

Board of Directors Meeting  
School District 4J, Lane County  
Hybrid Meeting (virtual and  
in-person)  
200 North Monroe Street  
Eugene, Oregon 97402  
Wednesday, November 15, 2023

**NOTICE:** The Regular Board Meeting at 7:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>

**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 in person or 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. **4:30 p.m. Executive Session**  
The board will meet in executive session "to consider records that are exempt by law from public inspection" pursuant to ORS 192.660 (2) (d).  
All matters discussed during the executive session are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
  - 1. Call to Order, Roll Call
  - 2. Conduct District Business  
60 Minutes
  - 3. Adjourn
  
- II. **5:30 p.m. Executive Session**  
The board will meet in executive session "to consider records that are exempt by law from public inspection" pursuant to ORS 192.660 (2) (i).  
All matters discussed during the executive session are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
  - 1. Call to Order
  - 2. Conduct District Business  
60 minutes
  - 3. Adjourn
  
- III. **7:00 p.m. Regular Board Meeting:**
- IV. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- V. Agenda Approval
- VI. Introduction of Guests and Superintendent's Report
  - 1. Superintendent Comments Presentation: Engaging Equity — Defining the Structure and Scope of Equity Initiatives in Eugene SD 4J

	Presenter: Andy Dey, Superintendent	
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.	<b>Consent Group - Items for Action</b>	
	1. Approve Board Meeting Minutes for the Dates Below:	9
	October 4, 2023	
	October 18, 2023	
	2. Approve Board Resolution 2023-11, Agreeing to City of Eugene Request for LIRHPTE Low-Income Rental Housing Property Tax Exemption	37
	Presenter: Laura Hammond, City of Eugene Planning and Development	
	3. Approve Outdoor School Contracts	43
XII.	<b>Items for Information</b>	
	1. District Equity Plan Development	45
	Presenter: Dr. Andy Dey, Superintendent	
	30 Minutes	
XIII.	<b>Items for Action</b>	
	1. Vote for OSBA Board of Directors and Resolutions	48
	Presenter: Maya Rabasa	
	15 Minutes	
	2. Lane Education Service District (ESD) Visit	92
	Presenter: Tony Scurto, Superintendent Lane ESD	
	15 Minutes	
	3. Approve Request for State Revenue from Lane Education Services District (ESD)	93
	Presenter: Matt Brown, Director of Financial Services	
	20 Minutes	
	4. Approve Budget Committee Selection/Appointment Process	95
	Presenter: Maya Rabasa, Board Chair	
	30 Minutes	
	5. Approve Bargaining Guidelines for Board Members (Item Added During this Meeting's Agenda Approval Process)	101
XIV.	<b>Items for Action at a Future Meeting</b>	
	1. Discussion of the Expected Outcomes of an Executive Equity Coach	103
	Presenter: Collina Beard, Chief Business Officer	
	15 Minutes	
	2. Approve Enrolling Out-of-District Students in 2024-25 (Interdistrict transfers) (1st Read)	109
	Presenter: Jenna McCulley, Chief of Staff	
	10 Minutes	
	3. Acceptance of Equity Committee Nominations	111
	Presenter: Jenna McCulley, Chief of Staff	
	15 Minutes	
	4. Consider Approval of Board Member/s Travel per Policy BHD — Board Member Compensation and Expense Reimbursement	115
	Presenter: Maya Rabasa, Board Chair	
	15 Minutes	
XV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XVI.	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.

# Engaging Equity

Defining the structure and scope of equity initiatives in Eugene 4J



# Historical perspective





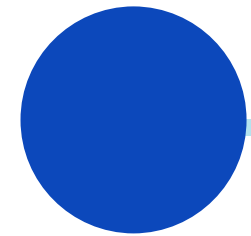
# Next steps:

Eugene 4J continues to center collaborative conversations with those directly impacted:

- 1 Targeted Conversations with key community leaders:** designed to focus our outreach and refine approach ensuring including and meaningful conversations
  - 2 Community outreach:** to focal groups and stakeholders most impacted by the work
  - 3 Broad community feedback:** Assisting with focus and a shared definition of “equity” in Eugene 4J
  - 4 Open-ended online input:** collecting questions, ideas and comments on the progress through the Let’s Talk platform
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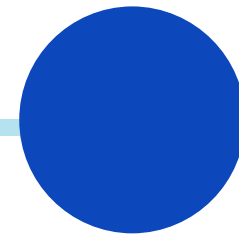
# Project Timeline

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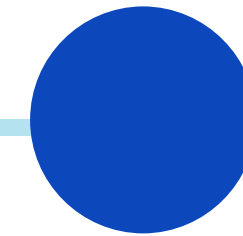
## November 2023

- Targeted conversations with community leaders



## November 2023 - January 2024

- Community Outreach through focal groups directly impacted
- Broad community feedback
- Open-ended online input



## February 2024

- Extensive recruitment process to identify highly-skilled leader to implement equity strategic plan

# Project Goals

- Increase awareness of existing district initiatives as they relate to ensuring the needs and desires of our historically underserved students and staff are met in Eugene School District 4J
- Collect insight and preferences from stakeholder groups on the strengths and gaps of equity work in Eugene 4J
- Clear channels to sustain meaningful conversations to define and support equitable access and advancement for the students and staff of Eugene 4J





**Eugene School District 4J**  
200 North Monroe Street  
Eugene, OR 97402-4295  
541-790-7700  
*www.4j.lane.edu*

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**ITEM FOR ACTION–CONSENT AGENDA**

**Date of Meeting**

November 15, 2023

**Title**

Approve Board Meeting Minutes for the dates below:

October 4, 2023

October 18, 2023

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

**Date: October 4, 2023**

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a (brief) regular Board of Directors (BOD) meeting at 5:00 p.m., a work session at 5:45 p.m. and a regular Board of Directors (BOD) meeting at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on September 29, 2023.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Maya Rabasa, Chair  
Judy Newman  
Rick Hamilton  
Tom Di Liberto  
Morgan Munro  
Jenny Jonak, Vice-Chair had an excused absence and attended remotely

**STAFF:**

Andy Dey, Superintendent  
Jenna McCulley, Chief of Staff  
Debbie McKim, Executive Assistant to the Superintendent and Board Secretary

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, President of Eugene Education Association (EEA)  
Misty Jackson, President of Managers, Administrators, Professionals & Supervisors Association (MAPS)

**MEDIA:**

KRVM

**I. REGULAR BOARD MEETING**

**1. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Rabasa called the regular meeting to order at 5:06 p.m. She said the names of board members who were present. Superintendent Dey led the flag salute, and Chair Rabasa read the Land Acknowledgement.

**2. ITEMS FOR ACTION**

a. Item: Administer Oath of Office  
Presenter: Superintendent Andy Dey

Superintendent Dey administered the Oath of Office to new Board Member Position #2 Ericka Thessen, whose term ends on June 30, 2025.

Chair Rabasa said the executive session would be rescheduled.

### **3. Adjourn Regular Board Meeting**

Chair Rabasa adjourned the meeting at 5:12 p.m.

## **II. WORK SESSION**

### **1. CALL TO ORDER, ROLL CALL**

Chair Rabasa called the work session to order at 5:48 p.m. She said the names of those in attendance.

#### **BOARD MEMBERS PRESENT:**

Maya Rabasa, Chair  
Judy Newman  
Rick Hamilton  
Tom Di Liberto  
Morgan Munro  
Ericka Thessen  
Jenny Jonak, Vice Chair

#### **STAFF:**

Andy Dey, Superintendent  
Debbie McKim, Executive Assistant to the Superintendent and Board Secretary  
Jenna McCulley, Chief of Staff  
Kyle Tucker, Chief Operations Officer  
Matt Brown, Director of Finance  
Steve Menachemson, Director of Technology  
Jeff Johnson, Director Elementary Education  
Jill Cuadros, Director Nutrition Services, Warehouse  
Sherry Moore, Executive Assistant to the Chief of Staff

### **2. ITEM FOR INFORMATION**

#### **Receive Training in Public Records Retention**

Presenter: Kristopher Stenson, CRM: State Records Manager at Oregon State Archives

The board participated in a public records retention training presented by Kris Stenson of the Oregon State Archives. The presenter gave a PowerPoint presentation that covered public records law, records management, organizing electronic records, and electronic communications.

The presenter described the differences in jurisdictions that dealt with Oregon Public Records Law, including Oregon State Archives, Oregon Department of Justice, and the Oregon Government Ethics Commission. The presenter explained the responsibilities of staff who manage records and what all public employees should

do. The presenter emphasized the importance of understanding public records exemptions.

The presenter answered questions from the board about how public records responsibilities relate to school board members.

Chair Rabasa asked if a social media post could be retained by taking a screenshot of it and then deleting it. Mr. Stenson gave an example of a school board member in Portland who made comments about school board business on their private Facebook page. The presenter recommended board members not comment on board business on social media accounts. He recommended making social media accounts private. He said people were allowed to moderate posts that were not relevant to the topic being discussed.

Board Member Munro asked if there was any assumed confidentiality if someone sent a text message to a board member. Mr. Stenson said FMLA and protected status information was confidential. However, information about decisions was a public record. He said if someone worked for a public entity, there was no assumption of privacy.

### **3. ADJOURN WORK SESSION**

Chair Rabasa adjourned the work session at 6:47 p.m.

### **III. REGULAR BOARD MEETING**

Chair Rabasa called the regular board meeting to order at 7:00 p.m. She said the names of those in attendance.

### **IV. AGENDA APPROVAL**

There were no objections to the agenda.

### **V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Superintendent Dey welcomed the newest 4J board member, Ericka Thessen. He thanked the district's principals and assistant principals during National Principals Month. He acknowledged the diverse voices of in the community during National Hispanic Heritage Month. He thanked Eugene Electric Bicycles, which donated \$5,000 to replace and repair the district's youth bikes that were stolen. He thanked the community for supporting the 2018 Bond Measure, which allowed them to build the new North Eugene High School building. He invited everyone to attend the school's open house on October 10 and the Eugene Education Foundation's fundraiser on October 14. He congratulated the middle school student athletes who competed in the first middle school cross country race in many years.

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

Jill Montry, whose children attended Yujin Gakuen Japanese Immersion Elementary School (YG), would like the bond measure funds to be used to relocate YG as intended.

She was concerned YG would most likely move to the former Willard school site in South Eugene, which was far for families to travel.

Kenneth Barron, parent of a Kelly Middle School student voiced two concerns. During the school's open house, teachers said they based grades on efforts instead of results, which he said would not benefit his student in the workplace in the future. His student's English language arts teacher said the class would follow a new curriculum. One of the components was the hero's journey. Based on what his student told him, he was concerned that a Hindu text in the class was being taught in a religious way instead of as literature. He questioned the relevancy of teaching Hindu text in an English language arts class. He demanded religious teachings be removed from the district's curriculum.

Nancy Buffum, Executive Director of the Eugene Education Foundation (EEF), introduced herself. She explained the history and purpose of the non-profit, which primarily funds project requests by 4J teachers. She urged staff to apply for an EEF grant to fund an unmet need by October 13, 2023. The group planned a 5k for 4J race on October 14, 2023 to raise money for the group.

Roscoe Caron, a retired 4J teacher and a member of the Community Alliance for Public Education (CAPE), spoke of a study released at the 2018 National Superintendent's Roundtable, which was about the validity of the proficiency standards in the National Assessment of Educational Progress (NAEP) and the Common Core tests. He said the study concluded most students could not meet proficiency in reading, math, and science, as was defined by those tests. He said the passing grades for those tests meant failure. He objected to the district giving those tests to its students. He criticized Oregon laws that based school funding on student test scores. He urged the board to question or address those concerns.

Larry Lewin, a retired 4J Middle school teacher and a CAPE member, spoke about the district's staff attrition rate. He argued this was mainly due to the No Child Left Behind law, which he said was based on uniformity and testing. He recommended the board contact the district's human resources department to find out how many district staff had left or announced they would leave and why. He asked them to talk to employee group members to learn about their experiences.

Harry Sanger thanked the board members who attended the Chinese Immersion School's mid-Autumn festival. He congratulated Board Member Thessen on being appointed. He said the 4J board members often came from the Budget Committee. He urged the board to consider volunteers across a range of political opinions. He disagreed with how the board treated him during public comment at a previous meeting. He urged the board to welcome diverse voices. He asked the board to address public comment submitted on June 13, 2023, in regard to the district's public comment practices violated board policy.

## **VII. COMMENTS BY EMPLOYEE GROUPS**

Sabrina Gordon, President of Eugene Education Association (EEA), thanked board members who attended a recent EEA listening session. Instructors talked about the pros

and cons of their work. She mentioned educators' challenge of a new special education law which required a significant increase in meetings for students who had an Individual Education Plan (IEP). It was a challenge for instructors to balance teaching and case managing, and counselors had challenges balancing case management with counseling. Staff were concerned about the inability to provide quality instruction and counseling services. She gave examples of possible solutions such as adding staff to support the increased paperwork and coordinate meetings.

Misty Jackson, the 2023-24 MAPS President and 4J technology staff member, introduced Nicholas Hadley, the incoming MAPS President. She acknowledged the services of Tom Horn would serve as the Outgoing President of MAPS. MAPS stood for Managers, Administrators, Professionals & Supervisors Association in Eugene School District 4J. Ms. Jackson explained the functions of MAPS.

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

Board Member Newman welcomed Ms. Thessen to the board. She encouraged the community to register for the fun run. She thanked those who held the listening session. She shared her takeaways from the session, including increasing workloads, filling vacancies, and addressing behaviors. She attended a ride-along with transportation staff and appreciated their compassion.

Board Member Di Liberto appreciated the candidates who applied to be on the board. He attended the listening session for licensed teachers. He said many staff said students had difficulty self-regulating. He also attended the festival at the Chinese Immersion School.

Board Member Thessen thanked the board members and staff for welcoming her to the board. She thanked those who applied for the position. She said October was LGBTQ History Month, Hispanic Heritage Month, Intimate Partner Violence Awareness Month. She mentioned a study that stated 10 percent of youth reported being physically harmed by a partner in the past year. Emotional and psychological abuse also occurred in youth relationships. She emphasized the importance of trusted adults at school that students can speak with about these issues. She encouraged schools to teach about healthy relationships. She said it was important for staff to understand how to educate students who experience mutism.

Board Member Hamilton sympathized with concerns of YG families. He emphasized the importance of public comments given at meetings and hearing the public's comments outside meetings. He reassured the community that he was listening to their concerns.

Board Member Munro mentioned the board members would hold their Board Retreat that week to work through topics mentioned during public comment and their goals.

Board Member Jonak congratulated Ms. Thessen for joining the board. She solicited feedback from applicants on the process. She and Ms. Munro attended the NW Equity Summit in Portland. She also attended the listening session. She thanked the staff for

sharing their challenges. She would like to see more listening session and ones open to the public. She attended the Chinese Immersion School's Harvest Festival.

Chair Rabasa welcomed Ms. Thessen to the board. She also attended an event that raised awareness about suicide, hosted by local parents whose child attempted or completed suicide. She acknowledged Hispanic Heritage Month and the importance of the district's affinity groups. She also attended the Chinese Immersion School's Harvest Festival. She attended a Student Voice Committee Meeting. She said students would attend the October 18 Board Meeting. She looked forward to the 4J Board Retreat.

**IX. CONSENT GROUP – ITEMS FOR ACTOIN**

- 1. Approve Board Policy Revision to IKF – Graduation Requirements Policy (2<sup>nd</sup> Read)**  
Presenter: Jenna McCulley, Chief of Staff
- 2. Approve Revisions to Policy IFE – Curriculum Guides and Course Outlines (2<sup>nd</sup> Read)**  
Presenter: Jenna McCulley, Chief of Staff
- 3. Approve Revisions to Board Policy BBBA – Membership of the Board (2<sup>nd</sup> Read)**  
Presenter: Jenna McCulley, Chief of Staff
- 4. Approve Revisions to Board Policy IICA – District Represented Group Travel (3<sup>rd</sup> Read)**  
Presenter: Jenna McCully, Chief of Staff
- 5. Approve the Board of Directors' Participation in the 2023 Oregon School Board Association (OSBA) 2023 Preconference and Annual Convention**  
Presenter: Jenna McCulley, Chief of Staff

**MOTION:** Ms. Munro moved to adopt the consent agenda. Mr. Di Liberto seconded.

**The motion passed unanimously (7:0).**

**X. ITEMS FOR INFORMATION**

- 1. School Presentation – McCormack Elementary**  
Presenter: Dana Brummett, Principal

Ms. Brummett gave a PowerPoint presentation about McCormack's School Continuous Improvement Plan. She introduced Mary Cole, McCormack Elementary School Student Success Coordinator, which was a new position. She explained the school's culture. She described the school's vision for their improvement plan, which included reviewing last year's plan, data, research, and input from stakeholders. The data included composite literacy and learning scores. She said this information was helpful to determine next steps and goals. Their focal groups were Latinx and Kids at Hope. One goal was to engage at least 30 percent of focal group students with staff in specific ways. Ms. Cole gave the board examples of activities they distributed to families. The second goal was to show progress on their composite literacy scores. The last goal was that students demonstrate annual progress on their Composite Ownership Learning Scores, which focused on students who had the highest need. Ms. Brummett gave examples of how the school progressed toward meeting those goals so far, as well as their action plan.

They answered questions from the board.

Board Member Thessen thanked the school's staff for educating her children. Board Member Hamilton emphasized the value of engaging teachers.

Board Member Munro asked what changes staff had made to their original idea after they received feedback. Ms. Brummett replied there was some work in progress and conferences were helpful to determine the work that needed to be done. She emphasized setting goals with the students and partnering with the families. Ms. Munro also asked how Ms. Brummett encouraged staff to be honest about their constraints. Ms. Brummett said they solicited feedback and responded by adding extra planning time and staff to assist with addressing students' needs.

Mr. Di Liberto relayed his approval of the school's emphasis on relationships.

Ms. Newman was impressed with the school's methods of including families.

Ms. Jonak appreciated the staff's willingness to improve. She asked how the school solicited feedback from families outside PTO and Site Council. Ms. Brummett said they focused on getting feedback from the 91 families who had "champions." Ms. Jonak asked if there were any disparities for students with disabilities or students that staff targeted for improvement. Ms. Brummett said they addressed any disparities that existed. Ms. Jonak asked about the training for champions. Ms. Brummett replied that they built the program as a team with staff.

Chair Rabasa asked how many Latinx students were at the school. The school had 306 students. Ms. Brummett said 75-80 students were Latinx.

## **XI. ITEMS FOR ACTION**

### **1. Appropriation of Funds**

Presenter: Andy Dey, Superintendent

Superintendent Dey gave a PowerPoint presentation titled Additional State School Fund Appropriations Overview. He stated that the district's budget was complex. He described how the district's schools were funded, the percentages of the budget, and how the district spent its money. He explained the differences between the Fiscal Year 2023 and the Fiscal Year 2024 budgets. He listed the district recommended priorities for investment including more staff, developmental kindergarten class staff and materials, and more librarians.

Ms. Newman said she preferred to remove this item from the agenda. She felt uncomfortable voting on priorities. She asked if there could be some flexibility in hiring five full-time librarians.

Ms. Thessen asked for details about how the developmental kindergarten classes and librarians would be distributed throughout the district. Superintendent Dey said

those decisions would be made with their team of librarians. For kindergarten, he said staff would first mobilize wherever there was the greatest need.

