  
Jeff Johnson, Director of K-8 Education  
Andy Dey, Director of Secondary Education  
Christine Nesbit, General Counsel  
Ryan Spain, Director of Facilities Management  
Kyle Tucker, Chief Operations Officer  
Karen Hardin, Director of Human Resources  
Oscar Loureiro, Director of Research and Planning  
Eric Anderson, Director of Curriculum  
Joyce Smith-Johnson, Student Services Administrator  
Misael Flores Gutierrez, Equity, Instruction & Partnership Administrator  
Holly Langan, Director of Support Services  
Lisa Fjordbeck, Executive Assistant/Board Secretary

**STUDENT ADVISORY PANEL MEMBERS:**

Joel Sadofsky, International High School  
Paige Dunnivant, North Eugene High School  
Mazie McNamara, Sheldon High School  
Noa Ablow-Measelle, South Eugene High School

## **EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, Eugene Education Association (EEA)

## **MEDIA:** KRVM

**OTHER:** Colleen Hunter, Harry Sanger, Mike Meyer, Deanne Chappell, Kimberli Holmquist, Larry Lewin, Maria Covernali, Dana Fleming, Vanessa Vasquez, Alicia Longoria, Dulce Guillen, Maria Rosa.

### **I. Executive Session**

1. The Board will convene in Executive Session to review and evaluate the employment-related performance of the chief executive officer, pursuant to ORS 192.660 (2)(l).
2. Executive Sessions are close to the public. All matters discussed during Executive Sessions are confidential and shall not be disclosed by any representation of the news media without authorization by the School Board.

### **II. Work Session**

Chair Walston opened the 4J Board of Directors Work Session at 6:03 p.m.

Chair Walston turned the meeting over to Superintendent Vandercar who said the board would be receiving an update on key performance indicators (KPI's) related to the first two goals in the districts Strategic Plan. The KPI measurements related to the remaining three goals would be reviewed in a work session on March 3.

Goal I, Educational Excellence With Equitable Access and Outcomes for Every Student, and Goal II, Multiple Pathways to Student Success. The specific measures reviewed included graduation and completion rates, post-secondary success indicators, suspension and expulsion rates, attendance data, third grade reading, ninth grade on track to graduate, and opportunity and achievement gaps in all indicators.

Mr. Loureiro said that staff presented this information every year to show and how KPIs had developed. Staff used the elements of purpose, inequities, positive effects, negative effects, and evaluation from the 4J equity decision tool. Mr. Loureiro shared that the 4-year graduation rate for the class of 2020 was 81.7%, which was the highest value they had ever seen. It was an increase of 3.9% from the class of 2019 and an 18% increase from the class of 2013. He said that the graduation rate for the State of Oregon was 82.6%, which was also the highest value ever seen.

Another KPI for the first and second goal was 40-40-20 progress (postsecondary success indicators). Mr. Loureiro noted that the goal was discontinued by the State of Oregon, and the Oregon Department of Education had stopped providing data on it to districts. The 40-40-20 goal was created in 2011 by SB253 and replaced by HB2311 in 2017. Mr. Loureiro stated that the goal was to have 40% of Oregonians graduating from 4-year colleges, 40% of Oregonians graduating from 2-year colleges, and 20% of Oregonians graduating only from high school. 4J contributed to the 40-40-20 goal by having the highest educational level by age 25 for the 4J class of 2006. He shared that 31% had a 4-year degree or higher, 4% had a 2-year degree, 1% had a post-secondary certificate, 46% only had a high school diploma, and 18% had unknown credentials.

The third KPI for the first and second goal was suspension and expulsion rates. Mr. Loureiro said that the number of suspensions and expulsions per 100 students for the 2019-2020 school year was 6.5. In 2018-2019 it was 10.3, in 2017-2018 it was 10, in 2016-2017 it was 8.3, in 2015-2016 it was 8.8, and in 2014-2015 it was 8. He said that the difference between 2019-2020 versus 2014-2015 was 1.5.

Mr. Loureiro presented the data on the percentage of students with one or more major discipline incidents. He said that 15% of students were Native American, 14% of students were African American, 10% of students were multiple ethnicities, 9% of students were White, 8% of students were Hispanic, 7% of students were Pacific Islander, and 4% of students were Asian. In all cases over half the suspensions and expulsions were from male students.

Mr. Loureiro presented that KPI 4 for Goals 1 and 2 was student attendance. The district measured the percentage of students attending at least 90% of the school days. In year 2019-2020 they had 87% of students attending. He noted that attendance had been measured differently that year because of virtual learning. For the 2018-2019 school year it was 79.1%.

KPI 5 for Goals 1 and 2 was 3rd grade reading levels. The district measured the proficiency rate in the 3rd grade language arts State test. The district did not have data for 2020, but in 2019 it was at 49.5% for the District and 46.5% for the State. The 2019 students were the first 4J cohort of students that attended full-day kindergarten.

KPI 6 for Goals 1 and 2 was 9th grade on-track to graduate. The district measured the percentage of students earning at least six credits in 9th grade. In the 2019-2020 school year that was 84.6% of 4J 9th graders. Mr. Loureiro mentioned that that school year was measured differently because of virtual learning. In 2018-2019 they measured 89% of 9th graders were on-track.

KPI 7 for Goals 1 and 2 was opportunity and achievement gaps in all indicators. The district tracked the trend in four-year graduation rates. In 2020 81.7% of the District graduated, that was up from 64% in 2013.

Mr. Loureiro talked about Hoonuit, 4J's data visualization tool, where the board could get more detailed information. Hoonuit was a dynamic data visualization software designed to help users identify trends in student outcomes. The data could be drawn from a variety of sources, including the Synergy student information system. He said that District and school administrators and data coordinators could use Hoonuit to guide decision-making and help identify at-risk students. There was a new set of dashboards focused around the KPIs, which was now available for the Board. Users could analyze trends in graduation rates, attendance, suspensions and expulsions, 3<sup>rd</sup> grade reading, and 9<sup>th</sup> grade on-track levels. Data was broken down by school, grade, gender, race, and student group, with a special emphasis on traditionally underserved groups.

Mr. Lafer asked if the Hoonuit data was available to the Board and to the public. Mr. Loureiro replied that at that time the Board had access.

Mr. Lafer wanted to know what the definition of proficient for 3<sup>rd</sup> grade reading was. Mr. Loureiro responded that there were educational experts looking at data who set those standards. He said that the educational experts worked backwards, looking at what high school graduates needed

to succeed and deciding on what skills had to be learned and when. The decision was made that 3<sup>rd</sup> grade reading proficiency was most important going forward.

Ms. Newman asked if half day and in school expulsions and suspensions were counted. Mr. Loureiro responded that those were included in that disciplinary data.

Mr. Torrey noted that students on track to graduate was down substantially that year. This showed that they did not know the real impacts of comprehensive distanced learning (CDL). He wanted to know what the district was doing to help students catch up. Mr. Dey replied that staff had started to investigate that. He said that staff were looking at summer programs where they would offer courses not usually given outside the normal school year. The request would go out to teachers so they could submit courses they wanted to teach over the summer. Ms. Wagner added that they could use Student Investment Account (SIA) funds for Summer school.

Ms. Shabram said it was great that there would be more data available in the future. She asked what behaviors led to suspensions. Ms. Shabram thought knowing would help the district spot any implicit biases. Mr. Dey said that until recently each school had a different system to track that data. With the new system the district could see repeated behavior and they were starting to work on pinpointing those. Ms. Shabram wanted the board to get direct data from students about their feelings and experiences. From that they could get a lot of information and make decisions not just based on data.

Mr. Lafer noted that graduate rates dropped between 2009 and 2013. He asked if that drop was related to budget cuts and what accounted for the recent increase. Mr. Dey responded that he could not talk about what happened before 2015. He said that in 2015 they focused on how to support students throughout all their years in 4J.

Ms. Levis mentioned that it took a long time to digest all the data and she had to think about what it meant going forward. Ms. Hays stated that they had done a great job being consistent. The data was important because it was used to make their goals.

Chair Walston said that it was their first time seeing Hoonuit and would want to see a tutorial if there was one online. She noted that 3<sup>rd</sup> grade reading levels were down and asked if they knew why. Ms. Wagner replied that they had not had a formal adoption of elementary language arts until 2007. The investment in the new system in 2019 was great, but they would not be able to see its potential until after COVID-19. Mr. Johnson added that lowering class size and hiring specialists would help. Both those things were included in the Student Success Account (SSA). Mr. Anderson said that 4J's literacy vision four-year plan was in the process of being made.

Ms. Newman requested that the climate survey data be included at the next KPI update.

Superintendent Vandercar mentioned that the KPIs were created before COVID-19. She said the pandemic had derailed a lot of staff work around the goals. Superintendent Vandercar said that the district had to shift attention to navigating their response to educating students during a global pandemic.

### **III. Call Regular Board Meeting to Order**

Chair Walston called the 4J Board of Directors meeting to order at 7:02 p.m.

### **IV. Roll Call, Flag Salute, Land Acknowledgement**

Chair Walston called roll and all Board members were present. She led everyone in the Pledge of Allegiance and read the land acknowledgement.

Chair Walston noted that it was Black History Month and affirmed that Black Lives Mattered. Chair Walston emphasized that they had to recognize and undo the barriers that were in the system.

#### **V. Agenda Review**

Chair Walston said that the YMCA option would be added to the consent group.

#### **VI. Introduction of Guests and Superintendent's Report**

Superintendent Vandercar said that staff would be presenting on the areas where the District succeeded despite COVID-19. They would go over graduation rates, give COVID-19 updates on athletics, updates on the bond, vaccine information and the next vaccination date, and the potential elementary hybrid start date.

Superintendent Vandercar shared that they would be hiring a "Utility Player" who would be the immediate contact for COVID-19 concerns as well as more custodial staff. This would help current staff focus on their work. She shared that the Oregon Health Authority (OHA) said that Lane County COVID-19 cases had dropped to 194.5 cases per 100,000 people. That meant that they were now in the yellow section of metrics. They were still in an extreme risk category until cases dropped more.

#### **VII. Comments by Board Chair**

Chair Walston mentioned that the Board comments were moved up in the agenda and as a result they would be strict about the three-minute limit since they had so much to get through.

#### **VIII. Receive Reports from High School Student Representatives**

Paige Dunnivant, North Eugene High School, shared that North High School had continued their trivia nights and they had been popular. She said that students were excited to have sports back and student athletes said it helped them focus and relieve stress. She emphasized that seniors were pushing for an in-person distanced graduation.

Noa Ablow Measelle, South Eugene High School, shared that at South students were continuing their Acts of Kindness project and were even extending it into the community. Right now, students were writing letters to the Fox Hollow senior care facility. She said that South High School students had also started planning for their next food drive.

Mazie McNamara, Sheldon High School, shared that the Wednesday attendance on Canvas was confusing for students. She also said that Sheldon High School students had been working on a plan for an in-person graduation, which they wanted to eventually share with administration. Their idea was to have it distanced on their athletic field with a virtual option as well.

Joel Sadofsky, IHS, shared that they were about to start raising funds from their student designed apparel. On Sunday February 22, 2021 IHS students would have a virtual discussion with teachers about Black history and what was covered and not covered in current curriculum. He said that students had just found out that IHS would not demand IB test scores for college credit. They could now focus on learning and not cramming for unnecessary tests. Mr. Sadofsky

emphasized that Black Lives Mattered and they needed to act on that statement, not just support it.

#### **IX. Items Raise by the Audience**

Colleen Hunter, a retired teacher, noted that COVID-19 had changed so much. Students were not stuck inside their homes and their cars. Relationships between students and teachers were lost and inequities were being highlighted. She said that now was a time for care and support, not grades and assessments.

Harry Sanger appreciated what Mr. Torrey had to say about the necessity of committing to a plan for hybrid. He thought that too much attention was being put on safety and they had to find a balance. Students had been virtually learning for a year and had to be back in-person.

Mike Meyer appreciated the Black Lives Matter statements shared that night. He used to work as a KRVM DJ before getting fired. He brought light to the major diversity problem at the radio session. KRVM only had one statement around equity, which was very bland. Mr. Meyer noted that there had never been a person of color working at the radio station in his 27-year there. DJs were told not to speak about diversity and when he did, he was fired. Mr. Meyer asked for 4J to take their radio station back and create a KRVM focus group to help solve problems.

Deanne Chappell asked where the District posted the invitation to speak at Board meetings. She wanted to know why the request had to be in by noon on Monday and why they were limited to two minutes virtually when it used to be three minutes at in-person meetings. Ms. Chappell emphasized that it should be more accessible for the public to speak.

Kimberli Holmquist, NAACP member, said they had to de-escalate and find better solutions for children of color. Working parents were going through a lot at that time and the District had to help where they could. Families were frustrated and scared for their children. Ms. Holmquist remembered in 2018 when costs of after school programs was talked about. They were expensive and one of the only options for families now.

Larry Lewin, a retired 4J teacher, talked last meeting about an EEA seminar around how to improve virtual learning. He had asked the teachers what they would want to try and replicate in in-person that they learned virtually. They talked about shy students being able to private message teachers, having less paperwork sheets, suspension of standardized testing. Mr. Lewin emphasized that they had to support families and students and lessen the number of assessments.

#### **X. Comments by Employee Groups**

Sabrina Gordon, President of EEA, was at the Board work session and thought the 3<sup>rd</sup> grade reading indicator stuck out. She said that reading would be an important issue for the next school year. It was good to keep moving forward and ask themselves what really mattered during a global pandemic. Ms. Gordon hoped that students would be in-person in the fall, but until then social and emotional wellness should come before school.

#### **XI. Comments and Committee Reports by Individual Board Members**

Mr. Lafer said that it was hard in 2020 to focus on anything else besides COVID-19. He expressed it was important to start preparing to help students who fell behind catch up. The district should think about what they could take from this year into the future. He wanted them to

focus less on curriculum coverage. What was truly lost that year was not academic, but mental, emotional, and relationship based. Mr. Lafer said they should survey students and families.

