

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=LzBRReEpqZ0JxRzVpaVdlQ3h5UFVzdz09>

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, whether in-person or virtually, at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to 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. Executive Session (non-public) and Regular Meeting

- I. **5:30–6:30 p.m. Executive Session:** The board will convene 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)
- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Review
- V. Introduction of Guests and Superintendent's Report
- VI. Comments by Board Chair
- VII. Receive Reports from High School Student Representatives
- VIII. **Conduct a Public Hearing on the 2022–23 Budget** (30 minutes) **3**
Presenter: Andrea Belz, Director of Financial Services
- 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. Set the Tuition Rates for the 2022–23 School Year **6**
 Presenter: Andrea Belz, Director of Finance and Kat Lange, Director of Student Services
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 Presenter: Andrea Belz, Director of Financial Services
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 Presenter: Andrea Belz, Director of Financial Services
 - 5. Approve a Resolution Making Appropriations Resulting from Transfers **12**
 Presenter: Andrea Belz, Director of Financial Services
 - 6. Approve Meal Prices for 2022-23 **15**
 Presenter: Holly Langan, Director of Administrative Services
 - 7. Designate Clerk and Deputy Clerks for Fiscal Year 2022–23 **17**
 Holly Langan, Director of Support Services
 - 8. Approve Meeting Minutes for the following Board Meetings: April 20, 2022 Work Session and Regular Board Meeting; April 27, 2022 Special Board Meeting; May 4, 2022 Regular Board Meeting **21**
 - 9. Bond Project – North Eugene High School Replacement Building – Wireless Access Point Equipment **55**
 Presenter: Ryan Spain, Director of Facilities
- XIII. Items for Information

XIV.	Items for Action	
	1. Approve Adoption of Elementary Language Arts Curriculum (10 minutes)	56
	Presenters: Eric Anderson, Director of Curriculum, Katie Stiles, Literacy TOSA, Lynette Williams DLI TOSA	
	2. Consider revisions to board policies GBA – Equal Employment Opportunity (5 min)	82
	Presenter: Christine Nesbit, General Counsel	
XV.	Items for Action at a Future Meeting	
	1. Approve a Resolution Adopting the 2022–23 Budget, Making Appropriations, Imposing and Categorizing Taxes (10 minutes)	85
	Presenters: Cydney Vandercar, Interim Superintendent; Andrea Belz, Director of Financial Services	
	2. Adopt Resolution #2022–15 for Supplemental Budget No. 1, Making Appropriations for the 2021–22 Fiscal Year (5 minutes)	89
	Presenter: Andrea Belz, Director of Financial Services	
	3. Consider for Adoption the Board Meeting Calendar for the 2022–23 School Year (5 minutes)	92
	Presenter: Cydney Vandercar, Interim Superintendent	
	4. Consider adoption of a new board policy – Information about Statewide Testing (10 min)	94
	Presenter: Christine Nesbit, General Counsel	
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 CANCELLED; Monday, April 18; Tuesday, April 19; Wednesday, April 20; Wednesday, April 27	
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	JUNE: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22	
XVII.	Adjourn	

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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



ITEM FOR ACTION

Date of Meeting

June 1, 2022

Title

Conduct a Public Hearing on the Approved Eugene School District 4J 2022-23 Budget

Presenters

Cydney Vandercar, Superintendent
Andrea Belz, Director of Financial Services

Background

On May 16, 2022, the Budget Committee approved the Superintendent's proposed 2022-23 budget.

Approved Budget

For fiscal year 2022-23, General Fund resources included in this budget are \$270.3 million, a \$9.7 million increase over the prior year budget of \$260.6 million. This increase reflects projected growth in State School Fund payments over the prior year, and improved Property tax and Local Option Levy collections fueled by a strong housing market and rising property values. Resources available for Federal, State and Local grant programs have been based on approved grant awards and budgets, while capital project resources align with contracted services for the 2022-23 fiscal year and the District's best estimates of cost for scheduled bond and capital projects. Of note, the District's Nutrition Services fund will receive additional support from the General Fund to support free meals for students who would otherwise have to pay for meals next year with the end of federal grant funding for this option.

District General Fund operating requirements are projected to rise by \$9.7 million to \$262.3 million, excluding the unappropriated ending fund balance of \$8.0 million. While this increase reflects a wide variety of adjustments to the 2022-23 operating budget (including compensation changes negotiated with the Eugene Education Association (EEA) and approved for the district's managers, administrators, professionals, supervisors and directors), it is important to note that the District is also continuing to budget all positions at pre-pandemic staffing levels even though student enrollment has not yet increased accordingly. District reserves and a reduction in interfund transfers of \$2.6 million will be utilized to support this and fund expenditures that cannot be supported by available resources in the coming year. A reduction in expenditures for Federal, State and Local Programs and Capital Projects from the previous year is reflective of increased precision in our budget estimates, as much of the work planned for 2022-23 has now been contracted for and grant budgets for awards such as the Elementary & Secondary School Emergency Relief (ESSER) III grant have received approval.

Options and Alternatives

The ORS does not provide for any alternatives to this process. After a public hearing, the Board could request limited adjustments in the budget for consideration and adoption at the June 22, 2022 meeting.

Budget/Resource Implications

A budget must be adopted by June 30, 2022 to provide spending authority and certify to the tax assessor an ad valorem tax rate and debt service levy for the fiscal year beginning July 1, 2022.

Board/Superintendent Goals

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

Recommendation

The Superintendent will recommend approval of a resolution adopting the 2022-23 budget, making appropriations, and imposing and categorizing taxes at the June 22, 2022 meeting.

Public Testimony __ Budget Hearing at Board Meeting on Wednesday, June 1, 2022

In accordance with Oregon's Local Budget Law, the District has held seven Budget Committee meetings this year, beginning in January, to review, discuss and approve the District's budget. As a vehicle to enable the public to participate in the budget process, a public comment period was offered at each of these meetings (as per ORS 294.414).

After reviewing public testimony and finishing deliberations, the Budget Committee approved the 2022-23 proposed budget on May 16, 2022. The committee completed their statutory responsibility by declaring the General Fund and Local Option Levy tax rates and the Debt Service Fund tax levy amount for the coming year.

Notice of this budget hearing and the 2022-23 budget totals was published in the Register Guard on Sunday, May 22, 2022.

This hearing is on the 2022-23 budget as approved by the Budget Committee on May 16, 2022. Any person may comment on the budget. The school board receives written comments by email at board@4j.lane.edu, and has set aside time to hear public comment on the budget. Community members can sign up to speak to the board by submitting their request online at 4j.lane.edu/board/publiccomment. The deadline to submit a request to speak is Monday, May 31st.

*The public may offer objective comments or criticism about district operations and programs; however, the Board will not hear complaints concerning individual district personnel. The District has a board policy for filing a formal complaint against an individual. Please contact the Superintendent's Office at 541-790-7707 for more information about submitting a formal complaint.

*Board Policy KL – Public Complaints



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Set Tuition Rates for the 2022-23 School Year

Presenter

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

Background

Each year a few non-resident students pay tuition to attend our schools, and other districts contract with us to provide services to their students with special needs. This tuition is charged when the non-resident student does not fall within the parameters under which the District receives state reimbursement through the State School Fund. The Board sets tuition rates for students in kindergarten, elementary school, middle school, high school and special education. We propose the following rates for 2022-23:

Rates for General Education Students

Grades K-12 \$10,800 or \$1,200 per month (nine months)

General education tuition rates are analyzed in conjunction with the state per child calculation. These rates represent an average increase of approximately 8.9% over 2021-22 rates for all grades.

Rates for Students with Special Needs

Elementary, Middle and High School Learning Center:
\$14,386 plus the cost of related services

Elementary, Middle and High School Comprehensive Learning Center:
\$23,278 plus the cost of related services

Special education tuition rates are calculated using 2022-23 projected caseloads, staffing allocations, average salaries, and the December special education census. These rates represent an increase of 2.01% from the 2021-22 learning center rate and a 3.09% increase for the comprehensive learning center rate.

Options and Alternatives

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

Budget/Resource Implications

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

2022-23 school year, the District anticipates revenue for general education tuition for up to 3 international students and revenue for up to 10 special needs non-resident students as capacity is available.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends approval of the tuition rates as proposed.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Designate Executive Officer and Budget Officer for Fiscal Year 2022-23

Presenters

Andrea Belz, Director of Financial Services

Background

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

Options and Alternatives

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

Budget/Resource Implications

There is no direct financial impact to the District.

Board and Superintendent Goals

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

Recommendation

The Superintendent recommends that the Superintendent be designated as Executive Officer and the Director of Financial Services as Budget Officer for the 2022-23 fiscal year.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Designate Auditor for Fiscal Year 2022-23

Presenter

Andrea Belz, Director of Financial Services

Background

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

Options and Alternatives

Should the Board elect not to retain Pauly, Rogers and Co. P.C. as auditor, the District would be required to issue a Request for Proposals (RFP) to swiftly identify a new audit firm. Work on the 2021-22 financial statement audit is expected to begin soon, and a new audit firm would need to come up to speed quickly to meet preliminary audit deadlines. A change of audit firm at this point would likely increase audit costs, as additional work would be needed to onboard a new audit firm.

Budget/Resource Implications:

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

Board and Superintendent Goals

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

Recommendation

The Superintendent recommends that Pauly, Rogers and Co P.C. be retained to complete the 2021-22 annual audit, during the 2022-23 fiscal year, as required by Oregon statute.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Designate Depositories for School Funds

Presenters

Andrea Belz, Director of Financial Services

Background

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

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

Options and Alternatives

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

Budget/Resource Implications

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

Board and Superintendent Goals

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

Recommendation

The Superintendent recommends that the Board adopt Resolution 2023-02 designating depositories for Eugene School District 4J, effective July 1, 2022 through June 30, 2023.



RESOLUTION 2023-02

**RESOLUTION DESIGNATING DEPOSITORIES FOR SCHOOL FUNDS
FOR THE 2022-23 FISCAL YEAR**

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

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

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

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

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

Dated this 1st day of June, 2022.

Clerk

Chair of the Board



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Approve a Resolution Making Appropriations Resulting from Transfers

Presenters

Andrea Belz, Director of Financial Services

Background

Budget appropriations established in the adopted budget determine the district's spending authority by function for that year. The district is required to stay within appropriation limits, at the fund and function level, unless the Board adopts a supplemental budget or a resolution permitting the transfer of budget authority within a fund from one existing appropriation category to another.

Due to the changing needs of the district since the adoption of the 2021-22 budget, it is necessary to transfer budget authority from appropriations established in the adopted budget to those which create sufficient spending authority to align with projected expenditures. It is important to note that this does not create increased capacity for spending; it just shifts budget appropriations from one function to another to reflect actual spending patterns.

Options and Alternatives

Should the Board decline to approve proposed appropriation transfers needed to align the budget with projected expenditures, certain expenditures would exceed legal spending limits and violate state law, per ORS 294.100 and 294.456. Public officials spending funds in excess of approved amounts or for a purpose other than provided by law are held civilly liable for the return of those funds.

Budget/Resource Implications

The agenda packet for the Board's regular meeting includes Resolution No. 2022-16, which specifies transfer amounts recommended for the 2021-22 budget.

Board and Superintendent Goals

This recommendation addresses the Board goal of providing prudent stewardship of district resources to best support student success, educational equity and choice.

Recommendation

The Superintendent recommends adoption of Resolution No. 2022-16 making appropriations resulting from transfers.



Resolution No. 2022-16

**MAKING APPROPRIATIONS RESULTING FROM TRANSFERS
IN THE 2021-22 FISCAL YEAR**

The Board of Directors of Eugene School District No. 4J finds that transfers of appropriations within funds are necessary under OAR 150-294.463(3), in the fiscal year beginning July 1, 2021, and ending June 30, 2022.

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of Eugene School District No. 4J, that the following transfers of appropriations be adopted in the transfer amounts and for the purposes stated below:

In the Federal, State & Local Programs Fund, to decrease appropriations in Instruction by \$3,000,000 and increase Facilities Acquisition and Construction by \$3,000,000 to recognize spending for increased classroom space and other related activities and to align budget appropriations.

In the School Resources Fund, to decrease appropriations in Supporting Services by \$200,000 and increase Facilities Acquisition and Construction by \$200,000 to recognize increased spending for the Future Build Project and to align budget appropriations.

In the Private-Purpose Trust Fund, to decrease appropriations in Instruction by \$100,000 and increase Enterprise & Community Services by \$100,000 to align budget appropriations to comply with guidance provided by the Oregon Department of Education Program Budget Accounting Manual in recording college scholarship payments.

	As Adopted by Resolution #2022-01 June 16, 2021	Changes	As Revised June 1, 2022
<u>FEDERAL, STATE & LOCAL PROGRAMS FUND</u>			
Instruction	\$ 53,855,835	\$ (3,000,000)	\$ 50,855,835
Supporting Services	31,568,099	-	31,568,099
Enterprise and Community Services	2,737,104	-	2,737,104
Facilities Acquisition and Construction	6,204,793	3,000,000	9,204,793
Other Uses:			
Debt Service	-	-	-
Transfers of Funds	-	-	-
Operating Contingency	-	-	-
Total General Fund Appropriations	\$ 94,365,831	\$ -	\$ 94,365,831
Unappropriated Balance	-	-	-
Total General Fund Requirements	\$ 94,365,831	\$ -	\$ 94,365,831
	As Adopted by Resolution #2022-01 June 16, 2021	Changes	As Revised June 1, 2022
<u>SCHOOL RESOURCES FUND</u>			
Instruction	\$ 7,356,669	\$ -	\$ 7,356,669
Supporting Services	3,596,331	(200,000)	3,396,331
Enterprise and Community Services	1,000	-	1,000
Facilities Acquisition and Construction	1,000	200,000	201,000
Other Uses:			
Debt Service	-	-	-
Transfers of Funds	1,000	-	1,000
Operating Contingency	3,040,000	-	3,040,000
Total General Fund Appropriations	\$ 13,996,000	\$ -	\$ 13,996,000
Unappropriated Balance	1,500,000	-	1,500,000
Total General Fund Requirements	\$ 15,496,000	\$ -	\$ 15,496,000

	As Adopted by Resolution #2022-01 June 16, 2021	Changes	As Revised June 1, 2022
<u>PRIVATE-PURPOSE TRUST FUND</u>			
Instruction	\$ 247,531	\$ (100,000)	\$ 147,531
Supporting Services	-	-	-
Enterprise and Community Services	-	100,000	100,000
Facilities Acquisition and Construction	-	-	-
Other Uses:			
Debt Service	-	-	-
Transfers of Funds	-	-	-
Operating Contingency	-	-	-
Total General Fund Appropriations	\$ 247,531	\$ -	\$ 247,531
Unappropriated Balance	-	-	-
Total General Fund Requirements	<u>\$ 247,531</u>	<u>\$ -</u>	<u>\$ 247,531</u>

The foregoing resolution adopted this 1st day of June, 2022.

CLERK

CHAIR OF THE BOARD



ITEM ACTION – CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Approve meal prices for 2022–23

Presenter

Holly Langan, Director Support Services

Description

In compliance with federal child nutrition program requirements for meal pricing 2 CFR § 210.14, Nutrition Services recommends increasing meal pricing for 2022–23 to reflect meal cost and pricing requirements.

Level	Paid Breakfast			Paid Lunch		
	Current	Next Year*	Change	Current	Next Year*	Change
Elementary	\$ 1.50*	\$ 1.75	+0.25	\$ 3.00	\$ 3.25	+0.25
Middle	\$ 1.75*	\$ 2.00	+0.25	\$ 3.15	\$ 3.50	+0.35
High	\$ 2.00	\$ 2.00		\$ 3.50	\$ 3.75	+0.25
Reduced Price	\$ 0.30	\$ 0.30		\$ 0.40	\$ 0.40	
Milk/Milk Alternative	\$ 0.50	\$ 0.75	+0.25	\$ 0.50	\$ 0.75	+0.25
Adult Meals*	\$ 4.00	\$ 4.00		\$ 5.00	\$ 6.00	+1.00

*Prior to COVID-19 meal waivers allowing no cost meals to all students, the District provided support for all elementary and two middle schools to provide breakfast at no charge

District meal prices have not increased since 2019–20 due to federal and state subsidies for providing universal meals during the COVID-19 pandemic. Note that a modest increase annually reflects best practice for consistent but small increases rather than sporadic and greater increases. While meals were free for all students during the pandemic, labor and food costs have increased faster than the meal price revenue can support. For this reason, increases are recommended for all lunch prices and elementary- and middle-school breakfast prices.

Since the last time meal prices were charged to students, the District was able to expand the Community Eligibility Program (CEP) to more than half of schools, making meals no cost for all students without submission of an application. Also notable is Oregon's new Expanded Income Guidelines (EIG), making eligible for free and reduced-price meals families with incomes up to 300% of the federal poverty level; federal sources make eligible families with income up to 185% of the federal poverty level qualified. Oregon's "no lunch shaming" policies also require meals to be provided regardless of ability to pay, but may leave families and the district with negative meal account balances.

In response to and at the board's request, it is recommended that non-federal funds be transferred to the school nutrition fund to provide no-cost meals to all students. Families not eligible for free or reduced meals ("paid-meal status") would not be charged for meals, and non-school fund resources are required to be transferred for the value of the paid-status meal charges. Together,

these federal, state, and local funds provide a strong safety net for reducing child hunger, increasing access to school meals, and reducing the stigma of participation in school meals.

Many districts have not yet set meal pricing, therefore a state-side comparison is not possible. However, in prior years, the District's lunch prices have been similar to but slightly greater than many of the Oregon school districts with the greatest enrollment. Since the pandemic, many districts were able to expand their CEP programs and others are encouraged by the Oregon EIG program support. Due to these variables, and because free and reduced price percentages, participation rates, and nutrition services program models vary widely by district, it is difficult to establish a meaningful recommendation for meal prices based on other districts' pricing structures.

Board and Superintendent Goals

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

Recommendation

The Superintendent recommends approval of meal prices and providing no cost meals to all students with support from non-federal district funds.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Designate Clerk and Deputy Clerks for Fiscal Year 2022-23

Presenter

Holly Langan, Director of Support Services

Background

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

Options and Alternatives

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

Budget/Resource Implications

There is no direct financial impact to the District.

Board and Superintendent Goals

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

Recommendation

The Superintendent recommends that the superintendent be designated as District Clerk and the Assistant Superintendent(s); the Chief Operations Office; the Director of Facilities and the Director of Financial Services, be designated as Deputy Clerks for the 2022-23 fiscal year.

RESOLUTION 2023-03

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

WHEREAS, the Superintendent is legally designated Clerk, and

WHEREAS, the Chief Operating Officer, Assistant Superintendents, Director for Facilities, and Director for Finance are qualified to act as Deputy Clerks of Eugene School District 4J, Lane County, Oregon, and the Board desires that they be authorized under the direction and/or in the absence of the Clerk to receive, hold in custody, and expend all funds of the District as required by law and as directed by the Board, to furnish bonds as required by law, and together with the Board Chairperson, execute legal documents.

