

Board of Directors Meeting
 School District 4J, Lane County
 District Office
 200 N. Monroe Street
 Eugene, Oregon 97402
 Wednesday, October 20, 2021

NOTICE: The meeting will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, the internet at www.4j.lane.edu/stream, in-person or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRREpQZ0JxRzVpaVdlQ3h5UFVzd09>

School Board Meeting Request Forms:
 Attend in-person: www.4j.lane.edu/board/attendance
 Provide public comment: www.4j.lane.edu/board/publiccomment

Community members interested in attending the sessions in-person must submit a request in advance, as seating is limited due to COVID-19. If more people request to attend the meeting in-person than can be accommodated, priority will be given to individuals who have not recently attended a board meeting in-person. Face mask requirements and physical distancing protocols will be in effect.

The board will hear public testimony in-person and via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment, whether in-person or virtually, at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to attend a board meeting in-person or provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

7:00 PM
5:30 p.m. Work Session and 7:00 p.m. Regular Board Meeting

I.	5:30–6:45 p.m. Work Session: Interview Budget Committee Applicants	3
	Prepared by: Kerry Delf, Chief of Staff	
II.	7:00 p.m. Regular Board Meeting:	
III.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
IV.	Agenda Review	
V.	Introduction of Guests and Superintendent’s Report	
VI.	Comments by Board Chair	
VII.	Items Raised by the Audience	
VIII.	Comments by Employee Groups	
IX.	Comments and Committee Reports by Individual Board Members	
X.	Consent Group - Items for Action	
	1. Approve Personnel Action	10
	Prepared by: Karen Harden, Director of Human Resources	
	2. Approve Meeting Minutes: August 25, 2021 Board Retreat; August 28, 2021 Board Retreat; September 1, 2021 Board Work Session and Regular Meeting; September 22 Board Work Session and Regular Meeting and September 29, Board Work Session	12
XI.	Items for Information	
	1. Receive Enrollment Update (10 minutes)	52
	Prepared by: Oscar Louriero, Director of Research and Planning	
	2. Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2020–21 Assurances (15 minutes)	53
	Prepared by: Kerry Delf, Chief of Staff; Brooke Wagner, Assistant Superintendent for Administrative Services; Christine Nesbit, General Counsel	
	3. Bond and Facilities Work Update (15 minutes)	63
	Prepared by: Ryan Spain, Director of Facilities and Kyle Tucker, Chief Operations Officer	
	4. Receive an Update on ESSER III Plan (10 minutes)	72

- Prepared by: Brooke Wagner, Assistant Superintendent for Administration Services; Andrea Belz, Director of Financial Services
- XII. Items for Action
1. Select Executive Search Firm Finalists for Interviews (10 minutes) 80
Prepared by: Christine Nesbit, General Counsel; Kerry Delf, Chief of Staff; Holly Langan, Director of Support Services
- XIII. Items for Action at a Future Meeting
1. Using the Equity Lens (15 minutes) 81
Prepared by: Maya Rabasa, Board Member, and Cydney Vandercar, Interim Superintendent
 2. Approve Board Resolution Encouraging Solidarity and Support for Student Identities (10 minutes) 89
Presenter: Judy Newman, Board Chair and Martina Shabram, Vice Chair
 3. Approve Board Working Agreements (20 minutes) 97
Presenters: Judy Newman, Board Chair and Martina Shabram, Vice Chair
- XIV. Suggestions by the Board for Consideration of Items at a Future Meeting
1. XIV.1. **2021–22 Board Meeting Dates:**
JULY: ~~Thursday, July 1, 2021 – Special Board Meeting~~
AUGUST: ~~Wednesday, August 4 and Wednesday, August 18;~~
Board Retreat Dates: ~~August 25 and August 28~~
SEPTEMBER: ~~Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29~~
OCTOBER: ~~Wed., Oct. 6; Wed., Oct. 13; Wed., Oct. 20; Wed., Oct 27~~
NOVEMBER: ~~Wednesday, November 3 and Wednesday, November 17~~
DECEMBER: ~~Wednesday, December 1 and Wednesday, December 15~~
JANUARY 2022: ~~Wednesday, January 12, 2022~~
FEBRUARY: ~~Wednesday, February 2 and Wednesday, February 16~~
MARCH: ~~Wednesday, March 2 and Wednesday, March 16~~
APRIL: ~~Wednesday, April 20~~
MAY: ~~Wednesday, May 4 and Wednesday, May 18~~
JUNE: ~~Wednesday, June 1 and Wednesday, June 22~~
- XV. Adjourn

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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



WORK SESSION

Date of Meeting

October 20, 2021

Title

Interview Budget Committee Applicants

Prepared By

Kerry Delf, Chief of Staff

Description

There are three open positions on the 4J budget committee that must be filled by appointment of the board. Two are positions with full three-year terms through June 2024. One position is a one-year partial term through June 2022, to fill the seat vacated by a member elected to the school board.

By Oregon law, to be eligible to serve on the budget committee, applicants must live within the boundaries of Eugene School District 4J, must be registered voters, and must not be district employees. By law, committee members may not receive any compensation for their services.

The application period was September 24–October 13, 2021. Applications for appointment were received from 17 community members:

Jacy Berg	Morgan Munro
Dakota Boulette	Stephen Parac
Tom Di Liberto	Shawn Romine
Jensina Hawkins	Courtney Salic
Derik Hendricks	Harry Sanger
Titinia Howell	Ericka Thessen
Mirella Jimenez	Jacob Trewe
Daniel Lombardi	Haydn Zhang Julio
Bonnie Middleton	

Following their initial application, candidates were asked to respond to three supplemental questions in writing, video or audio recording, by October 20 at 5 p.m. Applicants' responses will be compiled and provided to the board to review. The supplemental questions are:

- Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?
- How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?
- How does 4J's budget reflect its values and priorities?

On October 20, budget committee applicants have been invited to the board work session to make a personal statement to the board describing their interest in serving on the budget committee.

On November 3, after reviewing candidates' responses to the initial application and supplemental questions and considering their personal statements, board members will ballot to select candidates and take action to appoint them to the budget committee.

2021 Budget Committee Candidates:

Jacy Berg	Morgan Munro
Dakota Boulette	Stephen Parac
Tom Di Liberto	Shawn Romine
Jensina Hawkins	Courtney Salic
Derik Hendricks	Harry Sanger
Titinia Howell	Ericka Thessen
Mirella Jimenez	Jacob Trewe
Daniel Lombardi	Haydn Zhang Julio
Bonnie Middleton	

Name: Jacy Berg

Occupation: Clark Honors College Event Coordinator

How long have you lived in the school district? 3 years

Please describe your interest in serving on the budget committee:

As an event planner, I have an aptitude for creative solutions to logistical issues. I am passionate about building community and championing issues of equality, justice and inclusion. I think serving on the 4J Budget Committee is a good opportunity to be more effectively involved with planning improvement opportunities for the 4J community.

Name: Dakota James Boulette

Occupation: Unemployed

How long have you lived in the school district? 11 Years

Please describe your interest in serving on the budget committee:

As both a member of this community, and one of it's recent graduates, I believe I hold an intimate knowledge of the school system from the inside. Furthermore, as part of a family well acquainted with food shortages and homelessness, and being someone who has personally struggled and overcome these issues, I will do my best to leverage my experiences into locating and helping others in such predicament within our district. I firmly hold that the school board can have a substantial contribution to lessening tensions within our community, while simultaneously aiding those less fortunate. We can provide top notch education to all our students who some of which, just like me up to recently, depend on the school system for both their future and their daily survival and sustenance. I ask for you faith today, to work together for our district's tomorrow.

Name: Tom Di Liberto

Occupation: Retired teacher

How long have you lived in the school district? 34 years

Please describe your interest in serving on the budget committee:

I had a long career with Eugene School District 4J working as a Spanish immersion teacher for 31 years at Monroe Middle School and then as a volunteer and substitute teacher after retiring late in 2018. I taught thousands of students and worked closely with the school community throughout my time. I have considerable experience in dealing with 4J's budget, especially during my eight years as bargaining chair for the Eugene Education Association. I have been to countless Board and Budget Committee meetings and have seen how difficult and sometimes painful the decision making process can be to ensure a budget is created to achieve board goals. I also have seen how important the Budget Committee can be in asking the right questions to determine how resources can best be allotted. As a teacher and an advocate for educators, it was always frustrating to not have resources for staff hours, materials, and facilities to do everything required to meet student needs. I saw this reality in my collaboration with classified and licensed employees, administrators, parents, community members, the school board, and most importantly, with students. I learned many lessons regarding the funding limitations 4J has to confront in spite of our community's strong support, as well as lessons on which groups of students are too often overlooked. During my recent campaign for school board, I further expanded and deepened my connection with 4J. I had many opportunities to listen to and connect with various communities (regional, business, parent, Latinx, NAACP, social justice, school-based, labor) and gained important insight on how to ensure that our stakeholders' needs are addressed in the budget. I have a reputation as an excellent listener and team player, I'm a fair decision maker, and I have a deep respect for 4J families and the people that work in the District. I believe my long association with 4J, my first-hand experience, and my personal characteristics would make me a valuable addition to the Budget Committee.

Name: Jensina Hawkins

Occupation: Software consultant

How long have you lived in the school district? Previously 5 years. Currently 7 months.

Please describe your interest in serving on the budget committee:

As a parent and small business owner, I'm very interested in serving my community. I view this as an opportunity to combine my personal familial interests with my business expertise and help ensure top-quality education and safety for our children.

Name: Derik Hendricks

Occupation: Entrepreneur (insurance, real estate and derivatives trader)

How long have you lived in the school district? 11 Years

Please describe your interest in serving on the budget committee:

I have kids entering Eugene schools and I would like to be involved in helping our community.

Name: Titinia Howell

Occupation: Registered Nurse

How long have you lived in the school district? 3 years

Please describe your interest in serving on the budget committee:

I am interested in serving on the budget committee because I would like to familiarize myself with the inner workings of public schools. I think that by learning how the money for educating our children is allocated it will help me become accustomed to what is and is not important in the functioning of public schools.

Name: Mirella Jimenez

Occupation: Representative at Social Security Administration

How long have you lived in the school district? 6 months

Please describe your interest in serving on the budget committee:

I want to be a part of my community. My kids and I just moved and I want to be involved in anything that has to do with the enrichment and management of our school district. I hope to be considered.

Name: Daniel Lombardi

Occupation: Unemployed

How long have you lived in the school district? 5 years

Please describe your interest in serving on the budget committee:

I'm a former educator with a Masters in Teaching. I am also a parent of a 4J student. As someone who has spent time in the classroom and now has a child in the classroom, I want to make sure the choices being made at the budgetary level are equitable, student centered, and forward thinking.

Name: Bonnie Middleton

Occupation: Human Resources Coordinator for The Papé Group

How long have you lived in the school district? 9 years

Please describe your interest in serving on the budget committee:

I've been involved in a majority of volunteering activities and would like to offer my experience and education to assist in the investment of our children

Name: Morgan H Munro

Occupation: Management Consultant and Corporate Trainer

How long have you lived in the school district? I have lived in Eugene since 1981. I left Eugene for undergrad and graduate school, as well as 1 other year. I've lived here for about 33 years in total

Please describe your interest in serving on the budget committee:

Citizen oversight of government bodies is a key tenet of American democracy. This year has been a dramatic reminder of the importance of participatory democracy, especially with school boards. I'm a 4j grad and I believe deeply in the importance and value of public education. Serving on the 4j budget committee is a good fit for my skill set. I care deeply about public education; have students in the district; am a 4j grad and a teacher's kid; have years of experience as a volunteer leader; really enjoy and value data, budgets, and finance; and as a small business owner and organizational consultant I have a strong understanding of the power of budgets to either supercharge or torpedo organizational effectiveness. My two children attend Adams Elementary School and I am the President of the Adams Community Group/PTA. I also volunteer at Adams on field trips, for the jog-a-thon, as an OBOB coach, and at other school events. In the community I volunteer as a fill-in driver for Meals on Wheels through LCOG and am a weekly food distribution site volunteer at Catholic Community Services in Eugene. I am currently the Chair of the Lane County Independent Redistricting Committee and through this work I am familiar with public meeting regulations, government committees, and the value of working cooperatively with fellow constituents to achieve important goals for our neighbors. I served as the founding president of the KLCC Public Radio Foundation, where I am currently the board Vice President. The KLCC Public Radio Foundation raises money to support our local NPR station and we are about five years old. We've raised just over \$2,000,000 in support of the station. As the founding president, I was deeply involved with creating this new non-profit (drafting bylaws, creating and managing budgets, leading fundraisers) and I spent a few years serving on every single board committee. This includes serving on the finance committee and chairing the executive committee. KLCC nominated me for the 20 under 40 awards in 2018 and I was honored to be recognized by the Chamber of Commerce with that award. After my graduation from South, I attended Wellesley College where I earned a BA in International Relations and I later earned an MBA from Case Western Reserve University. I enjoy budgets and the ways that budgets establish organizational priorities. I am a thoughtful, strategic thinker and a good committee participant. I read the materials ahead of meetings, listen when others speak, and bring up issues in a professional, direct manner.

Name: Stephen Parac

Occupation: Chief Strategy Officer, XS Media

How long have you lived in the school district? 14 years

Please describe your interest in serving on the budget committee:

I have a strong interest in getting more involved in public education. I'm deeply passionate about the value of public education and look forward to listening to the superintendent, community, and board when reviewing and approving the budget. It's my hope that my skills and experience would be valuable to the budget review process.

Name: Shawn Romine

Occupation: Accounting Controller

How long have you lived in the school district? 11

Please describe your interest in serving on the budget committee:

Have had 3 kids complete their schooling within 4J and 2 more currently attending 4J schools, would love to apply my expertise in budgets to better serve my community. Currently work for St. Vincent de Paul as an Accounting Controller and prepare as well as review financials, budgets, and comparisons regularly. Have been doing this work for over 5 years and in the profession over 10 years. Would like to help my community by serving on the budget committee applying my experience and expertise as well as to better understand how 4J budgets for schools that directly impacts my children and eventually my grandchildren.

Name: Courtney Salic

Occupation: Accounting Analyst II

How long have you lived in the school district? 37 years

Please describe your interest in serving on the budget committee:

I have a finance background and I have 3 children in school in the Eugene 4J school district. I would like to participate in the budget process to ensure the budget puts the best interest of the community and the children first.

Name: Harry Sanger

Occupation: Application Support Technician, SR

How long have you lived in the school district? 2 years

Please describe your interest in serving on the budget committee:

I am dedicated to helping my community through my work and volunteer duties. I currently sit on the River Road Community Organization Board as Treasurer and am the alternate for the Neighborhood Leadership Council. As a 4J parent, I am vested in the success of our school district and would like to bring my talents to help coordinate the 4J budget. Especially as the District works with limited duration funding from Covid recovery and a dynamic set of expectations, I believe I can help provide insight and a connection to the community

Name: Ericka C. Thessen

Occupation: Physical Therapist Sacred Heart River Bend

How long have you lived in the school district? Since 1971

Please describe your interest in serving on the budget committee:

I wish to serve the students and families of 4J as well as our staff. I have budget experience after having just served on the Lane County Parks Funding Task Force as well as previous Board membership for Whole Earth Nature School and current member of Wiggly Tails Dog Rescue Board and President of Lunch People Eugene Board. On all of these boards I had/have responsibilities regarding budget choices and fiscal success of the organizations.

I also am a single mother working two jobs and raising 3 children. I want to center low income, underserved and marginalized groups in all budget planning and choices within 4J School District.

Name: Jacob J Trewe

Occupation: Full time parent

How long have you lived in the school district? 5 years, 11 months

Please describe your interest in serving on the budget committee:

I'm a parent of a deaf child (with an IEP at 4J) strongly interested in equity and inclusion. I also have another child who will be enrolled in 4J schools as soon as she's old enough. My professional background is in program and forensic accounting and I would be happy to leverage my knowledge and experience to the benefit of the school district

Name: Haydn Zhang Julio

Occupation: Business consultant

How long have you lived in the school district? 7 Years

Please describe your interest in serving on the budget committee:

I am a parent with a 4th grader at Charlemagne. I have experiences in financial and operation management. Hope to be helpful to the budget committee.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

October 20, 2021

Title

Approve Personnel Actions

Prepared by:

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:

Name	Title	Location	FTE	Hire Date
Lynnette Kaschke	Special Education Teacher	Student Services Department	0.5	11/01/2021
Natasha Ramme	Registered Nurse	Student Services Department	1.0	09/30/2021
Jessica Wagner	Speech and Language Specialist	Student Services Department	0.5	09/29/2021
Kathryn Young	Special Education	Student Services Department	0.5	09/29/2021

2. The following resignations be accepted:

Name	Title	Location	Reason	Effective Date
Nancy Cave	Physical Therapist	Student Services Department	Retirement	01/01/2022
Liane Davis	Social Studies	South Eugene H.S.	Resignation	10/15/2021
William Forrest	Physical Education	Kelly Middle School	Retirement	12/01/2021
Danielle Heselbach	Special Education	Howard Elementary	Resignation	10/05/2021
Michelle Lampe	Physical Education	Buena Vista and Yujin Gakuen Elementary Schools	Retirement	11/01/2021 (will complete the 21/22 school year)
Sherry Sterling	English Language Arts	Kennedy Middle School	Retirement	12/01/2021 (will complete the

				21/22 school year)
Kumiko Vanderbush	Immersion Classroom Teacher	Yujin Gakuen Elementary School	Retirement	11/01/2021
Monica Vanderbush	Immersion Classroom Teacher	Yujin Gakuen Elementary School	Resignation	10/18/2021

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

August 25, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a board retreat from 12:00–6:00 p.m. and an executive session at 6:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on August 20, 2021 and published in *The Register-Guard* on August 25, 2021

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer
Alicia Hays
Laural O'Rourke
Maya Rabasa
Mary Walston (absent)

STAFF:

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

MEDIA: none

OTHER: Sabrina Gordon, EEA President, Imelda Cortez, EEA Vice President

Welcome & Introductions

Chair Judy Newman welcomed board members and introduced Margot Helphand as the facilitator for the board retreat. Chair Newman shared thoughts on her hope that the board does its best work as a whole seven member board, working together as one, and she is looking forward to the work that this board will do together.