Ms. Shabram knew that it was scary to think more than a week ahead but that was what they had to do. Figuring out what the future of education would be and how lessons from virtual learning could contribute to that. She supported the idea of a safe in-person graduation.

Mr. Torrey brought up the Bond Oversight Committee and the importance of telling the community how and why they were spending money. He mentioned the North Eugene athletic field, the smallest in the District, and how students were trying their best to utilize the area while masked and distanced. Mr. Torrey hoped that with the new school they could put in a synthetic field. He wanted Mr. Tucker to call the Bond Committee together and give the Board an update.

Ms. Levis wanted public comment to go back to how they usually did it. There would be thirty minutes allocated to the public and they could sign up before the meeting. She asked staff to look into it. Ms. Levis observed an immersion class the week before. She applauded teachers on finding innovative ways to engage students. Ms. Levis wanted them to focus on mental health related to returning to school and COVID-19. 2020 had been very traumatic and students and teachers needed more time to heal.

Ms. Newman agreed that signing up for public comment and the amount of time allotted was an issue. She noted that board read all parent emails and there were many needs that had to be met. The emphasis of 2021 should be on the importance of parent, student, and teacher relationships. Ms. Newman agreed that they should do surveys for each of those groups to figure out what worked well and should be carried into the future. She recognized the Lane African American/Black Student Success Program, which served all 16 school District's in the County and partnered with the NAACP. The mission of the program was to improve outcomes for African American and Black students and achieve an equitable education system in Lane County. The program promoted school attendance, cultural curriculum, advocacy programs, and supported navigating education practices and opportunities for African American and Black students and their families. Ms. Newman mentioned that they wanted to partner with 4J. She looked forward for the program growing in the 4J District.

Ms. Hays appreciated those who brought the inequities in their District to the Board's attention. When dealing with COVID-19 it gave them the opportunity to few situations in a new way. She said they could take those lessons forward into a post-COVID-19 world.

Chair Walston said that Friday March 5, 2021 would be the LCOG annual Appreciation Event. They would acknowledge a public employee. Friday February 19, 2021 would be the Freedom Fund Dinner. She noted that the Board did read emails that were sent and tried to respond to as many as they could. If they remained on track, they would start hybrid the week of March 15, 2021. As a Board they would also start to meet in-person that week.

## **XII. Consent Group – Items for Action**

- 1. Approve Meeting Minutes: January 13, 2021**
- 2. Approve of Private Alternative Education Options Contracts**
- 3. Approve Amendment to Option Agreement and Agreement of Purchase and Sale with YMCA**

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

**VOTE:** The motion passed – 7:0.

### **XIII. Items for Information**

#### **1. Bond Update and Summer 2021 Facilities Plan**

Mr. Spain said that the Edison Elementary design team had finalized their documents in October. The building was demolished in early December and the foundation was starting to be laid down. Walls had just started to be built that week. Mr. Spain said they were on schedule for completion by Summer 2022. He said the district had projected a budget of \$42,000,000 but updated it to \$40,000,000 after bids.

North Eugene design team completed the documents in February after 18 months of design. Demolition was completed in December and they would get most their bids in early March. Work on the property would begin in April or March. It was on schedule to be completed Summer 2023. The budget was originally set at \$135,000,000 but it was currently estimated at \$139,900,000. Mr. Spain said that number was not complete since the bid was still out.

Gilham designs were completed at the end of January. Contractors were in the work of bidding for the project. Mr. Spain said that staff expected construction to begin in April or May. It was set to finish in Summer 2022. The budget was originally set at \$9,000,000 but it was currently estimated at \$9,900,000. They hoped that the competitive market would make that number lower.

Mr. Tucker shared the Summer 2021 work that would be done. He noted that the North Eugene Softball Field had already been completed. Going into the Summer they would do the renovations for the Chinese Immersion Program at Kennedy Middle School, do the equitable athletic improvements (Churchill, South Eugene, and Sheldon), turf replacements (Churchill and Sheldon), building design at Camas Ridge, entry vestibule at Twin Oaks, renovate the Fox Hollow restroom, roofing projects (Spencer Butte, Kelly, Monroe), track resurfacing (Churchill, North Eugene, South Eugene), multi-site paint and sealer projects (Kennedy, Building 2120, Ed Center) and bleacher replacements (Kennedy and Monroe).

Ms. Levis was impressed with all the work that was being done. When the bond was put together, they did value engineering so that North Eugene construction would be less than \$150,000,000. Now the costs were slightly over what they put it at. She wanted to know if there was something missing in the value engineering process. Mr. Tucker replied that the increase was a result of the decision to keep the Career and Technical Education (CTE) building as part of the new building. That was a 10,000 square foot building.

Chair Walston knew that updates could seem repetitive, but it was crucial that the Board get the information and reasons for cost changes.

#### **2. Receive Update on Graduation Rates**

Mr. Loureiro said that on January 21, 2021 the graduation rates for Districts across Oregon for the 2019-2020 school year were released by the Oregon Department of Education (ODE). The rate counted students who received regular or modified diplomas. He mentioned that completion rates also counted students who received extended diplomas or GEDs.

All graduation outcome indicators improved in the 2019-2020 school year. The four-year graduation rate was up by 3.9 points to 81.7%. The four-year completion rate was up 1.3 points to 85.9%. The five-year graduation rate was up 1.9 point to 80.6%. The five-year completion

rate was up 1 point to 88.1%. Lastly, the dropout rate was down by .9 points to 2.7%. Mr. Loureiro stated that these were the highest levels ever since ODE started reporting graduation rates.

Mr. Loureiro said that a factor affecting graduation rates was that the class of 2020 had the highest percentage in 4J of 9<sup>th</sup> grad students on-track to graduate on time. The district had 87.6% of 9<sup>th</sup> grade students on track in 2017.

Mr. Loureiro said that among Lane Count districts, 4J's graduation ranking improved from 9<sup>th</sup> to 8<sup>th</sup> (out of the 15 districts) from 2019 to 2020 and was higher than the rates for Bethel and Springfield. Among the 10 largest districts in Oregon, 4J's graduation ranking improved from 9<sup>th</sup> to 8<sup>th</sup> from 2019 to 2020.

Mr. Lafer said he knew that the numbers fluctuate a lot year-to-year, which made it hard to follow what was really happening. He asked what they thought made the numbers go up for 2019-2020. Mr. Dey replied that slight changes in smaller schools and populations made the data fluctuate at a more drastic rate. He added that the District was reaching out to families that were historically underserved or who had students that were behind to try and find ways to help. He promised that work was being done.

Mr. Dey said that the district knew they had to allow for Summer school classes, both for credit and for no credit. The program last year was filled with classes that teachers wanted to teach, but usually did not have the opportunity to. As a result, teachers were able to create curriculum that they were passionate about and engage more with their students.

Superintendent Vandercar said they should remember that students had changed, and the District needed to be flexible.

Ms. Newman asked how staff were connecting with students. Mr. Dey responded that the district knew there were families they had not reached. The district had conducted a student survey years ago where people indicated teachers they trusted. Those teachers would be reaching out to families that had not be responsive. He knew that coaches played a huge role in student trust as well.

Mr. Sadofsky was glad to hear that summer courses were based on what teachers wanted to teach. He said that helped form connections between students and teachers.

Mr. Dey said he knew students wanted an in-person graduation. He wanted them to know that he had started working with schools on that idea. They were doing what they could to make it happen during COVID-19 guidelines.

### **3. Receive Update on 4J Wraparound Services Program**

Mr. Flores Gutierrez said that wraparound services was identified as a top priority by the community and staff when talking about the Student Success Account. The program was created in 2020 to help families in emergencies and COVID-19 only intensified those situations. He said the 4J Wraparound Services Program provided food, cleaning supplies, and supports to families. The program had been extended to meet behavioral health needs in the community. They hired a bilingual and bicultural social worker and two bilingual and bicultural regional navigators. They served over 400 4J families and provided over 100 food boxes.

Vanessa Vasquez, the Coordinator of Interpreters and Translation Services for the District coordinated food services for the program. She said she worked with Grocery Outlet and Food for Lane County on serving over 500 individuals on a weekly basis. Ms. Vasquez said that they also had cooking classes and shopping events for high schools.

Alicia Longoria helped target needs in the community during COVID-19. She checked in with families because those connections were crucial. They used conversations to figure out what else they could do. Wellness classes would be rolling out and they were partnering with the National Alliance on Mental Illness (NAMI) on mental health themed nights.

Dulce Guillen, Regional Navigator for the Sheldon area, emphasized that having activities to get to know families was crucial.

Maria Rosa, Regional Navigator for the Churchill area, said that they had a very accomplished team that promoted cultural understanding and equity. She emphasized that the District was about more than just teaching.

Maria Covernali, Social Worker, said that their team was working hard to support mental and emotional needs of the community. They wanted to strengthen partnerships and were working on organizing peer support groups for students of color and LGBTQIA+ students.

Dana Fleming, Executive Director of Eugene Education Foundation (EEF), stated that they started the Students Needs Now fund. There was \$190,000 to spend on the Wraparound Team, the youth drop-in center, and buying technology for students to help with virtual learning. The need they saw would soon outpace the supply they had. She asked those capable to donate. Ms. Fleming said that EEF would still have their gala that year. She said it would be online and free on April 27, 2021.

Ms. Newman thanked the wraparound team for all their work. She was curious about parent participation and asked if people showed up for those events. Ms. Covernali replied that it was hard to get parents involved, but there were positive aspects of having small groups.

Ms. Shabram said that this was a model for what should be done globally. She inquired into what additional resources they could offer for expansion. Ms. Covernali responded that having one or two more social workers would be ideal. She was the only resource for all 4J schools at that time and more emotional wellness work could be done with more help. Ms. Longoria dreamed of having a permanent site for families to get supplies that could also work as a welcome center. Ms. Vasquez wanted a welcome center and another translator.

Mr. Lafer thought that the communications the Wraparound Team had was important and wanted to know if they had ideas on how to do that going forward post-COVID-19. Ms. Longoria told him that her phone calls were usually two or three hours long. She wanted to give people the space to talk and get across what they needed. The whole team was overworked, and they could use someone at each school to make connections with those families.

Ms. Levis said it was critical to remember the trauma from that year for not just students but families. She thanked the Wraparound Team for all their work. Ms. Hays wanted to do a Board field trip to the Wraparound Team's offices when it was safe to do so.

Mr. Torrey wanted the Wraparound Team to talk about where they would want a welcome site to be located and find organizations that might be interested.

Mr. Sadofsky said the work they did was amazing. He knew some students that wanted to or did drop out of school. Mr. Sadofsky thought a personal connection with the staff would have helped them stay in school.

#### **4. Receive Update on COVID-19 and Return to On Site Learning**

Superintendent Vanderkar said the board would receive an update on athletics, vaccines, hybrid for elementary school, and survey results on pathway changes.

Mr. Dey shared that they had already started limited workouts for high school athletics. So far there had been limitations on competitions. He stated that the first competitions would begin the week of March 1, 2021. They were working on meeting the testing requirements and were working with coaches to get equipment out to students for touch football.

Mr. Dey said that for volleyball they would be able to get people into the gym soon. The number of people that would be allowed inside would allow for competitions. He said that all the sport seasons would be shorter than normal, but he hoped that allowing a small season would be better than none.

Ms. Shabram knew some were concerned with the potential loss of football scholarships. Mr. Dey had some examples but could not speak on behalf of institutions. He knew that there were players catching the eye of division scouts. Scholarships and walk-on statuses had been given out. Mr. Torrey asked how they could get that information out to the community and to the media. He wanted to know if there would be opportunities for smaller groups of students to play smaller groups throughout the District. Mr. Dey replied that they would be playing locally and planning for any possible contraction of COVID-19. He said that they would not be traveling far to keep any possible spread small.

Ms. Hardin shared that they had been moving through their employee vaccinations quickly. There had been some setbacks because of the ice storms across the Country. This meant that their Friday February 19, 2021 clinic would have to be pushed to Monday February 22, 2021. That would be their last round of first vaccinations. On Friday February 26, 2021 they would start their rounds of second vaccinations. She noted that they did the vaccinations of Friday to allow for employees to recover, if needed, over the weekend.

Ms. Delf stated that even though they had some setbacks with vaccinations, they were still on track for their normal schedule. They were looking at returning to in-person learning earlier than originally expected. She said that K-1 would potentially start the week of March 15, 2021. This meant that high schools could be back by the week of April 12, 2021.

Ms. Wagner said that the survey to change pathways was closed on Monday February 15, 2021. They worked to get the data ready to present.

Mr. Loureiro said that as of that day 670 students switched from the hybrid pathway to online – same school pathway, and 307 switched from online to hybrid. In total 977 students, 15% of all students, changed pathways. He said that before the survey was sent out there were 4,711 students set in the hybrid pathway and 1,589 set in the online pathway. After the survey went out those numbers changed to 5,074 set for hybrid and 1,226 set for online.

Ms. Wagner mentioned that employees would have two weeks after their second vaccination to let the vaccine set in. As a result of the survey, they would be moving around some students to

accommodate more hybrid students. She hoped to have information sent out to families by the end of next week with class shifts available to see by the week of March 8, 2021.

Ms. Levis was still unsure how parents would be able to work with the week in-person week online set up for hybrid.

Mr. Sadofsky stated that getting the music programs together to practice at least one more time would mean a lot to students.

Mr. Lafer was confused on how they would enforce all their safety protocols with so many people in the schools. Also, he thought to open high schools they had to be able to test all students. Ms. Hardin responded that they hired a site coordinator for every school who would work as a liaison. They would not be the only person in charge of safety measures at a school, but there would be a designated person that employees could go to. She said that the district did not need to test all students if the County was within metrics to open. Ms. Shabram thought they would have weekly testing clinics. Ms. Smith-Johnson responded that the district would have clinics twice a month targeted at staff and families.

#### **XIV. Items for Action**

##### **1. Approve the Lane ESD 2021-23 Local Service Plan Year One**

**MOTION:** Ms. Newman moved, seconded by Mr. Torrey, to approve the Lane ESD 2021-223 Local Service Plan Year One.

**VOTE:** The motion passed – 7:0.

#### **XV. Items for Action at a Future Meeting**

##### **1. Consider Adoption of DJC-AR Special Procurements and Exemptions from Competitive Bidding**

Ms. Nesbit shared that State law allowed the Board, when acting as a local contract review Board, to adopt rules for special procurements and exemptions from competitive bidding. At a future meeting, the Superintendent would open a public hearing around this adoption.

