

MINUTES OF REGULAR BOARD MEETING
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

Date: April 17, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular board 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 April 12, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

Chair Maya Rabasa
Vice Chair Jenny Jonak
Judy Newman
Ericka Thessen
Tom Di Liberto
Morgan Munro
Rick Hamilton

STAFF:

Colt Gill, Interim Superintendent
Jill Cuadros, Director of Nutrition Services
Ryan Spain, Director of Facilities Management
Brooke Wagner, Director of Human Resources
Steve Menachemson, Director of Technology
Kee Zublin, South Eugene High School Principal
Jason Floyd, Regional Equity Manager
Jen Hebard, Chinese Immersion Principal
Melissa Ibarra, Director of Dual Languages
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

OTHER GUESTS:

Parker Anderson, North Eugene High School
Sheridan Schilling, Churchill High School (online)
Nancy Buffum, Director of Eugene Education Foundation (EEF)

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, President of Eugene Education Association (EEA)
Lisa Jenkins-Easton, President of Oregon School Employees Association (OSEA)

MEDIA:

KRVM

Register Guard

I. REGULAR BOARD MEETING

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

Chair Maya Rabasa called the regular board meeting to order at 7:06 p.m. She said the names of the board members who were present. Interim Superintendent Colt Gill led the flag salute, and Chair Rabasa read the land acknowledgement statement.

III. AGENDA APPROVAL

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Colt Gill provided a report. In his first days serving as Interim Superintendent, he has spent time in meetings with district staff, deepening his understanding of the district's financial health, learning the communication and coordination systems, academic programs, initiatives, and more. Interim Superintendent Gill reported visiting Edgewood Elementary and Monroe Middle School.

He added that the board of directors (BOD) held a work session on April 17 discussing the state of the district's mental health programs. He was impressed with the depth of the programs and the professionalism and dedication of the staff.

He mentioned the Coalition of School Administrators (COSA) Mental Health Summit at The Graduate in Eugene on April 19.

V. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

North Eugene High School representative Parker Anderson provided a report. He stated that their attendance rate is 87%, the same it was at the end of semester one. This represents a 30% in attendance from last school year. Graduation rates are higher. 89% of ninth grade students are on track to graduate their senior year. 84% of seniors are on track to graduate. The theatre is debuting their spring musical Into The Woods mid-May. Prom happens in May. Spring sports are all underway.

Churchill High School representative Sheridan Shilling provided a report via Zoom. The annual Lancer Pageant Children's Miracle Network Fundraiser is on April 19. Track and tennis are underway. Churchill thespians are opening Mean Girls on May 9. Prom is at the Ford Alumni Center on May 4. Churchill students forecasted for next year and discussed zero periods. All zero periods except band ended at the beginning of the 2023-24 school year. She said students are reflecting on the fact that it was considered inequitable to hold zero periods for classes such as leadership. Yet leadership is responsible for coordinating dances, assemblies, and many other activities. This year,

leadership is first period. The problem with this is its equity and inaccessibility of students. Leadership used to have 40 participants, now there are 10. One conflict is that AP Government is only first period. Meeting during first period is almost more inequitable than meeting during zero period. She pointed out that band is allowed as a zero period, but other classes are denied. She urged the board to consider this. Ms. Sherriden said fights are happening more frequently. She referenced a fight on April 16 amongst five students, stating that students have reported feeling a serious shift from last school year to this one.

Ms. Newman provided a report on behalf of Sheldon High School representative Carmen Valle Gonzalez. She stated that last week eight graders from Cal Young and Monroe Middle Schools were given tours by Sheldon students. Mama Mia is opening April 26. Wind ensemble and varsity choir both qualified for state. The golf team had its third competition, which they won. The lacrosse team has a game on April 19. The Asian Student Union had a conference. Prom is April 20. She added that as the school year comes to an end, students are questioning if there will be any change to C days next year.

