

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

Date: March 16, 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 zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, March 11, 2022 and published in *The Register-Guard* on Monday, March 14, 2022.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa
Mary Walston

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
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Oscar Loureiro, Director of Research and Planning
Art Hart, Director of Transportation
Andrea Belz, Director of Finance
Misael Flores Gutierrez, Director of Equity
Larry Williams, Director of Equity
Eric Anderson, Director of Curriculum
Kari Skinner, Director of Public Safety
Lisa Fjordbeck, Executive Assistant / Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Teryn Rios, North Eugene High School

EMPLOYEE ASSOCIATIONS:

Imelda Cortez, Eugene Education Association
Seth Pfaefflin, MAPS

MEDIA:
KRVM, KLCC

I. BOARD WORK SESSION – 5:30 P.M.

Review Board Goal “Climate Change”

Chair Newman called the work session to order. All board members were present except for Vice Chair Shabram, who would be joining the meeting later.

Chair Newman shared that the work session would focus on the board goal “to identify and implement climate change initiatives.” First steps were to take an inventory of what was already happening in the district.

Chair Newman encouraged the board to read the resolution from 2019 which was a call to action on climate change.

Superintendent Vandercar reported that Portland Public Schools had just passed a policy regarding climate change. She would include it in the Friday Memo. She said that the school district was already working with the city and other community organizations. She added that if the board chose, they could create a similar policy.

Superintendent Vandercar introduced Mr. Eric Anderson, Director of Curriculum, to present what the district was doing across all departments including curriculum and instruction, food services and facilities and instruction.

Mr. Anderson relayed that much of the work was being directed by district Teachers on Special Assignment (TOSAs) Tana Shepard and Sarah Ruggiero. He added that the student climate justice team was ready to present to the board at any time. Mr. Anderson said that there had been a climate education summit in early January 2020 which had included teachers and students. At the time, students spoke out about the need for more climate education. There was a Register-Guard article about the summit. Students had also met with the Oregon Department of Education in fall of 2020 and presented to the Council of State Science Supervisors in April 2021, and the City Club of Eugene in January 2022.

Ongoing work included a speaker series in different schools each month to discuss issues of air, land and water. Attendees were from many of the different affinity groups across the district who spoke about how climate change directly affected persons of color. Topics included environmental justice for farmworkers who were exposed to air pollution, farming practices and local food movements. An online resource was being created. The staff climate justice team met monthly. The student team met weekly and was attended by student leaders from each of the four high schools. The team worked on planning events such as Earth Week, film festivals and community action projects. The Climate Justice Hub and Climate and Environmental Education Resources were ongoing projects that gathered curriculum and resources.

Jill Cuadros, Manager of Nutrition Services presented the ongoing work to reduce waste of both organic and inorganic materials, which included reducing food waste, investing in reusable utensils and trays, and creating composting stations. She continued that Nutrition Services was working to create more sustainable menus using local sourcing, vegetarian options, and seasonal menus to reduce the distance between source and final product. Ms. Cuadros did

mention that COVID had made efforts challenging, but the district was focusing on feeding students and were looking forward to continuing their efforts.

Mr. Art Hart, Director of Transportation, shared that there had been a lot of changes in the industry and at the district in recent past. The fleet of diesel buses was using a fuel that was produced with less carbon emissions. All the diesel buses met 2007 emission standards. The district also ran buses on propane that were eligible for clean fuel credits. Electric school buses were becoming available, but the prices were significantly higher.

Mr. Hart said that a federal clean bus program was beginning and would provide grant funding to districts, and clean fuel credits would help offset the cost of the electricity and new infrastructure necessary to operate electric buses. The district was in conversation with the City of Eugene on how to move forward.

Mr. Hart shared that the district had a fleet of ten propane powered buses. Onsite fuel storage was limited to 500 gallons and the buses required daily refilling.

Mr. Spain and Mr. Tucker shared a few highlights from the Facilities Department: Building controls had been almost completed district-wide. They provided remote control to systems in a building, which maximized comfort and safety, and reduced light pollution. They were more efficient also because they reduced the times that someone had to physically go to a site to make changes to heating and cooling and air flow.

Mr. Spain reported that they were replacing high use lighting areas with LED lights and were using them in new builds. They received financial incentives from Eugene Water and Electric Board which netted a savings for the district. New systems allowed for cooling with outside air in the morning during the summer which reduced the need to use air conditioning. Variable frequency drives provided control for pumps and fans to reduce the amount of time they were running at full speed.

Superintendent Vandercar said that the changes made had been practical and mostly unnoticed, and they saved the district money and reduced energy use.

Ms. Vandercar asked if the board had questions.

Ms. Rabasa asked whether the district had taken into consideration some of the recommendations from Fossil Free Eugene in the Camas Ridge Elementary School design and construction. Mr. Tucker reported that the design included high-efficiency gas boilers and gas water heaters. The district had done a lot of work in the last twenty years to determine the energy and financial savings of using gas systems. They have reviewed energy use indices across the state, and the district compared favorably to other state buildings. Ms. Rabasa asked about the plan to retrofit old buildings. Mr. Tucker said that any time they had an opportunity to replace a system, they were choosing the most energy and financially efficient systems.

Ms. Walston thanked the board for having the work session. She asked about installing electric vehicle charging stations at high schools. Mr. Tucker said they had installed the infrastructure for having charging stations at six of the new buildings so that they were ready for a full installation if the district decided to do so. There would need to be discussion regarding their use.