Ms. Shabram asked if they had a mechanism so that food services were not a “pay for play” idea and that someone could not donate enough to get a contract. Ms. Langan responded that when someone donated, they received the goods and would not give anything back in return. That would not stop someone from thinking that, but the District would not act like that.

##### **2. Consider Adoption of and Revisions to Board Policies**

Ms. Nesbit introduced policy CI – Emergency Superintendent Authority, which would be a new adoption. Last Spring it was brought to the Board’s attention that they had no plan set up if a Superintendent was not able to perform their duties. She mentioned that the policy helped fill that need. Some plans resulted in a vacancy in the seat for a few days, and others allowed for someone to step in. They had looked at similar policies in Oregon and across the Country.

Policies IGBA – Students with Disabilities Child Identification Procedures, IGBAH – Special Education Evaluation Procedures, IGBAJ – Special Education Free Appropriate Public Education (FAPE), IGBBC – Talented and Gifted Programs and Services, JGAB – Use of Restrain or Seclusion, and JGD - Suspension. Ms. Nesbit said that these policies had some slight revisions made to them.

**XVI. Suggestions by the Board for Consideration of items at Future Meeting**

**1. Meeting Dates:**

March 2021: Wednesday, March 3 & Wednesday, March 17

April 2021: Friday, April 16 Board Retreat & Wednesday, April 21

May 2021: Wednesday, May 5 & Wednesday, May 19

June 2021: Wednesday, June 2 & Wednesday, June 16

**XVII. Adjourn**

Chair Walston adjourned the meeting at 10:06 p.m.

*(Minutes recorded by Lydia Dysart)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair

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

**March 31, 2021**

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 March 31, 2021, and published in The Register-Guard on March 19, 2021.

**NOTICE:** In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors took place virtually 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/](http://www.4j.lane.edu/)

**ROLL CALL**

**BOARD MEMBERS:**

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

**STAFF:**

Cydney Vandercar, Superintendent  
Andy Dey, Director of Secondary Education  
Christine Nesbit, General Counsel  
Charis McGaughy, Assistant Superintendent for Instruction  
Brooke Wagner, Director of K-8 Education  
Jeff Johnson, Director of K-8 Education  
Eric Anderson, Director of Curriculum  
Karen Hardin, Director of Human Resources  
Kerry Delf, Chief of Staff  
Lisa Fjordbeck, Executive Assistant/Board Secretary

**MEDIA:**

KRVM

**OTHER:** Pooja Bhatt, Aimee Craig, Monica Cox

## **I. Work Session with the SeeChange Sub-Committee on the All Students Belong Student Safety Review Process**

Chair Walston opened the work session at 6:02 p.m. and everyone present introduced themselves.

Ms. Levis announced that the board work group (Judy Newman, Anne Marie Levis, Martina Shabram) met with numerous consultants to discuss the 4J North Star goal of providing an atmosphere where all students thrived, and disparity is reversed. She further stated that the protocol they used was to: plan, collect data, and report.

Currently, only the three Sub-Committee members had been involved in the All Students Belong meetings.

Ms. Shabram said it was a good time for questions to be submitted to the presenters.

Chair Walston introduced Pooja Bhatt, Aimee Craig, and Monica Cox as the representatives from SeeChange who would be sharing with the Board about their plans for the All Students Belong program.

Ms. Bhatt thanked the Board for the important work they did and asked for a short background from each board member. Ms. Bhatt was the co-founder of SeeChange and worked in public policy design and diversity. Her background was in early childhood education, safety policies and student success.

Ms. Craig also thanked the Board. She too, has a background in educational policy and early learning and came alongside groups to help them identify their vision and implement it.

Ms. Cox added her thanks, to the Board, stating she had fifteen years' experience in educational research and evaluation, educational outcomes, and working with disabilities; she has worked in 100 districts across Oregon and the United States.

Ms. Craig stated the work group wanted school safety analysis and specifics.

Ms. Bhatt said that the framework led with race opportunity, race by design, and race equity. The analytical lens that they would be bringing to the board was to make sure to equip board members to be well rooted in what the research was telling them. SeeChange wanted to engage with students regarding their lived experiences to acquire data, promising solutions, and policies that helped or hindered.

Ms. Cox confirmed that issues needed to be understood (i.e. safety, health, marginality); no one experiences universal circumstances.

6:13 p.m. Gordon Lafer and Judy Newman joined the meeting.

Ms. Cox questioned what the drivers were for helping or hindering a safe climate for students and teachers and what was the association between discipline, behavior, and outcomes. Chair Walston inserted that administration staff often had an entirely different relationship with students than teachers did, as they often had to deal with discipline and angry individuals.

Ms. Levis queried how the administration should be involved and if they should be included in focus groups. MS. Craig confirmed the group would address the issue regarding administration staff.

Mr. Torrey informed the group that he had observed some of the board work group meetings with SeeChange and had some concerns regarding the lack of speed in getting a plan to the community. He asked if there is a timeline. Ms. Craig said they would do whatever was best for success and a good relationship with the community.

Ms. Bhatt urged that there must be a foundation laid before arriving at a solution. She was appreciative of the community support and thought when they started, probably March or April, they would provide a good starting point with specific dates. However, it was reasonable to presume that data would be available by June and a report by July.

Ms. Shabram agreed that questions should come from the community, to the Board not consultants, as the community looks to the Board for answers.

Ms. Newman reminded everyone that the community and Board wanted what was best, no matter how long it took.

Chair Walston added that she has received over 1,300 emails regarding student safety and the elimination of School Resource Officers (SRO's) at our school, with a close pro and con count, so the committee would have to figure out how to engage the community in a way that all sides could be represented and heard from.

Ms. Craig reiterated that there would be a work group for success which came after identifying the issues, prioritizing thoughts, and analyzing their effect.

Chair Walston noted that they were determined to engage the community; however, in the fall of 2020 Covid-19 created many other issues that needed to be dealt with and the Board was now getting back on track.

Ms. Hays commented that she appreciated that the issue of School Resource Officers (SRO) has been resolved but does not want to hear more yes/no answers. She was looking forward to being involved in the goal of openness.

Chair Walston reminded the group that there have been no SRO's in 4J since June 2020.

Ms. Newman mentioned that the Board had a long-term plan for the work around All Students Belong. She questioned whether the Superintendent would be able to deal with the gaps and if they were ready to start this project.

Superintendent Vandercar replied that they would be ready soon. She then posed the question as to whether future meeting would be either via Zoom or in-person, and if they would involve the community or staff.

Ms. Bhatt remarked that the Kick-Off will help to determine a plan that was new to avoid duplication of past formats; so, they would know later.

Ms. Craig added that the Kick-Off would determine if Zoom would work and if it were considered the preference.

Superintendent Vandercar expressed concern regarding having licensed and certified personnel meeting together as their interests were not the same. Ms. Bhatt acknowledged that the focus group was aware of this disparity.

Mr. Torrey inquired as to the chain of command between the consultants and the Board. He believed the consultants should report to the board work group and wanted to make sure that when the April board meeting took place everyone knew who was reporting. Mr. Torrey said he wanted the Board to get through the first step of the project by the end of June.

Ms. Newman explained that while not everyone would agree on whether to meet via Zoom or in-person, everyone would be heard.

Chair Walston indicated that conversations would be taking place with the most impacted students and asked if that would pose a legal problem if the Board was present.

Ms. Bhatt responded that Assent forms would be given to students and they would be protected in conversations with teachers and administrators.

Ms. Levis expressed further concern on the clarity regarding who the consultants would report to. Superintendent Vandercar stated it was determined that Charis McGaughy would be the district liaison.

Ms. Shabram conveyed her concern with reference to data gathering of students. She did not think it was appropriate for the Board to listen in on student attended meetings, as the meeting would no longer be a listening session and would eliminate safe sharing.

Ms. Nesbit stated a determination would have to be made whether the Board and/or work group meet quorum, and if so, meet within those limitations.

Ms. Hays asked if Ms. McGaughy was working as the point of contact between the Board and the consultants.

Ms. Newman agreed that Ms. McGaughy was the staff person to contact and she would be the board liaison.

Ms. Hays additionally questioned whether the consultants would report to the Board or the Superintendent.

Ms. Nesbit urged that there must be flexibility within the staff to allow for public meetings.

Ms. Hays submitted that consultation with the Board carried stricter rules than those pertaining to the Superintendent.

Ms. Nesbit reconfirmed that it did not matter whether a meeting was called by the Board, the board work group, or others; if a quorum was represented the rules of public meeting laws must be followed. Ms. Hays appreciated the clarification.

Mr. Torrey stated he felt there still needed to be clarity on the relationship between the Sub-Committee and Ms. McGaughy.

Ms. Bhatt agreed that Ms. McGaughy should continue as the district liaison, staying up to date with the Board and board work group. For example, the Kick-Off would have one representative from the Board and one from the work group. Consultant team was now clear as to their point of contact.

Ms. Shabram interjected that they have not held any meetings that had a quorum but rather one representative from each group.

Ms. Levis noted that the first step of the board work group was gathering data on consultants. The board work group looked for the right consultants and believed they chose accordingly.

Superintendent Vandercar asked if there were any questions or comments from the staff members.

Ms. Bhatt proposed that questions be presented to the team prior to the Kick-Off.

Chair Walston appreciated the work done by the board work group and it was understood that the process could not be rushed.

Ms. Hays reminded attendees that the Board retreat would be on April 16, 2021.

## **II. Adjournment**

Chair Walston adjourned the meeting at 7:04 p.m.

*(Minutes recorded by Marlene Hockema)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair

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

**April 16, 2021**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a board retreat 1:00 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on April 9, 2021, and published in The Register-Guard on April 16, 2021.

**NOTICE:** In light of current public health concerns related to coronavirus COVID-19, (pursuant to ORS 192.670), the meeting was open to the public via zoom webinar live stream via the Internet at [www.4j.lane.edu/](http://www.4j.lane.edu/)

**ROLL CALL**

**BOARD MEMBERS:**

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

**STAFF:**

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

**I. Call Regular Board Meeting to Order**

Chair Walston opened the retreat at 1:00 p.m.

Chair Walston welcomed and thanked the board members for being present for the retreat. She encouraged board members to think about the work that had been done given the challenges with COVID.

Chair Walston said she hoped to walk away with at the end of the day is laying down the groundwork for where we want to go next year given we will still be dealing with COVID challenges.

Chair Walston introduced Kristen Miles from OSBA who would review the first part of the retreat.

**II. Lesson for the day:**

Review the role of the board and that of district management for 20-25 minutes to set the tone for the discussion on what worked with the board and what can we improve. Using this as a basis or way to compare, the discussion will transition to “what worked well this year, what can we improve upon in the next year?”

Kristen Miles of OSBA led this discussion by asking the following questions:

- What excites you about this work?
- What gives you pause?

- How long have you been on the board?

Ms. Miles reviewed the impact boards have on the district.

- How far do board members get to go into personnel?
- How far do board members get to go into budget decisions?
- How far do board members get to go into decisions on facilities?
- How specific and how do we make sure board values are matching district investments?

The All Students Belong process is an example of the board involvement. The board decided to make a budget decisions not renew a contract with Eugene Police Department. Now the board has contracted with a facilitator to do a high level review of systems and processes that will help advise how the superintendent and district staff allocate resources and what will be the plan for student safety going forward.

Ms. Miles reminded the board that they are the “what” and the superintendent and staff is the “how.” The board sets expectations and the superintendent gets to make it happen.

Ms. Miles said that if board members hear something in the community, share that information with the superintendent and trust the process. Ms. Miles said if an individual board member just handles the issue that creates inequity in the system. Not every community member has access to an individual board member. Ms. Miles stated that that is why it’s important to share the concern with the superintendent and allow the district process to be used to address the issue. Board policy KF is a helpful reference for the board.

### III. Board Values and Beliefs:

The board decided to move this item to a regular board meeting agenda for review and for approval at a later date.

### IV. Brief Update on 2020-21 Board goals:

Superintendent Vandercar provided a brief update on each of the board goals.

1. **Plans for North Region:** Decisions about the long-term plan for location of each school's program would be made before the new high school building opens in 2023. Over the next year, the district will work with the Kelly and Yujin Gakuen school communities to develop a long-term plan for the best location and co-location of the two schools and other programs housed in the Kelly building, the original North Eugene building, or other available space. The district has enlisted a retired administrator to engage with 4J staff and community members over the next school year to develop the long-term plan. Preliminary discussions will begin this spring, followed by a comprehensive visioning process starting in the fall. A recommendation on each school’s long-term future location and programming will go to the interim superintendent by the end of the 2021-22 school year for a decision.
2. **All Students Belong work and student safety:** The board had selected SeeChange to facilitate the work. SeeChange will work in three phases: First phase is planning and discovery. They would do inventory and collect what data already existed. Second phase will be to explain and outline the data and suggest potential surveys and focus groups to engage with the community and staff. Third phase is communication. The facilitators from SeeChange plan to present findings and give an update to the board in June.
3. **On-going response to Covid-19 and plans for fall:** Kids are back in schools and it is heartening and exciting to see that happening. The district is continuing to feed kids, with free meals for all 4J students and other youth up to 18. Free meals are provided to

students in schools and meal boxes or meal bags are available for others. This is made possible by a federal program funding meals for all students without needing to qualify..

The district is helping to control the spread of COVID by helping our community get vaccinated. All 4J staff have already had the opportunity to be fully vaccinated. Now that vaccines are available for everyone age 16 and up, 4J is partnering with healthcare providers to share vaccine opportunities for our students who are at least sixteen years old. The district will continue to work with providers to provide access to vaccines to our students as they become eligible.

Staff is looking ahead to summer programs. The district offers summer school programs for selected students every year, and we are looking to expand services this summer after a year of distance learning.

