

Board of Directors Meeting  
School District 4J, Lane County  
District Office  
200 North Monroe Street  
Eugene, Oregon 97402  
Wednesday, November 3, 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](http://www.4j.lane.edu/stream), in-person or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBReEpqZ0JxRzVpaVdlQ3h5UFVzdz09>

**School Board Meeting Request Forms:**

Provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)  
Attend in-person: [www.4j.lane.edu/board/attendance](http://www.4j.lane.edu/board/attendance)

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  
Regular Meeting**

- I. **5:30–6:15 p.m. Executive Session:** The board will convene in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660(f).

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

- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Review
- V. Introduction of Guests and Superintendent’s Report
- VI. Comments by Board Chair
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups
- IX. Comments and Committee Reports by Individual Board Members
- X. Consent Group - Items for Action
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Prepared by: Ryan Spain, Director of Facilities
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	Discussion led by: Judy Newman, Board Chair	
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	Prepared by: Kerry Delf, Chief of Staff	
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	Prepared by: Kerry Delf, Chief of Staff	
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	Presenters: Judy Newman, Board Chair and Martina Shabram, Vice Chair	
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	<del>Board Retreat Dates: August 25 and August 28</del>	
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	<del>JANUARY 2022: Wednesday, January 12, 2022</del>	
	<del>FEBRUARY: Wednesday, February 2 and Wednesday, February 16</del>	
	<del>MARCH: Wednesday, March 2 and Wednesday, March 16</del>	
	<del>APRIL: Wednesday, April 20</del>	
	<del>MAY: Wednesday, May 4 and Wednesday, May 18</del>	
	<del>JUNE: Wednesday, June 1 and Wednesday, June 22</del>	
XV.	Adjourn	

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

**INFORMATION FOR THE DEAF AND HARD OF HEARING:**

Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



## **ITEM FOR ACTION–CONSENT AGENDA**

### **Date of Meeting**

November 3, 2021

### **Title**

Bond Project – Edison Elementary School: Furniture Purchase

### **Prepared by:**

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.

With the new Edison Elementary School progressing we need to get new furniture for the building on order. All spaces within the new building will receive new furniture as we have done with prior new schools.

### **Budget/Resource Implications**

This furniture, shipping, assembly and installation cost are included in the overall Edison project budget and will be funded from the General Obligation Bond funds. School Specialty, Inc. is the state contract partner and recommended award for \$544,544.

### **Board and Superintendent Goals**

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

### **Recommendation**

The superintendent recommends the award to School Specialty, Inc. for furniture purchase at Edison Elementary School in the amount \$544,544 funded from available General Obligation Bond funds.

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

**Date: October 6, 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 October 1, 2021 and published in *The Register-Guard* on October 6, 2021.

**ROLL CALL**

**BOARD MEMBERS:**

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

**STAFF:**

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

**MEDIA:** KRVM, KVAL

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, EEA  
Peter Tromba, MAPS  
Sheila Waggoner, OSEA

**I. WORK SESSION**

Discuss Budget Committee Application Review and Selection Process

Chair Newman opened the meeting at 5:35 p.m. and noted that Mr. Lafer was absent. The purpose of the work session was to discuss the Budget Committee application review and selection process. There were three open seats: two for three-year positions, and one for a one-year position. Chair Newman mentioned that there was a new requirement from the State to have a member of the Budget Committee also serve on the Equity Committee. Since he was already on both committees, Gary Campbell would serve that role.

The application process had already begun, and the deadline was October 13 at 5 p.m. In order to be considered for a position on the Budget Committee, applicants needed to be a registered voter who lived in the 4J district. In addition, the applicant could not be a 4J employee.

Chair Newman asked for discussion regarding the process to be followed upon receiving applications from eligible candidates. She summarized options that had been considered during a prior work session: for all Board members to read all the applications and be present for interviews; for the Board to form a subcommittee to screen the candidates and perform an initial

interview and bring forward a group for consideration; or to ask candidates to answer two to three additional follow-up questions, which would be reviewed either by the entire board or by a subcommittee. Ms. Walston responded, to which Ms. Shabram agreed, that she considered it the responsibility of the full Board to interview all the candidates. There was discussion about the amount of time it would take if there were an extraordinary number of candidates.

Chair Newman referred to the work session materials and asked what the priorities would be when considering candidates. Ms. Shabram shared her concern that the legislative requirement that an applicant for the committee be a citizen, would hinder the district's desire to have more diversity on the committee. Ms. Walston reiterated that the role of community members was to bring the community voice to the Budget Committee, so knowledge of the community and the ability to work together in a group was important to her. Ms. O'Rourke expressed that she would want to use the Equity tool when considering a process. Ms. Shabram offered that zip codes or high school catchments could be used to ensure that all regions of the district were represented. She said that serving on the committee would be a good entry point for someone interested in government. There was a discussion about the idea of using zip codes as part of the scoring tool, considering that many families lived in one region and had students who attended school in another. Other metrics that might be useful were whether one owned or rented their home. Other cities had implemented similar metrics to ensure their boards were diversified. Ms. Hays suggested that all the ideas discussed might not end up as metrics used by the Board as a whole, but rather by each member as they decided whom they wanted to elect.

After a robust discussion, it was agreed that the Board would forward to Leadership one or two supplemental questions to ask of eligible applicants. The Board would agree on the questions on October 13. Applicants could respond in a variety of ways. Applicants would also have the opportunity to present before the Board at a future meeting.

Chair Newman closed the work session at 6:30 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** began her report with an overview of the staffing shortage, stating that school districts across the state and the nation are on a precipice due to an extreme staffing shortage of transportation, custodians and food service workers, educational assistants, educators and district level staff. She said that The COVID-19 response brings so much extra work on top of the "back to school" responsibilities that in a normal year are already a challenge to complete.

Superintendent Vandercar said that the COVID response means that every new change, update or requirement must be processed, decided and communicated to the whole district. All of which take time and often a lot of emotion. The guidance from ODE, OHA and Governor Brown's office is often modified due to new learning or a mutation in the virus. The stress each shift makes for the people within the system has been a lot to manage.

Superintendent Vandercar expressed her appreciation for staff who continue to be dedicated to supporting students and families. 4J is treating our COVID response with utmost respect and it is taking time and energy.

She requested that no other tasks be added to district or school staff until we manage the current COVID response. This includes extra requests from board members to provide reports, information, data about programs/work groups and more. She also said that she has directed district leadership and other support staff to not attend board meetings for a bit for a number of reasons. Superintendent Vandercar explained that there is a power differential between the board and staff, and when staff aren't treated with courtesy and respect as the expert professionals they are, it puts them in a poor position. She said the board's words have a deep effect on our work. She said that if she doesn't have an immediate answer to a board members questions during the meeting, she will respond once staff can research and provide the answer.

In an effort to reduce staff stress and workload and keep their focus on serving our students, she reported that most teacher evaluations would be suspended for the year except for licensed staff who are probationary, temporary and on plans of assistance, and all ongoing professional development and professional learning communities would be postponed until January 2022 at the earliest.

Superintendent Vandercar continued that she would be requesting a no-school workday on October 18. She said that this would provide critically needed planning time for teachers, catchup time for other staff and transition time to deal with staff departures, reassignments, leaves and other accommodations related to the vaccine mandate. This requires school board approval because it would be a change in the school calendar. She said the board would have this come back for action at their October 13 meeting.

She added that the district and Oregon School Employees Association had agreed to terms for additional transportation pay as well as bonuses for employees who continued in the district through March 2022. The Board would be voting on the Memorandum of Agreement at the next meeting.

She gave information about a job fair that would be occurring later in the week and reported regretfully that outside groups would not be able to use the buildings. She finished that in spite of the stress and rapidly changing environment due to the pandemic, students were attending school, learning, playing and laughing.

## **VI. COMMENTS BY BOARD CHAIR**

**Chair Newman** expressed her sincerest appreciation for hard working staff who were all working at their capacity. She shared that her granddaughter was enthusiastic about school and it warmed her heart. She also acknowledged the work of the central administrative staff, their

resilience and fortitude even though they were often criticized. She said that when she picks up her grandkids from school she sees first hand their happiness to be back in school each day. She added that the decision to excuse staff from Board meetings was discussed in board leadership and we agreed to excuse staff and the reason was out of respect for their time and also for their protection in their efforts. She added that staff will continue to do their behind the scenes work and provide the board with information and materials on agenda items for board meetings. As superintendent mentioned if the board has questions that she can't answer during the meeting, the staff will provide the answer in follow up communications or at the next board meeting.

