

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

February 17, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 7 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on February 12, 2021, and published in The Register-Guard on February 17, 2021.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors the meeting was open to the public via zoom webinar, live radio broadcast on KRVM 1280-AM and via the Internet at www.4j.lane.edu/

ROLL CALL

BOARD MEMBERS:

Mary Walston, Chair
Judy Newman, Vice Chair
Anne Marie Levis
Gordon Lafer
Alicia Hays
Martina Shabram
Jim Torrey

STAFF:

Cydney Vandercar, Superintendent
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of K-8 Education
Jeff Johnson, Director of K-8 Education
Andy Dey, Director of Secondary Education
Christine Nesbit, General Counsel
Ryan Spain, Director of Facilities Management
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Oscar Loureiro, Director of Research and Planning
Eric Anderson, Director of Curriculum
Joyce Smith-Johnson, Student Services Administrator
Misael Flores Gutierrez, Equity, Instruction & Partnership Administrator
Holly Langan, Director of Support Services
Lisa Fjordbeck, Executive Assistant/Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Joel Sadofsky, International High School
Paige Dunnivant, North Eugene High School
Mazie McNamara, Sheldon High School
Noa Ablow-Measelle, South Eugene High School

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association (EEA)

MEDIA: KRVM

OTHER: Colleen Hunter, Harry Sanger, Mike Meyer, Deanne Chappell, Kimberli Holmquist, Larry Lewin, Maria Covernali, Dana Fleming, Vanessa Vasquez, Alicia Longoria, Dulce Guillen, Maria Rosa.

I. Executive Session

1. The Board will convene in Executive Session to review and evaluate the employment-related performance of the chief executive officer, pursuant to ORS 192.660 (2)(l).
2. Executive Sessions are close to the public. All matters discussed during Executive Sessions are confidential and shall not be disclosed by any representation of the news media without authorization by the School Board.

II. Work Session

Chair Walston opened the 4J Board of Directors Work Session at 6:03 p.m.

Chair Walston turned the meeting over to Superintendent Vandercar who said the board would be receiving an update on key performance indicators (KPI's) related to the first two goals in the districts Strategic Plan. The KPI measurements related to the remaining three goals would be reviewed in a work session on March 3.

Goal I, Educational Excellence With Equitable Access and Outcomes for Every Student, and Goal II, Multiple Pathways to Student Success. The specific measures reviewed included graduation and completion rates, post-secondary success indicators, suspension and expulsion rates, attendance data, third grade reading, ninth grade on track to graduate, and opportunity and achievement gaps in all indicators.

Mr. Loureiro said that staff presented this information every year to show and how KPIs had developed. Staff used the elements of purpose, inequities, positive effects, negative effects, and evaluation from the 4J equity decision tool. Mr. Loureiro shared that the 4-year graduation rate for the class of 2020 was 81.7%, which was the highest value they had ever seen. It was an increase of 3.9% from the class of 2019 and an 18% increase from the class of 2013. He said that the graduation rate for the State of Oregon was 82.6%, which was also the highest value ever seen.

Another KPI for the first and second goal was 40-40-20 progress (postsecondary success indicators). Mr. Loureiro noted that the goal was discontinued by the State of Oregon, and the Oregon Department of Education had stopped providing data on it to districts. The 40-40-20 goal was created in 2011 by SB253 and replaced by HB2311 in 2017. Mr. Loureiro stated that the goal was to have 40% of Oregonians graduating from 4-year colleges, 40% of Oregonians graduating from 2-year colleges, and 20% of Oregonians graduating only from high school. 4J contributed to the 40-40-20 goal by having the highest educational level by age 25 for the 4J class of 2006. He shared that 31% had a 4-year degree or higher, 4% had a 2-year degree, 1% had a post-secondary certificate, 46% only had a high school diploma, and 18% had unknown credentials.