The district is also planning for the fall, and planning for that to be a return to in-person learning five days a week. Our schools will continue to follow all of the health and safety requirements from the Oregon Department of Education and Oregon Health Authority. This could include protocols such as physical distancing of less than 6 feet, and wearing face coverings at school.

The district will continue to offer an online option for families who prefer all online learning, however, resources will need to be focused in our brick-and-mortar school programs and the district does not expect to be able to also provide an online program tied to each individual school like the Same School Online option that was created during this exceptional year.

Mr. Torrey suggested that the board spend time reviewing the district Strategic Plan at the August retreat. He also proposed that the board hold a work session and review the budget process and strategic plan for alignment, prior to the beginning of the budget committee meetings for the next year.

#### **V. Laying groundwork for next year**

The board selected to schedule another board retreat for June 23 to plan for onboarding new board members and laying the groundwork of the board for the next school year.

#### **VI. Adjournment**

Chair Walston adjourned the board retreat at 4:55 p.m.

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair

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

**April 21, 2021**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 p.m., a regular session at 7 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on April 16, 2021, and published in The Register-Guard on April 21, 2021.

**NOTICE:** In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors took place virtually 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/](http://www.4j.lane.edu/)

**ROLL CALL**

**BOARD MEMBERS:**

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

**STAFF:**

Cydney Vandercar, Superintendent  
Kerry Delf, Chief of Staff  
Brooke Wagner, Director of K-8 Education  
Jeff Johnson, Director of K-8 Education  
Andy Dey, Director of Secondary Education  
Christine Nesbit, General Counsel  
Karen Hardin, Director of Human Resources  
Eric Anderson, Director of Curriculum  
Lisa Fjordbeck, Executive Assistant/Board Secretary

**STUDENT ADVISORY PANEL MEMBERS:**

Dusty Temple, ECCO  
Joel Sadofsky, IHS  
Paige Dunnivant, North Eugene High School  
Noa Ablow Measelle, South Eugene High School

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, EEA  
Tina Leaton, EEA Secretary  
Tom Horn, MAPS

**MEDIA:** KRVM

**OTHER:** Julian White, Roscoe Caron, Rico Perez, Illiana Barnes Diaz, Larry Llewellyn, Deanna Chappell, Amanda Hvass

**I. EXECUTIVE SESSION**

1. At 5:30 p.m. the Board convened in executive session to evaluate the employment related performance of the chief executive officer, pursuant to ORS 192.660 (2)(i).

Executive Session are closed to the public.

**II. REGULAR BOARD MEETING – CALL TO ORDER**

Chair Walston called the regular Board meeting to order at 7:03 p.m. Anne Marie Levis was excused for the night.

**III. ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Walston called out roll, led everyone in the Pledge of Allegiance, and read out the land acknowledgement.

**IV. AGENDA REVIEW**

Mr. Lafer wanted to add an item under the consideration for items at a future meeting to talk about not doing in-person standardized testing while some form of virtual learning was still taking place.

**V. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT**

Superintendent Vandercar stated she was glad to see kids back to school; however, the movement of Lane County to high risk COVID-19 status would cause some changes.

The Board would stay steady and retain their plan to hold classes 5 days a week in the fall while following health authority guidelines. State testing would be discussed later in the meeting. She added that the District will be partnering with others in the community to provide vaccine clinics and the use of more trials, which have been approved.

Superintendent Vandercar lamented the incidents that recently took place in the country (the impact of George Floyd jury verdict) and the automobile accident that took the life of a local high school student. She continued by stating the District will continue its stance on anti-racism.

**VI. COMMENTS BY BOARD CHAIR**

Chair Walston declared that she, too, was saddened by the murder and attacks within the AAPI (Asian American and Pacific Islanders) community and indicated the Board would stand with them. She confirmed that the community was scared, and they would stand together to stop hate crimes.

**VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

Noa Ablow Measelle, South Eugene High School, shared that at South Eugene High School students were building a time capsule, and planning an Earth Day celebration. She reported they have resumed intramural sports and the hybrid classes were working well. She added her devastation at the loss of the aforementioned high school student.

Joel Sadofsky, IHS, shared that the hybrid class system was a different experience for those in classes versus those online with limited outdoor time for in-school students. He acknowledged

that teachers were teaching two different formats. He hopes to see an expansion in the vaccination process. He was currently involved in planning a Student Art Festival.

Harmony Simmons, Churchill High School, shared that at Churchill High School the students were working on solidifying senior events (painting the rock) and relying on word of mouth to get information of those events to students. They continue to have trivia night each week, by grade and discussions were held regarding a virtual prom.

Paige Dunnavant, North Eugene High School, shared that the students at North Eugene High School were thrilled to be back in the classroom; they had experienced glitches, but the process has been mostly good. They were working on end of year projects including graduation and yearbook.

Ms. Shabram read out a statement from Mazie McNamara, Sheldon High School. She said that Sheldon believed in BLM (Black Lives Matter) and would like teachers to incorporate Black history into all classes. They were considering a virtual prom but there was a lack of participation last year.

#### VIII. ITEMS RAISED BY THE AUDIENCE

Julian White, 7<sup>th</sup> grade student, said that he is concerned about the lack of availability to access the office and teachers as there was no aide available till 3:10 p.m. causing him to wait for three hours following his classes. He felt that the teachers were working harder but students were getting less. He would like to see a better plan or a return to online schooling.

Roscoe Caron, a retired 4J middle school teacher, stated that COVID-19 uncertainty was a changing reality; testing, etc. will drive the message for more data to rescue their children and the nation. He added that teachers were trusted in the past and the future was in their hands.

Rico Perez, mentioned that six other districts had opted out of standardized testing which was racist and partnering with racism and urged the 4J District to opt out of standardized testing.

Illiana Barnes Diaz, senior at South Eugene High School, summed up her experiences with standardized testing by expressing the anxiety she experienced each time she was subjected to participate. She believed that testing was a waste of time and was not accurate as all students do not perform at the same level.

Larry Lewen, a retired 4J teacher asked why the website still did not have a one-button access to the opt-out form for standardized testing and why it was such a difficult procedure, comparing it to voter suppression.

Deanna Chappell, bemoaned the fact that there was a meeting in 2015 to talk about standardized testing and what to do locally. At that time, the School Board pushed back and claimed they did not have the power to decide. She stated that now 4J was no longer a trailblazer as other cities were.

Amanda Hvass, a mother of three school age boys, proposed that there be autonomy given to each school to provide equity for all students. COVID-19 has forced families, as well as schools, to make changes in the way they would address teaching those with disabilities and she would like to see this continue.

#### IX. COMMENTS BY EMPLOYEE GROUPS

Tom Horn, President of Measures of Academic Progress (MAPs), expressed his thanks to the transportation department, the community, and the school district. He further stated that MAPS was exploring leadership to shape children. He said there was a need to reaffirm and support safe anti-racial schools and identify the Board's role as systems change.

Sabrina Gordon, President of Eugene Education Association (EEA), thanked the student participants for their insight into hybrid learning at different levels and reassured them that the Board was listening. She followed with a challenge to know teachers', and students', needs and learn from each other.

Tina Leaton, Edgewood Elementary School Teacher & EEA Secretary, provided a slide presentation showing the results of the Seminar Series. She relayed that the use of the districtwide professional development of staff did not compare to the seminar. Her presentation noted the increase in participation and the rewards as the group was able to obtain monies to cover all twenty-three participants.

Ms. Newman commented that the results were impressive and questioned if additional series would be offered in the future on non-school days. Ms. Leaton responded the seminars would be Tuesdays and Thursdays 4:00 p.m. to 6:00 p.m.

Mr. Torrey congratulated them on a job well-done and asked if there would be value in providing the series online. Ms. Leaton answered that she hoped so as it would allow more freedom in scheduling.

Mr. Lafer commented the amazing dedication to the above series, which equals .2 FTE, a legal requirement and stated they could also adopt from other school programs.

#### **X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Mr. Lafer welcomed the guilty verdict by the jury in the Derek Chauvin case but added that racial fear still existed. He welcomed the news that students were back to athletics but mourned the fact that art related activities were lagging. He acknowledged that he opposed HB 240 and HB 2001 as they weakened the effort to protect retention of teachers of color.

Ms. Hays thanked them for the retreat and affirmed her support of HB 2001 across the State, not just for 4J.

Ms. Shabram found herself asking what her role was. She suggested exploring policies, acknowledging race differences, and investing in social and mental health.

Mr. Torrey complimented the superintendent and staff for achieving access to vaccines for those students 16 and over. He expressed support for funding to stay close to students, the ability to focus on each child and meet each child's needs. Additionally, he saw a need to provide transparency to the public as they did not have access to all the information the Board had access to.

Chair Walston reported that she had attended the retreat as well as the executive session earlier in the day.

Ms. Newman expressed her many feelings regarding the recent death of the 4J student and injuries to three others; a sadness for hate crimes, the murder of both 13 and 16-year old

students killed in their own neighborhood. She concluded that they needed to create a better future.

Additionally, she conveyed her concern regarding the Legislative HB 2001 and its pros and cons. She commented that the bill was still in the Rules Committee and encouraged everyone to read and review the testimony which broke down the percentages of pros and cons and their backgrounds. She confirmed that years ago a law was passed expressing the need to have racial diversity among students and teachers. She then asked, what they would do going forward to help.

Ms. Hays asked if today's discussion was discussion only. Ms. Newman replied that it was. Ms. Shabram affirmed there would be no group recommendation at this time.

Mr. Torrey pointed out that the Board needs to reach out to teachers after the court decided.

Mr. Lafer thanked the Legislature Committee and asked how change could be influenced as they currently had no exit survey for teachers and no proposed funding. Ms. Newman urged him to read OEA testimony as they had the same goal, and something could be worked out together.

Ms. Newman voiced that social change is not easy but doing nothing is not an option.

Mr. Torrey affirmed that it is time to think outside the box to obtain more Oregon money for more experienced teachers – attach money for race retention.

## **XI. CONSENT GROUP – ITEMS FOR ACTION**

None.

## **XII. ITEMS FOR INFORMATION**

### **1. UPDATE ON COVID-19 AND RETURN TO ON-SITE LEARNING**

Superintendent Vandercar stated that they would be discussing hybrid learning, vaccines, summer programs, graduation, athletics, and making next year a full schedule.

Brooke Wagner, Director of K-8 Education, voiced that the elementary hybrid program was ahead of secondary. The students were happy and have expressed their pleasure of participating in small groups with no screen engagement and the opportunity to spend lunchtime, in the classroom, with the teacher.

Jeffry Johnson, Director of K-8 Education, indicated they had spent months planning an approved model for hybrid classrooms; they had toured schools and found them to be well-marked and safe. He added that a full-time substitute teacher was hired before COVID-19 and had helped provide coverage. He would continue to check in on schools.

Mr. Torrey asked if the mom who spoke earlier regarding her special needs child had a contact she can work with for a specialized program for her child and his needs. Kat Lange answered that concerns can be taken to the teacher, the student's team, or the school counselor.

Andy Dey, Director of Secondary Education, reported that he was pleased the students were happy with their new reality especially since the changes in COVID-19 regulations had caused three transitions so far. They would continue to strive to keep schedules the same, schools safe, teachers flexible, and home and school teaching available. He confirmed that they now had

athletics as well as art indoors and outdoors (depending on the weather) and were working to make improvements.

Mr. Lafer asked where those programs would be at the end of the year and would there be after school programs, clubs, etc.

Ms. Shabram questioned if there would be additional hybrid available online and who would it be for (i.e. SSI students).

Mr. Dey commented that parents and students were grateful for continued learning but questioned if they would have more access to teachers. Ms. Wagner replied that there were constant shifts being made to accommodate all student needs to include: same applications by teachers in the same building, shifting staff to accommodate students, blending teachers, offering a 2% stipend for float teachers, and allowing flexibility for families to learn from home or school. Mr. Johnson stressed that students at school are getting less educational time than their classmates who were learning from home.

Superintendent Vandercar thanked everyone for their feedback.

Mr. Sadofsky commented that teachers cannot handle both options. Mr. Dey added that they had done what they could but there was so much being thrust at them. There needed to be guidance and support without judgment.

Ms. Newman stated that a new way of handling support to teachers was to find what works.

Superintendent Vandercar said they were getting close to normal; most elementary students would be full time in the Fall and that work was being done on achieving that for middle and high schools. Mr. Lafer offered that a five-day week would allow more help to SSI students.

Joyce Smith-Johnson informed the Board that the First Student Program was going well; they had partnered with Cascade Health and Lane County to provide vaccine clinics and were working on determining how many clinics would be required.

Mr. Sadofsky asked what students did about getting vaccinated if their parents refuse to sign the permission form. Ms. Smith-Johnson replied that students over the age of sixteen did not need parental permission so they could go to the school nurse.

Ms. Wagner addressed the summer programs stating that 4J has been involved in them for many years. New money has now been allocated for these programs, from the State, and should be received by May 10, 2021. Early programs would be robust at the elementary level and enhanced for middle and high school. She added that they would be partnering with the community for money and with the State for guidelines.

Ms. Shabram questioned how parents would learn about summer programs. Ms. Wagner replied that the staff was working on informing parents, however more information was needed before moving on. Mr. Dey added that initial high school information would be going out the first week of May; registration would begin in early May. Superintendent Vandercar stated they were working quickly but waiting on ODE.

Mr. Dey reported that they were working on graduation plans and the ways that could be planned to prepare for any current and/or future changes in COVID-19 regulations. There will be

no false promises, a live graduation ceremony would take place and virtual ceremonies as well. How many ceremonies and how many guests allowed may change by then. He added that athletics were on hold again due to a COVID-19 case which was not related to athletics but rather brought into the program from home.

## **2. UPDATE ON IN-PERSON STANDARDIZED TESTING**

Kerry Delf, Chief of Staff, presented a slide program and updated the Board by stating they had received a denial for a waiver of testing but had approved reduced testing.

Eric Anderson, Director of Curriculum, presented slides and reported that a proposal was in the works that would reduce testing by 70%, allow for opt-out, be offered on Wednesdays (non-hybrid school days), required no extra time for teachers, and maximized family choice.