Chair Newman asked whether EWEB had completed their audit of the district's energy use. Mr. Tucker responded that they were in the analysis phase and would share the results as soon as they received them.

Mr. Lafer welcomed a presentation from teachers regarding climate change curriculum and wondered about equipment that the district might need to purchase in order to implement it. He added that the University of Oregon was beginning to create curriculum to support careers in a clean energy economy and suggested that CTE staff connect with the UO.

Mr. Lafer also asked whether the district was considering creating solar panel arrays on the roofs of buildings that were designated as emergency shelter sites. Doing so would make them more resilient if the electrical grid were to be damaged in a disaster.

Ms. Rabasa appreciated the efforts of Nutrition Services. She asked whether salad bars would be brought back to all schools. She added that students had mentioned the increase in plastic waste due to COVID. Ms. Cuadros said that salad bars would return as COVID restrictions on social distancing and hygiene allowed. She said that salad bars were the highlight of the in-house nutrition program because students were allowed to eat as much as they wished from the healthy choices. She continued that the increase in packaging was a concern, and they were moving back to trays and reusable flatware as quickly as they could. They wanted to spend their time creating better recipes instead of packaging food, but they recognized the need to provide meals to students in a safe manner during the pandemic. Ms. Rabasa praised Nutrition Services for the quality and choices available in the salad bar.

Ms. Walston said that she had eaten from the salad bar in the school in which she volunteered. She was glad that the district was returning to reusable items. She added that the district had been providing free food to families throughout the pandemic. Ms. Walston also wanted to return to salad bars in the schools where they had been prior to the pandemic. She also asked whether the composting program could be more robust. Ms. Cuadros reported that the "Love Food, Not Waste" program picked up compostable items once a week. In turn, the district received the compost to be used in their school gardens. Prior to March of 2020, there had been program volunteers in schools to show students how to properly dispose of their compostable food and packaging items. Nutrition Services was hoping to have them return as soon as possible now that the district was lifting COVID restrictions. They would start at the elementary school levels so that students learned at an early age how to compost.

Ms. Newman commended Nutrition Services for their efforts to keep the momentum of the new in-house program going through the pandemic. She hoped that education would be a big component of composting and recycle and reuse initiatives.

Ms. Hays thanked all the presenters. She was excited to learn how much the district was doing to combat climate change. She wondered where the board wanted to focus their energy.

Ms. O'Rourke was also excited to learn how much the district was doing. She asked whether the board would create policy to support the 2019 climate resolution. She was supportive of making changes to Camas Ridge Elementary School to reduce the use of fossil fuels before it was built. She appreciated that the board was focusing on the issue. She wanted to integrate curriculum as much as policy.

Superintendent Vandercar paused the conversation to report that the district had passed policy EDDA-Sustainability in 2018.

Ms. Walston hoped to have the student Climate Justice Team make a presentation. She felt a sense of urgency concerning climate change and recognized that it was not only an equity issue, but also an existential crisis.

Ms. Rabasa shared that she had worked with a student of environmental science at Rachel Carson who went on to study climate science. The person had related that when students were connected to activism, their sense of hopelessness was reduced. Ms. Rabasa related that all 4J students were not given the opportunity to be activists and that it often became a right of the privileged. It was important to teach students how to be agents of a future that would involve proactive efforts. She understood that some might see it as political action, but she urged that it was more a matter of teaching leadership. She suggested looking at policy that addressed how the district dealt with student-led protests.

Superintendent Vandercar said that her biggest concern was the school's need to know where a student was when they were supposed to be in school.

Ms. Hays remembered that Vice Chair Shabram had championed the topic in years prior. Vice Chair Shabram said that the same concerns about student safety were also raised at that time.

Chair Newman summarized that the board wanted to hear from the Climate Justice students; to possibly revise Boardy Policy EDDA using Portland Public Schools' policy as a model; to discuss plans for CTE classes in clean energy professions; and to share with students suggested climate change actions with the understanding that the antidote to hopelessness is action.

Ms. Walston suggested creating additional policies or adding to the current policy future actions. She wanted to have a well-informed student body. She encouraged the district to reduce its carbon footprint by including aspirational goals.

Ms. O'Rourke reiterated that she wanted to change the construction of Camas Ridge Elementary School to include as many green build options as possible.

Mr. Lafer said that adding climate change to all aspects of the curriculum would make the issue real and actionable instead of an existential issue.

Chair Newman asked whether the Rachel Carson program had made progress in proposed additions to their curriculum. Mr. Anderson said that Ms. Ruggiero-Kirby was leading the updates to scope and sequence of the curriculum so that it could be replicated in other places in the district. He added that the program was a model for climate action and that students found it relevant.

Ms. Rabasa added her appreciation for the Rachel Carson program and hoped that components of it would be distributed throughout the district. She had been on field trips and had learned how much the students wanted to share what they were learning with younger students.

Chair Newman said that she would meet with Leadership to come up with a plan for next steps.

Superintendent Vandercar added that she would send Portland Public Schools' new board policy on climate action in the Friday Memo. She said it was similar to the City of Eugene's document. She would also send the information regarding releasing students from school so that they could be involved in activism. Mr. Spain and Mr. Tucker would send information regarding the Camas Ridge Elementary School build and also solar panels.

Chair Newman thanked Ms. Walston for being a champion for climate change action and adjourned the work session.

