

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

Date: April 20, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 4:00 p.m. and a regular board meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, April 15, 2022 and published in *The Register-Guard*.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa

STAFF:

Cydney Vandercar, Superintendent
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Christine Nesbit, General Counsel
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Andrea Belz, Director of Finance
Lisa Fjordbeck, Executive Assistant / Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Joselin Godinez (she/her), Churchill High School
Johanna Gilbert (she/her), Sheldon High School
Teryn Rios (they/them), North Eugene High School
Noa Ablow Measelle (she/her), South Eugene High School

EMPLOYEE ASSOCIATIONS:

EEA (Sabrina Gordon / Imelda Cortez)
OSEA (Sheila Waggoner)
MAPS (Seth Pfaefflin)

MEDIA:

KRVM; KLCC

I. WORK SESSION

Receive Statements of Interest from Applicants for Appointment to the Board

Presenter: Judy Newman, Board Chair

Chair Newman called the work session to order and noted that all board members were present. Ms. Newman thanked staff for setting up the meeting. The purpose of the work session

was to hear from each applicant for the two open board seats. Ms. Newman asked the applicants to keep their comments to five minutes.

Ms. Delf gave brief instructions and introduced each speaker.

Marianne Sennhaus was a working mother whose children attended school in the district. She had been a member of various boards. She took classes from Lane Community College in non-profit management. She referred to her résumé which she had sent to the board.

Jennifer Jonak was an active volunteer in her children's schools and was a class representative. She had worked for various non-profit organizations in the city including Square One Village, The Eugene Library and The Oregon Bach Festival. She had practiced law for twenty years and worked to find common ground. She was passionate about equal educational opportunities for those with disabilities. Ms. Jonak wanted to focus on relationship-based rather than consequence-based action. She was interested in strengthening anti-bias training and hoped to celebrate each child. She was ready to serve with an open mind and compassion.

Erika Rauer had two children and was looking for substantive ways to contribute to the community. In her professional career she worked in the performing arts and had always considered art and social change to be important. Ms. Rauer saw the work of the school board to be to articulate a vision, represent the community, and make informed decisions as well as to maintain democratic decision-making and accommodate dissenting voices. She considered it important to make decisions with those with the least power in mind and have a broad vantage point. She would do her best to bring collegiality and thoughtfulness to the process and to contribute within existing constraints.

Christopher Ashton was a parent in the school district. Mr. Ashton relayed information regarding recent incidents in a middle school, asked why the administrator had not meted out consequences, and said he considered some school lawless. He emphasized four actions: to communicate clear rules and consequences; to offer classes that focus on the needs of learners that were not in the middle—the needs of learners at the higher levels and those who needed additional support; remove homeless camps from the vicinities of schools; and reduce financial waste and misdirection of funds. Mr. Ashton referred to a source that claimed that low-income students were 48th in the nation, and gave other statistics to share how poorly the district was doing.

Jeffrey Krebs was passionate about the opportunity for children to feel included and have an opportunity to learn. Mr. Krebs was an attorney who worked in family law and estate planning. He was skilled at hearing all sides to find common ground to solve issues. He considered congeniality important.

Chris Young worked at the University of Oregon. He wanted to help make the district a better place for his children and would bring his skills in diversity, equity and inclusion.

Rachel Anderson was a business owner who was born and raised in Eugene. She related her upbringing and also shared the challenges that her children have faced. She wanted to work as a board member to deal with the social and emotional repercussions of trauma.

Keerti Hasija Kauffman recollected how schools and their communities had shaped her upbringing. She wanted to create a similar environment for her children. Ms. Kauffman shared her background in international educational development. She remembered how her school community became a second home for her and her family which she opined was a deliberate effort on the parts of the school. She said that she did not find the same acceptance in Eugene. She considered it her duty to pass on the positive supports that she had as a child with real learning, real inquiry and real connections and created real opportunities.

Tom Di Liberto was a retired teacher with thirty-nine years in the classroom. He began his career in Eugene in the Spanish immersion program at Monroe Middle School. He reflected on the impacts of Measure 5: the erosion of programs and the increase in impact by groups with little background in education. He said he was beginning to see pushback and an increase in finances back into the classroom as well as consideration to student belonging and non-traditional learning. He considered his experience in the classroom to be valuable to the board and would bring a skill in inquiry.

Deborah Dailey was hopeful to see so many applicants for the open board seats. She was the retired McKinney-Vento Program director and wished to give back to community. She had the passion and experience for the position. She believed deeply that public education provided the tools a child needed for their future and wanted students to be hopeful and enthusiastic. She had extensive experience with underserved and homeless students and loved working with the community.

Kate Friesen lived in the west Eugene community. She was struck by the disparity between the high schools in the community. She considered her family representative of moderate Eugene and understood the need for the focus on diversity, equity and inclusion. She wanted to serve on the board so that she could help teachers to do the best job they could do. She considered the role of the board to facilitate the wants and needs of the communities, not to be experts in education.

Pamela Leuck was looking for ways to advocate for children. She had three adult children and remembered their education. She hoped to be a board member so that she could help adopt policy and review budgets with the hope of boosting a child's educational experience. She hoped to create a competitive edge in the 4J district so that parents would choose to move to Eugene and had a better outlook of the area.

Jacon Taylor was a native Eugenian and had students in the district. He worked in a state nonprofit in support of local county farm bureaus. He assisted boards in trainings and development and was the co-chair for an agricultural leadership program. He considered an important role to be teaching understanding, which he considered the first step to collaboration and cooperation. He wanted to help.

Thomas Hiura wanted to work against the daily bigotry he encountered as a result of his cultural background and expressions of non-binary gender. He was heartened to see the increase in acceptance since he had attended 4J schools. He wondered why Eugene had not elected a board member who was non-binary, Asian, or homeless. He was competent in speaking truth to power and as a community liaison. He believed the board to be the best qualified body to make policy changes.

Carlos Sequeira wanted to serve the community. He had been a language learner similar to many of the students who attend 4J schools. He understood the need and the moral imperative to provide students with the skills they needed to succeed after high school, both at private universities and at state universities. He could relate with the families whose students were striving to succeed. He worked with Lifeskills teachers and was aware of the needs of students with disabilities. He hoped that the board would set a vision for the community that everyone would belong. He asked the board to imagine what could happen without the polarity and finger-pointing that often occurred.

Danny McDiarmid was an investigator and had experience with the judicial branch in California. He had also been a child support worker.

Michelle Hsu was a parent and community member. She had been a librarian and was an Egan Warming Center volunteer. She was also the ASPIRE coordinator and had assisted the Chinese Immersion School in moving their library to Kennedy Middle School. She was in alignment with the district's values to create a demanding but nurturing environment. She wanted to commit her time to the district, valued student voices, and approached issues with an open mind, and to promote equity. She recognized the impact that the pandemic had on the work of the board and the selection of a permanent superintendent.

Scott Fellman promoted his technical skills and prior experience on boards. He wanted to join the board to help achieve a higher state of functioning. He recognized the trust that boards assumed when they were responsible for the management of public funds. He said that diversity was important to him and he brought a deep understanding of the Eugene community and how to get input from its protected groups. He loved education and said that public education was the most important service in the country. He expressed his vision for the district: small class sizes and higher wages.

Jacqueline Hall was a parent of two high school students. She had grown up with few resources in a rural state. She remembered teachers from her youth, both good and those ill-suited to teaching. She was grateful for her public education and was applying to be a board member so that she could help public education continue. She understood the issues that students were facing as well as the concerns that the board was facing. She wanted to have a well-balanced education for everyone that was inclusive of everyone and promoted authenticity.

Danelle (Dani) Crowley was a businessperson in the district. She said that every student needed a solid foundation to enter the workforce and contribute, which came from being taught in a strengths-based model, not to test scores or graduation rates. She was teaching her child to advocate for himself and to avail himself of programs that suited him. She had learned how to navigate the process of special education for her student and wanted to share what she had learned with others. She wanted to see that disabilities were explored more rigorously from an equity lens.

Andrew Ross had a special needs student in the district. He had been a practicing attorney and small business owner for many years. He had a background in conflict resolution and experience in working with diverse groups to assist them in navigating bureaucratic systems. He believed that the American education system and school boards were under attack. He would be prepared to vigorously defend a curriculum that included dignity in diversity.

Harry Sanger had also been a volunteer for the Egan Warming Center. He considered himself a practical activist and was concerned that the board was trying to micromanage the district to achieve utopia. He said the board could promote a competitive environment that resulted in equal outcomes for all students. He recognized Eugene's quirkiness. He suggested channeling the communities interests into the learning environment. He said that adults needed to set a positive example and that children should be the focus of the board. He said that excellence should be the expectation, not the exception. He was encouraged by the process he had seen that night.

Jessica Medaille had thirty years of experience in education management with different organizations. Through her work at ISTE she met thousands of educators and learned about the issues facing them. She worked through collaboration and was a creative problem-solver and was aware that change around important social issues required dialog and humility. She believed that public schools were essential to strong communities and wanted to ensure that Eugene had high-quality schools that provided education to all members of the community. She said it was time to come together to focus on what was best for children, teachers and families.

Katina Johnson said that she was applying to be on the board because she was a strong advocate for people being bullied and disenfranchised. She had worked at LaneESD and was willing to stand up for the underdog. She was perturbed by the lack of accountability.

Nicole Winther was a parent of young children in the district. She was a new member of the community. She wanted Eugene to be at the top, and for learning to be fun and inclusive of diverse needs.

Edgar Ted Rodriguez had been part of the team from the state that managed a response to the pandemic. He had heard about many of the issues in the district from working in his parents' restaurants. He was concerned about the lack of recognition of diversity in the district. He was also concerned about mandates that were not being articulated well. He said that the district was a superior school district that was not implementing a program that provided for all students. He also said there was a need for better communication.

Mysti Rose Frost was a white presenting woman with a multi-cultural background, and was very familiar with tribal values and customs. She had worked for 211info and had been on the board of LRAPA. She helped to establish a social justice committee at River Road Elementary School. She said that equity was the foundation of the work that she did. She valued indigenous contributions and knowledge and felt that they could save the community with many of the current issues. She had also grown up with learning differences and understood how they contributed to the person she was.

Jackson Kellogg was the parent of two students in the district. He said that it was an important time for strong institutions. He remembered the special education teachers he had as a child. He said that all children deserved what they needed to be successful. He had witnessed firsthand the effects of being in the minority. He felt that if education was to be truly inclusive, all students needed to feel that they belonged. He wanted to hire a strong leader who recognized the importance of diversity and equity. His goal was to build consensus rather than get his way.

Daniel Patrick Isaacson was proud to be a product of the Eugene School District and recognized many of the teachers who had supported him. He recognized that he was bolstered

by a system that was designed for him. He said that difficult times created seeds of opportunity and hoped that the board would use the time to work together and to expect more of each other and to create synergy with the leaders and the community. He was a planning commissioner and worked in mental illness and suicide. He was concerned that the suicide rate was so high in Eugene. His vision was a board that saw everyone as equal and listened honestly, and honored the commitment teachers made to their craft. He believed in curiosity and wanted to bring that trait to the school board. He supported Mr. Di Liberto as a board member.

Ms. Delf said that the board had heard from all of the candidates who were present, and reminded them that those who had not presented were still eligible for consideration based on the merit of their written application.

Chair Newman closed the work session at 6:42 p.m.

II. REGULAR BOARD MEETING

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

Chair Newman called the meeting to order at 7:00 p.m. She reported that all board members were present. After reciting the Pledge of Allegiance as a group, Ms. Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

Chair Newman asked if there were any changes or corrections to the agenda. Ms. O'Rourke asked to move the selection process for the new board members earlier in the meeting. Mr. Lafer seconded the motion. Chair Newman clarified that it be moved before items for information. After additional discussion, **the board voted 4:1 to move the selection process earlier in the meeting, with Ms. Hays dissenting.**

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar apologized to Ms. O'Rourke for looking at her phone and changing her expression while Ms. O'Rourke was speaking about the very important and sensitive issue of recent suicides in the district.