Ms. Shabram asked what would be done when parents did not respond to information regarding testing and options. Ms. Delf replied that should parents not respond the student would be shown as an opt-out on reports.

Ms. Newman questioned if there would be any instructional time lost and if so how much. Mr. Anderson replied there would be minimal instructional loss.

Mr. Lafer commented that some parents want testing and there should be a sensible solution to that without penalty or no-show status for others that don't participate in the testing.

**MOTION:** Mr. Lafer moved, seconded by Mr. Torrey, to have 4J School Board direct the District to ensure that 2021 annual Oregon state testing of math, language arts and science was conducted in a manner that took time away from in-person or synchronous online instructional hours.

Mr. Torrey who questioned if there would be any legal issues. Miss Nesbit responded that there were no legal issues. Mr. Anderson expressed no concerns with the motion either.

Ms. Newman asked if there would be additional testing in the fall. Superintendent Vandercar replied there would be collecting data but without testing. Ms. Newman said there was no good data this year.

Mr. Torrey responded that Salem and the State of Washington had said no to Spring testing and would do it in the Fall. Ms. Delf added that different areas received different waivers.

Mr. Lafer stated there would be no additional testing in the Fall per reference.

Ms. Shabram suggested that it would be necessary to have information regarding which families were in, or out, and why.

**VOTE:** The motion passed – 6:0.

## **XIII. ITEMS FOR ACTION**

### **Approve 2021-2022 School Calendars**

Ms. Nesbit provided a slide presentation and proposed the need to agree to change in-service to instruction plus one transition day, an addition of two proposed professional development days and one day earlier start next year.

Mr. Lafer repeated the request from a previous meeting to change the start date from August 31<sup>st</sup> as it is a Jewish holiday. He said it would not be such a big change that it could not be applied to other religious holidays that conflict with the school calendar. Ms. Nesbit responded that there was no legal issue but rather that it is a labor benefit issue.

**MOTION:** Ms. Newman moved, seconded by Mr. Lafer, to adopt the 2021-2022 Academic Calendars.

**VOTE:** The motion passed – 6:0.

**XIV. ITEMS FOR ACTION AT A FUTURE MEETING**

**1. Consider for Approval Updates and Revisions to Board Policy GBN/JBA Sexual Harassment**

Ms. Nesbit presented slides and commented that there were two new policies regarding sexual harassment due to law changes; and, since those changes were so extensive, she proposed that the current policies be deleted and replaced with new policies. She added that there was a breakdown in federal and state laws as the differences were also extensive.

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

**1. Meeting Dates:**

May 2021: Wednesday, May 5 & Wednesday, May 19

June 2021: Wednesday, June 2 & Wednesday, June 16

**XVI. ADJOURN**

Chair Walston adjourned the meeting at 10:00 p.m.

*(Minutes recorded by Marlene Hockema)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair



**ITEM FOR ACTION – CONSENT AGENDA**

**Date of Meeting**

June 2, 2021

**Title**

Approve Personnel Actions

**Presenter**

Karen Hardin, Director of Human Resources

The superintendent recommends that:

**1. The following teachers and licensed employees listed below be elected for the 2021/2022 school year:**

<b>Name</b>	<b>Title</b>	<b>Location</b>	<b>FTE</b>	<b>Hire Date</b>
Karen Batten	Bilingual Classroom Teacher	Buena Vista Elementary	1.0	08/30/2021
Kaitlyn Bryant	School Psychologist Intern	Student Services Dept.	1.0	08/25/2021
Cameron Dahm	Classroom Teacher	Elementary school TBD <i>(early hire)</i>	1.0	08/30/2021
Michelle Dunn	Special Education Teacher	Student Services Dept.	1.0	08/30/2021
MacKenzie Durham	Classroom Teacher	Gilham Elementary	1.0	08/30/2021
Matthew Dussault	English Lang. Arts Teacher	Secondary school TBD <i>(early hire)</i>	1.0	08/30/2021
Sable Esparza	School Psychologist	Student Services Dept.	1.0	08/25/2021
Simon Estifanos	Physical Education Teacher	Secondary school TBD <i>(early hire)</i>	1.0	08/30/2021
Tanner Faris	Math and Science Teacher	Kelly MS	1.0	08/30/2021
Anchanette Carmella Fleming	Social Worker	Fox Hollow/Student Services Dept.	1.0	08/30/2021
Dante Fumagalli	Special Education Teacher	Student Services Dept.	1.0	08/30/2021
Fa'aeafoaleupolu	Special	Student Services Dept.	1.0	08/30/2021

Galago	Education Teacher			
Karina Healea	English Lang. Arts and/or ESOL Teacher	Secondary school TBD ( <i>early hire</i> )	1.0	08/30/2021
Katie Herzberg Hachimoto	Japanese Teacher	Kelly MS	1.0	08/30/2021
Jacob Hutchins	Natives Program Coordinator	Natives Program/ Instruction	1.0	08/30/2021
Heather Isham	School Psychologist	Student Services Dept.	1.0	08/25/2021
David Jacobson	Social Studies	Sheldon HS	1.0	08/30/2021
Sophia James	Classroom Teacher	Elementary school TBD ( <i>early hire</i> )	1.0	08/30/2021
Jude Jesiah	Science and/or ESOL Teacher	Secondary school TBD ( <i>early hire</i> )	1.0	08/30/2021
Elizabeth Johnson	Collaboration Facilitator	Student Services Dept.	1.0	08/30/2021
Karley Kelley	Classroom Teacher	Chavez Elementary	1.0	08/30/2021
Alexander Ledbetter	Speech and Language Specialist	Student Services Dept.	1.0	08/30/2021
Miles Long	Classroom Teacher	Elementary school TBD ( <i>early hire</i> )	1.0	08/30/2021
Clair Manley	Bilingual Classroom Teacher	Buena Vista Elementary	1.0	08/30/2021
Jocelyn Mendelssohn	Teacher on Special Assignment (TOSA, TAG & Health)	Instruction Dept.	1.0	08/30/2021
Dagmara McKnight	Science and Health Teacher	Kelly MS	1.0	08/30/2021
Anzu McMullen	Health Teacher	North Eugene HS	1.0	08/30/2021
Kelsey Moore	Classroom Teacher	Elementary school TBD ( <i>early hire</i> )	1.0	08/30/2021
Abigail Nehls-Lowe	Speech and Language Specialist	Student Services Dept.	1.0	08/30/2021
Christi Nicholson	Collaboration Facilitator	Student Services Dept.	1.0	08/30/2021
Brianne Pitts-Wells	English Lang. Arts, Social Studies and AVID Teacher	Monroe MS	1.0	08/30/2021
Adrienne Royer	School Nurse	Student Services Dept.	1.0	08/25/2021
Trieva Rue	Special	Student Services Dept.	1.0	08/30/2021

	Education Teacher			
Diego Ruiz	Bilingual Classroom Teacher	River Road Elementary	1.0	08/30/2021
Shea Selby	English Lang. Arts, Social Studies, Spanish or ESOL Teacher	Secondary school TBD (early hire)	1.0	08/30/2021
Jennifer Sinclair	Classroom Teacher	Elementary school TBD (early hire)	1.0	08/30/2021
Magdalena Sloniger	Bilingual Classroom Teacher	Buena Vista Elementary	1.0	08/30/2021
Hannah Stamp	Special Education Teacher	Student Services Dept.	1.0	08/30/2021
Chelsea Wilkes	Speech and Language Specialist	Student Services Dept.	1.0	08/30/2021
Elaine Woodward	Classroom Teacher	Elementary school TBD (early hire)	1.0	08/30/2021
Ricardo Zapata Bello	Spanish and/or ESOL Teacher	Secondary school TBD (early hire)	1.0	08/30/2021
Jessica Zeeb	Speech and Language Specialist	Student Services Dept.	1.0	08/30/2021

**2. The following Managers/Administrators/Professional/Supervisors listed below be elected for the 2021/2022 school year:**

Name	Title	Location	FTE	Effective Date
Angela Crum	Educational Administrator	Student Services Dept.	1.0	07/28/2021
Arthur Hart	Director of Transportation	Transportation Dept.	1.0	06/07/2021
Matthew Myers	Assistant Principal	Cal Young MS	1.0	07/28/2021
Jose Salgado	Assistant Superintendent for Instruction	Instruction Dept.	1.0	07/01/2021
J. Jesus Sandoval	Assistant Principal	North Eugene HS	1.0	07/28/2021

**3. The following resignations be accepted:**

Name	Title	Location	Reason	Effective Date
Jamie Archer	English	I.H.S.	Resignation	06/18/2021

	Language Arts Teacher			
Christopher Bearrow	Special Education Teacher	SSD	Resignation	06/18/2021
James Brown	Music Teacher	Gilham Elementary	Resignation	06/18/2021
Jennifer Brown	Classroom Teacher	Twin Oaks Elementary	Resignation	06/18/2021
Erin Bucklew	Classroom Teacher	EOA ( <i>at River Road prior to 2020/2021</i> )	Retirement	07/01/2021
Daphne Buscher	Speech Specialist	Student Services Dept.	Resignation	06/18/2021
Courtney Chapman	Special Education Teacher	Family School & Twin Oaks Elementary	Resignation	06/18/2021
Patricia Coyne	Classroom Teacher	Chavez Elementary	Resignation	06/18/2021
Daniel Denton	English Language Arts Teacher	Kelly MS	Resignation	06/18/2021
Leah Dunbar	English Language Arts Teacher	Churchill HS	Resignation	03/26/2021
Christie Enders	Counselor	Sheldon HS	Resignation	06/18/2021
Sean Enders	Science Teacher	Monroe MS	Resignation	06/18/2021
Lisa Fragala	Classroom Teacher	Adams Elementary	Resignation	06/18/2021
Daniel Gallo	Teacher on Special Assign.	Instruction Department	Resignation	06/18/2021
Emanuel Gemora	Special Education Teacher	Buena Vista Elementary	Resignation	06/18/2021
Susanna Goodwin	Spanish Teacher	Roosevelt MS	Resignation (from a leave of absence)	06/18/2021
Eve Hannah	Social Studies Teacher	Arts & Technology Academy	Resignation	06/18/2021
Elise Heater	Speech Specialist	Student Services Dept.	Resignation	06/18/2021
Gary Heldt	Engineer	Facilities Department	Retirement	08/01/2021
Yoshi Hirota	Japanese Teacher	Kelly MS	Resignation	06/18/2021
Rex Hoffman	Counselor	North Eugene HS	Resignation	03/09/2021
Savannah King	Classroom Teacher	Edgewood Elementary	Resignation	06/18/2021
Elizabeth Kruziki	English Language Arts Teacher	ECCO/EOA	Resignation	06/18/2021
Taylor Madden	English	North Eugene HS	Resignation	06/18/2021

	Language Arts Teacher			
Jaimee Massie	Teacher on Special Assignment	Instruction Department	Resignation	06/18/2021
Kelli McGhehey	Classroom Teacher	Awbrey Park Elementary	Resignation (from a leave of absence)	06/18/2021
Katy McGuire	Classroom Teacher	Awbrey Park Elementary	Resignation	06/18/2021
William McLaughlin	Physical Education Teacher	McCornack Elementary & Twin Oaks Elementary	Resignation	06/18/2021
Talon Nansel	Music Teacher	Monroe MS	Resignation	06/18/2021
Tauna Nelson	Social Worker	ECCO	Resignation	02/08/2021
Clara Palacios	Classroom Teacher	Buena Vista Elementary	Resignation	06/18/2021
Monica Perez	Classroom Teacher	Buena Vista Elementary	Resignation	06/18/2021
Atsuko Rawland	Japanese Teacher	South Eugene HS	Resignation (from a leave of absence)	06/18/2021
Matthew Robinson	Counselor	Howard Elementary	Resignation	06/18/2021
Chelese Schurman	Classroom Teacher	Chavez Elementary	Resignation	06/18/2021
Raina (Teke) Silva	Advanced Math Teacher	North Eugene HS	Resignation	06/18/2021
Lisa Sitton	Advanced Math Teacher	Sheldon HS	Retirement	08/01/2021
Laurel Smith	Speech Specialist	Student Services Dept.	Resignation	06/18/2021
Joyce Smith- Johnson	Educational Administrator	Student Services Dept.	Resignation	06/30/2021
Mary (Claire) Verner	Counselor	Edison Elementary	Resignation	06/18/2021
Tim Walter	Music Teacher	Holt Elementary	Retirement	04/01/2021 (working through June 2021)
Paula Ward	Music Teacher	Family School/ Chinese Immersion	Resignation	06/18/2021
Mark Watson	Assistant Principal	Cal Young MS	Retirement	10/01/2020 (working through June 2021)
Joy Wells	Social Studies Teacher	Churchill HS	Retirement	04/01/2021
Robert Wood	Advanced Math Teacher	Kennedy MS	Resignation	06/18/2021



## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

Wednesday, June 2, 2021

### **Title**

FuelEd Contract Renewal

### **Presenters**

Dr. Andy Dey, Director of High Schools  
Paula Nolan, Principal, Eugene Online Academy

### **Background**

The Eugene Online Academy (EOA) is finishing the third year of operation. The first year for EOA was a start-up year, and only high school students participated. The second year, we expanded and started including middle school students. During this past year, the original plan was to start a smaller pilot to expand to include elementary students. Due to the pandemic, we went to scale with EOA grades K-12 so all 4J families were offered this as an option to learn remotely.

The original rationale for creating EOA was to provide an educational option for families who live in 4J who were choosing to either homeschool or enroll their child in an online charter school. We had identified over 900 students who fell into these categories. We believe we can provide a flexible educational experience that provides high quality support from 4J licensed teachers, and opportunities, such as optional brick and mortar courses and activities, that other out-of-district charters cannot provide. Now, with the pandemic, we are even more thankful we have this option available to support families that need an online option for whatever reason.

The year prior to launching EOA, the district engaged in a supplementary adoption process for online curriculum. The purpose was twofold: to replace our previous credit recovery system, and also to provide a course catalogue for EOA. The adoption team recommended Fuel Ed. We originally signed a three-year contract, funded by the Measure 98 High School Success funds. We currently use FuelEd for multiple purposes, including: Online Learning, Credit Recovery, Summer School, home instruction, and a variety of other uses.

