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

Date: September 6, 2023

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 4:30 pm and a regular Board of Directors (BOD) meeting at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on September 1, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:
Maya Rabasa, Chair
Jenny Jonak, Vice Chair
Tom Di Liberto
Rick Hamilton
Judy Newman
Morgan Munro

STAFF: (TBD)
Andy Dey, Superintendent
Collina Beard, Chief Business Officer
Jenna McCulley, Chief of Staff
Debbie McKim, Executive Assistant/Board Secretary
Matt Brown, Director of Finance
Kat Lange, Executive Director Youth and Family Support
Steve Menachemson, Director of Technology
Seth Pfaefflin, Director of Student Services
Kyle Tucker, Chief Operations Officer

EMPLOYEE ASSOCIATIONS: (TBD)
Sabrina Gordon

MEDIA:
KVRM

I. WORK SESSION

1. CALL WORK SESSION TO ORDER AND ROLL CALL

Chair Rabasa called the work session to order at 4:37 p.m. She said the names of those in attendance.

2. ANTI-BIAS HIRING TRAINING WORKPLACE CHANGE

The board participated in implicit bias training presented by Serilda Summers McGee of Workplace Change. The presenter discussed implicit bias with examples of dominant culture trends, structuralisms, and microaggressions in the workplace. The presenter gave examples of implicit bias of affinity bias, the halo effect, perception bias, group think, and

attribution bias. The board was asked to share what they perceived to be attributes of diversity.

The board watched two videos and then shared which one resonated with them.

The board was given time to discuss what was learned about bias as it applies to their workplace.

The presenter discussed microaggressions with examples. The board was asked where they have seen microaggressions.

3. ADJOURN

Chair Rabasa adjourned the work session at 6:27 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 7:00 p.m. She said the names of the board members who were present. Superintendent Dey led the flag salute, and Chair Rabasa read the Land Acknowledgement.

IV. AGENDA APPROVAL

Chair Rabasa noted language change of this item. She said the change to Agenda Approval came from the advice of an instructor at a summer conference and did not preclude changes or corrections. Chair Rabasa asked for changes or corrections. There were none.

V. INTRODUCTION OF GUESTS AND THE SUPERINTENDENT'S REPORT

Superintendent Dey shared schools opened to students in kindergarten, sixth grade, and ninth grade that day and that buildings would open to all students the following day. He said he visited buildings and was reminded how great it was to hear the sounds of teaching and learning and the beginning of new relationships as a tangible reminder as to why they served in the field of education. Superintendent Dey said staff returned to the school year with the highest ratio of students to adults in buildings that had been experienced in some time. He said unlike many districts in the state and across the country 4J began the year with fewer unfilled vacancies than they've had in recent years. He thanked staff and human resources who worked to get positions filled and staff placed and acknowledged temporary federal funding. He said efforts at reorganization had focused key resources to direct building support that was believed to lead to higher quality instructional practices. Superintendent Dey said they dedicated time collaboration within building teams through protected time on Wednesday early release. He said there was a sense of optimism as the school year started that seemed amplified compared to the past several years. He said throughout the year staff at all levels would need to come together as a high functioning unified team to serve students and families. He said he was looking forward to the work and growth the system and students would experience over the course of the year and thanked staff, students, and families for their time, service, and dedication.

VI. ITEMS RAISED BY THE AUDIENCE

Katie Hertzberg Hashimoto said she was a Yujin Gakuen (YG) Middle School parent and teacher at Kelly Middle School. She spoke in favor that the two schools remained co-located until a permanent location was found. She said the YG immersion program provided opportunity to families in the north side of town and that YG deserved a permanent location and to know what that would be before they were asked to move again. Ms. Hashimoto said if YG was forced to relocate to another temporary location enrollment would be negatively impacted. She said some or many kindergarten families might struggle to commit to a program that didn't have a home on a permanent side of town and that many families would not be able to transport students at both the elementary and middle school programs between South and North Eugene. She said if YG and Kelly Middle School remained co-located until the permanent location was found both Japanese programs at the schools would remain stable and continue to grow. Ms. Hashimoto said she appreciated that the final decision was to not remain co-located but that it was an unnecessary hardship on the YG school and community that did not need to be imposed.

VII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon said 4J welcomed back kindergarten, sixth grade, and ninth grade students and one elementary school had an unplanned emergency response from the fire department. Ms. Gordon said 4J's practice to welcome and support students on their first day of school was an example of collaboration between administrators, classroom teachers, special education, and classified staff to meet the needs of students. She acknowledged room for improvement and a continued effort to work together. Ms. Gordon spoke of the new educator mentor program and shared the program's background. She said the program was successful because of educator knowledge, responsive feedback, and the support from district administrators. She said they worked to center equity and student voice, which included an invitation in August for a student to address more than 130 new educators. Ms. Gordon said the mentor team was looking to the future and would help to advise the instruction coaching model that the 4J Board was bringing to every school so peer coaching would be seamless.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Di Liberto acknowledged Labor Day and his gratitude for the people who did the labor to make sure kids received a good education. He acknowledged anticipation, worry, and hope that the year would be the best. He said every job was critical to the district's mission and thanked everyone for their contributions in the past and future.

Ms. Newman said she thought the transition for kindergarten, sixth grade, and ninth grade was excellent because they were given a day to adjust to new circumstances before older kids were in the building. She said she was excited that kindergarten teachers were piloting a new process that involved conversation with families to understand each child's needs. She said this process was warm and welcoming and could set up the child for success. Ms. Newman said she thought this program would be beneficial for middle and high schoolers. She welcomed and thanked staff for their work to make schools welcome and safe, and to support positive growth. Ms. Newman said she attended the Eugene Education Fund (EEF) retreat and planning day. She said there is a new executive director, Nancy Baum, and new board members and she was excited to represent the Board. She announced the EEF 5k for 4J fundraiser on October 14 at Alton Baker Park

from 9:00 a.m. to 2:00 p.m. She said all schools were welcome and could use this opportunity to host their own fun run and raise money for their schools. Ms. Newman shared grant applications started in mid-September for school, classroom, or district wide requests, and focus areas included enrichment, read to learn, and pathways to success.

Chair Rabasa said she wanted to celebrate kindergarten, sixth grade, and ninth grade students on their first day of school and thanked students who set the stage for the start of the year. She thanked the staff and said she was thrilled to start in full the following day and wished students and staff a wonderful, joyful school year. She reminded the community of the open position on the school board and applications were due by September 11 and could be accessed on the 4J website.

IX. CONSENT GROUP – ITEMS FOR ACTION

IX.1. Approve Executive Session and Regular Board Meeting Minutes from August 2, 2023
IX.2. Approve Equitable Athletic Facilities – Churchill Bathrooms, Concessions & Storage
IX.3. Approve Purchase of Origami Risk: Safety, Risk and Asset Management Plan
IX.4. Approve Altria Global Settlement

Chair Rabasa noted there was one item to be stricken from the minutes and asked for a motion.

MOTION: Ms. Munro moved to approve the consent agenda and to pull the minutes from the August 2 meeting. Seconded by Ms. Newman. **Motion passed unanimously (6:0:0)**

Chair Rabasa asked the statement about adding a subcommittee to review where policy could identify areas of improvement be stricken from the August 2 meeting minutes. She said there was no correction as the next paragraph went into more detail.

MOTION: Ms. Munro moved to approve the minutes as corrected. Seconded by Vice Chair Jonak. **Motion passed unanimously (6:0:0)**

X. ITEMS FOR INFORMATION

X.1. Nomination and Voting Process for Oregon School Board Association's (OSBA) Lane County Board Representative and Legislative Policy Committee Representative
Presenter: Maya Rabasa, Board Chair

Chair Rabasa said that currently all even numbered OSBA Board of Director positions and all legislative committee positions were up for election. She noted that position six that covered Lane County for the OSBA Board of Directors was filled by Linda Hamilton who indicated to Chair Rabasa she intended to run again. She noted that position six that covered Lane County for the Legislative Policy Committee (LPC) was filled by Judy Newman who was interested to run again. Chair Rabasa said for someone to run for these positions, they needed to be nominated by a board member serving in their region at the last Lane Education Service District (ESD) meeting. She said that the board already voted to nominate both Judy for the LPC position six and Linda Hamilton for the LSDA board.

She said because they committed to nominate those positions no further action was needed unless the board chose to submit a secondary nomination, which was not necessary. Chair Rabasa noted that although incumbents were running it did not exclude anyone from being nominated themselves.

Chair Rabasa asked for discussion or if anyone was interested in being nominated. There was none.

XI. ITEMS FOR ACTION

XI.1. Lane Arts Council Partnership with Expansion into Secondary Programs

Presenter: Andy Dey, Superintendent; Stacy Ray, Executive Director of Lane Arts Council

Superintendent Dey said this partnership had been in place for a number of years and provided artist investments in elementary schools. He said the current level of funding would allow for two resident artists at each elementary school and maintain the design apprenticeship program in middle and high schools.

Ms. Ray said Lane Arts Council had provided in-school arts education and arts integration to all sixteen Lane County school districts for almost 50 years. She said the council strongly believed that equitable access to arts education was essential to well-rounded student experience. She said they maintained a roster of 40 professional teaching artists who implemented art education programs in schools. Ms. Ray said the Lane Arts Council was a statewide leader in arts education program and curriculum development. She said in school artist residencies brought professional artists into classrooms to provide high quality hands-on arts and creative instruction. Ms. Ray said each residency adapted their curriculum to each grade level and worked with each school to identify their need and goals in arts education. She said programming was responsive to school needs and instructors aligned with best practices in arts education. Ms. Ray said artists worked across creative disciplines such as fiddle, West African Dance, mural, theater, storytelling, clay sculpture, illustration, and more. She said students learned new methods of expression, developed creative thinking and confidence, and gained skills that helped them in all areas of their life. She said art instruction supported student wellbeing, mental and physical health, and emotional regulation. Ms. Ray provided examples of art residencies in the school district. She said Lane Arts Council developed a robust and impactful partnership with Eugene 4J through ArtSpark, which worked to ensure students in 4J schools had access to arts as an essential part of their education. Ms. Ray said ArtSpark was created by the Lane Arts Council, Rotary Club, Eugene School District 4J, and Eugene Education Foundation as an initiative to raise funds to support art opportunities in elementary schools with the intent that Rotary funds would decrease and 4J investment would increase to sustain the program. She said a $150,000 commitment from the district for this year would support teaching artists costs, supplies and materials, artists' travel to school, and the Lane Art Council's administration of the program. She said they anticipated serving approximately 6,000 elementary students through 2,000 hours of programming. Ms. Ray noted programming costs have grown and increased support from the district would more adequately support program costs and ensure they could continue to provide high quality arts programing for all 4J elementary schools. She said Lane Art Council would raise additional funds to support the overall program budget through

community fundraising and grant applications. Ms. Ray said they requested funds to support the participation of Eugene Middle and High School students in the design arts apprenticeship program. She said this program provided no cost apprenticeship opportunities for middle and high school students to learn about specific areas of design, such as product, fashion, graphic, and web design. She said students would meet in small groups with a professional designer for 25 hours over a 10-week period and the program would provide students with professional training opportunities through workshops. She said students would also explore business aspects and career readiness. Ms. Ray said the overall budget for the program was $70,000 with a proposed $35,000 commitment from 4J. She said they serve 100 to 120 students through the program, approximately 60% of which were 4J middle and high school students. She said in addition to implementing the program this year, Lane Arts Council would work with the district to develop an in-school model of the program to support Career and Technical Education (CTE) goals and job readiness learning for the 2024-2025 academic year.

Chair Rabasa thanked Ms. Ray for her presentation.

Vice Chair Jonak asked how students are selected for apprenticeships. Ms. Ray said they were promoted widely, and students were encouraged to complete applications. She said low-income students had first priority followed by students who already participated in an apprenticeship. She said the application process was important because they wanted to understand what they were interested in, what areas of design they wanted to explore, and what experience did they bring. She said there was an intentional process of matching students with specific design mentors.

Ms. Munro asked Superintendent Dey to clarify in the budget if the apprenticeship program would result in a reduction of staff and if this was a request for funding in addition to regular art programming. Mr. Dey said it was not the intent to supply current staffing and that funding support for the request would come from the General Fund.

Ms. Newman said she watched this program grow and thanked Ms. Ray for her presentation. She said ArtSpark was a brilliant partnership because high quality and inspiring artists brought art to the schools. She said she was excited about this new endeavor and trusted this would match CTE goals.

MOTION: Vice Chair Jonak moved to approve the Lane Arts Council proposal to expand into secondary programs. Seconded by Ms. Newman. **Motion passed unanimously (6:0:0)**

XI.2. Eugene Education Options (EEO) Transition to an Alternative Education Program

Presenter: Kat Lange, Executive Director Youth and Family Support Services; Scott Mayer, Alternative Education Administrator

Mr. Mayer asked to have the Eugene Education Options (EEO) institutional ID retired and converted from being considered by the state as a school to being considered as an alternative program. He said EEO was established as a grade 9 through12 alternative

school, and they received a report card like all other high schools in the state although they were primarily serving students in grades 11 and 12 through ECCO and the Eugene General Education Development (GED) program. He explained school report cards were based on a four-year graduation cohort which EEO did not have. He said EEO was marked as a failing school without having a full cohort. Mr. Mayer said EEO included ECCO, 4J GED, Eugene Online Academy for grades K through 12, the Reconnection Center, the two child development centers that served children of students, and case management for all 4J students in private alternative schools. He said the change would provide flexibility to grant credit from any licensed teacher in any subject area and prevent licensure issues. He said there were current issues with Eugene Online Academy in which he had to pay contract teachers that were not 4J teachers, and that efficacy with contract teachers was much lower. Mr. Mayer said student data was also an issue as students left their high school to become part of ECCO their data left with them and gave an inaccurate account of how systems were working. He said dual enrollment would help with student data and would help have an aligned focus with partners in home schools. He said when the proposed change was announced to staff there was unanimous support.

Chair Rabasa thanked Mr. Mayer for his presentation and asked for questions.

Vice Chair Jonak asked for more detail about how inclusivity and interventions of family engagement would be better tracked, supported, and reported.

Mr. Mayer said what was currently in place was a referral program that looked at the history of the student in schools and made decisions about what was appropriate placement, which was often ECCO. He said with a single place for data, discussions were not focused on the single student but would look at identifying trends for more accurate data. He said the current effect with data was that students disappeared in the data and created a challenge to reconstruct.

Ms. Lange said a referral process would help ensure one of the programs was appropriate for the student. She said a school choice program allowed students, families, and teachers to move them into the program when it may not be the best program to meet their needs. Ms. Lange said by going through a referral process, there was the opportunity to make sure placement was in the best interest of the kids and not because of other factors that may have occurred.

Ms. Newman asked if there was a downside or loss to make the change. She said she understood the need for data to be in one place and asked if there was already a way to make sure alternative placements were doing what they should for the kids or their success.

Mr. Mayer said they would not have a school report card and they would still be part of the evaluation process of alternative programs by the district. He said he was involved with a task force with the Oregon Department of Education (ODE) that was developing a new way to look at alternative schools because existing framework was flawed. Mr. Mayer said when success was measured on a four-year cohort for school that don't have that it was not a good fit. He said they would still have a way to evaluate efficacy that would be more

informative. He said there was not a downside in terms of funding or staffing. Mr. Mayer said it provided flexibility and enabled them to create an alternative evaluation system to measure single year growth that used data that was not on the report card.

Ms. Munro shared she taught at Lane [Community College] and shared the hall with the GED program and that she was impressed by students and staff. She said she was excited to hear how the program was growing. She recognized the administrative benefits but was concerned about the impact of this change on students who were already not finding their needs met by the district. She asked about the impact of having teachers who aren't certified or are teaching outside of their subject area.

Mr. Mayer validated Ms. Munro's concerns and said that a move from a comprehensive school to an alternative program does not mean a reduction in the variety of what was offered. He acknowledged programs that were not available and said they were trying to make stronger connections with schools to access these comprehensive programs. Mr. Mayer said this effort was aided by the new schedule which brought them into alignment and allowed them to have students participate. He said that students gained a face-to-face connection and level of intimacy in their education.

Ms. Munro asked from where students would receive their diploma.

Mr. Mayer said the diploma would still be issued by EEO. He said he was concerned because some students might have harsh feelings about their experience and did not want to identify with that institution. He said he was working to change that narrative.
Mr. Di Liberto thanked Mr. Mayer for looking at a solution that was better for the kids and teachers.

Ms. Munro asked if the decision process warranted more time so they could hear from more people to try to get a sense of the community's interest and have them be engaged, or if this was an administrative shift in name only.

Mr. Mayer said this would not impact the student or family experience. He said there was a deadline to file with the state by the end of the month.

Ms. Lange said communication was needed to families about the switch however the experience would not change. She said the biggest change was the Alternative Education (Alt-Ed) process and that those already in the program would be grandfathered to stay in the program. She said once this was approved by the state there would be communication to families about the new process. Ms. Lange said extensive conversations were already held for students coming into the program to determine if it was the best fit for them.

Vice Chair Jonak asked if there would be commitment of resources or staff help parents who needed assistance to navigate the new application process.

Mr. Mayer said currently students entered all programs, with the exception of Eugene Online, through the referral process. He said there were dedicated staff that communicated with students and families who transitioned between programs and that

the change would represent an increase in communication and access. He said the change was for a single element and all other elements were already using the process.

Ms. Newman asked if Eugene Online was part of the transition or if it would still be a choice school.

Mr. Mayer said Eugene Online was part of EEO's alternative offerings and access would come through the referral process. He said this allowed them to streamline the flow of information and allowed them to be more responsive to families. He said the inability to engage in the requirements of the program would prevent a student from getting in and gave the example of students in residential treatment who did not have enough time to access the internet and complete the program. Mr. Mayer said capacity also impacted enrollment.

Chair Rabasa said it felt like a return to the spirit under which the EEO was originally formed. She said students would be impacted in a positive way and this offered a chance for students to learn in a different way. She said she was excited for conversation around innovativeness and how success would be measured.

MOTION: Vice Chair Jonak moved to approve the transition of EEO to an alternative education program. Mr. Di Liberto seconded. **Motion passed unanimously (6:0:0)**

Mr. Hamilton asked how long Mr. Mayer had been doing this work.

Mr. Mayer said he had worked in alternative education since 2006 and had been the administrator for two years.

Ms. Newman asked to receive feedback about this year and wanted to see what measures of success were created.

Tim Bjorstad was an EEO teacher in the audience and shared that he appreciated the board's questions. He mentioned EEO staff who had over 20 years of teaching experience in the program and said this transition would allow him to use his degree in philosophy to collaborate more with other members of staff. Mr. Bjorstad said it was meaningful to have members from the superintendent's team present for the announcement. He said this transition would allow them to be more flexible to the needs of their students who represented the most vulnerable and marginalized in our community.

XI.3. School Board Vacancy Appointment Process
Presenters: Vice Chair Jenny Jonak and Judy Newman

Ms. Newman said the intent was to create a process that was as transparent, equitable, and fair as possible.

Mr. Di Liberto asked Ms. Newman to go through the process.

Ms. Newman asked that failure to attend the September 20 board meeting be removed from the proposal since applicants would not be in attendance. She said board members would review written material on September 20 and it was recommended each board member put forward five names from the review. She said board members would use all five names and could not put the same name forward twice. Ms. Newman said the Chief of Staff and Board Secretary would review and calculate the names as they are not part of the voting process. She said any applicant who received three or more mentions would become a finalist with a minimum of five finalist. She said if five finalists were not identified in the first round they would take the names of people who get three off the list and repeat the same process until the minimum was met.

Ms. Munro asked if they would read off choices from a list or hand in written responses.

Ms. Newman said she thought written responses should be turned in first then read from a list for public record.

Ms. Jonak said in the past a spreadsheet was used to show the votes.

Ms. Newman shared the second part of the process was interviews. She said they did not want people to be influenced and would not send out interview questions in advance. She said they would ask the candidates to come in half an hour before their scheduled interview time and they would be given the questions at that time with half an hour in the power room to prepare. Ms. Newman said interviews would be 35 minutes with three to five minutes for applicants to introduce themselves and provide a statement, then each board member would ask one of six questions. She said a ten-minute break would be scheduled between interviews.

Ms. Munro asked if candidates would have access to the phone.

Vice Chair Jonak said the idea was to create balance with some sense of an actual interview as opposed to prepared written statements which were already provided in the applications.

Chair Rabasa asked how they would mitigate what candidates could do with their 30 minutes to prepare and expressed concern of ableism. She asked if it might be better to provide interview questions the night before.

Vice Chair Jonak said if questions were provided the night before they may receive written statements and lose the interview aspect. She said the idea for 30 minutes was to mitigate someone who may need time to prepare. She said there was not an expectation that people would write essay answers.

Chair Rabasa asked if they were perpetuating criteria that may not be necessary to fulfill the duties of the position given that the board has a lot of time to prepare for meetings.

Vice Chair Jonak said she felt the interview provided a component of authenticity that may or may not be in written statements. She said in the past there was an informal process of candidates meeting with board members and that has been eliminated in this process.

Chair Rabasa asked if they could get an authentic sense of a person if they were given the questions ahead of time, but they could not bring written answers.

Vice Chair Jonak said this could bring up other issues as some people are better at public speaking without notes than others.

Ms. Newman said this was discussed at length and this recommendation was a compromise.

Ms. Munro asked if the application asks if someone needed accommodations.

Mr. Di Liberto agreed with Ms. Munro and said he did not think they could mitigate all the risks. He said this job took a certain amount of homework and preparation, and at the same time maneuverability and flexibility, and he thought they were touching on both those areas.

Ms. Newman suggested to follow Ms. Munro's recommendation to request accommodations from candidates. Ms. McCulley confirmed this request was already in the application.

Ms. Newman continued explaining the process and said after the interviews were completed there would be a 30-minute recess to deliberate individually and the board would not discuss the interviews with each other in that time. She said after deliberation, the board would name one candidate of their choice and the designated staff would read the results. She said if a candidate received four votes they would be selected and if not the board would enter a second round of voting with two choices. Ms. Newman said this process would continue until there was a candidate with four votes. She said if the board got stuck they would adjourn and reconvene.

Ms. Munro asked if there was a contingency plan if two people received four votes in the second round.

Ms. Newman said there was not a contingency plan.

Vice Chair Jonak said it was unlikely they would have two finalists in the second round but if that occurred, they could vote on the tie.

Ms. Munro suggested to add that if two people had four votes the board would choose between the two.

Chair Rabasa asked how Vice Chair Jonak and Ms. Newman moved away from ranked voting in the process.

Vice Chair Jonak said she was generally in favor of rank voting, but the second-round candidate pool would be small enough that the benefits of ranked voting was less compelling.

Ms. Newman agreed that she was in favor of rank voting, but it did not seem as effective for the board. She said she thought this process would be more transparent and provide more options.

Chair Rabasa said she felt strongly to prioritize all types of abilities over the written statement.

MOTION: Mr. Di Liberto moved to approve the process as presented with the striking of the portion noting attendance of the September 20 board meeting and the addition of the tie breaker Ms. Munro suggested. Mr. Hamilton seconded. **Motion passed unanimously (6:0:0)**

XII. ITEMS FOR ACTION AT A FUTURE MEETING

XII.1. Initiate Process for Selection of Secondary Math Curriculum

Presenter: Adrianne Pierce, Secondary Curriculum Administrator

Ms. Pierce presented a PowerPoint presentation to the board.

Ms. Pierce said the objectives were to initiate the conversation and ensure that both the board and superintendent granted permission to identify a process facilitator. She said her recommendation was the Secondary Curriculum Administrator, which was herself, however she supported the superintendent's choice. She said the other objective was that after the adoption process the board would approve the curriculum or specific instructional materials that would be presented in Spring 2025. Ms. Pierce said the last time the curriculum was adopted was in 2012 and there was an informal adoption for middle schools in 2018. She said in 2021 ODE went through new state standards for math. Ms. Pierce shared data and stated that only 35 percent of students met grade level standards. She said data represented prioritized focal groups of certain historically marginalized populations. She shared an overview of the process and timeline of the adoption process. Ms. Pierce said the launch would include approximately 30 teachers with comprehensive representation of grade level and region. She said they would analyze existing materials and narrow them down using the state of Oregon's IMET evaluation tool, put curriculums through a piloting stage, then bring an evaluation and report to the board for adoption and implementation. Ms. Pierce said the hope with a two-year process was that a pedagogical shift would come in alongside and coherent with the adoption, so teachers had the tools and resources needed to feel confident with the materials. Ms. Pierce shared a list of ODE approved instructional materials that had been analyzed by the state. She said the adoption and pilot teams would also look at materials that were approve nationwide. She asked the board to initiate the launch and ensure the superintendent identified a process facilitator.

Vice Chair Jonak asked what inputs had been solicited for math educators and families.

Ms. Pierce said they started conversations last week during in-service week and had four hours with math specific teachers and asked their current priorities and their vision for students' math stories. She said they launched their K 5 adoption so they could begin K 12 visioning work. She said there had not been community engagement as they needed permission to launch, at which point they would engage with community stakeholders.

Vice Chair Jonak asked if community input would help shape the program.

Ms. Pierce said community input could help and discussion was being held on how they could engage the community in a more meaningful way. She said in the past they went through their selection and analysis and then provided open houses to the community. She recognized that was not always accessible and was identifying how to solicit two-way communication.

Vice Chair Jonak said she appreciated the emphasis to try to create more success in math for historically underserved groups. She asked if this would be individualized enough to also accommodate students who accelerated at math and needed to be at a higher level.

Ms. Pierce said good instructional material would provide opportunity for differentiation. She said this was part of a larger conversation of best practice and best learning for students.

Chair Rabasa asked if there would be conversation about how the curriculums fit into the new schedule. Ms. Pierce said yes.

Ms. Newman asked where they were in the five-step adoption process.

Ms. Pierce said the work group was created and absolved to go into the launch in tandem together.

Ms. Newman asked if each had a process facilitator and if they worked closely together.

Ms. Pierce said yes and specified they would be the Elementary Curriculum Administrator and herself as Secondary Curriculum Administrator.

Mr. Di Liberto asked how frequently they would provide updates to the board and in what format.

Ms. Pierce said she was happy to create avenues for the board to come alongside and learn and she could not answer how frequently. She said she would create opportunities for formal or informal updates.

Ms. Newman said there might be two board members on the Curriculum Adoption Committee.

Chair Rabasa said the Curriculum Adoption Committee did not have a board member and that decision could be revisited. She asked why it was taken off.

Vice Chair Jonak said they started with a list of everything that was mandatory or required and everything else was pushed to be discussed after strategic goals and and what committees were wanted as a group.

Chair Rabasa said she recalled conversation with the language arts and that every board member wanted to be included. She said that when Ms. Pierce talked about the board being included along the way it aligned with why they dissolved only having two people on the committee.

Ms. Pierce said Oregon was on the cutting edge of new math instruction they were excited to be a part of that process.

Chair Rabasa appreciated that Ms. Pierce talked about the story of math.

Ms. Pierce acknowledged students may not be passionate about math but wanted them to find value in it and understand why it was valid.

Ms. Munro said the opportunity to make sure students and staff had materials that suited inclusivity was exciting. She asked if staff who participated on this kind of committee were compensated or if they were relieved of other duties.

Ms. Pierce said if they were meeting in afternoon sessions they were given an extended contract. She said when the committee met during the day they were compensated by ensuring that they had a sub. She said they tried to intermix the two because they knew both were valuable by different members of the team.

Ms. Munro asked why the committee was grades six through ten and not six through twelve.

Ms. Pierce said grades eleven and twelve were plus ones and went through a different variation of pathways. She said they could start to consider their needs, supports, and resources, but no specific instructional material would meet the needs of 4J students.

Ms. Munro noted a representative from each high school was listed and that there was one fewer high school at the start of the evening. She asked if faculty from that program would be included. Ms. Pierce said they would.

Ms. Munro said she appreciated Vice Chair Jonak's question about community engagement. She said she looked forward to that as many community members have strong feelings about math education.

Ms. Pierce said there were new communication and engagement tools that were adopted over the last few years and asked how they could use them better.

Chair Rabasa thanked Ms. Pierce for her presentation.

XII.2. Appropriation of Funds
Presenter: Andy Dey, Superintendent

Mr. Dey said last spring the board adopted a budget and subsequent to that budget the state school fund was finalized. He said there was a 2.2-million-dollar difference in each of the years of this biennium that exceeded what the board approved. He asked the board to appropriate those funds and provide priorities so they could return with recommendations on how to best utilize those resources. He clarified priorities in terms of focus areas for use of funds.

Ms. Newman said she would appreciate hearing from Mr. Dey and staff about priorities informed by teaching staff. She asked for district needs outside of new initiatives and new legislation.

Mr. Dey said prior to the end of the legislative session, priorities based on feedback from staff were to maximize the amount of support for schools and to start with schools with the greatest number of programs or need. He said other priorities were to increase access to developmental kindergartens and increase access to libraries. He said Senate Bill 819 would require to the district to extend special education programming and opportunities for students throughout the region. He said that would evolve over the course of the year. Mr. Dey said the previous board decided to hire five librarians with funding in addition to the budget that was approved, and this board would need to weigh in.

Ms. Newman asked what was needed for staffing or resources to implement Senate Bill 819. She asked for information on the cost of each librarian and plans for developmental kindergartens.

Mr. Dey said it was difficult to predict the needs or exact cost to implement Senate Bill 819 but would provide some information.

Chair Rabasa said it was her understanding that all kindergarten programs shifted to focus on the developmental approach.

Mr. Dey clarified they only focused on a few at a time and there was a plan to open kindergarten classrooms that had Speech and Language Pathology (SLP), Occupational Therapy (OT), and dedicated staff to have space available for students as they came into the district who would benefit from that experience.

Chair Rabasa asked if this was how developmental kindergarten was defined.

Mr. Dey said yes and there were not currently any dedicated developmental kindergartens.

Chair Rabasa said historically 4J used the term and Ms. Newman affirmed.

Vice Chair Jonak asked information about developmental kindergarten be circulated in a Friday memo or other means for a better understanding of its purpose.

Ms. Munro asked if the June budget vote directed how these new funds must be spent and if procedurally this board could negate decisions made by the previous board on how funds would be spent if they were available. She asked if it was required that the board make an appropriation vote.

Mr. Dey said without the board appropriating the funds, they cannot legally dedicate or spend funds.

XII.3. Resolution Affirming Commitment to Collaboration and Established Policy
Presenter: Jenny Jonak, Vice Chair; Jenna McCulley, Chief of Staff

Vice Chair Jonak shared this initiative came from a work session held a few weeks previously in which the board decided to have a resolution affirming their commitment to collaboration and policy.

Ms. McCulley sought feedback on the draft.

Ms. Newman said with new board members in the future she would like to see this affirmation renewed every year. She said she wanted to continue in that spirit going forward.

Ms. Munro said she would like to have training and clarity about the district policies that governed their actions as individuals and as a collective.

Ms. Newman asked to add that the board reaffirms or reviews every year.

Ms. McCulley said resolutions spoke to a moment of time and were made based on the totality of the circumstances before them. She said staff heard the board's desire to make it clear toe community how they intended to operate as a collective.

XII.4. Board of Directors Stipend Consideration
Presenter: Maya Rabasa, Chair

Chair Rabasa stated Oregon state legislature passed House Bill (HB) 2753 during the 2023 legislative sessions which reversed the prohibition of board members receiving compensation from the district. She said the state then revised Oregon statute 332.018. She said the new law removed the prohibition on compensation and allowed school board members to receive compensation in the form of a stipend in an amount determined by the board not to exceed 500 dollars. Chair Rabasa said there were no additional funds that came with the law, and it would impact the existing budget. She clarified the law was written in a way that allowed a board member to either accept or decline the stipend. Chair Rabasa said the board would need to ensure they had the funds for a stipend and to write a resolution amending policy that did not include the prohibition. She said the recommendation from the Oregon School Board Association (OSBA) was to create a resolution that would be reviewed annually. She said the decision could later be reversed through a vote. Chair Rabasa shared board members could be reimbursed for expenses they incurred which could be in lieu or in addition to the stipend. She said the previous

board identified this as a legislative priority and supported the legislation when it came forth.

Mr. Di Liberto said he felt that not offering payment invited discrimination to those who were not retired or did not have the means to perform this time of work. He said he was in favor to provide a stipend whether through childcare or monetary support. He said it was important to provide a way for people to participate.

Vice Chair Jonak said none of the board members took the job because of a stipend but she was in favor to offer the full amount of the stipend. She said this work was time consuming and to ask community members to perform the work without compensation there was possibility for only the most privileged to be able to participate. She said both a stipend and reimbursement for expenses should be provided.

Chair Rabasa said it should be publicly communicated that the board valued the potential of diversity on the board and that conversations spoke to who they wanted to have opportunity to serve on the board.

Ms. Munro said she supported the stipend and opportunity to reimburse transportation or childcare costs. She said the time it took to serve on an elected body was intensive and she supported initiatives that would increase accessibility to serve the local government. She said she appreciated the potential to empower and support someone with financial barriers to participate. Ms. Munro said she was interested to understand the budget impact.

Ms. Newman said reimbursement for transportation and childcare was in place and should be more transparent to board members. She clarified that legislation created the stipend in addition to reimbursement. Ms. Newman asked to clarify that this had to be renewed every year.
Chair Rabasa said yes and that they had to go through the budget. She said after it was added to the budget they would reaffirm the resolution.

Ms. Newman asked how it would be reported if someone took the stipend or not and how to avoid stigmatization of taking the stipend.

Chair Rabasa said that information would be open to public record requests.

Ms. Newman said the stipend had to be reported on taxes and Chair Rabasa affirmed her statement.

Chair Rabasa clarified the law was written in a way that allowed for payment without being considered employees of the district.

Vice Chair Jonak shared she was on the Square One Villages board, and they had a stipend that was automatic to every board member with an option to opt out. She said she encouraged that if they approved the stipend there was an option to opt out to reduce

stigma. She said this was an investment in the board and an investment in who was able to be on the board and the ability to diversify the board.

Chair Rabasa asked for information in a Friday memo on where the stipend would come from in the budget.

Superintendent Dey said the stipend would come from general fund dollars allocated to the board's cost center.

Chair Rabasa asked if they were in a position for this to be declined due to the budget.

Superintendent Dey said no and that funds would be pulled from elsewhere. He said he understood the board's stance that this was an investment and attempt to diversify board participation.

XII.5. Approve Revision to Board Policy IICA – District Represented Group Travel
Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley clarified that this policy referred to field trip policy. She said this policy was amended to better reflect current practice. She said the instruction team worked with building administrators and building secretaries to better understand the process for field trips and to define approval processes and practices more clearly.

Ms. Munro asked for clarification on page 80 within the standard of conduct. She asked that with the decriminalization of small amounts of controlled substances if it was still considered unlawful drug use.

Ms. McCulley said administrative rules did not come before the board for approval and she believed it would be in alignment with state law. She said policies went to the OSBA for review with their legal counsel to ensure they aligned with new legislation and existing laws.

Ms. Munro asked if volunteer fingerprinting was a new level of security.

Ms. McCulley said the district was moving toward having everyone fingerprinted anytime there was potential for unsupervised conduct or contact with a student.

Ms. Munro asked if the cost for fingerprinting was paid by the volunteer or the district.

Ms. McCulley said the cost was paid by the volunteer and they were working with the state to make adjustments. She said she could provide updates in the Friday memo.

Ms. Munro recognized the cost could be a burden to some parents.

Mr. Di Liberto acknowledged previous frustration as a teacher with lead time.

Ms. McCulley said this work started last spring with building administrators and building secretarial staff who performed scheduling. She said this revision brought the policy in alignment with current practice and that it was not a surprise to staff.

Ms. Newman suggested to reword the first sentence in the revision. She asked if there was a policy that minimized personal family expenses associated with district represented group travel as presented on page 80.

Ms. McCulley said she was unsure if there was a policy but that it was consistent with district values in which anytime there was travel an effort was made to support all kids who would be eligible. She said members of the inclusion team were involved in the process and that she would check with them for the next draft and include that in the Friday memo. She said she did not believe they intended to require the district since that entailed allocation of funds.

Ms. Newman asked what the demarcation line of what had to be approved.

Ms. McCulley said she believed that was for travel that lasted more than two nights, was out of state, and items that would not arise in the consent agenda. She said it added a layer of scrutiny and supported risk programs to make sure directors knew students traveled outside of the district.

Ms. Munro said she understood board approval of situations that fell within the criteria listed to be best practice. She said there was a difference between the board understanding that students traveled internationally versus the board approving it. She said she had faith in the superintendent and those with relevant experience to evaluate the policy.

Ms. McCulley clarified that the board would be the final step of approval and they would be presented with approved recommendations.
Chair Rabasa asked to attach community standards of conduct in the Friday memo to compare with unlawful drug use.

Superintendent Dey said the expectation for school activities was to abide by district policies even though they were not on school campus. He clarified illegal substances still were not allowed on campus regardless of the amount in possession.

Vice Chair Jonak said she agreed with Ms. Munro’s observations of board approval. She asked if it could be aligned with other district policies for the board to provide a high level of policy making rather than approving individual trips.

Ms. McCulley said she would ask for clarity from the team that drafted the revision.

Ms. Munro hoped that staffing would be proportionate to the increased number of volunteer applications received.

Ms. McCulley said in recent years the background check process moved online which included the Raptor system. She said staff took pride in their streamlined process and felt confident about who was in direct contact with kids.

Ms. Newman said the time it takes to process fingerprints is beyond our control and the wait time was six weeks. She said legislation would be needed to fix this issue.

Ms. McCulley clarified that fingerprinting is done in house and the challenge was with the current vendor. She said they were seeking state support to ensure the vendor followed through with their commitments.

Chair Rabasa suggested the communications department amplified the message to consider completing the volunteer background check ahead of time.

Ms. Munro asked if background checks with fingerprints lasted longer than our current two-year volunteer approvals.

Ms. McCulley said she would include this information in the Friday memo.

XII.6. Adopt Board Policy ECG – Vehicle Idling
Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley said this was an initiative from the Safe School team.

Chair Rabasa said this felt like a resolution rather than a policy and asked if it could be written to state the policy more clearly.

Ms. McCulley said the administrative rule had more clarity and were not brought to the board due to the impact to modify them when they are brought to the board.

XIII. Suggestions by the Board for Consideration of Items at a Future Meeting

Ms. Munro asked for updated staff and vacancy data. She asked for an update on the orientation plan for new board members and specific orientation topics.

Ms. Newman asked for updated class ratio data.

XIV. Adjourn

Chair Rabasa adjourned the meeting at 10:04 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by LCOG)
Approved on 11/01/2023