

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, or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRReEpqZ0JxRzVpaVdlQ3h5UFVzd09>

School Board Meeting Request Forms:
 Provide public comment: www.4j.lane.edu/board/publiccomment

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

Requests to provide public comment must be submitted no later than 5 p.m. on the **Monday** before the meeting.

7:00 PM
5:30 p.m. Board Work Session, 6:30 p.m. Executive Session and 7:00 p.m. Regular Board Meeting

I.	5:30–6:45 p.m. Work Session: Receive Update on the Superintendent Selection Process from Alma Advisory Group Presenters: Judy Newman, Board Chair	3
II.	CANCELLED: Executive Sessions: 1. The board will convene in executive session to consider records that are exempt by law from public inspection, pursuant to ORS 192.660 (2)(f). 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.	
III.	7:00 p.m. Regular Board Meeting:	
IV.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
V.	Agenda Review	
VI.	Introduction of Guests and Superintendent’s Report	
VII.	Comments by Board Chair	
VIII.	Receive Reports from High School Student Representatives	
IX.	Items Raised by the Audience	
X.	Comments by Employee Groups	
XI.	Comments and Committee Reports by Individual Board Members	
XII.	Consent Group - Items for Action	
	1. Approve Meeting Minutes: February 16, 2022 Work Session and Regular Board Meeting	27
	2. Bond Project – Camas Ridge Elementary School Replacement – Asbestos Abatement Award Presenter: Ryan Spain, Director of Facilities	36
	3. Approve Personnel Items Presenter: Christine Nesbit, General Counsel	37
	4. Approve Annual Personnel Actions: Presenter: Christine Nesbit, General Counsel	39
XIII.	Items for Information	
	1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan (30 Minutes)	54

	Presented by: Cydney Vandercar, Interim Superintendent	
2.	Receive Update on District Response to COVID-19 (15 Minutes) Presented by: Cydney Vandercar, Interim Superintendent	80
3.	Receive an Update on Career Technical Education (CTE) (20 minutes) Presenters: Andy Dey, Director of Secondary Education and Tia Holliday Odegard, Curriculum Administrator	95
XIV.	Items for Action	
1.	Consider Adoption of Policy ACC – Racial Harassment (10 minutes) Presenter: Christine Nesbit, General Counsel	114
XV.	Items for Action at a Future Meeting	
1.	Consider for Approval Superintendent Selection Standards, Competencies and Skills (15 minutes) Presenter: Judy Newman, Board Chair	121
XVI.	Suggestions by the Board for Consideration of Items at a Future Meeting	
1.	XIV.1. 2021–22 Board Meeting Dates: JULY: Thursday, July 1, 2021 – Special Board Meeting AUGUST: Wednesday, August 4 and Wednesday, August 18; Board Retreat Dates: August 25 and August 28 SEPTEMBER: Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29 OCTOBER: Wed., Oct. 6; Wed., Oct. 13; Wed., Oct. 20; Wed., Oct 27 NOVEMBER: Wed, Nov. 3, Tuesday, Nov. 16, and Wed, Nov. 17; Tues, Nov. 23 DECEMBER: Wed. Dec. 1; Wed, Dec. 8; Wednesday, December 15 JANUARY 2022: Tuesday, January 4, 2022; Wednesday, January 12; Wednesday, January 19; Wednesday, January 26; Monday, January 31 FEBRUARY: Wednesday, February 2; Wednesday, February 9; Wednesday, February 16; Wednesday, February 23; Board Training February 26 & 27 MARCH: Wednesday, March 2; Monday, March 7; Wednesday, March 9; Wednesday, March 16; Wednesday, March 30 APRIL: Wednesday, April 6; Wednesday, April 13; Wednesday, April 20; Wednesday, April 27 MAY: Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May 25 JUNE: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22	
XVII.	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 INFORMATION – WORK SESSION

Date of Meeting

March 2, 2022

Title

Update from Alma Advisory Group on the Superintendent Selection Process

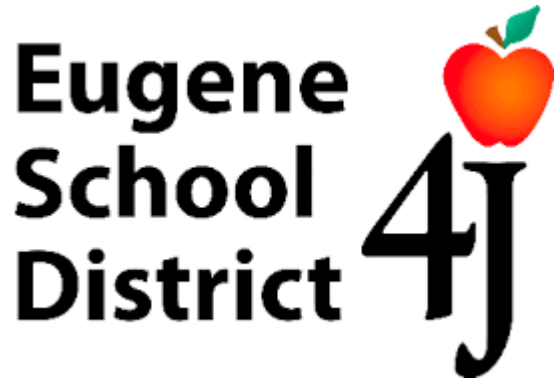
Presenters

Monica Rosen, Alma Advisory Group

Sylvia Flowers, Alma Advisory Group

Description

Receive an update on the superintendent selection process



**Eugene School District
Superintendent Search
Board Work Session
March 2, 2022**



Update: The Board's Collective Work

- **Board members canceled vacations** and personal plans to spend two days together
- The event was an important opportunity to **reset and build community**
- Board members took their work seriously and stayed present as they **worked through some of their most pressing challenges**
- They made several commitments in the interest of strengthening their collective work:
 - **Be curious** and seek to understand
 - **Address concerns directly** and verify before responding
 - **No derogatory comments** with staff or in the public arena about each other, including press, social media or other forums
- This work was **an encouraging start** to continued work that should continue from here

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Our Shared Purpose

Our goal is to lead a fair and open search process for the next permanent Superintendent of Eugene School District 4J.

Our purpose is to communicate clearly and to lead a transparent search process, designed to mitigate bias every step of the way, where all voices of the 4J community are valued.



Our Expected Timeline

March

1. Alma Screen & 1st Round Interview

- Conducted by Alma team
- Assess experience, key competencies, mission-alignment
- Resume review
- Phone interview
- Initial background search
- Candidate profile created

Late March

2. 2nd Round Interview

- Conducted Board members in small teams
- Assess organizational fit, core competencies
- Scenario-based questions

April

3. Semi-Finalist Round, Board Members

- Conducted by Board
- Assessment on competencies and leadership ability
- Includes performance task
- May include 2 to 3 interviews, focused on different aspects of the role
- Full background check

Late April

4. Finalist Round, Board, Staff & Community

- Final interview(s) with Board members
- Community and staff engagement
- Primary assessment on cultural fit and alignment



3 Primary Activities to Participate

COMMUNITY GATHERING

Focus was to learn about the process and engage in conversations with the community.

INTERVIEWS & FOCUS GROUPS

1:1 interviews and focus groups with teachers, students, principals, staff, union leaders and community partners

Allowed deeper discussions by role.

STAFF & COMMUNITY SURVEY

Survey was open for one month as an opportunity for broader community input.

Over 3,700 respondents.

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Stakeholder and Community Engagement



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MEETINGS

Community gatherings, focus groups, student panels, board member interviews

215

PARTICIPANTS

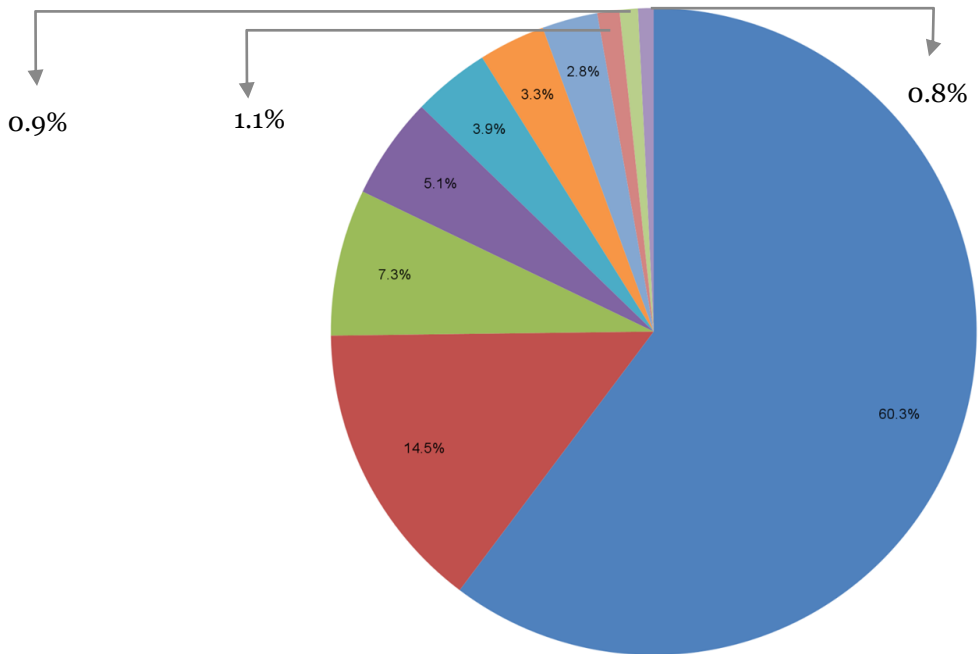
Families, students, teachers, school leaders, district staff, community leaders and partners, and graduates

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Significant Participation in Community Survey

3,712

SURVEY RESPONSES

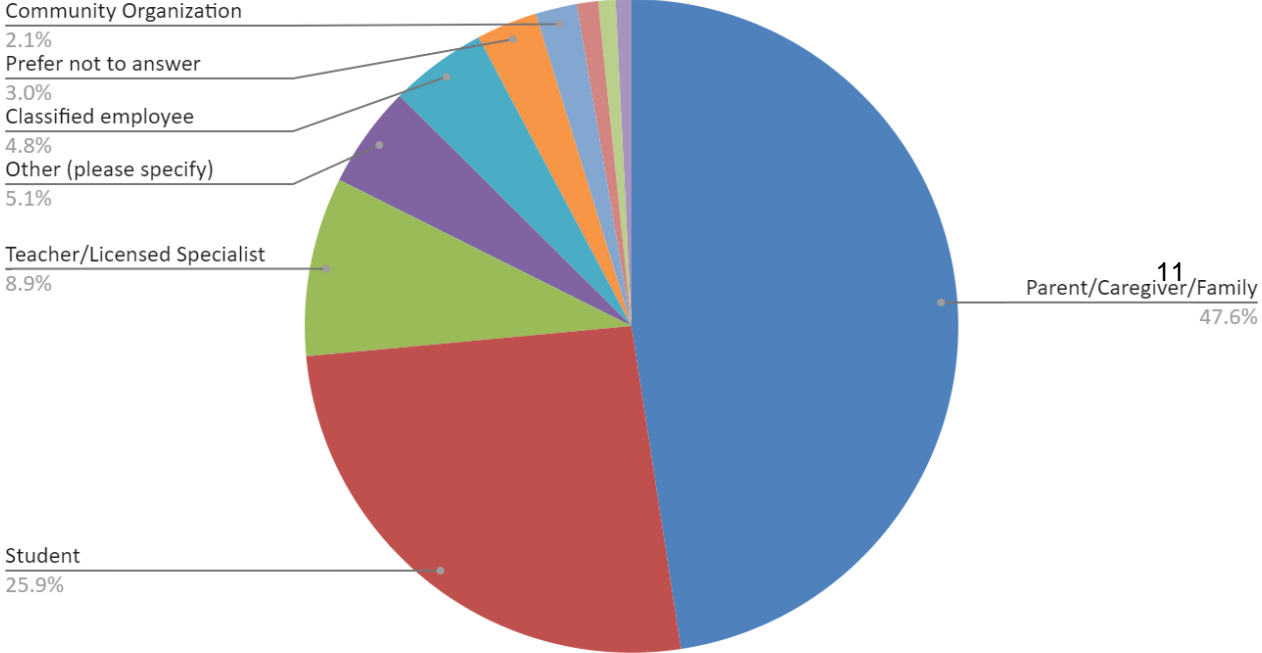


- Caucasian, Euro-American, White
- Prefer not to answer
- Hispanic American, Chicana/o/x/ @, Latina/o/x/ @
- Asian American or East Asian (not South Asian)
- African American, Afro-Caribbean, or Black
- Other (please specify)
- Alaska Native, American Indian, First Nations, Indigenous, Native, Native American
- Indian American or South Asian
- Native Hawaiian or Other Pacific Islander
- Arab American or Middle Eastern



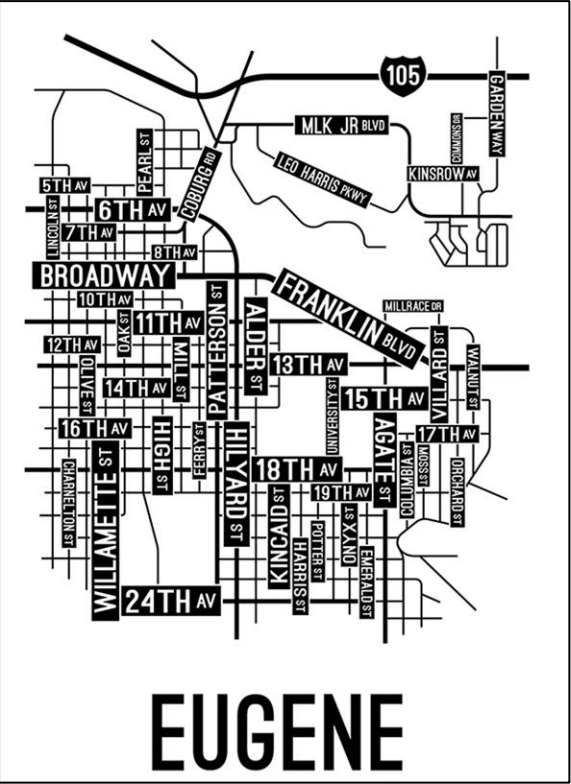
Survey has high participation from many groups

3,712
SURVEY RESPONSES



Nearly 75% of respondents were 4J students, graduates & families
About 15% were employees of 4J

Geographic Breakdown of Survey Responses



South Eugene	34.5%
North Eugene	20.7%
Sheldon Region	19.6%
Churchill Region	17.5%
Outside of 4J	7.7%

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Our Community Gatherings

We asked guiding questions:

1. **What keeps you up at night** regarding your specific schools or your neighborhood?
And what gives you comfort?
2. **What do you love most** about 4J that will be important for our permanent Superintendent to champion and protect?
3. What do you see as the **top 2 to 3 areas of improvement** for 4J that our permanent³ Superintendent will need to lead us through during the next 3 to 5 years?
4. **What skills do you think will be most important** for our Superintendent to be successful in the role?
5. **What would you like to see** from us that would demonstrate to you that what you shared with us **made a difference** in this process?
6. If there is **one question that you could ask a potential candidate** for this role, what would it be?



Stakeholder and Community Engagement

WHAT WE HAVE LEARNED SO FAR

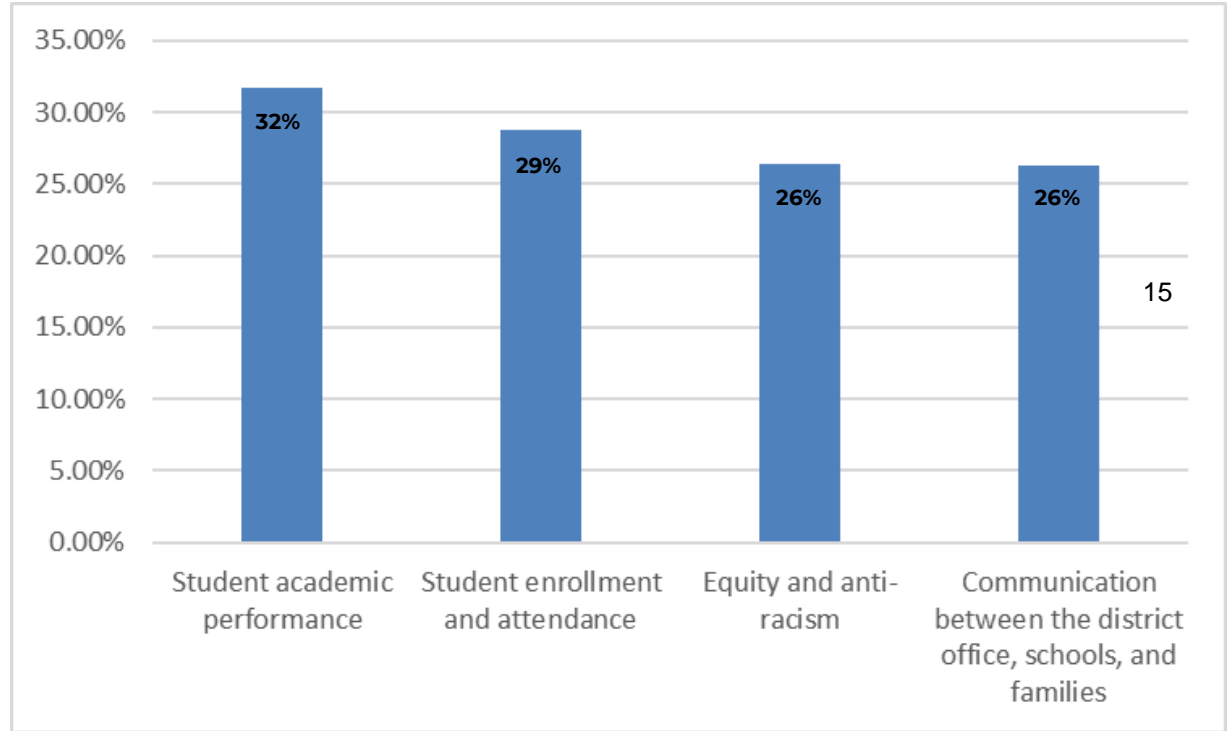
14

Diverse ideas. Honest, vocal, and candid points of view.



4J's Strengths

The top four strengths identified by survey respondents on what 4J does well today that needs to be preserved by the Superintendent



4J's Strengths

From the perspective of parents, community members, students and staff, the following positive trends surfaced during multiple sessions.

- **Language rich opportunities.** “We have rich **language immersion programs** from K-12, we have international programs.”
- **Educators are committed** to students and are adept at meeting students where they are. “They really **care about students**. We teach kids how to read so they can read and be critical thinkers.” and “The **strength of the district is the staff**, the human capital of the district is the most important asset and resource.” and “We have some passionate educators at all levels—**every single person** in a school from the bus drivers to the nutrition services people—everyone **cares so much**.”
- Consistent recognition that district is moving in the right direction in support of **diversity, inclusion, and safety**. “The equity and inclusion directors have done great work providing wrap around services and reaching out to our latinx families.” and “We have a **strong equity focus**, debatable on how effective, want to **keep this going** and keep building.”



4J's Strengths

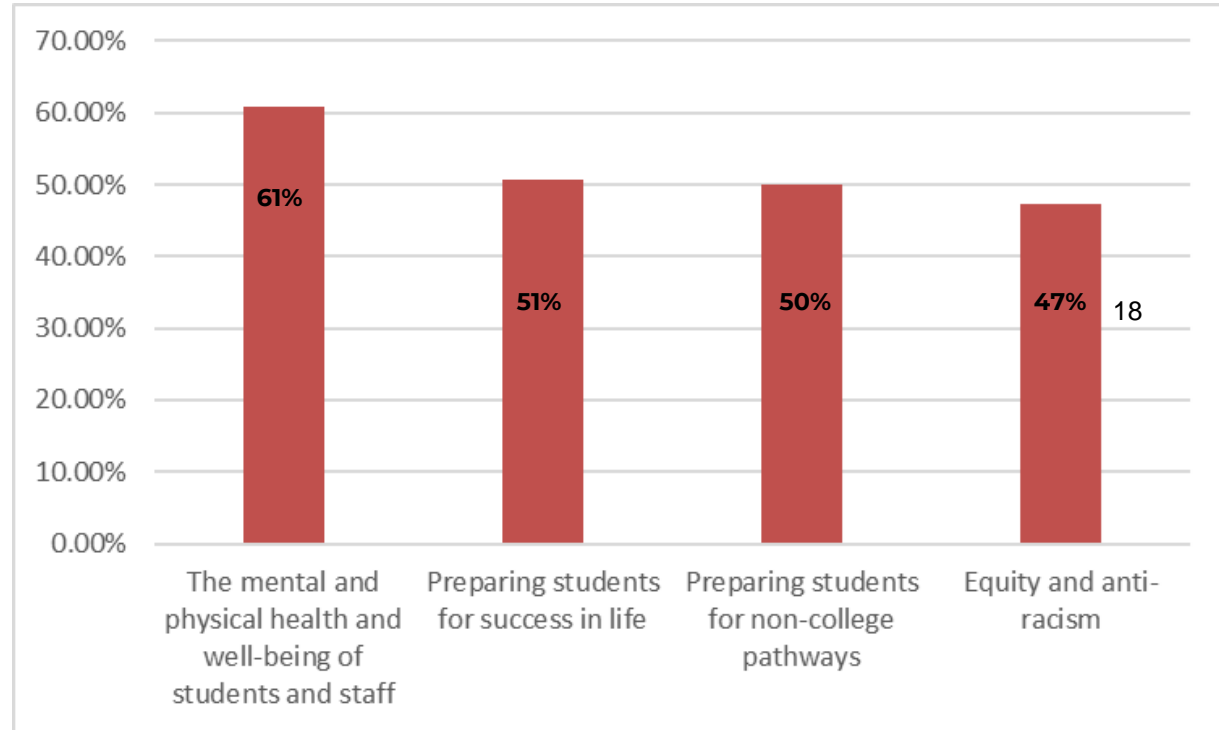
- Strong commitment within **community to support schools and families**. “The **wraparound team** - this did not exist prior to the pandemic; we have the culture navigators and social workers.” and “Community has **consistently voted for bonds** to support the district and our students.” and “The **resources to help families** during covid; the plans were put together quickly and programs and resources were deployed quickly.”
- A clear focus on **communication** emerged between the survey and community meetings. “Important to listen - someone prepared and with experience to work with different communities and work with people who speak with other languages.” and “I liked very much **the communication and the care for the parents**.” and “4J is very communicative with families; my kids teachers send weekly outlines on what is happening in class.”