The third KPI for the first and second goal was suspension and expulsion rates. Mr. Loureiro said that the number of suspensions and expulsions per 100 students for the 2019-2020 school year was 6.5. In 2018-2019 it was 10.3, in 2017-2018 it was 10, in 2016-2017 it was 8.3, in 2015-2016 it was 8.8, and in 2014-2015 it was 8. He said that the difference between 2019-2020 versus 2014-2015 was 1.5.

Mr. Loureiro presented the data on the percentage of students with one or more major discipline incidents. He said that 15% of students were Native American, 14% of students were African American, 10% of students were multiple ethnicities, 9% of students were White, 8% of students were Hispanic, 7% of students were Pacific Islander, and 4% of students were Asian. In all cases over half the suspensions and expulsions were from male students.

Mr. Loureiro presented that KPI 4 for Goals 1 and 2 was student attendance. The district measured the percentage of students attending at least 90% of the school days. In year 2019-2020 they had 87% of students attending. He noted that attendance had been measured differently that year because of virtual learning. For the 2018-2019 school year it was 79.1%.

KPI 5 for Goals 1 and 2 was 3rd grade reading levels. The district measured the proficiency rate in the 3rd grade language arts State test. The district did not have data for 2020, but in 2019 it was at 49.5% for the District and 46.5% for the State. The 2019 students were the first 4J cohort of students that attended full-day kindergarten.

KPI 6 for Goals 1 and 2 was 9th grade on-track to graduate. The district measured the percentage of students earning at least six credits in 9th grade. In the 2019-2020 school year that was 84.6% of 4J 9th graders. Mr. Loureiro mentioned that that school year was measured differently because of virtual learning. In 2018-2019 they measured 89% of 9th graders were on-track.

KPI 7 for Goals 1 and 2 was opportunity and achievement gaps in all indicators. The district tracked the trend in four-year graduation rates. In 2020 81.7% of the District graduated, that was up from 64% in 2013.

Mr. Loureiro talked about Hoonuit, 4J's data visualization tool, where the board could get more detailed information. Hoonuit was a dynamic data visualization software designed to help users identify trends in student outcomes. The data could be drawn from a variety of sources, including the Synergy student information system. He said that District and school administrators and data coordinators could use Hoonuit to guide decision-making and help identify at-risk students. There was a new set of dashboards focused around the KPIs, which was now available for the Board. Users could analyze trends in graduation rates, attendance, suspensions and expulsions, 3rd grade reading, and 9th grade on-track levels. Data was broken down by school, grade, gender, race, and student group, with a special emphasis on traditionally underserved groups.

Mr. Lafer asked if the Hoonuit data was available to the Board and to the public. Mr. Loureiro replied that at that time the Board had access.

Mr. Lafer wanted to know what the definition of proficient for 3rd grade reading was. Mr. Loureiro responded that there were educational experts looking at data who set those standards. He said that the educational experts worked backwards, looking at what high school graduates needed

to succeed and deciding on what skills had to be learned and when. The decision was made that 3rd grade reading proficiency was most important going forward.

Ms. Newman asked if half day and in school expulsions and suspensions were counted. Mr. Loureiro responded that those were included in that disciplinary data.

Mr. Torrey noted that students on track to graduate was down substantially that year. This showed that they did not know the real impacts of comprehensive distanced learning (CDL). He wanted to know what the district was doing to help students catch up. Mr. Dey replied that staff had started to investigate that. He said that staff were looking at summer programs where they would offer courses not usually given outside the normal school year. The request would go out to teachers so they could submit courses they wanted to teach over the summer. Ms. Wagner added that they could use Student Investment Account (SIA) funds for Summer school.

Ms. Shabram said it was great that there would be more data available in the future. She asked what behaviors led to suspensions. Ms. Shabram thought knowing would help the district spot any implicit biases. Mr. Dey said that until recently each school had a different system to track that data. With the new system the district could see repeated behavior and they were starting to work on pinpointing those. Ms. Shabram wanted the board to get direct data from students about their feelings and experiences. From that they could get a lot of information and make decisions not just based on data.