Chair Newman continued that the Board had attended two trainings the week prior: one on public meetings, and one on Robert's Rules of Order. As a result, the Board agreed that they would try to adhere to time constraints, only speak again after others had a turn, state their names before they spoke so that the listening audience knew who was speaking, and would be mindful to be clear and concise in their comments and questions.

## **VII. ITEMS RAISED BY THE AUDIENCE**

Chair Newman read the requirements for making public comment. There were four speakers.

**Janet Ayres** understood that there was opportunity to make comment on the terms of the memorandum of understanding. She asked that the vote be delayed because there might be some concerns about the totals of ballots cast. She continued that 4J underpaid transportation workers and custodians. She asked that the district make mask requirements less stringent.

**Harry Sanger** expressed his discontent over the requirement to have all staff vaccinated and his disagreement on the seriousness of COVID-19 and needs to quarantine and isolate students, and being called a racist for criticizing the BLM movement. He was still expecting a response to his formal complaint lodged two weeks prior.

**Ericka Thessen** voiced her support for historically accurate culturally sensitive curriculum that taught diversity and equity. She reported that her student attended high school classes that helped form a solid foundation for being an adult. The whole family engaged in respectful and enthusiastic dialog about the course material. She believed that students had the skills to learn challenging topics and that honest debate was the basis of patriotism.

**Joy Marshall** represented Stand for Children. She thanked the staff for their hard work during challenging times. She urged the listening audience to attend the job fair occurring the next day. She was thrilled that the webinar on the new language arts curriculum was led by teachers who demonstrated that rigor was not opposed to creativity. She urged the district to commit to a curriculum that represented all children from diverse backgrounds.

## **VIII. COMMENTS BY EMPLOYEE GROUPS**

**Sabrina Gordon**, representative for Eugene Education Association, reported on the severe staff shortages in schools. She continued that school systems across the nation were struggling. All staff were being called on to expand their roles to fill the need. She was thankful that the Superintendent and Board members were listening and responding to the needs of the 4J community.

**Peter Tromba**, representative for MAPS, shared his support for the October 18 school calendar change that would be an item for future action at the board meeting that night. He also urged the Board and senior staff to continue to work on forming effective working relationships built strength to strength. He concluded that agreement and alignment of all values were not necessary to work together. He believed that trusting and learning together were crucial.

**Sheila Waggoner**, President of the Oregon School Employees Association, spoke in support of the upcoming memorandum of understanding regarding transportation and custodial staff, and asked that other OSEA members such as food service workers be considered for additional support. She was also in support of the October 18 school calendar change.

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

**Gordon Lafer** applauded the district and superintendent for the suspension of evaluations and professional development to relieve staff of some of their burdens. He appreciated the collaboration between the district and labor organizations on the upcoming memoranda of understanding. He asked whether it would be possible to offer leave to those who were choosing not to get vaccinated instead of laying them off. He reported that parents were concerned about the amount of homework being given.

**Laural O'Rourke** applauded the Superintendent for her decision to excuse staff of their duty to attend Board meetings and hopes she continues to do so. She said she often sees a roomful of people that haven't spoken at all and often wondered why we made staff be at meetings especially so late. It seems an unnecessary ask of our administrators. She wondered why the Superintendent formally refused the allowances and had declined to recommend approving instructional time allowances at a prior Board meeting in light of the upcoming request to have a no-school day on October 18. She said it's frustrating when these kinds of machinations happen when we could work together really well and get things done and not have to play any games.

**Alicia Hays** thanked Dr. Brainard and the representatives from OSBA for the excellent work session the prior week. She felt the training on public meeting law, public records and Roberts Rules of Order to be very helpful. She agreed that the Superintendent made a good choice to allow district staff to not attend board meetings in person. She pointed out that the Superintendent also made the decision not just because staff are tired, but because the professionalism of the staff had been repeatedly challenged by the Board. She said that as a board we need to look and that and we need to hold each other accountable. She said she knows how that feels and it's not helpful and it does not lead to a functional board and as a board we need to look at that and have some conversations around that.

**Mary Walston** agreed that the work session the prior week had been very helpful and she wanted to have additional training. She also agreed that the Superintendent made the right decision out of respect for her senior staff. She said it's hard to come to a meeting and have your integrity, professionalism, your credentials, years of experience, background, expertise and knowledge questioned and challenged by people who may not understand everything. She said that respect was a two-way street and the Board needed to work on it. She applauds the superintendent for that decision. She said she attended the EEF meeting and learned about grants, such as one for Kids in Transition to School and heard a presentation from Julia Johnson, 4J staff member who worked with young families. She had a drop-in meeting with members of Stand for Children and reported on the total accessibility park that was being built.

She also attended a presentation by the Eugene Public Library. She also attended a meeting of the North Region Planning Team meeting along with Gordon and they discussed Kelly and YG along with some other programs in the North Region. She was happy to announce that she would be volunteering in a PTO group.

**Martina Shabram** also applauded what the district was doing to ease the burden for all staff. She highlighted that issues with the Federal Public Service Loan Forgiveness were being rectified so that many more students would be able to have their student loans forgiven. She encouraged people to see whether they were eligible to receive assistant.

**Maya Rabasa** echoed the appreciation for creative solutions to relieve some of the tremendous burden for staff. She was excited to affirm student and staff identities through a resolution by the Oregon Department of Education. She challenged that the work not stop after adopting the resolution, but to create action items to keep the work going. Because board process takes a long time, she would propose as a board the commitment is made to immediately commit to using the Equity tool that had been in existence in 4J for a long time. She said that this does not mean that this the tool that the district and board sticks with per se but that we cannot delay implementation of such a tool because the process may take some time. She said she would be asking that an agenda item be added at a future meeting where the board can take action to implement the use of the 4J equity tool, immediately and consistently, even if just temporarily.

#### **X. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve Request for State Revenue from Lane ESD  
Presenter: Andrea Belz, Director of Financial Services
2. Approve Memorandum of Agreement (MOA) with Eugene Education Association (EEA) Concerning Implementation of Vaccine Mandate and Other COVID-Related Issues  
Presenter: Christine Nesbit, General Counsel
3. Approve Memorandum of Agreement (MOA) with Oregon School Employee Association (OSEA) Concerning Implementation of Vaccine Mandate and Paid Leave  
Presenter: Christine Nesbit, General Counsel
4. Approve Memorandum of Agreement with OSEA Concerning Custodial Classification Pay Grades  
Presenter: Christine Nesbit, General Counsel

Martina Shabram moved and Mary Walston seconded to approve the items in the Consent Group.

Ms. Hays wondered whether the Equity tool had been used on the above items for action on the consent agenda and if the board would consider adding this step in their approval process in the future. **The motion passed 7:0.**

#### **XI. ITEMS FOR INFORMATION**

1. Receive Update on Bond Project: Camas Ridge Elementary School Design  
Presenter: Cydney Vandercar, Interim Superintendent

Chair Newman referred to the report in the packet that had been prepared by Kyle Tucker, Chief Operations Officer and Ryan Spain, Director of Facilities. Superintendent Vandercar reviewed the bond information that allowed the district to build three new schools with one set of specifications. She shared that staff were more than halfway through the planning stage. Next steps would be to move students into the Willard School, and begin to build the new school on the Camas Ridge site in 2022 with a move-in date in fall of 2024.

There would be an open house on Monday, October 11 in the outdoor pavilion. This would be the fifth open meeting to receive comment. She shared the modifications that had occurred as a result of comments made during prior meetings. Superintendent Vandercar highlighted certain areas of use on the blueprints.

Ms. Hays offered that if the green space were to be fenced it would reduce accessibility for those with mobility issues. Ms. Shabram continued that it would be unfortunate that Camas Ridge Elementary School would not have a walking path and suggested it be included in specifications for all future builds. Superintendent Vandercar shared that because of a variety of factors, including supply chain and materials costs, the project was about \$8M over budget.