Ms. Margot Helphand welcomed and thanked the board for coming together for the retreat and expressed appreciation for the investment of time by the board as they work together to set the goals and plans for the coming year.

Mr. Lafer asked if the board retreat was being broadcast or available on line. Ms. Delf commented that the board retreats are typically not broadcast but are available for in person

attendance by the community.

Mr. Lafer stated that the retreat was broadcast last year and he knows of several people who were interested in listening to the discussion.

Ms. Delf said that last year the community was locked down due to COVID-19 and public access to the board retreat was restricted to only online attendance. Board members also participated virtually and did not meet in-person.

Ms. Hays said she thinks that because we went back to in-person meetings it makes sense that the retreat would go back to the old ways of holding retreats in-person with in-person audience attendance. She said that to make a decision to change the process would take the board having a discussion and making a decision and the board could not do that prior to the retreat without violating public meeting law. However, Ms. Hays said she was open to change and would look forward to discussing process for future meeting.

Ms. Helphand thanked the board for their comments and moved them along to the next activity.

Ms. Helphand led the discussion on "trust." She asked each person to reflect on experiences around working with a group and how to establish trust.

Chair Newman spoke about creating cohesion with her work team.

Ms. Hays spoke of team building with her staff in her professional life and not having "false harmony" and being authentic in the work.

Ms. O'Rourke, shared that having trust is important and that after a really difficult situation you could lean on your colleagues and feel supported.

Mr. Lafer said shared belief and shared goals is helpful for team cohesion.

Ms. Rabasa shared that a team learns not to make assumptions and clarify intent before reacting.

Ms. Shabram feels lucky that in her work place she has a great sense of trust with her teammates. There is a culture of accountability but also the understanding that mistakes will be made and out of the mistakes could come good things.

Ms. Helphand said that the tone of all the comments was around trust and trust is an outcome of behavior. Ms. Helphand wanted each person to reflect on that and to articulate why they would invest in this.

Ms. Newman said she wanted to work towards more cohesion and she wanted the work to be put in so the board would have that cohesion. Ms. Newman said when the board works as a team, they can do their best work.

Mr. Lafer said that he wants to have healthy discussions on disagreements so that they can come together to be trusting and respectful while disagreeing.

Ms. Hays wants to establish trust but is concerned that it may be difficult to achieve until the board puts in the work to get there.

Ms. O'Rourke said that having accountability would help build trust.

Ms. Rabasa said that she would like to make assumptions that the intent is coming from a good place and not from malintent.

Ms. Shabram said she is reflecting on how to be more trustworthy and to work to have others feel comfortable about trusting.

Ms. Helphand asked for one commitment that each board member would be willing to make to make this board more affective:

Mr. Lafer said he would be more aware of situations and be more supportive of the board chair.

Ms. Rabasa said she was committing to being genuine, honest and straightforward with questions, insight and information.

Ms. O'Rourke said she had willingness to be okay with mistakes of her own and being open to learning. She gives herself this grace and extends it to others.

Ms. Hays recognizes that the board had conversations many years ago and she's looking at ways to bring that information in to the new board. She wondered how does the board bring the info from previous conversation and then include it in the new discussion to see what is still of value and what needs to be reconsidered. She recognizes that new board members may not have the context on information and decisions that were made before they were elected.

Ms. Shabram said it's important to be aware outside of the room as well as inside the room. There is vulnerability with the current political climate. She is hopeful that even when board members disagree, they are backing each other up and not undermining the trust.

Ms. Helphand thanked the board for sharing openly.

1. Role of the Board: What's My Lane??

The board does the "what" and the superintendent does the "how."

Ms. Helphand led the board through a discussion to define what is the role of the board and what is the role of the superintendent. She gave examples of "creating the high school student handbook" is that the role of the board or the role of the superintendent"

The board sets the policy and the superintendent creates the handbook outlining how the district ensures the board policy is upheld in the student handbook.

Mr. Lafer asked about clarifying the role of the board in setting budgets and used the Student Investment Account (SIA) funds as an example. He said that the board didn't get into the details of the SIA budget setting and he feels that the board should have more involvement than what they ended up doing.

Chair Newman said on the board meeting agenda, the consent agenda is intended to move the meeting along and allow for efficiency. The district budget was set by the board and the items being brought forward are part of the budget that has already been set. She said having

extended conversation on budgets already set is frustrating. She acknowledged that perhaps the board needs to get in front of this with better prioritizing and goal setting.

Ms. Helphand said that goal setting is the key to establishing priority and directing the superintendent to make it happen when possible and if not possible having that discussion with the superintendent.

Chair Newman said the board acts as the checks and balance in the running of the district and the board can ask the superintendent clarifying questions around accountability.

Ms. Hays said she was checking to confirm is this the boards work to own or is this staff/superintendent?

Ms. Hays said that this board will find times where they absolutely will disagree, but if nothing else is accomplished from this retreat, it is to find a place where we can disagree and be okay with that, but not let that disagreement stop the work.

Ms. O'Rourke said she needs to have the complete picture to make a decision.

Ms. Helphand walked the board through calendaring to their board meeting schedule. She encouraged the board to look at projected agenda items and determining the importance and placement on the meeting schedules to assess what the board needs to do. Some agenda items are required, like passing the budget and Division 22 reporting, and what the board *needs* to do. Some things have to happen and some things the board gets to choose what they want to work on.

Ms. Shabram said that the board needs to be realistic on how they spend their time and they need to recognize board member time limitations. Ms. Shabram said there is only so much time and the board needs to prioritize their time accordingly.

Ms. Helphand gave the board an assignment for part two of the retreat scheduled for Saturday, August 28. She asked that each board member think about "what do you bring to the board." "What is your gift?"

Recap: What went well today and what do we need to change?

Feedback:

Ms. Rabasa said she appreciated the flexibility of the agenda to dig deeper in issues and hard discussions.

Ms. O'Rourke said she appreciates having the hard discussions.

Chair Newman said she appreciates everyone showing up and being present and having good conversations.

Ms. Hays said she appreciated the opportunity to spend time together with her fellow board members.

Mr. Lafer said he was appreciative of the time spent.

Ms. Shabram said she appreciates Superintendent Vandercar for being willing to jump in and share perspective . She thanks to staff and union leadership for being present for the retreat.

The board agreed to make the meeting on Saturday accessible via zoom.

Chair Newman adjourned the board retreat at 8:00 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

DRAFT

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

August 28, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a board retreat from 12:00–6:00 p.m. and an executive session at 6:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on August 20, 2021 and published in *The Register-Guard* on August 24, 2021.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer
Alicia Hays
Laural O'Rourke
Maya Rabasa
Mary Walston (via zoom)

STAFF:

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

MEDIA: none

OTHER: Sabrina Gordon, EEA President, Imelda Cortez, EEA Vice President

Welcome & Introductions

Margot Helphand welcomed board members back for the second day of board retreat.

Ms. Helphand reminded the board that at the retreat on August 25 she had asked that each board member think about “what you bring to the board.” “What is your gift?”

Ms. Walston said she brings 30-years’ experience working in public entities, and serving on various community boards and committees. Ms. Walston said she volunteers in our schools and knows the work that staff do for our students.

Ms. O'Rourke said that often people like her are left out. However, she brings ideas and will share why they are important.

Ms. Rabasa said she brings knowledge and experience from volunteering in schools and being involved in the community.

Ms. Shabram said as a young person she empowers youth to participate in public service.

Ms. Newman said her experience of over 30 years working in early childhood education and special education brings perspective to the work of the board.

Superintendent Vandercar said she listens to the board and understands there are things they want to see happen, and if she can, she will make it happen.

Ms. Hays said she brings years working on positive and authentic youth engagement. She has a strong background in community engagement and activism. Ms. Hays said that in addition, she brings 20 years working with an elected boards, 30 years of equity work. 40 years advocating for human rights.

Ms. Helphand walked the board through goal setting. She asked the board to consider what they absolutely have to do legally, consider their fiduciary responsibilities and other annual duties that they had to work into their meeting schedule. Ms. Helphand asked the board to consider "What do you absolutely have to do get done and then consider what you want to set as goals. Ms. Helphand said that setting too many goals may get overwhelming. She encouraged the board to consider setting goals that were realistic for them to work on this school year. Ms. Helphand said the board could set additional goals next year. She also acknowledged that the board could do a mid-year check in and get a pulse for where they are with their scheduled work.

The board identified their list of "have to do items" which included: Conduct a search process for the permanent superintendent, Conduct the annual evaluation of the interim superintendent, Budget Committee membership selection and budget process; the All Students Belong plan.

Mr. Lafer wanted to clarify the level of challenge and time commitment needed for these tasks. For example the superintendent search process will take lots of time while the budget committee and budget process would not require the same time commitment.

Ms. Shabram wanted to qualify the time commitment. She said all board goals take an amount of time and not every person has the same 24 hours in a day.

Ms. Helphand encouraged the board to consider what's doable and what criteria could be used to identify priorities.

Ms. Rabasa said that creating and using an equity lens is critical.

Mr. Lafer said he was interested in goals that move things for kids.

Ms. Newman would like to review things that we've told the community we would work on.

Ms. O'Rourke said she had a full list of things that she wants to see done. She does not feel beholden to the list of things that were needing to be done on past lists. She wants to move on to the things that the community has elected her to get done.

Margot went through the list of suggested board goals.

Ms. O'Rourke said she wanted to see a communications policy. She hears from community members and 4J parents that they are not getting the information that they need.

Mr. Lafer said he would like to see a teacher climate survey. He has proposed that the district partner with EEA to create a survey to find out how teachers are feeling. He would also like to see the Community Benefits Agreement (CBA) initiated last year be a goal.

Ms. O'Rourke asked if the teacher survey could be attached to the communications plan.

Ms. Rabasa said that the equity lens needs to be used and she wants to ensure that the district and the board make that a priority.

Ms. Hays wanted to make sure that the board ask – is this board work or superintendent work. Ms. Hays also said she had some significant concerns about creating a Community Benefits Agreement without a deep look into the equity impact. She has deep concerns about just having an agreement without really vetting the companies and asking for proof of their equity work in hiring and promoting women, people of color, etc. Ms. Hays would want the board to be very clear on the concerns she would raise if this were to move forward.

Ms. Helphand asked the board to consider goal setting for this year and remove some things – not forever, just for this year in an effort to stay realistic in what they could actually get done this year.

The board landed on the following goals.

1. Conduct a search process that results in hiring a permanent superintendent.
2. Complete an evaluation of the interim superintendent's performance.
3. Perform their fiduciary responsibilities by participating in the budget committee process.
4. Establish the next steps for *All Students Belong Initiative* including workplan.
5. Plan for the North Eugene Region that includes where YG and Kelly schools will be located.
6. Decide on an equity lens for the district and use it for all decision making.
7. Identify and implement climate change initiatives
8. Improve communication and transparency with stakeholders and the community.

The board agreed to do a mid-year check in on goals to see where they are and if something could be added to the list for this year. For example, Testing/Assessments. The board has had this as a goal before and the pandemic placed it on the back burner. Doing a mid-year check in to see if this goal could be moved forward.

The board retreat meeting time was extended to review working agreements.

Agenda setting was discussed and the length of time for board meetings was considered. How to add an emergency items to a board meeting agenda. Public meeting requires public notice. A board can offer the addition of an agenda item; however, it defeats transparency if the community hasn't been notified in advance of the topic.

Board Retreat Take Away:

Chair Newman encouraged board members to let her know which areas on the working agreements people would like to discuss.

Superintendent Vandercar invited board members to contact her for any questions so we can have a conversation that would be helpful to you.

Ms. Hays said she appreciate the time the board spent together in the retreat. She is concerned about the length of the board meetings.

Ms. Walston thanked the board for the time spent together. She said trust needs to be developed.

Ms. O'Rourke said she did not feel not frustrated going forward. She said she wants there to be a willingness to hear other opinions. She also wants everyone to know that we are all doing our very best.

Mr. Lafer said he appreciated Ms. Helphand and board leadership for putting together the retreat.

Ms. Rabasa said that she did not feel frustrated, but she is still nervous. She is a rule follower and is nervous that following working agreements is something that people may find it difficult.

Ms. Shabram said that she too feels nervous and that she is a deeply anxious rule follower.

Chair Newman thanked Ms. Helphand and she thanked the board for their participation in the two day retreat.

Chair Newman adjourned the board retreat at 1:00 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

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

Date: September 1, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular meeting at 7 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on August 27, 2021, and published in *The Register-Guard* on August 31, 2021.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer (via zoom)
Laural O'Rourke (via zoom)
Maya Rabasa
Mary Walston (via zoom)

STAFF:

Cydney Vandercar, Superintendent
José Salgado, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Christine Nesbit, General Counsel
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Kari Skinner, Director of Public Safety
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA: KRVM, Eugene Weekly

EMPLOYEE ASSOCIATIONS:

EEA Sabrina Gordon (via zoom)

OTHER:

Katie Stiles, Teacher on Special Assignment (TOSA)
Tammy Steeves, TOSA
Lynette Williams, TOSA
Dawn Strong, Administrator, Human Resources

I. WORK SESSION

Discuss Board Goals for 2021-22

Presenters: Board Chair Judy Newman and Vice Chair Martina Shabram

Chair Newman called the work session to order at 5:30 pm. All board members were present either on zoom or in person.

There was consensus among the Board that the goals for the 2021-22 school year as listed in the Board packet were what they had agreed upon at the Board Retreat.

1. Conduct a thoughtful national search that results in hiring a permanent superintendent.
2. Complete a comprehensive and timely evaluation of the interim superintendent's performance.
3. Perform our fiduciary responsibilities in a timely manner by participating in the budget committee process and appointing new members to vacancies.
4. Establish the next steps of our multi-year All Students Belong Initiative including the goals and workplan for this year, then implement the workplan.
5. Create a plan for the North Eugene Region that includes where Yujin Gakuen and Kelly schools will be located, and other programming and plans.
6. Decide on and/or create an equity lens for the district and use it for all decision-making. (With Equity Committee)

Board members then acknowledged that staff and two Board members would work on tasks that had been discussed at the Board retreat:

1. Expand student engagement and voice in the district by appointing student Board Members, choose students to sit on the Equity Committee, and provide leadership training; and
2. Integrate the goals, activities and outcome measures of the High School Success Plan, the Student Success Plan and the 2020 Strategic Plan.

Next, Chair Newman referred to the goal the Board had discussed to consider in a future year: Ensure that any testing required by the district is for the purpose of helping students learn and make progress and is kept at the lowest amount of time to do what is needed.

The Board was in agreement that the above goal would be prioritized when they revisited the list in January 2022.

Chair Newman then led the Board in a prioritizing activity to determine which of the following additional goals would be chosen for the 2021-22 year:

1. Identify and implement climate change initiatives;
 - a. Identify what is currently happening and develop a plan
2. Develop a district-wide communication plan to improve communication and transparency with stakeholders and the community
3. Create a pandemic/disaster policy
4. Create a metric of teacher morale and retention
 - a. Create and implement a district-wide climate survey to improve teacher retention
5. Create a Community Benefits Agreement that will work for the district.

There was discussion about certain items on the list and how the final decision would be made. In reference to Item 2, Chair Newman remembered that the Board wanted to be sure that parents received timely communication in their home language. Ms. Rabasa included internal communication and the district website. There were additional comments on what a communication plan would encompass, and what the process would be to avoid retaliation for speaking out.

The group moved on to the remaining items in the list. Mr. Lafer commented on goal number four: he suggested that there were two metrics: one regarding morale and the other retention. He said that if the Board agreed to prioritize goal 4, staff would be asked to create a proposal for how the work would be implemented in future years. Ms. Walston asked whether a professional group would be

hired to create the metrics and survey. Mr. Lafer responded that he hoped the district in collaboration with EEA would carry out the work. There was discussion about what the Board would ask to be done. Mr. Lafer responded to a question that the goal for the current year would be to ask the district and EEA to determine a metric and measurement to be implemented at a later time.

Mr. Lafer considered the completion of goal 5 a necessity. Ms. Rabasa considered goal 5 to be a task to complete, not a goal. Ms. Hays emphatically stated she had not received enough data regarding the Community Benefit Agreement in the area of equity for all students regardless of race, gender or ability, to consider moving forward on it. Mr. Lafer and Ms. Rabasa discussed the use of the equity lens in regards to all the above tasks.

Ms. Shabram referred to the Board Calendar to initiate a discussion about the time available in Board meetings and work sessions to get the work done. She added that additional Wednesdays could be used if the Board agreed. The Budget Committee and the Superintendent Search would be additional requirements of Board time.

There was a discussion about the validity of using dots to prioritize tasks, the amount of work the board would be able to accomplish in the year, and whether some of the items on the list were not more important than the six already agreed upon.

After the prioritization activity, it was determined that Items 1 and 2 each received 4 dots, Item 3 received 2, Item 4 received 1, and Item 5 received 2 dots. Ms. Newman said that the Board would have a chance to vote on the Items in public at the Board meeting on September 22.

Moving on, Chair Newman asked the Board to read the sections in the packet on working agreements and bullying and harassment to Board members, and send comments to herself and Ms. Shabram so that they could discuss it at a future date. Ms. Walston shared her concerns about the section on bullying and harassment. Ms. Shabram shared some reasons why she brought the issue to the Board, including ensuring the safety of Board members, and clear lines of communication. Chair Newman reiterated that the topic was included to start a discussion.

Chair Newman closed the work session at 6:41 p.m.

II. REGULAR MEETING – CALL TO ORDER

Chair Newman called the meeting to order at 7:00 p.m.

III. ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman noted that all board members were present either via zoom or in-person. After reciting the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

There were no changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar shared that on Monday, August 30, licensed staff returned from summer break and attended a presentation by Mr. Keith Jones who's advocacy aligns with the work the district wants to do around equity and inclusion for all of our students

Along with Chair Newman, district leaders, and staff from Lane County Public Health, she met with Senator Wyden to discuss the mental health needs of students and families in 4J. Senator Wyden would return to the district to speak on how the crisis was affecting families. Staff had an opportunity to share with him the work that had been initiated during the pandemic. In addition, Superintendent Vandercar shared that the district has hired a translation specialist who will assist the district in its plan to implement translation services from English to Spanish for all communications.

She report that the district had added additional air purification (bipolar ionization) to all buildings as well as portable units that were available to staff upon request.

Superintendent Vandercar added that the bus driver shortage resulted in consolidated routes. Families that were experiencing hardship in getting their students to school could contact the district for financial relief. More information was coming. She added that students would be required to wear facial coverings on school buses, windows would be kept open at all time, and additional cleaning and sanitization would occur.

Dr Wagner would be providing an enrollment update during the Back-to-School update. Additionally, Dr. Serena Black, PeaceHealth Pediatrics Medical Director and Dr. Bob Pelz, PeaceHealth Medical Director for Infection Prevention, would answer questions from the Board about COVID-19 variants and protocols. She shared that all staff would need to be fully vaccinated by October 18. Staff would receive information within the week.

VI. COMMENTS BY BOARD CHAIR

Chair Newman gave her report on the meeting with Senator Wyden and the work he was doing to enact a bill that addressed barriers to access for support with behavioral health. She heard presentations on different approaches and programs that staff were sustaining, expanding and implementing, such as teaching social emotional skills, suicide prevention strategies, adding staff, wraparound services and more. She added that the district was considering adding behavioral health education to the health profession CTE, and hiring a mental health provider in-house. She affirmed the dedication and talent of staff. She thanked all the Board members for their time and commitment.

VII. ITEMS RAISED BY THE AUDIENCE

There were ten speakers randomly chosen from those who requested to speak, and who also had not made public comment at recent board meetings. Chair Newman read the requirements for making public comment.

Lindsey Frye thanked staff for their work to start school. She referred to the information distributed by OSAA regarding athletes wearing masks. She asked the district to require proof of vaccination and to require masks during athletic activities.

Andrew Scheidt extended his support to the school district. He advocated for a delay to the start of school. He also asked for increased communication about changes being made in buildings to mitigate COVID.

Melissa Olson said that she received very little information regarding the district's plans to mitigate COVID in the schools: ventilation, masking, etc. She also said that masking should be required and asked for outdoor mealtimes.

Janine Benner asked that the district provide resources to every schools to support outdoor mealtimes, such as picnic tables and shelter.

Bobbie Willis was concerned about statements made in prior meetings that indicated families were unwilling to follow best practices for COVID. She also commented on the negative behavior demonstrated by people at recent board meetings and asked to require decorum. She stated that school is a cooperative.

Skyla Chavez spoke as a student. She asked that meals be taken outdoors and that classes cohort in their own tents. She requested that the district provides masks for those who needed them. She also advocated for testing in schools with prizes given to the classes that had the best participation.

Amanda Hvass returned to the idea of having a separate school for deaf and hard of hearing students who find it challenging to learn when others were wearing masks. She also asked that people communicate with more integrity and respect in the Boardroom and listen to understand.

Harry Sanger asked that the Board create a time to hear more of the parents who are trying to speak at meetings. He also asked that the school not require vaccinations for those who do not need them, and allow choice in masking, and provide an online school option.

VIII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of the Eugene Education Association referred to a comment made at the August 18 Board meeting. She stated that EEA did not engage in bargaining with individual Board members but did communicate with Board members what EEA believed was in the best interest of students.

She said that staff continued to have questions regarding distancing, ventilation, outdoor meals, and separate modes of instruction. She hoped that there would be safety and sound educational practices.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Alicia Hays met with staff and fellow subcommittee members to work on the IRFP. She had attended the Board retreat and a meeting with Dr. Pilar Bradshaw regarding effect of COVID on young children.

Gordon Lafer said that masking was an act of solidarity. He thanked all educators for their readiness to start school and to cope with all the changes happening. He thanked Sabrina Gordon for her comments. He commented on transportation issues. He supported a separate space for deaf and hard of hearing students, masking for OSAA activities, and outdoor mealtimes, to reduce exposure to COVID. He ended with a concern about large class sizes.

Maya Rabasa thanked the community for sending their emails and presenting in-person about their concerns. She added that there were still those who were not being heard because of barriers in

communication and was glad to hear that the district had updated their translation services to allow parents to communicate in their native language.

Mary Walston thanked the staff for the accommodation to participate online instead of in-person. She thanked Bobbie Willis for her comments. She welcomed back all students and staff. She had attended the Eugene Education Foundation retreat as well as the School Board retreat.

Martina Shabram thanked everyone for their comments, in particular Skyla Chavez. She reminded everyone that September was Suicide Awareness Month and appreciated that the district was adding supports for mental health. She commented on her own experiences with anxiety.

X. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Meeting Minutes: August 4, 2021 and August 18, 2021
Presenter: Cydney Vandercar, Interim Superintendent

Martina Shabram moved to approve the consent agenda. Maya Rabasa seconded the motion. **The motion passed 6:0** (Ms. O'Rourke had a technical issue and was not able to vote, but returned to the meeting later.)

XI. ITEMS FOR INFORMATION

1. Receive Update on District Plans for Return to School in Fall 2021
Presenter: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar asked Dr. Brooke Wagner to present on enrollment. Dr. Wagner shared that the data had been prepared by Oscar Loureiro, Director of Research and Planning. The district was on track to reach projections at all levels on average. Staff were waiting to determine how many kindergarten students would be enrolling as typically parents did not enroll their students until September. There were 964 students enrolled in online programs and there were students on a wait list that would be placed as soon as staffing was determined. She gave data regarding the distribution of online attendance by region.

She shared that the district would highly encourage students to eat outside and school principals would communicate with families. The district was experiencing staff shortages and was working to ensure there would be adequate supervision for outdoor mealtimes. Lunch and breakfast would be served in the cafeterias at the middle and high schools and seats would be assigned to ensure COVID protocols were followed.

Superintendent Vandercar introduced Dr. Black and Dr. Pelz to answer questions that had been sent to them ahead of time by the Board. Dr. Pelz answered a concern about distancing. He said that three feet of spacing in tandem with other precautions did provide protection. He continued by answering that single layer cloth masks were not as effective as double layer cloth masks, surgical masks or KN95 masks, but was concerned about having to police students as they came in. He suggested that the district create a policy for the least adequate face covering and suggested providing masks for students who did not meet that least requirement. He said that persons should be wearing masks at all time except when eating and drinking. Dr. Black agreed that bandanas and "gaiters" should be discouraged.

Dr. Pelz described the efficacy of different COVID tests and asked whether the district had opted into BinaxNOW testing. Ms. Nesbit and Ms. Strong said that the district has opted into screening for students and staff. Dr. Black answered a question regarding mealtimes. She said that outdoor mealtimes with some degree of distancing, masking in between eating and drinking, and hand hygiene before and after were best practices. Dr. Pelz and Dr. Dawn Strong discussed timely contact tracing. Dr. Strong said that the district had their own contract tracing program. After being informed of a positive case, they communicated to families and determined who might need to quarantine. They also worked with Lane County Public Health to do additional contract tracing and reached out to all close contacts: students, parents, and staff. Dr. Strong said that the process usually took 1-2 days to begin, compared to up to seven days for the county.

Dr. Black, pediatric hospitalist and medical director for PeaceHealth's children services formally introduced herself and said that although there were children's facilities in Eugene and Springfield, intensive care facilities for children were available in Portland if a case was severe enough to warrant a move to intensive care. There were also telehealth options available.

Ms. O'Rourke asked whether there was a plan for the first few weeks of school until all staff were vaccinated if there were to be an increase in cases and hospitals were full. Dr. Pelz shared his concern that there might be an increase in cases in adults.

In response to Chair Newman's question, Dr. Pelz said that modeling data showed that the peak in cases and hospitalizations would occur within the next few weeks, and added that bed availability in hospitals was reaching capacity.

Dr. Black answered that there was a potential for new variants.

Dr. Pelz said that he had confidence that the Oregon Health Authority was giving good guidance on precautions against COVID.

Responding to a question regarding safety on buses and mealtime, where space would be tight, Dr. Black said that masking and hand hygiene would be important and added that if parents could assist in providing alternate transportation to school, it would lessen the risk.

Ms. Rabasa thanked the presenters for coming. She asked if Drs. Black and Pelz could offer comments on social distancing. Dr. Pelz shared information on how rapidly the Delta variant spreads, and agreed that it would be wise to remain distanced as much as possible, but both he and Dr. Black stressed that wearing a mask was the most important protection and that they needed to be worn at all times. Dr. Pelz added that much of the spread of the virus in students was as a result of informal after-school activities.

Mr. Lafer asked what to expect with regard to infection rates given the reality that schools would not be able to maintain best practices at all times. He also asked Dr. Black whether she would be willing to share her plans for sending her own children to school. Dr. Black responded that she intended to send her children to school because they needed to be in school for learning and socializing. She said that she would be most comfortable knowing the district had created a solid response plan. Dr. Pelz said that the state had many resources available. Dr. Black added that she would expect students to get sick for a variety of reasons and the district would need to minimize illness and quarantine students.

Ms. Rabasa thanked Dr. Black for her answers. She asked whether it would be worth the district to provide masks, ask students to double mask inside, and also keep their masks on while outside. Dr. Black and Dr. Pelz responded that the district would need to stand firm on following the guidelines already set (masking, distancing, and hand hygiene). She recommended that when students and adults were outside, students should wear their masks when they were close together, such as during game times and passing times, and that adults should wear them at all times.

Ms. O'Rourke asked about the dangers of the vaccine wearing off. Dr. Pelz responded that there were too many factors (age, already weak immune systems, preexisting conditions, overexposure to the virus, variants, etc.) to determine whether the efficacy of the vaccine was waning. He reasserted that getting vaccinated was still the best way to reduce the effects of the virus and avoid hospitalization.

Chair Newman thanked Dr. Black and Dr. Pelz for their thoughtful responses to questions and asked the Board members whether they had additional questions of staff regarding school reopening plans.

In response to a series of questions from Mr. Lafer, Dr. Strong said that all schools had the option to have outdoor mealtime but was not sure of the particulars. Dr. Strong said that each school site is unique and just because it works to set up outside eating space at one school, it may not work at another school for a variety of reasons. Because of an employee shortage, increasing needs for staffing in other areas of the district, and the uncertainty of how many staff might not be willing to return to work because of the vaccine mandate, it would be challenging to add bus monitors. Ms. Strong continued that there was not an online plan specifically for sixth graders at the moment.

She continued that school leadership would be able to assess class sizes after they determined how many students would be attending online school, and added that a modular building had been delivered to the YG/Kelly campus to reduce overcrowding.

Ms. Rabasa asked for the data regarding requests for online classes. She added that she hoped that outdoor mealtimes would be made a requirement instead of an option. Superintendent Vandercar responded that they were encouraging it when possible and that Schools with garage-style doors in the cafeterias would be opening them to add ventilation. Superintendent Vandercar was planning to put data regarding the distribution of students planning to enroll in online school in the Friday memo.

Mr. Lafer asked whether all families that had requested Connect K5 would be placed. Dr. Wagner said they had finalized staffing and were working to place all students from the wait list.

Ms. Shabram asked for any information that the staff received regarding parent funding drives for additional support to schools. Dr. Wagner responded that the district would be providing elementary schools with supplies, and all students would be receiving lanyards to secure their masks. All schools would be able to distribute masks to those who needed them. Schools were working on pre-teaching and welcome back messages that reminded students when and how masks should be worn.

Chair Newman finished the discussion by thanking the district for all the work they had done to make sure back-to-school was successful.

In response to a question from the Board, Ms. Nesbit said that they still planned to allow elementary students to remove their masks outside during recess. Mr. Lafer asked what plan was in place for alternative education should a large number of students need to be quarantined. Ms. Nesbit responded that the district was in conversation with EEA and would have more information at a later date.

Ms. O'Rourke asked whether the district had created talking points to ensure that parents received the message regarding safety requirements in their native language. Dr. Strong responded that staff were working on creating and translating materials which included visuals, stories and routines for parents and their students.

2. Review Board Committee Assignments
Presenter: Judy Newman, Board Chair

Chair Newman referred everyone to the information provided in the Board packet and asked whether there were any Board members who disagreed with their assignments. Seeing and hearing none, she declared that the assignments were final.

XII. ITEMS FOR ACTION

1. Approve Informal Request for Proposal (IRFP) for Superintendent Search Firm
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit gave introductory remarks, and referred to the draft proposal in the Board packet. She reviewed the timeline. She added that Mr. Lafer would be discussing changes made in the scope of work. Mr. Lafer shared that the subcommittee had changed some of the questions regarding: a firm's experience; practices and track record regarding equity and diversion; knowledge regarding the specificities of school finance in Oregon; addressing challenges in a Superintendent search; recruiting candidates whose skill sets align with specific Board goals; and how the search might be affected by COVID-19, in particular engaging the community. He added that they made minor changes to the answer weighting system.

There were no questions for Ms. Nesbit or the Subcommittee. Ms. Shabram moved, and Ms. O'Rourke seconded the motion to approve the IRFP. **The motion passed 7:0.**

2. Approve Revisions to Board Policies: IIBGA Electronic Communications Systems; INDB Flag Displays and Salutes; JGA Corporal Punishment
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit said that there had been a first read of all the policies at the August 4 Board meeting, and since then the district had received no public comment on the revisions. She referred to the Board packet, asked for questions from the Board, and said that the Superintendent recommended that the Board approve revisions to the three listed policies.

There was no discussion. Ms. Shabram moved and Ms. Rabasa seconded the motion to approve revisions to Board Policies: IIBGA Electronic Communications Systems; INDB Flag Displays and Salutes; JGA Corporal Punishment. **The motion passed 7:0.**

3. Initiate Adoption Process for Elementary Language Arts and Social Studies Curriculum
Presenters: Eric Anderson, Director of Curriculum; Sarah Knudsen, Teacher on Special Assignment; Katie Stiles; Teacher on Special Assignment; Jose Salgado, Assistant Superintendent for Instruction

Superintendent Vandercar referred to State Requirements and Board Policies and extensive discussion and information that had been provided to the Board in prior meetings by staff. She then recommended that the Board approve the initiation of the adoption process for a single, complete K-5 language arts and social studies suite of materials for implementation in the 2022-23 school year, which would provide consistency of across the elementary level and would be research-based, aligned to ODE ELA and Social Studies standards.

Ms. Shabram moved that the Board approve the adoption of the above process. Ms. Hays seconded the motion. Chair Newman asked for discussion. Mr. Lafer stated that he hoped that teachers would be able to teach through their strengths so that students learned not only how to read, but to learn to read and be curious about the subjects they were learning. He expressed that he was concerned that equity not be an argument for uniformity. He asked to amend the motion to empower the committee to come back to the Board with one or two curricula and the adoption would include flexibility of materials and methods for teachers. Ms. O'Rourke seconded the amendment. Ms. Shabram appreciated the concept of a suite, which would provide options on how to address the required standards. She agreed that the decision would be up to the teachers and committee whether it was one or two suites. Ms. O'Rourke said the amendment provided more choice. Ms. Walston asked that the Board listen to the professionals who created the recommendation and approve it as written. Chair Newman also referred to the overwhelming agreement by staff in the proposal that the Board approve one curriculum. Ms. Rabasa wanted to leave the door open to two curricula. Mr. Lafer gave additional comments. Ms. Hays felt it was disingenuous to offer an amendment to a recommendation that represented the staff's best work. Ms. Shabram referred to comments made by some of the teachers regarding one or two curricula.

Ms. Walston called to end the debate. Ms. Hays seconded. After a vote, the motion failed and discussion continued.

In response to a question by Ms. Rabasa, Ms. Nesbit reminded the Board that they were not voting to approve an adoption but to initiate a process which would include selection, piloting, discussion by licensed staff, community input, after which staff would bring to the Board their recommendation for adoption. Ms. Rabasa was trying to determine whether or not there was flexibility for district staff to recommend two curricula if the Board did not pass the amendment to the motion. Superintendent Vandercar responded that it was possible that staff might recommend more than one curricula for adoption.

Mr. Lafer also asked for clarification on the question of one or two curriculum. Ms. Nesbit responded that the original motion was to approve the initiation of the process to adopt a single suite of curricula. She gave history of the 2007 curriculum adoption that resulted in the adoption of two curricula. She continued that it was likely that the 2022-23 adoption of a suite of materials would include materials from multiple publishers. She reiterated that the process to determine one suite of materials was what staff had asked the Board to approve.

Chair Newman called for the vote on the amendment as proposed By Mr. Lafer and seconded by Ms. O'Rourke. **The motion did not pass 3:4.**

Ms. Rabasa made a motion to remove the word "single" in the original motion (a single, complete K-5 language arts and social studies suite). Mr. Lafer seconded the motion. Ms. Hays commented that she hoped that the district would arrive at a single curriculum, but amending the recommendation might provide flexibility.

Chair Newman called for a vote on the amendment. **The motion to amend the original recommendation passed 4:3.**

Ms. Shabram moved that the Board “approve the initiation of the adoption process for a complete K-5 language arts and social studies suite of materials for implementation in the 2022-23 school year.” Ms. O’Rourke seconded. There was no discussion. **The motion passed 4:3.**

4. Initiate Adoption Process for Secondary Language Arts Curriculum
Presenters: Eric Anderson, Director of Curriculum; Tammy Steeves, Teacher on Special Assignment; Jose Salgado, Assistant Superintendent for Instruction

Ms. Shabram moved that the board approve the initiation of the adoption process for a single, complete suite of core and supplemental language arts materials for implementation at the secondary level in the 2022-24 school year. Ms. Walston seconded the motion. Ms. Rabasa moved to amend the motion by striking the word “single”. Ms. O’Rourke seconded the motion to amend. **The motion to amend passed 4:3.**

The motion as amended, to approve the initiation of the adoption process for a complete suite of core and supplemental language arts materials for implementation at the secondary level in the 2022-24 school year, **passed 4:3.**

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Approve Resolution 2021-22-09 Concerning Masking and Other Protective Measures to Ensure Safe Public Meetings
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit introduced a resolution to ensure safe public meetings that was intended to fill a gap in state law regarding masking in certain situations. It would empower the Chair to make health and safety rules during the pandemic. In response to a question, Ms. Nesbit said that the rules would only apply during public meetings involving the Board such as Board meetings, forums, retreats and work sessions.