Mr. Lafer noted that graduate rates dropped between 2009 and 2013. He asked if that drop was related to budget cuts and what accounted for the recent increase. Mr. Dey responded that he could not talk about what happened before 2015. He said that in 2015 they focused on how to support students throughout all their years in 4J.

Ms. Levis mentioned that it took a long time to digest all the data and she had to think about what it meant going forward. Ms. Hays stated that they had done a great job being consistent. The data was important because it was used to make their goals.

Chair Walston said that it was their first time seeing Hoonuit and would want to see a tutorial if there was one online. She noted that 3rd grade reading levels were down and asked if they knew why. Ms. Wagner replied that they had not had a formal adoption of elementary language arts until 2007. The investment in the new system in 2019 was great, but they would not be able to see its potential until after COVID-19. Mr. Johnson added that lowering class size and hiring specialists would help. Both those things were included in the Student Success Account (SSA). Mr. Anderson said that 4J's literacy vision four-year plan was in the process of being made.

Ms. Newman requested that the climate survey data be included at the next KPI update.

Superintendent Vandercar mentioned that the KPIs were created before COVID-19. She said the pandemic had derailed a lot of staff work around the goals. Superintendent Vandercar said that the district had to shift attention to navigating their response to educating students during a global pandemic.

III. Call Regular Board Meeting to Order

Chair Walston called the 4J Board of Directors meeting to order at 7:02 p.m.

IV. Roll Call, Flag Salute, Land Acknowledgement

Chair Walston called roll and all Board members were present. She led everyone in the Pledge of Allegiance and read the land acknowledgement.

Chair Walston noted that it was Black History Month and affirmed that Black Lives Mattered. Chair Walston emphasized that they had to recognize and undo the barriers that were in the system.

V. Agenda Review

Chair Walston said that the YMCA option would be added to the consent group.

VI. Introduction of Guests and Superintendent's Report

Superintendent Vandercar said that staff would be presenting on the areas where the District succeeded despite COVID-19. They would go over graduation rates, give COVID-19 updates on athletics, updates on the bond, vaccine information and the next vaccination date, and the potential elementary hybrid start date.

Superintendent Vandercar shared that they would be hiring a "Utility Player" who would be the immediate contact for COVID-19 concerns as well as more custodial staff. This would help current staff focus on their work. She shared that the Oregon Health Authority (OHA) said that Lane County COVID-19 cases had dropped to 194.5 cases per 100,000 people. That meant that they were now in the yellow section of metrics. They were still in an extreme risk category until cases dropped more.

VII. Comments by Board Chair

Chair Walston mentioned that the Board comments were moved up in the agenda and as a result they would be strict about the three-minute limit since they had so much to get through.

VIII. Receive Reports from High School Student Representatives

Paige Dunnivant, North Eugene High School, shared that North High School had continued their trivia nights and they had been popular. She said that students were excited to have sports back and student athletes said it helped them focus and relieve stress. She emphasized that seniors were pushing for an in-person distanced graduation.

Noa Ablow Measelle, South Eugene High School, shared that at South students were continuing their Acts of Kindness project and were even extending it into the community. Right now, students were writing letters to the Fox Hollow senior care facility. She said that South High School students had also started planning for their next food drive.

Mazie McNamara, Sheldon High School, shared that the Wednesday attendance on Canvas was confusing for students. She also said that Sheldon High School students had been working on a plan for an in-person graduation, which they wanted to eventually share with administration. Their idea was to have it distanced on their athletic field with a virtual option as well.

Joel Sadofsky, IHS, shared that they were about to start raising funds from their student designed apparel. On Sunday February 22, 2021 IHS students would have a virtual discussion with teachers about Black history and what was covered and not covered in current curriculum. He said that students had just found out that IHS would not demand IB test scores for college credit. They could now focus on learning and not cramming for unnecessary tests. Mr. Sadofsky

emphasized that Black Lives Mattered and they needed to act on that statement, not just support it.

IX. Items Raise by the Audience

Colleen Hunter, a retired teacher, noted that COVID-19 had changed so much. Students were not stuck inside their homes and their cars. Relationships between students and teachers were lost and inequities were being highlighted. She said that now was a time for care and support, not grades and assessments.

Harry Sanger appreciated what Mr. Torrey had to say about the necessity of committing to a plan for hybrid. He thought that too much attention was being put on safety and they had to find a balance. Students had been virtually learning for a year and had to be back in-person.

Mike Meyer appreciated the Black Lives Matter statements shared that night. He used to work as a KRVM DJ before getting fired. He brought light to the major diversity problem at the radio session. KRVM only had one statement around equity, which was very bland. Mr. Meyer noted that there had never been a person of color working at the radio station in his 27-year there. DJs were told not to speak about diversity and when he did, he was fired. Mr. Meyer asked for 4J to take their radio station back and create a KRVM focus group to help solve problems.

Deanne Chappell asked where the District posted the invitation to speak at Board meetings. She wanted to know why the request had to be in by noon on Monday and why they were limited to two minutes virtually when it used to be three minutes at in-person meetings. Ms. Chappell emphasized that it should be more accessible for the public to speak.

Kimberli Holmquist, NAACP member, said they had to de-escalate and find better solutions for children of color. Working parents were going through a lot at that time and the District had to help where they could. Families were frustrated and scared for their children. Ms. Holmquist remembered in 2018 when costs of after school programs was talked about. They were expensive and one of the only options for families now.

Larry Lewin, a retired 4J teacher, talked last meeting about an EEA seminar around how to improve virtual learning. He had asked the teachers what they would want to try and replicate in in-person that they learned virtually. They talked about shy students being able to private message teachers, having less paperwork sheets, suspension of standardized testing. Mr. Lewin emphasized that they had to support families and students and lessen the number of assessments.

X. Comments by Employee Groups

Sabrina Gordon, President of EEA, was at the Board work session and thought the 3rd grade reading indicator stuck out. She said that reading would be an important issue for the next school year. It was good to keep moving forward and ask themselves what really mattered during a global pandemic. Ms. Gordon hoped that students would be in-person in the fall, but until then social and emotional wellness should come before school.

XI. Comments and Committee Reports by Individual Board Members

Mr. Lafer said that it was hard in 2020 to focus on anything else besides COVID-19. He expressed it was important to start preparing to help students who fell behind catch up. The district should think about what they could take from this year into the future. He wanted them to

focus less on curriculum coverage. What was truly lost that year was not academic, but mental, emotional, and relationship based. Mr. Lafer said they should survey students and families.

Ms. Shabram knew that it was scary to think more than a week ahead but that was what they had to do. Figuring out what the future of education would be and how lessons from virtual learning could contribute to that. She supported the idea of a safe in-person graduation.

Mr. Torrey brought up the Bond Oversight Committee and the importance of telling the community how and why they were spending money. He mentioned the North Eugene athletic field, the smallest in the District, and how students were trying their best to utilize the area while masked and distanced. Mr. Torrey hoped that with the new school they could put in a synthetic field. He wanted Mr. Tucker to call the Bond Committee together and give the Board an update.

Ms. Levis wanted public comment to go back to how they usually did it. There would be thirty minutes allocated to the public and they could sign up before the meeting. She asked staff to look into it. Ms. Levis observed an immersion class the week before. She applauded teachers on finding innovative ways to engage students. Ms. Levis wanted them to focus on mental health related to returning to school and COVID-19. 2020 had been very traumatic and students and teachers needed more time to heal.

Ms. Newman agreed that signing up for public comment and the amount of time allotted was an issue. She noted that board read all parent emails and there were many needs that had to be met. The emphasis of 2021 should be on the importance of parent, student, and teacher relationships. Ms. Newman agreed that they should do surveys for each of those groups to figure out what worked well and should be carried into the future. She recognized the Lane African American/Black Student Success Program, which served all 16 school District's in the County and partnered with the NAACP. The mission of the program was to improve outcomes for African American and Black students and achieve an equitable education system in Lane County. The program promoted school attendance, cultural curriculum, advocacy programs, and supported navigating education practices and opportunities for African American and Black students and their families. Ms. Newman mentioned that they wanted to partner with 4J. She looked forward for the program growing in the 4J District.

Ms. Hays appreciated those who brought the inequities in their District to the Board's attention. When dealing with COVID-19 it gave them the opportunity to few situations in a new way. She said they could take those lessons forward into a post-COVID-19 world.

Chair Walston said that Friday March 5, 2021 would be the LCOG annual Appreciation Event. They would acknowledge a public employee. Friday February 19, 2021 would be the Freedom Fund Dinner. She noted that the Board did read emails that were sent and tried to respond to as many as they could. If they remained on track, they would start hybrid the week of March 15, 2021. As a Board they would also start to meet in-person that week.

XII. Consent Group – Items for Action

- 1. Approve Meeting Minutes: January 13, 2021**
- 2. Approve of Private Alternative Education Options Contracts**
- 3. Approve Amendment to Option Agreement and Agreement of Purchase and Sale with YMCA**

MOTION: Ms. Newman moved, seconded by Ms. Levis, to approve the Consent Group.

VOTE: The motion passed – 7:0.

XIII. Items for Information

1. Bond Update and Summer 2021 Facilities Plan

Mr. Spain said that the Edison Elementary design team had finalized their documents in October. The building was demolished in early December and the foundation was starting to be laid down. Walls had just started to be built that week. Mr. Spain said they were on schedule for completion by Summer 2022. He said the district had projected a budget of \$42,000,000 but updated it to \$40,000,000 after bids.

North Eugene design team completed the documents in February after 18 months of design. Demolition was completed in December and they would get most their bids in early March. Work on the property would begin in April or March. It was on schedule to be completed Summer 2023. The budget was originally set at \$135,000,000 but it was currently estimated at \$139,900,000. Mr. Spain said that number was not complete since the bid was still out.

Gilham designs were completed at the end of January. Contractors were in the work of bidding for the project. Mr. Spain said that staff expected construction to begin in April or May. It was set to finish in Summer 2022. The budget was originally set at \$9,000,000 but it was currently estimated at \$9,900,000. They hoped that the competitive market would make that number lower.

Mr. Tucker shared the Summer 2021 work that would be done. He noted that the North Eugene Softball Field had already been completed. Going into the Summer they would do the renovations for the Chinese Immersion Program at Kennedy Middle School, do the equitable athletic improvements (Churchill, South Eugene, and Sheldon), turf replacements (Churchill and Sheldon), building design at Camas Ridge, entry vestibule at Twin Oaks, renovate the Fox Hollow restroom, roofing projects (Spencer Butte, Kelly, Monroe), track resurfacing (Churchill, North Eugene, South Eugene), multi-site paint and sealer projects (Kennedy, Building 2120, Ed Center) and bleacher replacements (Kennedy and Monroe).

Ms. Levis was impressed with all the work that was being done. When the bond was put together, they did value engineering so that North Eugene construction would be less than \$150,000,000. Now the costs were slightly over what they put it at. She wanted to know if there was something missing in the value engineering process. Mr. Tucker replied that the increase was a result of the decision to keep the Career and Technical Education (CTE) building as part of the new building. That was a 10,000 square foot building.

Chair Walston knew that updates could seem repetitive, but it was crucial that the Board get the information and reasons for cost changes.