The EOA model is a blended model that combines the flexibility of an online model coupled with the support, relationships and flexibility for students to take some courses and/or participate in activities in their neighborhood schools. Our ultimate curricular goal is to build our own course catalog created by 4J teachers that are both synchronous and asynchronous in their delivery. While we build capacity to achieve this goal, we are taking steps to make sure that the majority of our core and credit recovery classes are taught by 4J teachers of record and allow our teacher the ability to make student-specific curricular decisions. We will continue to offer supplemental and elective classes taught by contracted teachers to meet each student's 4 year plans and career goals. We are facing an upcoming year of unknowns and we are still in the process of planning and making refinements to the Eugene Online Academy. We are unsure as to what families will either continue to or will newly choose this as an option during this uncertain

time. We will continue to evaluate and refine our program and work to meet the needs of a wide range of users.

The FuelEd contract expires on [June 30, 2021](#). Last year, we formed another supplemental adoption team to consider if we should renew FuelEd, or migrate to another provider. A 20+ member workgroup, composed largely of licensed staff members, was formed to explore various options and to plan for what Online Education will look like in 4J in the future. The Online Learning Workgroup looked at multiple online curriculum providers and narrowed our choices to 3 using a list of criteria and a rubric approved by the Instructional Leadership Team. We did a small scale pilot and with our goal in mind and comparing the benefits of each program made the decision to recommend staying with FuelEd. For more details about the FuelEd supplemental adoption process, please view the presentation at this [link](#).

For a complete list of available FuelEd Classes offered please view this [link](#). For a list of CTE Courses available to EOA students please view this [link](#). Please note that ultimate availability of course offerings will be determined by technical constraints, available resources, and teacher of record availability.

**Students, courses taken, credits earned through Fuel Ed:**

	Students Enrolled	Courses Taken	Credits Earned
2017-18 total	722	1102	348
2018-19 total	921	1414	348
2019-20 FE-taught	538	918	250 (estimate)
2019-20 4J-taught	558	967	300 (estimate)
2019-20 total	870	1851	550 (estimate)
2020-21 FE-taught	400	798	150 (+ ~75 in prog.)
2020-21 4J-taught	754	5603	1250 (~225 in prog.)
2020-21 total	780	6389	1400 (~300 in prog.)

*\*The number of total students includes many who had classes from both 4J and FE teachers.*

## Fuel Ed Enrollments 2020-21

Churchill	65
North	72
Sheldon	128
South	36
EOA/Churchill	559
EOA/North	568
EOA/Sheldon	810
EOA/South	730
CCCO HS total	2697
Downtown/GED/Home Instruction	10
EOA MS	3168 [99% are EOA]

## Description of EOA course development project

In addition to a rapid expansion of EOA due to the pandemic, the district also started supporting the development of 4J teacher created content to be used as the EOA curriculum. The district invited qualified licensed teachers to respond to requests for proposals (RFPs) for the design and development of high quality online courses in a variety of subjects for the Eugene Online Academy (EOA). The goal over the next three years is to develop a full complement of core courses in math, language arts, social studies, science, health and, to the greatest extent practical, elective courses for 9th -12th grade students. During this first year we focused on developing curricula for first attempts at credit-bearing courses. Over the next three years, the district will similarly work with 4J teachers to develop online credit recovery and middle school courses.

Building a complete inventory of online courses by 4J teachers that allows us to maintain the same breadth and depth of courses as we currently offer will take an estimated three years to build. For example, this year, we put out an RFP which resulted in the creation of 21 courses (listed in the subsequent table). The goal is that after 3 years the district will no longer need to contract with external providers for online course content. Entering into this recommended three year contract will provide the time and space for 4J teachers to meet this goal, will provide consistency for students and staff during this transition period, and will save the district at least ten percent of the total contract cost by agreeing to a three-year contract.

Eugene Online Academy - Courses Currently in Development by 4J Teachers		
Course Name	Credit Awarded	Course Description
<b>Language Arts</b>		
<b>Examining 20th Century + American Society through Language and Literature; 11th Grade</b>	1.0 credit	<p>Students study both literary and non-literary contemporary texts in order to actively explore the power of language and culture. In addition to reading and analyzing literary texts, students will concurrently examine supplementary texts representing a range of genres and diverse backgrounds. Students will participate in the writing process, shared inquiry discussion threads, media analysis, and analyzing the purpose, audience, bias, credibility, and context of a variety of texts. Note: this class already has captioning and DHH interpretation built-in to video/audio recordings.</p> <ul style="list-style-type: none"> <li>Analyze the ways in which texts may offer perspectives on human concerns</li> <li>Analyze uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</li> <li>Analyze ways the use of language creates meaning</li> </ul>

		<ul style="list-style-type: none"> <li>Communicate ideas in clear, logical, and persuasive ways.</li> <li>Interpret meaning and implications of a text</li> <li>Examine a range of texts, in a variety of media and forms, from different styles, and cultural groups</li> </ul>
<b>Creative Nonfiction Writing (grades 9-12)</b>	0.5 credit	Students in this course will read and write a variety of creative non-fiction texts based on actual events, personal experiences, observations and people in their lives. Such writing tends to be self-reflective in nature and may be therapeutic and cathartic depending on what students chose to write on, as they will often choose from various lists of topics or prompts and ideas to write about. Students will complete their own creative non-fiction works employing writing standards such as syntax, grammar, mechanics, and writing techniques of imagery, figures of speech, purposeful organization, well-chosen diction, and consideration of purpose and audience. Many assignments will go through stages of revision. Writing will include biographies, personal responses to other perspectives and ideas, profiles of someone in their lives, nature writing, etc. They will also study samples of creative non-fiction writing as models of writing and they will analyze other writers' techniques as well as their own. By the end of the course, students will have a body of work that will demonstrate their growth as writers, and they will have explored a variety of concepts and topics in their own lives, society, and human experience.
<b>Creative Writing 11-12</b>	0.5 credit	Creative writing looks to meet at their current writing and reading level. Students will read and analyze mentor texts, focusing on different writing techniques and how they are developed through short stories. Students will then use each writing technique in small writing activities. All small activities culminate in a small summative writing assignment to showcase their writing skills.
<b>Social Studies</b>		
<b>Street Law- Introduction to Legal Studies</b>	0.5 credit	This course introduces students to key components in the legal world (civic duty, laws, judicial system, crime & punishment) with the goal of upon completion, students understand how and when to vote, how to obey and interpret the law, how the US and Oregon court systems operate, and how to research and understand statutes and how to identify systemic racism in the US legal system.
<b>Contemporary World Issues</b>	1.0 credit	This 2 part course (Contemporary American Issues & Contemporary International Issues) teaches students the skills of citing sources, identifying bias in the media, and crafting concise and supporting opinion statements by closely examining major American and International Issues. American issues examined are: climate change, gun violence, Oregon's history of exclusion, cancel culture, and more. International issues examined are: climate change, Israel-Palestine, China-US relations, militant extremism and others.
<b>Math</b>		
<b>Financial Alg A and B</b>	1.0 credit	Students will apply mathematics in a financial setting. Topics of Study: Unit Price, Graphing a Budget Equation, Calculating Percentages, Discounts and Composite Functions, Exponential Decay in Purchasing Power, Depreciation of Car Value, Auto and Mortgage Monthly Payments, Changes in US household

		<p>debt, Loan Repayment, Mortgage payments and functions:  PROJECT: Budgeting for Your Credit Card Payments  MATH: Rule(72)  MATH: Return on Investment  MATH: Active vs Passive Funds  MATH: Exponential Growth in Investments  MATH: Standard Deviation in Stock and Bonds  MATH: Rule of 110 and Function Composition  MATH: Using Regression to Analyze Stocks  MATH: Yield to Maturity</p>
<b>Science</b>		
<b>Biology - Micro/Cellular</b>	0.5 credit	This course satisfies the NGSS science standards related to cells and cell processes
<b>Biology B (grades 9-10)</b>	0.5 credit	Topics covered include: Meiosis, DNA Mutations and Chromosomal Disorders, Genetics and Patterns of Inheritance, Evolution, Human Impact on Ecosystems and Biodiversity
<b>Chemistry A</b>	0.5 credit	Identify types of interactions and structure and properties of matter.
<b>Earth &amp; Space Science</b>	0.5 credit	Earth & Space Science is a 10th grade introduction to theories describing the development of our universe and our solar system, to the search for planets around other stars, to the systems that keep Earth in balance--specifically to those systems that have produced the stable climate of the last 12,000 years and to the human & other activity that have caused changes to that climate.
<b>Environmental Science (10-12)</b>	1.0 credit	<p>The goal of Environmental Science is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Environmental Science promotes the development of citizens who could make informed, knowledgeable decisions concerning environmental issues. Students will develop a basic understanding of ecology as a basis for making ethical decisions and career choices.</p> <p>Fall semester will emphasize the air around us and the impact humans have on the atmosphere. Topics covered in this semester will include air pollution, global climate change, ozone depletion, as well as watersheds, environmental health/toxicology, biomes and populations. Spring semester will emphasize how living things interact with chemical systems on land and how humans are influencing those systems. Topics covered in this semester will include biodiversity/extinctions, soil, food and agriculture, invasive species, water, energy, waste and sustainability. Either or both semesters may be taken.</p>
<b>Physical Science Energy 9</b>	0.5 credit	To describe the motion of objects. To introduce students to the concepts of force, energy and motion. To be able to analyze data from an investigation.
<b>Physical Science - Matter/9th grade science course</b>	0.5 credit	<p>NGSS:HS-PS1-1, HS-PS1-2, and HS-PS1-7.</p> <p>Explain the patterns in the periodic table based on the number of outermost electrons.</p> <p>Predict the reactivity and type of bond formed. Construct an explanation of an outcome of a given reaction using: 1. Drawing the electron dot structures for the main series element.2.</p>

		Classify if two elements would/would not react based on number of valence electrons. Explain why the elements would/would not react using models. Explain the tendency for equilibrium in a system. Explain the law of conservation of mass is conserved in a system.
<b>9-12 Natural Resources-Sustainable Agriculture</b>	0.5 credit	Students can identify the 8 natural resources in relation to the renewability continuum. Students can describe the the global food system and identify the environmental and social costs of industrial agriculture. Students identify sustainable solutions in agricultural systems and propose community solutions for healthy food access.
<b>Electives</b>		
<b>History of Rock and Roll</b>	0.5 credit	<p>This course seeks to balance understanding the development and significance of Rock and Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Through listening, analysis, discussion, music, and film, students will explore the music, culture and society of the day. Assignments will be organized around song analysis, small-group discussions, synchronous and asynchronous activities, and projects.</p> <p>The course begins with an overview of ancestors and influences: Native American music, music of enslaved people, blues, boogie-woogie, jazz, swing, country &amp; western, gospel and popular music, and the crossover success of rhythm and blues acts that marked the true birth of rock and roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, the rock explosion and social upheaval of the late 1960's, and the changes in rock music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current musical trends and icons including rap and hip hop.</p>
<b>Infant Development (health)</b>	0.5 credit	<p>This course is a survey of development during pregnancy and the first year of life. The interrelationship of all areas of development (emotional, social, physical, and intellectual) is stressed.</p> <p>Topics may include prenatal development, caring for the newborn, and growth milestones in infancy. Parenting skills for the future and the opportunity to understand more about normal development are important parts of this class.</p>
<b>Media/Digital Literacy (working title) - 9-12</b>	1.0 credit	<p>Term 1: Using current events (via online news sources and social media) as a vehicle, students learn to critically evaluate online information (including mis-, dis-, and mal-information; political bias; opinions pieces; and satire); to understand what motivates media creators to inform or misinform the public; to recognize and identify various social and psychological forces that are driving the growth of unreliable information (including cognitive biases, search and social media algorithms, and "echo chambers"), to build communication skills in order to respectfully and thoughtfully discuss challenging news topics, and to reflect on their own participation in order to see themselves as true digital citizens.</p> <p>Term 2: Students will further engage with what they learned in Term 1 by presenting their new understanding and personal ideas in a variety</p>

		of ways, for distinct authentic audiences.
<b>Music Appreciation</b>	0.5 credit	<p>In this course, students receive instruction designed to explore music and its connection to our lives. Units may include music and medicine, politics, emotion, media and film, and music psychology. Major musical styles and periods will be explored through understanding music in relation to both Western and non-Western history and culture.</p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of how music functions in various aspects of our lives;</li> <li>-Demonstrate their awareness of the myriad of musics throughout the world;</li> <li>-Engage with issues of world importance through a musical lens;</li> <li>-Demonstrate the ability to listen to and write critically about music;</li> <li>-Demonstrate knowledge of Western music theory, including time and key signatures, dynamics, style markings, note names, note values, and accidentals.</li> </ul>
<b>Personal Finance</b>	0.5 credit	In this course, students will be learning personal finance topics including checking and savings accounts, paying for college, behavioral finance, and taxes. They will analyze and make decisions regarding real life financial matters. Finally, students will be proposing a business paired with plan, pamphlet and essential
<b>Robotics (Virtual)</b>	0.5 credit	Robotics course utilizing VEXcode VR platform that adheres to the CSTA standards for Computer Science Fundamentals
<b>Spanish 1</b>	1.0 credit	This course will focus on the study of Spanish through immersion stressing Communicative Competence for everyday situations. Students will gain familiarity with the spoken and written language on a variety of topics. In addition, students will gain cultural competence of the diverse Spanish- speaking community. No previous experience with the Spanish language is required.

## Other Issues: Language Immersion and Program Status

One frequent question we receive about EOA is the ability for students enrolled in immersion schools to access EOA. The EOA planning team has examined this issue. We have determined that it is not currently feasible for EOA to provide language immersion programming, particularly at the elementary level. Students in grades 6-12 can take World Language classes online, but none are specifically designed for immersion students. The reasoning behind this is:

2. ~~EAO is not currently able to provide language immersion programming, particularly at the elementary level. Students in grades 6-12 can take World Language classes online, but none are specifically designed for immersion students. The reasoning behind this is:~~

Finally, we would also like to clarify that EOA is a program, not a school. Students are enrolled in their neighborhood or alternative schools, and participate in EOA for online learning. They can opt to take classes and participate in activities in their brick and mortar schools, as long as scheduling permits. They can return to the school they are enrolled in if they prefer, without having to re-enroll. We are also going to offer interdistrict transfer students the option to enroll in EOA through any school that has slots available to accept more students.

