

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

March 3, 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 26, 2021, and published in The Register-Guard on March 3, 2021.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors took place virtually via Zoom Meeting. Pursuant to ORS 192.670, the meeting was open to the public via 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
Alicia Hays
Martina Shabram
Jim Torrey
Gordon Lafer

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
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Oscar Loureiro, Director of Research and Planning
Andrea Belz, Director of Finance
Holly Langan, Director of Nutrition Services
Misael Flores Gutierrez, Equity, Instruction, and Partnerships Administrator
Eric Anderson, Director of Curriculum
Lisa Fjordbeck, Executive Assistant/Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Harmony Simmons, Churchill High School
Joel Sadofsky, International High School
Paige Dunnivant, North Eugene High School,
Mazie McNamara, Sheldon High School

MEDIA: KRVM

OTHER: Sabrina Gordon, Eugene Education Association (EEA) President
Tom Horn, Managers, Administrators, Professionals, Supervisors (MAPS) President
Sheila Waggoner, Oregon School Employee Association President

I. 5:30 p.m. Executive Session

1. The Board convened in Executive Session to consider records that were exempt by law from public inspection, pursuant to ORS 192.660 (2)(f).
2. The Board convened in Executive Session to conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant to ORS 192.660 (2)(d).

II. 6:00 p.m. Work Session On District Key Performance Indicators

Chair Walston opened the work session at 6:00 p.m.

Ms. Delf reminded everyone that the Board had reviewed KPIs related to the first two goals, Goal I, Educational Excellence With Equitable Access and Outcomes for Every Student, and Goal II, Multiple Pathways to Student Success, at its Feb. 17 work session.

Ms. Delf said that at this meeting, district staff would provide the second part of a two-part update on Key Performance Indicators (KPIs) for the goals of the district's 4J Vision 20/20 Strategic Plan: Goal III, Communications and Connection with the Community; Goal IV, Diverse World-Class Workforce; and Goal V, Stable, Sustainable Stewardship.

The specific measures reviewed included communication output and outcome metrics, staff diversity compared with student diversity, class size and staffing ratios, and access and use of technology devices.

Ms. Delf said that they had increased the amount of text communications with parents. For the 2019-2020 school year the District had 84 news releases and media alerts, 415 documents news stories, and 2,633,841 views on the District webpage. They had 10,754 followers on the Facebook District page, 5,194 follows on the District's Twitter, 1,548 subscribed to their District e-newsletter, and 308 followers on the District's Instagram. Ms. Delf noted that these platforms were important because they allowed two-way communication between parents and the staff.

Ms. Hardin shared that last year when schools closed due to the COVID-19 global pandemic, a lot changed. Many people had to make choices for themselves and how to stay safe and have an income. As a result, the District's attrition rate went up from 3.8% in 2018-2019 to 8% in 2019-2020. These numbers also showed the transition of the Deaf and Hard of Hearing (DHH) program to Lane ESD.

Student diversity had gone up and the percentage of non-white staff went up in every category (licensed staff, classified staff, administrators, and professional staff) except for professional staff. That category went from 14.3% in 2018-2019 to 7.5% in 2019-2020. Ms. Hardin shared that that was their smallest group, so if one person left it would swing the numbers drastically.

Ms. Belz reported that the general fund reserve as healthy and the district had once again been able to budget the 5% reserve level. Section 5d of Board Policy DI "Financial Management

Policies” sets the minimum ending fund balance at 5% of that year’s revenues. She noted that they had not seen a furlough day in the District since 2015-2016.

Student teacher ratios over the last seven years and not only been stabilized but improved. For kindergarten they had one teacher for every 23 students. For grades 1 through 5 they had one teacher for every 26 students. For grades 6 through 8 they had one teacher for every 27 students. Lastly, for grades 9-13 they had one teacher for every 29 students. Ms. Belz noted that their goal was to keep elementary class sizes at or under 30 students. That was accomplished at all elementary schools during the 2019-2020 school year.

Technology was a huge part of the last year since students were able to take it home with them. Each student had access to the appropriate device for their grade and 4J even sponsored Comcast Internet Essentials subscriptions. The District had implemented a new asset tracking and incident-logging tool for student devices. Mr. Menachemson noted that technology had also been changed at the staff level. Over 350 devices had been replaced and over 400 still needed to be replaced. All staff had access to licensed Zoom accounts to support distanced learning. Over the past year 208,371 meetings had been hosted over Zoom in the District.

Mr. Tucker gave an update on the 2018 bond projects. The district facilities team is currently working on the North Eugene High School and Edison Elementary School replacements, the North Eugene High School softball field, and Gilham Elementary School addition, renovating facilities for program relocations, equitable athletic improvements, and critical facility maintenance and repairs. Mr. Tucker said that they had also just started the design process for Camas Ridge Elementary School.

Ms. Newman asked if retirement changed based on the DHH change to Lane ESD. Ms. Hardin replied that retirement was not included in those numbers. Their attrition rate counted all other reasons for departure from the District.

Mr. Lafer said he thought it would be helpful if the district could report on early retirements and staff morale.

Mr. Torrey wanted to know about the technical replacement costs. He understood that they used a lot of federally funding to acquire those devices. Mr. Torrey wondered how they were planning to get more reserve dollars to replace technology. Mr. Menachemson replied that they were and had been working with Ms. Belz to put aside some of the budget to replace outdated technology. Mr. Torrey asked if seniors who received technology would be expected to bring them back to their schools. Mr. Menachemson responded that students would keep their devices until they graduated or transitioned to a class that needed a different device.

Ms. Hays asked if building principals did staff interviews to monitor why they were staying in the District and why they left. Ms. Hardin responded that they talked last year about doing “staff interviews” but that project fell through when COVID-19 started. She added that the District was working with the Oregon School Board Association (OSBA) on an employee wellness grant.

Ms. Hays asked if they were increasing technology staff as they increased the number of devices in the District. Mr. Menachemson replied that they were slowing adding more staff where they could. He said that his team did a lot of work and even adding one new employee helped a lot. Mr. Menachemson wanted to add more staff in the future.

Ms. Shabram knew that student surveys were beneficial to the District and she wanted there to be something similar for the 4J community and for staff. She mentioned that knowing how the overall health of the 4J community and staff would help create a better environment. Ms. Newman thought there was a statewide survey of teachers. She asked if the district used that information. Ms. Hardin said they would look into surveys that were already established. The State survey was not something they were required to use

Chair Walston reminded everyone that the community talked a lot about wanting class sizes to go down. She was glad to see that the district had made progress on that goal.

Mr. Lafer did not find the ratio of licensed staff to student helpful. They needed more detailed data on classrooms by subject and grade level. He also wanted to know what the ratio was when looking at special education.

Chair Walston said she remembered talking about the Vision 20/20 plan and how it translated to actual work. Ms. McGaughy responded that on the instruction side of the plan they monitored KPIs throughout the year and looked closely at numbers through different lens.

Chair Walston adjourned the work session at 6:50 p.m.

III. Regular Meeting – Call To Order, Roll Call, Flag Salute, Land Acknowledgement

Chair Walston called the Board meeting to order at 7:00 p.m. Chair Walston called roll, led everyone in the pledge of allegiance, and read the land acknowledgement.

IV. Agenda Review

Chair Walston wanted to add “Approval of Board Resolution – Personnel Actions” to their consent agenda. There was no objection from the board and the was added to the consent agenda.

V. Introduction of Guests and Superintendent’s Report

Superintendent Vandercar mentioned that that week was classified employee appreciation week. She wanted to take a minute to acknowledge and thank 4J classified employees for all the work they did for the district.

Superintendent Vandercar welcomed the Churchill Choir who performed via video recording. Chair Walston thanked the choir for their performance.

VI. Receive Reports from High School Student Representatives

Mr. Torrey read into record a report sent in by Noa Ablow Measelle from South Eugene High School. Noa wrote that at South Eugene High School the students were working on setting up another food drive since the first was a success. They also had their second virtual student lunch hangout that day to help promote more student social events. Seniors had talked a lot about wanting an in-person graduation event, even if it was small.

Harmony Simmons, Churchill High School, recognized classified staff week. Ms. Simmons said that the students had shared slides in appreciation of their classified staff. A Google form was also shared with the student body where they could send a personal message to a chosen staff member. She said that they were starting to discuss their options for a virtual prom.

Mazie McNamara, Sheldon High School, shared they were working on an in-person graduation plan. Students were talking with school staff on coordinating an outdoor event on their football

field. She said they were doing outreach to different clubs to have representatives join their student government meetings to talk about student moral and culture.

Joel Sadofsky, IHS, said that seniors had met their requirements for graduation by completing multiple tests and essays. He hoped that art and music programs were given the same prioritization that athletics had been given. Mr. Sadofsky had been following the Camas Ridge Elementary School redesign. He wanted them to keep equity in mind and discouraged the large surface parking lot that had been shown.

Paige Dunnavant, North Eugene High School, shared that the students were pushing for the best in-person graduation that the metrics would allow. They had their last scheduled trivia night the week prior. She said that the students were trying to promote their food pantry and clothing closet more.

VII. Public Hearing for Proposed Regulation DJC-AR Special Procurement Exemptions from Competitive Bidding

Chair Walston opened the hearing at 7:22 p.m.

Ms. Nesbit explained that on January 29, 2021 the special procurement exemptions from competitive bidding were posted. The school board, as the local contract review board for the district under Oregon public contracting laws, has the authority to solicit and award public contracts for goods and services and to adopt rules and findings for special procurements and exemptions from competitive bidding. The proposed regulation DJC-AR would establish certain exemptions from competitive bidding and designate certain classes of contracts for special procurement. The use of special procurement and exemptions from competitive bidding is consistent with state law and practices by school districts and other public agencies throughout Oregon. It would be used only when expected to result in substantial cost savings or otherwise substantially promote the public interest in a manner that could not be practically realized through standard procurement processes.

Ms. Nesbit noted that no one had signed up for the public hearing to provide comment.

Chair Walston closed the public hearing at 7:23 p.m.

VIII. Items Raised by the Audience

Becky Thomas, 4J parent, said that both her children were on different schedules. She was disappointed when they received an email saying that schedules would stay the same when they moved to hybrid. Ms. Thomas hoped that they would take another look at that schedule.

Rico Perez, Community Alliance of Lane County, had asked the Equity Committee what the definition of an equity lens was. He could not help but wonder, with a Board that was mainly white, if the disparities between schools was being seen. Mr. Perez asked the Board if they had talked about setting term limits for their position to allow people of color onto the Board.

Jamie NicholSEN-Tait, elementary school teacher and mother of young children who will attend 4J, said it was important to do right by current and future students. The North Eugene High School plans had changed so that a larger field space would no longer be included. She said that this was an equity issue and that those students deserved just as much space for sports as other students in the District. Turfing Swede Johnson stadium would benefit everyone.

Doug Morgan, North Eugene graduate, had spent a lot of time on Swede Johnson stadium. Since the field was not turfed it was not useable during the fall or winter months due to mud.

Jim Neef, North Eugene graduate and parent to North Eugene student, stated that the grass situation at Swede Johnson stadium made it unusable for most of the school year. When he played baseball there, they had to sponge the field before a game in order to make it playable. His son now did the same thing.

Sandee Bybee, parent of a senior at Churchill High School, thanked the Board for their management during COVID-19. She agreed with what student representative had said concerning graduation. At Churchill parents had been meeting to discuss how they could better support their graduating students. They found out that parent volunteer restrictions destroyed all the work they had done. Ms. Bybee asked the Board to reevaluate parent volunteer restrictions.

Ryan Rhodes, president of North Eugene High School, noted that the Board got a bunch of emails from the high school. He understood that they reached out to the University of Oregon to see if they could use their football stadium, but that would not work. Mr. Rhodes wanted the Board to create a committee, which could focus on creating an in-person graduation.

Mats White knew that shutting down schools in March 2020 was needed, however that was no longer the case. Children had a low infection rate and would not spread the virus. If precautions were taken there would be no problem opening schools for in-person instruction. He stated that if this was not done students would fall behind and never catch up.

IX. Comments by Employee Groups

Tom Horn, Managers, Administrators, Professionals and Supervisors (MAPS), wanted everyone to think about what the point of an education was. During the pandemic he had thought a lot about what an education meant. No matter the reason, reducing inequities was crucial. Part of an education was helping students create who they were and foster those interests and ideas.

Sheila Waggoner, Oregon School Employee Association (OSEA), represented around 940 classified staff in the District. She thanked classified staff for all the work they had done over the year. It was those employees who were in schools when COVID-19 started, and who oversaw making sure schools were safely kept so students could return.

Sabrina Gordon, Eugene Education Association (EEA), thanked classified staff for all their work. 4J staff at all levels were working to prepare for a return to in-person instruction. As they worked through these problems, she wanted the community to be realistic about the process. Once they returned to in-person the situation would not magically return to how the world was before COVID-19. However, it would allow for more social time and student teacher bonding. Ms. Gordon said that students would still need time to adjust, and families should be patient.

X. Comments and Committee Reports by Individual Board Members

Before giving an update on All Students Belong, Ms. Newman, Ms. Shabram, and Ms. Levis thanked all classified staff for their work. Ms. Newman reminded everyone that they conducted interviews for a facilitator for the All Students Belong board work group and the board work group chose SeeChange. They shared the District's North Star Goals to map out what they needed from the facilitator. SeeChange came back with a proposal on how they should move forward with All Students Belong. The proposal outlined three phases. First was planning and discovery. They would do inventory and collect what data already existed. Second was to explain and outline the data and suggest potential surveys and focus groups to engage with the

community and staff. Third was communication. They would present findings and give a presentation to the board.

Ms. Shabram noted that this framework was different than what they originally wanted. SeeChange had a lot of experience and wanted them to gather data before forming a community group. The board work group agreed with their recommendation. By defining the work at hand and having data around it, the All Students Belong Committee will be more effective.

Ms. Levis wanted the community to know that they were truly dedicated to addressing the inequities and racism in their system. By taking the time to step back and collect data they would be able to better utilize the Committee and not waste the time of community members. In two weeks, they wanted to have SeeChange at their meeting so Board members could ask questions and the community could hear their plan. Ms. Newman added that it would be done in a work session. She mentioned that the Equity Committee would help with the data collection.

Mr. Torrey said he had recently been asked recently about what the next school year would look like. Would it be hybrid, online, in-person or something else. He said that they would have a Budget Committee meeting on April 5, 2021 and they should get an answer and start planning their budget around being in-person. Mr. Torrey thanked Judy for putting a testimony together for the legislative session about the Essential Skills program.

Ms. Hays thanked the All Students Belong board work group for slowing down the process to make sure that the process with the consultants was set up to succeed.

Mr. Lafer appreciated Mr. Sadofsky's comments on opening schools for art programs. He heard what the public said about Swede Johnson field and would do what he could to support the turfing of the field going forward. Mr. Lafer stated that elementary and middle school families had to decide by March 4, 2021 if they wanted to be in a hybrid or online model. He knew that this was a hard decision to make when there was not a lot of information around the topic. Mr. Lafer noted that U.S Department of Education approved standardized testing to continue that year. The Oregon Department of Education (ODE) had filed to be exempt from that decision. He felt that testing at this time would only add unnecessary stress.

XI. Consent Group – Items for Action

1. Approve Alternative Education Provider Contracts for Special Education Services
2. Approve Meeting Minutes for January 17, 2021
3. Bond Project – Chinese Immersion Program Move to Kennedy Middle School
4. Bond Project – Churchill and Sheldon High School Turf Artificial Field Replacement
5. Authorize Temporary Child Care Voucher Program
6. Approval of Board Resolution – Personnel Actions

MOTION: Ms. Newman moved, seconded by Ms. Hays, to approve the consent group as presented.

VOTE: The motion passed – 7:0.

XII. Items for Information

1. Receive Second Quarter Financial Report

Ms. Belz asked the board to look in their packet at the general fund budget, forecast, and expenditures as of December 31, 2020. The district revenues were on track. At this point most property and local option taxes were in. Expenditures were also on track, but a little bit lower.

She noted that there were a few expenditures, which would move to their Elementary and Secondary School Emergency Relief (ESSER) grant. Going into the third quarter they had nothing in their contingency line.

Ms. Belz pointed out that their debt service fund had \$77,482,092 in it. She explained that this number was a result of the district completing a general obligation bond advanced refunding which was approved by the board in August 2020 and done in September 2020. The district did not benefit from this action, the benefit was to the taxpayers.

Ms. Belz said they would present budget changes at the June Board meeting.

Ms. Shabram asked if given the contract they had before if they would have been able to offer the level of nutrition services, they had been able to do during COVID-19. Ms. Langan responded that they had partnered with other Districts and knew that some were using an outside food management companies and were able to serve their students. She believed that bringing nutrition services in-house, and not using an outside contractor, had helped.

2. Receive a Report on the North Region Review Plan Update

Mr. Johnson said they would focus on the Kelly/Yujin Gakuen co-location. To make room for the new North Eugene High School building, the district needed to tear down the former Silver Lea Elementary School building that housed two programs: the Yujin Gakuen Japanese Immersion and Corridor elementary schools.

One of the board goals for the 2020-21 school year is to begin the process of a North Region Review. The district has enlisted a retired administrator to engage with 4J staff and community members over the next school year to develop the long-term plan for Kelly Middle School and Yujin Gakuen. Over the next year, the district will work with the Kelly and Yujin Gakuen school communities to develop a long-term plan for the best location and co-location of the two schools and other programs housed in the Kelly building, the original North Eugene building, or other available space.

In the short term, Yujin Gakuen will relocate to a separate wing inside Kelly Middle School site, complete with separate entryway and a playground, and connect its K–8 curriculum with the Japanese immersion program already located at Kelly.

Decisions about the long-term plan for location of each school's program would be made before the new high school building opens in 2023. .

Preliminary discussions will begin this spring, followed by a comprehensive visioning process starting in the fall. A recommendation on each school's long-term future location and programming will go to the interim superintendent by the end of the 2021-22 school year for a decision.

Mr. Johnson said that the co-location of Yujin Gakuen was supposed to start in 2020 and continue to at least 2024. North Eugene High School would move into their new building in 2023. The old building would need updates before other programs were potentially put inside.

Mr. Johnson said they were engaging with school leaders to come up with a process for pick-up/drop-off times. In early Fall 2021 they expected additional hurdles as schools opened again.

After that they would engage staff in one-on-one and group discussions and work with communities to capture their hopes and dreams for the programs. Winter/Spring 2022 they wanted to have clearly identified goals and needs for each program and review facility options. By late Spring 2022 they wanted to have a recommendation for each school's long-term future and location for the Superintendent.

Ms. Levis asked if they had ideas on how they would engage people if they were still in a virtual environment or groups that would not attend events like Board meetings. Mr. Johnson replied that they would start brainstorming those ideas in the Fall. Ms. Delf added that it was hard to have two-way-communication virtually. Since the discussions would take place in the next school year, they were hopeful that they could meet in person. If needed, they would use Zoom.

Mr. Lafer wanted to know at what point in the process they would address the program issues that had been brought up about the North region that were not facility related. Ms. Delf replied that they would be envisioning the future of each schools' programs. They would not be looking at other schools in the North region, just Yujin Gakuen and Kelly.

Ms. Hays thanked everyone from the community who had come to their meetings to talk about the Yujin Gakuen and Kelly co-location. She wanted them to know that their statements were not forgotten.

Ms. Shabram reminded the board that they promised to talk about the program issues in the North region. She wanted them to have time to sit down, maybe in a mini retreat, to talk about that issue and what needed to be done. Chair Walston agreed.

Mr. Torrey emphasized the importance of what Ms. Shabram said, but noted that the issue they were talking about was what was happening at Kelly and Yujin Gakuen. He said there was no way for them to have an answer to this question by the end of the school year because the teachers and students needed time to be in the building together and hadn't had that chance yet due to the pandemic.

Mr. Lafer knew that Yujin Gakuen and Kelly were at the forefront of change, but he hoped they would continue the work on the rest of the North region after.

3. Update on COVID-19 and School Operations

Superintendent Vandercar said the board would receive updates on the vaccine, athletics, anti-racism professional development, and hybrid. All 4J employees have had the opportunity to receive their first dose of COVID-19 vaccine, and the district has begun inoculating employees with the second dose. 4J will hold its next district-sponsored vaccination clinic next week.

Ms. Hardin said that Friday February 26, 2021 was their last round of first vaccines. It was also their first day of second dose vaccines. She would include more numbers at their next meeting. Ms. Hardin said there would be a vaccination clinic on Friday March 12, 2021. Originally, due to vaccine supply and deliver, the vaccine clinic was scheduled for the Tuesday. However, holding the clinic on a Friday allowed staff to have the weekend to recover if there were any side affects from the vaccine.

Mr. Dey said that the abbreviated fall sports season of cross-country, football, soccer and volleyball is in full swing, with games and matches kicking off this week. High school varsity games are being live streamed to provide virtual access, as spectators are not allowed on-site at high school games at this time due to state COVID restrictions. Families who come to games

must remain in their cars in the parking lot. School staff and Eugene police will be present for safety and security, as is routine for athletic events under non-pandemic circumstances.

They were able to set up a live stream and promised that the quality would be better. He said that they hoped to have a live crowd as soon as possible. They had to pause one of the football programs due to COVID-19 concerns and knew many people were disappointed. Mr. Dey understood but they had to follow state guidance.

Ms. Newman asked if other clubs would be allowed to meet. Mr. Dey replied that as they got into the hybrid model, they would work on making changes to buildings to allow for clubs to meet. They were also looking at how to hold concerts and plays.

Ms. Hays wanted to know if they had investigated what happened to cause the one football program to shut down. They could share that information with other teams. Mr. Dey responded that they were looking at what happened and how they could make changes to prevent other teams from having the same experience.

Ms. Levis thanked the parents that took the time to talk to the board. She wanted to remind everyone of the unbelievable depths that staff went through to bring athletics back. Ms. Levis wanted to hear more about parent volunteers and how they could find ways bring them back.

Mr. Torrey thought it would be helpful for students to hear about what happened that caused the football team to be put on hold.

Mr. Lafer appreciated all the work staff had done to get athletics going. He hoped that they looked into how to include other clubs in outdoor meetings/practices. Mr. Dey responded that they had two weekly meetings with the committee dedicated to hybrid. They had been working with the fine arts to figure out how they could safely bring them back. He understood the importance of those clubs.

Mr. Flores Guterrez stated that every institution was either producing or sustaining racial inequity between groups. Anti-racist work functioned to take down those barriers. Mr. Anderson said that their focus was on becoming stronger anti-racist educators to improve equity for all students. They had developed a multi-year professional development plan. The first phase was understanding the language used when looking at racism and its barriers. Licensed staff had already underwent their first class and more classes were scheduled for April and May.

Ms. Newman said she thought it showed the district's commitment to equity work that it was being done while hybrid was being worked out. She asked if they were coordinating efforts with other groups to leverage all work being down. Mr. Anderson responded that they started at a basic level: understanding language. They noted that this was just the beginning of the process.

Ms. Shabram wanted to voice her support of that work and how it was not the work of people of color to educate everyone else. She was glad the first step was understanding the language around the issue.

Ms. Levis thanked Superintendent Vandercar and staff for taking on this effort at that time. Breaking down systemic issues was important. She asked how they would educate staff that came into the district after the professional development plan was done. Mr. Anderson replied that they would look at what to do going forward. They would need to continue to grow and

would never end. He added that they were looking at adding some of this work into the new staff orientation.

Ms. Wagner said that the operations team had been working on the elementary hybrid plan since January. She said they spent a lot of time thinking about kindergarteners who had never been in their buildings. They knew that once hybrid started, they would need to allow those students time to adjust. On March 2, 2021 they shared with families their K-2 students cohort assignment.

Mr. Johnson said that they were at the beginning of developing a hybrid model for middle schools. They would be able to use the information founded by the operations team for elementary hybrid. Cohort 1 would meet in-person on Mondays and Tuesdays and Cohort 2 on Thursdays and Fridays. Transportation was the current obstacle they were trying to figure out. Mr. Johnson hoped that they would have a clear plan for middle school by the March 17, 2021 meeting. He mentioned that having clubs meet was a part of that work.

Ms. Newman wondered how much of the outdoor space around schools was being utilized. Mr. Johnson replied that they would be looking at those areas for clubs.

Mr. Dey said that high school hybrid planning was similar to where middle school was at. Cohort 1 would meet in-person on Mondays and Tuesdays and Cohort 2 would meet on Thursdays and Fridays. They wanted to capitalize on the amount of time that students would spend in-person with teachers and staff.

Mr. Lafer understood the constraints staff was under planning for hybrid and same school online students. He hoped that they would be more flexible with when families had to decide which pathway their student would be on. Mr. Dey replied that they wanted to meet families where they could, which meant last minute changes. He emphasized that they had to have an idea of how many students would be online or in-person so they could make detailed plans.

Mr. Torrey asked if they would flush out more details at the March 17, 2021 meeting. He stated that they would not be able to satisfy everyone. Superintendent Vandercar replied that they would try and give as many details as possible moving forward.

Ms. Newman wanted to hear more about middle schoolers not being in schools during the morning. Mr. Johnson responded that it was an issue with transportation. They wanted to have it start earlier but had to account for elementary school start times.

Ms. Levis wanted to hear at their next meeting about parent volunteers and planning high school in-person graduation events.

4. Update on Planning for On-Site Board Meetings

Superintendent Vandercar said that they were planning on having their first in-person board meeting on March 17, 2021 after meeting virtually for a year due to the coronavirus pandemic.

Ms. Delf noted that with COVID-19 guidance the meetings would have to be different than before. People would need to sign-in at the door and disclose if they had been in contact with someone with COVID-19 or been diagnosed. They would need to keep six feet of distance, which limited the amount of people who could be present. Board members would need to be farther apart than what was allowed at their dais. Everyone would be required to always wear a facemask.

Ms. Shabram was excited to see everyone in-person. She would have felt wrong bringing staff and students back while they continued to meet virtually. Ms. Shabram was worried about accessibility. Many had been able to connect with the board more over Zoom and just hearing audio was not the same. There would be a lot of people uncomfortable coming to meetings, so she wanted them to explore how to incorporate Zoom in some way. Ms. Delf understood that sentiment and asked for patience while they figured out how to move forward.

Mr. Lafer noted that having a live and Zoom component would be similar to what teachers would be experiencing. They had figured out how to stream sports and he believed they could figure out how to make Zoom work for their Board meetings.

Mr. Sadofsky said that he was comfortable showing up at in-person meetings.

Ms. Levis thought that having as many people present, even if on Zoom, was important. The level of accessibility over Zoom had opened the Board up to the community in a good way.

Chair Walston asked if there would still just be a maximum of ten public speakers for three minutes each. Ms. Delf said that was true but there might be added time to in-person comment while people left and came in.

Mr. Lafer mentioned that most the public and students would not have been vaccinated at that time. They had to find a way to incorporate Zoom so that their student representatives feel safe.

Ms. Newman said she worried about creating barriers and just hoped the board kept being accessible.

Ms. Hays mentioned that some people had medical issues or went back home to people with medical issues, and that was something that played into meeting in person. She thought it should be an individual choice and that both options should be made available.

XIII. Items for Action

1. Adopt Revisions to Board Policies

CI – Emergency Superintendent Authority

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 Restraint or Seclusion

JGD – Suspension

Ms. Nesbit noted that the first read of these policies was given at the previous meeting.

MOTION: Ms. Newman moved, seconded by Ms. Levis, to adopt revisions to Board policies CI, IGBA, IGBAH, IGBAJ, IGBBC, JGAB, JGD.

VOTE: The motion passed – 7:0.

2. Adopt DJC-AR Special Procurements and Exemptions from Competitive Bidding

Ms. Nesbit said that a first read was given on the regulation and the public was provided time to comment on it.

MOTION: Ms. Newman moved, seconded by Mr. Torrey, to adopt policy DJC-AR and the regulations around the policy.

VOTE: The motion passed – 7:0.

XIV. Suggestions by the Board for Consideration of Items at a Future Meeting

March 2021: 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

Ms. Levis wanted the board to look at splitting their Board meetings into nights for testimony and nights for Board work. They could allow an hour or hour and a half on Monday nights for public to speak and the Board to respond. She said that City Council did something similar. Ms. Levis would rather have two shorter meetings rather than one long meeting. Chair Walston would bring it up to Leadership and said it depended mostly on how other Board members felt.

XV. Adjourn

Chair Walston adjourned the regular meeting at 10:16 p.m.

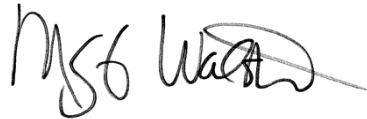
XVI. Executive Session

1. The Board convened in executive session to consider the dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent. ORS 192.660 (2)(b).

(Minutes recorded by Lydia Dysart)



Cydney Vandercar
District Clerk



Mary Walston
Board Chair