2. Receive Update on Graduation Rates

Mr. Loureiro said that on January 21, 2021 the graduation rates for Districts across Oregon for the 2019-2020 school year were released by the Oregon Department of Education (ODE). The rate counted students who received regular or modified diplomas. He mentioned that completion rates also counted students who received extended diplomas or GEDs.

All graduation outcome indicators improved in the 2019-2020 school year. The four-year graduation rate was up by 3.9 points to 81.7%. The four-year completion rate was up 1.3 points to 85.9%. The five-year graduation rate was up 1.9 point to 80.6%. The five-year completion

rate was up 1 point to 88.1%. Lastly, the dropout rate was down by .9 points to 2.7%. Mr. Loureiro stated that these were the highest levels ever since ODE started reporting graduation rates.

Mr. Loureiro said that a factor affecting graduation rates was that the class of 2020 had the highest percentage in 4J of 9th grad students on-track to graduate on time. The district had 87.6% of 9th grade students on track in 2017.

Mr. Loureiro said that among Lane Count districts, 4J's graduation ranking improved from 9th to 8th (out of the 15 districts) from 2019 to 2020 and was higher than the rates for Bethel and Springfield. Among the 10 largest districts in Oregon, 4J's graduation ranking improved from 9th to 8th from 2019 to 2020.

Mr. Lafer said he knew that the numbers fluctuate a lot year-to-year, which made it hard to follow what was really happening. He asked what they thought made the numbers go up for 2019-2020. Mr. Dey replied that slight changes in smaller schools and populations made the data fluctuate at a more drastic rate. He added that the District was reaching out to families that were historically underserved or who had students that were behind to try and find ways to help. He promised that work was being done.

Mr. Dey said that the district knew they had to allow for Summer school classes, both for credit and for no credit. The program last year was filled with classes that teachers wanted to teach, but usually did not have the opportunity to. As a result, teachers were able to create curriculum that they were passionate about and engage more with their students.

Superintendent Vandercar said they should remember that students had changed, and the District needed to be flexible.

Ms. Newman asked how staff were connecting with students. Mr. Dey responded that the district knew there were families they had not reached. The district had conducted a student survey years ago where people indicated teachers they trusted. Those teachers would be reaching out to families that had not be responsive. He knew that coaches played a huge role in student trust as well.

Mr. Sadofsky was glad to hear that summer courses were based on what teachers wanted to teach. He said that helped form connections between students and teachers.

Mr. Dey said he knew students wanted an in-person graduation. He wanted them to know that he had started working with schools on that idea. They were doing what they could to make it happen during COVID-19 guidelines.

3. Receive Update on 4J Wraparound Services Program

Mr. Flores Gutierrez said that wraparound services was identified as a top priority by the community and staff when talking about the Student Success Account. The program was created in 2020 to help families in emergencies and COVID-19 only intensified those situations. He said the 4J Wraparound Services Program provided food, cleaning supplies, and supports to families. The program had been extended to meet behavioral health needs in the community. They hired a bilingual and bicultural social worker and two bilingual and bicultural regional navigators. They served over 400 4J families and provided over 100 food boxes.

Vanessa Vasquez, the Coordinator of Interpreters and Translation Services for the District coordinated food services for the program. She said she worked with Grocery Outlet and Food for Lane County on serving over 500 individuals on a weekly basis. Ms. Vasquez said that they also had cooking classes and shopping events for high schools.

Alicia Longoria helped target needs in the community during COVID-19. She checked in with families because those connections were crucial. They used conversations to figure out what else they could do. Wellness classes would be rolling out and they were partnering with the National Alliance on Mental Illness (NAMI) on mental health themed nights.

Dulce Guillen, Regional Navigator for the Sheldon area, emphasized that having activities to get to know families was crucial.

Maria Rosa, Regional Navigator for the Churchill area, said that they had a very accomplished team that promoted cultural understanding and equity. She emphasized that the District was about more than just teaching.