Ms. Jonak asked for clarification of needs to fulfill Senate Bill 819. Superintendent Dey gave some examples and said it was hard to predict how those needs would be filled. The district would use its general fund to comply with SB819. Ms. Jonak wanted more information on the costs associated with complying with SB819 before voting on appropriation of funds. She felt concerned about funds for staff to attend more IEP meetings. Superintendent Dey said there were instruments within the Collective Bargaining Agreement that compensated staff who attended IEP meetings outside contracted hours. Ms. Jonak emphasized the importance of serving students with disabilities in the new inclusion model.

Ms. Munro said conditions had changed since the original motion of adding five librarians took place. She said the board could change the motion, such as changing the word “do” to “consider” because the state had imposed more requirements with SB819. She said changing the original motion could give the district flexibility to spend its allocated funds.

Mr. Di Liberto said his role was not to come up with line items. He agreed that this was an important decision.

Mr. Hamilton agreed with the other board members’ concerns. He said SB819 changed the district’s budget scenario.

Chair Rabasa agreed that the board should not vote about line items. She appreciated that SB819 had shifted funding. She thought the shortage of school support staff working with students on IEPs and 504 plans was lacking. She was concerned about the revolving door of Educational Assistants. She said librarians supplemented what students learned in the classroom. She was concerned with the pattern of the board not fulfilling promises. She was prepared to vote to appropriate the funds.

Mr. Hamilton said the board had to think about priorities. He questioned if past decisions should not have been made, considering current needs. He urged the board to do what was right and deal with current conditions.

Mr. Newman said they made a decision based on feedback from staff. She said staff could have flexibility with allocating librarians.

Ms. Thessen said for the inclusion model work, they needed to fund SB819 adequately.

Ms. Jonak said they must comply with SB819. She recommended they amend the motion to give more leeway in the prior motion to ensure they were not wedded to a specific number that would take away funds they would need to meet their legal compliance rules.

**MOTION:** Ms. Munro moved to amend the budget approval from Wednesday, June 21, 2023 to read that the board direct Superintendent Dey to “consider” the following and leave the rest of the text as was.

Instead of reading we direct Superintendent Dey to do the following in the event of the FY23-24 budget was adopted, and additional school safe fundings made available, to incorporate a minimum of five new certified teacher librarians, work with the librarians to determine where they would be placed, librarians would present their recommendations for placement to the board, and the final decision for placement would be made to Superintendent Dey.

Her motion was that the board amend the motion from June 21, 2023 by changing the word “do” to “consider.”

Ms. Newman seconded.

Chair Rabasa asked for clarification of Robert’s Rules before taking a vote on the motion.

Ms. Munro replied that to revisit an item, it would have to be brought forward by someone who supported it at the meeting and would need to have been done at the next meeting, but to amend something was a separate and different action. Proposing an amendment to a previous action could be brought by any member of the board and did not have to be done by someone who did or did not support the motion.

Chair Rabasa did not support the motion. She was concerned about revisiting decisions. She wanted to ensure that they supported literacy.

Ms. Newman thought the amendment would give the superintendent flexibility given different information.

Mr. Hamilton agreed with Ms. Newman that they needed more librarians, teachers, and teaching assistants. He supported revisiting decisions that needed to be fixed.

Chair Rabasa said it was important that language was important. She did not support the motion.

Ms. Munro restated the motion.

**The motion passed (5:2:0).**

Ms. Thessen clarified that librarians did a lot of work with students who were on IEPs and 504s.

**MOTION:** Mr. Di Liberto moved to appropriate the \$2.2 million in additional funds.

Ms. Thessen seconded.

**The motion passed unanimously (7:0:0).**

Chair Rabasa called a recess at 9:48 p.m.

The board reconvened at 9:57 p.m.

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

Ms. McCulley presented these items, in advance of the board retreat.

### **1. Approve Revisions to Board Policy BD/BDA – Board Meetings (1<sup>st</sup> Read)**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said this item changed in accordance with state law and the most recent legislative session that spoke to board meeting requirements. She asked for feedback on the mark-ups.

Mr. Di Liberto had questions about page 39 of the text of the board book, in 2 and 2a. He wanted clarification on the second word, “to” as in communications to. He thought it made it sound like any information going to the board was verboten.

Ms. McCulley reminded the board that they had access to OSBA’s attorney. She understood it would be a quorum of the board. If they were involved in a communication of the board that included a quorum of the board that met those conditions, that would be subject to public meeting.

Mr. Di Liberto asked if 2a was still under a quorum. Ms. McCulley confirmed.

Chair Rabasa asked if that was exclusive to the board, not stakeholders. Ms. McCulley said it would be all those things. She gave an example and said that additional training could be provided.

Ms. McCulley said she would ask for OSBA’s legal opinion on other questions the board had.

Ms. Newman referred to page 38. She spoke in support of alerting the public in advance of the topics that would be discussed at board meetings. McCulley said the wording on that page was intended to give the board flexibility around agenda amendments. Ms. Newman was uncomfortable for it to be left open ended. She recommended that it be checked more. In reference to another portion on that page about special meetings, she asked what would be defined as advantageous. Ms. McCulley gave the example of modifications the board made to the appointment process. Ms. Newman referred to the section on page 40 about work sessions. She felt more comfortable noticing if decisions were made at work sessions. Ms. McCulley agreed with the clarification.

Ms. Munro referred to the first paragraph of the first page of the policy. She wanted clarification to the portion that said, “meeting does not include any on-site inspection of any project or program, etc.” Ms. McCulley gave the example of a tour. Ms. Munro

recommended reviewing that portion for punctuation. She also said the last sentence in the last body of the page talked about where the board would not hold meetings. She asked who would determine if the board was in accordance with that. Ms. McCulley said she would research that.

Ms. Munro referred to page 38 and the paragraph that described where the board would hold meetings to elect board officers. She said how it read was not in alignment with Oregon Revised Statutes. She would like to hear from OSBA when those meetings could take place and how other school districts did that. She said the last paragraph on that page said that a special meeting could occur without a quorum. She wanted to know how that was interpreted. Chair Rabasa said it would allow them to schedule a meeting at time when a quorum could attend. Ms. Munro wanted to also clarify that on page 39 part 3, which talked about private or social meetings, she could hold a social event with board members if board business was not discussed, and if they did, they would be out of compliance. Ms. McCulley confirmed. Ms. Munro wanted to hear from OSBA if they needed to retain the footnote on page 7 related to mandatory training. Ms. McCulley said those were references to the item and would not be in the clean copy.

Ms. Thessen wanted to ensure the policy would not have a silencing effect on stakeholder groups contacting board members. She questioned why there were multiple portions crossed out about communications with people with disabilities. Ms. McCulley replied that those changes came from their partners at OSBA for several reasons.

## **2. Approve Revisions to Board Policy BDC – Executive Sessions (1<sup>st</sup> Read)**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said the changes reflected what took place at the most recent legislative session.

Ms. Munro appreciated the portion about school safety.

## **3. Revisions to Board Policy BDDG – Minutes of Board Meetings (1<sup>st</sup> Read)**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said this policy expanded confidential records of a student to include medical records.

Ms. Munro asked for examples of what determined confidentiality. Ms. McCulley said FRPA was one. Ms. Munro questioned a portion on the first page of the policy about taped recordings of executive sessions. She would like OSBA guidance on a modern way of incorporating that.

Chair Rabasa referred to policy of leadership duties that said the board vice chair was responsible for taking minutes and keeping record of them. She wanted that revised.

#### **4. Approve Revisions to BBF – Board Member Standards of Conduct (1<sup>st</sup> Read)**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said the updates were consistent with the requirements in Senate Bill 415.

Ms. Newman questioned the meaning of Number 14 which said board members would not bring personal or family problems into board considerations. Ms. McCulley said the board was welcome to bring any changes to the policy, which has originated in 2017. Superintendent Dey said the purpose may have been to make decisions based on what was best for the community.

Mr. Di Liberto was concerned with the word “refuse to.” He suggested replacing it with “refrain.”

Ms. Munro asked about number five, specifically how “supported by all board members” was defined. She asked for clarification about the meaning of other portions of that section. She did not understand how number 10 could be demonstrated. She wanted to know how OSBA saw that managed by other districts. She also had some questions about section 14, which had to do with conflict of interest. She wanted clarification about number 21, which dealt with speech standards. She also asked about how to deal with confidential information. Number 22 talked about being mandatory reporters, and she wanted to confirm they would receive training about that. Chair Rabasa requested that that training be required.

Ms. McCulley said the board members should receive access to the mandatory training modules if they had not already.

Chair Rabasa said number 21 could be a separate bullet item and be clarified. She wanted to analyze number five. Mr. Hamilton also wanted to look at number five. Chair Rabasa wanted to ensure the group would follow Robert’s Rules and the policy would reflect that.

Ms. Munro agreed. She thought while doing business, it was possible for a board member to have confidential information that came outside a meeting. She wanted to be clear about that piece of the policy too.

#### **5. Approve Revisions to Board Policy BBAA – Individual Board Members’ Authority and Responsibilities (1<sup>st</sup> Read)**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said the edits adjusted language around a board member’s access to legal opinions.

Ms. Newman asked about number two. She was unsure what was considered advantageous and under what circumstances the board chair would ask for legal

advice. Ms. McCulley said it articulated the difference between the roles of the board chair and rest of the board members. She said the board could discuss that further.

Ms. Munro said it was important for the board chair to seek legal advice, but that function should not be overused. She asked about earlier changes to that policy that included the word “should,” which she said it was unenforceable. She recommended a stronger word, but she wanted to know OSBA’s opinion. She mentioned that number three, which was about complaints to board members, lacked instructions about dealing with complaints about board members and the board. She wanted to know how other districts handled that, as was seen by OSBA, to help 4J improve that. Chair Rabasa said OSBA had yet to determine that guidance. She explained the methods by which they would determine what to do about complaints.

Ms. McCulley said there was not a governing body for school boards. Instead, the governing body was the school board’s constituents. There was an opportunity to define that policy.

Ms. Jonak questioned if creating a committee to review those policies would be more efficient. Ms. Newman agreed. About the last paragraph, she did not want to approve all contracts. She asked which ones were dealt with by the superintendent. Ms. McCulley explained the threshold.

**6. Approve Revisions to Board Policy BCF – Advisory Committees to the Board (1<sup>st</sup> Read)**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said this policy provided clarity to how those were constituted.

Ms. Newman asked if this was generic for advisory committees. She thought the Educational Equity Advisory Committee had its own rules.

Ms. McCulley said it had its own requirements, but all the additions incorporated the requirements around the equity committee in accordance with legislation. OSBA recommended they be lumped into one policy.

Ms. Munro said that when discussing committee assignments earlier this year, her recollection of what was said was that the equity committee shifted from being a committee of the board to a committee of the superintendent.

Chair Rabasa clarified for Ms. Munro that the equity committee shifted from being a committee of the superintendent to a committee of both the superintendent and the board, per Oregon statute.

Mr. Hamilton recommended the equity committee receive training due to what occurred during a town hall meeting. He agreed with Ms. Newman that the board would benefit from communication with the board members and the superintendent.

Chair Rabasa said there had been an equity committee in some iteration for the past 30 years. The current committee was mandated. She clarified the town hall was not convened by the equity committee, but instead by the equity department. She said two members of the board served as liaisons between the committee and the board, but they were not members of the committee. That year, they did not have liaisons to the committee and would revisit that decision later because the committee had not started yet.

Superintendent Dey listened to the equity committee meetings but did not serve on it. He said board members were welcome to listen to the meetings.

Ms. McCulley confirmed to Ms. Jonak that the additions to the equity committee were from ORS 329.711. It was OSBA's interpretation of those updates. Superintendent Dey said he brought recommendations to the board, and then the board appointed the members. There was not a recruitment process like the one done for the Budget Committee. Ms. Jonak wanted to read OSBA's source materials before a second read.

Ms. Thessen asked if students served on the equity committee and how many members the committee had. Chair Rabasa said last year there were 12 to 15 people. Ms. Thessen emphasized the importance of student members.

Ms. Munro asked if a final review was done after changes. Ms. McCulley said the district contacted OSBA legal for final review of content. Ms. Munro would like the preamble to state that OSBA reviewed the document.

Mr. Hamilton requested that equity committee members and those selecting members received valid, quality equity training that resulted in action.

**7. Approve Revisions to Board Policy DBEA – Budget Committee (1<sup>st</sup> Read)**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said it changed some language around the adoption process and included the equity committee member.

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

Ms. Munro requested more information about developmental kindergarten during a work session.

Ms. Thessen wanted to know how many students SB819 affected, if the district complied correctly, and how that was measured.

Ms. Newman would like to discuss the equity committee. That topic was already scheduled for a future meeting.

Mr. Hamilton, Ms. Munro, and Ms. Newman requested to discuss the enforcement of the harassment policy.

Mr. Di Liberto and Ms. Munro wanted follow-up about the high school and middle school bell schedules.

The next regular meeting would be October 18, 2023 at 7 p.m. The board retreat would be October 5 and 6, 2023.

**XIV. ADJOURN**

Chair Rabasa adjourned the meeting at 11:26 p.m.

*(Recorded by Laura Campbell, LCOG Minutes Recorder)*

DRAFT

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

**Date: October 18, 2023**

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6:00 p.m. and a regular Board of Directors (BOD) meeting at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on October 13, 2023.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Maya Rabasa, Chair  
Jenny Jonak, Vice Chair  
Morgan Munro  
Tom Di Liberto  
Rick Hamilton  
Judy Newman  
Ericka Thessen

**STAFF:**

Andy Dey, Superintendent  
Debbie McKim, Board Secretary  
Jenna McCulley, Chief of Staff  
Sherry Moore, Executive Assistant to the Chief of Staff

**EMPLOYEE ASSOCIATIONS:**

None.

**MEDIA:**

KRVM

**I. WORK SESSION**

**1. CALL TO ORDER AND ROLL CALL**

Chair Maya Rabasa called the meeting to order at 6:10 p.m.

**2. CONDUCT WORK SESSION BUSINESS**

**1. Items for Action at a Future Meeting**

- a. Defining Board Goal Development

Chair Rabasa introduced the topic of defining board goal development, specifically how the board will approach selecting their goals. She pointed out that next Wednesday they are meeting as a board to discuss board goals. Historically, board leadership has solicited goal suggestions from board members, compiled them, and then come to agreement on the final goals. There was discussion about whether the BOD's goals should be different from the superintendent goals. In the past, they have tended to have separate goals with some overlap. She mentioned there are several districts in Oregon who strive to make those collaborative.

Ms. Munro referenced a document (flow chart) for board members to use, if desired, as they refine their board goal suggestions.

There was agreement amongst the group to come together prepared with ideas and ready to engage in a collective brainstorming session with Superintendent Andy Dey on Wednesday, October 25.

b. Board Meetings with Association Leadership Discussion

There was consensus to postpone the topic of Board Meetings with Association Leadership.

c. Board Orientation Items Discussion

Chair Rabasa began the Board Orientation Items discussion by asking board members what they still need support with.

Ms. Thessen responded that regarding the organizational chart, she would like the names of the current people.

Ms. Jonak said, also regarding the organizational chart, that some of her biggest questions have to do with SPED and equity issues, such as what is the vision for DEI, SPED, and the inclusion model?

Ms. Munro stated, also regarding the organizational chart, that she desires more information about BOD governance. For example, Chair and Vice Chair role descriptions, among other items.

Mr. Hamilton suggested a process for the BODs to be able to request items to be put on the agenda. He shared his perspective that it has sometimes felt that previously discussed topics do not get addressed. For example, the topic of equity, or the topic of a policy addressing parental responsibilities that govern a child's behavior when they come to school.

Chair Rabasa agreed that Mr. Hamilton's concern should be addressed. She proposed to dedicate time during an upcoming meeting when the board is scheduled to discuss working agreements.

Mr. Hamilton responded that he would appreciate that.

Chair Rabasa invited the BOD to email her any more suggestions they have before Wednesday, October 25.

**3. ADJOURN**

Chair Rabasa adjourned the work session at 6:42 p.m.

**II. REGULAR BOARD MEETING**

**III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT,  
RECEIVE INTRODUCTIONS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Maya Rabasa, Chair  
Jenny Jonak, Vice Chair  
Morgan Munro  
Tom Di Liberto  
Rick Hamilton  
Judy Newman  
Ericka Thessen

**STAFF:**

Andy Dey, Superintendent  
Collina Beard, Chief Administrators Service Officer  
Jenna McCulley, Chief of Staff  
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary  
Sherry Moore, Executive Assistant to the Chief of Staff  
Misael Flores Gutierrez, Director of Student Support Programs  
Mia Lu, Asian, Pacific Islander Student Union Affinity Group Program Coordinator  
Stephan Williams, Black Student Union Affinity Group Program Coordinator  
Lisa Kinser-Wehr, Gender Sexuality Alliance Affinity Group Program Coordinator  
PJ Martinez, Native American Student Union Affinity Group Program Coordinator  
Jene Conrad, Neurodivergent Student Union Affinity Group Program Coordinator  
Larry Williams, Executive Director of Academic Access and Achievement  
Oscar Loureiro, Director of Research and Planning

**EMPLOYEE ASSOCIATIONS:**

Oregon School Employees Association (OSEA)  
Eugene Education Association (EEA)

**OTHER:**

Lisa Jenkins Easten, OSEA  
Sabrina Gordon, EEA  
Imelda Cortez, EEA  
Amanda D'Souza, City of Eugene  
Anne Fifield, City of Eugene  
Maurizio Bottalico, City of Eugene

**MEDIA:**

KRVM

Chair Rabasa called the regular meeting to order at 7:03 p.m. Superintendent Dey led the flag salute. Chair Rabasa said the names of the board members who were present and then read the Land Acknowledgement.

#### **IV. AGENDA APPROVAL**

Chair Rabasa asked for changes or corrections to the agenda. There were none.

#### **V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Chair Rabasa introduced the collective high school representatives present at the meeting and invited them to introduce themselves.

Superintendent Dey thanked the Eugene Public Library for hosting a film series on the science of reading. He noted two documentaries in the series, titled "The Right to Read" and "The Truth About Reading." He said the documentary series explores reading as an equity issue. He encouraged everyone to attend the remaining showings, namely the documentary titled "Blame It On Gutenberg." Superintendent Dey stated his intent to engage in the science of reading panel discussion on the evening of October 26. He said to improve literacy rates it is crucial to implement teaching strategies based on the science of reading. The science of reading is a proven, research-based approach. 4J is in their second year of implementing the literacy and language arts curriculum. He emphasized the school districts commitment to eradicating illiteracy in the community by empowering students to read.

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

Paul Bodin spoke to the importance of engaging youth in philosophy, specifically in curriculum focused on critical thinking. Since 2013, elementary aged students have been engaging in philosophy-for-children curriculum at no cost to the district. Discussion topics include the ethics of lying, the nature of friendship, animal rights, and time travel. He said the curriculum models how to be civil and empathetic toward each other. It also increases peer collaboration. Although Bodin is a volunteer for the program, he took a moment to recognize teachers as the "real heroes." He said in a world of increasing polarization, children need regular opportunities to practice critical thinking where they can form and share opinions together and revise their thinking based on new evidence.

