

**7:00 PM  
 Regular Board Meeting**

- I. **7:00 p.m. Regular Board Meeting:**
  - 1. **NOTICE: Public comment will be received via email.** In an effort to reduce the spread of coronavirus COVID-19 and in compliance to the Governor's Stay Home, Save Lives Executive Order, this meeting will be held virtually and there will not be in-person public comment.
 

**Send public comment via email to [board@4j.lane.edu](mailto:board@4j.lane.edu) by 12:00 p.m. on the meeting date.**

    - \* Clearly label the subject line as: "Public Comment"
    - \* Public comment received by 12:00 p.m. will be published in board materials, linked on the district's website within 48 hours of the board meeting.
    - \* Prior to the meeting, the board will read, review and consider all public comment submitted by 12:00 p.m.
    - \* The district has a board policy for filing a formal complaint against an individual. Please contact the Superintendent's Office at 541-790-7706 for more information about submitting a formal complaint.
- II. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- III. Agenda Review
- IV. Introduction of Guests and Superintendent's Report
- V. Comments by Board Chair
- VI. Items Raised by the Community - Written Comments Only: Please email comments to [board@4j.lane.edu](mailto:board@4j.lane.edu) 3
- VII. Comments by Employee Groups
- VIII. Comments and Committee Reports by Individual Board Members 412
- IX. Consent Group - Items for Action
  - 1. Approve DreamBox Supplemental Online Math Curriculum Expansion to Include Middle School Students 413
  - 2. Approve The Purchase Of Replacement Technology Devices For K-12 Students 416
  - 3. Approve Contract Award for North Eugene High School Softball Field 417
  - 4. Approve Bond Project – North Eugene High School Softball Field Turf 418
  - 5. Approve Gilham Elementary School Addition/Renovation - DesignServices Contract Award to GMA Architects 419
  - 6. Approve Gilham Elementary School Addition/Renovation - Construction Manager/General Contractor (CM/GC) Award 420
  - 7. Approve Amended and Restated Resolution 2020-03 Authorizing the Issuance and Sale of General Obligation Refunding Bonds 421
  - 8. Approve Meeting Minutes from: May 20, 2020, May 27, 2020, June 3, 2020, June 17, 2020, June 24, 2020 432
- X. Items for Information
  - 1. Receive Information on District Plan for Return to Learning 472
- XI. Items for Action
  - 1. Approve Revisions to Academic Calendar 540
  - 2. Approve Informal Request For Proposal (IRFP) - Superintendent Search Firm 543
- XII. Suggestions by the Board for Consideration of Items at a Future Meeting
  - 1. Meeting Dates:
- XIII. Adjourn

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the  
TDD Relay Number 1 (800) 735-2900

**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment for 8/5/2020 meeting: The district must be mindful of markets**

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**From :** Alex Thies <alexthies22@gmail.com>  
Fri, Jul 31, 2020 07:40 PM  
>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment for 8/5/2020 meeting: The district must be mindful of markets

**To :** board@4j.lane.edu

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Hello,

I am writing about the current 4j policy that requires all staff to work on-site during distance learning regardless of health risks or childcare burdens. It seems obvious that the equitable policy choice here would be to allow all staff members the flexibility of choosing to work from home if they decide their personal circumstances require it. This

policy should extend beyond teachers to **all** employees who do not absolutely need to be at their physical worksite; doing otherwise will harm the families we serve.

Mandating that all staff work on-site will place a sharp, sudden demand in the local childcare market at the same time our families are trying to secure childcare themselves. If we mean what we say about doing everything possible to help families avoid childcare-related calamity in the months ahead, then we need to do everything we can to reduce the impact that district employees have on the local childcare market. I feel like this should be abundantly clear to any fair-minded adult who has studied economics.

Finally, on a personal note, I would really like the option to work at my building (I am a high school teacher). I'm single and live in a small apartment, and having my workspace a dozen steps from my bed is very challenging in terms of doing my best work and maintaining my mental health. Working at the building would help me focus and do the best job I can for my students and colleagues. But, I know that being forced to work on-site will cause many of my colleagues a tremendous amount of stress, and they will not be able to teach at their best ability as a result. Flexibility is clearly what is called for here, as exemplified by many other school districts in the country, for example Fremont Union High School District in California.

Thank you for your time,  
Alex Thies

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Comment at School Board meeting  
8/5/20 -- Letter to the Board**

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**From :** Alicia Newton-Hamill Mon, Aug 03, 2020 01:29 PM  
<alicianewtonhamill@gmail.com>  1 attachment

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public  
Comment at School  
Board meeting 8/5/20  
-- Letter to the Board

**To :** board@4j.lane.edu

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OHA 2342D Phase One Reopening General Guidance for the Public

Dear Eugene School District 4J Board Members,

I have worked as a teacher in Eugene School District 4J for twenty years. I have served on numerous district committees, including the District Reading Committee, the District TAG Committee, the District Graduation

**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Allix Baker  
<allixmbaker@gmail.com>

Mon, Aug 03, 2020 02:13 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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Hello all,

We'd like to write and declare our support for 4J staff to be given the option to work remotely or in-building based on their own situation through the course of distance learning. Best practice says we must differentiate to meet our students' needs, why can't that be done for staff - especially during a global pandemic?

Respectfully,

7

## Brandon & Allix Baker

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Requirements Committee, as well as the District Word Language Task Force, of which I was chair for three years. I have organized and participated in the Martin Luther King Jr. Assemblies at Spencer Butte Middle School (2002-2004), been the Latinx Student Union teacher supervisor at Churchill High School, as well as the Churchill Spanish Club Advisor. Since 2016, I have been the volunteer starter for Churchill's track and field program. I have, for the entirety of my teaching tenure in this district, been working for students' best interests as well as for the betterment of the district itself.

So it was a shock to me when I discovered that the district is requiring teachers to be in the building during the upcoming Comprehensive Distance Learning model, set to start very soon. It is not lost on me that we are in a bargaining year, but I would have thought that the district leadership would have put the lives of the community they serve ahead of their petty power plays. District leadership is acting as if we must get back to normal. "Normal" is gone for now and until there is a vaccine, most likely. The district's stance is short-sighted at best and purposefully emotionally traumatizing at worst. Educators need to focus on the important task of serving our students. Staff in the district who are themselves in the high-risk category, or who live with someone or care take someone in the high-risk category **must** be supported during these unprecedented times. Many staff **cannot** and **will not** be able to continue being employed by the district under the conditions currently being set, further increasing community instability due to loss of exceptional teachers who must now choose between either the health and safety of themselves and their families or employment and health care in the midst of this pandemic. The best way for 4J to support their talented, dedicated, and hard-to-replace workforce is to acknowledge the professionalism of educators and allow members to choose

where they will work during the CDL model. **We demand this professional respect.**

The current trope for fall of 2020 is that we must put our students' social and emotional health, as well as their learning gains, first. I proffer to you that, by insisting on a hybrid model (currently set to begin in mid-October), Eugene School District 4J leadership is doing neither of these things. The thought being that a hybrid model will allow students some aspect of "normal". Again, "normal" is gone for now and until there is a vaccine, most likely. Having students of any age go through the stress-inducing morning check-in to a building, having the fear of not knowing who is healthy and who is not, being afraid if they are going to bring home COVID to their family, not being able to see their teachers' faces, but being able to see their fear all too clearly, being socially distant for the entirety of their time in the building, then, having to go home, decontaminate their clothes and shower before they are safe... the list of absurdities the district's plans will impose on our students and families goes on and on. The proposed system poses inequities to our students who do not have easy access to daily laundry, who do not have multiple sets of clean clothes, who do not have multiple face masks, and who will have to suffer an "outing" as to their economic status when they are wearing any PPE supplied by the district. This will cause potentially scaring, life-long personal traumas for some of our most at-risk students. Instead, if the district focused on students' social and emotional learning, by diving in deep and well to already-developed programs such as the Sources of Strength curriculum **now**, in August, as well as committing to an **EXCELLENT** Comprehensive Distance Learning model via Canvas for at **least the entirety of Fall term**, if not **until the vaccine is readily available**, I can say with complete confidence that the **4J Teaching Staff** can and **will** rise to the occasion. We **can** provide

vibrant, rigorous, engaging CDL with **plenty** of SEL embedded in our curricula. Just let us get to work! Let us stop having to imagine our second-worst nightmares of loss of jobs and health care in the midst of a pandemic (getting COVID or watching our loved ones get sick being the worst) and let us relax and get to work. **NO ONE** on staff is trying to get out of work. However, we cannot do our jobs in a constant state of extreme stress and fearing for our existence.

In closing, let me say this: **COVID DOES NOT CARE**. It does not care about me, nor does it care about you. It will only continue to spread throughout our community, unchecked, until we, as a community, are able to keep it from spreading and then, once a vaccine comes, be protected from it.

Opening up schools now is a dangerous political move that is **knowingly** putting Eugene School District 4J students, staff, and the community of Eugene at risk. For what? Please, let's **ALL** get through this pandemic intact. 4J teachers are ready to do the work. We are able to do the work.

Thank you for providing the strong leadership that will allow us to do this.

Sincerely,

Alicia Newton-Hamill

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**Board ltr 8:3:20.docx**

167 KB

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Questions/concerns about classroom management & safety**

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**From :** Alex Thies <alexthies22@gmail.com> Sun, Aug 02, 2020 10:43 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board]  
Questions/concerns  
about classroom  
management & safety

**To :** board@4j.lane.edu

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Hello again,

I'm a math teacher at South Eugene and I have some earnest questions about how to maintain a safe classroom environment in the context of COVID-19. I am what you would call a 'laid back teacher' in terms of my approach to classroom management/student<sup>13</sup> engagement. My main

tool for that part of the job is building a culture of mutual respect and empathy; rather than enforcing (what can seem like) arbitrary rules on a group of inherently-rebellious teenagers. However, for the sake of everyone's safety in the coming year our classrooms will need very stringent rules about student contact, and as a new-to-the-job teacher I would like guidance from the district about how to handle these unsafe situations. For example, what is the appropriate disciplinary response to repeated cases of each of the following?

- Students not properly wearing a face covering;
- Students not maintaining 6 feet of distance;
- Students repeatedly touching their face, rubbing their eyes, chewing on nails, etc.
- Students sharing snacks;
- Students sharing school supplies;
- Students hugging;
- Students holding hands;
- Students high-fiving/fist bumping;
- Students coughing on one another;
- Students using PPE as projectiles/projectile launchers (masks make good slingshots);
- Students threatening one another with contaminated objects (e.g. chasing another student with something they've licked or coughed on);
- This list can go on.

I look forward to getting some clarity on these concerns,  
Alex Thies

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Amanda Christie                      Mon, Aug 03, 2020 12:41 PM  
<christie\_a@4j.lane.edu>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment

**To :** Board@4j.lane.edu

Dear 4J School Board Members,

Please consider these recent occurrences in your research for teachers working in buildings:

"A central Indiana school is shutting down two days after opening after at least one staffer tested positive for COVID-19." (ABC7)

"Gwinnett County Public School teachers gathered for in-person planning Wednesday at 141 facilities across the county, the Atlanta Journal-Constitution reported. The next day about 260 employees were "excluded from work" because of the coronavirus." (USAToday)

CAMPBELL COUNTY, Va. – “In just two days Campbell County has shut down Tomahawk and Rustburg elementary schools for the rest of the week because two teachers tested positive for COVID-19.

School leaders said it’s the last week of summer school in the elementary buildings.”  
(NBC10news)

PHOENIX (AP) – “Three school teachers in the small eastern Arizona community of Winkelman tested positive for the coronavirus last month and one of them died, according to a Phoenix television station.

ABC15 reported Sunday that Kimberley Byrd shared a classroom with two other teachers at Leonor Hambly K-8.

The three were using classroom tools to teach their summer school students online when all three got sick.” (APNews)

Please allow us to teach from home. We’re not in a safe position to be in the building.  
Thank you for your support.

Respectfully,

--

Amanda Christie  
Third Grade Teacher  
Yujin Gakuen Japanese Immersion Elementary  
School

Eugene School District 4J  
christie\_a@4j.lane.edu | 541-790-4606

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Please focus on CDL instead of hybrid instruction**

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**From :** Amy Duncan Sat, Aug 01, 2020 12:04 PM  
<duncanamy23@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Please focus on CDL instead of hybrid instruction

**To :** board@4j.lane.edu

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Dear School Board,

I am a teacher in Eugene School District 4j, and I write to ask that we stop spending an enormous amount of school resources, including teacher and administrator time, on developing plans for hybrid instruction. Instead, I believe that we should focus on building a strong Comprehensive Distance Learning Model that would transition back to entirely on-site instruction once a vaccine for Covid has

been fully distributed, with no hybrid instruction in-between. I would like to ask for this because:

1. Given the metrics that Governor Brown announced for schools to return to a hybrid model, I believe that doing so before we have a vaccine is unlikely and would be short-lived if it did occur. To review, here are the metrics, taken from <https://govstatus.egov.com/or-covid-19>:

Metrics to be met threeweeks in a row:•Case rate:  $\leq 10$  cases per 100,000 population in the preceding 7days\*•Test positivity:  $\leq 5\%$  in the preceding 7days-and -State Metric - metric to be met threeweeks in a row•Test positivity:  $\leq 5\%$  in the preceding 7days.

Currently, we do not meet these standards, and we have not met them (for 3 weeks in a row) since we were in Phase 1.

2. We cannot create a hybrid model that is safe. In fact, we work in buildings with classrooms that are too small for even half of our students to fit in under the safety guidelines; these buildings do not meet ventilation standards for safety, and at Sheldon and Churchill High Schools, our classrooms do not even have windows. If we put half of our high school population in a school building on any given day, we are still talking about having between 400 and 800 people in a building -- many of them in a building without windows or proper ventilation. Third, Dr Anthony Fauci has currently announced a "cautiously optimistic" view that the United States will have a Novel Coronavirus Vaccine by the end of 2020 and that it will be distributed quickly. To me, this adds even more urgency to preventing the spread of Covid until then -- because **it is possible to save many lives**, including the lives of students who are medically fragile, parents, grandparents, friends, teachers, and their loved ones also, if we put off opening schools until we can reopen them fully. I know that online learning is unpopular, for good reason, among parents. However, I also believe that we would be saving some of their lives. In addition, our vulnerable populations who need school the most are also the population of students whose parents are most likely to die from the Coronavirus if we do reopen schools. And as awful as online learning is by comparison with on-site learning, it would be

much more awful for our students to lose their parents because they brought the virus home from school.

3. If we think it is absolutely necessary for teachers to be available in person if our county does ever meet the metrics for hybrid instruction, we could do that more safely by asking teachers to have one day a week of small group, in-person office hours with students who need help, and who believe that they and their families would still be safe if they came to school for it. These groups could be limited at an actually safe number (10 or less per hour), and, since only 1/5 of teachers would appear on any given day -- the teachers could be distributed into the largest and best ventilated rooms in each building -- a gym, an auditorium, a room with windows that the teachers open, perhaps a covered outdoor area. In addition, students could leave the space and go home or to another safe place as soon as they had gotten the help that they needed.

3. Teachers and administrators, librarians, counselors, custodians -- all people with limited hours in our days, who are already working as much as we can -- are putting a lot of time and effort into making a hybrid model. I believe we need to put all of this time and effort into a strong online CDL model instead. When we are spending time on the impossible task of figuring out schedules and building accommodations that would make a hybrid model safe, we are using up precious hours that could be spent learning and strengthening our new Comprehensive Distance Learning model instead.

I ask that you please free us from what feels like endless spinning on hybrid models that are all likely to take people's lives before their time, and instead focus on a safe, Comprehensive Distance Learning model. I cannot tell you how much I want schools to reopen in person. Some days, I think this must all be a dream and wake up anticipating going to school and seeing my students. I feel like I cannot wait for the day that going to school and teaching in a building again is a reality. But I know that I have to wait, because I want my students and their parents to be alive when that day happens.

And last, and on a different note -- I do ask that you support our staff in our requests in bargaining for COLA and Insurance contributions. Most teachers I know are working during every vacation day, evening, and

weekend, and that is especially true as we are building curriculum for 3 types of instruction this year: CDL, Hybrid and fully on-site learning. Thank-you for hearing this.

Amy Duncan  
Teacher, Eugene International High School  
Preferred Pronouns: She, her, hers

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Fwd: Public Comment**

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**From :** Amy Goeken Tue, Aug 04, 2020 11:39 AM  
<amygoeken@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Fwd: Public Comment

**To :** board@4j.lane.edu

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From: **Amy Goeken** <[amygoeken@gmail.com](mailto:amygoeken@gmail.com)>

Date: Tue, Aug 4, 2020, 11:07 AM

Subject: Public Comment

To: <[board@4j.lane.edu](mailto:board@4j.lane.edu)>

Dear 4J Board Members,

23

I am a 4J parent and Classified Staff Member with concerns for myself, my fellow 4J Staff, the community, students and my family.

As a parent, I do not plan to send my children to the buildings for school this calendar year. This has not been an easy decision but I think that safety should be the top priority as we all navigate the Covid-19 Pandemic and our new "normal." I am confident that our amazing Teachers and Staff can provide an amazing CDL program that will allow my children, and other students, the ability to continue with their education in the safest way possible. I am unwilling to risk their health, or the health of their beloved teachers/staff, just to have them learning in a building. Yes, their mental health and love for social interaction has and will continue to be affected by this but at least they will be healthy, safe and alive. It is my job as their parent to protect them and keep them safe. This comes with difficult decisions, such as keeping them out of school buildings until I can be sure that it is safe enough to have them there. I have read too many articles about tragedies across the country due to school buildings opening too early, not to mention those infected at summer camps and child care centers. If our Governor is limiting group sizes, it would seem to me that having in-person school just doesn't make sense right now. I would not be able to live with myself if one of my children was infected because I opted to send them to their school buildings when given the option to keep them safe at

home. I would not be able to live with myself if they infected a friend, a classmate, a beloved teacher, or any other school employee. And I won't even go into my thoughts on how I would feel if they became infected at school and passed it along to another family member. Or, God forbid, someone died because I chose to send them to school. And while weighing the options and considering their mental health and stability, I have to consider how they would be affected if a classmate or school staff member died. I have worked at a building where a student died and it was devastating for everyone. So for all of these reasons, and so many more that are not listed, I beg and urge you to delay in-person school for all children and staff until 2021, at the very least. I know that this decision is not an easy one, nor should it be made lightly, but the safety and well being of students and staff must be the deciding factor. Ask yourself this, would you feel comfortable sending your child(ren) into a school building this calendar year?

As a classified staff member, I am frustrated that staff are returning to normal work schedules during a time when nothing is "normal." I laid in bed last night, as I have many nights lately, worried about all of the issues that are being addressed in letters to the 4J Board and had another thought that I thought was worth sharing. Will I, and many other staff members, have to choose between working on site in order to earn a paycheck so that we can help support our families financially, or take a leave to ensure the safety of our families and the community, as well as our own? Will that leave be unpaid, or one for up to 12 weeks at partial pay because we also have young children at home? I have toddlers who are not eligible

to return to their daycare at this time because they are not considered to be part of a "stable" group. One of them is also Autistic, and sending her to a new childcare environment would be scary for her. This is when I am again forced to choose if I am going to wear my 4J staff member hat, or put on my parenting hat while weighing the options of such decisions because the current proposals make it hard for me to wear both. I am no longer able to work from home even though that allowed me to perform the duties of my job while ensuring the safety of my family. But there is another piece to this puzzle, and it too is a stressful one. If I ultimately choose to take a leave, paid or unpaid, then who will be performing my work duties? My guess is that one of my fellow staff members would have my workload added to theirs because I can't imagine with the current budget that the district will be able to hire new staff. That is not a good feeling, the feeling of guilt that I would be adding more work to the plate of someone who might also be struggling with all things related to this pandemic. I have such a hard time with all of this. For the past 4 months I have been splitting my time working on site and from home. Nothing about my duties has been negatively impacted. In fact, I can say the opposite. I have done a better job because I was comfortable with the fact that I was getting my work done and distancing myself from others, as recommended by the Governor. I want to remind all of you that this is still recommended by the Governor in our current Phase, Phase 2. Phase 2 Guidance still says "limited return to work; remote working recommended." In fact, the Oregon General Guidance for Employers on COVID-19, released on July 24th by the Governor and OHA, asks employers to consider modifications of employee schedules. It

states, "identify positions appropriate for telework or partial telework, including consideration of telework for employees who are at higher risk for severe COVID-19 complications due to underlying medical conditions." So why I ask are we no longer allowed to work modified work schedules? Why the rush to have everyone in the Ed Center back to working in the same building, sharing air, working closely, when we could be doing some or all of this from home? Why not stagger schedules or allow for alternating shifts? Some employees are doing this, but everyone could be and should be, according to the recommendations by our Governor. Imagine that all Ed Center staff are back in the building, because most of them are, and someone gets Covid. Imagine that the entire HR Department is then infected, or forced to quarantine. Who takes over for them. Or all of payroll, who will ensure that employees get paid? Staggering or alternating schedules could prevent this. We have seen so many horror stories from other employers and districts around the Country. We need to use that to our advantage and plan for awful scenarios rather than ignore them and eventually be the next headline.

In the end, my family's health and well being will have to come first. Losing income and possibly health insurance will be catastrophic but neither of those things will matter if one or all of us are dead. I shouldn't be forced into this decision because I feel that my employer's governing body does not value my health, or my life. I shouldn't be forced to make these tough decisions and leave my fellow staff members to pick up my "slack" if I am out on leave. I should be given the ability, the option to split my time between working on site and from home because I

have been doing so for months and it has worked. Why fix it if it's not broken?

How many of you are working on site, five days per week, in your current careers? Would you be willing to work in the same environments and conditions that you are asking the staff to be in day-in and day-out? Why do Teachers and school staff need to teach from or report to buildings for CDL? Why do Ed Center staff need to report to on-site work while out county numbers are higher than they were when we initially began working from home? None of this makes sense.

Please continue to uphold the ideal of equity, not equality, and allow staff the option to remain paid as employees rather than tying their hands and leading them to tough choices of going on leave. Please put safety first and allow ALL staff the option to modify their work schedules as needed to protect each and every one of us. Allow staff the ability to choose where they will perform the duties of their job and I guarantee that they will give it their all because I imagine that it will be hard for that to be done under the current stress levels that so many of us are under.

Thank you for your time.

Classified Staff Member and 4J Parent

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Angela Finneran  
<acfinneran@gmail.com>

Tue, Aug 04, 2020 11:30 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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Dear Superintendent Vandercar and Members of the 4J School Board,

First I'd like to say thank you for taking the time to read this. I know that you are hearing from many staff and community members right now.

I am a 6th grade English and Social Studies teacher and this is my 11th year in education and my 6th year teaching in the 4J School District.

We have all just had a great loss with this pandemic and we are all in some stage of grief right now: despair, denial, anger, bargaining... and I know that in the midst of this collective grief we are trying to make loving and responsible choices in an impossible situation. I am worried that the denial stage of our grief, though understandable, is

going to lead us to more of the individual grief of lost loved ones. I love my students, my classroom, my job. Educators and 4J Staff are not asking you to sacrifice the wellbeing of our community; only that you do not also sacrifice us as well, or our families, by reinstating in-person school or in-building work before it is safe to do so.

Last year in December I lost a child in an early stillbirth, a little girl named Eleanor; and this March 31st I welcomed my first living child into the world, during this pandemic, a little boy named Benjamin. He's beautiful and perfect. New parents always worry about their little babies. Loss parents worry twice as much. Right now, there are no words to describe the fear I have for this school year. We have been quarantined since before my son's birth, with no meals delivered, no help with cleaning, no loving grandparent hugs. Knowing that I would need to focus on my work if teaching virtually, my husband quit his job so that we could have safe child care, because I made more to support us financially. Child loss colors the way you see the need to protect your other children. Though it is not talked about, statistically about one fourth of our staff have also lost children in pregnancy at various stages, and right now we are all in a deep pain as we fear for the safety of our babies, little and big. We are also worried that we will not be around to see them further grow. I am nursing my 4 month old baby, the only living child I will ever be able to have, and am seriously considering being separated from him should I have to break my quarantine for my job, because autoimmune diseases run in my family. We also do not know the long-term implications of Covid in babies and I'm not willing to find out the hard way.

In addition to my own baby, I think about how I am, myself, someone's baby. My parents are terrified to have their adult baby in such a circumstance. And the dedicated and loving staff that I work with are also someone's baby. My fellow staff members and their partners, their children and grandchildren, have conditions that are scary for any parent: cancer, diabetes, asthma, MS, lung and heart issues, etc. We have watched our loved ones live with, and in many cases overcome, such health challenges, but now it feels like we will lose them. I've lost a child before. I do not wish that pain on anyone, but I see a future that if we go back to buildings too soon, mothers and fathers will lose their babies, be it an elementary student or teacher.

I know first hand how all consuming grief can be. We need to pull ourselves, best we can, into the acceptance stage of our grief. The world has forever changed and there is no going back. We can still be

angry and sad, but we also need to look forward. Let us have the choice to work from home or use building resources if our situation allows. We live in a time in history in which we have technology available to work, teach, or learn from home. And we live in a time in history when medical treatments are available if we just wait patiently for them. It will be hard but there is still hope, and maybe this is an opportunity to make the way we serve our children better. Let us continue to provide school-based childcare for our families in need with access to internet, food, and other resources and allow employees who feel safe doing so to fill these positions. Allow staff with health issues or that live with those that have health issues to be employed in ways that help them to stay safe, such as delivering food with no contact to our families or providing teachers and students with additional virtual support. Let's not just say that we are "in this together" but actually do it together. Please, I beg you, do it for Ben. Help us all protect our babies.

Most Sincerely,

Angela Finneran

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment: Maintain Cohort Continuity  
for our Local Students**

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**From :** Anne McGrail  
<mcgraila@lanecc.edu>

Mon, Aug 03, 2020 11:58 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment: Maintain  
Cohort Continuity for  
our Local Students

**To :** Wagner b  
<Wagner\_b@4j.lane.edu>

**Cc :** Kuzma b  
<Kuzma\_b@4j.lane.edu>,  
board@4j.lane.edu,  
lange k  
<lange\_k@4j.lane.edu>,  
Given@4j.lane.edu,  
dey a  
<dey\_a@4j.lane.edu>

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Dear Brooke Wagner,

As you know, one of the strongest arguments for moving students back into the classroom this Fall is for social developmental purposes. Kids need other kids and need social connection and continuity. Weighing that against the perils of COVID 19 is not an easy task for educators. And creating a workable system for maintaining safety and equity is no small feat. But the framework that I have seen offered has serious shortcomings and I'd like to suggest an adjustment to the framework design.

I write as a Roosevelt Parent to urge you and your fellow teachers, administrators and planners to consider intentionally creating a local strand of online learning at each school that will extend the local online learning already planned for weeks 1-5 into the foreseeable future (i.e., until a vaccine makes it safe for students to return to campuses). I am not satisfied with the outsourcing of online learning (Eugene Online Academy) to a centralized and unknown online learning LMS with "certified Oregon teachers." I moved to the Roosevelt and South Eugene school district in 2018 specifically so that my son could attend school with his familiar classmates and go to his local middle and high schools. We are going online in the Fall because of COVID 19; I suggest Roosevelt (and other schools although I speak of Roosevelt here) offer online learning locally, for its own constituent families, with

the same Roosevelt teachers and the same local cohort of students.

The idea that is floating around--of an undefined, centralized clearinghouse system of online learning through an online academy model is unsatisfactory in multiple ways: first, our local students will start the year with their own familiar cohort online and will invest time adjusting to online connections with their familiar, local group of teachers and students. This is an investment that will bear dividends as the pandemic progresses and students continue these ties online and then eventually in person. Disrupting this cohort and asking students to move to an unknown "academy" undermines the original investment. Second, the "academy" teachers are unknown to our students now and will be unknown to them again when students return to their local school classrooms. The students also are unknown to current students (they are from 4J at large) and will break up again after all students return to their campuses. Why design for this discontinuity and disruption when you can provide a long-term plan for continuity?

One way that this could work would be to expand the current model of hybrid learning to include an online-only cohort: if the plan is that an "A" cohort in the hybrid model will be working at home while the "B" cohort works in the classroom, there could be a "C" cohort that begins in the Fall with everyone online and then remains at home working online--one week online with the "A" cohort and the other week working with the "B" cohort--with the same learning content and outcomes and lessons and teachers. I have taught classes with this model myself online/hybrid/f2f and so I know that while it takes upfront

planning time for the logistics, the actual labor costs are not prohibitive. And in the end the entire cohort will have experienced an equivalent (or as near equivalent as possible) education.

While I am speaking about Roosevelt, I am sure that there are other parents at other middle-schools (and high-schools) who similarly would appreciate providing cohort continuity for their families. The continuity will work both ways, linking students to their friends and peers from before the pandemic and providing a much simpler return when the pandemic is under control and we have a vaccine or when it's safe for children to return to school campuses without jeopardizing their own health or the health of their extended families.

Thank you for your attention and consideration.  
Anne B. McGrail

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"Everybody gets so much information all day long that they lose their common sense." --Gertrude Stein

Anne B. McGrail, PhD  
Writing and Literature Department  
Lane Community College  
4000 E. 30th Ave. Eugene OR 97405  
541-463-3317  
<https://blogs.lanecc.edu/dhatthecc/>

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug 5th board meeting for public comment**

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**From :** Ashley Wright  
<ashleyontwowheels@gmail.com> Wed, Aug 05, 2020 10:37 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug 5th board meeting for public comment

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

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Please give teachers the choice of whether to work from school buildings or from home. Thank you.

Ashley Wright  
Eugene, OR

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment: Questions and Feedback on fall 2020 school plans**

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**From :** Audrey Banks <aujabanks@gmail.com> Mon, Aug 03, 2020 09:58 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment: Questions and Feedback on fall 2020 school plans

**To :** vandercar c <vandercar\_c@4j.lane.edu>, board@4j.lane.edu, mcgaughy c <mcgaughy\_c@4j.lane.edu>, Wagner b <Wagner\_b@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>, lange k <lange\_k@4j.lane.edu>, Kuzma b <Kuzma\_b@4j.lane.e

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du>,  
Given@4j.lane.edu

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Dear Superintendent Vandercar, 4J Board and Staff,

Thank you for all of your hard work in preparing for the school year. We know this is an incredibly difficult time, and appreciate all that you have done so far to inform us of our options.

We filled out the Eugene Online Academy interest form. However, our preference is still to stay at our neighborhood school, Camas Ridge (we have two students there who will be in 1st and 4th grades). With that said, we are not comfortable with the hybrid model - attending in person for the foreseeable future does not seem like it will be safe, given that our state and our nation is continuing to see an increase in Covid cases and deaths. From what I have been hearing from other parents, quite a few feel similarly to the way we do. Is there a possibility of a 3rd option of distance learning only through our neighborhood school until the virus is truly under control?

With Covid being illusive and some people being asymptomatic, we do not think it is morally or ethically the right thing to start the hybrid model until we are fully on the other side of this - we are <sup>41</sup>not. Schools shut down in Spring to slow the spread, and it has greatly worsened this

summer. We love our teachers and staff want to keep them safe and healthy. We don't want to get or spread the virus to other families either.

When the hybrid plan is to do distance learning until things are deemed safe to switch to some in person - what are the criteria to start the in person? Our preference is to do all remote through our neighborhood school until the virus is truly under control in our country. Oregon's numbers are not as high as other states, but we will not accept the current numbers as good enough to send our kids to school. The US has responded poorly as a whole to the virus, and we do not think the schools should reopen yet.

As concerned parents, we are asking to please protect your staff and teachers. We think the teachers should be part of finding the solution and creating the best possible distance learning until things are truly improved. We also want to ask that teachers be given the option to work from home, as that is what most other institutions are allowing in order to keep everyone healthy and safe. Finally, the teachers at Camas Ridge are truly amazing - we would love to see them put their wonderful energy and teaching expertise into planning the best possible, safe distance learning that they can, rather than try to plan to accommodate a hybrid schedule that many parents do not feel safe doing. We have just over a month until school starts - the most stable plan for our children is to have the teachers put together strong distance learning options for families.

For the families that do what their children to attend in person school, we wonder if it is because of childcare

coverage, which is a real problem - however it should not be a reason to put others at risk of the virus.

Despite all of your precautions with the hybrid model, we have many concerns with it being effective and not spreading the virus since the numbers are not currently going down. We have also been reading articles about the virus spreading at summer camps - all it takes is one person to have the virus, and then half of the camp gets it, despite taking precautions.

Finally, we know there are information sessions coming soon - one question that we would like answered is this: if we start at our neighborhood school as distance learning for the "first few weeks" and then you open to the hybrid model before we are ready (meaning before the virus is truly under control), can we then choose to switch to EOA? There is some confusion about what the criteria are to be open again. We don't want to start at EOA if the neighborhood schools do end up being all remote for longer than a few weeks.

Again, we appreciate all of the hard work that has been put in to planning as we know this situation is continually evolving and extremely challenging.

Thank you for your time in listening to our feedback.

Sincerely,

Audrey & Justin Banks

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record Aug 5**

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**From :** Barbara Siemens                      Sun, Aug 02, 2020 02:44 PM  
<barbara.ann.siemens@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public Record Aug 5

**To :** Board@4j.lane.edu

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To the members of the Eugene 4J District School Board,

I have been a teacher for the 4J school district for seven years, and I myself was a product of 4J's schools. I am proud to dedicate my teaching career to the school system that gave me my public education, and to serve the student population I was once part of. The community our district serves is my top priority in emailing you today. There are many aspects to next school year that have me concerned, and it is my obligation to my community that

drives me to speak up about them. This email will outline my concerns and make a case for 4J to maintain distance learning at all levels through at least fall term, as well as ask you to make health a priority regardless if we are online or in person.

First I'd like to express my concerns with the student population. I recognize that for many students, schools are normally the safest places in their lives. I also recognize that the emergency style of distance learning last Spring failed many students, and that we can't let inequities create a situation where some students are underserved. However, the alternative to distance learning puts the very lives of students and their families at risk. You can regain lost education, but you cannot regain lost lives.

This is not the first time in the last decade that a sizable number of US students had one or more school year of interrupted learning, and in which that student population suffered a collective trauma: Hurricane Katrina. It took children in New Orleans Public Schools two years to make up for their lost learning. Obviously, this is troublesome and indicates how much hard work students and teachers will have to put into the next few years. However, this does show that lost learning is recoverable within a few years. The lives of our students, their loved ones, and school staff are not recoverable if lost. Loss of learning can be fought against, and death cannot.

Additionally, if we spend this time prioritizing Comprehensive Distance Learning, developing support systems that can be safely administered, bridging gaps that students may fall through, etc., we can mitigate learning loss to levels lower than those students faced in

the aftermath of Hurricane Katrina. We have the technology to give every student access to material, we have EAs and classified support that can give students one on one attention, tutoring, and accountability in a virtual setting. If we are not assured distance learning through the fall, we will have to plan all this under the assumption that we may open back up within three weeks, diverting precious energy that could be used in enhancing Comprehensive Distance Learning.

I know that the state has been concerned about the mental health benefits of pre-pandemic schools, but I would also like us to consider the negative mental health impacts of pandemic era schools. Schools play a vital role in supporting student mental health, and I understand why adults are eager to return students to the environments schools were pre-pandemic. But you are aware that students will not enter onsite classrooms that resemble what they were before the pandemic. The danger will be visible to students, and they are smart enough to pick up on it. They know why they can't collaborate, they will know why they must stay in the same seat all day. The PPE worn by their teachers and their masks will be a constant reminder. If I were in their shoes, I'm not sure I'd be able to focus on anything else. Socialization benefits would not be at pre-pandemic levels either, as student interactions amongst each other will be limited. They will be trapped in little bubbles, unable to move freely about their classroom, unable to share supplies, unable to physically collaborate.

And how will their mental health suffer when someone dear to them falls sick, let alone dies, and they are left to wonder about their role in the <sup>47</sup>condition of their loved one?

If a child wonders their role in a loved one's mortality, I fear that would be a grief that haunts them for the rest of their lives. What kind of childhood nostalgia will their yearbooks bring them, when there are pages dedicated to dead peers and teachers? How will they look back on grandparents, if they find themselves wondering if they brought them the Coronavirus?

I also worry about student physical health. Being a novel virus, there are many unknowns still surrounding COVID's impact on young children. I worry for the youngest that will be asked to return, and for the adults that are in the building together with these students. Even if children catch and spread it at a lower rate, these teachers will still be risking their lives. While I am not a k-3 teacher, I stand in solidarity with them. I have a similar concern for the students of Lifeskills classrooms and the adults that work in them, as I understand that they will also be returning earlier, and that their students are more likely to have at risk conditions.

At risk of running this email too long, I would also like to touch on the policy that teachers will be working in the buildings regardless of whether students are in person. Are there going to be childcare options for teachers with children of their own, if we are working in building? Will there be an option allowing high risk teachers to work from home? What is the purpose of this policy? Thank you for your time with these questions. EEA reports that 60% of teachers are at high risk! Please give these teachers a safe alternative to working in the building. While I am not high risk (moderate risk due to mild asthma) I will be standing in solidarity with my high risk coworkers, should

the union decide to take action to counter the policy mandating working within buildings.

Thanks for taking the time to consider my email and the concerns of the teachers, students, and community that your decisions directly impact,

Barbara Siemens, BA, MAT

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Bernadette Ross                      Tue, Aug 04, 2020 09:52 AM  
<bernandjohn@icloud.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment

**To :** board@4j.lane.edu

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Dear 4J School Board Members,  
It is my understanding that you intend to have teachers and staff return to their assigned buildings when they return to work later this month.

I urge you to listen to the many voices of staff who are very concerned about this

decision. The pandemic is still ongoing and such a move is not safe for anyone. I wonder what the justification for having staff in school buildings is?

The safest choice is to let educators make their own decision regarding what the best choice is for them. Many will choose to return, but many will be considering their own health concerns or loved ones they live with used to do distance-learning from home. If the U of O, OSU, LCC, Twitter, Google can do it so can we.

Thank you very much for your time,  
Bernadette Ross

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record August 5**

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**From :** Bethani Mayberry  
<mayberry@4j.lane.edu>

Tue, Aug 04, 2020 06:01 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public Record August 5

**To :** Board@4j.lane.edu

**Cc :** Charis McGaughy  
<mccaughy\_c@4j.lane.edu>

Dear School Board Members,

I have worked in the field of education in some capacity (EA, Speech Pathologist, Special Education teacher, classroom teacher and currently and as English Language Development teacher) for 35 years. I have taught in 4j for 28 years and currently, I am a teacher of emerging multilingual students at Camas Ridge and Adams. I recently heard from some of my co-workers that 4j is considering requiring staff, including teachers to work from their classrooms even during remote learning. I have not received anything in writing from any 4j personnel, so I am hoping that this is not the case. If this is indeed being

considered, I wanted to share my experience with you, in hopes that you will benefit from this information.

On June 20th, we entertained another couple on our porch. We socially distanced most of the time and wore masks most of the time. For months, we had formerly been extremely cautious only leaving the house to grocery shop or hike because my husband and I care for my 87-year-old mother. On June 22nd, we got a call from the husband who visited to report that he was very sick and being tested for Covid. At that point, we did not leave our house. We heard later that day that he tested positive. On June 24th, Steve, my husband (and North Eugene High School teacher) started feeling ill and received a positive test result. He quarantined himself upstairs. On June 27th my 17 year-old son and I tested positive for Covid. He had barely noticeable symptoms. The 10 days following my positive test are a blur of body aches, nausea, terrible headaches, and a constant fever sometimes reaching 104 degrees. The sheer discomfort allowed me to only sleep in fitful, one hour intervals. I was in such discomfort that would lie down, sit, pace to try to find some sort of respite. Steve had a lower fever but body aches, headaches and most importantly a persistent cough that took him to the emergency room. Although we are so very much better, we are still recovering almost 6 weeks later. After a simple task of doing a load of laundry or watering the lawn, I have to go and lie down and rest. I still have persistent headaches. The only good thing about this whole saga is that it happened during the summer, when I could rest instead of during the school year. We have no underlying conditions. We were fit and healthy.

I cannot begin to imagine why district supervisors and board members would consider *requiring* teachers and other staff to gather in their buildings as this would

obviously increase their risk of exposure. I believe in my heart that is something all of you want to avoid. I wonder if the district administrators feel like they cannot trust teachers to work their required hours unless they "keep them in their buildings". If that is the case, I can assure you that my co-workers and I worked far more hours during distance learning than we did when we taught in person. My duties included delivering packets and technology to students, arranging translators for families, trouble shooting Seesaw, developing curriculum specific to my emergent multilingual students, commenting on that curriculum, adjusting their home room classroom assignments so that they could access them, delivering food and gift certificates to needy families, linking my families to mental health supports, I coordinated with my ELD peers and the list goes on. All of these things happened during the work day but a lot of it during the evening and on weekends. I understand why some educators would prefer to work from school: more reliable wifi, their materials are readily available, etc. I believe that as trusted professionals, we should be given the option to work from home or work in our buildings. I do not want anyone to go through the illness that Steve and I went through, especially not my students, their families or my coworkers. I can't help but wonder how it would have played out during distance learning, had Steve and I been required to teach in a building. Even outside, we were susceptible. How would it be if the teachers that I share the room with would have caught it from me? What would be the impact of getting a long term guest teacher, especially a guest teacher qualified to teach ELD or Special education? I can't begin to tell you how much I love and miss each of my students and their families. I worry about them everyday and every night and I cannot wait until I can be their in-person teacher. I sincerely appreciate the district's plan to begin the year with distance learning. I

urge each of you to allow teachers the choice of where to do their teaching during this time.

Bethani Mayberry, English Language Development  
Teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Beth Ball  
<mrsballlevi@gmail.com>

Tue, Aug 04, 2020 09:15 PM

 5 attachments

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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Dear 4j School board,

I'm writing you to ask that you reconsider cancelling the Contract with EPD in regards to our SRO's. I feel now, more than ever, our kids need trained and skilled police on campus.

With everything going on (COVID) I ask that you give it a year so you have the time to learn and reconstruct the SRO program with our ever changing world.

A few reasons you might want to reconsider:

1. Increase of violence from angry, antifa mobs. There are multiple ANTIFA groups on Eugene. These groups TARGET individuals that they disagree with and encourage their members to attack. Children, particularly high school students, are not off limits. Here are just a few pictures of Eugene's antifa group:



Eugene Antifa

May 13 · 🌐



William Franklin Rehm IV is a neo-Nazi from Beaverton, Oregon and is the feature of our newest article! He was a member of the Base #de... See More



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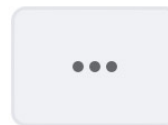
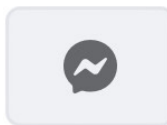
William Rehm IV: Oregon Member of "The Base" Exposed! | Eugene Antifa

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✉ Send Email





21 of 209



**LET'S NOT GET IN THE WAY OF EACH OTHER'S REBELLION. IF WHAT SOMEONE IS DOING MAKES YOU UNCOMFORTABLE GO ELSEWHERE**

59

UNCOMFORTABLE, GO ELSEWHERE.

Eugene Antifa

Jul 16 · 🌐

👍❤️ 26

1 Comment



9 of 209



60



Eugene Antifa

Jul 27 · 🌐

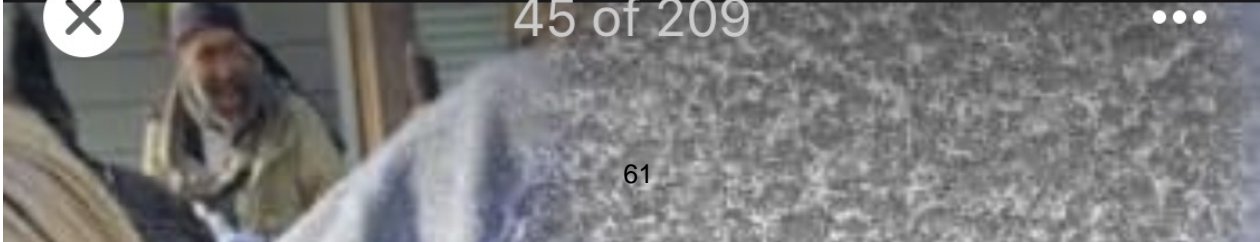
A man aims a handgun at Solidarity with... See More

👎👍 65

18 Comments



45 of 209



61



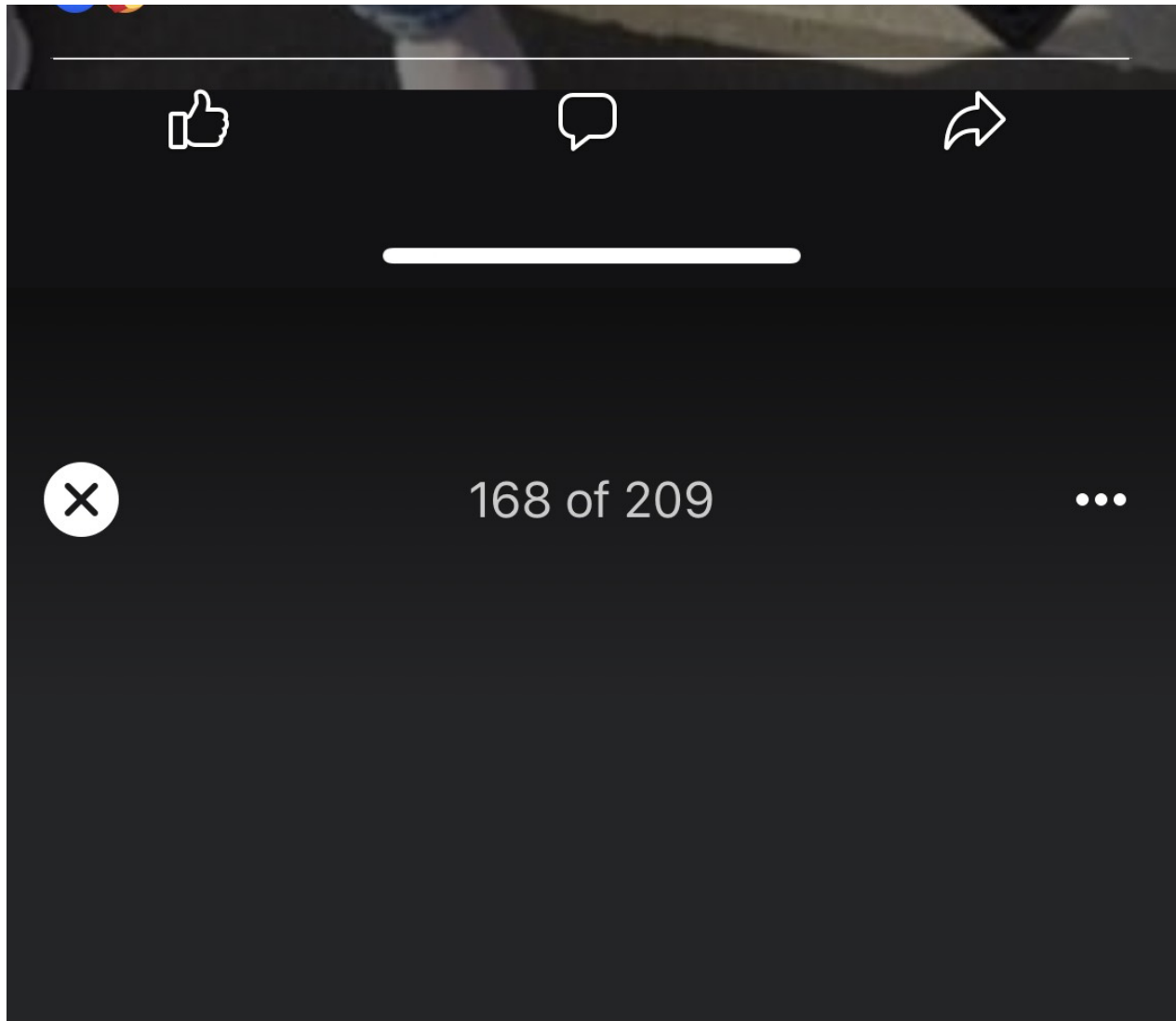
Eugene Antifa

Jun 11 · 🌐

62

👍 🤔 2

15 Comments



# LEARN TO RECOGNIZE FASCIST SYMBOLS



## United States of America

*Government responsible for the death and displacement of millions of people, and which still threatens the safety of the entire world*



## Blue (Police) Lives Matter

*Fascist reaction to calls for police to stop killing oppressed and colonized people*



63



**Green (Soldiers) Lives Matter**

*Fascist reaction to calls to end illegal rapacious wars across the globe waged for private profit and political control.*

**Yellow (Loss Prevention) Lives Matter**

*Lol.*

**Eugene Antifa**

Aug 27, 2018 · 🌐

As everyone should know, here in the Unit... See More

😂👍👎 111

205 Comments



2. How will a social service worker protect hundreds of kids from the very REAL THREAT antifa poses? How do you plan on protecting our kids from domestic terrorism?

3. Increased tensions in Eugene

As I'm sure you're aware- each extreme side of the political spectrum has committed violence and caused serious safety concerns in and around our town. These groups start on one location and walk through the town- often past schools. They even have targets right across from 4j schools- New Hope being one. How do you plan on protecting our kids should hundreds of armed patriots

Show up at new hope to protect the cross from armed antifa? And when school is in session????

4. It's an election year and honestly- things are only going to get worse. Antifa - and the extremists on the right side- do not have plans to slow down but speed up.

School board- a lot has changed since you made your choice to cut EPD out of the SRO program. With so much tension, violence, and uncertainty- PLEASE reconsider your choice

To cut out our trained and skilled police. We, and our children, need them now more than ever.

Thank you,

BETH

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Kindergarten in 4J???**

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**From :** Betty Lindstrom  
<betty.a.lindstrom@gmail.com>

Tue, Aug 04, 2020 10:04 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Kindergarten  
in 4J???

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

OUR FAMILY HAS A FIVE YEAR OLD WHO IS ENROLLED AT RIVER ROAD/EL CAMINO DEL RIO FOR KINDERGARTEN. HE NOW ATTENDS THE HOWARD FULL DAY HEADSTART WHICH OPENED LAST MONTH WITH SMALLER GROUPS AND FOLLOWING ALL HEALTH PRECAUTIONS.

I retired as an early childhood/early intervention teacher. I know that young children learn in very concrete, hands on ways. I can't even imagine trying to teach five year olds

on line. If you use a "hybrid" model, who will provide childcare for working parents? Many parents work in direct care or the service industries. Where will the children be while parents away at work? Who will continue to provide hands on learning experiences? I don't think traditional "day care" will allow alternate weeks of attendance.

It is a very complicated school year with the virus still present in Eugene. I want to keep our teachers and staff healthy while at the same time providing the foundation for positive learning for our youngest students. I am hoping that our children don't lose an entire year of learning. I am concerned that children will have to start all over again in the same grade in the fall of 2021.

Please do allow individual schools to provide in person learning as their buildings allow space for separation and smaller consistent learning groups. I know that the newer buildings such as Howard Elementary and River Road Elementary have large open areas that can be partitioned to allow smaller groups.

Thank you....Betty Lindstrom

[bettylindstrom72@gmail.com](mailto:bettylindstrom72@gmail.com)

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Fwd: Public comment**

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**From :** Bob Tue, Aug 04, 2020 08:50 PM  
<bcassidy@efn.org>

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Fwd: Public  
comment

**To :** board@4j.lane.edu

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Note that line "we have relatively little idea about asymptomatic rates among kids".

I say, postpone the start of school until more is known. New informant is being discovered daily. Bob

Begin forwarded message:

**From:** Roscoe Caron  
<[roscoecaron@gmail.com](mailto:roscoecaron@gmail.com)>

**Subject: Public comment****Date:** August 4, 2020 at 7:43:50 PM PDT**To:** [board@4j.lane.edu](mailto:board@4j.lane.edu)

4j Board members,

The task before us all is impossible. We have all been painted into a corner by a failed presidency and there simply is no easy out.

The hardships on all students and parents, especially working class students and parents, is excruciating.

Because of the abysmal state of testing and inadequate access to medical care, there is absolutely no way this deadly virus can be contained in schools. We have relatively little idea about asymptomatic rates among kids.

Currently in Oregon, the Hispanic/Latino rate is 39% of all cases, perhaps more (12% of cases are not identified by ethnicity).

It is absolutely true that many people are working and at risk (out of necessity and/or out of duty), but that does not mean that children and school workers should be put at risk.

We are now all in the same corner with no easy way out.

You have my great appreciation for the difficulty you face in your leadership roles in the coming year.

— Roscoe

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment re: Reopening Schools Amid the COVID-19 Pandemic**

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**From :** Bob Hess Tue, Aug 04, 2020 10:38 PM  
<bobtheweirdo@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment re: Reopening Schools Amid the COVID-19 Pandemic

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

I understand you are accepting public comment on the issue of opening public schools for in-person teaching versus teaching remotely during the current health crisis. I am delighted to be given this opportunity, given the patently obvious solution to the issue.

By way of brief background, I trained to work as a teacher and earned an undergraduate teaching degree and certificate. I then used my background to work at an educational company writing, producing, and editing educational materials for the classroom. Thereafter, I worked as a lawyer for 35 years, following my training and practice to look at the facts, analyze the issues, and to reach a conclusion. Most recently, I have been a volunteer in the classroom here in 4J, motivated by two grandchildren who are primary school students in the district as well as by being a parent of a primary school teacher here in 4J.

It should be fairly well settled that older students, who are better equipped to learn remotely and who are known spreaders of COVID-19, especially if asymptomatic, should not be returned to school any time soon, complicated by a woeful lack of current contact tracing mechanisms and increasing levels of disease here in Eugene. The discussion of the efficacy of sending younger children back to school has received, for some reason, too much traction.

The two-part issue there is (a) whether or not it is safe for K-3 students, teachers, and associated staff to be together during the school day within the confines of a building, as well as (b) whether it is then safe for the families of those students, teachers, and associated staff to be subjected to an increased new risk of contracting the disease when those students and other people who have been confined in the school buildings leave school to go home to their families (many of whom live in multi-generational homes) after exiting that confined space at the end of the day at school.

The facts are that little kids, commonly and lovingly referred to as "germ balls", get sick quite frequently and that they then commonly sicken their teachers, school staff, parents, and grandparents. A study published within the past week in the journal JAMA Pediatrics (<https://jamanetwork.com/journals/jamapediatrics/fullarticle/2768952>) proved that children of kindergarten age had a "10-fold to 100-fold greater amount of the coronavirus in the upper respiratory tract" compared to older children and adults". Think about that for a moment.

Transmission from those children was not measured, the study's author reported, but, because of the stay-at-home orders issued in March, the author commented that young children had fewer opportunities to transmit. She added, however, that, "The question (of transmission) is still out there", adding that, "Any grade-school teacher or pediatrician will tell you, young children are ***pretty effective little vectors of virus transmission***, because ***we get sick a lot in the winter from these kids***" and that ***it would seem more likely that kids will be transmitting***".

Commenting on this study and transmission, Dr. Michael Smit, a pediatric infectious diseases physician at Children's Hospital in Los Angeles who is also the hospital's epidemiologist and medical director for infection prevention and control, cautioned that, "For certain respiratory viruses, younger children are the breeding ground and ***they're part of the population that spreads it to the rest of the community***".

Commenting on his own research published in JAMA in May ***regarding seasonal <sup>74</sup> coronaviruses***, he added,

***"it's a known phenomenon in pediatrics that the younger children can be the main drivers of the spread of disease"*** in communities. No conclusive evidence exists that young children do not spread coronavirus, but we just do not know all of the answers with the novel, or new, disease.

It is undisputed that the COVID-19 disease is spread most readily within the confines of buildings, and steps are being taken throughout the country to limit gatherings in buildings. This is especially important when the subjects within the building are five- to eight-year-olds, who, according to the author (out of Lurie Children's Hospital in Chicago) of the virus-load study mentioned above, are youngsters who lack awareness of personal space and personal hygiene with all the fidgeting, hand-on play, and wiping of eyes and noses, adding that, "It's a struggle to get them to wear their masks and to wash their hands and to not put everything in their mouth and their nose".

In sum, the youngest of the children in 4J are the heaviest carriers of the virus, they likely are drivers of the spread of the disease (with no conclusive evidence to the contrary), they are too immature to follow the guidelines and the rules, and they must not be allowed to gather in a confined school space with other children, teachers, and school staff, all of whom are subject to contracting the disease in that dangerous environment and then carrying it home to their families, causing even further disease spread. And, although not discussed above, older children, many of whom may be asymptomatic, are certainly subject to contracting the disease and are universally considered to be spreaders of the coronavirus.

Without full knowledge of the risks and mechanisms involved, the school board cannot allow the schools to open and thereby facilitate infection of our entire community in view of the severity of the deleterious effects of those lucky enough to survive the disease along with the high risk of death from this novel disease. The school board must not participate in the spread of this disease.

Respectfully,

Robert Hess

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Brandi Geddis                      Tue, Aug 04, 2020 09:51 AM  
<mrs.bgeddis@yahoo.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment

**To :** board@4j.lane.edu

**Reply To :** mrs bgeddis  
<mrs.bgeddis@yahoo.com>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

My oldest son is going to be a 4th grader at Buena Vista. He is autistic and has an IEP, his socializing skills are falling apart. His special education teacher has worked so hard to help Cameron develop his skills to self regulate<sup>77</sup>. His reading skills

have improved amongst other skills with his special education teachers. He needs to be in school. He needs his structure. Not every house can become the classroom every child needs. Not every parent can stop working to educate their children.

Please consider these kids as you make your decisions. The kids whom thrive on social interactions/networking. These kids will fall behind and so much time will be needed for re-education on just how to be a student again. Even my kindergarten going to first grade is going to need that. The longer we have our children isolated the longer they will need to reenter the educational system. I respect the newness of this virus and its uncertainty, however the data isn't showing children are very affected by the virus however there is years of data to show isolation can be devastating to children. Please consider a solution that provides structure, balance, and all children potential success.

Brandi Geddis  
Mom of  
Cameron Geddis, and  
Chase Geddis  
Buena Vista Elementary school.

[Sent from Yahoo Mail on Android](#)

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment: Teachers in 4j must be able to work from home**

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**From :** Brinda Avadani  
<bavadani@gmail.com>

Wed, Aug 05, 2020 12:40 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment: Teachers in 4j must be able to work from home

**To :** board@4j.lane.edu,  
hays a  
<hays\_a@4j.lane.edu>,  
alevis@4j.lane.edu,  
newman j  
<newman\_j@4j.lane.edu>,  
lafer g  
<lafer\_g@4j.lane.edu>,  
shabram m  
<shabram\_m@4j.lane.edu>,  
jtorrey@4j.lane.edu,  
mwalston@4j.lane.edu  
u

80

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Hello,

I hope this message finds you all well. I am writing as a 4j parent, and I recently received notice that 4j will be entirely online for the first trimester. I became aware a couple of days ago that teachers, however, would be required to work from their classrooms. I hope this is not the case anymore, as this puts our teachers in unnecessarily unsafe situations (shared bathrooms and kitchens), as well as the many teachers who would have to secure childcare when they should be able to work from home like other employees. These are all unnecessary barriers for our teachers to do their jobs successfully, which in turn hurts our students and their education. We already know that teachers already have enormous responsibilities. We should be doing everything we can to help our educators right now, and taking the step to eliminate these barriers should be done.

I appreciate you taking the time to read through this message because we parents and caregivers of students truly care about the safety and well being of our teachers, and this causes undue stress for them to have to be in their classroom when students won't even be present in the classroom.

Thank you,

Brinda Avadani

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-Brinda

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Carrie Ann Naumoff <canaumoff@gmail.com> Mon, Aug 03, 2020 12:45 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Eugene 4j Superintendent, Administrators, and School Board,

Thank you for attention to my public comment. My name is Carrie Ann Naumoff. In June of 2019 I retired (for the second time) from the district after 31 years teaching 4th and 5th grades. Although I am no longer personally affected by current instruction requirements, my connection to the profession, colleagues, families and students is strong.

83

From the latest information that I have, the school year will begin as remote instruction, with the potential exception of time limited, small groups for kindergarten students. That alone will clearly necessitate extraordinary measures in terms of safety for staff and families. With the exception of that possible scenario, I see absolutely NO reason that teachers and support staff should be in the schools *to teach online*. Our schools are not designed for the safety measures that are necessary, nor is there staffing for the necessary disinfecting measures.

Could the district actually be thinking that teachers would be too distracted to teach from home? Anyone who has ever been in a classroom knows within minutes that our normal teacher lives consist of constant distractions, and they are often quite profound. Very little at home could come close to what teachers normally navigate all day, every day!! Our classrooms are overflowing with students and the myriad behaviors that accompany Multi-tasking is what we do, and we are quite practiced. If there were to be an occasional interruption from a child or pet, it would only make the teaching day seem more normal! (And, to be honest, students actually like it if the teacher's family cat wanders through for a moment- they laugh and pay more attention! It humanizes us.) If there have been a few complaints, I am sure that those parents/guardians have not seen what a typical classroom day looks like and the constant distractions faced. (And, to be honest, students actually like it when the teacher's family cat wanders through for a moment- they laugh and pay more attention!)

If required to teach in a hybrid model this fall, would be a teacher forced to take a year off without pay, pay out of pocket for my health insurance? It is clear that the virus and health dangers are not leaving anytime soon. If creating stability is a goal of the district, then creating a manageable and safe Fall 2020 should be to keep people at home as much as possible. A good part of the spring's issues were the guidelines and protocols that constantly changed, in part because of the unpredictable course of the virus.

Please treat teachers/staff as the professionals that we are. Respect us enough to know that we will do the right thing. Teachers will retrieve the supplies they need, and work as hard or harder than ever to the best job possible. I know this.