2. Consider Revisions to Board Policy KGB Public Conduct on District Property
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit introduced revisions to Board Policy KGB that would create restrictions for animals on district fields and grounds. She offered that it was up to the Board to determine when and where animals would be allowed. The revisions would allow people to bring animals on grounds when students were not present and outlined the behavior expected and the reasons for it. Ms. Walston said that she was aware of an issue at Crest Elementary School where district property abutted city property. Ms. Nesbit said that if the revisions were approved, the district would place signage at the boundaries of district property indicating the expected behaviors.

3. Receive Information on Instructional Time and Discuss Approval of Instructional Allowances
Presenter: Christine Nesbit, General Counsel

Superintendent Vandercar referred to details regarding instructional minutes in the Board packet. She added it might be possible that instructional allowances would be used in case school was interrupted because of the ongoing pandemic or because of a fire, and that if approved, Eugene Education Association would need to enter into bargaining to determine the scope of the use of allowances.

She continued by saying that it would be challenging to find staff in every building to cover for teachers when they took breaks during their day as provided under the allowances. She referred to Ms. Nesbit who described the process that had occurred in years prior. Ms. Nesbit also gave some background regarding the Oregon Department of Education definition of a parent-teacher conference. Ms. Rabasa commented that she appreciated knowing that there was a fund of time available in case the district decided to postpone school or change to a different mode of teaching. Ms. Vandercar agreed that authorizing the allowances in advance for emergency cases such as stated prior, would give the district more flexibility. Mr. Lafer asked what situations would count under ODE guidance. Ms. Nesbit said that in the prior year, ODE had allowed more situations for parent-teacher contact to be included as instructional time. She gave information regarding additional recess time without an instructional goal.

In response to a question from the Chair, Ms. Nesbit said that the Superintendent could request the Board to approve allowances when needed. Ms. Rabasa clarified that if approved at a future meeting, it would allow the Superintendent the option to use the allowances as needed. Superintendent Vandercar agreed and added that she would not use the allowances without informing the Board and the community.

4. Consider For Approval Board Goals For 2021–22
Presenter: Judy Newman, Board Chair

Vice Chair Shabram read into the minutes the goals agreed upon during the Board Retreat.

1. Conduct a thoughtful national search that results in hiring a permanent superintendent.
2. Complete a comprehensive and timely evaluation of the interim superintendent's performance.
3. Perform our fiduciary responsibilities in a timely manner by participating in the budget committee process and appointing new members to vacancies.
4. Establish the next steps of our multi-year All Students Belong Initiative including the goals and workplan for this year, then implement the workplan.
5. Create a plan for the North Eugene Region that includes where Yujin Gakuen and Kelly schools will be located, and other programming and plans.
6. Decide on and/or create an equity lens for the district and use it for all decision-making. (With Equity Committee).

Vice Chair Shabram then read two additional goals that had received majority support during the work session earlier in the evening.

1. Identify and implement climate change initiatives;
 - a. Identify what is currently happening and develop a plan
2. Develop a district-wide communication plan to improve communication and transparency with stakeholders and the community.

She read the additional goals that did not receive majority support. She added that at the next meeting the Board would vote to approve the list of goals for the upcoming year.

5. Consider Approval Of Board Working Agreements
Presenter: Judy Newman, Board Chair

Chair Newman referred briefly to the item for action. Ms. Walston hoped that they would have time for more discussion prior to voting on the working agreements.

6. Consider Nominations for Oregon School Board Associations (OSBA) Elections
Presenter: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar referred to the Board packet for the process to nominate persons to open positions on the Board of Directors and Legislative Policy Committee of the Oregon School Boards Association. She reminded the Board that the nomination of a candidate by the Board and submission of materials would need to happen prior to October 1, 2021. Ms. Walston gave comment on the process. Chair Newman encouraged Board members to indicate their interest.

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

Ms. Hays asked for information regarding the definition of a serial meeting. Mr. Lafer supported the idea and suggested inviting someone from OSBA to present regarding all the particulars of public meetings.

The Board had a discussion regarding decorum at meetings and agreed to work on providing information to the community.

XV. ADJOURN

Chair Newman adjourned the meeting at 10:45 p.m.

(Recorded by Eliza Drummond)

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

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

Date: September 22, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular meeting at 7 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 17, 2021 and published in *The Register-Guard* on September 22, 2021.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair (via zoom)
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa
Mary Walston

STAFF:

Cydney Vandercar, Superintendent
José Salgado, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Kat Lange, Director of Educational Support Services
Christine Nesbit, General Counsel
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Oscar Loureiro, Director of Research and Planning
Misael Flores Gutierrez, Director of Equity
Larry Williams, Director of Equity
Dawn Strong, Human Resources Administrator
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Director of Financial Services

MEDIA: KRVM

EMPLOYEE ASSOCIATIONS:

Peter Tromba and Seth Pfaefflin, MAPS

I. WORK SESSION

Chair Newman opened the meeting at 5:30 p.m. The purpose of the work session was to continue the work on the *All Students Belong* work plan. Superintendent Vandercar introduced Misael Flores Gutierrez and Larry Williams, Directors of Equity to share the work that was already occurring in the district.

Mr. Williams introduced himself, gave a personal history, and shared his positions in the district up to the time he became Director of Equity. He reported that he and Mr. Gutierrez had developed nine high-leverage research-based teaching strategies to support black, indigenous and people of color (BIPOC) to be ready for administrators when they returned to their buildings. They divided the nine strategies so that they were more accessible over the year.

The first three strategies were:

1. Develop authentic learning task
2. Create a literacy rich learning environment
3. Make connections

Mr. Gutierrez added that they worked to develop a document that focused on the intersection of discipline, racism and bias. He referred to a practice developed in the medical field to reduce the instances of over-medication of patients based on the internal bias of the prescriber. He shared that he and Mr. Williams looked at ways to apply the same strategy to discipline referrals. He referred to the document they had provided to the Board which outlined the new process which would include opportunities for teachers and administrators to stop and check their biases before giving referrals.

Mr. Williams added that referrals would be collected at the end of the month so that administration could pay attention to the trends, and to assist schools that might be struggling to implement the new process, the focus of which was to reduce bias.

Ms. Shabram asked whether classified staff who interacted with students would also be included in the training. Mr. Williams said that the process would be made available to every adult in a building who might be making a referral, minor or major. He added that the words currently being used to describe behavior were very subjective and could be interpreted differently depending on the person's background and internal bias. He brought attention to the concern that referrals were often being written when the adult was not calm and regulated which might exacerbate the issues.

Superintendent Vandercar asked the directors to share their findings when they gave a presentation to the Transportation Department. Mr. Gutierrez shared that when they began their presentation, many staff got up and either left or indicated that they were not engaged. He said that as the training progressed, many of them returned. Mr. Williams continued that after the training, they had a good conversation with many of the staff. He realized that everyone has opportunities to check their assumptions, and that training needs to be provided to all staff so that they could learn.

Mr. Lafer thanked the presenters for focusing on the topic in a thoughtful and comprehensive way. He asked how they would know if the trainings had been effective and asked for structural milestones. Mr. Williams responded that they had provided the bus drivers with eight strategies to enhance relationships with students, which were proven to reduce negative behavior. He added that they had created walk-through tools and student surveys that could be used during class visits. Mr. Gutierrez said that their focus was getting feedback directly from students to determine what was and was not working.

Ms. Hays appreciated the concept of transfer of training: how to take the training and apply it to daily life. She referred to bias training that had been done with Lane County judges ten years

prior and resulted in check lists they could use to ensure their decisions were non-biased. She appreciated that Mr. Gutierrez and Mr. Williams had taken their training to the bus drivers: they played an important role in student's school experience.

Chair Newman also appreciated that the check-list provided prompts for self-awareness. She asked whether definitions were being created for different sorts of behaviors, for example, what did disruptive behavior look like? Mr. Gutierrez answered that it was their goal to work on those definitions in the year to come.

Ms. O'Rourke asked whether a matrix for referrals would be provided. She also asked what other work besides training was planned.

Superintendent Vandercar reported that there was data from prior to the pandemic that could be used to ensure that trainings were effective. She hoped that the new Equity Directors and the Committee would tackle the question of how the district could make things better.

Mr. Gutierrez suggested that the student Board representatives could report and give solutions on the big Equity issues taking place in their schools. Ms. Hays said that would depend on what student was chosen to represent the school. Ms. O'Rourke agreed that the student chosen would not necessarily represent an Equity voice. Mr. Gutierrez responded that he had been working with building administrators to broaden the group from which they chose a representative to include students in different affinity groups.

In response to a question from Mr. Lafer, Mr. Williams said that he would provide each of the Board members with the list of nine strategies.

Ms. Rabasa said that she was very excited to hear that the student representatives to the Board would be chosen from a broader group. She and Chair Newman had attended an OSBA student presentation that was compelling because the voices heard were very diverse.

Ms. Shabram wanted to learn more about how trainings would be provided to wraparound care providers.

Superintendent Vandercar and Mr. Gutierrez shared about a new welcome center located next to El Camino del Río/River Road Elementary School. The center would be staffed with social workers, bilingual support providers, and McKinney-Vento representatives, to assist families. The purpose would be to bring wraparound services to the district in one location. There would also be food services and student affinity group coordinators. Mr. Gutierrez was excited about the possibilities. There was discussion about how to name the center to best represent what programs were included.

Chair Newman thanked Mr. Williams and Mr. Gutierrez for forging ahead with the important work. She then referred to the Board packet and a document that outlined next steps in the All Students Belong initiative. The issues that needed to be addressed were: lack of a North Star that drives policy, resource decisions; lack of alignment in professional development; need for a deeper commitment to equity; individual bias and disparities; siloed initiatives and departments; and policies that leave a lot of room for exclusion. She continued that the group SeeChange, which had created the report, recommended the next step would be a community visioning process to develop a shared north star. Following that would be to develop a plan to align

policies and practices and resources to the north star. The third step would be to implement the plan, keeping the north star at the center of the work.

Ms. O'Rourke commented that the term north star was distracting. She hoped to come up with either a definition for north star or another term. Ms. Hays agreed and continued that it would be important to define what ideas or steps were included in the term.

Ms. Shabram supported the work of SeeChange. She added that it was important to have an external group give guidance. She suggested requesting a scope of future work before entering into an additional contract. Mr. Lafer wanted to see examples of best practices being used in other districts.

Chair Newman summarized that an item for future action would be placed on the agenda for a future meeting to clarify the district's work with SeeChange.

Chair Newman closed the work session at 6:41 p.m.

II. REGULAR MEETING – CALL TO ORDER

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

III. ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman noted that all board members were present either via zoom or in-person. After reciting the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

There were no changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar reported that all students who had signed up for online school before the deadline had been placed. Enrollment was steady with over enrollment at three high schools and under enrollment at kindergarten and sixth grades. She continued that it was hoped that the COVID-19 vaccine would become available for students in mid-October and the district and its partners would assist interested families. All departments were working hard to provide normalcy for students including welcoming back vaccinated volunteers to assist with activities. The district would be holding a recruiting event to fill vacant positions for food service workers, bus drivers, nurses, custodians and educational assistants. The district had recently held a webinar to answer questions posed by the community regarding safety protocols to mitigate exposure to the virus. A recording was available on the web site at <https://www.4j.lane.edu/2021/09/watch-parent-info-session-on-health-safety-measures/>.

Additional information would become available on the district's FAQ page as it was released.

Superintendent Vandercar also reported that the regional safety team and wellness team were ready to support students and teachers to prevent suicide and provide behavior assessment.

VI. COMMENTS BY BOARD CHAIR

Chair Newman reported that in September the district implemented its new Religious Accommodations policy by moving the first day of school so that it did not fall on an important Jewish holiday. She also thanked parents for their involvement in the first live webinar for which they received 175 questions and over 200 people attended live. She thanked all staff who helped to make the event a success. She also called attention to the resolution issued by the State Board of Education in direct response to the limitation by some school districts of symbols and signs showing solidarity with different student groups. She looked forward to the upcoming work session on Robert's Rules of Order and public meeting law.

VII. ITEMS RAISED BY THE AUDIENCE

Chair Newman read the protocols and requirements for making public comment.

Harry Sanger commented on recent state and district actions with regards to COVID-19 protocols; symbols and signs showing solidarity with certain student groups; and the formation of an equity committee.

Larry Lewin eulogized past superintendent Tom Payzant who implemented universal kindergarten and alternative schools, and transferred many high school principals to rejuvenate regions. Mr. Lewin spoke positively of Superintendent Payzant's leadership and innovation and urged the district to return to some of those principles.

Marion Malcom hoped that the Board would always remember that their role was to question the policy impact of administrative decisions. She referred to the equity implications of the difference in the size of online and in-person classes and the students who might be served in those classes.

Roscoe Caron referred to Professor Yong Zhao's comments that China, which had long used testing as the basis for success in school, was now changing its education model to include the important skills of creativity, communication, collaboration and higher order thinking. Mr. Caron continued that he agreed with Professor Zhao's concern that a generation of students, teachers and administrators would know nothing but testing.

VIII. COMMENTS BY EMPLOYEE GROUPS

Peter Tromba and Seth Pfaefflin represented MAPS (Managers, Administrators, Professionals and Supervisors). Mr. Tromba reported that in the second week of school staff had started to notice that students were more dysregulated than he and his colleagues had noticed in the past. Frontline staff were working to respond to issues with cool and calm, and to spend more time listening with empathy and working to reset expectations of how to behave together. Mr. Pfaefflin was a Student Services administrator. He emphasized how much 4J staff were all taking extraordinary measure to take care of students and make school a success. He asked the Board to focus on gratitude for all staff. He also urged anyone listening who was interested in being a special education assistant to apply.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Alicia Hays expressed a personal necessity to call out recent comments equating the Black Lives Matter movement to a hate group. She stated that she did not agree, and believed that Black Lives Matter was an important group moving the nation forward in equity. She continued by saying that she had the chance to attend an OSBA workshop on creating a high

performing board by focusing on working agreements: setting clear goals; creating conditions for success; holding systems accountable and using data effectively; learning together as a board; strong shared beliefs; and having collaborative relations with all stakeholders.

Gordon Lafer thanked Superintendent Vanderkar for removing texts being used at the online academy because of their racist content. He added that he was happy to hear that the district would be transitioning the academy to a model taught by 4J teachers and using 4J approved curriculum. He asked that the district staff request a partial refund for the unusable material. He commented that the shortage of bus drivers was creating significant issues for families. He suggested that it was because wages were significantly lower than in neighboring districts and hoped that the district would respond positively to market conditions. He was intrigued by the idea of creating an ombudsman position for families with students who had special needs.

Laural O'Rourke was glad that the work of All Students Belong was beginning in earnest. She continued that often the terms black, brown, and indigenous were used in the same sentence with the word discipline, which created a sense that students who identified as black, brown and indigenous were considered a problem.

Mary Walston congratulated staff on the first day of school. She would be attending the first Eugene Education Foundation Board meeting the next day and was looking forward to hearing about their work with All Students Belong. She would also be attending the Lane Council of Governments Board meeting the following week. She thanked Ms. Hays for her report on the OSBA workshop.

Martina Shabram appreciated the staff and parents for their participation in the live webinar. She reminded the audience that September 15 to October 15 was Hispanic Heritage month. She highlighted the discussion that had occurred in the work session regarding All Students Belong. She continued that racism and oppression have no place in the district and referred to the Board resolution from June 22 affirming the Board's support to anti-racism and equity and the movement for justice.

Maya Rabasa had met with Superintendent Vanderkar and watched a report on leadership during which she was motivated to express her gratitude to staff and her recognition that they were working long hours under a lot of stress. She affirmed that she saw all the extra that they were taking on day after day. She asked how she could help and acknowledged what was already happening to improve their day. She hoped to keep the avenues of communication open.

X. CONSENT GROUP - ITEMS FOR ACTION

1. Personnel Action
Presenter: Karen Hardin, Director of Human Resources
2. Bond Project–North Eugene High School Replacement Building Controls
Presenter: Ryan Spain, Director of Facilities Management

Mary Walston moved to approve, and Alicia Hays seconded, the consent group.
The motion passed 7:0.

XI. ITEMS FOR INFORMATION

1. Receive Update on the Return to School in Fall 2021
Presenter: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar asked Dr. José Salgado and Dr. Brooke Wagner to give presentations on attending school while in quarantine, and hiring needs. Dr. Salgado shared the plans for continued education if students or a whole class needed to quarantine. He began with the elementary level. He said that if a whole class needed to quarantine, learning would continue through the use of the online program Seesaw. Individual students who needed to quarantine would also access essential lessons through Seesaw. Students would also have access to districtwide teachers online.

Dr. Salgado continued that similar protocol would be followed at the secondary level, which included both middle and high school students, using the online program Canvas. Teachers would work with students to ensure that learning was continuing during the time they were not in school and would also support students in their transition back to school.

In response to a question by Ms. O'Rourke, Dr. Salgado said that staff at the secondary levels would work with students to ensure they were in cohorts as much as possible. In places in the building where high exposure might occur, such as lockers, student access would be staggered. This would minimize contact during the day. The district would implement contact tracing and quarantine students when needed. Dr. Wagner added that if students were vaccinated and were not showing symptoms, they could remain in school. Dr. Salgado added that the district had added cleaning measures. Ms. Walston asked about contact tracing with elementary school students. Dr. Wagner gave information about measures that were being taken to cohort students into small groups in order to minimize contact and create systems for tracing. Dr. Salgado shared sample questions being asked of students to determine who they might have been in contact with during the day.

Dr. Dawn Strong gave additional information about how classrooms were being organized and steps for contact tracing. She outlined the steps being taken to inform and educate families when exposure occurred. Ms. O'Rourke expressed her thanks for the detailed information she had received that night. She added that she would like more information to be shared with the community regarding when and where to get tested.

Ms. Rabasa reminded staff that she wanted to receive data regarding who had chosen online school. Superintendent Vandercar confirmed that she would share the information in her Friday memo.

Dr. Wagner gave a report on the issues that Human Resources was facing. She shared that licensed staff was stable. They were hiring additional guests teachers and would return teachers on special assignment to the classroom if needed.

There were 40 classified educational assistant positions open and nurses, bus drivers and custodians were also needed. They were working with labor groups to provide incentives for some classified positions such as bus drivers.

The online programs had 900 students. All students who applied before the deadline were offered a seat. There were 40 students still needing placement. Mr. Lafer asked for information

to be provided regarding bus driver wages. He also asked whether leave would be offered to staff who had to quarantine. Ms. Nesbit reported that the district had just reached tentative agreements with both EEA and OSEA and the Board would be asked to vote on them at a future meeting.

In response to a question from Ms. O'Rourke, Dr. Kat Lange, Director of Educational Support Services reported that at the end of last year, the ESS programs were not understaffed. However they were experiencing current staffing shortages this year, as were all school districts. They were actively hiring for open positions. There was a discussion and clarification on the education model that was being initiated at the kindergarten and ninth grade levels. Dr. Lange added that staffing numbers were being adjusted to accommodate the new model.

Chair Newman interjected that the discussion regarding Education Support Services had not been planned and would be discussed as an item to add at a future meeting.

2. Receive an Update on School Safety Systems
Presenters: Cydney Vandercar, Interim Superintendent and Brooke Wagner,
Assistant Superintendent for Administrative Services

Superintendent Vandercar referred to the information provided in the Board packet. She wanted to share information about the district traveling safety team. There were two team members per region who responded to incidents at school. She added that the district also had a team that would respond when students were at risk of harming themselves or others. She showed a video highlighting the work of the suicide prevention specialist. The link to the video is <https://vimeo.com/614066629>. The district would be implementing curriculum called Sources of Strength to support and empower students.

Dr. Wagner commended Angi Meyer for her work with suicide prevention. She said that the Sources curriculum was an asset based program that trained students in peer-to-peer support. She added that the initiation of the program was in response to the Adi's Act, and that they would be adding staff to support suicide prevention. The district had renewed their contract with Helping out our Teens in School (HOOTS) to provide additional mental health support. Ms. Waggoner said that they would continue their summer support program as well.

Superintendent Vandercar shared that the Eugene Police Department would be called upon if a crisis rose to that level. Dr. Wagner said that they would bring additional information to the Board at a future meeting. Mr. Lafer asked for additional information on how the Sources of Strength program and additional personal asset building would be implemented.

Chair Newman thanked staff for their reports.

XII. ITEMS FOR ACTION

1. Approve Resolution 2021-22-09 Concerning Masking and Other Protective Measures to Ensure Safe Public Meetings
Presenter: Christine Nesbit, General Counsel

Ms. O'Rourke moved and Ms. Hays seconded to approve Resolution 2021-22-09 Concerning Masking and Other Protective Measures to Ensure Safe Public Meetings. There was no discussion. **The motion passed 6:0.** Mr. Lafer had stepped away during the vote.

2. Approve Revisions to Board Policy KGB Public Conduct on District Property
Presenter: Christine Nesbit, General Counsel

Ms. Walston moved and Ms. Hays seconded to approve Revisions to Board Policy KGB Public Conduct on District Property. In response to a question from Ms. Rabasa regarding bringing animals onto district property, Ms. Nesbit clarified that if a parent was walking their dog, the dog needed to remain on the sidewalk. Ms. O'Rourke asked whether the revisions had been a result of a complaint. Ms. Nesbit responded that the policy allows school administrators to manage the use of their property. Superintendent Vandercar added that during the pandemic many people had been using school property as open space to exercise their dogs and were not aware when school returned to session that they needed to restrain them. Ms. Walston added that the policy had been applied inequitably across the district. Ms. Nesbit responded to a question by Ms. Rabasa that the policy responded to safety issues and the inconsistency of the application of the policy across the district.

Chair Newman called for the vote. **The motion carried 7:0.**

3. Review Instructional Time and Consider Approval of Instructional Allowances
Presenter: Cydney Vandercar, Interim Superintendent and Christine Nesbit, General Counsel

Ms. Rabasa moved and Ms. O'Rourke seconded a motion to authorize the Superintendent to use 30 hours of professional development allowances as need determined. Ms. O'Rourke said that she initiated the item for action to give the Superintendent flexibility to respond to student and staff needs. Ms. Rabasa added that she was not interested in telling the Superintendent how to use the time, but rather to provide the option to use it if needed. Ms. Hays said that she had not heard Superintendent Vandercar ask for the approval of additional time. Mr. Lafer shared that he supported approving the motion so that the additional time could be used if needed and that there could be conversation amongst staff about how the minutes would be used. Ms. O'Rourke hoped that the time could be used for students and staff as flex time. Ms. Hays said that she was concerned it might put pressure on the Superintendent to use the flex time even when she had reported it was not necessary. Mr. Lafer reiterated that approving the motion would allow discussion amongst staff whether the time could be used to relieve some of the pressures they were feeling. Ms. Walston asked for the motion to be restated. Ms. Newman expressed concern that using the additional hours could reduce instructional time. Ms. Shabram said that she was not sure that approving the motion would functionally do very much, since the Superintendent said that if she were to determine that using the hours was needed, she would bring a report to the Board. Ms. Rabasa explained that her motivation to bring the item for action to the Board was to be proactive in light of the pandemic. Approving the motion would allow the Superintendent to act quickly to use the hours if she saw the need. Ms. Nesbit clarified for the Board that approving allowances is an annual event. She added that if the Board wanted to approve the use of time allowances for a longer period, a Board Policy would have to be created and approved. Mr. Lafer expressed concern that there was resistance to consideration of the motion. In response to a question from Ms. Hays, Superintendent Vandercar clarified that if the need were to arise to use time allowances, there

would be a discussion about their use among all the stakeholders. She added that any discussion would happen in a public format. Ms. Rabasa asked the seasoned Board members how often time allowances were used. Ms. Nesbit answered that there had been times in the past when the district had to request approval to use time allowances because of weather related issues. Ms. Rabasa expressed disappointment in the process. She repeated the motion. Ms. Walston called for the question. **The motion *did not pass* 3:4.**

4. **Approve Board Goals For 2021–22**

Presenter: Judy Newman, Board Chair

Chair Newman referred to the Board Packet for details regarding the eight goals; three tasks; and three additional goals to consider if there was time. Ms. Walston moved to approve the Board Goals for 2021-22. Mr. Lafer seconded the motion. Ms. O'Rourke expressed concern that creating a pandemic/disaster policy was not a primary goal. Ms. Hays hoped that if, at the mid-year check-in, it was determined that additional goals could be tackled, the Board would have a discussion whether there were other items they could consider besides the three goals listed. Mr. Lafer thanked Board Leadership that the Community Benefits Agreement was one of the tasks to be worked on.

Ms. Hays amended the motion to include that new goals could be considered along with the three goals that would be considered if there was time. Ms. Walston seconded the motion to amend.

Mr. Lafer said that any new goals would need to be added after the three that were on the lists. Ms. Hays shared that she had brought her concerns during the retreat and was expressing them again.

Ms. Shabram shared that there would be items that arose that took precedent over any goal that was agreed upon. She asked that the Board move forward in good faith and have discussions as needed on the merit of the goals on the list. Ms. O'Rourke called for the question.

Ms. Hays withdrew her amendment. Ms. Walston agreed to remove her second to the amendment.

Ms. Rabasa asked to amend the motion to include the pandemic policy onto the goals. Ms. O'Rourke seconded the amendment. Ms. Walston and Ms. Shabram said that the work on pandemic issues would happen whether it was a goal or not. Chair Newman agreed that creating a pandemic/disaster policy would not replace all the work that was currently happening in the district. Ms. O'Rourke said that she was frustrated that there was no written pandemic/disaster policy. Mr. Lafer supported moving forward the goal to create a pandemic/disaster policy. Ms. Rabasa shared that she was looking forward to creating an equity lens for decision-making so that future discussions such as the one occurring might be addressed through the equity lens.

Chair Newman called the question on the amendment. **The motion to amend the original motion to add the goal to create a pandemic/disaster policy to the list of Board Goals for 2021-22 *did not pass* 3:4.**

The motion to approve the original Board Goals for 2021-22 passed 7:0.

5. Oregon School Board Associations (OSBA) Elections: Nominate Judy Newman for OSBA Legislative Policy Committee
Presenter: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar deferred to Ms. Shabram. Ms. Shabram moved that the Eugene School Board of Directors nominate Judy Newman for the OSBA Legislative Policy Committee in Position 6. Ms. Walston seconded the motion. Ms. Walston expressed that Chair Newman had done a great job and hoped that when the time came, all on the board would vote in the affirmative. **The motion passed 7:0.**

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Revisions/Updates to Board Policy IKF-Graduation Requirements
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit referred to the Board Packet for the revisions to Board Policy IKF. Staff were proposing to remove the graduation requirements regarding essential skills for English Language Learners to be in agreement with recent legislation that eliminated the skill for a period of three years. She added that if the state changed legislation, staff would make further revisions.

Ms. Nesbit continued that the legislature has adopted the term “Language Arts” in favor of the former term “English.”

The final revision to the policy would be in response to the request to award a diploma to deceased students who died while enrolled in the 12th grade. A section would be added to the policy under the heading *4J Honorary Diploma* which would give the requirements for the issuance of the diploma. The diploma would not be issued by the Oregon Department of Education, but by the district. Ms. Hays thanked the district for adding this revision to the policy. Mr. Lafer requested that the requirement that the student be on track to graduate. He asked for more latitude in issuing an honorary diploma within the balance of the law. There was further discussion regarding the term “on track to graduate” relative to the grade the student was in. Superintendent Vandercar clarified that the discussion was to remove the section “and been on track to meet graduation requirements by the targeted graduation date or the summer immediately following.” There was also discussion to consider the requirement that the student be enrolled in 12th grade. Mr. Lafer added that if there were a way to honor students, he would like to see it included. Superintendent Vandercar suggested adding the word guardian to parent(/guardian).

2. Appointment of Budget Committee Members
Presenter: Kerry Delf, Chief of Staff and Ms. Andrea Belz, Director of Financial Services

Ms. Delf introduced Ms. Andrea Belz, Director of Financial Services to give a brief overview of Budget Committee requirements. Ms. Belz said that the committee was a statutory committee required by law and included the Board and an equal number of members chosen from the community. The committee was required to meet at least once to receive the proposed budget, ensure that all requirements were met and approve and move the budget to the Board

for approval by June 30 of each year. Ms. Belz considered the important duty of the Budget committee was to represent and ask questions posed by the community. She encouraged any qualified individual to apply for an open position.

Ms. Delf continued the Board's process in the past to fill the Budget Committee was to solicit applications from qualified candidates; interviewed applicants in a work session or heard from them during a Board meeting. Since the Board had received large numbers of applicants in the past, a screening process or appointing a subcommittee to screen applicants was considered. She added that the Board could approve to start the process as early as September 24 to conclude on November 3. Ms. O'Rourke asked whether the Equity lens had been applied before the start of the process. Ms. Delf responded that the lens could be applied during the solicitation and application process.

Ms. Walston remembered that the Board had agreed not to use a subcommittee of members to screen applicants. She also urged not using a straw poll prior to voting. Mr. Lafer wanted to use the least time-consuming process possible and to make clear to applicants what their limited role was. He did not believe that the Budget Committee served its purpose of responding to the proposed budget with suggestions and alternative uses for funds.

In response to a question regarding the exclusion of 4J staff from serving, Ms. Delf said that it was a state law. She added that she was not aware whether stipends or payment for childcare were permitted. She and Ms. Nesbit said they would find out, but they believed that providing onsite childcare would be permissible.

Ms. Hays clarified that the description of the Budget Committee's role that would be made available to applicants was provided in the Board Packet. She gave her thoughts about how to choose candidates.

Ms. Delf clarified that the Board was to begin the process during the current meeting in order to appoint budget committee members at the next meeting. She referred to the process outlined in the packet. Mr. Lafer agreed with Ms. Hays suggestion that they choose candidates based on their paper applications and not have interviews. Ms. Walston suggested that the Board approve the recruitment process and could discuss the interview process at a later Board meeting. Ms. O'Rourke and Ms. Hays suggested adding questions from an Equity lens to the application. Ms. Shabram clarified that the only reason to not move forward was if the Board wanted to make changes to the questions on the application. There was a discussion about altering the questions in the initial application. Superintendent Vanderkar suggested choosing candidates by high school regions.

Chair Newman asked whether the Board would approve the initial application process with suggested alterations so that it could be distributed to the community by September 24, and have a continued conversation at the Board work session on October 6. Ms. Delf clarified that the community engagement, job history, and educational background questions be removed. The Board agreed. The appointment of Budget Committee members would occur at a future meeting.

3. Consider for Approval Board Working Agreements
Presenter: Judy Newman, Board Chair

Chair Newman reviewed the four documents in the Board packet pertaining to the working agreements. Ms. O'Rourke was concerned that some of the discussion and suggestions had not been recorded. After a discussion about how to get feedback regarding items that the Board wished to revise, Chair Newman suggested sending an email with just the name of the item to her and the discussion would occur in public meeting. Chair Newman and Ms. Nesbit referred to the upcoming work session with OSBA to learn more about deliberations by email. Ms. Shabram acknowledged Ms. O'Rourke's discomfort that her suggestions had not been included. There was further discussion of how to get changes to Chair Newman and Vice Chair Shabram.

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

Ms. Hays and Mr. Lafer asked for data regarding special education students. Ms. Hays and Chair Newman also asked for a report on the current plans to respond to a disaster. Ms. Shabram and Chair Newman asked to have a conversation about the relationship between the Equity Committee and the School Board. There was additional conversation on the issues to be discussed at a future meeting.

Ms. Shabram asked for a discussion about crafting a resolution regarding student identities to align with the recent resolution from the State Board of Education. The Board agreed to discuss it at a future meeting.

XV. ADJOURN

Chair Newman adjourned the meeting at 10:52 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

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

Date: September 29, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 24, 2021, and published in *The Register-Guard* on September 29, 2021.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa
Mary Walston

STAFF:

Cydney Vandercar, Superintendent
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA:

EMPLOYEE ASSOCIATIONS:

OTHER: Haley Percell and Elliot Fields, Oregon School Boards Association
Brenda Brainard, Retired Director of the NATIVES Program and Facilitator on Robert's Rules of Order

I. WORK SESSION

Chair Newman opened the work session at 5:30 p.m. All Board members were present. Chair Newman shared that the purposes for calling the work session were to receive a presentation on public meeting laws and records by Haley Percell, Chief Legal Counsel, and Elliot Fields, Senior Assistant Legal Counsel for the Oregon School Boards Association, and to receive a presentation on Robert's Rules of Order by Brenda Brainard, retired director of the NATIVES Program, and facilitator on parliamentary procedure.

Ms. Percell introduced herself and began her presentation by stating that the definition of a public record was very broad. She continued that although most documents and other records were considered public, not all had to be produced during a public records request. She recommended that in-house legal counsel be consulted in all requests for records. She concluded that it was best to assume that all records related to school business created on public and private devices, including any writing on any medium, were public records.

Mr. Fields began his overview of records retention by referring to Oregon Revised Statutes and Administrative Rules that outlined records retention requirements. He continued that best practices included conducting school business on district owned equipment and district email accounts. If a Board member chose to use a private device, they would need to develop a practice of retaining records of district business. In addition, if a board Member used a personal device for both personal and private business, it would increase the chances that private business might come under review in the event of a records request.

He referred to the Oregon Secretary of State's Administrative rules regarding records retention for school districts. He gave examples of different categories that were included.

He continued by giving an overview of records destruction. He shared the penalties that could be brought against a district found to be tampering with public records. He recommended developing a detailed schedule for destruction of records.

In response to questions from Ms. Hays and Chair Newman regarding using a personal device for both personal and board correspondence, Ms. Percell responded that to make a determination whether any correspondence (email, text, phone call, etc.) on the device might have to be produced upon a public records request, all correspondence would need to be retained. She recommended that using a district-owned device was best practice, but if that was not possible, to send any documents related to district business to the staff member in charge of records retention.

In response to a question from Mr. Lafer, Ms. Percell clarified that voice mails were a public record but they did not have to be retained. If they existed during the time of a public records request, they needed to be produced.

Ms. Percell added that any correspondence from a group chat could be considered a public record. She agreed that the laws were written before social media existed and were therefore not clear, but added that if a public records request were to be made, she would advise that all records be given to school staff to determine whether or not the record should be produced.

In response to a question regarding texts, Ms. Percell encouraged the Board to reach out to district legal counsel.

Ms. Percell then reviewed the rules regarding public records requests including who could make a request and how long the district would have to respond to records requests. She reiterated that the district should be in possession of all records at the time of a request so that individual Board members avoided personal liability.

Mr. Fields shared that public meetings should be open to the public, subject to notice requirements. There were exceptions to public meeting laws that were defined in the statutes and administrative rules. He gave the definition of a public meeting. He added that email and text communications involving deliberation of a school matter could be considered a public meeting. Chair Newman asked whether the meeting they were currently attending was considered a public meeting. Mr. Fields responded that since a quorum of the Board was convening and there was potential for deliberation on any topic, the burden of proof that it was not a public meeting would reside with the district. Mr. Lafer asked whether listening sessions which the whole Board attended were also considered public meetings. Mr. Fields responded

that the same burden would apply and recommended that less than a quorum of the Board attend a public event. There was a discussion about participating in break-out rooms during presentations in which a quorum might occur. Mr. Fields concluded that the Board would want to avoid gathering in a quorum unless it was noticed as a public meeting. There was also a discussion about the definition of a serial meeting. Caution was given to avoid having serial communication by email, because it could be regarded as having a non-public, non-agendized meeting.

Chair Newman thanked the presenters for coming. She then introduced Brenda Brainard, retired NATIVES director and a facilitator on Robert's Rules of Order. Ms. Brainard introduced herself and spoke during her opening remarks about the travesties acted upon tribal children and their families in residential boarding schools across the United States and Canada.

She began her presentation by giving background on Robert's Rules of Order, a parliamentary procedure, which was created to ensure cooperation of the members of an organization. It established an order for talking and keeping track of doing business, and kept discussion and voting orderly. When used appropriately, it was a neutral system. The purpose was to bring order and fairness to a meeting and to bring a deliberative process to the assembly. Ms. Brainard reminded the Board that Robert's Rules were a tool, not a weapon, and that a basic respect for laws and rules must be followed. It was the obligation of every attendee of a meeting to follow them. The basic tenets of Robert's Rules were: courtesy to all; discussing one item at a time; the rule of the majority wins, but the rights of the minority need to be heard; justice for all and partiality to none. Ms. Brainard reminded the Board that although everyone had the right to speak, they also were responsible for listening and to not speak too many times. She added that the Chair could let a person know when they had made their point.