Delaney McMahon said in addition to her role as a Tech Support Specialist (TSS) at 4J, she also coaches track and cross country at Kennedy Middle School. She said there was a time when the distance runners at Kennedy Middle School could not go on runs, because the school couldn't find anybody to coach them. That is when she volunteered for the position. McMahon said that although no licensure is required for her to coach, classified staff like herself must take unpaid time, or use personal leave or comp time, to fulfill their coaching duties. She spoke to the importance of removing as many barriers as possible for student/athlete success and urged the 4J board to encourage employee groups to work with Oregon School Activities Association (OSAA) to amend the policy in the interest of student support and safety and equitable treatment for all 4J staff.

Rocky Stewart brought two topics to the board for their consideration. First, Stewart addressed discipline policies, specifically expulsion, in the context of bullying. He said the 4J policy is "short and vague" basically leaving it up to the administrators to decide. Stewart believes that [the current policy] is having the reverse effect. Stewart encouraged the board to rewrite the policy, taking the ambiguity out of it. He suggested giving plenty of time for behavior to turn around,

employing tiers of discipline before reaching expulsion. He said the expulsion creates an end to the bullying. Right now, he said, there is no end, and [bullying] is occurring in multiple schools. Stewart then brought up the issue of privacy. Namely that the district cannot reveal the action taken with regards to a bullying incident. He said the parents feel like they've gone through all the steps, yet they don't know if the school district is doing anything or not because they cannot share it. Stewart said the person who was wronged has a right to know what disciplinary actions or consequences are being carried out.

Alexis Krivchuk serves as a track coach, in addition to her position as a Secretary at Cal Young Middle School. She highlighted two issues she is most concerned about. The first issue is classified staff having to resort to using personal time to attend competitions. The second issue is regarding extended season compensation. She urged the board/district to reconsider bargaining.

Indigo Amarys voiced her concern about the dissolution of the equity department. Last year, she was impressed with the equity department's display of commitment, investment, and integrity. She said currently there are community members, parents, students, and staff who feel uncertainty and discomfort around the restructuring choices. She said the Equity Advisory Committee have important thoughts and perspectives that should be considered when reviewing policies. She said she hopes that the BOD and the Equity Advisory Committee can work together to review the racial harassment policy at an upcoming work session. She mentioned the district's responsibility to conduct an annual review of incidents and presenting that data to the BOD. She also urged a follow up conversation about the high school schedule change, a conversation around transparency, and a reinforced commitment to equity.

Les Phillipio is a teacher at Shelton High School. He was a football, track and field coach for 30 years. He spoke advocating for equitable pay for classified staff coaches. He pointed out that they coach all week, and then are unable to attend the subsequent track meets due to the inequity in compensation. He said it is time to address this imbalance and extend the privilege to our classified employees, thereby sending a powerful message about power and inclusivity.

Jenny Kneale is a 4J parent and fourth grade teacher. She expressed that the district's decision to close the Yujin Gakuen Japanese Immersion Elementary School and move students to the other side of town has had devastating repercussions. She said families are in need of secure transportation and consistent staffing. She said students should not be penalized for the district's decision and urged them to act soon.

Chelsea Hardrath is a 4J parent. She spoke about the decision to relocate Yujin Gakuen Japanese Immersion Elementary School students to Kelley Middle School. She spoke to the burden of the commute for many parents, stating that the commute is not realistic for many working families. She expressed disappointment witnessing youth and affinity groups being brought to the table to offer their suggestions and then having their suggestions disregarded in favor of the district's decision.

Harry Sanger said he abhors violence and is saddened by recent comments on a Register Guard Facebook post, regarding previous Director O'Rourke's potential ethics violation. He said the comment stated that he (Sanger) was armed at a 4J school board meeting. Sanger asserted that the comment was a lie, and he unequivocally did not enter the building armed. He urged the district to work towards decreasing dependence on technology, to not have cell phones in schools, and to not depend on technology for their schoolwork. He added that the board should

consider policy updates that increase access to a public forum instead of continuing current/former restrictions. He emphasized the need for a clear vision for the school district and the North region community. He said the BOD's top priority for capital projects should be that Yujin Gakuen Japanese Immersion Elementary School gets a permanent facility.

## **VII. COMMENTS BY EMPLOYEE GROUPS**

Lisa Jenkins Easten of Oregon School Employees Association (OSEA) shared the news that thanks to a recent legislative win, classified 4J school staff will now be represented on state boards and committees. She noted that statewide OSEA represents over 20,000 classified employees. She highlighted examples where the OSEA has worked collaboratively with 4J school district in the past. She suggested further collaboration to resolve the issue of inequitable pay between coaches. She said she is aware of the board was recently informed of OSEA's demand to bargain on behalf of classified coaches. She reiterated that as it stands classified staff must use personal vacation or unpaid leave to support the enrichment of 4J student athletes. She said the association's stance is to demand a bargain on behalf of classified coaches to resolve the glaring equity issue. She emphasized that their stance was never to require overtime payment for classified employees while coaching, as was implied in Friday's memo. Legal ramifications are more likely without an agreement rather than with one. OSEA provided the district with documentation that supports the position including contract language from Springfield Public Schools as an example. All four comprehensive 4J high schools have at least one head coach who is classified and there are at least eighteen other coaches across the district. OSEA is seeking to address the issue, as they do all working conditions, via negotiations and are asking the BOD's support in resolving the matter. She said classified staff should be valued for the ability to cultivate positive relationships with students but are instead experiencing a harsher financial impact for wanting to do so. She finished by saying that making a choice to change systemic perceptions that value equitable pay for equitable work is an important step in breaking down the gender and racial earning disparities that exist in our culture.

Sabrina Gordon, president, and Imelda Cortez, vice president, of the Eugene Education Association (EEA) expressed their support of OSEA and their request to bargain for fair compensation on behalf of classified coaching staff. Additionally, they come before the BOD to discuss the decision to dissolve the department of Diversity, Equity, and Inclusion.

Ms. Gordon asserted that dissolving the department directly impacts the BIPOC and historically underserved students, staff, and community. EEA is concerned that the decision was made without seeking authentic input from educators, students, and families from traditionally underserved populations. EEA is also concerned there has not been transparency or clear communication with staff and community about the decision. She said they wonder whether 4Js equity tool was used in making the decision to ensure that dissolving the department would not marginalize or harm students, staff, families, and communities. She also questioned how are impacts of this change being monitored.

Ms. Cortez shared her perspective on the BOD's decision to dissolve the Department of Equity and Inclusion, or DEI. She questioned how the district measured the impact of DEI prior to making this decision. She pointed out that the department only existed, fully staffed, for two school years and that prior to that it was one person. She said the work of dismantling systemic structures is unattainable, impossible, and exhausting for one person. She emphasized the success of the department when it had two BIPOC administrators and how necessary that was

to sustain, uplift, and make systemic change. She said that as an educator for 20 years she would find it remiss if she did not publicly state the impact that this decision has had on those that identify as BIPOC educators.

The BOD took a five-minute break at 7:57 p.m.

The BOD resumed their meeting at 8:05 p.m.

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

Mr. Di Liberto stated that he was happy to meet their student board representatives and is looking forward to working with young people again. He thanked the directors and department heads for their onboarding Orientation last week. The grand opening for the new building at North Eugene High School last week was impressive. Attendance shot up to over 90% from 68%, he noted.

Ms. Newman was at the grand opening of North Eugene High School and was filled with gratitude. She thanked the voters who approved the bond.

Ms. Thessen echoed previous statements about the grand opening at North Eugene High School, adding that she was extra impressed with the staff members, students, early education/preschool, wood shop, and metal shop. She recognized Tyler Tjernlund, Industrial Arts Instructor at North Eugene High School, for his contributions. Ms. Thessen visited Librarian Debbie Levy at the Churchill High School library and shared some impressive highlights. Since the beginning of the school year, the library has received four or five hundred visits a day. 1,600 books have been checked out. On the day that she visited, 51 books were checked out. Student engagement at the Churchill High School library is encouraging, and she is proud of the work librarians are doing across the district.

Mr. Hamilton recognized the issues brought up by public comment. He said although the BOD cannot make outright promises, they hear the concerns. He really believes that the BOD, along with the student representatives, will come up with some resolutions. He emphasized that they are really concerned about those issues, which may seem simple but they are not. In the next year they will see some improvements. He is going to do his best to keep the promises that he made during the campaign. One of them is being transparent. He finished by saying that the BOD's want to hear your honest opinions about what we are doing and what your complaints are.

Chair Rabasa thanked the community members and employee groups who spoke during public comment. She said hearing from stakeholders is one of the most important ways to keep the BOD informed. She said their willingness to share makes a difference. She expressed gratitude to North Eugene High School for welcoming the community and BOD at their grand opening celebration. She said it was the culmination of the hard work of many people that led to the construction of the beautiful site.

### **IX. CONSENT GROUP**

None.

### **X. ITEMS FOR INFORMATION**

## 1. RECEIVE INFORMATION ON THE FORMATION, PURPOSE, AND PROGRESS OF STUDENT AFFINITY GROUPS

Presenter: Misael Flores Gutierrez, Director of Student Support Programs

Mr. Flores Gutierrez shared some background about affinity groups and their purpose. He said their purpose is to create and dedicate time for students to share their common interests and backgrounds within their school communities. They offer opportunities for networking, fostering fellowships and friendships, and nurturing personal identity. Each school has an advisor who facilitates the activities while the district program coordinators provide support to the advisors. There are currently 6 school affinity groups. At the high school, their hope is that all affinity groups are represented. High school groups meet 4 times per month. Other grade levels meet 2 times per month, with the exception of the elementary school multi-cultural group, which meets 1 time per month. He explained that last year district coordinators were hired. This year, the focus is on strengthening programs and ensuring equity and access to affinity group activities across the district.

Mia Lu introduced herself as the Asian, Pacific Islander (APISU) affinity group program coordinator. She said she loves hearing students sharing their stories and mentioned that story sharing is a powerful tool for connecting. She noted that this year the Lunar New Year was recognized as a public-school holiday. She is proud of the progress within the 4J school district. Last year they held the first Asian American Pacific Islander (AAPI) assembly at Churchill High School. This year they hope to add the first middle school AAPI assembly and hold more high school AAPI assemblies.

Stephan Williams introduced himself as the Black Student Union (BSU) affinity group program coordinator. Goals include infrastructure to generate positive, equitable, academic and social/cultural outcomes for BSU students and providing students with a sense of community, belonging, and success via events, school trips, and other culturally enriching experiences.

Lisa Kinser-Wehr introduced herself as the Gender, Sexuality, Alliance (GSA) affinity group program coordinator. She shared that last year she facilitated the 4J high school GSA student leaders in an all-district meeting. Thereafter, monthly meetings were held rotating throughout the district's high schools. In meetings the GSA members talked about the group's successes and challenges. At the end of last year they hosted a GSA tea party event. Ms. Kinser-Wehr expressed her hope to work with 4J to update their LGBTQ gender nonconforming policies.

Josue Honorato introduced himself as the Latinx Student Union (LSU) affinity group program coordinator. He said across the district approximately 350 students are engaged in LSU. This year, the students will have the opportunity to spend an entire day at the César Chávez Leadership Conference. They will also have the opportunity to obtain 2 college credits via a 20-hour course offered through Lane Community College.

PJ Martinez introduced himself as the Native American Student Union (NASU) affinity group program coordinator. He said within 4J school district 4,700 students are enrolled and recognized as native. Mr. Martinez said more than 100 students have participated in NASU events. A United Nations of 4J event was held last year. They look forward to bringing United Nations of 4J back in January, 2024. He said when affinity groups get together something magical happens. He expressed his hope that the BOD sees the value in diversity, equity, and inclusion.

Jene Conrad introduced herself as the Neurodivergent Student Union (NDSU) affinity group program coordinator. She said they currently have 100 students involved and the number is increasing drastically. Last year they held two Strengthening Neurodivergent Festivals, and they were well attended. The next festival will be hosted at Sheldon on March 13, 2024. A town hall event is happening in November, 2023 and Spring, 2024.

Ms. Jonak thanked each coordinator for the incredibly important work that they are doing. She asked what kind of budget the affinity groups have to work with.

Ms. Kinser-Wehr responded that high school affinity groups have an annual budget of \$1,500, middle school affinity groups have an annual budget of \$1,000, and elementary school affinity groups have a shared annual budget of \$7,000. She added that the advisors now, as of 2021, are provided stipends for their work.

## **2. APPROVE POSTPONEMENT OF DIVISION 22 REQUIREMENTS FOR PURCHASE OF STATE-ADOPTED INSTRUCTIONAL MATERIALS**

Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley invited a discussion of the postponement of Division 22 Requirements for the Purchase of State-Adopted Instructional Materials. She explained that the two elements of compliance are really important and are required by the state. Ms. McCulley pointed out that they are not asking for approval at this time.

She referred to a state adoption cycle handout provided with the packet. Currently we are in an off cycle, relating to capacity/staff time. She referenced the 2018 passing of the general obligation bond, which included components for curriculum adoption. Staff has been working on that making sure that they are balancing need to be in compliance, with the students' access for current curriculum, but also the capacity of the system.

Ms. Jonak had three questions. She asked if there will end up being a list of the numbers of licensed staff each school certified in the LETRS training, and if there is a sense of how many there will be in our entire district?

Ms. McCulley responded that we are 50% of our staff that have had the opportunity to participate.

Ms. Jonak asked what the action implemented for middle school P.E. is?

Ms. McCulley responded that regarding division 22, the state provided a statewide waiver and the district has requested to utilize that. The result is adjusting middle school schedules to allow increased access and additional staffing support.

Ms. Jonak asked regarding essential skills, are those waivers for just our district or the entire state?

Superintendent Dey responded the entire state, referencing senate bill 744.

Mr. Di Liberto asked regarding middle school P.E. if one of the holdups is statewide facilities?

Superintendent Dey responded yes, that it is a massive constraint.

## **3. RECEIVE 2022-23 DIVISION 22 REPORT**

Presenter: Jenna McCulley, Chief of Staff

The Division 22 Report an annual report that districts are required to complete. The report has more than sixty different items confirming that the district is either in compliance or articulate the plan to get in compliance or request a waiver. She said reviews have been conducted by subject experts who identified six areas to do additional work. That number of recommendations was not unusual. She said the district is looking forward to being in compliance with all those issues in the coming year.

## **XI. ITEMS FOR ACTION**

### **1. BOARD MEETINGS WITH ASSOCIATION LEADERSHIP**

Presenter: Chair Maya Rabasa

Chair Rabasa introduced the topic of board meetings with Association Leadership. She proposed 3 meetings per month to include board leadership and one alternating board meeting. She proposed three different make ups: First, a monthly meeting as previously described, with leadership from all three employee groups and superintendent Dey. Second, a monthly meeting with board representation and the leadership from Eugene Education Association (EEA). Third, a monthly meeting with board representation and the leadership from Oregon School Employee Association (OSEA).

**MOTION:** Ms. Jonak made a motion to approve the proposal as suggested but with the caveat that because it is a bargaining year the content and format would be subject to formal approval of the board.

The motion was not seconded.

There was discussion about the topic of setting parameters for meetings with employee groups. A number of board members expressed that although they appreciate the importance of meeting with employee groups, and have every intent to do so, they need time to gather more information. There was agreement among the group to postpone the motion to allow time for board members to gather more information.

**MOTION:** Ms. Munro made a motion to table the motion until the next meeting. Seconded by Ms. Newman. The motion passed 6:1. Chair Rabasa was opposed.

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

### **1. CITY OF EUGENE PROPOSED AMENDMENT TO THE RIVERFRONT URBAN RENEWAL PLAN**

Presenters: Amanda D'Souza, Development Programs Manager, Anne Fifield, Economic Strategies Manager, and Maurizio Bottalico, Senior Financial Analyst

Ms. D'Souza introduced the City of Eugene proposed amendment to the Riverfront Urban Renewal Plan. She showed a map of the Riverfront Urban region in between Franklin Boulevard and the Willamette River. She said the district collects tax increment and the revenue from the incremental value goes to the urban renewal district. This is a tool to fund capital projects in the

district. The maximum indebtedness is \$34.8 million and sunsets June 30, 2024. When it expires, the incremental tax value goes back to the taxing districts. The proposed amendment will increase the spending limit and extend the life of the district.

The proposed amendment includes two sets: existing activities, including a steam plant and downtown riverfront affordable housing; and new activities: additional housing and physical improvements to address safety and comfort, among other items.

Ms. D'Souza provided a summary of three different spending scenarios. She noted that 4JSD is slightly better off financially if the Riverfront URD District continues to collect tax increment.

4J SD concurrence is requested by November 1, 2023.

Ms. Jonak requested a copy of the PowerPoint presentation.

Ms. D'Souza agreed to fulfill Ms. Jonak's request.

The BOD took a five-minute break at 9:30 p.m.

The BOD resumed their meeting at 9:36 p.m.

## **2. ACCEPTING EQUITY NOMINATION FOR APPOINTMENT**

Presenter: Misael Flores Gutierrez, Student Support Program Director; and Larry Williams, Executive Director of Academic Access and Achievement

Mr. Flores Gutierrez introduced the topic of Equity Nominations for Appointment, stating that it is currently in draft form and can be changed at the discretion of the BOD. He noted senate bill 732, requiring the establishment of an equity advisory committee. The committee works in partnership with the BOD and advises them of the policies. Last year was their pilot year. Next month is the first committee meeting. At the meeting they will focus on the review of more than a dozen policy reviews.

Guidance states that the committee representation must elevate voices. As such, they have criteria in mind, and adhere to a careful process, selecting potential committee members. The composition of the potential 20-person group includes 9 students, 4 staff, and 4 parent guardians. Mr. Williams added that it is ultimately the BOD and the Superintendent's decision to nominate and select committee members from the potential line up of candidates.

## **3. BUDGET COMMITTEE SELECTION PROCESS**

There was consensus to postpone the Budget Committee Selection Process.

## **4. REVIEW INSTRUCTIONAL TIME AND CONSIDER APPROVAL OF INSTRUCTIONAL ALLOWANCES (1<sup>ST</sup> READ)**

Presented by Oscar Loureiro, Director of Research and Planning

Mr. Loureiro stated that Oregon has minimum instructional times below the national average. He noted that instructional time is managed through the academic and the bell schedule. There was board consensus that all the allowable hours be available to the Superintendent so that he has the hours to use them.

**5. 2-YEAR ACADEMIC CALENDAR**

There was consensus to postpone the 2-Year Academic Calendar.

**6. APPROVE REVISIONS TO BOARD POLICY BDDH-PUBLIC COMMENT AT BOARD MEETINGS (1<sup>ST</sup> READ)**

There was consensus to postpone approving revisions to board policy.

**7. APPROVE THE ADOPTION OF BOARD POLICY BI-BOARD LEGISLATIVE PROGRAM (1<sup>ST</sup> READ)**

There was consensus to postpone the adoption of board policy legislative program.

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

None.

**XV. ADJOURN**

Chair Rabasa adjourned the meeting at 10:00 p.m.

DRAFT



## ITEM FOR ACTION — CONSENT AGENDA

### Date of Meeting

November 15, 2023

### Title

Approve Board Resolution 2023-11 agreeing to the policy of providing tax exemptions for low-income limited equity cooperative properties (2<sup>nd</sup> Read)

### Presenter

Laura Hammond, City of Eugene Planning and Development

### Background

The City of Eugene is requesting that the Eugene School District 4J Board adopt Resolution 2023-11 agreeing to the policy of providing tax exemptions for low-income limited equity cooperative properties (See Attachment A for the proposed Resolution). Pursuant to ORS 307.519(2), the 4J Board's written concurrence with the update is needed in order for the County Assessor to exempt eligible low-income limited equity cooperative housing providers from all property taxes.

In 1990, Eugene City Council adopted the Low Income Rental Housing Property Tax Exemption (LIRHPTE) program to facilitate the development of affordable housing in Eugene. The program provides a 20-year property tax exemption for rental housing that is affordable to lower income households or property that is held for the purpose of developing low-income rental housing (See Attachment B for Frequently Asked Questions about LIRHPTE). The 4J Board of Directors has previously expressed support for the LIRHPTE program. Most recently, in 2020, the Board adopted resolution 2020-04 in support of extending the LIRHPTE program for another 10 years, until July 2030.

In 2023, the Oregon Legislature approved [House Bill 2080](#) allowing local jurisdictions to expand the types of developments eligible for LIRHPTE to include limited equity cooperatives for low-income households. An example of this type of housing is [Peace Village on River Road](#), which is under construction and will provide 70 homes that are affordable to lower income households. Residents will collectively own the housing and will commit to resell their home/cooperative share at a price that maintains affordability.

When LIRHPTE tax exemptions are granted, the City and other local taxing districts forgo revenue. Pursuant to ORS 307.519(2), City Council approval of the proposed updates will only exempt eligible limited equity cooperative properties from City of Eugene property taxes. To exempt eligible limited equity cooperative properties from all applicable property taxes, approval of proposed updates to the LIRHPTE program is needed from other taxing districts that equal 51 percent or more of the total combined rate of taxation. If the 4J Board adopts resolution 2023-11, limited equity cooperatives for low-income households located within the 4J School District will be eligible to be exempt from all property taxes. Without the full tax exemption, it is less likely that developers will undertake development of low-income limited equity cooperative housing in Eugene.

LIRHPTE applications are due before December 1 of the calendar year immediately preceding the first tax year for which an exemption is requested. For limited equity cooperatives to apply for and receive the LIRHPTE exemption for the next tax year starting July 1, 2024, updates to the LIRHPTE provisions in the Eugene Code needed to be approved by the Eugene City Council by November 1, 2023 and by the corresponding school district by January 30, 2024.

In addition to the inclusion of limited equity cooperatives for low-income households, code changes are focused on readability and on aligning the City code with state statutes. As allowed by state law, the ordinance expands the definition of “low income” to allow rental housing to assist households earning up to 80 percent of area median income (AMI) in certain circumstances and still be eligible for the LIRHPTE.

**Options and Alternatives**

The Board may adopt the Resolution in support of expanding the LIRHPTE program to include limited equity cooperatives for low-income households or choose not to do so at this time. Approval of the expansion promotes the development of low-income housing in the district but does result in lower tax revenue receipts to support district operations.

**Recommendation**

The Superintendent recommends adoption of Resolution 2023-11 in support of adding limited equity cooperatives for low-income households as an eligible housing type for the LIRHPTE and aligning LIRHPTE code provisions with state statutes.

Attachment A: Proposed Resolution

Attachment B: Frequently Asked Questions about LIRHPTE

Eugene School District 4J  
School Board Resolution 2023-11

***Resolution agreeing to the policy of providing tax exemptions for low-income limited equity cooperative properties***

WHEREAS, in 1990, the City added Sections 2.937 – 2.940 to the Eugene Code, 1971, adopting the State’s Low-Income Rental Housing Property Tax Exemption (LIRHPTE) policy under ORS 307.515 to 307.523; and

WHEREAS, the LIRHPTE statutes enable governing bodies to grant 20-year property tax exemptions to qualified low-income rental housing properties that file exemption applications before July 1, 2030; and

WHEREAS, in 2023, the Oregon Legislature amended the LIRHPTE statutes to enable governing bodies to grant 20-year property tax exemptions to qualified limited equity cooperatives; and

WHEREAS, on October 25, 2023, the Eugene City Council adopted amendments to the Eugene Code to add limited equity cooperatives as a housing type eligible to receive the LIRHPTE; and

WHEREAS, the LIRHPTE facilitates the development of affordable housing for low-income Eugene residents; and

WHEREAS, pursuant to ORS 307.519(2), if a taxing district’s rate of taxation, when combined with the rate of taxation of the governing body that adopted the exemption policy, equals 51 percent or more of the total combined rate of taxation on the property granted the exemption, the local taxing district’s governing board must agree to the exemption policy in order for the County Assessor to exempt the property from all property taxes; and

WHEREAS, ORS 307.519(2) is applicable to the Eugene School District 4J and, therefore, before the County Assessor will completely apply the tax exemptions to properties granted exemptions by the City, the 4J Board must concur with the policy of exemption;

**NOW, THEREFORE, BE IT RESOLVED THAT** the Eugene School District 4J Board agrees to the policy of providing property tax exemptions for low-income limited equity cooperative properties as provided in ORS 307.515 to 307.523 and Sections 2.937 – 2.940 of the Eugene Code, 1971. This Resolution takes effect upon adoption.

Passed by the Eugene School District 4 J Board the (date).

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Maya Rabasa, Board Chair

## Low-Income Rental Housing Property Tax Exemption Frequently Asked Questions

### What is a LIRHPTE?

The Low-Income Rental Housing Property Tax Exemption (LIRHPTE) provides a 20-year property tax exemption for Eugene rental housing that offers rents affordable to lower income households or property that is held for the purpose of developing low-income rental housing. The income limit for the program is 60% of the area median income based on household size, as determined annually by the US Department of Housing and Urban Development (HUD).

### What does it do?

The LIRHPTE is an incentive to create housing opportunities that are affordable to lower income households – a critical need in our community. By providing tax exemptions for low-income housing LIRHPTEs help to preserve the affordability and offer below-market rents. It is one way the City of Eugene is working to create more housing that is affordable to people with lower household incomes in our community. ([Learn about more affordable housing efforts](#))

### Who can apply for a LIRHPTE in Eugene?

Eligible owners include:

- non-profit public benefit (501c3) or religious corporations or
- any owner (including for-profit organizations) if the housing was constructed after 1990.

### When are applications due?

Applications are due before December 1 of the calendar year immediately preceding the tax year for which an exemption is requested. Applications are accepted anytime, except for the months of June and July. If the property is not yet owned by the applicant at the time of application, the purchase must complete by March 31 of the year for which the exemption is requested.

### What is required to get a LIRHPTE?

If an applicant is eligible, they must commit to offering rents that are affordable to people earning no more than 60% of the area median income based on household size (determined annually by HUD) for a period of 20 years. Below are the current HUD income limits for our area:

2023 – AREA MEDIAN INCOME LIMITS							
Persons in Household (#)	1	2	3	4	5	6	7
60% AMI (\$)	35,460	40,500	45,540	50,580	54,660	58,680	62,760

Applicants must submit a completed City of Eugene application packet that documents that the development meets the LIRHPTE criteria established by the State and City of Eugene. The packet includes documentation of the ownership entity, a legal property description, proof of ownership of the



property or site control (such as a purchase option agreement), a rent regulatory agreement (city form), consent to inspect the premises (city form), and certification of income levels of occupants. Applicants submit additional documentation related to required rents, occupation by low-income households, and documentation that owners spend no more than 10% of their annual rental income for purposes other than acquisition, maintenance, or repair of residential rental property for low-income persons.

The application must be signed before a Notary Public. If the applicant does not supply all the required information, the application will be returned. It will not be considered filed until it is complete.

The City Council will take action to approve or deny the application within 60 days of being filed. If it is approved, the City informs Lane County of the approval by April 1 the year the exemption will begin.

### **What is included in the application process?**

Once an application is received, a public notice is sent to the property's local neighborhood association and school board for comment. Staff conduct an analysis of eligibility and prepare materials so the application can go before the City Council for consideration within 60 days of being filed. The City Council approves or denies the application by resolution at a scheduled public meeting.

### **How do I get an application?**

You can request an application by emailing program staff, [Laura Hammond](#), or calling 541-682-5416.

### **Can you get a LIRHPTE for a portion of a property or does the entire development need to meet the rent and income limits?**

The LIRHPTE can be applied just to the units that provide affordable housing at the required rent and income limits. The rest of the property would not be exempt from property taxes.

### **Can the LIRHPTE continue if the property is sold?**

Please see the FAQ about termination of a LIRHPTE prior to the end of the 20-year exemption period. If the property is owned by a non-profit entity, it is possible to sell the property to another non-profit that would maintain the affordability and then the exemption would continue to be fulfilled. If the property was built since 1990 and has a different ownership model, it could be sold to anyone who would maintain the affordability and continue to fulfill the exemption.

### **Can a LIRHPTE be renewed?**

Yes. In the last year of the 20-year affordability period the owner can apply to renew the exemption for another 20 years. It is important to apply by Dec 1 of the calendar year before the exemption expires to avoid a lapse in the exemption (which would go into effect in July of the next year).

### **Can a LIRHPTE be terminated before the end of the 20-year exemption period?**

Yes. If the conditions of the LIRHPTE are not met and maintained the exemption can be terminated. Termination would mean that all taxes that had been exempted will be required to be repaid back to Year 1 of the exemption. Even if a property was maintained as affordable housing in accordance with the LIRHPTE program for 19 years, any action that constitutes termination before the 20-year exemption period is complete would require back taxes to be paid back to Year 1.

**Are there differences in LIRHPTEs for a non-profit public benefit (501c3) or religious corporation versus a for-profit organization or other ownership entity providing housing built after 1990?**

Yes. For housing developments owned by non-profit organizations, all units in the development and common area to support the units, including an on-site manager unit, are exempt. If the housing is owned by a for-profit organization or other ownership entity (and built after 1990), only the units that are occupied by low-income households are exempt. A manager's unit, for example, would not be considered part of the property tax exemption.

**What are the requirements after receiving a LIRHPTE?**

Property owners are required to submit reports of their residents' incomes and rents every year of their 20-year LIRHPTE period by February 1. City of Eugene provides the forms to use for reporting. Owners must properly verify the incomes of residents and only allow households earning no more than 60% of area median income to move into the property. Property owners must maintain the properties in good condition according to the City of Eugene Rental Housing Code. The City may inspect the premises to ensure compliance. Failure to submit annual reporting, accurately verify income eligibility of residents, or maintain good housing condition could result in termination of the LIRHPTE.

**What is the Eugene Code and Oregon Revised Statutes that LIRHPTE falls under?**

The State of Oregon enabled the City's LIRHPTE program through Oregon Revised Statutes 307.515 – 307.523. The LIRHPTE program is in Eugene Code 2.937 – 2.940.



## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

Wednesday, November 15, 2023

### **Title**

Outdoor School

### **Presenters**

Erin Gaston, Elementary Curriculum & MTSS Administrator

Jeff Johnson, 4J Director of Elementary Education

Melissa Ibarra, 4J Director of Dual Language Immersion

### **Background**

Since 2016, 4J has offered outdoor school to all 5th grade students for free through state grants (funded by Measure 99: Outdoor School for All). Coyote Outdoor School (through Whole Earth Nature School) is a local provider that has created the opportunity to serve 4J students once again this year in their brick and mortar schools, as well as virtually for those who are enrolled in Eugene Online Academy (EOA). As in years past, many (11 total) of our 4J schools have chosen to use Coyote Outdoor School. The total estimated purchase price of this contract is \$299,927 due to the number of schools choosing this option. These costs are covered by the state funded grant administered by OSU Outdoor School Extension.

### **Options and Alternatives**

Ten elementary schools, plus EOA, have chosen Whole Earth. Other options of providers selected by the remaining schools are: OMSI, Camp Wilani, Opal Creek, and Camp Tamarack. This request allows for individual schools to choose options that work best for their school communities. The alternatives would be either to have the district central office make the selections, or to not offer Outdoor School opportunities, thereby forfeiting 4J's Measure 99 grant funding.

### **Which students, and how many, are served by this project?**

For this contract with Whole Earth, a total of 11 schools and 559 fifth graders will be served. Here is a breakdown of the schools and number of 5th grade students (in parentheses):

River Road (62), Adams (65), Chavez (50), Buena Vista (72), Spring Creek (49), Gilham (100), Awbrey Park (70), Chinese Immersion (15), Family School (46), Village School (26), Eugene Online Academy (6). *All students are 5th graders.*

**Budget/Resource Implications:**

**Attachment B: 4J School District Spring 2024 Program Reservations**

School & Grade	Program Type	Per Student Cost	Student # <sup>1</sup>	School adults # <sup>1,2</sup>	Adult Chaperones # <sup>3</sup>
Adams Elementary	3 days, 2 nights	\$ 533.00	65	3	9
Buena Vista Spanish Immersion Elementary	4 days, 3 nights	\$ 749.00	72	3	9
César E. Chávez Elementary	4 days, day-only	\$ 407.00	50	2	7
Family School	3 days, 2 nights	\$ 533.00	46	2	6
Gilham Elementary	3 days, day-only	\$ 383.00	100	4	0
River Road El Camino del Río	4 days, 3 nights	\$ 749.00	62	3	8
Spring Creek Elementary	4 days, day-only	\$ 407.00	49	2	0
Awbrey Park Elementary	3 days, 2 nights	\$ 533.00	70	3	9
Village School	3 days, 2 nights	\$ 533.00	26	1	4
Chinese Immersion	4 days, 3-nights	\$ 749.00	15	1	2
Eugene Online Academy	Remote	\$ 150.00	6	1	0
<b>Total Participants</b>	-	-	559	25	54

\*screenshot from COS 2024 Contract

**Recommendation**

The Superintendent recommends the approval of **\$299,927** for Whole Earth - Coyote Outdoor School to provide outdoor school to a majority of 4J fifth grade students during the 2023-2024 school year.



## ITEM FOR INFORMATION

### **Date of Meeting**

November 15, 2023

### **Title**

District Equity Plan Development

### **Presenter**

Andy Dey, Superintendent

### **Background**

The district will present an overview process for developing a short-term and long-term plan for continuing to advance equitable outcomes for students and staff.

#### Additional Background information:

##### District Reorganization:

In the Spring of 2023, the district re-aligned district administrative and staffing resources. This reorganization intentionally focused on prioritizing the needs of schools and programs and was designed to mobilize resources to building sites over other important but more administrative functions.

Throughout the reorganization, district leaders worked to optimize supports and overcome systemic challenges that included siloed programming and functions in an effort to optimize our work across the district.

As part of this effort, the district orchestrated an intentional merger between the student services department and the instruction department, working to embed specialized education more closely with the general education team. Such changes included the shift from administrative roles focused solely on special education programs primarily located at the education center, to a model that sought to place additional administrators with specialized skills in special education and inclusion practices in a more mobile and responsive function titled Equity and Inclusion Administrators. These specialized administrators moved from the oversight of the Student Services Director to working directly for the Level Director of the level they support. The intent of these key positions is to partner with building-based administrators to not only provide high quality special education services, but to provide a just-in-time thought partner to school administrators so as to build capacity within the system so that all building administrative staff have the skills and tools needed to support an inclusive model of instructional delivery for all students. An additional element of the reorganization was to create a senior instructional leadership role in the form of an Executive Director for Student and Family Services. Rationale for this change included elevating the access, authority and agency of the person overseeing our special education services to ensure our instructional efforts remain focused on the needs of and practices in service to our students with disabilities.

Another key change included elevating the work initiated by the Equity and Inclusion Team to a senior instructional leadership role in the form of an Executive Director for Equitable Access and Advancement. This role was designed to elevate the important work developed by the Equity Team and ensure it was not in a silo and instead was recognized as the bedrock of all efforts in the instructional department. Examples of the work led by this new role include the redesign of the School Continuous Improvement Plans (SCIP) that define the needs of specific focal groups at each school to ensure demographic information is no longer a predictor of student success. The intentional and thoughtful use of student data allows schools to focus precious resources where needed.

Further changes to the district's organizational chart brought about the addition of a district-level HR administrator whose sole focus is advancing Eugene 4J's commitment to diversifying the district's workforce from professional/technical positions to administrative and district leadership roles. This administrator has oversight of the recruitment and retention of culturally and linguistically diverse staff members and is the leader of the district's "Grow Your Own" initiative that provides professional development and tuition assistance to staff seeking advancement. Later this year, the human resources department will also add the role of a civil rights officer that will be a key advocate for staff concerns regarding unfavorable treatment based on identified membership of a protected class. This civil rights officer, coupled with the district's new ombuds office will exponentially expand the ways in which staff, families and students report concerns for prompt attention by our system.

All of this being said, one change in the district's organization resulted in concern, confusion and diminished trust in the district's overall commitment to advancing equitable outcomes for students. Since the 2021/2022 school year (the two prior academic years) there were two Director level positions in the Office of Diversity, Equity and Inclusion. Through our efforts to focus infrastructure towards schools, one of the two directors (as previously stated) was elevated to an Executive Director role while the second remained at the Director level and continued to oversee previously established equity initiatives. The scope of responsibility for this position included oversight of the Student Affinity Group Coordinators, support for Newcomers and Wraparound Services, supports for McKinney-Vento students, English Language Development programs, Young Parents Programs and oversight of a Teacher On Special Assignment (TOSA) position designed to create community outreach and education opportunities directly connected to the district's focus on issues of equity. The title for the position was also changed to Director of Student Support Services in an attempt to better reflect the scope of responsibility for the position while also punctuating its focus on student support. This change in particular has received feedback from some stakeholders that while the duties and oversight remained the same, the change in the title could be conflated with a step back from a firm commitment to the work itself and ultimately caused some to question whether that was indeed the case.

While that feedback was challenging to hear as it was not at all the intent, as a learning organization it is important to practice what we ask of our students: review progress, seek input and feedback, refine and keep growing. To that end Eugene 4J is centering the feedback of the individuals most impacted by the work of strong leadership in advancing equitable outcomes in defining the next step forward for equitable access and advancement in Eugene 4J.

#### Next Steps:

The district has developed a plan to engage impacted stakeholders in reviewing and providing insight into needed focus and roles to support equity leadership into the future.

The plan will allow the district to compile information in preparation for a robust recruitment process that will identify the next individual responsible for creating a district-wide equity strategic plan.

**Recommendation**

It is recommended that the school board listen and provide feedback on the district's plan to continue to provide a robust and impactful approach to equitable advancement and access for students and staff.



## ITEM FOR ACTION (2nd Read)

**Date of Meeting:**

November 15, 2023

**Title:**

Vote on Oregon School Board Associations (OSBA) Elections

**Presenter**

Maya Rabasa, Board Chair

**Description:**

The Board reviewed the Oregon School Board Associations (OSBA) 2023 Election at their November 1, meeting. At the November 15 meeting the Board is scheduled to take action and vote on the 2023 OSBA Elections.

The ballot includes Board Position #6, Legislative Policy Committee #6 and two Resolutions:

- OSBA Board Position #6 Candidate – Linda Hamilton, Lane ESD
- Legislative Policy Committee #6 Candidate – Judy Newman, Eugene 4J
- Resolution 1 – Creates the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.
- Resolution 2 – Adopts the proposed amendments to the OSBA Bylaws.

For OSBA board and Legislative Policy Committee positions each board gets one vote. For resolutions, a weighted voting system based on student population is used. A complete explanation of this system can be found in Section 2.4.2 of the OSBA Bylaws. (Link to OSBA Elections website page: <https://osba.org/osba-elections-information-3/>)

For the purposes of approving a resolution, each member board shall have one vote on all resolutions except as follows:

- (a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.
- (b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.
- (c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.
- (d) K-12 Local Districts with an ADMr between 39,000.1 and above shall have five votes.

**Action**

The Board must take official board action and then submit that information to OSBA. The board will vote as a body. Staff will record their vote with OSBA.



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**advocacy, leadership and service**  
to Oregon public school boards.

## Election - OSBA 2023 - Lane Region (06)

### 2023 OSBA Election

**\* 1. Board Position 6 (Vote for one)**

- Linda Hamilton, Lane ESD
- Abstain
- No action taken

**\* 2. LPC Position 6 (Vote for one)**

- Judy Newman, Eugene 4J
- Abstain
- No action taken

**\* 3. Resolution 1 - Creates the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

**\* 4. Resolution 2 - Adopts the proposed amendments to the OSBA Bylaws**

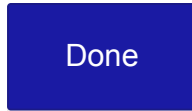
- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

**\* 5. Type the name of the district, ESD, or community college board that officially made this vote.**

**\* 6. Type the meeting date when the board officially made this vote.**

**\* 7. Type your name and title.**

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



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# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

[Linda Hamilton](#)

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.



# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Judy Newman  
Address: 91 E. 48th Ave  
City/Zip: Eugene, 97405  
Business phone: NA  
Residence phone: NA  
Cell phone: 541-520-6083  
E-mail: newman\_j@4j.lane.edu  
District/ESD/CC: Eugene 4J  
Term expires: 2025 Years on board: 6 years  
Region: Lane

Date: 9/27/23

Insert your high-resolution digital photo (head shot):  
1) Open this doc in Adobe  
2) Click on Tools tab  
3) Click Edit PDF  
4) Click on Add Image  
5) Navigate to where photo is  
6) Position photo in this frame

Position #: 6

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Judy Newman  
Name

9/17/23  
Date

**Be brief; please limit your responses to 50 words per question.**

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
Work collaboratively and collectively with OSBA and representatives from Oregon's school boards and focus on supporting effective, responsive public schools in Oregon through ensuring our schools have adequate funding and sound policies. Together we identify schools
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
I have worked as both volunteer and professional to advocate for education funding and policies to improve education. Examples are: Early Intervention /Early Childhood Especial Education, Early Learning Hubs, Preschool Promise and the Student Success act. I have
3. What do you see as the two most challenging legislative issues faced by OSBA?  
1.K-12 education has received significant funding increases over the past several years and there are specific expectations for improved outcomes for students which we must demonstrate to policy makers. 2. Ensure that any additional school mandates, even great ones, come with
4. What do you see as the two most challenging legislative issues faced by your region?  
1.Recruitment and retention of school personnel, especially diverse staff who are representative of our students. Lack of affordable housing exacerbates this challenge, particularly in rural communities. 2. Hate and bias incidents are increasing in our schools. We
5. What is your plan for communicating with boards in your region about legislative issues?  
First I will ask all 16 school boards their preferences for contact - frequency, in-person, virtual, written, OSBA listserv, other. During all regional and statewide school board events, I would

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

**Answers to Questions on the Application for OSBA's Legislative Policy Committee (LPC) 2023  
Judy Newman Region 6**

**1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?**

Work collaboratively and collectively with OSBA and representatives from Oregon's school boards and focus on supporting effective, responsive public schools in Oregon through ensuring our schools have adequate funding and sound policies. Together we identify schools funding needs and policy priorities to advocate at the legislature.

**2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.**

I have worked as both volunteer and professional to advocate for education funding and policies to improve education. Examples are: Early Intervention /Early Childhood Epecial Education, Early Learning Hubs, Preschool Promise and the Student Success act. I have served on the OSBA LPC for 4 years and Chair Eugene 4j's Legislative Committee.

**3. What do you see as the two most challenging legislative issues faced by OSBA?**

1.K-12 education has received significant funding increases over the past several years and there are specific expectations for improved outcomes for students which we must demonstrate to policy makers.

2. Ensure that any additional school mandates, even great ones, come with funding and a realistic way to implement them.

**4. What do you see as the two most challenging legislative issues faced by your region?**

1.Recruitment and retention of school personnel, especially diverse staff who are representative of our students. Lack of affordable housing exacerbates this challenge, particularly in rural communities.

2. Hate and bias incidents are increasing in our schools. We need consistent ways across districts to report them and effective ways to address and prevent them.

**5. What is your plan for communicating with boards in your region about legislative issues?**

First I will ask all 16 school boards their preferences for contact - frequency, in-person, virtual, written, OSBA listserv, other. During all regional and statewide school board events, I would gather and share information with the districts in our region and bring back our feedback to the LPC.

**Judith T. Newman**  
**Associate Professor of Clinical Practice**  
**Early Childhood CARES, University of Oregon**

**Positions:**

Co-founder, Co-Director, Director and Senior Advisor of **Early Childhood CARES**. It is the early intervention and early childhood special education program for Lane County which provides services to children from birth to school age who have developmental delays or disabilities. Co-Director 1992 – 2017. Director 2017-2021. Senior Advisor 2021-present.

Senior Policy Advisor the **Early Childhood Hub of Lane County** at United Way of Lane County. Establish and support a comprehensive early childhood system that is coordinated across all service sectors in our community and state. Provide leadership and strategic focus for the planning and implementation of proven strategies and scaling them up to meet the needs of Lane County's early learners. Work on public policies and funding that support support this work. 2006-present.

**Oregon Research to School Network (ORSN)** at the University of Oregon College of Education content expert on early learning. Develop scripts for animated videos based on proven practices for skill development and training paraprofessionals in education. Each video teaches a related skill set and is called a microPD. Facilitates Professional Learning Communities (PLCs) of paraprofessionals in school districts, ESDs, and early learning programs based on the set skills and microPDs identified by each organization. 2021-present.

**International consultant** on various projects and initiatives related to policy, systems development for early childhood intervention and inclusion. Countries include: Bulgaria, Georgia, Ukraine, Russia, Tajikistan, Bangladesh, India and Saudi Arabia. 2012- 2016.

**Help Me Grow** -Technical Assistance Team member – to Enhance *early detection* and *early intervention*; effective developmental surveillance and screening; *resource inventory* of community-based programs and services; a single point of telephone access and effective *care coordination* and outreach; *data collection* and analyses of children's developmental status and regional resources 2008-present.

**Center on the Developing Child at Harvard University, Frontiers of Innovation Team** – Member of the communities to practice initiatives committed to implement evidence based practices aimed at improving outcomes and trajectories for children and families who are at risk of poor outcomes The practices are flexible and readily adapted in response to objective indicators and outcomes. 2010 – 2015

**Co-director and co-founder of the PACE Program** (Parent and Child Education)– It was the home visiting and parent training program for Lane County for children birth to five years of age with disabilities, developmental delays and sensory impairments. Responsible for the development and administration of fiscal aspects of the program development and implementation of program policies and procedures, supervision of staff, and community collaborations and relations.

1981-1992

**Family Consultant and Preschool Teacher** for children birth to eight years of age with disabilities, developmental delays and sensory impairments 1973-1992.

**Education and Certifications:**

High School: Shorewood High School, Milwaukee, Wisconsin 1967

BA: University of California Sonoma – Ethnic Studies – 1972

MS: University of Oregon – Special Education – 1979

**Certifications:**

Elementary and Special Education Certification- California – 1973

Elementary (K-8) and Handicapped Learner – Oregon - 1974

Basic Administrator License – Oregon - 1997

Continuing Administrator License – Oregon – 2002

Mediation Training – 60 hours of training

**Other Selected Professional Experience and Related Community Service Activities:**

**Eugene 4J School Board.** One of the seven member elected school board members charged with policy and budget development and hiring and supervision of the superintendent for Eugene 4J school district. 2017- present

**OSBA Legislative and Policy Committee (LPC)** – 2019- Present

Represents Lane County's 16 school districts on OSBA's LPC

**Early Childhood Hub of Lane County Governance Consortium** is working to improve our community's early learning system by building on existing resources to achieve better results for young children. It's a Collective Impact model that brings together early learning providers, K-12 education, healthcare providers, human and social services, local businesses, and parents and families Member 2012 - present

**SICC (State Interagency Coordinating Council)** member. The SICC is a governor appointed advisory group which is required in federal and state law to advise and assist the State Superintendent of Public Instruction, the State Board of Education, and all represented public agencies on laws, rules, policies, procedures, budget and unmet needs, in the effective implementation of a statewide system of services and supports for preschool age children with special needs in Oregon. Member from 1992 to 2017 Chairperson from 1996- 2001. Ad Hoc

member 2017- present. Updating mission, vision, goals, by-laws and administrative Structure of the SICC 2023-present.

**Lane County System of Care** works together with cross sector leaders and parent and youth voice to ensure there are is a range of services and supports to children, youth and families with complex behavioral, mental health, health, behavioral and/or educational needs and that are supportive to different cultures and languages. They identify and address multi- systemic gaps, issues and barriers in Lane County to serving and supporting children, youth and their families. Member of the Executive Committee since 2015 and Co-chair 2019-present.

**Instructor of Special Education and 504 Law** in the Basic Administrator License Program and SPED and EI/ECSE Master's degree programs. – one to two terms a year from 1999- 2017.

**Early Learning Design Team** appointed by Governor Kitzhaber to develop a plan to develop a plan for an integrated and effective early childhood system for the state of Oregon. 2011

Assisted in the **statewide planning**, development and writing of Oregon's plan for implementation of early intervention and early childhood special education services. Contract with the Oregon Department of Education – 1988-1990

**LICC (Local Interagency Coordinating Council )** member. The LICC is a statutorily required interagency, provider and parent advisory council which provides advice and assistance to Early Childhood CARES on funding, the service calendar and service delivery models, interagency coordination, unmet needs, measuring outcomes, program compliance and child find activities. Member from 1992-2020 Chairperson from 1992 – 1996.

**Lane County Youth Development Commission Professional Task Force** was an advisory group to a citizen Commission on Children and Families in Lane County which was established to develop and implement a plan for a comprehensive system of supports and services for children from birth to eighteen years of age in Lane County. Member and Co-Chair: from 1996 -1999.

**Success By 6 Leadership Team** member. Success by 6 is an initiative under United Way of Lane County whose mission is to ensure that all children are safe, healthy and enter school ready to learn and that Lane County families, organizations and neighbors are mobilized in this purpose. Member from 2002-present, Co-Chair from 2005-2008

**ODDC (Oregon Developmental Disabilities Council)** member The ODDC is a federally mandated council under Developmental Disabilities Assistance and Bill of Rights Act whose mission is to join with Oregonians with developmental disabilities and their families to promote change through self-determination leading to a more accessible, inclusive and culturally responsive world. Member from 1995 to 1998.

Participation on various **state level working groups**: EI/ECSE statewide evaluation, early childhood standards and assessment, service program operating guidelines, behavior intervention policy and procedures, preschool positive behavior supports, quality standards for service delivery and funding formulas. Member and Facilitator: 1992 - present . Current: Statewide Social Emotional Working Group 2010- present. Developmental Delay eligibility implementation 2019-2019.

**Other statewide policy and implementation groups**: Early Learning Design Team – 2011-2012. Preschool Promise implementation and policy advisory group. 2016-2017. Safe and Effective Schools Committee 2018. Alliance for Early Intervention Steering Committee 2011- present

**Shelter Care Board of Directors** –ShelterCare is a nonprofit that provides services and supports to adults with severe and persistent mental health issues, traumatic brain injuries and to homeless families. Subcommittees: Planning and Quality Assurance and Staff Benefits. Member from 2003-2016 and President 2010.

**Lane County United Way Board of Directors** from 2007-2015.

**Internal Review Board (IRB)** – Research to Practice (R2P from OSLC) 2007- 2014

**Autism Commission of Oregon** – Redesign of Services Committee – 2009- 2010

**Awards and Honors:**

- Oregon’s State Interagency Coordinating Council (SICC)- 2001
- The Elisabeth Waechter Award, Pearl Buck Center - 2007
- Educational Excellence Award from the College of Education, U of Oregon - 2008
- Sylvia Mann Capper Award from the Arc of Oregon- 2009
- Advocacy Award from United Way of Lane County - 2014
- Champion for Children Award from Parenting Now Oregon – 2016
- Arc of Lane County Lifetime Achievement Award - 2019

**Hobbies/special interests:**

Hiking, theater, art, state and local politics

**NOMINATION FORM  
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)  
REGIONAL MEMBER**

Date \_\_\_\_\_

TO: Sami Al-Abdrabbuh, OSBA President-Elect  
Oregon School Boards Association 1201 Court  
St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

**Nominations are due by 5 pm,  
September 29, 2023.**

Return this form and all candidate information  
forms to the OSBA office by email at  
[OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the \_\_\_\_\_ Region, Position # \_\_\_\_\_.

**LPC CANDIDATE INFORMATION**

Name: \_\_\_\_\_  
District/ESD/Community College: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ Oregon ZIP: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

**This nomination was approved by official action of our board of directors at a duly called meeting on**  
\_\_\_\_\_ **(date)**



\_\_\_\_\_  
*(Board Chair signature)*

Board Chair name: \_\_\_\_\_  
District: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_



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**Resolution to Amend Oregon School Boards Association’s  
Bylaws Relating to Composition of the Board of Directors**

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**WHEREAS**, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018; and

**WHEREAS**, the Oregon Rural School Board Advisory Committee has been active and publicly supported by OSBA’s Board of Directors since April 22, 2022; and has developed a mission statement and goals; and has established bylaws; and

**WHEREAS**, the Advisory Committee is ready to elect officers and their Rural Leadership Assembly; and

**WHEREAS**, the Advisory Committee has articulated its mission as follows: “To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.”

**WHEREAS**, OSBA’s Board of Directors recognizes the importance of the Advisory Committee's value and mission; and

**WHEREAS**, the Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the proposed bylaws amendment designating a Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2023 OSBA election; and

**BE IT FURTHER RESOLVED** that the bylaws with the proposed amendments and a copy of this resolution be forwarded to all association member boards in accordance with OSBA’s adopted elections calendar.

*Submitted by: OSBA Board of Directors*

# **BYLAWS**

**OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS**

**OF THE**

**OREGON SCHOOL BOARDS ASSOCIATION**

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## ARTICLE 1

### CHARTER

The Oregon School Boards Association (the "OSBA") exists solely to perform essential governmental functions and all of its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA's mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of rural students.

To this end, The OSBA Board of Directors has formally recognized the Oregon Rural School Board Members Caucus (the "Caucus") to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA's efforts on behalf of all local governing boards.

## ARTICLE 2

### NAME, MISSION AND GOALS:

**2.1 Name:** This organization shall be known as the Oregon Rural School Board Members Caucus of the Oregon School Boards Association (OSBA).

**2.2 Mission:** To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

**2.3 Goals:**

2.2.1 To elevate the voice of rural school districts and recognize their unique needs.

2.2.2 To build and maintain collaborative relationships between OSBA and rural school boards.

2.2.3 To develop, promote, and advance legislation supporting rural schools and understand the impact of statewide legislation to each rural community and district.

2.2.4 To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

2.2.5 To support school boards in rural communities by prioritizing professional development of rural board members and bringing training and other resources to rural areas.

## ARTICLE 3

### MEMBERSHIP

**3.1 Qualification.** All members must support the purposes and goals of the Caucus as set forth in Article 2.

**3.2 Members.** The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association *and serve a school district with a population density of less than 200 people per square mile and/or total school district population less than 20,000 people.* All board members of Oregon Education Service Districts are eligible to participate in the Rural Caucus. If a school board member or district does not meet the aforementioned qualification but feels they are indeed a rural district, an appeal process will be available as outlined in policy. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person (or virtually) *to vote. Voting by proxy shall not be permitted.*

**3.3 Attendees.** The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

**3.4 Membership List.** The Membership list shall be maintained by the Secretary/Treasurer.

## ARTICLE 4

### BUDGET

**4.1 Budget.** The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

## ARTICLE 5

### MEETINGS

**5.1 Annual Meetings.** An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

**5.2 Regular and Special Meetings.**

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location (or virtually) within Oregon as designated by the President or the Executive Committee.

### 5.3 Notice.

5.3.1 Notice and agenda of every annual meeting, regular or special meeting of members, stating the time and place thereof, shall be posted to the OSBA website, no less than 14 days prior to such meeting.

5.4 **Quorum.** Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 **Organization.** The President may determine *in their sole* discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 **Records.** The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA. Minutes from each meeting shall be posted to the OSBA website.

5.7 **OSBA Staff Liaison.** The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

## ARTICLE 6

### Rural Leadership Assembly

6.1 **Composition.** The Rural Leadership Assembly of the Caucus shall consist of 9 members, and shall include *one representative from each OSBA district with 10 or more districts defined as rural ( Regions 1, 2, 4, 6, 9, and 14), plus 3 at-Large* members. The executive committee (President, Vice-President, Secretary/Treasurer) shall be elected from the body of the Rural Leadership Assembly by the members of the Rural School Board Members Caucus.

6.2 **Terms.** **The Rural Leadership Assembly members shall each serve two-year terms. The President, Vice-President & Secretary/Treasurer shall each serve a one-year term. The President, Vice-President, Secretary Treasurer, Regional Members, and Members-at-Large may serve any number of consecutive terms.** Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

### 6.3 Nomination and Election

6.3.1 **Nomination.** Rural Leadership Assembly members may be nominated by either (a) the nominating committee, or (b) a caucus member at the annual meeting.

6.3.2 **Election.** The members shall elect the Leadership Council by majority vote at the annual meeting. Positions 1, 4, 9, and at large #1 shall be elected in even numbered years, and positions 2, 6, 14, at large #2 and at large #3 shall be elected in odd numbered years.

### 6.4 Designations

6.4.1 **President.** The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus.

6.4.2 Vice President. The Vice President shall have such duties as from time-to-time may be assigned by the Executive Committee, and in the absence of the President, the Vice-President shall have and perform all the powers and duties of the President.

6.4.3 Secretary/Treasurer. The Secretary/Treasurer shall keep the minutes and records and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time-to-time may be assigned by the Executive Committee. The Secretary/Treasurer shall maintain a roster of the current membership. The Secretary/Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Secretary/Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

**6.5 Resignation.** A Leadership Assembly member may resign by filing a written resignation with the President or Secretary/Treasurer of the Caucus or the President of OSBA.

**6.6 Vacancies.** Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the Leadership Assembly at the next regular or special meeting.

**6.7 Removal.** Any member of the Leadership Assembly who misses more than two meetings out of any four consecutive meetings, *unless they are* excused by the Executive Committee for a valid reason, may *have their* position vacated by action of the Leadership Assembly.

## ARTICLE 7

### EXECUTIVE COMMITTEE

**7.1 Composition.** There shall be an Executive Committee made up of the President, Vice-President, and Secretary/Treasurer.

**7.2 Responsibilities.** *The Executive Committee* shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) *To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.*
- (e) Members of the Executive committee will be elected from the Rural Leadership Assembly.

**7.3 Ratification.** Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

**7.4 Administration.** The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

**ARTICLE 8**

**COMMITTEES**

The President may establish committees of 2 or more members to serve at the discretion of the President. These committees would consist of such persons and perform such duties as the President designates from time to time; provided, however, that the committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Leadership Assembly.

**ARTICLE 9**

**SEAT ON THE OSBA'S BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE**

9.1 The Caucus shall appoint one officer from the Rural Leadership Assembly to serve as liaison to the OSBA Board of Directors and to be a voting member of the OSBA Board of Directors for a two year term. That liaison shall hold all of the rights and responsibilities of a member of the OSBA Board of Directors.

9.2 The Caucus shall appoint one member from the Rural Leadership Assembly to serve on the Legislative Policy Committee for a term of two years.

**ARTICLE 10**

**GENERAL PROVISIONS**

**10.1 Amendment of Bylaws**

10.1.1 Bylaws may be altered, amended, or replaced by a majority vote of the members of the Caucus who are present and voting at the annual meeting.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert's Rules of Order, when they do not conflict with the Charter.

\*\*\*\*\*

The foregoing charter was adopted by the active membership of the OSBA Rural Caucus on (\_\_\_\_)month (\_\_\_\_) date (\_\_\_\_) year.



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**Resolution to Ammend the OSBA's 2018 Bylaws**

---

**WHEREAS**, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards; and

**WHEREAS**, in 2017, through a vote of the Membership, OSBA was incorporated under ORS Chapter 65 to nonprofit status and Bylaws replaced the Constitution.

**WHEREAS**, in 2018, through a vote of the Membership, the Bylaws were amended to expand the OSBA Board of Directors and the Legislative Policy Committee with representatives from the School Board Members of Color Caucus.

**WHEREAS**, The Bylaws have not been amended since 2018, the OSBA Board of Directors determined, based on its review of the proposed changes, that it was in the membership's best interest to amend the Bylaws; and

**WHEREAS**, the following only reflects a high-level overview of the proposed changes, all changes are reflected in the proposed bylaws.

- Clarification of the Membership voting process for both resolutions and bylaw amendments.
- Clarification of an exception to the term limits for the OSBA director serving as immediate past president.
- Clarification of the definition of a quorum for the OSBA Board of Directors.
- Combining the Finance and Budget Committees and outline the terms of the members.
- Adding a Rural School Boards Caucus representative to the Board of Directors and the Legislative Policy Committee (LPC).
- Adding language to reflect the School Board Members of Color Caucus representation on the LPC, which was inadvertently omitted during the 2018 amendment.
- Adding information regarding the PACE Board of Trustees under the Committees and Caucus section of the Bylaws.
- Adding language stating caucuses must comply with OSBA policies/guidelines and adding language to establish the Rural caucus.
- Edits to grammar, punctuation, and language for readability.

**WHEREAS**, after reviewing the recommended OSBA Bylaws as proposed by staff and legal counsel, the OSBA Board of Directors supports the recommendation to amend the Bylaws:

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the proposed Bylaws be submitted to the membership for consideration during the 2023 OSBA election; and

**BE IT FURTHER RESOLVED** that the proposed Bylaws 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.



# BYLAWS

As Amended by the Membership: December 2018  
Suggested Revisions: September 23, 2023

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## SECTION 1 PURPOSE

~~A.~~ The Oregon School Boards Association (the “Association”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

~~B.A.~~ To work for the general advancement and improvement of the education of all public school children of the State of Oregon.

~~C.B.~~ To gather and disseminate information pertinent to the successful operation of public schools.

~~D.C.~~ To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education and community colleges classified as a political subdivision.

~~E.D.~~ To work for adequate and dependable financial support for the public schools of this state.

~~F.E.~~ To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.

~~G.F.~~ To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.

~~H.G.~~ To study and interpret educational programs and to relate them to the needs of pupils.

~~I.H.~~ To promote public understanding of the role of school boards and school board members in the improvement of education.

~~J.I.~~ To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.

~~K.J.~~ To endeavor to implement the policies, beliefs and resolutions of the Association members and board of directors.

~~L.K.~~ To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.

~~M.L.~~ To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

## SECTION 2 MEMBERS

**2.1 Admission.** All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

**2.1.1** Local School District as defined under ORS Chapter 332;

- 2.1.2** Education Service District as defined under ORS Chapter 334;
- 2.1.3** Community College District as defined under ORS Chapter 341;
- 2.1.4** State Board of Education as defined under ORS Chapter 326; and
- 2.1.5** Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

**2.2 Dues.** Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

**2.3 Reserved Powers of the Members.** The following corporate actions require the consent and approval of the members:

- 2.3.1** Election and removal of directors;
- 2.3.2** Election and removal of the Legislative Policy Committee (“LPC”) members;
- 2.3.3** Approval of resolutions to effectuate any of the following:
  - (a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;
  - (b) Modification to the region descriptions set forth in Section 2.6.1; and the
  - (c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

**2.4 Voting Power.**

**2.4.1 Election of Directors and LPC Members.** For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

**2.4.2 Resolution.** For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

- (a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.
- (b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.
- (c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

- (d) K-12 Local Districts with an ADMR ~~between of~~ 39,000.1 ~~and above or more~~ shall have five votes.

## **2.5 Process of Approval of Member Resolutions.**

**2.5.1** Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30th. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

**2.5.2** The board of directors may call a special meeting of the members under Section 2.9, as necessary.

## **2.6 Regional Election of Directors and LPC Members**

**2.6.1 Regional Voting.** For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the county of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.

(k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.

(l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.

(m) Washington Region includes all of the members located in the county of Washington.

(n) Multnomah Region includes all of the members located in the county of Multnomah.

Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

**2.6.2** Regional elections shall be taken by majority vote of the members within the region.

**2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.11.

**2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, any other officer or person whom the president may designate, shall report on the state of the Association, the activities and financial condition of the Association.

**2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

**2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in an annual or special meeting, or conduct the meetings through, use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.

**2.11 Place of Meetings.** Meetings of the members shall be held at any place in or out of Oregon designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.

**2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot and or permitted to be taken at a members' meeting may be taken without a meeting if the Association will delivers a written ballot to every member entitled to vote on the matter. ~~A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a written ballot may not be revoked.~~

~~**2.13 Unanimous Written Consent.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.~~

~~**2.13 Quorum and Voting.** A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members. A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.~~

~~**2.1.4 Approval:** With the exception of approving amendments to the Association's bylaws, which is outlined in Section 7.1 of these bylaws, approval by written ballot is effective when:~~

~~2.14.1 The number of votes cast by ballot equals or exceeds a quorum of the members;  
and~~

~~2.1.4.2 The number of approvals equals or exceeds a majority of the number of returned ballots.~~

## **SECTION 3 DIRECTORS**

**3.1 Powers.** Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of a-the board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

**3.2 Qualifications.** Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

**3.3 Number.** The board of directors shall consist of not fewer than three nor more than 24-25 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.

**3.4 Term.** Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

**3.4.1** Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

**3.4.2** Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

**3.4.3** If a director serving as immediate past an officer/president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

**3.5 Composition.** The board of directors will be comprised of up to 23 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, one designated director as defined in the bylaws of the Oregon Rural School Boards Caucus and ex-officio nonvoting members as delineated in Section 3.5.4.

**3.5.1 Regional Elected Directors.** Each region, as described under Section 2.6.1, shall elect one director except as follows:

- (a) Clackamas Region shall elect two directors;
- (b) Marion Region shall elect two directors;
- (c) Washington Region shall elect three directors; and
- (d) Multnomah Region shall elect three directors.
- (e) Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

**3.5.2 Regional Election.** The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted. Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of the members shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot

shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

**3.5.3 Designated Representative.** ~~In accordance with their bylaws, caucuses of OSBA, The Oregon School Board Members of Color Caucus~~ shall appoint an officer a representative of the Caucus to serve as a director of the Association. The ~~appointee, as defined in the Caucus bylaws~~ representative must, shall be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

**3.5.4 Ex-Officio.** The following individuals or their designee may serve as ex-officio nonvoting advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.
- (c) The immediate past president of the Oregon Association of School Executives;
- (d) The immediate past president of the Confederation of School Administrators;
- (e) The board section president of the Oregon Association of Education Service Districts;
- (f) The board section president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person as the board of directors may appoint.

**3.6 Vacancies.** In the event that any director position<sub>7</sub> other than the immediate past president is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region<sub>2</sub>, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term. If there is a vacancy in an OSBA caucus-designated director position~~the Members of Color Caucus' director position~~, then the ~~Caucus-caucus~~ shall, as set forth in Section 3.5.3, appoint a new Caucus caucus officer-representative to serve the remaining term.

**3.7 Resignation.** A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

**3.8 Removal.** A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

**3.9 Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings at any location in ~~or out of~~ the State of Oregon.

**3.10 Notice of Meetings.** All members shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

**3.11 Waiver of Notice.** A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

~~**3.12 Quorum and Voting.** A quorum of the board of directors shall consist of a majority of the number of directors in office immediately before at the time the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.~~

~~**3.123.13 Voting:** If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.;~~

~~**3.133.14 Presumption of Assent.** A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:~~

- ~~(a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and~~
- ~~(b) The director's dissent from the action taken is entered in the minutes of the meeting.~~

**3.143.15 Compensation.** Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**3.153.16 Director Conflict of Interest.** The Association shall maintain a Conflict of Interest policy the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest statement.

## SECTION 4 COMMITTEES AND CAUCUSES

**4.1 Standing Committees.** The board of directors shall maintain the standing committees described below:

**4.1.1 Executive Committee.** The executive committee shall consist of five officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.

**4.1.2 Finance Committee.** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. ~~The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual.~~

(a) Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term.

(b) The finance committee shall operate within the guidelines of the corporation's investment policy guidelines and the Finance Committee Operating Manual Guidelines.

**4.1.24.1.3 Legislative Policy Committee.** The board of directors shall maintain a Legislative Policy Committee (LPC).

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.3(c) and (d) and one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus and the Oregon Rural School Boards Caucus. All committee members must be elected or appointed directors of a member. The vice president of the ~~board~~board of directors shall chair the LPC.

(c) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may nominate a candidate to the LPC and shall do so by formal resolution of the member and timely submission of the nomination form(s) to the office of the Association. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.

(d) Election. Each LPC member shall be elected by majority of member boards of a region. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(d). Such elections shall be held using the procedures described in Section 3.5.2.

~~(e)~~ Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

4.1.4 PACE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE bylaws Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. The nominees shall be elected by the OSBA Board of Directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.

(a) PACE Trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

**4.2 Other Board Committees.** The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, however, that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association’s purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

**4.3 Advisory Committees.** The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

**4.4 Caucuses.** Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. Caucuses shall:

**4.4.1** Clearly articulate the vision, mission and goals of the Caucus.

**4.4.2** Adopt bylaws for operating, programming and governing within the context of the Association bylaws described herein.

**4.4.3** Comply with Association policies and guidelines.

**4.4.34.4.4** Caucuses shall be added or eliminated to this provision through the amendment process described in these bylaws.

**4.4.5** With the adoption of this section, the The Oregon School Board Members of Color Caucus is was established by a vote of the membership in 2018.

**4.4.5** With the adoption of this sections, the Oregon Rural School Boards Caucus is established.

**4.5 Administration.** Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association’s principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

## **SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS**

**5.1 Appointment.** The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be

required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

**5.2 Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

**5.3 Compensation and Term of Office.** Officer terms are one calendar year. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**5.4 Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

**5.5 Officers.** The officers of the Association are as follows:

**5.5.1 President:** The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, committees subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be ex-officio voting member of all committees. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.

**5.5.2 President-elect:** In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.

**5.5.3 Vice president:** In the absence of the president-elect shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.

**5.5.4 Secretary-treasurer:** The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read, and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.

**5.5.5 Immediate past president:** The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

**5.5.6 Assistants:** The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.

## SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, disability, or national origin.

## SECTION 7 GENERAL PROVISIONS

### 7.1 Amendment of Bylaws.

**7.1.1** Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. ~~Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.~~

7.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

7.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

7.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

7.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

7.1.27.1.6 Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

**7.2 Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

**7.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

**7.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

**7.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

**7.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

**7.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

**7.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July 1 and end on the last day of June in each year.

**7.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

\* \* \* \* \*

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 14, 2018. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

DRAFT

**2023 OSBA Elections Calendar**  
**Adopted by the Board January 20, 2023**

<b>Nomination and election of regional members of the OSBA board of directors holding even-numbered positions and <u>all</u> LPC representatives</b>		
<b>August 21, 2023</b>		Notice of position vacancies, candidate information packets, and official nomination forms shall be distributed to all incumbent directors and boards in eligible regions.
<b>August 21, 2023, through September 29, 2023</b>		A school board nominating one or more of its regional board members to the OSBA board of directors and/or LPC must do so by formal resolution of the board and timely submission of the nomination forms to the office of the OSBA. Nominations are closed after this date.
<b>No later than October 13, 2023</b>		Official ballots are distributed to member boards in each region 30 days prior to the date of the election, but no later than October 13.
<b>No earlier than November 1, 2023</b>		Member boards are asked to vote on the candidate(s) of their choice for their region no earlier than November 1, 2023, following the conclusion of all OSBA Fall Regional Meetings.
<b>November 15, 2023, through December 15, 2023</b>		Submission of votes to OSBA. Each member board in the appropriate region shall have one vote in the regional elections for members of the OSBA board of directors and LPC. The person receiving a majority of the votes cast for any position on the OSBA board of directors and LPC shall be elected.
<b>As soon as possible</b>		In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.
<b>January 1, 2024</b>		Newly elected officers and regional members of the OSBA board of directors and LPC officially take office.

<b>OSBA Resolution Election</b>		
<b>No later than September 29, 2023</b>		All resolutions to be submitted to the membership for a vote must be received at the OSBA offices.
<b>No later than October 13, 2023</b>		Resolution details, along with an official ballot, will be sent to the membership.
<b>November 15, 2023, through December 15, 2023</b>		Each member board in the state shall vote in the general election on resolutions, bylaws amendments, and Legislative Policies and Priorities (even-numbered years only) using the weighted voting system outlined in the bylaws.

<b>OSBA Officer Elections</b>		
<b>September 22-24, 2023, or no later than October 31, 2023</b>		The currently seated OSBA board of directors meets to elect officers. Candidates receiving a majority of the votes cast for any officer position on the OSBA board shall be elected.



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



## Election - OSBA 2023 - Lane Region (06)

### 2023 OSBA Election

**\* 1. Board Position 6 (Vote for one)**

- Linda Hamilton, Lane ESD
- Abstain
- No action taken

**\* 2. LPC Position 6 (Vote for one)**

- Judy Newman, Eugene 4J
- Abstain
- No action taken

**\* 3. Resolution 1 - Creates the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

**\* 4. Resolution 2 - Adopts the proposed amendments to the OSBA Bylaws**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

**\* 5. Type the name of the district, ESD, or community college board that officially made this vote.**

Eugene School District 4J

90

**\* 6. Type the meeting date when the board officially made this vote.**

November 15, 2023

**\* 7. Type your name and title.**

Debbie McKim, Board Secretary

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

Done

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**ITEM FOR ACTION**

**Date of Meeting**

November 15, 2023

**Title**

Receive information on Lane Educational Service District (ESD)

**Presenter**

Lane ESD Superintendent Tony Scurto

**Background:**

Superintendent Tony Scurto will provide information and answer questions in general, regarding the services provided by Lane ESD. Superintendent Scurto will include information about the next agenda item, *Request for State Revenue from Lane ESD*.



## ITEM FOR ACTION

### Date of Meeting

November 15, 2023

### Title

Approve Request for State Revenue from Lane Education Services District (ESD) (2<sup>nd</sup> Read)

### Background

Education Service Districts (ESD) receive 4.50 percent of the State School Fund (SSF) formula revenue. Under Oregon Revised Statute 334.177, an ESD must spend at least 90 percent of these funds on programs or services approved by the component school districts served by the ESD. However, a school district may elect to request a portion of these funds be distributed to the district in lieu of services provided by the ESD.

### Options and Alternatives

1. Request up to 50% (percent) of the available revenues. For fiscal year 2022, this generated approximately \$2.6 million for the district's general fund while retaining the ability to participate in the formal governance of Lane ESD and the ability to receive services from the ESD.
2. Approve more than 50% and up to 75% of the available revenues. This option would generate additional funding for the district's general fund, but the district would only be able to act in an advisory capacity in the governance of Lane ESD. Further, the district would need to establish programs and services to replace the purchased services it currently receives from Lane ESD.
3. Approve more than 75% and up to 85% of the available revenues. This option would generate even more funding for the district's general fund. However, in addition to the impact listed in option 2, the district would need to purchase services from another ESD, not Lane ESD, for the amounts over 75%.
4. Decline to request any revenue share from Lane ESD. While services could be purchased from Lane ESD with these dollars, the district would need to reduce its direct expenditures for staff and services in the upcoming 2023-24 proposed budget.

### Budget/Resource Implications

Any change to the current practice of requesting up to 50% of available revenues would necessitate a budgetary change in staffing and/or contracted services, either increasing or decreasing these resources to match the district's available funding.

### Board and Superintendent Goals

The recommendation supports the strategic goal of providing effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

### Recommendation

The recommendation is to request up to 50% of the state formula revenue from Lane Education Service District. Lane ESD will present at the November 15<sup>th</sup> Board Meeting to answer any specific questions the board may have regarding these funds.

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2024-25**

*Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.*

*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2023. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District: \_\_\_\_\_

Date of Board Action: \_\_\_\_\_

District Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Select One

	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p><b>More than 50% and less than 100%</b> <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p><b>100%</b> <i>The school district may request up to 100% of their funds and be considered withdrawn from Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. See ORS 334.015</i></p>

*Withdrawal of Transit Funds: Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:*

- 51%-80% 10% service fee*
- 81%-100% 15% service fee*



## **ITEM FOR ACTION**

### **Date of Meeting**

11/15/2023

### **Title**

Budget Committee Selection Process and Timeline

### **Presenter**

Maya Rabasa, Board Chair

### Current Board Members:

Dakota Boulette, Term ends 6/30/2025

Eric Richardson, Term ends 6/30/2025

### Expiring/Vacant Members

Joshua Burstein, Term ended 6/30/23 - New term expires 6/30/2026

Gary Campbell, Term ended 6/30/23 - New term expires 6/30/2026

Anne Fifield, Term ended 6/30/23 - New term expires 6/30/2026

Tom Di Liberto, Term ends 6/30/2024 - vacated seat

Ericka Thessen, Term ends 6/30/2024 - vacated seat

### **Background**

Each year, the district has expiring terms for Budget Committee members, who serve staggered 3-year terms. At the November 1, 2023 Board Meeting, Finance Director Matt Brown provided an outline of the process that had been used in past years to select Budget Committee members, including an application available in English and Spanish.

3 members of the board of directors met on November 7, from 4:30 – 6:00 p.m., to review and potentially revise the application questions, timeline and selection process of the budget committee, to bring back to the board for approval.

# 4J School District Budget Committee - Application / Solicitud para servir en el Comité de Presupuesto de la Junta Escolar del 4J

There are five (5)  
openings for Eugene School District 4J Budget Committee members

Applications will open  
on Thursday, November 16, 2023. The call for applicants will  
remain open for 2 weeks with applications closing on November 30, 2023  
at midnight. Please limit answers to 300 words or less/

Tenemos cinco (5) vacantes que llenar en el Comité de Presupuesto del Distrito Escolar de Eugene 4J

Las solicitudes se abren el jueves 16 de noviembre de 2023. La convocatoria de solicitantes permanecerá abierta durante 2 semanas y la solicitud se cerrará el 30 de noviembre de 2023 a la medianoche. Por favor limite las respuestas a menos de 300 palabras.

\* Indicates required question

1. Email \*

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2. FULL NAME / Nombre completo \*

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3. Email Address: \*

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4. HOME ADDRESS. I certify, I live within the boundaries of Eugene School District 4J / DOMICILIO. \*

Certifico que vivo dentro de los límites del Distrito Escolar de Eugene 4J .

Mark only one oval.

Yes/ Sí

No

5. Home Address/ Dirección del domicilio

6. **What is your connection to the Eugene School District 4J? / ¿Cuál es su conexión con el Distrito Escolar de Eugene 4J?** \*

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7. **Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? / ¿Por qué está interesado en formar parte del Comité de Presupuesto? ¿Qué parte del trabajo le entusiasma más?** \*

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8. **The Eugene School District 4J values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in budget committee work? / El Distrito Escolar de Eugene 4J valora la diversidad, la equidad y la inclusión. ¿Qué papel cree que desempeña la diversidad, la equidad y la inclusión en el trabajo del comité de presupuesto?**

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9. **What would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? / ¿Qué aportaría al comité de presupuesto si lo nombraran (como experiencia vivida de trabajo, de voluntariado o en la comunidad)?** \*

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10. **Budget committee members serve as bridges between 4J and the community. What are ways that you \* would bring community perspectives to the Budget Committee and share out the work of the Budget Committee with the community? / Los miembros del comité de presupuesto sirven como puentes entre el 4J y la comunidad. ¿De qué maneras traería las perspectivas de la comunidad al Comité de Presupuesto y compartiría el trabajo del Comité de Presupuesto con la comunidad?**

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## **Budget Committee Appointment Process 2023**

There are 5 openings for 4J Budget Committee members

Applications will open on November 16, 2023

The call of applicants will remain open for 2 weeks

Applications must be submitted by November 30, 2023 at midnight

The Board will receive the applications by the end of the day on December 1, 2023

If more than 16 applications are received, the Board will vote to select 14-16 finalists on December 6, 2023 during the regular board meeting.

If 16 or fewer applications are submitted all applicants will be interviewed and the step to select finalist applicants will be eliminated.

Finalist interviews will be held on December 11, 2023 between 5 – 8:20 pm

The vote to select the 5 Budget Committee members will take place after the interviews on December 11, 2023.

### **Process to get to 14-16 finalist applicants if needed:**

Each Board member will vote for 10 of the applicants they want to interview. Board members must use all of their votes and cannot use more than one vote for a single candidate.

Any applicant that receives 3 or more votes will be considered a finalist.

If 14-16 finalists are not identified from this round of voting, those applicants who received 3 or more votes are removed from the list and each Board member votes for 5 applicants they want to interview from the remaining list. Board members must use all of their votes and cannot use more than one vote for a single candidate.

Any applicant that receives 3 or more votes will be considered a finalist.

This process will continue until 14-16 applicants are identified as finalists.

If the Board gets to a point that they have a tie for the last remaining finalist slot(s), the Board will do a final round of voting between the 2 tied applicants. Each Board member will vote for 1 applicant. The applicant receiving the majority of the votes will be the last finalist

### **Process to appoint the 5 Budget Committee members:**

All finalists will have a 10 minute interview with the Board. The Board will ask the same questions to each finalist. The Board will interview 3 finalists for 10 minutes each and then take a 5 minute break. This will be repeated 5 times to complete all 14-16 finalist interviews.

The Board will take a 10-15 minute break and open a Board meeting to vote and select the 5 new Budget Committee members.

Each Board member will vote for 5 of the finalist applicants. Board members must use all of their votes and cannot use more than one vote for a single candidate. If any finalist receives 4 or more votes they will be one of the new Budget Committee members.

Finalists who receive 4 or more votes will be taken off the list and the Board will again vote for 5 of the finalist applicants. Board members must use all of their votes and cannot use more than one vote for a single candidate. If any finalist receives 4 or more votes they will be one of the new Budget Committee members.

This voting process will continue until the Board has selected 5 Budget Committee members to fill all the vacancies.

If the Board gets to a point that they have a tie for the last remaining Budget Committee member, the Board will do a final round of voting between the 2 tied applicants. Each Board member will vote for 1 applicant. The applicant receiving the majority of the votes will be selected to be a Budget Committee member.

The Board will make a motion and vote on the appointments of the selected applicants.

All voting is done in a public Board meeting.

## **BARGAINING GUIDELINES FOR BOARD MEMBERS:**

The Eugene 4J district is in a bargaining year. Collective bargaining is the process used when school districts and their employees' unions negotiate in good faith to reach an agreement on the employees' wages, hours, and other terms and conditions of employment.

We, the Board, agree to the following goals during collective bargaining negotiations:

- Maintain and cultivate a relationship of trust, respect and collaboration with our staff.
- Ensure that the district negotiates a contract that is fair to all, independently bargained in good faith, honors our educators, and advances student learning.
- Ensure that our Board acts as a whole with equal information made available to all board members.
- Ensure that our Board acts with accountability and transparency for our community.

In order to advance these goals, we, the Board, agree that we shall conduct ourselves according to the following guidelines:

- Once a month, up to three rotating Board members and/or District leadership, may meet with leadership of the District's EEA, OSEA and MAPS employee groups. Attending Board members shall provide a report for any of these meetings at the next public board meeting.
- Board members will not negotiate or discuss bargaining topics outside of the Board and the district bargaining team during a bargaining period. The Board will collaborate with the District bargaining team on any necessary communications related to bargaining during the bargaining period.
- Board members shall not disclose the substance of discussions held in executive sessions with anyone outside of the executive session including the District's objectives for negotiations, the authority the Board grants to the bargaining team for negotiations, and the District's bargaining strategy.
- Board members shall not disclose the substance of any discussions with the 4J District's attorneys or its bargaining team.
- If a Board member has questions, concerns, or is uncertain about a situation, the Board member may raise it with Board leadership or the district's negotiation team.
- Board members will refrain from engaging directly with individual employees and union leaders on any social media platform about any bargaining topics.
- Board members will honor and stand firm on the authority provided to the District's bargaining team for negotiations.
- Board members will inform the District's leadership and bargaining team about any union outreach.

Examples of bargaining topics broadly include any topics that relate to an employee's terms and conditions of employment such as wage issues (salary, extra duty pay, retirement, bonuses, incentives, insurance); leave benefits; job security protections (discipline, RIF (reduction-in-force), grievance process, assignment or vacancy provisions); working conditions (e.g., number of work days/hours; class sizes; workload; planning time; safety issues on the job).

If a union approaches a board member about a bargaining topic, board members will:

- Listen,
- Explain the District negotiating team has received and is carrying out the Board's instructions at the bargaining table and is keeping the Board updated, and
- Express support for formal bargaining process at the bargaining table.

Examples of non-bargaining: maintaining professional relationships with staff; building rapport between the Board and staff/employees' unions; planning events in the district; etc.



**ITEM FOR ACTION AT A FUTURE MEETING: Selection of an Executive Equity Coach**

**Date of Meeting**

November 15, 2023

**Title**

Discussion of the Expected Outcomes of an Executive Equity Coach

**Presenter**

Collina Beard, Chief Business Officer

**Background**

In Spring 2022, the Board of Directors expressed a desire to utilize an Equity Coach to support their and Executive Leadership's collective learning around diversity, equity and inclusion. An informal process for selection of a contractor was undertaken in the fall of 2022, resulting in the development of a shortlist of vendors. Due to irregularities in the solicitation process, the Board directed staff to reissue the solicitation using a more formal process that aligned with 4J's Finance and Purchasing Policies.

With a short timeline in mind, staff let a Request for Quotes (RFQu) and received quotations from nine vendors, again with a wide range of responses. As a result, it was very challenging for the board members to score the proposals equitably. In the end, six of the seven board members did not feel comfortable moving forward and voted to restart the process using a more formal procurement method, Request for Proposals (RFP). Prior to issuing the RFP, the Board paused the process.

**Recommendation**

Staff recommends moving forward with an RFP that is inclusive of clearly defined outcomes/expectations.

# THE PROCESS

Procurement of Equity Coach/Trainer to support the Board and Executive Leadership of Eugene School District 4J



# DISTRICT FINANCIAL POLICIES

## **Procurement Policy**

The district's procurement policies are pursuant to ORS 279A, 279B, and 279C, The Attorney General Model Rules (OAR 137 Divisions 46-49) and Board Policy.

## **Purchasing Authority**

All contracts/agreements over \$10,000 must go through a standard procurement process *before* any work can be done or any payments are made.



# Why use an RFP?

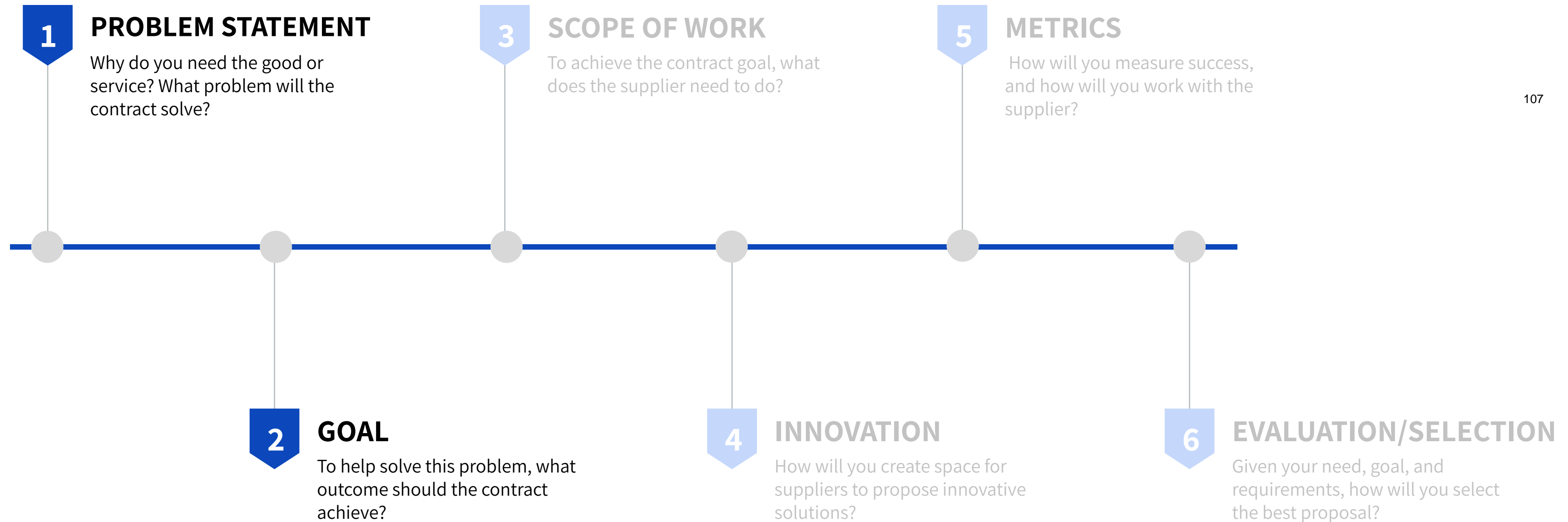
The National Institute for Governmental Purchasing encourages the use of a **Request for Proposals (RFP)** when

1. the requirements are **not clearly known**,
2. are **qualitative** rather than quantitative, or
3. when the entity is **looking for a solution to a problem**

***RFP:** The document used to solicit proposals from suppliers for commodities, i.e., goods and services. Selection is based on the evaluation of criteria and most often includes price.*

# The RFP Process

*We've Only Just Begun...*







## ITEM FOR FUTURE ACTION

**Date**

November 15, 2023

**Title**

Approve Enrolling Out-of-District Students in 2024–25 (Interdistrict Transfers) (1<sup>ST</sup> Read)

**Presenter**

Jenna McCulley, Chief of Staff

**Description**

The board must annually approve the maximum number of interdistrict transfer requests into the district and out of the district that will be granted for the coming school year.

Interdistrict transfers are granted for the duration of a student's enrollment in a given school or K–12 language program. This is consistent with the policy for school choice transfers for district residents. Families must apply through the school choice / transfer process if they wish to change schools or when their child is changing school levels (from elementary to middle or middle to high school). However, under current law, once a student's district of residence has released them to transfer to another school district, additional consent is not required in subsequent years.

Out-of-district families seeking an interdistrict transfer are asked to indicate which schools they prefer for their students to attend, among the list of schools where there may be spaces available. At schools and grades where there are available spaces and no district residents on the waiting list, the district will approve enrollment for out-of-district students using an equitable lottery process with priorities including returning students and siblings.

**Background**

Eugene School District 4J has a policy of open school choice. Families who live in 4J may request to enroll their student in any school. Students are offered enrollment in an order determined by lottery.

Residents of other districts also may request to enroll in 4J under the "interdistrict transfer" process. The student's home district must consent to the transfer. The board has established standards for interdistrict transfers, including priorities for district admission and school placement, in Board Policy JECB, Admission of Nonresident Students. Students who reside in 4J have priority to enroll in 4J schools before transfers are granted to nonresident students.

**Budget/Resource Implications**

Eugene School District 4J has historically seen a net gain of students from transfers each year. However, the district of residence must consent to a transfer, so the number of students allowed to transfer to 4J may be limited by the decisions of other school districts.

State school funding follows transferring students to the district in which they enroll, providing resources that otherwise would not be received. In most cases added student enrollment is net neutral or positive to support student programming. In some individual cases the cost of services to an incoming student may exceed the revenue provided under the state school funding formula.

**Equity Implications**

Lottery processes have been established to provide equitable access to school choice for families regardless of their resources and ability to queue for available spaces. Priorities for enrollment have been established for in-district school choice and interdistrict transfers to keep families together and provide equitable access for families of all means. However, state law prohibits preferential enrollment for interdistrict transfer students based on race, ability or economic status.

Families of students attending a school other than their neighborhood school are responsible for transporting their students, and this is a barrier for some families.

**Recommendation**

The superintendent recommends that the board approve up to 400 interdistrict transfer slots for out-of-district students to transfer to the district and up to 400 slots for district students to transfer out of the district for the 2024–25 school year. The recommended maximums are set higher than the number of students expected to request transfers, to not create a barrier for students who request to transfer. The district will determine school placement for transfer students based on space availability and a lottery and post-lottery process consistent with Board Policy JECB.



## ITEM FOR ACTION AT A FUTURE MEETING

### Date of Meeting

November 15, 2023

### Title

Acceptance of Equity Committee Nominations

### Presenter

Jenna McCulley, Chief of Staff

### Background:

In 2021, the Oregon Legislature passed Senate Bill 732 (ORS 329.711) and amended Oregon Revised Statutes 328.542 and 329.095. The laws require each school district to establish what in statute is described as an “educational equity advisory committee” and for this guidance will be referred to as a District Equity Committee (DEC).

**DECs are meant to help school leaders identify what helps or hinders the success of students who Oregon’s educational systems have historically excluded, impacted, marginalized, or underserved.** They are intended to advise school boards and superintendents on the educational impacts of policy decisions, the larger district-wide climate, issues impacting underserved student groups, and additional topics necessary to fully elevate student experience. DECs are a powerful mechanism to engage community voice and advance equity in Oregon’s school districts.

### **SB 732 sets minimum requirements for DECs.**

The bill directs the State Board of Education to adopt complementary rules, which have been set forth in Oregon Administrative Rule (OAR) 581-022-2307.

### **Section 4 of OAR 581-022-2307 articulates that the duties of a DEC shall include:**

- Advising the school district board and the school district superintendent about the educational equity impacts of policy decisions; and
- Informing the school district board and school district superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how best to support. This includes:
- Informing the school district board and school district superintendent when a situation arises in a school of the school district that negatively impacts underrepresented students, and advising the board and superintendent on how best to handle that situation.
- Informing the school district board and school district superintendent when a situation arises in a school of the school district that positively impacts underrepresented students, and advising the board and superintendent on how best to replicate within the district.
- Considering whether such situations are unique to the school or indicative of a districtwide trend, and advising on how best to handle that trend.
- The school district board, in consultation with the District Equity Committee, must select at least one member of the DEC to serve on the school district budget committee.

### **Considerations:**

District Equity Committees are intended to support a wide range of equity-related issues, topics and dynamics. They should be seen as a core ally and resource for your district to help address concrete issues such as input on policy implications for historically underserved focal groups.

These could include:

- Review of board policy and administrative regulations
- Reviews of student and staff handbooks
- Reviewing disaggregated student data and the district needs assessment as an input into long term strategic planning (aligns with ODE's Integrated Guidance).
- Providing feedback and input on federal-program implementation (which often requires community engagement) - including but not limited to:
  - Migrant Education
  - Multilingual and/or Emergent Bilingual Learning
  - Federal school improvement efforts in high-poverty schools
  - Improved Tribal Consultation
  - Reviewing disproportionate disciplinary actions
- Improving partnerships with local and regional business partners and community-based organizations
- Student safety & belonging; inclusive communication practices
- Youth mental health; patterns of participation (or not) for focal groups
- Supporting improved community engagement efforts year-over-year
- Informing teacher & staff training and professional development by sharing short-, mid-, and long-term goals
- Curriculum adoption: As the schools and district create curriculum adoption committees, consider inviting the DEC members to participate in the process and provide feedback
- Discussing and informing district budget priorities
- Review, reflection, and recommendations on local district policy. Race Forward's Equity Policies [Toolkit for School Boards](#) offers useful resources, tools, and case studies.

### **Considerations**

The DEC's success will be supported by greater working knowledge of how it contributes to positive district climate, culture and operations. Although the production of an annual report ***is not required***, the intent behind that possibility is for the district to have a consistent way to keep families and communities updated on the key information that the District Equity Committee has worked and deliberated on.

### **Financial Stewardship and Budgeting Requirement**

The District Equity Committee is also intended to help center equity in district budgeting and fiscal processes.

Section 3 of OAR 581-022-2307 states that:

- The school district board, in consultation with the DEC, must select at least one member of the DEC to serve on the school district budget committee. The DEC budget committee member can offer deeper alignment between a school district's equity lens and its operational, budget, and financial processes.

### **Membership and Participation**

A District Equity Committee represents a partnership between local communities and local district leaders. It is an opportunity for individuals who educational systems have excluded, impacted, marginalized, or underserved to provide regular and consistent feedback to district leadership.

Underrepresented parents, employees, students, and community members are the core of a District Equity Committee. The focus of the DEC should be rooted in local community voice and need, and it is important that these spaces remain safe and protected for members to review and reflect on their experiences within the district, and then provide meaningful feedback to their school board and superintendent. DECs themselves should work with school leaders on how best they can be supported, how to deliver feedback, and what additional work is necessary to fully elevate student experience.

**Requirements Section 2 of OAR 581-022-2307 articulates that:**

- A DEC [Educational Equity Advisory Committee] shall be selected by the school district superintendent and school district board and must be composed of parents, employees, students and community members from the school district.
- The school district superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.
- The school district board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.
- For the purpose of selecting members, the school district board and school district superintendent:
  - May not deny members based on language;
  - May not deny members based on immigration status;
  - May not deny members based on protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
  - May not appoint a voting member of the school board or the school district superintendent to an educational equity advisory committee; and
  - Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.
- The school district board and school district superintendent, in consultation with the educational equity advisory committee, shall fill vacancies on the committee in the same manner as original appointments

**Nomination & Appointing Process**

Superintendents and district staff design the application and candidate selection process. One of the responsibilities superintendents hold in the nominating process is to put forward candidates who are ready, willing, and open to engaging meaningfully with each other in support of the aims set forth in statute.

