

**NOTICE:** The Work Session at 5:45 p.m. and the Regular Board Meeting at 7:00 p.m. will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at [www.4j.lane.edu/stream](http://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](http://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 Meeting**

- I. 5:45 - 6:45 p.m. Work Session to Onboard Student Board Representatives
- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Review
- V. Introduction of Guests and Superintendent’s Report
- VI. Comments by Board Chair
- VII. Receive Reports from High School Student Representatives
- VIII. Items Raised by the Audience
- IX. Comments by Employee Groups
- X. Comments and Committee Reports by Individual Board Members
- XI. Consent Group - Items for Action
  - 1. Approve Proposed Superintendent Goals for 22-23 Evaluation 3
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- XIV. Items for Action at a Future Meeting
  - 1. Approve Board Policy GBEA - Workplace Harassment (first read) 37
  - 2. Discuss Having a Parliamentarian at Board Meetings 40
- XV. Suggestions by the Board for Consideration of Items at 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, Rescheduling: October 24 Board Retreat~~  
~~NOVEMBER: Wednesday, November 2 and Wednesday, November 16, November 30~~  
~~(cancelled)~~  
**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

XVI. Adjourn

XVII. **Executive Session:** Immediately following the regular meeting, the board will convene in executive session to conduct deliberations with persons designated by the governing body to negotiate real property transactions, pursuant to ORS 192.660 (2)(e)

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

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

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



## ITEM FOR ACTION

### **Date of Meeting**

December 7, 2022

### **Title**

Superintendent Evaluation and Goals for 2022-23

### **Presenters**

Andy Dey, Superintendent

### **Summary:**

At the November 2nd meeting, the board presented a process to conduct Dr. Dey's evaluation. Dr. Dey was asked to submit additional goals to accompany this evaluation process. The goals have been identified and are included with the process that was discussed at the November 2nd meeting.

### **Additional Background:**

The purpose of Dr. Dey's goals are to set the conditions for a healthy organization that delivers on its covenant with the community of equitable access to opportunity and advancement for all district students.

### **Budget/Resource Implications:**

None.

### **Recommendation:**

Approve the proposed goals and evaluation process.

## Proposed Superintendent Goals for 22-23 Evaluation

1. The Superintendent will increase district effectiveness through a re-organized infrastructure in order to better meet students' needs while increasing transparency for and accountability to the entire community.
2. The Superintendent, in partnership with the community, will create a new Strategic Plan that will guide the district's efforts over the next four years.
3. The Superintendent will work to ensure Organizational Decision Quality is foundational in the district's work to center equity in all decisions. Examples include but are not necessarily limited to:
  - a. Increase access to opportunities for neurodivergent students;
  - b. Changes to the schedule for secondary schools;
  - c. Equitable grading framework;
  - d. Robust multi-tiered systems of support for student mental health and wellbeing.

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.”<sup>11</sup>*

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
- 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

*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 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.”*

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<sup>[1]</sup> 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



**ITEM FOR ACTION (Second Read)**

**Date of Meeting**

December 7, 2022

**Title**

Approve Revisions to Board Policy KL – Public Complaints

**Presenter**

Rob Hess, Chief of Staff

**Background:**

The revisions to Board Policy KL – Public Complaints applies our Equity Lens to our public complaint process by increasing access, transparency, and clarity. Racial Harassment has been added as a complaint type based on policy ACC that was approved in March of 2022. We are also including a summary of complaint types and removing limitations for complaints based on when they are filed.

**Options and Alternatives:**

Changes discussed by the board during the first reading have been incorporated into this version. Once these changes have been approved, we will develop an electronic fillable form to be placed on our website to increase access, opportunity, and ease of use for stakeholders to file a complaint.

**Recommendation**

The superintendent recommends approval of the revisions to Board Policy KL – Public Complaints.



## 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.

The complaint procedure is available at the district's administrative office and on the home page of the district's website, which includes a summary of all the complaint types and the Universal Complaint Procedure (KL-AR).

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. Talented and Gifted Programs and Services;
8. Discrimination;
9. Racial harassment;
10. Equitable education opportunities.
11. Compliance with Oregon Department of Education state standards for public schools;

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 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](#)  
to 581-002-0023  
[OAR 581-022-2370](#)

OAR 581-002-0001

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

## 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

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**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



## **ITEM FOR ACTION**

### **Date of Meeting**

December 7, 2022

### **Title**

Approve Return to Hybrid Board Meetings

### **Presenter**

Rob Hess, Chief of Staff

### **Background**

On November 16, 2022, the Board approved Resolution 2023-05 – Measures to Address Security and Disruption at Public Board Meetings.

At this meeting, the Board will discuss whether to return to in-person or hybrid meetings.

### **Board and Superintendent Goals**

This discussion aligns with policies pertaining to Board Meetings in Sections A and B of the Board Policies.

### **Recommendation**

The Board can vote to return to hybrid or in-person meetings; vote to not return to hybrid or in-person meetings; or table the discussion for a future meeting.



**ITEM FOR ACTION**

**Date of Meeting**  
December 7, 2022

**Title**  
Budget Committee Selection Process

**Prepared By**  
Rob Hess, Chief of Staff

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

There are two openings on the 4J budget committee that must be filled by appointment of the school board. The two positions with full three-year terms will run through June 30, 2025—the terms of former budget committee members Juan Carlos Valle and Dakota Boulette expired on June 30, 2022.

The application period was November 1 – November 15, 2022. By Oregon law, to be eligible to serve on the budget committee, applicants must not be district employees, must be registered voters, and must live within the boundaries of Eugene School District 4J. Senate Bill 732 requires that one member of the equity committee also serve as a member of the budget committee.

Applications for appointment were received from 14 community members. At the October 12 board meeting, the Board approved to appoint the nominee from the Equity Committee to the Budget Committee. The candidates are:

- |   |                  |
|---|------------------|
| Jennifer Adams                                      | Martha Baldwin   |
| Dakota Boulette                                     | Rory Everitt     |
| Greg Graziano                                       | Jensina Hawkins  |
| Andrew Kalloch                                      | Daniel Lombardi  |
| Juan Carlos Valle Lopez                             | Daniel McDiarmid |
| Courtney Salic                                      | Harry Sanger     |
| Stephen Schilling                                   | Brooke Stehley   |
| Eric Richardson (nominated by the Equity Committee) |                  |

Board members discussed the application review and selection process to use this year during their regularly scheduled board meetings on October 7 and October 19.

**Timeline:**

- Board members received each applicants’ responses and application via email on November 19th. Board members were asked to read through the applications and rank the top 5 with a #1 to #5 ranking provided there are at least 10 applications. These rankings will be shared at the December 7, 2022 board meeting.
- After each board member shares their top five candidates (along with any reasons for their

selections), the four candidates who receive the highest rankings will be invited to a work session interview on December 14th. Any ties for the 4th position will be determined by a second round of voting if necessary by removing the top candidates.

**Final Selection Process:**

At the December 14 board meeting, each board member will be asked to rank the 4 interviews with a #1 to #4 ranking and share their ranking without discussion. The candidate with the highest ranking would be nominated for selection. A tie would be decided by another round of voting after removing the two candidates with the fewest votes. The top ranked candidate would then need to be voted on with 4 affirmative votes during the meeting.

For community members attending the meeting in person, watching via zoom, or listening via radio or livestream, conducting the ballot process by voice may be considered to provide the greatest transparency, as the community would hear directly from each board member their selected candidates for budget committee.

The board chair will open the floor for selection of candidates for the budget committee. The board chair will call on each board member to name their preferred candidates for the open positions. Staff will record the votes and announce the total count for each candidate.

**Suggested Motion**

I move to appoint \_\_\_\_\_ and Eric Richardson to the Budget Committee for terms beginning immediately and ending June 30, 2025..

**Proposed Budget Meeting Dates for 2022–23 School Year** *(the budget committee meeting dates are scheduled for review and possible approval by the budget committee at their first meeting).*

Proposed 2022-23 Budget Committee Meeting Dates:

- Monday, January 30 at 6:00-8:00 p.m.
- Monday, February 27 at 6:00-8:00 p.m.
- Monday, March 20 at 6:00-8:00 p.m.
- Monday, April 17 at 6:00-8:00 p.m.
- Monday, May 15 at 6:00-8:00 p.m.
- Monday, May 29 at 6:00-8:00 p.m. - if needed

**Budget Committee Applicants:**

- 1. Jennifer Adams**
- 2. Martha Baldwin**
- 3. Dakota Boulette**
- 4. Rory Everitt**
- 5. Greg Graziano**
- 6. Jensina Hawkins**
- 7. Andrew Kalloch**
- 8. Daniel Lombardi**
- 9. Juan Carlos Valle Lopez**
- 10. Daniel McDiarmid**
- 11. Courtney Salic**
- 12. Harry Sanger**
- 13. Stephen Schilling**
- 14. Brooke Stehley**
  
- 15. Eric Richardson, Name of current Equity Committee Member**

**NAME:** Jennifer M. Adams

**OCCUPATION:** Software Sales Director

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

Studies show that corporations with more diversity on the board and in leadership are more profitable, with more desirable company cultures. This translates to the education sector as well. I have been a champion of Women in STEM in my career as well, organizing events and mentorship programs. I also organized a "Tech Trot" aka jogathon at Howard Elementary to raise money for tech for underprivileged children at that school. Diversity and Inclusion is not an option, it is a necessity, especially for a conducive learning environment for all.

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

I would love to give a voice to what I hear from others in the community, as well as mine and my daughter's diverse group of friends and the challenges they face. As women, we have our own perspectives, but I realize my daughter and I are white and middle class and therefore have privilege. It is so important to give voice to others and listen to their struggles and perspectives, to help them have a voice.

**3. How can the district's budget reflect its values and priorities?**

I see in the communications from the district and the school that mental health and diversity and inclusion are so important. Aligning budgetary initiatives to support these goals is imperative, not relying on donations or fundraisers, putting our money where our mouth is, so to speak. If we are to truly educate our young people in our community, these initiatives are just as important as math, social studies, science, etc. Whether that is leveraging new technology, adding qualified headcount where needed, or something else would be a good discussion for the committee in my opinion.

**NAME:** Martha Baldwin

**OCCUPATION:** Community Development Finance Manager, City of Eugene

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

I believe the role of the budget committee is to make sure that all funding decisions are made through a racial equity and accessibility lens to ensure, as best as possible, that those underserved in the district are the focus...because if we focus on doing better by those students, we will, in turn, serve ALL students better.

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

I have students in three different schools (elementary, middle and high), so I can bring a diverse perspective from that lived experience. I also plan on becoming active in at least one of our schools' PTO groups after the start of the new calendar year, and I could obtain diverse perspectives from that group as well as report back to them. I work with parents who represent families from multiple schools in the district and would feel comfortable soliciting perspectives from them as well as sharing information back to them. Finally, some of our sons are actively involved with a local church youth group and many of those youth attend 4J schools, so I could listen to their parents and report back to them as well.

Diversity and equity are a main goal/value of the district, and I believe that starts with investing in ways to hire and retain diverse staff through equitable hiring practices, developing current diverse staff from EAs to teachers, and wide recruitment efforts.

Community is a main goal/value of the district, and I believe that can be built by investing in relationships that benefit both the students and local businesses - programs like youth apprenticeship, College Now courses, field trips, guest teachers, and tech ed courses.

**3. How can the district's budget reflect its values and priorities?**

Safety and well-being of students is a main goal/value of the district, and I believe that can continue to be developed through investment in mental health resources - both in staff and programming. I believe an investment to continue and/or grow the district's relationships with mental health professionals - including a basic screening or all 6th graders and new middle school students and screening all 9th graders and new high school students - could allow the district to focus on prevention rather than reaction.

**NAME:** Dakota James Boulette

**OCCUPATION:** N/A

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

As a product of the 4j school system myself and as a someone who experienced both poverty and food insecurity in childhood I understand better than most the vital importance of the active support that the 4j community affords our children by lifting up the weakest among us we allow them a better chance for a future why alleviating pressure on parents and family's and freeing them to approve there economic situation in the present during my tenure as a member of the budget committee I have successfully pushed for a universal free lunch policy as a great equalizer to help the more disaffected and marginalized parts of our community and bring them into a more level playing field there is much more to be done and I look forward to having the opportunity to continue the good work

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

I've been meeting with community members both online and in person and intend to do more open houses and as an active officer of the stonewall caucus of the Oregon democratic party we have held outreach programs to the community and I personally manned a both at Eugene pride festival as part of our outreach program to the LGBTIQQ community and spent a significant portion of my time in active community engagement I believe the only way for us to truly construct a proper agenda that will benefit the 4j community is by remaining firmly connected to the citizens of our community and channeling their thoughts and concerns into regulatory process

**3. How can the district's budget reflect its values and priorities?**

The 4j budget committee holds a grave responsibility to our community by diverting funds to specific programs and goals the committee holds the power to both uplift the poor and marginalized among us or by misappropriating risk real damage to the fragile fabric of the district is there for critical to make such decisions with great considerations weighing not only the target in mind why proposing a budget but also any effects this allocation of funds may have both on other programs and on neighboring community's we have the power to make thousands of lives better with the stroke of a pen it is with importance we wield it with great considerations and forethought by correcting imbalances both educational and economic we afford our people a greater chance of living up to the American dream of prosperity and the thought alone makes me humble and proud.

**NAME:** Rory Everitt

**OCCUPATION:** Product Manager

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

I recognize DEI as playing a very important role in all of the following:

- the recognition of, and empathy with, the diversity of student identity and experiences within the 4J system
- the value of the multi-colored tapestry that is the 4J faculty and staff
- the nuanced understanding of the points of view of the various caretakers of 4J students
- the composition of the budget committee, to incorporate individuals from a variety of backgrounds and experiences

My current core communities are the technology scene in Eugene, the University administration, and the young parents network. I'm a curious person, and have no problem reaching out to people I know for honest and deep discussion. I'm also very social, and enjoy making a diversity of new friends.

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

Initially I would ask for guidance from the committee on the number and variety of people to talk to, and the specific topics to discuss. I can then take things from there, to get the job done and follow through on my commitments.

I'm a strong communicator, and am happy to employ whatever digital medium and storytelling methodology is effective with the target audience. In my professional work, I regularly write internal product briefs, present slide decks to our executive committee, author self-help articles for our customer base, and record screen sharing videos explaining key concepts.

During my career as a product manager at software startups, my teams constantly have to balance ambitious dreams with modest resourcing. When fielding feature requests that people want my team to build, I always seek to understand the root problem behind the ask, get wide-ranging stakeholder feedback, and employ creative solutioning. When thinking through possible areas of investment, I categorize by (1) core services (2) adjacent spaces with high probability of solid ROI and (3) bets on the future that may play out but may also fail.

**3. How can the district's budget reflect its values and priorities?**

As a parent of a 6 and 4 year old, I want 4J to provide for my children the excellent education it has provided to previous generations. I am a firm believer in the value of public education, and believe my professional experiences will translate well to the critical thinking and inclusive problem solving required of being a member of this budget committee

**NAME:** Greg Graziano

**OCCUPATION:** Sales/Marketing Executive

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

Each budget committee member needs to understand the school district serves all races, creeds, religions, and classes - I appreciate that fact. There are challenges facing every person that is touched by 4J, whether they're teachers, students, single-moms or working dads. Having an understanding that each person brings their own experience to a school campus is a must to be able to provide them the best possible outcome (graduation, success, etc.)

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

I have a wide variety of friends in this community - some are single-parents hoping to make ends meet, while others are married with five cars, two homes, and multiple children - so I have no shortage of diverse resources to draw opinions or suggestions from. I would seek out groups that represented a wide swath demographics to better understand what they want from 4J and how 4J can better serve them.

**3. How can the district's budget reflect its values and priorities?**

This might include gathering residents in homes, local businesses, or at sporting events. It would also include surveys distributed amongst parents, teachers, and community leaders.

By putting forth the effort to make sure each kid can achieve Their Best Self (TBS). For some, TBS might mean providing a free breakfast to ensure they can have something in their stomach until lunch, allowing them to focus on school not hunger. For others, TBS might mean supporting the school's female midfielder with better coaches or year-round training programs so she can get a college scholarship. TBS is about making sure that the budget gives everyone a chance to not just meet the standards, but exceed expectations.

**NAME:** Jensina Hawkins

**OCCUPATION:** Small business owner, EHR software, consultant for medical practices

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

Our community cannot flourish unless we provide representation and advancement for every child, regardless of any of the protected statuses under federal, state, or city law. They will grow up to be adults, community members, voters, and leaders. Directing the school budget provides an incomparable opportunity to shape and support the next generation.

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

As a newly appointed Eugene Police Commissioner, a 4J parent, a board member of the Lane County Diaper Bank, a NAACP member, and married to the Health Equity Specialist for Trillium Community Health Plan, I look forward to bringing actionable perspectives from multiple organizations committed to DEI in our community.

**3. How can the district's budget reflect its values and priorities?**

I work in healthcare, and Social Determinants Of Health is a huge topic right now in the medical community. Apportioning funds towards education, housing and food security, physical safety, and holistic wellbeing will show Eugene that 4J is committed to serving our children.

**NAME:** Andrew Kalloch

**OCCUPATION:** Global Public Policy, Airbnb, Inc.

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

As this application notes, budgets are a manifestation of a community’s values and priorities. In order to understand those, you need to incorporate wisdom from the entire community, especially from groups who have traditionally faced discrimination and/or disinvestment.

DEI requires affirmative outreach and engagement with community members to ensure every resident knows that their input is respected and desired. Specifically, budget committee members should consider how/whether to leverage novel methods of democratic participation in budgeting including participatory budgeting pilot programs and/or lottery-selected panels, which may provide a more holistic look at the community’s wants and needs.

Furthermore, given ongoing challenges faced by many students who identify with underrepresented groups, the committee should take into account the impact their decisions will have on equity in our schools and the broader community.

Lastly, equity requires a commitment to excellence and acknowledgement that different students have different needs to get there. 4J must embody high expectations – of its budget committee, staff, faculty, and students – and seek to elevate the skills and opportunities of every child and hold itself accountable for preparing students for multiple pathways to success.

As the President-Elect of the City Club of Eugene, I am constantly looking for ways to broaden my own perspective on issues and to share that broader perspective with the community writ large. That starts from a place of humility – a recognition that we don’t always (or often) have the best answers and that sometimes, we don’t even know the right questions to ask.

To that end, it is critical to have both individual/small group conversations with community members that allow them to share their concerns, questions, and values, and also macro-level surveys that engage the broader community (in multiple languages and via internet/paper form) and leave space (open form questions) to allow for “bottom up” reporting of issues. We should also make our meetings as accessible as possible (via recordings, live streaming, neighborhood venues, etc.)

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

Diverse perspectives aren’t just about the who, but also about the how. It’s important to understand how our schools are doing; whether they are achieving 4J’s stated mission; whether students and their families are satisfied and feel prepared for life after a 4J education. This requires quantitative and qualitative analysis, including engaging data analysts as well as developing “exit” surveys.

The budget – in total and by line item – must be accountable to 4J's most important commitments: students' education and welfare. As a result, once you have identified said values/priorities (a task that itself requires periodic reevaluation), every budgetary decision needs to be analyzed in the context of those commitments.

### **3. How can the district's budget reflect its values and priorities?**

This requires difficult and uncertain choices. For instance, it is not uncommon that a project/program will be beloved by a cohort of residents/users, but fall victim to tight budgets. It is not uncommon that a project appears, at first glance, to support student success, but is unable to quantify its impact compared to other projects.

Our job is not to maintain the status quo; it is to question it. Our job is not to do what feels good/easy; it is to challenge our assumptions and make the difficult decisions in the long-term interest of students.

Lastly, budget committee members should be curious about how others perform this task. There are ~14,000 school districts in America – there is a lot we can learn from being open to their experience and analyzing how they chose to tackle some of our collective challenges.

**NAME:** Daniel Lombardi

**OCCUPATION:** Project Coordinator – Connected Lane County

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

As a member of the budget committee, I believe that a diversity, equity, and inclusion lens must be used when making any budgetary decision that has an impact on the students, their families, and all staff of every school in our district. Every issue discussed must consider the myriad of factors that play a role in the lives of every single student and staff member that enters a 4J building or participates in a 4J program -- paying special attention to systemic barriers that members of our communities face. In the end, we must work hard to create a district that reflects the needs our community and makes our school district operations welcoming to everyone single person that engages with it.

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

As a member of the budget committee I will do my best to be a conduit of the voices of our community instead of trying to enact my own personal vision of how the district should allocate its fund. To do this, I will engage to the best of my ability in discussions happening at all school board meeting that are relevant to budgetary decisions. I will also continue to be an active member of my community -- especially in spaces where fellow 4J parents gather to discuss other issues that have an impact on our youth and our schools. I will use those platforms to gather and share information in a productive way that leads to positive change and solutions for our school district.

**3. How can the district's budget reflect its values and priorities?**

According to the 4J website, the first stated belief of the district is that it "is a student-centered district" and that "everything [they] do must be good for children." If the district wants to live up to this, every budgetary decision must put all students first regardless of their geographic luck. No student should be left behind because of the seen and unseen barriers place in front of them by a system built to favor some over others. Our job on the budget committee must be to create a budget that break down those barriers and allows all students to succeed.

**NAME:** Juan Carlos Valle Lopez

**OCCUPATION:** Social Insurance Specialist

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

As a former unhoused member of our society, together with limited education and an inability to communicate in English or to understand the system and processes, the committee and its members can present perspectives and lend a voice to illustrate the challenges our students and families face day in and day out.

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

Funding and allocation for services and programs to ensure an excellent education for all students start with understanding processes and systems. In addition, timely and consistent budgetary support for students can help break the predictive link between student demographics and student success. This can be accomplished by establishing a strong interest and commitment to apply equity, access, and inclusion to the budgetary process.

A systematic and broad outreach to secure input on funding and allocation for services and programs ensures an excellent education for all students. Expanded listening/ interactive sessions both at the district and out with varying communities will help the committee prioritize, expand, and ultimately recommend to the board a budget proposal that reflects the needs of the student body and captures teacher support. A multilevel and multifaceted approach that includes in person meeting with communities, and technology-based feedback and survey from stakeholders.

**3. How can the district's budget reflect its values and priorities?**

Many years ago, someone said, "Show me Your budget and I will tell you your priorities". Taking systematic and inclusionary steps to secure direct feedback from students, teachers, support staff, and from parents. An open and honest, extended dialogue with stakeholders will enable the 4J community to learn where the gaps and opportunities are. If the board of directors identifies specific desires and goals, the budget has to reflect those wishes. An in-depth analysis and point-in-time pulse of the state of education in Eugene 4J District can help dictate and or assist the board in identifying additional goals thus where to redirect or allocate funds.

**NAME:** Daniel McDiarmid

**OCCUPATION:** Child Support Case Manager

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

The role a budget committee plays in terms of diversity, equity and inclusion is to denounce racism, intolerance, and exclusion.

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

I would solicit and share diverse community perspectives to the committee, and communicate information about the budget back to those communities by having an appropriate open door policy, being as legally transparent for each stakeholder and constituent whereas not to breach confidentiality policy, ethical standard, or code.

**3. How can the district's budget reflect its values and priorities?**

A district's budget reflects its values and priorities by showing the intention of its framers and subsidiaries.

**NAME:** Courtney Salic

**OCCUPATION:** Accountant

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

Budget committee members need to ensure the approved budget is equitable and inclusive of all the diverse members of our school system.

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

I would solicit and share diverse community perspectives to the committee by interacting with families at 4J events and inquiring about what is important to them in the 4J budget. I would bring these perspectives to the committee meetings by speaking up or asking questions that allow the committee to speak to the varying perspectives. I would communicate the budget back to these communities by following up at future 4J events.

**3. How can the district's budget reflect its values and priorities?**

The district's budget can reflect its values and priorities by funding programs and projects that support their values and priorities.

**NAME:** Harry Sanger

**OCCUPATION:** Senior Application Support Technician

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

Bringing a diverse set of ideas to the budget committee can help ensure that district spending is informed by all members of the community. Including these different voices can help ensure that everyone is heard from and that nobody is left out.

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

Outreach to underserved areas of the community can help ensure all voices are heard. I would encourage listening sessions to be held where community members can directly engage with committee members to facilitate a bi-directional flow of information.

**3. How can the district's budget reflect its values and priorities?**

The budget determines where funds are spent within the district. By allocating funds to the programs the district wishes to strengthen, such as CTE and IEP/504 plan accommodations, we can see more successful outcomes of district goals.

**NAME:** Stephen Schilling

**OCCUPATION:** Retired (former CEO of a very large non-profit health care organization in California)

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

I would consider the fairness of the budget process through the lenses of each and every student, and family, in the district. All children in the District must have an opportunity to equally share in all the resources available to 4J.

No one shall be left behind when considering how funds are allocated.

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

My expectation is that the Budget Committee process would be open and public. That all families would have an opportunity to provide input to the budget development process.

I would encourage the establishment of specific and scheduled opportunities where parents and students could provide feedback to the Committee as it works to create the annual budget.

**3. How can the district's budget reflect its values and priorities?**

The Budget MUST reflect the values and priorities of the District, as defined by the staff, the students, and especially the families within the district. There must be a process that is open, safe, and comfortable to all involved, as the Committee develops the budget each year.

Funds must be distributed in a way that ensures all segments of the district are being fairly represented, as well as guaranteeing the fiscal solvency of the District going forward.

**NAME:** Brooke C. Stehley

**OCCUPATION:** Digital Marketing Operations Manager

**1. The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing in the role of a budget committee member?**

I think it's important that the budget committee considers all student and family types and situations when decisions are made. Diversity and inclusion is just that, no one left out, no one left behind because of any differences. I feel that when it comes to budget decision that DEI is so important and can easily be overlooked by not considering all aspects of those who it affects.

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

I currently sit on the PTO of Cesar Chavez elementary, so can easily communicate to the parents as this school and collect feedback within my local community. As for expanding that reach, I hope that parents/staff feel they can submit feedback and requests to the committee as a whole to be addressed and that all of this feedback is evaluated while making overarching decisions.

**3. How can the district's budget reflect its values and priorities?**

By funding items that reflect the values and priorities. For example if mental health is a priority, funding then backs that initiative. I think if overall objectives are set, this then leads into what the values and priorities are and in turn, funds should reflect what those are. If funds are not allocated towards this, there is a disconnect and the trust is broken within the system.



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

**Date of Meeting**

December 7, 2022

**Title**

Consider proposed board policy GBEA – Workplace Harassment

**Presenter**

Rob Hess, Chief of Staff

**Policy GBEA – Workplace Harassment**

The legal references for policy GBEA – Workplace Harassment have been updated to reflect an assigned statute number to what is House Bill 3041 (2021), which modified Oregon’s definition of sexual orientation and added a definition for gender identity; these definitions apply to a host of Oregon statutes including its use in ORS 659A.370. HB 3047 is now numbers ORS 659A.370, and ORS 174.100 is the home for definitions of sexual orientation and gender identity – both used in this referenced policy.

**Options and Alternatives:**

Districts should publish this policy with the updated legal references.

**Recommendation**

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

# Eugene School District 4J

Code:  
Adopted:

GBEA  
XX/XX/XXXX

## Workplace Harassment \*

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a

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<sup>1</sup> “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

<sup>2</sup> A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

<sup>3</sup> A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 243.317 - 243.323](#)  
[ORS 659A.001](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)

[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.082](#)  
[ORS 659A.112](#)  
[ORS 659A.370](#)

[ORS 659A.820](#)  
[ORS 659A.875](#)  
[ORS 659A.885](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).



## ITEM FOR ACTION AT A FUTURE MEETING

### **Date of Meeting**

December 7, 2022

### **Title**

Discuss Option to Include Parliamentarian at Board Meetings

### **Presenter**

Rob Hess, Chief of Staff

### **Background**

At this meeting, the Board will have an initial discussion whether to include a parliamentarian at Board Meetings.

In addition to being familiar with Robert's Rules of Order (newly revised), the parliamentarian should be familiar with 4J's Board Agreements. Since these agreements have not been finalized for this year, a work session or board agenda item will need to be scheduled in the near future to complete this task.

[http://www.hsap.org/docs/What\\_is\\_parliamentarian.pdf](http://www.hsap.org/docs/What_is_parliamentarian.pdf)

# What is a parliamentarian?

by Dr. William J. Puette, Professional Registered Parliamentarian (April 2019)

A parliamentarian is an expert in interpreting and applying the “Rules of Order” for meetings. These rules, such as *Robert’s Rules of Order Newly Revised*, enable groups to efficiently and fairly discuss and determine actions to be taken. *The Parliamentarian does not rule!* Parliamentary law gives to the chair alone the power to rule on questions of order and on the proper application of the rules. The role of the parliamentarian during a meeting is purely an advisory and consultative one, helping the presiding officer to respond to points of order and parliamentary inquiries. Only on the most involved matters should the presiding officer ask the parliamentarian to give an explanation directly to the assembly.

In many cases, the parliamentarian's duties extend beyond giving opinions to the presiding officer during meetings, and may include assisting in the planning and steering of business to be introduced. Some ways a parliamentarian can assist organizations include:

- Writing, revising and/or editing Constitutions, Bylaws, Standing and/or Special Rules
- Parliamentary Procedure Training for officers, members, delegates
- Writing a presiding officer script for a meeting or convention.
- Serving as a professional presiding officer
- Supervising elections
- Preparing a meeting agenda
- Preparing meeting minutes
- Providing a formal written Parliamentary Opinion

If a parliamentarian is needed by an organization, the president should be free to appoint one in whom he has confidence. A parliamentarian should be appointed as far as possible in advance of the meeting at which he is to serve, since his main work should be done outside the meeting.

If during a meeting the parliamentarian notices something being done out of order, the parliamentarian should call the attention of the chair to it as unobtrusively as possible. For this reason, the parliamentarian should always be assigned a seat next to the president or presiding officer.

Though the president is not obliged to follow the advice of the parliamentarian, no self-respecting parliamentary expert would continue to hold the position of parliamentarian in an organization where the advice given is not followed.

A member of an organization who acts as its parliamentarian has a duty to maintain a position of impartiality, and therefore does not make motions, participate in debate, or vote on any question except in the case of a ballot vote.

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See *Robert’s Rules of Order Newly Revised* (11<sup>th</sup> ed), pp. 465-467; *Robert’s Rules of Order Newly Revised in Brief* (2<sup>nd</sup> ed.), p. 95; and *Parliamentary Law* by Henry M. Robert (1923), pp. 323-326.