II. REGULAR BOARD MEETING

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

Chair Newman called the board meeting to order at 7:01 p.m. and 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

Chair Newman noted that the order of the agenda had been modified so that the members of the Alma Advisory Group could be present for the first Item for Action. Mr. Lafer asked to move Item for Action - Approve Health Insurance and Compensation Increases for MAPS (Managers, Administrators, Professionals, and Supervisors) and Senior Staff to a future meeting so that the board could discuss the issue before it they voted on it.

Ms. Walston said that the board had discussed it during a prior executive session.

Ms. O'Rourke seconded Mr. Lafer's request. She also wanted to have more discussion before voting on the action item. Mr. Lafer wanted to discuss possible salary caps on certain positions. Ms. Rabasa agreed with Mr. Lafer's request because it was similar to other actions which came before the board in one meeting for discussion and were voted on at the next.

Superintendent Vandercar said that the MAPS agreement would follow the EEA contract. If the agenda item was not agreed upon at the meeting, payroll actions would be delayed.

Chair Newman called for the vote on the changed to the agenda item. **The motion to changed did not pass 3:4**, with Mr. Lafer, Ms. Rabasa and Ms. O'Rourke voting for, and Ms. Newman, Ms. Walston, Ms. Shabram and Ms. Hays voting against.

The agenda remained as listed.

V. ITEMS RAISED BY THE AUDIENCE

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

Larry Lewin represented Community Alliance for Public Education. He reported that he had not been able to find the dates for the Spring summative testing period, but had found language that indicated that testing would occur. He said that the tests were not useful to students' education and reported that a request by the state to suspend them for a third year had been denied. He added that data showed that the tests were inequitable to marginalized students and students of color. He urged the district to make the opt-out form more readily available on the website.

Shira Fadeley taught band and choir and was a teacher on special assignment for music. She said that music was good for human beings. She said that there were dozens of students who had qualified for OSAA sanctioned music events and that 4J teachers had been asked to share their knowledge at various music clinics. She shared all the ways that teachers contributed to the well-being of the schools in which they taught and also some of the challenges that they faced, including aging equipment.

Chair Newman urged Ms. Fadeley to send more information to the board via email.

Camille Foskett expressed her condolences to the parents of a student who had recently lost their life. She considered the recent deaths to be an epidemic. She asked school districts to do more to ensure the well-being of students. She shared that the suicide rate in Oregon was higher than most other states. She suggested creating a mental health task force and work with families through truancy programs to get students back in school.

Dwight Holton was the director of *Lines for Life*, an organization that worked against substance abuse and suicide. He also offered his condolences to the parents and to the district. He said that suicide was rampant across the state. He shared the ways that his organization was assisting the district to build better support systems for students considering suicide and added that the district was already a model in the state. There were few districts who had staffed suicide prevention programs. He commended 4J for having a designated staff person, Suicide Prevention Coordinator Angi Meyer, focused on this important work. Mr. Holton gave some suggestions on ways to share important information with students.

Nadine Batya reported that suicide was a public emergency in Lane County and was the second leading cause of death among children in Oregon. She opined that the school district had not responded well to the recent suicides in the South Eugene region. She asked that the district work with support organizations and also spend the federal funds that they had received to address suicide and put into place mental health support systems. She added that talking about suicide was important.

Coral Smith represented Safe Oregon, a program of the Oregon State Police. She wished to provide information. She said that Safe Oregon was a response to state legislature. The focus was for students to be able to report safety concerns anonymously. Persons who responded to tips had training in teaching, counseling, crisis response and customer service. The center was open at all times. Tips were categorized and responded to appropriately. Eighty-seven percent of schools in Oregon were enrolled. There had been reports of success with the program especially in responding to tips at the lowest level possible and not escalating issues.

During Ms. Smith's comments, Ms. O'Rourke interjected that she considered it inappropriate that district contractors were being allowed to speak during public comment time. She said it was political and should have been brought to the board as a report.

Sue Wolling was disappointed that the district did not take an experiential approach to climate change education. She was a proponent of the Safe Routes to School program. She said the district could do more to promote school related driving, such as moving pick up and drop off to an off-campus location and targeting increases in active transportation, and others. She concluded that educating parents and their students to alternatives was important.

Lisa Miller worked for the state police and the Safe Oregon program. She gave information regarding the number of tips receiving through the hotline. The majority of tips were related to bullying and harassment, but also included drug use and vaping and suicidal ideation. She said that the tips showed that students were concerned about the safety and well-being of their classmates. Ms. Miller expressed her condolences regarding the recent suicides in the district and reiterated that Safe Oregon provided an opportunity for students to report information when they were concerned about a friend. Schools responded to the tips received and decided whether additional support from the police were needed. Police were involved in less than one percent of calls received. Ms. Miller shared her desire to support the district.

Julie Daniels had come to speak about the green transportation plan and sustainability efforts to reduce a carbon footprint. She was surprised that the only transportation plan was to replace regular school buses with electric school buses. She suggested the district give more attention to an active transportation program, and to gather more data regarding bus use, single-use vehicles and alternative transportation.

In response to Ms. O'Rourke's concerns about the presenters from Safe Oregon, Chair Newman said that Leadership would research how persons were chosen to make public comment.