Maria Covernali, Social Worker, said that their team was working hard to support mental and emotional needs of the community. They wanted to strengthen partnerships and were working on organizing peer support groups for students of color and LGBTQIA+ students.

Dana Fleming, Executive Director of Eugene Education Foundation (EEF), stated that they started the Students Needs Now fund. There was \$190,000 to spend on the Wraparound Team, the youth drop-in center, and buying technology for students to help with virtual learning. The need they saw would soon outpace the supply they had. She asked those capable to donate. Ms. Fleming said that EEF would still have their gala that year. She said it would be online and free on April 27, 2021.

Ms. Newman thanked the wraparound team for all their work. She was curious about parent participation and asked if people showed up for those events. Ms. Covernali replied that it was hard to get parents involved, but there were positive aspects of having small groups.

Ms. Shabram said that this was a model for what should be done globally. She inquired into what additional resources they could offer for expansion. Ms. Covernali responded that having one or two more social workers would be ideal. She was the only resource for all 4J schools at that time and more emotional wellness work could be done with more help. Ms. Longoria dreamed of having a permanent site for families to get supplies that could also work as a welcome center. Ms. Vasquez wanted a welcome center and another translator.

Mr. Lafer thought that the communications the Wraparound Team had was important and wanted to know if they had ideas on how to do that going forward post-COVID-19. Ms. Longoria told him that her phone calls were usually two or three hours long. She wanted to give people the space to talk and get across what they needed. The whole team was overworked, and they could use someone at each school to make connections with those families.

Ms. Levis said it was critical to remember the trauma from that year for not just students but families. She thanked the Wraparound Team for all their work. Ms. Hays wanted to do a Board field trip to the Wraparound Team's offices when it was safe to do so.

Mr. Torrey wanted the Wraparound Team to talk about where they would want a welcome site to be located and find organizations that might be interested.

Mr. Sadofsky said the work they did was amazing. He knew some students that wanted to or did drop out of school. Mr. Sadofsky thought a personal connection with the staff would have helped them stay in school.

4. Receive Update on COVID-19 and Return to On Site Learning

Superintendent Vandercar said the board would receive an update on athletics, vaccines, hybrid for elementary school, and survey results on pathway changes.

Mr. Dey shared that they had already started limited workouts for high school athletics. So far there had been limitations on competitions. He stated that the first competitions would begin the week of March 1, 2021. They were working on meeting the testing requirements and were working with coaches to get equipment out to students for touch football.

Mr. Dey said that for volleyball they would be able to get people into the gym soon. The number of people that would be allowed inside would allow for competitions. He said that all the sport seasons would be shorter than normal, but he hoped that allowing a small season would be better than none.

Ms. Shabram knew some were concerned with the potential loss of football scholarships. Mr. Dey had some examples but could not speak on behalf of institutions. He knew that there were players catching the eye of division scouts. Scholarships and walk-on statuses had been given out. Mr. Torrey asked how they could get that information out to the community and to the media. He wanted to know if there would be opportunities for smaller groups of students to play smaller groups throughout the District. Mr. Dey replied that they would be playing locally and planning for any possible contraction of COVID-19. He said that they would not be traveling far to keep any possible spread small.

Ms. Hardin shared that they had been moving through their employee vaccinations quickly. There had been some setbacks because of the ice storms across the Country. This meant that their Friday February 19, 2021 clinic would have to be pushed to Monday February 22, 2021. That would be their last round of first vaccinations. On Friday February 26, 2021 they would start their rounds of second vaccinations. She noted that they did the vaccinations of Friday to allow for employees to recover, if needed, over the weekend.

Ms. Delf stated that even though they had some setbacks with vaccinations, they were still on track for their normal schedule. They were looking at returning to in-person learning earlier than originally expected. She said that K-1 would potentially start the week of March 15, 2021. This meant that high schools could be back by the week of April 12, 2021.

Ms. Wagner said that the survey to change pathways was closed on Monday February 15, 2021. They worked to get the data ready to present.

Mr. Loureiro said that as of that day 670 students switched from the hybrid pathway to online – same school pathway, and 307 switched from online to hybrid. In total 977 students, 15% of all students, changed pathways. He said that before the survey was sent out there were 4,711 students set in the hybrid pathway and 1,589 set in the online pathway. After the survey went out those numbers changed to 5,074 set for hybrid and 1,226 set for online.

Ms. Wagner mentioned that employees would have two weeks after their second vaccination to let the vaccine set in. As a result of the survey, they would be moving around some students to

accommodate more hybrid students. She hoped to have information sent out to families by the end of next week with class shifts available to see by the week of March 8, 2021.

Ms. Levis was still unsure how parents would be able to work with the week in-person week online set up for hybrid.

Mr. Sadofsky stated that getting the music programs together to practice at least one more time would mean a lot to students.

Mr. Lafer was confused on how they would enforce all their safety protocols with so many people in the schools. Also, he thought to open high schools they had to be able to test all students. Ms. Hardin responded that they hired a site coordinator for every school who would work as a liaison. They would not be the only person in charge of safety measures at a school, but there would be a designated person that employees could go to. She said that the district did not need to test all students if the County was within metrics to open. Ms. Shabram thought they would have weekly testing clinics. Ms. Smith-Johnson responded that the district would have clinics twice a month targeted at staff and families.

XIV. Items for Action

1. Approve the Lane ESD 2021-23 Local Service Plan Year One

MOTION: Ms. Newman moved, seconded by Mr. Torrey, to approve the Lane ESD 2021-223 Local Service Plan Year One.

VOTE: The motion passed – 7:0.

XV. Items for Action at a Future Meeting

1. Consider Adoption of DJC-AR Special Procurements and Exemptions from Competitive Bidding

Ms. Nesbit shared that State law allowed the Board, when acting as a local contract review Board, to adopt rules for special procurements and exemptions from competitive bidding. At a future meeting, the Superintendent would open a public hearing around this adoption.

Ms. Shabram asked if they had a mechanism so that food services were not a “pay for play” idea and that someone could not donate enough to get a contract. Ms. Langan responded that when someone donated, they received the goods and would not give anything back in return. That would not stop someone from thinking that, but the District would not act like that.

2. Consider Adoption of and Revisions to Board Policies

Ms. Nesbit introduced policy CI – Emergency Superintendent Authority, which would be a new adoption. Last Spring it was brought to the Board’s attention that they had no plan set up if a Superintendent was not able to perform their duties. She mentioned that the policy helped fill that need. Some plans resulted in a vacancy in the seat for a few days, and others allowed for someone to step in. They had looked at similar policies in Oregon and across the Country.

Policies IGBA – Students with Disabilities Child Identification Procedures, IGBAH – Special Education Evaluation Procedures, IGBAJ – Special Education Free Appropriate Public Education (FAPE), IGBBC – Talented and Gifted Programs and Services, JGAB – Use of Restrain or Seclusion, and JGD - Suspension. Ms. Nesbit said that these policies had some slight revisions made to them.

XVI. Suggestions by the Board for Consideration of items at Future Meeting

1. Meeting Dates:

March 2021: Wednesday, March 3 & Wednesday, March 17

April 2021: Friday, April 16 Board Retreat & Wednesday, April 21

May 2021: Wednesday, May 5 & Wednesday, May 19

June 2021: Wednesday, June 2 & Wednesday, June 16

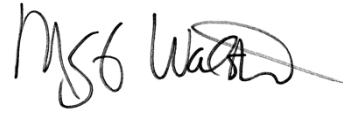
XVII. Adjourn

Chair Walston adjourned the meeting at 10:06 p.m.

(Minutes recorded by Lydia Dysart)



Cydney Vandercar
District Clerk



Mary Walston
Board Chair