VI. ITEMS RAISED BY THE AUDIENCE

Kelly Briggs, Food Service Coordinator at Edgewood Elementary School, asked the board for help getting a classification upgrade for Food Service Coordinators. She said other coordinator positions at a higher grade have the same responsibilities. Food Service Coordinator jobs are directly related to the health of the students. They are responsible for the food served to the students, including allergies and nutritional requirements. They are sometimes required to be in the cafeteria with the kids unsupervised. She said their eight-hour position was reduced to seven hours, but they still have to accomplish the same tasks. She reported that Food Service Coordinators have tried to initiate a conversation with the district. She asked the board to encourage the district to respond to the issue.

Jocelyn Stimac, Edgewood Elementary School parent, brought two topics to the board. First, she expressed her concern about Edgewood Elementary School. She said the magic of Edgewood Elementary School is being threatened due to a lack of support for teachers, special education (SPED) students, and families. Secondly, she asked if the board understands how Title I funding is assessed and allocated within the district now that the community eligibility provision is in place. She said she has been asking that question to the district but to no avail. She urged that it be made clear district wide.

Alia Nickel urged more support and assistance for students at Edgewood Elementary School. She said there are students communicating on a daily basis that their needs aren't being met. She said this year has felt different than past years. She cited poor communication and said there were promises made that have not been fulfilled. She explained that the reason her and other teachers are speaking out, is because it is the last

regular school board meeting before expo ends, where teachers can request to be transferred to another school. She said that many Edgewood Elementary School teachers have put in for expo already. She added that Edgewood Elementary School qualifies for Title I funding. She provided some data illustrating community need. She said Edgewood Elementary School is losing out on critical funding because families are not completing the forms for free or reduced lunch due to the community eligibility provision. She said if Edgewood Elementary School had Title I funding then they would be able to have smaller class sizes, more staffing, an assistant principal, a larger library, and a chance to grow. She urged the BOD to listen to union representatives. She provided hardcopy statements collected from numerous community members.

Rachel Stroh, Edgewood Elementary School parent, expressed that there has been a dramatic shift in morale at the school because the professional knowledge of their dedicated staff is being dismissed. She cited staffing shortages impacting teachers and trickling down to students. She said teachers have earned the right to be trusted, listened to, and supported.

Jayne Sloan, Edgewood Elementary School parent, informed the board that this year her son has had anxiety at school. She said he has benefited from supportive teachers and staff, yet he is still often overstimulated in the school environment and does not always have a quiet space to be. She said the school climate has changed significantly this year. Teachers and support staff are spread thin and working beyond their means to keep children safe at school leaving the day-to-day tasks and student learning to suffer. There are frequently unfilled teacher absences. She urged for more support staff at Edgewood Elementary School.

Larry Lewin (online), retired 4J educator and Community Alliance for Public Education (CAPE) member raised concern about district staff turnover. He continues to be concerned that the district is losing teachers, EAs, administrators, and support staff at a dangerous rate. He said the entire country is facing educational burnout. He cited a recent New York Times article, "Employees are also putting more focus on their own mental health. That is especially relevant for teachers who have faced increased demands and political pressures over the last years while being paid less than similarly educated professionals and having less flexibility to work remotely." Mr. Lewin urged the 4J Human Resources Department to gather data on staff attrition. He urged the district to figure out the specific causes and provide analysis to find a solution.

Harry Sanger (online) referenced the April 3 BOD meeting and the topic of a recent event at Spencer Butte Middle School. He shared his opinion that the district's initial response was correct, stating that keeping a controversial cause out of the classroom is a commonsense approach. He said he finds it abhorrent that the ideal of inclusion would allow for an identity group to exist in a public school that could foster an unsafe

learning environment for Jewish 4J students. He asserted that teachers standing in a privileged position of authority should not be using symbols (i.e. flags) to promote their individual identities or politics in an inclusive learning environment.

Kara Mayer, Nutrition Services Coordinator at Spencer Butte Middle School, urged the district to engage in a conversation about job reclassification for Nutrition Services Coordinators. She said the starting wage was raised to eighteen dollars per hour, which is wonderful. But now the wage gap is compressed for supervisors, etc. She said when she first got hired as Coordinator it was a coveted position. Now, few want to take on the responsibility for the pay. She urged the district to negotiate.

Katie Jacobson, Edgewood Elementary School parent, expressed that at Edgewood Elementary School they are still struggling to fill vacancies. A former substitute teacher, Ms. Jacobson said substitutes will not fill in at a school with a reputation. She is concerned that the reputation at Edgewood Elementary School has changed in a short amount of time. She said teachers and support staff are often stretched thin managing unfilled vacancies. Although school climate and culture are at a low, she sees a strong community. She urged the district to reveal how Title I funding is determined, and to provide transparency and assistance with the process.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President, voiced her concern about challenge of paying the coordinators a better wage and getting them back to 8 hours. She urged the BOD to look more closely at if they are missing out on Title I funds by not following some guidelines. She expressed frustration on behalf of OSEA. They bring questions to meetings with the district and want dignified, real answers. She pointed out that it has been several months since the bus drivers came and spoke. Now, it is Nutrition Services. She doesn't understand why it takes so long to meet critical need when it is brought to the district. Ms. Jenkins-Easton brought attention to current classified staff displacements (an estimated 45). She said the district is in a special education crisis, and she is shocked to see any movement of educational assistants (EAs). She worries about losing the employees altogether.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman provided recent highlights. She attended the Eugene Education Foundation (EEF) gala, visited a pilot developmental kindergarten, Sheldon High School's Leadership class, and a long-range Facilities Advisory and Bond Oversight Committee meeting. She said that in 2019, the district passed the largest bond ever. At the end of this school year the district will have spent 74% of the bond funds; and are within budget, and within timeline. She acknowledged the team and Eugene taxpayers. Ms. Newman mentioned Advancement Via Individual Determination (AVID), a program that will

gradually become schoolwide. She announced that there are still openings for the April 19 Mental Health Summit. Registration is on the Coalition of School Administrators (COSA) website.

Mr. Di Liberto shared comments in reference to Edgewood Elementary School, stating that it is concerning to him. He has been monitoring the attention staff have been giving and will continue to do so. It is important to him that [Edgewood] gets the help it needs. Mr. Di Liberto visited that Latinx Student Union at Sheldon High School, two community circles at district middle schools, and a Facilities Advisory and Bond Oversight Committee meeting.

Ms. Thessen highlighted Occupational Therapy Month in April. She attended a Churchill v North unified basketball game and visited the Chinese Immersion School, describing it as an incredible and growing program. Ms. Thessen brought attention to mental health, sharing statistics that 82% of children are being seen for anxiety, 60% for depression, and 15% for suicidal thoughts. She strongly advocated for more school-based health centers.

Ms. Munro went on a ride along with the Transportation Department and she better understands the complexities of getting students to and from school. She congratulated Network Charter School's culinary art students for a successful Chef's Night Out, adding that they won the People's Choice Award.

Vice Chair Jonak thanked public commenters, stating that she cannot imagine anything more important than ensuring students are feeling safe and in an appropriate learning environment.

Mr. Hamilton offered that he is humbled to be in front of [public commenters] and hoping somehow to help resolve the issues.

Chair Rabasa reflected on public comment, stating that the wellbeing of students has a symbiotic relationship with the wellbeing of staff. She announced that, after the BOD directed them to do so two years ago, the district is bringing back Certified Teacher Librarians. Next school year, every elementary school in the district will have one. She urged that the district does not displace classified staff, but rather each library should have a Library Assistant. She highlighted School Library Month in April.

IX. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE SPECIAL BOARD MEETING MINUTES FOR MARCH 20, 2024 AND MARCH 22, 2024

2. APPROVE MIDDLE SCHOOL ENGLISH LANGUAGE ARTS (ELA) INSTRUCTIONAL MATERIALS ADOPTION

3. APPROVE TRANSPORTATION SUPPLEMENTAL BUSING PLAN

4. APPROVE BOND PROJECT – EQUITY, ACCESS, AND HEALTH

5. APPROVE BOND PROJECT – CHURCHILL HIGH SCHOOL ROOFING

6. APPROVE BOND PROJECT – YUJIN GAKUEN ELEMENTARY SCHOOL FURNITURE

7. APPROVE TRANSPORTATION BUS WASH INFRASTRUCTURE

MOTION: Vice Chair Jonak moved to approve the Consent Group. Mr. Di Liberto seconded. **The motion carried unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all in favor.**

X. ITEM FOR INFORMATION

1. RECEIVE PRESENTATION OF STUDENT CONTINUOUS IMPROVEMENT PLAN FOR SOUTH EUGENE HIGH SCHOOL

Presenter: Kee Zublin, South Eugene High School Principal and Jason Floyd, Regional Equity Manager

Mr. Zublin and Mr. Floyd presented the South Eugene High School Student Continuous Improvement Plan (SCIP) via PowerPoint presentation.

Mr. Zublin provided a SCIP overview. The focal group is made of up to 55 Native American students. Their tribal identification is from all over the Americas. SCIP overarching goals are: 1. On track to graduate. 2. Timely communication. 3. Belonging.

Their continuous improvement process includes: 1. What is working and what needs to change. 2. Establish a process to engage stakeholders. 3. Leverage effective practices to implement a plan. 4. Use data to monitor and make timely adjustments to improve outcomes.

Their measure of goal number one, on track to graduate, include: 1. Grades at semester one. 2. Grades at quarter three. 3. Attendance. Mr. Zublin pointed out that focal group average attendance is slightly *higher* than average attendance (average attendance = 84.9%, focal group attendance = 85.3%). He added that their SCIP goal is 86.1%. Mr. Zublin explained there are data teams to track progress and ensure that students are passing their classes. These include the Student Support Team, 9th Grade Success Team, counselors, and administration. Recent data revealed that fewer students who are native identified are earning As, and more are earning Fs. Mr. Zublin called it a cause for concern and something they are paying close attention to.

Regarding goal number two, timely communication, Mr. Zublin said they have created the Parent Square Native Family Group. Participants receive early access to parent

conferences. Additionally, they partner with the Natives program to table at various events.

Regarding goal number three, belonging, Mr. Zublin said that the most important place to cultivate student belonging is in the classroom. He said that occurs in Tier 1. They encourage all district classrooms to cultivate belonging for all students, in particular for marginalized students.

Mr. Floyd noted that belonging is paramount. He introduced student interviews. He said the team has been conducting one-on-one interviews to get a firsthand account of student experiences. A quarter of focal group students have been interviewed. On a positive note, data collected so far indicates that the number of trusted adults on campus is seven per student. Those trusted adults are often mental health professionals, club advisors, and coaches. He added that the Native American Student Union (NASU) is a resource celebrating identity and culture and NATIVES programming is frequently provided.

Mr. Zublin introduced NASU's future native garden, which is to be planted in one of the four campus courtyards, near Kids Down South. He stated that they imagined they could increase belonging for students by giving them a piece of land. Mr. Zublin revealed a draft design of the garden, including a dry creek, native vegetation, and a green, biodiverse landscape.

Mr. Zublin described next steps. He said their focus now is on quarter 4 and on-time graduation. They will continue to focus on student belonging, Sources of Strength programming, curriculum and pedagogy that meaningfully reflects deep culture, staff professional development on inclusive practices, and culturally sustaining pedagogy.

Ms. Thessen asked if there is there a dedicated space at South for neurodiverse students, such as a decompression room.

Mr. Zublin responded that they have the "Chillax Space," the "Amazon Room," and the "Mind Body Alliance," all serving as a hospitable space for neurodivergence students.

Ms. Newman asked if the AVID program is a support for the Native affinity group.

Mr. Zublin responded affirmatively.

Vice Chair Jonak asked what level of participation they are getting with student surveys.

Mr. Floyd commented that no one has turned them down yet. They have received positive feedback from the students. He added that the interviewees reflect the cultures that the kids represent.

Vice Chair Jonak asked what other focal groups they are working with and the extent to which it includes students with disabilities, etc.

Mr. Zublin responded that, other than the Native American focal group, there are many others in need of similar levels of care and every one of them deserves attention. He said their goal is to center all experiences in planning.

Vice Chair Jonak asked if every year they focus on a different focal group.

Mr. Floyd responded that they focus on the highest needs first, but they are going to get to everyone. He clarified that eventually they will expand and include another identifying group, in addition to the Native American focal group.

Ms. Munro asked what is something they intended to be part of their plan but has changed.

Mr. Zublin responded cultural celebrations. They discovered that hosting cultural celebrations can be hard. It is difficult to regain trust that has been broken. He said people do not always want to come in and provide their input as stakeholders. They are seeking a more authentic way to engage them.

Chair Rabasa asked if they have made the data collected available to staff and educators.

Mr. Zublin replied that it is a good idea they will take into consideration.

XI. ITEMS FOR ACTION

1. MANDARIN MATRIX: K-8 MANDARIN LANGUAGE ARTS CURRICULUM ADOPTION

Presenter: Jen Hebard, Chinese Immersion Principal and Melissa Ibarra, Dual Languages Director

Ms. Hebard introduced the Mandarin Matrix: K-8 Mandarin Language Arts Curriculum Adoption via PowerPoint presentation. The objective is to adopt the curriculum starting in fall 2024. The curriculum is aligned to the American Council on the Teaching of Foreign Languages (ACTFL). The curriculum is expected to deliver students multiple opportunities in target language foundational skills, provide content learning and comprehension, and support writing and literacy development.

They have been using the Better Chinese curriculum, but teachers are spending a lot of time modifying it, resulting in a lot of time and extra effort on their part. Ms. Hebard provided a slide detailing rationale for adopting Mandarin Matrix.

Mandarin Matrix will create a vertical alignment from grade to grade, better preparing students for advancing their skills in reading, writing, speaking, and listening as they progress through the proficiency standards at all grade levels. The curriculum provides resources for parents to support students at home. The curriculum will monitor and track students' progress and provide informative data that can be used to adjust instruction as needed. She went over some of the negative impacts if the curriculum is not adopted:

and it could potentially impact students' seamless progression of skills across grade levels and impede their overall learning experience and would require teachers to continue modifying the existing curriculum, among other factors.

Ms. Ibarra highlighted the cost of adopting the K-8 Mandarin Matrix curriculum. For a six-year site license, the total cost is \$162,500. That includes books, materials, and targeted professional development.

Ms. Thessen asked if there are plans for increasing counselors at Chinese Immersion. She noted that there is a part-time counselor, but most schools have full-time counselors.

Ms. Hebard responded that they are interested in a full-time counselor.

Ms. Thessen asked if Chinese Immersion have affinity groups.

Ms. Hebard responded that middle schoolers have access to affinity groups, such as the Asian Club. Elementary students do not have an affinity group. There has been discussion about starting something up.

Ms. Munro asked if parents have been asking for more support at home, as the new curriculum has the promise of delivering.

Ms. Hebard replied that teachers have observed parents being very engaged in their child's education, and this would provide more opportunity for that. It would also deliver on their SCIP communication goals.

Ms. Newman asked about the source of funding.

Ms. Ibarra responded that the funding source has been identified.

Interim Superintendent Gill added that he recently met with relevant staff and they identified the various funds that will support the adoption of the Mandarin Matrix curriculum.

MOTION: Vice Chair Jonak moved to approve the Mandarin Matrix language arts curriculum. Ms. Newman seconded. **The motion carried unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. TWO-YEAR ACADEMIC CALENDAR

Presenter: Interim Superintendent Colt Gill

Interim Superintendent Gill highlighted that they are being asked to approve a two-year academic calendar cycle. Next spring they will have the opportunity to review and decide whether to continue with same model for the 2025-26 school year. He pointed out that the calendar still results in significantly more student contact time than the previous

calendar. He suggested the calendar does a better job of seeking a balance of educator planning and professional development opportunities.

Vice Chair Jonak asked if there is an easy comparison for total instructional time versus the past year or two.

Interim Superintendent Gill responded that they break out the instructional time per level because there are different requirements at each level. Over the course of the year compared to current year calendar, an elementary school would receive an additional 14 hours of instructional time, middle school would receive eight and a half hours, and high school would receive nine hours.

Vice Chair Jonak suggested that, regarding a possible make up day for Presidents Day, it would be great to put in an automatic shift into that being a makeup day if there's a closure so that families and staff know as soon as possible.

Ms. Munro mentioned that previously there was an optional calendar option from Eugene Education Association (EEA). She asked if they are still submitting an alternate calendar.

EEA President Sabrina Gordon clarified that through conversations with Superintendent Gill, almost everything that was submitted in the alternate calendar is reflected. The only thing that is not reflected is eight hours for grading on mid-semester grading days. Ms. Gordon said they are okay with withdrawing their previously submitted academic calendar.

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton commented that for their employee group having such short notice was difficult. She requested that if they include President's Day to provide at least two weeks lead.

MOTION: Vice Chair Jonak moved to approve the two-year academic calendar as proposed. Ms. Munro seconded. **The motion carried unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor.**

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. SELECTION PROCESS TO REVIEW POLICY RELEVANT TO MATERIALS DISPLAYED IN CLASSROOMS

Presenter: Chair Maya Rabasa

Chair Rabasa introduced the selection process to review policy relevant to materials displayed in classrooms. She provided a handout—a synopsis of what was discussed in leadership. She recommended having a small group of board members meet with staff for a preliminary review then bring the materials back to the board with a recommendation. They could either go with their established district work group already tasked with policy or form an ad hoc work group specifically for the purpose of a preliminary review.

Vice Chair Jonak noted that given the various legal implications, she thinks the work group should have the benefit of legal counsel, preferably with constitutional expertise.

Mr. Di Liberto said he is curious how other districts are dealing with the issue.

Ms. Thessen advocated for gathering insight from community partners and people with lived experience.

There was more discussion about whether to have the existing policy workgroup do the review or an ad hoc workgroup. Chair Rabasa recommended a third option, to do the work collectively and ask district staff to gather relevant policy.

Ms. Munro suggested that the policy workgroup would be well positioned to figure out what should be included in a work session, if scheduled. She said that the policy workgroup has been facing a significant backlog and statutory requirements may preclude them from putting the issue first on the list. Ms. Munro added that writing policy about one thing generally results in bad policy.

Ms. Newman responded that she believes the district has a policy that is not just focused on flags but is more comprehensive. She suggested they start there and build on the work that has been done.

Interim Superintendent Gill agreed that starting with policy makes a lot of sense. And as the work group starts to think about recommendations going, they will want to see how they stand up against other policies to avoid not creating something that is counter to a different policy.

Mr. Di Liberto is in favor of a work session preceded by something in brief form. He does not advise leading with policy review.

Chair Rabasa asked if there are members not on the policy workgroup who want to be part of the review work.

In addition to Chair Rabasa, Ms. Thessen and Mr. Di Liberto indicated interest.

Ms. Newman emphasized the importance of creating a safe space while conducting the review. It is important for individuals like herself who are personally impacted by the issue due to their background.

Mr. Hamilton suggested that as a group they review the policy and know exactly what the policy was established for, what it covers, what it doesn't cover, and suggested they deal with the writing first and foremost. He suggested targeting what the problem is with the policy that created such an uproar.

Ms. Munro proposed that the policy workgroup collect current policy for review. She noted that the workgroups cannot make recommendations.

Ms. Newman requested that they include information about what community groups provided input informing the current policy.

Chair Rabasa proposed that she and Interim Superintendent Gill put together two proposals to present to the BOD at the next meeting.

There was consensus to bring forward the two suggested proposals at the next meeting.

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

Ms. Thessen suggested an update on when the equity committee is meeting and if they've been meeting this year.

Ms. Newman suggested a weekly memorandum about the mechanism for determining requirements for a Title school.

XIV. ADJORN

Chair Rabasa adjourned the regular board meeting at 10:24 p.m.



Colt Gill
District Clerk



Maya Rabasa
Board Chair

(Recorded by LCOG)
Approved on 05/15/2024