VI. COMMENTS BY EMPLOYEE GROUPS

Imelda Cortez represented the Eugene Education Association. She reported that EEA was glad that the superintendent selection process included time for its members to be involved, both individually and as a group. She gave examples of the individuals who comprised the union, such as librarians, special education teachers, musicians, and immersion teachers. She said it was imperative that the superintendent search process include both EEA leaders and its members.

Seth Pfaefflin represented MAPS (Managers, Administrators, Professionals and Supervisors). He had come to highlight MAPS members in the technology department who kept networks running, managed databases, and provided support to keep computers and other computer devices in the district running to keep teaching and learning happening. Mr. Pfaefflin also highlighted MAPS members who worked in the Student Services department. The team administered and managed IEPs and 504 plans and more, and strived to provide educational equity for all students. Mr. Pfaefflin concluded that his wish was that there was more loving kindness in the world, and that district staff and leaders would have a time for rest and rejuvenation.

VII. ITEM FOR ACTION

1. Approve Superintendent Selection Process Next Steps and Timeline

Presenter: Judy Newman, Board Chair

NOTE: This item was moved up on the meeting agenda in an effort to be mindful that the consultants were in a different time zone.

Chair Newman said that Ms. Monica Santana-Rosen was available to answer questions. She then gave a brief report of the work to develop a hybrid process. She said that information in the packet included a timeline, history of past searches, and a layout of the proposed process. She asked subcommittee members Ms. Walston and Ms. Rabasa to add their input.

Chair Newman said that the first round interview teams would be comprised of board members and bargaining group leaders. The teams would use the same questions and the interviews would be recorded so that all team members could review each interview when making their decisions. All information would be kept confidential.

At the end of April, two to three finalists would be selected from the first round of interviews. Finalists would be invited to come to Eugene to attend interview panels with representatives from different stakeholder groups and district communities. Interviews would be private except for those with community partners and the student panels, which would be help in a public forum.

Alma Advisory Group gave their support to the proposal.

There was a brief discussion about the size of the panels, which would be eight as a minimum.

Mr. Lafer asked how board members would get input from the panels and employee groups after the interviews, how would panelists be chosen, and how the round robin process would happen.

Ms. Walston said that the process presented was a draft, which included many compromises and she looked forward to the conversation to finalize it.

Ms. Rosen said that the board could get input from the stakeholder groups after the first round of interviews either through a survey or an in-person debrief. She continued that individuals would be chosen to be on the panels by a set of criteria determined by the board, which might include race, ethnicity, socio-demographic information and perspectives such as LGBTQ+, diverse learners, career pathways, etc. If there were more persons nominated to be on the panels than there were spaces, Alma Advisory Group would place them through a randomized lottery.

Ms. Rosen clarified that the process subcommittee would decide what the criteria would be for representation on the panel.

Ms. Rabasa said that there would be more representative panels than in the past. She hoped that the finalists would have an opportunity to meet one on one with staff as well. She also said it would be important to hear the voice of parents and to provide adequate time for the meetings.

Ms. O'Rourke asked for clarification on the round robin process. Ms. Rabasa said that there would be three interview panels with which the finalists would meet sequentially. Ms. O'Rourke

also asked how the community member panels would be chosen. She was concerned that there be representation from all community groups. Ms. Rabasa asked all the board members send their criteria for panelist representation to Alma Advisory Group. Ms. Rosen said that the board would set the parameters for the groups. She recommended that parents be included in the community member panels and that students have their own meetings with the candidates.

Ms. Rosen continued that it would be important for the board and the district to communicate to all the community groups that their input was being sought. Communication could be made through text, or email or group calls. Representation needed to be as diverse as possible. The subcommittee would review the panels with the Alma Advisory Group, but board members would not have individual say on who was on the panel.

Vice Chair Shabram agreed that a separate student panel would be best so that student voices could be highlighted.

There was further discussion about how the panels would be comprised and how interview questions would be decided with an eye towards diverse representation.

Mr. Lafer said that the employee panels would be critical to ensuring a positive and collaborative relationship with a potential superintendent. He wanted to have a broad representation of staff occupations. He also wanted to ensure that each group have a significant amount of time for their interviews.

Ms. O'Rourke asked that consideration be given to representing students with disabilities, separate from other groups. She also wanted to consider the times of the meetings and transportation as factors that might inhibit someone from participating.

Ms. Walston suggested that the board follow the advice of Alma Advisory Group. She was concerned that the process might become overly influenced by employee groups to the detriment of parents and students.

Ms. Hays asked that the district be transparent about the reality that very few people would be on the panels compared to who might be interested. She supported hearing from those with disabilities. She was curious about the meet and greet idea and was concerned that too much weight would be given to its outcome.

Ms. Rosen responded that the purpose of a meet and greet or round robin process was to be more inclusive than prior processes where the candidates met with only a select interview team chosen by the board. She did acknowledge that the stamina of the candidates need to be considered as more groups were added to the interview calendar. She cautioned that candidates would turn down a position if the interview process was too arduous.

Ms. Rosen clarified that Alma would create the questions and could make sure that specific topics be included.

Mr. Lafer believed that candidates would be able to summon as much energy needed for a robust interview process as teachers had been asked to in their everyday tasks. He added that it would be important to have special education be a category from which to choose a panelist. He was insulted that union representation was being categorized as "bites of the apple." He considered it

anti-unionism to ignore the importance of the voice of an organization. It would be important to determine whether a candidate was able to work with a group and their leaders. He would not support a plan that did not include a meeting with bargaining groups and the candidates.

Ms. Rosen clarified that it had not been Alma Advisory Group's proposal to include members of bargaining units as part of the first round of interviews. The request had been made by the board. She said that the subcommittee's proposal to include them was very welcoming of the employee groups and was not common practice.

Chair Newman was becoming concerned about the time.

Mr. Lafer asked for more clarity on the meet and greet process. Chair Newman and Ms. Rosen said that each meeting with employee groups should be between twenty and thirty minutes. Ms. Rabasa added that it would be very important to get feedback from the sessions. She clarified that the students would have their own separate meeting, and parents would be included with community members. She observed that a parent of a student could also be a teacher or a community group member and that a student who was Latina could also have a disability. Every voice would be valid.

There was further discussion about how feedback would be gathered and distributed from each of the different panels, including the meet and greets.

Mr. Lafer was concerned about using the word "influence" to describe input from different community groups and members.

Ms. Hays moved that the board accept the proposal process with the change that students had their own meeting and parents were included with community groups, and that the face to face round robin meetings with employee groups proceed as listed and that the committee would determine how feedback would be received from each of the groups. Ms. Rabasa seconded the motion.

Ms. O'Rourke needed clarity on how the information from the panels would be gathered and shared.

Ms. Rosen said that there would be time for the board to determine how the input would be received and distributed.

Ms. Rabasa amended the motion to include that the board would return to decide on the input process, as Ms. Rosen suggested. Ms. Hays accepted the friendly amendment.

The motion passed 7:0.

VIII. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar suggested moving the report on Key Performance Indicators—item for information number three—to a later date. No one was opposed to the suggestion. Superintendent Vandercar continued by reporting that principals had been selected for Awbrey Park, Camas Ridge and Charlemagne Fox Hollow Elementary Schools. Names would be announced as soon as possible.

Ms. Vandercar reminded the community that it was time to register students for kindergarten. Early registration would ensure that schools were prepared for incoming students. Information was available on the district website.

Spring break would begin on Monday, March 21.

Ms. Vandercar recognized the grief of the community over the loss of four students. She hoped that spring break would provide time for rest so that staff and support services could return ready to care for each other and our students.

IX. COMMENTS BY BOARD CHAIR

Chair Newman also recognized the heaviness felt by the whole community over the amount of loss that had occurred in the past years. She said that students were feeling the stress and were turning to suicide. She wondered how the community would heal. She asked that people not react in anger or blame or judge but reach out in care. She wanted to avoid isolation and division. She expressed her condolences to the families who had lost students and appreciated the community for coming together in grief and loss.

Ms. Newman thought it fitting that the theme of the 2022 National Women's History month was "women providing healing and promoting hope." She was reminded of the importance of healers and caregivers. She listed many ways in which women spread care and healing.

X. RECEIVE REPORT BY HIGH SCHOOL STUDENT REPRESENTATIVES

Teryn Rios reported that the boys' and girls' basketball teams were sixth and seventh respectively in OSAA league competition. One girl and four boys qualified for state championships in wrestling. The school had performed *Annie Junior* and *All in the Timing*. There had been a band performance earlier that evening. Dance Team would be competing later that week. There were other activities occurring around the school including prom. Teryn asked that new board policies be communicated to students in a "digestible manner."

Chair Newman congratulated Teryn on being a *Beat the Odds* scholar through the Stand for Children program. Teryn was awarded a four-year scholarship.

Ms. Rabasa reported that Joselin Godinez had also been a recipient of a *Beat the Odds* scholarship. Ms. Hays added that Violet was at a lacrosse competition. Ms. Hays gave a brief report on International High School activities and expressed concern about mask requirements.

Ms. Walston said that Noa Ablow-Measelle was traveling and regretted her absence.

XI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Shabram announced that she would be resigning from the board effective March 31, 2022. Because of changes in her professional duties and her personal life, she felt it was the most ethical choice for her to step down before the superintendent search continued. She reflected on the students who had asked her to run for the board, and the strain of the last two years. She asked that the board and community take stock of the expectations they were placing

on themselves and each other and whether they were being humane, compassionate and kind. She also questioned whether the time commitment necessary to be a board member was realistic and would attract the persons needed to be on the board. She thanked Chair Newman for her guidance and acknowledged that the rest of the board would select her replacement well.

Chair Newman thanked Vice Chair Shabram for her service.

Ms. Rabasa wished Ms. Shabram well. She related a story about her experience at Twin Rivers Elementary School earlier that morning. She had served on a panel to hear business plans from five teams on how to buy, import, sell and distribute coffee from El Salvador. She said that the students demonstrated skills in all areas of learning, marketing, and technology. She saw engaged students sharing their ideas through project-based learning who were proud of their work. One student expressed her enthusiasm towards the type of learning she was engaged in. Ms. Rabasa extended her deepest sympathy to the South Eugene community for their losses through suicide. She demanded that every resource be given to prevent additional loss.

Ms. O'Rourke said that the 4J educational system only recognized part of the whole child. What was missing was the part that taught a child their intrinsic worth. She said that the system was responsible for what was happening with the district's children. She asked that the district become more proactive and not reactive. She advocated for a zero-tolerance policy towards suicide. The systems in place did not protect children. She wanted to create a committee to address the issues of mental health in the district.