It is clear that the virus and health dangers are not leaving anytime soon. If creating stability is a goal of the district, then Fall 2020 needs to be safe for all staff and families. Teachers can settle in a bit, and focus more on teaching and learning new ways of supporting students.

As we know, there are students that are not being served. Even during a typical school year these students are underserved, and often have poor attendance. Those needs must be addressed, but teachers in the classroom does not serve to meet the needs that are there now, that have been there for years and years.

Please treat teachers/staff as the professionals that we are. Respect us enough to know that we will do the right thing. Teachers will retrieve the supplies they need, and

work as hard or harder than ever to the best job possible.  
I know this. The district must act to keep everyone safe,  
and that means that Fall 2020 needs to be at home, for  
everyone.

We all long for the day when we shall all be together  
again. It's just not now.

Thank you for your consideration,  
Carrie Ann Naumoff  
Grade 4/5, Edison Elementary (retired)

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment**

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**From :** Charissa Charpie  
<teacherchar@gmail.com>

Mon, Aug 03, 2020 12:33 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] public comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Board of Directors,

I am writing to voice my concerns for re-opening our schools this fall. First and foremost I want to share with you that my family is coming out of a month long isolation/quarantine where we all got COVID. My son Linus (10 years old) was the first and only person in our house to test positive. All of his tracebacks came back negative as well. He is an oral kid who chews his fingernails and sometimes his<sup>87</sup> shirt. He did not go on

playdates or out in public often. We wore masks and did everything right. Still the virus came into our home. After a week of social distancing in our own home, wearing masks at all times except for when we slept and obsessively cleaning, two more family members tested positive for COVID. Dalen (8 years old) and their step dad. I was the last to test positive days later. Each time a family member tested positive our 10 days of isolation started over. When all members of our family had passed the 10 day mark, we finally moved into 14 extra days of quarantine before rejoining society. I am sharing all of this with you for a couple of important reasons.

1. Kids can 100% get the virus and transmit it to others. My sons both had nothing more than a low grade fever of 99 and snotty noses. It presented like a common cold. We the adults were not as mild but were still able to recover from home.
2. I would not have had enough sick leave to cover this long absence and am concerned about what I am going to do when and if my family gets it again during the school year. Right now they are saying the average length of immunity is about a month and the risk of infection is definitely there.
3. We were lucky to have mild cases but what about those who do not. I am fearful of the harm this virus will do to my students, families and coworkers.

Another concern I have is the idea of having to report to our building. In the spring I was able to juggle teaching from home and being present for my young children. In addition to those tasks I provided care for 2 other children in our neighborhood so that their parents could continue to work. I have been desperately looking into childcare options for the fall and have been coming away from the

search empty. When I called some of the child care facilities in my area this past week here are some of the responses I got:

1. We are not accepting new kids at this time.
2. We do not have a school age program.
3. We have decided to assist health care workers only.
4. We are already at maximum numbers.
5. We are staying with the small cohorts we have to reduce the risk of infection.
6. It is far past the deadline to apply. We can put you on a waiting list.
7. (Laughs at my request) Oh, you are serious? Why are teachers not at home with their own kids if they are not with students?
8. Sorry we decided to shut down after 2 positive cases.

I literally do not know what to do or how to provide care for my children if you are going to mandate that we have to be in the building. I promise to work hard and come in when I can. I have never shorted you for hours and promise to continue to provide my best for my students, but please take the childcare burden off my chest and allow me to work from home. I feel that this is the safest option for my family at this time.

Lastly, I want to acknowledge that you are juggling an almost impossible task. I have a lot of respect for your job and the heaviness that it must hold in this time. Thank you for the work that you are doing and for considering all the pieces that must be addressed to provide safe and adequate care to our community. Thank you for giving me a place to voice my own concerns.

Charissa Charpie  
3rd Grade

# Howard Elementary

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment**

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**From :** Charissa Charpie  
<teacherchar@gmail.com>

Mon, Aug 03, 2020 12:33 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] public comment

**To :** board@4j.lane.edu

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Charissa Charpie  
3rd Grade

# Howard Elementary

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Comment at August 5 meeting**

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**From :** Courtney Dearinger      Mon, Aug 03, 2020 12:36 PM  
<dearinger\_c@4j.lane.edu>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public  
Comment at August 5  
meeting

**To :** board@4j.lane.edu

Hello,

My name is Courtney Dearinger, and I am a 4j high school teacher as well as a 4j parent of an incoming 3rd grader and kindergartener. I am writing to you to express my grave concerns about the district's current proposal to force all teachers to come into school buildings during distance learning in the fall. It feels incredibly frustrating that so many of us are using our valuable time and energy this summer to fight against unfair and dangerous policies such as this one, rather than focusing that time and energy on creating robust, thoughtful, engaging lesson plans for our online classes this fall. Believe me, I speak for many of my colleagues when I say that we are ready to get to work to make the CDL required this fall into the best educational experience it can be for our students. But instead, I am spending hours every day trying to sift through the vague,

often contradictory, information put forth by the 4j school district--and then more time talking with fellow teachers and parents about why so many of these decisions have been made not only without any teacher input, but in direct opposition to what teachers want and what the state has outlined as safe practices for instruction. I will say this as clearly as I can--there is absolutely NO reason that teachers should have to leave the safety of our homes (where many of us have small children who rely on us for childcare during the day and where most of us have used our own money to buy technology equipment and supplies for a home office) in order to come to school buildings and possibly get each other sick. There is not one good reason. None. It makes no sense--except to enrage and embolden an already very angry and hurt group of teachers who already feel like we're being used as canaries in the coal mine to see how quickly children can spread COVID-19. I urge you to put this decision to a vote--and to vote NO to requiring teachers to return to school buildings during CDL.

Second, I want to remind you that teachers are currently working (yes, we are all working over the summer, this summer more than any other) and we have no contract. I urge you to help teachers get our very minimal requests met, including a COLA that addresses these difficult financial times. We are being tasked with doing more work than ever before (and we were already receiving an insultingly low salary for our work as it was) and we deserve a fair contract now. Teachers feel undervalued, unappreciated, and taken advantage of, and I'm sure the last thing this school board or our community wants is to deal with a teacher strike on top of everything else going on this fall--but that is a very real possibility if our demands are not met in good faith.

Thank you for your time. I, along with hundreds of my colleagues and fellow parents, will be attending the Zoom board meeting on August 5 since this board does not feel safe yet meeting in person. I trust you all recognize the irony (and the incredible insult) in that last sentence.

Courtney Dearing

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public comment Aug 5, 20**

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**From :** Denton denton <denton.us@gmail.com> Sun, Aug 02, 2020 09:34 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public comment Aug 5, 20

**To :** board@4j.lane.edu, Cydney Vandercar <vandercar\_c@4j.lane.edu>

**Cc :** Imelda Cortez <imecortez@gmail.com>, Sabrina Gordon <eugeneea@oregoned.org>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Superintendent and board,

Thank you for taking the time to read this email. I continue to see the word equity in regards to how 4j does its work however, whoever is using it is mistakenly conflating it with equality.

To have ALL teachers go into their work buildings is equality NOT equity.

It would be like me bringing pepperoni pizza for all of you to share; those who are vegetarian/vegan would be left out, those who practice a Hallal or Kosher diet would be left out, lactose intolerant people would be left out, gluten free consumers would be left out, and those who would prefer a soup or salad would be left out. Few would be able to enjoy a pepperoni pizza. To have a variety of choices would be equitable, that is what we would appreciate.

During comprehensive distance learning, educators should have full access to their buildings and classrooms, and be allowed the professional and personal choice to work onsite or from home at their choosing.

This unnecessary requirement impacts all of our staff members in a variety of ways:

Some of us are looking forward to returning to their buildings;

Some of us need the workspace or internet access provided by 4J;

Hundreds of our members, including myself, are either in a high-risk category for COVID complications or live with someone who is high-risk;

Still others have childcare issues created by the pandemic.

Choice matters; have a selection of choices and if necessary, exceptions for us to have at our disposal. None of us are excited about the possibility of contracting COVID 19, NOT ONE OF US. If we see that you care for

us, and let us choose, it will make a huge difference in our lives and our interactions with the District.

Hope you are well,

Daniel Denton

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the #Aug5th board meeting for public comment**

---

**From :** David Long  
<davidlong78@gmail.com>

Wed, Aug 05, 2020 04:42 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the #Aug5th board meeting for public comment

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

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To Who It Concerns,

I'm writing in response to the decision to require 4-J teachers to show up for class, when students are not. Have I got this correct? As a former teacher my concern is then whether this places a greater burden on teachers, especially single parents, who will then have to put their kids in daycare--which is precisely what we should be trying to avoid. It seems giving the teachers the option to work from home would be the better course, to keep kids and families safe. What's the point in teachers being in a classroom without students?

Best,  
David Dean Long

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Debbie Serra  
<ddserra552@gmail.com>

Mon, Aug 03, 2020 08:45 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

To 4j board members,

I am an elementary school secretary and am writing to you to voice my grave concerns about the current plan to return to in person K/1 learning, as well as the mandate that all employees must be present in buildings, rather than work remotely.

I feel that the district is placing employees at unnecessary risk based on the outdated and anecdotal evidence that

younger children don't contribute to the spread of Covid. I find it completely unacceptable that we are being provided one mask per employee as our PPE. We should at the very least have had plexiglass partitions installed, adequate hand washing stations to serve our school populations, social distance markers, enough to thermometers to check any person entering our building, Increased staffing to assist with record keeping for contact tracing, increased staffing for health room assistance, and a supply of masks and face Shields for each employee. Instead, we are being asked to return to our buildings with none of the above in place, and during a much higher spread of the virus In our community than was present last spring.

I am a 58 year old mother of three, mother-in-law of two and grandmother of a five, four and two year old, and a brand new two-week old. In addition, I'm the primary caretaker of my 85 year old mom. I want you to know that I am so concerned about my personal safety that I have prepared a will and a personal medical directive. I've also made the heartbreaking decision to move my Mom out of her home of 52 years, and into a retirement living facility. I did that because I am terrified that I will become ill, or be in contact with someone who is ill, and need to quarantine for an extended period of time. I would have no one to help, or provide companionship, to her. She moved in this weekend. I will be able to visit with her outside her facility from a distance of 6 feet or greater, by appointment, until this pandemic is under control.

This is the commitment that I had to make for my family's safety. What commitment is my district willing to make for me?

Please follow the lead of our neighbors in Bethel and Springfield and open our schools to online learning only. And allow staff to work remotely from the safety of their homes until there are no new cases of Covid in our community, just as our school board is doing now.

Respectfully,

Debra Serra

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment: Extend Distance Learning for All**

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**From :** Debbie Levy  
<dalevy1@gmail.com  
>

Mon, Aug 03, 2020 10:38 PM

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Public  
Comment: Extend  
Distance Learning for  
All

**To :** board  
<board@4j.lane.edu>

**Cc :** Sabrina Gordon  
<eugeneea@oregone  
d.org>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear members of the Board,

I am a 4J Churchill teacher and the parent of a first grader and a ninth grader in 4J. I am writing to urge you to allow staff the choice to teach on-site or at home, to extend distance learning for all students for the entire first trimester, and to quickly negotiate fair wages and safe working conditions for all teachers.

**Give staff the choice to work at school or at home.** It's mind-boggling that the district is insisting staff work on-site when adults are most vulnerable to Covid-19. I believe I heard that more than half of the teachers in this district reported to EEA that they are high-risk or live with someone who is high-risk.

- **Is 4J truly prepared for an enormous number of teachers to get Covid?** The WHO has confirmed that the virus is spread by aerosols. Our high schools have terrible ventilation systems and many of our high school classrooms have no exterior windows or doors to open. There is no question that teachers will get sick, even if they practice all the recommended safety guidelines. We know, from the [260 staff at Gwinnett County Public Schools who have tested positive so far](#), that this is a reality.
- **Is 4J truly prepared for teachers to die?** We know, from the [tragic death of teacher Kimberly Chavez Lopez Byrd](#) in Arizona, that teachers who take every safety precaution at school while teaching online can still contract Covid-19 and die. Given the large number of staff who are high-risk, it is quite possible that exposure in the school buildings will cost some staff their lives.

- **This is completely avoidable and staff should be permitted to work from home if they choose.** I spent most of the Spring training and helping teachers from all over the district with technology. I know how impressively hard my colleagues worked from home. The vast majority of teachers worked even longer hours than normal (and normal is already far beyond the requisite 40 hours). We are professionals and we deserve the respect, professionalism and trust to decide for ourselves if it is safe and necessary for us to work at school.

**Extend online distance learning at least through the end of Trimester 1.** This is the safest option that will also provide certainty and continuity for students, families and teachers.

- **We know, from Greenfield Central Junior High in Indiana, that [students will come to school with Covid-19](#), even on the first day of school.**
- **We know students can spread Covid**, like at [the Georgian camp where at least 136 people contracted Covid](#). The CDC acknowledges that there were “high attack rates among persons in all age groups, despite efforts by camp officials to implement most recommended strategies to prevent transmission.”
- **Medical knowledge about Covid is constantly being revised to reflect that youth can transmit the virus and carry a larger viral load than adults.** A month ago, we were told children and teens didn’t transmit the virus. Now we know that [children ages ten and up transmit the virus the same as adults](#).<sup>108</sup> We were told young children

had a smaller viral load. My own pediatrician told me this in mid-June. Now we are learning that [young children carry a greater viral load in their bodies as adults](#). There is so much we don't know that Dr. Anthony Fauci recently said [opening schools is an "experiment."](#)

- **When the experiment of hybrid school opens in October, is District 4J truly prepared for student deaths?** Because children and teenagers tragically die, as in [California](#), [Florida](#), [New York City](#), [Oklahoma](#), [South Carolina](#), [Texas](#), and likely more states but I had to stop reading because it was too heartbreaking. What is the district's plan to console students who lose a classmate to Covid contracted from school?
- **Students and families deserve some degree of certainty to help plan their work loads, child care and other needs.**
- **Teachers would be better able to plan their Trimester 1 classes** without the unpredictability that they might suddenly need to transition to in-person classes and likely lose some content-delivery time in the process. [Portland Public Schools](#), [Beaverton](#), [Salem-Keizer](#) and many other Oregon school districts have announced that their first quarter will be entirely online. A little certainty for teachers will go a long way towards strengthening online instruction.
- **Exposing students to Covid-19 perpetuates inequities.** We must seriously address equity as we plan for the Fall, but we cannot forget that [Black and Latinx](#)

[people are three times more likely to contract Covid-19 and about two times more likely to die than white people.](#)

Let's be responsible and protect our students, staff and community by expanding online learning to at least the full first trimester and allow teachers to choose if they work on-site or at home. We must spend our limited time focusing on strengthening online lessons as well as learning and mastering Canvas and Seesaw instead of wasting our energy from unnecessary distractions. Finally, please quickly negotiate fair wages and healthy, safe working conditions with EEA. Our teachers, who are adapting, learning and creating from scratch, absolutely deserve it.

Sincerely,  
Debbie Levy

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug5th board meeting for public comment**

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**From :** DeForest Wihtol  
<wihtol98@gmail.com>

Wed, Aug 05, 2020 11:06 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug5th board meeting for public comment

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

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Hello,

My name is DeForest Rolnick-Wihtol and I live in Eugene and am an alum of the 4j school district. It has come to my attention that it is being required that all teachers teach from school buildings this upcoming school year, even as those buildings are closed to students, and that it is being required that classified staff be in the buildings as well. This puts our teachers and staff at unnecessary risk, since the safest option is for them to work at home - not to mention that many of them can actually work more effectively from home. I support the teachers in asking that it not be required that they put their lives in danger working from school buildings, and that they are given the option to prioritize their health and safety.

Thank you for your time,  
DeForest Rolnick-Wihtol

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Devan Fahsholz  
<dfahsholz@gmail.com>  
>

Thu, Jul 30, 2020 08:46 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear esteemed members of the board,

As a 4J teacher and parent, I am deeply concerned with plans to begin hybrid learning on October 12. The health conditions in our community do not support such an early reopening. 4J families would be much better off with a clear announcement that online distance learning will continue at least until the new year.

The superintendent has made it clear that online learning could continue longer based on the health requirements

laid out by the governor. But it is unlikely that those requirements will be met any time soon. Rather than keeping students, families and teachers guessing about next steps, it would be far better to give everyone the certainty that distance learning will continue until January.

I know from my own experience teaching high school that teenagers will not maintain distancing effectively. We should not put our students and community at risk in a rush to reopen classrooms.

I recognize that distance learning has many shortcomings—I saw them for myself in the spring as a teacher- but reopening schools too soon is by far the worse option and will ultimately delay the return to regular classes much longer. If we know that we can't realistically meet the governor's requirements, why not make it clear that distance learning is here to stay for the foreseeable future?

Additionally, it is important that teachers and other staff be able to work from home during distance learning. It just doesn't make sense to have teachers together in poorly ventilated buildings—it undermines the entire purpose of distance learning. So many of us teacher have children of our own, and if they are home, we can't work outside the home. Insisting on teachers working on site will create a crisis for the district's workforce, both in terms of health and childcare.

Finally, the district must meet the COLA and insurance requests put forward by the Eugene Education Association. We teachers cannot face the unprecedented demands of this coming school year if we don't feel secure that our financial house is in order. All <sup>114</sup>secondary teachers will be

learning Canvas, a new learning management system that takes dozens of hours to become proficient in, in addition to retooling their curriculum and planning for all sorts of contingencies. Extending the modest annual gains of the last contract is not too much to ask.

Thank you for all you are doing to serve our students during these extraordinary times. I am confident that we are all trying to do what is best for our kids. Toward that end, I sincerely hope that you extend distance learning until January, allow staff to work from home and settle the COLA and insurance issues with EEA. I appreciate your time.

-Devan Fahsholz (Proud 4J Teacher)

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug 5 board meeting: Teachers should not be required to teach remotely from school buildings**

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**From :** Diana Wells  
<dkwells62@comcast.net>

Fri, Jul 31, 2020 03:02 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug 5 board meeting: Teachers should not be required to teach remotely from school buildings

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>, Wagner b  
<Wagner\_b@4j.lane.edu>,  
dey a  
<dey\_a@4j.lane.edu>

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116

To the 4J Acting Superintendent, Board and administration,

I am a 4J parent and it has come to my attention that 4J is \*requiring\* teachers to teach remotely from their school buildings, and that other classified staff may be required to be present as well. This is both unsafe and patronizing—what about poor ventilation in schools, social distancing challenges and potential disease spread? What should teachers do with their own kids who are at home learning remotely? Do you not trust them to do the required work from home? The decision to work from school or home should be left up to each individual teacher based on his/her family, health and home situation. It should be a choice, not a requirement.

Please show our teachers and school administrators the respect and consideration they deserve during this time of crisis. Treat them like the responsible adults they are and allow them to make their own decisions about working from home if they feel that is the safer option. We, the families of 4J students, trust our teachers and want them to be safe too.

Sincerely,

Diana  
Diana Wells  
4J SEHS parent

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment August 5th, 2020**

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**From :** Elizabeth Nordling      Wed, Aug 05, 2020 11:25 AM  
<lizzynordling@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment August 5th,  
2020

**To :** board@4j.lane.edu,  
Cydney Vandercar  
<vandercar\_c@4j.lane.edu>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Hello esteemed Board and Superintendent Vandercar,

As a teacher in this district, I want to first thank you for hearing us this past week as we all sent letters pleading for online school to keep our students safe and the decision to work from home to keep our families safe.

Many colleagues have shared their heartfelt letters with me and I do not feel the need to repeat the points already made by them as I know you have had a lot to read through and probably a lot more still to read today.

**While I am glad that I and many other teachers will have the option to work from home, I want to stress the importance of this same consideration being afforded for our classified staff.** I understand that some job duties require staff to be on campus, but others do not. Requiring all staff, regardless of their duties, to return to on-site work is creating unnecessary risk for the staff members that NEED to be on campus. For example, my custodians (two of which are close to retirement age and I presume in a high risk category for contracting Covid-19) have to be there to perform their duties--why give them more touch points to clean and more contaminated air to breath? Our classified staff make significantly less money than our certified staff; these are the workers that might not be able to afford an unpaid leave of absence (many teachers can not either, but they are more likely to afford it than classified). Why are you forcing them to put themselves and families at risk? For some reason in our school system part time employees and classified staff seem to get treated like second class citizens--this is not right! Please treat all staff with the same care and respect that you are the certified staff.

Again, I understand that some staff need to be in the buildings depending on their job duties, but please allow those that can effectively work from home to do so.

With respect,

Liz Nordling  
Teacher--Kennedy Middle School  
Parent--North Eugene High School

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment: Onsite Requirement for Staff during CDL**

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**From :** eric suchman <ericssuchman@yahoo.com> Mon, Aug 03, 2020 04:11 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment: Onsite Requirement for Staff during CDL

**To :** Board <board@4j.lane.edu>

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Board members of the Eugene School District 4J-

My name is Eric Suchman - I am a social studies teacher at North Eugene High School, where I have taught for 14 years. I am writing to express my concerns about the district's current plan for all staff to work onsite this fall,

even while students engage in distance learning. This demand of teachers and school staff is concerning to me for several reasons:

1. The lives of educators and their families will be put at risk by this policy. While much remains known about COVID-19, it is very clear that the virus is more likely to spread indoors. As a result, many of us (and I hope you too!) have been avoiding any shared indoor space. Working from home has not been ideal for me and many other educators, but at least I know that my home work space is safe. I do not know that about my school building. I am scared to enter my classroom, and I am truly shocked that district leaders would ask me to do so.

2. It is unnecessary. Throughout the fall, teachers will be working online, collaborating through Zoom, and creating shared curriculum. These responsibilities in no way require that teachers enter an unsafe workspace. In fact, much of the collaboration that will likely be taking place will be taking place with teachers in *other* buildings, so working onsite is even less advantageous. I have no doubt that I will be a less effective teacher if I feel that my life is in danger because of an unnecessary bureaucratic demand.

3. It reinforces the idea that district leadership is not interested in collaborating with teachers as they prepare for what looks to be a very unusual school year. The proposal that staff work onsite even during distance learning, demonstrates a disconnect (at best) and a disregard (at worst) for teacher safety and concerns. As teachers look to the district for leadership and guidance as we prepare for a difficult year, this type of policy creates distrust, hurt, and fear.

Thank you for taking the time to read this email, and I hope that the board encourages district leadership to reconsider this decision.

Eric Suchman  
North Eugene High School

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**From:** "ERICKA THESSSEN" <pittymomma@icloud.com>  
**To:** "Martina Shabram" <shabram\_m@4j.lane.edu>, "Mary Walston" <mwalston@4j.lane.edu>, "Gordon Lafer" <lafer\_g@4j.lane.edu>, "Anne Marie Levis" <alevis@4j.lane.edu>, "Jim Torrey" <jtorrey@4j.lane.edu>, "Alicia Hays" <hays\_a@4j.lane.edu>, "board" <board@4j.lane.edu>, "Cyd Vandercar" <vandercar\_c@4j.lane.edu>  
**Cc:** "wagner" <wagner\_b@4j.lane.edu>, "Andy Dey" <dey\_a@4j.lane.edu>, "kuzma" <kuzma\_b@4j.lane.edu>  
**Sent:** Thursday, July 30, 2020 9:28:04 PM  
**Subject:** Return to school and hybrid model

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Dear 4J School Board and Superintendent Vandercar-

My name is Ericka Thessen and I am a parent of three students in the District: one middle schooler and two highschoolers. I also am an acute care healthcare provider and I have multiple concerns about 4J's hybrid model to return to school.

The current options of doing 100% online through Eugene online academy versus a hybrid model at the home school presents multiple issues with inequity and broad-based differences for students. I am concerned because my freshman is entering the IHS program and my senior is in their last year of the health careers track at Churchill High School. Because of health issues, it is safer for them to go entirely online. But in order for both of them to be able to do their school based specific curriculum programs, that isn't compatible with the Eugene online Academy. Basically you're forcing children in site based specific curriculum programs to choose between their program and what's best for their health and families. To put this in a more simple way, there is no choice at all for students that are in programs like IHS and the career tracks at high school. Their only option is to do the hybrid model at their enrolled in school. And I cannot say enough that having no choice is inherently unequal.

Also, I am very concerned that this EOA/hybrid model is forcing students to choose between their home school and an online option which separates and distances them from the schools that are anchors for students and their families. Two of my students have mental health issues. They have teachers, counselors and school nurses they are an integral part of their mental health safety plans and overall academic success. Again, you're forcing students like mine with mental health issues to choose between the hybrid model attending school so that they have access to their advocates and allies versus doing an online Academy with teachers more than likely never met. So my students are having to choose between what is best for their physical health versus what's best for their mental health and their academic success.

We need to do what we can to have students and families connected to their home schools. Not forcing them into some temporary generic online Academy. I am advocating for 4J to instead allow for either hybrid model at a student home school or 100% online at their home school.

My other concern is that COVID-19 cases continue to rise in Lane County and the Eugene/Springfield region. While I am not speaking on behalf of my employer or providing any confidential patient information, I can tell you that six weeks ago we had zero Covid patients in the hospital and [today](#) we have multiple. We absolutely cannot plan on returning to school physically anytime soon. I appreciate the announcement [yesterday](#) that the first four weeks will be online. But I personally believe that at this stage in the game, we should be 100% online with no specific date to return to classrooms.

I do want to say that I understand that the teachers union EEA and OSEA were not really consulted in the planning of the return to school models. While I am a parent and an obvious advocate for my students, I am a fierce supporter of educators and their health/safety is just as important if not more so than my children. I have known many of their teachers for years, they are family to us. Some have chronic health issues, forcing them to return to physical classroom in school teaching puts them in danger of illness or every losing their lives. That would devastate their families, but also our school communities and students. Teachers and educators are highly skilled clinicians that come with a diverse and rich tool kit and they cannot be replaced by just any person should they become ill or worse. So treat them like the experts and specialists they are and respect that it is dangerous to make them return to in school instruction.

As a single mom, I know that online school is virtually impossible for elementary students under the age of 10 that cannot be left at home alone. In a perfect world, the elementary students with frontline worker parents (that must work outside the home) would be able to do some in class education while keeping the middle and high school students online. While I am asking for 100% online school, we do need to try and accommodate in school limited student options for students while their parents are keeping our community functioning.

I am asking to allow students to attend their home schools 100% online until we are able to go 14 days with no new Covid cases in Eugene/Springfield. I'm also asking you to please not force IHS or high school students to choose between keeping their health safe and the career programs they've chosen to enroll in. The most importantly, I am asking you to respect our educators and consult them and their unions before making any further decisions.

I realize that these are unprecedented times and that you have incredibly complicated and difficult decisions ahead of you. I understand that you have all been working around the clock for months on a multitude of issues so I do not envy how hard the choices are that you have to make. But multiple large school districts throughout the United States are choosing to go back to school 100% online. I'm asking you to follow the lives of

some other school districts and do the same here so that the students can remain connected to their home schools but able to stay home and do 100% online. I realize that these are unprecedented times and that you have incredibly complicated and difficult decisions ahead of you. I understand that you have all been working around the clock for months on a multitude of issues so I do not envy how hard the choices are that you have to make. But multiple large school districts throughout the United States are choosing to go back to school 100% online. I'm asking you to follow the leads of some other school districts and do the same here so that the students can remain connected to their home schools but able to stay home and do 100% online.

Respectfully-

Ericka Thessen  
Mom of Meg/Crow, Garrett and Miranda

Sent from my iPhone

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug. 5th board meeting for public comment**

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**From :** Esther Streisfeld <ecstreis@gmail.com>  
Sun, Aug 02, 2020 04:44 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug. 5th board meeting for public comment

**To :** board@4j.lane.edu, Cydney Vandercar <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J School Board,

I am a 4J teacher. I love my job! I love teaching my students, and I love working with my colleagues. I work in a Title 1 school with ELD students at Cesar Chavez. I miss my students and being at school very much.

The coronavirus is a very serious public health risk. We do not know enough about how it affects the body long term, so mortality rates seem like an unsatisfactory metric for safety. A comprehensive distance learning plan is the best way to ensure the health and safety of students, teachers, and school staff. It is imperative that this plan is in place for the duration of the school year regardless of the Governor's metrics. I implore you not to risk the lives or safety of those you are appointed to protect. With a comprehensive distance learning plan, I will work harder than ever to help my students achieve their learning goals.

I am also a 4J parent. The guidance that my children received from their teachers last spring was wonderful and allowed them to have a successful school year, while guaranteeing their safety. The closing of schools last spring occurred at a time when COVID-19 was not spreading rapidly throughout Lane County. That situation is clearly different now, as case rates continue to accelerate, and there is no reason to think that transmission rates are going to let up any time soon – especially with the UO not even in session. Putting our students in any amount of harm's way should be the last thing a school board considers. It is your job to ensure their safety by approving appropriate policies. There is no way that you can do that by allowing them to return to the classroom.

It is clear that distance based learning is sub-optimal. But given the circumstances, I don't see any other way that we as a society can guarantee everyone's safety while also allowing learning to take place. A hybrid model that has children alternating weeks does not make child care for 4J families any easier than having the children home all of the time. While we teachers all had to scramble in the spring to put together learning plans, I know that with the help of time and our experiences with distance learning during the spring, we will be ready to do everything we can to make the school year an effective one for our students. Therefore, I implore you to maintain distance learning for students until we have an effective means to prevent or treat this virus. The same should go for teachers too – they should not be expected to work in the classroom when they can continue to work from home. Many of us have childcare responsibilities that we need to deal with that are on top of our already stressful lives. Why risk a life or unknown future complications when you can still have a comprehensive and engaging teaching experience?

Thank you for your help, guidance, and leadership during this pandemic, a time of absolute uncertainty and upheaval. I am a passionate, dedicated teacher who will always do what is best for our students. I can say the same for all of the other teachers I have met in this district. Let us all make health and safety paramount, so that when this pandemic ends, we can all welcome back our students in person.

Sincerely,

Esther Streisfeld

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Eve Hannah  
<hannah\_e@4j.lane.edu>

Tue, Aug 04, 2020 10:17 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu, Cydney Vandercar <vandercar\_c@4j.lane.edu>, hays a <hays\_a@4j.lane.edu>, alevis@4j.lane.edu, newman j <newman\_j@4j.lane.edu>, lafer g <lafer\_g@4j.lane.edu>, shabram m <shabram\_m@4j.lane.edu>, jtorrey@4j.lane.edu, mwalston@4j.lane.edu

Dear Superintendent Vandercar and 4j Board members,

I am a 4J Churchill region teacher. When the EEA informed teachers that we would be required to work on-site in September, even though we would be doing Comprehensive Distance Learning, I was shocked. Isn't the point of Comprehensive Distance Learning to keep staff and students safe during the pandemic? 4j staff should be given the option to choose to work from home or at their building for the sake of safety. Part of the governor's Phase 2 plan states that jobs should still allow telecommuting if possible. We are adults and professionals who are capable of working at home and can still do our jobs effectively. While adults are more at risk of this disease, more and more information is coming to light that children are also getting Covid-19. I know of many staff members who would be putting themselves or their loved ones in great danger if they return to sites too soon. They need the option to work from home. I am writing to you because I genuinely care about the health of our staff and students. I would love to be with my students again in the classroom helping them learn and grow. I care about my students way too much though to put them in harms way. I love working with other 4j staff members. I truly work with some of the best people and I want them to still be here the following school year. I don't want to be attending their funerals. Many many people are scared to get sick, lose their loved ones or lose their own life due to this disease.

I unfortunately know the pain of losing someone to an easily transferable virus. My nephew Taylor lost his life on March 1st of this year. He was 22 years old. He was an active member of the U.S. Army and had been fighting a rare blood disorder for about a year when he died. Though he was still immunocompromised, Taylor had been doing so well that he was going to be released from the hospital

and go into rehabilitation clinic to regain full range of motion after being in a hospital bed for year. A few days before he was suppose to be transferred, his health rapidly decline and he died. It was later discovered that multiple hospital staff members had confirmed cases of Covid-19 and some of those staff members had been in contact with my nephew. Doctors believe he could have died due to Covid-19 complications. Unfortunately due to rapid need in the medical community, at the time testing someone who was already dead was not a priority. My family is deeply devastated by his loss. My sister has lost her son and Taylor's younger brothers have lost one of their most positive male role models. A part of me died that day. I do not wish this kind of grief on anyone for it is extremely painful. I would not even wish it on my worst enemy. This is why I am doing everything I can to protect my loved ones who are at risk of complications. Our own 4j staff are trying to do the same thing but now have been put in a position where they have to choose between safety and a paycheck. Student families are having to make similar decisions too. This breaks my heart especially since there are options to keep people safe! If you truly cared about the safety of 4j staff and students, safety would be the priority.

I don't think I could take having to go to another funeral this year. I've already lost so much. If I have to go to the funeral of one of our staff members or one of my students, knowing that we as a district could have done more, I'm not sure my heart can take that. Will you care if one of us dies of if we lose our loved ones to Covid? Will you be at those funerals? Will you comfort our loved ones? Or will you see us as numbers and move on to the next warm body you can stick in a classroom?

Please listen to our voices. If we did not care, we would not be speaking up.

Sincerely,

Eve Hannah  
Arts and Technology Academy

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**From :** Debbie Serra  
<[ddserra552@gmail.com](mailto:ddserra552@gmail.com)>

Mon, Aug 03, 2020 08:45 PM

**Sender :** board <[board-bounces@4j.lane.edu](mailto:board-bounces@4j.lane.edu)>

**Subject :** [board] Public  
Comment

**To :** [board@4j.lane.edu](mailto:board@4j.lane.edu)

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To 4j board members,

I am an elementary school secretary and am writing to you to voice my grave concerns about the current plan to return to in person K/1 learning, as well as the mandate that all employees must be present in buildings, rather than work remotely.

I feel that the district is placing employees at unnecessary risk based on the outdated and anecdotal evidence that younger children don't contribute to the spread of Covid. I find it completely unacceptable that we are being provided one mask per employee as our PPE. We should at the very least have had plexiglass partitions installed, adequate hand washing stations to serve our school populations, social distance markers, enough to thermometers to check any person entering our building, Increased staffing to assist with record keeping for contact tracing, increased staffing for health room assistance, and a supply of masks and face Shields for each employee. Instead, we are being asked to return to our buildings with none of the above in place, and during a much higher spread of the virus In our community than was present last spring.

I am a 58 year old mother of three, mother-in-law of two and grandmother of a five, four and two year old, and a brand new two-week old. In addition, I'm the primary caretaker of my 85 year old mom. I want you to know that I am so concerned about my personal safety that I have prepared a will and a personal medical directive. I've

also made the heartbreaking decision to move my Mom out of her home of 52 years, and into a retirement living facility. I did that because I am terrified that I will become ill, or be in contact with someone who is ill, and need to quarantine for an extended period of time. I would have no one to help, or provide companionship, to her. She moved in this weekend. I will be able to visit with her outside her facility from a distance of 6 feet or greater, by appointment, until this pandemic is under control.

This is the commitment that I had to make for my family's safety. What commitment is my district willing to make for me?

Please follow the lead of our neighbors in Bethel and Springfield and open our schools to online learning only. And allow staff to work remotely from the safety of their homes until there are no new cases of Covid in our community, just as our school board is doing now.

Respectfully,

Debra Serra

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**From :** wynona burks  
<wynona.burks@gmail.com>

Tue, Aug 04, 2020 02:18 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

School should be exclusively online for the 2020-2021 school year. The district needs to be proactive instead of reactive. When the increase of children coming down with the virus spikes, will the district assume responsibility?

The district needs to provide equal opportunity and access to education for all children. Children that are immunosuppressed or have a household member that has an increased risk will be at a disadvantage. They will not be provided with the same educational experience that a child without these risk factors will receive. When the kids contract COVID, they will bring it home like any other virus. When their caregivers become ill, who will care for the children? A lot of care givers are grandparents or have members in the household who have comorbidities.

Colleges and Universities are prioritizing their student's health by providing online learning venues. Our children's

health should be the districts main priority. Children cannot learn if they are ill. If one member of the house contracts the virus, it effects the whole family. Will you allow asymptomatic children attend school that have infected family members at home? Would you want your child to be interacting with children from COVID positive families?

When these children have to isolate at home are they switched to online school? The school district does not have the space or the personnel to provide the level of supervision needed to prevent the spread of the virus.

How will you maintain 6 feet between all the students? Will each school have a nurse? Will their be qualified personnel to implement and enforce mandated guidelines? The virus is more contagious indoors. The schools do not have adequate ventilation to decrease this risk. Are you going to send the student's out to recess? Are they going to eat at school? The children are not going to keep their masks on. The younger the child the more noncompliant. Why is the district offering a hybrid for the youngest children? What is the plan when the teachers start getting sick? Have you exponentially increased your substitute teacher pool? Will the teachers be provided with adequate Personal Protective Equipment? Will they be given extra sick leave for contracting COVID at work? We need to give parents time to prepare for online school. It would be better to set up a strong infrastructure of recorded lessons, learning platforms, and preloaded working educational links and tools on electronic devices than throw something together at the last minute. Thank you for your time and consideration.

Sent from [Mail](#) for Windows 10

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**From :** Shannon Baimbridge Mon, Aug 03, 2020 09:39 PM  
<baimbridge\_s@4j.lane.edu>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

Dear Superintendent Vandercar and 4j Board Members,

I want to start this email by being brutally honest with you. At this current moment, I feel physically ill. My stomach is in knots, my chest is tight, and my hands are shaking as I type. I don't feel that I am working for a district that supports or cares for their staff members. I am not feeling safe as an employee at this time.

I am an 11-month employee that had a return date of July 24, 2020. On July 20, 2020, I sent an email to my administrators to ask if I would be reporting to my work site. I was told that I would be expected to report to the building, but that I should reach out to HR to confirm. I

called the number of HR and was greeted with a voicemail. A voicemail that explained that the offices were closed to meet the governor's orders and to keep staff safe. It also instructed me to email a generic HR email and someone would get back to me.

I sent my email and received a response stating that I should plan to report back to my building on my return date. The next day I wrote again asking if I could work from home for as long as possible as I have a high-risk child living in my home. The follow-up email stated that my request would be sent to HR Leadership and they would reach out to my administrator. I was permitted to stay home on July 24 and July 27. At the end of my workday on the 27th, my administrator called to let me know that I would need to report to the building. She stated that she had to reach out to HR and do some digging to find answers about me returning to work. She explained that I could take a leave of absence or that I could return to work that week. She said that the district had protocols in place to keep us safe. If I did not feel comfortable working at my desk in the front office, I could move into a classroom for the time being. Being a single parent, I had no choice but to return to the building to work.

Why are the staff members in Ed Center/HR still allowed to safely work from home, but all other staff are required to return to their buildings? I am hearing from another employee at the Ed Center that they have to report daily, but other staff members can rotate between the building and home. Why are some employees given this choice and the rest of us are not? Please do not tell me that it is a spacing issue. Are there not classroom and meeting areas in the Ed Center that staff can work in? Just like I was told I could be in a classroom, they should be put in other areas.

Let's talk about protocols in the buildings for a moment. Per the ODE guidelines, we have the sign-in/out sheet, clean pens, hand sanitizer, wipes, and masks in the front entry of the building. Good job on following that part of the guidelines. I did hear from my union today that the district will be providing one cloth masks to each employee. I was under the impression that the district had to provide face masks for all staff daily. I know that plastic barriers are a recommendation by ODE. Grocery stores, banks, and other public locations are using them. Why was this not considered for 4j staff before they were required to return to the buildings? I work in the front office of a high school and feel that I should have had this barrier installed at my desk before I was required to return. I am hearing that plexiglass has been ordered. What are the chances that we will receive it? I am hearing that schools in other states are not receiving their orders. Will staff members that are in front office positions be given the priority of having it installed?

Given the choice of hand sanitizer and hand washing, I will always wash my hands with hot water. Imagine my surprise when I found out that there is no hot water at the sink nearest to my office. From my understanding, there are several locations in my building without hot water. I have been told that the boiler is being worked on and that is why there is no hot water. Shouldn't hot water be part of keeping staff and eventually students safe? Why do I have to report to a building where my safety and my coworkers' safety is not a priority?

We are in Phase 2 of the governors' reopening plan and it clearly states that "Offices can begin reopening and employees can return to workplaces with physical distancing and other measures in place, though remote

work is still strongly recommended whenever possible." Why is the district, insisting that staff return to the buildings? I realize not all district jobs can be done from home, but for those of us that can work from home, it should be an option. I was successful at working from home from March through June. Staff members that are high risk or have high-risk family members should 100% be allowed to work from home.

Ms. Vandecar where are you working from? Are you having in-person meetings or are you still using zoom for a majority of them? We all know that the board meetings are done virtually. Remind me again why the board isn't meeting in person? Is it because they don't feel safe? Also, why are the board meetings done on the zoom platform so staff and community members can see everyone? According to the ODE website, its staff is working remotely. Tell me again why 4j staff needs to report to buildings?

Now let me tell you why I want to work from home. Three years ago tomorrow, August 4, my youngest daughter was diagnosed with cancer. It took nine months of fighting with doctors to get her diagnosis. She did chemo for 13 months and 11 days and while she is currently no evidence of disease, it can come back at any time. Any illness can trigger her immune system to go haywire, which can lead to a relapse. My job as her parent is to protect her. I can not do that if I am in an unsafe work environment. Let me repeat I am a single parent. I should not have to choose between protecting her and my paycheck. Will the district take responsibility if my daughter or I get Covid? What about if she relapses because of Covid? Will the district be paying our medical bills? If I get sick and end up in the hospital who will take care of my daughter? Board members, are you willing to take the time to come care for her? Learn her daily medications and keep her safe if I am

unable to?

I am asking that you reconsider making employees report to buildings. Give us a choice. Work with us on solutions that will allow those of us that need to work from home to do so.

I look forward to hearing your responses to all of my questions.

Shannon Baimbridge  
Department Secretary  
North Eugene High School

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**From :** CHRISTOPHER  
BLACKBURN  
<[chrisjblackburn@comcast.net](mailto:chrisjblackburn@comcast.net)>

Mon, Aug 03, 2020 04:52 PM

**Sender :** board <[board-bounces@4j.lane.edu](mailto:board-bounces@4j.lane.edu)>

**Subject :** [board] Public  
Comment

144

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Eugene 4J School Board,

I have taught Math at Churchill High School for 21 years. This spring was by far the most challenging situation I have every experienced as a teacher. We were expected to create curriculum on the fly in the Google classroom environment which was lacking in many ways. We turned our houses into video production studios where we made lectures for our students. We attended Zoom meeting after Zoom meeting where we tried our best to adapt to the minute by minute changes being brought to us by the ODE or the district. We celebrated our students with virtual awards ceremonies and a virtual graduation. We would have much rather been there to celebrate with them in person. It was a really tough spring.

But what made it tolerable was knowing that my family and I were safe because we were all in the confines of our house. In our home my wife taught online PE at Oregon, my younger son finished his 8th grade year at ATA, my older son finished his freshman year at Oregon and my daughter finished earning her Special Ed degree from Gonzaga University. We succeeded and we stayed safe because we were able to work from home.

When I heard the district was going to force us to be in our buildings as our contract year<sup>145</sup> starts I was shocked. I do

not at all feel safe having to go back into Churchill. The reasons are many:

1. The ventilation in our building is terrible. It recirculates stagnant inside air. When the Chemistry teacher is working with bunsen burners I can smell it in my classroom. I have gone home with many headaches over the years because of our awful ventilation. Is the district going to provide air purifiers? My room will need about four of them.
2. Most of our classrooms have no windows. All of the studies being done about safe schools include having windows open and having good ventilation. Churchill fails on both counts.
3. I am 53 years old and my wife has to take blood pressure medication. Both of us are higher risk.
4. I can do my job just as well, if not better, from my home since I would not be worried about increased chance of catching COVID.
5. Our county is in Phase 2 which includes this guidance: "Offices can begin reopening and employees can return to workplaces with physical distancing and other measures in place, though ***remote work is still strongly recommended whenever possible.***" For teachers and most other 4J employees remote work is definitely possible.

The list could go on and on but I'm sure you've heard all the reasons by now from other teachers and staff.

Please help guide the district to make the decision to allow us to work from home during the comprehensive distance learning phase of this school year.

Thank you for your time and consideration.

Chris Blackburn

Math Teacher  
Churchill High School

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**From :** Gretchen Pfenning Suchman  
<[gretchensuchman@yahoo.com](mailto:gretchensuchman@yahoo.com)> Mon, Aug 03, 2020 04:28 PM

**Sender :** board <[board-bounces@4j.lane.edu](mailto:board-bounces@4j.lane.edu)>

**Subject :** [board] Public Comment

**To :** [board@4j.lane.edu](mailto:board@4j.lane.edu)

**Reply To :** Gretchen Pfenning Suchman  
<[gretchensuchman@yahoo.com](mailto:gretchensuchman@yahoo.com)>

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## Board Members -

I wanted to email in regards to Eugene school district 4j's current plan to require all staff members to be present in buildings during online learning (CDL). From what close friends have heard from 4j HR, I understand this issue to be about equity and collaboration - although as applied, neither of those arguments justify putting our staff in danger.

**Equity:** The rationale that it would be inequitable to allow staff to choose whether to work in buildings or from home during CDL falls short. I understand that some 11month/12month employees have already been required to be in buildings. However, it is insincere to suggest that requiring large numbers of educators to work onsite is being done in the name of fairness. Staff (teachers, admin, classified) who can complete their professional responsibilities from a home workspace should not only be allowed to do so, they should be encouraged to do so. Obviously some staff (custodial for example), unfortunately cannot work from home. However, allowing those who can fulfill their work requirements from home to work remotely would actually make for a safer environment for onsite workers, as there would be fewer other staff in the building from whom to distance.

**Collaboration:** To start, I can't begin to tell how exhausting Zoom meetings are. My eyes strain as I try to make eye contact with people through the screen (note: I should stop this as it doesn't work and just leaves me tired). However, Zoom has been an invaluable tool for meetings and collaboration. However, my co-teacher and I were able to work collaboratively on documents virtually by simultaneously Zooming and using Google Docs. We could collaborate, edit each other's work, and feel connected. The rationale that all staff should be in buildings in order to collaborate just doesn't make sense. As someone who has diligently done their civic duty of social distancing, I can't imagine meeting in person with my co-teacher to plan. Do I really want to be working on the same physical document with someone? If I'm wearing a mask and I suggest an edit to their plan - will they know I'm smiling and doing so with kindness? Will we feel unsafe to the extent that we are in our individual classrooms next to each working in isolation?

The Covid-19 pandemic has highlighted to me the immense level of privilege I have. I am healthy and not high-risk. I don't have kids - so childcare worries haven't kept me up at night. I was able to keep working last spring when so many people lost work. While I believe that any 4j staff member who is able to fulfill their job requirements remotely

should be able to do so - - - I'm not asking that for myself. I am asking in support of our staff members who are high risk (or live with someone who is high-risk) and for our staff members with childcare needs. I am requesting that the school board ask district leadership to remove the onsite work requirement for all staff members able to fulfill their job requirements remotely.

Thank you for your service as a board member,  
Gretchen Suchman  
4j teacher since 2005

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**From :** Allix Baker  
<[allixmbaker@gmail.com](mailto:allixmbaker@gmail.com)>

Mon, Aug 03, 2020 02:13 PM

**Sender :** board <[board-bounces@4j.lane.edu](mailto:board-bounces@4j.lane.edu)>

**Subject :** [board] Public  
Comment

**To :** [board@4j.lane.edu](mailto:board@4j.lane.edu)

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links, open attachments, or respond. Never share passwords or confidential information.

Hello all,

We'd like to write and declare our support for 4J staff to be given the option to work remotely or in-building based on their own situation through the course of distance learning. Best practice says we must differentiate to meet our students' needs, why can't that be done for staff - especially during a global pandemic?

Respectfully,  
Brandon & Allix Baker

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**From :** Rae Heselbach  
<[raeheselbach@gmail.com](mailto:raeheselbach@gmail.com)>

Mon, Aug 03, 2020 12:42 PM

**Sender :** board <[board-bounces@4j.lane.edu](mailto:board-bounces@4j.lane.edu)>

**Subject :** [board] Public  
Comment

150

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J Board Members,  
I'm Rae Heselbach and I'm a life skills teacher of 15 years. Because of the needs of my students I have up to 8 EAs that work in my classroom of 15 students. Even without students in the classroom, it will be nearly impossible to provide adequate social distancing with all of my EAs in the room. In addition, we will all have to be conducting Zoom lessons in face coverings and PPE with the distractions of 8 other people and all the background noise. While this is not impossible, it is extremely challenging. I tracked all of my EA's hours over the Spring term, they worked diligently to design instruction, contact families, deliver meals and technology, and researched and learned how to use our new learning platforms and advance their teaching skills. I did not need to be sitting in the same room with them. We had weekly team meetings and daily morning meetings with students. The district's requirement that we report to buildings, goes against the governor's phase 2 reopening recommendation: "Offices can begin reopening and employees can return to workplaces with physical distancing and other measures in place, though remote work is still strongly recommended whenever possible". We are adults, we work hard, we can work remotely and be effective at our jobs. We work as team to provide the best we can for our students, please don't put the success and lives of my teammates at risk with unnecessary and honestly, insulting, work requirements.  
Sincerely

Rae Heselbach  
k-5 life skills teacher

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**From :** YouTube DarkZ                      Mon, Aug 03, 2020 12:35 PM  
<tamibrittenham@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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August 3, 2020

Dear 4J School Board Members,

I want nothing more than to be inside my classroom teaching my students as I have before. I miss "normal" more than ever. But, unfortunately as you are well aware we are not in a time where we have the luxury of "normal". I am writing today to request the reconsideration of your plan to have teachers report to schools during comprehensive distance learning. With the current conditions with the pandemic, this plan is unsafe, inconsiderate, and a threat to the well-being of our community. 4J is the fourth largest employer in Eugene, so the decisions made by this school board will have a huge impact on the health of our community.

First and most importantly, teachers with high risk for contracting COVID 19, or those with high-risk family members, will be forced to work in an unsafe environment or take a leave of absence (which for many will result in financial hardship at an already difficult time). In addition, our teachers with school-age children will be forced to take them to a childcare facility which will be putting their family at additional risk of contracting COVID 19. Consequently, this could also cause our entire community to have an unnecessary rise in numbers for positive covid-19 infections (thus making it take a lot longer until we are able to get back to "normal").

A "requirement" to work on-site is a significant hurdle and adds unnecessary stress and risk to an already difficult situation. I do think teachers should have full access to their classrooms and should be given the *choice* to choose what is safest for their current situation. It is my hope that as educators we would be treated as valued professionals who have the knowledge and expertise to make the best decisions for students, families, and for ourselves. I have been working for 4J as a teacher for 18 years. It is disheartening to think that after so many years of service, the health and well being of myself, my family, and my community is not being made a priority.

I sincerely appreciate the time and energy you put towards public education. I close with the question, "If you *do not* feel it is safe to meet "in person" for a meeting yourselves, then why in the world would you be asking school staff to?"

Thank you for your time,

Tami Brittenham  
Physical Education Teacher

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**From :** Robert Wood                      Mon, Aug 03, 2020 08:08 AM  
<mrwoodrobert@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

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Monday, August 3, 2020

Dear 4J School Board Members,

My name is Robert Wood, and I teach mathematics at Kennedy Middle School. I am in my eighteenth year of teaching, and this will be my fourth year teaching in 4J. I am writing today to request the reconsideration of your plan to have teachers report to schools during comprehensive distance learning. This plan is unsafe, inconsiderate, and a threat to the well-being<sup>154</sup> of our community.

4J is the fourth largest employer in Eugene, so the decisions made by this school board are having a huge impact on the health of our community. For many teachers, who are also parents, having to report to buildings is creating a logistical nightmare of having to find childcare. Many childcare centers are not accepting new clients, so teachers with school aged children will not have anyone at home to monitor their loved ones. If teachers are able to find childcare, they are putting their children's lives at risk, thus putting their families, coworkers, and communities at risk also.

Teachers should have the choice of working from their classrooms or homes during distance learning. People staying at home have kept Eugene's numbers low, but that will quickly change as teachers are required to work in classrooms. My husband and I have been in quarantine since the middle of March. I still have the same tank of gas in my car since that time. I've left the house a handful of times to drop my dogs off at the vet, to pick up medication, and to drive through the post office to drop off mail. Other than that, I've been trying to stay safe by having everything possible delivered to my home. Returning to work will force me out of quarantine 5 days a week, and for what great reason?

My husband has been living with a debilitating disease since the mid 90s. When the pandemic hit, we immediately made plans for him to leave his job, but that choice was eventually taken away, and he is now unemployed. He is definitely high risk. My husband is on my insurance, and we're lucky for that, as his medications cost more than \$3000/month. Living with someone who is high risk, I was hoping that the district could work with me to keep my family safe. I went through the process of speaking with HR, and it felt like hitting a wall. I was told that the district cannot allow me to work from home whatsoever, and that I could apply for a leave of absence, which I probably wouldn't qualify for. Given my husband's condition and his inability to work due to COVID-19, taking a leave of absence is something we cannot afford. I asked HR about teaching in a position that allowed me less contact with children, but nothing was available. HR said I could request accommodations, but working at home wasn't one of them. Why not?

Speaking with my colleagues, it appears that many of them have had similar experiences with HR. During these unprecedented times, understanding and collaboration go a long way. It doesn't appear that the district has taken any teachers' voices into account when deciding that teachers must report to work in person for comprehensive distance learning. Teachers have been waiting in the wings to be heard, and with most of the summer gone, I'm disappointed that we haven't worked together to come up with more viable solutions. HR offered to make accommodations, and when I asked for examples, they said that some employees asked to shower and do laundry at work. I asked for a list of accommodations to choose from, perhaps a list from the ADA, but I haven't received one, and I don't feel safe about returning, even to work alone in my classroom. Teachers went to great lengths to avoid each other just to clean out our classrooms. What changed? The virus spread got worse, but now we are being more relaxed with in person contact. Why? Is that recommended by health experts or the governor?

I volunteered this summer to work on math planning for the district. I thought this was an awesome opportunity to earn money to remodel my home teaching center, so I bought a whiteboard for my office, a standup desk (I'm not used to teaching

while I sit), and a new camera so my students could see me at the board. I was expecting to be able to work from home given the governor's recommendation that employees work from home as much as possible. You can imagine my shock when HR communicated that there would be no option and no consideration for teachers to teach from the safety of our homes unless they are being quarantined. Teaching from my classroom, my students will never get to see my smile, which is sad, but they will get to the stress, fear, and heartbreak in my eyes.

Please work with teachers. We are your biggest asset, and your decisions will significantly impact the health of our families and of our community. Where will children of teachers go when their parents are at work? Seeing how big of an issue this is, simply saying, "Everyone else in the district has the same problem, so figure it out," (which is what teachers are saying is the district's response) is heartless and not the way to get through this pandemic together. How will we keep our high risk teachers and high risk family members safe? If I have to report to work, I have to live apart from my husband. I can't risk getting him sick, because having almost no immune system, he will likely die. When I have to report to work in person and leave quarantine, my plan is to live in a tent in my yard, and then possibly in my unfinished attic when the rain returns. I'm not sure what to do when winter is in full swing. I haven't ruled out living in my car.

As a teacher in 4J, I go above and beyond the call of duty. I take on leadership opportunities, volunteer my time as a distance running coach for our track athletes, and volunteer my time as a GSA leader. I'm the one that needs help now. My colleagues need help now. Our families and communities need help now. As we prepare to return, I'm starting to look for other jobs instead of planning for the year. I have to keep my options open, which is sad, because I love the people I work with, the students and parents I work for, and the community of educators that I give so much of themselves everyday. Jobs are scarce right now, so the outlook is not great.

Teachers on social media are saying that the district sees the requirement to return to teaching in classrooms as an equity issue. It is not. Equity is providing everyone what they need, and right now, everyone needs something different. Telling teachers that they have to report in person, because everyone else in the district is doing so, is not a great answer. If you're trying to treat all employees equally (which is not equity), please reconsider that stance. Yes, a custodian cannot complete their work at home, but many principals could. Many other 4J workers could also work remotely. Does the district not trust employees to complete their jobs at home? How quickly will Ed Center and 4J schools become hot spots? Won't schools stay cleaner with less people in them?

Not being given a choice to work from home is an attack on our professionalism. We do not have to be in close proximity to our colleagues to do our jobs well. I go most days without seeing my colleagues, except at lunch. I have collaborated more with teachers during distance learning than ever before, and none of that was done in person. I do not need to access a copy machine or old HVAC systems at work to implement comprehensive distance learning.

The next few weeks will be contentious, as teachers don't currently have a contract. We are waiting for a COLA adjustment, which we are due. We are waiting for the

chance to plan and have a voice on what school looks like in the future. Teachers are extremely educated. Many of us have multiple degrees and have worked in various jobs and districts around the country and world. We are problem solvers. We are planners. We have eyes for equity. Why would an institution leave such an educated base of employees out of a critical conversation that impacts the lives of their human resources, the lives of children, and the lives of the community? Please commit to working with teachers to create a more viable option for all to have a safe and successful school year.

Thank you for your time, flexibility, and understanding as we navigate these unprecedented times together. Thank you for continuing to work to give teachers the fair pay and treatment they deserve. Unprecedented times call for novel ways of thinking, responding, and caring. You can do this. As I believe that all of my students can learn and grow, I believe in you, too.

Sincerely,  
Robert Wood  
Advanced Math Teacher  
Kennedy Middle School

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the August 5th board meeting**

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**From :** Gena Weishar <genaweishar@gmail.com> Wed, Aug 05, 2020 02:06 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the August 5th board meeting

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Hello.

I appreciate the decision to keep our students home and do online learning for the first trimester.

I'm concerned for teachers and staff that are still being told they will be required to work from the physical school building. There's stories coming up from states that have resumed school in person that are showing how quickly Covid19 can spread in shared spaces. And with the current

HVAC systems in schools recirculating air, I'm concerned for the health of all teachers and staff. We love our teachers and want them to be safe and healthy.

Also, many teachers have children or grandchildren they're care givers for and these staff will also not have school or even daycare and that's putting a huge burden on these people. they need to be home with their families and we need to save the childcare spots for people in the medical field and other essential employees.

Thank you,  
Gena Weishar  
4J parent

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment regarding return to school**

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**From :** Golda LoBello  
<goldalobello@gmail.com>

Mon, Aug 03, 2020 04:36 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment regarding  
return to school

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Good afternoon,

I am a 5th year teacher at NEHS, a community member, and a parent to a KMS and El Camino student. I am writing in regards to our return to the building during the Comprehensive Distance Learning.

I am extremely anxious about working from the building during comprehensive distance<sup>160</sup> learning for a couple

reasons. My family is currently living with my in-laws, both of whom are over the age of 70. My father-in-law has alzheimer's and my mother-in-law has kidney disease. I feel that working from the building during a time when Lane county does not yet qualify for the metrics for reopening would be an unnecessary risk. To require 100+ employees to enter a building with an antiquated ventilation system, share facilities and bathrooms adds an extra burden to those who can effectively and safely do their job from home. If I am given the choice and flexibility to work from home, I can use my stable wifi, my scanner on my phone, my printer, and find my quiet spot to run my lessons, ensuring that I am not exposing myself or my family to unnecessary risk. What's more, my working from home will allow a safer environment for employees that choose to work from the building. They will have fewer exposures to other potentially asymptomatic people. Knowing what we now know about this disease (asymptomatic carriers, long incubation period, form of transmission), it seems that creating an environment with the lowest possible risk would be the most logical choice. Allowing those who can safely work from home to do so falls into this logic.

Additionally I am concerned about my own children's ability to navigate school. My oldest daughter is 12. She is an independent learner and an excellent student; she will be fine. My middle daughter is 7. She needs help and support to navigate distance learning. My mother-in-law is the full-time caregiver for my father-in-law. She will not be able to support and monitor my children. It is possible that I could obtain childcare for my two younger children (I also have a preschooler); however, I see two problems with this: childcare is going to be competitive, and it

seems like those limited spots should go to people who do not have the ability to do their jobs from home. Additionally, exposing my children to daycare, when I can competently and professionally do my job from home, again seems like an unnecessary risk. This is an additional 10+ families that we would be exposing our family to. We have not seen 10 families during the last 5 months; we didn't have birthday parties or barbeques, and we have kept our circle small because the risk of infection is very real. When it is safe for students to return to school, I will feel safer about sending my children to childcare.

I know there are many challenges with the COVID-19 pandemic. We are all facing them in our own ways. And it seems like issuing a blanket policy that does not consider the individual needs of teachers and that also does not honor the hard work and professionalism from 4j teachers, does a disservice to our greater community--teachers, parents, and students alike. I do not want to see my building in the news as the latest workplace outbreak. I do not want to hear about my beloved coworkers becoming ill and potentially losing their lives. I do not want to risk the lives of my family. I want to be in the classroom with my students. I am literally counting the days until the promised vaccine and the return to the magic that happens in my classroom.

Please consider addressing this policy from HR, and please advocate for teachers to be treated like the professionals that we are.

Sincerely,  
Golda LoBello  
English Language Arts

# North Eugene High School

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Aug 5th board meets for public comment**

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**From :** Hailey  
<haileyannb@gmail.com  
>

Fri, Jul 31, 2020 10:48 PM

**Sender :** board <board-  
bounces@4j.lane.edu>

**Subject :** [board] For Aug 5th  
board meets for public  
comment

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.e  
du>, wagner b  
<wagner\_b@4j.lane.edu  
>, johnson je  
<johnson\_je@4j.lane.ed  
u>, dey a  
<dey\_a@4j.lane.edu>

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Dear Cydney Vandercar, 4j interim superintendent, Brooke Wagner and Jeffrey Johnson<sup>164</sup>, directors of school services

k-8, and Andy Dey, director of secondary education:

The safest option For teachers, is for teachers to work from home. Many can actually work more effectively from home, in my opinion, based on my experience last school year. I have 6 nieces and nephew as well as two of my own children who are in your 4j schools. They all had superb help and their teachers were home.