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

BE IT FURTHER RESOVLED, that by direction of, or in the absence or inability of the Clerk, the said Deputy Clerks are hereby authorized to exercise such authority on behalf of the District for the 2019-20 fiscal year.

Dated this 1st day of June, 2022.

Clerk

Chair of the Board



2022–23 DELEGATION OF PURCHASING AUTHORITY

As approved annually by the Board, the Superintendent serves as Clerk and the Assistant Superintendent(s), Chief Operating Officer, Director of Finance, and Director of Facilities serve as Deputy Clerk. As Clerk or Deputy Clerk, staff have purchasing and signing authority, which is authority to direct expenditures within approved budget limits for the school year, or approved by Board action or Board authority. This authority includes entering into district contracts as outlined in Board Policy DJ District Purchasing.

Additionally, Board Policy DJ permits the Superintendent to designate this authority to district staff. The Superintendent delegates limited authority to sign contracts and approve resource commitments allowed by Board Policy as listed below.

Administrative Services

	<u>Limit</u>
Assistant Superintendent for Administrative Services	Deputy Clerk
Director of Finance	Deputy Clerk
Director of Human Resources	\$150,000
Director of Public Safety	10,000
Director of Support Services	150,000
KRVM Operations Manager	10,000
Nutrition Services Manager	10,000
Warehouse Supervisor	1,000

Facilities Department

	<u>Limit</u>
Chief Operating Officer	Deputy Clerk
Director of Facilities Management	Deputy Clerk
Capital Improvement Program Manager	\$10,000
Facilities and Maintenance Manager	10,000
Director of Technology	150,000
Director of Transportation	150,000

Instructional Services Department

	<u>Limit</u>
Assistant Superintendent for Instruction	Deputy Clerk
Director of Curriculum	\$10,000
Curriculum Administrator	1,000
Director of Education Support Services	10,000
Director for Research and Planning	10,000
Director of School Services K-5	10,000
Elementary Principal	1,000
Director of Middle Schools	10,000
Secondary Principal (Middle School)	1,000
Director of Secondary Education	10,000
District Athletic Director	1,000
Secondary Principal	1,000

Federal Natives Program Administrator	1,000
Director for Equity, Inclusion & Instruction	10,000

<u>Office of the Superintendent</u>	<u>Limit</u>
Chief of Staff	150,000
In House Counsel	150,000

Limited Authority for Payroll Related Items

Superintendent delegates limited signature authority to the Accounts Payable & Payroll Supervisor for payments or certifications required by laws or regulations, and payments required by contracts pre-approved pursuant to board policy. Authority is limited to certifications required by law or regulation to administer payroll and employee benefit payments.

Approved: _____ Date: _____
Cydney Vandercar, Interim Superintendent

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

Date: April 20, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 4:00 p.m. and a regular board meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, April 15, 2022 and published in *The Register-Guard*.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa

STAFF:

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

STUDENT ADVISORY PANEL MEMBERS:

Joselin Godinez (she/her), Churchill High School
Johanna Gilbert (she/her), Sheldon High School
Teryn Rios (they/them), North Eugene High School
Noa Ablow Measelle (she/her), South Eugene High School

EMPLOYEE ASSOCIATIONS:

EEA (Sabrina Gordon / Imelda Cortez)
OSEA (Sheila Waggoner)
MAPS (Seth Pfaefflin)

MEDIA:

KRVM; KLCC

I. WORK SESSION

Receive Statements of Interest from Applicants for Appointment to the Board

Presenter: Judy Newman, Board Chair

Chair Newman called the work session to order and noted that all board members were present. Ms. Newman thanked staff for setting up the meeting. The purpose of the work session

was to hear from each applicant for the two open board seats. Ms. Newman asked the applicants to keep their comments to five minutes.

Ms. Delf gave brief instructions and introduced each speaker.

Marianne Sennhaus was a working mother whose children attended school in the district. She had been a member of various boards. She took classes from Lane Community College in non-profit management. She referred to her résumé which she had sent to the board.

Jennifer Jonak was an active volunteer in her children's schools and was a class representative. She had worked for various non-profit organizations in the city including Square One Village, The Eugene Library and The Oregon Bach Festival. She had practiced law for twenty years and worked to find common ground. She was passionate about equal educational opportunities for those with disabilities. Ms. Jonak wanted to focus on relationship-based rather than consequence-based action. She was interested in strengthening anti-bias training and hoped to celebrate each child. She was ready to serve with an open mind and compassion.

Erika Rauer had two children and was looking for substantive ways to contribute to the community. In her professional career she worked in the performing arts and had always considered art and social change to be important. Ms. Rauer saw the work of the school board to be to articulate a vision, represent the community, and make informed decisions as well as to maintain democratic decision-making and accommodate dissenting voices. She considered it important to make decisions with those with the least power in mind and have a broad vantage point. She would do her best to bring collegiality and thoughtfulness to the process and to contribute within existing constraints.

Christopher Ashton was a parent in the school district. Mr. Ashton relayed information regarding recent incidents in a middle school, asked why the administrator had not meted out consequences, and said he considered some school lawless. He emphasized four actions: to communicate clear rules and consequences; to offer classes that focus on the needs of learners that were not in the middle—the needs of learners at the higher levels and those who needed additional support; remove homeless camps from the vicinities of schools; and reduce financial waste and misdirection of funds. Mr. Ashton referred to a source that claimed that low-income students were 48th in the nation, and gave other statistics to share how poorly the district was doing.

Jeffrey Krebs was passionate about the opportunity for children to feel included and have an opportunity to learn. Mr. Krebs was an attorney who worked in family law and estate planning. He was skilled at hearing all sides to find common ground to solve issues. He considered congeniality important.

Chris Young worked at the University of Oregon. He wanted to help make the district a better place for his children and would bring his skills in diversity, equity and inclusion.

Rachel Anderson was a business owner who was born and raised in Eugene. She related her upbringing and also shared the challenges that her children have faced. She wanted to work as a board member to deal with the social and emotional repercussions of trauma.

Keerti Hasija Kauffman recollected how schools and their communities had shaped her upbringing. She wanted to create a similar environment for her children. Ms. Kauffman shared her background in international educational development. She remembered how her school community became a second home for her and her family which she opined was a deliberate effort on the parts of the school. She said that she did not find the same acceptance in Eugene. She considered it her duty to pass on the positive supports that she had as a child with real learning, real inquiry and real connections and created real opportunities.

Tom Di Liberto was a retired teacher with thirty-nine years in the classroom. He began his career in Eugene in the Spanish immersion program at Monroe Middle School. He reflected on the impacts of Measure 5: the erosion of programs and the increase in impact by groups with little background in education. He said he was beginning to see pushback and an increase in finances back into the classroom as well as consideration to student belonging and non-traditional learning. He considered his experience in the classroom to be valuable to the board and would bring a skill in inquiry.

Deborah Dailey was hopeful to see so many applicants for the open board seats. She was the retired McKinney-Vento Program director and wished to give back to community. She had the passion and experience for the position. She believed deeply that public education provided the tools a child needed for their future and wanted students to be hopeful and enthusiastic. She had extensive experience with underserved and homeless students and loved working with the community.

Kate Friesen lived in the west Eugene community. She was struck by the disparity between the high schools in the community. She considered her family representative of moderate Eugene and understood the need for the focus on diversity, equity and inclusion. She wanted to serve on the board so that she could help teachers to do the best job they could do. She considered the role of the board to facilitate the wants and needs of the communities, not to be experts in education.

Pamela Leuck was looking for ways to advocate for children. She had three adult children and remembered their education. She hoped to be a board member so that she could help adopt policy and review budgets with the hope of boosting a child's educational experience. She hoped to create a competitive edge in the 4J district so that parents would choose to move to Eugene and had a better outlook of the area.

Jacon Taylor was a native Eugenic and had students in the district. He worked in a state nonprofit in support of local county farm bureaus. He assisted boards in trainings and development and was the co-chair for an agricultural leadership program. He considered an important role to be teaching understanding, which he considered the first step to collaboration and cooperation. He wanted to help.

Thomas Hiura wanted to work against the daily bigotry he encountered as a result of his cultural background and expressions of non-binary gender. He was heartened to see the increase in acceptance since he had attended 4J schools. He wondered why Eugene had not elected a board member who was non-binary, Asian, or homeless. He was competent in speaking truth to power and as a community liaison. He believed the board to be the best qualified body to make policy changes.

Carlos Sequeira wanted to serve the community. He had been a language learner similar to many of the students who attend 4J schools. He understood the need and the moral imperative to provide students with the skills they needed to succeed after high school, both at private universities and at state universities. He could relate with the families whose students were striving to succeed. He worked with Lifeskills teachers and was aware of the needs of students with disabilities. He hoped that the board would set a vision for the community that everyone would belong. He asked the board to imagine what could happen without the polarity and finger-pointing that often occurred.

Danny McDiarmid was an investigator and had experience with the judicial branch in California. He had also been a child support worker.

Michelle Hsu was a parent and community member. She had been a librarian and was an Egan Warming Center volunteer. She was also the ASPIRE coordinator and had assisted the Chinese Immersion School in moving their library to Kennedy Middle School. She was in alignment with the district's values to create a demanding but nurturing environment. She wanted to commit her time to the district, valued student voices, and approached issues with an open mind, and to promote equity. She recognized the impact that the pandemic had on the work of the board and the selection of a permanent superintendent.

Scott Fellman promoted his technical skills and prior experience on boards. He wanted to join the board to help achieve a higher state of functioning. He recognized the trust that boards assumed when they were responsible for the management of public funds. He said that diversity was important to him and he brought a deep understanding of the Eugene community and how to get input from its protected groups. He loved education and said that public education was the most important service in the country. He expressed his vision for the district: small class sizes and higher wages.

Jacqueline Hall was a parent of two high school students. She had grown up with few resources in a rural state. She remembered teachers from her youth, both good and those ill-suited to teaching. She was grateful for her public education and was applying to be a board member so that she could help public education continue. She understood the issues that students were facing as well as the concerns that the board was facing. She wanted to have a well-balanced education for everyone that was inclusive of everyone and promoted authenticity.

Danelle (Dani) Crowley was a businessperson in the district. She said that every student needed a solid foundation to enter the workforce and contribute, which came from being taught in a strengths-based model, not to test scores or graduation rates. She was teaching her child to advocate for himself and to avail himself of programs that suited him. She had learned how to navigate the process of special education for her student and wanted to share what she had learned with others. She wanted to see that disabilities were explored more rigorously from an equity lens.

Andrew Ross had a special needs student in the district. He had been a practicing attorney and small business owner for many years. He had a background in conflict resolution and experience in working with diverse groups to assist them in navigating bureaucratic systems. He believed that the American education system and school boards were under attack. He would be prepared to vigorously defend a curriculum that included dignity in diversity.

Harry Sanger had also been a volunteer for the Egan Warming Center. He considered himself a practical activist and was concerned that the board was trying to micromanage the district to achieve utopia. He said the board could promote a competitive environment that resulted in equal outcomes for all students. He recognized Eugene's quirks. He suggested channeling the communities interests into the learning environment. He said that adults needed to set a positive example and that children should be the focus of the board. He said that excellence should be the expectation, not the exception. He was encouraged by the process he had seen that night.

Jessica Medaille had thirty years of experience in education management with different organizations. Through her work at ISTE she met thousands of educators and learned about the issues facing them. She worked through collaboration and was a creative problem-solver and was aware that change around important social issues required dialog and humility. She believed that public schools were essential to strong communities and wanted to ensure that Eugene had high-quality schools that provided education to all members of the community. She said it was time to come together to focus on what was best for children, teachers and families.

Katina Johnson said that she was applying to be on the board because she was a strong advocate for people being bullied and disenfranchised. She had worked at LaneESD and was willing to stand up for the underdog. She was perturbed by the lack of accountability.

Nicole Winther was a parent of young children in the district. She was a new member of the community. She wanted Eugene to be at the top, and for learning to be fun and inclusive of diverse needs.

Edgar Ted Rodriguez had been part of the team from the state that managed a response to the pandemic. He had heard about many of the issues in the district from working in his parents' restaurants. He was concerned about the lack of recognition of diversity in the district. He was also concerned about mandates that were not being articulated well. He said that the district was a superior school district that was not implementing a program that provided for all students. He also said there was a need for better communication.

Mysti Rose Frost was a white presenting woman with a multi-cultural background, and was very familiar with tribal values and customs. She had worked for 211info and had been on the board of LRAPA. She helped to establish a social justice committee at River Road Elementary School. She said that equity was the foundation of the work that she did. She valued indigenous contributions and knowledge and felt that they could save the community with many of the current issues. She had also grown up with learning differences and understood how they contributed to the person she was.

Jackson Kellogg was the parent of two students in the district. He said that it was an important time for strong institutions. He remembered the special education teachers he had as a child. He said that all children deserved what they needed to be successful. He had witnessed first-hand the effects of being in the minority. He felt that if education was to be truly inclusive, all students needed to feel that they belonged. He wanted to hire a strong leader who recognized the importance of diversity and equity. His goal was to build consensus rather than get his way.

Daniel Patrick Isaacson was proud to be a product of the Eugene School District and recognized many of the teachers who had supported him. He recognized that he was bolstered

by a system that was designed for him. He said that difficult times created seeds of opportunity and hoped that the board would use the time to work together and to expect more of each other and to create synergy with the leaders and the community. He was a planning commissioner and worked in mental illness and suicide. He was concerned that the suicide rate was so high in Eugene. His vision was a board that saw everyone as equal and listened honestly, and honored the commitment teachers made to their craft. He believed in curiosity and wanted to bring that trait to the school board. He supported Mr. Di Liberto as a board member.

Ms. Delf said that the board had heard from all of the candidates who were present, and reminded them that those who had not presented were still eligible for consideration based on the merit of their written application.

Chair Newman closed the work session at 6:42 p.m.

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman called the meeting to order at 7:00 p.m. She reported that all board members were present. After reciting the Pledge of Allegiance as a group, Ms. Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

Chair Newman asked if there were any changes or corrections to the agenda. Ms. O'Rourke asked to move the selection process for the new board members earlier in the meeting. Mr. Lafer seconded the motion. Chair Newman clarified that it be moved before items for information. After additional discussion, **the board voted 4:1 to move the selection process earlier in the meeting, with Ms. Hays dissenting.**

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar apologized to Ms. O'Rourke for looking at her phone and changing her expression while Ms. O'Rourke was speaking about the very important and sensitive issue of recent suicides in the district.

Superintendent Vandercar shared that in the next month the district would begin a community mental health committee. Staff would share their process for responding to mental health concerns. Ms. Vandercar also thanked the thirty-eight applicants for the open board member seats and was happy to see the audience in person.

VI. COMMENTS BY BOARD CHAIR

Chair Newman welcomed the audience to the in person meeting. She also thanked all the applicants for the open board member positions. Ms. Newman continued by sharing that April was National Child Abuse prevention month. She said that one in three children in Lane County had experienced abuse or neglect. Child abuse was prevented when children were connected and parents were supported and community members could take positive action.

Ms. Newman continued that one of the most cherished freedoms was the right to a free and public education. She shared a story about refugee students from Ukraine who were continuing to attend school online. She thanked all persons in the district for their work to continue providing education for all students.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Teryn Rios, student representative from North Eugene High School announced that the student body talent show was to occur the next day. The Highlanders would be having a pageant in support of a charity organization. The spring musical would be *A Midsummer Night's Dream*. The dance team placed third place. EcoClub was promoting Earth Week, the Gay Straight Alliance would be having a parade, and prom planning was going well.

Author A.S. King would be coming to the school to give a small group presentation and writing session. The funds to support this event had been awarded through an Eugene Education Fund Grant that was written by one of the teachers.

Teryn Rios finished by reporting that the prom dress drive had been very successful.

Noa Ablow Measelle reported that prom had been very successful and she was happy to be able to attend. Spring Fest, an event that supported all the clubs at South Eugene High School had also been successful in raising awareness of the opportunities for engagement. The current week was Green Week, the purpose of which was to promote eco-consciousness. There were different events being held during the week such as a litter pickup, a second hand clothing swap and a walk or ride to bike day. There would be a raffle prize of sustainable products. Ms. Measelle shared that adopting climate conscious practices was a common demand from students. Students hoped that changes would be made throughout the district. South Eugene Theater was performing the comedy *The Real Inspector Hound*. There would be a workshop by Jim Carcia for BIPOC students. Ms. Measelle also said that there was a concern about mental health at the high school in light of recent events. She shared that many felt that support often came in response to events rather than proactively and were not brought directly to students.

Joselin Godinez, student representative from Churchill High School, reported that the theme for the upcoming prom was Starry Night. There would be events for Mental Health Awareness month. Students had put flags all over campus to represent the diversity of the campus. The Climate Action club was preparing for Earth Week with events such as eat less meat day, trash pick up, and thrifted outfit day. The Gender and Sexuality Awareness Alliance (GSA) would be having a day of silence. Joselin reported that Jim Garcia would also be visiting the Churchill campus.

VIII. ITEMS RAISED BY THE AUDIENCE

Chair Newman read the requirements for making public comment at a School Board meeting and the process for filing a formal complaint.

Larry Lewin said that standardized testing would begin again after two years. He gave some history on the implementation of the tests. He said that the tests were detrimental and that there were better ways to assess learning. He shared that the district could express their opposition to the tests. As well, parents could opt out their students and the district could put an opt out link on their website.

Mr. Lewin said that testing dates were not listed on the district or school websites. He urged the district to remove barriers for opting out.

Roscoe Caron thank the board for their hard work. Mr. Caron also spoke about the rights of parents to opt out their students from standardized testing and gave examples of comments about and actions against parents who chose to opt out. He considered the actions a willful obstruction of those exercising their right. He also asked for easy access to opt out forms and objective information on the website. He expressed his hope that the board would support the rights of parents to opt out.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of EEA, thanked the board for their work to choose new board members and a new superintendent. She expressed the issues that teachers were facing as demoralizing: tight schedules and inadequate staffing. She said that teachers were leaving the profession. She asked the board to consider as they chose two new board members whether their experiences and expertise would add to the abilities of the board to connect to teachers and their students.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Alicia Hays said that board members had been working very long hours. She thanked all the applicants for open board positions. Ms. Hays reported that she was preparing for the Charter School reviews and was also planning to replace Mary Walston on the Lane Council of Governments.

Ms. Rabasa also expressed her thanks to all the applicants for the open board positions for their enthusiasm and civic mindedness. She also thanked the students representatives for their reports, advocacy and call for proactive measures. She wanted to attend a Jim Garcia event at one of the campuses. She said that she had received inspiration from attending a National School Board Association conference and planned to share more about her experience in the coming month. She also expressed her appreciation for Mr. Lewin and Mr. Caron's tireless advocacy for opting out of standardized testing. She said that Bethel School District had a more robust and inclusive opt out process which included the form in many languages and suggested that Eugene create a similar process.

Mr. Lafer also thanked all the applicants for the board. He was grateful for their willingness to make change. Mr. Lafer spoke about the pilot program to put back librarians in three elementary schools. He had asked for a recommendation on ways to pay for the initiative and would not be comfortable approving a budget that did not have the funds set aside. Mr. Lafer then spoke about mental health. He agreed with Ms. Measelle that many of the actions the district planned to take were in response to recent events, and not proactive. He wanted to explore ways that schools could support mental health, such as reducing the amount of time spent on testing and making it easier for a parent to opt out their student. He also wanted to look at making changes to the schedule for high school students and possibly cut class time in exchange for a longer lunch period so that they could connect with teachers. Mr. Lafer made an additional request to make lunch periods be device free time so that face to face interaction could be promoted.

Ms. O'Rourke said that professional and classified staff were approaching her with their concerns and requests for help. She said that it was a concern to her how many staff felt that

they were not appreciated and were suffering. She said that the district had a negative reputation and that the culture was not changing for the better. She asked to learn the reasons for staff resignations. She gave an example of a staff member who was given the option to make changes to the way they worked or resign. She concluded by inviting any other district staff to reach out to her with their comments and concerns.

XI. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Meeting Minutes: February 23, 2022 Board Work Session and Regular Meeting; March 2, 2022 Board Work Session and Regular Meeting; March 9, 2022 Board Work Session and Special Meeting; March 16, 2022 Board Work Session and Regular Meeting; April 11, 2022 Special Meeting and Executive Session
2. Approve Routine Personnel Actions
Presenter: Karen Hardin, Director of Human Resources
3. Approve Contract with Meili Construction – Career and Technical Education Future Build Construction Technology Project
Presenter: Tia Holliday, Career and Technical Education Administrator and Andy Dey, Director of Secondary Education

Chair Newman entertained a motion to pass the consent agenda. Ms. O'Rourke asked for more information about the process to choose a family for the Future Build program. She wanted to make sure that it was equitable. Chair Newman said that the board would be receiving an update on the program at a later time. Ms. O'Rourke asked to remove item 3 until she could learn more about it. At Superintendent Vandercar's request, Mr. Dey responded that he did not believe that a family had already been chosen, but he would return later with more information. Chair Newman asked whether the item on the agenda could move forward without detriment to the selection process. Mr. Dey responded that the item was about approving the contract to begin the construction, not about the selection of the family. In response to Ms. O'Rourke's question, Mr. Dey responded that the district did not have a contract with Cornerstone Housing. Ms. O'Rourke asked to learn more about the Memorandum of Understanding or other document of agreement with Cornerstone Housing. Chair Newman suggesting that staff could bring more information at a later date.

Ms. Rabasa moved and Ms. O'Rourke seconded to approve the items on the consent agenda.
The motion carried unanimously 5:0.

XII. ITEMS FOR INFORMATION

1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan
Presented by: Cydney Vandercar, Interim Superintendent
This item was tabled for a future meeting.
2. Receive FY22 Second and Third Quarter Financial Report
Presenter: Andrea Belz, Director of Finance
This item was tabled for a future meeting.
3. Receive Information for the Superintendent's Mental Health Committee
Presenter: Judy Newman, Board Chair

Chair Newman introduced Superintendent Vandercar to share information on the mental health committee, who said that her hope was to begin the work as soon as possible at the same time keeping in mind how much other work the board had to accomplish before the end of the year. Ms. O'Rourke said she hoped to create a committee that met more than twice a year and was more involved in the work. Her vision was to have a committee that was comprised of community members, staff, and other stakeholders and met at least every other month but preferably once a month to advise the district on ways to make existing programs more robust.

Superintendent Vandercar said that there was no policy that would support the oversight of a committee. Chair Newman suggested that the committee would be advisory and share ideas. Superintendent Vandercar responded that the first task would be to share with the community all the work that was already occurring: although some staff were aware of the scope of the work, the community was not. In response to Chair Newman, Ms. Vandercar said that they would send an open invitation to learn more from staff.

Ms. Rabasa asked whether the committee would be permanent, and what was the difference between a superintendent committee and a board committee. Ms. Nesbit said that public meeting law would not apply to a committee called by the superintendent. She would not recommend a committee that was governed by both a superintendent and a board.

There was additional discussion about the structure of the committee. Superintendent Vandercar said she expected the committee to be permanent, as opposed to ad hoc.

XIII. ITEMS FOR ACTION

1. Consider Applicants for Appointment to the Board and Select Finalists to Interview
Kerry Delf, Chief of Staff

This item was moved before item XII during the agenda review.

Chair Newman reviewed the process that had occurred earlier during the work session. Ms. Delf added that of the original thirty-eight applicants, four had withdrawn. In addition, there were some applicants who had not made an oral presentation before the board, but those persons could still be considered on the merit of their written statements.

The board had agreed that each would vote for up to six persons. When a slate of up to six was finalized, those persons would return for an additional interview and the board would then choose two.

After the first round of voting, Ursula Brady received one vote; Danelle Crowley, 1; Deborah Dailey, 2; Tom Di Libert, 3; Jesse James Egan Sr., 1; Scott Fellman, 1, Mysti Rose Frost, 1; Thomas Hiura, 1; Michelle Hsu, 4; Daniel Patrick Isaacson, 1; Katina Johnston, 1; Jennifer Jonak, 3; Keerti Hasija Kauffman, 2; Jackson Kai Kellog, 2; Erika Rauer, 1; Andrew Ross, 1; Marianne Senhouse, 1; Carlos Sequeira, 2; and Jacou Taylor, 1. Ms. Delf suggested moving the person with four votes forward and removing those persons who did not receive any votes. She asked each board member to vote for up to four.

After the second round of voting, Danelle Crowley received one vote; Deborah Dailey, 1; Tom Di Liberto, 3; Jesse James Egan Sr., 1; Scott Fellman, 1; Thomas Hiura, 3; Daniel Patrick Isaason, 3; Katina Johnston, 1; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2, Jackson Kellogg, 1; Andrew

Ross, 2; and Carlos Sequeira, 3. Ms. Delf suggested again removing all the candidates who did not receive any votes and perhaps increasing the amount of votes each board member could cast to five.

After the third round of voting, Danelle Crowley received one vote; Deborah Dailey, 3; Tom Di Liberto, 3; Scott Fellman, 2; Thomas Hiura, 3; Daniel Patrick Isaacson, 3; Katina Johnson, 1; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2; Jackson Kai Kellogg, 1; Andrew Ross, 2; and Carlos Sequeira, 2. Ms. Delf suggested that candidates who received zero and only one vote be removed before moving onto round four. Board members agreed to vote for five candidates.

After the fourth round of voting, Deborah Dailey received two votes; Tom Di Liberto, 3; Scott Fellman, 2; Thomas Hiura, 3; Daniel Patrick Isaacson, 3; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2; Andrew Ross, 2; and Carlos Sequeira, 2. The board discussed how to proceed to reach a consensus on who would be the finalists. There was additional discussion about bringing forward Tom Di Liberto because he had lost by very few votes in the past board election. Chair Newman said that she would not allow a person to be appointed without a vote. Ms. O'Rourke advocated for Mr. Di Liberto being appointed. Mr. Lafer opined that it was important for the board members to vote for the persons that they felt were best candidates for the positions. He also advocated for Mr. Di Liberto. Ms. Hays shared her respect for the ways in which board members saw situations in different ways. Mr. Lafer considered the actions against Mr. Di Liberto politicking against having a teacher voice on the board. Chair Newman said that she would rather put her efforts into creating a better relationship with Eugene Education Association so that more than one voice would represent teachers. Ms. Rabasa said that the argument Chair Newman was making often led to very narrow power structures. She added that EEA supported Mr. Di Liberto's application to the board. She also did not think that the conversation the board was having would show support to EEA.

Ms. Hays wondered why the board was discussing Mr. Di Liberto and not the other candidates who remained on the ballot.

Mr. Lafer suggested doing another round of voting. The board agreed to vote for four.

After the fifth round of voting, Deborah Dailey received three votes; Tom Di Liberto, 3; Scott Fellman, 1; Thomas Hiura, 3; Daniel Patrick Isaacson, 2; Jennifer Jonak 1; Keerti Hasija Kauffman, 2; Andrew Ross, 2; and Carlos Sequeira, 1. It was suggested that the six persons who had two votes or more, and the person who had already been chosen be moved forward to the finalist round. There was a heated discussion about the merits of the suggestion.

After a brief break, the board returned. Chair Newman made two suggestions: to vote another time and see whether they could reach consensus on five candidates, or move the slate of six forward. Mr. Lafer moved to vote one more time and move forward all the candidates who had either two or three votes. Ms. O'Rourke seconded the motion, which passed 5:0.

Ms. Hays moved to change the board finalist interviews to April 27, and vote at the beginning of the board meeting on May 2. Chair Newman seconded the motion. Ms. O'Rourke said that the schedule had been made and she wanted to stay with the original plan. She also said that she would not vote for a superintendent if the board was not complete.

Mr. Lafer also wanted to have a seated board by April 27. Chair Newman expressed her concern that the board was trying to accomplish too much in a short time frame. Ms. Rabasa said that sticking with the schedule felt the most responsible option given all the pressing issues. She added that she felt that the board needed to seat their new members as quickly as possible.

After further discussion, Mr. Lafer called the question to change the timeline on choosing the two final board members. **The motion did not carry 2:3 with Ms. O'Rourke, Ms. Rabasa and Mr. Lafer voting no, and Ms. Hays and Chair Newman voting yes.**

The board continued with the voting process.

The results of the sixth round of voting were: Deborah Dailey, 2; Tom Di Liberto, 3; Scott Fellman, 0; Thomas Hiura, 3; Daniel Patrick Isaacson, 3; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2; Andrew Ross, 2; Carlos Sequeira, 2.

Mr. Lafer expressed his regret that staff had to stay for so long. Chair Newman said that the rest of the agenda had been changed to include only the item for information on performance indicators and the item for future action on the 2022-23 calendar. Mr. Lafer seconded Ms. Newman's proposal. Ms. O'Rourke asked to add back the item for information on the mental health committee. Mr. Lafer seconded the amendment. **The vote on the amendment was 5:0. The vote on the original motion was 5:0.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Revisions to Board Policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools; and adoption of Board Policy KGBB – Firearms Prohibited
Presenter: Christine Nesbit, General Counsel
This item was table for a future meeting.

2. Approve the 2022–23 School Calendars (10 minutes)
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit presented the calendars for the 2022-23 school year. There were separate calendars for elementary and secondary schools, both of which had been designed in collaboration with operations and instructional staff and in consultation with EEA. The calendars took into consideration local higher education calendars, labor contracts, state and federal holidays, and board policies.

Ms. Nesbit outlined the calendars: school would begin on September 7 and end on June 15. Teachers would report on August 26. There would be two teacher work days in lieu of student instruction days, to give relief to teachers.

Ms. Nesbit added that on the second Friday of October, instead of traditional in-service, teachers would have a non-instruction work day.

Mr. Lafer asked whether there had been any controversial discussions with EEA. Ms. Nesbit responded that there had been question about the permanency of the two non-instructional

work days that had been initially added for COVID relief, and resulted in a decrease in instruction days.

Ms. Rabasa clarified that the two days were expected to be teacher workdays. Ms. Nesbit affirmed that they were not professional development days. Superintendent Vandercar said that the two days in question were December 2 and March 17. There was an additional brief discussion about holidays.

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

2021–22 Board Meeting Dates:

APRIL: 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

XVI. ADJOURN

Chair Newman adjourned the meeting at 10:24 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

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

Date: April 27, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a special meeting at 5:30 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, April 22, 2022 and published in *The Register-Guard* on Monday, April 24, 2022.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Maya Rabasa, Vice Chair
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Gordon Lafer
Laural O'Rourke

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
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA:

KRVM

I. SPECIAL BOARD MEETING

Chair Newman called the special meeting to order at 5:34 p.m. The purpose of the meeting was to appoint two board members to fill open positions 5 and 7. The board would be choosing from among eight finalists.

Chair Newman said that she trusted that each board member had considered the qualifications and characteristics important to them and asked each board member to share with the public. Mr. Lafer interjected that he hoped the board would also have time to discuss candidates. Ms. Hays asked whether Mr. Lafer planned to discuss the merits of each candidate or the ones that he supported. Mr. Lafer wanted to hear what each board member thought of different candidates.

Chair Newman said that the anti-bias training they had received promoted the approach that she was suggesting. Ms. Hays offered to go first.

Ms. Hays said that she was looking for candidates who could help increase the diverse voice that already existed on the board, who were active in schools and had a strong connection, who

had young children, had a commitment to serve all students and all pathways to student success, and who supported staff. She would also be choosing someone whom she thought could build bridges and help the board connect with the many communities of which 4J was a part; a strong leader who recognized their role in the community and as a board member.

Ms. O'Rourke was looking for a candidate with an honest voice and passion, and who had either been in education or had been around educators. Ms. O'Rourke was uncomfortable with hiring another person who had been an executive director or an administrator. She wanted someone with curiosity who could look at things a different way. She remembered her favorite and least favorite teachers. She did not want to fit into a stereo type. She regretted that the community was not choosing the new board members because she did not think it was best for the board to be doing so.

Vice Chair Rabasa said that she had asked herself the same question the applicants had to answer: what were the most pressing concerns the board would face in the next two years? With regards to equity work, Ms. Rabasa was looking for a candidate who was compassionate and steadfast in their values; an understanding of diversity, equity and inclusion; collaborating and collecting community input; committed to equally accessible education. Ms. Rabasa also sought a candidate who had demonstrable success and experience working on a board, with a community and with students; and someone who could cultivate a relationship with district staff. She finished by saying that she sought a board member who was up-to-date with district challenges in order to give their input to hiring a new superintendent.

Mr. Lafer was interested in someone who had a proven track record working with diverse student populations, focusing resources on the schools that needed them most, had experience in a classroom, was committed to reducing testing and supporting creative teaching, and committed to reducing anxiety and self-harm by students. He was also looking for someone who had concrete ideas, was ready to make significant improvements with a limited budget, and could restore trust with teachers and parents.

Chair Newman was hoping to find someone who was an independent thinker, was curious, open, and communicated in a transparent way; who had a commitment to ensuring that all students were heard; someone who had fresh eyes and ideas and was a problem-solver; someone who could build bridges, make compromise and think critically. Chair Newman was also looking for someone who had lived or worked in an educational setting, had experience advocating for students who were underrepresented, and could build trust in the community. Chair Newman continued that she was seeking someone with a strong equity focus and experience at a systemic level, and with knowledge regarding policies and how to implement them at a systemic level. She sought someone who had respect for all staff in the district.

Ms. Rabasa asked to take thirty seconds as a group to do a short breathing exercise.

Ms. O'Rourke asked whether the board would have time to discuss how they would vote. Ms. Delf clarified that the normal procedure would be to use a ballot to vote for their choices. Multiple ballots might be necessary to reach a consensus on two finalists. There was a discussion about how many to vote for on the first round of voting and whether the board would comment on their choices for finalists before or after they did the first rounds of voting. It was decided that the board would vote one round for two candidates.

After the first round of voting, Ms. Hays voted for Mr. Sequeira and Ms. Kauffman; Mr. Lafer for Ms. Hsu and Mr. Di Liberto; Chair Newman for Mr. Sequeira and Ms. Kauffman; Ms. O'Rourke for Ms. Hsu and Mr. Di Liberto; and Ms. Rabasa for Ms. Hsu and Mr. Di Liberto.

There was a discussion whether the candidates who received zero votes would be dropped from the ballot. Ms. Hays suggested discussing whom each board member would be voted for. Ms. O'Rourke suggested returning to using Robert's Rules of Order to decide how to proceed. Mr. Lafer suggested to vote again for three, and remove those candidates who received zero votes. Chair Newman suggested listing each candidate and discussing whether they should remain on the ballot or not. Ms. Hays and Ms. Rabasa discussed the option of voting for three people instead of two as a compromise.

Ms. Rabasa moved to do a round of voting with all eight candidates, with three votes cast by each board member, after which candidates who received zero votes would be eliminated. Mr. Lafer seconded the motion. Ms. Delf asked for clarification of what would happen if someone received four votes. Ms. Rabasa added to her motion that if there were three candidates who received four votes, there would be a finalist round of voting to follow. If two candidates received four votes, those two would become the board members. If one candidate received four votes, that person would be a board member, and the board would vote for one more candidate. Mr. Lafer seconded the clarification. **The motion passed 5:0.**

After the second round of voting, Ms. Hays voted for Mr. Sequeira, Ms. Jonak, and Ms. Kauffman; Mr. Lafer for Ms. Hsu, Mr. Hiura and Mr. Di Liberto; Ms. Newman for Mr. Sequeira, Mr. Isaacson and Ms. Kauffman; Ms. O'Rourke for Mr. Ross, Ms. Hsu and Mr. Di Liberto; and Ms. Rabasa for Ms. Hsu, Mr. Hiura, and Mr. Di Liberto. No Candidate received zero votes.

After a brief recess, Mr. Lafer moved to vote for two persons and to remove those who received zero votes. Ms. Rabasa seconded the motion. Ms. O'Rourke said that while she wanted to narrow down the field, she was aware that compromise might be necessary.

After discussion, in which it became clear that the board could not agree, Ms. Rabasa called to table the motion in discussion. Ms. O'Rourke seconded the call to table, **which passed 5:0.**

There was discussion about how to narrow down the field after which the group returned to the previous motion by Mr. Lafer. Ms. O'Rourke called for the vote. **The motion did not pass 3:2 with Ms. Rabasa, Ms. O'Rourke and Mr. Lafer voting yes, and Ms. Hays and Chair Newman voting no.**

Ms. Rabasa moved that the board do one more round of voting to ballot for three candidates, and remove those who received zero or one vote. Mr. Lafer seconded the motion. Ms. O'Rourke asked for a friendly amendment to repeat the vote, and only remove those with zero votes. Ms. Hays seconded the amendment. Mr. Lafer suggested that the board agree to Ms. O'Rourke's suggestion, and then if there were no changes, to vote as Ms. Rabasa suggested. After a clarification by Ms. Nesbit, Ms. O'Rourke withdrew her amendment. Mr. Lafer then restated his amendment. **The amendment did not pass 3:2, with Ms. Rabasa, Mr. Lafer and Ms. O'Rourke voting yes, and Ms. Hays and Chair Newman voting no.** The board voted on Ms. Rabasa's motion to vote for three and remove those with zero or one vote. Chair Newman called for the vote, with the same result that the motion did not pass.

It was decided to have an open discussion. Ms. O'Rourke said that the board would not be effective until they had all seven board members seated. She encouraged the board to consider all options to fill the vacancies. She added that the board needed to have all seven members before they interviewed the finalists for the position of superintendent.

Ms. O'Rourke continued that she felt strongly that it was necessary to have an educator on the board to bring the voice of teachers to the table. She was promoting Mr. Di Liberto. She considered his willingness to be on the board and the support he received in his previous bid for a board seat to be a positive indication of his talents.

Mr. Lafer also supported Mr. Di Liberto as a board member, who had many supporters among the community. Mr. Lafer listed Mr. Di Liberto's history that made him a good candidate, include as the bargaining member of Eugene Education Association, which gave him insight into all the issues facing educators as well as honing his skills for creating consensus. Mr. Lafer read from letters he had received in support of Mr. Di Liberto. He wanted to hear from those who did not consider Mr. Di Liberto a good candidate for the board.

Ms. Hays said that she did not know any candidates, except Mr. Di Liberto. She had voted for Ms. Kauffman, who seemed that she would bring a sense of calm and harmony to the board. Ms. Kauffman also had students and was involved at the school level, and who had experience through her work which would be an asset to the board. Ms. Kauffman was also a first generation immigrant.

Chair Newman said that while she respected Mr. Di Liberto, and had been clear that she wanted a teacher's voice to give input to the board, her intent was to strengthen the relationship between the board and all teachers, instead of relying on just one voice to speak for all teachers. She added that the same was true for classified staff and administrators as well. She had cast her vote for Mr. Sequeira, who was an immigrant and grew up in poverty. He had spent many years supporting education in his community. He was someone who students could look up to and could be a bridge to his community.

Ms. Rabasa brought forward Ms. Hsu as her best candidate. Ms. Hsu had been supported by board members and the superintendent in her work on the Equity Committee and had participated in the crafting of the racial harassment policy. Ms. Rabasa was also impressed by Ms. Hsu's willingness to categorize the library for the Chinese Immersion Program upon its move to Kennedy Middle School. Ms. Hsu was also an immigrant and would represent a community that was not well known. Ms. Rabasa had also selected Mr. Di Liberto whose decorum and personability were soothing and welcoming. She was hungry for a calming presence on the board. Ms. Rabasa remembered that it had also taken her many attempts to become a board member during a time when candidates who had access to teacher voice were being rejected. She said that Mr. Di Liberto was the teacher's choice for a board member.

Ms. O'Rourke said that she was concerned about the conflict of interest that appointing Mr. Sequeira to the board would create since he had worked for LaneESD. She appreciated Ms. Kauffman's passion, and did not know Ms. Hsu very well.

Mr. Lafer said that he agreed with the comments that had been made about Ms. Kauffman, Mr. Sequeira and Ms. Hsu as immigrants who could forge connections to their communities. He reasoned that in the same manner, Mr. Di Liberto could do the same for educators. He said that

EEA was not a political organization, but a representative one, and to have Mr. Di Liberto as a board member would create a partnership.

Ms. Rabasa said that while there was not a quorum of the board because there were only five board members, there was a majority, which was significant. She hoped to find a way to communicate that the board could come to a place of agreement, not because of personal interests, but because of what was better for students.

After a brief break, Chair Newman asked whether there was further discussion, or whether voting should resume. Ms. O'Rourke said that it was important to get the voting finished that evening.

Chair Newman said that in a small community such as Eugene, there was always the risk of conflict of interest and she hoped any board member would consider it if the issue arose for them.

Mr. Lafer moved to vote for three persons. Any candidates who had four votes would be a board member and those who received zero would be removed from consideration. Ms. O'Rourke seconded the motion. **The motion passed unanimously 5:0.**

Ms. Delf clarified that if three candidates received four votes, there would be a finalist round.

After another round of voting, Ms. Hays voted for Mr. Sequeira, Ms. Jonak, and Ms. Kauffman; Mr. Lafer voted for Ms. Hsu, Mr. Hiura, and Mr. Di Liberto; Chair Newman voted for Mr. Sequeira, Ms. Jonak, and Ms. Kauffman; Ms. O'Rourke voted for Ms. kauffman, Ms. Hsu, and Mr. Di Liberto; and Ms. Rabasa voted for Ms. Hsu, Mr. Hiura, and Mr. Di Liberto. Mr. Ross and Mr. Isaacson received zero votes and were removed from the ballot.

Mr. Lafer made a motion to appoint Ms. Hasija Kauffman and Mr. Di Liberto to the board. Ms. O'Rourke seconded the motion. Ms. Rabasa said that while she was uncomfortable appointing two members without further voting, she recognized that the minority might stonewall the vote. She wondered whether it might be better to do another round of voting. Chair Newman said that she was voting her conscious and was not trying to stonewall anyone. She cared deeply about the district and was not voting offensively or defensively.

Ms. O'Rourke said that all board members were voting their conscious and asked for compromise. She wanted to vote on Mr. Lafer's proposal. Mr. Lafer said that he was happy to table his motion so that the board could do another round of voting. **The board agreed by unanimous vote to table Mr. Lafer's motion.**

Ms. Rabasa moved to do another round of voting with two votes per board member. Those candidates with zero votes would be removed from the ballot. **The motion did not pass**, with Mr. Lafer, Ms. Rabasa and Ms. O'Rourke voting for the motion and Ms. Hays and Chair Newman against.

Ms. Rabasa asked Ms. Hays why she could not agree to the motion. Ms. Hays said that eliminating candidates would make it more and more difficult to make a compromise.

Ms. Hays moved to vote again with two votes per board member, but not eliminate any candidates. Ms. Newman clarified that anyone who received four votes would become a board member. **The board agreed by unanimous vote.**

After a fourth round of voting, Ms. Hays voted for Mr. Sequeira and Ms. Kauffman; Mr. Lafer for Ms. Hsu and Mr. Di Liberto; Ms. Newman for Mr. Sequeira and Ms. Kauffman; Ms. O'Rourke for Ms. Kauffman and Ms. Hsu; and Ms. Rabasa for Ms. Hsu and Mr. Di Liberto. Mr. Sequeira received 2two votes; Ms. Kauffman, 3, Ms. Hsu, 3 and Mr. Di Liberto, 2. Ms. Jonak and Mr. Hiura did not receive any votes.

After a recess, Mr. Lafer moved to appoint Mr. Di Liberto and Ms. Kauffman to the board. Ms. O'Rourke seconded the motion.

Mr. Lafer said that it was critical to put a teacher on the board. He also understood that the board was in two camps and he was proposing his motion as a way forward.

Chair Newman called for the vote; **The motion did not pass 3:2 with Ms. Rabasa, Ms. O'Rourke and Ms. Di Liberto voting yes, and Ms. Hays and Ms. Newman voting no.**

Ms. Hays moved to appoint Ms. Hasija Kauffman and Ms. Hsu. Ms. O'Rourke seconded the motion. Ms. Rabasa amended the motion to be Ms. Hasija Kauffman and Ms. Jonak. Mr. Lafer seconded the motion. **The amendment failed 2:3 with Ms. Rabasa and Mr. Lafer voting yes, and Ms. Newman, Ms. O'Rourke and Ms. Hays voting no.** Chair Newman called for the vote on the original motion made by Ms. Hays.

Ms. Rabasa said that she would not be the person who caused the motion to fail, but she wished that there had been more compromise. **The vote to appoint Ms. Hsu and Ms. Kauffman passed 5:0.**

Superintendent Vandercar swore Ms. Michelle Hsu in as board member in position 7 for the term beginning that evening, April 27, 2022 through June 30, 2023.

After a brief break, Superintendent Vandercar swore Ms. Keerti Hasija Kauffman via video conference as board member in position 5 for the term beginning that evening, April 27, 2022 through June 30, 2023.

Chair Newman asked Ms. Hsu and Ms. Kauffman to hold the dates May 11 and May 12 for superintendent finalist interviews. May 12 would be the day the board interviewed the candidates. Ms. Fjordbeck would send the board the list of dates and activities.

II. ADJOURN

Chair Newman adjourned the meeting at 8:36 p.m.

Cydney Vandercar

Judy Newman

District Clerk

Board Chair

(Recorded by Eliza Drummond)

DRAFT

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

Date: May 4, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 p.m. and a regular board meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, April 29, 2022 and published in *The Register-Guard* on Monday, May 2, 2022.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Maya Rabasa, Vice Chair
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Gordon Lafer
Laural O'Rourke

STAFF:

Cydney Vandercar, Superintendent
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Andy Dey, Director of Secondary Education
Kat Lange, Director of Educational Support Services
Christine Nesbit, General Counsel
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Andrea Belz, Director of Finance
Holly Langan, Director of Nutrition Services
Lisa Fjordbeck, Executive Assistant / Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Joselin Godinez, Churchill High School
Johanna Gilbert, Sheldon High School

EMPLOYEE ASSOCIATIONS:

EEA (Sabrina Gordon / Imelda Cortez)
MAPS (Seth Pfaefflin)

MEDIA:

KRVM, Double Sided Media

I. EXECUTIVE SESSION

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 executive sessions are confidential and shall 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.

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman called the regular board member to order at 7:03 p.m. and noted that all board members were present. After the board recited the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

Mr. Lafer asked to add an item for action regarding standardized testing. Ms. O'Rourke seconded the motion. Mr. Lafer said that he had received many comments from teachers that they were being warned against commenting negatively about standardized testing. He wanted to have an action that made it clear that teachers were allowed to speak freely. Chair Newman asked for a vote. **The motion passed unanimously 7:0.**

There were no other changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar welcomed new board members Hasija Kauffman and Hsu. She expressed her appreciation to licensed staff during national teacher's week. She said that she could see caring and learning happening.

Superintendent Vandercar continued that a team was meeting with three vendors to choose a program for a low barrier system for reporting harassment and bullying. She had also attended a meeting at the University of Oregon to learn more about efforts to provide options for students to prepare themselves for careers that did not require a four-year college degree. She also met with a team from 4J and the Oregon Department of Education to determine how to collect and combine data from six different initiatives. The process would not bring in additional funds, but would organize six grants into one.

Superintendent Vandercar congratulated Joselyn Godinez and Teryn Rios for being awarded the Beat the Odds Scholarship the evening prior. She also mentioned that members of the Churchill High School Swim team were in the audience and invited Coach Megan Murphy and her team to join her on the podium to be congratulated for their State Championship. Ms. Murphy introduced the students who had attended and shared their accomplishments. Kelsey Wasikowski took first in the 100 meter breaststroke with a new 5A state record; Kylie Taylor took first in the 200 meter medley and first in the 100 meter backstroke; Lauren Larsen took first in the 200 freestyle and third in the 100 meter butterfly; and Emily Ashton took seventh place in

the 100 meter butterfly and eleventh in the 100 meter backstroke. All four girls were first in the 200 meter medley relay and 400 meter freestyle relay. Of the boys who competed, Charley Page-Jones took first place in the 50 meter freestyle and first in the 100 meter butterfly. His win was also a new OSAA state record.

VI. COMMENTS BY BOARD CHAIR

Chair Newman was happy to celebrate student accomplishments. She welcomed new board members Keerti Hasija Kauffman and Michelle Hsu and advised them to get lots of rest and to eat well and to be ready for a crash course in being a school board member. She was pleased to add their talents and skills to the board.

Chair Newman announced that the board had selected four superintendent finalists and there would be more information later in the meeting.

She also acknowledged teachers during their appreciation week. She said that it was an opportunity to reflect on the teachers that had made an impact in her life and realized that current teachers were impacting their students positively as she remembered. She read some comments from students: "I appreciate that my teachers has a good attitude and teachers me interesting things; My teacher is kind and lets me know what she appreciates about me; My teachers help me learn and solve problems." Chair Newman also asked teachers what they enjoyed about their job: "I have the privilege of helping students discover their gifts and interests; I value the relationships that I can build over time with students; I make sure students feel successful and learn." Chair Newman appreciated the skill and dedication that teachers brought to their work every day.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Joselin Godinez thanked the board for their recognition of her scholarship. She reported that Churchill High School had been busy. The Sources of Strength class had been having activities in the courtyard to raise awareness of mental health, including a small petting zoo. Prom would be that weekend. Advanced Placement and International Baccalaureate testing was occurring. Graduation activities were increasing. Students had been leaving notes of appreciation for teachers. Joselin also shared that there would be a performance of the Wizard of Oz later in the month, along with another unified basketball game.

Johanna Gilbert reported that Sheldon High School prom had occurred in the recent weeks as well as the spring musical. Musical and sports activities were also happening and the Sources of Strength class had similar activities to those at Churchill High School. The African American Student Union was looking for a place to permanently display the artwork that had been created in past months. A student had created a mural in the gender-neutral bathroom to combat vandalism.

VIII. ITEMS RAISED BY THE AUDIENCE

Chair Newman read the requirements for making public comment at a School Board meeting.

Colin Johnson welcomed the new board members. He commented on the choice of Drs. Udosenata and Johnson as finalists for Superintendency and shared some of their

qualifications. He was glad to see candidates from outside the district and considered them the better choice.

Rita Gillihan requested an update on the North region planning meetings and that parent participation be added. Parents had been waiting for the decision regarding the possible co-location of schools. She questioned why the rebuild at North Eugene High School had increased significantly in cost and asked again that parents be included in the meetings.

Jamie Hock thanked the board members for their hard work. She gave background for her comments by sharing that she was a psychologist working with elementary students. She was concerned for the mental health of students and especially that they feel safe and cared for in schools. She continued that time that could be spent attending to the emotional needs of students was instead being used for state assessment testing.

Amanda Hvass offered her support to the board's health and wanted to work with the board on communication skills and achieving unity and understanding. She had observed disrespect and breakdown in trust and hoped that the board would choose to continue the work that Alma Advisory Group had begun, either with herself or someone else as a facilitator. She said that there were eight skills of effective boards.

Tresa Beaver shared her experience in public skills as lacking in creativity. She said that public education was similar at the same time. She also shared her concerns about current sex and gender education and critical race theory. She considered it unacceptable.

Harry Sanger said he had reviewed the applications and comments by recent board applicants and determined that the biggest concerns were equity, mental health and teacher retention. He listed other issues that also been shared by candidates that were not included in the finalists. He shared his opinion about the difference between equity and equality and his concern that many community members would be left out of the decision-making processes.

IX. COMMENTS BY EMPLOYEE GROUPS

Eugene Education Association President Sabrina Gordon welcomed new board members Hasija Kauffman and Hsu. Ms. Gordon recognized that it was Educator Appreciation Week. She noted that while teachers and other educators were grateful for cards and other expressions of appreciation, actions spoke louder than words. She asked for policies and structures that did not lead to a demoralizing job, and for time and resources to allow teachers to excel. She asked the district to bring educators into the planning process and include educators in improvement planning. She referenced House Bill 4030-Educator Recruitment and Retention Grant.

Seth Pfaefflin was the incoming President of MAPS (Managers, Administrators, Professionals and Supervisors). Mr. Pfaefflin expressed his appreciation to teachers. He emphasized the important role that teachers played in shaping the futures of their students and the positive impact that teachers made. He recognized what a challenging job it was to be a teacher. He encouraged parents to reach out to their students' teachers to let them know how much they were appreciated. He also commented on the efforts to urge teachers to become administrators if they chose. He also thanked the board on their work to select a new superintendent.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Keerti Hasija Kauffman thanked her fellow board members for easing the transition into her new role and said her name so that everyone could hear it pronounced properly.

Mr. Lafer welcome the new board members and appreciated the intelligence and experience they brought to the district. He welcomed being able to meet in person and without masks and that proms were occurring. He was supportive of parent involvement in the North Region planning meetings. He said that Teacher Appreciation Week seemed “cheap” in light of the efforts teachers made every day. He was also disappointed that a former teacher was not voted onto the board and suggested it was out of fear of giving teachers too much power in crafting policy. He asked the district to move beyond antagonistic relationships. Mr. Lafer also thanked teachers for the creativity they brought to their classrooms and for being counselor to many students in crisis. He specifically spoke of Ms. Bobbi Willis at South Eugene High School who taught a class called “Sources of Strength,” which promoted social and emotional learning.

Ms. Rabasa also welcome the new board members. She was happy to have a meeting in which the accomplishments of students were being celebrated. She added that she had been influenced by Mr. Johnny Lake, who reminded her that student athletes not only trained their bodies but also their minds in order to achieve at the highest levels. She recognized the student athletes for all the work they had achieved. She also recognized coaches as educators. She thanked Ms. Hock for linking mental health to state testing and looked forward to more conversation about mental health. Ms. Rabasa enjoyed being able to thank teachers in person by serving staff meals. She said that while acts of thanks were important, including educators in policy-making decisions, fair compensation, and professional support, would also be a way to show appreciation for their input.

Ms. Hays had attended the Beat the Odds celebration the evening prior. She was looking forward to beginning charter school site visits and would be attending Lane Council of Governments meetings in retired board member Walston’s place. Instructional Advisory Council would be happening the following week. She thanked Adelka Shawn, her partner of many years, who had been a teacher and in retirement was also tutoring students. Ms. Hays appreciated Adelka for her honesty and input and for the years that she gave to being an educator.

Ms. O’Rourke quoted from a lecture given by Martin Luther King, Jr. at the Nobel Prize Program in 1964 on the occasion of his award of the Nobel Peace Prize, in which he spoke about poverty and racial injustice. She hoped to alleviate some of the poverty that occurred in Lane County. She was asking for a raise in the lowest salaries of the district to a base wage of \$18. She said the raise was overdue and would address longstanding racial and gender inequality and would fuel economic growth and would reduce the use of government programs. She said it was the right thing to do to raise staff out of poverty wages.

Ms. Hsu thanked the board for the opportunity to serve. She said she had received a warm welcome and although she felt like she was barely keeping her head above water, there was always a hand to pull her up.

XI. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Meeting Minutes from March 30, 2022 Board Meeting
Presenter: Cydney Vandercar, Interim Superintendent

2. FOSS Science Kits For All Classrooms (Round 2)

Presenters: Eric Anderson, Director of Curriculum and Brooke Wagner,
Assistant Superintendent for Instruction

Ms. Rabasa moved and Ms. O'Rourke seconded to approve the items on the consent agenda. **The motion passed 7:0.**

XII. ITEMS FOR INFORMATION

1. Receive FY22 Second and Third Quarter Financial Report

Presenter: Andrea Belz, Director of Finance

Chair Newman welcomed Ms. Andrea Belz. Ms. Belz shared that the district had received a new estimate from the Oregon Department of Education indicating that the total payments would be \$97M. While the amount was short of what had been expected, additional funds would cover the gap and the budget would be covered.

Ms. Belz continued that because of recent negotiations, employee groups had received back wages to the beginning of their contract period. Expenditures were on target for the fiscal year. Additional retroactive payments for extended contracts were indicated in the report provided to the board.

In late May, the Financial Services and Nutrition Services would be coming to the board for approval of additional appropriations so that they could spend the funds provided by the state and federal programs for meals for students.

There were no questions from the board. Chair Newman thanked Ms. Belz for her report.

2. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan
Presented by: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar introduced Ms. Delf to share information on key performance indicators in Communications. The two indicators were communication output and outcome metrics, and parent satisfaction with school communication, engagement and transparency (survey).

Ms. Delf said that because of the pandemic, communication directly to parents and internal communications increased. At the same time, there was a reduction in communication from local news media. There was also a significant increase in views of the district's website. Web news articles also increased 2.5 times.

Ms. Hardin reminded the board that the information she was about to share had been gathered earlier in the year. She continued that in the 2020-21 year, the total staff attrition rate had been 8.9 percent, a 3.2 percent increase since 2017-18. Classified staff had the highest attrition rate in 2020-21 (11.1 percent) followed by administrators (10.3 percent) and licensed staff (7 percent). Ms. Hardin said that 4J's rate was under the national average. Ms. Hardin then shared data showing a slight increase in the diversity of licensed staff. She recognized that there was work to do to reach the goal that staff was as diverse as the student population.

Ms. Belz shared data regarding Goal V: Financial reserves. She said that the district no longer had unpaid furlough days, and had been able to maintain a fund reserve of five percent. In

addition, the district has stabilized average elementary class size at ≤ 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, and Grades 9-12: 1:29 students. They had added staff where needed to avoid large class sizes and had used Student Investment Account funds to reduce the ratios.

Mr. Menachemson said that there had been a significant impact to technology needs because of the pandemic. The district had provided resources to all staff and students by providing devices and free internet to those who needed them. Zoom accounts were created as needed. Mr. Menachemson noted that the use of Zoom was down 90% in the 2021-22 school year. He added that voice enhancement in the classroom had been completed in five schools and many other technology upgrades would move forward soon.

Mr. Spain shared that Edison and Gilham Elementary Schools would be completed in the summer of 2022 and North Eugene High School was also on track. In addition, equitable athletic improvements had been made and roofing and other maintenance projects were moving forward.

Chair Newman asked if there were questions. Ms. O'Rourke said that there had not been a good frame of reference regarding staff attrition. She asked what number of staff 8.9 percent represented. She also asked why the numbers would be different for previous years. Ms. Hardin agreed that the numbers from last year would not have changed and she would determine what the number of staff was for attrition. Ms. O'Rourke said that she wanted to see the details of those groups other than white that were included in the group labelled "diversity." Ms. Hardin said that she would break the data down and provide it in the board packet.

Mr. Lafer asked whether the data regarding attrition could be shown by job type, i.e. bus drivers, food workers, teachers, counselors, etc. He also wanted to see the data by racial and ethnic group and also by years of employment. He was aware that many teachers left the profession before five years. Ms. Hardin said she would do her best to get the information and report back to her.

Mr. Lafer then reminded staff that the ratio of licensed staff to student was not the same as teacher to student ratio because it also included non-classroom licensed staff such as counselors. He asked to see the average number of students in a classroom. Ms. Belz said that average class size information was in the budget document. Mr. Lafer said he would review the information before asking additional questions.

Ms. Rabasa asked whether the district had learned more information regarding students and staff who might need augmented communication accommodations. Mr. Menachemson said that technology in the classroom can accommodate the integration of devices as needed by students, but he was not aware of the rate of change in use in the past years. Chair Newman responded that it would be interesting to hear what the district had learned and changes that had been made as a result of the pandemic.

In response to a question by Chair Newman whether retirements were included in attrition percentages, Ms. Hardin answered yes.

3. Review Next Steps in the Superintendent Selection Process

Presenter: Judy Newman, Board Chair

Vice Chair Rabasa reminded the audience that the board had announced the four finalists. She expressed excitement and congratulations to the candidates. They were Andy Dey, Director of Secondary Instruction for the district; Lin Johnson III, doctoral candidate at Harvard Graduate School of Education and past deputy superintendent of finance and strategic operations at Shelby County schools, Memphis, Tenn.; Iton Udosenata, assistant superintendent for Salem-Keizer Public Schools; and Cydney Vandercar, interim superintendent for the district.

Kerry Delf shared that information was on the main page of the district website at 4j.lane.edu and also under the Hot Topics menu. Each finalist had bio information and introductory videos. There would be an opportunity for community members to watch interviews with candidates on Wednesday, May 11, 2022 and a survey would follow.

Vice Chair Rabasa said that the interviews would be conducted by panels that were representative of the district. Panelists were receiving anti-bias training by Alma Advisory Group. The candidates would also be interviewed by the board and would attend a meet and greet with the three employee groups. The district would conduct intensive background checks and would also do site visits.

Chair Newman reminded the audience that there would be a survey available on the district website after the candidate interviews on May 11.

XIII. ITEMS FOR ACTION

1. Approve the 2022–23 School Calendars

Presenter: Christine Nesbit, General Counsel

After brief introductory comments by Ms. Nesbit, Vice Chair Rabasa moved to approve the school calendars. Ms. Hays seconded the motion.

Mr. Lafer asked to amend the motion to authorize the use of all the instructional credits allowed by the state. Mr. Lafer reviewed that the state allowed the use of recess, parent teacher conferences and other non-instructional time as instructional minutes which created the possibility for flexibility as needed. Authorizing their use would not change the calendar, but would ensure that if their use was needed, the superintendent would not have to return to the board to ask for further authorization.

Ms. O'Rourke seconded the amendment. Ms. Hays remembered that the same issue had been discussed earlier and that staff had recommended that the board not approve the authorization. Ms. Nesbit said that authorizing the use of the credits might create unintended consequences. Ms. O'Rourke said that she understood that authorizing the use of the credits would not change the calendar unless the credits were needed. She wanted to give administration all the tools necessary and believed that it would allow the new superintendent to be more successful.

Ms. Rabasa remember that she supported the idea when it first was discussed in August 2021. She still supported the idea because it might add to the social emotional care of students and staff to be able to use the credits. She said that it did not feel reasonable to argue against the state's reasoning for allowing the credits. She considered it a means of care and support to give time for connections and relationships.

Chair Newman said that there was not an urgency to pass the amendment that evening. Postponing the decision would give the new board members time to learn more about the issue. She added that not giving blanket authorization to the superintendent meant that staff could give information about how they were using the credits when they approached the board for authorization.

Ms. Hays asked to table the amendment to the second meeting in August to allow board members and the new superintendent to learn more about the use of the instructional credits. Chair Newman seconded the motion.

Ms. Hsu asked what could be more urgent than the current crisis of mental health that was occurring in the moment.

Ms. Rabasa reminded the board that the reason it had been postponed the year prior was because the calendar for the 2021-22 year had already been decided. She welcomed questions by the new board members.

Ms. Hasija Kauffman asked for time to gather more information about the issue.

Ms. O'Rourke asked staff whether it would be helpful to decide at the same time as the calendar. Ms. Nesbit said that the daily bell schedule, not the calendar, would be most effected by the authorization of the use of the credits.

Ms. Hsu received clarification that the calendar in question was for the upcoming school year, as was the authorization of the use of credits.

Mr. Lafer said he would consider postponing the discuss until the next board meeting. He reiterated that using the credits would relieve stress on already very busy school days. He gave the example of the short amount of passing time in some schools. He added that if bell schedules would be effected by a decision about the credits, it should be done at the next meeting.

Superintendent Vandercar agreed that waiting until August for the authorization of the use of credits was too late, as it would possibly change the bell schedule.

Ms. Hays agreed to amend her date certain to May 18. Chair Newman agreed.

Chair Newman asked if there was further discussion regarding the school year calendar.

Ms. Rabasa asked about the placement of grading days during the week and the calendar. During the discussion, Ms. Nesbit clarified that the calendar had been agreed upon during the Joint Contract Administration Committee. Ms. Rabasa wondered why grading days did not fall on Mondays. Ms. Nesbit said that it sometimes had to do with equalizing the trimesters. Superintendent Vandercar called on Mr. Dey to clarify the decision of the placement of grading days.

Mr. Lafer asked whether Ms. Gordon could speak to the issue. Chair Newman said that the process had been followed and was concerned about asking people in the audience to speak.

Ms. O'Rourke moved to table the motion. Mr. Lafer seconded the motion. **The motion to table passed 5:2.**

Ms. O'Rourke made a motion to hear from Ms. Gordon, president of the Eugene Education Association regarding the placement of grading days. Ms. Rabasa seconded the motion.

Ms. Hays said that it was a slippery slope to call upon one person instead of hearing from staff members as a group on the subject. Ms. Rabasa said that it was setting a good precedent to hear from staff that had information that might be useful. Ms. Rabasa asked an additional question about the placement of the beginnings of semesters. Ms. Nesbit said that the district generally followed the local education institutions' calendars and unfortunately the timing of spring break fell only a week after trimester three began.

In response to a question from Ms. Nesbit, Mr. Dey clarified that the end of the grading day was the time at which grades were due.

Mr. Lafer called for the question for the motion.

In response to additional questions from Ms. Rabasa, Mr. Dey agreed that having a non-student contact day after grading day allowed teachers to prepare for their incoming classes, to make accommodations as needed, and for counselors to determine whether any changes to schedules were needed.

Ms. Hasija Kauffman said that she respected the time and effort that administration had taken to create the calendar.

Ms. Hays asked whether there were secondary teachers on the JCAC. The answer was yes.

Chair Newman reminded the board that they had seen the calendar at the prior meeting as an item for action at a future meeting during which they could have asked the clarifying questions they were posing.

Ms. O'Rourke asked for a new culture in which those with knowledge were allowed to be asked questions. She wanted it to be an inclusive system.

Chair Newman called for the vote to have Ms. Gordon answer questions posed by Vice Chair Rabasa. **The motion passed 5:0 with Ms. Hsu, Ms. O'Rourke, Ms. Rabasa, Mr. Lafer and Ms. Hasija Kauffman voting yes and Ms. Hays and Ms. Newman voting no.**

Vice Chair Rabasa asked Ms. Gordon about the placement of the grading day after the Thanksgiving holiday. Ms. Gordon said that EEA was advisory to the calendar decisions. Once the calendar had been created, EEA had sixty days to give feedback. Ms. Gordon continued that for 2022-23 calendar year, many of the suggestions they had made were incorporated, one of which was to put transition days after grading days in between trimesters. She said that there was a lot to balance: trimester days, holidays, etc. She agreed with Ms. Nesbit's assessment that for the 2022-23 calendar year, there were some difficult decisions made. Ms. Gordon gave additional information regarding positive decisions that were made between EEA and the district to protect teacher time.

Chair Newman asked for a vote on the calendar as presented. **The vote was 7:0.**

Ms. O'Rourke appreciated the process that had just occurred.

2. Adopt a Policy regarding free speech

Presenter: Gordon Lafer

Mr. Lafer asked the board to adopt a policy that read "4J school district employees' right of free speech includes the right to share views regarding the value of standardized tests with parents and guardians. Whether an educator has positive or negative views, has no view at all, or chooses not to engage in such a conversation, parents and guardians have the right to know that educators are expressing their honest opinion without fear of coercion. Employees may not be explicitly or imply encouraged, or directly or indirectly retaliated against for voicing their honest opinion regarding giving standardized tests or standardized testing in general."

Ms. Hays asked Mr. Lafer to clarify that he expected to adopt a policy that evening without any input from legal counsel. Mr. Lafer stated that was his expectation. Ms. Hays responded that while she was very reluctant to approve a policy without input from staff, she supported the idea of a person's right to voice their opinion and wondered whether the sentiment could be expressed in a message from the superintendent and would include a choice on the district website to opt out of standardized testing.

Chair Newman understood that there was a sense of urgency. She suggested making the request to communicate the idea to staff while a policy was being created. Superintendent Vandercar and Ms. Delf said that all families had been notified about state testing, including the choice to opt out, which was also available on the district's "hot topics" web page. Forms had been sent twice to families. Ms. Delf was not aware of any districtwide communication to staff for the current year. She added that in the past, guidance to staff had been that since state testing was a federal requirement, educators were expected not to use their classroom time or roles to advocate for families to opt out, but could provide neutral fact-based information.

Ms. Rabasa expressed her concern that teachers were not allowed to give their assessment, either positive or negative, of a student's ability to participate in state testing, especially because the testing was occurring during that teacher's classroom time.

Chair Newman read from the Oregon Education Association website "Educators (teachers and other staff) have a free speech right to share their opinion about assessment and opt out as individuals during *non-work* hours. Educators can direct students and families to online resources or provide factual information about the law during work hours if asked to do so."

Ms. Hasija Kauffman gave her full support of the sentiment, but asked to consider the measure further before taking a vote.

In response to Ms. O'Rourke's question whether a policy could be passed that evening, Ms. Nesbit said that to do so was a legislative function and she was concerned that the board would be passing a policy without any notice to the public or first reading. Policies were intended to be governing articles and had specific administrative procedures that needed to be followed.

Ms. O'Rourke suggested that Mr. Lafer consider another way forward.

Mr. Lafer amended his motion to say that Superintendent Vandercar send out Mr. Lafer's statement to staff the next day. Superintendent Vandercar said that she would need to ensure that what she sent was appropriate and would send something that was legally verifiable and that she could stand behind. She would contact Mr. Lafer with her final statement before she sent it out. Mr. Lafer agreed that Leadership would also work on it.

There was further discussion about what the timeline for a policy would be.

In response to a question whether Mr. Lafer's wording could be considered a first read of a policy, Ms. Nesbit said that it could not.

Ms. O'Rourke said that she needed more information and was not comfortable. She wanted to write a policy that would last.

Mr. Lafer amended his request into two parts. The first was to ask the superintendent to convey the message that he was suggesting after it had been cleared by Leadership and staff. He then asked that a button be placed on the district website indicating that families and students could opt out of state testing.

Ms. Rabasa suggested using the same language as Bethel School District.

The motion as amended by Mr. Lafer passed 7:0.

After discussion with Ms. Nesbit, Mr. Lafer moved to have a first read of a policy regarding the rights of teachers to convey their opinion about state testing on June 1, 2022 and a second read on June 22, 2022, unless staff could do it earlier. **Ms. O'Rourke seconded the motion which passed 7:0.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Revisions to Board Policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools; and adoption of Board Policy KGBB – Firearms Prohibited

Presenter: Christine Nesbit, General Counsel

Ms. Nesbit said that there were three policies that had revisions and a new policy to consider.

Regarding Policy GBA-Equal employment Opportunity, Ms. Nesbit said that state law had changed and it was now recommended that gender identity be added as a specific protected class. She added it was necessary to incorporate an expanded definition of race to include physical characteristics. The superintendent would appoint a designee as an equal employment opportunity coordinator. The changes also defined the responsibilities of the Title IX coordinator. The implementation of the new policy supported equity in the district.

Policy IGBB-Talented and Gifted Program would be amended to include language that directed the district to provide the opportunity for parents to discuss a course of education appropriate for their student and to allow them to have input on the programs and services. Additional changes allowed for more visibility of the district Talented and Gifted Program on the district website.

Ms. O'Rourke asked to whom she could send questions. Superintendent Vandercar clarified that they should be sent to her.

Policy JFCJ-Weapons in Schools had been amended on the recommendation of the Oregon School Boards Association as a routine function. There were no significant changes.

Ms. Nesbit said that Policy KGBB-Firearms Prohibited was a new policy that addressed changes to Oregon state law that allowed districts to prohibit even members of the public with concealed carry permits from bringing firearms onto school grounds, provided a policy existed. The new policy was written to fulfill the changes to state law. Ms. Nesbit said that the board could decide whether or not it wanted to adopt a policy that prohibited carrying firearms on district property.

Ms. Nesbit remembered that the board had written a resolution in 2018 to prohibit as much as it could firearms on district property.

Ms. O'Rourke asked to see language regarding restorative justice included in the policy. She did not think that school district property was a place for weapons.

Ms. Hsu clarified that JFCJ was for students and KGBB was for members of the public.

Ms. Hays said that she believed that concealed carry should not be allowed on school grounds.

Vice Chair Rabasa appreciated the changes to Policy GBA.

Ms. O'Rourke asked that signage be created to let the public know that weapons were not allowed on school property.

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

Chair Newman asked whether there were any suggestions for items for future meetings. There were none.

2021–22 Board Meeting Dates:

APRIL: Wednesday, April 6; Wednesday, April 13 CANCELLED; Monday, April 18; Tuesday, April 19; 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

XVI. ADJOURN

Chair Newman adjourned the meeting at 10:34 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

DRAFT



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

June 1, 2022

Title

Bond Project –
North Eugene High School Replacement Building – Wireless Access Point (WAP) Equipment

Presenter

Ryan Spain – Director of Facilities

Background

To support teaching and learning throughout, each of the District buildings includes a grid of WAPs. This grid provides even internet access coverage from all locations in the new building. This purchase incorporates the necessary equipment for the new North Eugene High School Replacement Building. These project components have been paid for through past General Obligation Bond funds. With the new replacement building underway for North Eugene High School, the district needs to award the WAP Equipment, normally managed directly by the district.

Budget/Resource Implications:

The quotation by PNW Security, LLC is \$172,445 and is within the budgeted amount for the equipment. The equipment will be funded from General Obligation Bond funds.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award to PNW Security, LLC for the North Eugene High School Replacement Building project - WAP Equipment in the amount \$172,445 funded from General Obligation Bond funds.



ITEM FOR ACTION (Second Read)

Date of Meeting

June 1, 2022

Title

Approve for Adoption - Elementary Language Arts Curriculum

Presenters

Eric Anderson Director of Curriculum, Katie Stiles Literacy TOSA, Lynette Williams DLI TOSA

Background

On September 1, 2021, the board approved the superintendent's recommendation to initiate the adoption process for elementary language arts including immersion programs.

Our 4J reading data indicates a need for action, specifically for our most underserved students. The decrease in scores reached a point in 2019 at which less than half of our 3rd grade students were proficient in reading. BIPOC students, and/or students who are economically disadvantaged, have significantly lower outcomes.

The current English language arts curriculum used in elementary classrooms was adopted in 2007. An upgrade was purchased in 2015. This curriculum does not align with current research on foundational skills and increased emphases outlined in the new Oregon standards and instructional shifts.

Due to advancements in cognitive science, we now know more about how kids learn to read than ever before. The Science of Reading dispels misconceptions and myths about reading instruction that have held students back for decades. Science of Reading research and understanding has proven that explicit, systematic phonics instruction is key to reading success. This includes phonological awareness, phonics, decoding, encoding, and sight word recognition in addition to language comprehension, background knowledge, and writing skills.

The adoption team reviewed many curricular materials and programs. The team found that knowledge building programs provide a depth of knowledge and understanding that allows for increased vocabulary development, improved engagement for students, opportunities for teachers to customize, and enhanced ability to reach ALL students. As programs were narrowed, two were eventually piloted after using the New York University Culturally Responsive Curriculum Scorecard for selection.

The adoption team oriented toward a vision: To ensure that all students develop literacy proficiency through the Science of Reading, Oregon's College and Career Readiness Standards, and the shared commitment to equitable, culturally responsive pedagogy and practice.

Options and Alternatives

The Language Arts Adoption Team followed the core adoption guidelines in accordance with board policy IIA and made the following recommendations:

- *English Language Arts – Wit and Wisdom, Geodes, Foundations*
- *Spanish Language Arts – American Reading Company*

Budget/Resource Implications

Funds from the 2018 bond will cover the cost of instructional materials. Additional funding for the adoption process and implementation supports are part of the Instructional Department's budget.

If the board chooses not to approve the Language Arts Adoption Team's recommendations, teachers will continue teaching with an outdated curriculum that is not aligned to national and state standards, current research, or best practice.

The purchase price for the ELA and SLA curriculums will cost approximately 4.8 million dollars.

Board and Superintendent Goals

The elementary language arts adoption addresses two goals in Vision 20/20.

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

Goal II: Multiple Pathways to Student Success

Implementation will include professional development in the areas of pedagogy, accessing digital resources, assessment, language arts and social studies alignment, and sustainability of the new curriculum.

Recommendation

The Superintendent recommends the school board adopt the English Language Arts and Spanish Language Arts curriculums.

Eugene School District 4J

Code: **IIA**
Adopted: 7/02/73; 6/16/75
Revised/Readopted: 4/16/80; 10/17/90; 12/11/02;
4/20/16; 11/07/18
Orig. Code: IIA; 4310; 7310.7-7310.8;
7310.1-7310.6

Instructional Resources/Instructional Materials

To improve the quality of instructional programs and to respond to changing instructional, societal and community needs; curriculum cannot remain static. It is essential to modify or replace curricula over time to meet these changing conditions, ensuring that quality educational programs are in place to serve each individual student's learning needs.

For purposes of this policy, instructional material is defined as any organized system that constitutes the major instructional vehicle for a given course of study or any part thereof. The Board believes that the district's instructional materials should represent the highest quality materials available to students and should align with current state, national and/or curricular area standards.

Consistency across the district, particularly in the core curricular areas, is a priority. The Board will adopt instructional materials in core subject areas and the responsibility to select other instructional materials is delegated to the superintendent or designee. The process for selecting instructional materials will be detailed in the associated administrative rules.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Criteria for Selection of Instructional Materials

The district shall adopt instructional materials in accordance with Oregon statutes and regulations and the following basic criteria:

1. Materials will allow students to acquire the knowledge and skills they need to succeed.
2. Materials will meet high standards of quality in factual content and presentation, and be grounded in best practices and based on current research.
3. Materials will be appropriate for the subject area, the age, the social and emotional development, and the diverse ability levels and learning styles of the students for whom the materials are selected.
4. Materials will be culturally and racially responsive and contribute to a multicultural perspective, in accordance with the district's equity decision tool.
5. Materials will meet current state content standards in that subject area. They will also meet technological requirements as well as the National Instructional Materials Accessibility Standards (NIMAS) to accommodate students with visual or print disabilities.

6. Materials will be selected with the involvement of staff, parents and community members.

It is the expectation of the Board that adopted materials are implemented consistently with fidelity throughout the district.

Request for Reconsideration of Instructional Material

Any resident or employee may challenge the appropriateness of the district’s instructional materials. The district will provide a procedure to process such challenges in the associated administrative regulation IIA-AR - Instructional Materials Selection.

Provision of Textbooks and Supplies

The district shall furnish adopted materials for all grades. No student will be denied access to necessary instructional materials because of his/her inability to pay.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-011-0050 to -0117](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

Cross Reference(s):

INB - Studying Controversial Issues
KL - Public Complaints

Eugene School District 4J

Code: **IIA-AR**
Revised/Reviewed: 4/20/16
Orig. Code: IIA-AR

Instructional Materials Selection

The district recognizes that to improve the quality of instructional programs and to respond to changing instructional, societal and community needs; curriculum cannot remain static. It is essential to modify or replace curricula over time to meet these changing requirements, ensuring that quality educational programs are in place to serve each individual student's interests and learning needs.

Definitions

For the purposes of this administrative rule, the following definitions will apply:

1. The "Board" is defined in Board policy BB - Board Legal Status.
2. The "instructional leadership team" is a team of staff members established by the superintendent or designee to provide input into instructional and curricular recommendations and decisions; and to develop, examine, evaluate and refine instructional practices and initiatives.
3. The "instructional advisory council (IAC)" is a district-level advisory committee formed to examine, formulate, provide feedback or make recommendations regarding instructional issues to the instructional leadership team and the superintendent. The membership includes parents, teachers, and administrators representing relevant student groups (e.g., elementary, secondary, special education), Board representatives and others appointed by the superintendent or designee.
4. A "site council" is a group of teachers, classified staff and parents (and sometimes students and/or community members) at each school that works with the principal or administrator to develop, review and evaluate the school improvement plan, instructional programs and school budget.
5. The "adoption team" is a team of staff members formed to research and recommend a short list of curricula for adoption. The membership should include classroom teachers from each relevant school level, subject area teacher leaders, teachers specializing in special education and English language development, building administrators and instructional administrators, and other members as needed, appointed by the instructional leadership team.
6. The "pilot team" is a team of teachers who have volunteered to try out and evaluate units from multiple curricula. The pilot team should include a wide variety of teachers representing all populations of students relevant to the adoption. Members of the adoption team may participate in the pilot.
7. The "standards," as used in this administrative regulation are statements describing what students should know and be able to do at each grade level. The state has adopted academic content standards to set learning expectations in several subject areas.

8. The “curriculum,” as used in this administrative regulation is the lessons and academic content being taught. This encompasses a wide variety of potential educational and instructional practices that structure, organize, and deliver the desired knowledge and skills (standards). Adopted curriculum is the curriculum adopted by the board or approved by the superintendent.
9. The “core subject areas” are English, language arts, math, science, social studies and world languages.
10. The “instructional materials” are the primary instructional vehicle for a given course of study or any part thereof. These form the foundation of what is being taught in a class (e.g., core materials may be textbooks or instructional kits and may contain print, electronic and internet materials).
11. The “supplemental instructional materials” are additional materials that are intended for use across the district or at a particular level or in particular courses (e.g., tiered intervention materials, social skills curricula, community-building curricula). Supplemental instructional materials are intended to support and not supplant the adopted instructional materials for a course of study.
12. The “teacher-selected additional materials” are materials selected by teachers for use in individual classrooms in addition to district-approved instructional materials to enhance or deepen what is being taught in a class (e.g., might include materials to differentiate learning, novels, library books, articles, skill building tools, maps, videos or primary source artifacts).
13. The “pilot” is a small-scale preliminary experiment program or study that helps an organization learn how a large-scale project might work in practice.
14. The “districtwide curriculum adoption process” is the prescribed steps taken when the district undertakes the selection of instructional materials in core subject areas for adoption and implementation districtwide, aligned with state and district standards, policies and administrative regulations. The timeline may vary depending on the subject area and other factors.
15. The “non-adopted instructional materials” is the primary instructional vehicle for a given course of study or any part thereof in areas where there is no districtwide adopted instructional materials. Prescribed steps include when use is appropriate, who is to be informed, who is to have input and who is to approve the use of the instructional materials.
16. The “selection criteria” is a set of standards for evaluating curricula, developed for each curriculum adoption process. The selection criteria should be aligned with best practices, state standards, Board goals and the equity decision tool.
17. The “equity decision tool” is a tool that identifies, evaluates and communicates the potential impacts, both positive and negative, a policy or program will or may have on equity and on all students and families, especially those in underserved demographic groups and protected classes.

Adoption of Instructional Materials in Core Subject Areas

Districtwide curriculum adoptions are undertaken in compliance with state statutes and regulations and are designed to update curriculum in a particular core subject area through the thorough review and assessment of multiple curricular programs in that area as to which one best meets state standards, local curricular objectives, local circumstances and diverse learning needs.

The process is begun through a recommendation to the Board that an adoption is necessary or highly recommended based on the instructional materials adoption schedule defined by the Oregon Department of Education or student need and the funds to acquire and implement the materials are available to be designated or appropriated.

1. Launch

The Board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.

- a. The Board will approve the initiation of the process and articulate the desired outcome (e.g., one consistent curriculum per level). The superintendent will name a process facilitator.
- b. The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.
- c. The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.
- d. The adoption team will report progress to the instructional leadership team and receive feedback.

2. Pilot

The materials are piloted and examined using established criteria and data collected.

- a. The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.
- b. Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.
- c. The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers and administrators.

3. Evaluate and Report

The data is evaluated, materials are ranked and a report is submitted to the instructional advisory council.

- a. Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council.
- b. The instructional advisory council will review the findings and ensure the adoption process has been followed. The instructional advisory council will provide feedback to the instructional leadership team.
- c. The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent.

4. Adopt

The superintendent makes an adoption recommendation to the Board.

- a. The superintendent will make a formal recommendation to the Board to adopt a curriculum.
- b. The decision of the Board is final.

5. Implement

Schools will implement the materials with professional development and evaluation opportunities.

- a. Once the Board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.
- b. Schools will begin using the new curriculum according to the implementation plan.
- c. After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and administrators.
- d. The instructional leadership team will report findings to the superintendent to share with the Board.

Adoption of Instructional Materials in Non-Core Subject Areas and Supplemental Materials

When instructional materials in non-core subject areas or supplemental instructional materials are used districtwide, they will be selected and adopted through the following process. This process will be flexible, depending on the scope and impact of the decision under consideration:

1. Launch and Evaluate

The superintendent launches the adoption, and a team is formed that receives training and elicits input and establishes a vision with aligned criteria.

- a. The superintendent will initiate the process; any teacher, group of teachers or administrator may recommend to the superintendent that this process be initiated. The superintendent or designee will convene a team of teachers and administrators. The team must include members with curricular expertise and contain sufficient representation of affected teachers and student populations.
- b. The team will establish selection criteria, including the criteria for the selection of instructional materials described in this rule and the equity decision tool. The team will use the selection criteria to examine materials. Depending on the scope and impact of the decision, a pilot may be a part of this process.
- c. The team will inform and receive input from affected parents, teachers and administrators.
- d. The team will report progress to the instructional leadership team and receive feedback.

2. Report

The data is evaluated, materials are ranked and a report is submitted to the instructional leadership team.

- a. The team will make a recommendation to the instructional leadership team recommending the selection of materials for districtwide use.
- b. Depending on the scope and impact of the decision, the instructional advisory council may review the findings, ensure the adoption process and provide feedback to the instructional leadership team.
- c. The instructional leadership team will make a recommendation to the superintendent.

3. Adopt

The superintendent makes an adoption decision. The superintendent's decision is final, and once made such materials shall be considered adopted for districtwide use.

4. Implement

Schools implement the materials with professional development and evaluation opportunities.

- a. The team will develop an implementation plan including professional development for affected teachers and evaluation of materials.
- b. Affected teachers will begin using the adopted curriculum according to the implementation plan.
- c. The instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles and report to the superintendent.

Non-Adopted Instructional Materials Process

Many types of instructional materials are not adopted for districtwide use. This process is not an alternative to allow individuals to choose materials in place of districtwide adopted instructional materials.

This process is appropriate for selecting and approving:

1. Instructional materials in any program or subject area for which there are no counterparts at other schools; or
2. Instructional materials for which there is no districtwide adoption.

Non-adopted instructional materials begin used must:

1. Meet the district's criteria for the selection of instructional materials and be evaluated;
2. The evaluation must measure the impact on student learning, include teacher and student feedback, and apply the equity decision tool.

If a single teacher wants to use non-adopted instructional materials, he/she must receive approval from the principal or administrator and if the change is significant, inform parents. If a school or department wants to use non-adopted instructional materials, it must solicit input from the site council or other relevant group, receive approval from the level director who informs the superintendent and then inform parents.

If non-adopted instructional materials are being considered for use at multiple schools, the superintendent or designee will initiate either the core or non-core subject area adoption cycle as detailed in these rules.

Teacher-Selected Additional Instructional Materials

Teachers commonly use their professional judgment to select additional instructional materials to supplement and enrich the instructional program.

1. Teacher-selected additional materials for student use:
 - a. Must align to district criteria for the selection of instructional materials, described in this rule;
 - b. Must be used within legal copyright limits and publisher licensing agreements;
 - c. Shall be carefully previewed by the teacher to ensure the instructional value is appropriate to student age level and classroom subject matter; and
 - d. Must fit the scope, sequence and objectives of the course and align to standards.

2. Movies and Videos
 - a. Principal or administrators will review copyright rules on an annual basis with staff.
 - b. The Motion Picture Association of America rating system will be used as a guideline in determining whether a film will be viewed in the classroom.
 - (1) G (General Audience) films may be used in grades K-12; PG and PG-13 (Parental Guidance) films may be used in grades 4-8 only with permission of the principal or administrator and the parent or guardian;
 - (2) G, PG and PG-13 films may be used in grades 9-12;
 - (3) R (Restricted) films will not be used in grades K-8 but may be used in grades 9-12 with the permission of the principal or administrator and the parent or guardian;
 - (4) NC-17 (No Children under 17) films will not be used.
 - c. Exceptions to these guidelines will be considered on a case-by-case basis by the principal or administrator, who is the final decision maker in such matters.

Criteria for Selection of Library Materials

All libraries have the responsibility for providing access to information and ideas. The primary goal of libraries in the district is to provide materials to implement, enrich and support the instructional program, as well as to provide students with materials for individual study and learning. Attainment of this goal will help to ensure that students and staff are effective users of ideas and information.

The district subscribes to the American Library Association's Library Bill of Rights, with the understanding that the district has the responsibility to provide age-appropriate materials to the school community.

The district affirms the following concepts, which are adapted from the Library Bill of Rights:

1. Age-appropriate books and other library resources should be provided for the interest, information, and enlightenment of students, parents and staff served by the school library. Materials should not be excluded merely because of origin, background or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. A person's right to use a library should not be denied or abridged because of origin, age, background or views.

Gifts to the library may be accepted if they meet the criteria established for the selection of instructional materials.

Request for Reconsideration of Instructional Material

It is recognized that most objections by teachers or parents/guardians to instructional materials in use in the schools are best handled in an informal manner. All requests for any reconsideration of instructional materials on the part of an individual or any organization should be first taken up directly with the principal or administrator. If, after discussion, any question remains, the request for reconsideration must be put in writing to the principal or administrator and address the following information:

1. Complete identification of the complainant and any organization or group he or she may represent;
2. Complete identification of the material to which objection is made;
3. Specific listing of the objections, citing pages, etc., where appropriate;
4. A statement of how the material is objectionable (e.g., what might be the result of using it);
5. Suggestions as to what the school should do about the material; and
6. Suggestions as to possible replacements for the objectionable material.

The principal or administrator, the individual making the request for reconsideration, and the teacher will then meet together as soon as practicable. Any conclusion reached shall be put in writing and given to each person at the conference. When agreement is not reached, a copy shall be given to the appropriate director and a second conference will be held to include the director.

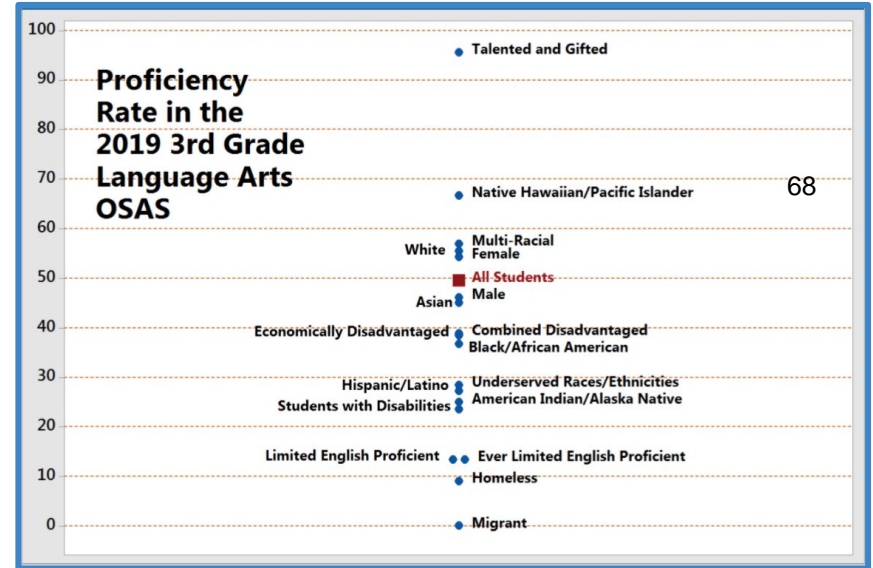
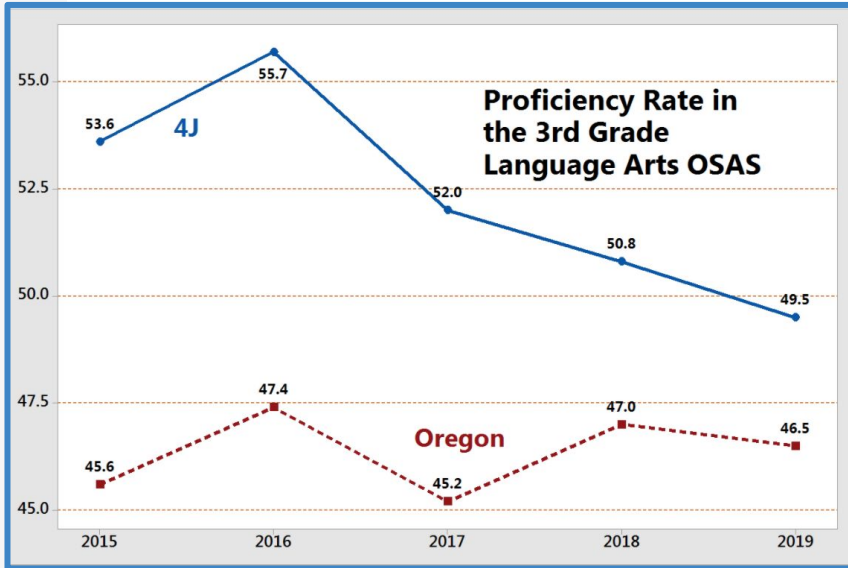
If there is still no agreement after the conference with the appropriate director, an updated report, along with the prior completed information, shall be sent to the superintendent. The superintendent will involve appropriate members of his/her staff and appoint an ad hoc committee to assist in resolving the issue at hand. When such a special committee is asked to make a recommendation, it should make a written report to the superintendent as soon as feasible.

Elementary Language Arts Materials Adoption





The Why Behind New Language Arts Curriculum





Materials Adoption Process Overview

Launch
Aug-Dec 2021

Pilot
Jan-May 2022

Evaluate & Report
May 2022

Adopt
May 2022

Implement
Aug 2022

School board launches adoption and a 60 teacher team is formed, representative of each grade and school.

Over 50 hours of knowledge building.

7 programs, narrowed to 4 and then 2, using scoring guides with specific criteria and aligned to what ODE used.

Each classroom teacher pilots 2 programs. Each pilot begins with publisher PD and lasts 35 days.

Programs are evaluated with student data, detailed journals based on specific criteria on instructional shifts, foundational skills, usability, and cultural responsiveness.

Team members score each program, evaluate their experiences, and submit a final score for each program.

Instructional Advisory Committee and Instructional Leadership Team review process and data, and make recommendation to the superintendent.