Mr. Lafer thanked Ms. O'Rourke for her straightforward comments. He also thanked Ms. Shabram for her service on the board and her commitment to students. He continued that he hoped that the staff of both Yujin Gakuen and Kelly Middle schools would be fully involved in the future of their schools. Seven million dollars had been allocated to improve the schools. He considered that the schools and their communities had been misled in the process. Mr. Lafer also addressed the opt-out process for state testing. He asked that it be easy and there be no retaliation for those who did opt-out. Mr. Lafer would be proposing that three librarians be added in the schools with most need. He finished by requesting that federal funds be allocated to mental health supports.

Ms. Walston said that Ms. Shabram would be missed. She thanked Ms. Smith and Ms. Miller for sharing information about the Safe Oregon program. She also thanked Ms. Wolling and Ms. Daniel for their comments regarding climate change. She congratulated Teryn and Joselin for being awarded *Beat the Odds* scholarships.

Ms. Hays thanked the other board members for their comments on the recent loss of students. She had participated in the Charter School reviews and reported that schools were preparing for site visits and dealing with leadership changes. Ms. Hays added that it was Music Appreciation month. She was intrigued with the idea of moving school drop-off and pick-up areas. She also congratulated Teryn and Joselin.

Chair Newman thanked Vice Chair Shabram for working with her. It had been a joy and a privilege. The community would miss her.

XII. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Resolution 2022-14

Presenters: Christine Nesbit, General Counsel and Ryan Spain, Director of Facilities
Vice Chair Shabram moved approval of the consent agenda. Ms. Walston seconded the motion.

Ms. O'Rourke was concerned that tenants would be displaced by the district's actions. Ms. Nesbit said that the only persons occupying buildings on the property were district programs. Superintendent Vandercar said that the programs would stay in the building and clarified that the resolution was a formality to make the property public lands.

Chair Newman called for the question. **The motion passed 7:0.**

XIII. ITEMS FOR INFORMATION

1. Acknowledge the District Equity Committee Membership

Presenters: Alicia Hays and Maya Rabasa

Ms. Hays presented the list of persons selected for the Equity Committee. She said that the group might change in the future as state guidelines changed.

Chair Newman commented that Amelia Able had been instrumental in starting the *Look me in the Eye* movement and would be a strong member of the committee. Ms. Rabasa said that all the committee members were strong advocates and that the committee had been thoughtfully curated by the Superintendent, herself, Ms. Hays and staff.

Superintendent Vandercar added that the district began the work to choose a committee and create a process before Oregon Department of Education had finalized their guidelines.

Ms. O'Rourke said that she heard several times that the district had begun the work before they had to. She said equity work was never done too soon. Ms. Hays agreed that the district was not waiting.

Ms. Rabasa recognized that there was not a MAPS member on the committee and that there are six licensed staff and one classified staff member.

Chair Newman thanked the group for their report.

2. Receive an Update on the Districts Response to COVID-19

Presenter: Cydney Vandercar, Superintendent

Ms. Strong had checked in with school leaders to determine how the optional mask wearing had progressed. She reported that the transition had gone well. She said the focus was on being kind and accepting people's decisions. All other mitigation strategies were still in place, including testing. She gave a brief summary of how testing was occurring. Schools were continuing with social distancing and additional cleaning.

Ms. Strong said that OSAA activities were moving forward but field trips and additional school-based activities were dependent on transportation, which was still understaffed.

Visitors and volunteers who supported safety and education were being permitted as essential workers. Anyone who volunteered in schools needed to be vaccinated or have an approved exception. These mandates applied to after care and wraparound care as well.

Ms. Strong urged community members to participate in the online survey regarding masking.

In response to Ms. Hays, Ms. Strong said that all OSAA sanctioned state competitions were occurring.

Mr. Lafer asked why more volunteers be allowed if they were vaccinated. Ms. Strong and Dr. Wagner said that it was up to the building administrator to determine whether volunteers would be allowed and for what specific activities, most of which would be to assist with instruction and safety as mentioned prior. Mr. Lafer suggested that more information be shared to potential volunteers.

Ms. Rabasa was happy to hear that more volunteers would be considered as the needs were identified. Ms. Strong said that it was important to work with each building to determine what was right for them.

Ms. Walston appreciated that Ms. Strong was working with each building to find the need for volunteers.

After a comment by Mr. Lafer, Dr. Wagner reminded the group that the leaders of all employee groups had shared that there were staff who were still uncomfortable with mask mandates being lifted. Some schools might not have consensus among their staff to add more volunteers. School administrators were still working to balance the needs of their school.

3. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan
Presented by: Cydney Vandercar, Interim Superintendent

This item was table for a future meeting.

4. Receive an Update on the North Region Planning
Presenter: Cydney Vandercar, Superintendent

Superintendent Vandercar said that she and Dr. Wagner would give a comprehensive report on the history of the North Region.

She reported that the original plan was to pursue a \$380 million bond measure, but after consideration, the bond was reduced to \$320 million. Superintendent Vandercar said that the district weighed all the competing needs and decided to make Gilham Elementary larger, rebuild Edlson and Camas Ridge Elementary Schools, and then start a rebuild of North Eugene High School. There were additional small needs related to Title IX.

From November 2018 to December 2019, Superintendent Vandercar and Dr. Strong met with community members fifteen times. There was discussion during those meetings to move some of the programs in the North region to the North Eugene building.