### Options and Alternatives

The current contract with FuelEd ends June 30, 2021. Choosing to not renew this purchase would adversely affect students currently taking classes, particularly our high school students needing to access the system for credit recovery over the summer. Typically there are around 200 students who access the summer credit recovery program. While enrollment for the summer credit recovery program in 21-22 is still ongoing, EOA anticipates a high need for the program due to pandemic-related academic difficulties encountered by students. Not renewing will prevent students who are credit deficient from accessing credit recovery courses this summer potentially jeopardizing their path to graduation. We do not yet have the exact number of students that will be taking credit recovery this summer but this has been a successful program for the past several years.

An alternative would be to contract with FuelEd for one year. This would result in a ten percent higher cost over the first year, and could potentially increase further in years 2-3 if FuelEd increases prices. In addition, agreeing to three-years provides consistency and predictability for families and staff in planning, learning and understanding the curriculum. Now that EOA staff have learned to use FuelEd, the hope is that continuing with this platform for three years will free up some of their bandwidth to be able to create more of their own courses if they decide to participate.

**Budget/Resource Implications:**

Product	Product Description	Unit Price
Premier Enterprise License (Content, Hosting)	One-year access for grade 6-12 students in the Territory as defined by the contract to K12/FuelEd Online Courses with hosting included at no extra charge. FuelEd Online Courses Standard and Premier catalog available.	\$405,000.00
Premier Elective Online Course Instruction Add-On License	Instruction for a single student in a Premier Elective semester course	\$175.00
MS Online Course Instruction Add-On License	Instruction for a single student in a FuelEd Standard MS semester course (non-AP).	\$175.00
HS Online Course Instruction Add-On License	Instruction for a single student in a FuelEd Standard HS semester course (non-AP).	\$175.00
CR Online Course Instruction Add-On License	Instruction for a single student in a FuelEd Online CR semester course.	\$175.00
AP Online Course Instruction Add-On License	Instruction for a single student in a FuelEd AP semester course.	\$195.00

**Board and Superintendent Goals**

**4J Vision 20/20**

**Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student.** Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

**Objective 1:**

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.

We will...

- Articulate curriculum and coursework between levels
- Adopt updated curriculum aligned to state standards using an approved process

**Goal 2: Multiple Pathways to Student Success.** Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

**Objective 4:**

Support student engagement in alternative educational settings.

We will...

- Review alternative education programs and recommend program changes and additions.
- Explore options for providing middle school alternative programs.
- Develop a framework for online learning.

**Recommendation**

The Superintendent recommends a three-year renewal of the contract with FuelEd as the district's online curriculum provider district-wide for grades 6-12 for the 2021-2024 school years.



## ITEM FOR INFORMATION

**Date**

June 2, 2021

**Title**

Receive an Update on Building Issues at the Kelly Middle School / YG Elementary School site

**Presenter**

Cydney Vandercar, Superintendent; Kyle Tucker, Chief Operations Officer; Ryan Spain, Director of Facilities

**Background**

Eugene School District 4J is working to address a structural issue at the Kelly Middle School and Yujin Gakuen Japanese Immersion School building at 850 Howard Ave. off River Road.

Two roof trusses are failing in one of the building's three gymnasiums, known as the "inner gym." The gym and its roof are structurally connected to the rest of the school building.

District facilities personnel are working with structural engineers and building contractors to evaluate the structural issue, and determine what it will take to shore up the failing components and fully repair the problem.

During a routine maintenance of the HVAC system, district facilities staff noticed a bulge in the ceiling area above the inner gym. The issue was reported to facilities management. On Monday 4J facilities team conducted a second inspection of the area and noticed cracks in the sheetrock along the upper wall that hadn't been there when the bulge was discovered.

When the issue was identified the district immediately alerted staff and families at Kelly and Yujin Gakuen and shifted to distance learning in an abundance of caution for the safety of staff and students.

The district requested an emergency inspection from a building engineer. The engineer confirmed that two of the trusses in the roof of the inner gym were failing. The initial investigation has confirmed the structural issue is a safety concern and cannot be immediately resolved.

The district has hired a contractor to assess the issues and advise the scope of work required to bring the building back to safe occupancy for staff and students.

**Timeline:**

- Friday, May 7: 4J staff member was doing routine maintenance on the HVAC system.
- Monday, May 10: The maintenance person returned to the school and noticed cracks in the sheetrock.
- Monday, May 10: Facilities administrators inspected the site.

- Monday, May 10: A structural engineer was called in and conducted an initial assessment on Monday evening. The structural engineer noticed that a roof truss was failing.
- Monday, May 10: A communication was sent to staff and students informing them of the return to distance learning
- Tuesday, May 11: The structural engineer returned and investigated the roof line and discovered the second truss was failing as well.
- Wednesday, May 12: Facilities management contacted Hyland Construction to schedule site visit.
- Monday, May 17: Hyland and facilities met to determine next steps.
- Tuesday, May 18: Hyland and a shoring subcontractor met with facilities staff at the site to plan the shoring.
- Wednesday, May 19: The shoring contractor was onsite to begin the work to shore up the roof that will allow a safer work for Hyland.
- Thursday, May 20: Hyland mobilized equipment to begin selective ceiling demolition.
- Friday, May 21: Hyland began selective ceiling demolition.
- Monday, May 24: Hyland continues ceiling demolition. Second phase shoring will start once ceiling demolition is complete.
- Monday – Wednesday, May 24 - 26: Hyland ceiling demolition.
- Thursday – Friday, May 27 – 28: Second Phase of shoring in process.
- Next: Finalize shoring, engineering evaluation.

The schools will continue distance learning while next steps are determined.



## ITEM FOR INFORMATION

### **Date of Meeting**

June 2, 2021

### **Title**

Receive Update on COVID-19 School Operations & Planning

### **Presenter**

Cydney Vandercar, Superintendent

### **Background**

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 Governor Kate Brown, Oregon Department of Education and Oregon Health Authority.

4J students have returned to on-site learning via a hybrid model, while some students have remained online in a comprehensive distance learning model.

The district is continuing to provide free meals for all 4J students and other youth up to 18. Free meals are provided to students in schools and meal boxes or meal bags are available for others. This is made possible by a federal program funding meals for all students without needing to qualify. The federal government has now extended the free meals for all students through June 2022. All 4J students will continue to eat for free next school year.

The district is looking ahead to summer programs. The district offers summer school programs for selected students every year, and we are looking to expand services this summer after a year of distance learning.

This district is also planning for the fall, and planning for that to be a return to in-person learning five days a week. While there is still a lot we don't know about next school year, what the state guidance for schools and our local community health situation will be, we are aiming for a return to more regular school schedules in the fall.

Our schools will follow all of the health and safety requirements from the Oregon Department of Education and Oregon Health Authority. This could include protocols such as physical distancing of less than 6 feet—we don't know yet what the guidance will be several months from now, but we are prepared to adjust to changes.

Staff will provide an update on the district's return to on-site learning for the 2020-21 school year; plans for summer programs and returning to in-person learning five days a week in the fall.



## ITEM FOR INFORMATION

### **Date of Meeting**

June 2, 2021

### **Title**

Receive Superintendent's Evaluation

### **Presenter**

Mary Walston, Board Chair

### **Background**

Board Policy CBG-Evaluation of the Superintendent states: The Board will formally evaluate the superintendent's job performance at least annually as per the timelines set forth in the superintendent's employment contract. The evaluation will be based on the job duties described in the superintendent's contract, Board policy and progress in attaining any goals for the year established by the Board and/or superintendent.

The Board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in a Board meeting open to the public. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussions and conferences with and about the superintendent and his/her performance will be conducted in executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation.

Results of the evaluation will be written and placed in the superintendent's personnel file.

On December 2, 2020, the board approved the following timeline:

### **Timeline**

November–December 2020: Establish goals and evaluation process

- Approve the annual superintendent evaluation process in a public session
- Establish the goals and tool for evaluating the performance of the superintendent in a public session
- Board leadership will assign the specific dates for the steps noted below

February 2021: Conduct mid-year performance review

- Superintendent's mid-year report on progress toward goals in public session
- Mid-year performance review in executive session

April 2021: Individual evaluation

- Board members complete evaluation individually
- Superintendent surveys leadership team
- Superintendent provides a self-evaluation for board members which includes salient information from the survey of the district leadership team

May 2021: Review and conduct evaluation

- Board meets in executive session to review evaluation and develops final evaluation
- Board conducts the performance evaluation in executive session with the superintendent

June 2021: Present evaluation

- Final evaluation document is prepared for public distribution
- Final evaluation is presented during a regular board meeting as an item for information

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district's progress. Included is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

In order to enhance alignment of the strategic plan, Vision 20/20, the evaluation of the superintendent will be based upon the major goals of that plan. These are:

- Goal I Educational Excellence with Equitable Access and Outcomes for Every Student
- Goal II Multiple Pathways to Student Success
- Goal III Communication and Connection with Community
- Goal IV Diverse World-Class Workforce
- Goal V Stable, Sustainable Stewardship

In addition, the job of the superintendent includes administrative components and while these are not specifically identified in the Vision 20/20, several critical administrative functions also serve as criteria in the overall assessment of the performance of the superintendent. These have been added as a sixth area under the general heading of "Administrative Performance."

The board met in executive session in April and May to review evaluation results and comments and to reach consensus. They met on May 19, 2021 in executive session to review the results with the superintendent.

At this meeting, the board chair will present the evaluation to the community.

## **Executive Summary of Performance Evaluation of Superintendent Cydney Vandercar Eugene School District 4J Board of Directors — June 2, 2021**

The Board of Directors of Eugene School District 4J has completed its annual performance evaluation of the superintendent. Approaching the completion of her first year as superintendent, Cydney Vandercar has demonstrated exemplary leadership under exceptionally challenging circumstances. The board commends her for her job performance.

A year ago, the board appointed Ms. Vandercar on an interim basis to guide the district through a challenging and transitory time. At that time, it was hoped that school would return to normal operations by fall 2020. The board asked that existing programs and projects continue as planned, adjusted as needed in response to the pandemic, and that no major initiatives be undertaken—in other words, to provide stability and leadership in what was thought would be a short-term need to guide the district through the pandemic and until the selection of a permanent superintendent. A year later, the pandemic continues to disrupt daily life and affect every aspect of school district operations. The pandemic has altered the district's focus and has been its major work this year.

The board worked with Ms. Vandercar in September 2020 to establish superintendent goals for this unusual school year. The four goals set for the interim superintendent are: Maintain and communicate a balanced budget. Keep school bond projects moving forward and on schedule. Support 4J students, families and staff. Strengthen and expand the district's equity work.

Ms. Vandercar's performance has been exemplary overall and in each of these areas, in light of all the challenges known and unknown. Each goal is discussed below.

### **Maintain and communicate a balanced budget.**

The district is well positioned financially, with a balanced budget, reasonable reserves and the expected infusion of federal funds. The superintendent has devoted resources judiciously and wisely to match the challenges of the pandemic, including moving and adding staff to support the shift to dual models of hybrid and online-only learning, and repurposing staff roles to meet new and different needs and prevent layoffs. These changes were judicious and the district remains financially robust despite the many needs of the pandemic.

Looking ahead to next year, no major service reductions are planned. Oregon Student Success Act funds are planned and committed to improve services particularly for traditionally underserved students, with fidelity to the SSA's objectives and the plan developed with extensive community input and approved by the board last year. Federal ESSER funds also will be spent in light of the needs generated by the pandemic, taking on the challenge to gear up quickly to use one-time funds for the betterment of our students and schools.

### **Keep school bond projects moving forward and on schedule.**

Under Ms. Vandercar's leadership, the district has kept faith with 4J voters in moving forward with bond plans. This work has carried forward on pace, in spite of the pandemic's challenges for building sites and community processes. Major school construction projects—North Eugene, Edison, Camas Ridge, and Gilham—are on track, and the school facility at Willard is completed. The North Eugene and Edison buildings were designed with the community engagement process established in bond measure planning, and construction is underway. Camas Ridge is now being designed with the same public process, and planning is on schedule.

### **Support 4J students, families and staff.**

The pandemic brought new needs for education and support services. The challenge of meeting the needs of all students under these exceptional circumstances has been daunting. Ms. Vandercar's actions during the pandemic to provide multiple learning options and support families in need, including our most vulnerable and underserved students, have demonstrated her commitment and goal of putting students and education as the first priority.

Ms. Vandercar and her team showed creativity and flexibility in creating multiple choices for families around instruction and providing repeated opportunities for family choice. As conditions and state guidelines changed, the district under her leadership has shown nimbleness and agility in creating, revising and communicating plans.

The district began providing free meals for all children immediately when all Oregon schools were closed last spring, and has made numerous adjustments to be able to continue this practice to this day. The use of bus drivers to deliver meals was a win-win for families and staff, and is another example of Ms. Vandercar's creative and responsive action in the face of unprecedented challenges. Meeting the technology challenge of providing devices and internet access to all students is another example of being flexible, agile and putting the needs of students first. Hiring a wraparound services team including social work and bilingual/bicultural support staff has been of particular importance to serve our emerging bilingual students and families.

Throughout this time, the superintendent also has demonstrated her commitment to supporting the staff who provide these services, as well as the students and families who receive them.

### **Strengthen and expand the district's equity work.**

While the board set a version of this item as a board goal in August 2020, Superintendent Vandercar was already working on anti-racist practices in the background by looking at disparities in discipline between groups of students. She has implemented anti-racist training for all staff to provide a foundation for further work. Her work and support of the "All Students Belong" effort being led by outside consultants with staff support is appreciated.