Mr. Lafer expressed concern that the classrooms could not accommodate all the needs of teachers and students and that the district was not transparent in their process to not allow changes to the inside of the building based on community feedback. He asked whether there were gender neutral bathrooms. Superintendent Vandercar said she would find out the information and report in a Friday memo.

Ms. Hays reiterated that the district had shared with the community that they would be following a certain specification for the interior of the building in order stay within budget.

## **XII. ITEMS FOR ACTION**

1. Select Executive Search Firm Finalists for Interviews  
Presenters: Board Subcommittee Members Alicia Hays, Gordon Lafer and Maya Rabasa

Ms. Rabasa shared that the subcommittee had not reached out to four search firms that had requested to be contacted and was recommending that the Board vote to extend the deadline. Ms. Hays moved to open the search for an additional week. Ms. Shabram seconded the motion. Ms. Rabasa clarified that the four search firms in question had not been contacted and the subcommittee did not know whether they would send a proposal, however they wanted to give them an opportunity. Ms. Walston asked whether reopening the request for proposals period would delay the rest of the search process. Ms. Hays responded that the subcommittee was committed to keeping the process on track.

Ms. Hays restated the motion to reopen the informal request for proposal for one more week.  
**The motion passed 7:0.**

2. Approve Revisions to Board Policy IKF – Graduation Requirements  
Presenter: Christine Nesbit, General Counsel

Superintendent Vandercar read the requested changes from the prior Board meeting into the minutes:

The district will issue a 4J honorary diploma certificate, at the request of a parent or guardian, for a deceased student who died while enrolled in 11th or 12th grade before completing graduation requirements.

To be eligible for an honorary diploma certificate, the student must have attended a district high school, completed the prior school year, and been enrolled in 11th or 12th grade at the time of their death.

The honorary diploma certificate will be issued on or after the graduation date of the class in which the student was enrolled at the time of death. Issuance of an honorary diploma certificate may be withheld at the superintendent's discretion.

Ms. Shabram moved that the Board approve revisions to Board Policy IKF–Graduation Requirements. Ms. Rabasa seconded the motion. Ms. Hays thanked the staff for making the requested additional revisions. **The motion passed 7:0.**

3. Approve Contracting with SeeChange for Next Steps in the “All Students Belong” Work Plan  
Presenter: Judy Newman, Board Chair and Martina Shabram, Vice Chair

Chair Newman shared the next steps that would be part of the contracted work, if agreed. She said that Leadership was asking the Board to authorize them to work with SeeChange to develop a statement of work and a cost to bring to the Board at a future meeting. Ms. Shabram moved that the Board authorize Leadership to contract with SeeChange for next steps in the “All Students Belong” initiative as described. Ms. Rabasa seconded the motion. Mr. Lafer wanted to make sure that best practices used by other districts were part of the work and also wondered whether the contract would involve determining how the district would be using School Resource Officers. Chair Newman referred Mr. Lafer to the steps she had listed, one of which would be to determine best practices for the use of either SROs or other staff.

Ms. Rabasa asked whether the regional support team the district was using to respond to student issues had received culturally relevant training. Chair Newman said she would get information to Ms. Rabasa.

Ms. Shabram reiterated the motion. **The motion passed 7:0.**

### **XIII. ITEMS FOR ACTION AT A FUTURE MEETING**

1. Consider School Calendar Revision  
Presenter: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar said that the Board was responsible for the district calendar, which was why the item for action at a future meeting was before them. No instructional time allowances would be needed, but a change in the calendar was being requested.

She continued that she was making the request to have October 18 be a no student contact day to give staff time to make adjustments to staffing plans. The district would not know the full impact of the Governor's mandate that all school staff be fully vaccinated until October 15.

Ms. Rabasa questioned whether the motion could be moved forward for action that evening. Chair Newman and Superintendent Vanderkar responded that a meeting would be held the following week to vote on the issue and the time to move it to an item for action would have been during the agenda review.

The Board discussed their concerns in favor of and in opposition to voting that night, which included giving parents additional time to make plans, and that voting that night did not allow the community time to make public comment. After discussion, a motion was made by Ms. Rabasa and seconded by Ms. O'Rourke to vote to approve the school calendar revision. There was further discussion which included whether to vote was a violation of the Board's working agreement, after which a vote was taken. **The motion passed 6:1.** Ms. Shabram shared that while she was in full support of the need to change the calendar, she did not understand the legalities of the decision to move the item forward for action at that evening's meeting.

2. Consider Resolution Encouraging Solidarity and Support for Student Identities  
Presenters: Judy Newman, Board Chair and Martina Shabram, Vice Chair

Chair Newman opened the discussion whether to consider a resolution in alignment with the Oregon Department of Education. This would include language supporting school districts to 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. The Board would decide the language as a body.

Ms. Rabasa said that it deserved the time commitment necessary and supported a subcommittee to work on it. She added that staff identity should be included in the resolution. Mr. Lafer supported the work. Ms. Walston asked if the resolution was time sensitive and was concerned whether it would add to staff work-load. Ms. Shabram said that the pressure was coming from the Oregon Department of Education to confirm a resolution. She felt the urgency because of the protection and affirmation that it would give students who are struggling to feel included. She added her concern that there were boards that were creating resolutions in opposition, and it was important to make a stand in support. Ms. O'Rourke added that she felt that the Board was already late in passing the resolution. In response to a question from Ms. Hays, Superintendent Vanderkar suggested that the Board begin working on the resolution and staff would give input when their work-load had decreased. After comments by Ms. Walston and Mr. Lafer, Chair Newman summarized that the plan was for Leadership to begin crafting the resolution with input from interested Board members. If needed, outside legal counsel would be consulted.

2. Approve Board Working Agreements  
Presenter: Judy Newman, Board Chair

Chair Newman summarized that the Board had begun work on the Working Agreements at the retreat in August. She referred to packet which included all the changes that had been suggested. She said that the work for the evening was to hopefully approve the Agenda

Planning section. Ms. Shabram gave a summary of how Leadership approached the compilation of the added suggestions.

The Board made revisions to the section on agenda planning. It was agreed that except for in exceptional circumstances noted in item 5, items to be considered for inclusion on a future agenda should be brought to a Board meeting for approval. After the Board made additional changes, it agreed that work was finished on the section.

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

It was agreed that the Board would continue work on the Working Agreements in public session at the meeting on October 13, 2021.

Ms. Rabasa asked that the Board move forward with committing to using the Equity Tool that was in place. There was consensus among the Board that Leadership would determine the timeline for bringing it to a future meeting.

#### **XV. ADJOURN**

Chair Newman adjourned the meeting at 9:47 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*

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

**Date: October 13, 2021**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 p.m. and a regular meeting at 6:15 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 Friday, October 8, 2021, and published in *The Register-Guard* on Monday, October 11, 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  
Christine Nesbit, General Counsel for Executive Session

**I. EXECUTIVE SESSIONS**

1. The Board convened in executive session to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed, pursuant to ORS 192.660 (2)(h).
2. The board convened in executive session to conduct deliberations to consider the dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, pursuant to ORS 192.660 (2)(b).

Executive Sessions are closed to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

**II. SPECIAL BOARD MEETING**

Chair Newman called the special meeting to order at 6:15 p.m.

**III. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve Memorandum of Agreement (MOA) with Oregon School Employee Association (OSEA) Concerning Compensation of Transportation Employees  
Presenter: Christine Nesbit, General Counsel

Martina Shabram moved and Mary Walston seconded to approve the items in the Consent Group. **The motion passed 7:0.**

#### **IV. ITEMS FOR INFORMATION**

1. Budget Committee Update  
Prepared by Kerry Delf, Chief of Staff

Chair Newman referred to the information in the Board Packet. There were seventeen (17) applicants for the Budget Committee. Each applicant would receive acknowledgment of their application and a request to answer two supplemental questions. There would be a work session on October 20 to hear from each candidate. The Board would then review the candidates' responses, consider their personal statements, and prepare to cast their votes for three candidates on November 3. The proposed selection process was outlined in the Board packet.

Ms. Rabasa suggested that the question that began "how does a district's budget..." be changed to "how does 4J School District's budget..."

Ms. Shabram shared that Leadership attempted to be considerate of everyone's time and also allow equitable opportunity for each candidate during their presentation. Each candidate would have the same amount of time to present.

There was a suggestion to give time prompts to candidates and to allow them to finish their thought if they ran over time.