Dr. Strong brought to the attention of the board two presentations that occurred in December 2019 when it was decided to relocate Corridor Elementary School to the North Eugene High

School campus and Yujin Gakuen to the Kelly Middle School campus. Funds were designated to the moves and for deferred maintenance.

Staff took tours of the buildings in January and February 2020 with the intent of beginning a plan to make the transitions, but staff were not clear whether they could make the transition to place an elementary school at North Eugene High School.

In the spring of 2020, during the beginning of the pandemic, Dr. Balderas made the decision to close Corridor Elementary School.

Superintendent Vandercar continued that as a result of the pandemic and other events, the \$10 million budget allocated to make the program transitions increased to \$30 million. After additional meetings with staff, the estimate increased even more to \$60 million. It was determined that moving programs to North Eugene High School was not viable.

In January 2021, board members Walston, Torrey, and Lafer met to discuss how to support the programs at the Kelly Middle School site.

Superintendent Vandercar said that the bond funds would be used to finish North Eugene High School and Camas Ridge Elementary School. Consideration was given to moving Yujin Gakuen to the Willard School site but it was not popular. A suggestion was made to add space to Kelly Middle School to accommodate the program.

Dr. Wagner was in the process of scheduling a meeting with board members Lafer and Walston and staff.

Ms. O'Rourke asked why Superintendent Vandercar called those who disagreed with the idea "vocal." Superintendent Vandercar clarified that there were staff and community members who remained quiet because they approved of the plans, which was not popular. She thanked Ms. O'Rourke for having an opportunity to clarify her statement. Ms. O'Rourke continued by asking what remained of the bond funds. Dr. Wagner said that \$5.5 million had been set aside for the program moves being discussed. If the board and Superintendent Vandercar decided to do so, additional monies could be taken from other projects.

Ms. O'Rourke continued that building materials and labor had substantially risen in cost. She wondered whether additional funds could be approved through another bond. Superintendent Vandercar said that staff would need to determine community support for additional bonds. The process could take as long as two years.

Ms. Walston said that the accounting of the history was correct. The original plan took two years to create and to pass. She did not sense there was support in the community for another bond.

Ms. Rabasa recognized how complicated the issue was due to many factors. As a parent, she had attended meetings to hear how bond funds would be allocated to different projects. Many felt that promises had been made that were not kept. She added that miscommunication often led to misinformation. Ms. Rabasa suggested that board members meet with staff at Kelly Middle School to hear from stakeholders their concerns. She wanted to have a conversation that was clear, open and inclusive. Miscommunication often led to suspicion and feeling of being poorly treated.

Superintendent Vandercar said that there were options in moving forward and she supported meeting with staff.

Mr. Lafer clarified that the final decisions would be made by the board. He added that conversations with the community had been misleading. He also commented on the perception of the difference in political power between the South and North regions. He said that clear and transparent communication would be important moving forward. He suggested that it was worth looking at remaining funds from past bonds to see whether they could be used for the current need.

Ms. Hays said that she had considered relocating the Corridor School program to North Eugene High School as a viable option. She needed clarity on whose decision it would ultimately be. She also remembered that the suggestion to move Camas Ridge Elementary School to the Willard site was a suggestion that got out of control and was regrettable. She was committed to an articulated program for the Japanese Immersion School through the North Eugene High School.

Ms. Walston said that the initial uncertainty about where the Japanese program would be located was the initial issue that still had not been determined.

Mr. Lafer said it would be important to own what happened and how an option that initially was budgeted for \$5.5 million had ended up with a budget of \$60 million.

Ms. Rabasa said that what was missing from the conversation was a message to the community that the board and district recognized that they had mis-stepped and were sorry.

Chair Newman said that she wanted to determine who would make the final decision. Superintendent Vandercar said that she would do some research and return on March 30. Chair Newman continued that the suggestion to meet with staff in the North Region, what the process might be to pursue another bond, and what additional funds might be available from past bonds would be discussed by Leadership.

XIV. ITEMS FOR ACTION

1. Approve Agreement with Eugene Education Association
Presenter: Christine Nesbit, General Counsel

Vice Chair moved approval of the agreement with Eugene Education Association (EEA).
Ms. Hays seconded the motion.

Ms. Walston said that she was glad to reach an agreement with licensed staff.

Chair Newman called for the vote, which was unanimous 7:0.

2. Approve Health Insurance and Compensation Increases for MAPS (Managers, Administrators, Professionals, and Supervisors) and Senior Staff
Presenter: Karen Hardin, Director of Human Resources

Vice Chair Shabram moved approval of a cost-of-living increase of 4%, and a \$30 increase in the district's monthly health insurance contribution, for the present and next two school years, for managers, administrators, professionals, supervisors and senior staff. Ms. Hays seconded the motion.

Mr. Lafer agreed the increase for health insurance, but wanted to cap the COLA for salaries of \$100,000 or higher. He said that the funds saved could support additional school programs. He added that he had not had time to determine how much might be saved.

Ms. O'Rourke did not believe that the board should vote on increases for MAPS in advance of voting on increases for the Oregon School Employees Association which represented classified staff.

Ms. Hardin reported that in the past, staff represented by MAPS received a similar compensation increase as EEA in recognition of the relationship between licensed staff and administrative staff. She was concerned that if an agreement were not passed, it would make recruitment and retention difficult and would indicate that leadership was not valued in the district. This would also effect teacher leaders who aspired to administrative positions in the district.