Superintendent Vandercar shared that in the next month the district would begin a community mental health committee. Staff would share their process for responding to mental health concerns. Ms. Vandercar also thanked the thirty-eight applicants for the open board member seats and was happy to see the audience in person.

VI. COMMENTS BY BOARD CHAIR

Chair Newman welcomed the audience to the in person meeting. She also thanked all the applicants for the open board member positions. Ms. Newman continued by sharing that April was National Child Abuse prevention month. She said that one in three children in Lane County had experienced abuse or neglect. Child abuse was prevented when children were connected and parents were supported and community members could take positive action.

Ms. Newman continued that one of the most cherished freedoms was the right to a free and public education. She shared a story about refugee students from Ukraine who were continuing to attend school online. She thanked all persons in the district for their work to continue providing education for all students.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Teryn Rios, student representative from North Eugene High School announced that the student body talent show was to occur the next day. The Highlanders would be having a pageant in support of a charity organization. The spring musical would be *A Midsummer Night's Dream*. The dance team placed third place. EcoClub was promoting Earth Week, the Gay Straight Alliance would be having a parade, and prom planning was going well.

Author A.S. King would be coming to the school to give a small group presentation and writing session. The funds to support this event had been awarded through an Eugene Education Fund Grant that was written by one of the teachers.

Teryn Rios finished by reporting that the prom dress drive had been very successful.

Noa Ablow Measelle reported that prom had been very successful and she was happy to be able to attend. Spring Fest, an event that supported all the clubs at South Eugene High School had also been successful in raising awareness of the opportunities for engagement. The current week was Green Week, the purpose of which was to promote eco-consciousness. There were different events being held during the week such as a litter pickup, a second hand clothing swap and a walk or ride to bike day. There would be a raffle prize of sustainable products. Ms. Measelle shared that adopting climate conscious practices was a common demand from students. Students hoped that changes would be made throughout the district. South Eugene Theater was performing the comedy *The Real Inspector Hound*. There would be a workshop by Jim Carcia for BIPoC students. Ms. Measelle also said that there was a concern about mental health at the high school in light of recent events. She shared that many felt that support often came in response to events rather than proactively and were not brought directly to students.

Joselin Godinez, student representative from Churchill High School, reported that the theme for the upcoming prom was Starry Night. There would be events for Mental Health Awareness month. Students had put flags all over campus to represent the diversity of the campus. The Climate Action club was preparing for Earth Week with events such as eat less meat day, trash pick up, and thrifted outfit day. The Gender and Sexuality Awareness Alliance (GSA) would be having a day of silence. Joselin reported that Jim Garcia would also be visiting the Churchill campus.

VIII. ITEMS RAISED BY THE AUDIENCE

Chair Newman read the requirements for making public comment at a School Board meeting and the process for filing a formal complaint.

Larry Lewin said that standardized testing would begin again after two years. He gave some history on the implementation of the tests. He said that the tests were detrimental and that there were better ways to assess learning. He shared that the district could express their opposition to the tests. As well, parents could opt out their students and the district could put an opt out link on their website.

Mr. Lewin said that testing dates were not listed on the district or school websites. He urged the district to remove barriers for opting out.

Roscoe Caron thank the board for their hard work. Mr. Caron also spoke about the rights of parents to opt out their students from standardized testing and gave examples of comments about and actions against parents who chose to opt out. He considered the actions a willful obstruction of those exercising their right. He also asked for easy access to opt out forms and objective information on the website. He expressed his hope that the board would support the rights of parents to opt out.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of EEA, thanked the board for their work to choose new board members and a new superintendent. She expressed the issues that teachers were facing as demoralizing: tight schedules and inadequate staffing. She said that teachers were leaving the profession. She asked the board to consider as they chose two new board members whether their experiences and expertise would add to the abilities of the board to connect to teachers and their students.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Alicia Hays said that board members had been working very long hours. She thanked all the applicants for open board positions. Ms. Hays reported that she was preparing for the Charter School reviews and was also planning to replace Mary Walston on the Lane Council of Governments.

Ms. Rabasa also expressed her thanks to all the applicants for the open board positions for their enthusiasm and civic mindedness. She also thanked the students representatives for their reports, advocacy and call for proactive measures. She wanted to attend a Jim Garcia event at one of the campuses. She said that she had received inspiration from attending a National School Board Association conference and planned to share more about her experience in the coming month. She also expressed her appreciation for Mr. Lewin and Mr. Caron's tireless advocacy for opting out of standardized testing. She said that Bethel School District had a more robust and inclusive opt out process which included the form in many languages and suggested that Eugene create a similar process.

Mr. Lafer also thanked all the applicants for the board. He was grateful for their willingness to make change. Mr. Lafer spoke about the pilot program to put back librarians in three elementary schools. He had asked for a recommendation on ways to pay for the initiative and would not be comfortable approving a budget that did not have the funds set aside. Mr. Lafer then spoke about mental health. He agreed with Ms. Measelle that many of the actions the district planned to take were in response to recent events, and not proactive. He wanted to explore ways that schools could support mental health, such as reducing the amount of time spent on testing and making it easier for a parent to opt out their student. He also wanted to look at making changes to the schedule for high school students and possibly cut class time in exchange for a longer lunch period so that they could connect with teachers. Mr. Lafer made an additional request to make lunch periods be device free time so that face to face interaction could be promoted.

Ms. O'Rourke said that professional and classified staff were approaching her with their concerns and requests for help. She said that it was a concern to her how many staff felt that

they were not appreciated and were suffering. She said that the district had a negative reputation and that the culture was not changing for the better. She asked to learn the reasons for staff resignations. She gave an example of a staff member who was given the option to make changes to the way they worked or resign. She concluded by inviting any other district staff to reach out to her with their comments and concerns.

XI. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Meeting Minutes: February 23, 2022 Board Work Session and Regular Meeting; March 2, 2022 Board Work Session and Regular Meeting; March 9, 2022 Board Work Session and Special Meeting; March 16, 2022 Board Work Session and Regular Meeting; April 11, 2022 Special Meeting and Executive Session
2. Approve Routine Personnel Actions
Presenter: Karen Hardin, Director of Human Resources
3. Approve Contract with Meili Construction – Career and Technical Education Future Build Construction Technology Project
Presenter: Tia Holliday, Career and Technical Education Administrator and Andy Dey, Director of Secondary Education

Chair Newman entertained a motion to pass the consent agenda. Ms. O'Rourke asked for more information about the process to choose a family for the Future Build program. She wanted to make sure that it was equitable. Chair Newman said that the board would be receiving an update on the program at a later time. Ms. O'Rourke asked to remove item 3 until she could learn more about it. At Superintendent Vandercar's request, Mr. Dey responded that he did not believe that a family had already been chosen, but he would return later with more information. Chair Newman asked whether the item on the agenda could move forward without detriment to the selection process. Mr. Dey responded that the item was about approving the contract to begin the construction, not about the selection of the family. In response to Ms. O'Rourke's question, Mr. Dey responded that the district did not have a contract with Cornerstone Housing. Ms. O'Rourke asked to learn more about the Memorandum of Understanding or other document of agreement with Cornerstone Housing. Chair Newman suggesting that staff could bring more information at a later date.

Ms. Rabasa moved and Ms. O'Rourke seconded to approve the items on the consent agenda.
The motion carried unanimously 5:0.

XII. ITEMS FOR INFORMATION

1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan
Presented by: Cydney Vandercar, Interim Superintendent
This item was tabled for a future meeting.
2. Receive FY22 Second and Third Quarter Financial Report
Presenter: Andrea Belz, Director of Finance
This item was tabled for a future meeting.
3. Receive Information for the Superintendent's Mental Health Committee
Presenter: Judy Newman, Board Chair

Chair Newman introduced Superintendent Vandercar to share information on the mental health committee, who said that her hope was to begin the work as soon as possible at the same time keeping in mind how much other work the board had to accomplish before the end of the year. Ms. O'Rourke said she hoped to create a committee that met more than twice a year and was more involved in the work. Her vision was to have a committee that was comprised of community members, staff, and other stakeholders and met at least every other month but preferably once a month to advise the district on ways to make existing programs more robust.