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4J's Opportunities for Improvement

The top four areas for improvement identified by survey respondents on what 4J needs to strengthen or improve.



4J's Opportunities for Improvement

PARENTS, STAFF AND STUDENTS SHARED KEY AREAS TO STRENGTHEN

- Comprehensive training for staff to **support neurodiversity** among students
- Building collaborative environments that **honor the voices of students, teachers, community**
- **Focus on whole student support**, including mental health and school safety
- **Implement multiple post-secondary** pathways and career opportunities
- Ensuring **access to rigorous and high-quality programming** and courses for all students
- **Teachers shared a feeling of demoralization**, with little autonomy to be change makers in their own classrooms and schools¹⁹

EQUITY IS AN EMERGING STRENGTH... WITH A NEED FOR BOLD MOVES FORWARD

Community noted progress with a developing understanding of equity, **building muscle to advocate for students in the margins**. There are great resources that are not fully formed yet in need of coherence and clarity.



However, there is a desire for more explicit and proactive equity work - **addressing racism and ablism that feels at times “unchecked” in schools**, along with experiences of religious discrimination and punitive relationships with students.

What skills are most important for the superintendent?

EUGENE 4J WANTS A COURAGEOUS LEADER WITH AN UNWAVERING DRIVE TO DO WHAT'S BEST FOR STUDENTS

A leader who...

Is a qualified change agent that has **proven track record of standing their ground, taking risks, trying new things**, questioning policies that aren't working.

Leans into conflict and **seeks the best outcome for the health and wellness of students**

Holds themselves and others accountable to decisions, **acknowledges mistakes with transparency, and empathizes with communities** in the margins.

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Survey Comments Reveal Additional Perspectives

When respondents were asked if there was anything else they wanted to share about the search, over 1,400 individuals responded. We reviewed all of them and these traits were mentioned by a significant number of respondents:

- A clear **“Students First”** focus
- Clear value for **equity and inclusion**
- Desire for a **leader of color**
- A leader with **no political agenda**
- **Communication** - willing to listen and collaborate/partner with others
- **Valuing teachers**, supporting hiring, retention and positive working conditions
- Focus on **support for students with diverse learning needs**
- Someone with **classroom experience**
- Focus on **safety and mental health**
- A need for **compassion and healing**
- **High ethics and integrity**
- Able to ensure **4J’s financial health**
- Improvements in **technology**
- Someone who is **committed to the Eugene 4J community**/ready to stay
- Desire for a **qualified change agent**
- Many mentioned specific **support for the current interim**

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Students specifically called out a need to address bullying in the schools, bringing fun back to the classroom, and strengthening trust and relationships between teachers and their students

Different perspectives were mentioned by a limited few

Although these were noted by a small minority of respondents (fewer than 20 out of 1,400+ comments), these perspectives are present in the community:

- Equity considered by some a “distraction”
- A number of respondents commented against face masks and COVID protocols
- Several comments were against LGBTQ+ inclusion, or acknowledgment of gender identity
- Several mentioned an “anti-right” culture
- Several mentioned concerns about the current Board
- Fewer than 10 comments did not want the current interim to be considered

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Response/Reactions

- What stood out to you about what you heard?
- What was exciting to hear?
- What was difficult or concerning?

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About the Job Profile

THE KEY RESPONSIBILITIES - THE “WHAT”

- Establish the vision and mission for aligned academic and non-academic programming for the district
- Promote innovation in the classroom and support a diverse systems of schools
- Lead and develop a strong workforce and build a positive work culture
- Partner with and foster a trusting collaborative relationship with the board and the community

... AND THE SKILLS NEEDED - THE “HOW”:

- Advocate for Equity, Anti-Racism and Inclusion
- Innovative, Inspiring and Demonstrated Educational Leadership
- Authentic Relationship Builder and Courageous Communicator
- Ability to Manage Complex Organizations and Systems

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Review Job Profile

- The job description can be found [here](#)
- Have we captured the strengths, opportunities, responsibilities and competencies?
 - What resonates with you?
 - What is missing?
 - What would you add based on the community feedback?

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Thank you!

www.AlmaAdvisoryGroup.com

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

Date: February 16, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m., a regular board meeting at 7:00 p.m., and an executive session immediately following the regular board meeting in-person and via zoom and 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, February 11, 2022 and published in *The Register-Guard* on Monday, February 14, 2022.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Cydney Vandercar, Superintendent
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Christine Nesbit, General Counsel
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Andrea Belz, Director of Finance
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA:

KMTR

I. 5:30 P.M. WORK SESSION

Executive Leadership Appointment Practices

The board did not recess to executive session to consider information or records exempt by law from public inspection, pursuant to ORS 192.660(2)(f).

Chair Newman called the work session to order. She asked that the board hold their questions until after the presentation.

Karen Hardin, Director of Human Resources, shared history about the positions of Assistant Superintendents in the district. She added that every year it was the practice of the superintendent to move administrators. Ms. Hardin then gave the reasons why a superintendent

would appoint someone to a position as opposed to having an open interview process. They included: the person had successful, established relationships within the district; the person's qualifications aligned with the district's missions and goals; the candidate had a positive history in 4J; the person's leadership been tested; the climate of the district supported a person being appointed. Ms. Hardin then gave reasons for recruiting a candidate: there was need for a new perspective; there were no clear internal candidate. Ms. Hardin also pointed out that for employee groups represented by unions, it was a requirement to post vacancies, but in the Managers, Administrators, Professionals and Supervisor's (MAPS) contract, there was no guidance.

Ms. Hardin shared a chart showing the history of the assistant superintendents and chief operations officers and pointed out that over the last twenty-four years, all but three had been appointed.

Ms. Nesbit introduced Jollee Patterson, partner with Miller Nash, outside counsel for the school district. Ms. Patterson spoke on the role of the superintendent in hiring or appointing an assistant superintendent. She said that the board approved the hiring of personnel through the consent agenda in the board packet.

Ms. Patterson was not aware of boards that were involved in the interviewing or other actions leading up to hiring. Superintendents had the authority to appoint and there were documents approved by the board that supported that authority. Ms. Patterson referred to the specific language in the superintendent's contract. She also referred to policy BBF which stated that although the board set policy for the district, they did not manage operations on a day-to-day level. Policy CBA also provided to the board the duties of the superintendent which included recommending hiring of union-represented personnel, and appointing, hiring and firing of non-represented personnel. Ms. Patterson summarized that board policies gave the superintendent authority to appoint personnel to certain positions and that there was no law that required the board to be actively involved in hiring below the level of the superintendent.

Ms. Nesbit opened the meeting for questions.

Mr. Lafer asked in situations where the interests of the superintendent and the interests of the board were not in agreement, were the inhouse and outside counsel representing the superintendent or the board. Ms. Nesbit responded that the district counsel was counsel for the district. Mr. Lafer reiterated his question to which Ms. Nesbit responded that district counsel was accountable to the board. There was further discussion about the nature of the meeting and who counsel was representing.

In response to a question from Ms. O'Rourke, Ms. Nesbit clarified that if a board member wished to discuss an item in a consent agenda, they could request to have it removed from the consent agenda and discussed as an item for action. She added that depending on the nature of the discussion, it might require being moving to executive session.

Ms. Rabasa asked Ms. Patterson what the term "appropriate category of employee" meant. She also asked whether the list of personnel actions included all administrative reassignments, such as principals moving from one school to another.

Ms. Patterson responded that she had used the term “appropriate category of employee” to define those persons who were included in the personnel actions of the board packet. In most situations, the board was required to approve the hiring of the superintendent and the contracts and renewals for licensed employees. In many districts, the hiring and firing of non-licensed employees did not appear in the personnel packet. She understood that in 4J, the names of administrative level hires and appointments were included.

Ms. Nesbit clarified that transfers within a level were not typically included, but other appointments were.

Mr. Lafer referred to ORS 332.505 which stated that the board had the authority to appoint the superintendent and assistant superintendents. It was up to the board to decide to use the authority or delegate it to the superintendent. He said that in the case of a superintendent, the board would need to approve a contract and make an announcement of hiring before the person began their job. He considered the process that had recently occurred to hire the assistant superintendent to be out of line.

Ms. Patterson said that when the board approved an assistant superintendent in a personnel agenda, they were fulfilling their role as outlined in ORS 332.505. Ms. Patterson was not aware of any court that had interpreted the clause.

Chair Newman said that the policy did delegate to the superintendent the ability to make appointments.

Ms. Hays was asking the purpose of the work session. To her it was clear that the superintendent had the responsibility to appoint or hire an assistant superintendent. Ms. Hays added that she considered that in her actions, the superintendent was responding to the sense of urgency to fill the vacant position of assistant superintendent that had been expressed by some of the board members. She asked one of the three board members who had called the work session to clarify the purpose of the meeting.

Ms. Rabasa said she had requested the meeting even before the appointment had been announced in order to have clarity and transparency around the process. She was concerned about appearances of impropriety in hiring practices. She was curious about how communication was prioritized in the district. She was aware that many were still not aware of the appointment and questioned the speed with which the appointment had been made in contrast to the length of time it often took to hire teachers. She did not want to imply that anything improper had occurred, but she was aware that actions such as had occurred created a lack of transparency and created mistrust. She also said that she did not like being uninformed about important matters for which she might have to field questions.

In response to a question about the practice of appointments under Superintendent Berman, who seemed to be absent in the chronological list, Ms. Hardin responded that Dr. Berman did not have assistant superintendents.

Mr. Lafer had called for the session to discuss the process which had not been transparent and had created an awkward situation on the heels of the departure of the prior Assistant Superintendent Dr. Salgado. He said that at the time of the announcement of Dr. Salgado's departure, he and other board members had asked for an open process with input from the

board to fill the position, not an appointment. He was concerned about the integrity of the superintendent search. He was aware that the appointment had created cynicism and mistrust and also undermined the work of Dr. Wagner. Mr. Lafer concluded his comments by saying that the board had the legal authority to appoint an assistant superintendent and that was the direction he wanted to take in the present situation.

In response to a question from Ms. O'Rourke, Ms. Hardin responded that George Russell had appointed assistant superintendents while he was an interim superintendent. The only other interim superintendent who appointed an assistant superintendent was Superintendent Vandercar.

Ms. O'Rourke was concerned that an interim superintendent had the ability to make permanent appointments. The person who had been appointed was not the issue for her, but rather the way it had occurred. She added that in light of all the work the district was doing to implement an equity lens to their decisions, she wondered how it had been applied in the situation. She did not want to do business as usual. She considered the process to have been a missed opportunity to do foundational equity work.

Ms. Walston said that when interim Superintendent Vandercar was appointed, she was given the full authority of a superintendent to do the work of the district with no restrictions.

Ms. Rabasa asked why other appointees was not also on this list given to the board by Ms. Hardin. Ms. Rabasa continued by asking why Superintendent Vandercar had not have an interview process to appoint Ms. Wagner to her current position as she had to hire Ms. Wagner to the interim position. She considered it to be a better process. She added that there was precedence for including the community with hires other than the superintendent. She referenced a time earlier in the history of 4J when the community was involved in hiring the principal of their school. She questioned why there had been a shift to a more closed process which was not as transparent or inclusive.

Ms. Vandercar read from a prepared statement: She was disappointed with the way her actions had created question about her character and performance. She said it was the practice in the district and other districts to select, hire and transfer cabinet members for which she also had authority. She claimed that the rumors that she had hired her best friend were unfounded. She had the highest respect for Dr. Wagner and considered her highly qualified for the role. She shared the climate in which Ms. Wagner had been hired: someone was needed to stabilize the department, "hit the ground running", do the work, and make the position permanent. She had considered a number of internal and external candidates. The person needed to have a strong commitment to equity, appreciation for the relationship with the district's unions, understanding of the SIA budget and process, informed decision making for school staffing, understanding of the education process at all schools, respect for the need to support every school, and more.

Superintendent Vandercar chose Dr. Brooke Wagner who had a quarter century of experience in education and an earned doctorate in education. Ms. Vandercar considered Dr. Wagner to be highly qualified for the role, and shared Ms. Wagner's history with the district and with Springfield School District.

Ms. Vandercar then answered questions about Ms. Melissa Goth who had been offered a position in the district, but turned it down. Superintendent Vandercar had not done an interview

process because she had heard from a number of board members that the process needed to happen quickly. The reason why the district was not including outside persons to be on hiring committees was due to privacy issues: the names of external candidates were being shared inappropriately. Ms. Vandercar also said that she had been asked questions about personnel that could not be answered in a public setting. Of all the persons she had considered, she knew that Dr. Wagner would work to ensure the best outcome for all students.

Ms. O'Rourke said that part of the equity lens was to consider who was not at the table and to ensure an open, transparent system, to which Ms. Vandercar responded that when it came to discussing personnel issues, she often could not do it openly and transparently because of legal requirements.

Superintendent Vandercar said that she had been shocked by the response she received to her appointment, after doing what she considered to be in the best interest of the district and with direction from board members. She compared the current situation to a past superintendent who had appointed all his cabinet members and had not received any pushback. She asked that if she was not to follow the same process, that she be told so by the whole board.

Ms. Rabasa appreciated the statement that Ms. Vandercar had read. She said it was not about the hire of the person, for whom she had the utmost respect, it was the process. She acknowledged that she had been one of the people asking for urgency in the hiring. Along with her call for urgency, she had repeated her desire to be kept in the loop. She emphasized that she need clarity on the process. When she had asked Superintendent Vandercar for an update, she had received none, only to find out soon after that Ms. Wagner had been appointed, which made her feel underinformed. She said that there were still staff wondering why they had not heard about the appointment either.

Ms. Shabram appreciated what she had learned about the history. She strongly disagreed with the questioning of Superintendent Vandercar's decision. She said that if she was in a candidacy role and heard her board speaking about the superintendent the way that they were speaking about Superintendent Vandercar, she would be very leery of taking a superintendency. She said that if she were looking for a job and heard how this board speaks to the superintendent, she would not want to work in such a place. She did not agree that the board should be involved in the hiring of cabinet members. She did not consider herself qualified to make the decisions necessary. She said that was the role of the superintendent. Ms. Shabram added that she would not want to be micromanaged in the way that Superintendent Vandercar had been. She did not understand where the stories and rumors were coming from, instead she wished for faith and trust in their one employee to do her job.

Mr. Lafer said that his comments had nothing to do with stories or rumors. He added that he regretted that Superintendent Vandercar was in the position she was. His concerns had everything to do with the process. He asked when multiple board members said they wanted to have an open and transparent process, why did the superintendent not speak up? He also commented about the decision to hire Ms. Wagner after Superintendent Vandercar found out she was no longer a candidate for the superintendency in Albany.

Ms. Vandercar responded regarding the question about her candidacy for the position in Albany and also that their board had asked her not to say anything. She reiterated that unless she received a clear direction from all board members, she followed policy and practice under her

job description, which she had done in the case of hiring Ms. Wagner. There was a continued discussion between Mr. Lafer and Superintendent Vandercar.

Ms. O'Rourke said that she did not see how the equity lens had been used. She added that if Superintendent Vandercar were the superintendent, Ms. O'Rourke would not have a problem with the appointment of Ms. Wagner. However, Ms. Vandercar was only interim. Ms. O'Rourke said her motivation was to be as transparent as possible. She said that it was rare for an appointment to be kept from the board. She wanted to see the equity tool used in the way it was meant to be. Ms. O'Rourke asked for more information from Superintendent Vandercar about the way she was making decisions. She asked to work as a district on how processes were used and reported. Responding to a question from Ms. O'Rourke, Ms. Nesbit said that although the board had adopted an equity tool, they had not created a policy. Ms. O'Rourke asked that the board discuss creating a board policy for the use of the equity tool at a work session in the future.

Ms. Walston said that to be kept in the loop, board members needed to be open to discussing issues with their superintendent. She also took offense at being included in Mr. Lafer's apology for disrespecting Dr. Wagner because she had not done so. She said that she did not include herself in the "we" that Mr. Lafer referred to.

Ms. Hays said that Ms. Shabram's statement had captured her sentiment and feelings regarding the issue. She was surprised that there were board members who insisted that the assistant superintendent position be filled, along with other directives, when it was not decided upon by the whole board. She said that it was confusing. She opined that the word "transparency" might mean different things to each board member. She said that it was hard to watch the superintendent be grilled and to have the rules change. She was committed to doing a better job of working together. She hoped that the discussion that was occurring would not happen again. She did not appreciate that the board were treating the superintendent in the manner occurring that evening.

Chair Newman concluded the work session by agreeing that in the future if the board wanted the superintendent to take a specific action, they needed to put it on the agenda and vote on it.

II. 7:00 P.M. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL

Chair Newman called the meeting to order at 7:04 p.m. Chair Newman noted that all board members were present. Ms. Hays joined the meeting via video conference.

IV. ITEMS FOR ACTION

1. Consider Calendar Dates for Training Retreat with Alma Advisory Group
2. Discuss Timeline for Superintendent Selection Process

Chair Newman began the discussion of both items for action by getting affirmation that all the board members wanted to continue with the superintendent search. Ms. O'Rourke said that it was imperative to get going. She did not agree with the perception that the board was dysfunctional. She said that the board was in change and sometimes change was hard.

Chair Newman continued that Alma Advisory Group had suggested that the board have a training retreat. Chair Newman wanted to discuss the merits of having training, and if the board agreed, when it would occur.

Mr. Lafer was skeptical that the training would have any effect. The issues the board was having were about what was important to each board member, and he did not see how that would be resolved through a training session. Mr. Lafer continued that he had great respect for Superintendent Vanderkar at the same time that he disagreed with the way she had handled the appointment of the assistant superintendent for instruction.

Mr. O'Rourke said she did not feel that Alma was qualified to hold a safe retreat. She said that the anti-bias training had not been a safe space for her. She felt that conversations would get the board closer to each other, but was leery of whom could facilitate a safe retreat.

Ms. Rabasa wondered whether a two-day retreat would meet the intention of helping the board to function better, and if not, would the time spent be worth it. She did regret not having had more time to build community at the beginning of her tenure on the board. She added that not knowing what Alma's plan was made it challenging to determine whether they could create a safe space.

Chair Newman responded that she had been in touch with Alma Advisory Group and learned that they planned to check in with each board member individually to get their expectation and create the agenda for the retreat. She said that she had been interviewing other people who could facilitate. Ms. Rabasa wondered whether Alma considered having a training retreat to be a deal-breaker for working with the board. Chair Newman said she had not asked them.

Ms. Hays said that she also was skeptical about whether the board would find benefit from the retreat. She continued that it was important to her that everyone felt safe. She referred to an incident that had just happened in the prior work session and what she had learned from it regarding the importance of choosing her words so that others could hear what she had to say.

In response to a question from Mr. Lafer regarding whether the retreat would be private, Chair Newman said she had met with the district's general counsel to determine that the board would be able to meet privately as long as they kept the focus of their discussion to how to work together better, used general examples, and did not discuss district business that was immediate or could be business in the future. Mr. Lafer was interested in determining what the outcome of the training would be, for example: how to make decisions.

Chair Newman responded to a comment by Ms. O'Rourke by suggesting the board determine together what would be the focus of the meeting.

Ms. Walston agreed that she wanted to know what the goal of the training would be and who would lead it.

Ms. Rabasa said that if the intention was specific to the process of hiring the superintendent, the board should consider Alma Advisory Group.

Chair Newman suggested that the first step would be to proceed with individual conversations with Alma, from which could be created an agenda, and then decide whether to move forward or not. There was a discussion about the benefit of having an opportunity for Alma to speak to each board member individually. Mr. Lafer and Ms. O'Rourke asked for some samples of recent agendas from other retreats.

Ms. Rabasa asked that the information regarding the qualifications for the superintendent be shared as soon as possible so that the board could meet to finalize them.

Chair Newman returned to the conversation about the retreat and asked the board to consider possible dates. Ms. O'Rourke wanted to make sure that the work of hiring a superintendent moved forward separately from the retreat. Ms. Walston was concerned whether Alma Advisory Group could do the work needed to plan a retreat in such a short amount of time.

Ms. Hays recapped the plans that she thought had been agreed upon by the group: to do a Saturday-Sunday retreat after Alma Advisory Group had interviewed each individual board member to form an agenda. There was continued conversation about ensuring that everyone felt comfortable and the group would process. **Ms. O'Rourke moved to have a weekend retreat on February 26-27 with Alma Advisory Group, with additional information provided before the retreat. Ms. Shabram seconded the motion. Ms. Rabasa added that the meeting would not happen if after speaking with Alma, someone was uncomfortable proceeding.**

Ms. Walston asked for clarification about the times on Saturday and Sunday.

The motion passed unanimously 7:0.

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

Ms. O'Rourke asked to have a discussion about policy regarding changes to the board calendar. She also asked to discuss difference in authority between a superintendent and an interim superintendent to appoint staff members. Ms. O'Rourke also asked to have two co-chairs for Leadership because of the amount of work required. There were enough board members in agreement with each suggestion to move them to Leadership for planning for future meetings.