Ms. Hardin complimented the board for their work in the past months during negotiations with EEA. She had heard from many staff that the board was concerned about all staff in the district. She worried that providing differentiated COLAs would create disharmony and unintended consequences.

Chair Newman referred to Ms. O'Rourke's comment about negotiations with OSEA. Ms. Hardin clarified that the district had negotiated with OSEA in 2021 and extended their contract for a year. The dates of negotiations had nothing to do with the value placed on any employee group.

Ms. Rabasa considered it an important practice to base other employee group agreements on what was approved for EEA. She added that she would be interested in hearing what the financial impact of freezing MAPS' COLAs would be. She wanted to see equity in everything the board did. She also recognized the value of Ms. Hardin's comments. She was in favor of postponing the vote until more information could be gathered.

Ms. Walston reminded the board that the information had been presented at recent budget meetings. She said it was long-term practice for EEA to set the standard and the other groups would follow. It was also the standard in other organizations. Ms. Walston continued that to not vote was disrespectful. She said that if the district wanted to save funds, they should pursue systematic changes.

Ms. O'Rourke said that she was asking for time to gather information about wages across the district. She referred to classified staff who made less than \$20 after twenty years of employment. She did not want to value some people more than others or to continue to do things the way they had always been done.

Ms. Hays was curious to determine how to raise wages for the lowest paid workers. She added that she was concerned that by limiting raises for the highest paid workers would make it difficult to recruit and to attract teachers who were interested in leadership. She also questioned the difference between veteran and new teacher salaries. She said that while the suggestion to cap salary increases was not worth it, she considered it worth having the conversation Ms. O'Rourke was asking for.

In support of his suggestion to cap salary increases for MAPS employees who made over \$100,000, Mr. Lafer shared that it had been challenging to hire classified staff because of the low wages. He continued that fourteen percent of OSEA members had difficulties feeding their families and nine percent were facing homelessness. He asked whether funding counselors with the monies that might be generated would be worth it.

There was a discussion to table the motion until more information could be gathered. Ms. Nesbit clarified that the motion in front of the board could be postponed.

Mr. Lafer moved to postpone consideration of the motion. Ms. O'Rourke seconded the motion.

Chair Newman called the vote to postpone. **The motion to postpone failed 3:4** with Mr. Lafer, Ms. O'Rourke and Ms. Rabasa voting in the affirmative.

Ms. Rabasa asked that consideration be given to increasing the salaries of the lowest paid workers. She added that consideration be given to the benefit that MAPS had gained from the successful bargaining by EEA. She thanked Ms. Hardin for her comments and asked whether she was a member of MAPS. Ms. Hardin clarified that she was not, and that as Director of Human Resources it was her duty to comment on her concerns. Ms. Rabasa said that she had not been aware that bargaining with EEA impacted the salaries of other employee groups.

Chair Newman agreed that it would be important to look at COLAs for OSEA separate from the agreement with EEA. She added that MAPS annual salaries were for a higher amount of days, so a comparison of hourly wages would be a factor.

Ms. Hardin agreed that it was difficult to compare salaries when they were for different lengths of time. She opined that there were two discussions happening: one was the issue of salaries for OSEA members and the other was for an increase for COLAs for MAPS.

Mr. Lafer considered the discussion about recruitment and retention unconvincing. He added that concern was different than action. He asked his colleagues to consider his question about what the funds saved by capping salary increases could provide.

Ms. O'Rourke was sad that she was not given the respect she deserved when she asked for more time to make a decision. She said that the argument regarding months worked to be disingenuous. Ms. O'Rourke called for the vote.

Chair Newman asked for the vote. **The motion passed 4:3** with Ms. Walston, Chair Newman, Vice Chair Shabram and Ms. Hays voting yes, and Mr. Lafer, Ms. O'Rourke and Ms. Rabasa voting no.

Ms. Rabasa said that it was the second time that she and other board members had asked for more time to gather information so that they could make informed decisions. She recognized that she had just voted in a way that might seem disrespectful, but was because she did not have the information she needed.

Chair Newman said that she did not want to make board members vote on issues without providing them with information. She suggested that board members could reach out to the superintendent to learn what they needed to.

Ms. Hays said that she did not vote for the motion to delay the action because she did not feel it was necessary to delay the action. She felt prepared to make a decision.

There was a heated conversation about the intent of comments made by Ms. Hays. Ms. O'Rourke stated that Ms. Hays was disingenuous. Ms. Hays called point of order and requested that Board Chair Newman address Ms. O'Rourke's comments and ask that she not call Ms. Hays names.

Chair Newman interjected to move to the next item.

Ms. O'Rourke left the meeting. Mr. Lafer also departed the meeting.

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

Superintendent Vandercar said that she could answer Mr. Lafer's questions regarding bond issues and the North Eugene Region.

Ms. Rabasa asked to have a conversation regarding the timeline to appoint new board members. Chair Newman said that the agenda item could be included at a March 30 meeting.

2021-22 Board Meeting Dates:

MARCH: Wednesday, March 30

APRIL: Wednesday, April 6; **Saturday, April 9**; 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

2022-23 Board Meeting Dates:

JULY: Thursday, July 1, 2021 – Special Board Meeting

AUGUST: Wednesday, August 4 and Wednesday, August 18 – Regular Board Meetings;
August 25 and 28 – Board Retreat Dates

XVI. ADJOURN

Chair Newman adjourned the meeting at 11:58 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)