

NOTICE: The 7:00 p.m. Regular Board 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, and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/92933253616>

School Board Meeting Request Forms:

Sign up to 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 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
Regular Board Meeting**

I. **5:30 p.m. Executive Session:**

1. The board will convene in executive session to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed, pursuant to ORS 192.660 (2) (h).

Executive Session to Follow the 5:30 Executive Session:

2. The board will convene in executive session to “consider records that are exempt by law from public inspection,” pursuant to ORS 192.660 (2) (f).

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

II. **7:00 p.m. Regular Board Meeting:**

III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement

IV. Agenda Review

V. Introduction of Guests and Superintendent’s Report

VI. Comments by Board Chair

VII. Items Raised by the Audience

VIII. Comments by Employee Groups

IX. Comments and Committee Reports by Individual Board Members

X. Consent Group - Items for Action

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|---|----|
| 1. Approve Meeting Minutes for the following Board Meetings; October 1, 2022 Board Retreat; October 12, 2022 Board Meeting; October 19, 2022 Board Meeting (5 minutes)
Presenter: Andy Dey, Superintendent | 3 |
| 2. Bond Project - North Eugene High School: Technology Equipment Purchase (5 minutes)
Presenter: Ryan Spain, Director of Facilities | 32 |
| 3. Bond Project - North Eugene High School: Furniture Purchase (5 minutes)
Presenter: Ryan Spain, Director of Facilities | 33 |

4.	Bond Project - Camas Ridge Community Elementary School Replacement Building - Controls (5 minutes) Presenter: Ryan Spain, Director of Facilities	34
5.	Approve Contract Agreement with Sexual Assault Support Services (SASS). (10 minutes) Presenter: Andy Dey, Superintendent	35
XI.	Items for Information	
1.	Discuss Legislative Priorities (10 minutes) Presenters: Judy Newman, Keerti Hasija Kauffman	42
XII.	Items for Action	
1.	Equity Trainer Selection Process (15 minutes) Presenter: Rob Hess, Chief of Staff; Collina Beard, Chief Administrative Officer	49
2.	Board and Superintendent Committees and Committee Membership (30 minutes) Presenter: Maya Rabasa, Board Chair	52
XIII.	Items for Action at a Future Meeting	
1.	Consider revisions to board policy KL – Public Complaints (15 minutes) Presenter: Rob Hess, Chief of Staff	55
2.	Consider for Approval Resolution 2023-05 Concerning Protective Measures to Insure Safe Public Meetings (20 minutes) Presenter: Andy Dey, Superintendent	65
3.	Proposed Superintendent Evaluation Overview and Process (15 minutes) Presenters: Maya Rabasa, Board Chair; Gordon Lafer, Vice Board Chair	69
a.	<u>2022–23 Board Meeting Calendar:</u> AUGUST 2022: Wednesday, August 3 and Wednesday, August 17- SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21 OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12;- Wednesday, October 19 and Monday, Rescheduling: October 24 Board Retreat NOVEMBER: Wednesday, November 2 and Wednesday, November 16 DECEMBER: Wednesday, December 7 and Wednesday, December 14 JANUARY 2023: Wednesday, January 18 FEBRUARY: Wednesday, February 1 and Wednesday, February 15 MARCH: Wednesday, March 1 and Wednesday, March 15 APRIL: Wednesday, April 19 MAY: Wednesday, May 3 and Wednesday, May 17 JUNE: Wednesday, June 7 and Wednesday, June 21	
XIV.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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

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

Date: October 1, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a retreat from 4:00 to 8:00 p.m. via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 28, 2022.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Lisa Fjordbeck, Executive Assistant / Department Operations Coordinator
Debbie McKim, Executive Assistant / Board Secretary
Robin Quirke, Facilitator

I. BOARD RETREAT

1. Establishing Meeting Agreements for 2022-23
2. Set Board Goals for 2022-23
3. Selecting Working Agreements for General Board Work for 2022-23

Chair Rabasa introduced the meeting facilitator, Robin Quirke. Ms. Rabasa said that Robin was known for her work to help people explore white supremacy and colonizer culture. Robin also hosted a podcast called *Cracks in the Cement*, which Chair Rabasa had been listening too and found very educational.

Robin thanked the Board for allowing her to assist with the work during the retreat. They displayed an agenda for the afternoon which included: introductions; a cultural orientation; self-awareness, progress blocks and nervous system care; group norms and relational aspirations; structure of goal-setting; sifting through the goals; summarizing next steps and reflection. Robin said that she would get a full written report to the Board by October 7.

Robin Quirke solicited questions and introductions from each Board member. After introducing themselves, they called on Ms. Hays to share her story. Ms. Hays said she was inspired to serve on the Board after working with Dr. Martinez and Dr. Lake on the opportunity gap. She had also

been asked by past Superintendent Russell to facilitate equity work in the district. Ms. Hays said that school was challenging for her as a non-reader and had memories of being held back.

Chair Rabasa said that she had joined the Board to serve as a bridge to bring the voice of those who felt excluded and disenfranchised. Ms. Rabasa entered kindergarten after moving from Mexico and moved often during her school career. Her most joyful moments were during recess where she was able to demonstrate her gymnastic talents.

Ms. Hasija Kauffman felt that she needed to serve on the board to ensure that the future of her children and other students were successful. She also wanted to serve to ground herself in the community. She had a mixed experience at school but had wonderful teachers who helped her to be a good student. She called herself the “extracurricular activity queen” which created joy and stress at the same time.

Mr. Lafer ran for the Board because of the experiences of her daughter and also observing companies trying to privatize education. He reported that he often found himself in the principals office because of insubordination, and spent a lot of time in detention.

Ms. O'Rourke said she ran for the Board to fight for her children to be seen in 4J and for their IEP accommodations to be followed. She added that she had also found an opportunity to serve after the death of George Floyd and nationwide recognition of racism. Ms. O'Rourke reported that her first year on the Board she experienced discrimination and tone-policing by the staff and fellow Board members and was still experiencing racism. She hoped that things would get better.

Ms. Hsu ran for the Board so that she could be involved in the community. She did not feel like she belonged in school especially after changing schools in fifth grade. She acknowledged her personal angst and reported that school was often fun, especially tennis and stage crew.

Ms. Newman said that she ran for the Board to share her expertise in early learning and special education. Ms. Newman said it had been disappointing to see the work on inclusion continue to be abysmal. She added that the burdens on schools to provide support for all aspects of students' lives had grown and needed to be recognized. Ms. Newman's own education had been stable. She had enjoyed the arts, theaters and the outdoors and economics. She realized that the history she was taught was one-sided and it motivated her to explore ethnic studies.

Robin Quirke thanked the Board for their introductions and moved on to next portion of the retreat. Robin said that cultural orientation was the culture in which people found themselves. Robin defined white supremacy as categorizing and dividing people into groups by placing them on a hierarchy at the top of which was Christian, white, men. White supremacy also included cultural expectations and norms. Robin shared the *Aspects and Assumptions of Whiteness and White Culture in the United States* from the Smithsonian National Museum of African American History and Culture. Robin said that the aspects of white culture were rooted in the control of others.

Robin hoped that the structure of the meeting would help the Board avoid the following blocks towards progress: Performance matching (being competitive about sharing); Evaluation apprehension (being afraid of having ideas judged by others); free-riding; hot-housing (forcing

attendees to process a lot of information at a time); and anchoring (going along with the idea of another).

Robin also asked the Board to recognize any physical symptoms they might be experiencing during the meeting and sharing how they were feeling if necessary.

Ms. Hasija Kauffman shared her personal experience with chronic illness.

Robin shared their group norms: assessing participation style and encouraging those who did not usually get to share; avoiding interrupting others while they were sharing; naming power dynamics. Robin Quirke showed a power wheel that indicated who was typically marginalized and who had power. Robin continued that they hoped the Board to ask for what they needed during the meeting and that the Board would assume the best intentions of others because everyone was a learner in life. Robin said that if harm was done, the Board should attend first and foremost to impacts. Additionally, they should ask clarifying questions to better understand, before advocating a solution.

Robin continued by showing the structure of the process she was proposing to assist the board in determining their goals. First the author would share their goal. Next, everyone would spend time to study the goal and write down any thoughts they might have, after which there would be time for clarifying questions. Finally, there would be addition time for reflect on what additional information they might need to agree to the goal, followed by time for each Board member to share any notes they took. There would be ten minutes to process each goal.

Ms. Hays said that the Board had reviewed many of the goals at the prior meeting. She wondered whether they would be discussing them again.

Robin responded that she hoped the Board would quickly review all the goals so that they would be in her final report. Robin continued by sharing how she had combined and organized the goals prior to the meeting.

Ms. O'Rourke and Ms. Newman asked clarifying questions about how the goals were structured, and remembered that the Board had not clustered the goals into groups with similar language.

Ms. Rabasa clarified that Robin had listened to the first retreat and had grouped the goals that she heard the Board discussing.

Robin showed the goals on engagement and equity the Board had discussed at the previous retreat. The Board indicated that they were comfortable moving on.

There was further discussion about when the Board would choose priority goals, after which Robin continued with the goal regarding expulsions.

Ms. O'Rourke clarified that she wanted to have Board policy and administrative regulations to ensure that all expulsions were treated in an equitable manner. Robin said she would make note of Ms. O'Rourke's request in the report.

Chair Rabasa clarified that any agreements or conclusions that the Board made would be in Robin's report. She asked to continue having the discussion about each goal before deciding how to proceed.

Robin shared the next goal: improve outcomes for students with disabilities. Ms. Newman suggested that her goal about effective inclusion aligned with this goal. Ms. O'Rourke commented that many students with special education plans did not necessarily have physical disabilities.

Chair Rabasa suggested adding language to the goal regarding funding and additional staffing to make the goal successful.

Ms. O'Rourke said that her goal to change the special education system and how it was working could be included with the two others. Chair Rabasa agreed that Ms. O'Rourke's goal was important. Ms. Hays added that if the goal was chosen as a priority, there would be an opportunity to refine the wording of the goal.

Robin showed the three goals that highlighted equity, including the goal to defund the Oregon School Boards Association (OSBA). There was a discussion about what additional information was needed to take Board action regarding OSBA. It was agreed that the issue would come before the Board as an item for information, then an item for action at a future meeting, and finally an item for action. It was suggested that a work session would provide more time for discussion.

After the Board had taken a break, Robin shared a simplified process for discussing new board goals.

The next goal to discuss was creating a regional Career and Technical Education (CTE) program. Ms. O'Rourke reiterated her hopes for the design of the program. Ms. Hsu thought that the district was moving forward with plans to create a CTE program. Ms. Newman mentioned having a work session so that the Board could learn the work that had already occurred.

Superintendent Dey shared that planning and development of a program had already begun. Funding would come from a variety of sources.

Mr. Lafer wondering whether the Board could create policies that would direct the district's work on CTE long-term.

Chair Rabasa mentioned that Bethel School District had begun a CTE program and suggested that local districts could collaborate in their efforts to provide courses to students who were not college-bound. //

The Board then reviewed a goal that had not been discussed previously: Create more engaging classes by supporting teachers to create more innovative and varied courses, units of ways of teaching things.

Mr. Lafer said that he was the author of the goal. His hope was for students to be engaged and find joy in school. His vision was for the Board, district staff, and educators to create innovative ways to enrich education while staying within the bounds of the public system.

Ms. O'Rourke asked whether the goal aligned with Ms. Hasija Kauffman's goal of supporting students and creating joy in school. Ms. Hasija Kauffman agreed that there was some similarity and supported Mr. Lafer's goal. Ms. O'Rourke added that teachers were vocalizing their concern that they were overworked and that school was again creating many stressors for students and staff.

Chair Rabasa added that she wished to combine her goal *Creativity in all facets of district operations and practices* with Vice Chair Lafer's. She opined that a model had been created for summer school that allowed teachers to teach to their passion. She felt that students and teachers would benefit from more creative content, and added that the goal would align with equity efforts by giving student a chance to see themselves reflected in the curriculum.

Vice Chair Lafer said that the goal was his most important aspiration. He shared some ways in which the district could collaborate with existing community programs.

Ms. O'Rourke suggested that the goal to annually measure morale and retention could also be included in Mr. Lafer's other goal as a measure of whether other initiatives were working.

Ms. Hasija Kauffman and Vice Chair Lafer agreed that their goals about engaging teachers and classes could be combined with other similar goals. In response to a question from Ms. Hasija Kauffman, Superintendent Dey said they were in the final stages of interviewing staff twice a year to determine educator morale. Mr. Lafer thought that exit interviews could also be informative to learn why staff left the district.

Ms. Hsu would be interested in finding out more about stay and exit interviews.

Chair Rabasa shared that a person of color pursuing an administrative license was developing stay and exit interviews as part of their doctoral research.

Ms. Newman was encouraged to learn that Superintendent Dey was working on morale surveys and cautioned about survey fatigue. Ms. Hays also gave her support, and appreciated the wording *broken down by specific subgroups*.

Robin moved on to the next goal regarding upcoming budget deficits. Ms. Hays hoped to plan ahead for a known issue but was also aware that it would be part of the work that the Board would do when creating the budget. She wanted to make sure that her fellow Board members knew that it was important to her. Superintendent Dey replied that the district would communicate that there would be no replacement funds after the 2020 Elementary and Secondary School Emergency Relief Fund was phased out.