Giving teachers the option to choose, work from home or work from school, should be top priority since school is beginning soon. The district needs to know I support teachers making the choice that's best for their health. Please consider that sick teachers struggle to teach thus costing ypu more money for subs.

Thank you,

Mrs. Lessel

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the #Aug5th board meeting for public comment**

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**From :** Hannah Lynch  
<hanschlyn@gmail.com>

Wed, Aug 05, 2020 07:57 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the #Aug5th board meeting for public comment

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

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Dear Board Memembers,

I am a concerned Eugene citizen advocating for the safety and wellness of teachers in the 4j school district - I ask that it become optional that teachers and classified staff be in buildings while these buildings are closed to students. Although I have graduated high school, many of my teachers were great mentors and friends of mine and I care about their health and happiness; I need you to care too - this is how we know that you truly are listening to theirs/our needs and wants.

The safest option is to work from home and many can actually work more effectively from home. Currently, Coronavirus cases in Oregon and Lane County are still on the rise, and it is critical that we do not put people in any extra risk or stress. Please help in flattening the curve by rescinding the requirement for teachers and staff to go into schools, and instead make it optional.

Thank you for listening. We need your support.

Best,  
Hannah Schandelmeier-Lynch

Concerned Citizen  
Education Wellness Advocate

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comments 8/5/20**

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**From :** Harry Sanger                      Wed, Aug 05, 2020 11:58 AM  
<harry.j.sanger@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comments 8/5/20

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J Board Members,

Your efforts to proceed with the 20-21 school year in the face of the pandemic do not go unnoticed. Our family appreciates the work you have put in to enable an online and hybrid model for the coming school year. What is clearly lacking is a third option to enable families, who are aware of and agree to the risk, the freedom to participate in a traditional, in-person learning environment. Difficult times call for strong leadership<sup>169</sup> and we ask you to look

beyond the base narrative to consider the ultimate fallout of withholding traditional education from our children. Studies are beginning to show a high emotional and social impact on our developing children who are most susceptible to these factors. Based on experiences from the spring, the virtual classroom also seems to widen the equity gap, putting an unequal burden on non-traditional families and those without adequate access to the internet and technology. Not every family is equipped for distance learning and the more children that fall behind, the harder it will be for the district to catch up down the road. We are not confident that the proposed models meet the needs of language immersion and special needs students either. Under the proposed offerings, we are afraid that our child is going to miss out on essential learning and experiences in this crucial period of their development. Our family is willing to accept the risk of in-person education with reasonable accommodations for CDC guidelines and appreciate your time in hearing our concerns.

Thank you,

Harry Sanger

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment meeting 8/5/2020**

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**From :** Hart Lester Family <rranfam@gmail.com>  
Sun, Aug 02, 2020 09:33 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment meeting 8/5/2020

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>

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I urge the board to delay ANY in person school (for the hybrid model) until at least through Winter Break due to serious safety concerns associated with rising Covid-19 cases.

I also urge the board to allow teachers and staff to determine whether or not to work from home or the school buildings. These dedicated professionals should decide what works best for them in order to teach most effectively. If everyone is being encouraged to distance and work from home, they should be given the same courtesy.

Sincerely,

Rebecca S. Hart

Parent of rising 6th and 4th grade students

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] PUBLIC COMMENT for August 5th School Board Meeting**

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**From :** Holli Johannes Tue, Aug 04, 2020 08:36 AM  
<holli.johannes@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] PUBLIC COMMENT for August 5th School Board Meeting

**To :** Cydney Vandercar <vandercar\_c@4j.lane.edu>, board@4j.lane.edu

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Dear Superintendent Vandercar and Eugene 4J School Board Members,

This upcoming school year will be my 13<sup>th</sup> as an educator in Oregon, and my third in Eugene. EEA has made us aware that

teachers will be required to work on-site beginning in September despite the fact that we will be starting the school year with Comprehensive Distance Learning.

My classroom at Churchill High School is windowless and has poor ventilation. When school was in session, if a student was smoking in the bathroom, three classrooms and a hallway away, my students and I could smell it through the classroom's vents. If a science teacher, two sets of classrooms and a corridor away, conducted a smelly lab experiment, we could smell it through the classroom vents. There was one day last year that a chemical smell persisted in my room that couldn't be accounted for by teachers or the custodian in my general vicinity. Even if I am the only person in my classroom and "appropriately social-distancing," I am exposed to many other people in my building. I can wear a mask, but is that enough? I can't wear a mask when I am eating or drinking. It would make communication unnecessarily difficult to wear a mask while meeting virtually with a student. Will the HVAC be updated to correct the airflow and ventilation? Do we have enough scientific information to inform the requirements of a safe HVAC system? Will the district communicate if/when/what improvements to the HVAC system have been made?

Another unanswered question is the why. Why do we have to return on-site to work when school will be conducted online? In the educator community, it is considered best practice to communicate to our students why we have the expectations and norms that we do in our classrooms (additionally, it is best practice to involve our students in the decision-making process of creating norms and expectations, but I digress). Some staff have called and talked directly with HR and have been given varying answers. Is it because, as someone was told, parents complained, "there were too many distractions?" I would like to know how many parents made this complaint, and if the complaints were valid and confirmed, were they addressed

with the teacher(s) directly? (I'm thinking about best practices again, here) I can tell you as someone who has taught 8th – 12th grade, and with class sizes up to 42 students, that learning amidst distractions is a reality that has to be navigated with face-to-face instruction as well. Another colleague was told that we are being required to return because, in the name of equity, if some classified staff have been required to make the arrangements necessary to be on-site, everyone else should have to do the same. This seems to be a mistake in conflating "equity" with "equality" and it is disappointing that in an educational institution that distinction could be overlooked. Reasonable accommodations (including allowing folks to work from home) should be made so that everyone can do their jobs safely. That includes making our buildings as safe as possible for those whose jobs necessitate them working on-site. They are safer if less people are in the building. Another excuse given to a colleague is that teachers are being mandated to work from school buildings because teachers, in the spring, did not fulfill their working hour requirements when working from home. Personally, I know that I have rarely, if ever, worked less than 40 hours per work prior to the COVID pandemic. After the school closure in spring, however, I worked significantly more hours per week than usual. Additionally, I worked evenings and weekends so that I could accommodate my students' schedules. Again, if there were teachers who were not fulfilling their obligations, were they contacted and addressed directly?

Let me be clear, I HATED working from home last spring. In fact, it felt more like I was living at work than working from home. If I could safely return to work on-site, even despite the fact that my beloved students will not be there, I would do it in a heartbeat. Not to increase my efficiency or productivity (because I am professional and did not let those lapse during my time working from home), but because it would support a better work-life balance. But, there is no work-life balance if

you don't have a life. I shouldn't have to risk the lives of my family members and myself unnecessarily.

Lastly, I would like to ask that the district begin to provide information directly to certified and classified staff so that we are not getting important information second-hand.

Sincerely,

Holli Johannes  
Math Teacher  
Winston Churchill High School

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Teachers, staff working in school buildings is not acceptable**

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**From :** Jeff Postelwait                      Wed, Aug 05, 2020 09:25 AM  
<jeff.postelwait@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Teachers,  
staff working in  
school buildings is not  
acceptable

**To :** vandercar c  
<vandercar\_c@4j.lane.edu>,  
board@4j.lane.edu,  
hays a  
<hays\_a@4j.lane.edu>,  
alevis@4j.lane.edu,  
newman j  
<newman\_j@4j.lane.edu>,  
lafer g  
<lafer\_g@4j.lane.edu>,  
shabram m  
<shabram\_m@4j.lane.edu>,  
177

jtorrey@4j.lane.edu,  
mwalston@4j.lane.edu  
u

**Cc :** Megan Postelwait  
<postelwait.megan@gmail.com>

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Hello 4J superintendent and school board,

I'm a 4J parent with one child in Yujen Gakuen and the other in Spencer Butte Middle. I just read the announcement that went out this morning titled "School year will start online for first trimester."

While I appreciate your decision not to allow students in schools while COVID-19 is still uncontrolled, I noticed this sentence: "... while teachers will teach online from school buildings or remotely."

There is no reason whatsoever to expose your teaching staff to the risk of infection when they could just as easily do their jobs from home. The school board must protect its workers as well as its students.

Furthermore, the district needs to provide all the resources its teaching staff requires to work from home, including

electronics, internet access and any other materials they need to do their jobs safely.

I will be supporting the faculty and staff in any measures they feel necessary to ensure a safe workplace for themselves and their students if the administration puts them at needless risk or otherwise fails in their task of guaranteeing the safest possible work environment, which is a fundamental right for all working people.

I ask you to please reconsider requiring anyone to return to school buildings. Nationally, we have already seen decisions like these leading to infected faculty and students.

Thanks for your time,

Jeff Postelwait

PS: My wife Megan Postelwait, who works as a speech language pathologist for Corvallis Public Schools asked me to add her name to this letter.

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Eugene School Board for Public Comment to be PUBLISHED**

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**From :** Jen King <jenkingncrc@gmail.com> Mon, Aug 03, 2020 10:51 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Eugene School Board for Public Comment to be PUBLISHED

**To :** board@4j.lane.edu

**Cc :** mayorcouncilandcitymanager@ci.eugene.or.us

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Here is the first sentence of your own agenda:NOTICE:  
Public comment will be received via email. In an effort to

reduce the spread of coronavirus COVID-19 and in compliance to the Governor's Stay Home, Save Lives Executive Order, this meeting will be held virtually and there will not be in-person public comment.

Here are all the letters I have written to you and your responses over the last two weeks. I am one among many. You have chosen to make my life expendable. I have not. I wish you well on your endeavors of teaching as many of you will need to do so given the number of teachers who will be leaving the 4j school district for, literally, anywhere they are respected and valued.

Jen King

Hello Gordon,

I appreciate your thoughtful response, as I too am concerned about our nation, our families, our economy, and our future as a country. It is clear we are not Denmark, or Portugal or Japan, or Iceland, or Greece, or Canada, or South Korea where the government provides for its people a social service system and health care, as well as having been able to coordinate a response to this virus. I too wish for these things for my fellow citizens. It is not within the scope of my role as a teacher, but as a voter and citizen to support these changes in our country.

This pandemic has exposed the thinly veiled truth that this country as a whole no longer believes in it's children. Why do you as a school board member feel it is within the scope of your role as an elected school board representative to even take into consideration your willing sacrifice of the people within your charge to further a national agenda?

Teachers have long taken action to support the needs of education, many times without or in conflict with the business community. That you and your elected school district brethren around this country now continue to support the needs of business over those of education speaks volumes about the future of our schools. You are an elected representative with a voice. I support you and that means I expect to hear your voice, every day, speaking for our students and staff.

Beyond your first and highest priority, the safety and education of students, you have a number of specific responsibilities as outlined in the published 4j board policies, one of which is improving communication and transparency with the community. How has any board action thus far been either? There has been NO communication to anyone regarding a comprehensive plan. School staff have been asked to sign a google declaration of intent. Two brief emails to parents over the course of 6 weeks have been released. In a global pandemic both are woefully insufficient. Families are

discussing pandemic pods. Parents are choosing to leave the district as they try to create safe plans for their children with little to no information. Are you advocating for a statewide online learning program? What do you actually know about EOA beyond the 250K budget? In the absence of a safety plan, human resources in 4j is talking with school staff and teachers by phone and leaving them with few or no choices. How are you ensuring that safety protocols are in place as employees return to work? What are the protocols you are using? No one knows. School staff are keeping their families safe in this communication/information void and are now leaving their jobs. Many are filing reports with OSHA. Several are hiring attorneys. The health impacts due to the stress of choosing our jobs or our lives and those of our students and their families is unbearable. Will you become a foster parent when students lose their mother and father? Will every board member? This is the reality. This is happening.

None of the actions of the 4j board or district are being taken in the light. You are a part of a group that has dedicated itself to actions in the dark of night. This is a choice and continuation of past practice. This can change. The board can use zoom. The board can invite synchronous participation. The board can choose to hold meetings outside. Neither your nor your colleagues on the board have chosen any of these options. You meet by phone and publish your discussion so those of us most

impacted by your decisions may listen. That leadership expects teachers to use technology to educate when you and they refuse to do so is the definition of hypocrisy. You lead by example. Set one.

You have spoken to politics here as so many seem to see this as a typical negotiation. You and I can negotiate endlessly. The virus will not. It will simply maim and kill. It will thrive on your inability to act and your indifference for the life of your fellow man. It does not care. It never did. It is a virus. It will take EVERY opportunity, however small, to continue its existence.

Lastly, with all due respect, you do know what the right solution is as you have stated in your initial comments. You have made this decision for you and your family. You simply have not yet chosen that same decision for the students, teachers, and families that depended on you. Your voice is still absent. What else is there to say...

On Fri, Jul 24, 2020 at 9:44 AM Jen King <[jenkingncrc@gmail.com](mailto:jenkingncrc@gmail.com)> wrote:

*Hello Mary,*

*I appreciate your taking the time to respond to my letter, if not my concerns.*

*First, I believe you have mischaracterized my feelings. I am not frustrated. I am scared. I am scared for myself, my family, my colleagues, and my students. Some of my colleagues who will be returning to classrooms have had COVID. Some are still ill. A family member of one of our employees has died. Please do not mistake fear, an emotion we are born with to assist us in guarding our very life, for frustration.*

*Secondly, given the correct tools, curriculum, and professional development, both for myself and my students and their families, I believe that a virtual environment can provide a supportive instructional environment with virtual social interaction, and one in which students can safely thrive. I believe the 4j school district believes this as well given that it started a virtual academy, Eugene Online Academy, last year prior to the pandemic and chose to expand its growth from a 6-12 to a K-12 model prior to the pandemic as well. If the district did not believe that virtual learning was an equivalent model for students, why did Eugene Online Academy start?*

*I cannot speak to the 4j districts plan for safe reopening as I have not seen it. I have seen a brief email to families with no details. I do not believe this constitutes a plan. Schools have been out since June 11th. It is now July 24th. ODE released it's initial guidance several weeks ago. Since that time, no information has*

*been forthcoming. If the 4j plan is submitted with insufficient time for teacher, family, student, and community response, this potentially puts everyone's life at risk.*

*As to the rationale regarding the interests of the business community you share here, I do not disagree with your presented concerns, however the highest and first priority of any school board should be education and student safety, not the welfare of the business community or the greater economy. It is now clear to all that schools have long served many purposes far beyond those of education. The majority of your argument revolves around the need for child care so employees can return to work. I have not heard one single community employer speak to their plans to solve this problem for their employees. It is now incredibly clear that the business community relies heavily on the publicly funded services provided by public schools. This is the same business community that has been historically unwilling to support those same schools. Where are the hands and the dollars of the business community in these discussions? The 4j school board recently agreed to a loss of property tax revenue to support local development. Perhaps those same developers could now assist the school district in installing air handling systems with UV filtration. Perhaps those same developers could fund a nurse in*

*every school. They are receiving 20 years of tax breaks. Perhaps they could contribute?*

*As to your second rationale, working to return to normal. Normal is over. That is the unfortunate reality for our schools and our country. Students and families have not heard from you, district leadership, that masks, social distancing, and desks 6 feet apart are the new normal. They do not understand that their child will not have the freedom to move about the room. They do not understand that there will be no 'down time' in the cafeteria or the gym or the playground. They do not understand that any sign of COVID displayed from the sniffles to a cough that in the past could be monitored by a non-medical health aid will, necessarily, be a reason for their child to be sent home. Neither teachers nor non-medical personnel are qualified to diagnose COVID symptoms. For the children who make it to school at all, many of them will be in quarantine by the end of the first two weeks.*

*There is also no normal as to how our country or state has responded to this pandemic when it comes to schools. We do not live in a country with a functioning government. We live in a severely underfunded state that has no robust support system for schools. This is clear in that 198 school districts are creating 198 different plans and there is no statewide virtual school,*

*as many other states have long had, that could be a part of a successful virtual model.*

*The 4j district is meeting weekly. If it is safe for any staff to be in buildings working, then all those meetings in the district should be happening in person. Your board continues to meet virtually for your health. I believe each of you could sit in the auditorium socially distanced by 6 feet, wearing masks. The seating for attendees could be 35 sq feet each, an initial recommendation for a classroom. Alternatively, you could meet outside in person, as many districts across the nation are looking at. Whatever you choose, the 4j School Board meetings need to be in person. Until those in power walk the same walk as those with none, equity, and in this case, the safety and perhaps very life of our staff, students, and families will be put at risk by those holding that power.*

*The blueprint provided to families was again, a simple email with no details. Parents were told that Kinders and 1st graders might be onsite starting at the beginning of the year. Again, with no information as to specifics or safety.*

*With regards to the role the city council play in the reopening of schools, they have a vital role. They are the elected representatives for our community. They work directly with our business community. Our city*

*services and departments will be the ones most directly affected by the opening of schools. If our schools fail to safeguard our students, staff, and families, our city council will be involved in triaging additional health service needs. Our city council will be involved in finding shelter for COVID cases when the virus is rampant in our community precisely because our schools opened when it was not safe to do so, when there were not 14 days virus free.*

*As I have shared previously, I am not frustrated but afraid. I am also very, very, uncertain as much of the world is. You have also shared that you do not feel certain about anything. Given your own personal uncertainty, why would you or anyone in leadership, in good conscience, choose to advocate for schools to be the vectors of death in our communities, over life?*

*Lastly, thank you for directing me to the 4j website for information. I have read most of what little information is available there. I am also noting that on social media many members of district level administration are posting photos showing they themselves are not following community protocols of wearing masks and social distancing. The unofficial messaging being sent in our community is a powerful one. I look forward to attending the next school board meeting which given everything you have shared, can no doubt be held in person.*

*Be well,*

*Jen King*

Jen,

On behalf of the members of the 4J school board, thank you for your message regarding safe return to schools. I hear your concerns and understand your frustration with the situation. We all want the best for students and we want students, families, staff and the community to be safe during this pandemic. As a school board member, I know that students do better when in a supportive instruction and learning environment with social interactions that develop social emotional growth. We want to have students return to building and classrooms, but it has to be in a safe manner.

The guidelines for the safe reopening schools in Oregon have been developed by the Oregon Department of Education (ODE). Local school districts (of which there are nearly 190) are tasked with developing a blueprint to open schools within those guidelines. The blueprint for the reopening will be closely scrutinized by the Oregon Health Authority and Lane County Public Health.

I would suggest that we are not rushing to reopen to promote the "interests of our <sup>190</sup> business community", but

rather working to open schools again so that students have a return to something like "normal". And, so that community members who need to pay rent, make mortgage payments, pay utilities bills, buy food for their families, pay medical bills, pay for childcare, and much more, can return to jobs and earn a full paychecks. The unemployment rate for Lane County in May 2020 was over 15%, that number is unsustainable in the long run; the health of the business community is a vital part of health of the larger community. Local companies hire employees.

The 4J district meets weekly and converses on a near daily basis with officials from Lane County Public Health who do monitor data, trends and projections on the transmission of Covid-19. As you know, this is a very fluid situation and public officials are responding based upon that. As you may be aware, Governor Brown issued new executive rules yesterday regarding masks, social distancing and gathering of people; these go into effect on Friday, July 24. The school district will be closely monitoring the trends after these actions.

The blueprint provided to families, staff, and the community on Friday, July 17, projected all distance learning (that is, not in person) for September with a possible opening for in person learning and instruction in October. I suspect that given the new set of orders and guidelines issued by Governor Brown, we will see the in person learning date moved back from October.

And finally, while I hold Mayor Vinis, the members of the city council and city staff in high esteem, they do not have a direct role in the reopening of schools. At 4J we work closely with the city on this and many other issues, but the responsibility for the blueprint for opening

schools lies with the local school district staff, who are the real experts on how schools operate. The decision on the approval of the blueprint is assigned to ODE.

As I said previously, I do understand your concern and frustration with the current situation, but this is the situation in which we find ourselves - together with not a great deal of certainty about anything. Please check back on the 4J website to learn more about the updates to the blueprint for reopening schools. At the school board meeting on August 5, the primary topic will be a review of the blueprint and I think we will all learn more then.

Thanks again for your message to us.

Mary Walston  
Chair, Eugene School Board

On Thu, Jul 23, 2020 at 8:26 AM Jen King  
<[jenkingncrc@gmail.com](mailto:jenkingncrc@gmail.com)> wrote:

Hello,

I am a teacher in the 4j school district. I am writing to you all to express my extreme disappointment that as a collective group of local elected representatives, you have chosen to sacrifice our teachers and our children, and ultimately all of our citizens in Oregon, to the interests of our business community.

Unfortunately, until the community is truly safe, our business community will not recover. By now you have seen myriad numbers of recommendations for opening schools. I believe two simple standards can be applied:

1) Every single place public employees, including schools, are to open, need to be in a county where the virus infection rate is zero for 14 days prior. This does not mean no data is collected. This means that there is a robust and accurate collection of data that shows not only the downward trend of the virus, but that this number is verified by hospitals, homeless shelters, health agencies, and by the test results of the public employees themselves who show any symptoms.

2) Every public employee in every taxpayer funded job, every single office of business, every meeting, every agency, and every resource the public was able to access before COVID needs to be open and operating for 'business as usual' with facemasks, social distancing and groups on 10 or less, when possible, for 14 days prior to school opening for students. This means that each of you will be in your offices every day. You will meet with the public, every day. School board meetings will be held, in person. You can go to the DMV. TSPC can meet with teachers in person. Parking tickets can be paid as usual. The court systems will be open and operating. No exceptions. To expect a nation, a public, a family, to sacrifice life's most precious gift, that of its future, its children, when you will not sacrifice your own is inexcusable.

You must find it within yourselves to put the health of all people, all Oregonians, first. If not, you must be prepared for the onslaught of needs Oregonians will have when they are dead or disabled by a disease

that is still, in most ways, a mystery.

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Be Well,

Jen

--

Be Well,

Jen

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Be Well,

Jen

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Oregon 10% Positive and Staff in Schools - PUBLIC COMMENT**

---

**From :** Jen King  
<jenkingncrc@gmail.com>

Wed, Aug 05, 2020 02:33 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Oregon 10% Positive and Staff in Schools - PUBLIC COMMENT

**To :** board@4j.lane.edu

**Cc :** mayorcouncilandcitymanager@ci.eugene.or.us, colt gill <colt.gill@state.or.us>

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To the Eugene School Board: <sup>195</sup>

Oregon now has a 10% + positivity rate. It is negligent for any staff member who can work remotely to be required to be in a building 'just because'. There are school staff who must be present as their work cannot be remote. Cooks, maintenance personnel, technology personnel among them. Reducing numbers of employees in buildings using shared spaces of bathrooms, sinks, and lunchrooms will bring safer working conditions to all employees. In addition, masks are not being required for individuals working in rooms alone. Without appropriate HVAC upgrades, this practice may also put workers at risk. As stewards of the public trust whose responsibility is the safety of students and staff, it is imperative that all employees who are able to work remotely continue to do so and all employees not able to work remotely are masked at all times while in any district building. The 10%+ positivity rate speaks to the alarming increase lax safety measures may continue to have. Step up and choose to not contribute to the deaths in our community.

--

Be Well,

Jen

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Board meeting 8/5**

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**From :** John Krotulski                      Mon, Aug 03, 2020 01:29 AM  
<jkrotulski@hotmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Board meeting 8/5

**To :** board@4j.lane.edu

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My son is a student at McCornack and entering 1st grade. With 4j announcing that 1st graders would start in person schooling in September we believed that 4j was proceeding recklessly. Thankfully the governor announced the requirements for safely reopening in person schooling and Lane does not meet the requirements. This set a precedent for the school to make decisions

that are not in favor of the health of its employees and students. Now there is the topic of requiring teachers to be physically at the school which is still just as reckless as bringing students in.

Who will be teaching my student when the teachers are sick? Due to the uncertainty of 4j decisions we have purchased a curriculum and we are prepared to home school. 4j needs to commit to 100% remote learning for all students and teachers so I can have confidence that my son can receive an education from 4j.

I work as a hospitality consultant, I have a client in his 20s who spent three weeks on a ventilator and currently I have multiple clients across the country that are sick with Covid.

I've talked with these people in regards to this sickness and it's extremely serious.

When getting sick they are out for weeks at a time and then even after they are "better" they are still physically compromised. After one person tests positive, then multiple people all in the same company all test positive. My co-workers closed friend died of Covid on the way to the hospital.

Everyone should purchase an oximeter, so that way when your Oxygen level starts too drop you have time to get to the hospital before you die. In states seeing spikes over the counter medications are<sub>99</sub> sold out.

So far what 4j has planned would have endangered students, now they are talking about endangering teachers, and all of this will endanger the community.

Please take Covid seriously.

Regards,

John Krotulski

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] "Public Comment"**

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**From :** Joshua Hamill  
<globalbanjo@gmail.com>

Mon, Aug 03, 2020 05:19 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] "Public Comment"

**To :** board@4j.lane.edu

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August 3, 2020

Dear Eugene School District 4J School Board members,

On the "District Philosophy" section of the Eugene 4J web page, a stated basic belief of the district is that "everything we do must be good for children."

Regarding decision-making, it is stated that "we will do what is best for students."

In the current Collective Bargaining Agreement between the Eugene Education Association and Eugene School District 4J, (ARTICLE 7 - LIABILITY AND LEGAL PROTECTION) it states the following regarding the work environment:

"The Association and the District believe the work environment for bargaining unit members should be free of unreasonable risk to bargaining unit members' health, safety, and personal liability."

Given these underlying assumptions about our shared beliefs as a school district, I write to you today with deep concern for the reckless decisions that have been made thus far by our district leadership regarding the return to school this fall. These decisions needlessly endanger students and their families, and they needlessly endanger teachers and their families. These decisions are not "good for children" nor "best for students", and they clearly "pose unreasonable risk to the health, safety, and personal liability" of 4J teachers.

The district's rush to return to in-person instruction is ill-advised, and seems to be based more on political expediency than student safety and sound science. The hybrid model that has been proposed by the district will

not be good for students, and it will pose major health risks for all concerned. I teach social studies and Spanish immersion classes in Eugene IHS, and I am one of the longest-tenured teachers in Eugene School District 4J. I am honored that many of our recent graduates mentioned my classes as a highlight of their time in IHS at Sheldon High School. But everything that makes me an effective classroom teacher will be compromised with the proposed hybrid model.

Students will always need to work alone, as they will not be able to work with a partner or in groups. My teaching style is based on dynamic interaction with students, but with this model I will need to lecture the entire time, while wearing a mask and looking into a camera so that I can "livestream" my lesson to students at home. There will be no simulations of historical events, no skits, no songs sung together, and no shared smiles. Students will be confined to their desks (taking notes on their school laptop computers) not allowed to move about, and not able to come to me with questions or to receive help. In comparison to hybrid learning, I have no doubt whatsoever that comprehensive distance-learning will provide a more rigorous and engaging learning experience for students, a stronger sense of community and connectedness between students, and richer and more meaningful teacher-student interactions.

With hybrid learning, student anxiety will be magnified and student health will needlessly be put at risk, as it will be next to impossible to provide 35 square feet of space per student and the mask requirement will not be able to be enforced based on current state guidelines. My classroom (B-11) at Sheldon High School is located deep in the interior of the building. There are no windows, and there is inadequate ventilation. The forced air system circulates recycled air from room to room throughout the building. Even if we are all wearing masks, we will be at heightened risk of becoming infected with the COVID-19 virus, as recent studies on the transmission of the disease through air conditioning systems have shown. The risks to physical and emotional health that are inherent in the hybrid model are unacceptable for all of our students, but this model poses the greatest risk of all to students of color and students living in poverty. Eugene School District 4J is fond of rhetoric that refers to the issue of equity. But evidence shows that students of color (including Black, Latinx, and Native American students) and their families are much more susceptible to the COVID-19 virus. This includes levels of infection, severity of symptoms, and numbers of fatalities. If, in fact, everything we do must be good for children, then this needs to include students of color as well. If we are truly dedicated to doing what is best for students, it seems prudent to provide a consistent schedule of CDL for at least the first trimester of the school year.

Working in buildings with unsafe conditions (such as those that I have described at Sheldon High School), poses unreasonable risks to the health and safety of all teachers, but is especially dangerous for those of us who are at higher risk or have family members at higher risk. The fact that the district is trying to force teachers to work in unsafe buildings even during comprehensive distance-learning is deplorable, and it is contrary to both CDC and state of Oregon guidelines for working at home whenever possible. The lack of viable alternatives for teachers with underlying health conditions and the lack of transparency regarding the Eugene Online Academy are additional examples of the paucity of effective leadership on the part of our district administration, and that is why I am compelled to write to all of you.

Our students, our teachers, and our community need your leadership now more than ever. I am confident that we will get through this perilous and turbulent time together, and I implore you to work with our district administration to reconsider their decisions regarding the return to school this fall. We can and should do what is "best for students" while at the same time providing a safe work environment for teachers.

Thank you,

Joshua Hamill  
Eugene International High School

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record August 5**

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**From :** Julie Sage-Lauck <jsagelauck@gmail.com> Mon, Aug 03, 2020 09:22 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public Record August 5

**To :** Board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J School Board Members,

I have a Kindergartener and First grader who will be attending Family School this fall and have several questions that I am hoping you can answer or help clarify at the upcoming board meeting. Thank you for receiving and sharing these questions among the Board, and beyond if necessary!

1. My first concern is for teachers' and students' health. In the online forums and zoom meetings I have attended it appears that a significant number of families share the same concern and would prefer to receive online school only to help support the coronavirus restrictions to the fullest extent possible. Our family has two separate conditions that appear to be correlated with more severe Covid-19 outcomes so we will be taking the precautions more seriously than some might.

That said, we understand that it is an unequal privilege to even have the opportunity to make the necessary adjustments to do homeschool or online schooling. It would seem that having more specific numbers about exactly how many students require/prefer on-site schooling, versus remote schooling of some sort, would be quite helpful in terms of the allocation of funds and resources for each track. It's also possible (who knows without the data?) that there are low enough numbers of those needing to have on-site schooling that they could run a continuous schedule of those kids in classrooms for parents in need, and teachers who are able, while the remainder could follow the planned online portion. This could allow families less disruption to work schedules and greater consistency week-to-week if the numbers support that option.

I also worry about teachers who are unable to safely teach in-person and what options they might be offered that could keep as many staff as possible (preferably all) employed in a manner that allows for teaching online from home, teaching online from school if preferred, or teaching in-person if possible/necessary. There are many potential casualties of the pandemic, but teachers' financial

sustainability, at a time when we need every community member to be covered by health insurance and basic needs, would be a devastating outcome. Are the plans being considered incorporating data regarding actual student and teacher risks, needs, etc.? If so, how can our family and others contribute to that with the most recent Covid-19 information to inform our responses?

2. If our options (as I understand them) are to 1) participate in the A/B schedule at school, 2) enroll with EOA, or 3) to homeschool, how should parents gather information about each option including specifics about the way they will each be instructed, paced, graded, and how will any specialists support our kids when needed in each option? I am having trouble gathering information about the specifics of each option, but realize I need to make a decision in less than two weeks about what will be best for our kids.

3. What plans are in place to plan for and support equity and care for all students including those without the means or parental availability to stay home safely or do online only education?

In what ways are teachers and other staff's voices, expertise, and concerns being included in the process of planning for this entirely novel situation?

4. For families that are uncertain about the best educational option for their children during a pandemic, will there be ongoing modes of communication and options to adjust or change course if the path chosen is not working well part way into the year?

Thank you, again, for giving these and other's questions consideration!

Warmly,  
Julie Sage-Lauck

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**From :** Kelsea Wilson                      Mon, Aug 03, 2020 01:08 PM  
<wils7540@pacificu.edu>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public  
Record August 5

**To :** board@4j.lane.edu

**Cc :** Sabrina Gordon  
<eugeneea@oregoned.org>

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attachments, or respond. Never share passwords or confidential information.<hr style="height:1px; border:0px; background:red;">

Dear 4j School Board Members,

I along with many of my colleagues am concerned about returning to school during this pandemic. I have added concerns as an elementary special education teacher in 4j. There also isn't much information on what this school year will look like for special education students, and families of these students are beginning to reach out with their concerns. These are the following topics/questions that need to be addressed in regards to special education in our district during the 2020-2021 school year:

- Will special education students be receiving their education in person starting at the beginning of the school year?
- What is the district's plan for integration of special education students in the general education classroom?
- What procedures/rules does the district have in place around students using masks? Many students in special education have sensory issues/needs, so they may refuse to wear a mask or will only wear one for short periods of time.
- How will the district keep special education teachers and educational assistants safe? Many special education students have difficulty with staying out of the personal

space of others, and will likely not stay 6 feet away from staff and other students.

- What procedures/rules does the district have around doing Mandt holds on students?
- What procedures/rules does the district have about the use of break rooms and break spaces?

There are many more questions/topics that need to be addressed around what special education will look like in 4j during the 2020-2021 school year, but by the board addressing the above questions/topics it will help special education staff to know what is expected of them and how the district plans to keep them safe during the pandemic. This will also be helpful information for parents who are debating on going with the hybrid model or with the Eugene Online Academy.

Thank you for your time,

Kelsea Wilson  
Special Education Teacher

Sent from my iPhone

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment regarding teacher safety**

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**From :** Julie Stewart  
<stewart\_j@4j.lane.edu>

Mon, Aug 03, 2020 01:10 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment regarding  
teacher safety

**To :** board@4j.lane.edu,  
Cydney Vandercar  
<vandercar\_c@4j.lane.edu>, Charis  
McGaughy  
<mccaughy\_c@4j.lane.edu>, Andy Dey  
<dey\_a@4j.lane.edu>

To the Eugene 4J School Board and District Leaders, I have taught science at SEHS for the past 12 years. I am concerned about the requirement that teachers work in their classrooms during CDL. The science is clear. This virus spreads through airborne respiratory particles, so having people together in a building where air recirculates is inherently risky, even if those individuals are in separate rooms. Teachers would be far safer working from home

and because my husband and I are both in high risk populations, this would be my preference. Other teachers have asked why the district is requiring them to work in their school buildings and have been given the following reasons: Equity (because some employees are required to be at their school buildings, we all should be), Stable internet connections available in school buildings, Collaboration with colleagues, Access to copy machines, and concerns about distractions at home, such as dogs barking. I would like to address each of these concerns in turn:

1. Equity: In my 12 years at the district, I have been to multiple PD sessions that have emphasized the difference between equity and equality. What you are proposing is equality (treating everyone the same) and not equity (treating people according to their needs). We are trained to always strive to treat our students with equity, not with equality, so I'm sure you want to do the same for your employees

2. Internet access: I know some teachers do not have good internet access at their homes and would appreciate the OPTION of working in their school building. However, the internet at my house is extremely reliable, as demonstrated by the 2 hours of zoom office hours I held every day of spring term without issue.

3. Collaboration: Thanks to the wonders of technology, teachers can collaborate even when they aren't in the same room. At the beginning of the quarantine, my science department set up a group text and we communicate regularly. In fact, I am communicating with my colleagues more now than I did when we were in the building. We are also sharing resources through google classroom and in the spring another teacher and I even co-taught a course. If we return to the school building we will still need to stay distant from one another, which will make in-person

collaboration challenging. Virtual collaboration is clearly the better option right now.

4. Copy machines: Since we are not handing out materials, we do not need to make copies. Copy machines can be used as scanners, but so can any smartphone. If a teacher wants to use the copy machine as a scanner they could make an appointment to do so, as we did in the spring.

5. Distractions, such as dogs barking: My dog Arlo the bassetoodle is very well behaved and is offended that you think he would not respect the educational process. He promises to be a good boy.

The bottom line is: If we were able to teach from home in the spring, why would we not be allowed to do so now? Conditions are LESS safe now than in the spring. Teachers should be able to work in their school buildings if they prefer, but they should not be required to do so. If I contract this virus, there is a very real chance I could die or have permanent debilitating lung damage from it. I love my job and my students, but I am not willing to leave my two young children without a mother. Please reconsider this decision and show teachers that you value our well-being.

Sincerely,  
Julie Stewart

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment: 8/5/2020 board mtg**

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**From :** Justine Halliwill  
<pranayamateacher@gmail.com>

Tue, Aug 04, 2020 01:09 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] public  
comment: 8/5/2020  
board mtg

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>, dey a  
<dey\_a@4j.lane.edu>  
, ingman m  
<ingman\_m@4j.lane.edu>, kuzma b  
<kuzma\_b@4j.lane.edu>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

We are 4j parents of an incoming 9th grader at Sheldon High School who have been asked to choose between IHS hybrid and Eugene Online Academy. We have questions, which I imagine are also in the forefront of your mind, as you work through navigating best practices during a pandemic.

1. Risk reduction strategies include evaluating environmental factors. What are the 4j plans for improving ventilation and air purifying in order to reduce transmission? Our child is enrolled at Sheldon HS. How can you bring in outside air without windows in most of the building? Will there be air purifiers (HEPA filtration/UV system/humidity control) in each classroom? How will you notify teachers and parents of this plan or the current status of these environmental factors?
2. Risk reduction strategies include frequent hand washing. Will temporary hand washing stations be set up in the schools? For example, the City of Eugene set up many stations around town. Many children, including ours, avoid using restrooms in schools. We hope that temporary stations in public spaces may help improve student hygiene.
3. What are the options for IHS students if safety measures do not meet our family's needs for the in-person hybrid model? **We want 100% remote learning for IHS delivered by 4j IHS teachers. This is our top priority until we can safely send children into schools.**
4. If we choose Eugene Online Academy,
5.
  - a. Are we guaranteed a spot in IHS if we choose to return to hybrid the<sup>247</sup> following term or the following

- academic year?
- b. Will it be a teacher-led curriculum or is it student directed? Our child, like many, needs a teacher-led curriculum in order to be successful.
  - c. Is there a socio-emotional component to EOA? Best practices include this component.
  - d. Who is the EOA contract with? What is its success rate? What would a typical day with the EOA look like for high school? How much remote interaction with peers and teachers each day?
  - e. How many 4j teachers will be delivering EOA? How many positions will be contracted outside of 4j? 4j parents deserve transparency with regards to EOA and 4j teachers involvement.
6. Finally, we are concerned about 4j requiring all staff to work at school. This will increase the risk for employees that need to be in the building, such as custodians, food service workers, and others. Give staff options, whenever possible, to demonstrate that their health is a priority. Requiring teachers and classified staff return to schools, when they can work effectively from home, does not comply with Governor Brown's Phase 2 guidance that says remote working is recommended when practicable.

We appreciate the demands of re-opening schools safely. This is a monumental task. We are all in this together. Stay safe and healthy.

Sincerely, John and Justine Halliwill

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] PUBLIC COMMENT 8/5 BOD Mtg.**

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**From :** Kathleen Allison                      Mon, Aug 03, 2020 03:11 PM  
<rancholoco125@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] PUBLIC COMMENT 8/5 BOD Mtg.

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Hello, Superintendent Vandercar and School Board:

As a community member, tax payer, 30 year + staff member and former K-12 4J student, I need to speak out about your rush to start school with staff in the buildings.

I'm a classified staff member, currently in a high school. When the pandemic hit, schools were closed, we were sent home and told to continue <sup>220</sup>working. Ok, I can totally do

that... I worked my normal schedule, M-F, and handled all of my duties and responsibilities in a timely fashion.

While doing my job duties from home, I didn't want to use my own number to call students and families, so I obtained an app to use. Everything else was easy to do online on my laptop.

I would save and batch chores that I couldn't do from home. I'd go in the building once a week or so, and it was working nicely. I felt safe.

Then, when 11 month staff were about due to report, they started asking what to do. Valid question, what do they do? Do they keep working from home, do they have to go in, what?

I kept working from home and doing fine. Then, the building principal told me I should be back in the building, because HR said so. If I wanted to approach HR and see about continuing to work from home I could. I did. I was basically brushed off. I have legitimate concerns, and I can back them up with medical documentation. Read between the lines...

Meanwhile, the first day back I had to stop in the parking lot and decide if I was going to vomit or not, because I was so anxious to go in the building.

Why was I so anxious? Because I lost my husband to cancer about 5 and half years ago. That was an awful time in my life. As awful as it was, we understood what was happening. It was cancer. It would grow, get treated, shrink, and repeat until ultimately my husband died.

Right now we are in the midst of a pandemic. You can't see the virus, but it's there. It may or may not kill you, but it could potentially mess you up. Not to mention anyone that's in contact with you. This is horrifying.

The fact that we have had no national leadership has not helped. If we were all held to the same rules, we might be in a lot better shape. Sadly we're not.

So, here we are in the midst of a raging pandemic, and I feel like a guinea pig. Next you are bringing back teachers into the buildings? Please stop and think. Here's my story, and I am but one of thousands of staff members.

I'm over 50. I have had pneumonia, and had influenza A in 2014. I have an undiagnosed yet lung/bronchial thing going on. My sweetie that I live with had H1N1 in 2009, and pneumonia recently also.

I am the primary caretaker/errand girl for my dad who turned 92 last month. I am at the point where I can retire in the near future and go play. I need to live through this thing first. Allowing me to work from home at my discretion like a professional would go a long way toward my mental health.

I won't even go into how woefully unprepared our building is for opening. So woefully unprepared that we don't have **hot water** in the staff bathroom that we are to use. Or the office. Yes, seriously. And washing your hands is right up there on the list of how to fight this pandemic.

Again, I am but one staff member... Please slow your roll to open school with staff in the buildings and think this

through.

Thank you for your time, and be well.

Kathleen Allison

PS Also, aren't we still in phase two, which states "allow telecommuting if possible," among other things? Hint, we are.

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record Aug 5**

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**From :** Kathryn Johnson      Tue, Aug 04, 2020 04:00 PM  
<kathrynajohnson@q.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public Record Aug 5

**To :** board <board@4j.lane.edu>

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(Re-sent to add Public Comment)

August 3, 2020  
Dear 4J School Board Members,

I am a 6th year elementary life skills teacher. My job is to educate and advocate for students with moderate to severe disabilities. I'm writing to you with two main concerns.

224

First, the idea that special education students should be on campus even when it's deemed to unsafe for other populations. While I agree that distance learning was an extra challenge for this population, this is also a high-risk population, both in terms of underlying health conditions and in terms of ability to follow any CDC guidelines. Not one of my students have been able to wear a mask. Not one of my students will be able to understand the pandemic and the need to distance themselves from others. They require hand-over-hand instruction, bathroom assistance, feeding assistance, and generally a lot of adult interaction to be successful. They thrive off of relationships and human connections at school, which will be nearly impossible with staff wearing face masks and shields. This population is often unable to engage with learning tasks without a high level of adult assistance and positive reinforcement. We provide them with fun activities at school to offset all the hard work. This will be nearly impossible in the environment of the pandemic. They will not be free to move around the classroom, with no ability to understand why. Some of them will just be learning how to sit at school! They will not be able to wait their turn for the spinner or trampoline for example, which we have been hard at work teaching. We won't even be able to use our break space since students cannot share a space, which we have been teaching as a replacement behavior for *years* for some students.

Second, the idea that staff will be required to teach distance learning from their classrooms feels unsafe and punitive. I have 10 EAs to support my classroom. How is it safe to have up to 11 adults in my classroom to all sit on their computers and support students? My staff worked hard in the spring, calling families to individually support, providing zoom instruction, creating individualized Seesaw

activities and more. I worked more hours during those months than any other time. It makes no sense for us to get together in one room to do this, creating a need for wearing PPE and trying not to be heard in everyone else's microphones. It is hypocritical to tell the community that we feel it is unsafe for students but not for staff. It is hypocritical to express our concerns over childcare availability in the community while needlessly making the shortage worse by requiring staff to shop for childcare as well. I agree that this should be an *option* for individual teachers who need access to the internet or a quiet space. I haven't heard a valid reason for this requirement. How will the district defend this decision if we become infected? If we die?

Thank you for your consideration,  
Kathryn Johnson  
4J Special Education Teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Money**

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**From :** kathrynhamner <kathrynhamner@comcast.net> Wed, Aug 05, 2020 05:09 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Money

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

This is nonsense about the teachers. So why are they so special? So should grocery workers nurses doctors restaurants sari karta gas stations and [etc.ca](#)n risk their lives for us but teachers can't. Cut their wages. Um not ever voting for a school bond again.

Get over the virus. We know everyone involved are making thus political.

Thanks for nothing. You are making bad decisions. Government needs to stop all pay to the school board and teachers. Parents are doing all the work.

Kathy hamner

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*Sent from my T-Mobile 4G LTE device*

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record August 5th, 2020**

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**From :** katie hankins  
<katielouha96@gmail.com>

Tue, Aug 04, 2020 07:44 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public Record August 5th, 2020

**To :** Board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

To the 4J Board,

I am writing as a concerned parent regarding the lack of options for my child's education this year. My daughter is going into the first grade this fall, is on an IEP and also has medical history that puts her in the high risk category for Covid. It seems my options are having her participate in the On-line Academy or start at her school on-line and then pivot to have her attend class when restrictions for

in-class teaching are lifted. I very much want my child to have some connection to her peers, her teacher, and her school community and really want her to be part of her school. If she has to do on-line classes it just makes more sense for her to have that connection than for her to have none at all through the On-line Academy. Due to her health risks however, I do not want to put the health and safety decisions in the hands of state metric guidance for her return to the classroom. I am beyond frustrated that there is not an option, especially for young learners, to participate in their school program and return to school when the parents deem that is the correct health decision, and I question the legality of the school district making that determination. There are on-line options offered each week when in-class teaching resumes, how is it not possible that if my child has to get an on-line education that the education from her teacher, with her classmates is not an option that is being offered. I am faced with choosing an isolated, impersonal schooling experience or putting my child's health at risk when asked to return to the classroom. It seems to me that the district needs to work at expanding options to better meet the educational and health needs of their students and their families.

Thank you for your consideration,  
Katie Hankins

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Katie Mortensen Tue, Aug 04, 2020 09:19 AM  
<kmortensen83@com  
cast.net>

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Public  
comment

**To :** board@4j.lane.edu

**Cc :** jill@osea.org,  
waggoner s  
<waggoner\_s@4j.lane  
.edu>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Superintendent Vandercar and members of the school board,

I am reaching out to you today with my concerns as a staff member soon to return to work from summer break. I do not feel safe nor do I understand why we are not being

given the option to work from home. My husband is an employee at the university, the vice president of his department has been in constant contact with all employees to make sure they are feeling comfortable and have any accommodations they might need, all employees have been given a choice of whether to work from home or in the building. The preference is that employees continue to work from home given the Governor's phase two work recommendations. Why isn't our district allowing us a choice? Why are our needs not being considered or met? Why do we have to choose between the health and welfare of ourselves and our families or a paycheck? I have heard that it is equitable because others worked through the summer, that there would be fewer distractions or to have the ability to interact with our colleagues. There is quite a difference between a handful of people in a building all summer who regularly work the summers and are accustomed to securing childcare during that time and close to a hundred staff members in a building who now have children at home that would normally be in school, not to mention the increased health risks of having so many people in the building together. Life is full of distractions and as professional adults, we learn to navigate them and to multitask. As for interacting with our colleagues, I am pretty sure interacting in person is the exact opposite of what we are supposed to be doing during a pandemic. Now let's move on to the fact that the building I am returning to has a terribly outdated ventilation system, my desk is in an open space area and last I had heard when requesting PPE was that the district had yet to receive any Plexiglass and are unsure of the arrival date of their order. I have also heard that we currently do not have hot water in the building. Interesting since the first line of defense against this virus is washing our hands frequently. I have not even returned to work and already have great anxiety and distrust that my safety is being attended too.

Once I return to work in the building, I will no longer be able to see my high-risk parents, as an only child I can only hope they will not need my assistance. Some staff members do not even have the ability to distance from their high-risk family members because it is their spouse or child. I love my job and have worked hard to secure my place at the district. I want to get back to work but asking us to choose our job over our health is never a predicament we should have to face especially knowing we all can work from home efficiently even on the shortest of notice as we did last school year. So, I ask you why during these turbulent times would you as employers and leaders not do everything you can to alleviate some stress and anxiety off your employees? Let us make the best choice for the health and welfare of ourselves and our families while alleviating the heavy burden of you having to make such choices that affect the lives and livelihood of all your employees without knowing their individual circumstances. Thank you

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Support for K-3 hybrid when safe**

---

**From :** Kelly Colvin  
<kelly\_colvin@hotmail.com>

Tue, Aug 04, 2020 12:09 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Support for K-3 hybrid when safe

**To :** board  
<board@4j.lane.edu>

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Dear School Board,

Thank you for all that you are doing to protect our kids and teachers and staff during these unprecedented and difficult times. I want to express my gratitude to the Governor's office for implementing statewide return-to-school metrics. I appreciate that data and science are driving Oregon's view on when it's safe to return to school.

I encourage the 4J district and school board to support the metric of 30/100,000 cases for K-3 to return to the classroom in a hybrid situation (when the positive test rate metrics are also met). I have an incoming kindergartener and rising 3rd grader in which this particular metric is relevant. 4J had initially mentioned supporting K-1 to return to classrooms earliest (when safe) - and I would just like to encourage 4J to support the 2-3 grades to return as well when safe under the state metric. 2nd and 3rd graders are still learning to read, have not yet been taught to type on a keyboard, and still thrive with a schedule and routine lead by an experienced teacher. They still need lots of home support with online learning, which is very difficult for working parents. And we also know from an equity lens, these ages are incredibly important to get back into a classroom when safe.

Because of Oregon very cautious metrics, and as long as we are supporting our teachers to feel safe, I will feel comfortable sending my under 10s back to class in a hybrid situation. I note that there are many other states (including my home state of Iowa) with much more lenient metrics and they are frankly scary. For example, Iowa's positive test rate has to be HIGHER than 15% before school districts can move to online only! Iowa kids and teachers are basically being forced to go back in-person with much, much higher cases than we have. And their state does not mandate masks for anyone. I'm sure glad I'm in Oregon, in a county with low numbers compared to other states and counties, and with leaders making decisions based on data and science.

Thank you,

Kelly Colvin-Smith  
Edison Elementary Parent

236

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] K-3 teach in person = dead teachers**

---

**From :** Kelly Elstrott  
<kelstrott@gmail.com>

Tue, Aug 04, 2020 01:14 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] K-3 teach in person = dead teachers

**To :** Board@4j.lane.edu

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Greetings 4 J school board members,  
It has come to my attention that the school board is considering holding class in person for grades k-3. Reasons this is pure insanity:

1. Scientific research has determined that children can carry 10x to 100x the Covid viral load as adults.

2. Many older classrooms, including the one my daughter teaches in, have only one small window that can be opened. There is no ventilation or air conditioning. Stagnant air is the perfect transmission environment to spread this diseases.
3. Kids always spread colds at school. It is certain hey will spread the virus to their teachers and kill some. Guaranteed.
4. Test results take too long to get, so they cannot be used as an effective tool to isolate and quarantine the disease.
5. There is no effective treatment for Covid patients.
6. When teachers and students die, it is certain angry families will hold the school board responsible and seek justice. It's not worth the risk.

I understand the school district is evaluating the requirement for teachers to work from school when doing distance learning with the students.

Please advise what provisions the school board is making to handle child care for the children of teachers who are working mothers.

Vaccines are due out at the end of the year or early 2021.  
Be patient.

Please do your job to keep our teachers and students separate, safe, and alive until then.

Regards,  
Kelly Elstrott

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Wednesday..public comment here!**

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**From :** Kelly Ritter                      Wed, Aug 05, 2020 09:38 AM  
<krittereugene@outlook.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board]  
Wednesday..public  
comment here!

**To :** board@4j.lane.edu

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I have 2 children that should be attending Churchill high school.. both have had iep, tag students and are not doing well with online learning. As a single mother I have also added another homeless teenager, also a student at churchill... I need more available for small support groups to motivate these students with this online learning.. to me it is like treading water as we watch the ship sail away in the middle of the ocean. We have very little true issue when 5 people are in the hospitals and 54 folks are

contagious in our county. These kids are going to be lost at sea, I am hopeful that you can assist us with a life raft such as small group learning environments for some students that need more support.

There is a job to do for the cost of this years education program. I need help with iPad and wifi costs at the very least and we are now SNAP recipients so how can we do weekly locally sourced organic food boxes for our low income families ... I'm sure a number of us or our high school students are available to safely volunteer?

Kelly Ritter  
Eugene Oregon

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] August 5th Board Meeting Public Comments**

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**From :** Killian Collins  
<killian.j.collins07@gmail.com>

Mon, Aug 03, 2020 11:55 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] August 5th  
Board Meeting Public  
Comments

**To :** board@4j.lane.edu

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What would a school supply list look like for online schooling?

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Fwd: Our Future (Public Comment)**

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**From :** Kim Pash-Bell <pash\_k@4j.lane.edu>  
> Mon, Aug 03, 2020 12:45 PM

**Sender :** board <board-bounces@4j.lane.edu>  
>

**Subject :** [board] Fwd: Our Future (Public Comment)

**To :** board <board@4j.lane.edu>

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**From:** "Kim Pash-Bell" <pash\_k@4j.lane.edu>  
**To:** "board" <board@4j.lane.edu>  
**Sent:** Monday, August 3, 2020 12:37:01 PM  
**Subject:** Our Future

Hello Eugene School Board,

I am a 2nd grade teacher and mom of 4j students, I am very concerned about the fall. I would like to promote an online school til winter break for almost all students K-12. There is no way a

245

hybrid for 2nd graders would be a safe learning environment in my class right now. I believe I had Covid in March. I have had lasting symptoms that I am still recovering from 5 months later. I had no prior health problems and 45 years of age. I can not afford to get this disease again or if I did not have it I believe I am more at risk to have complications. I do not want more people to suffer and die. I supposedly had a mild case. Eugene 4j should not put their employees or students at risk. There are so many reasons our classrooms are not safe teaching environments but here are some reasons.

-I believe I would need 10 students, my class size is 30 and even 15 students would not have enough space to social distance.

-I have 6 tables and no desks. There is no way my class can social distant with only 6 tables. Yes I usually have 5 kids at a table that is suppose to fit 4.

- I have no ventilation. In my class I can crack 3 windows. They do not fully open and one door.

- Our bathrooms are shared with 4 classes. Usually 120 students share 2 to 3 stalls per gender. That is still 60 children sharing those same stalls.

-What do we do when a teacher or student is sick. During the winter months this is a weekly/daily occurrence?

-We had very few subs and most where over 65. Who would sub for us when we are sick and waiting for our Covid results?

-Some students will not socially distant, while others will cry in fear every time a child breaks a socially distant rule.

We as professionals need the flexibility to work from home. We want what is best for our students. We need to be putting our energy in creating a online classroom that supports all students. We as learning professionals know our students. We can decide who are the most vulnerable and are not able to learn at home. We could create outside

learning times for these students in small pods. The district could place those students in safe learning pods. Our buildings do not provide a safe working environment under state guidelines with student or Teachers working from them alone.

A K-12 online format is our only safe option. Please keep our community safe.  
Families and Teachers are tired of not knowing.

Kind Regards,

--

Kim Pash-Bell  
2nd Grade Teacher  
Charlemagne

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment**

---

**From :** Kitty Hess  
<kitty.hess@gmail.com>

Mon, Aug 03, 2020 02:30 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] public comment

**To :** board@4j.lane.edu

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Good afternoon,

I would like to acknowledge that you are taking the pandemic seriously by choosing to meet remotely for Wednesday's school board meeting. The district has already announced that they will be starting 2-12th grade online for at least the first month.

I have been quarantining with my family (husband and 3-year-old) since March and slowly expanded our circle to

include my daughter's 5 elderly grandparents (one is a great-grandparent). If the board accepts the district's plan to require teachers to work from their classrooms, then I will have to, once again, isolate my child from her extended family and risk putting my husband and young child at risk with my exposure.

What possibly could be the reason for requiring all staff to report to buildings when teaching remotely? I can't think of any reason that would be important enough to put all those people at risk, create a child care crisis, and create a huge amount of work for our fantastic and overworked custodians.

Lane County is in Phase 2. Governor Kate Brown's guidelines include: "Offices can begin reopening and employees can return to workplaces with physical distancing and other measures in place, though *remote work is still strongly recommended whenever possible.*" Teachers and most staff can work from home. We proved that in the Spring. Teachers should be given the choice about where to work. With less staff in the buildings, the safety of staff in the buildings will be increased and the custodians will be able to keep up with the extra workload.

I cannot imagine teaching in-person right now with a group of first graders (who missed the end of their Kindergarten year). Six-year-olds are fantastic, curious, and full of energy. They do not belong sitting at a desk for long periods of time. Trying to teach them to sit, keep their masks on, use an iPad, and learn in-person will be nearly impossible. We all have funny anecdotes about how gross and oblivious small children can be. I once had a Kindergartener cough directly down my throat. I would not

like to add any more anecdotes like this during a deadly pandemic.

As for childcare, I am lucky enough to have my husband be able to stay home because he is an educational assistant substitute and does not have any work right now. Otherwise, I would NOT feel comfortable sending my daughter back to group care and I would not want to risk my parents watching her and being exposed to the virus through their granddaughter.

Please listen to the people in the classrooms and in the schools. We want to be back at school, but we know that it is simply not safe. I would love to meet in the same room to "talk shop" with my colleagues, but I will choose to talk on the phone or Zoom (even if we are in the same building!). Let's do our part to keep everyone safe. Children under 18 have been largely kept safe by the Governor's decision to close schools in the Spring. Let's keep this going and keep the children and staff safe for as long as is needed.

Kitty Hester  
1st Grade Teacher  
McCornack Elementary School

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment: Concerns**

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**From :** Kori Kunz  
<kori\_kunz@yahoo.com>

Wed, Aug 05, 2020 03:04 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment: Concerns

**To :** board@4j.lane.edu

**Cc :** Sabrina Gordon  
<eugeneea@oregoned.org>

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Dear Superintendent Vandercar and School Board Members,

First and foremost, thank you for your service to our community. Now, in particular, we are all cognizant of the vital importance of good leadership.

252

I wish I could be speaking these words to your friendly faces, but thank goodness for the safety of remote communications. I am writing to plead with you to **maintain distance learning for all until it is safe to return in person, including allowing ALL staff the flexibility of working from home or on-site as able and necessary according to their professional and personal needs.** For the sake of community safety and to ease our collective extreme anxiety, it would be wonderful to hear those allowances specifically confirmed. (Please see articles included below for some of the evidence against and consequences of doing otherwise.) Additionally, it would ease teachers' minds, and assure them of your investment and care, if our contract could be settled with the desired COLA and insurance contribution.

Thank you for the letter sent to staff on Tuesday evening which seems to assure staff the option of working from home. It brought many of us great relief, however many are still anxious given the possibility that they may not be given the same privileges as their colleagues. Personally, I am repulsed by the idea of working within a caste system where teachers and licensed specialists are treated humanely while our classified colleagues are effectively assumed expendable while ironically being deemed essential and therefore required to work on-site. Please honor the humanity and concerns of ALL staff in making decisions that truly could mean life or death. Given [evidence of viral spread through aerosols](#) and many of our buildings' old ventilation systems, the more staff present on-site--especially if unmasked, even alone in their respective work spaces--means that we still may be breathing each others' air and the virus. The risk may be small, but too much is yet unknown, and no amount of

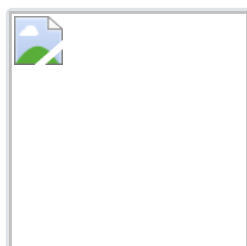
risk seems acceptable when safe alternatives are possible.

Compared to the urgency of life or death decisions, money concerns seem trivial, but since finances affect quality of life, they too are vital. Last April EEA proposed a 1.75% COLA and \$30 per member per month increase to insurance contributions. The same insurance contribution was *already approved for the admin group*. And a **1.75% COLA is not too much to ask** for the enormous increase in workload demands that licensed staff experienced last spring and will continue this year. Please settle these COLA and insurance requests promptly so staff can give undivided attention to the challenging and invaluable work of educating our community's children.

In these fraught times, especially, I don't envy you the burdens of leadership, but I admire your courage and have high hopes that you will help us navigate this school year safely and with successes to celebrate.


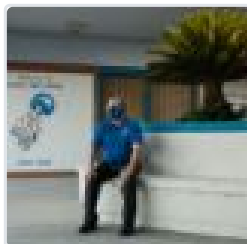
With respect,  
Kori Kunz  
Teacher Librarian  
Sheldon High School

[New Evidence Suggests Young Children Spread Covid-19 More Efficiently Than Adults](#)



**New Evidence Suggests  
Young Children Sp...**

## [‘I’m sorry, but it’s a fantasy’](#)



**‘I’m sorry, but it’s a fantasy’**

## [As the Coronavirus Comes to School, a Tough Choice: When to Close](#)



**As the Coronavirus Comes to School, a T...**

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Parent comment**

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**From :** Lalida Zygmant  
<lzygmant@gmail.com>

Wed, Aug 05, 2020 05:29 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Parent comment

**To :** board@4j.lane.edu

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What is the difference between an employee of the school district and the employee of a daycare center or a place like the Y or Sheldon community center? Where do you think the kids are going to go? I know that Sheldon is looking for a location to support care for Families who need it. Why can't they use the school buildings/yards?

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**[board] For the Aug. 5th board meeting for public comment**

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**From :** lara ravitch  
<lara\_ravitch@yahoo.com>

Fri, Jul 31, 2020 09:40 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug. 5th board meeting for public comment

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>, wagner b  
<wagner\_b@4j.lane.edu>,  
johnson je  
<johnson\_je@4j.lane.edu>,  
dey a  
<dey\_a@4j.lane.edu>

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To the Board,

258

I am a parent of two 4J students, a middle schooler and an incoming kindergartener, both with special needs. Of all the risks that we might need teachers to take for the good of our students, I am flummoxed about why I am hearing that they will be required to teach online classes from their schools. I can imagine that some teachers would need and benefit from this arrangement, but certainly not all: As the coordinator of UO's American English Institute and the Dean of Concordia Language Village's k12 Russian immersion program, I've been running intensive language programs from my house all summer, with many instructors, also in their homes all over the country, and while it's been challenging not to have some of our materials close at hand, we have easily found digital substitutes. Information security concerns can be handled via VPN and secure messaging and information storage platforms. There are solutions for these challenges.

Unnecessarily requiring all teachers to teach from school puts them at risk, and it also endangers cooks and custodians who must work from school by introducing more possibility for contamination. And for what? The only reason to do this is if we don't trust teachers to do their jobs. And it seems to me that, as with any profession, the vast majority will execute their responsibilities diligently, and risking people's lives because of a few underperforming employees seems foolhardy. Perhaps consider stronger policies for those who are not doing their jobs properly, rather than putting everyone at risk.

Even if I cared not a whit for teachers and other staff, why put our return to normal at risk? Let's maximize social distancing and safety now so that we can bring our numbers down and return to face-to-face sooner. Why risk an outbreak among staff that could set us back months?

I am hoping that the rumors I have heard of this requirement are false; indeed, it seems far more like the sort of policy I would see coming from the parts of our government that have been consistently demonstrating lack of concern for human life. It would outrage me to see this from our school district.

Sincerely,

Lara Ravitch

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Larry Lewin  
<larry@larrylewin.com>  
>

Sat, Aug 01, 2020 11:22 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

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Hello, Board Members,

Welcome back to the most challenging school year we will face. Thank you for your service to our community in these difficult times.

At your last meeting on June 24, I was troubled by language used by Mary.

At the beginning of the meeting, Mary urged everyone to tone down any offensive language<sup>261</sup> in emails, to treat all

with respect, and listen with our hearts. I emailed her to agree with that, especially on tough issues like School Safety when there are going to be strong opinions with multiple points of view. I told her I am strongly opposed to name-calling and personal attacks on Board members in emails or on social media. There is no place for this. And I agree that the forthcoming study group on this issue must have people with opposing views represented and those who can debate without negative language and charges.

But later toward the end of the meeting during the discussion of minority religious holidays - I re-checked on the audio recording and found this at 1:07:56 — she said, "No amount of filibustering or gaslighting is going to get me to change my mind about this."

Filibustering means "An action such as a prolonged speech that obstructs progress in a legislative assembly while not technically contravening the required procedures." I asked her who on the Board was obstructing the Board's progress? Does she think expressing alternative points of view equals obstruction?

And "gaslighting" means being deceptive to confuse a group "using denial, misdirection, contradiction, and misinformation...." I asked Mary who she was referring to on Board who was covertly sowing seeds of doubt using denial, misdirection, and misinformation?

Are the words "filibustering or gaslighting" what the Board wants the public to use when discussing tough issues? Do these words treat opposing points of view with respect? Over the years I have challenged the Board passionately about policies that I consider unwise or

harmful, but I have never resorted to name calling or offensive language. It is the responsibility of Board members to model civil discourse.

Mary is the in-coming Chair of the Board. The Chair cannot characterize another Board member in these ways and still be a neutral and fair convener of meetings. I worry about polarization, but I have hope for community unity at this historic moment. You Board members will play a major role in achieving this or not.

I urge you, Mary, to make a statement at the first meeting on Wednesday, Aug. 5, to commit to language that is respectful to each other and to the public to serve as a role model to the district's patrons.

Thanks,  
Larry Lewin

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] for the Aug. 5th board meeting for public comment**

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**From :** Laura Stevenson                      Sun, Aug 02, 2020 06:03 PM  
<laurajstevenson@yahoo.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] for the Aug.  
5th board meeting for  
public comment

**To :** board@4j.lane.edu,  
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<vandercar\_c@4j.lane.edu>, wagner b  
<wagner\_b@4j.lane.edu>, johnson je  
<johnson\_je@4j.lane.edu>, dey a  
<dey\_a@4j.lane.edu>

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style="height:1px; border:0px;

background:red;">

Our school staff is a priceless resource to be treated with the greatest respect. Each one is unique, and they are capable of judging whether they are safe in school buildings, which are indeed large public spaces. Especially when students are not in the buildings, why require the physical presence of all staff? Teachers are willing to teach remotely and should be allowed to do so if they choose. Laura Stevenson, grandmother of twins entering grade 9, mother of high school teacher.

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Leah Anderson  
<leah.renae36@gmail.com>

Tue, Aug 04, 2020 02:15 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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Hello there,

My daughter is entering 2nd grade this September. My wife and I have decided to enroll her in the 100% online program through the Eugene Online Academy (thank you for offering that option!). I was wondering if the district could help organize a community for the families that are participating in the EOA this year. I would be happy to volunteer to help organize it!

266

When COVID-19 closed the schools last March, it felt so isolating and confusing. I believe that organizing small groups (or "pods") within the same school district and grade level would be SO helpful to so many parents. Many of us were never able to create much of a network as we had to work during the school-orchestrated events or simply didn't want to socialize with other parents because it can be uncomfortable / awkward.

I have a lot of different ideas, but mainly I'd like to organize small groups of 5 or so families that could potentially get their kids together to do the online lessons together. I also think larger groups of families could be great for sharing resources, creating zoom calls for the kids to socialize, etc. All of this would be optional of course, but I think a lot of parents would be interested in participating.

\*\*I also think this could be a resource for parents who do not have someone to stay home with their children during the school week. I think it's feasible that this pod set-up could help connect families who are able / willing to watch a child a day or two a week with families who need that kind of help (especially if the onsite model does not prove successful long term).

Thanks for considering this!  
Leah Mode

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3690 Stark Street  
Eugene, OR 97404  
(206) 504-6929

RE: Returning to School Social Support for High School Classes

Dear Esteemed School Board, Principal Welch, Asst. Principle Mayer, and A.P. Schaffer:

My name is Jackie and my husband and I are parents to 2 children who are slated to start 9<sup>th</sup> grade this year. I want to know if there is a forum through which high schoolers in each grade level can associate with and get to know each other in a safe and responsible manner during this difficult public health challenge?

I appreciate the decisions that the District and State have had to contemplate and make in order to continue educating our posterity while doing it in a safe and responsible manner. My understanding is that face to face learning will not begin at this point until later in the Fall. I believe this is a wise decision as there is a high probability that you folks will have to make further changes in plans at that point.

Assuming that on-line learning will continue for the ongoing future, and that at best, there may be some form of staggered, hybrid education, has anyone brought up the concept of arranging for the kids to regularly communicate socially via Zoom or host 'get togethers' outside in a public forum such as a local park, or the high school's outside fields? I know this does not take precedence to the necessity of educating our youth, but helping to support them in making contact with their peers is a healthy decision as well, and can be done in a physically healthy manner with a bit of planning and adult guidance.

This topic is important to me as a parent because if I look back at my youth, having attended public schools, Teachers and the opportunity to leave my home saved my life. Knowing that people have supportive peers, making connections with others outside of their families, and having the opportunity to have some educative support provided to them on processing their feelings and managing their health through this pandemic, may prevent suicides and help draw our community closer together.

I don't know what this can or possibly will look like going forward, but I thought it was an important point to bring up to you folks. I wanted to let you know that someone out there is indeed concerned about these topics.

I also wanted to take a moment to thank you for your work and being a part of the educative world, helping our people to have a basis from which we can lead meaningful lives of connection and growth. I respect your positions greatly.

Sincerely,



Jackie Hall

**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Parent/Family concerns in regards to schools opening**

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**From :** lili henderson                      Wed, Aug 05, 2020 10:40 AM  
<lilihenderson@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Parent/Family concerns in regards to schools opening

**To :** Cydney Vandercar <vandercar\_c@4j.lane.edu>, board <board@4j.lane.edu>

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August 5<sup>th</sup>, 2020

Dear Superintendent Vandecar and 4j School Board:

My name is Lili Henderson. I am a 3<sup>rd</sup> grade teacher at Buena Vista (7<sup>th</sup> year 2020-2021) and parent of an incoming 5<sup>th</sup> grader at BV. I would like to urge you to reconsider the plan for this fall. My husband, who is a provider, and I have huge concerns about the plans for the fall.

My first concern is in regards to cleaning measures, social distancing measures, and potential Covid-19 infections in students, teachers, staff and families. While our daughter has been able to wear her mask daily as needed, and social distance, I think it is a recipe for disaster to expect for K-5 students who haven't seen each other for months, to maintain social distancing practices when it is evident adults in our state and beyond have not been able to do so. Especially for such a long period of time, as is expected in a week or a few days in classrooms per the hybrid model. Not to mention, the constant hand

washing, use of sanitizer, and the anxiety of being in this situation. I'm sure you've read the same news articles and/or listened I have regarding the summer camps and school openings in Georgia, Florida, and Indiana, and very recently here in Oregon, and how quickly the virus spread among those populations of children. What are the contingency plans if a student, family member or teacher or staff gets infected? How do you plan to instruct teachers to enforce mask wearing? How do you plan to discuss student or teacher illness with the kids in K-5?

One of my other concerns is in regards to the impact of the death of a child, their family member, or a teacher, and how that will affect our school, community, and families. My husband's aunt in Texas died from Covid-19 recently. Two of my uncles and aunts, and their families (kids ranging from 7-22) in the Dominican Republic have all been infected with Covid-19. One of my daughter's classmates and his family are still recovering from Covid-19 which they contracted back in March. This is personal.

That whole class could have been infected back then before schools shut down. That family didn't know anyone had Covid until much later. What is the guarantee that students, staff, teachers, or families won't get it? There isn't one, I know that. But I do know that if we stay at home and follow the guidelines, there is a very slight chance of that happening. What is the plan if a child, family member, or teacher dies due to contracting COVID-19 as a result of school attendance or mandated reporting to school buildings? How many children or adults dying is "too many" to close schools AGAIN, and return to remote learning ONLY? Mind that we closed schools down back in March in order to PREVENT this from happening, and now (when cases are soaring) we are asking students, staff, teachers, etc. to come back to buildings??? This makes NO sense at all! Why isn't everyone's safety being considered here?

Another major concern is remote learning/CDL. Remote learning did not work for our daughter. She had a hard time engaging and is not at all self-

directed. She did much better in person, but still struggled a bit. Without me sitting by her while she did her work for remote learning, not much was done properly. As an immersion student, our daughter/our family has/have three options: 1.- do the hybrid model, 2.-EOA, or 3.- homeschool. The hybrid and EOA are not good models for her. Not to mention, she would have to go to daycare the week off, if I can't teach from home. Remote learning was not good for our daughter, as I said before, and we are not putting her at risk by sending her part time to school/daycare with the hybrid model. However, if we chose to homeschool, which seems like the best option for her and our family, then we lose our spot for immersion. So, it actually seems like we have no choice at all. If we choose to homeschool, and I'm required to report to my building, what do I do with our daughter? Do I take a leave of absence to keep my daughter and family alive, and to stay alive myself during the pandemic? And let's face it, in a hybrid model, are there enough facilities out there to take kids part time (week on and week off)? I doubt that there are enough facilities out there to

support this model. Let alone, wouldn't that defeat the purpose of social distancing anyways? I mean they will be at school part time, then at another facility part-time? So, they will be with different cohorts of kids at school and daycare? Doesn't that defeat the whole purpose? I just don't get how this is even possible. Under this model, there seem to be MORE opportunities not less to contract the virus and spread it further.

Is 4j offering the option for families to keep their child at home and access remote learning from their neighborhood or their "homeschool" teacher? How does the EOA provide connection to the student's "homeschool" if those teachers are not teaching on EOA? I truly believe that CDL for an extended period of time would allow parents to work with their employers to set up remote work conditions and schedules when possible and be able to take care of their children without having to send them to the school building or daycare. This would allow parents and families to make the decisions that are right for them and their loved ones. Think of ALL the

families that depend on grandparents or older family members to take care of their kids in order for them to work. Imagine the implications of students getting infected and bringing it back home to their families, especially the older ones.

I urge you to reconsider a CDL that allows for students to be in contact with their school's teachers, so that if/when we get back to buildings, students know their teachers and their families, and both have a connection to them and their school. It's time to start planning accordingly. Do not force parents to choose between these ROCK and A HARD PLACE choices, especially for families like ours, when we have both a student and a teacher. And, reporting to the building daily would put our family, as well as others, in a very difficult situation. Other districts (Portland, Los Angeles, San Diego) are already doing this for their families. This way, we can keep our jobs and not be forced to make these very hard decisions that will either put our families and ourselves in danger, or be forced to take a leave

of absence in order to keep ourselves and our families safe.

Thank you for considering other plans and ideas to help us ALL stay safe during this pandemic.

Kind regards,  
Lili Henderson

"Be the **CHANGE** you want to **SEE** in the world"  
**Mahatma Gandhi**

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] for Public Comment**

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**From :** Iacovetta Lisa  
<lunasummer@yahoo.com>

Wed, Aug 05, 2020 02:31 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] for Public Comment

**To :** board@4j.lane.edu

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So many colleagues and education professionals have written already... with data, facts, research, heart and personal anecdotes. Please consider this an echo of sentiments surrounding a Safe Return to Buildings (note - I believe we must shift the language for public perception... and y'all could lead the way... 'School' IS happening, teachers and other education staff ARE working and kids WILL be learning... just distanced at this time...

## Safe Return to Schools -

My request - Fight with everything you have in your for a Safe Return to Schools - consider how your safety needs would need to be met for you to feel comfortable/capable teaching in buildings. Consider your safety needs around what you want for your children or grandchildren.

And a second request - keep expanding your thinking around this ONE theme: Safety at School - in relation to emotional safety - physical safety with regard to issues of a systemic based on hierarchy and oppression - supremacy... whether that has been (and continues to be) based on race, levels of income, gender identification, etc.

Your strength and courage will be backed by the strength and courage of teachers, para-educators, assistants, certified and classified staff... it will also model for youth, for families that 4J cares FIRST about humans (students, families) ... could begin to role-model a new way for public education with STRONG AND COURAGEOUS action NOW.

Every statement is important... the dialogue you have tonight... the stance you choose to take... the words you use... all ripple out to everyone listening and by extension to all students and to our community...

Safety at School - Safety for school - safety as a principle upon which schooling in 4J occurs... Safety. Please.

thank you

Lisa Iacovetta lunasummer<sup>279</sup>@yahoo.com

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record August 5, 2020**

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**From :** Lynn Bridges  
<bridges\_l@4j.lane.edu  
>

Tue, Aug 04, 2020 08:36 PM

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] For Public  
Record August 5, 2020

**To :** board@4j.lane.edu

Dear Members of the 4J School Board,  
I was pleased to see that you are willing to allow teaching staff to work remotely.

I am writing to ask that you allow all classified support staff that possibly can, to work remotely during distance learning. Or, at least allow them the freedom to make the choice between onsite and home, based on their needs.

Custodial staff and Food Services need to be free of the worry that comes from a full and active building. I feel from all of my investigation that a building full of adults is just as much of a risk as a building full of children and adults. I believe recent outbreaks in COVID-19 support my view.

I live with someone who has existing health issues. If I had to return to the classroom before it is truly safe to do so, I would have to isolate myself from my home and family. I am not sure where I would go.

281

Would I live in my classroom? Financially, we could not manage two households. I would imagine it would be the same for my colleagues.

I am also an over 60 teacher. Except for occasionally having difficulty getting up from the tiny chairs in Kindergarten, I am in reasonably good health. Nowhere near ready to not teach any longer. I love my job, I love my students, colleagues, and school. But I really do not want to become sick doing my job. This is not the common cold or flu most teachers and staff are used to in the fall.

I feel there is no pedagogical reason to require that I be in my classroom this fall. This spring, the District trusted me to do my job. I worked long hours to make sure my Kindergarten students had access to a quality education.

You trusted our valued support staff to do the same and they did not let you down.

This spring, along with my co-educators, I created videos, I read to my students on ZOOM and LOOM, talked by telephone to them, had play dates with them, held ZOOM meetings with them and messaged them personally.

I created engaging Science and Art menus they could accomplish from home, with resources at home, so that our curriculum in those areas was available to those who wanted extension activities. Between my classroom aide and me, we personally responded to each assignment my students turned in. I sent photos of our class fish out often because they were concerned that he had been left in the classroom. I have stayed in contact with many through the summer. She has as well.

This spring, I connected frightened parents to resources, reassured them that they were enough, and helped them navigate new technology. I was always available to my parents and students. Sometimes, I was answering messages and phone calls late into the evening. She spent long hours trying to connect with absent students and their families.

I wonder what has changed between now and then except that the number of COVID-19 cases here in Oregon is staggeringly larger.

I am a highly educated, honorable and dedicated teacher and employee. As are our valued certified staff members. I have always been proud to be part of the 4J team. I have felt over the last few weeks that I do not matter to 4J. That my health, and that of my loved ones is not important. I know many of my co-workers feel the same.

I hope I am wrong.

Sincerely,  
Lynn Bridges

--

Kindergarten Teacher  
César E. Chávez Elementary School  
541-790-5330  
bridges\_l@4j.lane.edu

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment:**

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**From :** Marianne Senhouse      Tue, Aug 04, 2020 09:57 PM  
<mar1annew1@hotmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment:

**To :** board@4j.lane.edu

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I appreciate the efforts the Board and the District have taken during this stressful time. I am a parent of future 1st, 4th, 9th and 11th graders, boys and girls. We fall in the Churchill and South Eugene regions.

In a world with 20/20 vision, the spring break (originally 3/23-3/27) would have been adjusted to the dates of the lockdown in March (3/16-4/3), and the District would have used that time to liaise with the already existing Eugene

Online Academy to provide short term emergency learning. Why reinvent the wheel? Students could have switched to learning via the online school to finish the school year. In that world, the school term would have ended a week later on 6/17, to make up for the lost week in March.

Education is very important to me and I value it for my kids. I am concerned that during the spring term, the kids lost instruction time. **How do you propose to remedy that lost time?**

In the world we are currently in, school will be online for at least 4 weeks.

The problem of families not having access to the internet needs to be solved before then. **Can they be allowed to go to a designated location (the neighborhood high school) where they can have access at designated times?**

**Will the students receive the state mandated minimum instruction time in the fall?**

I think it would be beneficial to inform parents about their participation in their child's learning this fall. I can say I was blind-sided by exactly how much I was expected to help my students. Parents include single and working parents, who need assistance in planning and execution when it comes to monitoring their child, maintaining their child's weekly progress, ensuring content mastery and help with technology navigation. Please, just give us the tools we need. I prefer it not to be a suggestion, but a road map. We are relying on your expertise, please tell us what to do.

Thanks,

Marianne Senhouse.

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record Aug 5**

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**From :** Marnie Price <price\_m@4j.lane.edu>  
Tue, Aug 04, 2020 01:46 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public Record Aug 5

**To :** board@4j.lane.edu,  
Cydney Vandercar  
<vandercar\_c@4j.lane.edu>

**Cc :** eugeneea@oregoned.org

Dear 4j Board and Superintendent Vandercar,

I have been a teacher in 4j since 1998. My youngest child will be a senior at Sheldon Honors this coming fall. I have struggled to begin this letter to express my concerns about our district opening for in person classes. There are so many to list, it causes me distress to even begin to do so. Instead I will just write a short plea that all of you take the letters and messages you have received from concerned staff, like myself, into strong consideration. We are the ones who are on the “front lines”. We are the ones who are in the buildings, face to face

with students and families. We are the ones who will be most at risk for illness or spreading illness to our families at home. We are the ones who day in and out, year in and out, have given our all for students in 4j. Now we are the ones asking for help. Now you are the ones to ensure that the same staff who have given their time, their hearts and personal finances to the students of 4j are protected, safe and have peace of mind. Please listen and act upon the letters and pleas you have received.

Sincerely, Marnie Price

--

Marnie Price  
2nd Grade Teacher  
Gilham Elementary, Eugene District 4j  
price\_m@4j.lane.edu 541-790-6200

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug. 5th board meeting for public comment**

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**From :** Mary Kate McN <marykatemcn@gmail.com> Sun, Aug 02, 2020 03:43 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug. 5th board meeting for public comment

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

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As a 4J parent, I would like the board to know that the policy requiring 4J employees to work from school buildings endangers our school staff and their families. Many staff members have children in the home and cannot afford to place them in childcare during the school day. Until 4J provides staff members with a work around for that problem, it is cruel to require parents to work outside the home for their entire work day.

Because of the district's ineffective response to the problem of social distancing, many families (mine included) are having to find ways to care for school aged children while simultaneously working, often at home. Many families (mine included) are working to create unofficial learning supports for our children because the distance learning that was offered last spring did not support families. So we are having to do the job of the school on two different fronts (childcare and curriculum/instruction).

I know it is difficult to envision solutions that are workable. We are facing challenges **unprecedented in our lifetimes. But any solutions we choose should center the children and their families.**

Respectfully submitted,

Mary Kate Land

Qualifying parent of two 4J students, grandparent of one more

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment: Learning outdoors during COVID**

---

**From :** Matt Bradley  
<matt@wholeearth.org>

Tue, Aug 04, 2020 10:54 AM

 1 attachment

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment: Learning  
outdoors during  
COVID

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>, mcgaughy c  
<mcgaughy\_c@4j.lane.edu>, wagner b  
<wagner\_b@4j.lane.edu>, dey a  
<dey\_a@4j.lane.edu>  
, lange k  
<lange\_k@4j.lane.edu>  
, kuzma b  
<kuzma\_b@4j.lane.edu>, given@4j.lane.edu

291

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Please see attached letter. Here is the text of that letter.

Dear School Board and Administrators,

I am writing today to urge you to move a significant portion of in-person instructional time to an outdoor setting for this school year in response to the current pandemic. Moving students outdoors will be an effective, safer and more equitable learning environment for everyone.

I understand that you are currently juggling a tremendous number of factors when considering school reopening. Chief among these are student safety, needs of parents, needs of teachers, the need for effective instruction, and concerns for student equity. As a leader in an organization that has been operating summer camps in-person, outdoors, all summer for nearly 1000 students, I'm very familiar with these concerns. Being outdoors is one of the best ways available to keep students learning while keeping the risk of virus transmission low.

There is a growing consensus among experts that being outdoors is inherently lower-risk for virus transmission than being indoors. The decrease in risk is significant. Meanwhile, schools are struggling to figure out how to find space to host their students safely for classes. Nationwide, it is estimated that our school systems only have around 60% of the required indoor capacity to accommodate students while maintaining

appropriate distance. By adding outdoor spaces to the mix, you will be able to dramatically increase the available “classroom” space for student instruction.

We all know that in-person learning is most effective for students. And even though distance learning is an option for many students, it is not a good fit for all students. Many students simply are unable to learn effectively with distance learning methods. Those students are disproportionately poor and minority students. Moving classes outdoors will allow schools to accommodate more students, safely, in person, ensuring more equity and better access to instruction.

Furthermore, outdoor learning, when done well, can be inherently more equitable. Lessons that are student centered and draw from observable phenomena in the environment support all students in feeling empowered and excited to learn. When the lessons are approachable with just your five senses, nobody feels left behind.

I understand that safety with outdoor weather is likely to be a concern. I grew up in this climate and I’m very familiar with what it feels like to be outdoors in the cold and wet weather. I also have been successfully teaching students as young as kindergarteners outdoors, year round, in almost any weather conditions for over a decade and I can tell you that it’s entirely possible to do so safely and effectively. There are numerous examples around the world of schools who have effectively operated classes outdoors in colder climates than ours. During the 1909 tuberculosis outbreak in Chicago that city moved classes outdoors all winter. If they can do it there, we can do it here.

Of course, that will mean ensuring that students have access to appropriate clothing and gear. This will not be without cost, but I'm certain that there are organizations who would help support this. Columbia Sportswear, for instance, has consistently been a supporter of outdoor education programs and has provided substantial amounts of outdoor gear to students around Oregon, at no charge, to support their learning.

In conclusion, I urge you again to consider moving most classes outdoors for this school year. You have an opportunity to provide high quality instruction for students, in an equitable manner, and it will result in a safer learning environment for our whole community.

Sincerely,



Matt Bradley  
Co-Founder and Executive Director  
Whole Earth Nature School

P.S.

Additional resources, research, and support on this can be found with the National COVID-19 Outdoor Learning Initiative at this website: <https://www.greenschoolyards.org/covid-learn-outside>

Sincerely,

**Matt Bradley** (he/him/his)

**Executive Director**

Whole Earth Nature School

541-517-9098

[WholeEarth.org](http://WholeEarth.org)

Federal Tax ID: 45-1270786

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**Letter to schools on learning outdoors in**

**COVID.pdf**

141 KB

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment Aug. 5th board meeting**

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**From :** Meg Carnagey                      Sun, Aug 02, 2020 04:07 PM  
<carnagey\_m@4j.lane.edu>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment Aug. 5th board meeting

**To :** board@4j.lane.edu, Cydney Vandercar <vandercar\_c@4j.lane.edu>, Charis McGaughy <mccaughy\_c@4j.lane.edu>, Brooke Wagner <wagner\_b@4j.lane.edu>, Jeffrey Johnson <johnson\_je@4j.lane.edu>

Dear 4J Team,

As a first grade teacher in 4J, and a parent of three 4J students (one 2nd grader and two 8th graders), I have some questions and concerns about plans for fall. During

my 16 years of teaching in 4J, I have never written to share concerns with administration and the board until now.

**1.** *Is it true that staff will be required to work on-site, even during the distance learning period? If so, what is the reasoning behind this decision?*

*Why would 4J go against the Phase II guidance from Governor Kate Brown? (which states: • Offices can begin reopening and employees can return to workplaces with physical distancing and other measures in place, though **remote work is still strongly recommended whenever possible**)*

I have not received direct notification about this from 4J as my employer, but have heard a lot about it from colleagues and other parents, so am confused and worried.

MANY 4J staff can professionally and safely work remotely and I believe 4J should be **strongly recommending** us to do so, **whenever possible**.

**2.** *Can 4J please offer an option for students to work online through their home school, rather than Eugene Online Academy being the only option for those families who do not feel safe returning to in-person school?*

Other districts are offering this as an option. We can look to those models for how to create a workable plan. With so many unknowns about EOA, and a desire to keep connection to known peer groups and teachers, many families are feeling uncomfortable with both current options.

**3.** *How is 4J keeping up to date with evolving information regarding the susceptibility to COVID-19 for children under 10 and about K-3 children as <sup>297</sup>vectors of COVID-19?*

Since Kate Brown's press conference last week, during which it was stated that K-3 students are not as susceptible to COVID-19 and do not infect others at the same rate as older people, information has been coming out disputing that claim. I hope that District 4J is using the most up to date and reliable information when making decisions regarding the health and safety of our youngest students and their teachers.

I appreciate your thoughtfulness in responding to what I know are a myriad of concerns from staff and families during this time.

Best wishes,

Meg Carnagey

(Louisa Margaret Coffman Carnagey)

Meg Carnagey  
First Grade Teacher  
Adams Elementary  
541-790-5000

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Melissa stowers                      Mon, Aug 03, 2020 07:44 AM  
<mlisa.stowers@gmai  
l.com>

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Public  
comment

**To :** board@4j.lane.edu

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Return to school plan,

I am a working full-time single parent. My concern is the quality of education I may not be able to provide while virtual learning. I have a students entering 4th and 7th grades. They are old enough to stay home, but lack the discipline to distance learn on their own. We are members at Boys and Girls Club. I am wondering if we can collaborate with them. Hoping to utilize their staff and space, for micro teaching. For those essential workers like

myself. As far as buildings go, during on site learning, I would need my Club back, with transportation to the club for after school.

Thanks

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Maia Darby  
<mamabee0724@gmail.com>

Sat, Aug 01, 2020 09:45 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

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Dear 4j school board members,

I am writing in regards to the current plan for returning to school and I'm hoping you will take my words, and I'm sure other parents as well, into consideration when it comes to making final plans for the year. More specifically, I'd like you to consider allowing full-time online instruction through their school and not only the online academy.

I have 3 elementary school kids enrolled in a 4j school this year. A kindergartner, 2nd grader, and a 5th grader. We were also a Corridor family, which closed earlier this year. Our whole family has finally recovered from the stress and , to be honest, emotional trauma of losing our second home, and my kids were starting to look forward to their new school, mostly due to knowing that some of their corridor teachers would be moving to the same school. This is especially important for my 5th grader who is in the CLC class. Being able to work with the same CLC teacher she has had since kindergarten is EXTREMELY important not only in her transition to a new school, but also in her upcoming transition to middle school.

Our kids need some form of familiarity and comfort in these strange times. I urge you to please consider making this an option. These kids have had enough change through all this. Their mental health and comfort should be a top priority.

Thank you for considering my story, and I'm sure the many others like mine.

-Maia Darby.

Sent from my iPhone

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**From :** Devan Fahsholz Thu, Jul 30, 2020 08:46 PM  
<dfahsholz@gmail.com>  
>

**Sender :** board <board-  
bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear esteemed members of the board,

As a 4J teacher and parent, I am deeply concerned with plans to begin hybrid learning on October 12. The health conditions in our community do not support such an early reopening. 4J families would be much better off with a clear announcement that online distance learning will continue at least until the new year.

The superintendent has made it clear that online learning could continue longer based on the health requirements laid out by the governor. But it is unlikely that those requirements will be met any time soon. Rather than

keeping students, families and teachers guessing about next steps, it would be far better to give everyone the certainty that distance learning will continue until January.

I know from my own experience teaching high school that teenagers will not maintain distancing effectively. We should not put our students and community at risk in a rush to reopen classrooms.

I recognize that distance learning has many shortcomings—I saw them for myself in the spring as a teacher- but reopening schools too soon is by far the worse option and will ultimately delay the return to regular classes much longer. If we know that we can't realistically meet the governor's requirements, why not make it clear that distance learning is here to stay for the foreseeable future?

Additionally, it is important that teachers and other staff be able to work from home during distance learning. It just doesn't make sense to have teachers together in poorly ventilated buildings—it undermines the entire purpose of distance learning. So many of us teacher have children of our own, and if they are home, we can't work outside the home. Insisting on teachers working on site will create a crisis for the district's workforce, both in terms of health and childcare.

Finally, the district must meet the COLA and insurance requests put forward by the Eugene Education Association. We teachers cannot face the unprecedented demands of this coming school year if we don't feel secure that our financial house is in order. All secondary teachers will be learning Canvas, a new learning management system that takes dozens of hours to become proficient in, in addition

to retooling their curriculum and planning for all sorts of contingencies. Extending the modest annual gains of the last contract is not too much to ask.

Thank you for all you are doing to serve our students during these extraordinary times. I am confident that we are all trying to do what is best for our kids. Toward that end, I sincerely hope that you extend distance learning until January, allow staff to work from home and settle the COLA and insurance issues with EEA. I appreciate your time.

-Devan Fahsholz (Proud 4J Teacher)

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment**

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**From :** Michael Bell  
<bell\_m@4j.lane.edu  
>

Mon, Aug 03, 2020 12:40 PM

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] public  
comment

**To :** board  
<board@4j.lane.edu>

It has come to my attention that the school is considering having teachers teach in their classrooms during distance learning time. I personally, ask that you give teachers the flexibility to teach from home. Teachers have their own kids to manage, they have their own health concerns, the risk of spreading Covid might be increased if we were to be in the classroom, and it wouldn't necessarily improve their teaching.

Michael P. Bell  
Roosevelt Middle School  
Health & Physical Education

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment**

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**From :** Michael Bell  
<bell\_m@4j.lane.edu  
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Mon, Aug 03, 2020 12:40 PM

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] public  
comment

**To :** board  
<board@4j.lane.edu>

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Michael P. Bell  
Roosevelt Middle School  
Health & Physical Education

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Safety of school opening**

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**From :** Michael F <wyld.webslinger@gmail.com> Wed, Aug 05, 2020 12:01 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Safety of school opening

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Members of the 4J School Board,

I want to urge you to listen and to consider your whole staff, beyond just teachers. My wife is an EA in the 4J school district. She loves the job, the kids, and staff she works with. She takes pride in the work she does. However the current circumstances (Covid-19) are causing her, and many other school employees, tremendous anxiety and worry. The stress and worry around going back to an "in person" school environment is already

taking a toll on her. I'm sure that there are many 4j (and other district) employees who are feeling the same. She (and I'm sure all others) wants to do her best to help educate our kids in these tough times; however, she can only do that when she is also able to take care of herself and her family.

Our family isn't technically in the "high-risk" category. We do however have health issues in our household that would classify us in a moderately-high risk category (or potentially higher). Putting my wife to work "in person" puts our family directly at risk. Putting any of the teaching staff puts them, and those in their class room, at a much higher risk. And, our situation is not unique. There are many other people who have health concerns within their household. Some may have higher risk people in their families and not even be aware of it. There is no way of knowing until it's too late.

This is a worldwide pandemic that is causing crisis and trauma in every level of society. We should be encouraged to care for our family's health or emotional well-being first. Afterall, people can only do their best when they've first taken care of themselves.

I am urging you to look at what is necessary to keep everyone safe during this time.

- Only schedule people in the building when **necessary**.
- Consider alternating days when people will be coming in.
- Make wearing a mask **mandatory** unless the task needs to be done without a mask (such as taking the

mask off to record a video but then replacing it at the end of the time).

- If a task can be done from home, then let us do them efficiently from home.
- And most importantly, do not bring in children until the precautions and guidelines can be as close to 100% certain of true safety for everyone in our schools

Please give every employee consideration as you make your plans.

Thank you for your time.

Sincerely,

Michael Fitch

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the #Aug5th board meeting for public comment**

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**From :** Nicholas Chase                      Wed, Aug 05, 2020 11:41 AM  
<onecallednick@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the  
#Aug5th board  
meeting for public  
comment

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>, wagner b  
<wagner\_b@4j.lane.edu>, johnson je  
<johnson\_je@4j.lane.edu>, dey a  
<dey\_a@4j.lane.edu>

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links, open attachments, or respond. Never share passwords or confidential information.

Hello,

It is dangerous to require teachers to be in public buildings with other employees to teach remote classes. There is simply no reason for the added risk to our teachers. I'm asking y'all to make it optional, not a requirement, but I hope the teachers will authorize a strike and I will support them financially and in person if necessary if this isn't reconsidered. How dare you put lives at risk without cause.

Nicholas Chase

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment for Aug. 5 board meeting**

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**From :** Nicole Kuhl <nicole.kuhl@gmail.com> Sun, Aug 02, 2020 03:18 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment for Aug. 5 board meeting

**To :** board@4j.lane.edu

**Cc :** johnson je <johnson\_je@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

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Dear 4J Board Members,

315

I am a parent of two 4J elementary school students. Like many parents, I have spent the past few weeks considering the two "return to learning" options. I'm very grateful to the district staff who have worked on these plans and recognize that there are no perfect solutions during these challenging and unpredictable times. I also appreciate the district providing an online-only option for families who do not feel safe having their children return to school in-person this year.

My family is really torn between the two options because we would like our children to remain connected to classroom teachers from their school and their regular classmates, but we worry about what would happen if we select the hybrid model but don't feel the conditions are safe enough to go back to school once in-person learning begins. In other words, what happens if the governor's metrics have been met, but we remain unconvinced that those metrics and the school's precautionary measures will be enough to keep our children safe? Also, how do we make plans for child care if we don't know when the governor's metrics will be met and how long schools will remain open (if they even do open)?

My other concern is that the curriculum for the Eugene Online Academy does not seem like it will meet the educational needs of students in immersion programs or who have a need for specialized or differentiated instruction (SPED, TAG). Thus, these families have to choose between meeting their children's educational needs and their children's safety.

**I urge you to consider an option where students can continue to learn online from their own**

**classroom teachers throughout the first semester of school.** This could be achieved in one of two ways. One would be to keep school online-only for the entire fall. With the hybrid model this is very likely to happen anyway (having kids return to the classroom at the start of flu season seems problematic, and I predict that schools that reopen in late October or November will need to be shut down shortly thereafter), but this way we would have this certainty of "online only" in advance, and it would allow families and teachers to plan accordingly. The other way to implement an online "regular school" option would be for teachers to provide online versions of the material they are providing in class to those students who are not able to attend in person.

Finally, while classrooms remain closed because in-person learning is deemed too dangerous, **I urge you to give 4J teachers the option to teach from home rather than forcing them into school buildings.** As a UO faculty member who juggled teaching college students while overseeing the care and schooling of my kids last spring, I can attest that it is possible to be professional and effective from home with enough support and planning. I would not want any of our teachers to end up like Kimberly Chavez Lopez Byrd, the schoolteacher from Arizona who died after contracting COVID-19 along with the other two teachers in her shared summer classroom (<https://www.npr.org/sections/coronavirus-live-updates/2020/07/14/890716897/teacher-recovering-from-covid-19-says-school-reopening-is-tough-decision>).

Thank you very much for your time and consideration,  
Nicole Dudukovic Kuhl

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment Aug 5 2020 Board Meeting**

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**From :** PATRICE COWMAN      Tue, Aug 04, 2020 10:56 AM  
<cowman6@comcast.net>       2 attachments

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment Aug 5 2020  
Board Meeting

**To :** Board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>

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Aug. 4, 2020

To:

319

Superintendent Cydney Vandercar

School Board Members

re: Public Comment

School Board Meeting - 8/5/20

Allowing educators to choose to work from home or from school/district building

Dear Superintendent and Board Members,

I teach 1<sup>st</sup> grade at Willagillespie.

I am imploring you to give all educators the choice of working from home or from their school/district building, for the duration of Comprehensive Distance Learning. (as their job description allows)

The state of Oregon is still under a State of Emergency due to Covid-19.

Lane County is in Phase 2: *"Remote work is still strongly recommended, but no longer required."*

In fact, this Board meeting is being held remotely.

Our school district has not yet sent any communication about the requirement that employees work from schools. Based on other information, though, it appears that the decision has been made.

We've heard a few reasons, but I will focus on the parent concern that a dog barking during a Zoom meeting makes it more difficult for their child to focus on academics. I assume that the concern extends to any background noise.

While we take parent concerns into account when making decisions, we need to think very critically.

Would this be a good reason to require that educators:

- Work on site, with potential Covid-19 exposure
- Possibly bring Covid-19 home to their families
- Create additional workload/exposures for custodians and other staff
- Find childcare, which is already limited in the community, and which also increases COVID exposure

We are talking about the life-long health, safety, and the very lives of our employees and their families.

This parent concern is valid, in that distractions do interfere with academic learning.

But it doesn't take into consideration that:

- Teachers are masters at retaining/regaining student attention. They do it all day long.
- Distractions happen constantly in the classroom (eg: barking dog, lawnmower on school grounds, traffic, sirens; hallway noises/movement; distractions from other students, etc.)
- Zoom meetings are intended for social and emotional connections. Any academic instruction given in a Zoom meeting is also available to all students in a SeeSaw/Google Classroom format.

For every parent who has this concern, there are also parents who think/say things such as:

“I am so thankful that my child's teacher brought their dog to the Zoom meeting. That gave my child that emotional connection to their teacher that they are missing. They were very excited and motivated to do the next assignment on SeeSaw, which is to prepare for 'Pet Day' during the next Zoom meeting. My child eagerly took pictures and drew pictures of our pet (live animal or plush animal), has written sentences, and used the voice-recording feature to practice their presentation. During the class 'Pet Day', the children were all very attentive of one another, and it felt like a real class meeting.”

When making decisions about how to address parent concerns, I implore you to think critically, most especially when it can affect the health and very lives of our employees and their families.

We need to be given the choice of whether to work from home or from our building during Comprehensive Distance Learning.

Sincerely,

Patrice Cowman, Willagillespie, 1<sup>st</sup> Grade

Aug. 4, 2020

To:  
Superintendent Cydney Vandercar  
School Board Members

re: Public Comment  
School Board Meeting - 8/5/20  
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## **Public Comment Aug 5 2020 Patrice**



**Cowman.docx**

150 KB

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

---

**From :** Paul Eaton  
<azavander@gmail.com>

Sat, Aug 01, 2020 05:59 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

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How will you keep my child safe and the school not ending up like Greenfield Central Junior High School? Which had a student positive for COVID 19 on Day 1?

Keeping kids and their families safe should be the most important thing. Yes, staying home, distance learning, is challenging, but how challenging would it be if a kid was exposed and then in turn exposed someone at home, perhaps fatally so? What kind of long term damage could we be doing to our children? We as of yet don't

understand the long-term effects that this has even on healthy people. I don't see how we can successfully return to school in the 2020 calendar year.

Sent from my iPhone

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

---

**From :** Rae Heselbach                      Mon, Aug 03, 2020 12:42 PM  
<raeheselbach@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J Board Members,  
I'm Rae Heselbach and I'm a life skills teacher of 15 years. Because of the needs of my students I have up to 8 EAs that work in my classroom of 15 students. Even without students in the classroom, it will be nearly impossible to provide adequate social distancing with all of my EAs in the room. In addition, we will all have to be conducting Zoom lessons in face coverings and PPE with the distractions of 8 other people and all the background noise. While this is not impossible, it is extremely challenging. I tracked all of my EA's hours over the Spring term, they worked diligently to design instruction,

contact families, deliver meals and technology, and researched and learned how to use our new learning platforms and advance their teaching skills. I did not need to be sitting in the same room with them. We had weekly team meetings and daily morning meetings with students. The district's requirement that we report to buildings, goes against the governor's phase 2 reopening recommendation: "Offices can begin reopening and employees can return to workplaces with physical distancing and other measures in place, though remote work is still strongly recommended whenever possible". We are adults, we work hard, we can work remotely and be effective at our jobs. We work as team to provide the best we can for our students, please don't put the success and lives of my teammates at risk with unnecessary and honestly, insulting, work requirements.

Sincerely

Rae Heselbach

k-5 life skills teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

---

**[board] Upcoming school year**

---

**From :** Eric Lester  
<merrickpa@sbcglobal.net>

Tue, Aug 04, 2020 10:41 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Upcoming school year

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>

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To the 4J Board and Superintendent:

As the father of two 4J students, as a medical professional, and as a concerned community member, I certainly have mixed feelings regarding the best way to proceed for the 2020-2021 school year. Without a doubt, I would love for there to be a safe solution for having my

rising 4th and 6th graders learning inside the school building.

Clearly, however, that is not a safe option at this point. Even in the relatively safe Lane County, we are not meeting the guidelines set by Governor Brown for in-school attendance, and there is no reasonable way to accomplish that in the current environment or necessary timeframe. Frankly, even the concept of splitting cohort classes into different weeks of attendance will not allow for safe distancing - not if you are being honest with yourselves and the parents of 4J.

Furthermore, there is absolutely no way you can maintain a reasonable level of safety for teachers. In fact, it seems rather hypocritical that the Board, with a population of seven members, refuses to meet in person while reportedly requiring teachers to be physically present in school buildings while doing their job. Does their health not merit the same protection that you demand for yourselves?

Frankly, it is time to declare that there will not be in-class learning for at least the first three months of the school year so that teachers can fully prepare for a robust on-line classroom experience. If you continue to delay the decision, you only weaken their ability to finalize the eventual curriculum that is presented to the students.

The end of the previous school year was a disaster. Please do the right thing now so that we can avoid a repeat episode.

Respectfully,

331

Rick Lester

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

---

**From :** Robert Wood  
<mrwoodrobert@gmail.com>

Mon, Aug 03, 2020 08:08 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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Monday, August 3, 2020

Dear 4J School Board Members,

My name is Robert Wood, and I teach mathematics at Kennedy Middle School. I am in my eighteenth year of teaching, and this will be my fourth year teaching in 4J. I am writing today to request the reconsideration of your plan to have teachers report to schools during comprehensive distance learning. This plan is unsafe, inconsiderate, and a threat to the well-being of our community.

4J is the fourth largest employer in Eugene, so the decisions made by this school board are having a huge impact on the health of our community. For many teachers, who are also parents, having to report to buildings is creating a logistical nightmare of having to find childcare. Many childcare centers are not accepting new clients, so

teachers with school aged children will not have anyone at home to monitor their loved ones. If teachers are able to find childcare, they are putting their children's lives at risk, thus putting their families, coworkers, and communities at risk also.

Teachers should have the choice of working from their classrooms or homes during distance learning. People staying at home have kept Eugene's numbers low, but that will quickly change as teachers are required to work in classrooms. My husband and I have been in quarantine since the middle of March. I still have the same tank of gas in my car since that time. I've left the house a handful of times to drop my dogs off at the vet, to pick up medication, and to drive through the post office to drop off mail. Other than that, I've been trying to stay safe by having everything possible delivered to my home. Returning to work will force me out of quarantine 5 days a week, and for what great reason?

My husband has been living with a debilitating disease since the mid 90s. When the pandemic hit, we immediately made plans for him to leave his job, but that choice was eventually taken away, and he is now unemployed. He is definitely high risk. My husband is on my insurance, and we're lucky for that, as his medications cost more than \$3000/month. Living with someone who is high risk, I was hoping that the district could work with me to keep my family safe. I went through the process of speaking with HR, and it felt like hitting a wall. I was told that the district cannot allow me to work from home whatsoever, and that I could apply for a leave of absence, which I probably wouldn't qualify for. Given my husband's condition and his inability to work due to COVID-19, taking a leave of absence is something we cannot afford. I asked HR about teaching in a position that allowed me less contact with children, but nothing was available. HR said I could request accommodations, but working at home wasn't one of them. Why not?

Speaking with my colleagues, it appears that many of them have had similar experiences with HR. During these unprecedented times, understanding and collaboration go a long way. It doesn't appear that the district has taken any teachers' voices into account when deciding that teachers must report to work in person for comprehensive distance learning. Teachers have been waiting in the wings to be heard, and with most of the summer gone, I'm disappointed that we haven't worked together to come up with more viable solutions. HR offered to make accommodations, and when I asked for examples, they said that some employees asked to shower and do laundry at work. I asked for a list of accommodations to choose from, perhaps a list from the ADA, but I haven't received one, and I don't feel safe about returning, even to work alone in my classroom. Teachers went to great lengths to avoid each other just to clean out our classrooms. What changed? The virus spread got worse, but now we are being more relaxed with in person contact. Why? Is that recommended by health experts or the governor?

I volunteered this summer to work on math planning for the district. I thought this was an awesome opportunity to earn money to remodel my home teaching center, so I bought a whiteboard for my office, a standup desk (I'm not used to teaching while I sit), and a new camera so my students could see me at the board. I was expecting to be able to work from home given the governor's recommendation that employees work from home as much as possible. You can imagine my shock when HR communicated that there would be no option and no consideration for teachers to teach from the safety of our homes unless<sup>334</sup> they are being quarantined. Teaching

from my classroom, my students will never get to see my smile, which is sad, but they will get to the stress, fear, and heartbreak in my eyes.

Please work with teachers. We are your biggest asset, and your decisions will significantly impact the health of our families and of our community. Where will children of teachers go when their parents are at work? Seeing how big of an issue this is, simply saying, "Everyone else in the district has the same problem, so figure it out," (which is what teachers are saying is the district's response) is heartless and not the way to get through this pandemic together. How will we keep our high risk teachers and high risk family members safe? If I have to report to work, I have to live apart from my husband. I can't risk getting him sick, because having almost no immune system, he will likely die. When I have to report to work in person and leave quarantine, my plan is to live in a tent in my yard, and then possibly in my unfinished attic when the rain returns. I'm not sure what to do when winter is in full swing. I haven't ruled out living in my car.

As a teacher in 4J, I go above and beyond the call of duty. I take on leadership opportunities, volunteer my time as a distance running coach for our track athletes, and volunteer my time as a GSA leader. I'm the one that needs help now. My colleagues need help now. Our families and communities need help now. As we prepare to return, I'm starting to look for other jobs instead of planning for the year. I have to keep my options open, which is sad, because I love the people I work with, the students and parents I work for, and the community of educators that I give so much of themselves everyday. Jobs are scarce right now, so the outlook is not great.

Teachers on social media are saying that the district sees the requirement to return to teaching in classrooms as an equity issue. It is not. Equity is providing everyone what they need, and right now, everyone needs something different. Telling teachers that they have to report in person, because everyone else in the district is doing so, is not a great answer. If you're trying to treat all employees equally (which is not equity), please reconsider that stance. Yes, a custodian cannot complete their work at home, but many principals could. Many other 4J workers could also work remotely. Does the district not trust employees to complete their jobs at home? How quickly will Ed Center and 4J schools become hot spots? Won't schools stay cleaner with less people in them?

Not being given a choice to work from home is an attack on our professionalism. We do not have to be in close proximity to our colleagues to do our jobs well. I go most days without seeing my colleagues, except at lunch. I have collaborated more with teachers during distance learning than ever before, and none of that was done in person. I do not need to access a copy machine or old HVAC systems at work to implement comprehensive distance learning.

The next few weeks will be contentious, as teachers don't currently have a contract. We are waiting for a COLA adjustment, which we are due. We are waiting for the chance to plan and have a voice on what school looks like in the future. Teachers are extremely educated. Many of us have multiple degrees and have worked in various jobs and districts around the country and world. We are problem solvers. We are planners. We have eyes for equity.<sup>336</sup> Why would an institution leave such an educated base of employees out of a critical conversation that impacts the lives of

their human resources, the lives of children, and the lives of the community? Please commit to working with teachers to create a more viable option for all to have a safe and successful school year.

Thank you for your time, flexibility, and understanding as we navigate these unprecedented times together. Thank you for continuing to work to give teachers the fair pay and treatment they deserve. Unprecedented times call for novel ways of thinking, responding, and caring. You can do this. As I believe that all of my students can learn and grow, I believe in you, too.

Sincerely,  
Robert Wood  
Advanced Math Teacher  
Kennedy Middle School

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment**

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**From :** robi sclafani  
<robisclafani@gmail.com>

Tue, Aug 04, 2020 02:36 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] public comment

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

I am a 4J classified employee, and I have an elementary school aged child. I am wondering how I am expected to work when the school year begins if I'll need to be home with my child? When hybrid learning starts, I'll still need to be home with my child during his virtual learning days.

There are many, many certified and classified staff with children, who do not have child care options. Those who do will have to make a choice between safety risks associated with childcare, and their job.

Please also understand how difficult it is to work from home while simultaneously caring for children. In the spring, administrators did not clearly define expectations for classified staff. We were asked to do tasks in the building, and not explicitly told what was voluntary or mandatory. We were told that if we refused tasks, we would be reported to HR. How can we be asked to physically go in to work if we have children at home to care for? What is the district's solution?

**Robi Sclafani**

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment Re: Online school options**

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**From :** roosfoos  
<roosfoos@gmail.com>

Wed, Aug 05, 2020 02:23 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment Re: Online  
school options

**To :** board  
<board@4j.lane.edu>, Cydney Vandercar  
<vandercar\_c@4j.lane.edu>, dey a  
<dey\_a@4j.lane.edu>, wagner b  
<wagner\_b@4j.lane.edu>, Jeffrey Johnson  
<johnson\_je@4j.lane.edu>

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Hello members of the Board and 4J District,

I am the parent of a rising 5th grader and 7th grader this coming school year. I hope this finds you all well, and before I say anything else, I would like to express sincere appreciation for the amount of work I'm sure you all must be doing right now, and for the choices and consideration currently being extended to 4J families. I fully understand that this is an EXTREMELY challenging time, and I appreciate the fact that no in-person classes will be able to happen before Dec. 7, and that there is at least one option for families wishing to choose online-only (EOA). I prioritize the health and safety of all students, teachers, and school staff above all else.

However, having said all that, I find myself frustrated and questioning that there is no option to stay with one's home school and also remain online-only. My children have each been enrolled in the YG immersion program since kindergarten. In such a stressful time, I feel that it would be best for them to retain a connection with their known and trusted teachers, as well as with classmates and YG community, and their immersion studies. They need that minimal amount of consistency. They need some teachers who already know them, know our family, and understand some of my kids' needs. Yet, I am just not comfortable that we will absolutely be ready for them to return to the school buildings, no matter when the district decides that is safe.

And my concern is not only for my own family. I'm sure there are many other parents and students who feel the same, for a variety of reasons. Some families have

members who are at high risk for infection, and their threshold for a safe return to in-person learning may be different than for that of the general public. In a time where we are at such risk of increasing the existing gaps between certain segments of society - the haves and the have-nots, if you will - please provide this important choice that may help many students have a better school year. I also fear that NOT providing this option may serve to drive a certain number of families to choose homeschooling, or some other out-of-district option. Obviously, this isn't a time that we want the district to lose students and funding.

Please offer 4J families the option to remain at their home school and continue with online-only instruction until such time as they are ready to return.

Thank you,  
Jen Rooseboom

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Roscoe Caron                      Tue, Aug 04, 2020 07:43 PM  
<roscoecaron@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment

**To :** board@4j.lane.edu

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4j Board members,

The task before us all is impossible. We have all been painted into a corner by a failed presidency and there simply is no easy out.

The hardships on all students and parents,

especially working class students and parents, is excruciating.

Because of the abysmal state of testing and inadequate access to medical care, there is absolutely no way this deadly virus can be contained in schools. We have relatively little idea about asymptomatic rates among kids. Currently in Oregon, the Hispanic/Latino rate is 39% of all cases, perhaps more (12% of cases are not identified by ethnicity).

It is absolutely true that many people are working and at risk (out of necessity and/or out of duty), but that does not mean that children and school workers should be put at risk.

We are now all in the same corner with no easy way out.

You have my great appreciation for the difficulty you face in your leadership roles in the coming year.

— Roscoe

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Concerns about Inadequacies in Online Learning**

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**From :** Ross Lodge  
<ross.lodge@electron  
icmuse.com>

Wed, Aug 05, 2020 10:19 AM

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Concerns  
about Inadequacies  
in Online Learning

**To :** board@4j.lane.edu

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I know that the state and the school districts were blindsided by the need to switch to online learning in March 2020, and that the learning measures put into place during that time were "emergency" measures for which the district had little time to prepare. Notwithstanding that many teachers did whatever they could to help students and families, I also know that the educational opportunities presented during that time were completely inadequate; it seemed as though they merely "checked the box" to prove that education was occurring, like a student filling in the minimum required responses on a homework assignment.

345

I'm hoping that, having had 6 months to prepare, that 4J will be able to supply a coherent program of study online for students, especially now that we know that *at least* the entire first trimester will be online. I would think that such a coherent program would include:

- Common devices for all students
- Technical support and training for students and parents (even in our tech-savvy family, we had problems, especially in younger grades, with app-switching, operating apps effectively, etc).
- Ideally an online program of study supported by a fully online curriculum and tools supported by a single vendor, so that the whole thing comes together coherently and isn't cobbled together from a variety of free applications, accounts, and supplemental materials that require students and parents to navigate a confusing multitude of different interfaces. Ideally the platform would be integrated so that parents and students can track student progress and grades, and can see the whole thing at once, rather than tracking some assignments through email, and some through seesaw, and some through dream box, etc.
- Advance class / curriculum plans provided to families so that they can see what is being taught in class and can supplement and assist the teaching at home using the same methodologies and topics. (E.g., if a class is teaching "Lattice Multiplication", which many parents probably didn't learn in their own schooling, the families should be supplied with an explanation of this technique and what it is trying to teach and

why, so that they can support their children with the correct methods and explanations).

- Supplemental materials for families to use in their daily lives that will support what is currently being taught in class. For example, if a student is being taught fraction division or multiplication, families could be supplied with supplemental materials like cooking recipes to multiply or divide with their kids, or if civil rights history is being taught, families could be supplied with lists of historically accurate books or videos that could be used to supplement the official teaching.
- Adequate supervision to make sure that all the disparate classes taught in all the disparate schools of the district are providing this sort of coherent program.

I also know that "online leaning" is in some ways like homeschooling: it is not going to work without a high level parental input. From experience, even the high school students I know need constant parental involvement to get them to log in regularly and actually check and do their work and attend their online classes, and this goes double for younger children. Parents of means might be able to hire tutors or nannies to manage this for them, but many families in the district, even if they are able to work from home themselves (and many will have to work out of the house to make ends meat), will not have enough time, attention, and energy to make the students even do their daily assignments, let alone provide any sort of supplemental support.

So I think the district needs to take a lead role in proposing and assisting in more radical solutions. This

might be assisting parents in finding cooperative solutions in neighborhoods such as "pods" where several families band together to share teaching duties; the district could help parents find one another for this, or could help in background checks to ensure hosting families can trust one another. It might include shifting instruction to non-traditional hours and days so that parents can be more involved in the teaching process (maybe families would be more available on weekends, or in evening hours). It might include extending and changing the school year (I can't be the only person who thinks that the school district should have stretched out spring and fall learning this year into the summer so that the whole year could be utilized in figuring out what works and doesn't, and so that instruction could be supplied less intensively - fewer hours each day - but over longer stretches of time).

I fear that if we don't think radically and plan to break out of the "900 hours of instruction supplied between September and June with traditional holiday breaks" mold, and if we don't come up with a coherent online instructional program, this effort is going to fail, and only the students of the wealthy who could afford private tutors for the year will have learned anything come next summer.

Cordially,

Ross M. Lodge

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Sarah DeCosta                      Tue, Aug 04, 2020 01:46 PM  
<junebugmom@psmai  
l.net>

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Public  
comment

**To :** board@4j.lane.edu

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background:red;">

Hello.

I am understanding that all staff are being  
required to return to buildings and work  
remotely in a few weeks.

Please consider that the Sheldon TEN staff of  
13 people would have to<sup>50</sup>share 2 classrooms.

With 6-7 people breathing the same air all day - even through masks - I don't feel this is a safe first step. This would possibly be a good FUTURE subsequent step in the back-to-school plan.

Additionally, it would be challenging for us to work individually online with students while sharing the same room. We would definitely be more productive and helpful to our [very distractible] students if working from home in a quiet space (something we were very accustomed to by the end of the past year).

Thank you for your consideration.

Sarah DeCosta  
Sheldon TEN  
decosta\_sa@4j.lane.edu

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For public comment**

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**From :** sarah hecklinski  
<sarahjaneheck@gmail.com>

Sun, Aug 02, 2020 05:28 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For public comment

**To :** hays a  
<hays\_a@4j.lane.edu>, alevis@4j.lane.edu,  
newman j  
<newman\_j@4j.lane.edu>, lafer g  
<lafer\_g@4j.lane.edu>, shabram m  
<shabram\_m@4j.lane.edu>,  
jtorrey@4j.lane.edu,  
mwalston@4j.lane.edu  
, board@4j.lane.edu

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4J School Board,

My name is Sarah Jane Moore and I am a 2nd grade teacher at Holt Elementary School. I am also the mom of a 2 year old who has respiratory challenges-he was hospitalized in February for a severe pneumonia and the flu. To put it bluntly, I am scared to death that I will infect him, my husband, or myself, and one of us will die.

I am writing in regards to reopening school. Normally during this time of year, I am itching to get into my classroom to begin the labor of love that is getting my classroom ready for my students. I want nothing more than that "normal," but as we ALL know too well, that normal doesn't exist anymore, and we can't keep pretending it does.

Instead, our new normal is up in the air. I wish I could say that I have immense faith in the decisions that our district is making, but sadly I can't. From the beginning of this crisis I have felt nothing but "in the dark" when it comes to how, when, or why decisions are being made by administrators and other folks downtown. Teachers are consistently paid lip service-not sure how many emails begin and end with "couldn't have done this without our amazing teachers"-and yet, when we are asking that our voices be heard, all of sudden the silence is deafening.

Teachers should be afforded the choice to work from home or in their classrooms. I am a professional. I am also underpaid for all the tasks I am asked to undertake, so the least I can ask is that my professionalism be respected. I

understand that, for many educators, teaching online from their classrooms will be ideal, but it can't be a blanket "one size fits all" directive! To put it in teacher terms, the district really needs to be differentiating for the needs of all the teachers who, as we remember from all the emails, "are so amazing!"

Thank you for all you do for this community and for continuing to hear teachers' voices.

Sarah Jane Moore

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug. 5th board meeting for public comment**

---

**From :** Sarah Murchison <sarahmurchison@yahoo.com> Tue, Aug 04, 2020 06:01 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug. 5th board meeting for public comment

**To :** board@4j.lane.edu

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Dear School Board Members,

Thank you for your commitment to our community. I am writing as a 4j teacher entering my 14th year in the district, as a parent of two 4j 9th graders, and as a graduate of 4j schools who attended k-12 in 4j.

4j's recent requirement that all staff report to buildings while they are closed to students sends the message that staff and community safety is not first priority, and goes against the governor's recommendation for phase 2 reopening, which reads:

“c.Limited Return to Work. Notwithstanding paragraph 5, above, workplaces may begin a limited return to office work, although remote working remains recommended to the extent practicable.” ([https://www.oregon.gov/gov/admin/Pages/eo\\_20-27.aspx](https://www.oregon.gov/gov/admin/Pages/eo_20-27.aspx) - #20, c.)

Employees that are forced to return on- site (many of whom will have to work in windowless classrooms with old HVAC systems and poor ventilation) will have to share bathrooms. I have yet to see a 4j plan for bathroom use, but am concerned by the study from Yangzhou University that used computer modeling to simulate toilet flushing and evaluate its potential for Covid spread and concluded that: “The simulation results are alarming in that massive upward transport of virus particles is observed, with 40%–60% of particles reaching above the toilet seat, leading to large-scale virus spread.” [Can a toilet promote virus transmission? From a fluid dynamics perspective](#)

## Can a toilet promote virus transmission? From a fluid dynamics perspective

Currently, a novel coronavirus named “SARS-CoV-2” is spreading rapidly across the world, causing a public health...

The rationale I have heard for forcing staff to return to buildings does not make sense.

- a. **Rationale #1: “It’s an equity issue. If some staff have to work in buildings, all should be required to.”** Even if 4j argues that it is “safe” for employees to return to work, they cannot argue that it is safer than staying home. 4j also cannot argue that the staff such as custodians and food service workers (who cannot perform their duties from home) will be safer with more staff in the building. Thus, district rationale implies that putting all staff at equal risk is more important than the safety of all staff. Can 4j assure us that they have surveyed custodians, food services workers, and employees who cannot perform their jobs at home, and verify that these staff want all staff to be forced into buildings? I would like to be sure that the district is looking out for the needs of staff who cannot perform their duties off site. I personally want to protect these staff.
  
- b. **Rationale #2: “The distance learning along with telework (working from home) did not work out very well [in the spring].”** I would like to hear more about this claim, and to hear an explanation of how forcing staff to come to buildings will solve this. Staff who

need to be on site should be allowed to be on site, and this could solve some issues from the spring (poor wi-fi, need for dedicated space to work in). I would like to understand, though, how requiring staff who can successfully work from home to report to buildings will make the distance learning experience better for students.

Thank you for reading my e-mail. Please make it a choice, not a requirement, for staff to report in person, unless they have positions that cannot be done at home. I love my job, my students, and the community I serve and I hope that you will join me in advocating for the safest solution for all of us.

Sincerely,  
Sarah Murchison

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug5th board meeting for public comment**

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**From :** Sarah J.P. Wed, Aug 05, 2020 09:02 AM  
<sjpmmg4@hushmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug5th board meeting for public comment

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, hey a <hey\_a@4j.lane.edu>

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links, open attachments, or respond. Never share passwords or confidential information.

Hello all,

My name is Sarah Pishioneri, I am a mom of a soon-to-be third grade student at Camino Del Rio. It is heart wrenching knowing our kids won't be able to learn with their friends come school this fall. It's worse knowing that the Board is currently requiring that teachers and staff to congregate in these otherwise empty buildings, putting themselves, their families, and ultimately our larger community at risk...and for what reason?

Please do what's right for *all of us* and let teachers and classified staff choose what makes the most sense for themselves and their communities. Do not place our dearest public service personnel at risk. We love our teachers.

Thanks,

Sarah Pishioneri

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Object to K-3 in person teaching**

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**From :** Sara R  
<seera22@gmail.com>

Tue, Aug 04, 2020 11:20 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Object to K-3  
in person teaching

**To :** board@4j.lane.edu

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Dear Superintendent Vandercara and Eugene 4J School Board Members,

I am a first grade teacher in 4J. I have worked for 4J since 2011. I am also a mom of two kids- an 11 year old and 12 year old. I am very fearful of having to teach in person in September. My 11 year old son has asthma. I am so afraid of getting him sick. He is at risk and I don't know that he could survive COVID if he got it.

In the 4J communication to parent, it was suggested that younger kids don't seem to get COVID as much as older kids. There is a lot of research coming out that that is not true.:  
<https://www.chicagotribune.com/coronavirus/ct-nw-nyt-coronavirus-children-lurie-childrens-hospital-study-20200731-enq5fjcjxzbtvceqombbuekfka-story.html>

My classroom is small with two tiny windows on one side of the room. It also has poor ventilation.

I am losing sleep at night thinking about September. I hope the safe choice will be made so we can save lives.

I am hoping for distance learning this fall.

I am very disappointed to hear that we are being asked to work in the building in the fall. It is unsafe and unnecessary. I can do my job just as efficiently from the safety of my home. There is no reason for me to go work in the school building and expose myself to all my coworkers.

I had to go into my building this spring to get materials from my classroom. While in building I saw coworkers without masks in the building. I also saw coworkers getting very close to each other. There was no distancing happening for some coworkers.

A colleague of mine got COVID this spring. I zoomed with her for staff meetings as she lay in bed for 4 weeks. She had to go to the ER twice while sick for shortness of breath . She also had to go see multiple specialists. She now has long term health problems as a result of COVID. I have seen how scary this virus is by watching a close friend suffer.

I hope smart choices will be made that keep everyone's health and safety in mind.

Sara Roadman

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Shanna Davis  
<smoorefr@gmail.com>

Sun, Aug 02, 2020 03:07 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment

**To :** board@4j.lane.edu

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4J School Board,

My name is Shanna Davis, and I am a long-time teacher at Spencer Butte Middle School. I love my job, miss my students dearly, and want nothing more to go back to a normal school year. I grieve and mourn all the traditional beginning of the year things that we typically do and will miss this fall, but I have faith that the educators of my school are going to do everything in our power to establish class and school community with the tools that we safely

have available to us. The one thing that I cannot get over, and honestly is keeping me up at night, is the district's mandate that teachers work from their buildings. The data does not support this being the safest working option, and for the life of me, I cannot understand why this is a hill the district is willing to die on. Do they not trust us? I can't remember the last time I worked a 40 hour work week, and on average, I worked more per day from home than I normally do when I'm in the classroom. Is it because, like Judy Newman mentioned in a town hall with Marty Wilde, that there might be too much distraction? Girl, have you been in a middle school classroom lately? I am a professional at teaching through distraction. 43 14-year-olds don't typically sit quietly and calmly while the teacher is giving instructions. Further, I will NOT be able to teach without distraction if I am constantly worried about my 2nd grader in childcare. He is on an IEP and is a struggling reader. He cannot navigate Seesaw on his own, so how is he learning? Is he safe? Is he happy? Is he being forced to sit in a 6 x 6 area?

I am a professional. I, along with my underpaid and underappreciated colleagues around the district relearned how to deliver instruction in one week last year. I know that we can offer a better, more comprehensive education for fall, and I hope that the district allows us the ability to work from either home or our classroom, depending on which is safe and works best for our own individual situation.

Thank you for the impossible work you do to take care of our students, families, educators, classified staff, and communities. I sincerely appreciate your willingness to engage with public education.<sup>366</sup>

Shanna Davis

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Shannon B  
<shannonanne13@g  
mail.com>

Wed, Aug 05, 2020 12:13 AM

 2 attachments

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

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Hello Ms. Vandercar and 4j School Board Members,

As you can see I have put two photos at the top of this email. I was once told to take a photo of my older son to his IEP meeting and put it in the center of the table for everyone to see. Having the photo there would remind everyone who they were planning for. As you read this email and as you are planning for students and staff to return to school I hope you will remember these two faces. These are just two of the faces of the students you are planning for.

Danielle is my youngest daughter and she will be in 5th grade this year. You may recognize her as the U of O Volleyball team's youngest member, the Little Duck. A title she loves to share with others. Her school journey up to this point has been a bit rocky. She was diagnosed with a rare form of cancer three years ago. She missed most of the 2nd grade and big chunks of 3rd grade. She was so excited for 4th grade. She was done with treatment and she was finding her post-cancer new normal. She was able to return to school and be with her classmates. Then Covid

hit. Her new normal came to a crashing halt. It felt just like we were back in her chemo treatment days. She was a rockstar handling the transition to SeeSaw and schooling once again from home.

Eliot is my youngest son and will be Senior this year. High school can be challenging for a typical teenager but Eliot has had his own set of challenges. Danielle's diagnosis came the month before Eliot started his freshman year. In her first 2 months of treatment, I was home for 10 days. Eliot and my older son had to care for themselves. In his sophomore year, while Danielle was still doing chemo, he was diagnosed with whooping cough. I lived in fear for an entire month wondering if Danielle would also get whooping cough. I worried she may not survive if she did get it. He missed three weeks of school and was failing all of his classes. His anxiety was off the charts and we had to modify his schedule to keep him going. His Junior year was cut short thanks to Covid. Eliot struggled with the transition of being home and doing classwork in Google classroom.

One of my jobs as a parent is to make the best possible choices that I can for my kids. I have spent a good deal of time reading over the two choices you have given parents for the return to school. The two plans you have offered are not good choices. Danielle has life long medical issues from cancer making her high risk. Being high risk pretty much takes away the Comprehensive Distance Learning/Hybrid choice. Eliot will not be able to do that choice either. He will need to stay home to keep our contact circle minimal and to keep Danielle safe. Even if I felt safe with Eliot returning to school I would have no one to watch Danielle. My employer is no longer allowing staff

to work from home. I had to choose between providing for my family or taking unpaid leave. Being a single parent I had to return to work.

The Eugene Online Academy is not a choice for us either. Danielle's 504 accommodations can not be met using that platform. She will once again lose contact with her peers and teachers that have supported her. Eliot will also lose contact with his peers. The curriculum and contact with 4j staff will be totally different than their peers that will be in the hybrid model. I am not okay with that. I feel like we are being pushed into choosing this option. Did anyone at 4j think about high-risk students or families when they created the plans?

When the hybrid model starts and students are at home every other week, then why can't a student stay home full time and receive the same online curriculum their classmates will be doing?

If they want to be all online, why do they have to leave their home school and do Eugene Online Academy?

Having a hybrid model where students are allowed to stay home, gives them the same advantages of their home school/peers, and to return in person when they are ready. It's less disruptive for the kids.

[Beaverton School District](#) and [West Linn-Wilsonville School District](#) are both offering this as a choice. WHY is this NOT an option for 4j students? What does the district need to do to make this an option? I know that I am not the only parent that would like to see this option. I also know that there is 4j staff that would like to see this as an option.

I suggest as you prepare for the board meeting that you

take a moment to print out this email with the photos. Set it in front of you and remember who you are planning for. Think about all of the other possible ways you can keep all students safe but still with their peers and teachers. I think you should also print out a few staff member photos and keep them in front of you as you plan.

Shannon Baimbridge

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug. 5th board meeting for public comment**

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**From :** Sheela Bora  
Hadjivassiliou  
<sheela@uoregon.edu  
u>

Wed, Aug 05, 2020 09:22 PM

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] For the Aug.  
5th board meeting for  
public comment

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lan  
e.edu>, wagner b  
<wagner\_b@4j.lane.  
edu>, johnson je  
<johnson\_je@4j.lane.  
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Dear 4J School Board,

I would like to join teachers and classified staff in asking that they not be required to work in the school buildings during the coming school year.

Sheela Bora

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Sheela Bora Hadjivassiliou

PhD Candidate | Graduate Employee | Department of  
Romance Languages |  
sheela@uoregon.edu

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For the Aug 5th 4J board meeting for public comment**

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**From :** Siedler House <thesiedlers@gmail.com>  
Tue, Aug 04, 2020 04:43 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For the Aug 5th 4J board meeting for public comment

**To :** board@4j.lane.edu, vandercar c <vandercar\_c@4j.lane.edu>, wagner b <wagner\_b@4j.lane.edu>, johnson je <johnson\_je@4j.lane.edu>, dey a <dey\_a@4j.lane.edu>

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To those being asked to make the decisions that are guaranteed to frustrate so many, thank you. I understand that there is no right answer and that there is no answer or answers that will appease everyone. With that in mind, I feel it in the best interest of our community to share my ideas and provide some suggestions.

Being both a parent with an elementary-aged student and an emergent middle schooler and an adult in a household dependent on the income of an Oregon educator, I am dismayed at/dissatisfied with the offerings of 4J for the upcoming school year. The social climate of our current times has helped me to become increasingly aware of my privilege and in turn, my responsibility to use it in an effort to better the lives of ALL members of our community. This is why, with an ability to keep my children at home for the upcoming school year, I understand it to be my duty to do so. By denying my children the opportunity to engage in the social growth learned through attending school in person, I am decreasing the risk presented by this frightening pandemic virus for those who do not have the choice of remaining safely at home.

What I loathe to do is remove my children from their school rosters, thereby decreasing funding and increasing the likelihood that able and willing teachers will lose their jobs. Relatedly, I find it unfathomable that teachers aren't afforded the same option as students. But I have an idea; an idea that I hope can, at the very least, serve to provide viable alternatives for staff, students and families alike.

As I understand the offers provided to families by the July 4J Reopening Guidance, there are 3 primary options for students during the 2020-2021 school year:

- 1) Enroll in the "hybrid" option that keeps students enrolled in their current school (thereby retaining funding). Students are put into classes and cohorts with teachers and other students from their current school. Classes will operate remotely while required to do so under the metric outlined by the state. When allowed to resume, again determined by state guidelines, students will attend school physically in cohort shifts for 1 week at a time utilizing distancing and PPE precautions, followed by one week of remote learning.

- 2) Enroll in EOA, which keeps students enrolled in their current school (thereby retaining funding). This program is 100% remote and is almost wholly independent, though led by “4J instructors” who will not be from their current school.
- 3) Leave the 4J system in favor of another online or in-person program (thereby reducing funding for their current school).

I would like to see an alternative version of option 2. Students were already deprived of normal social contact with their teachers and classmates for the last term of the previous year. Although a struggle on so many fronts, one benefit that last year’s remote learning system had over the upcoming year’s proposed model is that students were more likely to remain engaged with the people they knew and trusted. They were able to see familiar faces and draw on previous shared experiences. To further distance those connections by removing access to both teachers and students risks further disengagement and thereby an increased reliance on their caregivers to motivate and guide them. This is likely to decrease the value of their educational experience and socially disenfranchise them further.

If students utilizing the hybrid model will be engaging with teachers and students who are also associated with their current school, why can’t fully remote students? This would provide an option that allows teachers with increased risk, children of their own, or other personal concerns about returning to in-person instruction the opportunity to create remote classrooms with students they would have been teaching in person. It assures that students will have the benefit of learning from teachers who already have some knowledge of them through communication with their prior year’s teacher and prior interactions.

I personally know several families who are looking into alternative schooling options and facing the very real prospect of leaving 4J (and taking their state funding \$ with them) because that option does not exist. Many of those who aren’t leaving are signing up for the hybrid model without the intention of ever showing up physically, which I’m sure would cause more trouble than if there were just an alternative.

I also know that my spouse, an Oregon educator, is seriously considering abandoning his career and putting our family in financial turmoil because the prospect of returning to in-person learning is a risk to the health and wellbeing of his family that he is not willing to take. Looking to schools in other states that have already opened has only served to fuel that fear. It is not a question of IF cases will occur and spread in schools, but a question of WHEN and to what detriment. So while I believe it would be best for the district to commit to providing 100% online education for all of the next school year, thereby allowing staff and families to focus on figuring out successful models for one style of learning, I understand that others don't see the value.

As an alternative, to retain funding and avoid extra chaos, allow students choosing to enroll in 100% remote classes to do so with their school classmates and teachers that choose the same. Let teachers opt to either return under a hybrid or 100% remote model, even if "opting remote" carried a salary reduction for the year. Keep our qualified teachers employed and our students connected to their school family.

Additionally, I would like to see adjustments to or clarifications regarding school-childcare facilities relationships. For those families that choose to (or must) return using the hybrid model, what sort of assistance will they receive with learning on the "off weeks"? And receive detailed information about what will happen when a student or staff member, or someone they know, tests positive. Will everyone in the school have to quarantine for 10 days-2 weeks? Or just that cohort? Or just that class' cohort?

Thank you,

Andrea Siedler

Involved 4J parent and spouse of a teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Sierra Moxon  
<sierra.taylor@gmail.com>

Tue, Aug 04, 2020 01:31 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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As a parent of two 4J elementary students, committed to the safety of not only my kids but also our teachers and staff, I'd like a clear answer to why the option of fully-online learning through our normal school is not an option (even better, the only option).

Secondly, I'd like to know if funding for teachers at my children's school will go to our school if we choose the EOA option, or will funding for our schools be shifted to the EOA?

380

Finally, I imagine many parents (like me) will choose the hybrid option and not send our children to school on the weeks they are to attend. How do you address this?

Thank you.

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] public comment**

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**From :** Stacy Brown  
<bstacylynn2016@gmail.com>

Sat, Aug 01, 2020 12:22 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] public comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Good morning board members:

As an employee of the school district, I am concerned about returning to school. My past experience has taught me the school district will McGuyver a response to the pandemic, and our school communities will be guinea pigs. However, I was encouraged to see my former school district in Nevada already planning two weeks for teacher training without any students and it gave me hope 4J will follow suit. I do have several questions to ask the board before we go back to school.<sup>382</sup>

## **First, what kind of training is the district prepared to offer?**

Online instruction is not easy and will require teachers to make adjustments in how they teach.

The second concern I have is for our younger students. Online learning for students in 4th grade through 12th grade I believe can work remotely. Those students are capable of learning from home and are old enough to remain home alone. A child in kindergarten is not capable of learning from a screen from a physiological standpoint, a social one, and from an intellectual/maturity standpoint. Their learning needs to be hands on.

## **Second, what are your plans for on site, school learning?**

I do have a suggestion - I say we use all the school buildings we have in the district for grades K - 3. Our schools can have windows open even in the rain which may help keep the virus from spreading. We can also keep classroom size to under 10 persons in a room if we use all school buildings. I also suggest having an Educ. Asst. for every grade level, if not for every classroom. Food can be brought to the classrooms.

## **Third, how will you ensure our safety?**

I would like to have testing 2x a week for everyone in each building on Tues. and Fri. They do have tests now with a quick turn around. My mom is having a procedure and has to go in for a swab today for her procedure on Wed. morning. It can be done.

383

I keep thinking this does not have to be so difficult, but it seems the topic of testing and tracing has become political. Instead I would give anything for some common sense and a chance to go back to work safely.

Thank you for your time and consideration.

Stacy L. Brown

C. Chavez ES

Educational Asst. / Licensed Teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment for Board Meeting**

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**From :** SUZANNAH ROCK      Mon, Aug 03, 2020 03:18 PM  
<rock3644@comcast.net>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment for Board  
Meeting

**To :** board@4j.lane.edu

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Dear 4J School Board,

Today I am writing you as a teacher of 19 years with the district, as well as a parent of two children who attend 4j schools. I am writing to you because I am also in the high risk category of a citizen of this community and world.

I will first start off with putting on my teacher hat, although know that it never leaves my mind. Being both a parent and teacher are one and the same to me. I love my job and miss my students dearly. I want nothing more than for things to go back to normal, but unfortunately that is not in the cards this year. I am losing sleep, and my health is being affected because I was told last week that I, and my colleagues, will be required to work from our building. I was also told that there were no other options for me other than to take an unpaid leave of absence from the district because they would not be able to accommodate my disability.

My question to you is why are all staff members being required to return to the building? Why are your highest risk staff members being told there are no other options for us? Why is your staff not being trusted to work from home like the professionals we are? I cannot remember ever working a 40 hour work week, and even when I do work in building, I bring home hours of work with me each evening. Why can I not now be trusted to be a professional when all I've ever done is put my students and families first? Why can't the staff be given the option to work in the building or from home? I cannot even fathom putting my life, my family's life, or my colleagues' lives as risk because of this requirement, can you? If so, you are asking for possibly my life, the life of my spouse, the lives of my two six year old children, the lives of my colleagues to return to the building. Is this something you are willing to do? I would strongly encourage you to make a better choice for the health and well being of your staff and community. I hope that you will continue to see us valued professionals who have the knowledge and expertise to make the best decisions for our students, families and for ourselves.

Now I'm going to put on my parent hat, which again never leaves my mind. I would love for the board and district to reconsider the options you have given families in order to return to school. I would like you to add a third option. That option being that students can still stay at their school, but do so online when, (and/or if) we are able to move to the hybrid model. This would help children and families stay connected to their school and teachers even if they do not feel it is safe for their child to return in person. Creating a sense of community, safety, and love is paramount in our crazy times and allowing families to have this option would help relieve their stress and still maintain a connection to their school.

Thank you for all of your hard work in considering these suggestions, and for always putting your students and staff first. I sincerely appreciate everything you do!

Suzy Rock

Parent of two incoming 1<sup>st</sup> graders  
5<sup>th</sup> Grade Teacher, Howard Elementary

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment 8/5/2020**

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**From :** Tamara Torrence                      Mon, Aug 03, 2020 01:30 PM  
<trtorrence@gmail.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment 8/5/2020

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.edu>, Sabrina  
Gordon  
<eugeneea@oregoned.org>

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Dear 4j Board Members and Superintendent Vandecar,

I don't know any teacher that goes into this profession for any other reason than that they<sup>389</sup> care and want to make

society better; we want to make a difference. Teaching, as a profession, wears you down. Our ability to handle the low pay, high expectations, never ending increase of demands and lack of respect from some parents and at times the administration that once were peers is palpable. Before I started teaching, I was a parent that viewed myself as an education advocate. I fought for increased funding at the state legislature. In this role, I talked of large class sizes, lack of vocational classes and need for more arts education. What I didn't understand is that this profession is grueling and for the most part it is NOT grueling because of big class sizes. It is grueling because what we do is never good enough. We learn and we give more, but still it is not good enough. I used to have a different perspective of the teachers that didn't jump immediately on board with each new demand. What I didn't understand is that you give as much as you can give and then even more is demanded – and even in good times what is demanded isn't always better for the students, but it is, more. At some point a teacher can't continue to say yes to downtown demands that most often come without teacher input. We are now in an unprecedented situation and you are now asking for more than any of us can give. You are using the same tactics from previous demands, but what you don't understand this time is that it has crossed a line. You are asking for possibly our life. You are asking for possibly the life of our child or that of our spouse. You are asking that next month all 4j workers are back working in our poorly ventilated buildings and the only rationale I can come up with is so that we are all treated the same - equally? I don't understand this rationale. I would think that you would want all of us safe. I would hope that you would at least care enough about us to try to keep us safe. I don't understand why limiting who is in the buildings to those that can't do their job remotely wouldn't be best for ALL of us. Those that have to be in the building don't want us

there. We make it less safe for them. Can you explain this to me? Am I not understanding your perspective clearly? Why is working from my classroom worth my life, please let me know? Is it because you don't trust me to work my eight hours each day? I must tell you the vast majority of us work much more than that amount of time. You must know that and yet you still don't trust us? Fast forward to October or November and the hybrid model, this is an even bigger ask because the risk to our lives, the lives of our family members and now the lives of the students we teach is huge. Why? Why are you asking this of us? You are asking this of us so that students can sit in a classroom for the next year for ½ the time at most, while wearing masks and sitting six feet from others because someone said that regular school is better for kids than being online? Is this "regular" school? Would you give your life for this ½ of year at most of socially distanced schooling? Would you give the life of your child? Your spouse? Your colleague? Would you want to sit in a room all masked up trying to learn something new while being afraid that doing so might kill you? Please rethink these impossible asks.

Sincerely,  
Tamara Torrence

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** YouTube DarkZ  
<tamibrittenham@gmail.com>

Mon, Aug 03, 2020 12:35 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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August 3, 2020

Dear 4J School Board Members,

I want nothing more than to be inside my classroom teaching my students as I have before. I miss "normal" more than ever. But, unfortunately as you are well aware we are not in a time where we have the luxury of "normal". I am writing today to request the reconsideration of your plan to have teachers report to schools during comprehensive distance learning. With the current conditions with the pandemic, this plan is unsafe, inconsiderate, and a threat to the well-being of our community. 4J is the

fourth largest employer in Eugene, so the decisions made by this school board will have a huge impact on the health of our community.

First and most importantly, teachers with high risk for contracting COVID 19, or those with high-risk family members, will be forced to work in an unsafe environment or take a leave of absence (which for many will result in financial hardship at an already difficult time). In addition, our teachers with school-age children will be forced to take them to a childcare facility which will be putting their family at additional risk of contracting COVID 19. Consequently, this could also cause our entire community to have an unnecessary rise in numbers for positive covid-19 infections (thus making it take a lot longer until we are able to get back to "normal").

A "requirement" to work on-site is a significant hurdle and adds unnecessary stress and risk to an already difficult situation. I do think teachers should have full access to their classrooms and should be given the *choice* to choose what is safest for their current situation. It is my hope that as educators we would be treated as valued professionals who have the knowledge and expertise to make the best decisions for students, families, and for ourselves. I have been working for 4J as a teacher for 18 years. It is disheartening to think that after so many years of service, the health and well being of myself, my family, and my community is not being made a priority.

I sincerely appreciate the time and energy you put towards public education. I close with the question, "If you *do not* feel it is safe to meet "in person" for a meeting yourselves, then why in the world would you be asking school staff to?"

Thank you for your time,

Tami Brittenham  
Physical Education Teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Letter of Support to the 4j School Board**

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**From :** Tana Bailey  
<bailey\_t@4j.lane.edu  
>

Wed, Aug 05, 2020 02:56 PM

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Letter of  
Support to the 4j  
School Board

**To :** board@4j.lane.edu

August 5, 2020

To the 4j School Board,

First of all, I would like to thank you all for your dedication to our school district. During these past few months, it has been especially hard to make decisions with the ever-changing pandemic and its boundaries. You have been proactive, as has been the governor, keeping both staff and students as safe as possible.

You have received a lot of feedback, most of it negative. I have seen many of the letters posted by staff members, and this concerns me. I realize in times of trouble and when people are stressed, they<sup>395</sup> take it out on leadership.

None of you can control the outbreak of COVID, but you have spent countless hours trying to do what is right for the majority. You will not be able to please everyone; no matter how hard you try.

Please realize that all of us do not feel this way. I am very thankful to have a full-time job with benefits. There are millions of people in this world who would like nothing more than to have food and shelter for their families. It has been amazing to see the efforts of this district to provide food for those in need. I see you! I have been a part of the food drives and school pantries. Several of you have been leading the way to get gift cards and basic supplies for our most needy, which has been life-changing for many families.

As you go into your meeting tonight, know that your leadership is seen. I realize it was a tough decision to make for having only distance learning for the first trimester. Usually, the best and safest place for students is in the classroom. I am terribly sad that I won't be able to spend time with my fourth graders for a while, but understand that it is for the good of the community. Thanks again for your commitment! We are very lucky to have you volunteering your time to make education better for everyone in Eugene.

Sincerely,

Tana Bailey  
Twin Oaks Elementary  
4th Grade Teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** THOMAS CANTWELL Mon, Aug 03, 2020 03:25 PM  
<cantwellbooks@com  
cast.net>

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Public  
comment

**To :** board@4j.lane.edu

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If the public health metrics indicate that it is not safe for students to be in buildings, it makes no sense for teachers and staff to be required to be in buildings, unless absolutely necessary. Please respect the professionalism of teachers and staff by allowing them to decide where to work if students are not in buildings. If teachers with their own children are required to be in buildings when students are not, that will put more strain on our community. If it is not safe for students to be in schools, it is not safe for them to be in child care centers. 398

Sincerely,  
Tom Cantwell

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Board Meeting - August 5th**

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**From :** Travis  
<trav222@gmail.com>

Fri, Jul 31, 2020 09:25 PM

**Sender :** board <board-  
bounces@4j.lane.edu>

**Subject :** [board] Board Meeting -  
August 5th

**To :** board@4j.lane.edu,  
vandercar c  
<vandercar\_c@4j.lane.e  
du>, wagner b  
<wagner\_b@4j.lane.edu  
>, johnson je  
<johnson\_je@4j.lane.ed  
u>, dey a  
<dey\_a@4j.lane.edu>

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Please get these kids back in school! You are depriving them of their education by not allowing them their right to be in class. On top of that, our tax dollars pay for them to be in class.

400

Thank you  
Travis

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment 8/5/20 School Board meeting.**

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**From :** Venus Reeve <venus.reeve@gmail.com> Tue, Aug 04, 2020 12:25 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment 8/5/20 School Board meeting.

**To :** board@4j.lane.edu

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To Whom It May Concern:

I've been composing this letter for days, maybe weeks at this point, hoping to find the right combination of words and phrases to express my concerns over the current 4J plan for all educators to provide distance learning from school buildings. Every time I begin, my mind gets stuck on "HOW." This isn't surprising. As educators, and I mean ALL staff when I say educators, we have <sup>402</sup>extensive training and

experience on how to teach. We've studied, planned, collaborated, refined, and reviewed what to teach, when to teach, why to teach it, who and where to teach what in which way for the most effective education that remains current with best practices while promoting equity for all students.

We also have an incredible capacity for the unspoken HOW of education. How do I fit one more desk into my room? How do I get another textbook? How do I get this student to master this concept? How do I arrange the schedule to best fit all my learners' needs? How do I get my planning period with this many students? How do I get the supplies the district can't afford but my students require? How will I get all my staff trained? How will I collaborate with my staff without time in the schedule to do so? How will I manage to give time to all my students? How will I get every student to meet every standard every year? How do I enroll my families in supporting their child's education when they are struggling to support their family financially? How do I let this child know that they are precious, vital, and dear while teaching them how to learn? How do I enrich my teaching to balance the lack of resources, time, and materials? How can I do more for my students and my families? And, as you know, the answers that educators find to these questions are creative, dynamic, impactful, and reflect the countless hours spent outside of the school day striving to make learning better for our children.

Now my mind and heart is full of HOW questions, and I'm devastated by them. HOW do I protect my family knowing I must report into an unsafe environment with no clear indication of what PPE will be provided and what steps are being taken to keep us safe? HOW does one cloth mask for the year equal appropriate PPE?<sup>403</sup> HOW many masks can I

make before I must report? HOW often do I need to change my mask? HOW about my face-shield? HOW do I return home each day virus-free? HOW do I care for my family while also not endangering my family members who are high risk? HOW long ago was the ventilation system in my 1960's building updated? HOW do we keep fresh air circulating in a building with no windows that open? HOW many HEPA filters do I need to buy for my classroom? HOW many masks do I need each day? HOW do I eat and drink in the building? HOW do I schedule my staff to be in my small room? HOW many desks can I fit into my room for the adults to use with appropriate social distancing? HOW do we interact with each other in shared spaces? HOW am I going to have time to sanitize everything appropriately? HOW are sanitizing and safety supplies being provided? HOW will COVID testing occur? HOW many days will I be quarantined if exposed? HOW much of my sick leave will that use? HOW much will testing cost? HOW will I afford treatment and medical care if I or a family member gets sick?

And then come the truly gut wrenching questions. HOW do I write a living will? HOW long will I have to go without hugging my own high-risk child? HOW much life insurance do I have and is it enough? HOW do I prepare my family to lose me and/or my income? HOW is it that 4J teachers with children are being asked to leave them at home or to find childcare so they can teach in the building during distance learning? HOW is it that 4J educators are being asked to choose between being a teacher first or a parent first? HOW have we as educators gone from being indispensable miracle workers in the spring to being workers that can't be trusted to work from home come July? HOW did the 4J commitment to equity, the state of being fair based on what one needs, become twisted into 4J leaning on equality as the reason

everyone must return to buildings? HOW did our highly educated & experienced 4J administration think this was the best, safest, most equitable plan we could develop?

The biggest HOW of all is HOW could 4J wait until the last minute to tell our educators something so impactful to their families? HOW is it that with a plan that requires all staff to be in the buildings, thus requiring 4J educators with children to find childcare or alternate employment, 4J has yet to actually reveal this plan to ALL its educators? This information has not been given to educators directly from 4J, rather HR and administrators have told a handful of folks who asked for options based on high-risk. Thankfully, those educators shared their experiences with others so they have a few extra weeks to prepare. These weeks won't be enough for most, as child care options were few to begin with and even scarcer now, assuming that a teacher's salary can provide for the unexpected expense of full time child care. HOW can an organization whose focus is promoting the well-being and education of Eugene's children treat it's own educators' children in this way?

I urge you, for the safety of our teachers, our students, and ALL of our families, allow our educators the option of working remotely during distance learning. Thank you for your dedication and diligence to our educational community, Eugene as a whole!

Sincerely and with great hope,  
Venus Reeve  
Special Education Teacher

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** wynona burks <wynona.burks@gmail.com> Tue, Aug 04, 2020 02:18 AM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

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School should be exclusively online for the 2020-2021 school year. The district needs to be proactive instead of reactive. When the increase of children coming down with the virus spikes, will the district assume responsibility?

The district needs to provide equal opportunity and access to education for all children. Children that are immunosuppressed or have a household member that has an increased risk will be at a disadvantage. They will not be provided with the same educational experience that a

child without these risk factors will receive. When the kids contract COVID, they will bring it home like any other virus. When their caregivers become ill, who will care for the children? A lot of care givers are grandparents or have members in the household who have comorbidities.

Colleges and Universities are prioritizing their student's health by providing online learning venues. Our children's health should be the districts main priority. Children cannot learn if they are ill. If one member of the house contracts the virus, it effects the whole family. Will you allow asymptomatic children attend school that have infected family members at home? Would you want your child to be interacting with children from COVID positive families?

When these children have to isolate at home are they switched to online school? The school district does not have the space or the personnel to provide the level of supervision needed to prevent the spread of the virus.

How will you maintain 6 feet between all the students? Will each school have a nurse? Will their be qualified personnel to implement and enforce mandated guidelines? The virus is more contagious indoors. The schools do not have adequate ventilation to decrease this risk. Are you going to send the student's out to recess? Are they going to eat at school? The children are not going to keep their masks on. The younger the child the more noncompliant. Why is the district offering a hybrid for the youngest children? What is the plan when the teachers start getting sick? Have you exponentially increased your substitute teacher pool? Will the teachers be provided with adequate Personal Protective Equipment? Will they be given extra sick leave for contracting COVID at work? We need to give parents time to prepare for online school. It would be better to set up a strong infrastructure of recorded lessons, learning platforms, and preloaded working

educational links and tools on electronic devices than  
throw something together at the last minute. Thank you  
for your time and consideration.  
Sent from [Mail](#) for Windows 10

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] For Public Record Aug 5**

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**From :** Marnie Price <price\_m@4j.lane.edu>  
Tue, Aug 04, 2020 01:46 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] For Public Record Aug 5

**To :** board@4j.lane.edu,  
Cydney Vandercar  
<vandercar\_c@4j.lane.edu>

**Cc :** eugeneea@oregoned.org

Dear 4j Board and Superintendent Vandercar,

I have been a teacher in 4j since 1998. My youngest child will be a senior at Sheldon Honors this coming fall. I have struggled to begin this letter to express my concerns about our district opening for in person classes. There are so many to list, it causes me distress to even begin to do so. Instead I will just write a short plea that all of you take the letters and messages you have received from concerned staff, like myself, into strong consideration. We are the ones who are on the "front lines". We are the ones who are in the buildings, face to face

with students and families. We are the ones who will be most at risk for illness or spreading illness to our families at home. We are the ones who day in and out, year in and out, have given our all for students in 4j. Now we are the ones asking for help. Now you are the ones to ensure that the same staff who have given their time, their hearts and personal finances to the students of 4j are protected, safe and have peace of mind. Please listen and act upon the letters and pleas you have received.

Sincerely, Marnie Price

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Marnie Price  
2nd Grade Teacher  
Gilham Elementary, Eugene District 4j  
price\_m@4j.lane.edu 541-790-6200

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**Legislative Committee Report Summary**  
**8.5.20**

**Funding** - Both Basic School Support and Student Success Act funds

Support the Ways and Means Co-chairs proposed budget to fund Basic School Support at \$9B and through SSA to fund measure 98 fully and

**Limit Liability to public schools** around Covid 19 cases. PACE insurance has no way to add this at this time.

COSA and OSBA are working with the legislature to accomplish this. It will focus on parents and community organizations that work in schools mostly. Workman's Compensation will be the avenue for employees.

We let our federal delegation know we need this as well and support efforts on the federal level. They are coordinating with OSBA for information and advocacy.

**Broadband Supports**– there is a short term strategy and a long term strategy.

Short term is to make sure there is money available in the federal assistance that comes to states to reimburse school districts for purchasing devices, hot spots and paying carriers for coverage for staff and families who need this support.

Long term strategy is to fund infrastructure in rural areas and other areas who need this to provide reliable access. On the federal level this is currently through the Department of Agriculture and the Reconnect program providing grants and loans. There may be other avenues in the future on the federal and state levels.

No one has heard of any effort to bring back a bill to expand the **enrollment cap for private on line academies** during the special session. If there is a bill, we will oppose it as a 4J legislative Committee and it sounds like COSA and OSBA will as well.

No one knows of a bill during the special session to **prohibit the display of confederate flags on school grounds**. There is interest and possibly this will be dealt with by the state Board of Education. If not, some legislators are interested in bringing a bill in the 2021 session. The 4J Legislative committee supports this effort.

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The Legislative Committee of the 4J School Board would like the approval of the board to take action on behalf of the board on these priorities by contacting legislators, writing emails or letters and/or testifying during the special session as action is needed.



## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

Wednesday, August 5, 2020

### **Title**

DreamBox Expansion

### **Presenters**

Dr. Charis McGaughy, Assistant Superintendent for Instruction  
Eric Anderson, Director of Curriculum

### **Background**

DreamBox is a supplemental online math curriculum has been used in 4J schools for the past five years. DreamBox provides students an adaptive, online platform that teaches math standards through visual and conceptual models. It aligns very closely to state standards and the recommendations of National Council of Teachers of Mathematics.

Because of the adaptive nature of DreamBox, it meets the individual needs of students working below, at, and above grade level in mathematics. An independent study by Harvard University shows that just 60 minutes a week on Dreambox can improve math scores by nearly 60%. It has the highest privacy rating by Common Sense Media. It is also serves bilingual Spanish students, with lessons available in both English and Spanish.

Initially, individual schools each purchased licenses for their schools using building funds and Eugene Education Foundation (EEF) grant. During the past year, the district purchased licenses for all elementary students through a combination of an EEF grant and district general funds. In addition, some middle schools also began purchasing Dreambox licenses with their building budgets.

### **Options and Alternatives**

Eugene 4J is currently providing DreamBox as the supplemental online learning program for mathematics for all elementary students, and this purchase will extend the licensing to include all middle school students. Purchasing the site licenses for 8 middle schools, and 100 licenses for students receiving special education services in high school, is an additional expense of \$58,650. This will be a new expenditure, beyond the \$130,900 already spent to support elementary usage. That will bring the total expenditure for the year to be \$189,500. Adding the expanded grade levels and students makes the total amount for DreamBox above the \$150,000 threshold for board approval.

DreamBox is an important supplementary online tool for high quality individualized math instruction, particularly during this time of comprehensive distance learning. The continuation from elementary to middle school will provide a stable platform for students, enable district-wide professional development, and aligns with pre-existing technical support already available.

If the board decides to not approve this expanded licensing to middle schools and high school

students receiving the special education services, only our elementary students will continue with access. In addition, individual middle schools that have the resources will continue to license this tool at the building level, creating unequal access for students across the district for only in schools with the resources to pay for this, students will have access.

**How will we evaluate the success of DreamBox?**

Available evaluation measures for the impact of DreamBox include:

1. Usage: Provides analytics of how many lessons are being completed, by student, by school, by grade level, by teacher.
2. Student growth: DreamBox provides instruction at an individual student’s level that helps to close gaps in ways that build and promote conceptual understanding. Student growth data is provided through the dashboard for teachers and students.
3. Progress on Standards: The dashboard provides teachers data about where each student is in terms of each math standard (at all grade levels). As students move to the next grade level, the data will follow and new teachers will be able to make strategic decisions for individual student’s needs based on who needs more opportunity with a prerequisite standard or who is ready for an extension. The ability to use this data to differentiate the accessing of prior knowledge before beginning a new unit is key to success in the classroom.
4. State math achievement scores: Ability to track the impact of DreamBox on state math achievement at 3<sup>rd</sup>-5<sup>th</sup> grades (state tests were not administered this year so will not have data until next year).

**Which students, and how many, are served by this project?**

This will provide all elementary and middle school students access for one year. This also includes students at Fox Hollow, Home Instruction and 100 SSD licenses at high school.

**Budget/Resource Implications:**

Product	Product Description	Unit Price
DreamBox – 12 month	8 Site licenses for middle schools (new amount to be approved by board)	\$56,400.00
DreamBox – 12 month	100 licenses for SSD – high school (new amount to be approved by board)	\$2,250.00
<i>DreamBox – 12 month</i>	<i>18 site licenses for elementary (already expended for 2020-21 school year)</i>	<i>\$126,900.00</i>
<i>DreamBox – Professional Development</i>	<i>5 train-the-trainer sessions (already expended for 2020-21 school year)</i>	<i>4,000.00</i>
<b>Total</b>		<b>\$189,550.00</b>

## Board and Superintendent Goals

### 4J Vision 20/20

**Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student.** Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

#### Objective 1:

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.

We will...

- Articulate curriculum and coursework between levels
- Adopt updated curriculum aligned to state standards using an approved process

### **Recommendation**

The Superintendent recommends purchasing DreamBox for middle school students and high school students receiving special education to support supplemental online math curriculum at an additional cost of \$58,650 for the 2020-21 school year.



## ITEM FOR ACTION – CONSENT AGENDA

### Date of Meeting

August 5, 2020

### Title

Approve the purchase of replacement devices for all K-2 students

### Presenter

Steve Menachemson, Director of Technology

### Background

Devices in use at K-2 are end of life. This is impacting the compatibility of these devices with versions of software currently being used at these grades. One example is the reduced ability to use the Seesaw Learning Management Platform. During this time of Covid, there is an increasing need and dependency for students to use their technology for learning and more specifically remote learning. This is resulting in an accelerated replacement strategy for devices to ensure equitable access and learning opportunities remain possible for our students.

This request seeks Board approval for the purchase of the following equipment:

- 4500 iPads
- 4500 cases

Funding for this purchase is secured by the ESSER grant funds, a non-competitive grant awarded to the district.

The Technology Department has negotiated a discount (**\$22,500**) on this purchase. If the Board declines to approve this purchase:

- It is possible that the cost of a future purchase would be greater
- It is possible that these devices will no longer be in stock and therefore there will be a significant delay in receiving them
- It will impact the learning opportunity for students who would be unable to access content created by staff or content that is purchased.

### Board and Superintendent Goals

This proposal supports the Board Goal to provide prudent stewardship of District resources to best support student success, education equity and choice.

### Recommendation

The Superintendent recommends approval of the purchase of the equipment listed above at a cost of ~\$1.45 M.



**ITEM FOR ACTION–CONSENT AGENDA**

**Date of Meeting**

August 5, 2020

**Title**

Approve Bond Project – North Eugene High School Softball Field Replacement

**Presenter**

Ryan Spain – Director of Facilities

**Background**

Replacement of the North Eugene High School softball field is required as part of the replacement project of the new North Eugene High School. Replacement and upgrades will also remedy items associated with Title IX compliance. The new facility will include a turf playing surface (awarded under separate contract), **dugouts, bull pens, press box, spectator seating, team room, indoor batting cages, restrooms and concessions.**

The project was designed, publicly bid, and four competitive lump sum bids were received.

<b>Company Submitting Bid</b>	<b>Base Bid</b>
Essex Construction	\$2,569,000
Lease Crutcher Lewis	\$2,572,310
Bridgeway Contracting	\$2,850,625
Dorman Construction	\$2,934,000

**Budget/Resource Implications:**

The winning bid by Essex Construction was \$2,569,000 and is within the budgeted amount for the project work. The project will be funded from available General Obligation Bond funds.

**Board and Superintendent Goals**

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

**Recommendation**

The superintendent recommends the award to Essex Construction for the North Eugene High School Softball Field Replacement project in the amount \$2,569,000 funded from available General Obligation Bond funds.



## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

August 5, 2020

### **Title**

Approve Bond Project – North Eugene High School Softball Field Turf

### **Presenter**

Ryan Spain – Director of Facilities

### **Background**

Replacement of the North Eugene High School softball field is required as part of the replacement project of the new North Eugene High School. Replacement and upgrades will also remedy items associated with Title IX compliance. The new facility will include under separate approval; dugouts, bullpens, press box, spectator seating, team room, indoor batting cages, restrooms, concessions and this agreement for a **turf playing surface**.

This item for action is specific to the artificial turf playing surface. Pricing for the turf field was provided by Coast to Coast Turf under the state Sourcwell Cooperative Purchasing Contract # 060518-AST effective 8/17/18 to 8/7/22.

### **Budget/Resource Implications:**

The pricing by Coast to Coast Turf was \$394,888 and is within the budgeted amount for the project. The project will be funded from available General Obligation Bond funds.

### **Board and Superintendent Goals**

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

### **Recommendation**

The superintendent recommends the award to Coast to Coast Turf for the North Eugene High School Softball Field Turf in the amount \$394,888 funded from available General Obligation Bond funds.



## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

August 5, 2020

### **Title**

Approve Gilham Elementary School Addition/Renovation - Design Services Contract Award to GMA Architects

### **Presenter**

Ryan Spain – Director of Facilities

### **Background**

Oregon Revised Statute 279C.110 states a contracting agency shall select consultants to provide architectural, engineering, photogrammetric mapping, transportation planning or land surveying services on the basis of the consultant's qualifications for the type of professional service required. A contracting agency may solicit or use pricing policies and proposals or other pricing information, including the number of hours proposed for the service required, expenses, hourly rates and overhead, to determine consultant compensation only after the contracting agency has selected a candidate.

The district developed and posted an Architectural Services Request for Qualifications (RFQ) for the design services of the Gilham Elementary School Addition and Renovation. Five highly qualified firms proposed on the design project. After the RFQ scoring process and a unanimous decision by the selection committee, it was determined that no interviews were necessary given current meeting restrictions. The selection committee elected to have GMA Architects as our design partner through the addition and renovation work at Gilham Elementary School. Follow up to discuss project scope and sub-consultant selections occurred such that an Architectural Design Services scope and fee proposal could be developed by GMA Architects. After negotiations and agreement on fee the District and GMA have worked to complete negotiations on contract language.

### **Budget/Resource Implications**

Design services for Gilham Elementary School Addition and Renovation will be \$679,807. The negotiated fee proposal is within the allowed estimated design costs for the overall Gilham Elementary School project budget.

### **Board and Superintendent Goals**

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs. Award of the design services contract supports the completion of construction priorities on time and on budget.

### **Recommendation**

The superintendent recommends the award of the architectural design services for the Gilham Elementary School addition and renovation work to GMA Architects.



## **ITEM FOR ACTION–CONSENT AGENDA**

### **Date of Meeting**

August 5, 2020

### **Title**

Approve Gilham Elementary School Addition/Renovation - Construction Manager/General Contractor (CM/GC) Award

### **Presenter**

Ryan Spain – Director of Facilities

### **Background**

The Board approved the alternate contracting methods for the use of a CM/GC process for Bond construction over \$5,000,000 on March 6, 2019. Since the approval, a Request for Proposal (RFP) was issued and the District received proposals from five qualified CM/GC firms interested in the project. After the RFP scoring process, the current in person meeting restrictions, and with unanimous scores, it was decided that no interviews would occur. The selection committee elected to have Chambers Construction as our CM/GC partner through the preconstruction services and the addition and renovation work at Gilham Elementary School.

### **Budget/Resource Implications**

The total budget in the 2018 Bond for the Gilham project is \$9,000,000. After District soft costs, the anticipated direct construction costs for the addition and renovation work at Gilham Elementary School are currently between \$5,200,000 and \$6,200,000. During the 2018 Bond planning process the District was awarded a State grant through the Oregon School Capital Improvement Matching (OSCIM) Program to match the District's Local General Obligation Bond dollars. The District was awarded \$8,000,000 in matching grant funds, which will be applied towards the Gilham project. Remaining funds required to complete the project will be from the 2018 Bond.

### **Board and Superintendent Goals**

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs. Award of the design services contract supports the completion of construction priorities on time and on budget.

### **Recommendation**

The superintendent recommends the award to Chambers Construction for the CM/GC services for the addition and renovation work at Gilham Elementary School.



## ITEM FOR ACTION – CONSENT AGENDA

### Date of Meeting

August 5, 2020

### Title

Approve Amended and Restated Resolution 2020-03 Authorizing the Issuance and Sale of General Obligation Refunding Bonds, Series 2020 to Advance Refund all or a portion of the District's Outstanding General Obligation Bonds, Series 2011A, General Obligation Refunding Bonds, Series 2012, General Obligation Bonds, Series 2013A, and General Obligation Bonds, Series 2014; Designate an Authorized Representative, Financial Advisor and Bond Counsel; Authorize Appointment of a Paying Agent, Bond Registrar, Escrow Agent and Verification Agent; and Authorize Publishing of a Notice of Sale or Execution of a Bond Purchase Agreement and Execution of an Escrow Deposit Agreement.

### Presenter

Andrea Belz, Director of Finance

### Background

On March 18, 2020, the Board adopted Resolution No. 2020-03 authorizing the execution and delivery of Federally Taxable General Obligation Refunding Bonds, Series 2020 for the purpose of providing funds sufficient to (i) refund all or a portion of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds, and (ii) pay the costs of issuance of the Series 2020 Refunding Bonds.

Due to potential changes in federal legislation, there may be an upcoming opportunity for public entities to advance refund outstanding obligations on a tax-exempt basis. To take advantage of this possibility, should it become available in the near future, the District now wishes to amend and restate Resolution No. 2020-03 to allow for either a taxable or a tax-exempt advance refunding of the Series 2011A Bonds, the Series 2012 Bonds, the Series 2013A Bonds and the Series 2014 Bonds.

The goal of this endeavor is to generate savings for the District's taxpayers, who could realize lower interest costs and debt service tax rates in future years as a result of this issuance. The District's target is a total net present value debt service savings of at least 3% on bonds being refunded; no issuance would be authorized if savings did not meet or exceed this level. As a tax-exempt issuance would yield additional savings for our taxpayers, the District will select this option if it becomes available during the current federal legislative session.

### Budget/Resource Implications:

The resolution presented would authorize the sale of obligation bonds to advance refund all or a portion of the following bond series: Series 2011A, Series 2012, Series 2013A and Series 2014. If these bonds are issued, interest and principal payments for the four series noted above would shift to the Series 2020 Escrow Account beginning with interest payments due in December of 2020. The District would, in turn, take over interest and principal payments for the new 2020

series. The expectation would be that these new payments would be less than the combined amounts due for the four refunded series, resulting in lower debt service costs for the district and a lower debt service tax rate for district taxpayers.

**Recommendation**

The superintendent recommends adoption of the amended and restated Resolution No. 2020-03 authorizing the issuance and sale of general obligation refunding bonds (Series 2020) to advance refund all or a portion of the District's following general obligation bond series: 2011A, 2012, 2013A and 2014; designating an authorized representative, bond counsel and financial advisor; authorizing appointment of a paying agent, bond registrar, escrow agent and verification agent; and authorizing publication of a notice of sale or execution of a bond purchase agreement and execution of an escrow deposit agreement.

**AMENDED AND RESTATED RESOLUTION NO. 2020-03**

**A RESOLUTION OF EUGENE SCHOOL DISTRICT 4J, LANE AND LINN COUNTIES, OREGON AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION REFUNDING BONDS, SERIES 2020 TO ADVANCE REFUND ALL OR A PORTION OF THE DISTRICT'S OUTSTANDING GENERAL OBLIGATION BONDS, SERIES 2011A, GENERAL OBLIGATION REFUNDING BONDS, SERIES 2012, GENERAL OBLIGATION BONDS, SERIES 2013A, AND GENERAL OBLIGATION BONDS, SERIES 2014; DESIGNATING AN AUTHORIZED REPRESENTATIVE, FINANCIAL ADVISOR AND BOND COUNSEL; AUTHORIZING APPOINTMENT OF A PAYING AGENT, BOND REGISTRAR, ESCROW AGENT AND VERIFICATION AGENT; AND AUTHORIZING PUBLISHING OF A NOTICE OF SALE OR EXECUTION OF A BOND PURCHASE AGREEMENT AND EXECUTION OF AN ESCROW DEPOSIT AGREEMENT**

**WHEREAS**, Oregon Revised Statutes (“ORS”) Sections 287A.365 to 287A.380 authorize the issuance of obligations to advance refund outstanding obligations. Eugene School District 4J, Lane and Linn Counties, Oregon (the “District”) is advised it may be desirable to advance refund all or a portion of the District’s outstanding General Obligation Bonds, Series 2011A (the “Series 2011A Bonds”), General Obligation Refunding Bonds, Series 2012 (the “Series 2012 Bonds”), General Obligation Bonds, Series 2013A (the “Series 2013A Bonds”), and General Obligation Bonds, Series 2014 (the “Series 2014 Bonds”).

**WHEREAS**, on March 18, 2020 the District adopted Resolution No. 2020-03 authorizing the execution and delivery of Federally Taxable General Obligation Refunding Bonds, Series 2020 for purpose of providing funds sufficient to (i) refund all or a portion of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds, and (ii) pay the costs of issuance of the Series 2020 Refunding Bonds.

**WHEREAS**, due to potential changes in legislation, that may allow public entities to advance refund outstanding obligations on a tax-exempt basis, the District now wishes to amend and restate Resolution No. 2020-03 to allow for a tax-exempt advance refunding of the Series 2011A Bonds, the Series 2012 Bonds, the Series 2013A Bonds and the Series 2014 Bonds.

**WHEREAS**, the Series 2011A Bonds are dated August 11, 2011, and were issued in the original principal amount of \$15,870,000. The Series 2011A Bonds maturing on June 15, 2022 and on any date thereafter are subject to redemption at the option of the District, in whole or in part at any time on and after June 15, 2021, at a redemption price equal to 100% of the principal amount of the Series 2011A Bonds to be redeemed, plus accrued interest thereon to the redemption date.

**WHEREAS**, the proceeds of the Series 2011A Bonds were used to finance projects authorized by the voters at the May 17, 2011 election and to pay the costs of issuance.

**WHEREAS**, the Series 2012 Bonds are dated October 17, 2012 and were issued in the original principal amount of \$37,405,000. The Series 2012 Bonds maturing on June 15, 2023, and on any date thereafter are subject to redemption at the option of the District, in whole or in part at any time on and

after June 15, 2022, at a redemption price equal to 100% of the principal amount of the Series 2012 Bonds to be redeemed, plus accrued interest thereon to the redemption date.

**WHEREAS**, the proceeds of the Series 2012 Bonds were used to refund a portion of the District's General Obligation Refunding Bonds, Series 2003 and General Obligation Bonds, Series 2005, and to pay the costs of issuance.

**WHEREAS**, the Series 2013A Bonds are dated August 28, 2013 and were issued in the original principal amount of \$34,035,000. The Series 2013A Bonds maturing on June 15, 2024, and on any date thereafter are subject to redemption at the option of the District, in whole or in part at any time on and after June 15, 2023, at a redemption price equal to 100% of the principal amount of the Series 2013A Bonds to be redeemed, plus accrued interest thereon to the redemption date.

**WHEREAS**, the proceeds of the Series 2013A Bonds were used to finance projects authorized by the voters at the May 17, 2011 and May 21, 2013 elections and to pay the costs of issuance.

**WHEREAS**, the Series 2014 Bonds are dated September 18, 2014 and were issued in the original principal amount of \$80,000,000. The Series 2014 Bonds maturing on June 15, 2025, and on any date thereafter are subject to redemption at the option of the District, in whole or in part at any time on and after June 15, 2024, at a redemption price equal to 100% of the principal amount of the Series 2014 Bonds to be redeemed, plus accrued interest thereon to the redemption date.

**WHEREAS**, the proceeds of the Series 2014 Bonds were used to finance projects authorized by the voters at the May 21, 2013 election and to pay the costs of issuance.

**WHEREAS**, the Board now wishes to authorize the issuance and sale of federally taxable or tax-exempt refunding bonds to advance refund all or a portion of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds.

**WHEREAS**, the proceeds of the General Obligation Refunding Bonds, Series 2020 (the "Series 2020 Refunding Bonds") will be for the purpose of providing funds sufficient to (i) refund all or a portion of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds, and (ii) pay the costs of issuance of the Series 2020 Refunding Bonds. The Series 2020 Refunding Bonds will be issued as general obligation bonds of the District payable from a direct ad valorem tax upon all of the taxable property within the District in sufficient amount, without limitation as to rate or amount to the extent funds from other legally available resources are not available, to pay the principal of and interest on the Series 2020 Refunding Bonds promptly as they become due and payable. The owners of the Series 2020 Refunding Bonds shall not have a lien or security interest on the property refinanced with the proceeds of the Series 2020 Refunding Bonds.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF EUGENE SCHOOL DISTRICT 4J, LANE AND LINN COUNTIES, OREGON, AS FOLLOWS:**

**Section 1. Issuance of Series 2020 Refunding Bonds.** The Board of Directors of the District authorizes the issuance and sale of the Series 2020 Refunding Bonds in one or more series. The Series 2020 Refunding Bonds shall result in a total net present value debt service savings of at least 3% on bonds being refunded. The Series 2020 Refunding Bonds may be issued as federally taxable or tax-exempt bonds, shall be issued in denominations of \$5,000 each, or integral multiples thereof, as

negotiable general obligation bonds of the District. The District authorizes the Superintendent or the Director of Financial Services or their designee (the “Authorized Representative”), to determine and designate the principal amount, the dated date, interest rates, maturity dates, optional redemption dates and premiums, if any, principal serial maturities, term bond maturity or maturities, with or without premium, denominations, interest payment dates, applicable discount or premium, whether to participate in the Oregon School Bond Guaranty Program or obtain bond insurance or some other form of guaranty or security for the payment of the Series 2020 Refunding Bonds, to obtain one or more ratings for the Series 2020 Refunding Bonds, and such other provisions as are deemed necessary and desirable for the sale and issuance of the Series 2020 Refunding Bonds and to determine if all, a portion of, or none of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds or Series 2014 Bonds are to be refunded.

**Section 2. Title and Execution of Series 2020 Refunding Bonds.** The Series 2020 Refunding Bonds shall be entitled “Eugene School District 4J, Lane and Linn Counties, Oregon, General Obligation Refunding Bonds, Series 2020”, or such other name designated by the Authorized Representative, and shall bear the manual or facsimile signature of the Chair of the Board of Directors of the District and the manual or facsimile signature of the Superintendent. The Series 2020 Refunding Bonds shall be initially issued in book-entry form as a single, typewritten bond for each maturity and issued in the registered name of the nominee of The Depository Trust Company. The Series 2020 Refunding Bonds will be issued without certificates being made available to the bondholders.

**Section 3. Book-Entry-Only System.** Ownership of the Series 2020 Refunding Bonds shall be recorded through entries on the books of banks and broker-dealer participants and correspondents that are related to entries on The Depository Trust Company book-entry-only system. The Series 2020 Refunding Bonds shall be initially issued in the form of a separate single fully registered type-written bond for each maturity of the Series 2020 Refunding Bonds (the “Global Certificates”). Each Global Certificate shall be registered in the name of Cede & Co. as nominee (the “Nominee”) of The Depository Trust Company (the “Depository”) as the “Registered Owner”, and such Global Certificates shall be lodged with the Depository until redemption or maturity of the Series 2020 Refunding Bond issue. The Paying Agent shall remit payment for the maturing principal and interest on the Series 2020 Refunding Bonds to the Registered Owner for distribution by the Nominee for the benefit of the bondholder (the “Beneficial Owner” or “Record Owner”) by recorded entry on the books of the Depository participants and correspondents. While the Series 2020 Refunding Bonds are in book-entry-only form, the Series 2020 Refunding Bonds will be available in denominations of \$5,000 or any integral multiple thereof.

The District has filed with the Depository a Letter of Representation to induce the Depository to accept the Series 2020 Refunding Bonds as eligible for deposit at the Depository. The underwriter for the Series 2020 Refunding Bonds is authorized to provide the Depository with the Preliminary Official Statement, together with the completed Depository’s underwriting questionnaire.

The execution and delivery of the Letter of Representations and the providing to the Depository of the Preliminary Official Statement and the underwriting questionnaire shall not in any way impose upon the District any obligation whatsoever with respect to persons having interests in the Series 2020 Refunding Bonds other than the Registered Owners of the Series 2020 Refunding Bonds as shown on the registration books maintained by the Paying Agent and Bond Registrar. The Paying Agent and Bond Registrar, in writing, shall accept the book-entry-only system and shall agree to take all action necessary to at all times comply with the Depository’s operational arrangements for the book-entry-only system. The Authorized Representative may take all other action to qualify the Series 2020 Refunding Bonds for the Depository’s book-entry-only system.

In the event the Depository determines not to continue to act as securities depository for the Series 2020 Refunding Bonds, or the District determines that the Depository shall no longer so act, then the District will discontinue the book-entry-only system with the Depository. If the District fails to identify another qualified securities depository to replace the Depository, the Series 2020 Refunding Bonds shall no longer be a book-entry-only issue but shall be registered in the registration books maintained by the Paying Agent and Bond Registrar in the name of the Registered Owner as appearing on the registration books of the Paying Agent and Bond Registrar and thereafter in the name or names of the owners of the Series 2020 Refunding Bonds transferring or exchanging Series 2020 Refunding Bonds.

With respect to Series 2020 Refunding Bonds registered in the registration books maintained by the Paying Agent and Bond Registrar in the name of the Nominee of the Depository, the District, and the Paying Agent and Bond Registrar shall have no responsibility or obligation to any participant or correspondent of the Depository or to any Beneficial Owner on behalf of which such participants or correspondents act as agent for the Registered Owner with respect to:

(i) the accuracy of the records of the Depository, the Nominee or any participant or correspondent with respect to any ownership interest in the Series 2020 Refunding Bonds,

(ii) the delivery to any participant or correspondent or any other person, other than a Registered Owner as shown in the registration books maintained by the Paying Agent and Bond Registrar, of any notice with respect to the Series 2020 Refunding Bonds, including any notice of redemption,

(iii) the selection by the Depository of the beneficial interest in Series 2020 Refunding Bonds to be redeemed in the event the District redeems the Series 2020 Refunding Bonds in part, or

(iv) the payment to any participant, correspondent or any other person other than the Registered Owner of the Series 2020 Refunding Bonds as shown in the registration books maintained by the Paying Agent and Bond Registrar, of any amount with respect to principal or interest on the Series 2020 Refunding Bonds. Notwithstanding the book-entry-only system, the District may treat and consider the Registered Owner in whose name each Series 2020 Refunding Bond is registered in the registration books maintained by the Paying Agent and Bond Registrar as the Registered Owner and absolute owner of such Series 2020 Refunding Bond for the purpose of payment of principal and interest with respect to such Series 2020 Refunding Bond, or for the purpose of giving notices of redemption and other matters with respect to such Series 2020 Refunding Bond, or for the purpose of registering transfers with respect to such Series 2020 Refunding Bond, or for all other purposes whatsoever. The District shall pay or cause to be paid all principal of and interest on the Series 2020 Refunding Bonds only to or upon the order of the Registered Owner, as shown in the registration books maintained by the Paying Agent and Bond Registrar, or their representative attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligation with respect to payment thereof to the extent of the sum or sums so paid.

Upon delivery by the Depository to the District and to the Registered Owner of a Series 2020 Refunding Bond of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee then the word "Nominee" in this Resolution shall refer to such new nominee of the Depository, and upon receipt of such notice, the District shall promptly deliver a copy thereof to the Paying Agent and Bond Registrar.

**Section 4. Transfer of Series 2020 Refunding Bonds.** If the book-entry system is not utilized, the Series 2020 Refunding Bonds will be issued in certificate form. Then the Series 2020 Refunding Bonds are transferable, or subject to exchange, for fully registered Series 2020 Refunding Bonds in the denomination of \$5,000 each or integral multiples thereof by the registered owner thereof in person, or by the owner's attorney, duly authorized in writing, at the office of the Bond Registrar. The Bond Registrar shall maintain a record of the names and addresses of the registered owners of the Series 2020 Refunding Bonds. The records of the registered Bond ownership are not public records within the meaning of Oregon Revised Statutes 192.410(4).

All bonds issued upon transfer of or in exchange for Series 2020 Refunding Bonds shall be valid general obligation bonds of the District evidencing the same debt and shall be entitled to the same benefits as the Series 2020 Refunding Bonds surrendered for such exchange or transfer. All fees, expenses and charges of the Paying Agent and Bond Registrar shall be payable by the District. The Bond Registrar shall not be required to transfer or exchange any Series 2020 Refunding Bond after the close of business on record date of the month next preceding any interest payment date or transfer or exchange any Series 2020 Refunding Bond called or being called for redemption.

**Section 5. Sale of the Series 2020 Refunding Bonds.** The Series 2020 Refunding Bonds may be sold by a competitive sale or a negotiated sale pursuant to ORS 287A.300 as determined by the Authorized Representative. The Authorized Representative shall determine the requirements for the sale of the Series 2020 Refunding Bonds, subject to the provisions of this Resolution that provide the most advantageous terms to the District. If sold at a competitive sale, the Authorized Representative is authorized to prepare the terms of and publish a notice of sale and act upon the bids received. If sold at a negotiated sale, the Authorized Representative is authorized to appoint an underwriter and negotiate and execute a bond purchase agreement setting forth the terms of the sale of the Series 2020 Refunding Bonds.

**Section 6. Principal Amount.** The principal amount of the Series 2020 Refunding Bonds shall be in an amount sufficient to pay (a) the principal of and interest on the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded and (b) the costs of issuance of the Series 2020 Refunding Bonds.

Pursuant to ORS 294.338(4)(c), a supplemental budget is not required to expend proceeds of bonds issued during the current budget period to refund previously issued bonds and the District is authorized to appropriate the proceeds of the Series 2020 Refunding Bonds to the refunding of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded.

**Section 7. Payment of Series 2020 Refunding Bonds.** If the book-entry system is not utilized, the principal of the Series 2020 Refunding Bonds shall be payable upon presentation of the Series 2020 Refunding Bonds at maturity at the principal corporate trust office of the Paying Agent. Payment of each installment of interest due each year shall be made by check or draft of the Paying Agent mailed on each interest payment date to the registered owner thereof whose name and address appears on the registration books of the District maintained by the Paying Agent as of the close of business on the record date as determined by the Authorized Representative.

**Section 8. Form of Series 2020 Refunding Bonds.** The Series 2020 Refunding Bonds shall be issued substantially in the form as approved by the Authorized Representative and Bond Counsel.

**Section 9. Security.** The Series 2020 Refunding Bonds shall be a general obligation of the District. The full faith and credit of the District is pledged to the owners of all the Series 2020 Refunding Bonds for the payment of the principal and interest on the Series 2020 Refunding Bonds when due. The District shall levy annually, as provided by law, a direct ad valorem tax upon all of the taxable property within the District in sufficient amount, without limitation, to pay the principal of and interest on all the Series 2020 Refunding Bonds promptly as they become due and payable. The District covenants with the owners of the Series 2020 Refunding Bonds to pledge such ad valorem taxes in sufficient amount to pay the principal of and interest on the Series 2020 Refunding Bonds as they respectively become due and payable. Pursuant to ORS 310.145, the District hereby classifies the tax levy described in this section to be taxes imposed to pay the principal and interest on exempt bonded indebtedness and such taxes are not subject to the limits of sections 11 or 11b, Article XI of the Oregon Constitution. The owners of the Series 2020 Refunding Bonds shall not have a lien or security interest on the property refinanced with the proceeds of the Series 2020 Refunding Bonds. The District may issue additional general obligation bonds on parity with the Series 2020 Refunding Bonds.

**Section 10. Tax Covenant.** The proceeds of the Series 2020 Refunding Bonds issued on a tax-exempt basis shall be used and invested in such manner that the Series 2020 Refunding Bonds shall not become “arbitrage bonds” within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended (the “Code”), and the applicable regulations. The District covenants that, within its lawful powers, it will not do, and will refrain from doing, anything in the issuance of the Series 2020 Refunding Bonds issued on a tax-exempt basis and in the investment and expenditure of the proceeds thereof which would result in the interest on any tax-exempt Series 2020 Refunding Bonds becoming taxable for federal income tax purposes.

**Section 11. Escrow Deposit Agreement and Escrow Agent.** The District shall enter into an Escrow Deposit Agreement for the establishment of an Escrow Deposit Fund to which shall be deposited sufficient proceeds from the Series 2020 Refunding Bonds to acquire government obligations to provide funds sufficient to pay the principal of and interest on the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds which are being refunded. The Authorized Representative is authorized to designate an Escrow Agent to administer the Escrow Deposit Fund and to execute the Escrow Deposit Agreement for and on behalf of the District.

**Section 12. Irrevocable Call and Redemption.** The District does authorize the irrevocable call for redemption on: (a) June 15, 2021, the earliest redemption date, at par value the principal of the Series 2011A Bonds being refunded; (b) June 15, 2022, the earliest redemption date, at par value the principal of the Series 2012 Bonds being refunded; (c) June 15, 2023, the earliest redemption date, at par value the principal of the Series 2013A Bonds being refunded; and (d) June 15, 2024, the earliest redemption date, at par value the principal of the Series 2014 Bonds being refunded.

The irrevocable call and redemption of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded is subject to the sale and delivery of the Series 2020 Refunding Bonds and the deposit into the Escrow Deposit Fund sufficient proceeds of the Series 2020 Refunding Bonds to pay the principal of and interest on the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded, or to acquire government obligations in an amount sufficient to pay the principal of and interest on the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded.

**Section 13. Effect of Refunding.** The District determines that, upon deposit into the Escrow Deposit Fund of money or government obligations in an amount calculated to be sufficient to pay the principal of and interest on the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded, such deposit shall fully defease the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded.

**Section 14. Advance Refunding Plan.** The Board authorizes the preparation of an advance refunding plan and its submission to the State Treasurer for approval pursuant to ORS 287A.370.

**Section 15. Appointment of Paying Agent and Bond Registrar.** The Authorized Representative is authorized to appoint a Paying Agent and Bond Registrar for the issuance of the Series 2020 Refunding Bonds. The Authorized Representative is authorized to negotiate and execute on behalf of the District the Paying Agent and Bond Registrar Agreement. In addition, the District requests and authorizes the Paying Agent and Bond Registrar to execute the Certificate of Authentication as of the date of delivery of the Series 2020 Refunding Bonds.

**Section 16. Appointment of Bond Counsel.** The District hereby appoints the law firm of Mersereau Shannon LLP of Portland, Oregon as Bond Counsel for the issuance of the Series 2020 Refunding Bonds.

**Section 17. Appointment of Financial Advisor.** Piper Sandler & Co. is appointed as Financial Advisor to the District in connection with the issuance of the Series 2020 Refunding Bonds.

**Section 18. Appointment of Underwriter.** The Authorized Representative is authorized to appoint an underwriter for the issuance of the Series 2020 Refunding Bonds.

**Section 19. Appointment of Verification Agent.** The Authorized Representative is authorized to appoint a verification agent to confirm that the funding the Escrow Deposit Fund is sufficient to pay when due the principal and interest on the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds which are being refunded to the redemption date or the final maturity, as the case may be.

**Section 20. Appointment of Bidding Agent.** The Authorized Representative is authorized to appoint a bidding agent for the District in the event the government obligations are to be purchased in the open market.

**Section 21. Printing Series 2020 Refunding Bonds.** If the Series 2020 Refunding Bonds are not in book-entry form, then the Authorized Representative is authorized to contract for the printing of the Series 2020 Refunding Bonds. The Authorized Representative may provide for the printing of, in addition to the original issue of Series 2020 Refunding Bonds, if any, additional bonds to be printed in blank form as to registration and to be designated by appropriate number for the Bond Registrar for delivery to the registered owner upon transfer or exchange of Series 2020 Refunding Bonds. The additional bonds shall bear the dated date of the Series 2020 Refunding Bonds, shall be signed by the manual or facsimile signature of the Chair and shall be attested by the manual or facsimile signature of the Superintendent/Clerk and the Paying Agent and Bond Registrar shall manually sign the Certificate of Authentication as of the date of delivery or transfer of the Series 2020 Refunding Bonds.

**Section 22. Conditional Redemption.** Any notice of optional redemption may state that the optional redemption is conditional upon receipt by the Bond Registrar of moneys sufficient to pay the redemption price of such bonds or upon the satisfaction of any other condition, and/or that such notice may be rescinded upon the occurrence of any other event, and any conditional notice so given may be rescinded at any time before payment of such redemption price if any such condition so specified is not satisfied or if any such other event occurs. Notice of such rescission or of the failure of any such condition shall be given by the Bond Registrar to the Registered Owner as promptly as practicable upon the failure of such condition or the occurrence of such other event.

**Section 23. Defeasance.** The District may defease the Series 2020 Refunding Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Series 2020 Refunding Bonds to be defeased, cash or direct obligations of the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Series 2020 Refunding Bonds until their maturity date or any earlier redemption date. Series 2020 Refunding Bonds which have been defeased pursuant to this paragraph shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this resolution except the right to receive payment from such special escrow account.

**Section 24. Contract with Registered Owners of Series 2020 Refunding Bonds.** In consideration of the purchase and acceptance of the Series 2020 Refunding Bonds, the provisions of this Resolution and the Series 2020 Refunding Bonds shall be deemed to be and shall constitute a contract between the District and the Registered Owners of the Series 2020 Refunding Bonds. The covenants and agreements to be performed by or on behalf of the District shall be for the equal benefit, protection and security of the Registered Owners of any and all Series 2020 Refunding Bonds, all of which shall be of equal rank without preference, priority, or distinction among the Series 2020 Refunding Bonds.

**Section 25. Continuing Disclosure.** The District covenants and agrees to comply with and carry out all of the provisions of the Continuing Disclosure Agreement to be entered into in connections with the Series 2020 Refunding Bonds. Notwithstanding any other provision of this Resolution, failure by the District to comply with the Continuing Disclosure Agreement will not constitute an event of default; however, any Registered Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section and the Continuing Disclosure Certificate.

**Section 26. Preliminary and Final Official Statement.** The District shall, with the assistance of the Financial Advisor, prepare or cause to be prepared a preliminary official statement for the Series 2020 Refunding Bonds which shall be available for distribution to prospective purchasers of the Series 2020 Refunding Bonds. The Authorized Representative is authorized to deem such preliminary official statement final pursuant to Rule 15c2-12 of the Securities and Exchange Commission. In addition, the District shall prepare, or cause to be prepared, a final official statement for delivery to the purchasers of the Series 2020 Refunding Bonds no later than the seventh (7th) business day after the sale of the Series 2020 Refunding Bonds. After determining that the final official statement does not contain any untrue statement of a material fact or omit to state any material fact necessary to make the statements contained in the official statement not misleading in the light of the circumstances under which they are made, the Authorized Representative is authorized to certify the accuracy of the official statement on behalf of the District.

**Section 27. Closing of the Sale and Delivery of the Series 2020 Refunding Bonds.** The Authorized Representative is authorized to determine and execute all the documents and perform any and all other things or acts necessary for the sale and delivery of the Series 2020 Refunding Bonds and the refunding and redemption of the Series 2011A Bonds, Series 2012 Bonds, Series 2013A Bonds and Series 2014 Bonds being refunded as herein authorized. Such acts of the Authorized Representative are for and on behalf of and are authorized by the Board of Directors of the District.

**Section 28. Post Issuance Compliance Procedures.** The District has adopted post issuance compliance procedures to ensure that the interest on obligations issued by the District which is not included in gross income for federal income tax purposes remains exempt from federal income tax and the obligation of the District to provide continuing disclosure as described in the Continuing Disclosure Certificate, if any, is met.

**Section 29 Effective Date.** This Resolution shall take effect on the date of its adoption.

**ADOPTED** by the Board of Directors of Eugene School District 4J, Lane and Linn Counties, Oregon, this 5<sup>th</sup> day of August, 2020.

**EUGENE SCHOOL DISTRICT 4J  
LANE AND LINN COUNTIES, OREGON**

By \_\_\_\_\_  
Chair

**ATTEST:**

By \_\_\_\_\_  
Superintendent/Clerk

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

**May 20, 2020**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a special session at 6 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on May 15, 2020, and published in *The Register-Guard* on May 20, 2020.

**NOTICE: In light of current public health concerns related to coronavirus COVID-19, the regular meeting of the Eugene School District Board of Directors on May 20, 2020 took place via Zoom Meeting. Pursuant to ORS 192.670, the meeting was open to the public via live radio broadcast on KRVM 1280-AM and via the internet at [www.4j.lane.edu/](http://www.4j.lane.edu/)**

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Anne Marie Levis, Chair  
Mary Walston, Vice Chair  
Alicia Hays  
Judy Newman  
Gordon Lafer  
Martina Shabram  
Jim Torrey

**STAFF:**

Dr. Gustavo Balderas, Superintendent of Schools  
Charis McGaughy, Assistant Superintendent for Instruction  
Kerry Delf, Chief of Staff  
Brooke Wagner, Director of PreK-8 Education  
Andy Dey, Director of Secondary Education  
Kat Lange, Director of Student Services  
Kyle Tucker, Chief Operations Officer  
Cydney Vandercar, Assistant Superintendent of Administrative Services  
Christine Nesbit, General Counsel  
Steve Menachemson, Director of Technology Services  
Jeffrey Johnson, Director of K-8 Education  
Andrea Belz, Director of Financial Services  
Holly Langan, Director of Support Services  
Lisa Fjordbeck, Executive Assistant/Board Secretary  
Karen Hardin, Director of Human Resources

**STUDENT ADVISORY PANEL MEMBERS:**

Joel Sadofsky, International High School  
Hannah Mitchell, North Eugene High School

**MEDIA: KRVM**

## **II. REGULAR BOARD MEETING**

Chair Levis called the Regular Session to order at 6 p.m.

## **III. AGENDA REVIEW**

Chair Levis pointed out to the Board members that under Items for Action the second item of Religious Holidays, she asked to have it pulled out without objection. She stated the presentation was not completed but will be ready for the next meeting.

## **IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Dr. Balderas welcomed the students attending and went over the economic forecast that came out today- a 2.7 billion dollar reduction, although they were expecting a 3 billion dollar reduction. He explained that they will be looking at targeted reductions to offset the effects of the smaller budget. A 10.5 billion reduction over the next three years is also expected. He explained the "North Stars" of the next year and what to look forward to; which is a full funded school year. Dr. Balderas talked about school closures and if that would be the best option for targeted reductions or not.

## **V. COMMENTS BY BOARD CHAIR**

Chair Levis expressed her appreciation for the care taken by the community for public education. She addressed that 4J is facing some pretty dire budget cuts. The good news was that the cuts would total \$8.3 million instead of \$17.5 million. She announced that as of now no decisions had been made and this was the time for discussion for what was going to happen with the budget. She then congratulated the LCC Board of Education for being able to pass a grant during a pandemic.

## **VI. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

Hannah Mitchell, representing North Eugene High School, updated the Board on what was happening in the senior class at North Eugene. Senior Send Off day was to happen the following day, and that there would be a yard pick up for school supplies. She then spoke on the changes to senior year that happened due to COVID. She then spoke on the younger grades' dialogue wanting to go back to school this next year and how much community meant to them.

Joel Sadofsky, representing International High School, reported on IHS updates, he stated one of the biggest priorities this next year was to reach out to different campuses to make leadership more collaborative. IHS students are using their creativity to see each other and be social while adhering to social distancing.

## **VII. ITEMS RAISED BY THE COMMUNITY**

Each Board member confirmed they read all missives sent in by the community at large.

### **VIII. COMMENTS BY EMPLOYEE GROUPS**

Sabrina Gordon, Eugene Education Association (EEA) President, outlined the concerns of having furlough days during the last few weeks of school, and the potential impact on student learning. She asked the Board to look into all options before furlough days become a reality. Chair Levis thanked Ms. Gordon for her comments.

### **IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Mr. Torrey first spoke about meeting with different schools to talk about their future plans and how they are handling distance learning. He described how interesting it was to hear how each student body is dealing with these challenges.

Ms. Hays thanked the Budget Committee for meeting during such a strange year and expressed her appreciation on how thorough people were.

Ms. Newman echoed Ms. Hays' thankfulness.

Mr. Lafer also echoed thankfulness. Mr. Lafer spoke on the segregation of schools based on economics and privilege, and how to navigate budget reductions to ensure the best outcome for all.

Ms. Shabram commented expressing her want to look at these issues with equity in mind with the community and thanked everyone on the Board and everyone listening.

### **X. CONSENT GROUP – ITEMS FOR ACTION**

Information about the consent group items was included in the board packet.

- 1. Approve Letter of Agreement with OSEA Relating to School Closures**
- 2. Approve Meeting Minutes from April 1, 2020**
- 3. Approve Meeting Minutes from April 7, 2020**
- 4. Approve the Contract for the Interim Superintendent**

**MOTION:** Vice Chair Walston moved, seconded by Ms. Shabram, to approve the Consent Group

**VOTE:** The motion passed unanimously - 7:0.

### **XI. ITEMS FOR INFORMATION**

- 1. Receive an Update on District Response to COVID-19 and Distance Learning**

Dr. Balderas addressed questions about summer school and what would happen in the fall, which is a moving target as new information is received every week. He explained that there are 197 districts that are in different places and have different wants.

Ms. McGaughy then spoke about finishing the 5th week of distance learning and thanked the community for their support. She was pleased to report a 95.5% attendance in elementary school this week, 98.3% for middle school, and 75.7% for high school, which is more than an 11% increase from the previous week. She then explained that the provisions for summer school was released for this year, and explained the plan to continue distance learning throughout the summer. She announced that between June 5th and June 8th the new guidelines for the next school year would be released. The plan for the Eugene Online Academy, for K-12, was then explained, which has been in the works for over 2 years.

Mr. Torrey stated that there would be 5 months of regression with their students, and the most concerning for him is in reading and math. He urged the support of these subjects throughout the summer and asked if there was a way to provide some written materials to each one of the families with a suggestion on how to stay on track during the summer.

Dr. Wagner explained that each student would receive guidance through Summer Learning Opportunity that outlines specific things that parents and teachers can engage students with over the summer.

Ms. McGaughy then added that she was planning on making the wealth of online resources and the public library available to students as well.

Ms. Newman then spoke about the “Learn” app that makes it easy for teachers to upload materials to an app online, and requested for these issues to be looked at through an equity lens.

Dr. Balderas agreed that they were looking to have as many voices active in this discussion as possible and help inform.

He then spoke about IHS and Magnet programs and their transportation issues in terms of equity.

## **2. Receive an Update on Assessments Presenter:**

Ms. McGaughy then gave a presentation on the Update on Assessments. The full presentation can be found on the 4J website.

The updates were as follows:

She began by talking about Spring assessments. Kindergarten readiness in the fall will also be cancelled. College entrance exams have also been delayed or cancelled. SAT/ACT have been delayed. AP tests have been modified.

They are looking to replace EasyCBM for this next year to collect information. They have suspended the assessment pilot because there are too many unknowns for this next year.

They are also looking at reducing the time spent on student assessment. They are looking at creating a decision tree based on fall assessment scores for what tests they need to take throughout the year, only students who need further assistance will be the ones who take ongoing assessments.

Ms. Shabram wondered if there was any plans on using the information collected this year about how students are responding to the new types of assessments and cancelled assessment.

### **3. Bond Update: North Eugene High School Design**

Mr. Tucker then presented on the North Eugene High School Design update. The design documents are about 50% done, and they will be providing zoom updates throughout the process, as well as providing feedback surveys to the community. He presented an aerial view of what the design site plan is slated to look like right now.

Chair Levis then read a comment by a member of the public concerning whether or not this is the right time to be moving forward with the building of this high school.

Mr. Tucker answered by saying that a bigger facility would reduce crowding and improve social distancing while in school learning.

He then answered some questions about where elevators for better access are, and how the clinic within the school was working.

## **XII. ITEMS FOR ACTION AT A FUTURE MEETING**

### **1. Consider Budget Reductions and School Program Costs**

Dr. Balderas reiterated that the budget cuts were bleak, but not as bleak as it was originally thought to be. The priorities are preserving staff and looking under every rock to make existing cuts without affecting staff and students.

Mr. Torrey then asked about small class sizes and that they need to think about spending equitable dollars this next year, because students would surely have social emotional issues.

Dr. Balderas then spoke on how they are building the best schools with the best teachers to help all kids in need, and how looking at equity instead of to the past is the best possible thing to do at this point.

Mr. Torrey spoke on a time where they had to make cuts previously. He said it was intense on the part of the people whose kids are in that school. He asked if students went to schools other than North if they had the money to do so. He spoke on the priority of building up the North schools in Eugene, and expressed his wish to provide funding for the schools who lose the most students.

Ms. Hays proposed that they focused solely on closing corridor for this evening and getting as many voices and people in these meetings as possible.

Ms. Newman and Chair Levis talked about having a work group the following week for a deeper dive about schools and what's viable, and having some time to hear from the community.

## **2. Policy Revisions & Action Plan — Religious Holidays**

### **3. Authorize Superintendent to Implement Furlough Days and Change the 2019–20 Academic Calendar, Subject to Contract Negotiations with Employee Groups**

Dr. Balderas asked the board to look further into the work shares program to help alleviate furlough days, a lot of portland schools have moved forward with it.

Ms. Nesbit then made a powerpoint presentation on the work shares program and the possibility of having furlough days through the work shares program, however the work shares program would help alleviate those wage losses. The savings per day if all staff participate is about \$500,000. The employee would be receiving a supplemental unemployment payment as well as a federal payment through the work shares program so they will not be losing out on wages. Employee benefits would stay the same.

Ms. Shabram asked if there was a possibility if there would be a delay in unemployment checks and if there was a possibility for a bridge loan to help that.

Dr. Balderas answered that there are some caveats to this, and the question is how to keep staff from losing dollars.

**MOTION: Vice Chair Walston moved, seconded by Ms. Newman, to authorize the superintendent to implement furlough days and change the school calendar for the upcoming year.**

**VOTE: The motion passed 6:1.**

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

There would be a work session on May 27th, 2020.

- 1. Meeting Dates: June 3, 2020 - Regular Board Meeting June 17, 2020 - Regular Board Meeting**

**XIV. ADJOURNMENT**

Chair Levis adjourned the meeting at 9:04 p.m.

*(Recorded by Rodney Cimburke)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair

DRAFT

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

**May 27, 2020**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on May 22, 2020, and published in *The Register-Guard* on May 27, 2020.

**NOTICE: In light of current public health concerns related to coronavirus COVID-19, the work session of the Eugene School District Board of Directors on May 27, 2020 took place via Zoom Meeting. Pursuant to ORS 192.670, the meeting was open to the public via live radio broadcast on KRVM 1280-AM and via the internet at [www.4j.lane.edu/](http://www.4j.lane.edu/)**

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Anne Marie Levis, Chair  
Mary Walston, Vice Chair  
Alicia Hays  
Judy Newman  
Gordon Lafer  
Martina Shabram  
Jim Torrey

**STAFF:**

Dr. Gustavo Balderas, Superintendent of Schools  
Charis McGaughy, Assistant Superintendent for Instruction  
Kerry Delf, Chief of Staff  
Brooke Wagner, Director of K-8 Education  
Andy Dey, Director of Secondary Education  
Kat Lange, Director of Student Services  
Kyle Tucker, Chief Operations Officer  
Cydney Vandercar, Assistant Superintendent of Administrative Services  
Christine Nesbit, General Counsel  
Steve Menachemson, Director of Technology Services  
Jeffrey Johnson, Director of K-8 Education  
Andrea Belz, Director of Financial Services  
Holly Langan, Director of Support Services  
Lisa Fjordbeck, Executive Assistant/Board Secretary  
Karen Hardin, Director of Human Resources

**MEDIA: KRVM**

**I. CALL TO ORDER, CORRIDOR PRESENTATION**

Chair Levis called the meeting to order at 7 pm. She outlined the point of the meeting, that the board would be discussing the potential closure of the alternative school, Corridor. She outlined that Ms. McGaughy and herself would be using criteria from the last alternative school review to evaluate the issue better and with more structure and compassion.

Dr. Balderas presented the core issue about the budget shortage and the potential closure of Corridor.

All full presentations can be found on 4J's website.

Ms. Delf began the data presentation. Corridor has 142 students, making it one of the smallest alternative learning schools in the district, with declining enrollment trends. Student numbers have gone from 278 to 142, a 49% decrease. Looking at student diversity, Corridor has the least amount of diversity. Because of how small Corridor is, the costs per student are significantly higher as well.

Mr. Torrey expressed that he wondered why these criteria hadn't been evaluated in the past.

Ms. Shabram asked about the distinctive strategy and to what degree would this curriculum be able to be utilized in neighboring schools to help with not having a separate school.

Dr. Balderas spoke on finding this program during this founding in 1974, and if magnet programs were to include this curriculum it needed to be well developed and thought out.

Ms. Newman agreed that these criteria evaluations needed to be done regularly and on a timeline. In criteria one, the most important thing to be thinking about is the alignment with district goals and there needs to be an important unique aspect to the curriculum to justify it.

Ms. McGaughy mused that they should use the guiding questions they had for each criteria and that the incoming Corridor principal, Levinia Paige, was to give a brief statement on what the distinctive qualities of Corridor was. These guiding questions are:

- 1.) What do we already know about this criteria?
- 2.) What additional questions are there about this criteria?

Ms. Paige spoke about what makes Corridor unique. She said the 3 C's in Corridor were creativity, collaboration, and community. She spoke on the sense of community that comes from the performing arts at this school and cross grade collaboration. She also spoke about the Elective program in Corridor and how it is unique.

Ms. Wagner spoke on how this curriculum compared to other schools in the district. There are a few other schools, such as Family school and Camas Ridge, have elective schedules like Corridor that also have multi age grouping as well as a few schools that focus on performance arts. Corridor is the only one that does a performance outside of the school building; usually held at the Hult Center.

Ms. Newman spoke about an email testimony that she received that this setup of a school did not work for their family.

Mr. Torrey was taken by the number of students in Corridor that live on the south side of the beltline that choose to go to Madison instead of Kelly. This tends to increase the lack of diversity in these schools.

Mr. Lafer spoke that the biggest issue for him is money vs. the value of the program, especially with how small the school is. However, he wondered how they would be able to make up for the growing elementary school population in the North Eugene region.

Ms. McGaughy asked Ms. Delf to share the slide on North Eugene to receive elementary school kids and the most important thing right now is to look at costs.

Mr. Lafer asked if there was any money that would be lost from kids that come from out of district to go to Corridor, and how they were planning on helping to accommodate the overcrowding in the district and how to accommodate a performing arts school in the district the best.

Dr. Balderas spoke on transferring kids out of the district is problematic, and with small class sizes the cost of keeping these teachers and small class sizes. He posed the question "Would we start a school with 115 kids right now?" and highlighted the answer would probably be no.

Ms. Hayes asked what other programs may move in the district, and how having kids transfer and move again is very compelling and a challenge.

Ms. McGaughy spoke about moving the program at North Eugene would be a cost as well.

Ms. Lange said that the number of students that would be moved in this life skills program would be about 25, and they would move for a few years and then have to move back.

Mr. Torrey said what he was really concerned about the kids at Corridor that are lead to believe that they are going to North Eugene, and as of March 1st this has changed. They don't know if Corridor next year is going to be the same, and how many kids are going to be

allowed in the classroom. In terms of cost, he does not think it is a fiscally responsible thing to do to make these improvements right now.

Chair Levis stated that there are 2 buckets of cost, bond dollars that can only be used for bond projects, and general fund dollars. They need to look at using short general dollars to fund this school, and bond dollars never accounted for promising a school other than North Eugene. There is currently a program at North that will need to be moved to South, because there isn't space for them elsewhere at this moment.

Ms. Lange clarified that there is a CLC program that they do not have a definitive answer for, and they are looking for space hopefully to stay in the North region, just moving them intact to a new region.

Mr. Lafer asked if staying at Corridor would be an option if they chose to keep it.

Ms. Lange said if they chose to keep Corridor they would just stay there. Dr. Balderas spoke on being lucky that this district is expected to grow, and a lot of new installments in housing is going to affect this very quickly.

Mr. Torrey spoke on the CLC program moving to South, and how this would negatively affect the students and possibly building a new YG.

The discussion then moved to the alternative to moving students instead of building a new school. Portables would not cost as much as building new schools, as well as just adding staff to current schools and with the current environment this may be the best decision.

Ms. Newman spoke about the rumor of Corridor closing affecting the enrollment.

Chair Levis then spoke that Corridor closing was not under consideration until the hit of COVID-19.

Ms. Shabram talked about the criteria being useful, however she spoke about wanting to do progress and reevaluation metrics as time went on in the alternative school review. She was curious about data for how recommendations in the report are implemented. She believes a more diverse student body would also require more diversity in curriculum and student metrics, and that this problem still needed to be looked at.

Mr. Lafer asked for some information on what support and services would be available to students, staff, and families if Corridor would be closed.

Dr. Balderas urged the Board to look at equity and diversity issues, and utilize the community as much as possible.

Chair Levis reiterated that they would be back the following Wednesday and if anyone has any items for discussion to please send it to Dr. Balderas to look at before the meeting next week.

**XIV. ADJOURNMENT**

Chair Levis adjourned the meeting at 8:35 p.m.

*(Recorded by Rodney Cimburke)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair

DRAFT

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

**June 3, 2020**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 6 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on May 29, 2020, and published in *The Register-Guard* on June 3, 2020.

**NOTICE: In light of current public health concerns related to coronavirus COVID-19, the regular meeting of the Eugene School District Board of Directors on June 3, 2020 took place via Zoom Meeting. Pursuant to ORS 192.670, the meeting was open to the public via live radio broadcast on KRVM 1280-AM and via the internet at [www.4j.lane.edu/stream](http://www.4j.lane.edu/stream)**

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Anne Marie Levis, Chair  
Mary Walston, Vice Chair  
Alicia Hays  
Judy Newman  
Gordon Lafer  
Martina Shabram  
Jim Torrey

**STAFF:**

Dr. Gustavo Balderas, Superintendent of Schools  
Charis McGaughy, Assistant Superintendent for Instruction  
Kerry Delf, Chief of Staff  
Brooke Wagner, Director of K-8 Education  
Andy Dey, Director of Secondary Education  
Kat Lange, Director of Student Services  
Kyle Tucker, Chief Operations Officer  
Cydney Vandercar, Assistant Superintendent for Administrative Services  
Christine Nesbit, General Counsel  
Steve Menachemson, Director of Technology Services  
Jeffrey Johnson, Director of K-8 Education  
Andrea Belz, Director of Financial Services  
Holly Langan, Director of Support Services  
Lisa Fjordbeck, Executive Assistant/Board Secretary  
Karen Hardin, Director of Human Resources

**STUDENT ADVISORY PANEL MEMBERS:**

Hannah Mitchell, North Eugene High School  
Noa Ablow-Measelle, South Eugene High School

**MEDIA: KRVM**

**I.: REGULAR BOARD MEETING**

Chair Levis called the meeting to order at 6:01 pm and announced all board members were there. She thanked the student board members Noa and Hannah for being there.

**II. AGENDA REVIEW**

There were no additions or changes to the agenda.

**III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Dr. Balderas spoke on his report and read what he wrote to the staff. He acknowledged the current political climate around the deaths of Ahmaud Arbery and George Floyd, and communities of color around the nation. He stated he would keep everyone informed on student outreach to address concerns around these issues.

**IV. COMMENTS BY BOARD CHAIR**

Chair Levis spoke of her concern with the state of the world, but with hope for change. She took a moment to address the death of George Floyd and the many before him and express her sorrow. She stood with those demanding change. She took a moment to address that schools should be a great place for students to discuss and learn about these life changing issues, and how COVID has taken that away as well. Chair Levis spoke about the budget committee's approved budget for the 2020/2021 budget on May 20th, 2020 and opened the hearing.

**V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

Noa Ablow-Measelle, representing South Eugene High School, spoke on graduation and AP testing, and focused on how proud she was of her fellow students for coming together to have conversations on the world's climate and privilege during this time.

Hannah Mitchell, representing North Eugene High School, said she hoped that everyone's family was safe and healthy. She spoke on senior sendoff and how it went amazing, all but 7 students attended.

**VI. CONDUCT A PUBLIC HEARING ON THE 2020-21 BUDGET**

Staff: Cydney Vandercar, Assistant Superintendent for Administrative Services and Andrea Belz, Director of Financial Services This hearing is on the 2020-21 budget as approved by the Budget Committee on May 20, 2020.

Chair Levis then asked if there was any public comment. There was one by one of the members in the budget committee, but it was not discussed. Chair Levis closed the budget hearing.

**VII. ITEMS RAISED BY THE COMMUNITY - WRITTEN COMMENTS ONLY**

Chair Levis acknowledged and thanked the comments submitted by the public and assured if they had not been answered yet than they would be.

**VIII. COMMENTS BY EMPLOYEE GROUPS**

Sabrina Gordon, president of Eugene Education Association (EEA), joined by

Imelda Cortez, EEA's vice president. She spoke on the times of civil unrest, and said that EEA stands with the communities affected by systemic racism.

#### **IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Shabram went first. She spoke about reaching out to the students affected by systemic racism. She read a poem written about standing in solidarity with the communities affected. She made her position on police presence clear, that she believes that all police officers and presence should be removed from schools, and that police should only be called to schools in case of an emergency. She ended by saying that she stands in solidarity with this movement and that Black Lives Matter.

Ms. Walston echoed the statements made by Ms. Shabram and Dr. Balderas. She believed that more needed to be done and thanked the EEA for their offer to rewrite policies that deal with systemic racism, and she congratulated the winners of the ACE award and the 2020 seniors.

Ms. Hayes spoke on actions that she has taken and what she would like to see in order to alleviate systemic racism in schools.

These views were echoed by all of the members of the board, as they all recounted their own experiences and feelings on the issue and the subject.

#### **XI. CONSENT GROUP - ITEMS FOR ACTION**

**MOTION:** Vice Chair Walston moved, seconded by Ms. Hays, to approve the Consent Group

**VOTE:** The motion passed unanimously 7:0.

#### **XII. ITEMS FOR INFORMATION**

##### **1. Receive an Update on District Response to COVID-19 and Distance Learning**

Dr. Balderas gave an update on distance learning and said that there should be more updates on the following school year that following Monday. He stated that they would be meeting with the governor and other governing bodies on a conference call to speak about plans and different aspects on what next school year would look like.

Ms. McGaughy supplemented this statement by speaking on the plans for fall readiness as well as meeting more to deep dive into what Fall was really going to look like. The top three priorities for the district for Fall are as follows: How the district is going to meet the social and emotional needs of students, how the district is going to meet the academic needs of the students and keep them on track to graduate, and how to continue to support educators to continue to provide top quality distance learning.

Ms. Vandercar then thanked the classified staff that stayed working and spoke about the nutrition staff and how they made sure that the students in the community had food throughout the week and even through the weekend.

Ms. Langan spoke about all 6 locations continuing to serve students meal bags. She asked for an additional 8,000 dollars for fruits and vegetables for these meals.

The Board then spoke on ELL and medically fragile students and how they are going to handle reintroducing students back into school. If the number of cases go back up, and school cannot resume, they have a few different plans for sports and extracurriculars.

Ms. McGaughy spoke about the Eugene Online Academy (EOA), and if families choose to do online schooling instead of brick and mortar they are able to sign up easily or request more information. This will be the first year that this is offered for elementary school and these classes will be taught by 4J teachers.

Mr. Lafer thanked Ms. McGaughy for the update, and asked if medically fragile students will be able to come back after the COVID pandemic is over if they choose to do online schooling in the Fall, and if students can be grouped together in online schooling by their schools and neighborhood.

Ms. McGaughy said that when the families choose to send them back, it will be a seamless transition since the students are already enrolled. As for grouping, it is all individualized and not grouped together.

Mr. Torrey asked Ms. McGaughy if there were materials on her update and if so, he would like a copy. He also wondered if there was a way to stay in contact during the recess of the board in July. He also commented that KVAL and KEZI TV were great places to get information. He asked about credit recovery and if there was on campus support for them.

Ms. McGaughy answered that 4J teachers are the ones teaching online classes, and there were also credit recovery programs that were different from the Eugene Online Academy.

### **XIII. BOND UPDATE: SUMMER WORK PLAN**

Mr. Tucker spoke on the summer work plans and about the roofing projects in South Eugene and a few others. For athletics, there are turf replacements at North and South Eugene high school as well as the middle schools in the Spencer Butte areas. The North Eugene softball field is up to bid to have that project begin. The last slide was to cover miscellaneous projects, as well as the design for the remodel at Gillam. DDC stood for climate controls, as asked to be clarified by Ms. Levis.

### **XIV. STUDENT SUCCESS ACT / STUDENT INVESTMENT ACCOUNT UPDATE**

Dr. Balderas discussed the Student Success Act, and how there were previous discussions on how to spend the 13.5 million before COVID. He said now it was a waiting game, and how many dollars will be back billed to fund the Student Investment Account. As of now, everyone is waiting to know if 4J was going to get these dollars at all, and if they were, it would only be about 50%. He also said that before COVID, how they wanted to spend these dollars looked different than how they are wanting to spend it now.

Mr. Lafer asked about the process of how to decide what to spend these dollars on. He asked if it would come back to the board.

Dr. Balderas said they would look at the school and staff needs at first and start there, and they would then reprioritize. For example, he said they may need to purchase computers for each student.

## **XV. ITEMS FOR ACTION**

### **1. Consider Closure of Corridor Elementary School**

Dr. Balderas and Ms. Delf then recounted the issue of closing Corridor, one of the smallest schools in the district and how that would impact the budget and the students in this school. She went over the fact that this school has the highest cost per student yet some of the lowest proficiency numbers, and how these kids would be relocated to surrounding schools as fluidly as possible. As for staff, they would try their best to relocate them within the district.

Ms. Delf spoke on Out of District students, and how the district would in fact lose funding for those students if they leave the district. She also spoke on the outreach efforts to be made to move the students within the district the best they could.

They spoke on increasing population in the North Eugene area, and how the schools would accommodate those students. The consensus was that more staffing would be added to these schools.

Chair Levis addressed the issue that the board has received some comments that this decision was all about cost, and assured whoever was listening that this was not only for cost, but for the wellbeing of students and the students in the district.

Mr. Torrey spoke about other projects in the district that would benefit from bond dollars that wouldn't be used by Corridor if this was closed.

The Board spoke about the theater and community aspect of Corridor and how to preserve that aspect in other areas.

Mr. Lafer spoke about his vote to keep Corridor open, he didn't feel that this was the right choice. He thinks that given a chance, Corridor would thrive and he didn't want to see the end of alternative education in 4J.

Ms. Shabram voiced her opinion that neither decision on voting tonight was "right." And how hearing from the families that chose to send their students to Corridor made it hard to see it close, and how she would like to see the good aspects of Corridor in other schools.

Ms. Newman echoed this and the feelings that parents are probably having right now and how they may be difficult.

Ms. Walston spoke about equity and alternative schooling, and hoping to have a solid plan for the North Eugene school district.

The board members continued to share experiences and opinions on the makeup of Corridor and how closing would affect the students.

Ms. Walston moved to close Corridor after the 2019-2020 school year. Mr. Torrey seconded the motion.

Chair Levis and Ms. Shabram spoke about alternative school reviews.

Dr. Balderas spoke on the heartache of closing Corridor and how this affects the neighboring schools. He expressed the want to create effective magnet programs in the future.

**MOTION:** Chair Levis moved the motion to close Corridor to a vote.

**VOTE:** The motion was passed 6:1.

Chair Levis thanked the board members for their thoughtful process.

Dr. Balderas spoke about helping place these families in the next year.

Ms. Shabram spoke about creating a more concrete community conversations for similar evaluation processes for alternative schools.

## **XVI. ITEMS FOR ACTION AT A FUTURE MEETING**

### **1. Consider Adopting Resolution 2021-01 Adopting The 2020-2021 Budget, Making Appropriations, Imposing and Categorizing Taxes**

Dr. Balderas explained at the next board meeting they would be asked to adopt the budget.

Chair Levis spoke on an email she received on the budget, and clarified that they are being asked to pass something with no real information.

### **2. Consider Adoption of Proposed Board Policy EBC/EBCA Emergency Procedures and Disaster Plans**

Ms. Nesbit spoke about the adoption of EBC/EBCA. She spoke about a lot of guidelines needing updated due to recent events. Key elements are to require the superintendent to stay up to date and performative in emergency procedures during a long-term emergency, such as a pandemic.

### **3. Policy Revisions & Action Plan — Religious Holidays**

Mr. Lafer spoke about the community engagement last Fall, and while the issue has not been solved completely, they are hopeful to present a solution soon.

## **XVII. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

Ms. Shabram spoke about possibly having critical questions discussed about police presence in schools.

Dr. Balderas added that he has had conversations with Chief Skinner and that it would be helpful to see a presentation on how this would work not only in 4J but on a larger scale.

Mr. Lafer also added that it would be helpful to hear a broad overview and it would be helpful to hear from some of these officers as well.

**1. Meeting Dates: Wednesday, June 17, 2020**

**XVIII. ADJOURNMENT**

Chair Levis adjourned the meeting at 9:12 p.m.

*(Recorded by Rodney Cimburke)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair

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

**June 17, 2020**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 6 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on June 12, 2020, and published in *The Register-Guard* on June 17, 2020.

**NOTICE: In light of current public health concerns related to coronavirus COVID-19, the regular meeting of the Eugene School District Board of Directors on June 17, 2020 took place via Zoom Meeting. Pursuant to ORS 192.670, the meeting was open to the public via live radio broadcast on KRVM 1280-AM and via the internet at [www.4j.lane.edu/](http://www.4j.lane.edu/)**

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Anne Marie Levis, Chair  
Mary Walston, Vice Chair  
Alicia Hays  
Judy Newman  
Gordon Lafer  
Martina Shabram  
Jim Torrey

**STAFF:**

Dr. Gustavo Balderas, Superintendent of Schools  
Charis McGaughy, Assistant Superintendent for Instruction  
Cydney Vandercar, Assistant Superintendent for Support Services  
Oscar Loureiro, Director of Research and Planning  
Christine Nesbit, General Counsel  
Kerry Delf, Chief of Staff  
Lisa Fjordbeck, Executive Assistant to the Superintendent/Board Secretary  
Brook Wagner, Director of K-8 Instruction  
Jeff Johnson, Director of K-8 Instruction  
Andy Dey, Director of Secondary Education  
Kyle Tucker, Chief Operations Officer

**MEDIA: KRVM**

**I. REGULAR BOARD MEETING**

**II. CALL TO ORDER, ROLL CALL, FLAG SALUTE**

Board Chair Levis called the meeting to order at 6:01 p.m. and announced all Board members were there.

**III. AGENDA REVIEW**

There were no additions or changes to the agenda.

#### **IV. SUPERINTENDENT'S REPORT**

Dr. Balderas then thanked the Board and community for an amazing year. He then provided the Board with some highlights. He spoke on how he was hired to work on equity. He spoke on how he had improved graduation rates and how there had been a lot of work done and how there was still work that needed to be done.

#### **V. COMMENTS BY BOARD CHAIR**

Chair Levis thanked the Board and community as well. She said she tried to keep hope and optimism, as well as how hard it was to stay optimistic with the pandemic and budget cuts. She spoke on the work that needs to be done to end systemic racism and expressed how heavy her heart was that this is an issue that needed to be addressed. She spoke on words that she heard at the educators march as well as the student's march.

#### **VI. ITEMS RAISED BY THE COMMUNITY**

Chair Levis addressed all of the emails that she had seen from the community. She spoke on how powerful they all were, and how they had all been answered to the best of their abilities.

#### **VII. COMMENTS BY EMPLOYEE GROUPS**

Ms. Wagner from OSEA spoke on her position on preserving and saving classified positions. She looked at resolution 2020-06, she said she had seen a lot of decreases on issues such as sports services and how she was concerned with the items on the agenda that concerned money increases for administrators and how she hopes that the Board will make responsible decisions that benefit all.

Ms. Gordon thanked Dr. Balderas on his work with diversity in the school district and thanked the individuals that attended the marches in that last week. She then called attention to release time for religious observance, and said she supported increased inclusivity for students taking this time. She spoke about the renewal of the Eugene Police Department and the school resource officers. Some support police presence, and a lot of the community members do not. Schools and police departments have always worked together for student safety, and black and brown student voices need to be considered as well. OSEA stands in unity with 4J in reimagining what this would look like.

Ms. Tramba, the incoming president of MAPS, spoke on the renewal of the contract of 4J's contact with the EPD. She spoke on applying equity lenses in SRO's is critical, and whatever actions the Board made that night needed to include that frame of thinking. SRO roles in the school need to be reimagined and looked at if the contract is renewed, if it is at all.

#### **VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Vice Chair Walston thanked Dr. Balderas for all of his work as superintendent. She also thanked Chair Levis, Ms. Gordon, and Mr. Tramba as well as others.

Ms. Shabram began by thanking Dr. Balderas and the rest of the committee and community.

Mr. Torrey also thanked Dr. Balderas. He then spoke on reading all of the community messages.

Mr. Lafer echoed the other committee members. He said that another issue that needed to happen was to waive the 3 by 5 schedule in schools. He spoke on the petition that was asked of the community to sign that attacked teacher's tenure and asked for that campaign to be rethought. He spoke on the poor retention of teachers of color as well as the U of O cutting their program for bilingual educators.

Ms. Hays echoed the many thanks that were given. She spoke about the amount of emails received by the community and how important it was to go through them all and respond.

Ms. Newman also echoed the many thanks and spoke on how important it was to think about the students of color and listen to their voices with every item of action for the upcoming year.

#### **IX. CONSENT GROUP– ITEMS FOR ACTION**

Mr. Lafer commented on the fuel education item that needed to be put on the consent calendar.

Mr. Lafer continued to speak on the issue. Online charter schools are some of the poorest quality education available according to research. He spoke on hoping to have a personalized plan with student's regular teachers teaching them to improve these conditions.

**MOTION:** Vice Chair Walston moved, seconded by Ms. Hays, to approve the Consent Group

**VOTE:** The motion passed unanimously – 7:0.

#### **X. ITEMS FOR INFORMATION**

##### **1. Receive an Update on District Response to COVID-19 and Restarting 4J**

Dr. Balderas turned this over to the upcoming superintendent Ms. Vandercar. She said last week they received word from ODE to start school up in the fall and how tight the schedule was to get these plans for reopening off the ground. If the dates are approved for board meetings, the plan would be put before the board for approval on August 5th.

Ms. Delf put up a slideshow on the eight steps on this plan. The first three are how to manage the virus if kids are put into brick and mortar schools. The steps discussed are as followed.

- 1) Public Health Protocols, such as common areas.
- 2) Facilities and School Operations, how to manage social distancing and visitor protocols.

Ms. McGaughy echoed the many thanks given. She congratulated the seniors who graduated. She spoke about the survey that has been sent out to all students this last year and how the community felt about the response and would like to go forward. She then spoke about the family resources for families in need and how these resources are still ready and available to families in need currently.

Mr. Torrey asked about the guidelines of how to keep facilities clean as well as playgrounds.

The playgrounds will not be open until June 30th and the guidelines from there would be adhered to as they are mandated.

Ms. Newman then asked how the students who did not respond to this survey were being

reached out to.

The Board spoke about changing the 3 by 5 schedule, Dr. Balderas recommended A and B scheduling.

Ms. McGaughy said that if there is a switch then they are hoping to keep it uniform across all the grade levels and regions.

Ms. Shabram expressed her uneasiness about changing the curriculum so much and asked how the district is connecting with students to address the turmoil they may be experiencing.

Ms. McGaughy talked about offering Summer Bridge as well as reach-out plans during the summer and developing summer school.

## **2. Receive Update on School Climate Survey for School Year 2019-2020**

Ms. McGaughy gave a summary of the School Climate Survey. She said that there was a very high response rate however this was given in February pre COVID and how to capture student voices now would be important to figure out.

Mr. Loureiro presented the responses of the School Climate Survey. The same seven questions asked. The trend on question seven that concerns students feeling secure in their identity has improved positively, as well as a steady positive trend in the rest of the questions. He went through a slide presentation that showed the breakdown of all student responses and trends to the survey questions.

Ms. Hays asked if neighboring districts asked the same questions to get a clear trend across the board.

Mr. Loureiro said the rest of the districts use the national survey, and 4J's was created within the school district.

Ms. McGaughy said that 4J was ahead of the curve to the point where the national survey did not accurately capture school climate, so they had to create their own.

## **3. Receive an Update on Corridor School Closure and Student Placements**

Ms. Delf recapped that Corridor had been asked to close as per the decision of the Board during the last meeting. She said because it was so late in the school year that there has been a special plan put in place to help these students transition. She said 119 students will be misplaced. Student's families were reached out to, and they have received 94 responses so far, and most were returning to their neighborhood schools. The CLC center will be moved in whole to Spring Creek.

## **XI. CONSENT GROUP– ITEMS FOR ACTION**

**MOTION:** Vice Chair Walston moved, seconded by Ms. Hays, to approve the Consent

Group

**VOTE:** The motion passed unanimously – 7:0.

**1. Consider Adopting Resolution 2021-01 Adopting the 2020-2021 Budget, Making Appropriations, Imposing and Categorizing Taxes**

Dr. Balderas began by speaking about the budget changes when additional information is given on the 24th of June, that Ms. Vandercar will be attending and beginning to make changes. He does not feel that much will happen next week.

**MOTION:** Vice Chair Walston made a motion, seconded by Ms. Hays, to Adopt the 2020-2021 Budget, Making Appropriations, Imposing and Categorizing Taxes.

**VOTE:** The motion passed unanimously – 7:0.

**2. Consider Adoption of Proposed Board Policy EBC/EBCA Emergency Procedures and Disaster Plans**

Ms. Nesbitt presented the disaster plan and emergency response. Unless there are any questions, she recommends the adoption of this EBC/EBCA.

**MOTION:** Vice Chair Walston moved, seconded by Ms. Newman, to approve the adoption of the EBC/ EBCA Disaster Plan.

**VOTE:** The motion passed unanimously – 7:0.

**3. Approve Intergovernmental Agreement (IGA) Concerning School Resource Officers (SRO) and School Special Events Between City of Eugene and Eugene School District 4J**

Ms. Vandercar presented the community's want to change the contract between the EPD and 4J.

1. The Board is asked to approve the contract for one year, not five.
2. Payment to the city is to be reduced.
3. Officers will not have access to school data concerning students.

She continued to say that SRO's are not focused on arrests, but additional resources, and that all accounts of sexual assaults must be investigated in full. She asked that this program is reevaluated to keep in mind student support and resources, instead of cutting it altogether and leaving the student body needing more support.

She continued by telling the Board that disciplinary guidelines need to be reevaluated to make sure they are supporting students and staff of color to make sure that they are being supported adequately.

She recommended that the Board approve the contract for one year instead of five.

Chair Levis asked the Board to speak on this issue if they would like before making a motion.

Vice Chair Walston spoke first. She echoed the need to reevaluate, and how this is one of the hardest decisions she has ever been asked to make. She felt moved by the need to do what they could to abolish any systemic racism in the community and district. She said that it is not the job of 4J to fix the EPD, and while we need to root out bad apples, we should not throw away the entire system. With hard work and integrity, she believes the district can get to a better place.

Ms. Shabram spoke about her feelings on the matter. She felt that enhancing the safety of students in the schools was important, but an important question is after all of the current events, "Who feels safe now?" She then cited studies that SRO's actually create a less than desirable environment for students, and those were before taking systemic racism into account. She felt that reducing harm by eradicating the contract for SRO's was the correct decision in this matter.

Ms. Newman spoke then echoing that police presence disproportionately affects students in a negative way. She has been trying to learn from what the community is saying about this matter. Her goal is that all students feel safe and that 4J chooses strategies that help all students positively.

Mr. Lafer thanked Ms. Shabram for her lens on the subject. He looked at how the murder of George Floyd affected the EPD. He also talked about the increased military style policing that has been seen recently in Eugene. He then spoke on his decision to support to end SRO contracts and reallocate the money to different resources.

Ms. Hays echoed what Ms. Shabram said about "Who gets the feel safe?" and that she would not like to vote on a five-year contract, as well as not being able to fix this with a meeting.

Mr. Torrey then spoke of his experience when SRO's were asked to come into schools at that point in history. He said that this is a national crisis and it is not a crisis that can be dealt with in a matter of three weeks.

Chair Levis talked about students of color she has talked to, and how intellectualizing sometimes isn't the right thing to do. She wants to use the equity tool to look at how to ask the hard questions, and that doesn't end with this contract as a whole.

Dr. Balderas clarified that SRO's are paid for the whole year and are just kept on for nine months and asked to help in the summer when needed, but seldomly.

**MOTION:** Vice Chair Walston made a motion, seconded by Mr. Torrey, to extend the contract with the EPD only until December 31st, and taking the time between now and then to have conversations with marginalized groups, the community, stakeholders, and staff to reevaluate school safety models and SRO's through the equity lens. The SRO presence will continue to be there until December 31st, and the new plan will be presented to the Board and community at least two times to allow passing with public comment.

**VOTE:** The motion was discussed and amended.

There was some discussion on clarification on how reevaluation should happen and what this motion would mean.

There was also a want for more supporting data on students and SRO's before a definitive decision is made.

Two amendments were made to the motion. This is a short-term extension until no later than the end of the year with hopes to present something earlier, and one more.

Ms. Hays stated that December 31st could be the hard date that the community can count on, but the contract can be ended with 30 days' notice.

Mr. Torrey seconded the motion with these friendly amendments and escape clauses.

**MOTION:** Ms. Shabram moved, seconded by Vice Chair Walston, to amend to add a 30-day escape clause to terminate the EPD contract if needed.

**VOTE:** The motion passed unanimously – 7:0.

**MOTION:** Ms. Shabram moved another amendment, seconded by Ms. Newman, that whatever was decided that there would be changes to the contract with the EPD as it exists today.

**VOTE:** It was discussed by the Board further.

Ms. Shabram said that we cannot commit to changing the contract if the changes yield the same results with no real changes.

Mr. Torrey thought that there was enough information to vote on this motion.

Mr. Lafer spoke on making a more definitive decision on this that night, more of what the system would look like after a vote or change, either way.

Ms. Shabram stated that there would be a lot of work going into the reimagining of these programs, and that police presence is detrimental at all. She thought that the way this could be phrased would say that no matter the changes to this policy, that there will not be sworn officers in the schools.

There was discussion on what exactly the Board was voting on, and Mr. Lafer ended the discussion by saying that the vote then would be to take sworn officers off the table for the fall school year.

Ms. Hays then suggested that there is reluctance to take SRO's off the table because of the want to create a safe environment for every student.

**MOTION:** Chair Levis then held a vote to the amendment that whatever choice that is made at the end of this period will not include SRO's stationed in 4J schools.

**VOTE:** The motion passed – 5:2.

**MOTION:** Ms. Hays made a motion, seconded by Vice Chair Walston, to pass the amended motion: to extend the contract with the EPD only until December 31st, and taking the time

between now and then to have conversations with marginalized groups, the community, stakeholders, and staff to reevaluate school safety models and SROs through the equity lens. The SRO presence will continue to be there until December 31st, and the new plan will be presented to the board and community at least two times to allow passing with public comment.

**Amendments added:**

- I. Whatever choice that is made at the end of this period will not include SRO's stationed in 4J schools.
- II. Add a 30-day escape clause to terminate the EPD contract if needed. It was seconded by Vice Chair Walston.

**VOTE:** The motion passed unanimously – 6:1.

Ms. Shabram thanked the Board for hearing out all sides of the issue.

Ms. Newman said that she sent out a proposed draft resolution to the Board that she and Ms. Shabram worked on. She thought that this would help give action to these words.

Ms. Newman read the intention of this document is to create safety and equity for all students, and to tackle the issue of systemic racism in our schools and how to honor these groups of students in the best way. 4J resolves to being committed to identifying and changing policies that inhibit equitable education for students in protected groups. The goal is to present alternative methods to ensure the safety and support under the equity lens going forward.

Mr. Torrey asked that there be a vote on this resolution tonight.

Ms. Hays said that it would be too late to vote on something that has not been seen by the community yet.

Mr. Lafer made a friendly amendment to move the clause about religious holidays to the next meeting.

**4. Organize the Board of Directors for the 2020-21 School Year**

Ms. Hays nominated Mary Walston for the Chair of the Board of Directors.

Mr. Torrey seconded.

Mr. Lafer nominated Judy Newman as Chair of the Board of Directors.

Ms. Newman declined, and she would like to learn more before she is put in a position of leadership.

**MOTION:** Ms. Levis moved to vote to make Mary Walston the Board Chair.

**VOTE:** The motion passed – 6:1.

Ms. Hays nominated Judy Newman for Vice Chair.

**MOTION:** Chair Levis moved to vote to make Ms. Newman the Board Chair.

**VOTE:** The motion passed unanimously – 7:0.

**MOTION:** Chair Levis then made a motion to have Ms. Walston and Ms. Newman sign for next year's budget.

**VOTE:** The motion passed unanimously – 7:0.

She then had the Board Calendar up to be set.

Mr. Lafer asked to have the meeting on Ash Wednesday moved.

Vice Chair Walston was not comfortable moving a meeting for Ash Wednesday due to the circumstances.

Mr. Lafer spoke on the guidance that goes out for religious holidays, and Ash Wednesday is one of them, and that there is reason to ask the Board to take this into consideration.

**MOTION:** Vice Chair Walston moved, seconded by Ms. Hays, to adopt the calendar as presented with a notion that some may need to be moved due to holidays.

**VOTE:** The motion passed unanimously – 7:0.

## **XII. ITEMS FOR ACTION AT A FUTURE MEETING**

Chair Levis asked the rest of the Board to discuss moving these items to the following meeting.

Mr. Lafer said it would be a hard conversation and agrees it should be moved to next week.

**MOTION:** Mr. Lafer made a motion, seconded by Ms. Shabram, to move these items to a future meeting.

**VOTE:** The motion passed unanimously – 7:0.

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

1. Meeting Dates:  
Wednesday, June 25, 2020

## **XIV. ADJOURNMENT**

Chair Levis adjourned the meeting at 10:08 p.m.

*(Recorded by Alex Sullivan)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair

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

**June 24, 2020**

**NOTICE:** In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors on Wednesday, June 24, 2020 will take place virtually. School board members will meet by phone Pursuant to ORS 192.670, the meeting will be open to the public via live broadcast on KRVM 1280-AM and via the internet at [www.4j.lane.edu/stream](http://www.4j.lane.edu/stream)

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 6 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on June 19, 2020, and published in *The Register-Guard* on June 24, 2020.

**ROLL CALL**

**BOARD MEMBERS:**

Anne Marie Levis, Chair  
Mary Walston, Vice Chair  
Alicia Hays  
Judy Newman  
Gordon Lafer  
Martina Shabram  
Jim Torrey

**STAFF:**

Dr. Gustavo Balderas, outgoing Superintendent of Schools  
Cydney Vandercar, incoming Superintendent of Schools  
Kerry Delf, Chief of Staff  
Brooke Wagner, Director of K-8 Education  
Kat Lange, Director of Student Services  
Kyle Tucker, Chief Operations Officer  
Christine Nesbit, In-House Counsel  
Ryan Spain, Director of Facilities Management  
Oscar Loureiro, Director of Research and Planning  
Jeffry Johnson, Director of K-8 Education  
Andrea Belz, Director of Financial Services  
Karen Hardin, Director of Human Resources  
Lisa Fjordbeck, Executive Assistant/Board Secretary

**MEDIA:** KEZI

**OTHER:**

## **I. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Board Chair Levis called the regular meeting to order at 6:05 p.m. She acknowledged the treaties of 1851 and 1854-1855 and the subsequent forced removal of Native peoples from Western Oregon. During that time some of the Kalapuuya tribe were moved to the Grand Ronde reservation and some to the Siletz reservation. At that time all of Lane County was an important trading and gathering area for Camas and other resources. During the restoration era (1977-1989) Lane County became a service area for the confederate tribes of the Coos, Lower Umqua, and Siuslaw Indians. Eugene 4J District wanted to take time to acknowledge the descendants of the original people of the land. There were still many descendants in their schools and community to that day. They thanked those original stewards of the land.

## **II. AGENDA REVIEW**

There were no changes made to the agenda.

## **III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Dr. Balderas noted that this was his last meeting as the 4J Superintendent. He wanted to thank the Board and the community for their hard work over the years. Dr. Balderas emphasized that the staff had a lot to work on in the coming months, which he called the 4 B's: Back to School, Budget, Bonds, and Badges. He said that they did their best transitioning to emergency remote learning, but that it was not done well. They needed to stay focused on the 4 B's, since they would take a lot of time. Also, at the Board retreat he hoped they would reorganize and be able to work better together and with staff. Dr. Balderas emphasized that they were a team and needed to do what they could to work well together.

Ms. Vandercar thanked Dr. Balderas for his hard work and focus on equity. This last year had been their hardest yet, but they were able to transition and continue teaching their students. The crisis was not over, and they were now tasked with navigating how to teach in Fall 2020. Their priority would be the best interest and safety of their students and their families. She appealed to the Board to work more with staff.

## **IV. COMMENTS BY BOARD CHAIR**

Ms. Levis thanked everyone for attending this last-minute meeting. Their focus this last year had been on figuring out how the Board could work together to help their students. They had to work through the beginning of COVID, the economic fall, the change in Superintendent, and the changes to the Student Success Act (SSA).

Ms. Levis said that they would be talking that night about their religious holiday policy. A subcommittee made up of three members of the Board, Ms. Levis, Mr. Lafer, and Ms. Newman, worked together to shape the policy. Ms. Nesbit worked tirelessly to help the Board through this policy change, and she thanked her for all her time and effort. Ms. Levis said that the work group was a new thing for the Board and had some pros and cons. She thought that there was too much confusion with how the policy was made, and they should have made it clearer to the community. They wanted to make sure that they created a policy that worked well for families, which took a lot of creativity from the staff.

Ms. Levis thanked Dr. Balderas for all his hard work and dedication to the community and staff.

#### **V. ITEMS RAISED BY THE COMMUNITY – WRITTEN COMMENTS ONLY**

Ms. Levis noted that they received a lot of written comments and she had worked hard to respond to as many as she could. She thanked incoming Board President Mary Walston for stepping in to help her respond.

#### **VI. COMMENTS BY EMPLOYEE GROUPS**

There were no comments made.

#### **VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Mr. Lafer wanted to give thanks for the time, effort, and thoughtfulness that Ms. Nesbit, Ms. Vandercar, Dr. Balderas, Ms. Newman, and Ms. Levis gave while working on the policy for religious holidays. He noted that they started the conversation when the District was trying to figure out how to conduct emergency remote learning, and yet everyone still made time to talk about the policy, which he deeply appreciated. Mr. Lafer shared a statement from a professor at the University of Ottawa concerning returning to education in the Fall.

Ms. Shabram was inspired by the activism and leadership from the community in the last month. She said that change would always be hard, but those in charge needed make changes for the better. Ms. Shabram hoped that 4J, and other schools, would work to push their community forward. She wanted to create a school system where all students could feel safe from both inside and outside the system. The community had asked how they could achieve this goal without having officers in the school. Ms. Shabram understood that this idea was the model of safety used in most places, however she did not believe that that was the only option. She had faith that they could communicate with those in the community about how to create safe environments. There had also been frustration about keeping their contract with EPD until the end of the year. Ms. Shabram understood this anger and agreed that change needed to be made, but they needed time to put in a new system.

Ms. Walston stated that their number one job right now was to open their school safely within sixty days. She thought everyone should read the Oregon Department of Education (ODE) guide that was sent out to schools. It would be tough to work getting through it, but she believed with hard work it could happen. They also needed to address the current and future budgets, the institutional racism in some 4J policies, and hire a permanent Superintendent. Ms. Walston shared that originally, they were supposed to share the outline for their reopening plan on August 5, 2020, but that it would be pushed back to August 19, 2020. She thanked Dr. Balderas for his hard work at 4J.

Mr. Torrey thanked Dr. Balderas for great work in making the District better. He also thanked Ms. Levis, Ms. Walston, and all 4J staff for their time and dedication to getting work done. Mr. Torrey was concerned with the liability impact they could face with COVID-19. There used to be a Risk Management position in the district which he thought they should bring back, so it was not all on Ms. Nesbit. Also, he hoped that their conversation on having officers in school would include all voices, both for and against. Mr. Torrey brought up Robert's Rules of Order, which would help them be clear during meetings, so the community, and Board members, were not confused. He appreciated that Dr. Balderas had left them with the four B's to focus on moving forward.

Ms. Newman was delighted that everyone had agreed to a special session to talk about the religious holidays policy. She thanked Dr. Balderas and his leadership in getting their graduation rates higher and helping with the budget. Ms. Newman also thanked the staff for all the adjustments they made when things changed. As a Board they needed to enter conversations with openness and be prepared to learn based on data. She informed everyone that the legislative special session was currently underway, and that another one might be happening soon. The special session group, made up of Ms. Newman, Mr. Lafer, and Ms. Shabram, would be meeting to talk about their priorities and figure out how they wanted to reach out to their legislatures.

Ms. Hays had enjoyed Dr. Balderas' work and was sad to see him go. She thanked Ms. Levis for all her hard work during this tough year. Ms. Hays was glad to hear Ms. Walston's goals for the Board in the coming year and was looking forward to discussing them at their retreat. She hoped that the community would continue to hold them accountable, share their ideas, and ask for clarification when there is confusion.

#### **VIII. CONSENT GROUP – ITEMS FOR ACTION**

There was no consent group.

#### **IX. ITEMS FOR INFORMATION**

There were no items for information

#### **X. ITEMS FOR ACTION**

- 1. Approve Board Resolution 2020-07 Affirming the Board's Commitment to Anti-Racism and Equity**

Ms. Levis thanked Ms. Newman and Ms. Shabram for the work they had done around this resolution.

Ms. Newman stated that School Board needed to work to help eliminate racism and promote equity in schools. This was just the first step they needed to make. The resolution documented how they would be committing to anti-racism and equity in 4J. She thanked Ms. Nesbit and Ms. Delf for reviewing the document and making it sound professional. Most edits made were around wording and format, so the content stayed the same.

Ms. Newman wanted to point out some differences from the original draft before they voted. In the 'Whereas' section there was some wording change, in the 'So It Be Resolved' section they moved their agreement that Black Lives Mattered up. In the numbered section point five was reworded because they agreed to change their system. Point six talked about accountability and reporting back on their new plan before it was implemented, as well as collecting data on the schoolwide climate surrounding disciplinary actions.

Ms. Shabram noted that under the fifth point it said that they would conduct a thorough study of officers in their school and understanding the role of school resource officers (SROs). She stated that understanding the role was very important so when they evaluated the roles later, they could figure out what type of job would be fit for them.

**MOTION:** Ms. Shabram moved, seconded by Ms. Newman, to approve Board Resolution 2020-07 affirming the Board's commitment to anti-racism and equity.

Ms. Hays said that they had a robust discussion last week about the resolution and she was happy to see it moving forward. She thanked Ms. Newman, Ms. Shabram, and staff for their work on making the resolution. Mr. Lafer agreed and was happy to see the Board taking a stance alongside Black Lives Matter and making change within their schools.

Ms. Walston noted that most of this work would have to happen quickly and soon. She hoped that the community would be patient with them while they worked through it.

**VOTE:** The motion passed – 7:0.

## **XI. ITEMS FOR ACTION AT A FUTURE MEETING**

### **1. Consider Revisions to Board Policies:**

#### **JED – Student Absences and Excuses**

#### **JEF – Release Time for Religious Instruction**

Ms. Nesbit said that the proposed changes to policy JED were rather straight forward. It was their basic policy around student absences. The revision would expand the reasons for excused absences to include the mental health needs for students in circumstances where the student was a dependent of someone in the armed forces. This change was

mandated through a change in State law. This revision would also include absences because of religious holidays and reflected the current process and the law.

Ms. Nesbit said that policy JEF covered release time for religious instruction. In February 2020, the Board began a conversation about how school policy could be strengthened to accommodate for students. The current policy described the instructional accommodations for such absences, mainly that they would be excused and that tests given on those days would be given at another time. The Board currently did not have a policy around general religious accommodation. The revisions would also change the title of the policy to "Release Time for Religious Instruction and Observance". It would identify the process for students when requesting accommodations and increase existing language that students would not have to have missed work completed by the next school day. Schools would also not schedule major events on religious holidays. Parents were urged to communicate any accommodations they had so the school could meet them. The revisions also made it so school staff was informed at least twice a year about major religious holidays. Parents would also be reminded at least once a year to contact the school about any accommodations that would need to be made.

Ms. Nesbit wanted to go over the legal standards behind the policy. Under the United States Constitution students had the right to exercise religion without interference. The district was obligated to help those students in not getting penalized. She stated that one religion could not be favored over another when scheduling events. An inclusive religious holiday calendar would have to be created. Not all religions in the world must be included, but the calendar should reflect the community.

Ms. Nesbit mentioned that nationally there were some religions that a lot of children took off for and those absences sometimes obstruct operations, and therefore those religious holidays had been given special treatment. In Eugene, however, they have not seen holidays obstruct operations and therefore all religions should be treated equally. She noted that 4J was not qualified to differentiate between major and minor holidays and would need to work with a professional in their next steps. Calendars created by other schools accounted for twenty to thirty observed days of religious holidays. This could greatly impact the amount of schoolwork that got done every year. Ms. Nesbit stated that this policy might not be maintainable long term.

The Board wanted to consider the legitimate concerns of the community. The policy could work against some students and programming concerning scheduling. Ms. Nesbit offered a two-tier plan to scheduling. The first part dealt with the scheduling of important school wide or grade level events (picture day, prom, open house, graduation, etc.) not on religious holidays. The second tier would deal with classroom level (class field trip, try-outs, etc.) event which would be given advanced notice to families to accommodate any conflicts.

When developing guidelines, they wanted to cultivate staff awareness and create a calendar that would make it easier to avoid big events on religious holidays. The

practical concern was that this would not allow for flexibility in scheduling. Since the calendar has not been created yet the Board should be precise about what kinds of days should be off limits for scheduling. Ms. Nesbit said that it would be easier to add things later then move them. The District was aware that when students missed schools for religious holidays they experienced a burden.

One issue that this policy could face was putting the District in the position for people to say they were elevating religious exercise over education. Also, In the proposed policy there was no wording about exams or exam reviews. Final exams have always been done two days before the grading days and the reviews two days before exams. Ms. Nesbit noted that grading day was a day set by the Board and therefore staff wanted to rely on the Board to make sure there was no conflict. She believed that a restriction on exams would only burden students and staff.

Ms. Levis said that the work group, at her request, looked at a lot of different language. She asked what a co-curricular instruction was. Ms. Nesbit gave the example of Model UN. Dr. Balderas added that any clubs fell under that definition and the issue was that there was usually something happening every day at a High School.

Mr. Torrey asked if they knew how many religious holiday days they would have to accommodate. Ms. Nesbit was unsure but felt that the number was around ten but did not expect it to be more than thirty. They needed to work with an expert in order to get an exact number. Mr. Torrey noted that there are some big events (SAT, ACT, other national tests) that they were not in charge of scheduling. He asked if they had any responsibility over those events. Ms. Nesbit replied that those were not listed in the policy since they had no way to move those. Sports event were also not included for the same reason. Mr. Torrey asked how they could make sure they heard from their employee groups and staff about how this would impact their work. Ms. Nesbit responded that they got a lot of feedback from staff while creating the policy.

Mr. Lafer stated that this was an issue of equity and it was their job to deal with it. Whether intended or not, they needed to make sure that they were not being discriminatory. There were many people who were lucky enough to celebrate holidays that were already around days off (Christmas, Easter Sunday) and got to spend time with family without a thought towards missing school. As Christianity made up a majority of 4J students, as well as the United States population, it made sense that the calendar was scheduled to allow for Christian religious observance. Families gathered in mass from around the country every year to celebrate Christmas, Mr. Lafer emphasized that that was how it should be. He felt that the District needed to do what they could to make sure that all their students got to experience family bonding during their religious holidays.

Mr. Lafer noted that the calendar they would be putting forward with this new policy mirrored those made in cities like Ann Arbor, Michigan, which has a similar make up to Eugene. Ann Arbor, along with other cities who had taken up a similar policy, had not yet received any legal ramifications from the changes they made.

Mr. Lafer noted that the policy focused on major holidays of all religions and allowed for school days on minor ones. Also, it allowed for events of major holidays if moving the event would interfere with school observation or burden students. What the Board needed to figure out was what school events could not be scheduled on major holidays. Mr. Lafer believed that events that could not be made up (try-outs, exam reviews, etc.) should be their focus. Over twenty years parents had asked for considerations on major holidays, but when staff was busy it was easy for those considerations to be lost. By making this a policy it would mean that these issues would be looked at before the school year, not the week of.

**MOTION:** Mr. Lafer moved, seconded by Ms. Shabram, to move the Religious Holiday Policy agenda item from Items for Action at Future Meeting to Item for Action at that night's meeting and approve the policy.

Ms. Hays noted that she had served on the Board for around fourteen years and shared that they needed to stay consistent. Usually if there was a subcommittee they would be working with staff and staff would put forward a policy. She was confused when she received information that the subcommittee wrote. Ms. Hays did not feel comfortable accepting the policy yet since this was all new information to her. She had heard from their attorney that there were possible legal ramifications. Ms. Hays emphasized that she believed in equity and that they needed to focus on what was important at this moment.

**MOTION:** Mr. Torrey moved, Ms. Newman seconded, to divide Mr. Lafer's motion so that they could vote on each motion individually.

**VOTE:** The motion passed – 5:2, with Mr. Lafer and Ms. Shabram voting against.

Ms. Levis said that they would first discuss and then vote on moving the religious holidays policy agenda item from Items for Action at Future Meeting to Items for Action at that night's meeting.

Ms. Newman emphasized that they needed to listen to each other and she had a lot of experience in this field. While her and the rest of the subcommittee might understand the policy, the rest of the Board needed time to ask questions and get clarification. She thought that they should add this as an Action Item at their next meeting.

Ms. Walston had read all the emails that had come in about this topic. Many in the community wanted to find a solution and help the Board preform their roles as public educators to all students. If they all listened to each other with respect and understanding they could find balance. She emphasized that they should not be dismissing their legal counsel, and she found it irritating and disrespectful to staff. Ms. Walston thought that they should wait until their next meeting to make a motion on the policy.

Ms. Hays agreed with what Ms. Walston said. She had worked as a staff member for a Board in the past and knew how much work they did to get stuff done. Ms. Hays stated that they needed to be clear with each other and with staff in order to be efficient. She was interested in hearing more about what the subcommittee had done and what changes they wanted to make about what staff had presented to them. She also felt that they should go through general procedure and vote on the policy at their next meeting.

Ms. Levis was pleased to see where they had gotten regarding the religious holiday policy. When they had first started the conversation some members of the Board were unaware of how important it was to the community. She did not want to move the item to an Item for Action at their meeting that night. Ms. Levis wanted to give members of the community time to react to the policy and give them feedback.

Mr. Lafer emphasized that his comments were only meant to be respectful. He did not want the community to feel like they just had to trust that the Board had done good work without proof, but believed they were at a point with the policy where they could move forward. All Board members had been given the policy draft before the meeting and had time to read through it. The subcommittee had worked in good faith to create policy to bring to the Board with faith in those members on the subcommittee that they had gone into all the detail they needed to. Mr. Lafer pointed out that disagreement did not mean dismissal. He disagreed with some of what staff had said that night and some in the community agreed with him. There was still room for respect in disagreeing. Mr. Lafer thought that they could debate the differences between staff and subcommittee policy and then vote on one of them that night.

Ms. Newman clarified that she wanted this to be voted on at their next meeting. She understood the frustration in the community and that they wanted to get the policy approved. Ms. Newman felt that the subcommittee made a lot of changes quickly and did not give Ms. Nesbit enough time to respond. She did not want the Board to rush into a decision, but instead get information and have time to think about it before voting.

Ms. Walston stated that this was a communication issue. The Board would have to rely on administration and teachers to implement the policy, and they had not heard from them yet. Also, they had heard a lot of feedback from the Jewish population, but not from the Muslim population or other religions. She heard that the Eugene Education Association (EEA) had responded but had not seen the feedback they gave.

Ms. Levis believed that there was a policy already in place that made it so the Board had to have a reading of a proposed policy twice before taking action on it. Ms. Nesbit said that was policy BFC.

Mr. Torrey said that there was a reason that subcommittees were limited to three people. If more, there would be a quorum of the Board on the subcommittee. He would like to see more conversation about the purpose of subcommittees soon. Mr. Torrey noted that August 5, 2020 was a whole month before school began, so there was

enough time to get the schedule in place. He mentioned that while the subcommittee did a good job, those not on it did not have enough time to read over the information.

Ms. Levis wanted to go ahead and vote on the motion.

**Vote:** The motion failed – 0:7.

Ms. Levis now wanted to vote on the second part of the motion, which was to replace the staff policy with the subcommittee created policy. She was uncomfortable replacing the staff policy, but instead wanted to go through and talk about the differences between the policies and get more information from Ms. Nesbit.

Mr. Lafer noted that they voted against moving it the policy to an Item for Action so they no longer had to deal with the second part of his motion. However, he thought that they should inform Board members about what they had talked about in the subcommittee. He said that they received feedback from EEA a couple of times and felt that they did not need to get feedback from every community in order to move forward. The Muslim community had gone through a lot, with their Mosque having to be shut down due to threats and rocks being thrown through their windows during Ramadan. They had to be aware that some communities might not feel comfortable speaking out.

Mr. Lafer noted that the differences between subcommittee and staff policy were in the scheduling and communication sections, and that they were otherwise identical. The conflict was in what was included in events that should not be scheduled on major holidays. Homework was one of those things the subcommittee had talked about. He said that it was a big issue for families since missing a day of school accumulated more work than if they had gone. Therefore, he wanted to have teachers consider lessening homework on those days.

Ms. Newman was confused on what they were currently voting on. Ms. Levis said that they were voting to replace the staff policy with the subcommittee created policy. She stressed that changes could still be made to either. Ms. Newman wanted to hear more from Board members that were not on the subcommittee.

Ms. Shabram wanted to hear the differences between the two policies and the possible legal ramifications.

Ms. Walston thought that they needed to stay on track with their process by listening to what legal counsel said and then asking questions.

**MOTION:** Ms. Hays moved, seconded by Mr. Torrey, to call the question.

**VOTE:** The motion passed 5:2 – With Mr. Lafer and Ms. Shabram voting against.

Ms. Levis noted that the question was to replace the staff policy with the subcommittee policy.

**VOTE:** The motion failed 1:6 – With Mr. Lafer voting for.

Ms. Levis was worried about putting this item on the August 5, 2020 agenda since it was their first meeting back from break. She wanted there to be time for the community to give feedback and for them to hear it before they voted. Ms. Levis wanted to go through the policy section by section to detail what was different than the subcommittee version.

There were a couple differences on the second page. Board members were trying to simplify some of the information which Ms. Nesbit had already discussed (the tiered levels to scheduling). Ms. Newman thought that saying staff would make a “meaningful effort” to not schedule major events on holidays was a confusing statement. She questioned what that really meant and felt that the language was unnecessary since staff would just be avoiding scheduling events on holidays unless it created a burden on the students. Ms. Shabram asked if “meaningful effort” was a legal term or if there was a reason for the phrasing. Ms. Nesbit replied that there was no meaning behind it and was unaware that the subcommittee had an issue around the wording. She stated that they would remove and rewrite the sentence. Ms. Nesbit liked that the subcommittee added language around how some scheduling was outside of the hands of staff.

Ms. Nesbit said that the next difference was in the fieldtrips, try-outs, and club tier. She thought that each of those had different issues they had to talk about. Ms. Newman stated that they collapsed the two-tier system because it was hard to differentiate between them and instead identified which events should be scheduled around. Ms. Nesbit was concerned that fieldtrips were treated the same as prom and that they were not the same type of event. Fieldtrips happened a lot and had a higher chance of causing burden on the students. She felt that it was a broad approach that would put staff on the defensive when scheduling events. Ms. Vandercar shared that as a principal she saw a lot of different religions that people celebrated. She understood that it was difficult to miss something, but they had so many religions to accommodate for and it would start to cause a lot of scheduling conflicts at the classroom level. Mr. Lafer hoped that the schools and teachers could work with families to try and make schedules that made sense for each classroom, at least concerning fieldtrips. Ms. Shabram understood that some scheduling was outside of their control and could be excused. This issue was more than just missing out, but the feeling of students not being included. For younger students fieldtrips might be harder to miss, since those are bonding events. Ms. Hays agreed that missing out on fieldtrips can be difficult, but it would be hard to plan around everyone in their community. Students might start to get singled out based on how many people in the community identify with their religious beliefs. That way they would be leaving some people behind by not including their holidays. Mr. Lafer informed the Board that the subcommittee talked a lot about self-identifying. These were issues they would have to keep in mind while scheduling events each term.

Ms. Levis asked Ms. Nesbit if she still recommended the tier system she had written. Ms. Nesbit recommended the tiers because they were currently unsure how many days

would end up on the list. If there were thirty days, it would be hard for the District to accommodate all of those.

Ms. Levis pointed out another difference under communication. The subcommittee had written that families should be asked at the start of each term, not the beginning of the year, which days are significant to them.

Ms. Walston emphasized that they needed to trust staff since they knew how to write policy. Ms. Hays thought that they should go through the changes and ask Ms. Nesbit to go over those points and come back to them with information on how they could get those changes done.

Ms. Levis noted that Mr. Lafer wanted to include language around homework, but the rest of the subcommittee could not agree on it. Mr. Lafer thought that it could be a separate amendment. He had heard from families that there was a lot of homework for high school students and he just wanted teachers to think about lessening workloads on holidays.

Ms. Hays asked how the subcommittee policy was given to the community before it was given to the Board. Ms. Levis was also confused on that and had reached out to members of the community to figure out where they got information.

Ms. Levis felt that it was crucial for the moving forward to know how many holidays they would be working around. She asked the Superintendent to do outreach to teachers and administrators so the Board could understand what was possible. Ms. Walston was concerned with the turnaround for August 5, 2020. Dr. Balderas responded that staff would be able to come back by August 19, 2020.

## **XII. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

- 1. Next Board Meeting Dates:  
August 5, 2020  
August 19, 2020**

Ms. Hays pointed out that this year would be fifty years of Pride. Looking at the violence going on in the country they should not overlook the violence that Black Transgender people faced in the country.

## **XIII. ADJOURNMENT**

Ms. Levis adjourned the meeting at 9:07 p.m.  
*(Minutes recorded by Lydia Dysart)*

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Cydney Vandercar  
District Clerk

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Mary Walston  
Board Chair



## ITEM FOR INFORMATION

### **Date of Meeting**

August 5, 2020

### **Title**

Receive Information on District Plan for Return to Learning

### **Presenter**

Cydney Vandercar, Superintendent

### **Background**

Oregon school buildings have been closed to students since March due to the coronavirus pandemic. Now, with the start of the 2020–21 school year approaching, school districts across Oregon are planning for returning to learning under the current public health circumstances.

Eugene School District 4J is developing comprehensive plans to support students' well-being and academic progress while protecting students and staff from the spread of COVID-19.

The district's return to learning plan framework has been established in alignment with state requirements established by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority, including ODE guidance *Ready Schools, Safe Learners: Guidance for School Year 2020–21* and *Comprehensive Distance Learning: A Companion to Ready Schools, Safe Learners*.

The district began the planning process for restarting school by surveying educators, students and parents for feedback about remote learning and support services. During the planning process to develop the plan framework and initial details, district leadership met frequently with the teachers' and classified unions' representatives to discuss possible options and proposed plans, inviting input to inform plans.

Workgroups of teachers, licensed specialists and administrators currently are engaged in developing detailed plans for instruction and student supports for returning to school in the fall.

School will be a hybrid of online and on-site learning over the course of the school year. The foundation of instruction will be online, supplemented by face-to-face learning at school when public health conditions allow, so students and schools are prepared to transition to all off-site learning at any time based on public health circumstances.

4J schools will begin the first several weeks of the school year teaching and learning online, in the instruction model identified by the state as "Comprehensive Distance Learning," to establish a strong foundation in remote learning for teachers, students and parents. At a later point, when public health conditions allow, students will resume on-site learning in a "Hybrid Learning Model," with groups of students attending school on-site and online in alternating weeks.

Families who prefer may opt for 100% remote learning through the district's online academy, which offers individual supports and online courses taught by 4J teachers. Students will temporarily take classes through the Eugene Online Academy, but will remain enrolled in their current school and can continue to engage in extracurricular activities. When they are ready, students may return to their regular school at the next term change.

Oregon school districts are required to develop an Operational Blueprint for School Reentry, identifying the district's plans in compliance with state requirements, for restarting school with a comprehensive distance learning, on-site learning, or hybrid learning model. School districts' blueprints are to be shared with the school board and sent to the local public health authority for information and review, before being submitted to the Oregon Department of Education.

The Eugene School District is starting the school year in comprehensive distance learning and will submit the appropriate blueprint to the Oregon Department of Education before August 17. A blueprint for the hybrid learning model, addressing on-site operational measures for health and safety, will be submitted before district schools resume on-site instruction in the hybrid model, and before small groups or individual students are brought on-site for targeted in-person learning while the district is providing comprehensive distance learning.

The foundation of this operational blueprint will be the district's COVID-19 Communicable Disease Management Plan, which is required by the *Ready Schools, Safe Learners* ODE guidance. This plan, developed in consultation with medical professionals including 4J nurses and Lane County Public Health, establishes required health and safety protocols and applies whenever staff, students or others are in schools or other district facilities. The plan addresses current and anticipated future operations for the 2020–21 school year in 4J schools and will be reviewed regularly and updated as needed. It supplements the district's communicable diseases procedures in JHCC-AR and GBEB-AR by providing guidance specific to the COVID-19 pandemic.

Staff will provide an update on the district's plans to return to learning, online and on-site, for the 2020–21 school year.

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# Return to Learning: Restarting 4J Schools

— Eugene School Board Meeting —  
August 5, 2020

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# What We'll Cover

- Overview, Planning Process and Timeline
- 4J Plan for Returning to Learning
- Instruction Plan
  - Comprehensive Distance Learning
  - Hybrid Learning Model
  - Short-Term Distance Learning
  - Online Academy Option
- Operations Plan
- Questions and Answers

# Underlying Assumptions

*“You don’t make the timeline. The virus makes the timeline.” – Dr. Anthony Fauci*

- **We care.** The health and safety of our staff and students are paramount, as are the academic learning and social-emotional wellbeing of our students.
- **We are in this together.** We have the collective capacity and shared responsibility to ensure all students can learn, safely, despite the challenges.
- **We will do better.** Teachers worked hard to provide emergency learning last spring but had insufficient infrastructure and little preparation to teach from a distance. We are now better prepared to provide more robust online learning.
- **Prevention matters.** Our primary tools to protect our students, staff and community from the virus are physical distancing and hygiene.
- **Flexibility is key.** Local health and state guidance are constantly changing. We will be living with coronavirus until immunity, many months away at best.

# Glossary

*“Bad terminology is the enemy of good thinking.” – Warren Buffett*

- **CDL** — Comprehensive Distance Learning
- **EOA** — Eugene Online Academy
- **LMS** — Learning Management System
- **IEP** — Individualized Education Plan (special education services)
- **SDI** — Specially Designed Instruction
- **PPE** — Personal Protective Equipment
- **ODE** — Oregon Department of Education
- **OHA** — Oregon Health Authority
- **Hybrid** — Blend of online and on-site learning
- **Blueprint** — Operation plan for school reentry

# Return to Learning Plan Process

## Return to Learning Plan Development

- Plan development coordinated by restart planning team, informed by input
- Teacher/staff workgroups developing detailed plans for return to learning
- Community information and feedback

## Comprehensive Distance Learning Plan: by August 17

- Submit CDL Blueprint for Reentry to public health authority for review
- **Present plan to school board** & post on district website for community access
- Submit plan for district and schools to Oregon Department of Education

## Hybrid Learning Plan: before students return

- Submit hybrid Blueprint for Reentry to public health authority for review
- COVID-19 management plan will be foundation of operational blueprint
- Present plan to school board & post<sup>478</sup> on district website for community access
- Submit plan for district and schools to Oregon Department of Education

# Instructional Models for Oregon Schools

## ON-SITE



### Students Safely Learn In School

All students have access to in-person instruction in accordance with public health requirements.

## HYBRID



### Students Safely Learn In School and Away from School

**Student groups** have access to in-person instruction using staggered schedules and/or prioritizing certain grades, courses, and/or programs, in accordance with public health requirements. On-Site instruction is supplemented by Comprehensive Distance Learning.

## COMPREHENSIVE DISTANCE LEARNING



### Students Safely Learn Away from School

All students are engaged in learning through Comprehensive Distance Learning. Instruction occurs remotely with very limited exceptions for in-person supports.



## RESPONSE TO OUTBREAK

479

*istricts, schools, and programs need to flexibly plan to use multiple models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid learning model, Short-Term Distance Learning may be required due to outbreaks.*

# Parent Choice: Return to Learning Pathways

Families can choose between two pathways for their students to return to school:

## **Hybrid Online / On-Site Learning**

Students attend their regular school. School is online for first trimester, through December 4. Schools will resume on-site learning in alternating groups later in the year, if/when public health conditions allow. Change to on-site hybrid learning will be at set points determined in advance.

## **100% Remote Learning**

Students take classes through 4J's K-12 online program, Eugene Online Academy. Students can choose to return to attending their regular school the next trimester or semester.

# Return to Learning Plan Framework

## WHAT:

- Comprehensive Distance Learning Model: Online learning at start of school year
- Hybrid Learning Model: Combination of online and on-site learning over the year
- Short-Term Distance Learning: Prepared to change to off-site learning at any time
- Online Academy: Families have option to elect 100% remote learning

## WHERE:

- School year begins online for first trimester, strong foundation in remote learning
- Potentially some on-site connections for selected individuals and small groups
- On-site learning may start second trimester (Dec. 7), if public health allows

## WHEN:

- All learners engage in learning Monday–Friday, with shorter school days

## HOW:

- When on-site instruction begins: Smaller groups, stable cohorts
- Students alternating on-site week by week (A week, B week)
- Additional differentiated supports for student needs

# Returning to Learning **ONLINE START**



# Strong Start Online: Foundation of Learning

*Students will start the school year with online learning, and transition to hybrid online / on-site learning when public health conditions allow*

- Introduction
- Curriculum Planning
- Elementary School
- Middle School
- High School
- Special Education
- Differentiated Student Supports

# What is Comprehensive Distance Learning?

- All students engaged in remote instruction, with limited in-person supports
- Different and more robust than the short-term emergency learning students engaged in last spring
- Increased teacher-facilitated instruction
- More independent and family-supported applied learning
- Daily opportunities for real-time connections
- Daily attendance
- Students will earn grades
- Establishing a foundation of online instruction, to be augmented by in-person learning at school when public health conditions allow

# Curriculum Planning

- Equitable outcomes for all students
- Creation of a guaranteed and viable curriculum
- Phase 1 Priority Standards – July
- Phase 2 Curriculum Development – August
- Provide teachers with the support and resources needed for a successful start to the school year

# Elementary School Academic Programing

- Planning in collaborative work groups with EEA:
  - *Operations* focusing on the structure
  - *Content* focusing on curriculum in grade level bands (K/1-2/3-4/5)
- Daily schedule:
  - Students engaged in Teacher Facilitated Learning  $\geq 2.5$  hours each day
  - Additional time for Applied Learning, Nutrition and Wellness
  - Applied Learning will be scaffolded by grade level bands (K/1-2/3-4/5)
  - Opportunity to engage in synchronous connections with staff each day
- Orientations for students and families to virtual tools, procedures  
Held at the start of the school year and regular conferencing throughout
- Seesaw learning management system for elementary school

# Middle School Academic Programing

- Daily schedule:
  - Students engaged in  $\geq 2.5$  hours each day in teacher planned instruction
  - Additional time for Applied Learning, Nutrition and Wellness
  - Students participate in synchronous connections with teachers each day
- Course schedule: Continue regular 6 period + Advisory schedule
- Grading: Opportunities to redo, make up, or show progress, without penalty, and retaining the highest grade earned
- Attendance: Every day, in every class
- Orientations: Primers for students and families on virtual tools, procedures, and regular conferencing throughout the year

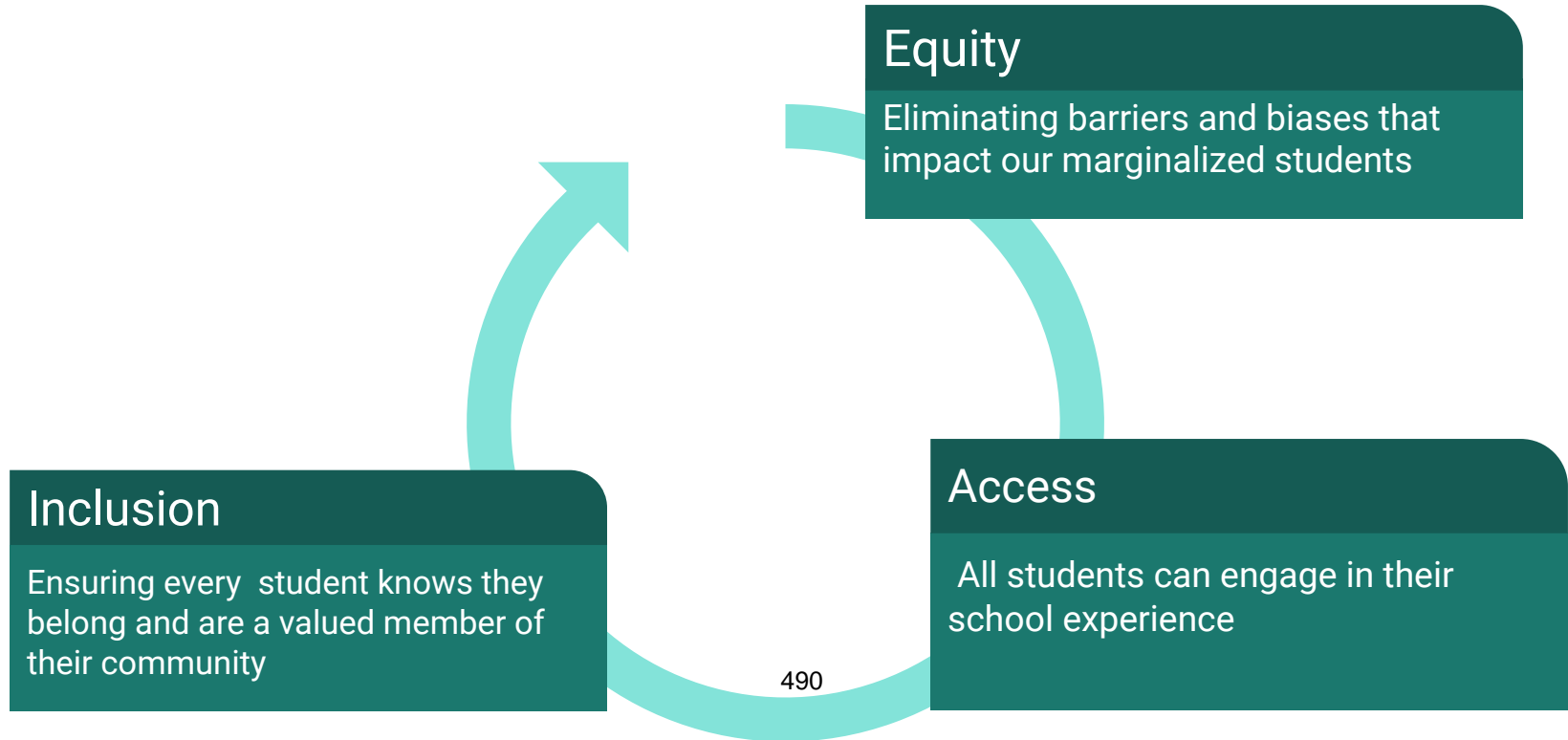
# High School Academic Programing

- Significant difference from emergency learning last spring
- Full course curriculum with all selected courses offered
- Full daily schedule of classes
  - Maximize synchronous instruction
  - Daily attendance and grades
- Full host of support and enrichment services
- Canvas learning management system for middle and high school
  - Change from Google Classroom used last spring
  - Far more robust, for more seamless, organized and accessible instruction

# Special Education

- Planning:
  - Special education teachers working with curriculum level groups to support planning
  - Workgroups developing plans to address both distance learning and a hybrid model
  - Using Universal Design for Learning and equity lens to support underserved populations
  - Understanding we must deliver SDI and related services in a more synchronous way
- Student supports:
  - Supports will be provided as appropriate and as determined by the student's IEP
  - Will work with each family through an IEP meeting or amendment as needed
- Delivery of services:
  - Combination of synchronous / asynchronous learning, packets, in-person when appropriate
  - Will collaborate with our general education teachers on delivery of SDI
  - Will work within the schedule to have small group and/or 1:1 work time with students
- Online option:
  - For families interested in online academy, will hold IEP meeting to discuss placement and options
- Evaluation:
  - Developing plans for initial assessment or re-evaluation of students for special education services
  - Will reach out to families that have students in need of an assessment to discuss next steps

# Equity, Inclusion & Access



# Differentiated Student Supports *for equitable learning opportunities*

## **SOME** will need supports such as

- Special ed, language learning, TAG supports
- Parent information & meetings in Spanish
- Counseling / mental health supports
- Affinity groups
- Online study groups
- Free breakfast/lunch on remote days
- Family food boxes
- Face coverings for bus & school
- A physical space to study
- Resource information to connect to social services/health services/housing

## **ALL** students will need

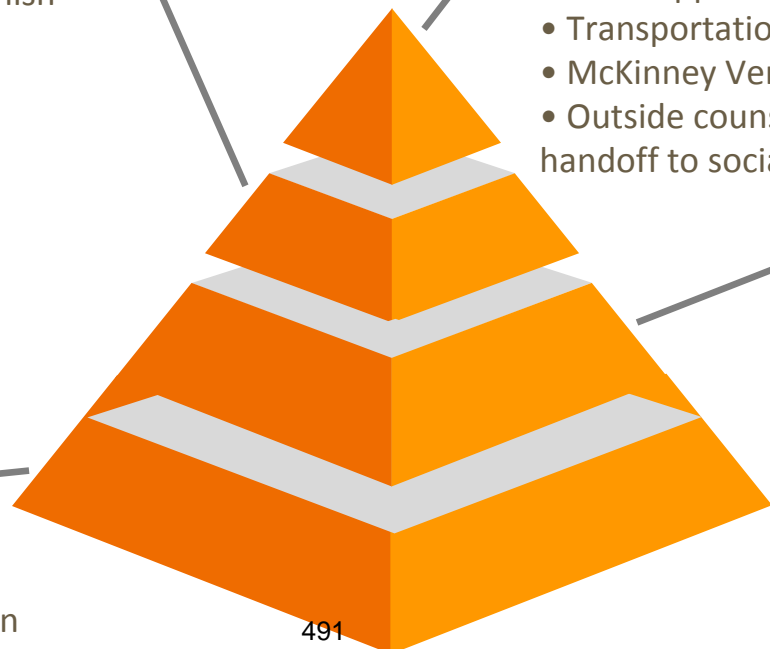
- A safe learning environment
- A learning device (laptop or tablet)
- Access to culturally relevant instruction
- Social emotional learning support
- A positive relationship with one or more adults

## **A FEW** will need supports such as

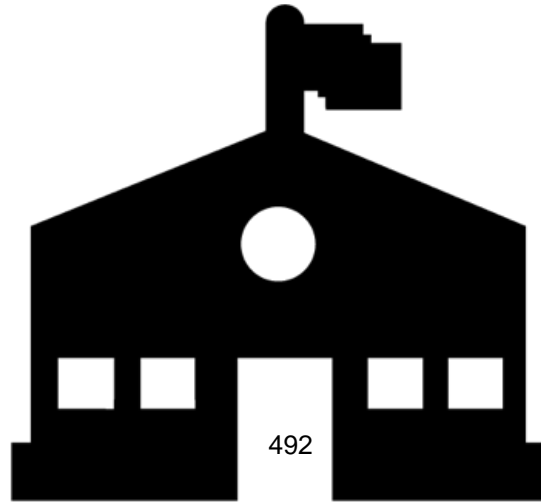
- 1:1 educational assistant support
- GED supports in Spanish
- Transportation to study location with wifi
- McKinney Vento supports
- Outside counseling—an advocate and warm handoff to social services

## **MANY** will need supports such as

- School schedules to match their siblings
- Breakfast/lunch at school
- Tech supports
- Advisory period
- Parent information & meetings in English



# Returning to Learning **ON-SITE**



# State Rules for Reopening

*After a strong start in online learning, we will welcome students back into schools when public health conditions allow for the safety of our students and staff.*

## **STATE-REQUIRED METRICS TO ALLOW SCHOOLS TO REOPEN FOR ON-SITE LEARNING:**

*For past 3 weeks in a row:*

- $\leq 10$  new positive cases per 100,000 population in Lane County
- $\leq 5\%$  positive results in COVID-19 tests in Lane County
- $\leq 5\%$  positive results in COVID-19 tests in Oregon

## **METRICS TO REOPEN FOR GRADES K-3 OR LIMITED, TARGETED ON-SITE LEARNING:**

- $\leq 30$  new positive cases per 100,000 population in Lane County
- $\leq 5\%$  positive results in COVID-19 tests in Lane County
- COVID-19 is not actively spreading among the school community

## **METRICS ALSO ESTABLISHED FOR WHEN TO RETURN TO DISTANCE LEARNING**

# District Dates for Reopening

*Our families and staff deserve as much certainty and stability as possible in an uncertain time.*

*School will be online for the full first trimester. Online learning may continue in Trimester 2 depending on public health conditions. Decisions will be made and communicated in advance.*

*Dates apply to all levels, including elementary schools, which have a semester calendar.*

## **TRIMESTER 1: ENTIRE TERM**

- September 14–December 4
- Online learning announced August 4

## **TRIMESTER 2, START OF TERM**

- Period starting December 7
- District will decide in mid-November if starting on-site / online hybrid Dec. 7

## **TRIMESTER 2, MIDTERM (if on-site hybrid learning did not begin at start of term)**

- Period starting February 1
- District will decide in early January if starting on-site / online hybrid Feb. 1

# Health and Safety

## Key principles for reducing potential exposure:

- Physical distancing
- Hand hygiene
- Cohorts
- Protective equipment
- Environmental cleaning and disinfection
- Isolation of sick people and quarantine of exposed people

# COVID-19 Communicable Disease Management Plan

- Purpose and Scope
- Content
  - Mitigation and Prevention
  - Facilities and School Operations
  - Response to Confirmed Cases
  - Training and Communication
  - Guidance
- Development and Future Updates



# Operational Supports for On-Site & Online Learning

## School operations supports include:

- Technology — *takehome devices for every student*
- Nutrition — *meals available regardless of learning location*
- Transportation — *bus seats will be limited*
- Protective equipment — *includes face coverings for all*
- Cleaning — *between student groups on buses and in schools*

# Returning to Learning

# 100% ONLINE OPTION



# Eugene Online Academy

- Program Overview
- Enrollment Process
- Current Interest Level
- Community Information
- Student Day
- Student Supports

# Returning to Learning

# INFORMATION & FEEDBACK



# Staff & Parent Information, Questions & Feedback

## Online Information Sessions

Information, questions & feedback

## Frequently Asked Questions

[4j.lane.edu/coronavirus/questions](https://4j.lane.edu/coronavirus/questions)

### *Staff:*

- Thursday, August 6, 2:00–3:00 p.m.

### *Parents:*

#### **Return to Learning Info Sessions**

- Thursday, August 6, 5:30–6:30 p.m.
- Tuesday, August 11, 2:00–3:00 p.m.

#### **Eugene Online Academy Info Sessions**

- <sup>501</sup>• Friday, August 7, 6:00–6:30 p.m.
- Monday, August 10, 12:00–12:30 p.m.

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# QUESTIONS & DISCUSSION

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## Return to Learning: Restarting 4J Schools

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## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE’s *Ready Schools, Safe Learners* guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program: <b>Eugene School District 4J</b>	
<b>Elementary Schools:</b> Adams Elementary School • Awbrey Park Elementary School • Buena Vista Spanish Immersion Elementary School • Camas Ridge Elementary School • Charlemagne French Immersion Elementary School • Chávez Elementary School • Chinese Immersion Elementary School • Edgewood Elementary School • Edison Elementary School • Family School • Gilham Elementary School • Holt Elementary School • Howard Elementary School • McCornack Elementary School • River Road/El Camino del Río Elementary School • Spring Creek Elementary School • Twin Oaks Elementary School • Willagillespie Elementary School • Yujin Gakuen Japanese Immersion Elementary School	
<b>Middle Schools:</b> Arts & Technology Academy • Cal Young Middle School • Kelly Middle School • Kennedy Middle School • Madison Middle School • Monroe Middle School • Roosevelt Middle School • Spencer Butte Middle School	
<b>High Schools:</b> Churchill High School • North Eugene High School • Sheldon High School • South Eugene High School • ECCO	
Key contact person for this plan	Cydny Vandercar, Superintendent
Phone number & email address	541-790-7707, vandercar_c@4j.lane.edu
Sectors and position titles of those who informed the plan	Superintendent, district administrators, school administrators, operations supervisors, teachers and licensed specialists, classified staff, community members, local public health authority
Local public health office(s) or officers(s)	Lane County Public Health
Name of person designated to establish, implement and enforce physical distancing requirements	Dawn Strong, Human Resources Administrator
Intended effective dates for this plan	Sept. 14–Oct. 12
ESD region	Lane ESD

<sup>1</sup> For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

<sup>2</sup> For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

<sup>3</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

- Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

Eugene School District 4J plans to start the school year with comprehensive distance learning and transition to a hybrid model with students attending school on-site in alternating groups.

The district began the planning process for restarting school in fall 2020 by surveying educators, students and parents for feedback about their experiences with emergency learning and support services during the emergency school closure in spring 2020, and input regarding services to be provided in the fall. Responses were received from 476 educators, 272 students, and parents representing at least 4,250 students, a strong response rate and representation in a district serving 16,300 students in our non-charter public schools.

Teacher and classified union leaders were kept informed and provided input as the initial framework for instruction was developed. Workgroups of teachers, licensed specialists, administrators and some classified staff now are engaged in developing more detailed plans for comprehensive distance learning and the hybrid education model to be implemented later.

Community advisory meetings were held with individuals engaged in equity work and representing diverse underserved communities, and with representatives of community partner agencies and business communities, to gather feedback and engage creative community problem-solving regarding supports and services needed to ensure all students would be able to successfully access their education under the district's planned model. The district also has reached out to the five tribal councils for our area to discuss plans with each of their education directors.

A district planning team developed a Communicable Disease Management Plan for COVID-19, which included outreach to school nursing staff and public health professionals at Lane County Public Health.

The district's framework for returning to learning was shared in mid-July. This was communicated directly to staff and to parents, and publicized to the community through news media, social media and other means. Many parents, staff and community members have shared feedback on the plan framework through email and social media, and online information sessions will be held in August.

- Indicate which instructional model will be used.

*Select One:*

On-Site Learning       Hybrid Learning       Comprehensive Distance Learning

- If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

\* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.  
Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

**Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.**

Eugene School District 4J will start the school year online, with comprehensive distance learning for at least the first 4 weeks. This time will establish a strong foundation in remote learning for teachers, students and parents, as well as provide time for staff and families to prepare for the return to school buildings under changed protocols.

When schools transition to a hybrid on-site / online learning model, under current state requirements for health and safety it will not be possible for all students to be at school at the same time. Students will learn remotely for at least half of their school days. Moreover, the district anticipates the possibility that one or more classrooms, schools, or the district may need to return to full-time online learning at any point based on changes in public health conditions during the school year.

Building a strong foundation for high-quality remote learning will be critical to our success, both for comprehensive distance learning and a hybrid model of instruction, over the course of the school year. Establishing a strong base of effective teaching and learning online will be critical to continuing students' academic learning and supporting their social emotional wellbeing over the course of the year.

**In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.**

The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled: "Comprehensive Distance Learning: A Companion to *Ready School, Safe Learners*." Our comprehensive distance learning model complies with all required guidelines.

One crucial requirement, 5B Infrastructure, is a top priority for the district, but is particularly challenging to meet. About 150 families are currently identified as having no internet connectivity or limited cell signal. For each of these families, district staff are doing individual consultations to determine a workable solution. Options we have available include facilitating access to low-cost internet service if available; providing mobile hotspots; working with a local internet company to install connectivity to certain rural areas; or determining a convenient site where a student can access the internet while maintaining physical distancing.

**Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.**

Eugene School District 4J will follow the state guideposts and metrics issued on July 28 and any future adjustments. As this time, Lane County does not currently meet the required metrics to bring all students back in a hybrid of on-site and online learning, but does meet requirements for on-site instruction for grades K-3.

Students in kindergarten and first grade could have some school days on-site starting in September and early October if public health conditions allow, as may certain other selected groups of students, to help them learn how to learn as they start school in this new model.

On-site instruction for alternating groups of students in all grades will begin as early as the fifth week of school, starting October 12, but this could be later depending on public health conditions.

The district will submit a hybrid blueprint before transitioning to the hybrid learning model. The district's operational plan will follow the district's Communicable Disease Management Plan for COVID-19 and communicable diseases procedures outlined in School Board Policies JHCC and GBEB and Administrative Rules JHCC-AR and GBEB-AR.

*The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.*

EUGENE SCHOOL DISTRICT 4J

COVID-19 COMMUNICABLE  
DISEASE MANAGEMENT PLAN

2020–21

## TABLE OF CONTENTS

I.	Purpose and Scope of Plan	3
II.	Public Health Protocols: Mitigation and Prevention	3
	A. Cleaning, Disinfection and Ventilation	3
	B. Face Coverings, Personal Protective Equipment	6
	C. Contact Tracing	10
	D. Entry, Screening, Dismissal, Contact Tracing Logs	10
	E. Physical Distancing and Personal Hygiene	14
	F. Cohorting Students	16
	G. 4J Physical Distancing Officer and Site Coordinators	17
	H. Visitors and Volunteers	18
	I. Isolation Measures/ Restriction of Ill or Exposed Persons	18
	J. Public Health Communications	21
III.	Facilities and School Operations	22
	A. Playgrounds, Fields, Recess, Break Rooms and Restrooms	22
	B. Meal Service and Nutrition	23
	C. Transportation	23
	D. Health Services	25
IV.	Response to Confirmed Cases and/or Outbreak	25
	A. Prevention and Planning	25
	B. Determination of Outbreak	26
	C. Notification and Communication	27
	D. Cleaning and Disinfection	27
	E. School, Department or Location Closure for an Outbreak	28
V.	Training and Communication	30
VI.	Background Situation	30
	A. Transmission Process	30
	B. Symptoms	31
VII.	Assumptions	32
VIII.	Operations Management	33
IX.	Cooperating and Coordinating Agencies	34
X.	Plan Development and Future Updates	34
XI.	State Guidance	34
XII.	4J Policy and Guidance	34

## I. PURPOSE AND SCOPE OF PLAN

The purpose of this plan is to provide guidance to district staff during the 2020 COVID-19 pandemic in order to meet the district’s obligation to provide high-quality, equitable education, and nutrition, health and social emotional supports during the 2020–21 school year.

It establishes the health and safety protocols and applies whenever staff, students or others are in schools or other district facilities. The district’s educational programming for 2020–21 is anticipated to consist of a combination of online distance learning and on-site face-to-face instruction as public health conditions permit.

This plan addresses current and anticipated future operations for the 2020–21 school year in 4J schools and is required by ODE Guidelines, *Ready Schools, Safe Learners Guidance for School Year 2020–21*. It supplements the district’s communicable diseases procedures in JHCC-AR and GBEB-AR by providing guidance specific to the COVID-19 pandemic.

## II. PUBLIC HEALTH PROTOCOLS — MITIGATION AND PREVENTION

As required by ODE guidelines, the following protocols are addressed in this section:

- Cleaning, disinfection and ventilation
- Face coverings, personal protective equipment (PPE)
- Entry, screening, dismissal, contact tracing logs
- Physical distancing and personal hygiene
- Cohorting students
- Designation of physical distancing officer and site coordinator (PDO, PDSC)
- Visitors and volunteers
- Isolation measures/ restriction of ill or exposed persons
- Contact tracing
- Public health communications – staff and families

### A. Cleaning, Disinfection and Ventilation

As required by ODE's Ready Schools Safe Learners guidance, this section addresses systematic cleaning and disinfection of classrooms, work spaces, bathrooms, and activity areas. It is intended to address preventive and routine measures. It also addresses expectations about ventilation. For information about disinfection following a confirmed case of COVID-19, see Section IV of this document, Response to Confirmed Cases and/or Outbreak.

1. *Cleaning products*

Only district-provided cleaning and disinfecting products will be used. These products will be selected from the [EPA List N](#) to reduce the risk of asthma.

Staff training and product use information will be provided. Product safety data sheets (SDS) are logged in the district SDS database.

Disinfectants will be applied safely and correctly following the manufacturer's labeled directions. Disinfectant products will be kept away from students.

2. *Custodial staff*

Custodial staff will have primary responsibility for daily cleaning and disinfection as outlined in **Appendix 1 - [COVID-19 Cleaning & Disinfection Protocol](#)**.

Custodial staff will, not less than once per day, perform cleaning and disinfecting of all high touchpoints throughout the buildings, including but not limited to restrooms, common areas, door knobs, light switches, and student desks throughout the building. Daytime custodial staff will continue performing disinfecting of common touchpoints throughout the day, to the extent possible.

Any cleaning and disinfecting needs based on known or suspected illness or when bodily fluids are present, will be addressed only by trained custodial personnel.

3. *All staff*

All frequently touched surfaces (such as door handles and sink handles) and shared objects (such as toys, games, and art supplies) must be cleaned, sanitized and disinfected between uses multiple times a day. Cleaning and disinfecting will be done in accordance with [CDC guidance](#).

Playground equipment will be cleaned and disinfected at least once a day or between use as much as possible in accordance with CDC guidance.

All staff will have a role in supporting cleaning and disinfection of classrooms, offices, bathrooms, activity areas and frequently touched surfaces. For example, teachers and educational assistants may be assigned to clean high touchpoint areas and shared objects within the classroom or other school setting. Employees will be required to clean their personal workspaces and points of contact after use, including spraying disinfectant on

restroom sinks, meeting tables, or other areas of shared furnishings or equipment (e.g. laminators, copy machines).

Disinfectant spray and towels or disinfectant wipes, with use instructions, will be made available in each classroom for staff use to periodically disinfect common touchpoints within the classroom. All staff-designated areas will be supplied with disinfectant spray and towels or wipes to be used throughout the day as needed/desired.

4. *Students*

Disinfectant products shall not be used by students, and should be stored in a manner where students do not have ready access to them.

5. *Schools*

Schools will:

- Develop and use sanitizing protocols for all equipment used by more than one individual (students and staff), or, alternatively, purchase equipment for individual use.
- Establish and communicate expectations to staff, students and families to limit and store personal property brought to school. Students' personal property should be labeled prior to entering school. Students shall be instructed to not share their personal property with others in order to limit the spread of disease.

6. *Technology devices*

a) Distribution of devices

- Device will be prepped by staff wearing PPE
- Devices may be wiped down using a technology-compatible wipe as necessary
- Device will be placed in a container for distribution to student
- Device is assigned to student and to be used as their personal device for the school year

b) Technology brought into the building

Technology-compatible wipes will be available in classrooms and in front offices. These may be used by staff (not students) to wipe down technology as needed.

c) Device returned / requiring repair

The device will be placed in a container, and subsequently prepped and cleaned by staff wearing PPE. Staff will clean the device pre- and post-prep and before returning it to the student or loaner pool.

d) COWs / loaner technology

Teachers or other classroom staff will wipe down a device before returning the device to the loaner pool.

7. *Ventilation*

Air circulation and filtration are helpful factors in reducing airborne viruses.

The district and its schools will operate ventilation systems properly and will consider and implement ways to increase circulation of outdoor air as much as possible by opening windows and doors, and setting ventilation systems to increase air exchanges and increase the amount of outside air where possible.

Fans can be an effective way to increase the circulation of outdoor air, but fans should not be used when doors and windows are closed and the fans are recirculating the classroom air. Also, do not use fans if they pose a safety or health risk, such as increasing exposure to pollen or other allergens or exacerbating asthma symptoms.

The district will consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.

Ventilation systems will be checked and maintained by maintenance staff on a regular basis. The district will consider modifications or enhancements of building ventilation and filtration systems where feasible, following current guidance.

**B. Face Coverings, Personal Protective Equipment**

It is now established that asymptomatic people can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as “source control” of a contagious person’s respiratory secretions. Use of face coverings does not change physical distancing requirements.

1. Staff
  - a) Face coverings or other CDC-approved alternatives are required for all staff.
  - b) Staff must wear face coverings in common areas, when interacting with students or the public, and in other circumstances when they may not be able to maintain 6 feet of distance from other people.
  - c) Clear plastic masks may be preferred in some instances because they enable students to see whole faces. This avoids potential barriers to phonological instruction and reinforces social emotional cues. Staff who may prefer clear masks may include:
    - (1) Speech language pathologists, SLP assistants, or other adults providing articulation therapy
    - (2) Front office staff
    - (3) K–1 classroom teachers
  - d) Medical-grade face masks are required for:
    - (1) School nurses
    - (2) Licensed Practical Nurses
    - (3) Athletic trainers
    - (4) Health assistants
    - (5) Other personnel assigned to provide direct close contact and care (within six feet) of students or staff displaying symptoms
  - e) ADA accommodations: A staff member requiring accommodation for the face covering requirement should contact the district’s ADA coordinator at [hr\\_ada@4j.lane.edu](mailto:hr_ada@4j.lane.edu).

f) The district will provide one cloth face covering to an employee upon request to the employee's supervisor. Employees are otherwise expected to provide their own workplace appropriate cloth face coverings. The district will supply disposable face coverings for use by essential visitors and for employees who have left their face covering at home. Employees are encouraged to use a cleanly washed face covering each day. Some staff may be required to wear clear plastic face covering; if required, the district will provide the employee with one upon an employee's request.

g) Clear plastic barriers may be used as an additional measure in some limited circumstances. Examples of where barriers could be used include the library check-out station, cafeteria check-out, or front office.

## 2. Students

a) Face coverings are required for all students in grades kindergarten and up and recommended for pre-kindergarten children age 2 and up.

b) Students must wear face coverings at all times when at school, on school-provided transportation, or participating in school activities.

c) Student athletes participating in indoor athletic activities are required to wear face coverings at all times.

d) Student athletes participating in outdoor athletic activities are required to wear face coverings when not able to maintain 6 feet of physical distancing.

e) Students who do not wish to wear a face covering during on-site instruction may elect all-online instruction through the Eugene Online Academy. Additional provisions apply to students protected under ADA and IDEA.

f) If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must:

- Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised
- Provide additional instructional supports to effectively wear a face covering
- Provide students adequate support to re-engage in safely wearing a face covering
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

3. Students with disabilities

a) Students needing accommodations for face coverings

If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings or CDC-approved alternatives that may meet the needs of the student
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease
- Additional instructional supports to effectively wear a face covering

b) Students with medical conditions

- The district may not deny access to on-site instruction for students with existing medical conditions, doctor's orders to not wear face coverings, or other health-related concerns.

c) IEP and 504 compliance

- If students eligible for or receiving services under a 504 Plan or IEP cannot wear a face covering due to the nature of their disability, the school must review the IEP or 504 plan and take the additional steps outlined in ODE Guidelines *Ready Schools Safe Learners* Section 1h.
- Staff must consider child find implications for students who are not currently eligible for or receiving services under 504 or IDEA

who demonstrate an inability to consistently wear a face covering as required. Teachers should alert the school psychologist and school administrator in such cases.

**C. Contact Tracing**

Staff will maintain contact tracing logs of all visitors, students, employees, contractors and others, entering a facility at any time, or engaged in 4J sponsored activities on district premises. The records will be maintained for a minimum of two months in a secure and confidential location. The Health Services Administrator will submit all tracking information and forms to and by Lane County Public Health. The district will follow the lead of Lane County Public Health in contact tracing.

**D. Entry, Screening, Dismissal, Contact Tracing Logs**

*1. Staff*

a) Employees are expected to conduct a self-check of health and potential exposure before entering sites, and to answer the following questions on a sign-in sheet:

- Have you had close contact with, or do you live with anyone currently ill and diagnosed with COVID-19?
- Are you currently sick or are you experiencing any COVID-19 related symptoms? (see chart from OHA)
- Do you have a fever?

If the answer is “yes” to any of the above questions, the employee is to stay home or go home.

b) Employees are expected to ask the following self-check questions if returning to work after being ill or symptomatic:

- Are you well enough to work?
- Have you had a cough (persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider), or shortness of breath (not explained by a situation such as exercise) in the last 72 hours?
- Have you been fever free for 72 hours without the use of fever-reducing medications?
- Have you had diarrhea or vomiting within the last 48 hours?

If the answer is “no” to any of these questions, the student or employee is to remain home and not come to work/school.

c) Itinerant staff and all district staff who move between buildings (including but not limited to maintenance, facilities, delivery, nutrition and administrative staff) will keep a log or calendar with a running two-month history of their time in each school building which will include the following:

- Which building they were at
- When they were at the building
- Where they went within the building
- Which students, staff or cohorts they interacted with

## 2. *Students*

a) Students shall be directed to stay home if they, or anyone in their home or living spaces, has COVID-19 symptoms, or other signs of infectious diseases.

i. Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.

ii. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from the CDC](#).

iii. Students also should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9–12 of [OHA/ODE Communicable Disease Guidance](#).

b) Students and/or cohorts of students will be assigned to an entrance, and staff will be assigned to entrance(s) to conduct visual screenings of students.

c) Students will be visually screened upon entry to bus or school facilities every day. Once inside the facility, they will be asked a series of screening questions. If a student responds “yes,” additional screening may be necessary.

- i. Anyone displaying or reporting the primary symptoms of concern (see primary symptoms list above) must be isolated and sent home as soon as possible.
- ii. If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever-reducing medicine, and other symptoms are improving.

3. *Known exposures*

According to the CDC, a known exposure is defined as someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated.

The district will follow the advice of Lane County Public Health on restricting any students or staff known to have been exposed to COVID-19 within the preceding 14 calendar days. Employees other than the designated point of contact with LCPH shall direct questions as follows:

- i. Staff with questions about employee exposures shall direct questions to their administrator. Administrators with questions shall contact Human Resources Administrator Dawn Strong.
- ii. Staff with questions about restricting students shall direct questions to their administrator. Administrators with questions about the exclusion of students shall direct questions to Health Services Administrator Joyce Smith-Johnson.

4. *Baseline / chronic coughs*

Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.). Parents will document a student's pre-existing chronic condition in the student health history form.

5. *Hand hygiene upon entry*

Students and staff are expected, upon entry to school or worksite, to wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol.

Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.

6. *Other requirements for arrival and dismissal*

a) Staff shall maintain, and shall ensure students maintain, physical distancing during arrival and dismissal. Scheduling adjustments (staggered arrival and dismissal) may be necessary to accommodate this requirement.

b) During periods of Comprehensive Distance Learning all sites will utilize a limited number of entry points to facilitate contact tracing.

c) All students, staff and others entering the building will sign in and sign out to help facilitate contact tracing. Sufficient pens will be provided to eliminate sharing pens.

d) Caregiver drop-off and pick-up will take place outside the building. Schools will establish and clearly communicate procedures for keeping drop-off and pick-up as brief as possible and maintaining physical distancing.

7. *Student and cohort tracing logs*

Cohort contact tracing logs will be at each entry and exit point. The tracing logs will contain the student's name, drop off and pick-up time, which will later be linked to parent/guardian name and emergency contact information, and student ID numbers. All staff names and phone numbers who interact with a stable cohort or individual student will be included in cohort tracing logs. Where possible, a scanning or roster system will be implemented.

If a student is part of a stable cohort, then a daily log may be maintained for the cohort. If a student is not part of a stable cohort, then an individual student log must be maintained.

At the beginning of each day, the previous day's contact logs will be moved to a central location where they will be securely stored for a minimum of two months. The storage location will be communicated to the Human Resources Administrator (Dawn Strong) and the Health Services Administrator (Joyce Smith-Johnson). No original contact logs may leave the building or facility.

**E. Physical Distancing and Personal Hygiene**

*1. Employees, visitors and volunteers must:*

- a) Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol on entry to school or work site every day
- b) Maintain a distance of at least 6 feet from others, unless job requirements necessitate closer physical proximity
- c) Use appropriate PPE if a distance of 6 feet from others is not possible
- d) Support respiratory etiquette and hand hygiene for students, employees, vendors, volunteers, and worksite visitors
- e) Clean hands frequently, and avoid touching eyes, nose, or mouth with gloves or unwashed hands. Key times to clean hands include:
  - After blowing one’s nose, coughing, or sneezing
  - After using the restroom
  - Before eating or preparing food
- g) Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- f) Staff must maintain physical distancing during all staff meetings, professional development activities, and conferences. Schools may consider virtual meetings or a combined in-person and virtual meeting.

2. *Students are expected to:*

- a) Maintain a distance of at least 6 feet from others, unless activity requirements necessitate closer physical proximity
- b) Use respiratory etiquette and hand hygiene. Respiratory etiquette means covering coughs and sneezes with an elbow or tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized.

3. *Schools will:*

- a) Establish a minimum of 35 square feet per person when determining room capacity, calculating only usable classroom space, understanding that desks and room setup will require use of all space in the calculation. This also applies for professional development and staff gatherings.
- b) Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between individuals to the maximum extent possible. For example, desks will be rearranged to at least 6 feet apart. Students should be assigned a single seat to use consistently throughout the day and every day.
- c) Minimize time standing in lines and take steps to ensure that 6 feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- d) Modify or stagger schedules to limit the number of students in spaces or arriving at the same time to avoid crowding or gathering — for example, recess schedules.
- e) Limit transitions to the extent possible during the student day, and create hallway procedures to promote physical distancing and to minimize gatherings.
- f) Plan for students who will need additional support in learning how to maintain physical distancing requirements. Reinforce physical distancing expectations through positive behavior support and instruction; refrain from punitive discipline.

- g) Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings to meet requirements for physical distancing.
  - h) Advise and encourage all people on campus to wash their hands frequently.
  - i) Expect and teach students to avoid sharing community supplies, and to clean shared items frequently.
  - j) Use signage and regular reminders to encourage students and staff to adhere to requirements for hand hygiene and respiratory etiquette.
  - k) Provide the district-established instruction minutes to students by level.
4. Schools are encouraged to:
- a) Consider using outdoor spaces and common spaces.
  - b) Consider ways to reduce mixing among cohorts of students.
  - c) Design daily activities that support physical distancing.

#### **F. Cohorting Students**

A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. A cohort is a consistent group of students that stays together for the duration of the school day or part of the day.

Schools will establish stable cohorts to the extent feasible, limit cohort sizes and the number of cohorts each student is in, to allow for efficient contact tracing and minimize risk for exposure. The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.

Students cannot be part of any single cohort, or part of multiple cohorts, that exceed a total of 100 people within the educational week. Lunch and recess cohorts will be counted toward the maximum limit of 100 individuals in the combined cohort. Transportation and extracurricular activities should establish their own stable cohorts to the extent feasible; these do not count toward the 100 person limit. Cohorts must be designed such that all students (including those with 504 and IEP plans) maintain access to general education, grade level learning standards, and peers as appropriate. A cohort within a classroom should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.

Where feasible, schools will establish designated bathrooms for stable cohorts. Frequent cleaning of student and staff bathrooms will occur throughout the day.

Schools will minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to all-gender/single-occupant restrooms.

Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.

Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

Using available district resources, each school will implement a system for daily logs to ensure contact tracing among the cohort. See additional information about student/ cohort logs in Sections II-C and II-I of this document.

### **G. Designation of 4J Physical Distancing Officer and Site Coordinators**

Physical or spatial distancing is the intentional physical distance placed between individuals to limit the likelihood of respiratory droplets reaching other individuals. As schools reopen, spatial measures must be taken to ensure physical distance between individuals. Generally speaking, this is 6 feet between individuals since respiratory droplets often spread between 3 and 6 feet (CDC, 2020).

As required by ODE guidelines, the superintendent has appointed a district physical distancing officer (PDO). The PDO is responsible to establish, implement, and enforce physical distancing policies, consistent with guidelines from Oregon Department of Education and Oregon Health Authority.

Each site has a physical distancing site coordinator (PDSC) who will work with the PDO to establish building and/or department practices for physical distancing. The PDSCs for each site are as follows:

- Elementary Schools, Fox Hollow and ECCO — School Principal
- Middle Schools — Assistant Principal
- High Schools — Assistant Principal to be appointed by school principal
- Education Center — Karen Hardin
- Transportation — Nathan Misner
- Facilities — Doug Lemonds
- Athletics — High School Athletic Directors
- Bailey Hill — Joe Brainard
- Connections — Anders Pettersson, Jasmin Quitta-Vetro
- Community Living Programs — Jason Renslow, Susan Lerch
- Eugene Online Academy — Steve Grossberg
- GED — Jed Shafer

- Reconnections — Christie Creed

#### **H. Visitors and Volunteers**

1. At this time all volunteers are restricted from school buildings during the school day. Volunteer athletic coaches are expected to follow the same rules as employees.
2. In the event of a situation requiring a visitor's presence in an indoor public space, the visitor:
  - Must maintain 6 feet of physical distance between people.
  - Must wear a face covering or CDC-approved alternative. The district will provide disposable face coverings for visitors in need.
  - Must wash or sanitize their hands upon entry and exit
  - Will be screened for symptoms upon entry.
  - Will be restricted from district property if they are known to have been in close contact with someone who has COVID-19, within 6 feet for at least 15 minutes, within the preceding 14 calendar days.

#### **I. Isolation Measures/ Restriction of Ill or Exposed Persons**

Eugene School District 4J has established guidelines related to restrictions of students and staff for communicable diseases. COVID-19 has been declared a restrictable disease. The district will exclude students and staff as provided by OHA guidelines and by Board Policy and Administrative Rule JHCC and JHCC-AR Communicable Diseases – Students, and GBEB and GBEB-AR Communicable Diseases – Staff. Health Services staff will follow Oregon Health Authority's current [Investigative Guidelines](#) when assessing students for COVID-19.

##### *1. Isolation and monitoring*

Staff who report or develop symptoms will report such to their supervisor and leave the school or worksite immediately.

Students who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider, or other school staff.

The school nurse should be contacted immediately, whether they are on site or not. The student's parent/guardian should be contacted immediately to come pick them up.

If able to do so safely, a symptomatic student should wear a face covering.

Anyone providing supervision and symptom monitoring must wear an appropriate face covering or CDC approved alternative. School nurses and health staff in close contact with symptomatic students (less than 6 feet) shall wear a medical-grade face mask. Other personal protective equipment (PPE) may be needed depending on symptoms and care provided.

A non-medically trained staff member (i.e., a staff member other than a school nurse or member of the health services staff), when moving a student into isolation, will maintain at least 6 feet of distance from the student, unless impossible, and will wear a face covering or CDC-approved alternative.

Any PPE used during care of a symptomatic individual shall be properly removed, and cleaned or disposed of, prior to exiting the care space. After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60–95% alcohol.

To reduce fear, anxiety, or shame related to a student’s isolation, staff should provide a clear explanation of procedures, including use of PPE and handwashing.

Students will remain in the isolation area until a parent, guardian or emergency contact arrives to take them home.

## 2. *Cleaning*

All areas where a symptomatic student or staff member was working prior to isolation or exiting the facility should be thoroughly cleaned and sanitized. Upon vacating a student from the designated isolation area, a custodian will be contacted to provide appropriate cleaning and sanitization of the space prior to being used again.

## 3. *Isolation and exclusion of symptomatic students and staff*

Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular healthcare provider or through the local public health authority.

If a student or staff member has a positive COVID-19 test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever-reducing medicine, and other symptoms are improving.

If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without use of fever-reducing medicine. A physician's note is required to return to school, to ensure that the person is not contagious.

If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever-reducing medicine, and other symptoms are improving.

#### 4. *Emergency Care*

COVID-19 is known to require emergency care in some cases. Emergency signs requiring immediate medical attention include:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or inability to awaken
- Bluish lips or face
- Other severe symptoms

Staff will call 911 for emergency services should they see a student or staff member exhibiting emergency signs of COVID-19.

#### **J. Public Health Communications**

This section addresses public health communications between the district and staff members and the district and families. Communications with Lane County Public Health are described elsewhere in this document, Board Policies GBEB and JHCC, and Administrative Rules GBEB-AR and JHCC-AR.

The district will strive to provide accurate, consistent and timely communications with staff, students, and parents to instill and maintain public confidence in our schools. The district will coordinate with Lane County Public Health to disseminate critical information from the health department, to develop and deliver common health messages, and to ensure and demonstrate that the district is taking reasonable action to preserve the safety and health of our staff and students. Communications will be provided in languages and formats accessible to the school community.

This comprehensive disease management plan will be posted on the district website.

##### 1. *Information to staff*

The district will communicate to staff at the start of their work year and at periodic intervals, explaining infection control measures that are being implemented to prevent spread of disease.

2. *Information to families*

The district will communicate to families at the start of the school year and at periodic intervals, explaining infection control measures that are being implemented to prevent spread of disease.

3. *Confirmed cases*

When an individual in the school community is confirmed to have COVID-19, the district will coordinate with Lane County Public Health regarding communication.

The district will promptly notify students, families and staff who are known to have come into close contact with a confirmed case of the fact of a potential exposure. The CDC has defined “close contact” with someone who has COVID-19 as being within 6 feet for at least 15 minutes within the preceding 14 days.

The district will communicate to staff and families of the impacted school or program that a case of COVID-19 has been identified, including a description of how the school/ district is responding, as required by ODE and OHA Ready Schools, Safe Learners guidelines.

4. *Privacy*

As required by privacy laws, such communications will not identify a particular student or staff member as having COVID-19, or disclose other personally identifiable information about that person, without prior written consent. The district will make a reasonable determination that the communication will not cause the individual to be personally identifiable, taking into account other reasonably available information.

In rare instances, the district may determine, in conjunction with Lane County Public Health, that disclosure of identifiable information about a student with COVID-19 to the parent of another student is necessary in order to enable that family to take precautions or other actions to ensure the health or safety of their child or themselves, especially if their child or they have a higher risk of developing severe complications from COVID-19. The determination of whether disclosure of an individual’s name is absolutely necessary to protect the health or safety of others will be on a case-by-case basis.

Similarly, information about an employee’s illness with COVID-19 will be stored in a confidential medical file and maintained in confidence, except that supervisors must notify the administrator in Human Resources who is a designated point of contact with Lane County Public Health, and who shall notify Lane County Public Health. District employees are expected to make every effort to limit the number of employees with knowledge of the infected employee’s name. In addition, when the district learns that an employee has been confirmed to have COVID-19, or is a presumed positive, the district will follow the guidance of Lane County Public Health to determine which other persons may have been exposed to the virus.

When notifying others about their possible exposure, the district will maintain the infected employee's name in confidence. Nothing in this section will prohibit the district from following the most current guidance from LCPH and OHA regarding COVID-19.

### III. FACILITIES AND SCHOOL OPERATIONS

#### A. Playgrounds, Fields, Recess, Break Rooms, and Restrooms

##### 1. *Recess, playgrounds, fields and shared equipment*

While at recess or when using playgrounds and fields, students are to maintain physical distancing requirements, stable cohorts, and square footage requirements. Schools will design recess activities that allow for physical distancing and maintenance of stable cohorts.

Playgrounds, fields and shared equipment will be designated solely for the use of one cohort at a time. Where field or playground size permits, these areas may be subdivided for use by more than one cohort, provided the cohort is restricted to a single subdivision of the playground or field.

Before and after using playground equipment, students must wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol. Playgrounds and shared equipment will be cleaned and disinfected at least daily or between use as much as possible in accordance with [CDC guidance](#). Cleaning requirements must be maintained per Section 2j of the Ready Schools, Safe Learners guidance.

Schools will provide signage and restrict access to outdoor equipment (including sports equipment, etc.) to support cleaning and disinfecting routines and the maintenance of stable cohorts.

##### 2. *Restrooms*

After using the restroom students and staff must wash their hands with soap and water for 20 seconds. Custodial staff will ensure soap is available.

##### 3. *Staff rooms*

Limit staff rooms, common staff lunch areas, and workspaces to maintain 6 feet of distance between adults. In smaller spaces this may limit use to a single person at a time.

##### 4. *Playgrounds – Closures to general public*

School playgrounds will be closed to the general public when community park playgrounds are closed due to coronavirus. In closing and reopening playgrounds to the general public, the district will rely on Oregon Health Authority's [guidance applicable to outdoor recreation](#) based on the phase Lane County is in.

**B. Meal Service and Nutrition**

Meals will be eaten in classrooms or taken off-site at the end of the day. Desks or surfaces where meals are consumed will be sanitized before meals. Students will receive a bagged meal after washing or sanitizing hands, and should be encouraged to wash or sanitize their hands after eating. Students will not share utensils or serving items. All meals will be served with non-reusable utensils and packaging.

When in use, pin pads used for entering student numbers will be with a non-reusable item (e.g. a Q-Tip) or a student-retained item (e.g. their own pencil eraser). Where possible, a scanning or roster system will be implemented.

Staff will sanitize carts, cafeteria tables, and any counter surface between uses. Meal touchpoints and meal counting systems will be cleaned and sanitized between stable cohorts.

Any meal items such as plates, utensils, and transport items used in classrooms where meals are consumed will be cleaned on a daily basis.

All kitchen staff and school staff assisting with meal service will wear a face covering when serving students, interacting with students, or unable to maintain 6 or more feet of distance from any other person.

Since staff must remove their face coverings during eating and drinking, staff are encouraged to eat snacks and meals independently, and not in staff rooms when other people are present. Schools may consider staggering times for staff breaks, to prevent congregation in shared spaces.

Nutrition staff will be included in planning for school reentry.

**C. Transportation**

1. *Students*

Students in kindergarten and up will be required to wear face coverings while in transportation settings. If a student boards the bus without their face covering, the bus driver will provide them with a disposable face covering. See guidance on face coverings in Section II-B.

While at bus stops and on the bus, students will be expected to maintain physical distancing. During loading and unloading, visual cues will be present such as tape and number stickers for each seat to maintain consistency for the contact tracing log.

Students will be visually screened as provided in Section II-D. If a student is at a bus stop with their parent/guardian and shows signs of illness as they board the bus, the bus driver will explain that the student will not be able to attend school that day and ask the parent/guardian to return the student home. If the student displays symptoms when boarding the bus at school

to return home, the bus driver will ask school staff to move the student to the school's isolation room and contact parents/guardians to pick up the student.

The front passenger seat will be reserved on all bus routes to be used as an isolation seat for students showing signs of illness. If a student displays symptoms in screening while boarding at their bus stop, or if a student begins to display symptoms after boarding the bus, the driver will assign the student to the isolation seat at the front of the bus, notify the dispatcher immediately, and continue transporting the student.

Students experiencing disabilities may require additional support to participate in school transportation. Transportation and Student Services staff will work with parents/guardians of students to form a reasonable plan to appropriately provide service which may include accommodations the student needs to access transportation safely.

## 2. *Staff*

Drivers will be provided and required to wear a face covering when not actively driving and operating the bus.

Each driver will maintain contact tracing logs for each student and cohort. Transportation routes will include a permanent seating assignment/chart to facilitate contact tracing. Contact tracing logs will be stored in files in dispatch for efficient access and maintained for two months.

Staff will disinfect touchpoints and seats between each run/group of students during the morning, midday, and afternoon routes on the buses. Disinfectant will be a no-wipe/residue antiviral spray.

## 3. *Training and communication*

Transportation department staff will receive ongoing professional training regarding daily practices, safety protocols, expectations for students, and procedural and cleaning updates as they are adopted. The department will work with a district nurse to provide regular training on visually screening students for health.

The communications department will work with the transportation department to communicate to parents and guardians about basic changes to the district's transportation services (such as physical distancing at bus stops and while loading and unloading, face coverings, sanitizing practices, and the potential for increased route times). Drivers will reinforce expectations for students on each rider's first day and will provide daily reminders.

The district will establish school bell times and transportation schedules that permit adequate time to transport morning, midday, and afternoon routes, disinfect between cohorts, and permit break and meal periods required by the 4J/OSEA collective bargaining agreement.

**D. Health Services**

All schools, facilities, and district locations will establish an appropriate isolation area for students when experiencing illness. The isolation area may also be used by staff experiencing illness when they are unable to immediately leave the building. These designated spaces will include access to restrooms that are reserved for symptomatic individuals and shall not be used by asymptomatic students and staff until thoroughly prepared by custodial staff.

School nurses will engage families of students identified as medically fragile, medically complex, and nursing dependent to support plans for students' online learning as well as for their return to school when on-site instruction may begin.

**IV. RESPONSE TO CONFIRMED CASES AND/OR OUTBREAK**

**A. Prevention and Planning**

During the COVID-19 pandemic, the district has worked and will continue to work with Lane County Public Health (LCPH) frequently, including attending regular update meetings and contacting LCPH with questions. LCPH has received a copy of this plan, and has provided input on various aspects of district operations, communication and response in the context of COVID.

LCPH has provided the district with a point of contact and has indicated that it will exchange information only with designated district personnel. The district's designated personnel are Joyce Smith-Johnson, Health Services Administrator, and Dawn Strong, Human Resources Administrator.

The superintendent has an emergency response team dedicated to pandemic preparedness and response. The district intends to maintain such a team throughout the duration of the pandemic.

**B. Determination of Outbreak**

The CDC defines an outbreak as a higher-than-expected number of occurrences of disease in a specific location and time. Outbreaks are determined by the state and local public health authorities. The district plays a key role in reporting confirmed cases, but does not determine whether there is an "outbreak."

**C. Notification and Communication — Confirmed Case**

1. *If an employee, student or campus visitor self-discloses a confirmed or presumptive diagnosis of COVID-19:*

a) The staff member receiving the report shall notify (a) the Health Services Administrator (Joyce Smith-Johnson) in the event of a student confirmed case, or (b) the designated Human Resources Administrator (Dawn Strong) in the event of an employee confirmed case. The Health Services and Human Resources administrators will cross-report to each other.

b) Health Services will, as required by law, notify Lane County Public Health.

c) Health Services or HR will notify the Chief of Staff or, if the Chief of Staff is not available, the Executive Assistant to the Superintendent, who will notify the Superintendent, that there has been a confirmed case.

d) Health Services and Communications will follow the guidelines in Section II-J (Public Health Communications) above.

**D. Cleaning and Disinfecting – Following Suspected or Confirmed COVID-19 Case**

District staff will use the following cleaning and disinfection process when staff or students present symptoms consistent with COVID-19 and have been in a district facility.

When building, site, or health services staff identify a person who has concerning symptoms, the individual will be evaluated and relocated to the designated isolation area. Custodial staff will be notified and will initiate cleaning procedures outlined in **Appendix 2 - [Cleaning and Disinfecting Protocols For a Known or Suspected Case of COVID-19](#)**. Spaces where the individual was within the facility will remain unoccupied for 2 hours when possible. Appropriate personal protective equipment (PPE) and hand hygiene will be required when cleaning all impacted spaces.

1. *Damage to PPE*

Custodial and health services staff shall immediately report breaches in PPE (e.g., tear in gloves) or any potential exposures to their supervisor. Such staff must also immediately notify their supervisor

and complete the [Employee Incident Report](#) form by the end of their shift.

2. *Hygiene Practices*

Custodial staff shall clean hands often before, during and after cleaning. Custodial staff will be instructed if it is advisable to remove and clean all clothing worn while cleaning as soon as practical. Staff are encouraged to bring a spare change of clothing to work.

3. *Training*

The Custodial Services Supervisor or their designee will:

- Assign the cleaning personnel and train them on the cleaning protocol.
  - Training should include when to use PPE, what PPE is necessary, how to properly put on, use, and take off PPE, and how to properly dispose of PPE.
- Ensure all needed and approved PPE and supplies are available at the location prior to initiating the cleaning protocol.

**E. School, Department or Location Closure for an Outbreak**

1. *Closure of all schools for in-person instruction*

The COVID-19 pandemic creates the possibility of district-wide school closures to in-person instruction and mid-year transitions between in-person instruction and comprehensive distance learning. To support public health and prevent the spread of disease, the Oregon Health Authority and Oregon Department of Education have established public health metrics that measure the spread of COVID-19 within the county and state. When the metrics are met, the district may re-open its schools to in-person instruction. When not, district schools must close to in-person instruction and return to comprehensive distance learning, subject to the exceptions identified in the metrics. The district will monitor and adhere to these requirements, and create a transition plan to ensure effective transitions between in-person instruction and comprehensive distance learning. See [Community Covid-19 Metrics](#)

2. *Closure of individual schools/buildings*

The COVID-19 pandemic creates the possibility of temporary closures where there are clusters of illness or in other circumstances. The superintendent or designee, in consultation with Lane County Public Health, may temporarily close a classroom, school, department or other location.

A closure decision will trigger these additional actions:

- Access to the impacted area will be secured and restricted by the Facilities Department.
- The Safety Officer will be notified.
- Signage will be attached to all exterior doors stating that the building or other location is closed, listing the name and phone number of the individual(s) authorized by the Superintendent or designee to grant entry.
- The Custodial Services Supervisor will determine the specific areas that require additional cleaning. If specific area(s) cannot be identified as impacted, the entire building will be considered exposed.
- An authorized person will grant entry only for the purpose of investigation or cleaning.
- The authorized person will close off areas used by the ill persons and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Outside doors and windows will be opened to increase air circulation in the area. When there is a suspected outbreak impacting a whole school or building, staff will wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff will clean and disinfect all identified areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- The communications department will provide communications to families or staff.
- When the cleaning is completed and ready for occupancy/use, the Custodial Supervisor will be notified. The Custodial Supervisor will notify the Chief Operations Officer, who will notify the Superintendent, Chief of Staff, and Safety Officer.
- The district will follow health authority guidance to begin bringing students back into on-site instruction, and may consider smaller groups, cohorts and rotating schedules to allow for safe return to schools. The Superintendent or designee will authorize the removal of all exterior signage of closure; authorize the Facilities Department to return the access control system to normal operation; and notify appropriate district staff to return the facility to usual operations.

3. *Programs and activities during temporary closure*

- a) School events may be modified, postponed or canceled based on feedback from LCPH.

- b) Comprehensive distance learning will be implemented during any short-term school closure, and shall be designed to support all learners.
- c) Schools will continue to provide meals, and may provide other services depending on the circumstances.
- d) The district will communicate with families about options and efforts to support returning to on-site instruction.

## **IX. TRAINING AND COMMUNICATION**

The district will communicate to staff and parents at the start of the school year / work year and at periodic intervals, explaining infection control measures that are being implemented to prevent spread of disease.

The district will coordinate with Lane County Public Health to disseminate critical information from the health department, to develop and deliver common health messages.

District staff will receive ongoing professional training regarding daily cleaning and disinfection of personal workspace and commonly used spaces, safety protocols, expectations for staff and students, and procedural and cleaning updates as they are adopted.

Prior to the start of in-person instruction, and then periodically, the district will communicate with families regarding critical health and safety information including expectations regarding when to keep students home, physical distancing expectations, and health and safety measures being taken by the district to ensure the health of our 4J community.

## **V. BACKGROUND SITUATION**

Coronavirus disease 2019 (COVID-19) is a respiratory illness that is spreading from person-to-person in Lane County, Oregon, and elsewhere in the world.

### **A. Transmission Process**

The CDC has provided the following information on the transmission of COVID-19:

*COVID-19 is thought to spread mainly through close contact from person-to-person. Some people without symptoms may be able to spread the virus. We are still learning about how the virus spreads and the severity of illness it causes.*

### ***Person-to-person spread***

*The virus is thought to spread mainly from person-to-person.*

- *Between people who are in close contact with one another (within about 6 feet) for at least 15 minutes.*
- *Through respiratory droplets produced when an infected person coughs, sneezes, or talks.*
- *These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.*
- *COVID-19 may be spread by people who are not showing symptoms.*

### ***The virus spreads easily between people***

*How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious, like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping.*

*The virus that causes COVID-19 is spreading very easily and sustainably between people. Information from the ongoing COVID-19 pandemic suggests that this virus is spreading more efficiently than influenza, but not as efficiently as measles, which is highly contagious. In general, the more closely a person interacts with others and the longer that interaction, the higher the risk of COVID-19 spread.*

### ***The virus may be spread in other ways***

*It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes. This is not thought to be the main way the virus spreads, but we are still learning more about how this virus spreads.*

Source:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>

## **B. Symptoms**

The CDC reports the following about COVID-19 symptoms:

### ***What you need to know***

- *Anyone can have mild to severe symptoms.*

- *Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness.*

### ***Watch for symptoms***

*People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with COVID-19 may have these symptoms:*

- *Fever or chills*
- *Cough*
- *Shortness of breath or difficulty breathing*
- *Fatigue*
- *Muscle or body aches*
- *Headache*
- *New loss of taste or smell*
- *Sore throat*
- *Congestion or runny nose*
- *Nausea or vomiting*
- *Diarrhea*

*This list does not include all possible symptoms. The CDC will continue to update this list as they learn more about COVID-19.*

Source: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

## **VI. ASSUMPTIONS**

COVID-19 has been declared a pandemic. The following assumptions apply to this situation:

- It is imperative that the district work through the challenges to providing an equitable and high quality education to district students and to plan for the safe reentry of staff and students to school
- The district may be required to close school sites for days, weeks, or months, but will continue to deliver educational and related services as required by ODE guidelines and the district’s operational blueprint
- Buildings and buses will need to be cleaned and/or sanitized
- Staff may be restricted from coming to work and students restricted from coming to school buildings
- All staff are expected to work unless on an approved leave; the district will comply with applicable leave and disability laws

- Absenteeism of staff and/or students may affect district operations
- Consumer demands for resources and other factors could create supply shortages and interrupt delivery of resources without advance warning
- Regular coordination with public health agencies is required
- Applicable executive orders and guidelines from Oregon Health Authority and Oregon Department of Education are subject to change. The most recent applicable guidelines are available online.

## **VII. OPERATIONS MANAGEMENT**

The district has established an incident management team to manage district operations in the context of COVID-19.

The Superintendent has assigned roles and responsibilities to the following personnel:

- Teaching and learning – Charis McGaughy, Assistant Superintendent for Instruction
- High schools – Andy Dey, Director of High Schools
- Middle schools – Jeff Johnson, Director of PreK–8 Education
- Elementary schools – Brooke Wagner, Director of PreK–8 Education
- Special education – Kat Lange, Director of Student Services
- Afterschool programs and childcare – Brooke Wagner, Director of PreK–8 Education
- Athletics – Andy Dey, Director of High Schools
- Health services – Joyce Smith-Johnson, Health Services Administrator
- Food service – Holly Langan, Director of Nutrition Services
- Technology – Steve Menachemson, Director of Technology Services
- Employment issues – Karen Hardin, Director of Human Resources
- Communications and community engagement – Kerry Delf, Chief of Staff
- Primary point of contact with Lane County Public Health – Joyce Smith-Johnson, Health Services Administrator, and Dawn Strong, Human Resources Administrator
- Physical Distancing Officer (PDO) – Dawn Strong, Human Resources Administrator
- Physical Distancing Site Coordinators (PDSC)
  - o Elementary Schools, Fox Hollow and ECCO – School Principal
  - o Secondary Schools – Assistant Principal to be appointed by School Principal
  - o Ed Center – Karen Hardin
  - o Transportation – Nathan Misner
  - o Facilities – Doug Lemonds
  - o Athletics – High School Athletic Directors
  - o Connections – Anders Pettersson, Jasmin Quitta-Vetro
  - o Community Living Program – Jason Renslow, Susan Lerch

## VIII. COOPERATING AND COORDINATING AGENCIES

Local and state health departments will provide guidance and assistance to the district to confirm and identify cases, document and count cases, identify and eliminate transmission sources, and institute control measures. Lane County Public Health has supported the district in reviewing its system for maintaining daily logs for students and cohorts of students for purposes of contact tracing.

## IX. PLAN DEVELOPMENT AND FUTURE UPDATES

This plan was developed by a 4J planning team. The plan will be reviewed regularly by the planning team, and updated as needed. Comments and suggestions on this plan may be sent to [healthservices@4j.lane.edu](mailto:healthservices@4j.lane.edu).

Consulting medical professionals included 4J nurses Joy Maxwell, RN, Kim Roellig, RN and Eden Van Bloem, RN. Additional input was provided by Lane County Public Health staff including Dr. Patrick Luedtke, M.D., MPH and Jacqueline Moreno, MPH. The plan has been submitted to Lane County Public Health.

## X. STATE GUIDANCE

- Oregon Department of Education/Oregon Health Authority, *Communicable Disease Guidance* (April 21, 2020)
- Outbreak Investigation in Schools – Lane County Health Department
- [Safety Procedures and Guidance for Child Care Facilities Operating During COVID-19 – Oregon Health Authority](#)
- [Oregon Department of Education, Ready Schools Safe Learners 3.0.1 \(July 29, 2020\)](#)
- ODE/ OHA, *Ready Schools Safe Learners COVID-19 Metrics* (July 28, 2020)
- Governor’s Executive Order 20-29, *Ready Schools Safe Learners* (June 24, 2020)
- OHA, *Statewide Mask, Face Shield, Face Covering Guidance* (June 30, 2020)
- OHA, *Oregon General Guidance for Employers on COVID-19* (June 11, 2020)
- OHA, *Reopening Guidance for the Public* (June 11, 2020)
- OSAA Memo to Schools (July 1, 2020)

## XI. 4J POLICY AND GUIDANCE

- Board Policy JHCC, and Administrative Rule JHCC-AR - Communicable Diseases - Students
- Board Policy GBEB, and Administrative Rule GBEB-AR - Communicable Diseases - Staff
- Board Policy EBC/EBCA - Emergency Procedures and Disaster Plan

COVID-19 Communicable Disease Management Plan: 2020-21

- Eugene School District 4J - Cleaning and Disinfecting Protocols For a Known or Suspected Case of COVID-19
- Eugene School District 4J - Infection Prevention Cleaning and Disinfecting Protocols for COVID-19



## ITEM FOR ACTION

### **Date of Meeting**

August 5, 2020

### **Title**

Approve Revisions to 2020–21 Academic Calendars

### **Presenters**

Christine Nesbit, General Counsel

### **Background**

On April 22, 2020, the board approved the instructional calendars for elementary and secondary schools for the 2020–21 school year. The calendars provided five planning and school improvement/in-service days for teachers beginning on September 1, and designated the first day of school to be September 9 for students in most grades, and September 10 for seventh and eighth graders.

The superintendent proposes that the calendar be revised to delay the first day of school for all students to Monday, September 14, in order to support the district’s transition to comprehensive distance learning. EEA does not oppose this recommendation.

Comprehensive distance learning is a model of instruction new to most 4J teachers that will require, among other things, development of lessons within the learning management systems (Seesaw and Canvas), development of the teaching craft and engagement strategies applicable to distance learning, and for middle and high school teachers the use of a new learning management system. There are also many new expectations from the state relating to teaching and learning in the context of the COVID-19 pandemic, including changes to rules around student attendance and absence recording, and health and safety protocols.

Moving the student start date to September 14 will allow teachers to be more prepared to deliver a new form of instruction. The proposed change would reduce three instruction days from the 2020-21 school year, but there are compelling reasons for the proposed adjustment to support the quality of education provided for the rest of the year under unprecedented conditions.

### **Options and Alternatives**

To be discussed

### **Budget/Resource Implications:**

To be discussed

### **Recommendation**

The superintendent recommends approval of revisions to the 2020–21 academic calendars.

# EUGENE SCHOOL DISTRICT 4J – SCHOOL CALENDAR 2020-2021 (Subject to Possible Revision)

## ELEMENTARY SCHOOLS 2020-2021 INSTRUCTIONAL CALENDAR BOARD APPROVED 4/22/20 Proposed 8/5/20

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

27 First day for Psychologists,  
SPED Consultants & Nurses

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

### Second Semester (89.5 Days)

15 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

19 student days

### First Semester (80 Days)

1 Planning Day (No School)  
2-4, 8-10 School Improvement & Planning (No School)  
7 Labor Day (Holiday School Closed)  
11 Planning Day (No School)  
14 Classes Begin (All Grades)

SEPTEMBER 2020						
S	M	T	W	Th	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

13 student days

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Planning/PD Day\* (No School)  
22-26 Spring Break  
29 Classes Resume

\*5.5 hours PD/2 hours uninterrupted planning

17 student days

9 State In-Service Day (School Closed/Non-Paid/Non-Contract Day)  
16 Planning/PD Day\* (No School)  
29-30 Parent/Teacher Conference (No School)

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

\*5.5 hours PD/ 2 hours uninterrupted planning

18 student days

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 student days

11 Veterans Day (Holiday School Closed)  
26 Thanksgiving (Holiday School Closed)  
27 Thanksgiving (School Closed/Non-Paid Holiday)

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

18 student days

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day (Holiday School Closed)

20 student days

21-31 Winter Break

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 student days

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### Missed days due to hazardous weather will be made up

11 Grading Day  
17 Possible Last Day for Students (Early Release)  
18 Grading Day/Possible Last Day for Teachers (No School)  
21-25 Possible Hazardous Weather Make-up Days

11.5 student days

1 Winter Break (continued)  
4 Planning/PD Day\* (No School)  
5 Classes Resume  
18 M.L. King Day (Holiday School Closed)  
29 Semester Grading Day (No School)

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

\*5.5 hours PD/2 hours uninterrupted planning

17 student days

	School Improvement & Planning
	Planning, Professional Development or a combination
	Early Release
	Grading Day
	Classes Resume
	Holiday
	Winter/ Spring break
	Possible Hazardous Weather make-up days

Updated:  
07/31/2020 2:04 PM

Schools may not vary from board adopted calendar

# EUGENE SCHOOL DISTRICT 4J – SCHOOL CALENDAR 2020-2021 (Subject to Possible Revision)

## MIDDLE AND HIGH SCHOOLS 2020-2021 INSTRUCTIONAL CALENDAR BOARD APPROVED 4/22/20 Proposed 8/5/20

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 27 First day for Psychologists, SPED Consultants & Nurses

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 15 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

19 student days

### First Trimester (53 Days)

- 1 Planning Day (No School)  
2-4, 8-10 School Improvement & Planning (No School)  
7 Labor Day (Holiday School Closed)  
11 Planning Day (No School)  
14 Classes begin – (All grades)

SEPTEMBER 2020						
S	M	T	W	Th	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

13 student days

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Third Trimester (57 Days)

- 18 Grading Day (No School)  
19 Planning/PD Day\* (No School)  
22-26 Spring Break  
29 Third Trimester Begins / Classes Resume

\*5.5 hours PD/2 hours uninterrupted planning  
16 student days

- 9 State In-Service Day (School Closed/Non-Paid/Non-Contract Day)  
16 Mid-Trimester Progress Report/PD Day (No School)  
29 MS Conferences (No School)  
30 PD Day (No School)

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

18 student days (MS), 19 days (HS)

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 student days

- 11 Veterans Day (Holiday School Closed)  
26 Thanksgiving (Holiday School Closed)  
27 Thanksgiving (School Closed/Non-Paid Holiday)

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

18 student days

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 7 Mid-Trimester Progress Report/PD Day (No School)  
31 Memorial Day (Holiday School Closed)

19 student days

### Second Trimester (59 Days)

- 4 Grading Day (No School)  
7 Second Trimester Begins  
21-31 Winter Break

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

13 student days

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### Missed days due to hazardous weather will be made up

- 10 Last Day for Seniors  
17 Possible Last Day for Students  
18 Grading Day/Possible Last Day For Teachers (No School)  
21-25 Possible Hazardous Weather Make-up Days

13 student days

- 1 Winter Break (continued)  
4 Planning/PD Day\* (No School)  
5 Classes Resume  
18 M.L. King Day (Holiday School Closed)  
29 Mid-Trimester Progress Report/PD Day (No School)

JANUARY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

\*5.5 hours PD/2 hours uninterrupted planning

17 student days

	School Improvement & Planning
	Planning, Professional Development or a combination
	Mid-trimester progress report/ Professional Development
	Grading Day
	Classes Resume
	Holiday
	Winter/ Spring break
	Possible Hazardous Weather make-up days

Updated:  
07/31/2020 2:04 PM

Schools may not vary from board adopted calendar



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## ITEM FOR ACTION

### Date of Meeting

August 5, 2020

### Title

Approve Informal Request for Proposals for Superintendent Search Firm

### Presenters

Christine Nesbit, General Counsel  
Holly Langan, Director - Support Services  
Alicia Hays, Board Member

### Background

In Spring 2020, the board indicated that it intended to search for and hire a permanent superintendent to lead Eugene School District starting July 1, 2021, and to retain the services of a professional superintendent search consultant firm to assist the board in this effort. Staff subsequently determined that an informal request for proposal (IRFP) process will provide an efficient and effective way for the board to locate and select a superintendent search firm, and prepared a draft IRFP, receiving comments on the same from Board Members Alicia Hays, Martina Shabram and Judy Newman.

Key components of the IRFP will be described during the board meeting. The recommended timeline associated with the IRFP is as follows:

Date	Activity
August 5, 2020	Board approves IRFP for the search process
August 6-7, 2020	IRFP distributed
August 18, 2020	Deadline for submission of questions about the IRFP
September 8, 2020	Responses to IRFP due at 5:00 p.m. local time
September 16, 2020	Initial screening of proposals and selection of firms to be interviewed
September 21-25, 2020	Interviews with finalist firms conducted
October 7, 2020	Board approves selection of search firm
October 8, 2020	Search firm begins the search process
Spring 2021	Selected candidate begins working with current Superintendent to ensure an orderly transition
July 1, 2021	Selected candidate becomes Superintendent

**Options and Alternatives**

To be discussed.

**Budget/Resource Implications:**

To be discussed.



EUGENE SCHOOL DISTRICT 4J  
INFORMAL REQUEST FOR PROPOSAL (IRFP)  
Solicitation # 20-0715-01

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**Draft for Board Consideration – August 5, 2020**  
**Executive Search and Recruitment Services for**  
**Superintendent of Schools**

**Proposals due September 8, 2020, 5:00pm local time**

**Pre-Proposal Questions due by August 18, 2020, 5:00pm local time**

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*Contact Information*

Holly Langan, Director of Support Services  
Eugene School District 4J, Purchasing Office  
200 North Monroe Street  
Eugene, OR 97402

**purchasing@4j.lane.edu      (541) 790-7620**

# EUGENE SCHOOL DISTRICT 4J

## IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

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### 1. Introduction

The Board of Directors (“Board”) for Eugene School District 4J (“District”) seeks written, informal proposals from experienced executive search firms or individuals to provide consulting services for a national search for a superintendent.

Eugene School District 4J is a K–12 public school district in and around Eugene, Oregon. The district spans 155 square miles in Oregon’s southern Willamette Valley. There are about 16,500 K–12 students: 19 elementary schools, eight middle schools, four comprehensive high schools, an alternative high school program, an international high school program on multiple campuses, and a life skills program. Among these programs are five K–12 language immersion programs in Chinese, French, Japanese, Spanish, and Spanish/English dual immersion. There also are five public charter schools located in the district. An area of focus for the district and all schools is to address equity and ensure that all students succeed at high levels. The seven-member Board of Directors is the policy-making body of the school district. The school board usually meets in regular public sessions on the first and third Wednesdays of each month in the evening.

### 2. Timeline

The following schedule will be used for the implementation of this IRFP.

Date	Activity
August 5, 2020	Board approves IRFP for the search process
August 6-7, 2020	IRFP distributed
August 18, 2020	Deadline for submission of questions about the IRFP
September 8, 2020	Responses to IRFP due at 5:00 p.m. local time
September 16, 2020	Initial screening of proposals and selection of firms to be interviewed
September 21-25, 2020	Interviews with finalist firms conducted
October 7, 2020	Board approves selection of search firm
October 8, 2020	Search firm begins the search process
Spring 2021	Selected candidate begins working with current Superintendent to ensure an orderly transition
July 1, 2021	Selected candidate becomes Superintendent

### 3. Scope of Work

The District is beginning its search for a qualified candidate to become its new superintendent of schools as of July 1, 2021. In order to ensure an orderly transition, the Board plans to finalize a selection for the new superintendent by the end of February 2021. An executive search firm or

## EUGENE SCHOOL DISTRICT 4J

### IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

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individual with experience in the recruitment of superintendents for mid-sized school districts will work with the Board in the search for the most qualified candidate.

#### **3.1. Contractor Deliverables**

The Board will work with the selected firm or individual to develop a superintendent search process and a timeline for the search activities. At a minimum, the activities will include:

1. Develop, for board adoption, a profile of desired characteristics for superintendent that incorporates the District's goals and the leadership characteristics that the Board and community consider requisite for success.
2. Demonstrate a candidate identification process that identifies a diverse pool of highly qualified and competent candidates in districts with a similar achievement and community context, reflecting a familiarity with our students' needs.
3. Advise the Board on a compensation package that facilitates successful recruitment of the quality and experience of Superintendent desired.
4. Solicit applications nationally.
5. Develop, for board approval, hiring procedures to be used for the position.
6. Advise the Board regarding identification and assessment of candidates.
  - a. Develop and distribute recruitment materials that will encourage qualified candidates to apply
  - b. Conduct a national search that will include advertising the position broadly in print media as well as through an effective web-based strategy
  - c. Conduct personal outreach recruiting to ensure that the applicant pool includes highly qualified candidates with diverse backgrounds and experiences
  - d. Collect all relevant background information on potential candidates so that the strengths and weaknesses of each applicant can be assessed
  - e. Assist the Board with prescreening candidates based on clearly delineated criteria
  - f. Assist the Board (or possible advisory committee on the board's behalf) in evaluating the applicants against the qualifications and criteria developed to create a group of candidates for interviews
7. Assist with logistics of finalist interviews.
  - a. Facilitate visits by the Board to the communities of the finalists
  - b. Facilitate community forums and interviews with the finalists
8. Ensure a satisfactory conclusion to the search.
  - a. Assist the Board in contract negotiations with the selected candidates

Understanding that discretion is of utmost importance to our district, as well as to many candidates, the search firm must maintain the confidentiality of all information collected as appropriate.

## EUGENE SCHOOL DISTRICT 4J

### IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

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#### **3.2. Contractor and Subcontractor Fingerprint-Based Criminal History Verification**

The Contractors and individuals employed or contracted by Contractor, who will have direct, unsupervised contact with students, shall also be required to submit fingerprints and to undergo a state and nationwide fingerprinting and criminal history records check, in accordance with the provisions of ORS 326.603 and ORS 326.607. The Oregon Department of Education provides fingerprinting services for Contractors pursuant to ORS 326.603 and ORS 326.607. Individuals or the Contractor, and not the District, shall be responsible for the fees associated with fingerprinting and the criminal history records check, not to exceed the actual costs. Contractor will follow the instructions on the district website at [www.4j.lane.edu/hr/icbackgroundprocess](http://www.4j.lane.edu/hr/icbackgroundprocess).

#### **3.3. RFP Questions, Clarifications and Changes**

Changes, additions, deletions or clarifications to this IRFP will be supplied by email.

Any Proposer requiring clarification of the information provided in this solicitation must submit specific questions or comments in writing to the Procurement Contact shown on page 1 of this document. Email is the preferred form of written communication. The deadline for submitting such questions is shown on page 1 of this document.

If selected for award, a proposer will be expected to execute a contract with the material terms and conditions of the sample contract included with the solicitation documents. The material terms and conditions of the sample contract may be modified at the sole discretion of the District upon determination that the modification is in the best interest of the District.

If the proposer selected for award as a result of this IRFP fails to agree to a contract with the material terms and conditions of the sample contract attached, the District may terminate negotiations with the proposer and commence negotiations with the next highest ranked proposer.

#### **4. Proposal Format, Content, and Submission**

##### **4.1. Proposal Format**

District proposal standards:

- a) Proposal includes Attachment A, Proposer Certifications and Representations Form, signed.
- b) Proposal addresses all evaluation criteria in 4.3.
- c) Proposal is complete and succinct; it does not include extraneous information.

##### **4.2. Proposal Content**

## EUGENE SCHOOL DISTRICT 4J

### IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

Address all Evaluation Criteria listed in Section below and in the order provided; include reference and cost attachments if requested. Include a completed Attachment A: Proposer Certifications and Representations.

#### 4.3. Proposal Sections and Evaluation Criteria

Criteria	Points
1. Executive Summary. Provide a short summary that demonstrates your understanding of the scope of services required by the District and why your firm is best able to provide that scope of service, including the expertise and types of searches performed by your firm.	10
2. Experience. <ul style="list-style-type: none"> <li>a) Describe the capacity of your firm to perform the scope of work provided in Section 2. Describe how many superintendent searches for comparable districts your firm has completed in the last six years.</li> <li>b) List the key staff proposed to perform the Work, if contracted. Describe the role of each key staff proposed and the percentage of their time allotted to the project. Note any staff or consultants connected to the region who would be serving a role in the search.</li> <li>c) For each member of the project team, please provide a description of their experience and education, time with the company, and how their experience suits their role on the team. Include experience of staff with recruitment for a position in Oregon.</li> <li>d) Specify the number of superintendent searches in which each member has participated and in what capacity. Note the longevity of superintendents hired by members of this team or firm over the past six years. Describe any particularly noteworthy accomplishments of the superintendents placed.</li> </ul>	25
3. Work Plan. Provide details on the following: <ul style="list-style-type: none"> <li>a) The search activities and approach. Describe how your firm would recruit for the Oregon region. Describe your understanding of what is unique or particular about education in Oregon.</li> <li>b) Methods you will use to communicate and work with the Board.</li> <li>c) Methods you will use to recruit a diverse pool, to identify prospective candidates and promote their interest to apply. Include how you would ensure that the recruitment process is equitable and accessible, particularly to candidates from communities that have been historically marginalized. Describe how you address implicit bias in building and screening the applicant pool.</li> <li>d) Describe how you will effectively engage stakeholders (staff, students, families, and the broader community) both in terms of collecting information to develop the initial position qualifications and evaluation</li> </ul>	40

**EUGENE SCHOOL DISTRICT 4J**

**IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM**

<p>criteria and in providing a meaningful way to generate, receive, and use their input in the evaluation of final candidates. Describe the firm’s philosophy about what role these stakeholders play in selecting a superintendent. Describe how your firm has adapted its practices, policies, and environment in light of changing notions of institutional bias and systemic oppression.</p> <p>e) Describe what the major challenges to a successful superintendent search are and how the project team will address them. Please address how the search may be impacted by the COVID-19 pandemic.</p> <p>f) Estimate a reasonable timeline that the project team will use to guide the search process.</p> <p>g) Describe the Information, services and assistance you will require from the Board and district staff to enable you to conduct the search.</p>	
<p>4. Budget. Provide a budget with total not to exceed cost of services and payment terms. The budget should provide a breakdown of costs in the following areas:</p> <p>a) Estimated cost by each scope of work section</p> <p>b) Estimated hours spent by each member of the project team and their fees</p> <p>c) Estimated travel expenses</p> <p>d) Estimated advertising and postage expenses required to distribute information regarding the vacancy</p> <p>e) Any other expenses</p>	25
<b>Total Points</b>	<b>100</b>

**4.4. References**

On Attachment B, list a minimum of three school districts (of similar size and academic quality to the District, if possible) that have used your services for a superintendent search within the past six years. References should be prepared to address firm’s ability to meet deadlines, accuracy of estimates, and quality of work.

**4.5. Litigation Record**

Include statement of litigation record, indicating if within the last five years firm has been involved in litigation with any clients. If so, please give the name, date, and jurisdiction of each such matter, and a brief description of the nature of the dispute and the outcome.

**4.6. Proposal Submission**

**All proposals must be received by email prior to 5:00 p.m. on September 8, 2020.**

## EUGENE SCHOOL DISTRICT 4J

### IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

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Submissions shall be prepared as standard 8-1/2 X 11 letter size and shall not exceed 20 pages, exclusive of required attachments. Adherence to the maximum page criterion is critical and each page side with criteria information will be counted toward the maximum number of pages. Front and back covers, table of contents pages, and tabbed divider pages will not be counted if they do not contain submission information.

Email signed proposal to the contact shown on the cover of this IRFP. Include the IRFP title and the name of the proposing firm in the subject line of the email. District will send any correspondence regarding this IRFP to the email address from which the proposal was received, unless otherwise indicated on Attachment A.

Proposals should be sent to:

Holly Langan, Director of Support Services  
Eugene School District 4J  
200 North Monroe Street, Eugene OR 97402  
Email: purchasing@4j.lane.edu

Late proposals will not be accepted under any circumstance, and any proposal so received shall be returned to the proposing firm or filed without review by the district. Any questions or requests for clarification regarding this RFP should be directed in writing to the contact named above prior to 5:00 p.m. on August 18, 2020.

#### **5. Proposal Evaluation and Award**

##### **5.1. Proposal Evaluation**

An evaluator, or evaluation committee, will evaluate the proposals. Each evaluator will independently evaluate and score proposals in accordance with the Evaluation Criteria. The first evaluation will result in two or more firms selected to interview, based on highest evaluation score from Section 4.3 Evaluation and Score. The Board will hold interviews virtually the week of September 21, 2021. The Board will determine selection of the successful firm based on the overall evaluation of the proposal and interview.

##### **5.2. Negotiation**

The District will commence serial negotiations with the highest-ranked eligible Proposer. At any time during negotiations, the District may terminate negotiations with the highest ranked Proposer, or the eligible Proposer with whom it is currently negotiating if the District believes that:

- a) The eligible Proposer is not negotiating in good faith; or

## EUGENE SCHOOL DISTRICT 4J

### IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

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- b) Further negotiations or negotiations with the eligible Proposer will not result in the parties agreeing to the terms and conditions of the final Contract in a timely manner.

If the District terminates negotiations with an eligible Proposer, the District may then commence negotiations with the next highest-ranked eligible Proposer.

The District reserves the right to negotiate final contract terms with the selected Proposer(s) to the fullest extent allowed by law and as in the best interest of the District.

#### **5.3. References**

The District reserves the right to investigate references, including customers other than those listed in a Proposer's submission. This inquiry may include without limitation investigation of past performance of any Proposer with respect to its successful performance of similar projects, compliance with specifications and contractual obligations, completion or delivery of a project on schedule, and its lawful payment of employees and subcontractors.

#### **6. IRFP Terms and Conditions; Protest of Solicitation or Award**

##### **6.1. Proposer Cost of Response Preparation**

Proposers will bear sole responsibility for all costs incurred in preparing and providing their proposals in response to this IRFP.

##### **6.2. Submitted Materials are District Property**

All materials submitted for any proportion of a Proposal in response to this IRFP, or during any tier of this solicitation, will become the property of the District and will not be returned to proposers.

##### **6.3. Proposal Validity**

Proposals will remain valid for a period of 60 days following the Proposal submission deadline.

##### **6.4. Solicitation Cancellation, Rejection of a Proposal or All Proposals**

The District may cancel the Procurement or reject any or all Proposals in accordance with ORS 279B.100. The District is not liable to any Proposer for any loss or expense caused by or resulting from the cancellation of a solicitation or rejection of a Proposal.

##### **6.5. Disputes**

In case of any doubt or difference of opinion as to the items or service to be furnished under this IRFP, or the interpretation of the provisions of the IRFP, the decision of the District will be final and binding upon all parties.

##### **6.6. Publicity**

## EUGENE SCHOOL DISTRICT 4J

### IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

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News releases relating to this IRFP will not be made without prior approval by, and in coordination with the District.

#### **6.7. Confidentiality**

- 6.7.1. The District is subject to the Oregon Public Records Law (ORS 192.410 to 192.505), which requires the District to disclose all records generated or received in the transaction of District business, except as expressly exempted in ORS 192.501, 192.502, or other applicable law. Examples of such exemptions are: trade secrets (ORS 192.501 (2)) and computer programs (ORS 192.501 (15)).
- 6.7.2. The District will not disclose records submitted by a proposer that are exempt from disclosure under the Oregon Public Records Law, subject to the following procedures and limitations:
  - a) The Proposer shall mark all proposal pages containing the records it has determined as confidential under Oregon Public Records Law and shall segregate those pages in the following manner:
    - i. Such pages will be clearly marked “Confidential” on each page of the confidential document.
    - ii. Proposer will separate confidential pages from its other Proposal pages by providing the confidential pages to the District in a separate document.
    - iii. In its proposal, Proposer will cite the specific statutory exemption in Oregon Records Law exempting such pages from disclosure.
    - iv. Items above will prevail in the event these provisions conflict with formatting or response instructions elsewhere in this document.
    - v. Proposers may not mark an entire Proposal confidential. Should a proposal be submitted in this manner, the District will hold no portion of the proposal as confidential, unless such a portion is segregated as per this section and is determined exempt from Oregon Public Records Law.
- 6.7.3. Notwithstanding the above procedures, the District reserves the right to disclose information that the District determines, in its sole discretion, is not exempt from disclosure or that the District is directed to disclose by the Lane County District Attorney or a court of competent jurisdiction.
- 6.7.4. Prior to disclosing such information, the District will make reasonable attempts to notify the proposer of the pending disclosure.

#### **7. Contract Terms and Conditions**

##### **7.1. Contract Award and Term**

The District intends to award a single contract as a result of this IRFP. The contract term will be one year, with up to four additional one-year renewals as agreed by both Parties.

## EUGENE SCHOOL DISTRICT 4J

### IRFP 20-0715-01: SUPERINTENDENT SEARCH FIRM

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#### **7.2. Sample Contract**

Proposers are advised to thoroughly review and familiarize themselves with the District sample standard contract incorporated as Attachment C. The successful proposer will be invited to enter into a contract in substantially the form attached hereto as Attachment C. Any contract resulting from this IRFP shall be based on the IRFP documents and in compliance with Eugene School District Public Contracting Rules and the Public Contracting Code.

#### **7.3. Insurance**

Proposers are advised to carefully review the insurance requirements contained in the sample standard contract. Contractor will promptly provide Certificates of Insurance at the District's request.

#### **7.4. File Review**

After an Intent to Award has been issued, all Offerors are welcome to view the solicitation and evaluation file at District offices. However, a debrief and/or copies of documents in the solicitation file will not be available until after a contract has been fully executed.

## ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

**FAILURE TO SIGN AND SUBMIT THIS FORM MAY BE CAUSE FOR PROPOSAL REJECTION**

**EUGENE SCHOOL DISTRICT 4J  
INFORMAL REQUEST FOR PROPOSAL (IRFP)  
Solicitation # 21-0604-01  
Superintendent Search Firm**

The undersigned hereby certifies that Proposer:

1. Has the authority to submit a proposal and to represent the organization in all phases of this IRFP process.
2. Has submitted information that is true and accurate to the best of their knowledge and understands that any false statement may disqualify this proposal from further consideration or be cause for contract termination.
3. Is one of the following, as defined in ORS 279A.120, of the State of Oregon.
  - Resident bidder: a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state, and has stated in the bid whether the bidder is a "resident bidder". (ORS 279A.120 (b))
  - Non-resident bidder: a bidder who does not meet the definition above. (ORS 279A.120 (a))  
  
ORS 279A.120 (2) states for the purposes of awarding a public contract, a contracting agency shall: give preference to goods or services that have been manufactured or produced in this state if price, fitness, availability and quality are otherwise equal; and add a percent increase to the bid of a nonresident bidder equal to the percent, if any, of the preference given to the bidder in the state in which the bidder resides.
4. Has not discriminated and will not discriminate, in violation of subsection (1) of ORS 279A.110, against a disadvantaged business enterprise, a minority-owned business, a women-owned business, a business that a service-disabled veteran owns or an emerging small business in obtaining any required subcontracts.
5. Attests in writing that they have complied with the tax laws of this state and of any political subdivision of this state for no fewer than six years preceding the date of the solicitation closing. Applicable tax laws include, but are not limited to, ORS 305.620, ORS Chapters 316, 317, and 318, any tax provisions imposed by a political subdivision that apply to the Proposer or to the performance of the Contract, and any rules and regulations that implement or enforce those tax laws.
6. Certifies to the best of its knowledge and belief that neither it nor any of its principals:
  - 6.1. Are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency;

## ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

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- 6.2. Have within a five-year period preceding the date of this certification been convicted of fraud or any other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- 6.3. Are presently indicted for or otherwise criminally charged with commission of any of the offenses enumerated in paragraph 6.2. of this certification;
- 6.4. Have, within a five-year period preceding the date of this certification had a judgment entered against proposer or its principals arising out of the performance of a public or private contract;
- 6.5. Have pending in any state or federal court any litigation in which there is a claim against proposer or any of its principals arising out of the performance of a public or private contract; and
- 6.6. Have within a five-year period preceding the date of this certification had one or more public contracts (federal, state, or local) terminated for any reason related to contract performance.

7. Acknowledges Receipt of Addenda No's. \_\_\_\_\_ through \_\_\_\_\_ inclusive.

**Where Proposer is unable to certify to any of the statements in this certification, Proposer shall attach an explanation to their offer. The inability to certify to all of the statements shall not necessarily preclude Proposer from award of a contract under this procurement.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Printed Name and Title**

\_\_\_\_\_  
**Federal Tax Identification Number**

\_\_\_\_\_  
**Company Name**

\_\_\_\_\_  
**Street Address**

\_\_\_\_\_  
**City, State, Zip**

\_\_\_\_\_  
**Phone**

\_\_\_\_\_  
**Email**

**ATTACHMENT B: PROPOSER REFERENCE SHEET**

**EUGENE SCHOOL DISTRICT 4J  
INFORMAL REQUEST FOR PROPOSAL (IRFP)  
Solicitation # 21-0604-01  
Superintendent Search Firm**

*The District will attempt to contact references via phone, email, or both. If the District is unsuccessful in contacting any of your references or if it does not receive a response from any reference after three (3) attempts, your proposal may receive a lower score or be rejected. You are encouraged to notify your references that they may be contacted by the District.*

The number of references required by this solicitation is 3.

REFERENCE 1	
_____ Name of Company	
_____ Contact Name and Title	
_____ Phone	_____ Email
_____ Contract Start & End Date	_____ Contract Amount
Description of Services or Items Provided:	

REFERENCE 2	
_____ Name of Company	
_____ Contact Name and Title	
_____ Phone	_____ Email
_____ Contract Start & End Date	_____ Contract Amount
Description of Services or Items Provided:	

**ATTACHMENT B: PROPOSER REFERENCE SHEET**

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**REFERENCE 3**

\_\_\_\_\_  
Name of Company

\_\_\_\_\_  
Contact Name and Title

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

\_\_\_\_\_  
Contract Start & End Date

\_\_\_\_\_  
Contract Amount

\_\_\_\_\_  
Description of Services or Items Provided: