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

Date: February 15, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:15 p.m. and a regular board 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 February 10, 2023.

ROLL CALL

BOARD MEMBERS:
Maya Rabasa, Chair
Gordon Lafer, Vice Chair
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Judy Newman
Laural O'Rourke *(was present for the work session but not for the regular meeting)*

STAFF:
Andy Dey, Superintendent
Brooke Wagner, Assistant Superintendent for Instruction
Rob Hess, Chief of Staff
Melissa Ibarra, Director of Elementary Education
Greg Borgerding, Director of High School Education
Jenna McCulley, Director of Communications
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Oscar Loureiro, Director of Research and Planning
Cydney Vandercar, Assistant Superintendent for Administrative Services
Matt Brown, Director of Finance
Collina Beard, Chief Administrative Services Officer
Sebastian Bolden, Director of Middle School Education
Larry Williams, Director of Equity
Misael Flores Gutierrez Director of Equituy
Eric Anderson, Director of Curriculum
Debbie McKim, Executive Assistant and Board Secretary

STUDENT ADVISORY PANEL MEMBERS:
Emily Shaver, Churchill High School
Chazifer Mills, Sheldon High School
Parker Anderson, North Eugene High School
Jasmin Darmadi, South Eugene High School
Ren Washington
Batafing Soumano
Carmen Gonzales Valle
Grant Gamble

EMPLOYEE ASSOCIATIONS:
Sabrina Gordon, EEA

MEDIA:
KRVM, The Register-Guard

I. WORK SESSION

The board convened a work session to discuss Board Goals. Chair Rabasa reported that all Board members were in attendance except for Vice Chair Lafer who would be coming soon. Chair Rabasa hoped that at the end of the meeting time, individuals would indicate their support for certain goals either by a dot or through email to Chief of Staff, Rob Hess.

Chair Rabasa acknowledged the short time the Board had been given to review the work that was done to date on the goals. She shared that items 1 through 4 were the goals for which the Board gave the widest cross section of support during the planning meetings the group had with Robin Quirke earlier in the year. Items 5 and 6 had been added later in the process.

The meeting was paused to determine that Ms. Hasija Kauffman would leave the meeting and return later. Parker Anderson, student representative from North Eugene High School, joined the meeting.

Board members at that point were Chair Rabasa, Judy Newman, Michelle Hsu, Laural O'Rourke, and Alicia Hays.

Ms. O'Rourke said that the goals before her were great ideas, but needed to be actionable and measurable. She was concerned about the scope of the document and asked whether Chair Rabasa expected all those items listed to be completed.

Chair Rabasa said that the items listed were those that had received the most interest during prior work sessions and could be accomplished over a number of years. She added that the proposed outcome of their time during the current work session was to determine whether the Board would agree to all the items listed, or would each indicate their support for individual items so that during the regular meeting that followed, a tally could be made of the agreed upon items and a vote could be taken to approve the final list.

Chair Rabasa reiterated that apart from Items 5 and 6, the list had been discussed and reviewed in prior meetings. Ms. O'Rourke asked to add North Eugene to item 6 regarding long-term plans.

Ms. O'Rourke wanted to have a list of actionable items that could be completed in the short time left of the current school year and before a majority of Board members possibly changed due to the upcoming vote in May.

Ms. Hays asked to clarify that the list she had received was comprised of the report from Robin Quirke indicating those items that had the broadest support from Board members, edited by Vice Chair Lafer. Chair Rabasa acknowledged that it was a shorter list than before.

Chair Rabasa said that Vice Chair Lafer was now present at the meeting. She then suggested that Board member should indicate any changes or omission.

Ms. Newman agreed with Ms. O'Rourke that there were no tools for measuring the progress of goals. It would help her to have them added. Ms. Newman added that combining family engagement with the other goals in item 1 was not her original intent: instead it was to engage parents in their students education to impact outcomes at school. Later in the meeting, it was agreed that item 1.A. would read: Provide supports and opportunities for parent/ caregiver engagement and involvement in the education of their student(s)."

Ms. Hasija Kauffman returned to the meeting. She asked whether Superintendent Dey could report on what might already be happening in each area of the goals. Ms. Hsu suspected that there was work being done in each of the goals. She wanted to determine whether Superintendent's comments might change the outcome of the evening.

Chair Rabasa agreed that the majority of the goals were aligned with the intentions of the district. The goals as defined would be the vision moving forward and would be aspirational and achievable.

Superintendent Dey reported that there were varying degrees of progress on many of the goals, such as family engagement, but there were also items that had little progress, such as engaging the Board in training and equity advisor work. He said there were also items that he considered not under the scope of the Board to impact, such as ensuring that teachers are grading equitably.

Ms. Hasija Kauffman was concerned that the Board not mix visions and ideals with specific actions. She asked what the action would be to inform the public.

Vice Chair Lafer said that his experience in the last four years, Board goals indicated the areas of focus which the Board wished to spend their time on. He appreciated the feedback that Ms. Newman had given but was also happy with the goals as they were.

Ms. Hays thanked Ms. Newman for clarification on the first goal. Ms. Hays was in support of approving the goals that evening and then having a work session to determine which they wanted to prioritize and measure.

Ms. Hays proposed to add an item to stabilize the budget and reduce dependency on reserves. Ms. Newman asked that consideration be taken of what was an appropriate reserve target.

Ms. O'Rourke felt that the goals were so big that the Board could not be held accountable to them. She wanted them to be more clearly defined and quantifiable so that the Board could be held accountable. In response to a question from Chair Rabasa, Ms. O'Rourke reiterated that the Board choose actionable goals and complete them before choosing more.

Ms. Hays agreed that the goals were large. She asked that if the goals were approved, the next step would be to spend time in work sessions to further hone each goal and create actions for them. Ms. Hasija Kauffman agreed with Ms. Hays. She recognized that the district might approach the completion of the goals differently that what the Board outlined.

Chair Rabasa hoped that if a goal was too broad, a Board member should feel free to edit it. Ms. Newman asked whether the proposed wording would be included in the final document to be voted on. She pointed out Item 2.D as an opportunity to meet in a work session to "develop measurable outcomes" as the goal stated.

Vice Chair Lafer approved of Ms. Newman's proposed language for items 1 and also the addition of an item 7 regarding the budget.

Ms. Hsu agreed that Ms. Newman's proposed changes were fine.

In response to a question from Ms. O'Rourke, Chair Rabasa said that the proposed changes would be made during the break and she would send the new document to everyone prior to voting.

Chair Rabasa asked if there were other comments. Hearing none, she closed the work session at 6:32 p.m.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:06 p.m. and reported that Alicia Hays, Vice Chair Lafer, Judy Newman, Keerti Hasija Kaufmann, Michelle Hsu and Ms. Rabasa were in attendance either in person or online. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Board Chair Rabasa asked whether there were any changes to the agenda. Vice Chair Lafer asked to add an agenda to adopt the Board Goals that had been discussed during the work session earlier that evening. The item was added to the agenda without objection.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey opened his comments with gratitude by acknowledging the inclement weather drive team. He shared that the day prior schools navigated both the schedule change of a delayed start and the extra energy that came with Valentine's Day, but before students and staff arrived at their schools, the inclement weather team, consisting of staff from Facilities, Transportation and Operations departments had been out on the roads assessing the travel conditions of a geographically diverse district. They traversed hundreds of miles reviewing road conditions and weather pattern predictions to make a recommendation for the safety of students and staff.

Superintendent said the recommendations the team made took into account the impacts to students, staff and families when changes to schedules were made, but were acutely aware of the district's commitment to the safety and well-being of everyone. Dr. Dey continued that while many in the community sometimes did not agree with the outcome of the team's decisions, the

community also did not realize the number of times the team hit the roads with no impact to scheduling: no news meant no change to the daily routine.

Superintendent Dey thanked the inclement weather drive team for their dedication and their work to ensure the safety and wellbeing of the district community.

Dr. Dey also thanked those who many believed “must be magicians for the number of things they juggle at any given time” –school office staff. He described the many different roles office staff play, including: warmly welcoming visitors, answering phones, attending to student needs, preparing materials for classrooms, working with PTOs, and more. Dr. Dey said that they were the expert conductors, the central nerve center and the heartbeat of district buildings. He added that the district leadership team with the assistance of the behavior support specialists had delivered a small token of gratitude for the monumental tasks they accomplished daily.

Dr. Dey concluded his comments by thanking the community for their honest input regarding the proposed new school calendar. More than 700 comments were received with varied input on the proposal and that critical feedback informed a revised draft that. Dr. Dey said that the community’s willingness to thoughtfully engage in dialogue was central to the district’s mission of making quality decisions. He recognized that when meaningful engagement and feedback occurred, decisions and recommendations were more thoroughly vetted and thoughtfully prepared.

Superintendent Dey thanked the Board and the audience who were present as well as listening online for their time and support as the district continued the important work of teaching and learning.

VI. COMMENTS BY BOARD CHAIR

This item was moved to Item X.

VII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Parker Anderson, representative from North Eugene High School, reported that affinity groups had held a valentine’s day dance. In addition, library staff put up posters letting students know about the mental health supports available to them.

Chaz Mills, representative from Sheldon High School shared that Black Student Union held Black History month events and would also be holding a luncheon. The Honor Society held their first drive since COVID. Chaz also reported that students were wondering how the new schedule would affect certain groups and students were also asking for more information on how to access supports for mental health and college and career readiness and how to increase support for AP preparation. Chaz continued that the school choir had offered an opportunity for students to serenade their valentine. Chaz commented on student’s concerns with Board trust after the issues that affected the presentation to the Sheldon Volleyball team at a prior meeting and hoped that the Board would work to regain trust in the future. Chaz was grateful for the two-hour snow delay the day prior.

Jasmin Darmadi was student representative at South Eugene High School and reported that the Student Government held a fundraiser by offering Valentine’s Day telegrams. Jasmin added that

many affinity groups had gathered to discuss the work of Dr. Martin Luther King, Jr. Jasmin said that the increase for mental health resources was welcome, but there were many students who were not aware they were available. As suicide rates increased, it was necessary to communicate early before a student considered taking their life. Jasmine added that many teachers were dismissive of student 504 plans which invalidated a student's mental health concerns. It was not the role of a teacher to determine whether the student exhibited the profile of someone who had a 504 plan. The effects of issues with mental health were not always visible.

Batafing Soumano, representative from Churchill High School, reported that the recent Winter Formal and singing Valentines had been a success. ASB would be holding Spirit Week after which the Black Student Union would have Black Excellence Week. Batafing said that senioritis was kicking in, but the seniors were trying their best to stay engaged. The boy's basketball team had participated in senior night and had a good game.

Ren Washington, representative from Eugene Online Academy, reported that a survey indicated that making friends was challenging and suggested that students gather outside of their school day to chat and make connections. Food and drinks could be provided and would be held in places where students with anxiety and sensory sensitivity would feel comfortable. Ren added that students did feel that they were getting enough support from their teachers. Ren would have more information on the topic at a future meeting.

VIII. 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.

Sophie Roberts asked everyone to be fair in a respectful way. Ms. Elena Roberts said that Ms. O'Rourke was unfairly singled out at a prior meeting by other Board members. Ms. Roberts said that the community was better because of Ms. O'Rourke's passion and commitment. The Board should strive forward instead of remaining in the status quo. Ms. Roberts felt that Vice Chair Lafer had taken issue with Ms. O'Rourke's concern about his use of the Signal App. Ms. Roberts asked the Board to consider the addition of two goals: to staff each school with a guidance counselor and/or a behavior specialist, and to embark on a recruitment effort that focuses on diversity so that staff reflected the community and that the community benefited from diverse points of view. Ms. Roberts asked the Board to send a message of solidarity supporting Ms. O'Rourke in the face of ignorance, racism, and sexism.

Vern Wilson shared a book written by a counselor who specialized in trauma, ADHD, and PTSD. Mr. Wilson shared statistics regarding students who felt sad and were struggling with serious mental health issues as well as experiencing with sexual violence especially girls and LGBTQ students. Mr. Wilson shared his own personal story and the recent story of a student who had taken her life. Mr. Wilson outlined the contents of the book.

Roscoe Caron thanked Chair Rabasa for showing dedication and grace in recent months. Mr. Caron had made many inquiries to determine how much CBM testing the district was doing and was finding it challenging to get an accurate answer. He had finally concluded that the district was testing more often than required. Mr. Caron added that EasyCBM and standardized testing in general did not work as indicated by the results of other tests. Mr. Caron added that

remediation did not work and disrupted a students' ability to benefit from subjects beyond math and reading as well as stigmatizing low-income students and students of color. Mr. Caron asked for an audit of standardized testing and for the Board to do no harm.

Amanda Hvass invited the Board to her community dinner before every meeting. Ms. Hvass shared a saying that was circulating in many groups she was a part of: "nothing about us without us" and shared some ideas that would support the phrase, such as continuing to calmly discuss together difficult topics; providing opportunities for unvaccinated persons to volunteer in schools; providing a summary of public comment after Board meetings; allowing the public to sign up at the Board meeting to make comment; choosing Board members who can listen to and understand each other's points of view.

Harry Sanger did not feel that he was being represented by those who ignored the needs of all the people over the needs of some. He hoped to humanize connection through shared experience. Mr. Sanger claimed that he was being tone policed when instead he was trying to ensure that all families had a voice at Board meetings and use words instead of actions to petition the governments. Mr. Sanger hoped to have an inclusive education system where everyone belonged, instead of a divisive system.

Christina Bellini Ms. Bellini's comments were not clearly audible. Chair Rabasa offered Ms. Bellini to submit her statement in writing so that the Board could have access to it. After returning to the meeting, Ms. Bellini tried again. The parts of her statement that were audible pertained to taking racial harassment complaints seriously, support of Ms. O'Rourke and not being in support of the recall petition, the legality and the ethics of the use of the Signal App. Chair Rabasa asked Ms. Bellini again to submit her statement in writing.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of the Eugene Education Association, shared that there was much work being done, much of it in collaboration with EEA, such as: creating new high school and middle school schedules; planning professional development; and examining systems of academic and social emotional support. Ms. Gordon said that when all the focus was on the future, it was important to recognize what was happening in the moment. Attention needed to be given to LifeSkills programs, which were overcrowded and short-staffed leading to a sense of perpetual hopelessness. Additionally, Learning for All efforts were not fully supported to include: adequate staffing with Educational Assistants; intentional collaboration between sped and gen ed staff; and smaller class sizes and case loads. Ms. Gordon said that the most important value shared as the district and EEA collaborated on the new schedule was to provide better access and opportunity for SpEd and English Language Learners. Ms. Gordon questioned the methods used to achieve the outcomes needed and asked to instead start with the needs of those most impacted.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Judy Newman expressed her regrets to the student athletes who had attended the prior meeting and had to sit through unproductive conversation. Ms. Newman was sorry that their accomplishments were diminished in that way and congratulated the students again. Ms. Newman also took responsibility for her actions and hoped to commit to improve working relationships so that the Board could focus on the needs of students. Ms. Newman reported that

she had attended the Lane County System of Care Summit. She listed the organizations that were involved in the conversations to better their support for youth in many ways and said that it was necessary to foster relationships with community partners to bring resources to students in school. Ms. Newman looked forward to continuing cross-partner collaborations.

Ms. Hasija Kauffman expressed her condolences to the families of Michigan State University students. She said that there was a long way to go to ensure that all students were protected. Ms. Hasija Kauffman also thanked the transportation team for their timely communication about inclement weather. She mentioned the affinity groups and said that her students had joined a new BiPoC group at their elementary school. She appreciated the effort to make sure groups were available to students of all ages.

Ms. Hsu thanked those who had made public comments. She planned to read the book that had been mentioned during the comments as part of her work on the mental health subcommittee. Ms. Hsu thanked all the student representatives for their updates and said that she had looked into the new rules at Churchill and South Eugene High Schools regarding tardies and shared that after an initial improvement in behavior, in the long run, disciplinary measures would adversely effect students of color and special needs students. Ms. Hsu recommended reviewing the rules and finding alternatives. Ms. Hsu had attended Kelly Middle school to see the dual-language framework based on language attainment. She enjoyed seeing educators collaborating on school-wide strategies. She also learned more about the daily measures that Kelly had to take to be a collocated school and was looking forward to hearing what was possible.

Ms. Hays said the prior meeting was frustrating and confusing. She mentioned the February 3, 2023 article in the Eugene Weekly that described what occurred. She had read many emails regarding the meeting and the behavior towards fellow Board member Laural O'Rourke and expressed her regrets that the student athletes had to wait to be celebrated but also that the Board had not discussed the many microaggressions that occurred at the meeting. Ms. Hays then showed a video that compared microaggressions to a multiple of mosquito bites. She was reminded of her responsibility as a member of the dominant company to explore her actions more deeply.

Vice Chair Lafer thanked Ms. Darmadi for her comments on students having to defend the use of their 504 accommodations. Mr. Lafer said that February was also Black Labor History month and shared the history of the inception of the Colored National Labor Union. Mr. Lafer also referred to the Book Challenge administrative rule which was on the Consent Agenda that evening. He said that the AR would support librarians and thanked Ms. Hsu and Superintendent Dey for their work on the rule and hoped that in time there would be a policy regarding the issue. Vice Chair Lafer also mentioned the Center for Applied Learning and career technical education which would provide robust on the job learning for students that would lead to good family wage jobs that did not require a college education. He mentioned the integrated outdoor program which combined outdoor activities with English and suggested many other options. Vice Chair Lafer thanked Superintendent Dey for exploring the best way to spend discretionary funding.

Chair Rabasa thanked the students for their comments and added her thanks to Jasmin Darmadi for calling attention to the injustice of questioning the legitimacy of student 504 plans. Ms. Rabasa also thanked Chaz Mills for their comments on how the Board was compromising

the trust of the student representatives. Chair Rabasa said it was a crucial message for the Board to hear. Ms. Rabasa said she attended the first gathering of Communities of Color and Allies network since the end of the pandemic. It was jointly sponsored by 4J and Bethel and many people attended. At the meeting, she heard from the Director of the Teaching and Learning Program at Pacific University, Anil Oommen, that the evening and weekend program was comprised of 52% students of color. Mr. Oommen attributed the growth of students of color in his program to 4J's Grow-Your-Own program.

Chair Rabasa highlighted Gene Chism, 9th Grade Transition Coordinator at Churchill High School. Mr. Chism helped students and their families to be successful in school by helping students with homework, mental health support, and giving pep talks. Chair Rabasa read testimonials from both students and fellow staff and described him as a lifeline, a strong advocate for racial and social justice in the community, and the connective tissue of Churchill.

XI. CONSENT GROUP – ITEMS FOR ACTION

1. Approve January 18, 2023 Board Minutes

2. Approve Purchases of New Buses
   Presenter: Arthur Hart

3. Approve Memorandum of Agreement with OSEA Concerning Landscaping Support from Community Vendors
   Presenter: Karen Hardin, Director of Human Resources

4. Approve 2023-25 Lane ESD Local Service Plan - Year One - Component (second read)
   Presenters: Tony Scurto, Lane ESD Superintendent and Linda Hamilton, Board Chair

5. Approve Instructional Resources/Instructional Materials IIA Policy; Request for Reconsideration Process and Form IIA-AR(2)

Chair Rabasa thanked the student Board members and offered that they could leave the meeting if needed.

Vice Chair Lafer moved to approve the consent agenda. Ms. Hsu seconded the motion. **The motion passed 6:0 with all Board members present voting in the affirmative.**

XII. ITEMS FOR INFORMATION

1. Introducing the Center for Applied Learning and Community Engagement
   Presenters: Superintendent Andy Dey, Tia Holliday, College and Career Readiness Administrator, and Ed Mend, Teacher on Special Assignment in support of Ninth Grade and CTE

Dr. Dey shared that there were many great things happening in Career and Technical Education. He wished to focus on creating possibilities for students to access programs that were outside of their neighborhood schools. He introduced Tia Holliday and Ed Mendelssohn.

Ms. Holliday thanked the Board and said that the team had been working on the program concept for quite a while. Ms. Holliday outlined the presentation she would be sharing that evening.

Applied Learning would allow students to learn through doing; and would train students for high demand careers with a living wage through the application of industry standard credentials. Ms. Holliday hoped to balance classroom education and what happened in the real world. Programs would prepare students for multiple outcomes in the job market such as a job, apprenticeship, or two- or four-year college.

Mr. Mendelssohn reported that the program focused on connections in the community. Partners brought industry sector knowledge and skills and offered support to the design of the program. Students worked on community issues and needs.

Ms. Holliday shared that the instructional approach was designed by students, teachers and community partners. Core content would be integrated into the applied learning. Ms. Holliday gave the example of a project requiring geometry, public speaking, and the analysis of blueprints. Public demonstration of skills acquired would be validated by those for whom the work was being done. Students from across the district, including all regular and online high schools, would be included. Transportation and extended-day learning were being offered to fight systemic barriers of access to high-quality opportunities.

Mr. Mendelssohn reviewed the design model that the team was using. The thought cycle was an approach to learning which included identifying community needs, skills, knowledge and the potential projects that would be in the program. The five steps were empathize; define; ideate; prototype; and test. Testing, evaluating and revision were an important step that was done by the district team and community partners.

Ms. Holliday acknowledged the Future Build program and the leadership of Peter Wiebe. Mr. Wiebe had been a math chair at South Eugene High School before coming to the Future Build program. Twenty-eight students were transported to Lane Community College where they were involved in a multi-year program. The program hoped to accommodate sixty students next year. Students built housing for those in transition while receiving 1 credit in geometry, .5 credit in Language Arts, College Now credit with OSHA and NCCER nationally recognized credentials.

A video was shown that highlighted students working on the houses at Lane Community College. Students spoke about what skills they were learning and the value of working on projects that stayed in the community. Students received accreditation that could be used across the country.

Vice Chair Lafer was grateful to Superintendent Dey for taking the lead on an important project. He spoke of the Bauhaus movement in the 1920s in Germany which integrated the brain and the body. Mr. Lafer anticipated that an important aspect of the program would be students finding community with others in the program. Mr. Lafer hoped that the district would increase financial support for the program. Ms. Holliday acknowledged that it would be important to start slow and build the program over time. The team would take into consideration scheduling and needed credits.

In response to a question from Chair Rabasa, Ms. Holliday said that as more students entered the program, additional staff would be added as well.

Ms. Newman commended the team for their great start and acknowledged the barriers that the program was overcoming, such as teacher licensure and obtaining industry licenses. Ms. Newman asked whether the district was reaching out to city and county programs that could provide support. Ms. Holliday confirmed that LaneESD was a key partner in coordinating regional programs.

Ms. Hays remembered that past Board member Jim Torrey was a strong advocate for career and technical education programs and was still on the Board in 2021 when the program began. Ms. Hays asked to do a site visit so that the Board could see what was happening and meet the students and staff. Ms. Holliday offered the Board could visit the homesite any time, and added that current seniors would finish up their project and pass off the home to its occupants in the summer.

Ms. Hasija Kauffman thank Vice Chair Lafer for his comments on the practical application of learning through doing projects. She appreciated that staff was taking the time to do the project well so that it could be revised and expanded successfully.

2. Receive an Update to the Integrated Guidance Plan Narrative
   Presenter: Superintendent Andy Dey

Superintendent Dey invited the Board and community to review the narrative that had been posted on the website and was also in the Board packet. The narrative focused on four areas: Needs Assessment; Plan Summary; Equity Advanced; and CTE Focus. Also included in the packet were the Equity Decision Making Tool and the Equity Lens.

Superintendent Dey said that the team would update the final three areas for the next meeting and would reach out to all stakeholder groups for input.

Dr. Dey said that the district was required to demonstrate that it was publicly inviting people to review the basis for their decisions.

In reference to an area of the narrative regarding CTE on page 99 of the packet, Ms. Newman asked Superintendent Dey to comment on the definition of a “non-traditional field.” Superintendent Dey responded that it might apply to health-care fields that did not require mutli-year college educations.

Ms. Newman also wondered whether the Board could see the basis for the narrative: whether there was survey data.

Ms. Hasija Kauffman also wanted to know more about how stakeholders had been engaged in the process and what the data was. Chair Rabasa added her question whether the community knew that they were contributing to the narrative.

Superintendent Dey said that the district was continuously working to ensure that the community had opportunities through various social media outlets to give feedback whether it be positive or negative and to also comment when they felt that an area of concern was being overlooked.

Superintendent Dey added that there were issues that were durable over time, such as small class sizes.

3. List of Potential Integrated Guidance Activities
   Presenter: Superintendent Andy Dey, Cydney Vandercar, XXXXX, and Brooke Wagner, XXXXXXX.

Superintendent Dey introduced Ms. Vandercar and Ms. Wagner to give a report on the plan of activities that would ultimately lead to a positive outcome in the three key areas of the plan: timely communication and meaningful engagement; a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved; and the safety and wellbeing for students and staff.

Integrated Guidance would braid together six programs: High School success; the Student Investment Account; Continuous Improvement Planning; Career and Technical Education; Every Day matters; and Early Indicator and Intervention Systems. The common elements of these programs were an authentic engagement process; equity-based decision making; focusing on students who had been historically marginalized by the education system; a comprehensive needs assessment; and a continuous improvement cycle. The application of the above programs would be an engaged community, equitable access and advancement, and a well-rounded education that included student safety and well-being.

Superintendent Dey shared the six phases of the Integrated Guidance project. The focus of the meeting that evening would be the third phase: strategies.

Misael Flores-Gutierrez and Larry Williams, Co-Directors of Equity, Instruction, and Inclusion, shared the activities that were taking place. Mr. Flores-Gutierrez highlighted the work with WREN (Western Regional Educator Network) and Eugene Education Association that brought together educators of color. Mr. Williams highlighted the Affinity groups, which offered resources for underserved students to have a voice, to collaborate and share with the district. Because of their success, the groups were being highlighted for continued support.

Assistant Superintendent Cydney Vandercar shared that class sizes were the lowest in recent history as a result of focused Student Improvement Account funds. The specific areas of focus were middle school class size reduction; high school extended day; targeted staff at elementary schools; and humanities for ninth grade.

Assistant Superintendent Brooke Wagner spoke about Integrated Prevention and Mental Health programs such as social emotional screening for students, a project manager for prevention services/suicide prevention, mental health and social workers, prevention education specialists, and 15th night protective services. She added that behavior support staff and student success coordinators would be added to middle schools.

Superintendent Dey interjected that each slide represented the outcomes and specific activities to achieve the multiple outcomes for each of the big three rocks of his plan. As discussions continued, the Board and staff would work to determine what work was possible within the budget.

Mr. Williams shared information about support for equity, inclusion, and instruction initiatives. He said that the regional managers and student affinity group and program coordinators were placed in schools to support students in real time.

Ms. Wagner shared that the district was starting a prevention unit that would include a directory of care for each school. The directory would include nurse, mental health and guidance counselors, and more.

Ms. Vandercar shared that many specialists were itinerant because there was limited funding to provide staffing for all schools. New teachers were being provided mentors to be more successful.

Ms. Wagner spotlighted extended learning opportunities for staff and students. She mentioned the Kids in Transition to School, which had doubled in recent years. The program was making a difference for kindergarteners, especially at Cesar Chavez Elementary School.

Ms. Vandercar focused her next presentation on career technical education and the Center for Applied Learning including the Future Build program; creative services; health occupations; forestry and natural resources; manufacturing; and development and administration.

Ms. Wagner shared that third grade literacy was a key performance indicator and was connected to the elementary language arts adoption. The district's focus would be to target first grade reading groups.

Under the section of meaningful engagement, Mr. Flores-Gutierrez said that when students were successful in ninth grade, there was a greater chance of graduating.

Ms. Wagner continued that the district was working on an integrated prevention and mental health model through collaboration with community partners such as Helping Out Our Teens in School (HOOTS), Oregon Social Learning Center (OSLC), Ophelia's Place, and Sexual Assault Support Services (SASS). Staff recognized the benefit of partnering with all four organizations. Ms. Wagner added that high school extended day and afterschool and the summer bridge intensive programs were integral in helping students to stay on track to graduate.

Mr. Flores-Gutierrez shared that a mobile food truck had been provided by Food for Lane County in the past and staff were hoping that they would be able to find a way to continue it. The truck would offer needed basic supplies to families.

Superintendent Dey concluded the presentation by sharing that staff would request input from employee groups and would bring back a final overview at the next Board meeting on March 1, with final approval slated for March 15.

In response to a question by Chair Rabasa, Superintendent Dey explained that there was a funding stream for the career technical education program through Perkins grants for students who completed the course of student. Some students could choose to take CTE courses through job-embedded learning, but not complete them all. At the same time, there were classroom-based teacher support programs.

Vice Chair Lafer opined that it would be challenging to determine how to spend discretionary funds when there were so many areas of need. He hoped that the Board could receive a targeted list prior to the meeting on March 1 when the Board would hear from employee groups what their main focus for spending would be. Superintendent Dey confirmed that staff planned to share information no later than February 24.

Ms. Newman asked whether all elementary schools had affinity groups. Mr. Williams said that the plan had originally been to add elementary schools in the third year of the program but some schools had started early especially where there was an experienced coordinator to implement them. Ms. Newman also thanked staff for their report of all the community organizations the district was in partnership with.

Ms. Wagner said that the funding being discussed represented seven percent of total funding.

4. Receive an Update and Discuss Yujin-Gakuen Elementary School and Kelly Middle School Options
   Presenter: Superintendent Andy Dey

Superintendent Dey said that the next portion of the meeting would be to have a discussion about the two schools. He reiterated that Board members Chair Maya Rabasa and Michelle Hsu acted as an information conduit but did not make decisions themselves. The next meeting of the two staffs would be the coming Friday.

Superintendent Dey said that staff were working on a list of needs that would not necessarily require Board approval but would make the schools better functioning for students. Purchase orders were being created for other needs. Information that was gathered that night would be relayed to district staff and would hopefully inform the construction at the building at 850 Howard Avenue.

Vice Chair Lafer wondered how much funding was available for renovations. He wished to be as transparent as possible with the school communities. Superintendent Dey said that funds in current bonds and additional premiums and capital improvement funds were approximately $10-12 million for total renovations including furniture, fixtures and technology. If the proposed project exceeded the initial amount, the Board and staff could discuss how to prioritize need.

Ms. Newman asked Chair Rabasa and Ms. Hsu how they would direct the conversation. Superintendent Dey hoped that the upcoming meeting would be a listening session to determine the staff's needs were and then to determine how to create a plan to respond.

There was additional discussion about the misinformation that might have been shared about the use of the North Eugene High School building. Ms. Hays remembered that staff were assured that they would be provided the best space possible. Vice Chair Lafer just wanted to make sure that the Board acknowledged that the option had been offered.

Ms. Newman wanted to make sure that there would be a time limit to make a plan because the discussion had been ongoing for quite a long time. Ms. Hsu said that she was starting the conversation anew and was seeing the willingness of the staff and community to collaborate to find a viable solution.

Superintendent Dey said that staff would be ready to have a transparent conversation with staff about what was needed and then to create a plan that was within the budget available.

XIII. ITEMS FOR ACTION

1. Approve Legislative Committee Guidance for 2023
   Presenters: Judy Newman and Keerti Hasija Kaffman, Board members

Ms. Newman moved that the Board adopt the Legislative Committee Guidance for 2023 as included in the Board packet. Ms. Hasija Kauffman seconded the motion. There was no discussion. **The motion passed 6:0 with all board members present voting in the affirmative.**

2. Approve Board Goals *(this item was added during the agenda review)*
   Presenter: Vice Chair Gordon Lafer

Vice Chair Lafer moved that the Board approve the Board Goals as discussed in the work session. The goals included changes to language in points 1 and 6 and added a point 7 regarding stabilizing the budget.

In addition, Vice Chair Lafer and Ms. Newman recommended that at or before the final Board meeting, there be an annual progress report of Board goals by the Superintendent or Board Chair.

Ms. Newman seconded the motion. There was no discussion. **The motion passed 6:0 with all board members present voting in the affirmative.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Equity Trainer Selection Process
   Presenters: Collina Beard, Chief Administrative Officer

Ms. Beard said that in a work session staff hoped to provide a sample scope of work which would reflect the outcomes of the Board. The group would also create evaluation criteria and a scoring system.

Once the three areas of the proposal were finalized, they would be forwarded through a procurement process. Ms. Beard remembered that there had been concerns regarding the transparency of the prior process and assured the Board that the district's procurement process aligned with those of the state.

After a short list was created, the Board could interview candidates which might include sample work to determine the style of the candidate. A scoring process would also be used.

There were no additional questions. Ms. Hsu thanked Ms. Beard for her comprehensive presentation.

2. Approve Letter of Support for Passage of HB 2883 (First Read)
   Presenters: Judy Newman and Keerti Hasija Kauffman, Board members

Ms. Newman said that she and Ms. Hasija Kauffman were introducing the letter at that evening in order to give the Board ample time to read it and prepare comments for the next meeting when they would take action on it.

There were no additional comments.

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

Chair Rabasa solicited agenda items for future meetings.

Vice Chair Lafer asked to add an item for information regarding the book challenge in hopes that eventually it would be added to policy or administrative regulations. Ms. Hasija Kauffman and Chair Rabasa agreed it should be brought to leadership.

Ms. Hasija Kauffman asked to receive more information on the stakeholder and assessment process for the Integrated Guidance as it had been discussed earlier in the meeting. Vice Chair Lafer and Ms. Newman agreed it should be brought to leadership.

Ms. Hays wondered whether there was a list of items that had been agreed upon for future meetings. She had asked for items many months ago which had not been added to meetings. In response to a question from Chair Rabasa, Ms. Hays said that she wanted to discuss it at a meeting and agreed it would be an item for information. There was agreement among the Board to add the item to a future meeting.

Chair Rabasa asked for an update on both the ELA and Social Studies curricula. Ms. Hasija Kauffman and Ms. Newman supported the request. Superintendent Dey suggested that a work session be scheduled so that there could be a longer conversation.

Chair Rabasa said that the next regular Board meeting would be on March 1, 2023.

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~
~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~
OCTOBER: ~~Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat~~
~~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

XVII. ADJOURN

Chair Rabasa adjourned the regular meeting at 10:06 p.m.

Andy Dey

Maya Rabasa

District Clerk Board Chair

(Recorded by Eliza Drummond)
Approved April 19, 2023