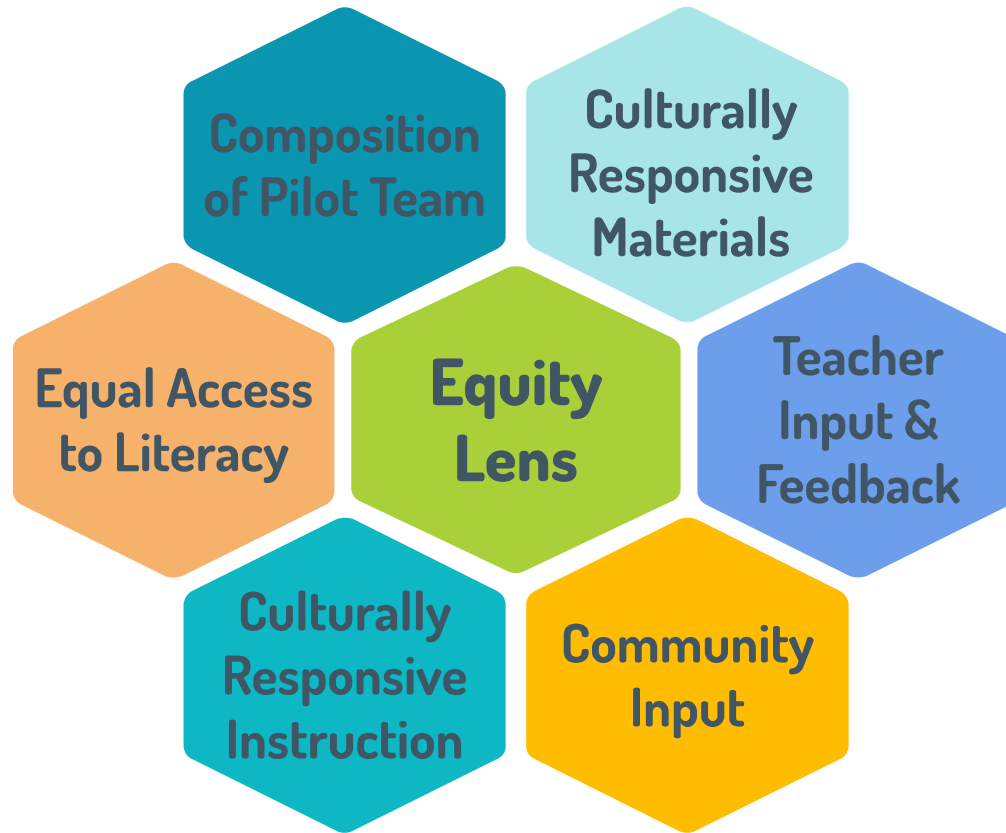
Superintendent makes a final recommendation to the school board. Presentation and board approval.

Materials are ordered and implementation plans developed. Teacher leader groups and work plans established.

Professional development on understanding and use of new curricular suite.

69

All schools begin implementing new curriculum with support of literacy coaches and TOSAs, ongoing PD, and embedded support.



The National Equity Project's recommendations for promoting educational equity highlights the following standards: "Eliminate inequitable practices and cultivate the unique gifts, talents, and interests of every child . . . so that success and failure are no longer predictable by student identity - racial, cultural, economic, or any other social factor."



4J Equity Lens: Teacher Comments

In Dual Language Immersion, students can express themselves and have a voice, especially our underserved students...their views are valued.

The new program pushes teachers to recognize that kids can do more than ever imagined. My kinder students rose to the challenge!

We are teaching **EVERYONE** to read.

The students who struggled the most were successful in learning how to sound out words, write, and spell in Foundations. I didn't expect whole group instruction to work so well.

71
Kids forgot they were in "reading class," and even the kids who previously didn't think of themselves as readers were engaged in discussions and activities, since it felt more like science class than traditional reading.

DRAFT 4J EQUITY LENS: SHORT VERSION
An equity lens helps us identify potential impacts on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers.

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

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

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

OUTCOMES
How might this decision increase, decrease, or ignore equity? Consider: Race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, the balance of power, etc.
Once you've determined what action you will take, ask yourself (or your work group):

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

EVALUATION
How will we know if we have accomplished our goal?

DRAFT 4J EQUITY LENS: EXPANDED VERSION

PURPOSE & ASSUMPTIONS
What are we trying to do?
What is the issue, policy, or process being examined?
What assumptions are we bringing into the issue?

INCLUSION/REPRESENTATION
Who is included in this process?
Who is not included in this process? And why?
How are we intentionally engaging multiple perspectives?
How have barriers to participation been addressed?

IMPACT/OUTCOMES
What are the outcomes we are hoping to create?
What are potential unintended outcomes? How will we address these?
Who is being affected by this decision (Policy, Issue, and Process)?
How might this decision increase, decrease, or ignore equity?
Consider: race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, language, the balance of power, etc.

PROCESS/COMMUNICATION
How and when will the process be communicated?
How will you ensure communication takes place in an inclusive, culturally sensitive and responsible manner?

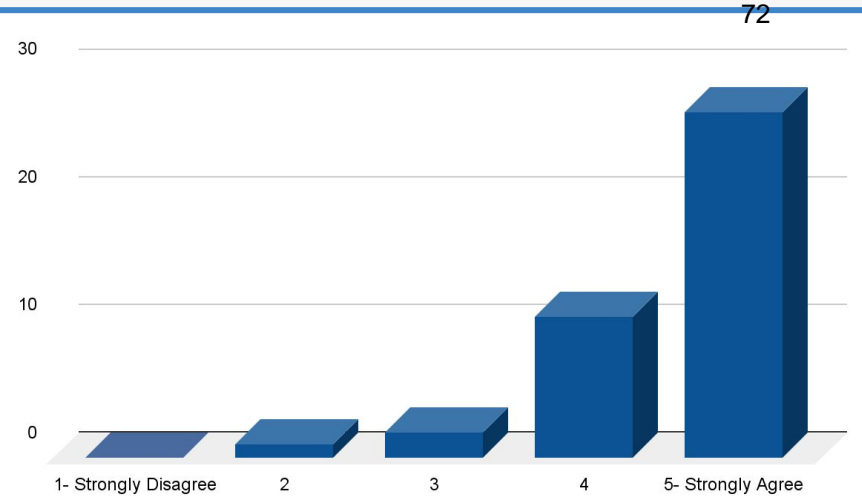
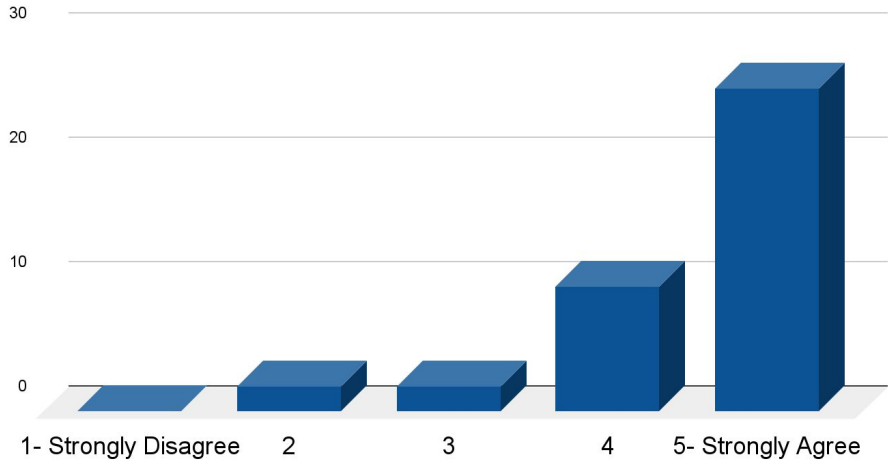
EVALUATION/FEEDBACK
Are we accomplishing our initial goal?
What barriers prevented more equitable outcomes? How will you address these?
How will we incorporate this learning next time?
How will feedback from staff and stakeholders be collected?
Who will we share evaluations with?
What did we learn from this?
How will you use evaluation and learning to raise racial awareness?



Adoption Team Teacher Feedback

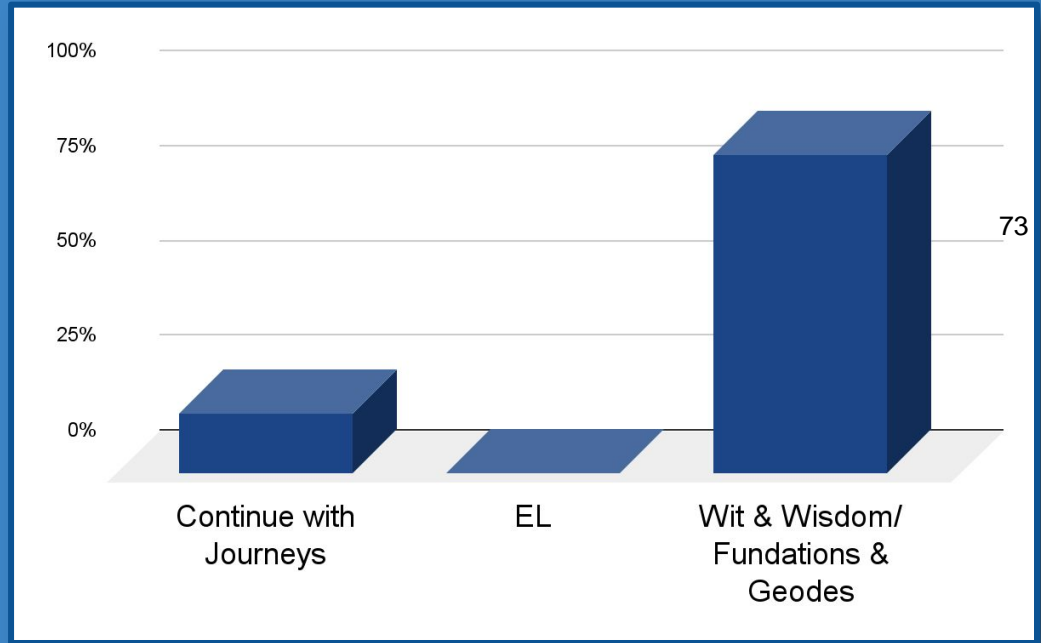
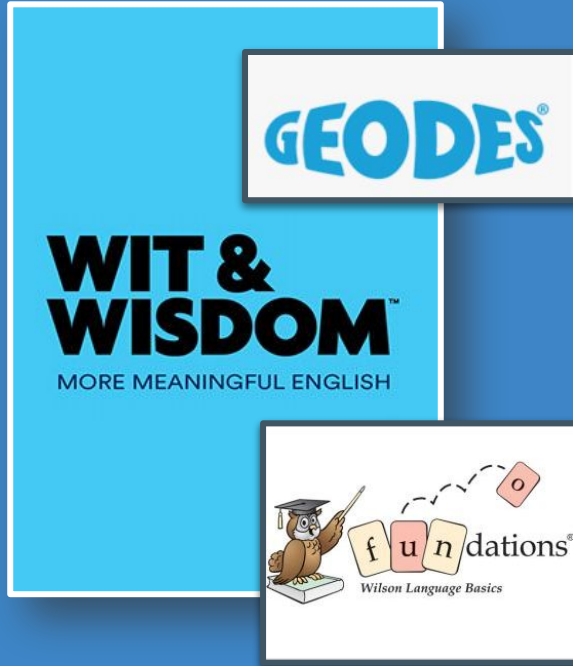
As a result of this process, teacher input informs the decisions and outcomes of the literacy adoption.

Throughout the process I had sufficient opportunity to share input and feedback.





84% of the English Language Arts Teachers Recommend Wit & Wisdom/ Foundations/ Geodes Suite





Components of Wit and Wisdom, Foundations, and Geodes Suite



Materials:

Teacher Guides, digital & print

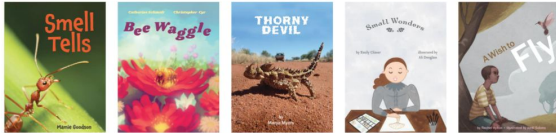
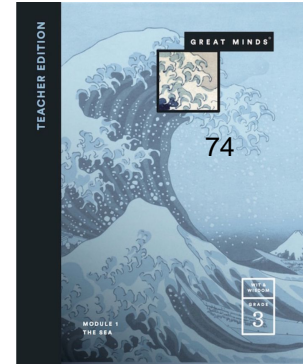
Student Core Texts

Thematic Libraries

Foundational Skills Kits

Decodable Texts

Student Editions

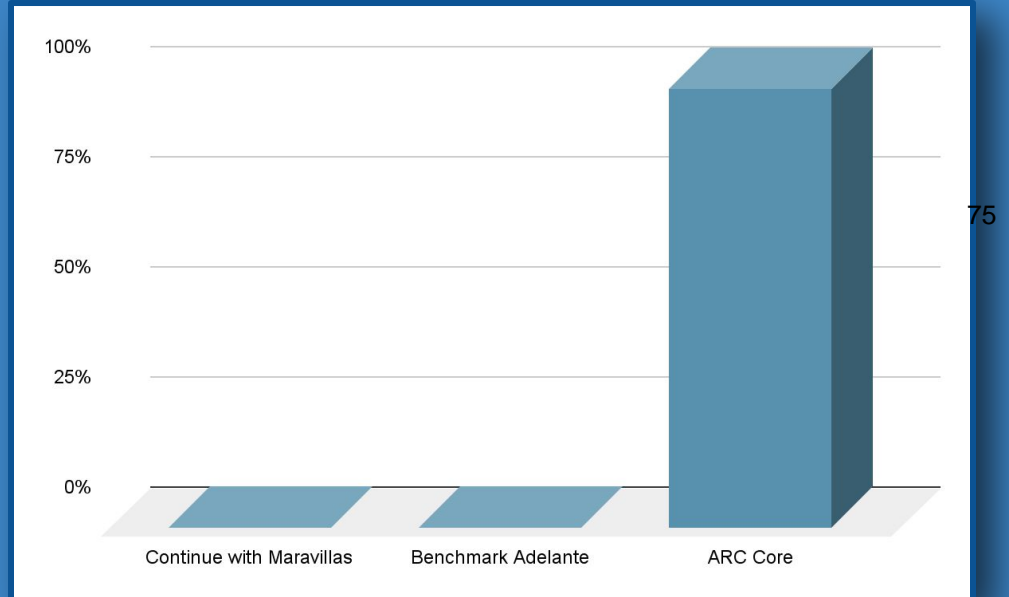
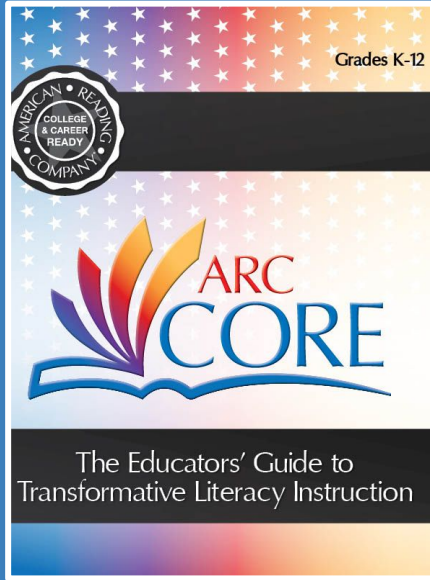


Professional Development

On-going 3 year plan

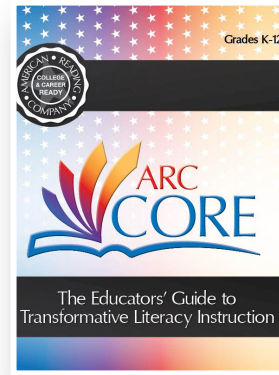


100% of the Spanish Language Arts Teachers Recommend American Reading Company (ARC Core)





Components of American Reading Company



Materials

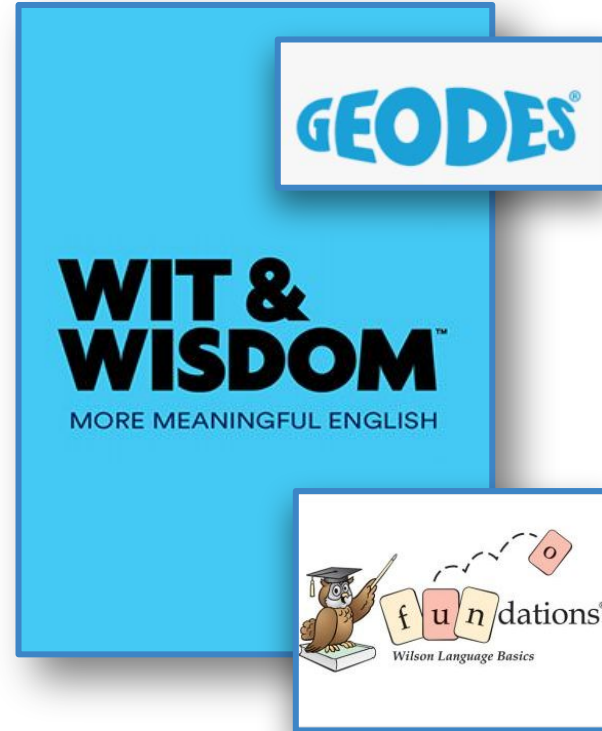
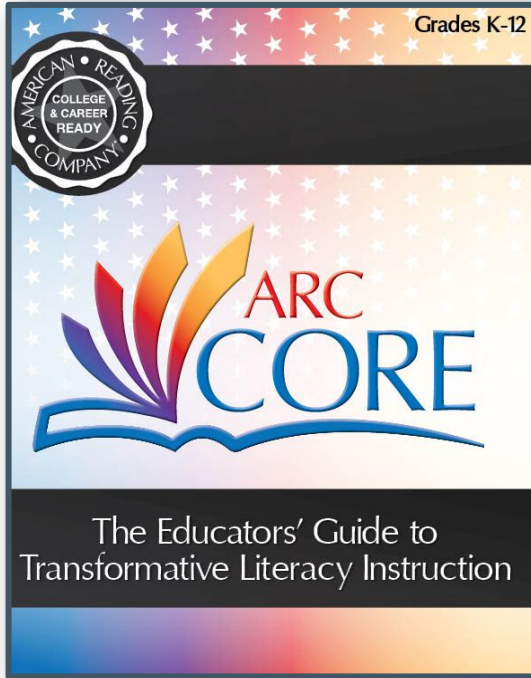
Teacher Guides, digital and print
Student Core Texts
Thematic Libraries
Foundational Skills
Decodable Texts
100 Trade Books Per Class

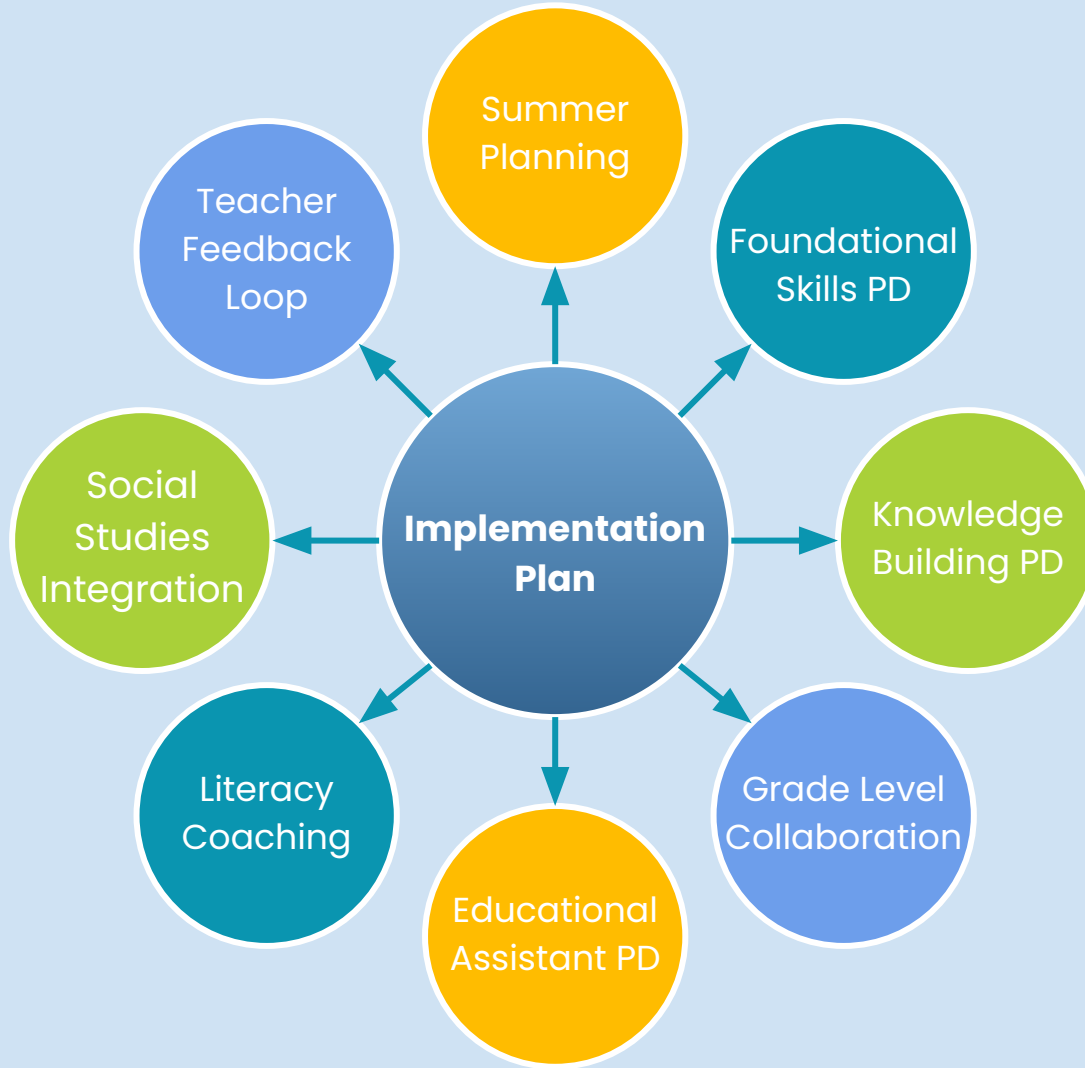
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Professional Development

3 Year In Person / In Class Plan

Elementary Language Arts Curriculum Cost \$4.8 Million = 7 Years





Thank you!
Questions?