Ms. Brainard reviewed the rule that the minority or absent right must be protected. Time limits needed to be adhered to and conversations succinct and easy to follow. The Chair needed to call on a speaker by name before they could begin and to ensure that remarks were being made to the Chair and not to each other. Doing so also ensured that dialog was not personal. The term "point of order" was used to bring the conversation back to the point at hand.

Regarding voting, Ms. Brainard reminded the Board that If there were a motion on the floor, it would be good practice to restate the motion before voting. Any pending questions could be discussed after the vote was taken. Ms. Brainard said it was important that votes be tallied out loud following the sequence for, against and abstentions. Ms. Walston shared that the Board did not allow abstentions, but did allow recusals based on conflict of interest.

Ms. Brainard then reviewed other parts of Robert's Rules of Order that were not related to quorum meetings. Discussions were allowed even if a quorum was not obtained, but there could be no votes or decisions made.

The four essential parts of a meeting were call to order, minutes, new business, and adjourn. Additional areas could be added. Areas of concern included when a Board member moved to change the agenda. Ms. Brainard clarified that there should be minimal discussion about the topic to be discussed before the vote was taken to approve or not approve the addition of the item to the agenda. She suggested that any corrections to the minutes be made before the meeting, not during.

She continued that it was the practice under Robert's Rules of Order that all members be given the chance to speak after a motion was made and seconded and before a member spoke again, and that preference to begin the second round of discussion be given to the person who made the motion. The Chair controlled the procedures at all times with the help of the Board.

If a topic could not be decided on before the time given for that item, the Board could choose to suspend discussion and defer action to a later date in order to keep the meeting on track.

Ms. Brainard reviewed the use of the term "call for the question." Any discussion after a call for the question was up to the discretion of the Chair. There was a discussion about using the term too soon, and the guidelines to continue conversation through a motion to rescind the call for the question. She gave other responsibilities of the Chair to keep the meeting going smoothly and in order.

Ms. Brainard then reviewed the responsibilities of the Board: to stay on topic, to not interrupt, to be concise with statements, to self-correct, and to remind others of the rules. She then shared actions to avoid: disengagement, pontificating, speaking without being recognized, and maintaining neutrality. She reminded the Board that a motion could be approved, denied, or tabled and that all motions had to be moved and seconded before discussion could occur. There was a conversation regarding the use of "point of clarification." If a motion were to be withdrawn, both the person who moved and the person who seconded the motion would need to withdraw it.

Ms. Walston shared that recent motions had not been concise and often included the rationale for the motion. She suggested that the motions be written before they were stated so that they were clear for the audience and the minutes recorder. Rationale could be included in the discussion.

There was further discussion about being prepared for the meeting in order to be ready to ask clarifying questions and discuss. Ms. Brainard reminded the Board to endeavor to bring patience so that the rules would not be used as a weapon, but rather as a tool. It was important to remember why the Board was doing their work. As a new Board Chair, Ms. Newman appreciated the help she was given to do her job correctly.

In response to a question about how to handle perceived instances of rudeness and bullying, Ms. Brainard responded that comments could be directed to the Chair through a motion to amend the agenda to discuss the issue as part of new business. She added that longer discussions could be had in executive session.

Ms. Brainard reflected that forcing a person into a fight, flight or freeze reaction was not effective. She gave some further suggestions on how to manage difficult situations. Ms. O'Rourke brought up some examples of recent behavior. Ms. Brainard said that if a person was not breaking a law during public comment, they had the right to talk about what they believed, but the Chair would be able to stop someone from speaking if they were breaking a school district policy or rule. Ms. Shabram wondered whether after negative comments, the Board could reiterate their beliefs and practices.

Ms. Brainard continued that the Board was allowed to change Robert's Rules of Order, but they could not disregard them. She cautioned against adopting a new system because it was timely

and confusing. She then reviewed the steps for making a motion: obtain the floor, address the chairperson, make the motion, receive a second, restate the motion, have discussion, call for the question, and implement and announce the vote. If a motion were to be modified, the modification would be voted on before the main motion. She reminded the Board that discussion would only be on the part of the amended motion being voted on. She referred to the cheat sheet for details on how to proceed through the steps. She briefly read the sheet of different kinds of “calls” and cautioned that if the meeting had to be recessed, that there was no discussion during the recess.

Ms. Brainard finished her presentation by reminding the Board that Robert’s Rules were not the job of one person, but of a community responsibility to learn, practice, and follow them. The Board each gave their thanks to Ms. Brainard for her wonderful teaching and willingness to present and facilitate.

II. ADJOURN

Chair Newman adjourned the meeting at 8:15 p.m.

(Recorded by Eliza Drummond)

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

DRAFT



ITEM FOR INFORMATION

Date of Meeting

October 20, 2021

Title

Receive Enrollment Update

Prepared by:

Oscar Loureiro, Director of Research and Planning

Description

Student enrollment in 4J on 10/1/2021, excluding alternative programs and charter schools, was 15,718 students, 121 fewer than on 10/1/2020. As in many other districts across the state and the nation, student enrollment in 4J in 2021-22 did not return to pre-pandemic levels and indeed experience a small drop compared with last year's level.

Preliminary data provided by Lane ESD indicate that the number of 4J students in grades 1 to 12 being homeschooled this year has increased by 126 students, which would explain by itself the drop in district enrollment.

Background Information

The 1st grade cohort saw the projected increase due to students who last year enrolled in KG outside 4J and this year returned to 4J, but all the other cohorts grew less than in an average year due both to more withdraws and fewer new enrollments than usual.

GRADE	10/1/2021 ENROLLMENT	10/1/2020 ENROLLMENT	DIFFERENCE	COHORT SIZE CHANGES	
KG	1038	996	42		
G1	1107	1209	(102)	TRANSITION KG TO G1	111
G2	1221	1103	118	TRANSITION G1 TO G2	12
G3	1090	1148	(58)	TRANSITION G2 TO G3	(13)
G4	1129	1150	(21)	TRANSITION G3 TO G4	(19)
G5	1157	1139	18	TRANSITION G4 TO G5	7
G6	1133	1222	(89)	TRANSITION G5 TO G6	(6)
G7	1214	1256	(42)	TRANSITION G6 TO G7	(8)
G8	1275	1277	(2)	TRANSITION G7 TO G8	19
G9	1364	1334	30	TRANSITION G8 TO G9	87
G10	1362	1308	54	TRANSITION G9 TO G10	28
G11	1304	1298	6	TRANSITION G10 TO G11	(4)
G12	1324	1399	(75)	TRANSITION G11 TO G12	26
TOTAL	15718	15839	(121)		



ITEM FOR INFORMATION

Date of Meeting

October 20, 2021

Title

Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2020–21 Assurances

Prepared By

Kerry Delf, Chief of Staff

Christine Nesbit, General Counsel

Brooke Wagner, Assistant Superintendent for Administrative Services

Description

Annually, superintendents are required to report the district's compliance in the previous year to the Standards for Public Elementary and Secondary Schools from Oregon Administrative Rules Chapter 581, Division 22.

School districts must share their Division 22 report to the school board in a public meeting and post the report to the district's website by November 1, 2021. Districts must submit the report to the Oregon Department of Education by November 15, 2021.

A few of the Division 22 requirements for public schools have been waived for the 2020–21 school year, due to the emergency conditions caused by the pandemic, but most Division 22 requirements remain in place. The district is in compliance with most items.

Staff will share a report on the district's Division 22 assurances including a description of how the district plans to be in compliance with the few areas where it is currently out of compliance with Division 22 standards.

Eugene School District 4J

Report on Compliance with Public School Standards

2020–21 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Eugene School District 4J’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2020–21 school year. For each rule reported as out of compliance, Eugene School District 4J has provided an explanation of why the school district was out of compliance and the district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2022–23 school year.

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0104(5) Ready Schools, Safe Learners Guidance	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	Implementing approved corrective action	The district has policies in place and students receive instruction in the effects of tobacco, alcohol, and drugs. The district provides health education including drug and alcohol prevention education in grade 9, and is working to consistently implement the required one lesson per year in upper high school grades.	The district is working toward compliance and made progress on the planned corrective action last year. In 2021–22 the district will implement one lesson per year in grades 10–12 as required. Next, the district will develop a comprehensive K–12 plan in association with a new health curriculum adoption.

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	Implementing approved corrective action	Students receive instruction in human sexuality education at all school levels. Secondary grades use the “Our Whole Lives” supplemental curriculum. Professional development and instructional materials have been provided for grade 5. Professional development and materials for grades K–4 are in development.	The district is working toward compliance and made progress on the planned corrective action last year. In 2021–22 instructional materials and professional development for grades K–4 will be developed and provided. Next, the district will develop a comprehensive K–12 plan in association with a health curriculum adoption.
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills	Waived for 2020-21 school year	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2130 Kindergarten Assessment	Waived for 2020-21 and 2021-22 school years	Not applicable	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
81-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements	Out of compliance	Elementary schools were in compliance in 2020–21, when weekly PE minutes requirements were waived. Middle schools were out of compliance, with 7 of 8 schools providing PE to students for one trimester rather than over the full year.	The district will continue to work toward compliance with the physical education mandate.
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	Waived for 2020-21 school year	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	Oregon requires school districts to report this year on the adoption of digital course materials. The district followed its established supplemental materials adoption process to select curriculum for its online academy, including a review with evaluation criteria and recommendation by a team of educators. The district will next undertake an adoption process to select digital curriculum when the current contracts expire.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	In compliance	The district has adopted or is in progress to adopt instructional materials in all subject areas.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	Out of compliance	Specialists previously were identified and trained at every elementary school, as of the 2018–19 school year. Since that time some staff have changed worksites, and the district no longer has an identified specialist at every school.	The district will determine which schools do not currently have an identified specialist, identify at least one teacher at each school, and provide them with dyslexia-related training to return to compliance.
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

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ITEM FOR INFORMATION

Date of Meeting

October 20, 2021

Title

Bond and Facilities Work

Presenter

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

Background

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school.

Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School. Construction continues at Edison, North and Gilham. Design Development has been completed for Camas Ridge Elementary school.

Information on bond news can be found on the district website at <https://www.4j.lane.edu/bond/news/>.

Board and Superintendent Goals

4J Vision 20/20 Strategic Plan

Goal III: Communication & Connection with Community

Goal V: Stable, Sustainable Stewardship




Bond Update

&

Additional Facilities Projects

64



October 20, 2021

Edison Elementary

- Construction Continues
- Exterior Wall and Roofing
- Interior Wall Framing
- Mechanical, Plumbing, and Electrical Systems



North Eugene High School

- Construction Continues
- Structural Steel, Exterior Wall and Roofing
- Interior Wall framing
- Mechanical, Plumbing, and Electrical Systems



Gilham Elementary

- Construction Continues
- Interior Classroom Renovations Complete
- Parking Lot Renovations Complete
- Classroom / Aux Gym Additions Underway



Camas Ridge Elementary

- Construction Documents Underway
- Bidding in early 2022
- Construction starts 2nd half 2022



Work in Progress or Recently Completed:

- Equitable Athletic Facilities Improvements
- Chinese Immersion relocation into Kennedy Middle School
- Kelly Middle School Modular: first in use, second modular arriving late 2021
- McCornack & Twin Oaks: Building Controls
- Turf Replacements @ Churchill & Sheldon
- Kelly Middle School: Inner Gym Roof
- Ed Center Paving / Fiber Feed



Planned Future Work:

- Multiple Site Roofing: Spencer Butte, Monroe, Kelly
- Multiple Site Entry Vestibule Planning
- Multiple Site Reader Boards: Kennedy, Kelly
- Multiple Site Building Controls: Buena Vista, Crest Drive



Equitable Athletic Facilities



Churchill - softball dugouts/locker rooms/batting cages



Sheldon - softball field/dugouts/locker room/batting cages



SEHS - softball batting cages/storage/restrooms



Thank You



ITEM FOR INFORMATION

Date of Meeting

October 20, 2021

Title

Elementary & Secondary School Emergency Relief (ESSER) III District Plan

Prepared By

Brooke Wagner, Assistant Superintendent for Administrative Services

Andrea Belz, Director of Financial Services

Description

Eugene School District 4J has been awarded \$36.9 million in grant funds by the Oregon Department of Education under the ESSER III federal program. A minimum of \$7.4 million (20%) of this funding must be dedicated to learning loss. All grant funds must be expended by September 30, 2024.

4J's ESSER III District Plan focuses funding in two key area:

- Support and enhancement of Student Investment Account (SIA) initiatives
- Support of district operations impacted by the COVID-19 pandemic

While school districts are not required to share these funds with charter schools, 4J will continue our long tradition of support to ensure that all programs across the district have the funding they need to succeed in this challenging environment. Funding dedicated to charter schools under the ESSER III District Plan is set at \$1.8 million.

Under this plan, the district expects to expend approximately 46% of grant funding for activities related to learning loss, and the remaining 54% to support district operations impacted by the COVID-19 pandemic. While we have fully budgeted spending for this grant, we do recognize that changing circumstances could require a modification to this plan in the future. If this is required, we will work with the Oregon Department of Education to meet any reporting requirements related to a budget amendment.

To gain access to this award, the district was required to submit a spending plan to ODE by October 20, 2021. The detailed plan submitted to ODE includes supplemental engagement information for migrant and incarcerated students. The board meeting packet includes a short presentation summarizing this spending plan.



ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER III)

DISTRICT SPENDING PLAN

4J ESSER III AWARD

- \$36.9 MILLION TOTAL
- MINIMUM OF 20% OR \$7.4 MILLION DEDICATED TO ADDRESS LEARNING LOSS
- MUST BE SPENT BY SEPTEMBER 30, 2024
- 4J MUST SUBMIT DISTRICT SPENDING PLAN TO THE OREGON DEPARTMENT OF EDUCATION BY OCTOBER 20, 2021, TO GAIN ACCESS TO FUNDING
- 4J'S PLAN FOCUSES FUNDING IN TWO KEY AREAS:
 - SUPPORT/ENHANCEMENT OF STUDENT INVESTMENT ACCOUNT (SIA) INITIATIVES
 - SUPPORT OF DISTRICT OPERATIONS IMPACTED BY THE COVID-19 PANDEMIC

SIA PLAN AND COMMUNITY ENGAGEMENT

- **CONSULTATION REQUIREMENTS ARE MET** BY STUDENT SUCCESS ACT–STUDENT INVESTMENT ACCOUNT (SIA) PLAN DEVELOPMENT PROCESS, PER OREGON ESSER III STATE PLAN
 - ODE GUIDANCE: SUPPLEMENTARY ENGAGEMENT INFO ONLY FOR STUDENTS WHO ARE MIGRANT OR INCARCERATED
- **4J CONDUCTED EXTENSIVE COMMUNITY ENGAGEMENT** TO INFORM SIA PLAN DEVELOPMENT IN 2019₁₅-20
 - AIMS: INCREASE ACADEMIC ACHIEVEMENT, CLOSE GAPS BETWEEN GROUPS OF STUDENTS, MEET STUDENTS' MENTAL AND BEHAVIORAL HEALTH NEEDS
- **4J SOUGHT ADDITIONAL COMMUNITY INPUT IN ESSER III PRIORITIES SURVEY** IN SPRING 2021
 - 1,528 RESPONSES FROM PARENTS, STAFF, STUDENTS, COMMUNITY MEMBERS

4J SIA + ESSER III

SUMMER PROGRAMS EXPANSION

\$6 MILLION

BEST AFTER-SCHOOL PROGRAM EXPANSION

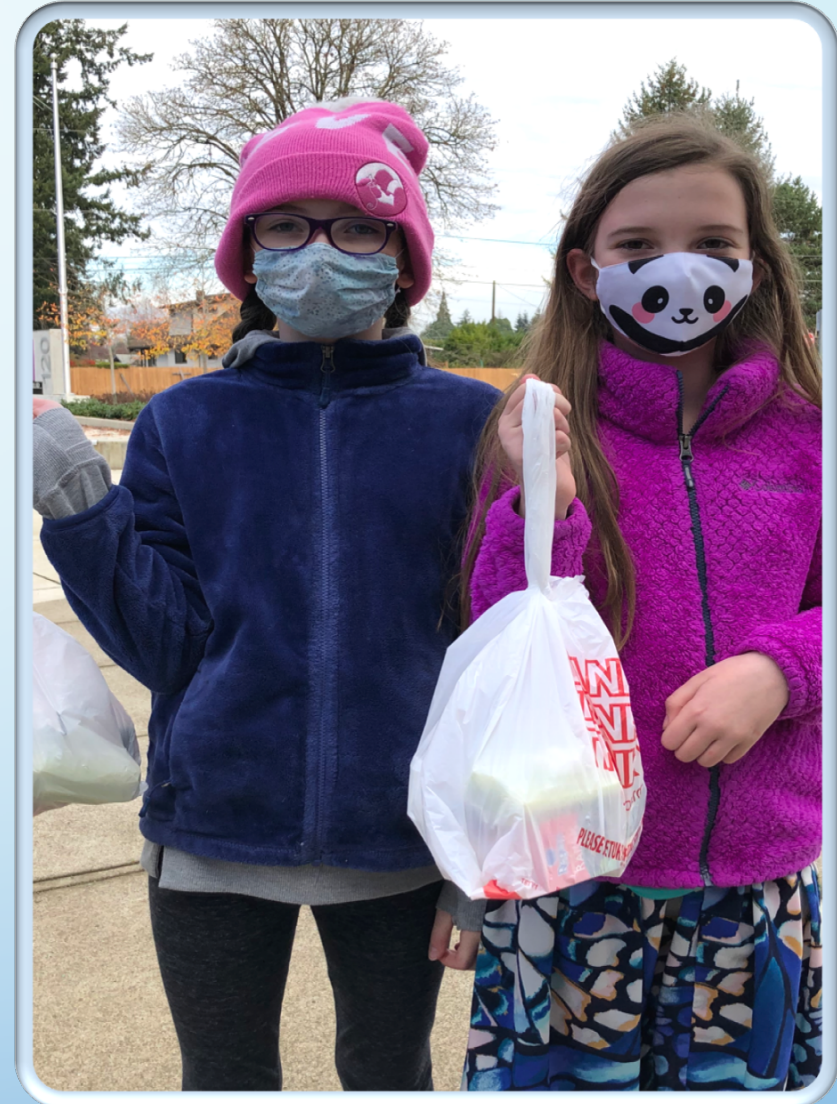
\$1.6 MILLION

WELL-ROUNDED EDUCATION & CLASS SIZE REDUCTION

\$7.2 MILLION

WRAPAROUND SUPPORT TEAMS

\$0.5 MILLION



DISTRICT OPERATIONS + ESSER III

- **SCHOOL FACILITIES** (INCLUDING BUILDING IMPROVEMENTS) – \$5.9 MILLION
- **NEW LAPTOPS** FOR MIDDLE & HIGH SCHOOL STUDENTS AND TEACHERS – \$5.5 MILLION
- **INSTRUCTIONAL SUPPORTS** (STAFFING/PD/CURRICULUM) – \$3.8 MILLION
- **STUDENT TECHNOLOGY USE SUPPORTS** – \$1.5 MILLION
- **NUTRITION SERVICES** – \$1.4 MILLION
- **STUDENT TRANSPORTATION** – \$953,000
- **COMMUNICATION SUPPORTS** – \$330,000
- **SCHOOL SUPPLIES** – \$330,000
- **CHARTER SCHOOL SUPPORTS** TO ADDRESS LEARNING LOSS AND OPERATIONAL CHALLENGES – \$1.8 MILLION

Eugene School District 4J
ESSER III Budget Development
Grant #30002

Department/School	Description	Total Budget	2021-22 *	2022-23	2023-24	Learning Loss 20%	Learning Loss Amounts
<i>* Many items have been implemented in 2021-22 using other funds not reflected here</i>							
Adams	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Awbrey Park	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Bertha Holt	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Buena Vista	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Camas Ridge	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Charlemagne	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Chávez	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Chinese Immersion	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Edgewood	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Edison	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Family School	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Gilham	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Howard	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
McCornack	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
River Road/Camino del Rio	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Spring Creek	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Twin Oaks	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Willagillespie	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Yujin Gakuen	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
ATA	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Cal Young	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Kelly	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Kennedy	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Madison	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Monroe	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Roosevelt	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Spencer Butte	COVID supplies + Student supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Churchill	COVID supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
ECCO/EOA	COVID supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
International HS	COVID supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
North	COVID supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Sheldon	COVID supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
South	COVID supplies	\$ 10,000.00	\$ -	\$ 10,000.00		N	
Communications	Spanish Translation Specialist	\$ 181,722.00	\$ -	\$ 90,861.00	\$ 90,861.00	N	
Communications	Website Redesign	\$ 100,000.00	\$ 100,000.00	\$ -		N	
Communications	Parent Communication App	\$ 50,000.00	\$ 10,000.00	\$ 20,000.00	\$ 20,000.00	N	
Technology	TSSIII - COVID Support (3.0 FTE)	\$ 466,566.00	\$ -	\$ 233,283.00	\$ 233,283.00	N	
Technology	TSSIII - Instructional Technology Specialist	\$ 155,522.00	\$ -	\$ 77,761.00	\$ 77,761.00	Y	\$ 155,522.00
Technology	TSSIII - Web Specialist	\$ 155,522.00	\$ -	\$ 77,761.00	\$ 77,761.00	N	
Technology	Repairs and Maintenance Services (On Contract)	\$ 25,000.00	\$ -	\$ 12,500.00	\$ 12,500.00	N	
Technology	Student Connectivity	\$ 165,000.00	\$ -	\$ 82,500.00	\$ 82,500.00	N	
Technology	Supplies	\$ 100,000.00	\$ -	\$ 50,000.00	\$ 50,000.00	N	
Technology	Software	\$ 170,000.00	\$ 20,000.00	\$ 75,000.00	\$ 75,000.00	N	
Technology	Hardware	\$ 300,000.00	\$ -	\$ 150,000.00	\$ 150,000.00	N	
Technology	Student Technology	\$ 5,470,000.00	\$ 5,470,000.00	\$ -	\$ -	N	
Nutrition Services	Classified Salaries-Regular	\$ 411,773.00	\$ -	\$ 411,773.00		N	
Nutrition Services	Classified Salaries-Subs	\$ 125,000.00	\$ -	\$ 125,000.00		N	
Nutrition Services	Supplies	\$ 25,000.00	\$ -	\$ 25,000.00		N	
Nutrition Services	Soap and Paper	\$ 50,000.00	\$ -	\$ 50,000.00		N	
Nutrition Services	Tents and Tables for Outdoor Meals	\$ 600,000.00	\$ 600,000.00	\$ -		N	
Nutrition Services	Equipment	\$ 155,000.00	\$ 155,000.00	\$ -		N	
Transportation – General	Classified Salaries-Regular	\$ 269,725.00	\$ -	\$ 269,725.00		N	
Transportation – General	Supplies	\$ 25,000.00	\$ -	\$ 25,000.00		N	
Transportation – General	Equipment	\$ 25,000.00	\$ -	\$ 25,000.00		N	
Transportation – Special Ed	Classified Salaries-Regular	\$ 269,725.00	\$ -	\$ 269,725.00		N	
Transportation – Special Ed	Supplies	\$ 25,000.00	\$ -	\$ 25,000.00		N	
Transportation – Special Ed	Vans	\$ 338,459.00	\$ 338,459.00	\$ -		N	
Facilities Dept	Electricity	\$ 450,000.00	\$ -	\$ 450,000.00		N	
Facilities Dept	Supplies	\$ 350,000.00	\$ -	\$ 350,000.00		N	
Facilities Dept	Equipment Under \$5,000	\$ 200,000.00	\$ 200,000.00	\$ -		N	
Facilities Dept	Building Improvements	\$ 3,675,856.52	\$ -	\$ 3,675,856.52		N	
Facilities Dept	Kelly Modulars	\$ 1,100,000.00	\$ 1,100,000.00	\$ -		N	
Facilities Dept	Filters	\$ 40,000.00	\$ -	\$ 40,000.00		N	
Student Wellness/School Safety	Cameras	\$ 75,000.00	\$ 75,000.00	\$ -		N	
Instruction Dept	Athletics Live Streaming - LiveU, Inc.	\$ 59,160.00	\$ -	\$ 59,160.00		N	
Instruction Dept	Software Licensing/Purchases	\$ 878,600.00	\$ 50,000.00	\$ 828,600.00		N	
Instruction Dept	Athletic Director	\$ 570,000.00	\$ 190,000.00	\$ 190,000.00	\$ 190,000.00	N	
Instruction Dept	BEST After-School Program Expansion	\$ 620,000.00	\$ -	\$ 310,000.00	\$ 310,000.00	Y	\$ 620,000.00 SIA—BEST After-School Program
Instruction Dept	3 Added Days: Transition Day & 2 Teacher PD Days	\$ 1,421,264.00	\$ 1,421,264.00	\$ -		Y	\$ 1,421,264.00
Instruction Dept	Antiracism PD	\$ 200,000.00	\$ 100,000.00	\$ 100,000.00		N	
Instruction Dept	Van for Wrap-Around Services Team	\$ 50,000.00	\$ 50,000.00	\$ -		Y	\$ 50,000.00 SIA—Wraparound Support Teams
Instruction Dept	Welcome Center – Wrap-Around Services	\$ 450,000.00	\$ 250,000.00	\$ 100,000.00	\$ 100,000.00	Y	\$ 450,000.00 SIA—Wraparound Support Teams
Instruction Dept	Teacher Development of Online Curriculum	\$ 375,000.00	\$ 125,000.00	\$ 125,000.00	\$ 125,000.00	Y	\$ 375,000.00
Instruction Dept	Restorative Practices Plan	\$ 50,000.00	\$ 50,000.00	\$ -		N	
Instruction Dept	Support for Equity and Inclusion Initiatives	\$ 100,000.00	\$ 100,000.00	\$ -		Y	\$ 100,000.00
Instruction Dept	Reengagement Initiatives for Underserved Students	\$ 300,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	Y	\$ 300,000.00 SIA—Well-Rounded Education
Student Services Dept	Fox Hollow Teacher (0.5 FTE 21, 1.0 FTE 22 & 23)	\$ 274,950.00	\$ 54,990.00	\$ 109,980.00	\$ 109,980.00	Y	\$ 274,950.00 SIA—Well-Rounded Education
Student Services Dept	Education Assistants (2 8-hour EAs)	\$ 346,041.43	\$ 115,289.43	\$ 115,376.00	\$ 115,376.00	Y	\$ 346,041.43 SIA—Well-Rounded Education
Student Services Dept	Assistive Technology Support - 0.3 FTE	\$ 67,496.00	\$ -	\$ 33,748.00	\$ 33,748.00	N	
Student Services Dept	High School Transition - 0.5 FTE (1-22 to 6-22)	\$ 54,990.00	\$ 54,990.00	\$ -		Y	\$ 54,990.00
SSD – Health Services	Supplies - PPE	\$ 7,500.00	\$ -	\$ 7,500.00		N	
EOA	EOA Extra Space Lease	\$ 43,100.00	\$ -	\$ 43,100.00		N	
EOA	EOA Parking	\$ 7,800.00	\$ -	\$ 7,800.00		N	
Supt	Staffing for Learning Loss/Interventions	\$ 6,290,000.00	\$ -	\$ 3,145,000.00	\$ 3,145,000.00	Y	\$ 6,290,000.00 SIA—Well-Rounded Education & Class Size Reduction

Department/School	Description	Total Budget	2021-22 *	2022-23	2023-24	20%	Amounts
Coburg Charter	Payments to Charter Schools	\$ 375,736.40	\$ 93,678.90	\$ 140,137.50	\$ 141,920.00	Y/N	\$ 316,647.40 Literacy/Math Interventions, Tech Coordinator, PD
Ridgeline	Payments to Charter Schools	\$ 420,824.76	\$ 420,824.76	\$ -	\$ -	N	HVAC upgrade + outdoor learning areas
Village School	Payments to Charter Schools	\$ 377,406.34	\$ 213,650.00	\$ 156,100.00	\$ 7,656.34	Y/N	Title I tutoring (\$6,648.42), curriculum (\$16,800), instructional coaching (\$21,700), remote learning (\$22,000)
Twin Rivers	Payments to Charter Schools	\$ 83,496.98	\$ 32,016.98	\$ 51,480.00	\$ -	Y/N	Community School Coordinator (\$60,100) and another AmeriCorp Team Member (\$21,985.98)
Network Charter	Payments to Charter Schools	\$ 215,422.20	\$ 67,604.45	\$ 73,908.88	\$ 73,908.87	Y/N	\$50K for covered outdoor shelter + \$17,604.45 for high dosage tutoring
Budget Total		\$ 29,518,658.63	\$ 11,557,767.52	\$ 12,638,635.90	\$ 5,322,255.21		\$10,921,253.68
Allocation		\$ 29,518,658.63					
Remaining Allocation		\$ 0.00					

ESSER III-Learning Loss (20%)

	Total Budget	2021-22	2022-23	2023-24	To 9/30/2024	
Summer School	\$ 6,000,000.00	\$ -	\$ 2,000,000.00	\$ 2,000,000.00	\$ 2,000,000.00	\$ 6,000,000.00 <i>SIA-Summer Programs</i>
BEST After-School Expansion	\$ 1,004,978.87	\$ -	\$ 500,000.00	\$ 504,978.87	\$ -	\$ 1,004,978.87 <i>SIA-BEST After School Program</i>
Coburg Community Charter School	\$ 93,934.10	\$ 93,934.10	\$ -	\$ -	\$ -	\$ 93,934.10 Partial Funding for Literacy/Math Interventions
Ridgeline Montessori Charter School	\$ 105,206.19	\$ 37,505.48	\$ 44,022.39	\$ 23,678.32	\$ -	\$ 105,206.19
Village School	\$ 94,351.58	\$ 35,000.00	\$ 33,000.00	\$ 26,351.58	\$ -	\$ 94,351.58 High Dosage Tutoring (\$77K) & Title I Tutoring (\$17,351.58)
Twin Rivers Charter School	\$ 20,874.24	\$ 20,874.24	\$ -	\$ -	\$ -	\$ 20,874.24 Another AmeriCorp Team Member
Network Charter School	\$ 53,855.55	\$ -	\$ 53,855.55	\$ -	\$ -	\$ 53,855.55 Summer School (\$37K) plus \$16,855.55 for High Dosage Tutoring
	\$ 7,373,200.53	\$ 187,313.82	\$ 2,630,877.94	\$ 2,555,008.77	\$ 2,000,000.00	\$ 7,373,200.53
Total	\$ 7,373,200.53					<u>\$18,294,454.21</u>
Allocation		\$ 7,373,200.53				
Remaining Allocation		\$ 0.00				



ITEM FOR ACTION

Date

October 20, 2021

Title

Select Superintendent Search Firm Finalist(s) for Interviews

Presenter

Board Subcommittee Members: Alicia Hays, Gordon Lafer and Maya Rabasa

Background

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

At the October 6 meeting, the board decided to reopen the informal request for proposals (IRFP) for executive search firms for one additional week, with the following updated timeline. The IRFP was reposted and sent to firms on the outreach list, including the additional four requested firms that did not receive direct outreach in September.

Date	Activity
September 3, 2021	IRFP distributed
October 7, 2021	Amendment issued reopening IRFP for responses
October 14, 2021	Responses to IRFP due at 5:00 p.m. local time
October 14–20, 2021	Screening of proposals
October 20, 2021	Board selection of firms to be interviewed
October 27, 2021	Interviews with finalist firms conducted
November 3, 2021	Board approves selection of search firm
November 4, 2021	Search firm begins the search process

The reopened IRFP closed on Thursday, October 14.

The board subcommittee is scheduled to meet at 4:00 p.m. on Tuesday, October 19 to review the applications received and will report to the board on October 20 with their recommendations.

On Wednesday, October 27 the board is scheduled to meet in a work session where they will conduct interviews with selected search firm(s).



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

October 20, 2021

Title

Using the Equity Lens

Prepared by: Maya Rabasa, Board Member and Cydney Vanderkar, Interim Superintendent

Description

The district has adopted an equity stance as a means to target areas for action, intervention and investment. In particular, we believe:

- Everyone has the ability and right to learn. We have an ethical, professional and legal responsibility to ensure an education system that provides *active participation and* optimal learning to prepare students for their desired individual futures and to create a thriving community.

CURRENT 4J EQUITY DECISION TOOL “POCKET VERSION”

In every decision we make, it is important for us to consider equity and the impact on all students and families, especially those in underserved demographic groups and protected classes. Some key questions to ask about any proposed change:

- **STAKEHOLDERS:** Who are the different groups of people _____ would affect? How have they been meaningfully engaged? Who has been missed?
- **PURPOSE:** What are we trying to achieve with _____? How would it reduce disparities and advance equity and inclusion? Are there better ways to do this?
- **INEQUITIES:** Would _____ affect different groups differently? If so, in what ways? If we don't know, how can we find out?
- **NEGATIVE EFFECTS:** How could _____ be bad for different groups? What could we do to prevent or reduce negative effects and unintended consequences?
- **POSITIVE EFFECTS:** How would _____ be good for different groups? What could we change or add to increase positive effects on equity and inclusion?
- **ROOT CAUSES:** Why would _____ affect some groups unequally? What could _____ do to address these root causes?
- **SUSTAINABILITY:** Is _____ realistic and adequately funded? Does it have what it needs to be successful?

- **EVALUATION:** How do we measure _____'s success? How can we share that information with people?

Proposal:

Consider using the “Lane County Equity Lens: Short Version” (included in the board packet) instead of the existing 4J Equity Decision Tool “Pocket Version.” Until such time as the Equity Committee can work to revise the district’s current equity lens to be a more usable tool.

Superintendent Recommendation:

Affirm and actively use the Equity Lens in all decision making, and in all investments made, to support the students that we serve.

LANE COUNTY EQUITY LENS: SHORT VERSION



An equity lens helps us identify potential impacts on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers.

WHEN APPLYING AN EQUITY LENS ASK YOURSELF (OR YOUR GROUP):

PURPOSE

What are we trying to do? What is our goal?

INCLUSION

Who will be impacted and are they being included in the process?

OUTCOMES

How might this decision **increase, decrease, or ignore** equity?

Consider:

Race, gender identity, age, country of origin, geography, disability, class/socio-economic status, the balance of power, etc.

Once you've determined what action you will take, ask yourself (or your work group):

COMMUNICATION

How will we ensure communication to those affected takes place in an inclusive and culturally sensitive manner?

EVALUATION

How will we know if we have accomplished our goal?

LANE COUNTY EQUITY LENS: EXPANDED VERSION

PURPOSE & ASSUMPTIONS

What are we trying to do?

What is the issue, policy, or process being examined?

What assumptions are we bringing into the issue?

INCLUSION/REPRESENTATION

Who is included in this process?

Who is not included in this process? And why?

How are we intentionally engaging multiple perspectives?

How have barriers to participation been addressed?

IMPACT/OUTCOMES

What are the outcomes we are hoping to create?

What are potential unintended outcomes? How will we address these?

Who is being affected by this decision (Policy, Issue, and Process)?

How might this decision increase, decrease, or ignore equity?

Consider: race, gender identity, Age, Country of Origin, Geography, Disability, Class/Socio-Economic Status, Language, the balance of power, etc.

PROCESS/COMMUNICATION

How and when will the process be communicated?

How will you ensure communication takes place in an inclusive, culturally sensitive and responsible manner?

EVALUATION/FEEDBACK

Are we accomplishing our initial goal?

What barriers prevented more equitable outcomes? How will you address these?

How will we incorporate this learning next time?

How will feedback from staff and stakeholders be collected?

Who will we share evaluations with?

What did we learn from this?

How will you use evaluation and learning to raise racial awareness?

Eugene School District 4J

Equity Decision Tool

01-21-2016

Equity Decision Tool

Equity Decision Tool Guidelines

- The tool is research based. It is adapted from work done at the Applied Research Center.
 - The purpose of the tool is to guide practice in effective decision-making. It is intended for critical and complex decision-making.
 - Words with asterisks* are intended to be included in a glossary: still to be decided whether or not that would be helpful. So far it has not had a glossary and it seems to be working without one.
 - It is a specific process, following the linear progression of the queries will provide best outcomes. Shortcuts don't work. An appropriate shortcut would be to use the pocket version and to follow that progression in a linear fashion.
 - Not every section or question may apply to every situation. If it seems to “not apply”, it likely doesn't and you should skip that question or set of questions. Be thoughtful.
 - The pocket version is a condensed version with only 8 sections and much simpler questions, using simpler language. It is intended for large groups and potentially less complex situations where a condensed process is required as a starting place.
-

1. Identifying stakeholders:

- a. Which communities*, demographic categories* and protected classes* may be most affected by and concerned with the issues related to this proposal?