Mr. Lafer claimed the next goal to reduce standardized testing and develop performance-based assessments. He remembered that staff were planning to survey teachers in the spring to determine how much time they spent on standardized testing. Ms. Newman was in support, and remembered that the Board had previously put the goal on hold. Mr. Lafer agreed with Chair Rabasa's suggestion that the goal could be included with supporting teachers in being more creative.

After a break, the Board resumed the discussion.

Ms. Newman said that she had written her goal to develop a values-based and stable funding plan with the hope that the Budget Committee and the Board could have more input on planning the budget. She wanted to determine a way to fund the values of the district.

Ms. O'Rourke asked Ms. Newman to clarify whether the idea was to have initial conversations or to increase communications with the Financial Department. She wondered whether starting the budget process earlier might be helpful. Superintendent Dey said that the district planned to learn soon what the community prioritized through an integrated planning process. Ms. Newman answered that her hope was to identify priorities, especially since available funds would likely be less.

The next goal encompassed revamping the Department of Human Resources and creating Board policies. Ms. O'Rourke, who authored the goal, considered it important to equity in the district. Superintendent Dey responded that current conversations regarding pay equity and classification levels might inform the Board moving forward. Ms. O'Rourke wanted to have outside help to revamp the department.

Ms. Hasija Kauffman supported the goal, but was grappling with the immensity of the undertaking. Superintendent Dey responded that they would try to make high leverage changes and would bring in someone to give a fresh perspective. Chair Rabasa was not sure where the Board would be involved in the process beyond a directive to explore improvements. Ms. O'Rourke said that the Board could develop policies that defined the work of the department. There was further discussion about the ways in which the Board would make their expectations known.

Ms. Hsu was the author of the next goal *Prioritize building relationships and morale*. Ms. Hsu said that she hoped to improve the climate in buildings through focused efforts of positive interactions. Vice Chair Lafer wondered what the goal would look like in practice. Ms. Hsu suggested scheduling time for teachers to build relationships with students, and for students to have time with each other. Chair Rabasa asked whether Ms. Hsu's goal could be combined with her goal of improving mental health and wellness supports for students. Ms. Hsu agreed that the goals fell under the idea of relational health. Chair Rabasa hoped that the broader idea might become one of the top goals. Mr. Lafer strongly supported the goal and its correlation with mental health.

Ms. O'Rourke asked how could the Board support work that might already be started. Chair Rabasa understood the goal to be identifying the pathways to achieve the broader goals.

There was additional conversation regarding all the areas of work that might contribute to the overall goal.

Chair Rabasa recognized that work had begun on many of the goals the Board were defining. There was overlap with the desires of the Board, the district and the community.

Robin said that they had concluded the process of reviewing the goals and asked Chair Rabasa what came next.

Chair Rabasa said the next step was to narrow down the list and work on editing them before the next Board meeting. Chair Rabasa asked the Board whether they would be willing to share their top goals and to schedule a work session to finalize the language.

Ms. Hays asked whether it would be possible to reconvene after Robin had completed the task of combining the goals and doing some editing.

Ms. Newman also wanted to see the goals after they had been combined and edited.

Vice Chair Lafer defined equity; creativity and innovation; and mental health, wellness, and community building as his three areas of focus. He wanted to explore what was realistic to accomplish.

Ms. O'Rourke said it was challenging for her to organize her ideas without more information. She reiterated to the Board that they were responsible for writing policy and many of the goals were not changes to policy, but actions that might already be occurring. In response to a question from Robin, Ms. O'Rourke said that the discussion on the last area of focus—to improve mental health—was particularly dissatisfying.

Robin said that her report to the Board would contain much of the detail of the discussion and decisions that were made. If Ms. O'Rourke wanted to point out additional concerns or clarifications, Robin would add them to her report.

Ms. O'Rourke asked what systemic changes would be part of the goal to improve mental health and wellness supports for students and staff.

Ms. Hasija Kauffman said that the goals had been written in a combination of goals, mission, vision. Unless there was a framework to parse out what were actionable goals, it would be difficult to define how to make systemic changes.

Ms. Hsu was concerned that communication was breaking down due to fatigue.

Chair Rabasa shared an analogy for the difference between the work of the Board—to determine where the boat was going, and the Superintendent—to get the oars and the crew ready. She hoped to find time to clarify the goal of improving mental health.

Chair Rabasa continued by summarizing that Robin would create a report by October 7 and hoped that a subcommittee of the Board could make some edits and that the whole Board would commit to a work session prior to October 12. She asked the Board to be flexible.

Ms. Newman hoped that Robin's report would include the comments that had been made at the earlier work session.

Ms. O'Rourke asked how the Board would direct the Superintendent to prioritize the goal of improving building relationships and morale. She wanted the work to be clear and actionable.

Robin Quirke thanked the Board for their time and for the work they accomplished.

Chair Rabasa asked for clarification from the Board how to schedule the work session and final vote. The Board agreed that they would meet in a work session on October 12 and place an item for action on the agenda of the regular meeting that night. If the Board was not ready to vote, they could table the item for a later date. Ms. O'Rourke asked whether staff could compile what work had already begun. After hearing from Superintendent Dey, Chair Rabasa said that if they could not receive all the information necessary, they would cancel the work session.

Chair Rabasa thanked the Board in advance for their cooperation in scheduling future meetings, and thanked Robin Quirke for her guidance.

II. ADJOURN

Chair Rabasa adjourned the retreat at 8:04 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)

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

Date: October 12, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m., a regular Board meeting at 7:00 p.m., and an executive session immediately following the regular Board meeting via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on October 7, 2022.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Matt Brown, Director of Finance
Debbie McKim, Executive Assistant / Board Secretary

EMPLOYEE ASSOCIATIONS:

Seth Pfaefflin, President, and Misty Jackson, Incoming President - Managers, Administrators, Professionals and Supervisors (MAPS)

MEDIA:

KRVM, The Register-Guard

I. WORK SESSION: BOARD GOALS

Chair Rabasa welcomed the Board members and asked Vice Chair Lafer to review the proposal the Board had received earlier.

Mr. Lafer summarized that the proposal was a combination of the document that Robin Quirke had sent and some were from his own notes. There were sixteen goals that had been discussed. These goals were above and beyond the required actions that the Board needed to take in the upcoming year.

Mr. Lafer said that there were five areas: making equity real; improving inclusion and outcomes for students with disabilities; strengthening and expanding the number of Career and Technical Education pathways; improving mental health supports; and creating more engaging classes and improving educator morale and retention. He added that some of the areas were already being worked on but all required an extensive review and exploration to determine how to approach the

work. The Board and staff might decide to bring in additional expertise to determine the best way to advance the goals.

Vice Chair Lafer continued that more conversation would be needed to determine whether the goals were specific, measurable, and achievable in a timely way. Mr. Lafer said it would be important to identify leadership in each of the five areas, which would be accomplished through the same process that other Board members had been identified for committee work.

Ms. Newman asked Mr. Lafer to explain how the five areas he had defined encompassed all sixteen goals. In particular, she wondered where parent engagement fit into the five areas. The desire to defund Oregon School Board Association was also mentioned as a goal that stood apart from the five areas of exploration.

Ms. O'Rourke said that the Board would need to create specific and measurable goals for the Superintendent from the wide-ranging areas that Vice Chair Lafer had presented. She did not consider them Board goals. She also questioned how the Board would equally divide the work needed. Ms. O'Rourke proposed that the Board choose a few goals that could be achieved in either one, three or five years. Goals would need to be actionable so that the Board supported the success of the Superintendent.

Ms. Hsu agreed that many of the goals would take more than a year. Creating a measurable goal would set a high mark for the Superintendent. Chair Rabasa added that the "A" in SMART goals could stand for "aspirational" and some goals might not be achieved during their tenure on the Board.

Ms. Hays agreed that the goals were very aspirational. She wanted to pare the list down so that it was more clear. Ms. Hays also hoped to see the goal about parent engagement receive more attention: she considered it a priority.

Vice Chair Lafer agreed that not everything on the list he presented was actionable. He considered the Board's role as defining the high-level priorities of the district from which a list of actionable goals could be determined.

Ms. O'Rourke did not consider the job of the Board to define how the district organized its work, rather than to create policy to support goals. She added that the Board was involving themselves in the day-to-day work of the district. She did not want to create unachievable goals for which the Superintendent would be responsible.

There was further discussion about how the Board should approach creating goals and priorities for the district.

Chair Rabasa suggested that the Board was not in a place to vote and asked someone to make a motion to table the action that was to take place during the regular meeting.

Vice Chair Lafer said that it was important to make a distinction between long-term goals and direction for the district and the goals that the Superintendent's evaluation would be based on. He considered it appropriate for the Board to engage in conversations at the workgroup level.

In response to a question from Ms. O'Rourke regarding tabling the vote on goals, Chair Rabasa said she wanted to give Superintendent Dey an opportunity to provide comment and his thoughts regarding the Board's goals. She added that Dr. Dey would be measured on the goals that he defined. Ms. O'Rourke asked Dr. Dey whether he wanted to make any comments.

Dr. Dey responded that he had been making notes regarding what areas of the Board's priorities might be measurable and achievable. He added that some goals might be easy to do and some would be long-term goals that changed over time as milestones were met.

Ms. Newman agreed that the Board's role was to create policy and approve a budget, but was also to provide a vision and strategy. She questioned whether the strategic plan that was already in place needed to be revisited and revised.

Vice Chair Lafer wondered whether a better way to approach the goals they were discussing was to make them the focus for the future.

The Board discussed how and if to move forward with the current list of goals and if so, how to prioritize them. Ms. Hays felt a sense of urgency to get started somehow since it was already October. Chair Rabasa reiterated her desire to identify themes or patterns in the goals that the Board had written—if the Board could accomplish that, they might be able to agree on priorities to move forward.

Dr. Dey recognized that each of the goals were personal and important to individual Board members. He added that there was overlap between what the district was working on and what the Board had identified as priorities.

Vice Chair Lafer suggested that he and Chair Rabasa meet with Superintendent Dey and return to the Board with a revised plan.

Chair Rabasa thanked Ms. Hsu for her final comments and expressions of discouragement that the Board had not made progress that evening. Ms. Rabasa asked the Board to hold time on Wednesdays for a continued discussion, thanked them for their time, and reminded them to return at 7:00 p.m. for the regular Board meeting.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:01 p.m. and reported that Vice Chair Lafer, Ms. Hays, Ms. O'Rourke, and Ms. Hsu were present. Ms. Hasiya Kauffman was absent. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Chair Rabasa solicited changes to the agenda. Ms. O'Rourke moved to change Item XI: 1 - Consider for Approval Board Statement Supporting Measure 114 from an item for action to an item for action at a future meeting. She clarified that had been her understanding after the

Leadership meeting. Vice Chair Lafer seconded the motion. Ms. Newman had hoped that the item could be discussed as an item for action because of the timing of the upcoming state elections. **The motion passed 5:1** with Chair Rabasa, Vice Chair Lafer, Ms. O'Rourke, Ms. Hays and Ms. Hsu voting for, and Ms. Newman voting against.

Vice Chair Lafer moved to table Item XI: 2 - Approve Board goals until after the Board could have further discussion. Ms. Hays seconded the motion. After soliciting discussion, Chair Rabasa called for the vote. **The motion passed 6:0.**

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Chair Rabasa welcomed Superintendent Dey to give a report.

Superintendent Dey thanked staff for their hard work and for sharing their concerns with him. He reassured staff that he was listening and working to implement change. Dr. Dey thanked the Facilities team for their efforts to mitigate the effects of the Cedar Creek Fire on inside air quality. He reported that the whole team was monitoring the situation to keep the district safe. Warehouse staff were on standby to deliver KN-95 masks if needed. The ionization equipment that had been installed during the COVID-19 pandemic was being used to reduce particulate matter in building air supplies. He urged families and staff to do what was best for them to ensure their personal and family health.

Superintendent Dey reported that it was already secondary school mid-terms and asked parents and caregivers to check their students' work to support their ongoing success.

Dr. Dey added that the Department of Human Resources was removing as many barriers as possible to the application process so that they could fill open positions. Dr. Dey would report back to the Board the results of their efforts.

VI. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Roscoe Caron said that Oregon School Employee Association members were deserving of just pay, benefits and working conditions. He added that great harm had been made to teachers and students because of the overwhelming testing environment, and shared reports of the ineffectiveness of the tests. He summarized that as long as people took no action, things would remain the same and asked the Board to change to a more useful and balanced assessment system.

Larry Lewin shared that he had come to the Board a year prior asking whether the district was addressing the emotional and social needs instead of trying to catch them up on lost learning. He continued that the same issue was before the current Board and asked what they would do to change the school environment. Mr. Lewin added that classified staff were equal partners in the district and asked the Board to approve new wage and benefit requests during upcoming bargaining.

VII. COMMENTS BY EMPLOYEE GROUPS

Chair Rabasa welcomed Mr. Pfaefflin, President of Managers, Administrators, Professional and Supervisors (MAPS) and Ms. Misty Jackson, incoming President. Mr. Pfaefflin shared a story about a young student he had met that day and invited the audience to explore a career with the district as a teacher or educational assistant.

Ms. Jackson shared that she had been with the district since 1999 working in instructional technology as a classified employee. Her position was reclassified as a MAPS position and she currently worked under the direction of Steve Menachemson. She was excited to represent MAPS.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hsu shared that the Student Voice subcommittee had distributed applications to the five high schools and the subcommittee in hopes to be able to choose two from each of the traditional high schools and one representative from the alternative high school. She looked forward to having students participate in Board meetings. Ms. Hsu added that there were new teacher librarians in three elementary schools and was certain that they would be an enhancement to the learning experience of students. Ms. Hsu had attended the Equity Advisory Committee meeting and heard students express their priorities. She had also heard from students at Kelly Middle School to make improvements to their school climate. She added that the students would be joining the North Region Visioning meeting in the future and she looked forward to seeing them again.

Vice Chair Lafer thanked Mr. Lewin and Mr. Caron for reminded the Board to focus on students' emotional health as opposed to test scores. Mr. Lafer had sat in on classified bargaining conversations. He was also on the picket line at PeaceHealth Riverbend and urged the community to support worker requests for a living wage. Mr. Lafer called attention to the work of Anna Grace who was traveling to Iran to learn more about the culture and return to enrich her teaching. Mr. Lafer shared Ms. Hsu's excitement about the addition of librarians at some elementary schools. He listed some of the benefits of having librarians in schools and hoped that the district would make the most of their expertise.

Ms. Newman said it was deeply disturbing to have to be fighting to protect the core values of the nation, and added that the antidote to hopelessness was to take positive action. Ms. Newman was working on the passage of Measure 114 to combat gun violence, which was the leading cause of death in many age groups and socio-economic groups. Ms. Newman pointed out some of the loopholes in current gun safety laws and listed some of the highlights of the bill, including safety training and the ban of sales of high capacity magazines. Ms. Newman urged the Board to join Lane Community College and Eugene Education Association in supporting Measure 114. Ms. Newman reported that Eugene Education Fund had received more than eighty grant requests and was reviewing the applications with a goal to award grants in November. Ms. Newman said that EEF was hosting its first fun run, for which people could register as an individual or as part of a team. She looked forward to having fun at the event.

Ms. O'Rourke read from the Injury Epidemiology Journal regarding the racial inequality that shaped the way people lived and died. The author of the article specifically listed gun violence

and incarceration as intrinsic problems for unequal application of laws and treatment. Ms. O'Rourke read additional information to point out her concerns with Measure 114. She said that it was a way for white America to keep guns out of the hands of black legal owners. She asked persons to be critical in their thinking around the measure and how it might add to racist treatment of individuals and keep disparities in place. Ms. O'Rourke asked the authors of the measure to take into account the voices of those were left out of.

Ms. Hays thanked those who had made public comment. She thought that the questions raised were important. Ms. Hays had spent personal time on the east coast. She added that the day prior was National Coming Out day and reflected that the changes in the district were heartening. Ms. Hays thanked the Board for their time in the work session and looked forward to positive outcomes.

Chair Rabasa had also met with students during the Equity Advisory Committee meeting that left her inspired and more information. She said that students shared their lived experience and suggestions for positive change. Ms. Rabasa also met with Kelly Middle School students to learn about their suggestions for the North Vision. Expertise imparted by students is impossible to reproduce. Chair Rabasa visited the Transportation Department to meet with drivers and those who scheduled the routes. Ms. Rabasa said that she was welcomed with warmth, kindness and support and was given a master lesson in leadership by Mr. Art Hart, Director of Transportation. Ms. Rabasa highlighted the driver of Route 62, Larry Orticke who had been a bus driver for nine and a half years. Chair Rabasa rode on Larry's afternoon route and learned all the details of driving a bus and also Larry's philosophy as part of a team of educators. Ms. Rabasa shared a story about the personal choice that Mr. Orticke made to return to a school to pick up a student.

IX. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Meeting Minutes for the following Board Meetings:
September 7, 2022 Board Meeting and September 21, 2022 Board Meeting
2. Approve Request for State Revenue from Lane Service District (ESD)
Presenter: Matt Brown, Director of Financial Services

Chair Lafer moved, and Ms. Newman seconded the motion to adopt the Consent Group.

The motion passed 6:0.

X. ITEMS FOR INFORMATION

1. Receive an Update on Student Board Representative Selection Process
Presenter: Maya Rabasa, Board Chair

Ms. Hsu said she had sent out a copy of the plan prior to the meeting. The plan had been distributed to all of the schools and the committee was waiting to hear from each school their selections. The committee would prioritize students from traditionally underrepresented groups. Ms. Hsu continued that the group hoped to make their final selection so that the Board could welcome student representatives to the last meeting in November.

In response to a question by Vice Chair Lafer, Ms. Hsu said there would be two representatives from each comprehensive high school and one from the alternative high school.

Ms. O'Rourke wondered whether Board policies would be aligned with the new desire to have two representatives instead of one. Chair Rabasa said that the Board had voted to change the Board policy to allow an unrestricted number of student Board representatives.

Ms. Newman asked who would facilitate the discussions of the student advisory groups. Ms. Hsu said that they would be facilitated by one of the Student Voice subcommittee members. Ms. Newman also wondered who would make the final selection for representatives. Ms. Hsu responded that the choice would be a collaborative effort between the schools, regional equity coordinators and the subcommittee. Chair Rabasa added that the subcommittee asked the schools and regional equity coordinators to submit no more than five names for consideration.

Ms. Hays asked for clarification that Board Policy BCBA – Student Representatives to the Board had been updated to allow two students to represent each high school. Ms. O'Rourke said that her desire was to have no restriction for representatives, which Chair Rabasa confirmed had been the action taken.

XI. ITEMS FOR ACTION

1. Consider for Approval Board Statement Supporting Measure 114
Presenter: Judy Newman, Board Member
This item was moved to Section XII – Items for Action at a Future Meeting.
2. Consider for Approval Board Goals for 2022-23
Presenter: Maya Rabasa, Board Chair
This item was tabled pending further discussion.

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider for Approval Board Statement Supporting Measure 114
Presenter: Judy Newman, Board Member

Ms. Newman referred to a draft statement included in the Board packet. She mentioned that the Board had already made a resolution in 2019 regarding firearms. Various groups in Eugene were supporting Measure 114 of which NAACP was the co-sponsor. Ms. Newman solicited questions.

Ms. O'Rourke said that it was important to understand how bias worked. She added that the measure would not stop white people from owning guns, but would limit black and Latin-X persons from legally owning them. She added that an equity lens had not been applied.

Vice Chair Lafer asked which parts of the measure would restrict gun ownership by economic class. Ms. O'Rourke answered that background checks would limit anyone who had been to prison from owning a gun. Ms. Newman suggested getting information from the groups who had vetted the measure.

Ms. Hays needed to take some time to look at the particulars of the measure so that she could resolve some of Ms. O'Rourke's concerns. Chair Rabasa suggested they could compile a list of questions.

Ms. O'Rourke said that one of the responses that they might hear is that the majority of persons harmed by guns were Black, Latin-X, and from Indigenous communities, which was a form of white savior complex. She added that the local chapter of the NAACP was mostly white. She suggested that the Board respond that the measure was not about changing culture, which was most important. In response to a question by Chair Rabasa, Ms. O'Rourke said that there were groups on both sides of the issue who could respond to the measure.

There was further discussion about whom could respond to questions. Mr. Lafer was looking for factual responses to the issues that Ms. O'Rourke had raised about the disproportional impacts of the measure. Ms. Hays commented that the conversation they were having was more important than the Board's endorsement. She wanted to know how the measure perpetuated inequities.

Chair Rabasa summarized that there would be additional time at the next Board meeting for a longer conversation. She asked Superintendent Dey to add to the Friday memo any information that might be useful in the discussion. The group agreed without objection to the summary that Chair Rabasa gave.

Ms. Newman thanked the Board for bringing additional insight to the meeting and looked forward to having another chance for discussion on the unintentional and intentional consequences of the measure.

2. Review Budget Committee Selection Process Presenter: Rob Hess, Chief of Staff

Chair Rabasa introduced Mr. Hess to share the Budget Committee selection process. The important parts of the process were: to determine what dates to open and close the application process; to screen applicants prior to a work session; to interview candidates in a work session; and to select the two new committee members at a public meeting. Mr. Hess referred to a possible timeline for the whole process.

Chair Rabasa shared that the Equity Advisory Committee had discussed the requirement of Senate Bill 732 Board to have a member of that committee also sit on the Budget Committee. They had agreed that if someone from the Equity Committee wanted to serve on the budget committee, they should come forward to be appointed. Chair Rabasa continued that a member of the Equity Advisory Committee had indeed expressed their desire to serve on the Budget Committee, so the Board would have only one spot to fill from the community-at-large.

Ms. Hays asked for, and received additional clarification from Chair Rabasa, that the person from the Equity Advisory Committee had met all the qualifications to serve.

Vice Chair Lafer asked that the Board consider their extensive commitments and use the least time-consuming way to choose the final candidates for the Budget Committee. Mr. Hess suggested that the Board screen and rank applicants on their own with a goal of interviewing four or five. If the Board agreed, he would create a process to present at the next Board meeting.

In response to a question from Ms. Newman, Chair Rabasa said that there had been three people absent from the Equity Advisory Committee meeting who were contacted later. The person who indicated interest was among the three absentees. Mr. Hess clarified for Ms. Newman that all Board members would see the written applications and rank them to narrow down the candidate pool.

After additional discussion, it was agreed without objection that the Board would narrow down the candidates as a group before the finalists were interviewed. Mr. Hess would create a proposal and bring it at the next Board meeting.

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

Chair Rabasa said that the next regular meeting would be October 19 and solicited items for a future meeting.

1. 2022–23 Board Meeting Calendar:

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~

~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

OCTOBER: ~~Saturday, October 1 Board Retreat;~~ Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat

NOVEMBER: Wednesday, November 2 and Wednesday, November 16

DECEMBER: Wednesday, December 7 and Wednesday, December 14

JANUARY 2023: Wednesday, January 18

FEBRUARY: Wednesday, February 1 and Wednesday, February 15

MARCH: Wednesday, March 1 and Wednesday, March 15

APRIL: Wednesday, April 19

MAY: Wednesday, May 3 and Wednesday, May 17

JUNE: Wednesday, June 7 and Wednesday, June 21

XIV. ADJOURN

Chair Rabasa adjourned the regular meeting at 8:55 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

XV. EXECUTIVE SESSION

Following the regular Board meeting the Board convened in executive session to consider matters relating to school safety or a plan that responds to safety pursuant to ORS 192.660 (2) (k).

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

Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

(Recorded by Eliza Drummond)

DRAFT

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

Date: October 19, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:00 p.m. and a regular board meeting at 7:00 p.m. via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on October 14, 2022.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Karen Hardin, Director of Human Resources
Bernadette Adeniran, Administrator, Department of Human Resources
Sharon Myrand, Budget and Reporting Supervisor, Department of Financial Services
Debbie McKim, Executive Assistant / Board Secretary

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, President, Eugene Education Association

MEDIA:

KRVM, The Register-Guard

GUESTS:

Chris Duckworth, Attorney

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).

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

Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:01 p.m. and reported that Ms. Hasija Kauffman, Ms. Hays, Ms. O'Rourke, Ms. Hsu, and Ms. Newman were present. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Chair Rabasa solicited changes to the agenda.

Ms. O'Rourke moved to add an item for action to change committee assignments. Ms. Newman seconded the motion. **The motion passed 4:2** with Ms. O'Rourke, Ms. Newman, Ms. Hasija Kauffman and Ms. Hays voting for, and Chair Rabasa and Ms. Hsu voting against. Mr. Lafer was not present.

Chair Rabasa made a motion to remove Item for Action 3 - Consider for Approval Board Resolution 2023-07 School Emergency Response Plan. Ms. Newman seconded the motion. Ms. Rabasa explained that on June 17, 2020 the Board adopted Board Policy EBC/EBCA – Emergency Procedures and Disaster Plans directing the district to create emergency procedures that met the standards of the State Board of Education. The prior action made the item action proposed that evening unnecessary.

Ms. O'Rourke asked whether the district had a plan in place. Chair Rabasa said that the resolution proposed for vote that evening was a declaration that there would be a plan in place, which the Board policy already stated, so the resolution would be redundant. Superintendent Dey said that the Board had already instructed the Superintendent to ensure there was an emergency plan in place and the district was working on making changes because of recent safety audits.

Chair Rabasa called for the vote. **The motion passed 6:0.** Vice Chair Lafer was not present.

The Board waited for Vice Chair Lafer to join the meeting before continuing.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Chair Rabasa welcomed Superintendent Dey to give a report.

Superintendent Dey was very proud of the district's response to a recent multi-vehicle collision on Interstate 5. School buses had been sent to the scene to transport stranded individuals to a safe location. Dr. Dey added that the district repeatedly responded to requests for assistance which created meaningful engagement with the community.

Dr. Dey continued that the voices of the community and staff, and the different ways that they engaged with each other were a priority, especially as the district moved forward with the work before them. The district was conducting an audit of communications, creating a library dream

team, redesigning the Equity Advisory Committee, and improving the ways in which volunteers were engaging with staff in buildings.

Superintendent Dey appreciated the support for the work that he and the district were doing.

VI. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Miles Pendleton was the president of the NAACP and strongly urged support of Measure 114. He said that the measure would work toward greater equity and had been vetted and edited by persons in the BIPOC community who were most disproportionately affected by gun violence. He hoped that the board would promote equity, child safety and community safety. The measure would give an opportunity for the legislature to explore how the state approached gun legislation reform in an equitable way. Mr. Pendleton offered to discuss the measure with any Board member.

Marilyn Keller was one of the three chief petitioners of Measure 114. Ms. Keller said that a group had been working for the past four years to get gun reform on the ballot. Ms. Keller added that the group had conducted many forums to determine the impacts of gun violence on the community and especially on BIPOC families. More than 160,000 persons had signed the petition to get it on the ballot. Ms. Keller sang "Lift Every Voice and Sing," the Black National Anthem which had been chosen as the theme for their work to get the petition onto the ballot. She clarified that the measure had been written to ensure that it did not adversely affect black and brown persons. The website for the measure was <https://www.lifteveryvoiceoregon.com/>.

Pamela Heward was a parent in the district. She wanted to make the Board aware of a backlog of volunteer applications. Ms. Heward had sent her application before the summer and it had not been processed which caused concern because the Battle of the Books event was upcoming and relied on volunteers. Ms. Heward added that teachers needed assistance and without volunteers would not be able to do some of the events they had planned. Ms. Heward was offering her time to process the backlog of applications.

Jess Roshak said that fifteen percent of 4J students were affected by dyslexia, which often led to troubles in education, employment and resulted in low income and poverty. Ms. Roshak considered it the biggest social justice issue of her time. Dyslexia was a brain difference which required alternative literacy instruction. Many students considered themselves to be poor readers who were not smart, and the remediation offered to them was not appropriate. Ms. Roshak said that her son was already struggling from a lack of proper diagnosis and had been denied appropriate reading instruction. Ms. Roshak asked for a budget that would provide access to the services they needed, including correct diagnosis.

Harry Sanger congratulated the Board on sticking to agendas and getting Board business done. Mr. Sanger also thanked Superintendent Dey for reaching out to the community and holding listening sessions. Mr. Sanger was speaking for many persons who were not being heard and could not attend meetings. He claimed that Critical Race Theory was being taught in schools and created a racial bias and that some topics being taught in schools were not appropriate for the age group. Mr. Sanger also hoped that the Board would leave politics out of the meeting.

Ms. O'Rourke interrupted Mr. Sanger, claiming discriminatory dialog.

Mr. Sanger attempted to continue his presentation, but Ms. O'Rourke would not allow him to speak. Chair Rabasa asked Ms. O'Rourke to allow Mr. Sanger to continue to speak.

Mr. Sanger said that he was hoping to make the Board aware of an event that would be occurring that weekend and asked the Board not to show up and create more problems in the community. He wished to avoid discrimination of any sort.

Chair Rabasa noted that the legal advice the Board had received was to not interrupt anyone from speaking unless they were using "fighting words." Chair Rabasa thanked the speakers for their time.

VII. COMMENTS BY EMPLOYEE GROUPS

Chair Rabasa welcomed Sabrina Gordon, President of Eugene Education Association. Ms. Gordon shared how many requests she had received the prior week from educators who needed assistance dealing with the social and emotional needs of students. Ms. Gordon shared a letter from teachers whose students were acting violently in the classrooms and in the hallways. She continued that teachers were afraid to go to work and students were anxious to attend school because of the continued violence by other students. Ms. Gordon shared that students were witnessing trauma daily in school and were losing large amounts of education time. On behalf of teachers, Ms. Gordon asked for clearly communicated behavior support, dedicated time for staff to focus on behavior supports, and adequate staffing to support students' needs.

Ms. Gordon shared that the requests aligned with Superintendent Dey's "big rocks," most importantly safety and wellbeing for all students and staff.

Chair Rabasa thanked Ms. Gordon for her presentation.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hasija Kauffman sent well wishes to everyone who was experiencing a stressful start to the year. She asked that as the Board did the business of the district, they keep in the front of their minds the wellbeing of students and staff. Ms. Hasija Kauffman shared that she had attended the first Legislative Committee meeting. She also attended the Chinese American Festival and the Hispanic Heritage Festival which was hosted by the Equity Advisory Committee. Ms. Hasija Kauffman appreciated the coordination that went into the event and was delighted to see everyone connecting through food and craft.

Vice Chair Lafer also appreciated Ms. Gordon's comments and said it was one of the highest priorities the Board needed to address. Mr. Lafer reported that employees of Weyerhaeuser had been on strike for a month over a living wage and health benefits. He added that the national president of the AFL-CIO would be in Springfield joining the striking workers. Mr. Lafer mentioned the Drag Queen Story Time event that would be occurring at Old Nick's. He shared that it was a voluntary event and no one was being forced to attend. He hoped that those

attending the event in protest would be peaceful and would not use their actions to discriminate against persons attending the event.

Ms. Hsu added that the Drag Queen Story Time was a fun and colorful event for children filled with performance and stories. Ms. Hsu had attended the Fifteenth Night event at South Eugene High School which was a benefit to help youth in shelters. The title of the event arose from a study that showed that youth who experienced two weeks of homelessness were at greater risk of becoming permanently homeless. The organization also believed that no student should have to drop out of school due to homelessness. Ms. Hsu said that representatives of the Youth Action Council were in all the high schools and were instrumental to the success of the program.

Ms. Newman was happy to hear about the diversity of events in the community. She was proud of the involvement of Board members in the initiatives. Ms. Newman thanked those who gave public comment that evening for their offers for solutions to the problems that they shared. Ms. Newman was looking forward to the fun run that Sunday to benefit Eugene Education Foundation. Ms. Newman also mentioned the Legislative Committee meeting's plans to meet with legislators in January. She asked the Board to respond to the poll to indicate the times they would be available to meet. Ms. Newman urged everyone to vote on November 8.

Ms. Hays thanked Ms. Gordon of EEA for the stories that she shared. She agreed that the Board should focus on answers to the issues that teachers and students were facing and make school a safer place. Ms. Hays thanked Superintendent Dey for his information on how the district was planning to mitigate the backlog of volunteer applications. She hoped the information would be communicated more widely. Ms. Hays added that Lane County Parks would also be on the ballot in November and asked the community to support funding for improvement to accessibility to open spaces and facilities.

Ms. O'Rourke said that the district had several policies regarding discrimination which the Board was not following. She had been the subject of continuous discrimination since becoming a Board member. She had asked to restrict those who discriminated against her at meetings and added that the Board's actions were not equitable. She said that the actions of those at meetings had continued since March. Ms. O'Rourke did not agree with those who had presented in favor of Measure 114. She said that the history had always been about keeping guns out of the hands of Black and Latin-X persons. She wanted the Board to focus on transformative justice and a restorative response. She considered the measure racist and added that equity was not in mind when it was written.

Chair Rabasa thanked Ms. Hsu and Vice Chair Lafer for giving more information about the story event. She was grateful to the community for the variety of opportunities available to expand engagement through literacy and culture. Ms. Rabasa reported that the Mental Health Subcommittee had met earlier that day to craft a mental health taskforce of district and community partners. The team would help to identify, envision and implement solutions for an integrated mental health system. Chair Rabasa shared the work of Denise Velasco at Network Charter School. They were the glue that held the school together. Denise had taught almost every subject at the school and was always amongst the first to step up to new ideas. Denise worked on graduation programs and fundraising, and an outdoor activity credit recovery program. Chair Rabasa said the list of what Denise had done for the district was extensive and thanked Network Charter School and Denise for their work.

IX. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Meeting Minutes for the following Board Meeting; September 6, 2022 Board Retreat
Presenter: Andy Dey, Superintendent
2. Routine Personnel Action
Presenter: Karen Hardin, Director of Human Resources

Chair Lafer moved, and Ms. Hsu seconded the motion to adopt the Consent Group. **The motion passed 6:0. Ms. O'Rourke did not vote.**

X. ITEMS FOR INFORMATION

1. Report on Student Enrollment as of October 1, 2022
Presenter: Oscar Loureiro, Director of Research and Planning
Chair Rabasa introduced Mr. Loureiro to make a report on student enrollment.

Mr. Loureiro reported that student enrollment on October 1 was used in Oregon to track district and school enrollment annually and was the most important factor in the allocation of the State School Fund among districts. He referred to information in the Board packet.

In 2022, the October 1 student enrollment in 4J remained stable after two years of very significant decline, with a 0.2% drop (thirty-seven students) compared to October 1, 2021. Mr. Loureiro added that enrollment had been declining over time since the mid-1990s. There had been a slight recovery from 2014 to 2019, however, since the pandemic, the lower grades had suffered the highest drops in enrollment, which could have lingering effects on the district over time.

Mr. Loureiro continued that enrollment in Eugene Online Academy, the district online program had dropped by 73%, from 950 students on October 1, 2021 to 256 on October 1, 2022, while the number of 4J students being homeschooled dropped 28%, from 1056 in 2021–22 to 763 on October 1, 2022. He attributed both of these drops to a recovery from the effects of COVID-19.

Vice Chair Lafer asked whether the decrease in enrollment at 4J was consistent with other districts in the state. Mr. Loureiro responded that they would have more information when they received enrollment numbers from other districts, but one factor in the decline in enrollment could have been the increase in rent across the district.

2. Review Oregon School Board Association Membership
Presenter: Andy Dey, Superintendent

Superintendent Dey shared that the Board had been in conversation about their relationship with OSBA and what it might look like in the future. Dr. Dey had been asked by the Board to learn what the district received for its annual membership premium of approximately \$20,000. Dr. Dey reported that membership included policy updates following legislative sessions; sample policies; Board training; and advice on operations in the district and other districts. Superintendent Dey added that the premium the district paid for casualty and theft insurance was based on being a member of OSBA.

Ms. O'Rourke said that some members of the Board had expressed their dissatisfaction in the support they received from OSBA. Ms. O'Rourke did not believe that OSBA could represent the district because of the lack of diversity of lived experience among its staff, the profile of which was quite narrow. Ms. O'Rourke believed that her experience would have been different had there been black staff at OSBA. Ms. O'Rourke continued that the organization in its current state would not pass the 4J School District equity evaluation for hiring. Ms. O'Rourke suggested that the Board remain members of OSBA as long as OSBA took actions to diversify their staff with a limit of one year to revisit and reconsider being a member. Ms. O'Rourke said it was important to students and families to make changes at OSBA and urged the Board to create a resolution stating their recommendations.

Vice Chair Lafer and Ms. Newman supported Ms. O'Rourke's request and agreed that meeting to discuss the questions and actions to submit to OSBA was important. Dr. Dey offered that staff would fully support composing a resolution. Ms. Hsu asked to meet with Ms. O'Rourke to get more information from her. Ms. Hsu continued that she had been receiving messages from the Color Caucus whose focus was to diversity OSBA, and fully supported the work. Ms. Hays wondered whether the Board could meet to hear the details of Ms. O'Rourke's experience so they could address the issues together.

Ms. Hays added that the Boards that were supported by Oregon School Boards Association had a responsibility to make it a better organization.

Ms. Hasija Kauffman was in full support of any ways that they could affect change to OSBA and appreciated Ms. O'Rourke's tactic to remain a member of the organization while working to make the changes necessary. Ms. Hasija Kauffman had also been receiving emails from the Color Caucus. Ms. O'Rourke considered the Color Caucus to be ineffectual in making change.

In response to a question from Ms. Hays, Ms. O'Rourke said that Dr. Dey had agreed that staff would work on the issues. Ms. O'Rourke wanted to make statewide change.

Ms. Rabasa entertained a motion if the Board felt it was necessary.

There was additional discussion on how to work collaboratively with other Boards across the state to promote diversity and enact change.

Ms. Hays asked the Board to approve without objection to ask staff to craft a resolution to OSBA to address the concerns discussed that evening. Chair Rabasa asked Superintendent Dey to prioritize the request.

3. Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2021-22 Assurances
Presenter: Rob Hess, Chief of Staff

Chair Rabasa introduced Rob Hess to make a presentation. Mr. Hess said that staff annually reported on standards for the prior year. Division 22 standards were created by the State of Oregon and were compliance standards. The district was required to report whether it had met all the standards. Mr. Hess said that there were over fifty rules established by Division 22, many of which were considered unfunded mandates.

Mr. Hess pointed out that the assessment part of graduation standards was being waived, as was the kindergarten assessment.

Mr. Hess solicited questions from the Board. In response to a question from Ms. Newman regarding the consequences for being out of compliance, Mr. Hess said that the district reported on their progress to reach compliance, but there was no list of progress benchmarks that would place the district in danger of losing funding.

Ms. Hsu asked to schedule a time to discuss of Media Programs. Mr. Hess responded that libraries in schools were often staffed inequitably because they were staffed through school budgets and not the district budget. Mr. Hess shared additional information regarding the inequitable staffing reflected in Division 22 Compliance issues.

XI. ITEMS FOR ACTION

1. Approve the Budget Committee Selection Process

Presenter: Rob Hess, Chief of Staff

Mr. Hess referred to the proposal in the Board packet. He had created two options based on the discussion that had occurred the week prior. Both options included the ratification through Board vote of the Equity Advisory Committee's suggestion for Budget Committee member.

Mr. Hess asked the Board for input on how they would choose the additional Budget Committee member.

Ms. Hays moved that the Board accept the proposal to approve the Equity Committee's recommendation, and also to review all applications for the second committee member after which the top candidates would be interviewed. Ms. Newman seconded the motion with a preference to rank the candidates after being interviewed.

Chair Rabasa called the vote. **The motion passed 6:0.** Ms. Hasija Kauffman had left the meeting. Mr. Hess thanked the Board and reported that the application would be available on the website on November 1.

2. Consider For Approval Board Statement Supporting Measure 114

Presenter: Judy Newman, Board Member

Ms. Newman acknowledged that the Board had varying viewpoints on Measure 114. She offered to rewrite the statement to include at the end "the following members of the Eugene School Board..." She asked that those who were in support to contact her. The statement would be posted on BoardBook.

Chair Rabasa clarified that Ms. Newman was asking that if the Board had no objections, those who were interested in supporting the statement should get in contact with Ms. Newman.

Ms. O'Rourke countered that if the Board did not vote to support the statement, it should not be on Board letterhead. Ms. Hasija Kauffman summarized Ms. O'Rourke's point: there should either be a vote to pass the statement as supported by the Board, or it should not be on Board letterhead and should not include the words 4J School Board.

Chair Rabasa affirmed her understanding of Ms. O'Rourke's concerns. Ms. Newman added that the quotes included in the statement came from a previous resolution, and the Board was supporting the language in the resolution.

Vice Chair Lafer said that he was in support of the statement.

Ms. O'Rourke appreciated the compromise that Ms. Newman made in revising the statement.

3. Consider for Approval Board Resolution 2023-07 School Emergency Response Plan
Presenter: Andy Dey, Superintendent
This item was tabled during agenda review.

4. Reassign Committees
Presenter: Laural O'Rourke

Vice Chair Lafer moved to table the discussion for the next meeting. Ms. Hays seconded the motion.

Ms. O'Rourke objected to tabling the discussion since she had brought the item to the Board.

Ms. Hsu supported the motion to table the item. Ms. Hays said she did not know what the item was about and wondered whether it was time sensitive.

Ms. Hasija Kauffman supported the motion to table the item.

Ms. O'Rourke said that her request was to change the members of the Mental Health Committee, which was comprised of herself, Chair Rabasa and Ms. Hsu. Ms. O'Rourke posited that Chair Rabasa and Ms. Hsu were in many of the committees and Ms. O'Rourke was uncomfortable with Ms. Rabasa's presence on the Mental Health Committee. She wondered whether Ms. Newman could take Chair Rabasa's place.

Chair Rabasa asked whether there was timeliness to Ms. O'Rourke's request.

Vice Chair Lafer was grateful for the amount of time Chair Rabasa spent on subcommittees. He added that he wanted to be rested and ready to have a discussion about the topic in full and hoped that it could be tabled.

There was additional discussion about the makeup of the committees.

After a request by Chair Rabasa, Ms. O'Rourke moved to amend the motion to ensure that no meetings of the mental health subcommittee occur until the item could be discussed at the November 2 Board meeting. Ms. Newman seconded the amendment to the original motion.

Ms. Hsu requested that the members of the mental health subcommittee further discuss the issue in private.

Chair Rabasa called for the vote on the amendment to the original motion. **The motion to amend carried 6:0. Ms. Hasija Kauffman was not present for the vote.**

Vice Chair Lafer called for the vote to table the discussion, with the amendment as approved. **The motion carried 5:1 with Chair Rabasa, Vice Chair Lafer, Ms. Hsu, Ms. Newman in favor, and Ms. O'Rourke voting against.**

Ms. Hays asked that staff send the list of committee assignments with information about the Chair's prerogative to assign Board members. Superintendent Dey said that he would send all relevant Board policies. Chair Rabasa asked that the working agreements also be sent.

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Equity Facilitation Work

Presenter: Rob Hess, Chief of Staff

Mr. Hess referred the Board to information in the packet. He offered three options for choosing a facilitator: to appoint two Board members and two Equity Committee members to narrow the submitted proposals to three and invite those three to interview with the full Board, after which the Board would make their choice in a public meeting; second, all Board members would rank the applicants independently to arrive at three top choices, after which the process would be the same as in the first option; and third, to appoint two Board members and two Equity Committee members to select and interview the applicants and bring their final choice to a Board meeting for ratification by the board.

Mr. Hess added that the Board could also discuss other options.

Ms. O'Rourke asked that there be rankings for both "experience" and "lived experience" on the rubric.

Ms. Newman confirmed that staff would receive references from all applicants.

Ms. O'Rourke asked whether "policy work" would also be added to the rubric. Mr. Hess agreed that he would add it as well. He asked the Board to think about their choice of options for choosing a final candidate and be prepared to vote at the meeting on November 2. Mr. Hess said that he would extend the application window through the end of October.

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

Chair Rabasa said that the next regular meeting would be November 2 and solicited items for a future meeting.

Ms. Newman asked to add to the agenda an update on the safety plans, specifically what was being done to make schools more safe. Ms. Hays and Ms. O'Rourke supported the request.

Ms. Hays asked to have a report from Superintendent Dey on new staff administration positions. She said that Leadership could clarify the request if it was approved. She also wondered about how the new positions had been advertised. Ms. Newman and Ms. O'Rourke supported the request. Ms. Hays clarified that her request pertained to persons working in the district offices.

Ms. O'Rourke asked to get more information where past committee meetings were located on the district website. Chair Rabasa suggested that information on where to find the meetings

online could be shared in the Friday memo. Superintendent Dey clarified that Ms. O'Rourke was looking for special committee and standing committee meetings.

Chair Rabasa said that Board Leadership would review the items and discuss where to put them on future agendas. All minutes of Board Leadership meetings were part of the Friday Memo.

1. 2022–23 Board Meeting Calendar:

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~

~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

~~OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat~~

NOVEMBER: Wednesday, November 2 and Wednesday, November 16

DECEMBER: Wednesday, December 7 and Wednesday, December 14

JANUARY 2023: Wednesday, January 18

FEBRUARY: Wednesday, February 1 and Wednesday, February 15

MARCH: Wednesday, March 1 and Wednesday, March 15

APRIL: Wednesday, April 19

MAY: Wednesday, May 3 and Wednesday, May 17

JUNE: Wednesday, June 7 and Wednesday, June 21

XIV. ADJOURN

Chair Rabasa adjourned the regular meeting at 9:50 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

November 2, 2022

Title

Bond Project – North Eugene High School: Technology Equipment Purchase

Presenter

Ryan Spain – Director of Facilities

Background.

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School.

This order provides new technology equipment (ethernet switches) for the Main Distribution Frame (MDF) and Independent Distribution Frame (IDF) at the new North Eugene High School. These switches serve all data ports, phones, cameras, wireless access points, etc. throughout the new building.

Budget/Resource Implications:

This technology equipment purchase is included in the overall North Eugene High School project budget and will be funded from the General Obligation Bond funds. PNW Security, LLC is the state OETC contract partner and we recommended an award for \$173,683.

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 new technology equipment at North Eugene High School in the amount \$173,683 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

November 2, 2022

Title

Bond Project – North Eugene High School: Furniture Purchase

Presenter

Ryan Spain – Director of Facilities

Background.

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School.

With the new North Eugene High School wrapping up we need to get new furniture for the building on order. All spaces within the new building will receive new furniture as we have done with prior new schools.

Budget/Resource Implications:

This furniture, shipping, assembly and installation cost are included in the overall North Eugene High School project budget and will be funded from the General Obligation Bond funds. School Specialty, Inc. is the state contract partner and we recommended an award for \$2,166,441. Some minor variations based on shipping costs may occur as orders are placed.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award to School Specialty, Inc. for furniture purchase at North Eugene High School in the amount \$2,166,441 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

November 2, 2022

Title

Bond Project – Camas Ridge Community Elementary School Replacement Building - Controls

Presenter

Ryan Spain – Director of Facilities

Background

The District continues to automate our building controls systems to bring better occupant comfort and operational efficiencies to the District among many other benefits. Most facilities across the district have been completed. These projects have been paid for through past General Obligation Bond funds. With Camas’s replacement building underway the district needs to award the building controls, normally managed directly by the district. The project includes new direct digital controls to align with district standards. All system controls will be linked to our district wide building automation system.

Budget/Resource Implications:

The winning bid by Clima-Tech Corporation was \$589,000 and is within the budgeted amount for the work. The project will be funded from available 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 Clima-Tech Corporation for Camas Ridge Community Elementary School Replacement Building project in the amount \$589,000 funded from available General Obligation Bond funds.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

November 2, 2022

Title

Approve Contract Agreement with Sexual Assault Support Services (SASS)

Presenter

Andy Dey, Superintendent

Background

To continue to build capacity in our system around prevention and response as well as ensure rapid access to supports for our students the district is moving forward with a contract with Sexual Assault Support Services (SASS).

This important partnership will provide technical assistance to staff and faculty as requested; ensure that 4J is in compliance to meet the requirements of Erin's Law at the high school level; provide professional development to staff; provide on-call response for student support and advocacy; as well as support and train youth advocate positions.

Recommendation

The superintendent recommends approving the contract with Sexual Assault Support Services (SASS).

Memorandum of Understanding
between
Eugene School District 4J
and
Sexual Assault Support Services

1. PARTIES

This Contract is between Sexual Assault Support Services (“SASS”) and Eugene School District 4J (“4J”). This Contract is effective on . This Contract expires on .

SASS agrees to perform, and 4J agrees to pay for, the services and deliverables described in Section 2 (the “Services”).

2. SCOPE OF WORK AND DELIVERABLES

A. REQUIRED SERVICES, DELIVERABLES, AND DELIVERY SCHEDULE

(1) SASS hereby agrees to furnish the following Services and Deliverables under this Contract:

- i. Provide privileged advocacy for students, staff, and families in the 4J school district. Specifically, SASS agrees to have SASS Advocates available for on-call response to high schools to provide advocacy for students making disclosures of sexual violence.
- ii. Create up to two Youth Advocate positions and recruit, train, and supervise qualified Youth Advocates for these positions. Youth Advocates will hold office hours at each high school on a rotating basis for up to 15 hours/week and engage in community outreach and education as described below.
- iii. Provide technical assistance to staff and faculty of 4J schools as requested.
- iv. Participate in teacher and administrator professional development to provide training on the dynamics of sexual violence, procedures for accessing SASS services, and other topics as needed.
- v. Provide outreach and information about SASS services to the 4J community. This includes participation in 4J community events, provision of education and informational materials such as pamphlets and posters, and other outreach as needed.
- vi. Work with 4J staff to meet Erin’s Law requirements at the High School level, including consulting with educators for curriculum development, presenting to HS classes up to 10x/year, and providing technical support as requested.

(2) 4J hereby agrees to:

- i. Assign an administrative liaison with whom SASS staff will work to establish standard operating procedures and support for this program.
- ii. Assign and furnish office space at each high school for Youth Advocate office hours. Office space must adequately meet confidentiality requirements so that SASS Advocates can have private, protected interactions with clients.

- iii. Offer the appropriate credentials and training for Youth Advocates to work in 4J schools. Youth Advocates must have access to staff resources, including badges, access to staff break rooms, etc., that may be necessary for Youth Advocates to comfortably perform their duties while on campus.
- iv. Provide opportunities to inform and train administrators, educators, and other school staff on procedures for engaging on-call SASS services and Youth Advocates.

B. ACCEPTANCE CRITERIA AND PROCESSES

- i. Referral Process: 4J's administrative liaison will work with SASS to develop and disseminate procedures by which 4J staff may engage on-call SASS advocacy for disclosures and technical support.
 - a. SASS works to ensure a prompt response time, but there may be times when no advocate is immediately available, resulting in a wait time.
 - b. 4J agrees that SASS can only provide on-call advocacy when the following criteria have been met:
 - i. The student is in high school and at least 13 years old.
 - ii. The student is requesting support related to sexual violence or making a disclosure about sexual violence. SASS Advocates cannot offer services for other forms of abuse if sexual violence is not a component. If a student requests SASS advocacy, 4J staff should not screen students, but SASS has final authority to determine whether or not the student is appropriate for SASS services.
 - c. 4J understands that SASS staff are privileged advocates and therefore may not disclose any information about our clients unless express, written, and time-limited consent has been granted by that client.
 - i. 4J agrees that accessing SASS services is not a reportable activity. 4J staff shall not use a student's engagement with SASS as grounds for a mandated report.
- ii. Communication: Bi-yearly meetings shall be held to review implementation of this agreement, to establish policy directives, and to hold conferences as appropriate. Participants will include direct service staff and administrative staff.
- iii. Reporting Requirements: SASS will maintain documentation of services, outcomes, and finances of its staff for accountability and research purposes. SASS will provide annual program reports if requested.
- iv. Confidentiality Assurance: SASS shall safeguard the use of and access to information regarding individuals to whom SASS provides services. SASS shall not use or release any reports, data, or other information except with the approval of such applicant or person served and in accordance with the rules and regulations of SASS, and where applicable, state and federal laws and regulations, including the confidentiality and privacy requirements of the Violence Against Women Act. Such information shall be used only to assure proper administration, planning, coordination, and monitoring of performance under this agreement.
 - a. 4J may not request the disclosure of information about SASS's clients. If requested, SASS may provide de-identified, aggregate data; 4J agrees to work with SASS to ensure that any reporting requirements can be met without violating SASS's confidentiality requirements.

3. COMPENSATION

The total amount of this Contract is \$443,311.00 across three years. 4J shall pay SASS for Services on a yearly basis. The first payment shall be made when the contract is signed, and thereafter yearly on that date. SASS shall provide documentation and invoices as requested by 4J.

4. INDEPENDENT CONTRACTOR RELATIONSHIP

This Contract does not create an employer/employee relationship between 4J and SASS. SASS is not entitled to any 4J benefits.

5. INSURANCE

SASS will carry liability insurance relative to any Service that SASS performs for 4J under this Contract, including but not limited to: Workers Compensation, Commercial General Liability, and Professional Liability.

6. TERMINATION

SASS may exercise any rights available under Oregon law to terminate for cause upon the failure of 4J to comply with the terms and conditions of this Contract.

7. FORCE MAJEURE

Neither SASS nor 4J shall be responsible for any failure to perform or for any delay in the performance of any obligation under this Contract caused by fire, riot, acts of God, terrorism, war, or any other cause which is beyond the breaching party's reasonable control. SASS shall, however, make all reasonable efforts to remove or eliminate the cause of SASS's delay or breach and shall, upon the cessation of the cause, continue performing under this Contract. 4J may terminate this Contract upon written notice to SASS after reasonably determining that the delay or breach will likely prevent successful performance of this Contract.

8. MODIFICATION OR AMENDMENT

No amendment, change, or modification of this Contract shall be valid unless in writing signed by the parties hereto.

9. INDEMNIFICATION


4J shall defend, hold harmless, and indemnify SASS, its officers, directors, agents, and employees against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever ("claims") resulting from, arising out of, or relating to the acts or omissions of 4J or its officers, employee, subcontractors, or agents under this Contract.

10. REPRESENTATIONS AND WARRANTIES

SASS has the authority to enter into the Contract. SASS will perform services in a timely and professional manner. SASS shall maintain any required license(s) and relevant insurance(s).

11. SIGNATURES OF AUTHORIZED REPRESENTATIVES

The signers are authorized to act on behalf of 4J and SASS, respectively. By signing below, both parties are bound by and will comply with all requirements, terms and conditions contained in this Contract.



Martina Shabram, PhD, Executive Director
Sexual Assault Support Services



Andy Dey, PhD, Superintendent
Eugene School District 4J

Date:

10-26-2022

Date: 10/28/2022

Eugene School District 4J General Terms and Conditions

THIS ADDENDUM (**Addendum**) amends and supplements the attached Service Provider Agreement (**Agreement**) by and between Sexual Assault Support Services (**Provider**) and Eugene School District 4J (**District**). Unless otherwise provided in this Addendum, defined terms shall have the same meanings set forth in the Agreement

1. Work Performed on District Property. Provider and Provider staff shall comply with all policies, rules, procedures, and regulations established by District for access to and activities in and around premises controlled by District or any other District of the State, including but not limited to:

- 1.1 When performing work on District property, Provider and Provider's employees shall be in appropriate work attire (or uniform, if applicable) at all times. Provider attire must meet the guidelines for non-offensive, derogatory, or other requirements similar to District staff.
- 1.2 Each day Provider or Provider's employees are present on District property, they must sign in at the location's main office and obtain an identification/visitor tag. Provider and Provider's employees must display this tag on their person at all times while on District property.
- 1.3 All District properties are tobacco-free zones; Provider and/or Provider's employees are prohibited from using any tobacco product on District property.
- 1.4 All District properties are also drug-free, weapons-free and firearms-free zones; Provider and/or Provider's employees are prohibited from possessing on their persons or in their vehicles any drug, weapon or firearm while on District property.

2. Obligation to report abuse.

District shall adopt the privileged advocate status of Provider as presented in 2(B)(i)(c) of the Memorandum of Understanding; unique situation of the services provided supersede District's standard reporting policy.

3. Confidential Information Confidential Information.

- 3.1 Provider acknowledges that it and its employees, officers, directors, agents or subcontractors (collectively, "Provider Staff") may, in the course of performing the Services under this Agreement, be exposed to or acquire information that is confidential to District or District's clients. Any and all information of any form (including but not limited to records, files, papers, materials, documents, and communications in written, verbal, oral and electronic form) that Provider or any Provider Staff may come into contact with or that is obtained by Provider or Provider Staff in the performance of this Agreement shall be considered for the purposes of this Agreement the confidential information of District ("Confidential Information"). Provider shall, and shall cause Provider Staff to treat any reports or other documents or items (including software) that result from the use of the Confidential Information in the same manner as the Confidential Information. Confidential Information does not include information that (i) is or becomes (other than by disclosure by Provider or Provider Staff acquiring such information) publicly known or is contained in a publicly available document except to the extent applicable law still restricts disclosure; (ii) is furnished by District to others without restrictions similar to those imposed by this Agreement; (iii) is rightfully in Provider's possession without the obligation of nondisclosure prior to the time of its disclosure under this Agreement; (iv) is obtained from a source other than District without the obligation of confidentiality, (v) is disclosed with the

written consent of District, or; (vi) is independently developed by Provider or Provider Staff who can be shown to have had no access to the Confidential Information.

3.2 FERPA Re-Disclosure. Family Education Rights and Privacy Act ("FERPA") Prohibits the Re-Disclosure of Confidential Student Information: Except in very specific circumstances and as agreed in writing, Provider shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Provider may learn or obtain in the course and scope of its performance of this Agreement. Any re-disclosure of confidential student information must comply with the re-disclosure laws of FERPA. Provider is not to re-disclose information without prior written notification to and written permission of District. If District grants permission, Provider is solely responsible for compliance with the re-disclosure under §99.32(b). Consistent with FERPA's requirements, personally identifiable information obtained by Provider in the performance of this Agreement must be used only for the purposes identified in this Agreement.

4. Indemnification

- 4.1 Provider shall defend, indemnify and hold harmless District, its officers, directors, employees, and agents from and against all liabilities, losses, expenses, claims, actions, or judgments (including attorney fees) recovered or made against District for any damages, injury, or death to persons or damage to property caused by the negligent or intentional acts or omissions of Provider, its officers, employees, agents, or subcontractors related to Provider's performance under this Agreement. Provider's indemnification extends to conditions created by this Agreement or based upon violation of any statute, ordinance, or regulation. This provision is in addition to any common law or statutory liability and indemnification rights available to District.
- 4.2 District agrees to be responsible for any damage or any third party liability which may arise from its responsibilities as related to services in the Agreement and subject to the limitations and conditions of the Oregon Tort Claims Act, ORS 30.260 to .300, and the Oregon Constitution Article XI, Section 7, to the extend liability arising out of the negligence of 4J. 4J shall not be required to indemnify or defend Provider for any liability arising out of the wrongful acts of employees or agents of Provider.
- 4.3 District shall indemnify, defend, and hold Provider, its officers, agents, and employees, harmless from any claims, actions, liability, or costs, including attorney fees and other costs of defense, caused by the negligent or intentional acts or omissions of 4J related to work performance under this Agreement.

5. Applicable Law. This Agreement is governed by the laws of the State of Oregon.

In the event of conflicting terms, *Eugene School District 4J General Terms and Conditions* shall take precedence.



Provider Signature

10-26-2022

Date



ITEM FOR INFORMATION

Date of Meeting

November 2, 2022

Title

Discuss Legislative Priorities

Presenter:

Judy Newman, Board Member; Keerti Hasija Kauffman, Board Member

Description

The legislative committee met and would like to determine what the legislative priorities of the board members are so that legislative advocacy areas can be determined.

Legislative Priorities from School Board Members- Draft 11/2/22

Ensure stable funding in basic school support that reflects actual roll-up costs.
(ALL)

Ensure continued full funding of the Student Success Act (SSA). (ALL)

Recruit and retain a diverse and qualified workforce. Help address pay issues. (LO, MH, KHK, JN, previous priority)

Ensure that all existing and new mandates include funding for implementation. (LO, previous priority)

Eliminate section 3 of ORS 332.018 - the prohibiting of compensation for school board members creates an insurmountable barrier for far too many to serve, directly impacting the diversity of our school boards, reinforcing inequities. (MR)

Pay for school board members as an equity issue (could this be part of priority stated above?) - (LO, KHK)

Work with local, ODE, and legislative partners on long-term solutions that will reduce standardized testing requirements. (MR, JN, MH, KHK, previous priority)

Align early learning and K-12 systems with the support of comprehensive community services and supports with public funding. (JN, previous priority)

Provide universal high quality preschool. (could this be part of priority stated above?)
(LO, MR)

Training for school board members- onboarding of new members to give them the tools for success. (Legislation likely)

Annual self assessment for school boards and training to address needs and priorities identified by school board members- (Legislation likely)

Support CTE and workforce initiatives and funding. (MH, KHK)

Expand and deepen "All Students Belong". (MH, previous priority)

Expand and support mental health and social emotional supports for students and staff. (could this be part of All Students Belong work?) (KHK)

Support environmental and climate change initiatives and education- in school facilities, transportation and practices? In curriculum for students? (previous priority- will be a bill)

Legislative Breakfast date will be Monday, January 9, 2023 from 8-9:30 am in the district office- Mark your calendars and we will get invitations out asap.

DRAFT



Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.



ITEM FOR ACTION–

Date of Meeting

November 2, 2022

Title

Equity Trainer Selection Process

Presenter

Rob Hess, Chief of Staff; Collina Beard, Chief Academic Officer

Background.

Last spring the school board made a commitment to engage in equity training with the board and cabinet leadership. At the October 19th board meeting, the board reviewed a proposed process for selecting a trainer. The proposal was revised based on the feedback received and is being brought forward for a decision.

Budget/Resource Implications:

Funds have been already been budgeted for this training.

Recommendation

The superintendent recommends the board selects one of the three options listed and provides timelines accordingly to staff.

Proposal for Consideration: Action Item at November 2 Board Meeting

Potential Equity Trainers were sent the following information regarding the scope of work along with a request for their resume, vita, and description of previous experience.

Overall Priority: Engage in Deep Equity Work with coaching support

- *1 on 1 meetings with each board member and cabinet members to determine district needs and priorities around equity*
- *Understand the context of where we are and where we have been*
 - *Reviewing documents we have created*
 - *Policy*
 - *Equity lens*
 - *Reviewing minutes and recordings of past board meetings*
- *Observe our monthly District Equity Meetings and understand the needs and priorities of that group*
- *Provide equity coaching for board and cabinet members*
- *Provide equity training to the board, cabinet and district based on board goals and recommendations*

This district is proposing that the following criteria be used to assess the proposals that are submitted to select the top three trainers to invite to interview with the full board:

1. **Work Experience:** (30 points). This includes - but is not limited to - reference checking, reference letters, work accomplished in this field, resume, vita review, background/experience with policy proven track record of success with other large organizations in this field.
2. **Lived Experience:** (30 points). This includes the trainer's lived experience related to equity, diversity, and inclusion issues.
3. **Skills and Knowledge:** (20 points). This includes - but is not limited to - examples of knowledge and skills in the equity field, legal knowledge/expertise along with the ability to train, mediate, resolve conflict, and connect with diverse people and mindsets.
4. **Availability and Access** (10 points). The ability to work with many different people with busy schedules and limited time.

5. **Cost** (10 points). Value of services and clear costs in terms of time.

The district would like to propose the following options for the board to consider to assist with the selection of an Equity Trainer for the school board and key district leaders. In all options, all board members will have electronic access to the proposals that are submitted.

Option A: Appoint two board members and two members of the Equity Committee to work with staff to narrow the submitted proposals to the top three and invite those three trainers to interview with the board in a work session. During the public meeting, board members will rank the finalists with confidential balloting and submit those votes to the Chief of Staff and Executive Assistant Superintendent and the Board. #1 ranking will be worth 5 points, #2 will be worth 3 points, and #3 worth 1 point. The trainer with the most points will be nominated to be our trainer and must be confirmed with 4 board member votes in a public session.

Option B: All board members independently rank all of the proposals submitted prior to a board meeting and at a public meeting share their rankings and select the top three trainers to interview with the board in a work session. During the public meeting, board members will rank the finalists with confidential balloting and submit those votes to the Chief of Staff and Executive Assistant to the Superintendent and Board. A #1 ranking will be worth 5 points, #2 will be worth 3 points, and #3 worth 1 point. The trainer with the most points will be nominated to be our trainer and must be confirmed with 4 board member votes in a public session.

Option C: Appoint two board members and two members of the Equity Committee to work with staff to narrow the submitted proposals to the top three and invite those three trainers to interview with the selection team. The selection team will then bring the top candidate to a board meeting where their selection must be confirmed with 4 board member votes in a public session.



ITEM FOR ACTION

Date of Meeting

November 2, 2022

Title

Board and Superintendent Committee Membership

Presenter

Maya Rabasa, Board Chair

Background

On October 19 the board voted for Board and Superintendent Committee Membership to be an Item for Action at the November 2 board meeting.

The items below, from the *Eugene School District 4J Board Working Agreements - 2021-2022* are relevant to the topic:

Duties, Responsibilities and Role of Board Leadership

4. Board leadership will informally survey each member of the board to determine preference and interest for the various board committees. The chair will present the annual board assignments during a regular meeting of the board of directors and will seek ratification of these assignments at that same meeting. When making committee assignments, the chair will consider the preferences expressed by individual board members and will strive to rotate assignments to maximize opportunities to gain a broader understanding of the district. At the same time, the board chair will assign mentor relationships with the student board representatives. The chair retains the right to make these assignments should ratification not occur.

5. Board members who are not the official appointee to a committee may attend meetings of any committee, but the board member(s) should take caution and be aware that four members of the board constitute a quorum of the board.

	Committee Name	Authority	Type of Body	Membership Requirements	Staff Contact	Meeting Frequency	Board Member
1	Budget Committee	ORS 294.414	Standing Required by statute	All members of the governing body and equal number of electors within the district	Finance Director 541-790-7706	4 – 5 times annually	All
2	Equity Committee	New Law - 2021- defines Membership and function	Advisory to Board and Superintendent	SB 732- appointed by the superintendent and School Board member Board's role TBA	Directors of Equity, Inclusion and Instruction 541-790-7706	Monthly	Maya Michelle
3	Audit and Finance Committee	Board Direction as per the Committee Charter Adopted December 3, 2014	Standing Committee of the Board	Two Board Members	Finance Director 541-790-7706	1 – 3 times annually	Judy Alicia 53
4	Charter School Council	Board Policy LBE	Standing Committee of the Superintendent	Staff members representing instructional and administrative disciplines and one board member	Assistant Superintendent 541-790-7706	Quarterly	Laural
5	Instructional Advisory Council	Board Policy IIA and Administrative Rule IIA- AR	Standing Committee of the Superintendent	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. !	Assistant Supt & Curriculum Director 541-790-7706	1-3 annually as needed	Keerti Gordon

	Committee Name	Authority	Type of Body	Membership Requirements	Staff Contact	Meeting Frequency	Board Member
6	Lane Council of Governments Representative	Lane Council of Government membership requirement	Standing	(As long as school district is a member); the governing body of LCOG is its Board of Directors, comprised of local elected and appointed officials designated to represent member agencies.	Brenda Wilson 541-682-xxxx (LCOG Executive Director)		Laural
7	Eugene Education Foundation		Standing	Board member serves in an ex-officio role	Dana Fleming (541) 790-7744	Monthly	Judy
8	Long Range Facilities Advisory and Bond Oversight Committee	Created to involve community stakeholders and ensure accountability of Bond Funds	Standing Committee of the Superintendent	Community members representing trades, construction industry, and business community and two board members	Chief Operations Officer & Director of Facilities 541-790-7706	Quarterly	Keerti Gordon 54
9	Lane ESD Budget Committee		Standing	One board member and one alternate	Chief of Staff 541-790-7706	1 – 4 times annually	Alicia Judy (Alternate)
10	Legislative Committee		Standing Committee of the Board	Three members of the board.	Chief of Staff 541-790-7706	2 – 4 times annually	Judy Keerti
11	North Region Planning Committee		Committee of the Board and Superintendent	Two board members	Superintendent 541-790-7706	monthly	Michelle Maya
12	Student Voice Subcommittee		Subcommittee of the Board and Superintendent	Two-Three board members	Superintendent 541-790-7706	2 – 4 times annually	Laural Maya Michelle
13	Mental Health Subcommittee		Subcommittee of the Board and Superintendent	Two-Three board members	Superintendent 541-790-7706	2 – 4 times annually	Laural Maya Michelle

- Phone number (541-790-7706) belongs to Debbie McKim. Please contact Debbie to coordinate meetings and staff contact.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

November 2, 2022

Title

Consider revisions to board policy KL – Public Complaints

Presenter

Rob Hess, Chief of Staff

Background:

The Board has requested revisions to Board Policy KL – Public Complaints. The proposed changes will create better alignment with board goals and best practice for supporting public complaints.

Options and Alternatives:

To be discussed.

Recommendation

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



Eugene School District 4J Complaint Process Types

Public Complaint Policy and Procedures:

Any student, parent/guardian, staff member, or member of the public may formally submit a complaint. Individuals who wish to express a concern or share a complaint regarding instructional practices or resources, harassment, discipline, or discrimination should begin at the school level first. If discussing concerns with the classroom teacher or building principal/assistant principal does not resolve the issue, individuals should access the district's Formal Complaint Process.

Policy: [Board Policy – KL](#)

In general, a complaint follows these steps. For a more thorough explanation, please access the links for **Procedures** – [Administrative Rule KL-AR](#),

1. An individual submits a complaint in writing using the online form stating the nature of the complaint and a suggested solution. A response will be sent, in writing, within 10 school days.
2. If the individual is dissatisfied with the response presented, they may file an appeal to the Assistant Superintendent's office within 10 working days of the dated response. An appeal response will then be sent, in writing, within 10 working days.
3. If the individual is dissatisfied with the appeal response, they may file an appeal to the Board of Directors via the Superintendent. The Board may hold a hearing to hear the complaint, review the findings and previous responses, and to evaluate any other evidence as it deems appropriate.

COMPLAINT TYPES

Please note, individuals filing a formal complaint do not have to categorize their complaint prior to submission.

Bias Incident

The Eugene School District is committed to equity and prohibits the use or display of any symbols of hate on school property or in an education program.

A bias incident is an expression of hostility toward another person, relating to the other person's perceived race, color, religion, gender identity, gender expression, sexual orientation, disability, or national origin. Bias incidents may include derogatory language or behavior.

A symbol of hate is a symbol, image, or object that expresses hostility on the basis of race, color, religion, gender identity, gender expression, sexual orientation, disability or national origin and whose display:

- Is reasonably likely to cause a substantial disruption of or material interference with school activities or
- Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

Oregon state law states: a "symbol of hate" are nooses , symbols of neo-Nazi ideology, or the battle flag of the Confederacy.

Policy: [Board Policy ACB](#)

Procedures: [ACB-AR](#)

DISCRIMINATION COMPLAINT:

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual's perceived or actual race , color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veteran's status; or because of the perceived or actual race, color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, or veteran's status of any other person with whom the individual associates.

Policy: Board Policy AC

Procedures: AC-AR

Discrimination Based on Gender Identity

It is the policy of this District to maintain a safe and supportive learning and educational environment for all students. It is the responsibility of each employee, each school, and the District to ensure that all students have a school environment free from bias, discrimination, and harassment on the basis of gender identity or gender expression. Reports of discrimination or harassment based on actual or perceived gender identity or gender nonconformity are to be handled in the same manner as other reports of bias-based conduct.

Policy: Board Policy JBC

HARASSMENT COMPLAINTS

Sexual Harassment

Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

Hazing, harassment, intimidation, menacing, bullying, or acts of cyberbullying of staff, students, or third parties by students, staff, or third parties is strictly prohibited and shall not be tolerated in the district.

Policy: [Board Policy GBN/JBA](#)

Student Hazing/Bullying/Menacing

Hazing, harassment, intimidation, bullying, menacing, or acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited.

This policy applies to behavior that occurs on or immediately adjacent to school grounds including all district facilities, district premises, and non-district property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events or where students are under the jurisdiction of the district.

The policy also applies to off campus conduct that causes or threatens to cause a substantial and material disruption at school or other district property, or interferes with the rights of students or employees to be free from a hostile educational or employment environment taking into consideration the totality of the circumstances.

Policy – [Board Policy JFCF](#)

Procedures – [JFCF-AR](#)

Racial Harassment

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

prejudice, educating persons who have violated this policy, teaching inclusion, and in creating an inclusive learning and working environment.

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

Policy – [Board Policy ACC](#)

Instructional Resources/Materials Complaint

All textbook and instructional materials recommended for adoption shall be approved for use by the Board. All supplementary materials and library/media resources will be selected cooperatively by teachers, principals, library/media teachers, and sometimes with the assistance of students and parents. Board approval is not needed for supplemental materials and resources. Recommended textbook, supplementary materials, and library/media resources will be inclusive and value diversity in all forms when possible.

The Board recognizes the right of individuals and/or groups to present complaints concerning instructional materials and programs in the schools.

Policy – [Board Policy IIA](#)

Procedures – [Instructional Materials Selection](#)

Staff Complaints

A complaint procedure is available for all employees who believe there is:

1. Evidence of and wish to report a violation or inappropriate application of district personnel policies and/or administrative regulations;
2. A mismanagement, gross waste of funds, or abuse of authority; or
3. Believe there is evidence that the district created a substantial and specific danger to public health and safety by its actions.

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal, or contract non extension will not be processed under this procedure.

Procedures – [KL-AR Uniform Complaint Procedure](#)

Eugene School District 4J

Code: **KL**
Adopted: 2/14/18
Revised/Readopted 11/06/19 xx/xx/xx
Orig. Code: KL

Public Complaints

No staff member, student parent or guardian of a student attending school in the district, or person who resides in the district will be denied the right to petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of their complaint before investigation or action by the Board. An exception will be a complaint against the superintendent, or one that involves Board actions or Board operations. All decisions made on transfer appeals will be available to the Board Chair. ~~Members of the public, parents, and students are encouraged to make their concerns known and to give the district an opportunity to review those concerns and respond to them. The superintendent shall develop and implement an administrative rule for resolving complaints concerning staff and programs, including but not limited to a complaint in one or more of the following areas:~~

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

The Board advises that there is a process for resolving complaints, including but not limited to a complaint in one or more of the following areas:

1. Instruction;
2. Student discipline;
3. **Learning materials;** ~~Compliance with Oregon Department of Education state standards for public schools;~~
4. Restraint or seclusion;
5. Staff members;
6. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation;
7. **Compliance with State Standards**
8. ~~Talented and Gifted Programs and Services;~~
9. ~~Discrimination;~~
10. ~~Equitable education opportunities.~~

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR-Public Complaint Procedure. Any community member, staff member, parent, or student who has a complaint shall start at the lowest level in the organization to attempt to resolve the complaint. The following order will be used unless otherwise identified (see administrative regulation KL-AR-Public Complaint Procedure for specific procedures and timelines):

~~The complaint procedures adopted by the superintendent will ensure a timely resolution of complaints and must include the opportunity for the parties involved to share their experience and viewpoint so that multiple perspectives are considered. The complaint procedures will be available at the district's administrative offices and on the home page of the district's website.~~

~~Complaints about one or more of the following issues should be addressed using the complaint process available in the following policies, administrative rules and procedures:~~

1. **Staff Member** ~~Sexual harassment (student): Board policy JBA/GBN, Administrative regulation JBA/GBN-AR~~
2. **Building administrator or district department director if applicable;** ~~Sexual harassment (staff): Board policy GBN/JBA; Administrative rule GBN/JBA-AR~~
3. **Superintendent;** ~~Instructional materials: Board policy IIA; Administrative rule IIA-AR~~
4. **Board**

~~Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the unless an employee requests an open session.~~

~~Complaints against school personnel other than the principal may be filed with the principal. Complaints against a principal may be filed with the superintendent/designee. Complaints against the superintendent should be referred to the Board chair on behalf of the Board.~~

~~Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board and may be referred to district counsel. Complaints against the board chair may be made directly to the Board vice chair on behalf of the Board.~~

Appeal

~~As outlined in Oregon Administrative Rule (OAR) 581-002-0001 to – 581-002-0023, if a complaint is not resolved through the complaint process, a complainant may appeal the district’s final decision to the Deputy Superintendent of Public Instruction if the complaint alleges a violation of: (1) Oregon Revised Statute (ORS) 339.285 to – 339.383 or OAR 581-021-0550 to – 581-021-0570 (Restraint and Seclusion); (2) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education); (3) OAR 581-021-0047~~46~~ (Program Compliance Standards Related to Discrimination); (4) OAR 581-021-0047 (Prohibition Against Use of Native American Mascots); (5) ORS 659.852 (Retaliation Against a Student); or (6) OAR Chapter 581, Division 22 (Division 22 Standards).~~

~~The superintendent shall develop regulations designed to encourage the timely resolution of public complaints while providing a system of review that will allow both the complainant and the district an opportunity to be heard.~~

Complaint Filing Timeline Limitation

~~Complaints within the scope of this policy must be filed:~~

- ~~1. Two years after the alleged violation occurred or the complainant discovered the alleged violation, except that the time limitation for continuing violations shall run from the most recent incident; or~~
- ~~2. Within one year after the affected student has graduated from, moved away from, or otherwise left the district, whichever is later.~~

Complaints Made to Board or Board Member

~~When a complaint is made directly to the Board or to an individual Board member, the Board member will refer it to the superintendent for evaluation and possible investigation. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual Board member.~~

~~Any complaint about school personnel other than the superintendent will be investigated and resolved by administration, except those required by law or this policy to be resolved by the Board.~~

~~Complaints against the superintendent should be referred to the Board chair on behalf of the Board, who will present the complaint to the Board.~~

~~Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. See KL-AR Complaint Procedure.~~

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)
[ORS 332.107](#)

[ORS 659.852](#)
[OAR 581-022-2370](#)

OAR 581-002-0001 to 581-002-0023

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Proposed

Eugene School District 4J

Code: **KL**
Adopted: 2/14/18
Revised/Readopted 11/06/19 xx/xx/xx
Orig. Code: KL

Public Complaints

No staff member, student parent or guardian of a student attending school in the district, or person who resides in the district will be denied the right to petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of their complaint before investigation or action by the Board. An exception will be a complaint against the superintendent, or one that involves Board actions or Board operations. All decisions made on transfer appeals will be available to the Board Chair.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

The Board advises that there is a process for resolving complaints, including but not limited to a complaint in one or more of the following areas:

1. Instruction;
2. Student discipline;
3. Learning materials;
4. Restraint or seclusion;
5. Staff members;
6. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation;
7. Compliance with State Standards

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR-Public Complaint Procedure. Any community member, staff member, parent, or student who has a complaint shall start at the lowest level in the organization to attempt to resolve the complaint. The following order will be used unless otherwise identified (see administrative regulation KL-AR-public Complaint Procedure for specific procedures and timelines):

1. Staff Member
2. Building administrator or district department director if applicable; -
3. Superintendent;
4. Board

Any complaint about school personnel other than the superintendent will be investigated by administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the unless an employee requests an open session.

Complaints against school personnel other than the principal may be filed with the principal. Complaints against a principal may be filed with the superintendent/designee. Complaints against the superintendent

should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board and may be referred to district counsel. Complaints against the board chair may be made directly to the Board vice chair on behalf of the Board.

Appeal

As outlined in Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023, if a complaint is not resolved through the complaint process, a complainant may appeal the district’s final decision to the Deputy Superintendent of Public Instruction if the complaint alleges a violation of: (1) Oregon Revised Statute (ORS) 339.285 to – 339.383 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion); (2) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education); (3) OAR 581-021-0046 (Program Compliance Standards Related to Discrimination); (4) OAR 581-021-0047 (Prohibition Against Use of Native American Mascots); (5) ORS 659.852 (Retaliation Against a Student); or (6) OAR Chapter 581, Division 22 (Division 22 Standards).

The superintendent shall develop regulations designed to encourage the timely resolution of public complaints while providing a system of review that will allow both the complainant and the district an opportunity to be heard.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)
[ORS 332.107](#)

[ORS 659.852](#)
[OAR 581-022-2370](#)

OAR 581-002-0001 to 581-002-0023

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

November 2, 2022

Title

Consider for Approval Resolution 2023-05 Concerning Protective Measures to Insure Safe Public Meetings

Presenters

Andy Dey, Superintendent

Summary

The purpose of resolution 2023-05 is to insure that in-person public meetings of the board are held in a manner that that is healthy and safe for community members, students, staff and school board.

The resolution provides that:

- Individuals attending an in-person public meeting of the board or other district body, regardless of vaccination status, will be required adhere to Oregon Health Authority (OHA) or Centers for Disease Control and Prevention (CDC) guidelines regarding COVID.
- The board chair is authorized to rescind or modify the masking requirement when consistent with guidelines from health authorities
- The board chair may order additional safety measures necessary for in-person public meetings.
- The board chair may choose to recess the meeting; go to a virtual meeting format or adjourn and reschedule for another date, depending on the safety and health concerns present.

The resolution takes effect upon its passage and expires on June 30, 2023 unless rescinded or extended further. It applies to all in-person public meetings of the board or other district body, including board subcommittees, budget and equity committees.

Additional Background

As the district begins to resume on-site teaching and learning for staff and students, health and safety measures require consideration. In addition, as the district once again begins to hold in-person public meetings, the board and superintendent are looking to implement safety measures that ensure the wellbeing of all persons in attendance.

The previous two years have been hard on staff, students, and families. While changes in health and safety measures can add anxiety, they are important for maintaining consistent in-person activities.

Meetings of the school board are often attended by members of the public who remain in an indoor congregate setting for a sustained period of time. Public meetings serve various purposes, including: informing and engaging community members, receiving feedback and recommendations, promoting transparency, and advancing accountability of leadership.

Many staff members are required to attend board meetings, and student board representatives are encouraged to attend.

The board has a legal responsibility to furnish a safe place of employment; In Oregon, all employees have a right to a safe workplace. According to [Oregon OSHA Worker Health and Safety guidance](#), “The law requires employers to provide their employees with working conditions that are free of known dangers.” School district leaders should consider this guidance when planning public meetings that school district employees will attend as part of their professional duties. Intentionality and forethought support the facilitation of safe, effective, and efficient meetings.

While it is impossible to anticipate every scenario, if there are threats or anticipated disruptions, planning ahead is helpful. Depending on the severity of the potential threat or disruption appropriate action should be prepared. If there is a threat which could endanger the health or safety of any individuals, coordinating with law enforcement and mental health experts can promote safety. Law enforcement may be invited to be present at meetings. District leaders may seek advice from law enforcement on specific situations that may arise, and whether the meeting should be held in-person, online, or at all.

The board should consider whether the potential disruption is significant enough to cancel the meeting, or to only provide access to the meeting electronically

As the board resumes in-person public meetings, it has expressed an intention to do so safely. This resolution is intended to ensure that in-person meetings of the board proceed in a manner consistent with public health recommendations and consistent with the board’s legal obligation to provide a safe working environment for staff members.

Options and Alternatives

The board may approve Resolution 2023-05, as written or amended, or may decline to do so.

Budget/Resource Implications:

None.

Recommendation:

The superintendent recommends approval of Resolution 2023-05 relating to safety measures to ensure safe public meetings.

RESOLUTION 2023-05
EUGENE SCHOOL DISTRICT 4J BOARD OF DIRECTORS
Protective Measures to Ensure Safe Public Meetings

WHEREAS:

1. On June 23, 2022 the Centers for Disease Control and Prevention (CDC) released an update to the COVID-19 community levels. Lane County was and is currently categorized to be in high transmission. This signals a need for additional layered prevention strategies to maintain safe, in-person programming and keep schools safely open for students and staff. The CDC asks that school districts and local public health authorities coordinate to determine appropriate layered prevention strategies in schools to reduce the spread of COVID-19;

CDC's [COVID-19 Community Levels](#) help communities and individuals make decisions on what COVID-19 prevention strategies to use based on disease transmission rates in the community. These levels factor in a combination of COVID-19 hospitalization rates, healthcare capacity, and COVID-19 cases;

2. The previous two years have been hard on staff, students, and families. While changes in health and safety measures can add anxiety, they are important for maintaining consistent in-person activities;
3. Meetings of the school board are often attended by dozens of members of the public who remain in an indoor congregate setting for a sustained period of time. Public meetings serve various purposes, including: informing and engaging community members, receiving feedback and recommendations, promoting transparency, and advancing accountability of leadership;
4. Many staff members are required to attend board meetings, and student board representatives are encouraged to attend;
5. The board has a legal responsibility to furnish a safe place of employment; In Oregon, all employees have a right to a safe workplace. According to [Oregon OSHA Worker Health and Safety guidance](#), "The law requires employers to provide their employees with working conditions that are free of known dangers." School district leaders should consider this guidance when planning public meetings that school district employees will attend as part of their professional duties. Intentionality and forethought support the facilitation of safe, effective, and efficient meetings;
6. ORS 339.341 Statewide School Safety and Prevention System requires the Department of Education shall establish and maintain the Statewide School Safety and Prevention System;
7. While it is impossible to anticipate every scenario, if there are threats or anticipated disruptions, planning ahead is helpful. Depending on the severity of the potential threat or disruption appropriate action should be prepared. If there is a threat which could endanger

the health or safety of any individuals, coordinating with law enforcement and mental health experts can promote safety. Law enforcement may be invited to be present at meetings. District leaders may seek advice from law enforcement on specific situations that may arise, and whether the meeting should be held in-person, online, or at all;

The board should consider whether the potential disruption is significant enough to cancel the meeting, or to only provide access to the meeting electronically.

NOW, THEREFORE, SO BE IT RESOLVED AND DIRECTED:

1. Individuals attending an in-person public meeting of the board or another district body, regardless of vaccination status, shall adhere to current layered prevention strategies as coordinated by the school district and local public health authorities.
2. The board delegates to the board chair its authority to order additional health and safety measures for in-person public meetings to the board chair, who shall give due consideration to guidance from Lane County Public Health, OHA, the CDC, 4J Student Wellness and School Safety team and local law enforcement.
3. For purposes of this resolution, a public meeting includes any in-person meeting of the board of directors, subcommittee of the board, an advisory committee to the board or superintendent at which members of the public are in attendance in-person.
4. Notice of rules issued pursuant to this resolution will be posted with clearly visible signage at entry points near the board meeting room and on the district website.
5. This resolution and rules issued pursuant to this resolution shall be interpreted and applied consistent with any more restrictive rule order or guidance that applies. Should an applicable law impose a requirement or create a right inconsistent with this order, such law will prevail.
6. The resolution expires on June 30, 2023 unless rescinded or extended further.

Adopted this ____ day of _____ by the Board of Directors for the Eugene School District 4J.

Maya Rabasa, Chair
Board of Directors, Eugene School District 4J



ITEM FOR ACTION AT A FUTURE MEETING,

Date of Meeting

November 2, 2022

Title

Proposed Superintendent Evaluation Overview and Process

Presenter

Maya Rabasa, Board Chair; Gordon Lafer, Vice Board Chair

Background

Board Policy CBG, Evaluation of the Superintendent, states:

“The board will formally evaluate the superintendent’s job performance at least annually as per the timelines set forth in the superintendent’s employment contract. The evaluation will be based on the job duties described in the superintendent’s contract, board policy and progress in attaining any goals for the year established by the board and/or superintendent.

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

The board’s discussions and conferences with and about the superintendent and his/her performance will be conducted in executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent’s personnel file.”¹

¹ Refer to Board Policies CBA, CBB, CBC for more details on qualifications, hiring, and evaluation of the superintendent. A review of the current contract between the superintendent and the school district may also be helpful as a precursor for board members

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Introduction

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If services are deemed to be unsatisfactory, the superintendent shall be notified in writing of specific areas to be remedied and shall be given an opportunity to correct these problems. If performance continues to be unsatisfactory, the board may dismiss the superintendent pursuant to the employment contract with the superintendent and law.

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

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

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

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Goal V Stable, Sustainable Stewardship

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

Process

Annually, board leadership will review the evaluation process and tool and if needed, schedule a work session to discuss and review proposed revisions. (It is recognized that over time there may be a need to refine and adjust goals and objectives arising from the district’s strategic plan). Should revisions be necessary, board leadership will then schedule the approval of proposed revisions in a formal public meeting.

There is no numerical rating in this evaluation format. Instead each evaluation dimension is listed, with objectives for that goal from the Vision 20/20 plan. As these are embedded in the work plans for district staff, metrics have been developed. The feedback and comments from board members should be viewed as open-ended questions to elicit a deeper and richer assessment of the performance of the superintendent.

Board members will complete the evaluation individually. Board leadership will schedule at least one executive session to conduct the evaluation of the superintendent. During the executive session, board members will discuss the evaluation and assessment of the superintendent. Based upon this discussion the board chair or designee will prepare the final evaluation from the board to share and discuss with the superintendent at a subsequent executive session. The board will strive for consensus when developing the final evaluation, but in cases where consensus cannot be reached, the majority of opinion will be reflected in the final evaluation, with appropriate note of non-consensus.

In the spirit of transparency and open government, there will be a report on the outcome of the annual evaluation of the superintendent in a public meeting. This is to be developed and presented by board leadership

Timeline

November–December 2022: Establish goals and evaluation process

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

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February 2023: Conduct mid-year performance review - optional

- Superintendent’s mid-year report on progress toward goals in public session
- Mid-year performance review in executive session April 2022: Individual evaluation
- Board members complete evaluation individually
- Superintendent surveys leadership team
- Superintendent provides a self-evaluation for board members which includes salient information from the survey of the district leadership team

May 2023: Review and conduct evaluation

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

June 2023: Present evaluation

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

Background Information

The superintendent employment contract between Dr, Andy Dey and the Eugene School District 4J provides a general description of the duties of the interim superintendent in Section 2 of that document.

“SECTION 2. DUTIES WHEN ASSIGNED AS SUPERINTENDENT:

In accordance with state law and the rules, policies and procedures as established by the Board, when acting as Superintendent, Dr. Dey shall: have charge of the operations and administration of the schools; be the chief executive officer and official secretary for the Board; carry out the administration and supervision of the District, including instituting reforms and systemic changes, such as curriculum and program offerings, as the Superintendent finds necessary or expedient, in order to effect positive changes in the District; direct and assign teachers, principals, and other employees of the schools; organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District; select, place, and transfer personnel; suggest policy deemed necessary for the well ordering of the District and reasonably interpret policies, regulations, rules and procedures as the Superintendent deems necessary for the efficient and effective operation of the District; have responsibility for the overall financial planning of the District, including the preparation of the annual budget and the submission of the budget to the Board for review and approval; make administrative recommendations on items of business considered by the Board as the Superintendent deems necessary for the efficient and effective operation of the District; act as a liaison between the District and the community and have responsibility for a program of public relations for the purpose of creating and maintaining a cooperative working relationship between the schools and the community; establish and

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implement a process, including means and time parameters, for keeping the Board up to date on developments, initiatives and issues in the District; stay abreast of educational trends and developments by reading widely, visiting other districts and participating in appropriate professional development and professional organizations at the local, state and national levels; and, in general, perform all duties incident to the Office of the Superintendent, implement the District's policies and procedures and carry out such other duties, and directives as may be prescribed by the Board from time to time; all of the foregoing are subject to the approval of the Board to the extent required by law or as directed by the Board. The Superintendent shall devote the Superintendent's entire time, attention, and energy to the business of the District and related professional activities and shall not, without prior written approval of the Board's Chairperson, engage in any other business activity which would interfere with such duties.

When acting as Superintendent. Dr. Dey shall extend the Superintendent's best efforts to achieve the Superintendent's goals as set by the Board pursuant to Section 8.

...SECTION 8. GOALS AND OBJECTIVES:

On or before October 1 of each year, the parties shall meet to establish goals and objectives for the District and Dr. Dey for that school year. Including operational and academic goals as well as goals for achieving equity in District policies and practices. Such goals and objectives shall be reduced to writing and be among the criteria by which the Dr. Dey is evaluated.”