Superintendent Vandercar said that there was no policy that would support the oversight of a committee. Chair Newman suggested that the committee would be advisory and share ideas. Superintendent Vandercar responded that the first task would be to share with the community all the work that was already occurring: although some staff were aware of the scope of the work, the community was not. In response to Chair Newman, Ms. Vandercar said that they would send an open invitation to learn more from staff.

Ms. Rabasa asked whether the committee would be permanent, and what was the difference between a superintendent committee and a board committee. Ms. Nesbit said that public meeting law would not apply to a committee called by the superintendent. She would not recommend a committee that was governed by both a superintendent and a board.

There was additional discussion about the structure of the committee. Superintendent Vandercar said she expected the committee to be permanent, as opposed to ad hoc.

XIII. ITEMS FOR ACTION

1. Consider Applicants for Appointment to the Board and Select Finalists to Interview
Kerry Delf, Chief of Staff

This item was moved before item XII during the agenda review.

Chair Newman reviewed the process that had occurred earlier during the work session. Ms. Delf added that of the original thirty-eight applicants, four had withdrawn. In addition, there were some applicants who had not made an oral presentation before the board, but those persons could still be considered on the merit of their written statements.

The board had agreed that each would vote for up to six persons. When a slate of up to six was finalized, those persons would return for an additional interview and the board would then choose two.

After the first round of voting, Ursula Brady received one vote; Danelle Crowley, 1; Deborah Dailey, 2; Tom Di Libert, 3; Jesse James Egan Sr., 1; Scott Fellman, 1; Mysti Rose Frost, 1; Thomas Hiura, 1; Michelle Hsu, 4; Daniel Patrick Isaacson, 1; Katina Johnston, 1; Jennifer Jonak, 3; Keerti Hasija Kauffman, 2; Jackson Kai Kellogg, 2; Erika Rauer, 1; Andrew Ross, 1; Marianne Senhouse, 1; Carlos Sequeira, 2; and Jacon Taylor, 1. Ms. Delf suggested moving the person with four votes forward and removing those persons who did not receive any votes. She asked each board member to vote for up to four.

After the second round of voting, Danelle Crowley received one vote; Deborah Dailey, 1; Tom Di Liberto, 3; Jesse James Egan Sr., 1; Scott Fellman, 1; Thomas Hiura, 3; Daniel Patrick Isaason, 3; Katina Johnston, 1; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2; Jackson Kellogg, 1; Andrew

Ross, 2; and Carlos Sequeira, 3. Ms. Delf suggested again removing all the candidates who did not receive any votes and perhaps increasing the amount of votes each board member could cast to five.

After the third round of voting, Danelle Crowley received one vote; Deborah Dailey, 3; Tom Di Liberto, 3; Scott Fellman, 2; Thomas Hiura, 3; Daniel Patrick Isaacson, 3; Katina Johnson, 1; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2; Jackson Kai Kellogg, 1; Andrew Ross, 2; and Carlos Sequeira, 2. Ms. Delf suggested that candidates who received zero and only one vote be removed before moving onto round four. Board members agreed to vote for five candidates.

After the fourth round of voting, Deborah Dailey received two votes; Tom Di Liberto, 3; Scott Fellman, 2; Thomas Hiura, 3; Daniel Patrick Isaacson, 3; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2; Andrew Ross, 2; and Carlos Sequeira, 2. The board discussed how to proceed to reach a consensus on who would be the finalists. There was additional discussion about bringing forward Tom Di Liberto because he had lost by very few votes in the past board election. Chair Newman said that she would not allow a person to be appointed without a vote. Ms. O'Rourke advocated for Mr. Di Liberto being appointed. Mr. Lafer opined that it was important for the board members to vote for the persons that they felt were best candidates for the positions. He also advocated for Mr. Di Liberto. Ms. Hays shared her respect for the ways in which board members saw situations in different ways. Mr. Lafer considered the actions against Mr. Di Liberto politicking against having a teacher voice on the board. Chair Newman said that she would rather put her efforts into creating a better relationship with Eugene Education Association so that more than one voice would represent teachers. Ms. Rabasa said that the argument Chair Newman was making often led to very narrow power structures. She added that EEA supported Mr. Di Liberto's application to the board. She also did not think that the conversation the board was having would show support to EEA.

Ms. Hays wondered why the board was discussing Mr. Di Liberto and not the other candidates who remained on the ballot.

Mr. Lafer suggested doing another round of voting. The board agreed to vote for four.

After the fifth round of voting, Deborah Dailey received three votes; Tom Di Liberto, 3; Scott Fellman, 1; Thomas Hiura, 3; Daniel Patrick Isaacson, 2; Jennifer Jonak 1; Keerti Hasija Kauffman, 2; Andrew Ross, 2; and Carlos Sequeira, 1. It was suggested that the six persons who had two votes or more, and the person who had already been chosen be moved forward to the finalist round. There was a heated discussion about the merits of the suggestion.

After a brief break, the board returned. Chair Newman made two suggestions: to vote another time and see whether they could reach consensus on five candidates, or move the slate of six forward. Mr. Lafer moved to vote one more time and move forward all the candidates who had either two or three votes. Ms. O'Rourke seconded the motion, which passed 5:0.

Ms. Hays moved to change the board finalist interviews to April 27, and vote at the beginning of the board meeting on May 2. Chair Newman seconded the motion. Ms. O'Rourke said that the schedule had been made and she wanted to stay with the original plan. She also said that she would not vote for a superintendent if the board was not complete.

Mr. Lafer also wanted to have a seated board by April 27. Chair Newman expressed her concern that the board was trying to accomplish too much in a short time frame. Ms. Rabasa said that sticking with the schedule felt the most responsible option given all the pressing issues. She added that she felt that the board needed to seat their new members as quickly as possible.

After further discussion, Mr. Lafer called the question to change the timeline on choosing the two final board members. **The motion did not carry 2:3 with Ms. O'Rourke, Ms. Rabasa and Mr. Lafer voting no, and Ms. Hays and Chair Newman voting yes.**

The board continued with the voting process.

The results of the sixth round of voting were: Deborah Dailey, 2; Tom Di Liberto, 3; Scott Fellman, 0; Thomas Hiura, 3; Daniel Patrick Isaacson, 3; Jennifer Jonak, 2; Keerti Hasija Kauffman, 2; Andrew Ross, 2; Carlos Sequeira, 2.

Mr. Lafer expressed his regret that staff had to stay for so long. Chair Newman said that the rest of the agenda had been changed to include only the item for information on performance indicators and the item for future action on the 2022-23 calendar. Mr. Lafer seconded Ms. Newman's proposal. Ms. O'Rourke asked to add back the item for information on the mental health committee. Mr. Lafer seconded the amendment. **The vote on the amendment was 5:0. The vote on the original motion was 5:0.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Revisions to Board Policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools; and adoption of Board Policy KGBB – Firearms Prohibited
Presenter: Christine Nesbit, General Counsel
This item was table for a future meeting.

2. Approve the 2022–23 School Calendars (10 minutes)
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit presented the calendars for the 2022-23 school year. There were separate calendars for elementary and secondary schools, both of which had been designed in collaboration with operations and instructional staff and in consultation with EEA. The calendars took into consideration local higher education calendars, labor contracts, state and federal holidays, and board policies.

Ms. Nesbit outlined the calendars: school would begin on September 7 and end on June 15. Teachers would report on August 26. There would be two teacher work days in lieu of student instruction days, to give relief to teachers.

Ms. Nesbit added that on the second Friday of October, instead of traditional in-service, teachers would have a non-instruction work day.

Mr. Lafer asked whether there had been any controversial discussions with EEA. Ms. Nesbit responded that there had been question about the permanency of the two non-instructional

work days that had been initially added for COVID relief, and resulted in a decrease in instruction days.

Ms. Rabasa clarified that the two days were expected to be teacher workdays. Ms. Nesbit affirmed that they were not professional development days. Superintendent Vandercar said that the two days in question were December 2 and March 17. There was an additional brief discussion about holidays.

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

2021–22 Board Meeting Dates:

APRIL: 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

XVI. ADJOURN

Chair Newman adjourned the meeting at 10:24 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)