2. Engaging stakeholders:

- a. How have all stakeholders—especially those identified in question 1a —been informed, meaningfully involved and authentically represented in the development of this proposal?
- b. Who is missing and how can they be effectively engaged?

3. Identifying and documenting inequities:

- a. How does the current quantitative and qualitative evidence reveal disparities* in experiences and outcomes* related to this proposal?
- b. How are the people in communities*, demographic categories* and protected classes* advantaged and disadvantaged differently by the issues this proposal seeks to address?
- c. What evidence is missing or needed and how do you obtain it?

4. Examining the Causes:

- a. What factors may be producing and perpetuating inequities associated with this issue?
- b. How did the inequities arise? Are they expanding or narrowing?
- c. How do the system and/or actors within it perpetuate the inequities?
- d. Does the proposal address root causes? If not, how could it?

5. Clarifying the purpose:

- a. What does the proposal seek to accomplish?
- b. How will it reduce disparities or discrimination?
- c. How will it advance equity and inclusion?

6. Considering adverse impacts (negatives):

- a. What adverse impacts or unintended consequences could result from this policy?
- b. Are there ways to reduce the opportunity for unintended consequences that arise from individual unconscious bias?
- c. Which communities*, demographic categories* and protected classes* could be negatively affected?
- d. How could adverse impacts be prevented or minimized?

7. Advancing equitable impacts (positives):

- a. What positive impacts on equality and inclusion, if any, could result from this proposal?
- b. Which communities*, demographic categories* and protected classes* could benefit?
- c. Are there further ways to maximize equitable opportunities and impacts?

8. Examining alternatives or improvements (change):

- a. Are there better ways to reduce disparities* and advance equity?
- b. What provisions could be changed or added to ensure positive impacts on equity and inclusion?

9. Ensuring viability and sustainability:

- a. Is the proposal realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement?
- b. How will the impact of this proposal be evidenced in current data collection and public reporting?
- c. Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

10. Identifying success indicators:

- a. What are the success indicators and progress benchmarks?
- b. How will impacts be documented and evaluated?
- c. How will the level, diversity and quality of ongoing stakeholder engagement be assessed?

Equity Decision Tool Pocket Version

Working Draft, September, 2015

In every decision we make, it is important for us to consider equity and the impact on all students and families, especially those in underserved demographic groups and protected classes. Some key questions to ask about any proposed change:

STAKEHOLDERS: Who are the different groups of people _____ would affect? How have they been meaningfully engaged? Who has been missed?

PURPOSE: What are we trying to achieve with _____? How would it reduce disparities and advance equity and inclusion? Are there better ways to do this?

INEQUITIES: Would _____ affect different groups differently? If so, in what ways? If we don't know, how can we find out?

NEGATIVE EFFECTS: How could _____ be bad for different groups? What could we do to prevent or reduce negative effects and unintended consequences?

POSITIVE EFFECTS: How would _____ be good for different groups? What could we change or add to increase positive effects on equity and inclusion?

ROOT CAUSES: Why would _____ affect some groups unequally? What could _____ do to address these root causes?

SUSTAINABILITY: Is _____ realistic and adequately funded? Does it have what it needs to be successful?

EVALUATION: How do we measure _____'s success? How can we share that information with people?

Adapted from Terry Keleher, 2009



ITEM FOR ACTION AT A FUTURE MEETING (Second Read)

Date of Meeting

October 20, 2021

Title

Approve Board Resolution Encouraging Solidarity and Support for Student Identities

Presenter

Judy Newman, Board Chair and Martina Shabram, Vice Chair

Description

The board will discuss proposed board resolution

School districts can welcome and affirm student identity by modeling the use of inclusive language, encouraging the proactive creation of safe and affirming spaces, and engaging in honest and authentic dialogue with students on who they are and how best to serve their needs.

DRAFT 10.20.21

Resolution Encouraging Solidarity and Support for Student Identities

WHEREAS, Oregon state law requires Eugene 4J School District and all school districts to provide a free appropriate public education to all children between the ages of 5 and 19 who reside within the district (ORS 339.115); and

WHEREAS, Eugene School District 4J and all school districts in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination; and

WHEREAS, the Eugene 4J School District promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity or expression, national origin, marital status, age or disability; and

WHEREAS, the Oregon Legislature has determined that a person may not be subjected to discrimination in any public pre-kindergarten, elementary, or secondary education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly; and

WHEREAS, it is the policy of Eugene 4J School Board that all students, employees, and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment, and intimidation.

WHEREAS, the Eugene 4J School Board provides leadership and vision for the Eugene 4J School District by enacting policies and promoting educational practices that lead directly to the educational and life success of all Eugene 4J, pre-kindergarten through 12th grade students; and

WHEREAS, the Eugene 4J School Board reaffirms its commitment to equity and access to education as a core value, manifested by a steadfast commitment to creating a welcoming environment for all students and families and direction of the supports and resources needed to eliminate barriers and promote student success; and

WHEREAS, the Eugene 4J School Board is committed to ensuring in words and actions that every student has access to the resources and supports they need to thrive in school; and that **Every Student Belongs**; and

WHEREAS, signs, flags, placards, and symbols showing solidarity with those who have shown incredible resilience in the face of institutional and systemic underrepresentation and minoritization can help contribute to a sense of safety and belonging in school settings; and

WHEREAS, the U.S. Office of Special Counsel issued an advisory opinion that it is not a violation of the Hatch Act for federal employees to show support for the Black Lives Matter movement and the Black Lives Matter Global Network while on duty, including wearing or displaying materials related to the cause, because they address issues such as racism, which are not inherently aligned with a single political party; and

WHEREAS, in believing that silence and inaction allow racism to remain prevalent in our schools, the Eugene 4J School Board passed a resolution on June 24, 2020 Affirming the Board's Commitment to Anti-Racism and Equity in which they formally declared "Black Lives Matter" in order to reinforce that the lives of Black educators, staff, students, and everyone in school communities are just as valuable as the lives of anyone else; and that Black students matter and belong in our classrooms, just like all other students; and

WHEREAS, the Eugene 4J School District is committed to addressing barriers to educational success for Eugene 4J students who identify as lesbian, gay, bisexual, non-binary, transgender, gender queer, two-spirit, intersex, asexual (+) and creating safe, inclusive and welcoming schools for LGBTQ2SIA+ students and families, and

WHEREAS, the Eugene 4J School District is committed to addressing barriers to educational success for Eugene 4J students who experience disability and to creating safe, inclusive, and welcoming schools for students of all abilities.

THEREFORE BE IT RESOLVED that the Eugene 4J School Board:

(1) Renews its commitment to anti-racism, equity, student belonging, and access to education as a core value, manifested by a steadfast commitment to creating a welcoming environment for all students and families and direction of the supports and resources needed to eliminate barriers and promote student success; and

(2) Supports educators and others who are making a special effort to let Black students and families know that they belong and are valued members of the school community; and

(3) Supports educators and others who are making a special effort to let Indigenous, students and students of color and families know that they belong and are valued members of the school community; and

(4) Encourages and protects the proactive creation of safe spaces for LGBTQ2SIA+ students, staff, and families through use of symbolism of pride and affirmation across gender identities and sexual orientations, as well as additional supportive measures beyond symbolism; and

(5) Is committed to providing all students with a high-quality public education regardless of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, marital status, age, or disability; and

(6) Is committed to ensuring the safety and well-being of all students, regardless of national origin, immigration status, or documentation status; and

(7) Is committed to creating and nurturing an inclusive and welcoming environment for all students, families, and employees in which **All Students Belong**.

10.20.21

DRAFT



Resolution Encouraging Solidarity and Support for Student Identities

WHEREAS, Oregon state law requires school districts to provide a free appropriate public education to all children between the ages of 5 and 19 who reside within the district (ORS 339.115); and

WHEREAS, public schools and school districts in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination; and

WHEREAS, the Oregon State Board of Education promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity or expression, national origin, marital status, age or disability; and

WHEREAS, the Oregon Legislature has determined that a person may not be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly; and

WHEREAS, it is the policy of the Oregon State Board of Education that all students, employees, and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment, and intimidation.

WHEREAS, the Oregon State Board of Education's mission is to provide leadership and vision for Oregon's schools and districts by enacting policies and promoting educational practices that lead directly to the educational and life success of all Oregon PK - 12 students; and

WHEREAS, the Oregon State Board of Education reaffirms its commitment to equity and access to education as a core value,

manifested by a steadfast commitment to creating a welcoming environment for all students and families and direction of the supports and resources needed to eliminate barriers and promote student success; and

WHEREAS, the Oregon State Board of Education is committed to ensuring in words and actions that every student has access to the resources and supports they need to thrive in school; and that [Every Student Belongs](#); and

WHEREAS, signs, flags, placards, and symbols showing solidarity with those who have shown incredible resilience in the face of institutional and systemic underrepresentation and minoritization can help contribute to a sense of safety and belonging in school settings; and

WHEREAS, the U.S. Office of Special Counsel issued an [advisory opinion](#) that it is not a violation of the Hatch Act for federal employees to show support for the Black Lives Matter movement and the Black Lives Matter Global Network while on duty, including wearing or displaying materials related to the cause, because they address issues such as racism, which are not inherently aligned with a single political party; and

WHEREAS, in believing that silence and inaction allow racism to remain prevalent in our schools, the Oregon State Board of Education [formally declared in 2020](#) that “Black Lives Matter” in order to reinforce that the lives of Black educators, staff, students, and everyone in school communities are just as valuable as anyone else’s life; and that Black students matter and belong in our classrooms, just like all other students; and

WHEREAS, the Oregon State Board of Education has adopted an [LGBTQ2SIA+ Student Success Plan](#) to address barriers to educational success for Oregonian students who identify as lesbian, gay, bisexual, non-binary, transgender, gender queer, two-spirit, intersex, asexual (+) and establish a framework for creating safe, inclusive and welcoming schools for LGBTQ2SIA+ students and families, and

WHEREAS, we recognize that there are people who hold power in education, including on school boards in Oregon, who have taken action or are considering action to limit staff from displaying symbols and signs celebrating student identity and fostering safe and welcoming spaces for students; instead labeling student identity as controversial and divisive; and

WHEREAS, we recognize that there are people who hold power in education, including on school boards in Oregon, who have taken action or are considering action to limit the display of signs, flags, placards, and symbols conveying that Black Lives Matter and showing solidarity and safety for LGBTQ2SIA+ students, families, and employees; in opposition to their communities, colleagues, and the values of the Oregon State Board of Education.

THEREFORE BE IT RESOLVED that the Oregon State Board of Education:

- (1) Renews its commitment to anti-racism, equity, student belonging, and access to education as a core value, manifested by a steadfast commitment to creating a welcoming environment for all students and families and direction of the supports and resources needed to eliminate barriers and promote student success; and
- (2) Urgently requests that all Oregon school districts, public charter schools, and education service districts affirm that “Black Lives Matter” by striving to make space in classrooms and within the school community for dialogue and support for issues of race and equity; and
- (3) Urgently requests that Oregon school districts, public charter schools, and education service districts validate that “Black Lives Matter” through resolutions consistent with this Resolution; and
- (4) Urgently requests that Oregon school districts, public charter schools, and education service districts support educators and others who are making a special effort to let Black students and families know that they belong and are valued members of the school community; and
- (5) Urgently requests that Oregon school districts, public charter schools, and education service districts both protect and encourage the proactive creation of safe spaces for LGBTQ2SIA+ students, staff and families through use of symbolism of pride and affirmation across gender identities and sexual orientations, as well as additional supportive measures beyond symbolism; and
- (6) Urgently requests that Oregon school districts, public charter schools, and education service districts communicate to students, families, employees, and their communities their policies and practices

and their commitment to providing all students with a high quality public education regardless of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, marital status, age or disability; and

(7) Fully supports all efforts by Oregon school districts, public charter schools, and education service districts to ensure the safety and well-being of all students, regardless of national origin, immigration status, or documentation status by adopting local resolutions consistent with this resolution; and

(8) Fully supports all efforts by the Oregon Department of Education, Oregon school districts, public charter schools, education service districts, and educational leaders to create and nurture an inclusive and welcoming environment for all students, families, and employees, in which [Every Student Belongs](#); and

(9) Calls on the Newberg School Board to reverse course on its clear and continuous effort "...to remove all Black Lives Matter (aka BLM) signs, flags, and placards, apparel, buttons, and all other modes of display, and all instances of the symbol known as the Pride Flag from District facilities," and to validate that student identities are not inherently political or controversial, but welcomed and affirmed; and

(10) Further calls on the Newberg School Board to encourage district staff to celebrate and stand in solidarity with students through the use of signs, flags, placards and symbols, and affirm in words, policy and action that [Every Student Belongs](#) and is welcome, appreciated and ensured an equitable access to a high quality education in Newberg Public Schools regardless of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, native language, immigration status, documentation status, marital status, age or disability.



ITEM FOR ACTION AT A FUTURE MEETING (Third Read)

Date

October 20, 2021

Title

Approve Board Working Agreements

Presenter

Judy Newman, Board Chair

Background

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

DRAFT September 2021

School Board Working Agreements - 2021-2022

The Board of Directors is the educational policy making body for Eugene School District 4J.. The Board is responsible to guide practices, processes and programs with the goal of producing the highest educational achievement for all students. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources. To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team. To help the Board function together effectively and efficiently, the Board establishes Working Agreements that provide a set of guidelines, shared agreements and expectations and hold each other accountable to follow them.

These agreements are intended to augment and detail section A and B of the Eugene School District 4J Policies. (See <http://www.4j.lane.edu/board/policies/>)

Board Organization and Governance

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

Meeting Agreements

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

Duties, Responsibilities and Role of Board Leadership

1. Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30. A confirmation vote will take place at the first Board meeting on or after July 1st in those years when incoming new Board members are unable to vote for leadership.
2. The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar.
3. Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month. Leadership will take extra care to prioritize items that have been supported by at least three members of the Board. This list is subject to change by a majority vote of the Board.
4. Board leadership will informally survey each member of the board to determine preference and interest for the various board committees. The chair will present the annual board assignments during a regular meeting of the board of directors and will seek ratification of these assignments at that same meeting. When making committee assignments, the chair will consider the preferences expressed by individual board members, and will strive to rotate assignments to maximize opportunities to gain a broader understanding of the district. At the same time, the board chair will assign mentor relationships with the student board representatives. The chair retains the right to make these assignments should ratification not occur.

5. Board members who are not the official appointee to a committee may attend meetings of any committee, but the board member(s) should take caution and be aware that four members of the board constitute a quorum of the board.
6. Board leadership will be responsible for the board self-assessment.
7. Board leadership will be responsible to ensure the annual evaluation of the superintendent occurs in a timely manner and is consistent with the superintendent's contract.

Communication by Board Members

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

superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings.

9. Board members, at times, may wish to learn more about a specific topic, issue or program within the school district. These requests should first be made to the superintendent (see #2 above). If a site or program visit is requested, this should also be made first to the superintendent who can inform the building administrator and or program staff. Further, from time to time, building administrators or program staff may proactively invite board members to a site or program visit as learning opportunities; these are encouraged. Again, board members should be in communication with the superintendent when such requests are received and should be mindful of the Oregon Public meetings Law.
10. With the popularity and availability of photography for social media purposes, photos of students in which students can easily be identified should not be posted without prior and explicit consent of the parent or guardian of the student.
11. If a Board member is experiencing threats, bullying, or insults, they should alert Board Leadership as soon as they are comfortable doing so. If the behavior is being delivered via Board email or during a Board meeting, then Board Leadership will respond on behalf of the entire Board to ensure the personal safety of Board members and that interactions with the public are respectful and constructive. If Board members are receiving threats, insults, or bullying that affect their feelings of safety and ability to perform their duties, or that may affect other Board members, they are encouraged to alert Board leadership as soon as possible. Leadership and the Board member will decide on appropriate action.

Agenda Planning

1. The agenda of each regular board meeting is developed in collaboration between the superintendent and board leadership and is based on an annual calendar and board goals set by the board at a summer retreat.
2. At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting. Board leadership will assess interest or agreement by other members of the board with a straw poll. In order to better plan and manage board time and staff and district resources, the request will be considered if it is supported by at least three members of the board. A request for an agenda item can also be sent to board leadership for consideration via an email message.
3. Each request will be reviewed by board leadership and will be considered for next steps, which may be information provided to the board in the superintendent's weekly memo, an item for information or an item for future action on an upcoming board meeting agenda. Leadership will communicate the next steps decided for the proposed topic to the requesting board member.

4. Regular meeting agendas will include a short verbal report by the chair to preview upcoming meetings and the major topics to be considered. The weekly memo from the superintendent will also include the working calendar of agenda topics for upcoming meetings.

5. In general, agendas will not be changed after they are published.

- On occasion, an item may be removed, postponed or changed by board leadership with proper notice to the board and the public in advance of the meeting.
- On occasion, with a majority vote of the board during agenda review at the beginning of the meeting, an agenda may be changed to remove, postpone or change an item.
- In exceptional circumstances, with a majority vote of the board during agenda review at the beginning of the meeting, an agenda may be changed to add an item. This is discouraged, as it is not transparent to the public and does not allow for staff preparation and therefore should be done only for a time-sensitive matter under circumstances that could not have been foreseen. This will

Planning and Evaluation

1. Board members will conduct an annual self-assessment of the board's performance; the annual review ideally should be completed within the context of the board's spring retreat.
2. Board members will review the "Board of Director's Guiding Beliefs and Values" statement and "Working Agreements" at least annually.
3. Board members will participate in establishing annual expectations and goals for the superintendent.
4. Board members will objectively evaluate the superintendent's annual performance and provide appropriate feedback.
5. The board will annually set goals for itself, which will be reviewed and evaluated within the agenda of the summer board retreat.

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

(Signature)

1. [Board Policy Sections A and B](#)
2. List of Board Committees

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