**Group Size**

When designing and adapting the DEC, the size of the group can impact the efficacy of what the group is able to accomplish while working in collaboration. Ideally, the group is large enough to accomplish the tasks needed, yet still small enough to communicate effectively with opportunities for each voice to be heard. A recommended range is anywhere from 8 to 14 people.

**DEC Member Appointment**

The School Board is responsible for appointing candidates who are nominated by the superintendent based on applications submitted. The school board and superintendent must ensure that membership is primarily representative of underserved student groups.

During this process, it is recommended to anchor in this guidance and to apply the district's equity lens and/or decision tool.

### **Member Terms of Service**

While not required, districts may consider establishing Member Terms of Service that clearly outlines the roles, responsibilities, and commitments of each member.

### **Addressing Barriers to Participation**

Longstanding barriers may impact participation from underserved or marginalized communities. These could include easily fixable variables such as making these meetings in a place, time, that is accessible. Consider factors of culturally-responsive care and hospitality to foster inclusivity for each member: safety; scheduling needs; child care; food; transportation, translation, interpretation, and fulfillment of ADA requirements in meeting spaces. Considering these factors will help reduce barriers to participation and support the needs of every member.

### **Safeguarding Transparency, Accountability and Safety**

District Determinations on DEC's and Public Meeting Laws For the District Equity Committee to do its work effectively, the district should plan for how they can account for the DEC's safety and well-being while upholding any relevant aspects of Oregon's Public Meetings Law it determines must be met.

### **Assuring the responsibilities, opportunities, and obligations of SB 732 are met**

Senate Bill 732 sets minimum requirements for the implementation of District Equity Committees (DEC) and is set forth in Oregon Administrative Rules, Chapter 581 under Division 22 (OAR 581-022-2307). Annually, school districts are expected to complete assurances of compliance with the minimum requirements of SB732 just as they do with all requirements under Division 22. Signed assurances are submitted to the Oregon Department of Education.

### **Summary**

Senate Bill 732 was passed in the 2021 Legislative session requiring districts to establish an educational equity advisory committee. The bill outlines the responsibilities and makeup of the committee. For districts with an ADM over 10,000 the committee must convene no later than September 15, 2022. For districts with an ADM of 10,000 or less, the committee must convene no later than September 15, 2025.

At least one member of the educational equity advisory committee needs to be appointed to the budget committee.

### **Options and Alternatives:**

To be discussed.

### **Recommendation**

The superintendent recommends the board review and approve the proposed committee appointment nominations to the District Equity Committee at a future meeting to support the timely convening of the committee for the 2023-24 school year.



## **ITEM FOR ACTION AT A FUTURE MEETING**

### **Date of Meeting**

November 15, 2023

### **Title**

Consider Approval of Board Member/s Travel per Policy BHD — Board Member Compensation and Expense Reimbursement

### **Presenter**

Maya Rabasa, Board Chair

### **Background:**

Board Policy BHD – Board Member Compensation and Expense Reimbursement indicates that when consistent with board responsibilities and district operations, individual board members may request to attend meetings, conferences, trainings or visitations.

The district will cover the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

Individual board members may request attendance at meetings, conferences, trainings or visitations via the Professional Development Plan Approval Request Form. This form will be submitted to the board for consideration prior to the requested training/travel.

Board Chair Rabasa is requesting to attend the National School Board Association's Equity Symposium and Advocacy Institute and has filled out the Professional Development Plan Approval Request form for board consideration.

### **Discussion:**

The board may choose to approve or deny this request.

The logo for the NSBA Equity Symposium. It features the acronym 'nsba' in a dark blue, lowercase, sans-serif font. Below it, the word 'Equity' is written in a large, bold, orange, sans-serif font. Underneath 'Equity', the word 'SYMPOSIUM' is written in a smaller, dark blue, uppercase, sans-serif font. The background of the logo area is white with a subtle geometric pattern of overlapping triangles in shades of blue and red.

**January 27, 2024 | Washington, D.C.**

**Early Bird Savings End Nov. 15!**

**R**

The NSBA Equity Symposium provides a forum for school board members, public school advocates, and community leaders to examine and discuss the strategies, current trends, research, and best practices around equity in our nation's public K-12 schools. Join your colleagues at NSBA's Equity Symposium, January 27, 2024 in Washington, D.C.



**Register Today for NSBA's Equity Symposium in  
Washington, DC**

National School Boards Assoc.

01:13

# Programming

*General sessions will be announced soon.*

## Breakout Sessions

### **Student Well-Being for All: An Equity-Centered Approach to Social and Emotional Learning (SEL)**

Social and Emotional Learning (SEL) is an evidence-based approach to supporting students' mental well-being and academic success. SEL programs and practices for all students – across developmental stages – are particularly critical now as our nation is grappling with a youth mental health crisis. Though many school districts across the country have started to add SEL programs in their schools, many such programs have been found to lack cultural relevance and fail to address the needs of students from marginalized communities. Addressing this challenge requires school districts to implement a system-wide and equity-centered approach to SEL. This workshop will describe what SEL is and why it is an important ingredient in schools' efforts to promote student well-being and academic success. The workshop will then provide critical considerations for school boards to ensure that their district's SEL approaches are systemic – aligned across K-12 grades and meet the needs of all students.

#### *Presenters:*

Dr. Shai Fuxman – Principal Research Scientist, Education Development Center

Dr. Richard Fournier – Senior Project Director, Education Development Center

### **Justice and Advocacy Stewardship: A Sustainable, Student-Led Equity Practices Model**

In 2020, the Creighton School District, located in the urban heart of east-central Phoenix, began a journey toward recognizing, respecting, and responding to the identities of all marginalized individuals within the community and creating barrier-free pathways to learning and opportunity for all. This work resulted in Justice and Advocacy Stewardship, which has become a sustainable, student-led, systemic intergenerational model for equity practices that amplify student voice, empower staff, and promote excellence in governance districtwide. During this session, participants will explore Justice and Advocacy Stewardship as they learn specific strategies, including building an equity scorecard, using a Student Outcomes Focused Governance approach, developing interdependent equity teams, and empowering equity leaders at all levels, especially students. These strategies are all designed to engage the governing board, administrators, teachers, staff, students, families, and community members in unified efforts to identify and eliminate internal oppressive systems and ensure access to learning, opportunity, and success.

#### *Presenters:*

Dr. Eric J. Dueppen – Assistant Superintendent of Teaching and Learning, Creighton School District (AZ)

Sophia Carrillo-Dahl – President of the Governing Board, Creighton School District (AZ)

### **Creating Schools Where Transgender and Non-Binary Students Thrive**

Do you believe that transgender and non-binary students should have all they need to thrive in school? Do you use your voice and role to move forward best practices supporting these populations — or want to? This session is for you! Research has shown that having at least one supportive adult can save a transgender child's life, and with over 500 anti-LGBTQ bills introduced in over 40 states in 2023, our students need us more than ever. They need us to be educated, be able to affirm their identities, include them in curriculum, and disrupt pushback when it comes. Based on the framework "Educate-Affirm-Include-Disrupt" from the book *The Advocate Educator's Handbook: Creating Schools Where Transgender and Non-Binary Students Thrive* (Jossey-Bass), participants will dig into the current policy landscape, take a self-assessment, collaborate with peers on relevant scenarios and create an action plan.

*Presenters:*

Vanessa Ford — Author, Educator, Advocate

Rebecca Kling— Author and Co-Founder, Better World Collaborative

### **Systems Don't Change Until People Do**

Baltimore City Public Schools is on a journey to achieve racial equity by implementing a Racial Equity policy adopted by the Board of School Commissioners in June 2019. The policy unapologetically calls for an interrogation of systems and structures that perpetuate inequities and calls for each staff member to create new ones by utilizing an equity lens in every aspect of their work. This session will engage participants in an examination of the process used to move the organization from the concept of a racial equity policy to its adoption, and plan for implementation. The learning space will be designed for those individuals new to leading equity work, as well as those who are seasoned practitioners.

*Presenters:*

Dr. Tracey L. Durant — Executive Director, Equity, Baltimore City Public Schools (MD)

Chitamawe Daka Mulwanda — Director, Equity, Baltimore City Public Schools (MD)

### **The Curious Case of Matthew Anychild**

In this session, we explore how using various data sources can become a roadmap for creating pathways to equity for under-resourced students. As districts pour most of their resources into curriculum and academics, they often miss opportunities to address situations that help to support wellness and, more importantly, belongingness. School districts often perform functions related to student success but in ways that promote silos, thus limiting the impact of service delivery for under-resourced students.

Matthew Anychild represents many children growing up in school districts nationwide. He faces every day as it comes and doesn't worry about tomorrow because he knows the outcome is rarely good. Matthew has very few resources and very little hope. He's afraid to dream about what could be for his life because all evidence points to a complicated future. A social autopsy of Matthew's life indicates multiple missed opportunities where

schools could have intervened to produce a better outcome. The session will reveal how effective schools could be if we took a human-centered approach to attend to student differences, maximize fairness, and increase the sense of belonging for all children in our care.

*Presenters:*

Dr. Marsha Herron – Director of Student and Organizational Success, Oklahoma State School Boards Association (OSSBA)

### **Be a Champion for Change in Challenging Times**

With the recent U.S. Supreme Court decision to overturn affirmative action and continued attacks against diversity, equity, and inclusion in higher education, students and educators across the country will be negatively impacted for years to come. At this critical juncture in history, the work toward equity for historically underserved students must continue, especially at a local level. In this presentation, Stacy Bernal will share timely and relevant information about anti-DEI efforts and ways to counter these measures in our homes, communities, and states. Drawing on the history of civil rights and correlating to present-day policies, Stacy will empower attendees to challenge the status quo, check their own biases, and become stewards of positive change.

*Presenters:*

Stacy Bernal – DEI Manager, Utah Jazz and School Board Member, Ogden School District (UT)

### **Channeling the Force: Artificial Intelligence, K12 Education, and the Future of Learning**

The impending revolution in artificial intelligence (AI) is largely unseen in our giant educational landscapes. With projections indicating rapid transformations in the next half-decade due to AI advancements, it is imperative to question, “Are all students in your districts being equipped to actively participate in this evolving new world?” This session will engage participants in deep conversations around the dire necessity of providing equitable access to advanced STEM (Science, Technology, Engineering, and Mathematics) education for traditionally underserved and underrepresented youth. Such access can mean the difference between active participation in the AI-powered future or being inadvertently marginalized. Participants will leave with actionable steps to bridge prevalent opportunity gaps. This enlightening dialogue is an invitation to join us in this mission – forging a path toward educational equity in the era of AI.

*Presenters:*

Dr. Darryl Adams – VP Partnership Development, Equal Opportunity Schools (EOS)

Dr. Jill Gildea – Superintendent of Schools, Park City School District (UT)

### **Finding and (Re) Calibrating Your DEI Compass**

Board members are tasked with promoting policies and practices that guide the diversity, equity, and inclusion (DEI) work of their school districts. A clear and unbiased understanding of equity and inclusion as it pertains to each individual is required to achieve impactful and effective DEI policies and practices. Everyone has an inner compass that directly results from personal life experiences and will unequivocally point to the “why” behind the



## Advocacy

In the legislative, legal and public arenas, NSBA shapes federal education policy, raises public awareness of critical issues such as school safety and champions the mission of public education to prepare our nation's youth for the future.

We draw national attention to important issues by advocating on Capitol Hill, in state and federal courts and in the media for the urgent need of our students and their public schools.

Our advocacy efforts helped produce significant achievements including restored funding for school safety, increased investments in Title I and passage of the Strengthening Career and Technical Education for the 21st Century Act.

We have weighed in on key legal cases and conveyed a key point of view in cases such as *South Dakota v. Wayfair, Inc.* which creates an opening for potential funding streams for public schools.

Learn more about our advocacy work and how we're leading the conversation on public education in each of these arenas highlighted below.



## Federal Advocacy

NSBA continues to work with Congress on our legislative priorities to ensure that public schools and the 50 million students that attend them get the support they deserve. Our current priorities include IDEA, Higher Education Act reauthorization, infrastructure, school safety, equity, an accurate 2020 Census count and student data privacy.

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## Legal Advocacy

Working with state school boards associations and the Council of School Attorneys (COSA), NSBA advocates in the U.S. Supreme Court and in appellate courts across the country through our nationally recognized amicus curiae (friend of the court) efforts. NSBA's legal voice extends beyond the courtroom to the court of public opinion and the halls of Congress and federal regulators.

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# Public Engagement

NSBA's integrated media strategy which includes digital and social media enables it to frame public policy issues, shape public opinion, and bolster the association's reputation. NSBA's public advocacy efforts generate coverage that results in tens of millions of people reading about and sharing NSBA's point of view on a range of key education issues.

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# Take Action

The education of children must become a top priority of our nation's policymakers. In an era of shrinking budgets and increasing mandates, your voice and advocacy are needed to help make a significant difference. NSBA's guides and resources will help elevate your advocacy and make your voice heard with members of Congress and their staff.

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# Equity

Educational equity is about confronting and overcoming the barriers that deprive students of equitable educational opportunities because of their disability, ethnicity or socioeconomic status. NSBA is committed to bringing about equity that recognizes children have unique needs and that obstacles to learning must be identified and eliminated.

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## IDEA

The Individuals with Disabilities Education Act (IDEA) protects the rights of over six million students with disabilities (approximately 13.5 percent of students) to receive a Free Appropriate Public Education in the least restrictive environment. NSBA advocates for the modernization and full funding of IDEA, critical to providing equal access to public education for all children.

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<b>Issues</b>	<b>Advocacy</b>	<b>Events</b>	<b>Resources</b>	<b>Perspectives</b>	<b>Association</b>
<a href="#"><u>Educational Equity</u></a>	<a href="#"><u>Council of School Attorneys (COSA)</u></a>	<a href="#"><u>Advocacy Institute</u></a>	<a href="#"><u>Artificial Intelligence in Education</u></a>	<a href="#"><u>Blog</u></a>	<a href="#"><u>Become A NatCon Member</u></a>
<a href="#"><u>IDEA</u></a>	<a href="#"><u>CUBE</u></a>	<a href="#"><u>Annual Conference</u></a>	<a href="#"><u>Center for Public Education</u></a>	<a href="#"><u>ASBJ</u></a>	<a href="#"><u>2021 Year in Review</u></a>
<a href="#"><u>Local School Board Governance</u></a>	<a href="#"><u>Federal Legislative Priorities</u></a>	<a href="#"><u>COSA Fall School Law Seminar</u></a>	<a href="#"><u>Center for Safe Schools</u></a>	<a href="#"><u>ASBJ Brief</u></a>	<a href="#"><u>Corporate Sponsorships and Exhibiting</u></a>
<a href="#"><u>School Vouchers</u></a>	<a href="#"><u>Legal Advocacy</u></a>	<a href="#"><u>COSA Spring School Law Seminar</u></a>	<a href="#"><u>COVID-19 Information</u></a>	<a href="#"><u>Subscribe to ASBJ</u></a>	<a href="#"><u>Careers</u></a>
		<a href="#"><u>CUBE Annual Equity Symposium</u></a>	<a href="#"><u>Key Work of School Boards</u></a>	<a href="#"><u>Media Guide for ASBJ</u></a>	<a href="#"><u>Bookstore</u></a>
			<a href="#"><u>Legal Clips</u></a>		
			<a href="#"><u>National Connection</u></a>		
			<a href="#"><u>Reports and Guides</u></a>		
			<a href="#"><u>Savings Center</u></a>		

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# Eugene School District 4J

Code: BHD  
Adopted: 7/02/73  
Revised/Readopted: 4/16/83; 8/02/17; 5/03/23  
Orig. Code: BHD; 1140

## Board Member Compensation and Expense Reimbursement

No Board member will receive any compensation for services other than reimbursement for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations.

The district will establish accounting procedures consistent with this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

### Cross Reference(s):

BBAA - Individual Board Member's Authority and Responsibilities

DFEA - Admissions to District Events



# Professional Development Plan Approval Request

Revised July 26, 2010

For form revisions, contact Financial Services

Location: [http://www.4j.lane.edu/files/forms/finsvc/4j\\_finsv\\_prof\\_dev\\_plan\\_approv\\_request.pdf](http://www.4j.lane.edu/files/forms/finsvc/4j_finsv_prof_dev_plan_approv_request.pdf)

## USER INSTRUCTIONS

**Form Purpose:** Use this form to request approval for professional development plan.

**How to Complete this Form:** Fill out this form on-line and then print it. Alternately, print this form and complete it by hand.

**How to Submit this Form:** Submit a hard copy of this form.

**Where to Send this Form:** Send completed form to your administrator/director.

**Deadline:** This form must be received and approved in advance of incurring the requested expenditure(s).

**Additional Information:** Professional development plans must be submitted to the appropriate administrator/director in advance explaining how the training will contribute to the achievement of Board, Superintendent and instructional goals, and the funding source for the training.

Overnight, out of district travel must be pre-approved by the appropriate supervisor (administrator or director).

Budget authority should be transferred in advance of travel.

## EMPLOYEE INFORMATION:

Name:

Date:

## PROFESSIONAL DEVELOPMENT PLAN DETAILS:

Name of activity/training	Dates	Location	Funding Source (e.g. grant, professional funds)
1.			
2.			
3.			

How does each activity/training contribute to the achievement of the goals stated above?

- 1.
- 2.
- 3.

## PROJECTED EXPENDITURES:

	Amt Training #1	Amt Training #2	Amt Training #3
Registration			
Lodging			
Airfare			
Car Rental			
Personal Vehicle Mileage			
Meals			
Other (please specify)			
<b>Totals</b>			

## APPROVAL:

Employee signature:

Date:

Administrator/Director signature:

126

Date:

Type or Print name of Administrator/Director:



# Out of State Travel Approval Request

Revised August 29, 2018  
 For form revisions, contact Financial Services  
 Location: <http://www.4j.lane.edu/finance/forms/>

## USER INSTRUCTIONS

**Form Purpose:** Use this form to submit out of state travel request for approval.

**How to Complete this Form:** Fill out this form on-line and then print it. Alternatively, print this form and complete it by hand.

**How to Submit this Form:** Submit a hard copy of this form.

**Where to Send this Form:** Send completed form to your administrator and director for signatures, and then to the Superintendent.

**Deadline:** This form must be received and approved in advance of incurring the requested expenditure(s).

**Additional Information:** Out of state travel must be preapproved by the Superintendent. Request should include information on air travel, hotel, car rental and funding source.

## EMPLOYEE INFORMATION

Name:

Date:

## FUNDING:

Funding Source:

## TRAVEL DETAILS:

**Destination:**

**Purpose of travel/how does this contribute to the achievement of the Board, Superintendent and instructional goals?**

**Date(s):**

## PROJECTED EXPENDITURES:

	AMOUNT
Registration	\$
Lodging	\$
Airfare	\$
Car Rental	\$
Personal Vehicle Mileage:	\$
Meals	\$
Other (please specify)	\$
<b>Total Request for out of state travel</b>	<b>\$</b>

## APPROVAL

Director signature:

Date:

Print or type Director name:

Assistant Superintendent signature:

Date:

Print or type Assistant Superintendent name:

Superintendent signature:

Date: