

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

Date: February 23, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular board meeting at 7:00 p.m. via. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, February 18, 2022 and published in *The Register-Guard* on Monday, February 21, 2022.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer (attended the work session and the beginning of the regular board meeting)
Laural O'Rourke
Maya Rabasa
Mary Walston (board meeting only)

STAFF:

Cydney Vandercar, Superintendent
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Jeff Johnson, Director of Elementary Education
Melissa Ibarra, Director of Elementary Education
Andy Dey, Director of Secondary Education
Kat Lange, Director of Educational Support Services
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
Misael Flores Gutierrez, Director of Equity
Larry Williams, Director of Equity
Eric Anderson, Director of Curriculum
Lisa Fjordbeck, Executive Assistant / Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Violet Neal, International High School (excused)
Joselin Godinez, Churchill High School
Johanna Gilbert, Sheldon High School (attended the work session)
Teryn Rios, North Eugene High School
Noah Ablow Measelle, South Eugene High School

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association

MEDIA:
KVAL, KRVM

I. BOARD WORK SESSION – 530 P.M.: REVIEW AND DISCUSS BOARD POLICY ACC – RACIAL HARASSMENT

Presenter: Cydney Vandercar, Interim Superintendent

Chair Newman reported that all board members were present except for Mary Walston, who had been excused. She added that the board would be hearing feedback on the board policy ACC-Racial Harassment. She introduced Superintendent Vandercar who said that she had asked students from North Eugene High School to give their feedback on the policy, some of whom were in the audience. She added that other districts were very interested in receiving a copy of the policy once it was finalized. She thanked Junction City School District for sharing their policy so that 4J could use it as a template.

Mr. Williams and Mr. Flores-Gutierrez were also present to respond to questions and add comments.

Superintendent Vandercar shared the discussion that she had with students regarding the use of the “n” word on campus. They were glad that it was being included in the policy. Ms. Vandercar added that another issue discussed was to add the word “athletes” to the list of persons in the policy.

Ms. Rabasa shared her comments from a prior meeting of the group that were forming the policy. The group included board members Rabasa and O’Rourke, district staff and community members. The first issue they had discussed at their last meeting was to change the language regarding transformative equity from the individual to the community. The second issue she shared was to change the student-centric focus of the policy from students to apply to staff, volunteers, and board members. Ms. Rabasa added that the group wished to have the response team include community members so that students who were not comfortable reporting issues to staff could have allies in the community. Ms. Rabasa also mentioned the possibility to have peer support. She ended by asking that the district ensure that reporting was easy and accessible and included student-centered modes of communicating such as text messaging and an option to report information anonymously due to fear of retaliation.

Superintendent Vandercar asked Teryn Rios from North Eugene High School to share their comments. Teryn asked to have the consequences and disciplinary actions for students and staff members be clearly listed in the policy.

Ms. Vandercar asked Christine Nesbit to share the information she had received. Ms. Nesbit assured board members that the policy applied to anyone who was on the property including board members, volunteers, and visitors during all programs and activities of the district. She said that there were limitations when determining who may have violated the policy. She did not recommend a change. Ms. Vandercar said that the racial harassment policy would cover a broad range of conduct not all of which would fit into the bias incident category. In the case of bias incidents, the response team would handle the investigation of the incident, as indicated in the policy. She would not want to recommend a full team response for the new policy because of the breadth of incidents covered under the racial harassment policy.

Mr. Flores-Gutierrez said that the purpose of the racist hate and bias incident advisory team was to advise administrators with on time and consistent advice when issues arose. One of the concerns of having non 4J-staff to be part of the team was confidentiality. The second was how the community member would be chosen as well as the response time and availability of a community member to convene. Mr. Williams said that while it would be nice to have the broad thinking a community member would provide, he agreed with the issues that Mr. Flores-Gutierrez had covered. In response to Teryn's question, Mr. Williams said that the team was working on a matrix of consequences and disciplinary actions that would provide clarity to the community. Superintendent Vanderkar and Mr. Williams said that when the matrix was complete, it would be shared with the community in hopes that the process would be made more transparent.

Ms. Nesbit said that there could be duplication with the new equity committee. One of the parts of the new law was that the equity committee would be advisory to the board. Much more would be known from Oregon Department of Education.

Chair Newman asked whether the discipline matrix would be part of an administrative rule or part of the student handbook. Mr. Williams said that it would be a guide for all schools to combat disproportionate discipline, so he hoped that it would be provided at the school level as opposed to in an administrative rule.

Johanna Gilbert, Sheldon High School said she had recently met with staff at her school and shared the policy with them. After reviewing the recent version, staff wondered how administration would be held accountable to respond to racial harassment and how would the community be informed of their response. Johanna also cautioned that African American staff should not shoulder the burden of responding to all racial harassment incidents, but that it be shared equally amongst all staff.

Mr. Flores-Gutierrez said that although the details had not been finalized, any response to incidents of racial harassment would start at the district office with senior staff. Once the policy was approved he and Mr. Williams would have a series of trainings on the response process. Mr. Williams said that training had already begun, and the most important part was to provide clear guidelines that would be satisfactory and implemented consistently across the district.

Ms. O'Rourke reiterated that senior leadership had always been accountable for responding to bias and harassment. The purpose of the work was to write a strong policy that included transformative justice, not just consequences. She hoped to bring the policy and response into the present context, using contemporary ways of communicating. She continued that the policy needed to apply to everyone in the district.

Mr. Williams said that he represented a new office that was responsible for spreading the work of equity and respond to bias and harassment incidents. He appreciated the board's focus on equity. He agreed that education needed to be part of the consequences of bias incidents.

Ms. Nesbit agreed that community partnerships were an important part of responding to bias and harassment incidents and they were already in place. She agreed that student centered communication was important. She said that students would receive annual education regarding how to report including texting to SafeOregon, which was a proven model. Students were also able to make verbal reports already and staff were improving electronic reporting models. Ms.

Nesbit said that although it was challenging to follow up on anonymous reports, there were limiting factors.

Chair Newman asked for wording to be added that when school administrators responded to incidents, that the response be consistent with district guidelines. She suggested adding the idea of peer support to administrative rules, not policy, so that there could be flexibility. Ms. Nesbit responded that the board policy was very detailed, so an administrative rule might not be necessary. She added that every employee had a supervisor and the level directors were in daily contact with the principals they managed, supporting and helping them to respond to any issues that arose. Mr. Williams referred to the disciplinary consideration form and said that in certain circumstances principals were asked to contact their director to ensure that a biased response was minimized by comparing responses across the district.

Ms. Rabasa thanked Ms. Nesbit and Mr. Williams for their responses. She appreciated that the policy was written to encompass the 4J community and not just students. She asked that some changes be made to Section 6 - reporting and administrative action. She asked to consider community members as potential confidential peers and to add a list of support groups and persons who could respond in the moment. She summarized that community groups that provided support needed to be included in a response to an incident. She wanted proactive education about transformative justice be given to all students.

Ms. Nesbit cautioned that mandated reporting that addressed a wide range of conduct could be challenging to implement appropriately.

Teryn Rios shared that they had been given a statement regarding the “n” word by one of the students in the Black Student Union and asked when would be the appropriate time to share it. Chair Newman asked Teryn to read it. The statement from the student said that there was no place for the use of the “n” word in school. Ms. O’Rourke agreed except in curricular circumstances. Ms. O’Rourke said that any word meant to hurt and break down someone was inappropriate.

Ms. Rabasa said that if resource lists were not included in official policy the district ran the risk of inconsistently implemented support. Ms. Nesbit said her concern was with “one size fits all” mandates. She said that something could be crafted to fit the concept that would be more calibrated to different situations. In response to Ms. Rabasa’s earlier suggestion for a language change regarding notification to parents and guardians, Ms. Nesbit said that there was a law that required harassment to be reported to parents. Ms. Rabasa clarified that her request for a change in the wording was to acknowledge that the policy applied to adult staff as well as students.

Superintendent Vandercar asked Chair Newman for next steps on approval of the board policy.

There was a discussion about the timing of making additional changes. Ms. Rabasa said that she was not ready to vote on the policy even though it had been presented three times. She wanted to make sure that the work was the best possible and suggested waiting a week. Ms. O’Rourke agreed that additional work needed to be done on the policy. Chair Newman suggested Ms. Rabasa make a motion to postpone a vote on the policy. Ms. Nesbit said that she could incorporate the amendments that she had heard being requested, but was not sure how much work could be done to implement additional reporting processes in time to

incorporate them into the policy in a timely manner. Ms. O'Rourke said that in order for the policy to complete, she wanted to make an amendment to have a texting option for reporting.

Ms. Hays agreed with Ms. O'Rourke that a texted report option was needed and wanted to hear what was already available in the district. She also agreed with Ms. Rabasa's request to incorporate a list of support groups.

The board agreed to continue their discussion at the regular board meeting.

II. REGULAR BOARD MEETING – 7:00 P.M.

Chair Newman called the meeting to order at 7:03 p.m.

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

Chair Newman noted that all board members were present via video conference. After the board recited the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

There were no changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar read a letter she had received from a student regarding the use of the "n" word in school. Ms. Vandercar then shared a video about "No Place for Hate." She thanked the team that had created the video and the community for donations that helped to create the video. Chair Newman also thanked donors who were assisting in helping the district to move forward with "No Place for Hate."

VI. COMMENTS BY BOARD CHAIR

Chair Newman acknowledged that February was Black History Month. She said that she found it difficult to assign a specific time of year for a topic that should be ongoing. She shared some of the information she had learned including several videos made by children about Black History Month. She shared a small portion of one of the videos. She also said she was very grateful for a tentative agreement with licensed staff. She also reflected on the strengths that each board member brought to their work. She wanted to reach a level of functioning that allowed the board to have healthy disagreements. Some of the practices that would show that the board was doing so would be to listen carefully and validate that one has heard; to validate the fears and hopes of others and what they want to accomplish; to speak about shared interests; to not take disagreements personally. She hoped the board could work on these practices individually and together.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Teryn Rios shared that the North Eugene High School dance team placed first and second at different competitions; four individuals from the wrestling team qualified for state at the district competition; the boys' swimming team placed third and the girls' team placed sixth in district competition; the cheer team is getting ready for state competitions. Some of the student

groups were involved in activities for Valentine's Day. She said that Superintendent Vandercar had attended a Black Student Union meeting to discuss the racial harassment policy and gave a space for students of color to voice their opinions and their needs. She thanked Superintendent Vandercar for listening and acknowledging the concerns and thoughts of the group. Teryn also asked whether students would be able to discuss any concerns they might have about the upcoming removal of the mask mandate, and hoped that additional mental health resources could be provided to those who were targets of recent harassment against the Jewish student population. She said that knowing the racial harassment policy would be put in place was comforting.

Noah Ablow Measelle represented South Eugene High School. A spring club fair was being planned and the school had introduced intramural sports at lunch-time: volleyball had ended and dodgeball was beginning. The school was offering opportunities for students from Roosevelt and Spencer Butte Middle Schools to learn more about their local high school. South Eugene Theater would be performing "The Revolutionists" on March 10, 11 and 12 at 7 p.m. and March 13 at 2 p.m. Noah added that a walkout that had begun at South Eugene spread to other schools. The students were concerned about the lack of action related to climate change. Noah said that administration should make climate change a priority. Noah also shared concerns about mental health at South Eugene and said that there should be more resources available at the school.

The representative from International High School and Churchill High School, Violet Neal, reported that the school was preparing for staff appreciation week. Churchill girls' swim team placed first in 5A state championships with many new record times. Additionally, an individual on the boys' team broke the state record in his race. Auditions were ongoing for the "Wizard of Oz." Churchill was also honoring Black Excellence Week as part of Black History Month with a display that had been created by the BSU and affinity groups. Upperclassmen were leading panels to discuss about school climate. One hundred students from the Feminists Student Union and Black Student Union met to prepare and discuss the importance of Black Excellence week and how to continue to push for accountability in the school. In IHS, juniors and seniors were busy working on their Internal Assessment and groups were meeting to plan for the end of year celebration, which would be held outdoors. Violet raised some concerns about COVID safety protocols: students felt they had to take it upon themselves to enforce the mandates. She also wondered about the differences in how schools were handling certain activities. She asked for more support for staff, especially those of color, who were working very hard with marginalized students.

Joselin Godinez from Churchill High School reported other activities from the Black Excellence and Spirit week, including Blackout week, Dress to Impress, Hoods up for Trayvon Martin. Joselin added that Student Government started holding their meeting at lunchtime and many students attended. They were trying to increase the student activities to create community, so they had recently had a unified basketball game which was a lot of fun. They were also planning for prom and a senior breakfast. Joselin also mentioned a virtual group for BiPOC teens. She also asked how mask mandates were going to change.

Chair Newman said that Johanna Gilbert had attended the work session but was no longer in the meeting.

VIII. ITEMS RAISED BY THE AUDIENCE

Chair Newman read the requirements for making public comment at a School Board meeting.

Colin Johnston was very impressed by the student representatives. His main concern was the appointment of an assistant superintendent for instruction. He asked how the position had been filled so quickly, how it had been advertised, how many candidates applied, were interviews held and references checked. He was concerned that the actions posed a breach of professional ethics. Mr. Johnston continued that the hate and bias incident response team should consist of district staff and community members and ease of reporting must be increased including anonymous reports. He ended his comments by asking why in light of more positive board member working relationships, Ms. Walston had not apologized for her actions.

Dawn Lesley was concerned about events at local high schools especially North Eugene. She knew persons who were being racially harassed as well as the targets of misogynist actions. She had received emails condemning anti-semitic graffiti and promising action, but wondered whether action was being taken. She hoped that the board policy would be strong and transparent and would apply to staff, volunteers and board members. She said students should not be left to navigate abuse alone. She supported community members being involved in the anti and bias incident response team. She listed her concerns about the policy and the response teams and included features of the policy she considered essential.

Rita Gillihan had two students in the Japanese Immersion Program. She had recently learned that North Eugene High School was no longer being considered as a location for the Immersion school at the elementary and middle school level. She was concerned that the Willard Elementary School, which was in the South Eugene Region was being considered as a location for Yujin Gakuen and would present a hardship for families who needed to transport their students across town. There had no discussion about a permanent location for the program. She asked that families be included in the decision-making process. She asked the Board to discuss communication with families as part of the 20/20 vision process.

Rose Wilde was present to discuss the racial harassment policy and in support of Board members who had personal experience with bias. She also wanted to end white supremacy and she recognized that white privilege was an insidious lie. She wanted her child to have a different experience. She recognized the board and staff for their hard work. She asked that the district include board meetings on the list of meetings that were included in the policy. She also suggested that some aspects of the process that were typically included in an administrative rule be included in the policy, specifically the staffing of the hate and bias response team. She added her support for anonymous ways of reporting that were not part of law enforcement.

Marion Malcolm was pleased with the creation of a racial harassment policy with the support of community partners. She wanted to make sure that the policy was well crafted before it was approved. She agreed that the makeup of the hate and bias response team be part of the policy and include members of targeted communities. She believed that persons being impacted by hate and bias would be more likely to report to members of their community and not district staff. She thought that issues of confidentiality and accessibility could be addressed. She added that reporting should be more accessible by text and that the policy should apply to staff, volunteers and board members. She hoped that the community would be involved throughout the process.

Roscoe Caron added his appreciation for the presentations by student representatives. He spoke about Senator Lew Frederick from Portland who had a long career in many fields and was the main author of

the Oregon Opt-Out law. Mr. Frederick had said that testing did nothing to change equitable outcomes in education and introduced Senate Bill 1538 which limited testing. Mr. Caron expressed his concern about Oregon Department of Education's limited approach to alternatives to testing.

Chelsea Hardrath addressed the policy on racial harassment. She asked the board to keep in mind the Asian and Native Hawaiian/Pacific Islander demographic which represented three percent of students and teachers. She expressed her concern about the indecision by the district and board about the new home for the Japanese immersion schools and questioned the naming of Kelly Middle School for Mr. Colin Kelly who fought against the Japanese in World War II. She asked the board to consider the key performance indicators regarding immersion schools.

Larry Lewin said that although he was not against testing, he was concerned about the overuse of standardized testing, which robbed students of their worth as learners and instructional time. Mr. Lewin supported two new Senate Bills because they would initiate a discussion in districts about their overuse and consequences of standardized testing.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of the Eugene Education Association, expressed relief and gratitude for reaching a tentative agreement between EEA and the district. The agreement represented a collaborative effort to improve learning conditions and compensate educators. Ms. Gordon listed many benefits, including protected time for certain activities, and added that the compensation schedule recognized the professionalism of EEA's members.

Ms. Gordon continued with her gratitude for the hard work of the district and to the community for their interest in contract negotiations. She also appreciated EEA members who attended meetings to share their support. She hoped that the tentative agreement would be ratified at a future board meeting.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Shabram expressed her concern with what was happening in Texas where the Governor had banned gender affirming care for transgendered youth and was attempting to label it as child abuse, even though all data showed that care was the best way to honor transgender students. She said that the actions were having a national effect. She said that she supported students in the district and asked them to reach out to those who supported them. She listed three organizations: the Oregon Youth line; texting Teen to Teen; and the Trevor Project.

Mr. Lafer was thrilled to hear that the legislature was discussion the use of standardized testing and thanked Mr. Caron and Mr. Lewin for their continued attention to the topic. Mr. Lafer addressed the families of students at Yujin Gakuen and Kelly Middle School who were being given limited options for relocating their schools which did not include the original intent to house the programs at the current North Eugene High School buildings. He opined that few families would have supported a bond had the options for their schools' locations been those now being offered. He expressed his concern that the Communications Department was misleading the public. He asked to deal with people honestly and respectfully. He also hoped that the issue would be a topic at a future board meeting.

Ms. O'Rourke quoted a book called the Spirit Level. She wanted to raise the base wage of district employees to show that the district honored all their employees.

Ms. Rabasa had met with Joselin Godinez at Churchill High School and a tenth-grade student at North Eugene High School where she learned that many students felt disconnected from their education. She also learned at Bertha Holt Elementary School about how lunch was often inadequate and that not enough time was given to eat, which made students inattentive in class because they were hungry. Students were devising ways to support their hungry classmates. She also met with middle school students who were involved and aware that they were in need of more mental health supports. They enjoyed their affinity group leaders. Ms. Rabasa also commented that Kelly Middle School needed to have alternatives to the inoperable water fountains and that the Y.G. and Kelly Middle School programs were asking for solutions.

Ms. Hays thanked Mr. Lewin and Mr. Caron on their reports about the legislative bills. She added that she hoped to discuss the Y.G. and Kelly Middle School programs as soon as possible. Ms. Hays also thanked Ms. Shabram for her support of transgender students and her comments about Texas. She also thanked Superintendent Vandercar for reading the letter from the student. She asked how the district was supporting Literature teachers who wanted to teach the classics. She reported that she had not attended any committee meetings in the past week.

XI. CONSENT GROUP - ITEMS FOR ACTION

1. Approve a Resolution Authorizing the Issuance and Sale of One or More Series of General Obligation Bonds in the Aggregate Principal Amount Not To Exceed \$319,300,000; Designating An Authorized Representative, Bond Counsel and Financial Advisor; Authorizing Appointment of a Paying Agent and Bond Registrar; and Authorizing Publishing of a Notice of Sale or Execution of a Purchase Agreement

Presenter: Andrea Belz, Director of Financial

2. Select Investment Adviser

Presenter: Andrea Belz, Director of Financial Services

3. Outdoor School

Presenters: Eric Anderson, Director of Curriculum; Melissa Ibarra, Director of K–5 Instruction; Sarah Ruggerio-Kirby, Science & Outdoor School Teacher on Special Assignment

4. Approve Meeting Minutes: February 2, 2022 Work Session and Regular Board Meeting; February 9, 2022 Work Session

Vice Chair Shabram moved to approve the consent group. Alicia Hays seconded the motion. Ms. O'Rourke asked why Human Resources had not also provided a list of appointments and resignations. Superintendent Vandercar said she would find out why there was no information from HR in the consent agenda.

Chair Newman called the vote for the consent group, **which passed 6:0. Mr. Lafer was not in attendance.**

XII. ITEMS FOR INFORMATION

1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan

Presented by: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar reported that the Key Performance Indicators (KPI) had been established in 2017 through a community process. The term twenty/twenty did not apply to the year, but to the clear vision (20/20 Vision) of the district. She said that the district would be considering updating the goals, of which there were five, in the future. She reported on the progress the district had made in each area.

Goal I: Educational Excellence with Equitable Access and Outcomes for Every Student

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Superintendent Vandercar said that the key performance indicator 40/40/20 had been discontinued at the state level. Attendance data was available as well as third and ninth grade data on students who were on track to graduate. She added that suspension and expulsion rates were also available.

Goal II: Multiple Pathways to Student Success

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Goal II included CTE programs and students would be measured on their success as a post high-school graduate.

Goal III: Communication and Connection with Community

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

The Communication department had been in communication with the community extensively during the last two years. They had released a survey.

Goal IV: Diverse World-Class Workforce

Ensure every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.

Superintendent Vandercar said that the district was working to create an internal program to support and retain a diverse workforce.

Goal V: Stable, Sustainable Stewardship

Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

Goal V covers the budget and how it was being used to support the district and long-range facility plans.

Superintendent Vandercar introduced Mr. Loureiro who shared that the first two goals covered student outcomes. He said that much of the information had been covered at a recent board meeting. District graduation rates had been growing steadily but dropped in 2021 due to the

pandemic and the sudden closure of schools. He added that almost all student groups increased in 2015-2021, and the groups with the most growth were students of colors, students with disabilities, students navigating poverty, and other typically marginalized groups.

Ms. O'Rourke asked for a key to indicate what the numbers meant. Mr. Loureiro said that the numbers represented the percentage of students who had obtained a regular or modified diploma after four years. The rate for African American students grew from forty-six to seventy-five percent. He added that the graduation rate for the district compared similarly to the state.

Mr. Loureiro added that there was also data for students who took five years to graduate. Students who participated in Career and Technical Education had a higher graduation rate than regular students.

Superintendent Vandercar then showed data about students who had been suspended or expelled from school. She said that the trend was downward for the 2019-2020 school year. She added that the district was working on managing the data in a more accurate way.

In response to Ms. Rabasa's question, Mr. Loureiro said that the student count included all students, including alternative programs. He explained how the calculations had been made.

Mr. Loureiro continued by explaining attendance rate data. He said there had been a slight downward trend before the pandemic and was typically lower than the state average.

Superintendent Vandercar introduced Jeff Johnson and Melissa Ibarra, Directors of Elementary Education, to explain key performance indicators for third grade reading proficiency. He shared that there had been a downward trend since 2015-16 and no reliable data for the last two years. He acknowledged that changing the trend was going to take a consistent effort over time. He said that teaching emergent readers was one of the most challenging tasks for educators and added that the needs of students had changed over time. He reported that the district would be adopting a new language arts curriculum and adding professional development for literacy acquisition. He said that final recommendations would be given in the next year. He hoped that by increasing literacy at third grade, the amount of students on track to graduate in ninth grade would also increase.

Mr. Andy Dey, Director of Secondary Education introduced himself and said that students who entered tenth grade on track to graduate was predictive of four-year graduation. He said that the percentage of students on track in 2020-21 had decreased, and the district was increasing interventions in order to assist students in recovering credit.

Ms. O'Rourke asked whether additional homework clubs had been added as a response to the data. Mr. Dey said that teachers might not be willing to have additional homework clubs because of the increased demand to their time. He added that many students did not seek one-on-one assistance.

Chair Newman welcomed Mary Walston to the meeting and added that Mr. Lafer had left the meeting because he did not feel well.

2. Review Budget Committee Meeting Schedule Prepared by: Judy Newman, Board Chair

Chair Newman said that four meetings had been added to the Budget Committee schedule. She asked Superintendent Vandercar and Ms. Andrea Belz to share what they had learned. Superintendent Vandercar reported that it was suggested to have more time to share with new committee members the different funding sources and their uses and why some funds could only be spent on certain items.

Ms. Belz said that she had been inspired by Sabrina Gordon's presentation at the January 24, 2022 Budget Committee Meeting to explore the potential opportunities for the proposed budget. She wanted to hear more from the teachers and community about their interests. Superintendent Vandercar added that the additional meetings gave them time to find out what the community desired such as librarians or class sizes of twenty, and to determine the costs. Superintendent Vandercar and Chair Newman asked for comments on the proposal.

Ms. Hays asked to have a discussion with the Budget Committee about how the budget would be different as a result of the new teachers' contract. She did not want to give the community false hope but was interested in hearing what might be possible.

Ms. Walston agreed with Ms. Hays' assessment. She wanted to hear how the new contract would change the budget.

Ms. Rabasa appreciated the opportunity to invite the community, but she wanted to discuss how it would occur. She said the current system did not draw people in, so she wanted to brainstorm how the community could be involved.

There was continued discussion about the timing of community meetings with the suggestion that they occur after the Budget Committee had an opportunity to hear from staff how the recent labor negotiations would affect the budget. Ms. O'Rourke said it was very important to educate the community about how different funding areas of the budget worked, since most people did not understand the constraints.

Ms. Hays cautioned that when the Budget Committee asked for input from the community about how they would like to see money allocated, that they understand the constraints of building the budget. She wanted to have an in-depth conversation about what they would be inviting the community to do.

Chair Newman summarized that on February 28, the Board would present to the Budget Committee Chair their ideas about community input, and prepare for future meetings.

3. Receive Update on District Response to COVID-19

Presented by: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar reported that the meeting with state leaders had not occurred as planned. She did not know what would be changing in the future. She did know that case counts were in rapid decline.

Ms. Vandercar continued that until they heard from state leaders, she and staff would continue to follow the guidelines that had been put in place. She then asked Ms. Hardin to share trends in absenteeism. Ms. Hardin said that staff absenteeism was declining and all positions that required substitutes were filled. She said that the COVID dashboard indicated that three staff and twenty-six students were absent due to COVID.

Ms. Wagner reported that staff groups were sending a survey to all their members and the district was sending a similar survey to the community and students to get feedback on the lifting of mandates on March 31.

Chair Newman thanked everyone for their updates.

XIII. ITEMS FOR ACTION

1. Consider Revisions to Policies ACB – Bias Incidents and AC – Nondiscrimination
Consider Adoption of Policy ACC – Racial Harassment
Presenter: Christine Nesbit, General Counsel

Ms. Shabram moved approval of revisions to policies ACB – Bias Incidents, and AC – Nondiscrimination. Ms. O'Rourke seconded the motion. In response to a request for clarification by Ms. Walston about an email she had received from Ms. Nesbit regarding revisions to one of the policies listed, Ms. Nesbit said that the revision she had sent related to Policy ACC.

Chair Newman called for the vote to approve revisions to policies ACB and AC. **The motion passed 6:0. Mr. Lafer was not present for the vote.**

Ms. Nesbit shared onscreen the revisions that she had sent to the board after the work session. The first revision was prepared after Ms. Rabasa's request to list additional resources and support systems. The additional language "...this will include as circumstances warrant, a description of resources and support structures" and would be listed under the section on Reporting and Administrative action.

Ms. Nesbit made the technical correction requested by Ms. Rabasa during the work session, who asked to delete the first sentence of paragraph six. The new sentence read "Notify the impacted persons and perpetrators, and their parents or guardians if they are students, regarding the outcome of the investigation."

Ms. Nesbit responded to Ms. O'Rourke's requests for additional reporting methods. She said that the following sentence would be added to the list of available reporting resources already in the policy: "Reports may also be made by text, call, email, mobile app, or web app through SafeOregon <phone number and website>, or a district dedicated text line if available."

Ms. Nesbit recommended that a board member place a motion on the table to approve the policy and then amendments could be made.

Vice Chair Shabram moved approval of Board Policy ACC. Ms. Hays seconded the motion. Ms. Rabasa moved to amend the motion by delaying the vote for one week. Ms. O'Rourke seconded the motion to delay. Ms. Shabram asked for the appropriate way to table the vote for a week. Ms. Walston responded that the appropriate way to do so would be to table the motion to a specific date. After clarification by Ms. Nesbit, Ms. Rabasa moved to postpone consideration of Policy ACC until March 2, 2022. Ms. O'Rourke seconded the motion to table. Ms. Hays asked what would be different in a week. Ms. O'Rourke said that she wanted more time to discuss the revisions that Ms. Nesbit had proposed. Ms. Rabasa agreed that she wanted to postpone so that all board members could be present for additional conversation and the vote. She would feel more confident if more attention were given to the new policy since it was

also going to be a model for other districts. Ms. Hays said that she had been prepared to vote on the policy. She referred to the equity tool, which she felt had been rushed through without the discussion she felt was necessary. She would vote to delay for a week, but hoped that would give the time needed to have the best policy possible. Ms. Rabasa thanked Ms. Hays for her comment. Superintendent Vandercar asked Ms. Nesbit whether she would make additional changes to the policy before it was put into the board packet for the next board meeting. Ms. Nesbit clarified that the policy would be in the board packet *without* the revisions she had made after the work session which could be included separately. Ms. Walston thanked Ms. Hays for her comments about the way in which the equity tool was rushed to approval, and looked forward for the additional time to make policy ACC was done properly.

The motion to table the vote on Policy ACC until March 2, 2022, passed 6:0. Mr. Lafer was not present for the vote.

2. Consider Approval of Lane ESD 2021-23 Local Service Plan Year Two
Presenter: Cydney Vandercar, Superintendent

Vice Chair Shabram moved, and Ms. Rabasa seconded a motion to approve the Lane ESD 2021-23 Local Service Plan Year Two. **The motion passed 6:0. Mr. Lafer was not present for the vote.**

3. Approve Board Working Agreements
Presented by: Judy Newman, Board Chair

Vice Chair Shabram moved approval of the Board Working Agreements. Ms. Hays seconded the motion. Ms. O'Rourke referred to Ms. Hays and Ms. Walston's recent comments about the manner in which the process of developing the equity tool as contrary to the Working Agreements. She considered the comments petty and disingenuous.

Ms. Hays said that her intent was not to be petty, but to share that she had learned from the prior experience with the equity tool that postponing the vote on Policy ACC would be helpful.

After initial comments, Ms. Walston made a motion to remove the sentence under item 1 of the section Duties, Responsibilities and Role of Board Leadership which read "A confirmation vote will take place at the first Board meeting on or after July 1st in those years when incoming new Board members are unable to vote for leadership." Ms. Hays seconded the amendment. Ms. O'Rourke said that the discussion had already occurred and wondered why Ms. Walston had not brought it up prior. Ms. Shabram asked to call the question. **The vote to call the question was not approved with Ms. Shabram and Ms. O'Rourke voting in the affirmative and Ms. Walston, Ms. Newman, Ms. Rabasa and Ms. Hays voting nay.** The discussion continued.

Ms. Hays said that although she did not like the amendment, it would not affect the current board, and when a new board was formed, they would create new working agreements. Ms. Rabasa remembered that the new board had ratified the leadership similar to what was being discussed. Chair Newman agreed that had occurred during a transition time, but it had not been part of working agreements. Ms. Walston remembered it had occurred as a compromise, but had not been part of the working agreements prior and had not been discussed as an addition to the current drafts. Ms. Shabram remembered that it would be nice to have the new board members ratify the decision of the prior board. She saw it as a vote of confidence. She did not see it as undemocratic, as did Ms. Walston.

Chair Newman called for the vote on the amendment to remove the sentence. **Ms. Walston voted affirmative and Ms. Hays, Ms. Newman, Ms. O'Rourke, Ms. Shabram, and Ms. Rabasa voted nay. The amendment did not pass.** The working agreements remained unchanged.

Chair Newman called for the vote to pass the Board Working Agreements as they appeared in the board packet. **Ms. Hays, Ms. Newman, Ms. Shabram, Ms. O'Rourke and Ms. Rabasa voted yes. Ms. Walston voted no. The motion passed 5:1.**

Ms. O'Rourke recognized publicly the amount of work that Chair Newman and Vice Chair Shabram put into creating the working agreements.

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

2021–22 Board Meeting Dates:

March: Wednesday, March 2; Monday, March 7 (OSBA training); Wednesday, March 9; Wednesday, March 16; Wednesday, March 30

April: Wednesday, April 6; Wednesday, April 13; Wednesday, April 20; Wednesday, April 27

May: Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May 25

June: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22

Ms. Walston noticed a conflict with Leadership on March 7. Ms. Rabasa asked to consider a discussion with families in the North Eugene region that were impacted by upcoming changes. Chair Newman said they would discuss it at Leadership. Ms. Hays agreed that the issue needed to be discussed and said that she did not consider the Communication Department's actions as unethical. Ms. Walston said that there would be a meeting Friday to discuss next steps. Staff asked to be allowed to discuss the issues prior to communicating with the community.

Ms. O'Rourke said that communication should be on the board agenda for discussion. She found it opaque, not transparent. She wanted to have a robust communications policy.

Ms. Rabasa said that Mr. Lafer had called the board to task on the issue, not just the Communications Department. She reported that staff in the North region had discussed the issue and were looking for direction from the board and the district office.

Chair Newman said that she heard enough agreement to discuss it at the next Board Leadership

XV. ADJOURN

Chair Newman adjourned the meeting at 10:15 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)