There has been a visible and concerted effort to increase the diversity of staff, and Superintendent Vandercar has demonstrated that commitment in hiring. The district's key roles under her leadership include a higher than usual number of women and administrators of color. She is also to be commended for her efforts to hire and retain teachers of color and to increase staff diversity to more closely reflect the diversity of the student population.

### **Additional Comments**

The board appreciates Ms. Vandercar's communication skills, openness and approachability, including her innovation of weekly video updates that provide information and inspiration for staff. She is known for taking time to listen and being accessible and responsive to students, parents, staff, and the larger community. She listens non-defensively, genuinely wants to understand, and makes decisions informed by what she hears. She anticipates what needs to happen, works with staff and association leadership, and simply gets things done behind the scenes—not to take the credit, but to make progress. The board applauds her personal outreach, credibility, relationships and deep knowledge of the district, and genuine two-way communication.

The board also praises Ms. Vandercar for her willingness to find solutions for issues that are proactive, creative and result in a "win-win" as a practice and ethic. Examples include vaccination clinics for staff, students and families, and the district's state testing plan for this year.

In the coming year, as we emerge from the pandemic, areas for continued focus will include:

- Develop a revised approach to address student safety in lieu of uniformed School Resource Officers stationed in schools, in collaboration with local law enforcement and support services.
- Continue increasing support for communication with families, including planned improvements for Spanish-language communications and updating website access.
- Continue work on the board's goal to reduce time spent on standardized testing.

In conclusion, the board commends the superintendent on her exemplary performance. The board is fortunate to have Ms. Vandercar leading the district and looks forward to her next year in this role.



## ITEM FOR ACTION AT A FUTURE MEETING (First Read)

### Date of Meeting

June 2, 2021

### Title

Consider Adopting Resolution For The 2021–22 Budget, Making Appropriations, Imposing and Categorizing Taxes

### Presenters

Andrea Belz, Director of Financial Services

### Background

On May 10, 2021, the Budget Committee approved the Superintendent's Proposed 2021–22 Budget.

**Approved Budget** For fiscal year 2021-22, the Eugene School District 4J budget has been developed and presented prior to the conclusion of the 2021 Oregon legislative session. The most significant funding decision pending at this time is the State School Fund appropriation for the 2021-2023 biennium. Funding above the \$9.1 billion appropriation originally proposed by the Legislature would allow the District to better match available General Fund resources to operating requirements for the coming year, and reduce the need to utilize Operations Reserve funds to balance the 2021-22 budget.

For fiscal year 2021-22, General Fund resources included in this budget are \$260.6 million, a \$22.1 million increase over the prior year budget of \$238.5 million. This increase is primarily due to growth in the District's operational reserve account. Projections from the State School Fund assume a K-12 statewide budget appropriation of \$9.1 billion split 49%/51% over 2021-22 and 2022-23 respectively, and tax collections assume property valuation growth of up to 3.0% a year. Changes to other funds include a significant increase in Federal, State and Local Programs funding from the Elementary & Secondary School Emergency Relief (ESSER) grant and from state funded summer grants. The district is eligible to receive up to \$36.9 million from the ESSER III grant and \$5.7 million from the Summer Academic, Summer Enrichment and Summer Childcare grants.

District General Fund operating requirements are projected to rise by \$22.2 million to \$253 million, excluding the unappropriated ending fund balance of \$7.6 million. While this increase reflects a wide variety of adjustments to the 2021-22 operating budget, the most significant change is a \$15.4 million increase to the Operations Reserve. Other notable increases include \$1.85 million for additional elementary school staffing and \$0.7 million for additional middle school teaching staff. Changes to other funds include increased expenditures in the Federal, State and Local Programs Fund related to the state-funded summer program grants. The District will have access to \$2.1 million in grant funds for high school academic programs, \$2.5 million for K-8 summer enrichment programs and \$1.1 million for wrap-around childcare to support K-5 students in summer enrichment programs. In addition, the District has been allocated \$36.9 million through ESSER III to fund interventions to address learning loss and respond to students' social, emotional and academic needs, to support equity with services and

supports for student populations disproportionately impacted by the pandemic, and continue operational supports introduced through ESSER II. The District will seek input from staff, families and community members to help inform the development of an ESSER III plan for the next two years.

**Options and Alternatives**

The ORS does not provide for any alternatives to this process. After a public hearing, the Board could request limited adjustments in the budget for consideration and adoption at the June 16, 2021 meeting.

**Budget/Resource Implications**

A budget must be adopted by June 30, 2021 to provide spending authority and certify to the tax assessor an ad valorem tax rate and debt service levy for the fiscal year beginning July 1, 2021.

**Board/Superintendent Goals**

This item is related to the Board goal to provide prudent stewardship of District resources to best support student success, educational equity and choice.

**Recommendation**

The Superintendent will recommend approval of a resolution adopting the 2021-22 budget, making appropriations, and imposing and categorizing taxes at the June 16, 2021 meeting.



## **ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

### **Date of Meeting**

June 2, 2021

### **Title**

Adopt the Board Meeting Calendar for the 2021–22 School Year

### **Presenters**

Cydney Vandercar, Superintendent

### **Description**

The Board of Directors traditionally meet on the first and third Wednesday of the month. Agenda and materials related to the meeting agenda will be provided to the board on the Friday preceding the Wednesday meeting. Special board meetings and board work sessions may also be scheduled during the year; board members typically set aside every Wednesday evening for that purpose.

A copy of the proposed calendar of the regular board meetings for the 2021–22 school year is included in the packet. The proposed calendar has been reviewed and it does not interfere with major holidays and the winter break schedule.

### **Recommendation**

The superintendent recommends approval of the proposed 2021–22 calendar for regular board meetings and work sessions.

**2021–22 Calendar of Regular Meetings for the  
Eugene School District 4J Board of Directors  
July 1, 2021–June 30, 2022**

**Eugene School District 4J, 200 North Monroe St., Eugene, OR 97402 • www.4j.lane.edu • 541-790-7700**

<u>Meeting Dates</u>	<u>Materials Delivered to Board</u>
Thursday, July 1, 12:00 p.m. Oath of Office	
Wednesday, August 4	July 30, 2021
<i>* Potential: Wednesday, August 11, 11:00 a.m.–7:00 p.m. Board Retreat</i>	
<i>* Potential: Thursday, August 12, 9:00 a.m.–5:00 p.m. Board Retreat</i>	
<i>* Potential: Friday, August 13, 9:00 a.m.–5:00 p.m. Board Retreat</i>	
Wednesday, August 18	August 13, 2021
Wednesday, September 1	August 27, 2021
<i>Meeting #2 TBD:</i>	
<i>* Wednesday, September 8 —Rosh Hashanah — NO MEETING</i>	
<i>* Wednesday, September 15 — Yom Kippur —NO MEETING</i>	
<i>* Alternative date: Wednesday, September 22 (FYI: falls during Sukkot)</i>	
<i>* Alternative date: Wednesday, September 29</i>	
Wednesday, October 6	October 1, 2021
Wednesday, October 20	October 15, 2021
Wednesday, November 3	October 29, 2021
Wednesday, November 17	November 12, 2021
Wednesday, December 1 <i>(FYI: falls during Hanukkah)</i>	November 26, 2021
Wednesday, December 15	December 10, 2021
<i>* Winter Break December 20–31, 2021</i>	
Wednesday, January 12, 2022 <i>(normally only one meeting in months following school breaks)</i>	January 7, 2022
Wednesday, February 2	January 28, 2022
Wednesday, February 16	February 11, 2021
Wednesday, March 2 <i>(FYI: falls on Ash Wednesday)</i>	February 25, 2022
Wednesday, March 16 <i>(FYI: falls on Purim)</i>	March 11, 2022
<i>* Spring Break March 21–25</i>	
<i>* Potential: Wednesday, April 13, 1:00–5:00p.m. Board Retreat</i>	<i>April 8, 2022</i>
Wednesday, April 20 <i>(normally only one meeting in months following school breaks)</i>	April 15, 2022
Wednesday, May 4	April 26, 2022
Wednesday, May 18	May 13, 2022
Wednesday, June 1	May 28, 2021
Wednesday, June 15 <i>Potential: Graduation Date</i>	June 11, 2021
Wednesday, June 22	

Regular board meetings are normally held the first and third Wednesdays of each month at 7 p.m. at the Eugene School District Education Center, 200 North Monroe Street. Meeting materials are delivered to board members on the Friday preceding each meeting.

NOTE: Additional meetings may be scheduled and meetings on this list may be re-scheduled. Board members and staff are asked to hold all Wednesdays in case an additional meeting (e.g, special meeting, work session or executive session) is scheduled.

## ITEM FOR ACTION AT A FUTURE MEETING

### Date of Meeting

June 2, 2021

### Title

Consider Resolution 2022-06 - Community Benefits Bidding

### Presenters

Ryan Spain, Director - Facilities  
Christine Nesbit, General Counsel

### Background

In May 2019, the board of directors adopted a statement of values regarding consideration of identified community benefits in the design and construction of large capital projects. The values and community benefits identified by the board at that time included supporting local businesses, paying prevailing wages, and supporting learning opportunities for students and community. On May 5, 2021, the board of directors referenced recent work on community benefits by a neighboring agency, and expressed a desire to further consider how the district could develop and implement community based contracting processes.

State contracting law on public improvements creates a strong policy preference for awarding bids to the lowest responsible bidder, and it precludes limiting competition to local providers. That being said, the law provides that in determining the lowest responsible bidder, the bidder must demonstrate to the district that it has the appropriate financial and personnel resources and expertise, or the ability to obtain the same, necessary to discharge the responsibilities of the contract. Thus, it is permissible for the district to evaluate, consider and require that a bidder demonstrate capacity to meet certain *personnel or workforce* related expectations.

The district has not previously used a Community Benefits Bidding (CBB) process for capital or maintenance projects, so there are a number of policy, practical and financial issues to consider.

Because the district has not previously undertaken a CBB process, the proposed resolution provides staff a deadline of January 31, 2022 for developing a CBB process. This deadline is sufficiently in advance of bidding for the district's next large capital project that the process developed could be applied on a trial basis to a component of that project.

The resolution does not restrict staff in the method for delivering on board-identified community benefit goals, but it does authorize the superintendent to make rules concerning prequalification of bidders. Prequalification is one way to ensure the selection of a responsible bidder while delivering labor related community benefits. When a prequalification procedure is used, only companies that have been prequalified to bid on a project may do so, and an applicant who is found ineligible through the prequalification process would have the opportunity to protest and have a hearing on the same - a process that would occur before bidding. Thus, a

prequalification process would be expected to provide the district with information early in the process about potential or actual disputes.

The resolution provides staff with flexibility to select the projects and /or trades within projects to apply a CBB process to, provided those projects have at least a million dollar threshold. Flexibility in project and/or trade selection will allow staff to identify trial projects, analyze impacts and improve procedures at a manageable pace. The dollar threshold is intended to ensure that when this new process is applied, it is on a project (or portion thereof) whose overall contract value (and by extension, value as a community benefit) makes the potential risk and expense of a dispute worthwhile.

The resolution requires staff to make every effort to ensure that application of a CBB process does not jeopardize the board's commitment to the community to deliver capital improvement projects on time and within the available financial resources. With current project estimates being developed prior to discussions of a CBB, staff will need to forecast and monitor potential fiscal impacts to projects and/or trades potentially impacted by the implementation of a CBB. If the board approves the resolution proposed, staff will make every effort to develop a CBB process that balances the requirements of CBB with delivering on the community promise of the 2018 general obligation bond.

**Options and Alternatives**

To be discussed.

**Recommendation**

The superintendent will make a recommendation on the adoption of Resolution 2022-06 at a future meeting.

**RESOLUTION 2022-06  
RELATING TO COMMUNITY BENEFITS BIDDING**

WHEREAS:

1. On May 15, 2019, the board of directors formally recognized the value of community benefits in the design and construction of capital projects, including but not limited to providing jobs that pay prevailing wages; employing local businesses, contractors and workers; promoting diversity and equity in all workplaces; and supporting learning opportunities for students and community members;
2. On June 2, 2021, the board received initial information about how the district could prepare to implement community benefits bidding on one or more future capital facilities projects;
3. Oregon law relating to public improvements and contracts provides that in determining the lowest responsible bidder, the agency shall determine whether a bidder is responsible, and has available the appropriate financial, material, equipment, facility and personnel resources and expertise, or has the ability to obtain the resources and expertise, necessary to meet all contractual responsibilities;
4. Oregon law authorizes the board to delegate and subdelegate the exercise of its authority under the public contracting code; and
5. Oregon law authorizes the district to adopt a rule, resolution, ordinance or other regulation requiring mandatory prequalification for all persons desiring to bid for public improvement contracts, and authorizes the district to establish contract specifications consistent with the Oregon public contracting code.

THEREFORE, SO BE IT RESOLVED:

1. By January 31, 2022, District staff shall develop a community benefits bidding (CBB) process to be used on a trial basis, and will select the project(s) and/or the trade(s) within a project to which the CBB process will be applied.
2. The CBB process shall not be applied to capital projects with valued construction costs of less than \$1,000,000.
3. The CBB process will address the payment of a living wage to workers on the project site. The living wage will be determined by the district.
4. The CBB process will prioritize the provision of full family health care benefits to workers on the project site.
5. By January 31, 2022, staff will research ways to promote contract opportunities for companies certified by the Office for Business Inclusion and Equity (i.e., COBID certified companies).
6. Staff will make every effort to implement the CBB process in a manner that does not jeopardize the district's fiduciary obligations to complete the project(s) selected on time and within budget.
7. The Board hereby delegates authority to the superintendent to create administrative regulations and procedures necessary to carry out the terms of this resolution. This

delegation includes but is not limited to the authority to establish prequalification criteria for bidders on capital projects with valued construction costs of at least a million dollars, and to ensure that bidders with whom the district contracts for capital projects have available the appropriate personnel resources and expertise necessary to meet their contractual responsibilities.

8. The superintendent may sub-delegate the authority granted by this resolution.

By: \_\_\_\_\_

Mary Walston, Board Chair  
Board of Directors, Eugene School District 4J

Date: \_\_\_\_\_