Chair Newman thanked the Board for their input.

#### **V. ITEMS FOR ACTION AT A FUTURE MEETING**

1. Approve Board Working Agreements  
Presenter: Judy Newman, Board Chair

Chair Newman referred the Board to the Draft School Board Working Agreements for 2021-2022. There were process questions regarding what rationale was used to get to the draft before the Board. Chair Newman suggested moving through the items that had been indicated to be changed and then attend to other items.

Mr. Lafer requested removal of Item 6 under Board Organization and Governance. There was discussion about the intent of the item. Ms. O'Rourke asked for a definition of the word "respect." Ms. Shabram said that the value that was shared was that the Board respected the right to voice their opinion and vote their convictions. Ms. Hays asked for clarification on why there was a proposal to remove the item. Mr. Lafer answered that his concern was that it might restrict a Board member from expressing their viewpoint as individuals. Ms. Rabasa suggested rewriting it to say "Individual board members will abide by decisions of the majority and will respect the right of the individual members to express opposing viewpoints and vote their convictions."

Ms. Shabram was concerned that comments expressed might undermine the decision of the whole Board.

Ms. Hays was concerned that expressing personal views outside of the Board room effected the work of the district.

Ms. Shabram reviewed the process to move forward: each item did not require a vote to confirm changes. There was additional discussion about the process of reviewing and changing the working agreements. Ms. Walston asked for collegiality and trust of other Board members. Ms. Rabasa and Chair Newman spoke to the spirit to trust each other and not undermine the work of the district.

Ms. Shabram said that at the next work session they would have further conversation and continue with edits.

**VI. ADJOURN**

Chair Newman adjourned the meeting at 7:12 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*



**ITEM FOR INFORMATION**

**Date of Meeting**

November 3, 2021

**Title**

Discussion on 4J's Plan to Implement the Use of an Equity Tool

**Discussion Led by:** Judy Newman, Board Chair

**Description**

Discuss next steps in the process for the use of an Equity Tool in 4J.



## ITEM FOR ACTION

### Date of Meeting

November 3, 2021

### Title

Appoint Budget Committee Members

### Prepared By

Kerry Delf, Chief of Staff

### Description

The district's volunteer budget committee examines the annual budget proposal to ensure that the district is planning to spend money in furtherance of district goals. The committee reviews the proposed district budget, hears comments from community members, asks questions, and then approves the budget for the school board to consider for adoption.

There are three openings on the 4J budget committee that must be filled by appointment of the school board. Two are positions with full three-year terms that run through June 30, 2024—the terms of former budget committee members Jennifer Winters and Elizabeth Price expired on June 30, 2021. One position is a one-year partial term, to fill the seat vacated when Maya Rabasa was elected to the school board.

The application period was September 24–October 13, 2021. By Oregon law, to be eligible to serve on the budget committee, applicants must not be district employees, must be registered voters, and must live within the boundaries of Eugene School District 4J.

Applications for appointment were received from 17 community members and 2 later withdrew. The candidates are:

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

Following their initial application, candidates were asked to respond to three supplemental questions and 12 of the 15 applicants responded. Responses were compiled and provided to the board to review, and are included in the board meeting packet.

On October 20, budget committee applicants were invited to a 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 for the two full three-year terms and one partial term, and take action to appoint them to the budget committee.

## **Selection Process**

The board will ballot to select three candidates and take action to appoint them to the committee.

The board chair will open the floor for selection of candidates for the budget committee. In each round of balloting, board members will complete paper ballots to name their preferred candidates. Staff will collect ballots, read them into the record, and announce the total count for each candidate.

In the first round,

- Board members will complete paper ballots to name their three preferred candidates.
- If three or more candidates receive a majority vote, the two candidates receiving the most votes will be moved forward to the slate to be appointed to the full terms and the candidate receiving the third most votes will be moved forward to be appointed to the partial term. In the event of a tie, the board will proceed to runoff votes until the three candidates are identified.
- If one or two candidates receive a majority vote, they will be moved forward to the slate to be appointed to the full term(s) and the board will progress to a second round to select candidates for the remaining position(s).
- If no candidates receive a majority vote, the board will progress to a second round.

In the second round,

- All candidates who received one or zero votes in the first round will be removed from consideration, unless doing so would leave fewer candidates than remaining positions.
- Board members will complete ballots to name their preferred candidates for the remaining positions (three if no candidate has been moved forward to the slate, two if one candidate has moved forward, one vote if two candidates have moved forward).
- If one or more candidates receive a majority vote, they will be moved forward to the slate for the remaining positions.
- If fewer than three candidates have received a majority vote in the first or second round, the board will progress to a third round to select candidates for the remaining position(s).

In the third round,

- All candidates who received zero, one or two votes in the second round will be removed from consideration, unless doing so would leave fewer candidates than remaining positions.
- Board members will complete ballots to name their preferred candidates for the remaining positions.

Additional rounds of voting and elimination will be conducted as needed until three candidates have been identified with a majority vote.

If this process results in two or more candidates receiving an equal number of votes for appointment to an open full-term position and the partial-term position, the board will hold a runoff vote between the tied candidates to determine which will be moved forward for the full-term position and which for the partial term.

If this process results in two or more candidates receiving an equal number of votes for appointment to the single remaining partial-term position, the board will hold a runoff vote between the tied candidates to determine which will be moved forward to the slate for appointment.

In the final step, once three candidates have been identified, the board will take action to appoint them to the budget committee.

## **Suggested Motion**

I move to appoint \_\_\_\_\_ and \_\_\_\_\_ to the Budget Committee for terms beginning immediately and ending June 30, 2024, and appoint \_\_\_\_\_ for a term beginning immediately and ending June 30, 2022.

**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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 me 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.

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**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.

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**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.

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**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

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**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.

**2021 Budget Committee Candidates:**

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

*\* Did not attend work session on October 20*

*\*\* Did not respond to supplemental questions*

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**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

The budget approved for the Eugene School District 4J should be representative of the entire community the school district serves. The initiatives, programs and support funded by the school district will shape the future leaders of our world and community. It is vitally important to show our youth that we believe in them and will support them as they endeavor to reach their full potential. No one should ever feel excluded or unsupported based on race, sex, orientation, economic status, or developmental ability.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

As the president of the Chavez PTO (the Cheetah PACK: Parents & Advocates for Chavez Kids) I have been building a network of open communication between the school and our highly diverse community. One of the most important things I have learned is that if you want to hear peoples' voices, it is essential to provide a comfortable and familiar forum. Identify and utilize existing local voices for marginalized communities such as La Que Buena radio (97.7 KEQB), or the UO Umoja. UO Families is another great trusted resource for reaching multiple demographics.

**How does 4J's budget reflect its values and priorities?**

How the 4J school district spends its money is the ultimate reflection of the values and priorities it supports. Allocating money toward any initiative sends the message "We see you. We hear you. We support you." The budget is the best way to truly celebrate diversity, promote inclusivity and reset the balance of equity. No society can find peace and balance without celebrating that which makes one unique, recognizing that we are all in this together and striving to support everyone's talents, needs and a safe space to grow and learn.

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

I understand that when choosing how to spend a limited amount of money, we have to prioritize certain items over others. However, when doing that, we must recognize that we aren't impartial; we are all influenced by our own backgrounds, and people from different backgrounds are likely to have different priorities. So ultimately, a commitment to diversity here is a commitment to fairness; a commitment to listen to all voices whether they're in this room or not.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

I believe each committee member must maintain and develop personal working relationships with prominent community leaders as well as hold open home gatherings and occasional town hall making one's self accessible to the community and activity striving to connect with district members and local community leaders can facilitate greater trust and accessibility between the committee and the community it serves as well as afford ample opportunities to disseminate important knowledge about board goals and curriculum planning in short being a committee member requires we dedicate more than just our time on the committee but also having a meaningful relationship with our community behind the working hours

**How does 4J's budget reflect its values and priorities?**

the proper setting of budgetary considerations can offset certain disadvantages inherent to some of the district neighborhoods and communities it is however important to achieve this gradually why avoiding the appearance of favoritism or creating rift and controversy by jumping too far ahead of the community we are trying to lead the committee's unique position requires it to lead the community from within the community why staying connected to the people it is there to serve we must show the way but never lose touch with the people we expect to follow us there

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

Our community and District 4J's stakeholders have changed significantly in the last few decades. We now have much higher numbers of students and families of diverse cultural and economic backgrounds who have waited too long to be recognized and properly served. I witnessed this up close as a teacher for 31 years in this district. Historically, resources were not put in place to meet all students' needs. I'm pleased that 4J is acknowledging this reality. But to be successful in going beyond acknowledging how we've changed as a community and actually effecting change for all 4J students, the Committee needs members that reflect the wide range of background and perspective present in our community.

The Committee and the District in general would also benefit greatly from members who have experience with the impact of budget decisions in our schools and what they really mean to students after they're made. I have witnessed first-hand both the successes and the frustrations of 4J's use of funds to close opportunity and achievement gaps. For this reason I believe my inclusion on the committee will make it more effective in addressing more precisely the diverse needs of our students.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

Budget Committee meetings are notorious for being poorly attended. In addition, the flow of communication between the Committee and our more diverse community has lagged. We need to do a better job of engaging with all stakeholders, especially those who have been historically marginalized, to lend their voices to the budget process. We have to go beyond announcing on a website or sending out a blurb in an email. It's not enough to invite stakeholders en masse and expect them to show up, even with the recent option of video conferencing (a helpful tool, but not a panacea).

During my board campaign I learned many lessons about how various communities network in 4J. I made many important connections, some thanks to my ability to speak Spanish, and realized that the District needs to go to our communities, explain our budget options, and truly listen to their input. I believe that if Committee members sought opinion in a more focused manner (attending community meetings, guiding communities to input channels, directly asking leaders questions on the best ways to communicate, conducting meetings in community centers), ultimately we could more precisely invest where resources are truly needed.

### **How does 4J's budget reflect its values and priorities?**

While making budget decisions, we need to ask if we are truly targeting our funds to live up to our values. To use one of our most important tenets, that we believe that all students can learn, then are we accurately assigning our resources to allow all of them to reach their potential? To get this right we need to continually ask our community and staff as specifically as practically possible if what we're doing is making a positive difference for all of our kids.

District 4J's values and priorities have developed over the years and are for the most part well reasoned and appropriate but will continue to evolve. The more difficult task over crafting values and priorities is that of putting our limited resources where they will allow us to reach those goals. This requires close examination of the efficacy of past investments. My teaching background has provided me with direct contact with this very thing. I have decades of experience seeing if budget decisions translate into classroom realities. I believe this practical knowledge will be valuable to the Committee as it reviews this connection between district values and funding decisions.

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

I would love to see the budget committee level the playing field for disadvantaged children, whether their challenge stems from poverty, self-identity, or racial/ethnic marginalization.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

I am an Asian woman, and my husband is a Black man. We're both NAACP members, active in organizations that promote diversity in Oregon workplaces, and attendees at a large, diverse church in Eugene. I am also a member of the Kennedy Middle School site council. These civic/social/religious connections grant me a unique opportunity to view, appreciate, and represent multiple perspectives.

**How does 4J's budget reflect its values and priorities?**

Impactful spending isn't always highly visible or publicized. The safety that 4J offers our children is often taken for granted, whether it's tangible (like having safety drills) or perceived (like having counselors readily available to guide questioning or vulnerable students), yet it is paramount to all other considerations. Sports are nice and music programs are beneficial, but making sure nutrition and safety needs are met is an unsung yet imperative task.

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

It is important to have a diverse group of thoughts, opinions and backgrounds on a committee so that the decisions made will result in the best education for all of the children in our community.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

I am a very compassionate and curious person and I would love the opportunity to seek input from the community members of all backgrounds, thoughts and opinions. I would share information with these community members and take the input from them with me into the budget committee as a representative of the community.

**How does 4J's budget reflect its values and priorities?**

The 4J budget should result in making sure all kids have the opportunity for a good education in a safe environment.

**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.

**Supplemental questions:** No response

**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

**Supplemental questions:** No response

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

Diversity plays an important role in a budget committee in three key ways: the committee composition, the process the committee uses to do their work, and the ways the budget brings to life the choices and priorities of the district as they relate to different audiences and needs.

Effectively engaging in diversity efforts requires intention. The board, district, and the committee must specifically identify aspects of diversity that are priorities. Intersectionality is obviously a factor as any one aspect of identity cannot be separated from the rest of the person. Even so, identifying the priorities, the voices not currently at the table, and the perspectives that are over represented - these are important steps in how to engage effectively and productively on the topic and work of diversity.

We must also reflect as a committee on the various ways that White cultural norms may be assumed to be correct and desirable within the committee's processes and traditions. Bringing these factors and habits to light in cooperative and productive ways can be a step that is easy to forget but absolutely necessary for actual diversity of perspectives and experiences, inclusion, equity and even the possibility of a just process to be forged.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

As a committee it is integral that we engage with all stakeholders and that we go out of our way to intentionally identify which perspectives and lived experiences are currently present within and interacting with this committee. We would then identify who is missing and would reach out specifically and thoughtfully to build connections within those communities. Information will need to be communicated in new or different ways. The committee will need to change our ways of working to include and engage with a greater variety of stakeholders. We should reach out and ask various individuals and representatives of each group what their interests and priorities are. This may lead to rich conversations about why they don't see value in participating or how the committee processes might be revised to either provide greater benefit to them or to reduce the effort required of them to participate. We would need to learn to communicate on their terms and in their preferred manner. It will be on the committee to undertake this work and to be open to change and the effort required on our part.

**How does 4J's budget reflect its values and priorities?**

Ideally, a budget represents the priorities of an organization. The current 4j budget represents a district who is underfunded by the state and local community but still tasked with massive and essential work on behalf of our community, our children's education, our families, our economy, and our country's future. I think that the current budget represents the district's effort to do as much as they possibly can in the face of severe and urgent student, staff, and family needs.

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

Diversity is incredibly important in any group setting. Each of us has our own unique experience that forms the foundation for how we evaluate and interpret information and make decisions. A lack of diversity can lead to groupthink, include implicit bias, create echo chambers, and leave a significant portion of our students and community unrepresented. A lack of diversity in the public system for hundreds of years has created a system of inequity. The district and state have several goals around diversity and equity. It's the responsibility of the budget committee to evaluate and make recommendations about the budget based on those stated goals. The needs of our community are complex. We have students who are going to college, others immediately entering the workforce, kids who are 5 and some who are 21, young parents, students in Special Ed, and students who identify in minority groups that have been systemically marginalized and ignored. A diverse budget committee can look at the same budget through different experiences and have a more healthy discussion about how it serves our community's goals.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

I'm the father of two elementary school children, one of whom has an IEP and husband of a 4J Special Education EA. My work in the tech industry has me responsible for creating and evaluating budgets as well as being our company's community liaison. Finally, I serve on four non-profit boards including the Lane Workforce Partnership, Onward Eugene, the Willamette Internet Exchange, and as the Chair of the Eugene Education Foundation. My roles as father, husband, employee, and dedicated community member have me connecting with thousands of people across our community and hearing their stories. As a business community leader, I meet with many business owners to discuss their needs and vision for our community. As an involved parent, I enjoy hearing from teachers and staff in the schools. I learn so much from their stories and experiences and think its incredibly valuable to see how decisions made at other levels ultimately impact them and their students. I volunteer on several boards to hear about the challenges of our community and learn how the organization and I can make an impact for them. These community connections and my experience help shape the lens I would use to review the budget.

**How does 4J's budget reflect its values and priorities?**

As a community member I'm aware of and have read 4J's 20/20 Vision strategic plan. In the plan there are 5 explicitly stated goals and multiple objectives and key strategies for each. As a budget committee representative it would be my responsibility to evaluate the budget to make sure its reflective of that strategic plan and the district's priorities. Public budgets are extremely complex.

There are many line items, countless programs, and several state and federal mandates in addition to the district's goals. With all of that, schools aren't fully funded and that can create challenges in the budgeting process. I think our community is very passionate about k-12 education and the district has tried very hard to match its budget with its priorities and values. My job on the budget committee would simply be to review the budget against those values and make recommendations and give approval.

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

While diversity plays many key roles in committees, one of the primary factors diversity helps with in regards to a budget committee is creating a more thorough and inclusive process that leaves out no factors that would negatively impact any communities left unrepresented.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

In order to solicit and gather community perspective I'd reach on messaging boards, create mailings, make social media group accounts for feedback and feedback that could also be submitted anonymously, as well as a suggestion drop box to the committee. Once this information has been gathered it could be disbursed in ways that each community member and/or group would like to receive them, i.e. physical mail, email, social media postings, phone calls, text messaging, message board updates and other ways that will be discussed and thought through in a collaborative manner.

**How does 4J's budget reflect its values and priorities?**

Where an organization allocates budgetary items, initiatives, and programs to is a direct correlation as to where 4J see its mission for the surrounding community and in what ways it is best to help assist as well as shape the 4J community. The role that 4J has and will continue to help its surrounding community will be guided by how it prioritizes its budgetary spending.

**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.

**Supplemental questions:** No response

**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

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

As in agriculture, a monoculture requires extensive artificial inputs to obtain a successful output while biodiversity can thrive on its own. A limited range of ideas and perspectives will lead to a limited range of outcomes, failing to meet the needs of marginalized groups. Having a diverse committee can help ensure 4J's constituents feel represented and heard. This inclusion is self-replicating and once diversity is sought and worked towards, will continue to ensure that the full range of factors affecting our community are taken into consideration.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

Community outreach is an important component in the decision-making process. I would help by reaching out to a variety of diverse groups including neighborhood associations and cultural diversity groups. As Treasurer of the River Road Community Organization and Alternate Neighborhood Leadership Council Representative I have established relationships with these various groups doing work in our community to represent their constituents. The goal of this outreach would be to open a two-way dialogue where information about 4J and the District's budget can be shared and community concerns can be heard.

**How does 4J's budget reflect its values and priorities?**

In order to realize 4J's philosophy, everything we do must be good for the children. This includes investing in our students because they are our future. This investment can be an investment of time and attention to help foster them through the educational arena but ultimately relies on financial investment. Where 4J spends the allotted budget has a direct impact on the successful outcomes of our District. Recent issues have exposed concerns about classified salaries and building safety. The former issue is important to address because we want to ensure that 4J hiring is competitive and appealing to a diverse group of candidates. The latter issue is important because 4J families need to know they are sending their children to a safe learning environment. The budget is an opportunity to allocate resources to keep our facilities safe, attractive, and comfortable.

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

Our 4J school Board of Directors has made a commitment to centering diverse voices and communities. The role of diversity on the budget committee is to include the experiences, voices and needs of our ENTIRE community and not just select groups in our decision making on budget issues so we can best meet the needs of ALL our students and families. It brings together multiple members to serve as a collective to look at the financial needs of our district, schools, students and staff and balance how to do the most good with the resources available. The budget committee needs diverse perspectives and voices to best review the proposed budget, receive input from the community and then forward it to the Board while keeping with the 4J District goals.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

I would solicit and share these diverse community perspectives in several ways. One is through the Site Councils I serve on at both Kennedy Middle and Churchill High schools where I listen to the concerns, needs and experiences of students, parents and staff. This is an excellent place as well to share back to the community information about the budget. I also currently attend all district open School Board meetings (some online, some in person) where we have a timely opportunity to hear the concerns of our communities in the public comment forum. Thanks to my children, I am able to bring to the table the experiences of my students as a parent of a neurodivergent student, LGBTQ students and students with chronic health/mental health struggles. I also am a single working parent and bring to the table the reality of living paycheck to paycheck and the critical role our schools play in the foundation for families.

**How does 4J's budget reflect its values and priorities?**

The budget is literally the vehicle that sets into motion and drives the district's morals, values, goals and mission. The budget moves us from mission statements to actual action by directing where we truly are going to put resources to meet the needs of our students, communities and staff. Where we focus our financial resources is a reflection of the goals and priorities set forward by our leadership, staff and Board of Directors. Basically, beyond buss words and rhetoric, the budget factually shows where our goals and priorities are for the upcoming budget cycle for all students and staff in our 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

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

Diversity of experience, opinion, and background are all vital for the budget committee. A school board budget is more than dollars and cents, it's a reflection of the community's values and priorities. Public schooling affects deeply the lives of every adult and child in our community, regardless of socioeconomic status, demographic background, religion, or political affiliation. I would be happy to keep an open mind and respect for other members of the budget committee, school board, school employees, students, and all stakeholders. Recognizing my personal biases and privileges that I hold as a white, financially secure, hetero, cis-gender man are crucial to compensate for them.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

As a parent of a Deaf child, I have ties with parents and children in the Deaf and Hard of Hearing (DHH) community. For several years, I was the Treasurer for Hands and Voices of Oregon, which is contracted by the state of Oregon to help parents of deaf children navigate the challenges and joys that having a deaf child brings. I support the DHH program in already in place at 4J and would be happy to bring my perspective to the budget committee. Further, I am involved in several local organizations such as SURJ and Eugene DSA that pride themselves as being explicitly anti-racist and dedicated to building the multiracial/BIPOC working class. I would solicit diverse community perspectives by reaching out to the organizations I am affiliated with to reach as many people as possible.

**How does 4J's budget reflect its values and priorities?**

Currently, the choice to not allocate funds to stationing police in our schools reflects the values of community to make school a friendly, welcoming place for all students. Many communities have trauma from the way police has interacted with them. Funding critical priorities such as school nurses, councilors, and teachers is a much better use of funds than police. I am also used to navigating budget priorities in my previous life as a program accountant for the federal government (Treasury Department and the Federal Housing Finance Agency). I am eager to identify and correct inefficiencies while keeping empathy and respect for all workers.

**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.

**Eugene School District 4J values diversity. What role do you understand diversity playing on the budget committee?**

Diversity is playing an essential role on the budget committee. First of all, diversity will ensure that interests of people with different background, e.g. cultural, racial and socio-economic, will be represented and their feedback listened to. Priority will have to be made for decision making but a consensus from a diverse committee will make sure the process is fair, thought-through and balanced. Secondly, diversity in the skillset of the committee members can also enrich the perspectives and depth of budget discussion, e.g. someone from a healthcare, law or business background.

**How would you solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities?**

I am originally from China, lived in England for 10 years and moved to Eugene in 2014. I am well connected in the multicultural and multilingual Asian and European families as well as the UO families. The most-discussed topic among us has always been children's education. I would be happy to help communicate the needs, concerns and thoughts whenever needed.

**How does 4J's budget reflect its values and priorities?**

Continue to design the budget in consistent with the 4J vision and goals, which reflect its values (excellence, equity and choice)



## ITEM FOR ACTION

### Date

November 3, 2021

### Title

Select Superintendent Search Firm

### Presenter

Judy Newman, Board Chair and Martina Shabram, Vice Chair

### 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 met on Tuesday, October 19 to review the applications received and will report to the board on October 20 with their recommendations.

At the October 20 meeting, the board took action to move three search firms forward for interviews,

On Wednesday, October 27 the board met in a work session where to conduct interviews with selected search firm(s).

At the November 3 meeting, the board is scheduled to take action to select the search firm that will help in the selection of the permanent superintendent.



**ITEM FOR ACTION AT A FUTURE MEETING (Second Read)**

**Date of Meeting**

November 3, 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 12<sup>th</sup> 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 (First Read)**

### **Date of Meeting**

November 3, 2021

### **Title**

Consider Revisions to School Calendar

### **Presenter**

Cydney Vandercar, Interim Superintendent

### **Background**

The superintendent recommends that the school calendar be revised to change Wednesday, November 24, and Friday, January 14 to non-instruction days.

The district is committed to the health, safety and wellbeing of our staff, students, and community. Our priority is to enable students to come to school in-person—as many students as possible, for as many days as possible, all school year. It is our collective and institutional responsibility to help slow the spread of COVID-19 and make our schools safe and stable for our students.

The measures we are taking to make our schools safe and stable and support all students during the continuing pandemic, combined with the ongoing extreme staffing shortage, have resulted in an unprecedented administrative workload for staff. It is critical that district staff have the opportunity to absorb the added workload and time set aside in which to do so.

Previously the calendar was revised to convert October 18 from an instruction day to a non-instruction day. The day provided critically needed transition time to address staffing changes and accommodations and program shifts related to the statewide vaccine mandate. (The district may no longer employ staff members without documentation that they are fully vaccinated or have an approved medical or religious exception.) The day also provided planning, preparation and catchup time for teachers and other staff to address potential student quarantines and other COVID-specific needs, along with their regular work.

The superintendent proposes that November 24 and January 14 be converted from instruction days to non-instruction days. These would be work days for staff and no-school days for students. November 24 is the day before Thanksgiving and traditionally has lower student attendance than other days. January 14 is the Friday before Martin Luther King Jr. Day.

Board approval is required to change the school calendar.

If hazardous winter weather or other circumstances cause the loss of additional school hours such that there is a projected or actual shortfall in the amount of instruction time, the superintendent will seek to schedule makeup days and/or request board approval to apply allowable credits for instructional hours.

### **Recommendation**

The superintendent recommends adoption of the proposed revisions to the school calendar, to provide non-instruction days on Wednesday, November 24, 2021, and Friday, January 14, 2022.



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

**Date of Meeting:**  
November 3, 2021

**Title:**  
Vote on Oregon School Boards Association (OSBA) Election

**Prepared by:**  
Kerry Delf, Chief of Staff

**Description:**  
The Oregon School Boards Association (OSBA) is organized as one general state association with up to 23 regionally elected representatives established across 14 geographic regions to support member participation and representation. Eugene School District 4J is in the Lane Region and is represented by Position 6.

In even-numbered years an election is held for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Policies and Priorities (LPC).

In odd-numbered years an election is held for the even-numbered positions on the OSBA Board of Directors. Member boards also elect the Legislative Policy Committee.  
The OSBA 2021 election for this region includes one resolution:

- Candidates for Board of Directors Position 6
- Candidates for LPC Position 6

Voting is open from November 15 to December 17, 2021.

**Action:**  
At the November 17, 2021 meeting, the board will vote their candidate for Board of Directors Position 6 and their candidate for LPC for Position 6

The board will vote as a body and staff will record the vote with OSBA.



Dedicated to improving student success and education equity through  
**advocacy, leadership and service**  
to Oregon public school boards.

## 2021 OSBA Election

### \* Board of Directors Position 6 (Vote for one)

- Mark Boren, Fern Ridge 28J
- Linda Hamilton, Lane ESD
- Abstain
- No action taken

### \* LPC Position 6 (Vote for one)

- Austin Folnagy, Lane CC
- Judy Newman, Eugene 4J
- Abstain
- No action taken

**\* Type the name of the district, ESD, or community college board that officially made this vote.**

**\* Type the meeting date when the board officially made this vote.**

**\* Type your name and title.**

To retain a record of your vote, you **MUST** print this page before clicking the Done button.

Done

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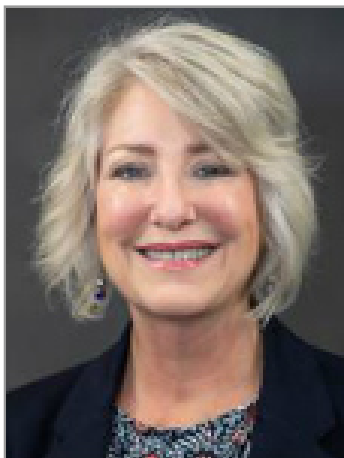
# OSBA Board of Directors election

The [2021 elections calendar](#) lists the nomination and election dates. For your reference, we've posted this list of the [currently open positions with the incumbents](#).

Candidate materials are posted here as they are submitted, as per OSBA board adopted policy.

## 2021 Board Candidates

### Position 1 ( Eastern Region)



**Chris Cronin**

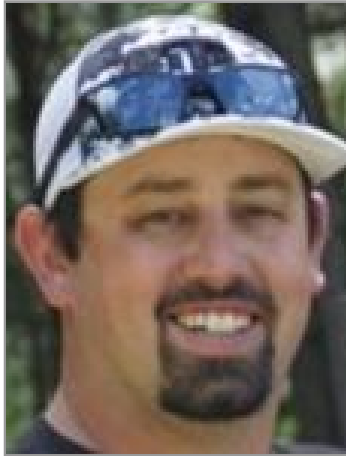
Grant ESD

[Nomination Form](#) (Nominated by <sup>60</sup>Grant ESD)

[Resume](#)

Incumbent

## Position 2 ( Gorge Region)



Jacob Cain

Morrow 1

[Nomination Form](#) (Nominated by Morrow 1)

[Resume](#)



Emily Smith

Helix 1

[Nomination Form](#) (Nominated by Helix 1)

[Resume](#)

## Position 4 ( Southeast Region)



**Lori Theros**

Klamath Falls City Schools

[Nomination Form](#) (Nominated by Klamath Falls City Schools)

[Resume](#)

Incumbent

## Position 6 ( Lane Region)

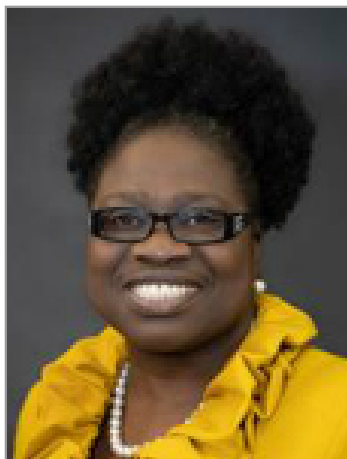


**Mark Boren**

Fern Ridge 28J

[Nomination Form](#) (Nominated by Fern Ridge 28J)

[Resume](#)



## Linda Hamilton

Lane ESD

[Nomination Form](#) (Nominated by Lane ESD)

[Resume](#)

Incumbent

## Position 8 ( Clackamas Region)



## Libra Forde

North Clackamas 12

[Nomination Form](#) (Nominated by North Clackamas 12)

[Resume](#)

Incumbent

## Position 10 ( Linn/Benton/Lincoln Region)



**Jeff Davis**

Alsea 7J

[Nomination Form](#) (Nominated by Alsea 7J)

[Resume](#)

## Position 11 ( Marion Region)



**Anthony Medina**

Woodburn 103

[Nomination Form](#) (Nominated by Woodburn 103)

[Resume](#)

Incumbent

## Position 12 ( Marion Region)



Melissa LaCrosse

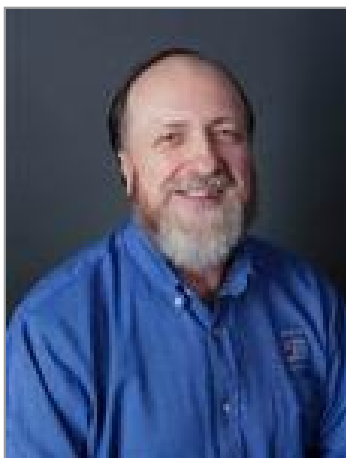
Jefferson 14J

[Nomination Form](#) (Nominated by Jefferson 14J)

[Resume](#)

Incumbent

## Position 14 ( North Coast Region)



## Greg Kintz

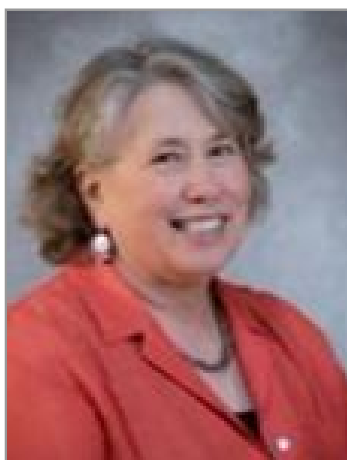
Vernonia 47J

[Nomination Form](#) (Nominated by Vernonia 47J)

[Resume](#)

Incumbent

## Position 15 ( Washington Region)



## Susan Greenberg

Beaverton 48J

[Nomination Form](#) (Nominated by Beaverton 48J)

[Resume](#)

Incumbent

## Position 18 ( Multnomah Region)



**Kris Howatt**

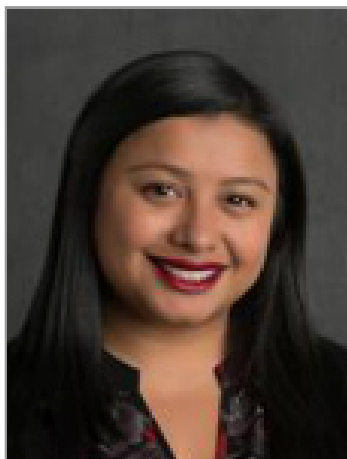
Gresham-Barlow 10

[Nomination Form](#) (Nominated by Gresham-Barlow 10)

[Resume](#)

Incumbent

## Position 20 ( Washington Region)



**Erika Lopez**

Hillsboro 1J

[Nomination Form](#) (Nominated by Hillsboro 1J)

[Resume](#)

Incumbent

[Home](#) > [About OSBA](#) > [Election Center](#) > [OSBA Elections-LPC](#)

# OSBA Legislative Policy Committee election

In odd-numbered years, elections are held for all OSBA Legislative Policy Committee (LPC) positions. The [2021 elections calendar](#) lists the nomination and election dates. For your reference, we've posted this list of the [currently open positions with the incumbents](#).

Legislative Policy Committee candidate materials are posted here as they are submitted.

## 2021 LPC Candidates

### Position 1 ( Eastern Region)



# Bruce Kevan

La Grande 1

[Nomination Form](#) (Nominated by La Grande 1)

[Resume](#)



# Pat Morinaka

Nyssa 26

[Nomination Form](#) (Nominated by Nyssa 26)

[Resume](#)

Incumbent

## Position 2 ( Gorge Region)



# Judy Richardson

69

North Wasco County 21

[Nomination Form](#) (Nominated by North Wasco County 21)

[Resume](#)

## Position 3 ( Central Region)



Courtney Snead

Jefferson Co 509J

[Nomination Form](#) (Nominated by Crook County)

[Resume](#)

Incumbent

## Position 4 ( Southeast Region)



## Steve Lowell

Klamath County

[Nomination Form](#) (Nominated by Klamath County)

[Resume](#)

Incumbent

## Position 5 ( Southern Region)



## Sara Crawford

Phoenix-Talent 4

[Nomination Form](#) (Nominated by Phoenix-Talent 4)

[Resume](#)



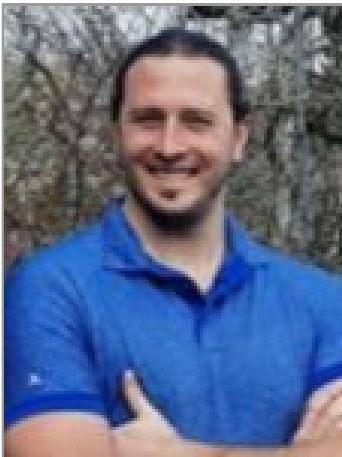
Ray Williams

Prospect 59

[Nomination Form](#) (Nominated by Prospect 59)

[Resume](#)

## Position 6 ( Lane Region)



Austin Folnagy

Lane CC

[Nomination Form](#) (Nominated by Lane CC)

[Resume](#)



## Judy Newman

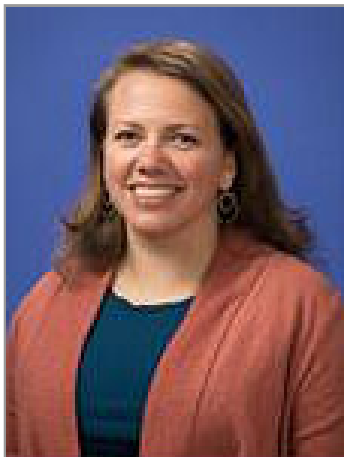
Eugene 4J

[Nomination Form](#) (Nominated by Eugene 4J)

[Resume](#)

Incumbent

## Position 7 ( Clackamas Region)



## Chrissy Reitz

Hood River County

[Nomination Form](#) (Nominated by Hood River County)

[Resume](#)

Incumbent

## Position 8 ( Clackamas Region)



**Kathy Wai**

North Clackamas 12

[Nomination Form](#) (Nominated by North Clackamas 12)

[Resume](#)

Incumbent

## Position 9 ( Douglas/South Coast Region)



**Fred Brick**

South Coast ESD 7

[Nomination Form](#) (Nominated by South Coast ESD 7)

[Resume](#)

Incumbent



Candice Voynick

Glide 12

[Nomination Form](#) (Nominated by Glide 12)

[Resume](#)

Position 10 ( Linn/Benton/Lincoln Region)



Sarah Finger McDonald

Corvallis 509J

75

[Nomination Form](#) (Nominated by Corvallis 509J)

[Resume](#)

Incumbent

## Position 11 ( Marion Region)



**Maria Hinojos Pressey**

Salem-Keizer 24J

[Nomination Form](#) (Nominated by Salem-Keizer 24J)

[Resume](#)

## Position 12 ( Marion Region)



# Ashley Carson Cottingham

Salem-Keizer 24J

[Nomination Form](#) (Nominated by Salem-Keizer 24J)

[Resume](#)

## Position 13 ( Yamhill/Polk Region)



# Rebecca Piros

Newberg 29J

[Nomination Form](#) (Nominated by Newberg 29J)

[Resume](#)

Incumbent

## Position 15 ( Washington Region)



**Mark Watson**

Hillsboro 1J

[Nomination Form](#) (Nominated by Hillsboro 1J)

[Resume](#)

Incumbent

## Position 16 ( Washington Region)



**Becky Tymchuk**

Beaverton 48J

[Nomination Form](#) (Nominated by Beaverton 48J)

[Resume](#)

## Position 17 ( Multnomah Region)



**Elizabeth Durant**

Parkrose 3

[Nomination Form](#) (Nominated by Parkrose 3)

[Resume](#)

## Position 18 ( Multnomah Region)



**Jessica Arzate**

Multnomah ESD

[Nomination Form](#) (Nominated by Multnomah ESD)

## [Resume](#)

Incumbent

# Position 20 ( Washington Region)



## TJ Johnson

Gaston 511J

[Nomination Form](#) (Nominated by Gaston 511J)

[Resume](#)



## Marvin Lynn

Tigard-Tualatin 23J

[Nomination Form](#) (Nominated by Tigard-Tualatin 23J)

[Resume](#)

**2021 OSBA Elections Calendar  
Adopted by the Board February 5, 2021**

<b>Nomination and election of regional members of the OSBA board of directors holding even-numbered positions and <u>all</u> LPC representatives</b>		
<b>August 23, 2021</b>		Notice of position vacancies, candidate information packets, and official nomination forms shall be distributed to all incumbent directors and boards in eligible regions.
<b>August 23, 2021 through October 1, 2021</b>		A school board nominating one or more of its regional board members to the OSBA board of directors and/or LPC must do so by formal resolution of the board and timely submission of the nomination forms to the office of the OSBA. Nominations are closed after this date.
<b>No later than October 15, 2021</b>		Official ballots are distributed to member boards in each region 30 days prior to the date of the election, but no later than October 15.
<b>No earlier than November 1, 2021</b>		Member boards are asked to vote on the candidate(s) of their choice for their region no earlier than November 1, 2021, following the conclusion of all OSBA Fall Regional Meetings.
<b>November 15, 2021 through December 17, 2021</b>		Submission of votes to OSBA. Each member board in the appropriate region shall have one vote in the regional elections for members of the OSBA board of directors and LPC. The person receiving a majority of the votes cast for any position on the OSBA board of directors and LPC shall be elected.
<b>As soon as possible</b>		In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.
<b>January 1, 2022</b>		Newly elected officers and regional members of the OSBA board of directors and LPC officially take office.

<b>OSBA Resolution Election</b>		
<b>No later than September 30, 2021</b>		All resolutions to be submitted to the membership for a vote must be received at the OSBA offices.
<b>No later than October 15, 2021</b>		Resolution details, along with an official ballot, will be sent to the membership.
<b>November 15, 2021 through December 17, 2021</b>		Each member board in the state shall vote in the general election on resolutions, bylaws amendments, and Legislative Policies and Priorities (even-numbered years only) using the weighted voting system outlined in the bylaws.

<b>OSBA Officer Elections</b>		
<b>September 17-18, 2021, or no later than October 31, 2021</b>		The currently seated OSBA board of directors meets to elect officers. Candidates receiving a majority of the votes cast for any officer position on the OSBA board shall be elected.



**ITEM FOR ACTION AT A FUTURE MEETING (Third Read)**

**Date**

November 3, 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 1<sup>st</sup> 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.

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(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](http://www.osba.org/Resources/Article/Board_Operations/PublicMeetings.aspx)