Potential Questions

The Why Behind New Language Arts Curriculum

- Our 4J reading data indicate a need for action, specifically for our most underserved students.
- The Eugene community passed a bond for new Language Arts Curriculum in 2018.
- Our last reading adoption was in 2007.
- Reading research has advanced in the last 20 years and our current programs are not in alignment with best practices in teaching reading.



ITEM FOR ACTION (Second Read)

Date of Meeting

June 1, 2022

Title

Consider revisions to board policies GBA – Equal Employment Opportunity

Presenter(s)

Christine Nesbit, General Counsel

Policy GBA – Equal Employment Opportunity

Policy GBA is a long-standing board policy that addresses equal employment opportunity and treatment. The proposed revisions to board policy GBA include:

- Listing gender identity as a protected status in the body of the policy, and removing a now-outdated definition of sexual orientation from a footnote
- Incorporating an expanded definition of race to include physical characteristics historically associated with race, consistent with state law
- The designation of an equal employment opportunity coordinator (consistent with policy AC and current district practice)
- Clarification of the Title IX Coordinator's scope of responsibility

Based on board member feedback on May 18, 2022, changes have been made to the proposed policy relating to the designation of a compliance coordinator.

Most of the proposed changes are necessary to align with civil rights laws, the implementation of which supports equity and inclusion efforts.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends approval of the proposed revisions to policy GBA.

Eugene School District 4J

Code: GBA
Adopted: 12/18/96; 7/02/73
Revised/Readopted: 8/15/77; 3/07/84; 6/26/91;
12/18/96; 10/24/18; 1/15/20;
XX/XX/22
Orig. Code: GBA; 2420; 2425; 2430

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status², service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

~~The superintendent will designate an employee to oversee compliance with equal employment and all laws prohibiting discrimination against employees. The superintendent will also appoint an employee to serve as the officer in charge of compliance coordinator for with the Americans with Disabilities Act, and of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act and. The superintendent will also designate an employee to oversee compliance with equal employment and all laws prohibiting discrimination against employees and a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments.~~

~~The name and contact information of the compliance coordinator(s) shall be published on the district website, in collective bargaining agreements and the annual district handbook, and available from the superintendent's office. of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX.~~ The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop administrative regulations and other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 243.317 – 243.323](#)

[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)

[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)
[ORS 659A.109](#)

¹ Race includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles. A protective hairstyle means a hairstyle, hair color or manner of wearing hair that includes but is not limited to braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists.

[ORS 408.220](#)
[ORS 408.235](#)
[ORS 408.240](#)
[ORS 659.850](#)
[ORS 659A.003](#)

[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.222](#)
[ORS 659A.236](#)
[ORS 659A.309](#)

² The district grants a preference in hiring and promotion to veterans and disabled veterans who are eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)

[ORS 659A.214](#)
[ORS 659A.400](#)
[ORS 659A.820](#)

[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)

[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)

[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).
House Bill 2935 (2021)
House Bill 3041 (2021)

Related Policies
AC – Nondiscrimination

Corrected ~~11/18/21~~ May 27, 2022



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

June 1, 2022

Title

Approve a Resolution Adopting the 2022-23 Budget, Making Appropriations, Imposing and Categorizing Taxes

Presenters

Cydney Vandercar, Superintendent
Andrea Belz, Director of Financial Services

Background

In compliance with Oregon Revised Statute (ORS) Chapter 294.453, on June 1, 2022 the Board conducted a public hearing on the budget document as approved by the Budget Committee on May 16, 2022.

In accordance with ORS Chapter 294.456(1)(a), prior to July 1, 2022, the Board must adopt the 2022-23 budget, make appropriations, declare and categorize property tax amount or rate to be certified to the assessor for the ensuing year and to itemize and categorize the ad valorem property tax amount or rate as required under ORS 310.060. The Board may make limited amendments to budgetary appropriations as stated in ORS 294.456(1)(c).

Approved Budget

For fiscal year 2022-23, General Fund resources included in this budget are \$270.3 million, a \$9.7 million increase over the prior year budget of \$260.6 million. This increase reflects projected growth in State School Fund payments over the prior year, and improved Property tax and Local Option Levy collections fueled by a strong housing market and rising property values. Resources available for Federal, State and Local grant programs have been based on approved grant awards and budgets, while capital project resources align with contracted services for the 2022-23 fiscal year and the District's best estimates of cost for scheduled bond and capital projects. Of note, the District's Nutrition Services fund will receive additional support from the General Fund to support free meals for students who would otherwise have to pay for meals next year with the end of federal grant funding for this option.

District General Fund operating requirements are projected to rise by \$9.7 million to \$262.3 million, excluding the unappropriated ending fund balance of \$8.0 million. While this increase reflects a wide variety of adjustments to the 2022-23 operating budget (including compensation changes negotiated with the Eugene Education Association (EEA) and approved for the district's managers, administrators, professionals, supervisors and directors), it is important to note that the District is also continuing to budget all positions at pre-pandemic staffing levels even though student enrollment has not yet increased accordingly. District reserves and a reduction in interfund transfers of \$2.6 million will be utilized to support this and fund expenditures that cannot be supported by available resources in the coming year. A reduction in expenditures for Federal, State and Local Programs and Capital Projects from the previous year is reflective of increased precision in our budget estimates, as much of the work planned for 2022-23 has now been

contracted for and grant budgets for awards such as the Elementary & Secondary School Emergency Relief (ESSER) III grant have received approval.

Options and Alternatives

The ORS does not provide for any alternatives to this process. The Board may request limited adjustments in the budget prior to adoption at the June 22nd meeting.

Budget/Resource Implications

The budget must be adopted by June 30, 2022 to provide spending authority and certify to the tax assessor an ad valorem tax rate and debt service levy for the fiscal year beginning July 1, 2022.

Board/Superintendent Goals

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

Recommendation

The Superintendent recommends approval of Resolution 2023-01 adopting the 2022-23 budget, making appropriations, and imposing and categorizing taxes. A copy of the resolution is included in your agenda packet.



RESOLUTION No. 2023-01

ADOPTING THE BUDGET

BE IT RESOLVED that the Board of Directors of the Eugene School District No. 4J hereby adopts the budget for fiscal year 2022-2023 in the total amount of \$547,916,079. This budget is now on file at the District Finance Office, 200 North Monroe Street, Eugene, OR.

MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2022 and for the purposes shown below are hereby appropriated as follows:

General Fund		School Resources Fund	
Instruction	\$ 134,275,264	Instruction	\$ 8,149,045
Support Services	83,286,226	Support Services	2,804,051
Enterprise & Community Services	425,514	Enterprise & Community Services	1,000
Facilities Acquisition	1,000	Facilities Acquisition	1,000
Debt Service	1,000	Transfers	1,000
Transfers	3,176,000	Contingency/Reserves	2,000,000
Contingency/Reserves	41,167,458	Total	\$ 12,956,096
Total	\$ 262,332,462		
Nutrition Services Fund		Federal, State, & Local Programs Fund	
Enterprise & Community Services	\$ 7,286,000	Instruction	\$ 23,623,144
Total	\$ 7,286,000	Support Services	26,730,853
		Enterprise & Community Services	2,330,060
		Facilities Acquisition	3,475,857
		Contingency/Reserves	1,409,996
		Total	\$ 57,569,910
Debt Service Fund			
Debt Service	\$ 45,547,648		
Total	\$ 45,547,648		
Capital Projects Fund		Insurance Reserve Fund	
Instruction	\$ 3,732,105	Instruction	\$ 1,000
Support Services	17,268,246	Support Services	39,284,091
Enterprise & Community Services	1,000	Enterprise & Community Services	1,000
Facilities Acquisition	78,302,632	Transfers	2,000
Debt Service	71,630	Contingency/Reserves	500,000
Transfers	1,000	Total	\$ 39,788,091
Total	\$ 99,376,613		
Postemployment Benefits Fund		Private-Purpose Trust Fund	
Support Services	1,517,000	Instruction	\$ 132,704
Total	\$ 1,517,000	Enterprise & Community Services	125,812
		Total	\$ 258,516
		Total Appropriations, All Funds	\$ 526,632,336
		Total Unappropriated and Reserve Amounts, All Funds	21,283,743
		87 TOTAL ADOPTED BUDGET	\$ 547,916,079

IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2022-2023:

- (1) At the rate of \$4.7485 per \$1,000 of assessed value for permanent rate tax;
- (2) At the rate of \$1.5000 per \$1,000 of assessed value for local option tax; and
- (3) In the amount of \$40,609,690 for debt service on general obligation bonds.

CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

Education Limitation

Permanent Tax\$4.7485 / \$1,000

Local Option Tax.....\$1.5000 / \$1,000

Excluded from Limitation

General Obligation Bond Debt Service\$40,609,690

The above resolution statements were approved and declared adopted on June 22, 2022.

Clerk

Chair of the Board



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date

June 1, 2022

Title

Adopt Resolution #2022-15 for Supplemental Budget No. 1, Making Appropriations for the 2021-22 Fiscal Year

Presenter

Andrea Belz, Director of Financial Services

Background

A supplemental budget is most often required when new appropriation authority is needed. For example, circumstances may require new expenditures that were not budgeted, or the District may receive revenue that was not anticipated in the adopted budget and will be spent in the current fiscal year.

Oregon Revised Statute (ORS) 294.471(1)(a) allows a school district to prepare a supplemental budget if one or more of the following circumstances exists:

- An occurrence or condition that was not known at the time the budget was prepared requires a change in financial planning.
- A pressing necessity creates a need for prompt action.
- Unexpected funds are made available by another unit of federal, state or local government.
- Proceeds from the involuntary destruction, involuntary conversion, or sale of property have necessitated the immediate purchase, construction or acquisition of different facilities to carry on operations.
- A sufficiently greater amount of ad valorem taxes than estimated are received during the fiscal year such that the difference will significantly affect the level of operations to be funded by those taxes in the current year.
- Available resources are reduced requiring the governing body to reduce appropriations.

Discussion

1. Rationale:

Recognize and appropriate resources in the General Fund for proposed transactions not anticipated or finalized at the time the 2021-22 budget was adopted.

2. Options and Alternatives:

The Board may approve, reject or modify the supplemental budget as submitted. Should the chief components of the supplemental budget not be approved, the District would not be able to fully implement the changes in spending and programs described herein.

3. Budget/Resource Implications:

This supplemental budget recognizes an increase in Nutrition Services resources and requests approval for additional appropriations to cover the increase in operating costs.

4. Board and Superintendent Goals:

The proposal supports the strategic goal of stable, sustainable stewardship of District resources to best support our instructional mission.

Recommendation(s)

The superintendent recommends the Board adopt Resolution #2022-15, approving this supplemental budget, recognizing and appropriating additional revenues, and authorizing spending as described to support district operations.

NUTRITION SERVICES FUND

Recognition and Appropriation of New Resources - \$2,000,000

a) Meal reimbursement rate increase and participation increases

This item recognizes additional funding through an increase in the federal meal reimbursement rate that provides subsidies for lunches and breakfasts served. It recognizes the additional emergency funding provided by the Child and Adult Care Food Program (CACFP) Sponsors and the School Nutrition Programs (SNP) Sponsors (National School Lunch and School Breakfast Programs) that provide local operators of nutrition programs with additional reimbursements for emergency operating costs. Participation increases and these federal meal reimbursement rate subsidies have increased the estimated revenue for lunches to nearly 80% greater revenue for lunch payments and double breakfast reimbursement revenue.

The increase in participation has substantially increased the need to establish an appropriation to fund additional operating costs. These costs include labor in packaging breakfasts and lunches, increased kitchen labor hours and overtime costs, additional packaging needed to support social distancing efforts, and the rise in food costs which includes USDA commodity foods.



Resolution No. 2022-15

**ADOPTING SUPPLEMENTAL BUDGET NO. 1 AND
 MAKING APPROPRIATIONS FOR THE 2021-22 FISCAL YEAR**

The Board of Directors of Eugene School District 4J finds that Adopting the Supplemental Budget and Making Appropriations is necessary under ORS 294.471.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Eugene School District 4J, as follows:

That the Supplemental Budget No.1 for Eugene School District 4J, for the fiscal year beginning July 1, 2021, and ending June 30, 2022, as set forth below is hereby adopted.

That this Supplemental Budget is prepared in accordance with ORS 294.471(1)(a), which authorizes the formulation of a supplemental budget resulting from "an occurrence or condition that is not ascertained when preparing the original budget or a previous supplemental budget for the current year or current budget period and that requires a change in financial planning." This Supplemental Budget was published in accordance with ORS 294.471(3)(b).

That this resolution complies with ORS 294.471(4) and does not authorize an increase in the levy of property taxes above the amount published in the 2021-22 Adopted Budget.

That the amounts for the fiscal year beginning July 1, 2021, and for the purposes shown below are hereby appropriated as follows:

	<u>As Adopted June 16, 2021</u>	<u>Supplemental Budget #1</u>	<u>As Revised June 22, 2022</u>
<u>NUTRITION SERVICES FUND</u>			
Instruction	\$ -	\$ -	\$ -
Supporting Services	-	-	-
Enterprise & Community Services	6,832,763	2,000,000	8,832,763
Facilities Acquisition & Construction	-	-	-
Other Uses:			
Debt Service	-	-	-
Transfers of Funds	-	-	-
Operating Contingency	-	-	-
Total Nutrition Services Fund Appropriations	\$ 6,832,763	\$ 2,000,000	\$ 8,832,763
Unappropriated Balance	-	-	-
Total Nutrition Services Fund Requirements	\$ 6,832,763	\$ 2,000,000	\$ 8,832,763

The foregoing resolution is adopted this 22nd day of June, 2022.

 CLERK

 CHAIR OF THE BOARD



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

June 1, 2022

Title

Consider for Adoption the Board Meeting Calendar for the 2022–23 School Year

Presenters

Cydney Vandercar, Interim Superintendent

Description

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

A copy of the proposed calendar of the regular board meetings for the 2022–23 school year is included in the packet. The proposed calendar has been reviewed and it does not interfere with major holidays and the winter break schedule.

Recommendation

The superintendent recommends approval of the proposed 2022–23 calendar for regular board meetings and work sessions.

**2022–23 Calendar of Regular Meetings for the
Eugene School District 4J Board of Directors
July 1, 2022–June 30, 2023**

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

Meeting Dates

Materials Delivered to Board

Wednesday, August 3, 2022	July 29, 2022
Wednesday, August 17	August 12
Wednesday, September 7	September 2
Wednesday, September 21	September 16
Wednesday, October 12 (<i>changed to second Wednesday due to Yom Kippur</i>)	October 7
Wednesday, October 19	October 14
Wednesday, November 2	October 28
Wednesday, November 16	November 11
Wednesday, December 7	December 1
Wednesday, December 14 (<i>changed to second Wednesday due to Winter Break</i>)	December 9
Wednesday, January 18, 2023	January 13, 2023
Wednesday, February 1	January 27
Wednesday, February 15	February 10
Wednesday, March 1	February 24
Wednesday, March 15	March 10
Wednesday, April 19	April 14
Wednesday, May 3	April 28
Wednesday, May 17	May 12
Wednesday, June 7	June 2
Wednesday, June 21	June 16

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

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



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

June 1, 2022

Title

Consider adoption of a new board policy – Information about Statewide Testing

Presenter(s)

Christine Nesbit, General Counsel

Information on Statewide Testing

At a board meeting in May 2022, the board directed the creation of a proposed new policy concerning the provision of information by educators about annual statewide testing. That policy is presented today for a first read.

The proposed policy provides background information about the legal requirement for the district to administer annual standardized state tests, and the state law providing parents the right to opt out of such tests.

The policy recognizes the need for parents and guardians to receive information about such testing, and the value of empowering educators to provide to parents and guardians their honest opinion on the subject. The policy specifically authorizes educators to share with parents and guardians their opinion on a given statewide test, or statewide testing generally, whether the opinion is negative or positive, and prohibits retaliation against educators for having shared their opinion.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent will make recommendations related to the above-mentioned board policies at a future meeting.

Eugene School District 4J

Code: *TBD*
Adopted: *XX/XX/22*

Information about Statewide Testing *

The district is required by state and federal law to administer annual state tests. Oregon law provides parents the option to have their students participate in, or opt out, of these statewide assessments.

The board supports parents and guardians in receiving information about statewide testing, including the honest opinion of educators on that subject. Therefore, educators of the district are authorized to share their views with parents and guardians about the value of a given statewide test or statewide testing in general, whether their views are positive or negative. Educators may not be explicitly or implicitly encouraged, directed, threatened or retaliated against for such sharing.

END OF POLICY

Legal Reference(s):

Every Student Succeeds Act, Title I Part A, §1111
ORS 329.485
ORS 329.479
OAR 581-022-0610
OAR 581-022-1910