

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

Date: September 21, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session from 5:30 to 6:30 p.m. and a regular meeting at 7:00 p.m. via video conference and 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 September 16, 2022.

ROLL CALL

BOARD MEMBERS:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair (*attended the work session and left early from the board meeting*)
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Judy Newman
Laural O'Rourke (*attended the work session did not attend the board meeting*)

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Steve Menachemson, Director of Technology
Jenna McCulley, Director of Communications
Lisa Fjordbeck, Executive Assistant / Board Secretary

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, President, Eugene Education Association (EEA)

MEDIA:

KRVM, The Register-Guard

I. WORK SESSION

1. Meet the Equity and Inclusion Team

Chair Rabasa welcomed all participants to the work session. She clarified that there would be two parts to the session: meeting the Equity and Inclusion Team and receiving an update on the Migrant Education Program.

Chair Rabasa welcomed Superintendent Dey and Equity Directors Larry Williams and Misael Flores Gutierrez.

Mr. Williams said that the team would be sharing information about the equity work being done in each of the district's four regions.

Mr. Flores Gutierrez shared the team's priorities for the 2022-23 school year:

1. Accelerate professional learning of all staff in the areas of educational inclusion, anti-racism, anti-bias, and research based best high leverage instructional practices that

- create equitable outcomes for all students with amplified attention to the needs of those whom the district had underserved
2. Develop and train staff on procedures and common practices to eliminate disproportionate disciplinary outcomes that will lead to the improved feeling of safety and well-being for all students and staff
 3. Prioritize student and community voices through timely communication and meaningful engagement to guide the work of dismantling inequitable policies and reframe them for equity
 4. Continue to strengthen pre-existing partnerships through the growth and development of wraparound services, the 4J District NATIVES Program, and the 15th Night Programs.

Mr. Flores Gutierrez gave examples of some of the work that had begun for each of the priorities. He added that the NATIVES program had joined the Department of Equity & Inclusion. He also showed the board and audience where information could be found on the website.

Each member of the team introduced themselves and gave a brief description of the work they were doing. They were: Scout Gerdes, Human Services Coordinator; Vanessa Vasquez, Wrap-around Operations Coordinator/Welcome Center Supervisor; Ileana Ayala, Human Services Coordinator; Dulce Guillen, District Cultural Navigator; Alicia Longoria, District Family Resources Coordinator; Jennifer Volem McKinney-Vento Liason, North and Sheldon Regions; Kristine Craft, McKinney-Vento Liason, Churchill and South Regions; and Anne Vela, English Language Learners.

In response to a question by Ms. O'Rourke, Ms. Vela said that the Newcomer Program supported students who had recently arrived in the United States and were beginning their learning in a language other than their primary language. Ms. Vela added that ELD stood for English Language Development.

The Regional Equity Managers were: Ann Christianson, North Region; Alma Reyes-Guillen, Sheldon Region; Edith Gomez Navarrete, Churchill Region; and Jason Floyd, South Region. They would be working to ensure the safety and well-being of students and staff, focusing on equitable outcomes and alternatives to suspensions, providing professional development in equity literacy in order to audit systems, and building infrastructure towards equitable outcomes.

Mr. Floyd said that the Equity Managers would be taking part in many initiatives to support the superintendent's three priorities: ensuring that there would be a coordinated focus on equitable outcomes for all students with an amplified focus on the needs of those who were typically underserved; ensuring timely communications and meaningful engagement; and ensuring the safety and wellbeing of all staff and students.

The equity program coordinators were: J'ene Conrad, Asian Pacific Student Union; Lisa Kinser-Wehr, LGBTQ+ and Gay Straight Alliances; Placido Martinez, Jr. (PJ), NATIVES Program. Each worked with their specific student groups across the district and helped support supervisors, students and their parents.

Josh Davies was the administrator for the NATIVES Program. He hoped to build relationships with Native American student support groups across the state. Becky White Youngblood and Sean Himmelman also worked with the NATIVES Program helping students learn about their tribal legacy, supporting learning, and working to improve attendance.

Mr. Williams shared an organizational chart which showed the growth of the Department of Equity & Inclusion to support the investment that Interim Superintendent Vandercar and Superintendent Dey had made.

Mr. Flores Gutierrez solicited questions.

Ms. O'Rourke asked about the cultural nights being planned. Ms. Vasquez said there would be a Hispanic celebration later in the month at River Road/El Camino del Rio. A Day of the Dead event was being planned for November 1. Mr. Williams added that all the affinity groups would have district-wide events throughout the year. Funding had been allocated for the events.

Ms. Hasija Kauffman thanked Mr. Williams and Mr. Flores Gutierrez for their work and asked whether there would be a shared calendar of events and what plans were being made for professional development and communications. She was pleased that inequitable discipline was being addressed. Mr. Williams answered that Mr. Floyd had held successful professional development for new teachers in the South Region and they hoped to duplicate his efforts throughout the district.

Ms. Newman also thanked the team and asked to receive the organizational diagram by email. She recognized that the team was tackling difficult issues such as discipline and making all students feel welcome. She wondered how the team managed coordination of all the work across the district. Mr. Flores Gutierrez responded that the team met at the district offices regularly. Ms. Christianson replied that she loved working with all the Equity Managers. She had recently met with Mr. Floyd to discuss gathering the North Region middle and high schools for a training with Dr. Johnny Lake. Mr. Floyd said that the team had a standing schedule of meetings at the Welcome Center during which the best ideas from every region were presented. The Equity Managers met frequently to share support and create a wholistic community. Ms. Vasquez said that the Welcome Center was a great place to locate all the different coordinators so that they could assist when needs arose. Ms. Kinser-Wehr added that the Affinity Group Coordinators shared an office in which they could collaborate, share issues, and solve problems as they arose. Mr. Martinez shared that he had initially been skeptical how Mr. Williams would organize so many people into cohesive teams, but now was enjoying the camaraderie of the team with which he was working. Ms. Conrad thanked the teachers and advisors for ensuring that students had a space and a voice. Ms. Navarrate said that the team prioritized showing up for each other to give wholistic support.

Ms. Hsu asked how the teams scheduled their day, specifically the division between being in schools and being in the district office. She wondered how students and staff found the team members when they were needed. Ms. Christianson answered that each regional team was housed in the high school and administrators and staff knew how to get in touch with them. She said that the teams spent most of the day either in, or in transit to schools. Mr. Floyd added that the team was quite mobile. While he was housed in South Eugene High School, he spent much of his time in the middle and elementary schools coordinating different initiatives.

Ms. O'Rourke asked to have a job description of each of the team members included in the organization chart. She also wondered whether the work of the team would be guided by the Equity Committee.

Mr. Williams said that in the future the board might decide to change the direction of the work of the Department of Equity & Inclusion as a result of the recommendations of the Equity Committee. He added that it was likely that if the Equity Committee was hearing about issues, the team was already working to resolve them. Ms. Longoria identified that she was the team liaison to the Equity Committee.

There was further discussion about how administrators in the buildings were referring parents and their students to the Equity & Inclusion Team. Ms. O'Rourke asked whether the team stepped in when they observed bias in the schools. Mr. Williams said that the Equity & Inclusion Team managers had been hired as equals to building administrators so that the playing field was more level when coaching of a staff member was needed.

Chair Rabasa said that the second part of the work session would also highlight the collaboration of staff. She added that the Equity & Inclusion Team would be asked back to answer more questions from the board.

Ms. Guillen said that many parents were reaching out to her after they learned from other families about available services. Additionally, school staff were making referrals for services. Her role was to guide parents and students to resources.

Mr. Martinez said he spent most of his first year letting administrators and staff know that he was available to assist and offer guidance. He added that it was important that he was present at school activities and also looked like the students he was helping.

Mr. Young summarized all the ways that the team made themselves visible in the district, including contacting the parents of marginalized students.

Ms. Hays appreciated that the team was intent on creating one-on-one connections. She urged the team to reach out to board members who might be able to assist them with their work.

Ms. Newman wondered whether the Equity Team had coordinated their efforts with the LaneESD programs that had similar goals. Chair Rabasa interjected that she was hopeful to have a work session with the group from LaneESD in the near future.

Chair Rabasa was excited to have learned about the work of the Equity & Inclusion Team. She introduced the speakers for the next portion of the work session.

2. Receive an Update on Migrant Education Program

Ana Quintero-Arias was the Program Supervisor for Title Programs at LaneESD. She was excited to hear about the progress of the Equity & Inclusion Team and looked forward to working with them.

Ms. Quintero-Arias explained that the Migrant Education Program (MEP) had been authorized through Title I, Part C of the Elementary and Secondary Education Act of 1965. Support was given to families engaged in migratory work. Whenever families moved to find work, student education was interrupted.

Before Ms. Quintero-Arias showed a presentation, she said that she was happy to share additional information about any part of the process.

Ms. Quintero-Arias introduced the rest of her team who were present: Fernanda Cañas was the Graduation Specialist; and Krystal Sánchez was the Pre-K Specialist. Not attending the meeting that evening were other members of the team: Paola Massingham, Program Assistant; Angélica Shaw, Data Specialist; Karen Colmenares, Recruiter; Marta Montoya, Recruiter; Jes Worley, Student Engagement; and Alma Lopez, Family Engagement Specialist. The team supported Migrant Education in Lane and Douglas Counties. Of the six hundred students served by LaneESD, there were currently eight-seven students in Lane County who qualified for assistance through the Migrant Education Program. Ms. Quintero-Arias clarified that not all students in the migrant education program were immigrants, but all of them were children in families engaged in migratory work.

Ms. Quintero-Arias shared a video showing highlights from the MEP Summer School which was a culmination of the year's work and often brought together students who had not seen each other during the school year because of the nature of their parents' work.

There were eleven preschool students who were part of the Migrant Education Program in 4J. Ms. Quintero-Arias was happy to learn about the Equity & Inclusion Team staff who would be working on the same goals to remove barriers to access and education in the district. She also highlighted the curriculum which LaneESD had created to bring attention to the unique needs of their families. The curriculum engaged students in meaningful conversations about identity and supported them in expressing themselves through whatever language was most appropriate for them. Many students were multilingual.

The overarching theme of the 2022 Summer Program had been the question "What kind of a community do you want to live in?"

In response to Ms. O'Rourke's questions, Ms. Quintero-Arias clarified that the students she was describing were from all over Lane County. The MEP was supplemental to the district and partnered to ensure that the needs of migratory families were met. During the regular school year, staff from MEP came to the buildings as needed. During the summer, MEP rented a building to bring together all students for the summer program. She added that students were referred by parents who had heard about the program through their school or through friends. Once a student was identified as qualifying for the Migrant Education Program, staff communicated with the families mainly by phone.

Ms. Kristin XXX introduced herself as the Summer School Principal. Ms. XXXX described the different opportunities that were offered by many organizations: Twin Rivers Charter School; Mount Pisgah Arboretum; Lane Arts Council; the US Forest Service; and Academia Latina.

Chair Rabasa said that they were out of time for the work session and thanked all the presenters for their input. Chair Rabasa would schedule an additional time for the Migrant Education Program to return to share more and asked the board members to send their questions to her.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:00 p.m. and reported that all Board members were present. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Chair Rabasa solicited changes to the Agenda. There were none.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Chair Rabasa welcomed Superintendent Dey to give a report.

Superintendent Dey was happy to have had some rain in recent days and hoped that it was a help to those who were fighting fires.

Dr. Dey reported that he had almost completed his 100 chats which comprised over eighty hours of listening to determine how best to move forward in the district. Later that evening he would also give an overview of the decision-making framework used throughout the district.

Superintendent Dey continued that the Oregon Department of Education would release statewide assessment data the next day. He said that there would be no surprises in the effect of the COVID pandemic on the outcomes. Although 4J had outperformed other districts, Dr. Dey acknowledged that students needed to feel a sense of wellbeing and support in order for test scores to increase.

Dr. Dey finished by commenting on the contributions that all staff had made in the past few years and for the associations' collaboration to determine how to recognize those contributions through better compensation.

VI. COMMENTS BY BOARD CHAIR

This item had been combined with **Item IX - Comments and Committee Reports by Individual Board Members.**

VII. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Larry Lewin was hoping for a healthy and productive year for students, staff and board members. He said that the majority of tests that students took were not mandated by state or federal governments. He referred to EasyCBM tests as an example and asked whether teachers and students considered them effective. He urged the board to revisit their goal to reduce standardized tests.

Tom Peck spoke on Measure 114, a gun safety measure that would be on the November ballot. He asked the board for their support and shared data regarding the rise of gun sales in recent years. He added that while mass shootings usually got more media attention, homicide rates and

suicides were higher. He added that new gun owners did not need any training once they had purchased a gun and that there were no limits to the amount of rounds that a person could carry.

Marion Malcolm thanked building- and district-level leadership for meeting with the parents of students with special needs. She added that the Equity & Inclusion Team was vibrant and motivated and supported each other in their work. Ms. Malcolm asked what decisions the district had made regarding the use of instructional minutes. She hoped that time would be added to passing periods to give students a chance to get to know each other better.

Jim Jagger asked for the board's support for Measure 114. He was a co-author of the measure. He said that it would require a permit to purchase a firearm, training after purchasing a firearm, and a completed background check. The law enforcement would ensure that the applicant did not pose a danger to themselves or others. Mr. Jagger added that reducing the amount of rounds in a magazine would create a pause if a shooting occurred. He said that the processes would save lives. He commented that parents should not be afraid to send their children to school because of the potential threat of violence.

Ezekiel Nieto Plescia said that the president for whom his school was named, James Monroe, was a slave owner. He suggested that the district change the name to something more inclusive.

VIII. COMMENTS BY EMPLOYEE GROUPS

Chair Rabasa introduced Sabrina Gordon, President, Eugene Education Association.

Ms. Gordon expressed her appreciation for supports that were being provided to staff, specifically the collaboration between the district, OSEA and EEA on the distribution of the funds for recruitment and retention provided by House Bill 4030. Similarly, there were efforts to create a safety net for staff who contracted COVID and were out of sick leave. Ms. Gordon acknowledged that the efforts created a sense of being recognized and optimism that challenges could be overcome. She expressed her appreciation for a positive way to start the school year.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman thanked all the speakers and Ms. Gordon for their comments. She would be asking the board to consider sending a letter of support for Ballot Measure 114. The ballot measure expressed some of the sentiments that the board had discussed in prior meetings. Ms. Newman shared data that other states which had adopted similar measures had gathered: in Connecticut, homicide rates decreased by 29 percent and gun suicides by 33 percent; in Missouri, which reversed its protocols, gun violence increased by 40 percent and suicides by twenty percent. Ms. Newman highlighted language from a resolution regarding student, staff and school safety made by the board in 2019. Ms. Newman finished by sharing that Eugene Education Foundation would host its first annual fun run on October 23.

Ms. Hasija Kauffman said that it was wonderful to see the new Equity & Inclusion Team and learn more about their work in the district. She had recently returned from the middle east where she learned that students were suffering from a loss of cultural identity because they were using curriculum that had been created in the United States and taught US History. Ms. Hasija Kauffman was grateful that the district was focusing on identity-based instruction and considered it a

step in the right direction. She hoped that the district would increase their focus on communicating all the initiatives and work to the larger school communities.

Ms. Hays had not attended any committee meetings. She acknowledged the questions regarding testing and supported Ms. Newman's suggestion to get more information about Ballot Measure 114 and potentially offering support. Ms. Hays thanked the student who presented with regard to a potential change to the name of his school and remembered that consideration of school name changes began with the principal.

Ms. Hsu was working with staff on a more inclusive process, including a new application, to determine who would be students representatives to the board. The group was working with equity coordinators, affinity group advisors, and other student advocates with a hope to have student voice advise the district on future changes.

Vice Chair Lafer also thanked Mr. Plescia from Monroe Middle School. He opined that regardless of other positive or negative aspects of a person's life, being a slave owner should preclude them from having a school named after them. Mr. Lafer thanked Mr. Lewin for his comments about the need to cut back on standardized testing and to initiate a survey of how much testing was being done. Mr. Lafer appreciated the Superintendent's emails to the board and community regarding the recent death of a student. He had no reports on committee meetings, but had attended the strike at the Weyerhaeuser plant. Mr. Lafer believed that fairness should not be something that was only taught in a classroom, but was exercised by employers.

Chair Rabasa said that it was up to people to shape the institutions around them. She referred to a recent survey done by the city regarding K-12 education, which did not have positive results. There was a disparity between the perceived and the gauged quality of education. The community held high expectations for the district. Chair Rabasa said that it was up to the board to also set high expectations. She used the example of the recent forming of the new Equity & Inclusion Team. Their pride in their work was promising because it was clear they would not settle for anything less from their teammates than their highest expectations.

Ms. O'Rourke left the board meeting in the middle of the comment section.

X. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Purchase of Nutrition Services Refrigerated Vehicle

Presenter: Jill Cuadros

2. Approve Facilities Fleet Vehicle Replacement

Presenter: Ryan Spain

3. Approve Routine Personnel Actions

Presenter: Karen Hardin

Vice Chair Lafer moved to adopt the consent agenda. Ms. Newman seconded the motion. **The motion passed 6:0.**

XI. ITEMS FOR INFORMATION

1. Discuss the Budget Committee Application Review and Selection Process

Presenter: Maya Rabasa, Board Chair and Andy Dey, Superintendent

Chair Rabasa introduced the discussion and explained that each school district in Oregon had a budget committee composed of the school board and an equal number of district residents appointed by the board.

There were two openings to be filled in the fall.

At a previous board meeting, the board had discussed whether they would make additional changes to the application process. Once the process was decided, the district would distribute information by all possible means.

Budget meetings would begin in late 2022. As a result of new requirements by the State Legislature, there would be one member who served on both the Equity Committee and the Budget Committee.

Ms. Newman asked Chair Rabasa to review what the current process was. Chair Rabasa remembered that questions had been altered slightly and were given in Spanish and English. The questions had been shortened and changed to accommodate more involvement by the community. Ms. Rabasa added that after submissions were received, the board had heard statements from selected applicants after which a vote was taken during a public board meeting. Ms. Newman remembered that there were alternative ways to receive submissions.

Chair Rabasa asked the board to consider whether they wanted to keep the same timeline and what the format would be.

Vice Chair Lafer said that he wanted to have a quick process. Ms. Hays understood that there was no perfect way to appoint new members, and thought that the process that had been determined the prior year had worked fine. She wanted to put her effort into determining how to include members of the Equity Committee. Ms. Hays hoped to target an orientation time in December.

Chair Rabasa did not have a preference for a timeline but remembered that starting in January meant that there were some months that had many meetings.

Ms. Hays asked whether the board might ask the Equity Committee whether they wanted to nominate a person to the Budget Committee.

Ms. Newman wanted to start the budget process earlier and agreed to the idea of asking the Equity Committee to nominate a member. She asked for the whole process to be including in writing in the Friday Memo. Dr. Dey agreed that was possible.

Ms. Hsu also agreed that starting earlier would be helpful to ease the burden of reading all the material. She wanted to make the process as equitable as possible.

In response to a comment by Ms. Hasija Kauffman, Chair Rabasa suggested making a decision on a timeline at the October 12 meeting.

Chair Rabasa summarized the discussion: the board would ask the Equity Committee whether they would appoint a member to be on the Budget Committee; the board would follow the

process as laid out the year prior; and an item for action regarding the schedule would be brought to a future meeting.

2. Receive an Update on the 4J Decision Makers and Leadership Team

Presenter: Andy Dey, Superintendent

Superintendent Dey shared that he had been introduced to the decision-quality model used by the district when he first was hired. He said that everyone in the district made hundreds of decisions every day, both quick decisions and those that require input from a broad group of stakeholders.

Superintendent Dey continued he had learned from his recent coffee chats with members of the community that they were not sure how decisions were made. Decision-making seemed ambiguous, and led to a sense of mistrust.

Dr. Dey promoted the decision-making model already being used. If the district did not take the time to fully understand the dimensions of complex problems, staff and other stakeholders would have different approaches based on their understanding of the problem, which would lead to ambiguous outcomes.

In order to frame a problem and propose solutions, good information was key, and it came from a broad set of voices giving input. When more people were engaged in solving a problem, they felt engaged and connected to the solution that would be made. Using the Equity Tool, the district could then make the best decision from a variety of viable solutions.

Superintendent Dey said that the teams the board had met during the work session would be the key support group to the board to assist in making viable decisions that would result in a strong follow-through. The board would see the districts effort to broaden the decision-making constituency. Some decisions might not be the most popular, but they would be the best determination of the group involved.

Superintendent Dey reported that one of the first decisions the district was tackling was a possible change to the secondary schedule. Already OSEA and EEA were in conversation to see whether there was a viable solution. Secondly, a group was discussing with LaneESD to determine whether there might be a more equitable grading system that would still protect the autonomy of educators. Finally, a team selected from across the district would be determining how to use the additional available funding. Dr. Dey said that doing so would create a defensible decision.

Superintendent Dey summarized that what he had shared were efforts to address how the district was responding to the desire to embed the Equity Lens, to have more voices at the table, and the expectation that decision-making would be predictable and transparent.

XII. ITEMS FOR ACTION

1. Act Upon Recommendations from Legal Counsel

Presenter: Maya Rabasa, Board Chair and Andy Dey, Superintendent

Chair Rabasa shared from the board packet that on September 7, 2022, the board met in executive session to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed, pursuant to ORS 192.660 (2)(h).

Chair Rabasa added that all parts of the discussion during the executive session were protected by law and should not be divulged during the board meeting or in private conversation. Ms. Rabasa entertained a motion.

Vice Chair Lafer moved that the board delegate authority to the superintendent to retain legal counsel to participate in the multi-district litigation, within applicable parameters of which the board approved. Ms. Hays seconded the motion. **The motion passed 6:0.**

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Equity Facilitation Work

Presenter: Maya Rabasa, Board Chair and Andy Dey, Superintendent

Chair Rabasa shared that the scope of the work on a facilitated discussion about equity had been created by the board members with the support of Rob Hess. Requests for proposals were being sent out. Chair Rabasa asked the board for their input on the criteria that would be used to choose organizations to do the work.

The scope of the work included one-on-one meetings with board and cabinet members to determine needs and priorities around equity; reviewing documents, policy, and the equity lens; reviewing minutes of past board meetings; observing equity; providing coaching; and providing training to the board and cabinet based on board goals and recommendations.

Chair Rabasa added that board members could contact her or Mr. Hess at any time with their input regarding what organizations might be solicited for proposals.

Ms. Hasija Kauffman asked whether the subcommittee members had determined whom they might recommend. Chair Rabasa said that she would compile a list of those who had been already contacted. She added that the work might be more meaningful when done in person as opposed to video conferencing.

In response to a question from Ms. Hays, Chair Rabasa answered that they would discuss the issue again at the board retreat on October 1. Ms. Hays asked whether the board would be able to give input to whom was ultimately chosen. She wanted to make sure all board members were comfortable working with the final candidate. There was additional discussion about the issue.

Ms. Hsu said that a component of equity work was living with a certain level of discomfort. Ms. Newman agreed that the work would bring discomfort. She was concerned that if a board member had a past relation with a certain facilitator that might preclude them from being able to fully participate, they should make the rest of the board aware of the issue.

Chair Rabasa summarized that she and Mr. Hess would keep the board informed of which organizations or individuals had been solicited.

2. Approve Superintendent Evaluation Process

Prepared by: Maya Rabasa, Board Chair

Chair Rabasa said that the item was on the agenda to ensure that the evaluation of the superintendent took place in a timely manner.

Chair Rabasa continued that the time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, was critical to the success of the district.

If there was no objection, board leadership would develop a timeline and framework for the superintendent's evaluation and bring it to the board for approval no later than November 2.

In response to a question from Ms. Hays, Chair Rabasa agreed that the details of the framework would be discussed in an upcoming work session and approved in a future board meeting.

Ms. Newman asked whether a timeline would also be approved as part of the framework. Superintendent Dey's contract stipulated that his evaluation would start sooner in the school year than in the past. Dr. Dey reiterated his wish that the work to create evaluation criteria start soon.

3. Consider Revisions to Board Policy BCBA - Student Representatives to the Board
Presenter: Maya Rabasa, Board Chair

Chair Rabasa reported that Board Policy BCBA stated that one representative from each high school would participate as student board representative. The proposal for a revision was to allow two students from each high school to serve as student board representatives. She emphasized that the board could take action that evening if they so chose.

Ms. Hsu said that in the past, seniors had typically been appointed to be student board representatives. The subcommittee was recommending that two students in different grades and who were not necessarily in student government be appointed.

Chair Rabasa solicited a motion for that evening.

Ms. Newman asked for more details about how the board policy would be changed. She had not seen anything in writing. She understood the desire to change the policy to allow for two student representatives, but needed clarification. Ms. Hsu answered that the choosing of student representatives would be a collaborative effort by administrators and advisors and would be through an application process. Chair Rabasa clarified that the board was being asked to allow two student representatives. She felt a need for expediency.

Ms. Hays moved to allow revision to Board Policy BCBA in order to recruit two student board representatives. Ms. Hasija Kauffman seconded the motion. Ms. Hays wanted to give the committee that would recruit the students representatives the power to choose two. She also wanted to ensure that the selection process and the application were made available to the board and the community.

Ms. Hasija Kauffman agreed with Ms. Hays motion to revise the policy so that the process to choose student board representatives could begin. She also wanted to see the plan.

Chair Rabasa called for the question. **The motion passed 5:0. Vice Chair Lafer had left the meeting.**

Chair Rabasa said that the board would receive information regarding the selection process, which included communication with building administration and the Equity Committee and advertising the steps to pursue an opportunity to be a student board representative. Ms. Newman

asked specifically for clarification on the criteria for selecting students and who would be making the decision.

Ms. Hsu said that the subcommittee was trying to solicit more student voice by lowering barriers to being involved. She hoped that students would be eager to participate. She added that she would send all the information to board representatives the next day. Chair Newman hoped that the committee would receive many applications and asked what the criteria would be for choosing the finalists. She added that she was delighted to have two representatives.

Ms. Hays asked for time on the agenda at the next meeting to discuss the criteria and timeline so that the board could be informed if they received questions from the community.

Ms. Hays moved that the team start recruiting for students representatives with the understanding that the board would meet on October 12 to review all the information regarding the new criteria and the process and affirm student board representatives at the November 2 board meeting. Ms. Hasija Kauffman seconded the motion. **The motion passed 4:1 with Ms. Hays, Ms. Hasija Kauffman, Ms. Hsu, and Ms. Newman voting yes and Chair Rabasa voting no.**

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

Chair Rabasa reminded those present that they would meet for a board retreat on Saturday, October 1 and the next regular board meeting would be on October 12.

Chair Rabasa asked the board for any items to consider. There were none.

1. **2022–23 Board Meeting Calendar:**

SEPTEMBER: ~~Wednesday, September 7~~ and Wednesday, September 21

OCTOBER: Saturday, October 1; Wednesday, October 12; Wednesday, October 19 and Monday, October 24

NOVEMBER: Wednesday, November 2 and Wednesday, November 16

DECEMBER: Wednesday, December 7 and Wednesday, December 14

JANUARY 2023: Wednesday, January 18

FEBRUARY: Wednesday, February 1 and Wednesday, February 15

MARCH: Wednesday, March 1 and Wednesday, March 15

APRIL: Wednesday, April 19

MAY: Wednesday, May 3 and Wednesday, May 17

JUNE: Wednesday, June 7 and Wednesday, June 21

XV. ADJOURN

Chair Rabasa adjourned the regular meeting at 9:01 p.m.


Andy Dey
District Clerk


Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)