Chair Newman reviewed the calendar for upcoming meetings and trainings.

VI. EXECUTIVE SESSION

Immediately following the board meeting, the board convened in executive session to "conduct deliberations with persons designated by the governing body to carry on labor negotiations," pursuant to ORS 192.660 (2) (d).

All matters discussed during this executive session were confidential and should not be disclosed without authorization by the school board.

Pursuant to ORS 192.660 (4) and board policy BCD Executive Sessions, members of the news media may not be present for an executive session to conduct deliberations with persons designated by the board to carry on labor negotiations.

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.

VII. ADJOURN

Chair Newman adjourned the regular meeting at 7:52 p.m. The executive session began at 8:00 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

DRAFT



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

March 2, 2022

Title

Bond Project – Camas Ridge Elementary School Replacement – Asbestos Abatement Award

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to replace aging school buildings and fund other capital improvements at every 4J school. As we approach the beginning of the Camas Ridge Elementary School Replacement project, initial activities include asbestos abatement prior to building demolition.

Budget/Resource Implications

The successful bid for the asbestos abatement work of the existing Camas Ridge Elementary School is \$357,802. Funding for the Camas Ridge Elementary School abatement will be from 2018 Bond funds.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award of the asbestos abatement work of the existing Camas Ridge Elementary School to PMG Inc. in the amount of \$357,802.

ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

March 2, 2022

Title

Approve Personnel Actions

Presenter

Karen Hardin, Director of Human Resources
Cydney Vandercar, Interim Superintendent

Recommended Action

The superintendent recommends that the board of directors:

- 1. Approve the appointment of the licensed administrator or executive listed below:***

Name	Title	Location	FTE	Effective Date
Brooke Wagner	Assistant Superintendent for Instruction	Instruction Department	1.0	02/04/2022

- 2. Approve the employment of the licensed employees listed below in the 2021-22 school year:***

Name	Title	Location	FTE	Hire Date
Awbree Cardwell	Registered Nurse	Student Services Department	1.0	02/22/2022
Angela Morrill	Natives Program Coordinator	Natives Program/Instruction Department	1.0	01/20/2022

- 3. Approve the acceptance of the resignations and retirements of the licensed personnel listed below:***

Name	Title	Location	Reason	Effective Date
Jeffery Billington	Classroom Teacher	Willagillespie Elementary	Resignation	02/16/2022
Kelly Bokn	Athletic Coordinator	Churchill HS	Retirement	12/01/2021 (working through June 2022)
Nancy Cave	Physical Therapist	Student Services Department	Retirement	01/01/2022
Anne Dorsey	Art Teacher	North Eugene HS	Retirement	04/01/2022 (working through June 2022)
Beatriz Downes	Classroom Teacher	Buena Vista Elementary	Retirement	04/01/2022 (working through June 2022)

Zelene Flores	Classroom Teacher	Buena Vista Elementary	Resignation	02/28/2022
William Forrest	Physical Education Teacher	Kelly MS	Retirement	12/01/2021
Margaret Jones	Title I Classroom Teacher	Family School	Retirement	04/01/2022 (working through June 2022)
Alexander Ledbetter	Speech Specialist	Student Services Department	Resignation	03/18/2022
Jose Salgado	Assistant Superintendent for Instruction	Instruction Department	Resignation	11/29/2021
Sherry Sterling	Language Arts Teacher	Kennedy MS	Retirement	12/01/2021 (working through June 2022)
Delia Wenrich	Health Teacher	Sheldon HS	Retirement	02/01/2022 (working through June 2022)



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

March 2, 2022

Title

Approve Personnel Items

Presenter

Christine Nesbit, General Counsel and Karen Hardin, Director of Human Resources

Background

The board may adjourn executive session to review and discuss employee performance evaluations pursuant to ORS 192.660(2)(i) and to consider information or records that are exempt by law from public inspection pursuant to ORS 192.660(f).

Recommendation

The board will receive a copy of the resolution on personnel items as soon as they have been finalized.

The superintendent recommends that the board adopt the proposed resolution on personnel actions.

MEMO TO: Board of Directors
Eugene School District 4J

FROM: Cydney Vandercar, Interim Superintendent

DATE: March 2, 2022

SUBJECT: PERSONNEL ACTION

Based on the advice of the Human Resources Director and accepted by the Superintendent, the Superintendent recommends the Board adopt the following Resolution regarding the future contract status for the following personnel.

A separate, confidential supplemental report is provided in executive session in the case of any recommended nonrenewals or nonextensions.

RECITALS

WHEREAS, School District No. 4J, Lane County, Eugene, Oregon is a fair dismissal district as defined in ORS 342.815 and is subject to the teacher and administrator dismissal, contract renewal and nonrenewal, contract extension and nonextension procedures set forth in ORS 342.805 to 342.930,

WHEREAS, the statutory time for renewal or nonrenewal of contracts for probationary teachers and probationary administrators is by March 15 of each year,

WHEREAS, the statutory time for extension or nonextension of contracts for contract teachers is by March 15 of the first year of their two-year contracts,

WHEREAS, the statutory time for extension or nonextension of contracts for administrators is by March 15 of the second year of their contracts,

WHEREAS, the District's time for extension or nonextension of contracts for personnel employed and assigned on an annual basis is by March 15 of each year,

WHEREAS, the District's time for extension or nonextension of contracts for personnel employed pursuant to two-year contracts is by March 15 of the first year of said contracts,

WHEREAS, the District's time for renewal or nonrenewal of contracts for temporary teachers, as that term is defined in ORS 342.815 (10), and other temporary personnel hired for employment only during the 2021-22 fiscal year is by March 15,

WHEREAS, the District will renew, not renew, extend, or not extend employment contracts, as set forth in the resolutions below,

RESOLUTION

BE IT HEREBY RESOLVED, by the District School Board meeting in regular session, that the following actions are hereby taken with respect to the following teachers, administrators, and other named categories of employees:

A. ELECTION OF PROBATIONARY TEACHERS AND ADMINISTRATORS

The contracts for the following probationary teachers and probationary administrators are renewed for one year, 2022-23, and the status of said probationary teachers and administrators advanced will be as set forth below:

1. TEACHERS, Advanced to Second Year Probationary Status, Full-Time:

Michelle Albrich
Jessica Anderson
Sydney Arndorfer
Sarah Baird-Reed
Karen Batten
Jeffrey Boen
Korrine Bohlman
Ingrid Brandt
Amanda Brookshear
Kiana Brown
Kaitlyn Bryant
Anna Carter
Elliott Cashen
Ashley Castro
Nicholas Cervantes
Adrienne Colaizzi
Timothy Coleman
Katrina Coleman
Cameron Dahm
Heather Davis
Olivia Desimone
Joshua Dillow
Stacy Dilworth
Louisa Dorsch
Mackenzie Durham
Danielle Emrick
Sable Esparza Ruiz
Simon Estifanos
Jeannine Evans
Tanner Faris
Dante Fumagalli
Hillary Galloway
Vanessa Garcia-Badillo
Amanda Greene-Chacon
Midge Greentree
Scot Hoffman
Yu-Chia Huang
Heather Isham
Kyle Jackson
Sophia James

Jude Jesiah
Karley Kelley
Erin Kennison
Carlan Kephart
Madison King
Jennifer Klein
Miles Long
Kelsey Ludeman
Anthony Lyman
Brandon Mahle
Clair Manley
Laura Martin
Margaret McGill
Dagmara McKnight
Anzu McMullen
Rebecca Medley
Destiny Mendenhall
Angela Meyer
Esther Moen
Gloria Montes Cervantes
Kelsey Moore
Angela Morrill
Sydney Morrison
January Morrison
Jesus Narvaez Santiago
Alyssa Nelson
Christi Nicholson
Madison Nordstrom
Margaret O'Brien
Debra Park
Kayla Pike
Brienne Pitts-Wells
Michaela Punt
Heidi Rebar
Lisa Robbins
Tanya Rocheleau
Zachary Roman
Trieve Rue
Diego Ruiz
Derek Seymour
Angelica Silva-Figueroa
Jennifer Sinclair
Magdalena Sloniger
Clair Smith
Hannah Stamp
Peter Stice
Sydney Stringer
Julie Swinehart
Stephen Thompson
Matthew Thornton

Christina Wagner
Sarah Wetzel
Ashli Williams
Elaine Woodward
Joshua Yates
Ricardo Zapata Bello

2. TEACHERS, Advanced to Second Year Probationary Status, Part-Time:

Hayley Allen
Vladimir Caldera
Andrea Castelli-McCourt
Mariana de Paula
Kelli Doyle
Miranda Emanuel
Katie Herzberg Hachimoto
John Lehman-Winters
Dayna Mitchell
Lois Patterson
Annette Rubado-Mejia
Nesrin Ward

3. TEACHERS, Advanced to Third Year Probationary Status, Full-Time:

Amy Albrecht
Elsa Arias Ninan
Russell Arkin
Karen Backman
Karyn Bayer
Curtis Bineham
Misty Bisby
Beth Brex
Louise Bronaugh
Gloria Carbajal
Elizabeth Cobb
Maria Covernali
Vanessa Crane
Jennifer Dillon
Katelin Downes
Michelle Dunn
Haley Ellis
Mariah Engle
Pamela Glenn
Laura Goudy
Kendra Groves

Cody Gulewich
Kathleen Gulewich
Karina Healea
Kyle Hook
Xiaowen Jensen
Skye Lipson
Holly Lynn
Madison Marvin
Davina Mattox
Genna McLaren
Jocelyn Mendelssohn
John Monteverde
Stacey Morris
Kathleen Murray
Maria Navarrete-Gonzalez
Quin Nelson
Noelle Nercessian
Elizabeth O'Harra
Amy Page
Daniel Perry
Heathre Prehoda
Mary Recker
Gloria Rojas De Russell
Adriana Rosales
Haruka Sakurai
Sacia Stiles De Andrade
Siqin Taoli
Katie Teeler
Eileen Thomas
Connor Thorud
Matthew Trent
Bryan Varga
Kara Whipple
Anthony Yakovich
Bree Young

4. TEACHERS, Advanced to Third Year Probationary Status, Part-Time:

Christine Butler
Carmen Duato
Laura English
Lynn Hellwege
Christopher Noel
Erika Peterson
Tucker Plass
Mahhira Shamsuddin

Nicole Thorburn
Deena Welch
Melanie Williams
Alan Wood

5. ADMINISTRATORS, Advanced to Second Year Probationary Status, Full-Time:

Rhiannon Boettcher
Patrick Brown
Sarah Campbell
Michelle Cole
Angela Crum
Kay Graham
Natalie Oliver
Megan Russell
Jose Sandoval

6. ADMINISTRATORS, Advanced to Third Year Probationary Status, Full-Time:

Lancelot Falcon
Joseph Hadley
Sarah Prater
Stephanie Randall
Travis Sheaffer

B. ADVANCEMENT OF PROBATIONARY TEACHERS TO CONTRACT STATUS:

The following third-year probationary teachers are elected as contract teachers, with the status set forth below, and their contracts extended through June 30, 2024:

1. TEACHERS, Advanced to Contract Status, Full-Time:

Allix Baker
Christopher Boone
Michael Bova
Matthew Brown
Rachel Brubeck
Alexandra Chipman
Savannah Consolo
Leah Cruzen
Elysabeth Cummings
John Doscher
Taylor Eldridge
Joseph Emery
Timothy Everett
Selena Frazier
Allison Frost

Emily Garaventa
Gricelda Harshbarger
Hannah Heiller
Mark Hewitt
Sandra Hickok-Fry
Sheri Hoyland
Gwendolyn Huynh
Kamlyn Icenhower
Joseph Irving
Jordan Johnson
Mikayla Johnson
Christopher Johnson
Stephen Johnson
Sherilyn Karns
Kelly Kirk
Rachael Krause
Shannon Lloyd
Kenneth Long
Robyn Louden
Chai'enne Lucas
Stephanie Luiere
Amy McCormick
Paula McCown
Maria McFadden
Kim McManus
Kimberly Melby
Edmund Mendelssohn
Gabe Mickola
Joana Munson
Chelsea Norris
David Pete
Karen Rayle
Lauren Reed Febus
Joel Riverman
Claire Roybal
Cruz Salgado Nolasco
Leslee Smith
Katie Stiles
Bren Techawongtham
Alex Thies
Jasmine Ward
Drew White
Craig Wiebe
Sarah Woods
Kathryn Young

2. TEACHERS, Advanced to Contract Status, Part-Time:

Rebecca Lambeth-Anderson
Erin Langsdorf

Sarah Maggio

C. NONRENEWAL ACTION RELATING TO PROBATIONARY TEACHER AND ADMINISTRATOR CONTRACTS

The employment contracts for the following probationary teachers and probationary administrators shall not be renewed for the 2022-23 school year, and the employment contracts of the educators below will expire in June 2022: None.

D. EXTENSION ACTIONS RELATING TO CONTRACT TEACHER CONTRACTS:

1. The employment contracts for all current contract teachers, unless listed below, are extended for a new two-year period, from July 1, 2022 through June 30, 2024.
2. First time nonextensions of contract teachers. The 2021-22 to 2022-23 contracts for the following contract teachers shall not be extended: None.
3. Second time nonextensions of contract teachers. A second time non-extension means that the contract teacher's employment contract will expire and the teacher will not be re-employed the following school year. The contracts for the following contract teachers shall not be extended and will expire on June 30, 2022: None

E. ADVANCEMENT OF PROBATIONARY ADMINISTRATORS TO CONTRACT STATUS:

The following probationary administrators are elected as contract administrators, with the status set forth below, for the term of July 1, 2022 - June 30, 2025:

Erin Gaston
Michael Ingman
Sheila Minney
Paula Nolan
Karen Ramirez Gutierrez
Sun Saeturn

F. EXTENSION ACTIONS RELATING TO LICENSED CONTRACT ADMINISTRATORS:

1. The employment contracts for the licensed contracted administrators listed below are in effect from July 1, 2021 through June 30, 2024. No action is taken on these contracts:

Sebastian Bolden
Misael Flores Gutierrez
Justin Huntley
Carey Killen
Courtney Leonard
Deirdre Pearson
Peter Tromba

2. The employment contracts for the licensed contracted administrators listed below, for the term in effect through June 30, 2023, shall be extended by one year, through June 30, 2024:

Eric Anderson
Peter Barsotti
Gregory Borgerding
Dana Brummett
Allan Chinn
Morgan Christensen
Katherine Clark
John Dey
Wesley Flinn
Karen Hardin
Jennifer Hebard
Tia Holliday-Odegard
Thomas Horn
Anndeejo Hruby
Melissa Ibarra
Jeffry Johnson
Casandra Kamens
Katherine Lange
Joel Lavin
Scott Marsh
Teresa Martindale
Christopher Mayers
Christopher Mitchell
James Moore
Lavinia Page
Seth Pfaefflin
Thomas Piowaty
Leila Schuck
Denisa Speicher-Taylor
Heather Stein
Brooke Wagner
Brian Watson
John Wayland
Trinity Welch-Radabaugh
Regina Wilde
Larry Williams
Michael Yocum

3. The contracts for the following contract administrators shall not be extended: None.

G. EXTENSION ACTIONS ON ANNUALLY ASSIGNED PERSONNEL:

The contracts for the following personnel are extended for one-year, through June 30, 2023.

1. REGISTERED NURSES:

Jennifer Barwood
Jenny Downes
Catherine Erickson
Allison Heaman
Suzie McCall
Martin Mccarthy
Natasha Ramme
Krystle Rodriguez
Kimberly Roellig
Adrienne Royer
Robin Wellwood
Kristin Winnor

2. ADMINISTRATORS, with Annual Assignments:

Bernadette Adeniran
Andrea Belz
Arthur Hart
Holly Langan
Oscar Loureiro
Steve Menachemson
Kari Skinner
Ryan Spain

3. OTHER PERSONNEL, with Annual Assignments:

Michelynah Anderegg
Katharine Ankeny
Rebecca Ansen
Laura Baker
Jesse Billow
Susan Boettcher
John Boita
Laura Dirusso
Denise Feters
Jordan Gentzkow
Michael Gonzalez
Shanon Goodpasture-Lehr
Breeya Gottwald
Patricia Grady
Linda Grabner
Marlee Hansen
Brittany Herson

Linda Hesketh
Karen Kline
Eric Lame
Jill Lancaster
Alexander Ledbetter
Katie Mason
Margaret McGill
Lori Moore
Abigail Nehls-Lowe
Cesar Ocampo
Mary Pierce
Amy Roberts
Kelly Schneiderhan
John Sloan
Susan Stewart
Lisa Tolonen
Shelley Watson
Carol Welch
Chelsea Wilkes
Jessica Zeeb

H. EXTENSION ACTIONS ON PERSONNEL WITH TWO-YEAR CONTRACTS:

The employment contracts for the following Assistant Superintendents and other personnel listed below, for the term in effect through June 30, 2023, shall be extended by one year, through June 30, 2024:

Carolyn Delf
Christine Nesbit
Kyle Tucker

I. ACTION ON TEMPORARY PERSONNEL:

The following employees were hired for temporary employment only during the 2021-22 school year and will not have their contracts renewed for the 2022-23 year:

1. TEACHERS, Temporary (less than .5 FTE):

Derrien Burns
Joseph Cirello
Jody Garratt
Hannah Gilbert
Michael Glenn
Leah Groeling
Savannah Martin
Asher Nieman
Fnu Sabreen
Dorothy Syfert

2. TEACHERS, Temporary (.5 FTE to less than 1.0 FTE):

Amber Anderson
Jasmine Castigliano
June Del Campo
Jaclyn Estes
Rachel Farkas
Zachary Farnell
Kristine Foster
Andrea Fox
Benjamin Godfrey
Danielle Jay
Julian Kane
Ali Magee
Naoko Manabe
Priscilla Piper
Jessica Wagner
Andrew Wright

3. TEACHERS, Temporary, Full-Time:

Melissa Andrews
Jamie Asunsolo
Joseph Ausdemore
Karen Bodine
Matthew Boyce
Melinda Brady
Kristin Bruckner
John Bryant
Sarah Cascagnette
Tara Christie
Beth Clarke
Emma Cochrane
Ian Connelly
JoBeth Dailey
Joe Derieux
Yasmin Diaz Mendias
Michele Donaty
Sonja Drapela
Christopher Emmick
Danielle Fitzgerald
Margaret Frojen
Blake Gee
Joseph Gonzales
Martha Haake
Megan Herrera
Patrick Hester
Danyelle Hintz
Meaghan Holst
Lubos Hubata-Vacek
Sheena Johnson

Brian Katsura
Madison Kunzman
Melissa Landis-Padron
Michael Larsen
Daniel Lombardi
Connor Mann
Miranda Marshall
Steven Martin
Grace Mehlhaff
Kristina Meister
Regina Mitchell
Taylor Morris
Megan Neely
Eric Nicholson
Margarita O'Brien
Joseph Oldham
Tyll Parker
Niels Pasternak
Elizabeth Perini
Steve Poizat-Newcomb
Erin Prescott
Rachel Pruitt
Carson Quam
Tammy Richards
Jamie Rose
Gavin Salazar
Sarah Scholten
Angela Shaffer
Adam Shepard
Kristina Sherry
Nicole Smith
Robert Stein
Kevin Summerfield
Adam Sumner
Maxwell Taylor
Ethan Tibbs
Lori Tingué
Stephanie Vineyard
Kathryn Walton-Williams
Haihui Wang
Laura Wemple
Emily Wirtz
Theresa Wright
Jordan Zeigler
McKenzie Zimbelman

4. ADMINISTRATORS, Temporary, Full-Time: None
5. OTHER PERSONNEL, Temporary: None

6. SCHOOL NURSES, Temporary (less than .5 FTE): None
7. SCHOOL NURSES, Temporary, (.5 FTE to less than 1.0 FTE): None
8. SCHOOL NURSES, Temporary, Full-Time: None



ITEM FOR INFORMATION

Date

March 3, 2022

Title

4J Vision 20/20 Strategic Plan: Key Performance Indicators Update

Presenters

Cydney Vandercar, Interim Superintendent; Oscar Loureiro, Director of Research and Planning; Jeff Johnson, Director of K–8 Instruction; Andy Dey, Director of Secondary Education; Kerry Delf, Chief of Staff; Karen Hardin, Director of Human Resources; Andrea Belz, Director of Financial Services; Steve Menachemson, Director of Technology, Ryan Spain, Director Facilities Management

Overview

Staff will provide an update on the Key Performance Indicators (KPIs). This information enables the board to monitor the progress on the 4J Vision 20/20 Strategic Plan.

The 4J Vision 20/20 goals and KPIs that will be addressed are:

4J Vision 20/20:

Vision: Every student connected to community and empowered to succeed

Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student

Goal 2: Multiple Pathways to Student Success

Goal 3: Communication and Connection with Community

Goal 4: Diverse World-Class Workforce

Goal 5: Stable, Sustainable Stewardship

Key Performance Indicators:

Goals 1 & 2:

- Graduation and completion rates (4 & 5 year)
- Postsecondary success indicators (40-40-20 progress) *DISCONTINUED by State of Oregon*
- Suspension and expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity and achievement gaps in all indicators

Key Performance Indicators:

Goal 3

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

Goal 4

- Staff retention rates
- Staff diversity compared with student diversity

Goal 5

- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan



4J Vision 20/20 Strategic Plan

55

Update on Key Performance Indicators (KPIs)

February 23, 2022



VISION 20/20: Every student connected to community and empowered to succeed

Goal I: Educational Excellence with Equitable Access and Outcomes for Every Student

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Goal II: Multiple Pathways to Student Success

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Key performance Indicators:

- Graduation & completion rates (4 & 5 year)
- 40-40-20 progress (postsecondary success indicators) *DISCONTINUED by State of Oregon*
- Suspension & expulsion rates

- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity & achievement gaps in all indicators



VISION 20/20: Every student connected to community and empowered to succeed

Goal III: Communication and Connection with Community

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Key performance Indicators:

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

Goal IV: Diverse World-Class Workforce

Ensure every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.

Key performance Indicators:

- Staff retention rates
- Staff diversity compared with student diversity



VISION 20/20: Every student connected to community and empowered to succeed

Goal V: Stable, Sustainable Stewardship

Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

Key performance Indicators:

- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan

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Goals I & II: KPI Graduation and Completion Rates (4 and 5 Years)

4-year Graduation Rate by School:

CLASS OF:	Churchill	EEO	Network	NEHS	Sheldon	SEHS	Twin Rivers	4J	OR
2021	80.9	24.7	53.1	77.1	90.4	90.6	71.4	78.8	80.6
2020	86.3	39.5	43.3	86.2	90.4	92.1	50.0	81.7	82.6
2019	90.1	18.1	46.5	86.4	90.4	91.6	60.0	77.8	80
2018	81.2	20.7	21.7	81.4	88.3	91.4	44.4	74.4	78.7
2017	85.9	18.6	30.8	70.9	88.1	90.0	0.0	73.7	76.7
2016	81.4	28.2	20.0	77.9	88.0	89.4	NA	75.0	74.8
2015	87.7	12.8	37.5	78.3	87.6	90.8	NA	74.2	73.8
2014	82.7	7.6	34.3	71.4	85.4	87.0	NA	71.9	72
2013	72.7	10.3	32.1	61.8	76.6	76.1	NA	64.0	68.7
DIFF. CLASS OF 2021 vs CLASS OF 2013	8.2	14.4	21.0	15.3	13.8	14.5	NA	14.8	11.9

59

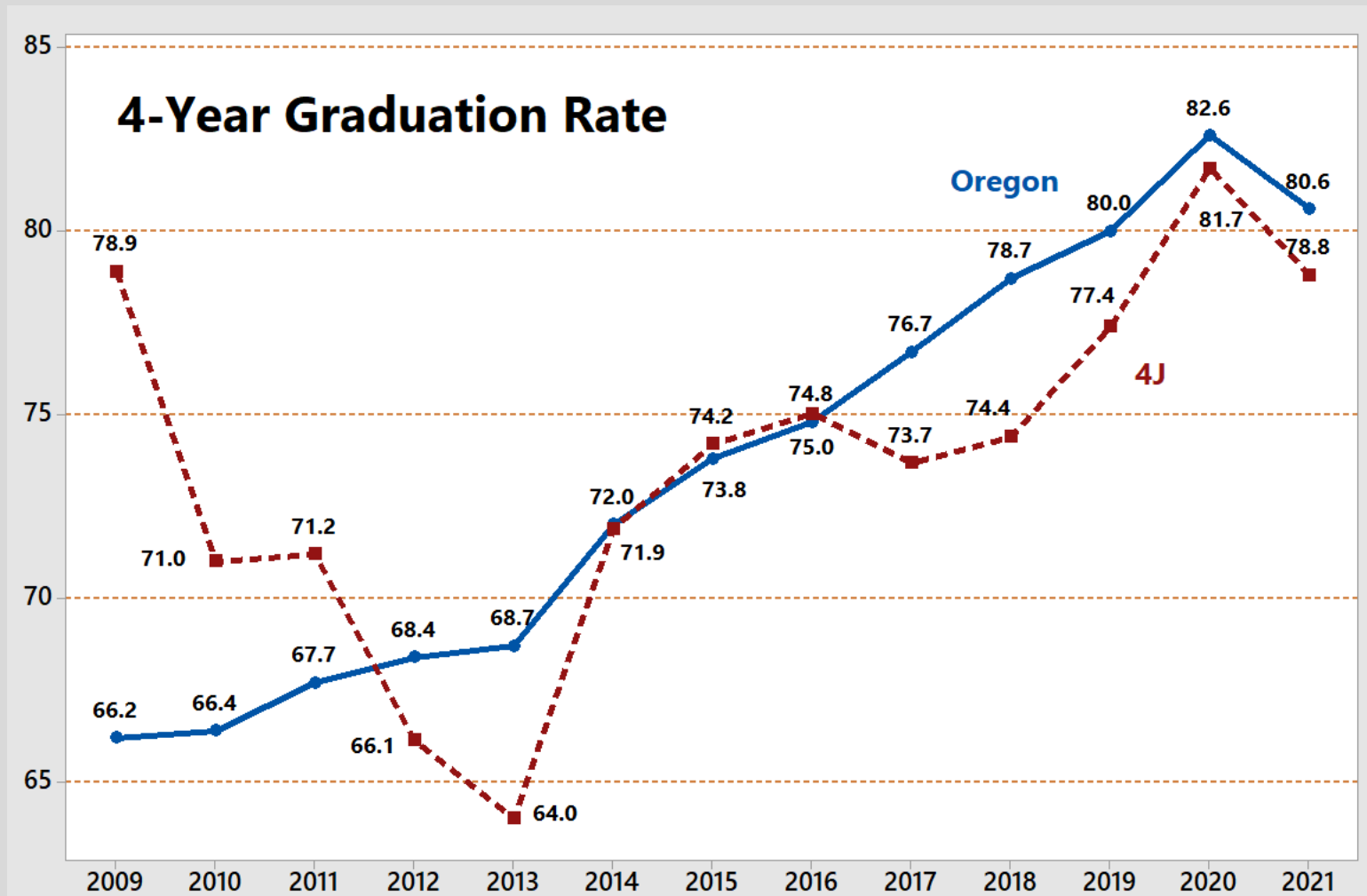


4-year Graduation Rate by Student Group:

STUDENT GROUP	2013	2014	2015	2016	2017	2018	2019	2020	2021	GROWTH 2013 TO 2020 (ALL-TIME HIGH)	GROWTH 2013 TO 2021
Black/African American Students	46.0	63.6	65.6	80.6	78.8	63.3	58.8	76.7	75.0	30.7	29.1
Students with Disabilities	29.5	43.3	56.0	54.6	46.0	45.5	53.6	56.3	55.3	26.8	25.8
Hispanic/Latino Students	50.6	59.1	60.7	67.0	64.3	66.0	71.0	74.7	75.9	24.0	25.3
English Learners	52.2	68.0	40.0	41.9	72.2	53.3	52.9	80.8	75.0	28.6	22.8
Economically Disadvantaged Students	46.5	58.4	61.6	62.3	62.0	62.2	66.9	72.5	66.7	26.0	20.2
Male Students	60.3	69.3	70.0	70.6	71.1	69.4	74.5	78.3	76.2	18.1	16.0
White Students	66.2	75.2	75.9	76.2	74.6	76.3	79.0	84.0	81.0	17.9	14.8
All Students	64.0	71.9	74.2	75.0	73.7	74.4	77.8	81.7	78.8	17.7	14.8
Female Students	67.9	74.7	78.5	79.8	76.3	79.9	81.5	85.3	81.6	17.5	13.7
Asian Students	79.0	88.9	89.3	84.1	88.5	95.7	93.9	91.5	87.2	12.5	8.2
Multi-Racial Students	65.0	66.3	78.2	76.1	80.0	68.8	80.3	75.4	71.8	10.4	6.8
Talented and Gifted	88.0	92.4	92.9	88.8	94.4	92.9	92.4	100.0	93.6	12.0	5.6
American Indian/Alaska Native Students	46.7	40.9	52.6	45.5	33.3	69.2	52.4	73.3	35.0	26.7	(11.7)
CTE Participants				85.1	84.1	83.9	87.4	89.0	87.4		
CTE Concentrators				91.7	89.0	87.8	92.6	94.7	93.2		
Former English Learners						68.3	80.0	73.7	77.4		
Homeless Students							30.5	48.9	39.7		

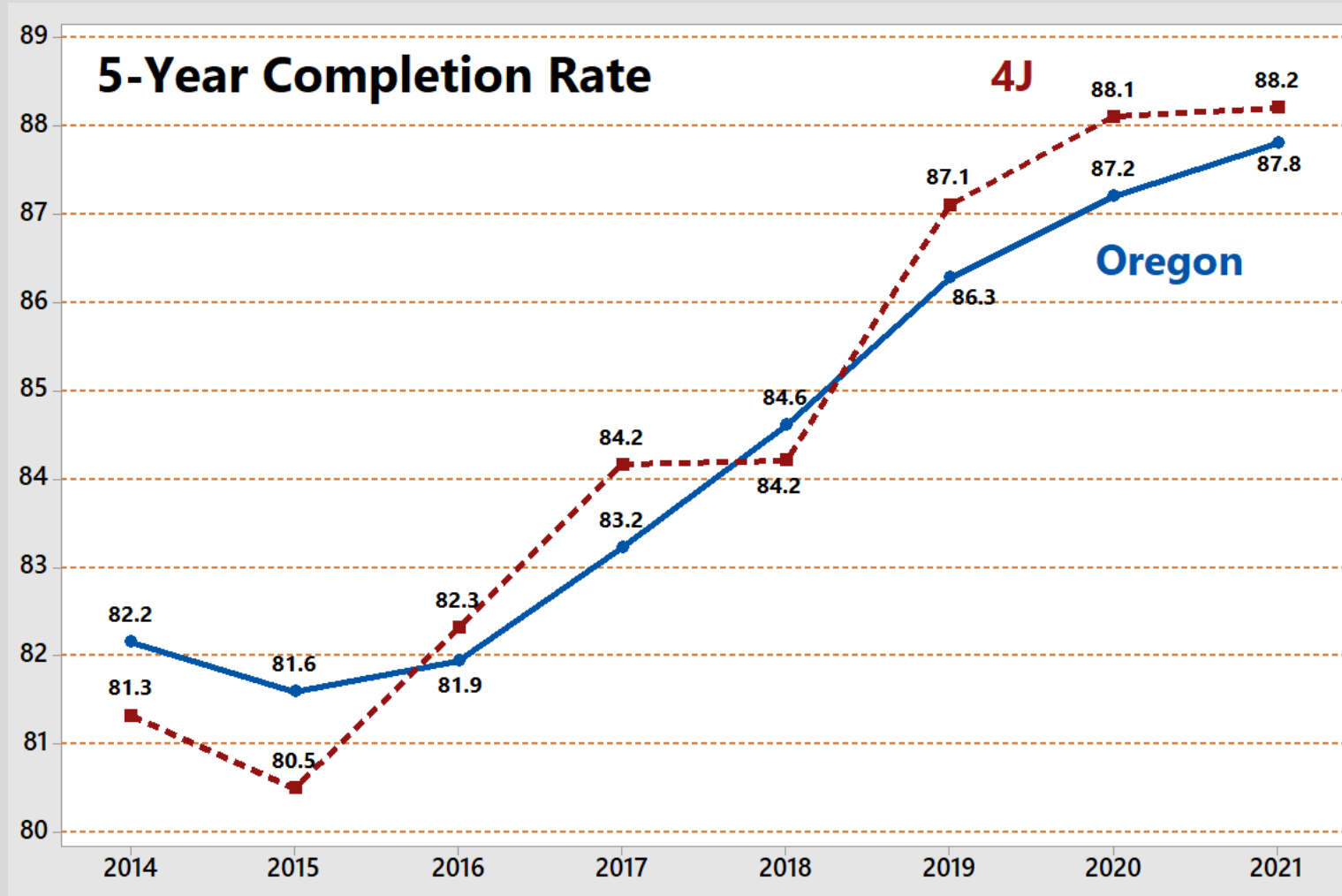


On-Time Graduation Rates 2009–2021:





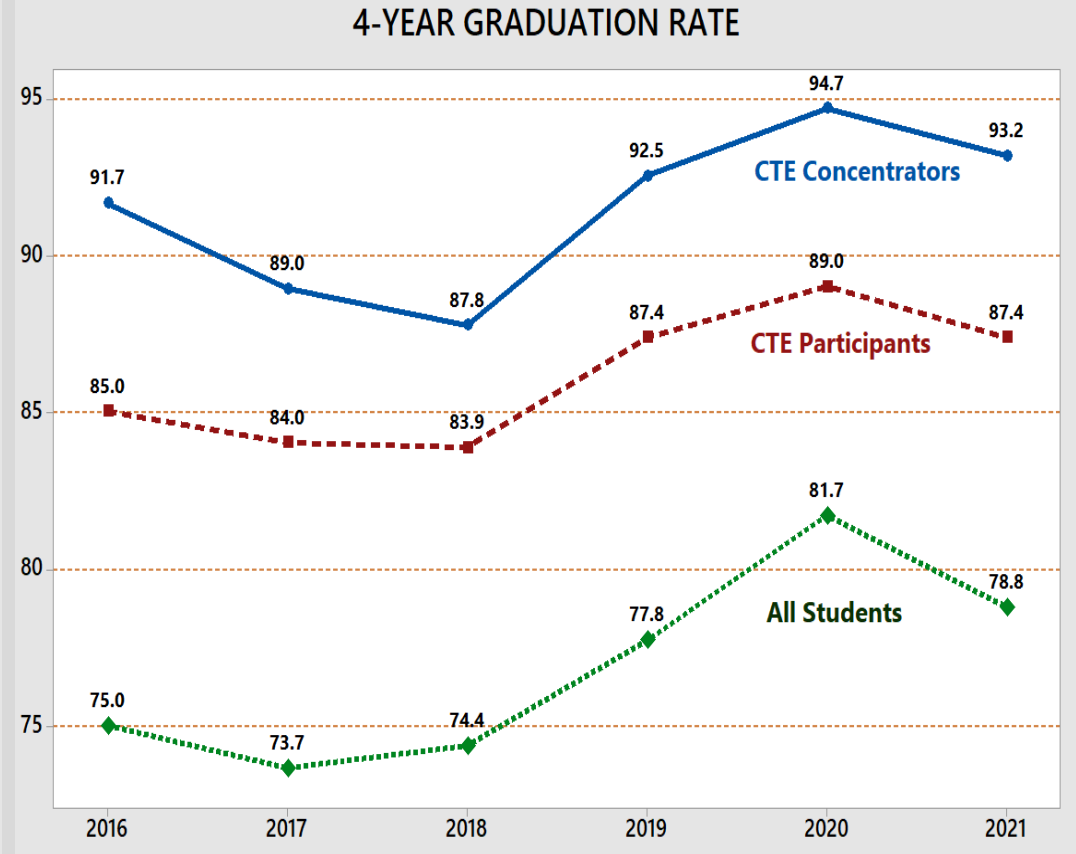
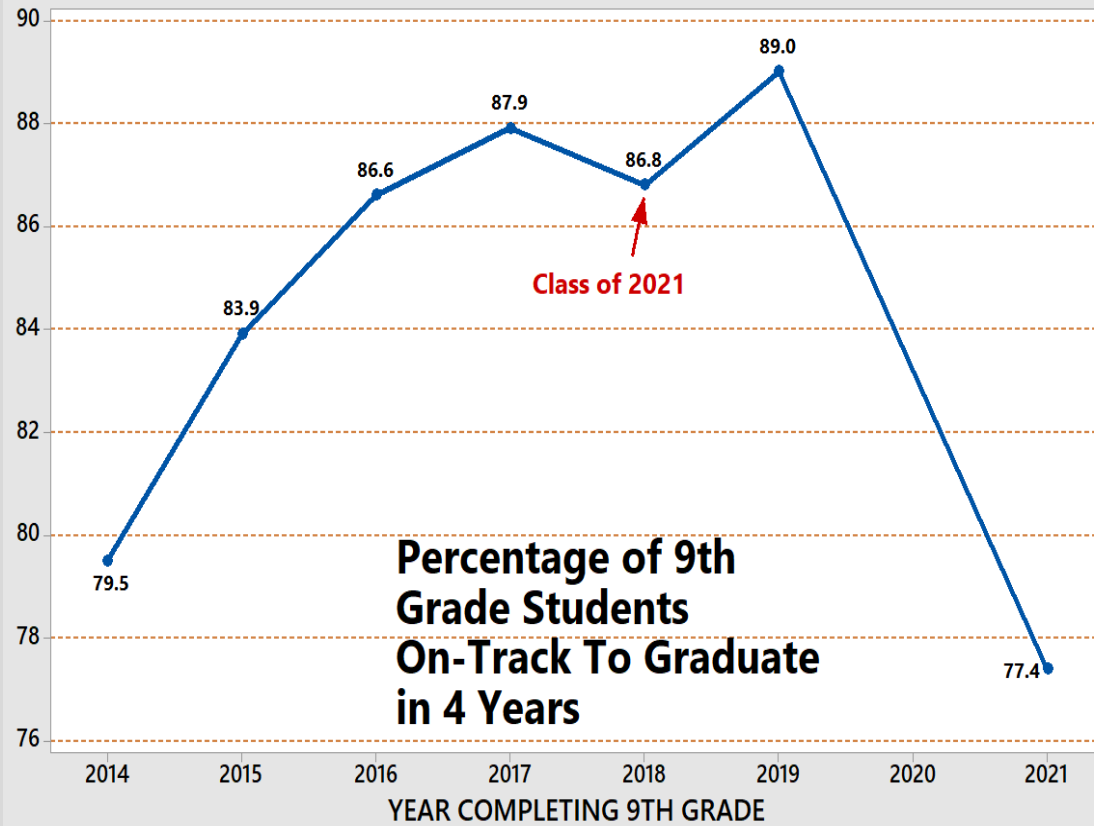
On-Time Graduation Rates 2009–2021:



62



Factors Driving Graduation Outcomes:

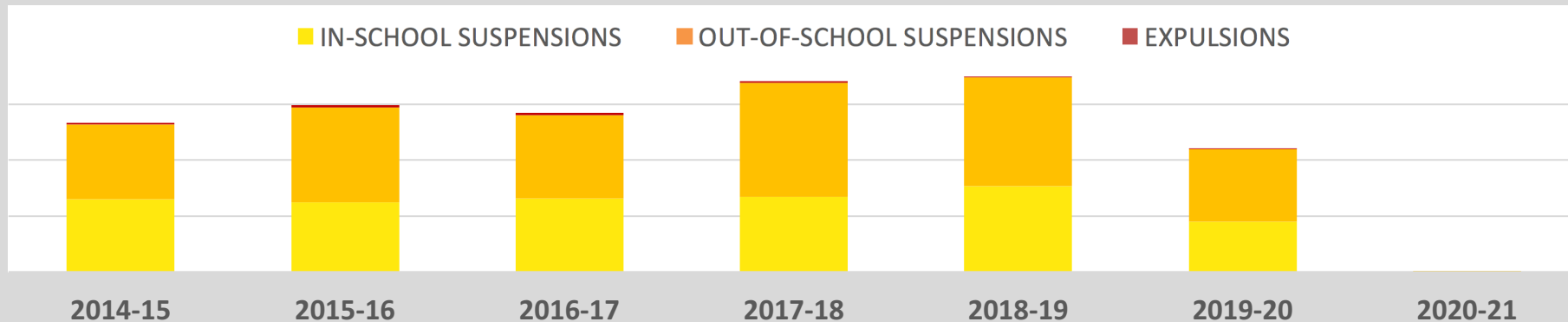




Goals I & II : KPI Suspension and Expulsion Rates

Number of suspensions and expulsions

YEAR	IN-SCHOOL SUSPENSIONS	OUT-OF-SCHOOL SUSPENSIONS	EXPULSIONS	# OF EXCLUSIONS PER 100 STUDENTS
2020-21	1	7	0	0.1
2019-20	451	649	4	6.5
2018-19	766	974	6	10.3
2017-18	669	1028	11	10
2016-17	658	749	16	8.3
2015-16	622	850	23	8.8
2014-15	649	671	15	8





Goals I & II : KPI Student Attendance

Percentage of students attending at least 90% of the days:

YEAR	PERCENTAGE OF REGULAR ATTENDERS	
	4J	OR
2020-21	72.5	71.9
2019-20	87 (*)	NA
2018-19	79.1	79.6
2017-18	78.8	79.5
2016-17	78.4	80.3
2015-16	80.4	81.3
2014-15	80.6	82.6
DIFF. 2020-21 vs 2014-15	(8.1)	(10.7)

(*) Measured differently in 2019-20



Goals I & II : KPI 3rd Grade Reading

Proficiency rate in the 3rd grade language arts state tests:

(*) First 4J cohort of students attending full-day KG

(**) There was no OSAS testing in spring 2020

(***) Participation in the 2021 OSAS test was too low to provide reliable proficiency rates

YEAR	PROFICIENCY RATE IN THE 3RD GRADE ELA OSAS	
	4J	OREGON
2020-21 (***)	NA	NA
2019-20 (**)	NA	NA
2018-19 (*)	49.5	46.5
2017-18	50.8	47
2016-17	52	45.2
2015-16	55.7	47.4
2014-15	53.6	45.6
DIFF. 2018-19 vs 2014-15	(4.1)	0.9



Goals I & II : KPI 9th Grade On-Track to Graduate

Percentage of students earning at least 6 credits in 9th grade:

YEAR	PERCENTAGE OF STUDENTS ON-TRACK IN 9TH GRADE	
	4J	OR
2020-21	77.4	73.6
2019-20 (*)	84.6	NA
2018-19	89.0	85.3
2017-18	86.5	84.5
2016-17	87.6	83.4
2015-16	86.6	84
2014-15	83.9	80
DIFF. 2020-21 vs 2014-15	(6.5)	(6.4)

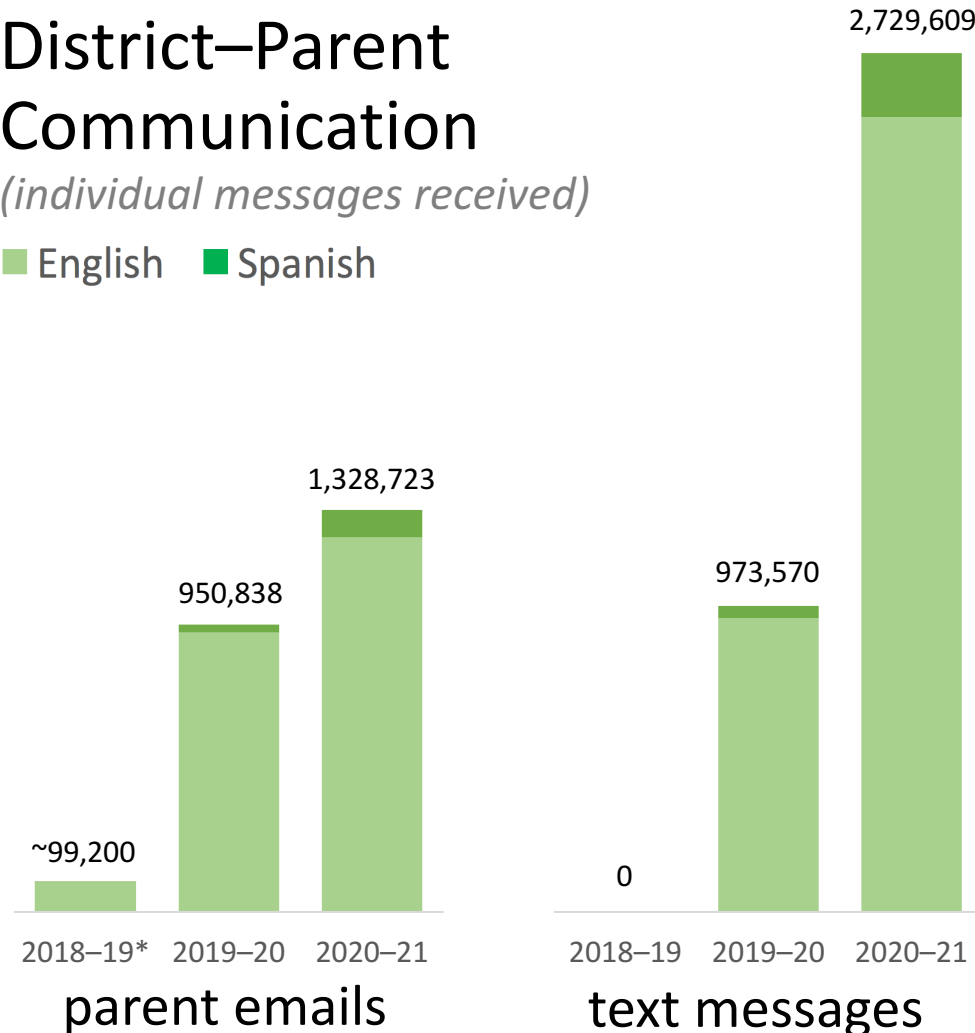
(*) Measured differently in 2019-20

Goal III: Parent Communications Metrics

District–Parent Communication

(individual messages received)

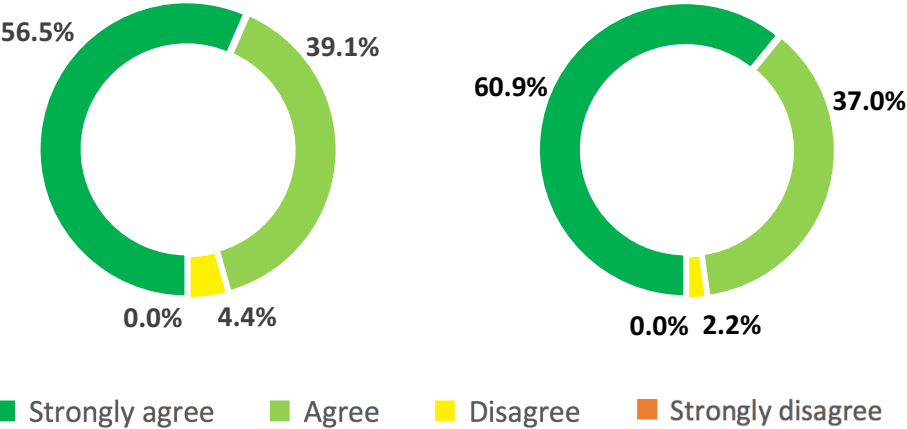
English Spanish



School–Parent Communication Satisfaction

“My school has a clear two-way channel for communication between school and home” – 95.6% agree*

“My school regularly and clearly communicates in formats (digital, print, phone, etc.) that meet my needs” – 97.8% agree*

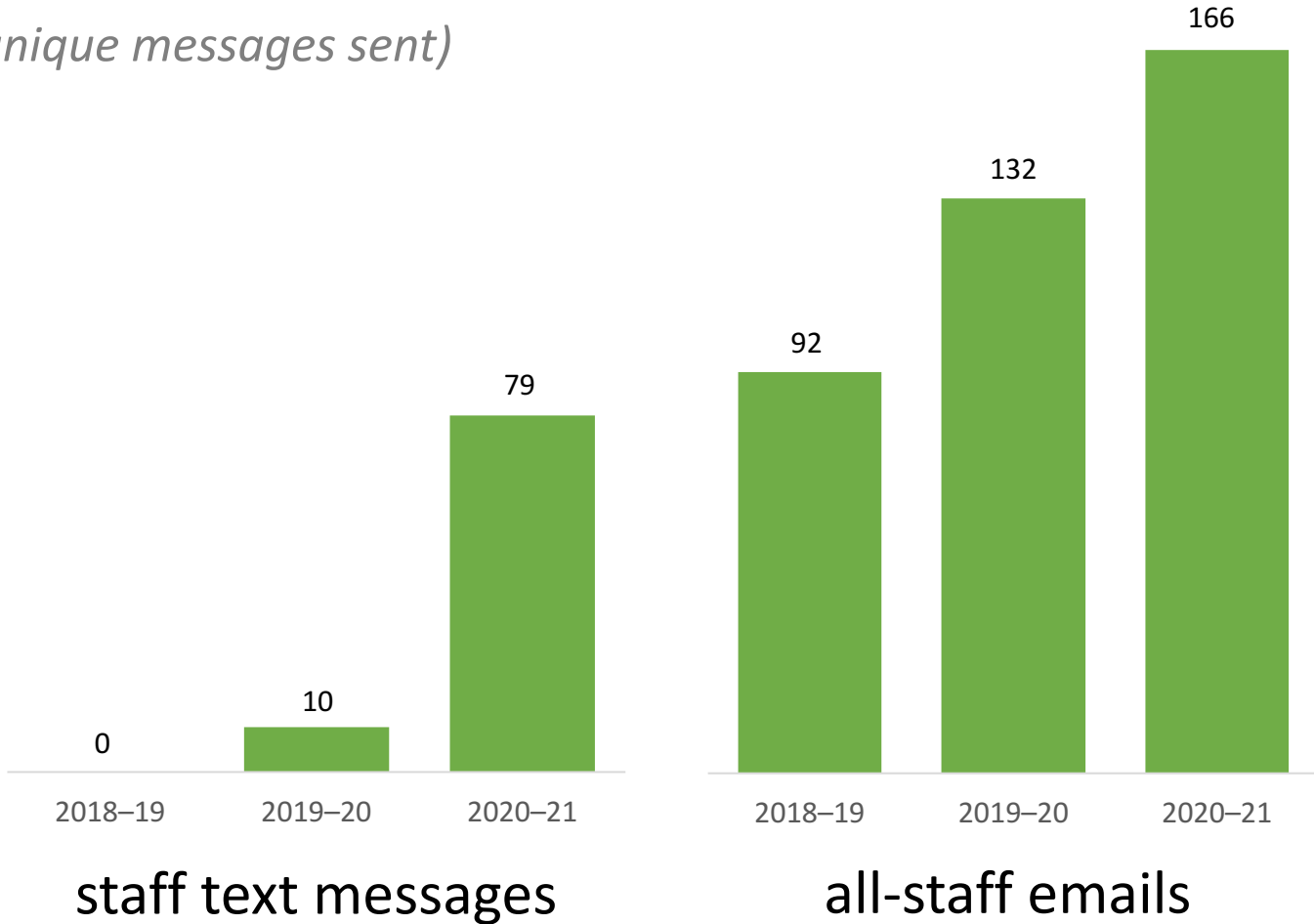


* Data is from Title I Parent Involvement Survey in 2019, the most recent available

Goal III: Internal Communications Metrics

Districtwide Staff Communications

(unique messages sent)



Mar 15, 2020, 6:23 PM

4J: SCHOOLS CLOSED: Oregon schools are closed starting Monday, March 16. Students are planned to return Wed., April 1. www.4j.lane.edu/coronavirus (1/5)

Sep 21, 2020, 8:02 AM

4J: Team, today's the day! After all of your hard work & prep, the first day of school is here. Brief video message: <https://vimeo.com/460067519> -Cydney

Jan 11, 2021, 9:01 AM

4J: Team, our priority is the health & wellbeing of our staff, students & families. Tap here for Superintendent Cydney's Friday video: bit.ly/38qD9YQ

4J: + Please take 2 min. to tell us if you'll want COVID vaccine when available & whether you'll have childcare needs in hybrid model: bit.ly/3hUnnsx

Fri, May 21, 4:24 PM

4J: Happy Friday, team. You've been working hard, and doing hard work. We appreciate you. Superintendent Cydney's weekly message: bit.ly/3bHGyJA

4J: Three opportunities: Get in on summer programs. Weigh in on student support funding priorities: bit.ly/3wamhOX, and on school safety: bit.ly/3wtX4zt

Jun 23, 2020, 3:48 PM

4J: IMPORTANT: All 4J staff, please take 1 minute to complete this form, to help us plan for our return to school:

Dec 11, 2020, 2:16 PM

4J: Team, everyone is working hard, & our classified staff are the unsung heroes helping make it all happen. Video msg from Supt Cydney: bit.ly/37bnl6h

Feb 8, 2021, 6:35 PM

4J: IMPORTANT: [REDACTED], it's time to schedule your COVID vaccine! Please see email for details and respond by 5 p.m. Thursday.

Fri, Apr 9, 4:31 PM

4J: Team, thank you for being here every day for our students & community. You make a difference! Superintendent Cydney's weekly message: bit.ly/3uygPEM

Thu, May 27, 9:33 AM

4J: Federal funding is coming to help schools address pandemic's impacts. Share input on student needs & best ways to use funds by May 31 bit.ly/3hXY5vE

Goal III: External Communications Metrics



239 documented news stories ↓ 176

56 news releases and media alerts ↓ 28

70



12,604

1,850 | 17% ↑



5,287

93 | 2% ↑



1,547

1,239 | 402% ↑



1,770

222 | 14% ↑

348,417

Facebook reach

180,340

Twitter impressions

112,104

Instagram reach

Goal III: External Communications Metrics



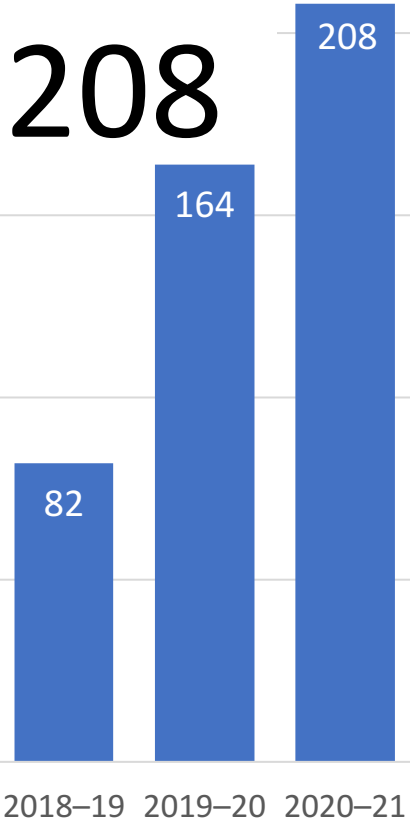
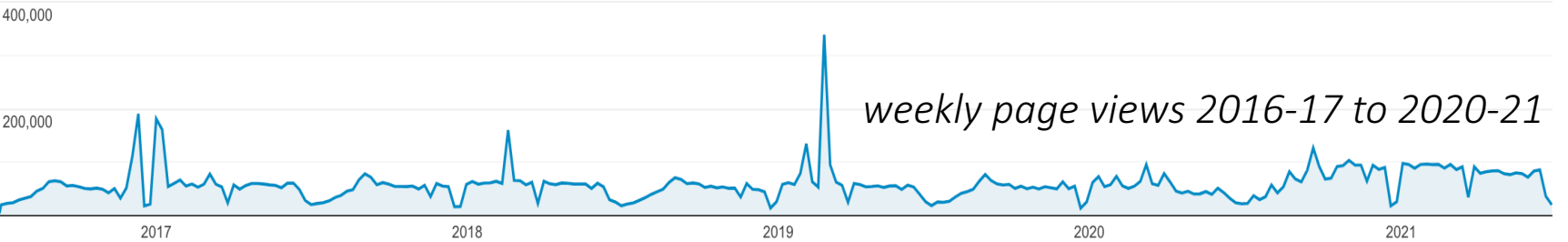
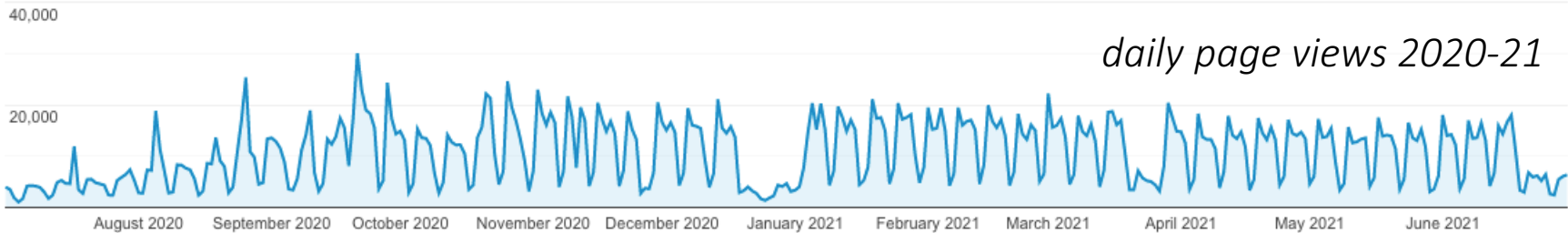
3,898,208

webpage views

↑ 1,264,367 | 48%

web news articles

208





Goal IV: KPI Staff Attrition Rate

Percentage of all 4J staff who leave employment with the district for any reason other than retirement (measured in FTE units):

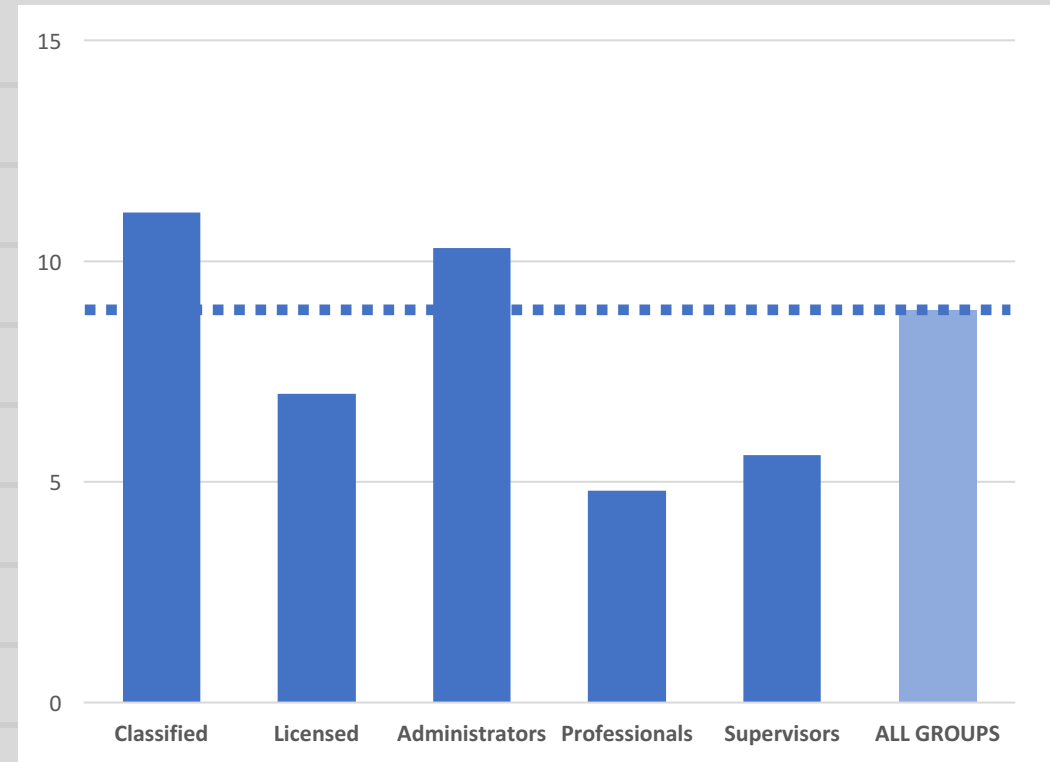
YEAR	4J STAFF ATTRITION RATE
2020-21	8.9
2019-20	8
2018-19	3.8
2017-18	5.7
DIFF. 2020-21 vs 2017-18	3.2

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Percentage of 4J staff who left employment with the district in 2020-21 by employee group (measured in FTE units):

2020-21	4J STAFF ATTRITION RATE
CLASSIFIED STAFF	11.1
LICENSED STAFF	7
ADMINISTRATORS	10.3
PROFESSIONALS	4.8
SUPERVISORS	5.6
ALL GROUPS	8.9

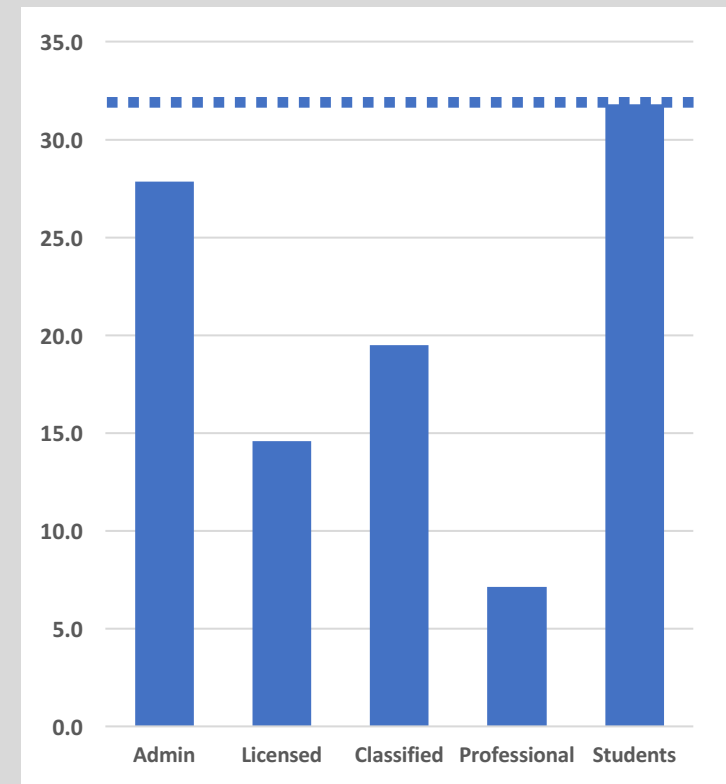




Goal IV: KPI Staff Diversity Compared With Student Diversity

Percentage of non-white students and staff members:

YEAR	% OF NON-WHITE STUDENTS AND STAFF MEMBERS				
	ADMINI-STRATORS	LICENSED STAFF	CLASSIFIED STAFF	PROFESSIONAL STAFF	STUDENTS
2020-21	27.9	14.6	19.5	7.1	31.8
2019-20	30.4	14.1	19.8	7.5	31.1
2018-19	30.8	13.5	18.1	14.3	30.5
2017-18	25.3	13.0	16.6	7.9	30.6
DIFF. 2020-21 vs 2017-18	2.6	1.6	2.9	(0.8)	1.2





Goal V: KPI Reserve Levels (per board policy)

- Section 5d of Board Policy DI “Financial Management Policies” sets the minimum ending fund balance at 5% of current year revenues.
- The Government Finance Officers Association (GFOA) recommends a minimum fund balance of 15% to support the financial stability of the district
- \$21.7 million in reserve (not counting bond-related expenditures) is required to cover a month of normal expenditures; a reserve of about 10.6% in 2021-22 dollars.

YEAR	5% RESERVE LEVEL BUDGETED?	NUMBER OF FURLOUGH DAYS
2020-21	YES	0
2019-20	YES	2*
2018-19	YES	0
2017-18	YES	0
2016-17	YES	0
2015-16	YES	1
2014-15	NO	1
2013-14	NO	9
2012-13	NO	5
2011-12	NO	6
2010-11	NO	7
2009-10	NO	7
2008-09	YES	0

* In 2019–20 employees took 2 furlough days and were compensated from state and federal unemployment funds through participation in the Oregon WorkShare program, reducing costs for the district without reducing employees’ compensation.



Goal V: KPI Class Sizes and Staffing Ratios

Ratio of licensed staff to students by grade level grouping

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Change
"Represents 1 Licensed FTE for Every ___ Students"						
Kindergarten	22.72	22.72	23.27	23.52	17.17	-5.55
Grades 1-5	26.95	26.77	25.71	25.64	24.67	-2.28
Grades 6-8	27.86	27.92	28.00	26.44	24.34	-3.52
Grades 9-12	29.07	29.20	29.01	29.37	28.86	-0.21

The district has stabilized average elementary class size ≤ 30 students and improved teacher staffing to the following target levels:

Kindergarten: 1:23 students

Grades 1-5: 1:26 students

Grades 6-8: 1:27 students

Grades 9-12: 1:29 students



Goal V: KPI Access and Use of Technology Devices

Student

- All students have access to a device for take-home learning; headsets available
- CIPA (Children Internet Protection Act) compliant web filtering in place onsite or offsite
- Laptops ordered for all MS and HS at 50% cost subsidized by ECF grant (Emergency Connectivity Fund)
- ~464 active hotspots in use by 4J families
- 4J-sponsored Comcast Internet Essentials subscriptions extended; 84 active family subscriptions

Staff

- Replaced 974 end-of-life staff devices; issued ~680 iPads to staff to support teaching and learning
- Zoom use for 2021–22 through February 1
 - 1,730 Zoom user accounts, 26 Zoom Webinar accounts, 22 Zoom large meeting accounts
 - 21,294 Zoom Meetings (↓ 90% from 2020–21); 90 Webinars (↓ 20 % from 2020–21)
- Made available microphones, portable voice amplification, cables, technology cleaning wipes etc.

Building

- Voice enhancement for classrooms/teaching spaces – completed at 5 schools



Goal V: KPI District Progress on Long-Range Facilities Plan

2018 Bond Projects Underway:

- North Eugene High School Replacement
- Edison Elementary School Replacement
- Equitable Athletic Improvements
- Critical Facility Maintenance & Repairs
- Gilham Elementary School Addition
- Camas Ridge Elementary School

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Discussion Questions Next Steps

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ITEM FOR INFORMATION

Date of Meeting

March 2, 2022

Title

Receive Update on District Response to COVID-19

Presenter

Cydney Vandercar, Superintendent

Background

School districts across Oregon continue to take actions and adjust operations in response to the COVID-19 pandemic, most recently to address the omicron variant surge.

Recent changes and developments have included surging case rates, staff absences and coverage, changes in vaccination, testing, contact tracing, isolation and quarantine requirements, face mask distribution, protocols for athletics, and student shifts between on-site and online programs at the term change.

Staff will provide an update on COVID-related developments and district and school operations.

Ready Schools, Safe Learners &
COVID-19 Update

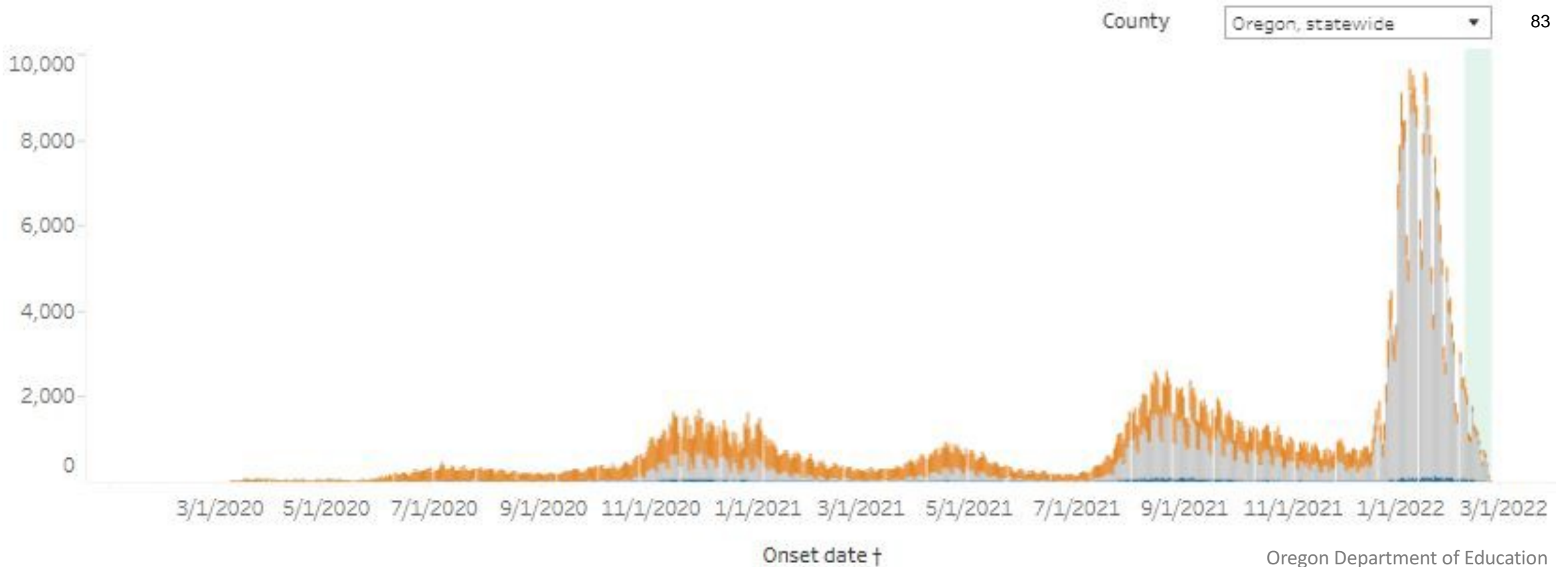
School Board Meeting – March 2, 2022

COVID-19: Changing Requirements & District Response

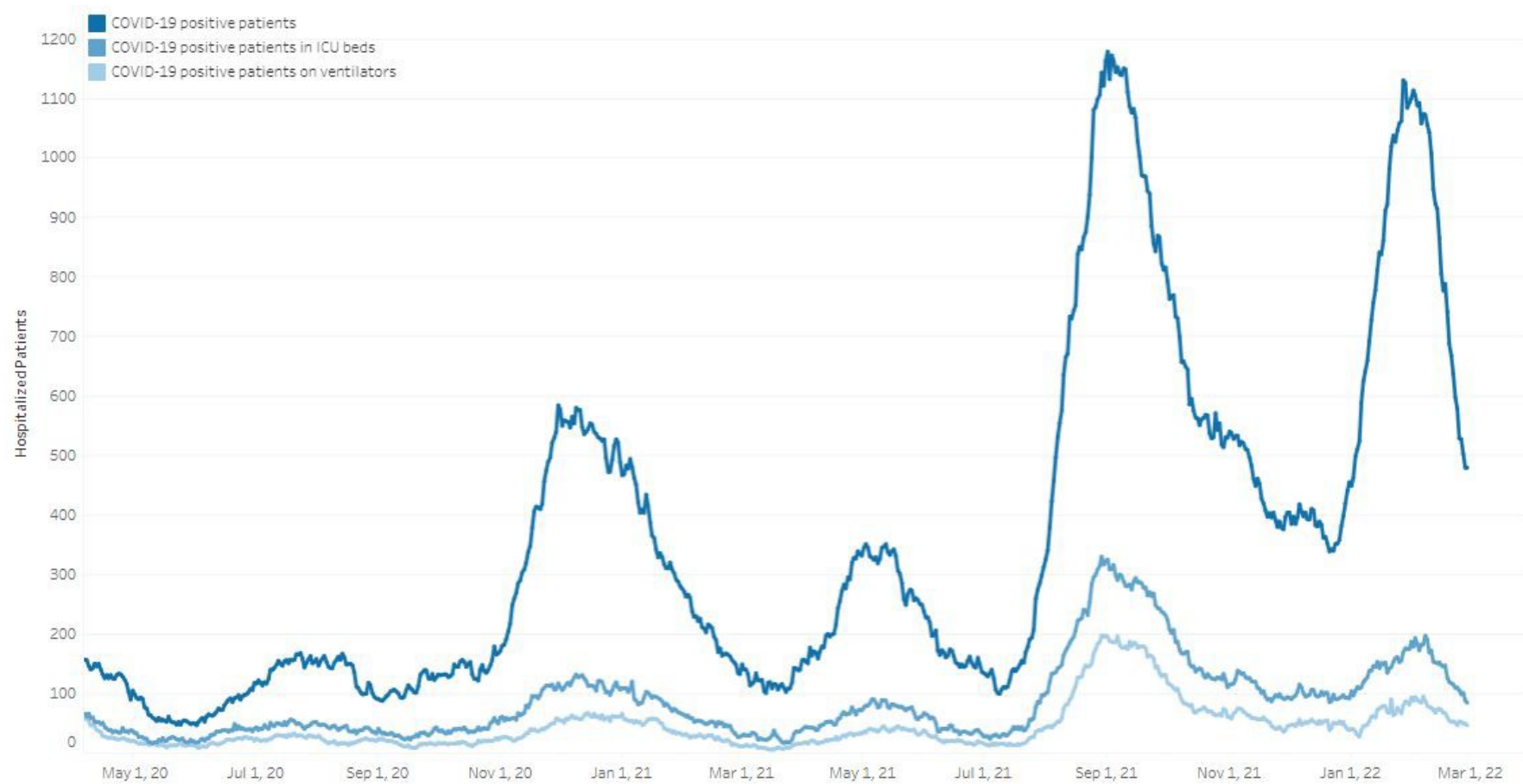
- Changes in pandemic trends
- Changes in statewide rules
- Impacts for schools
- Stakeholder input
- Plan for local control

COVID-19 Community Levels Are Improving

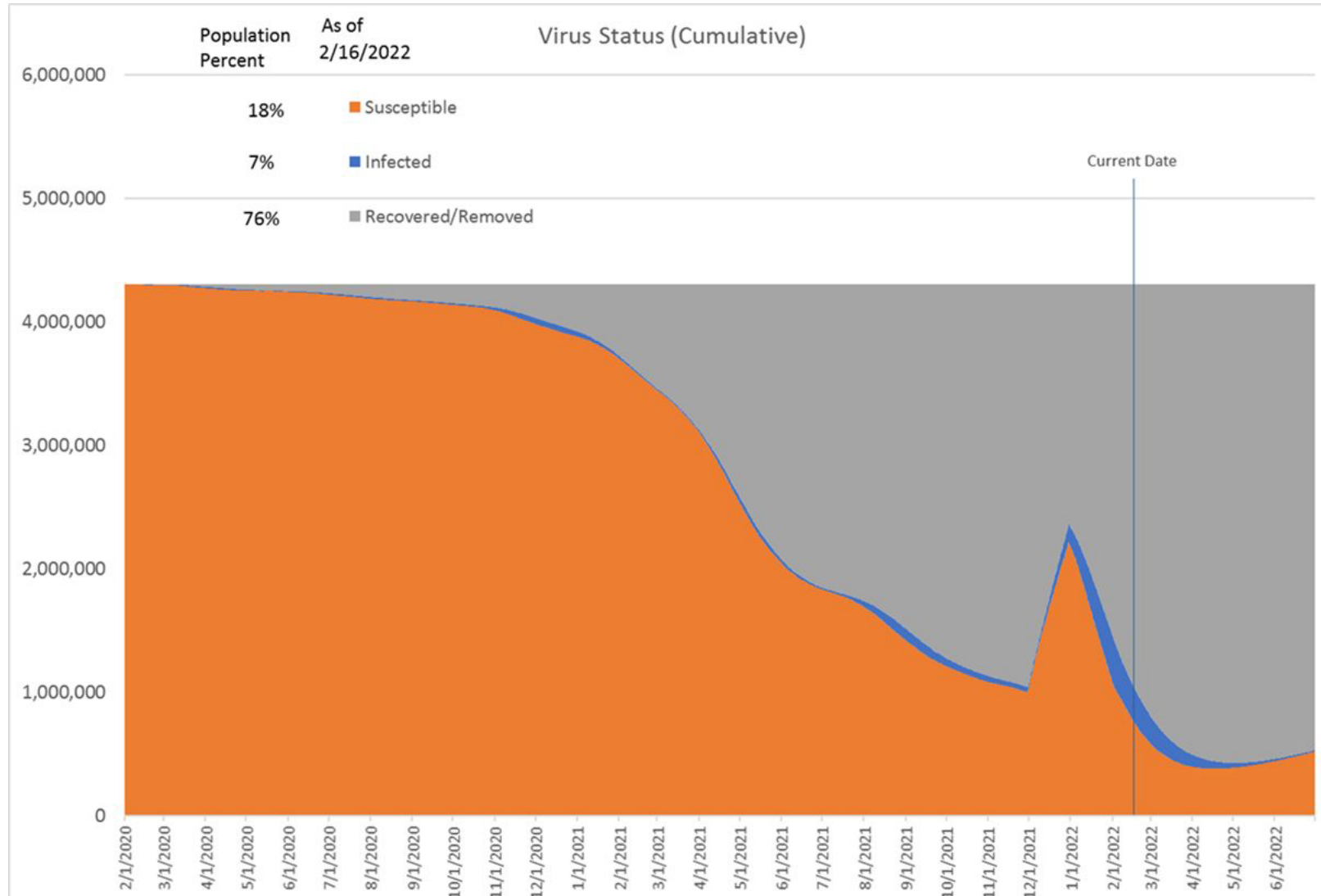
Oregon's Epi Curve



Oregon Hospitalizations by Severity



Oregon Population Immunity Estimates



CDC: COVID-19 Community Levels

COVID-19 Community Levels - Use the Highest Level that Applies to Your Community				
New COVID-19 Cases Per 100,000 people in the past 7 days	Indicators	Low	Medium	High
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%

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CDC: COVID-19 Community Levels

COVID-19 community level	Individual- and household-level preventive behaviors	Community-level preventive strategies
<p>Low</p>	<ul style="list-style-type: none"> • Stay up to date with COVID-19 vaccines and boosters • Maintain ventilation • Mask based on individual preference, informed by individual risk • Follow recommendations for isolation and quarantine • Seek testing when exposed or symptomatic; isolate promptly if symptomatic or infected • People who are immunocompromised or at <u>high risk for severe disease</u>: <ul style="list-style-type: none"> • Have a plan for rapid testing • Know if a candidate for antivirals/monoclonals 	<ul style="list-style-type: none"> • Plan for distribution and administration of vaccines to achieve high community coverage • Maintain improved ventilation for public indoor spaces • For people who are immunocompromised or at increased risk for severe disease: <ul style="list-style-type: none"> • Increase access to testing

This chart is abbreviated, for a full version go to: https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html#anchor_47145

CDC: COVID-19 Community Levels

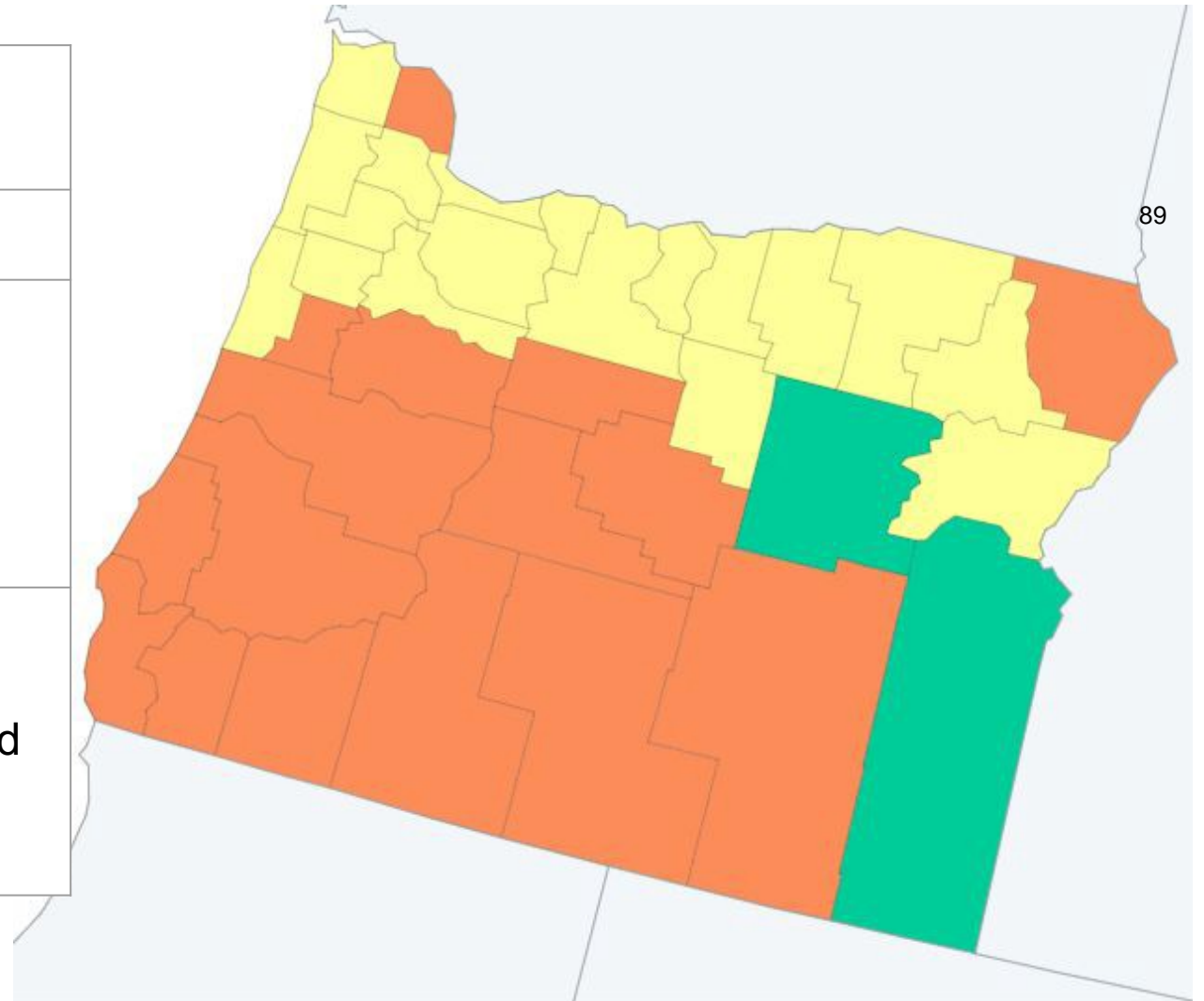
COVID-19 community level	Individual- and household-level preventive behaviors	Community-level preventive strategies
Medium	<ul style="list-style-type: none"> • People who are immunocompromised or at <u>high risk</u>: <ul style="list-style-type: none"> • May choose to mask indoors in public • People with household/social contact with individuals who are immunocompromised or at increased risk may consider self-testing to detect infection before contact and may choose to mask when indoors with them 	<ul style="list-style-type: none"> • Protect persons most at risk for severe illness or death by identifying populations at high risk and expanding access to vaccination, testing, treatments, support services, and messaging • Consider implementing screening testing in workplaces, schools, or other community settings as appropriate • Enhanced prevention measures in high-risk congregate settings
High	<ul style="list-style-type: none"> • Wear a mask indoors in public, regardless of vaccination status (including in K-12 schools) • People who are immunocompromised or at <u>high risk</u> may consider using masks or respirators that provide greater protection to the wearer • People who are immunocompromised or at <u>high risk</u> may choose to avoid indoor public settings where they may be exposed for non-essential activities 	<ul style="list-style-type: none"> • Implement universal indoor masking in settings that serve populations at high risk for severe disease (e.g., older adults) • Implement healthcare surge support as needed

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This chart is abbreviated, for a full version go to: https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html#anchor_47145

CDC: COVID-19 Community Levels

Community Level	Mask Recommendation
Low	No recommendation
Medium	If you are immunocompromised or high risk for severe disease, talk to your healthcare provider about whether you need to wear a mask
High	Wear a well-fitting mask indoors in public, regardless of vaccination status (including in K-12 schools and other indoor community settings)



State Announcement: Changes for Schools

Layered prevention strategies:

 **Vaccination**
Required for staff
Recommended for students

 **Testing**
available from school in certain circumstances

 **Face Masks** 90
local district decision starting March 12


 **Distancing**
3 feet to extent possible

 **Isolation**
of persons with COVID

 **Contact Tracing**
statewide pause in detailed tracking

 **Hygiene**

 **Quarantine**
of persons exposed to COVID

 **Cohort Notification**
families alerted when a case is identified in their class or bus

 **Ventilation**

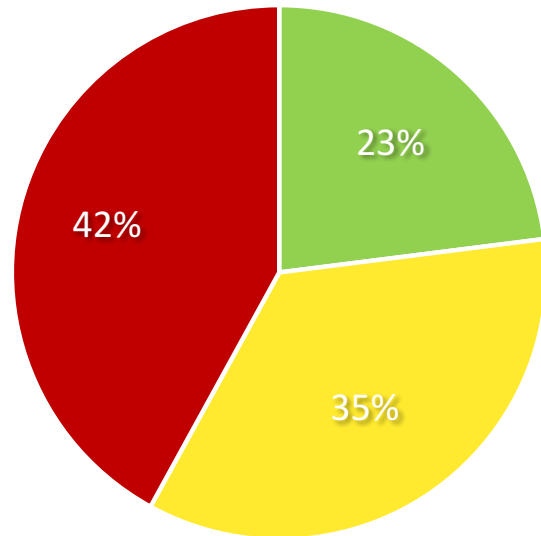
Stakeholder Input on Face Masks: Employee Groups

Employee group surveys:

- Lift the mask mandate as soon as allowed
- Use local COVID data to determine when conditions are safe enough to lift the mask mandate
- Maintain the universal mask mandate for indoor spaces through the end of the 2021–22 school year

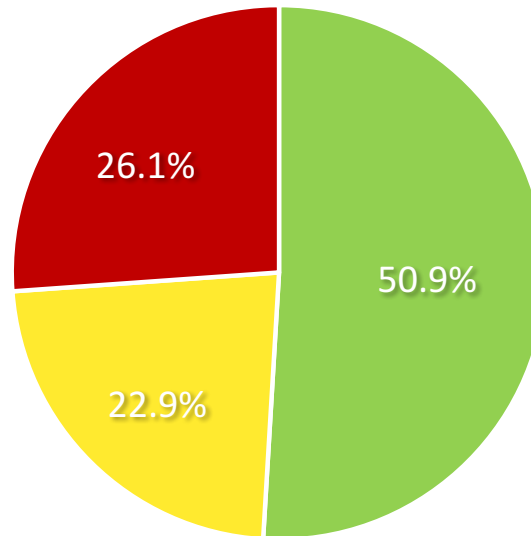
91

Teachers & Licensed

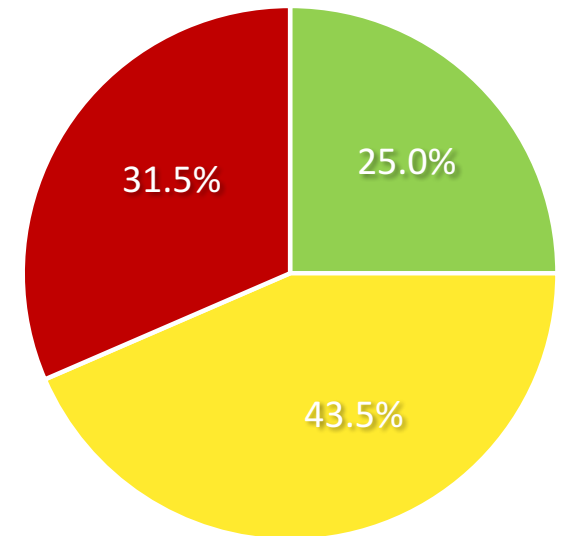


Classified Staff

*preliminary response data



Administrators+



■ Optional ASAP ■ Optional when safe ■ Required

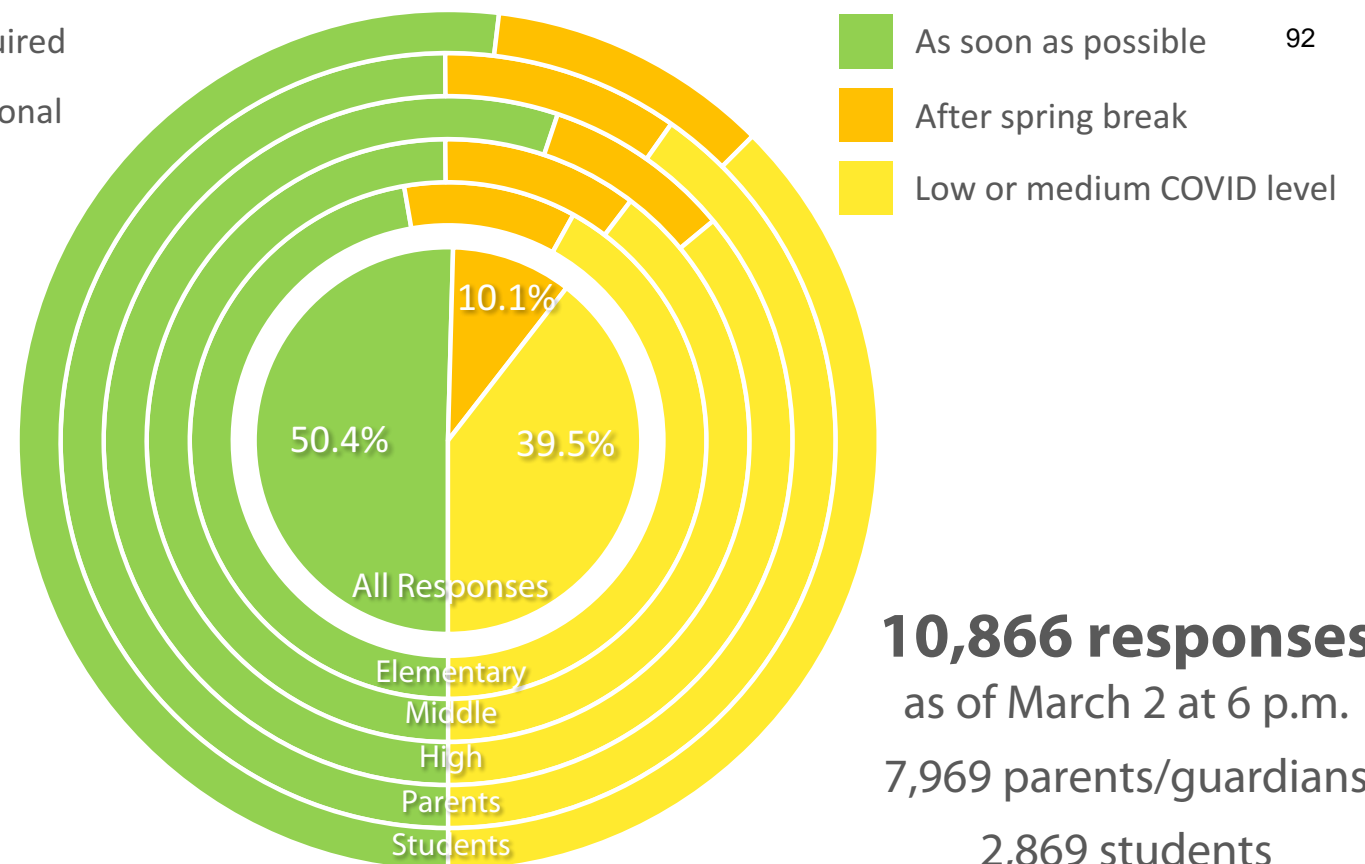
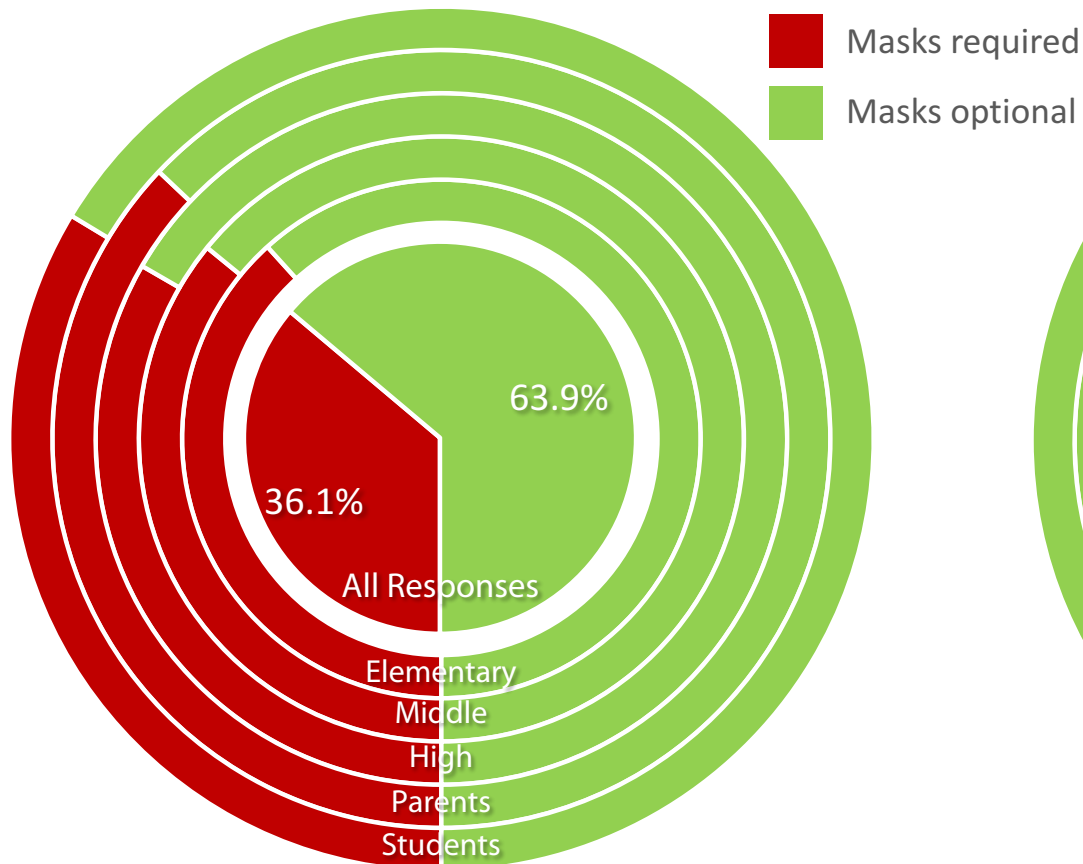
Stakeholder Input on Face Masks: Students & Families

At this time, I would prefer masks to be:

- Required indoors at school and on buses
- Optional indoors at school and on buses

If masks are made optional, the change should be made:

- As soon as possible (as early as March 14)
- After spring break (on or after March 28)
- When our COVID-19 community level is Low or Medium (now High)

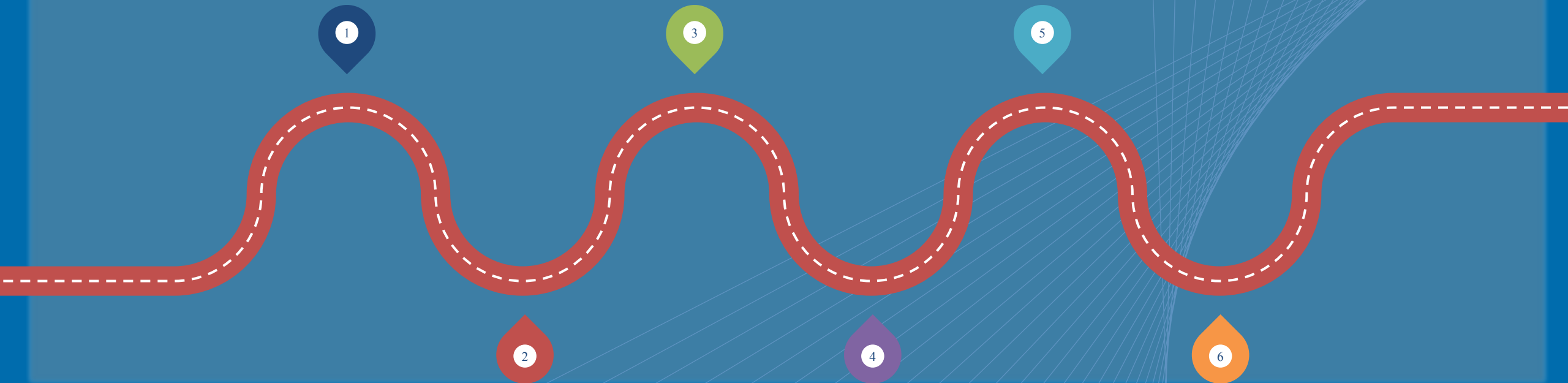


10,866 responses
 as of March 2 at 6 p.m.
 7,969 parents/guardians
 2,869 students

Plan for Local Control of Face Mask Rules

- Our case rates have lowered and local community level is expected to drop
- **Stakeholder input favors making mask use optional in schools and on buses**
- Neighboring school districts are aligned in making mask use optional
- **Superintendent is planning shift to optional mask use as of Monday, March 14**
- Students and staff with positive case or symptoms must not attend school
- **Families will continue to be notified when a COVID case is identified in class**
- Testing will continue to be offered weekly and under some other circumstances
- **District will offer opportunity to change between on-site and online learning**

Discussion





ITEM FOR INFORMATION

Date of Meeting

March 2, 2022

Title

Receive an Update on Career Technical Education (CTE)

Presenter

Andy Dey, Director of Secondary Education and Tia Holliday Odegard, Curriculum Administrator

Description

Career Technology Education (CTE) is a program of study that involves the sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway for career and post-secondary opportunities.

Andy Dey and Tia Holliday Odegard will present an overview of the structure of the district's Career Technical Education Framework. They will detail CTE Programs of Study currently in 4J schools and provide next steps for the focus of CTE in Eugene.

Career and Technical Education (CTE)

96

Authentic learning • Opportunity • Community impact



Purpose of CTE Programs

1



Graduation

Offer multiple pathways to high school graduation

2



Career

Prepare students for their goals after high school

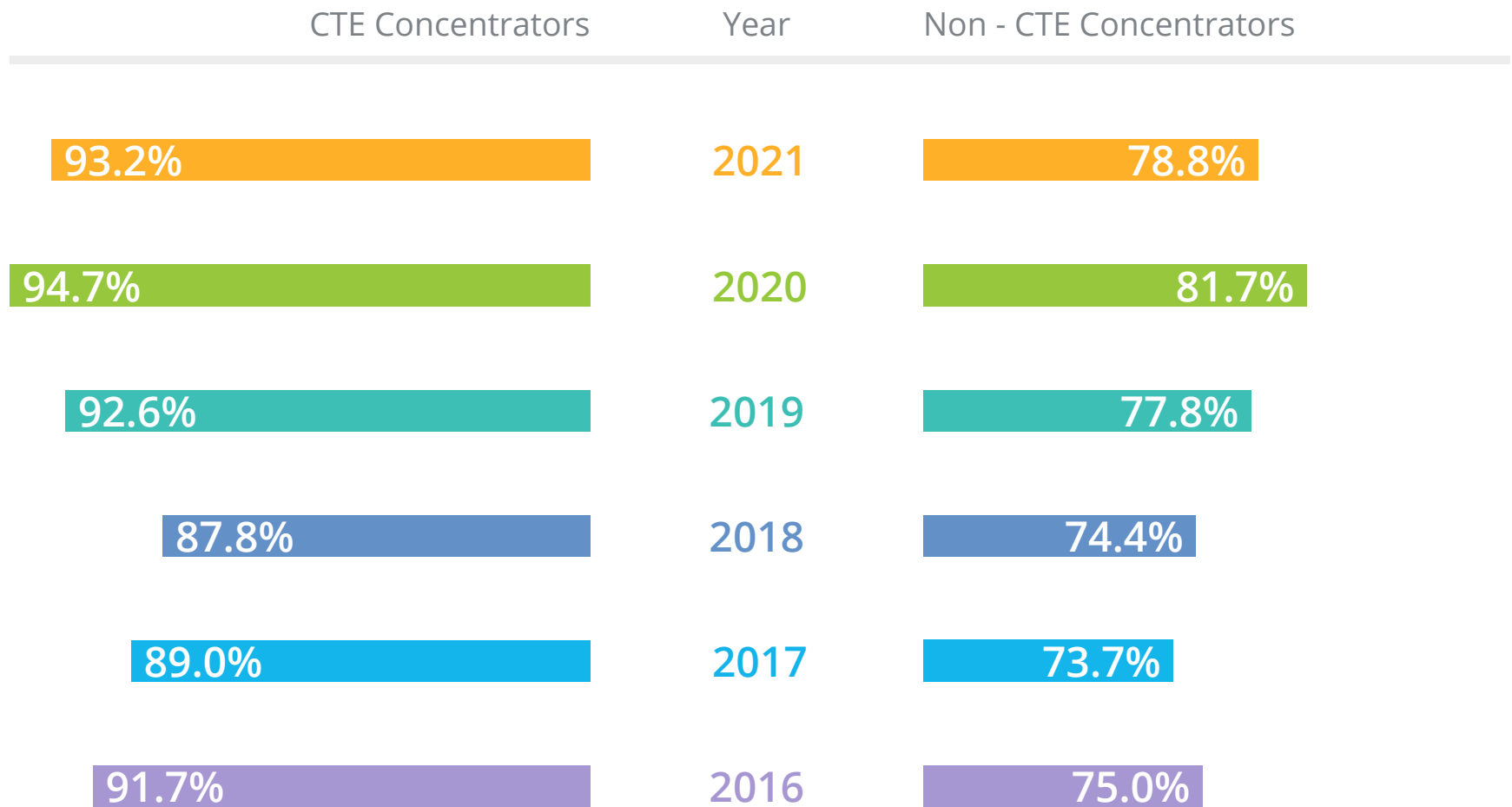
3



Community

Connect students to our community

Graduation Rates



CTE Program Objectives

1. Offer multiple relevant pathways to high school graduation

99

- Robust communication that informs families about programs
- Programs appeal to a broader range of students
- Contextual core credit opportunities in CTE classes
- All CTE Programs are available regardless of neighborhood school



CTE Program Objectives

2. Prepare our students for their goals after high school

100

- Programs connect students to high wage, high demand work opportunities
- Training is relevant with real world applications
- Students leave school with skills and knowledge they need to be competitive in the career they choose to pursue



CTE Program Objectives

3. Connect students to their communities

101

- Learning experiences are rooted in community
- Students learn how to become a positive force in solving community problems
- Learning is relevant and applied



Areas for Improvement



Graduation

102

- Expand communication about available programs
- Ensure proportionate representation
- Integrate core credit into CTE courses
- Provide students access to all CTE programs across the district



Areas for Improvement



Graduation

- Expand communication about available programs
- Ensure proportionate representation
- Integrate core credit into CTE courses
- Provide students access to all CTE programs across the district



Career

- Attune programs to industry standards
- Bolster consistency of system level planning and support
- Increase access to work-based learning opportunities



Areas for Improvement



Graduation

- Expand communication about available programs
- Ensure proportionate representation
- Integrate core credit into CTE courses
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Career

- Attune programs to industry standards
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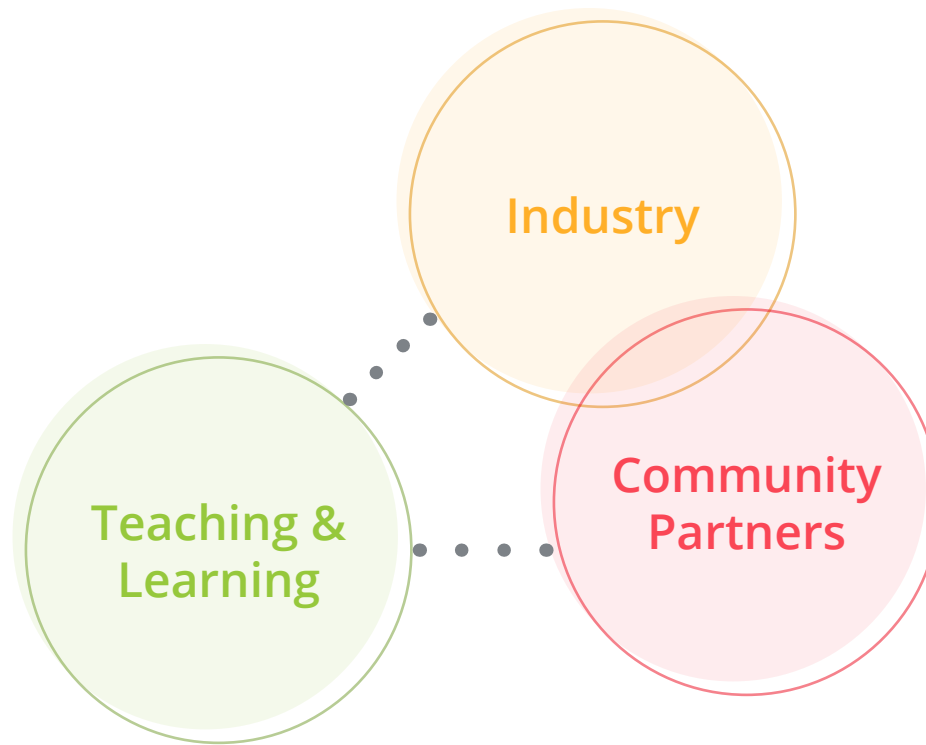
Community

- Make community partners integral to the process
- Remove barriers to innovation and community participation
- Emphasize community issues that students can address

104



Existing Interactions



Missing connection between Community Partners and Teaching and Learning

105

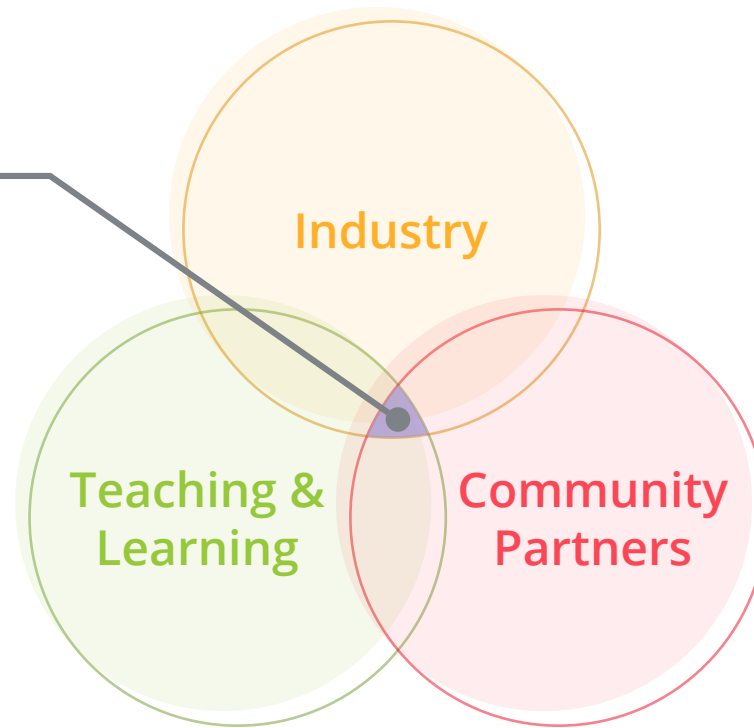
Not consistently taking advantage of partners

Identify projects and provide a robust network to achieve goals



Target Interactions

Connected Program
of Study



Inform teaching and learning about knowledge and skills required for their industry

106

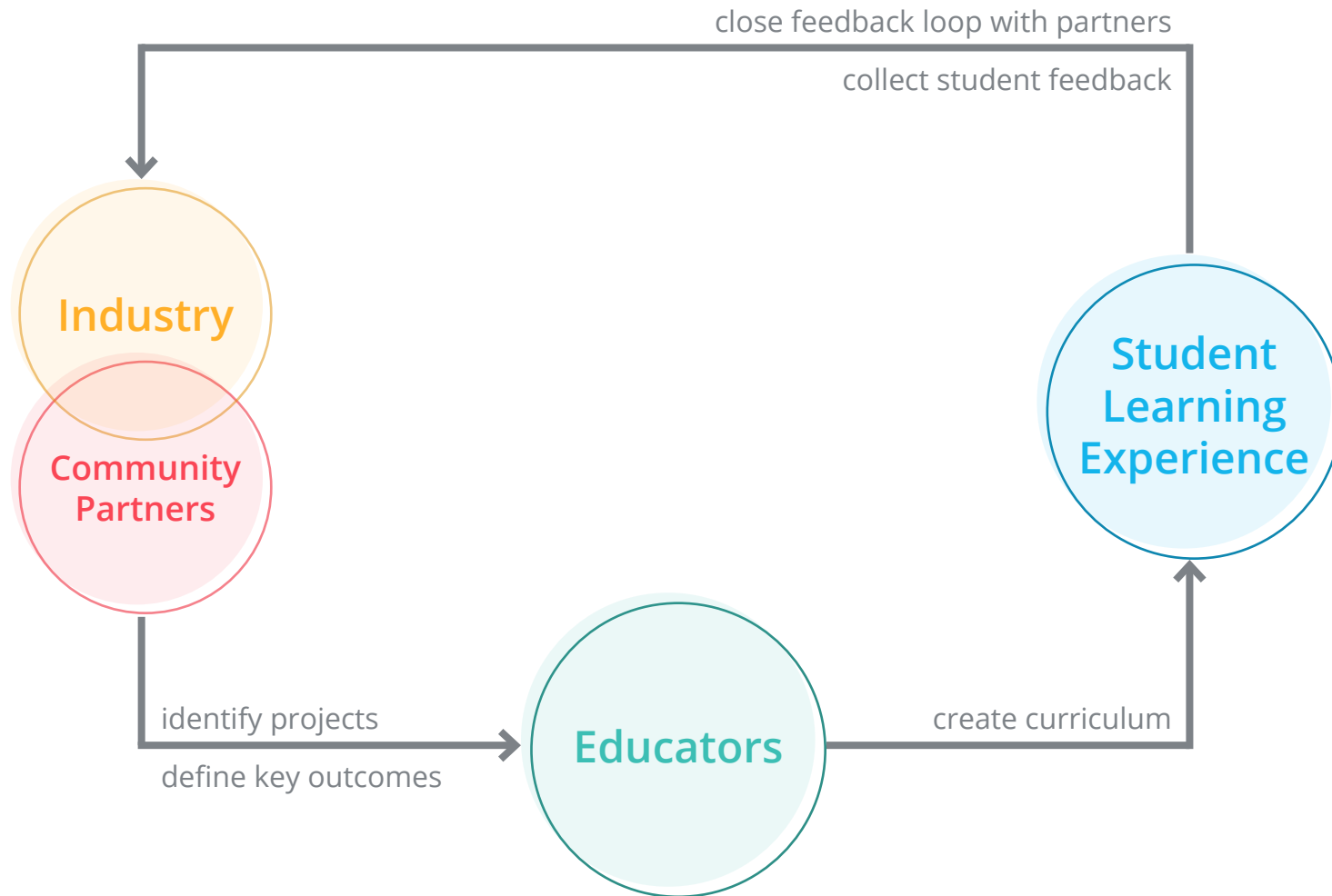
Provide WBL opportunities

Focus on: robust academic knowledge, technical competency and professional skills as defined by industry

Mobilize a robust network that serves both students and community



Transformation Process

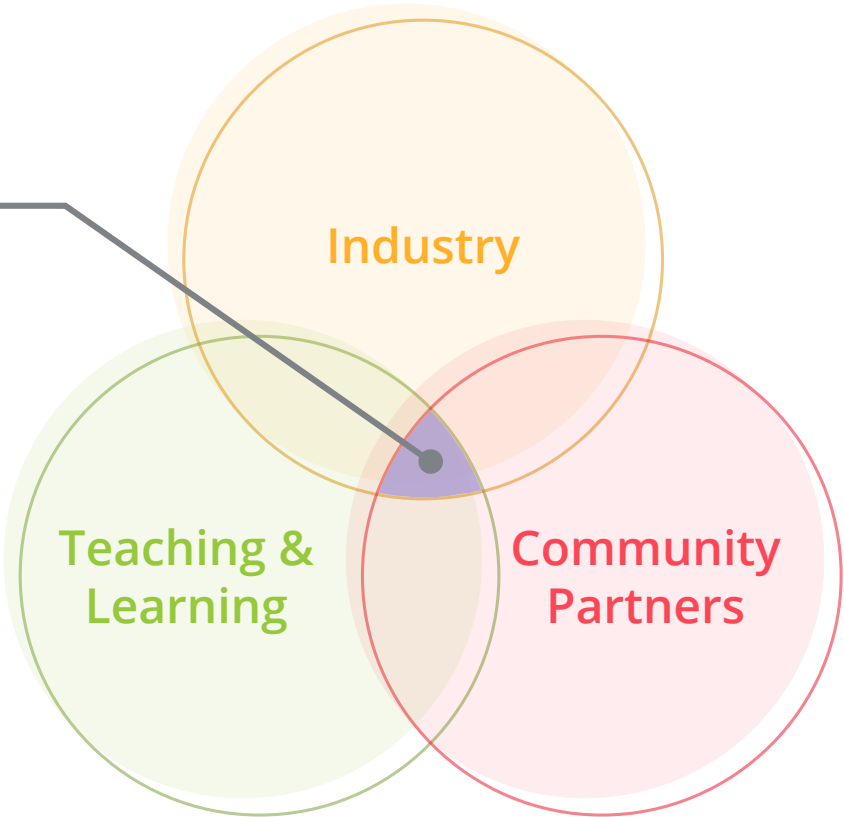


107



Integrated Organization

FUTURE BUILD



Students learn construction skills at home-build sites alongside industry professionals

108

Industry recognized credentials, dual credit and development of MA and LA credit options

Use network to support the transition from needs to action

Projects based on community needs and priorities: housing insecurity and fire recovery



Current CTE Courses

South Eugene High School

109

Computer Science



Journalism and
Broadcasting

Culinary Arts



Unmanned
Autonomous
Systems







Graphic Arts



Current CTE Courses

North Eugene High School

110

- Architecture and Construction 
- Computer Science 
- Culinary Arts 
- Digital Design 
- Early Childhood Education 
- Manufacturing 



Current CTE Courses

Churchill High School

111

Digital Arts and
Design



Natural Resources

Engineering



Performing Arts

Health Sciences



Current CTE Courses

Sheldon High School

112

Business,
Management, Admin



Drafting

Computer Science



Natural Resources -
Forestry

Digital Arts



Performing Arts



Thank You

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Questions?





ITEM FOR ACTION (Second Read)

Date of Meeting

March 2, 2022

Title

Consider adoption of policy ACC – Racial Harassment

Presenter(s)

Christine Nesbit, General Counsel

Adoption of New Policy ACC – Solely Addressing Racial Harassment

As discussed at a prior meeting, a number of existing policies address discriminatory harassment, including board policy AC – Nondiscrimination, ACB – Hate Symbols and Bias Incidents, and JFCF – Harassment, Intimidation, Bullying. However, no district policy or regulation is devoted exclusively to the subject of combatting racial harassment. At the January 12 board meeting, the board and members of the public commented on a proposed draft. Prior to and following that meeting, staff have reached out to 4J employees and community members for additional input.

Having considered and incorporated a number of changes in response to community feedback, proposed policy ACC Racial Harassment is presented for a first read by the board on February 2, and is expected to be presented for a final read on March 2.

The policy:

- Acknowledges the harm of all forms of racially oppressing conduct, that combatting expressions of personal racism is a legal and moral imperative, and acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice and teaching inclusion.
- Defines racially harassing conduct as well as illegal racial harassment.
- Prohibits all forms of racial harassment, including behaviors that do not rise to the level of illegal harassment.
- Provides examples of conduct prohibited by the policy.
- Establishes expectations for students, schools and the district.
- Reinforces the vital role of education, connection and transformation when addressing students who violate the policy.
- Centers on the impacted person’s safety, healing and access to education.
- Requires documentation of racial harassment incidents and an annual review of violations and recommendations for improvement.

The outcome intended by this policy is a common and better understanding about forms of personal racial prejudice and the role and responsibility educators have in recognizing and addressing racial harassment. The policy broadly prohibits all forms of racially harassing conduct, including forms that do not involve an intent to harm or result in tangible injury or detriment to persons impacted by harassment, and as such, is believed to improve racial equity and inclusion in the district.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent will make recommendations related to the above-mentioned board policies

Eugene School District 4J

Code: ACC
Adopted: 02/23/22

Racial Harassment

Purpose and Scope

All forms of racially oppressing conduct are harmful to the district's mission, values and goals, and combatting expressions of personal racism in district schools is a legal and moral imperative. The district is committed to providing an inclusive educational environment, free from racial oppression. The district also acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice, educating persons who have violated this policy, teaching inclusion, and in creating an inclusive learning and working environment.

This policy applies in all programs and activities of the district, including on school grounds and the area immediately adjacent to school grounds, on district online and remote learning programs and platforms, on school-provided transportation, at an official school bus stop, or at any activity, program, athletic or other event, internship or trip sponsored by the district. This policy may be applied to off campus racial harassment only to the extent that it substantially disrupts the educational environment, or targets particular individuals and is so serious or severe as to deny or limit their ability to participate in or benefit from the educational program.

This policy does not prohibit the display of symbols or language used in the teaching curriculum or other learning opportunities that are aligned to state standards and support the goals of this policy.

Definitions, Expectations and Consequences

Racially harassing conduct means unwelcome physical, verbal or nonverbal conduct based on the person's actual or perceived race, color, national origin or ethnicity; or physical characteristics historically associated with race, a place of origin, protected class ethnicity or religious or cultural ancestry. It creates a hostile environment when the conduct is so severe, persistent or pervasive so as to interfere with or limit a person's ability to participate in or benefit from the district's educational program or activity or creates an intimidating, threatening, hostile or offensive educational or employment environment.

This policy seeks to prevent, and prohibits, all forms of racially harassing conduct in district programs and activities, even if the conduct does not include an intent to harm; is not directed at a specific target, involve repeated incidents, result in tangible injury or detriment, to or constitute a hostile environment or bias incident.¹ However, context and intent will be factored in the response to the conduct.

Examples of conduct prohibited by this policy, regardless of intent, include, but are not limited to: ~~derogatory language about a person's skin color, accent, appearance or dress when linked to ethnicity or ancestry;~~ racial slurs or epithets ~~such as use of the "N" word regardless of intent;~~ race-based chants or comments ~~slurs~~ against student athletes; unwelcome gestures or acts of physical aggression based on the person's race or ethnicity; derogatory language about a person's skin color, accent, appearance or dress when linked to ethnicity or ancestry; statements or display of graffiti or printed material promoting racial stereotypes; offensive jokes or comments about a religious group when based on actual or perceived shared ancestry, ethnic characteristics or residency in a country with a distinct religious identity; display of symbols of hate as defined by board policy ACB; and verbal or nonverbal slights or insults which communicate hostile, derogatory or negative messages to persons based on their race or ethnicity.

Students are expected to follow the standards for student behavior established in this policy and the Student

¹ As provided in policy ACB, a "bias incident" means a person's hostile expression of animus toward another person, relating to, among other things, the other person's perceived race, color, religion or national origin, of which criminal investigation or prosecution is impossible or inappropriate. ~~This policy does not prohibit the display of symbols used in the teaching curriculum and other learning opportunities that are aligned to state standards and support the goals of this policy.~~

Rights and Responsibilities Handbook (SRRH) and to hold their peers to the standards established by this policy.

Teachers and other staff who have knowledge of racial harassment are responsible for taking action to stop the behavior, report it that day to the school administrator and prioritize the safety and well-being of persons impacted.

The school administrator has overall responsibility for compliance with this policy at the school, investigations of and responses to racial harassment at the school level. A building administrator will investigate reports of racial harassment as soon as possible and take prompt and effective remedial action.

Students who violate this policy are subject to discipline as provided in the Student Rights and Responsibilities Handbook. Staff members who violate this policy, including by failing to stop or appropriately respond to a report of racial harassment, are subject to discipline. Others who violate this policy may be excluded from district premises.

Reporting and Administrative Action Upon Receipt of a Report

Students and families are encouraged to report their concerns promptly to a trusted school employee. Students may use an optional Student Safety Reporting Form, available from the school and on the district website, or report through Safe Oregon at 1-844-4-SAFE-OR (text or call) or www.safeoregon.com. Reports by staff members and others are expected to be made promptly to the school administrator or department director.

Any report alleging a violation of this policy by a person to whom a report would ordinarily be made shall instead be made to or filed with the district's Title VI or IX coordinator (students), ~~or the hHuman rResources dDirector~~ (employees), or to the superintendent.²

Upon a report or knowledge of a potential racial harassment incident, the school administrator, department director or designee shall, without delay:

1. Acknowledge receipt of the report and inform the person(s) at whom the behavior was directed, the person alleged to have committed the behavior if known, and the parents of such persons that an investigation has been initiated;
2. Take interim actions necessary to maintaining a safe learning environment and commit to preventing further harm against persons impacted;
3. Assess the allegations, consider whether the behavior violates other board policies or civil rights laws, and follow requirements of applicable policies. Potential violations of policy ACB – Bias Incidents and Hate Symbols shall be processed in accordance with regulation ACB-AR in addition to any procedures required by this policy.
4. Conduct a thorough, sensitive and timely investigation of all racial harassment allegations as soon as possible, find facts and determine responsibility. Should an investigation not be completed within 10 work days, an update should be provided to impacted persons.
5. Provide an appropriate response for the offender, ~~and~~ impacted person(s), and school community that is tailored to the circumstances.
 - The response must be reasonably calculated to stop the harassing conduct or discrimination, prevent its recurrence, and include educational components that promote understanding of and respect for human rights and diversity. The administrator will prioritize practices that repair the violator's connection with the school community, and promote social-emotional learning, growth and transformation of the individual who caused harm. When appropriate and voluntarily agreed to by all parties, the response may include structured communication with the impacted person(s).
 - The response must address any continuing effect on the impacted person(s), through means such as offers of counseling, tutoring, safety planning or access to other support structures.
 - The administrator will investigate and implement needed measures in the school community to address

² Reports against the superintendent should be made to the ~~board~~ chair.

- climate issues, promote transformation in the school culture, and prevent recurrence of incidents
6. Notify parents/guardians of the ~~victim~~impacted person(s) and perpetrator(s) regarding the outcome of the investigation. Communicate that retaliatory behavior of any kind against any complainant or any participant in the complaint process is defined as harassment and will not be tolerated.
 7. Document each racial harassment allegation and investigation and provide documentation required by the district's office in a timely fashion.
 8. Monitor the school climate and promptly address problems that could lead to harassment.

Formal Grievance Procedure

If a person is dissatisfied with the school or district's action or inaction in responding to alleged racial harassment or discrimination, or if the school fails to render a decision within 30 days of the report, they may appeal by filing a formal complaint with the superintendent's office, using the district complaint form available on the district website at www.4j.lane.edu/contact/complaints or from the superintendent's office. In such a case, the formal complaint procedures and timelines in administrative regulation KL-AR will apply.³ These procedures provide for an appeal of final district decisions to the Oregon Deputy Superintendent of Public Instruction as provided in OAR 581-002-0001 to 581-002-00231.

District Responsibilities

The district will:

1. Provide an educational program that teaches students to be respectful of others in a diverse society and to understand the impact of racial harassment on students, staff and community;~~;- It is expected that on an annual basis, students will receive an-~~
- ~~1.2.~~ Provide information and orientation to students every year about ~~on~~ harassment and student their rights and responsibilities under this policy including a variety of safe ways to make reports;
- ~~2.3.~~ Publicize this policy in student and family handbooks and to employees;
- ~~3.4.~~ Provide mandatory training and orientation of staff on the contents of this policy. Training will include teaching staff how to create positive educational environments; and prevent, recognize, discourage and respond to racial harassment;~~;-~~
- ~~4.5.~~ Ensure appropriate documentation of reported incidences;
- ~~5.6.~~ Ensure appropriate educational, corrective and remedial measures are implemented; and
- ~~6.7.~~ Conduct an annual review of major incidents of racial harassment ~~violations and make recommendations for improvement~~ and report the information annually to the board.;

Retaliation

Anyone reporting or participating in an investigation into racial harassment shall be free from retaliation. Retaliation includes harassment, intimidation, threats, coercion and discrimination against a person because that person has in good faith reported information that the person believes is evidence of a violation of this policy. Retaliation shall be considered a serious violation of board policy independent of whether a complaint is substantiated.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Any person found to knowingly make false accusations of racial harassment shall be subject to discipline.

END OF POLICY

Legal Reference(s):

Title VI of Civil Rights Act of 1964

³ When a violation of this policy is initially reported through the filing of a formal complaint at step one, the appeal shall be heard by the superintendent at step two.

ORS 659.850
OAR 581-021-0045
OAR 581-021-0050

Proposed Amendments to Proposed Policy ACC, March 2, 2022

The following draft amendments and motions are prepared at the request of board members Rabasa and O'Rourke. They are presented in the order in which they would appear in the policy:

1. *Page 1, Purpose and Scope*

Insert the following sentence under Purpose and Scope, between sentence 1 (all programs and activities) and sentence 2 (off-campus behavior):

["It applies to all persons in the district, including students, staff, board members and volunteers."](#)

Revise footnote 2 to include a reference to reporting against a board member:

Reports against the superintendent should be made to the board chair. [Reports against a board member shall be made to the board chair and processed in accordance with administrative regulation KL-AR.](#)

2. *Page 2, Reporting and Administrative Action – Anonymity and Reporting Method*

Revise the first paragraph under Reporting and administrative action upon receipt of a report to:

Students and families are encouraged to report their concerns promptly. [Reports may be made in writing or verbally to a school administrator or other](#) trusted school employee. [The district will provide multiple avenues for reporting, including](#) an optional Student Safety Reporting Form, available from the school and on the district website [and/or a mobile reporting option. Reports may also be made through](#) Safe Oregon at 1-844-4-SAFE-OR (text or call) or www.safeoregon.com. Reports by staff members and others are expected to be made promptly to the school administrator or department director. [Reports may be made anonymously.](#)

3. *Page 2, Reporting and Administrative Action -- Notice of Resources*

Insert the following sentence under Reporting and Administrative Action, in enumerated paragraph number 2 (taking interim actions):

["This will include, as circumstances warrant, a description of resources and support structures;"](#)

4. Page 3, Reporting and Administrative Action – Technical correction to enumerated paragraph number 6 (Notification of impacted persons)

Revise sentence one of enumerated paragraph 6 (Notification of impacted persons) as follows:

“Notify the impacted person(s) and perpetrator(s), and their parents or guardians if they are students, regarding the outcome of the investigation.”

5. Incorporating community members into a bias incident response team

Add the following sentence to district responsibilities:

“Maintain partnerships in the community that will enhance the district’s ability to prevent and comprehensively respond to major incidents.”



ITEM FOR INFORMATION – WORK SESSION

Date of Meeting

March 2, 2022

Title

Consider for Approval Superintendent Selection Standards, Competencies and Skills

Presenter

Judy Newman, Board Chair

Discussion

The board received a presentation from Alma Advisory Group on the Superintendent Selection Standards, Competencies and Skills during an earlier work session. The board will now discuss options and next steps.