

NOTICE: The meeting will be open to the public via live broadcast on KRVM 1280-AM, via the internet at www.4j.lane.edu/stream or via Zoom Webinar at <https://zoom.us/j/96142344890?pwd=bFlybTJlMnNST2RzUnNhQ0c1Zm5tZz09>

Public Comment: Interested residents can submit a request to provide public comment online at 4j.lane.edu/board/publiccomment (<https://www.4j.lane.edu/board/publiccomment/>). The deadline is noon (12 p.m.) on Monday before each regular meeting of the school board. District staff will contact requesters after the deadline to notify them whether they have been selected to speak and, if so, when and how to connect to provide public comment to the board.

Residents can continue to submit written comments via email to board@4j.lane.edu, with "Public Comment" in the subject line. The board will read and take into consideration all comments submitted by noon on the day of the meeting.

7:00 PM

6:00 p.m. Executive Session and 7:00 p.m. Regular Board Meeting

I. 6:00 p.m. Executive Session:

1. The board will convene in executive session to consult with legal counsel concerning current litigation or litigation that is likely to be filed, pursuant to ORS 192.660 (2) (h).

2. The board will convene in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant to ORS 192.660 (2) (d).

Executive Sessions are closed to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representation of the news media without authorization by the school board.

II. 7:00 p.m. Regular Board Meeting:

III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement

IV. Agenda Review

V. Introduction of Guests and Superintendent's Report

VI. Comments by Board Chair

VII. Receive Reports from High School Student Representatives

VIII. Items Raised by the Audience – Public Comment

Up to 10 residents will provide public comment at each meeting. The time limit per speaker is two minutes. If more than 10 residents request to speak, the selection and order of speakers will be determined randomly. To ensure a diversity of voices, however, priority will be given to residents who did not provide public comment during the previous two meetings.

Community members can continue to submit written comments via email to board@4j.lane.edu.

Speakers may offer objective comments or criticism about district operations and programs. The district has a board policy for filing a formal complaint. Please contact the Superintendent's Office at 541-790-7706 for more information.

IX. Comments by Employee Groups

X. Consent Group - Items for Action

1. Equitable Athletic Facilities - Construction Manager/General Contractor
(CM/GC) Award
Presenter: Ryan Spain, Directors of Facilities

2.	Equitable Athletic Facilities - Architectural Design Services Award Presenter: Ryan Spain, Director of Facilities	4
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4.	Bleacher Replacement - Monroe and Kennedy Middle Schools Presenter: Ryan Spain, Director of Facilities	6
5.	Outdoor School Contract Agreement Presenters: Eric Anderson, Director of Curriculum and Brooke Wagner, Director of K-8 Instruction	7
6.	Approve Agreement with Eugene Education Association (EEA) Concerning Coaching Stipends Presenter: Christine Nesbit, General Counsel and Karen Hardin, Director of Human Resources	9
7.	Approve Meeting Minutes: October 14, 2020; November 18, 2020; December 2, 2020 Presenter: Cydney Vandercar, Superintendent	12
8.	Amendment of Deed Restriction Presenter: Christine Nesbit, General Counsel	39
XI.	Items for Information	
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XII.	Items for Action	
1.	Approve Instructional Hours for 2020-21 School Year (10 minutes) Presenter: Charis McGaughy, Assistant Superintendent for Instruction	45
2.	Approve COVID-19 Temporary Paid Leave Program (15 minutes) Presenters: Karen Hardin, Director of Human Resources, Dawn Strong, Human Resources Administrator and Christine Nesbit, General Counsel	47
XIII.	Comments and Committee Reports by Individual Board Members	
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
1.	Meeting Dates: September 2020: September 2, 10, 16, 21, 23 (Complete) October 2020: October 7, October 14 & October 21 (Complete) November 2020: November 4 & November 18 (Complete) December 2020: December 2 & December 16 January 2021: Wednesday, January 13, 2021 February 2021: Wednesday, February 3 & Wednesday, February 17 March 2021: Wednesday, March 3 & Wednesday, March 17 April 2021: Wednesday, April 21 May 2021: Wednesday, May 5 & Wednesday, May 19 June 2021: Wednesday, June 2 & Wednesday, June 16	
XV.	Adjourn	



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 13, 2021

Title

Equitable Athletic Facilities - Construction Manager/General Contractor (CM/GC) Award

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to replace aging school buildings and fund other capital improvements at every 4J school. Equitable athletic facilities was a component of the 2018 bond projects funded. With the replacement of the North Eugene High School underway and the new adjacent softball field almost complete, planned equitable facilities at North Eugene High School are well on their way to completion. The remaining high school sites all have improvements in store under this project. Project highlights include a new replacement softball facility and locker room improvements at Sheldon High School, additional softball amenities and locker room improvements at Churchill High School, and additional softball amenities at South Eugene High School (Locker room improvements at South were completed over the summer of 2018).

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. A Request for Proposal (RFP) was issued and the district received three qualified CM/GC firms interested in the work described above. After the RFP scoring process, the selection committee unanimously selected GBC Construction as our CM/GC partner through the preconstruction services and the construction of the new equitable athletic facilities.

Budget/Resource Implications:

The budget allocation is inclusive of the direct construction costs of the new equitable athletic facilities work. Anticipated project costs are currently between \$5,500,000 and \$6,500,000, funded from the 2018 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 GBC Construction for the CM/GC services for the construction of the new equitable athletic facilities.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 13, 2021

Title

Equitable Athletic Facilities - Architectural Design Services Award

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to replace aging school buildings and fund other capital improvements at every 4J school. Equitable athletic facilities was a component of the 2018 bond projects funded. With the replacement of the North Eugene High School underway and the new adjacent softball field almost complete, planned equitable facilities at North Eugene High School are well on their way to completion. The remaining high school sites all have improvements in store under this project. Project highlights include a new replacement softball facility and locker room improvements at Sheldon High School, additional softball amenities and locker room improvements at Churchill High School, and additional softball amenities at South Eugene High School (Locker room improvements at South were completed over the summer of 2018).

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. The district developed and posted an Architectural Services Request for Qualifications (RFQ) for the design services of the equitable athletic facilities. Three highly qualified firms proposed on the design project. After the RFQ scoring process and a unanimous decision by the selection committee it was determined Robertson Sherwood Architects would be our design partner through the design of the equitable athletic facilities.

Budget/Resource Implications

Design services for the equitable athletic facilities generally described above will be \$543.325. The negotiated fee proposal is within the allowed estimated design costs for the overall equitable athletic facilities project budget and will be funded from 2018 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 of the architectural design services for the equitable athletic facilities work to Robertson Sherwood Architects.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 13, 2021

Title

Camas Ridge Elementary School Replacement - Architectural Design Services Award

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to replace aging school buildings and fund other capital improvements at every 4J school. We are getting started with the process for the design of the replacement Camas Ridge Elementary School. 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. The district developed and posted an Architectural Services Request for Qualifications (RFQ) for the design services of the replacement Camas Ridge Elementary School. Nine highly qualified firms proposed on the design project. After the RFQ scoring process and a unanimous decision by the selection committee, it was determined Pivot Architecture would be our design partner through the design of the replacement Camas Ridge Elementary School.

Budget/Resource Implications

Design services for the Camas Ridge Elementary School replacement will be \$2,678,964. The negotiated fee proposal is within the allowed estimated design costs for the overall Camas Ridge Elementary School project budget and will be funded from 2018 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 of the architectural design services for the replacement Camas Ridge Elementary School to Pivot Architecture.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 13, 2021

Title

Bleacher Replacement – Monroe and Kennedy Middle Schools

Presenter

Ryan Spain – Director of Facilities

Background

Bleachers within the gyms at Monroe and Kennedy middle schools are original to the building construction. With old wood seating and manual operations for pulling out and pushing back, risks of splinters and staff back injuries becomes a real concern. This project removes the old bleacher systems and replaces them with new ADA compliant, power driven bleacher systems. Pricing for the replacement systems was completed through the state KCDA Purchasing Cooperative #17-374 Bleacher & related products agreement.

Budget/Resource Implications

The awarded bleacher replacement at Monroe and Kennedy Middle Schools will be \$167,112 and will be funded from General Obligation Maintenance 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 for the bleacher replacement work at Monroe and Kennedy Middle Schools to KCDA Purchasing Cooperative.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

Wednesday, January 13, 2021

Title

Outdoor School

Presenters

Eric Anderson, Director of Curriculum

Brooke Wagner, Director of K-8 Instruction

Background

Since 2016, 4J offered outdoor school to all 5th grade students for free through state grants (funded by Measure 99: Outdoor School for All). In prior years, schools could choose from multiple providers across the state. This year, due to COVID, offerings are limited. Whole Earth Nature School is a local provider that has created the opportunity to serve 4J students in CDL, Hybrid or brick and mortar. Due to the services and options provided, most of our 4J schools chose to use Whole Earth - Coyote Outdoor School. The total purchase price of this contract \$290,400 due to the number of schools choosing this option. These costs are covered by the state grant.

Options and Alternatives

Most elementary schools chose Whole Earth but other providers chosen by some schools were: OMSI, Camp Wilani, Camp Tadmor, and Grove Camp. This request allows for individual schools to choose options that work best for their school communities. The alternatives would be either to have the district central office make the selections, or to not offer Outdoor School opportunities, thereby forfeiting 4J's Measure 99 grant funding.

Which students, and how many, are served by this project?

For this contract with Whole Earth, a total of 18 schools and 1,056 fifth graders will be served. Here is a breakdown of the schools and number of 5th grade students (in parenthesis):

Edgewood (61), Village (26), River Road (51), Coburg (50), McCornack (54), Edison (49), Adams (86), Fox Hollow (6), Howard (87), Chavez (77), Twin Oaks (37), Buena Vista (67), Spring Creek (51), Gilham (89), Holt (83), Awbrey Park (90), Charlemagne (61), Family School (31).

All students are 5th graders except Coburg has 5th and 6th grade students attending (Coburg uses separate school funds to cover the 6th grade costs).

Budget/Resource Implications:

Estimated Students	Estimated Adults	Per student cost	Total Cost
1056	42	\$275	\$290,400

Recommendation

The Superintendent recommends the approval of \$290,400 for Whole Earth - Coyote Outdoor School to provide outdoor school to a majority of 4J fifth grade students during the 2020-21 school year.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

January 13, 2021

Title

Approve Agreement with EEA Concerning Coaching Stipends

Presenter

Karen Hardin – Director, Human Resources
Christine Nesbit – General Counsel

Background

Following OSAA's announcement on December 7, 2020, announcing the abbreviated athletics seasons to start in February 2021, representatives of the district and EEA reached a tentative agreement concerning coaching stipends. The proposed agreement provides that coaches of OSAA sanctioned sports for which there will be a competitive season will receive 90% of the stipend provided in Article 5, and that coaches of OSAA sanctioned sports that will have a non-competitive season (training and conditioning) will receive 80% of the Article 5 stipend. The agreement contains provisions in the event a season is cancelled or shortened, and provides that no extended season pay will be available due to the restructuring of the OSAA schedule.

EEA has ratified the proposed MOA.

Budget/Resource Implications

The proposed action is expected to reduce general fund expenditures by approximately \$150,000.

Recommendation

The Superintendent recommends that the board approve the proposed agreement with EEA concerning coaching stipends.

MEMORANDUM OF AGREEMENT
BETWEEN
EUGENE EDUCATION ASSOCIATION
AND
EUGENE SCHOOL DISTRICT 4J

Recitals:

1. The Eugene Education Association (EEA) and Eugene School District 4J (District) are parties to a Collective Bargaining Agreement that has been extended through June 30, 2021, as modified by an MOA concerning the implementation of CDL and Hybrid Instruction. That MOA provided that if an athletics program was authorized and implemented during the 2020-21 school year, the parties would bargain over the percentage of the stipends provided in Article 5 of the CBA.
2. In December 2020, OSAA announced an anticipated start of abbreviated OSAA athletic seasons beginning February 8, 2021, including provision for sports that are prohibited from competing. Following the district's announcement that it intended to implement an athletics program, representatives of the parties engaged in expedited bargaining and have agreed as set forth below.

Agreement:

1. For all OSAA sanctioned sports/ activities for which there will be a competitive season, the district will pay coaches 90% of the stipend provided in Article 5 of the collective bargaining agreement (CBA). For all OSAA sanctioned sports/ activities that will have a non-competitive season (training and conditioning), the District will pay coaches 80% of the stipend provided in Article 5 of the CBA. All coaches associated with these sports/ activities will be expected to coach through the entire season, including the culminating week.
2. During this school year, the district expects coaches in all sports/activities to serve their student athletes through a variety of activities. In order to receive coaching stipends during the 2020-21 school year, coaches will be expected to:
 - Meet with students at least four times a week, at least two of which will be in-person unless prohibited by the district, order of the governor or public health authority, or OSAA. Coaches will on a weekly basis support student athletes by addressing academic success during CDL and Hybrid.
 - Activities will support skill building and conditioning, and where applicable, competition.
 - Communicate regularly with families regarding student athletes' progress, schedule updates, and safety protocols and expectations.
 - Submit a practice/workout schedule to the athletic director and maintain regular communication.
 - Continue to maintain equipment and facilities as needed.
 - Model and enforce safety protocols, including district and state guidelines related to the COVID-19 pandemic.

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

October 14, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a Work Session at 5:30 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on October 9, 2020, and published in *The Register-Guard* on October 14, 2020.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors took place virtually 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/

ROLL CALL

BOARD MEMBERS PRESENT:

Mary Walston, Chair
Judy Newman, Vice Chair
Anne-Marie Levis
Alicia Hays
Gordon Lafer
Martina Shabram
Jim Torrey

STAFF:

Cydney Vandercar, Superintendent
Andy Dey, Director of Secondary Education
Christine Nesbit, General Counsel
Charis McGaughey, Assistant Superintendent for Instruction
Brooke Wagner, Director of K-8 Instruction
Jeff Johnson, Director of K-8 Instruction
Kat Lange, Director of Student Services
Karen Hardin, Director of Human Resources
Kerry Delf, Chief of Staff
Kyle Tucker, Chief Operations Officer
Lisa Fjordbeck, Executive Assistant/Board Secretary

OTHER: Margot Helphand

MEDIA: KRVM

I. BOARD WORK SESSION: Board Development Work – Development of Student Safety Plan

Chair Walston called the Work Session to order at 5:30 p.m.

Chair Walston introduced Margot Helphand, Owner of Helphand and Associates, a Eugene-area management consulting firm, who offered the Board a discussion and Power Point presentation on the development of a Student Safety Plan (SSP).

The Board annually sets goals for the year. The Board initially identified four goal areas in the Board retreat on August 28, and identified in the Board self-assessment and discussion a need for further consideration of the role of the Board in the work on these goals for this year.

Margot Helphand is a recognized expert on school board governance policy and has worked with the 4J Board many times in the past. Ms. Helphand facilitated the Board's conversation about goals and roles in a work session on September 16. Three of the Board's four goal areas were discussed in the time allotted. A second work session has been scheduled on October 14 to continue discussion and address the fourth goal, completing the planned District-wide safety plan.

On June 24, the Board approved a resolution affirming the Board's dedication to identifying and correcting practices and policies that perpetuate opportunity and achievement gaps and institutional racism, and committing to conducting a thorough review of the District's current model of providing for safety in schools.

This will require time and attention to undertake to understand our District's current systems and supports, identify values and chart a direction for key improvements for our District's students.

The process outlined for the student safety review this year provides a framework for a critical review of the District's current systems for student conduct and school safety.

Key questions include:

- What systems and supports do we have in place?
- Do our students, families and staff feel safe and supported at school?
- Do our current systems and supports lead to equitable outcomes for our students?
- What changes to our systems are needed to reduce disparities?

Information review: The student safety review process begins with a dive into information about the District's current systems, practices and outcomes. The Board this fall will schedule a series of items for information, work sessions with the 4J Equity Committee, and Work Sessions of the Board, to review and discuss key information.

Key Information includes:

- Review of relevant Board policies
- Student discipline system
- Student behavior expectations and supports
- Available counseling and mental health supports
- Role of the public safety director, campus monitors, school resource officers, and others
- Data on school climate, student discipline, and student arrests
- Key research on school discipline and safety models
- Information on alternate safety models and alternatives to exclusionary discipline, and to arrest and adjudication for conduct that could have criminal consequences

Community voice: This fall, the District would engage community input to hear the voices of students, parents, teachers, school administrators, and community members who experience or are impacted by the current systems we have in place. This could include a combination of board listening sessions held as public forums, small group dialogue with feedback shared to the Board, and potentially guided community conversations held jointly with other local organizations.

Key communities to engage include:

- Students and communities of color
- Students and community members experiencing disabilities
- 4J parents and students
- Teachers, specialists and classified staff
- School administrators

On the Key Information list above, Mr. Lafer and Ms. Shabram both said the list looked good from their perspective, but they would not feel comfortable signing off on it totally, without community input first.

Ms. Shabram offered she would add what kinds of training the District is already offering to its staff surrounding equity issues to the list of Key Information. She also said she would like to see how equity is included in the curriculum the District teaches added to the list.

Chair Walston and Ms. Levis agreed that it was crucial to work closely with the School District 4J Equity Committee on any SSP.

Ms. Hays pointed out that terms such as safety mean different things to different people; she offered that what feels safe to her, might not feel safe to someone else. She warned against polarization, and stressed the importance of an all-inclusive conversation with the School District 4J community.

Ms. Shabram said the community voice piece would work best if it resembled a working group, made up of representatives from students, staff, community stakeholders, etc. who would be able to participate in dialogue and problem-solving.

Mr. Lafer agreed with Ms. Shabram, and said he thought input from students, staff, and community stakeholders etc. along the way, would be crucial to the development and implementation of the SSP.

While Chair Walston agreed as to the importance of input from different outside parties, she reminded the Board that what they were working on was *their* goal, and this Work Session's purpose was to figure out the Board's role in the creation and implementation of a SSP.

Mr. Lafer said he believed the Board would benefit from certain check-in points during this process, as a way to make sure action was being taken, and things were actually getting done on the way to creating a SSP.

Ms. Helphand pointed to a draft timeline for the SSP, with the Superintendent developing an SSP framework by spring of 2021, a Board review in the late spring of 2021, and implementation by fall of the same year.

Ms. Levis pointed out that a seven-month process with meetings every week was simply not going to work for everyone in the community who would otherwise like to be heard through the Community Voice piece of the SSP.

Ms. Hays said it would be a good idea to kick off the work on the SSP with a joint meeting between the School District 4J Board, and the School District 4J Equity Committee with a focus on community voice inclusivity.

Ms. Helphand asked if all Board members were comfortable with moving forward with the development of the SSP.

The Board said they were.

Ms. Helphand ask if all Board members were comfortable beginning the process with a joint meeting of the Board and the Equity Committee.

The Board said they were.

Mr. Torrey said the Equity Committee should receive a report of this Work Session, as a way to brief them on the matter before the joint meeting.

On the draft roadmap to School District 4J's SSP, Chair Walston stressed the importance of checking in regularly. She also said the SSP work should be started immediately.

Mr. Lafer said this was a huge undertaking, and the Board could be working on it for years; he said that was okay, but felt there needed to be concrete accomplishments each year.

Ms. Shabram referred to the development and implementation of the SSP “the work of a lifetime”, and as such should have built in regular and frequent check ins.

Ms. Helphand said it was important for the Board to agree on a plan framework officially; she said if they issued an official decision, staff’s role in these first steps would be made much clearer.

Ms. Hays stressed the importance—in this, and all District matters—of keeping the decisions the Board makes separate from the decisions made by the Superintendent.

Moving forward, Ms. Helphand encouraged the Board to be explicit about the difference in Board roles, and the roles of staff.

II. Adjournment

Chair Walston adjourned the work session at 6:54p.m.

III. Executive Session

The board convened in executive session to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed, pursuant to ORS 192.660 (2) (h).

Executive sessions are closed to the public.

(Recorded by Rodney Cimburke)

Cydney Vandercar
District Clerk

Mary Walston
Board Chair

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

November 18, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 7 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on November 13, 2020, and published in The Register-Guard on November 18, 2020.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors took place virtually 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/

ROLL CALL

BOARD MEMBERS:

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STAFF:

Cydney Vandercar, Superintendent
Andy Dey, Director of Secondary Education
Christine Nesbit, General Counsel
Charis McGaughy, Assistant Superintendent for Instruction
Brooke Wagner, Director of K-8 Education
Jeff Johnson, Director of K-8 Education
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Kerry Delf, Chief of Staff
Kat Lange, Director of Student Services
Steve Menachemson, Director of Technology Services

Lisa Fjordbeck, Executive Assistant/Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Harmony Simmons, Churchill High School
Joel Sadofsky, International High School
Paige Dunnavant, North Eugene High School
Mazie McNamara, Sheldon High School
Noa Ablow-Measelle, South Eugene High School

MEDIA: KRVM

OTHER: Anne Cole, Laura Dahill, Margot Helphand, Betsy Boyd, Maya Rabasa, Gary Campbell.

I. Work Session with the Equity Committee on the Student Safety Review Process

Chair Walston opened the work session at 5:31 p.m. Everyone introduced themselves.

Ms. Helphand said that the focus of their meeting that night was the formation of the work group that would work on the safety plan. The work group would be a part of the Board and have public meetings. There were a few questions they would address. First, how many people would be on the workgroup and what representation they wanted on it. Second, how they would identify representatives. Third, who would facilitate the meetings. Lastly, what was missing on the draft road map.

Ms. Levis gave some context for their discussion. On June 2, 2020 Superintendent Balderas and incoming Superintendent Vandercar shared a message of solidarity and support for Black lives and communities. Then on June 17, 2020 the Board voted to eliminate School Resource Officers (SRO) stationed in schools and committed to review and address safety in schools. On June 24, 2020, the Board unanimously passed a Resolution on Anti-Racism and Equity. Ms. Levis said that on August 28, 2020 at the Board's yearly retreat they identified the adoption of a district-wide safety plan as a goal. Then on September 17, 2020 the State Board of Education unanimously approved the All Students Belong administrative rule focused on the health and safety of students and educators and banning symbols of hate from schools. Lastly, on October 2, 2020 Superintendent Vandercar sent a message to 4J staff affirming Black Lives Matter and permitting displays of BLM in schools.

Ms. Levis shared that what they wanted to provide a safe learning environment which supported meaningful, equitable, and highly effective instruction so that all students thrived socially, emotionally, and academically. They also wanted to reduce the disparity of outcomes for students of color and students with disabilities. Ms. Levis stated that they were making a long-term commitment and a multi-year plan with tangible goals, outcomes, and accountability each year.

Ms. Newman presented their draft road map to a new safety plan. First was a system review where they would gather and understand services and supports that already existed in 4J and data surrounding current outcomes. They would also do research to gather information about alternative models that were producing the outcomes they would like to see at 4J. They also wanted to solicit and connect with the community for meaningful dialogue and feedback. The Board would work to generate a concrete set of recommendations and goals to direct staff. Lastly, they would have an action plan which staff would create for the Board to review.

Ms. Shabram defined the different roles that would be needed to get this safety plan completed. The Board would oversee policies, making changes within the district, vote on recommendations, adopt the plan and priorities, and direct staff. The Equity Committee would support the Board to develop the workgroup and provide advisory support as needed throughout the process. The workgroup would solicit community participation, help gather information from outside sources, process data, discuss options and alternatives, and make

recommendations to the Board. The Board wanted to hear from all stakeholders in the school community about their lived experiences and what made them feel safe and valued. Lastly, staff would provide information as requested, follow direction from the Board, and generate a plan for Board approval.

Ms. Newman talked about the expectations the Board had for the work group members. They would be meeting twice a month for an hour and a half and be expected to have listening sessions and work with subcommittees. Members would need to attend at least 90% of the meetings and they were responsible for doing all the readings and “homework” between meetings. Members would also need to fully participate and abide by group established working agreements.

Ms. Helphand said she thought that they should start their conversation by deciding on how many people they wanted on the workgroup and what groups they wanted to be represented.

Ms. Boyd said that they should think about the groups they want to have involved with the group but not on the workgroup itself. They could not have all stakeholders represented, but all should be included. Ms. Helphand noted that an advisory group or panel of stakeholders could be created.

Mr. Torrey said he thought that they should have fifteen people in the group. Mr. Lafer agreed with the number of people and with what Ms. Boyd said. The workgroup was a small group, but it would oversee guiding the Board through all their difficult decisions. Mr. Campbell also agreed to fifteen in addition to Board members. He encouraged the work group, once formed, to let them know what voices were missing.

Ms. Rabasa said she thought twenty would be a good number to account for the possibility that all Board members wanted to be included. She did not want community voices left out. Ms. Newman said she thought that the group should be between 15 and 24 people.

Ms. Helphand said that the workgroup would have 15 to 22 people on it.

Ms. Helphand said she wanted them to talk about the representation they would like to see for the workgroup.

Ms. Levis said it was important for the work group to have new voices from the community. Mr. Torrey agreed and said they had to think about where to recruit those people from.

Mr. Campbell said that parents, teachers, staff, administration, members from community organizations. A focus should be on high school membership representing students of color, migrant students, students with disabilities, students with a first language that was not English.

Ms. Boyd wanted everyone to remember to frame their discussion around the resources and tools that stakeholders had for them. She mentioned that people always talked about including fresh and new voices, but that they should also include people with experience. It would be important to find a balance between the two. Ms. Boyd did not want them to forget that how they disciplined young children could affect them later in their academic lives.

Ms. Hardin wanted to make sure that classified employees who oversaw supervision for students were included. They had a lot of daily interactions with students and had a unique view. Ms. Rabasa wanted to have these groups represented: Eugene Education Association

(EEA), special education teachers, students with a first language that was not Spanish, building administrators, students (both past and present), and a member or two from the Equity Committee who could act as a liaison.

Ms. Helphand noted that they were creating a very long list that would have around 50 members on it. They had to come up with a way to narrow down who should be on the workgroup versus who should stay involved in the conversations taking place.

Ms. Newman noted that there were efforts in their community that they should include in the discussion. The African American Student Success Grant was one of those groups. Ms. Walston wanted to make sure that they reached out to other groups doing similar work and invite them to listening sessions with the workgroup.

Ms. Cole said the solution-orientated people should be in the workgroup. She also asked for clarification on what type of safety they were talking about since no one had defined it yet. Ms. Helphand stated that defining the safety plan would be one of the first things that the workgroup did. Mr. Lafer thought that Ms. Cole brought up a great point, there were many ways for them to protect their students, both physically and mentally.

Mr. Sadofsky stated that it would be helpful to reach out to the local organizations that pushed for change. Black Unity had done a great job of bringing the topic forward to the public locally.

Ms. Helphand wanted to transition to talking about how the Board would reach out to the community to identify representatives.

Mr. Lafer mentioned contacting trusted community organizations like NAACP, Black Unity, and others. Ms. Cole mentioned United Way and traditional safety agents. Mr. Campbell listed out: Centro Latino Americano, Lane Independent Living Alliance (LILA), Lane ESD, OSEA, EEA, and Migrant Education Program. Ms. Newman noted that ARC of Lane County was in contact with a lot of families. Mr. Sadofsky talked about EYES at South Eugene High School. Ms. Hardin wanted MAPS to be included as well. Mr. Sadofsky mentioned White Bird and sexual support services. Ms. Rabasa thought they should reach out to the Home Rights Commission or the Civilian Review Board (CRB). Ms. Dahill wanted representation from the LGBTQ+ community.

Ms. Helphand moved the conversation to suggestions for a facilitator. They could throw out either names or qualities.

Ms. Levis shared that they got some suggestions at the Equity Committee meeting and that information had been forwarded out. She wanted them to focus on new names. Ms. Cole had sent a name to Ms. Fjordbeck. Ms. Helphand said that people could send suggestions to Ms. Fjordbeck and she could keep a list.

Ms. Rabasa asked when the Board would be voting on this. Ms. Levis said that they should have something to present to the Board by the first week of December.

Ms. Helphand moved the conversation to what was missing from their draft road map. They had talked about the scope of the work throughout their discussion that night, but they could go into more detail on where they wanted to start.

Ms. Newman thought that they needed to figure out the larger picture and what issues specifically needed to be tackled. Ms. Helphand mentioned that there were other school districts doing similar work who they could reach out too.

Ms. Boyd wanted to see more data around school climate through surveys. This could help define the problems.

Ms. Rabasa said they should have the workgroup have a session with someone to get them all on the same page. She recommended Race Equity Matters since they were working with other organizations in the community on similar work.

Chair Walston thanked everyone on the Equity Committee for all the time they were putting into this workgroup. It was important work, and she was excited for it to get started. She appreciated all the Board members who were involved in the Equity Committee.

Chair Walston adjourned the work session at 6:51 p.m.

II. Regular Board Meeting Call to Order

Chair Walston called the meeting to order at 7:00 p.m.

III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement

Chair Walston called roll and read out the land acknowledgement.

IV. Agenda Review

There were no changes made.

V. Introduction of Guests and Superintendent's Report

Superintendent Vandercar stated that Governor Brown ordered a two-week freeze. There were 176 cases per 100,000 people in Lane County. The County needed to be under 100 cases for schools to do the hybrid model. She said that the freeze was put in place for a good reason since numbers had only gone up since the new metrics were given.

Superintendent Vandercar said that the State of Oregon released their December 2020 Economic and Revenue Forecast. It showed steady revenue and a slow economic recovery. Revenue for the 2019-20 biennium was slightly up. They were in a good place because their budget was based on a two-year cycle. This meant that the budget was based off the best of two years. She shared that Measure 98, and the Student Investment Account (SIA) would not be affected for the same reasons. The two-week freeze would affect the economy and Andrea Belz would give them more information once the Governor's budget was released.

Superintendent Vandercar mentioned that a part of the Silver Lea building was torn down. It was sad to see the building go, but it meant new beginnings.

VI. Comments by Board Chair

Chair Walston welcomed all the student representatives. That night they would be revisiting the SIA as a main item this time instead of as a consent item. Also, there would be more information on the District's COVID-19 response. She noted that the Board had met with the Equity Committee before the meeting to start putting together the work group which would work on the student safety plan.

VII. Receive Reports from High School Student Representatives

Harmony Simmons, Churchill High School, shared that their Thanksgiving food drive started that day. She mentioned that students were not engaged with school and were feeling overwhelmed. No one was really attending the required office hours because of those feelings and the inconvenient times they were scheduled at.

Paige Dunnavant, North Eugene High School, shared that their Project Give event had started. The project was a food and money drive run by students which comes together to distribute to up to 50 families around the community. Their goal was to raise \$5,000 and they already raised half their goal. A lot of North Eugene was sad to see the Silver Lea building go but were excited for what was to come at the new building. Ms. Dunnavant echoed Ms. Simmons statements surrounding students feeling overwhelmed.

Noa Ablow Measelle, South Eugene High School, said that they were doing a food and hygiene drive. All products would be put into bins so that students could pick up anything they needed. Also, the Latinx Student Union was doing a clothing drive for all of Lane County. South had created a form to help students, specifically Freshman, make friends.

Mazie McNamara, Sheldon High School, said that they hosted their virtual spirit week. She was asked to talk about unweighted versus weighted GPAs. 4J had used the unweighted system. The weighted system would take some pressure off students when getting a B+ that brought down their GPA.

Joel Sadosfky, IHS, said he appreciated attending the work session before the meeting that night to give a student voice to the conversation. Many students were feeling very overwhelmed with the semester coming to an end.

Dusty Temple, ECCO, said that students were becoming more confident using Canvas and Zoom. Students were not participating as much as they should, but they had sent out a survey to try and create events to fix the problem.

VIII. Items Raise by the Community – Public Comment Received by Email

Chair Walston said that all Board members read the comments received via email. She reminded the community that they would allow for live comments starting at their December 2, 2020 meeting.

IX. Comments by Employee Groups

Thomas Horn from 4J Managers, Administrators, Professionals and Supervisors (MAPS), noted that they were all going through a tough time, but their work was still valuable. This was a chance to view their work differently. He felt that everyone now understood that the 4J District took care of their own.

X. Consent Group – Items for Action

- 1. Approve the Purchase of Replacement Document Cameras**
- 2. Approve Interim Superintendent Contract**

MOTION: Ms. Newman moved, seconded by Mr. Torrey, to approve the consent group.

VOTE: The motion passed – 7:0.

XI. Items for Information

- 1. Update on COVID-19 and Return to Learning**

Ms. Delf said that the Governor's freeze order was not directed at schools, but there were still some impacts. They would still be able to service their students with meals. 4J was encouraging staff to be safe and follow the restrictions on gatherings over Thanksgiving. They asked that if they did leave the area that they then quarantine for 14 days when they got back. Ms. Delf mentioned that they were also encouraging staff to work from home, and they were limiting building hours. Everyone was required to have a mask on while in the building unless in their personal office.

Ms. Delf understood that families were confused since the Governor's order was sent out around the same time that the District asked families to choose which learning model they wanted to go forward with. She stated that the timing was just a coincidence. Families had until November 22, 2020 to make a change to their plan.

Mr. Dey shared that regulations from Oregon Health Authority (OHA) and Oregon Schools Athletic Association (OSAA) allowed for elongated athletics. The conversations around sports was ongoing. Right now, the Winter season was set start on December 28, 2020. Staff was working on to create their COVID-19 athletics protocol.

Ms. McGaughy said that the District had to make an update to their hybrid model. They got a lot of questions about when the hybrid model would begin. They had received updated metrics that they had to meet which Ms. Delf had gone over at a previous meeting. There was a lot of fear coming from the upcoming Holidays and 4J was not anticipating having safe numbers for a while. Once they reached safe numbers, they had to stay at that level for two weeks before they could go forward with the hybrid model.

Ms. McGaughy said that when they were able to open for a hybrid model they would start with Kindergarten through 3rd grade. After a couple weeks they would open the schools for upper elementary school grades. After a couple more weeks they would open the schools for middle schoolers and high schoolers.

Ms. McGaughy shared that a staff survey and a family survey had been sent out. Soon a student survey would also be sent out. She said that the District needed information on if students wanted to stay online or go in-person when possible. This information would help staff figure out transportation needs as well as all other preparations.

Mr. Torrey asked if students were experiencing a learning regression and wanted to hear about their Kindergarten through 3rd grade reading skills. Ms. McGaughy said that they were monitoring attendance and engagement. They were reaching out to those who seemed to be struggling. They were working on finishing interim assessment, which gaged reading and math levels for the younger kids. This would drive their planning for what resources they needed.

Mr. Lafer thought it was important to know that students were retaining information. Overloading students with homework currently was not necessarily helpful. He thought that this year, more than ever, quality over quantity was key. Eric Anderson said that teachers and students were going through hard times and everyone needed to understand that achieving the same levels as before was impossible. There kids came first, and they were doing what they could to keep them engaged.

Ms. Levis emphasized the need to keep student mental health on their minds. Students were at a breaking point and there was a lot of stress being put on them daily. Giving them more work on top of all the issues going on outside of school was not the solution they should implement.

Ms. Shabram wanted an update on what they were doing for students who were trying to transition outside of schools by applying to colleges and jobs. Many were having a hard time thinking about what the next steps for them would be. Ms. McGaughy told her that there was work happening in that area and they would come back at a future meeting to give an update.

2. Receive Update on Live Public Comment in Board Meetings

Ms. Delf explained that there would be a new process to how they did live public comment. To be signed up to give a comment they had to sign up on the web-form by the Monday before the meeting at noon. They would allot time segments for each speaker and give them links that would allow them to speak at the meeting. There was information available on the District website. Ms. Delf stated that live public comment would start at the December 2, 2020 meeting.

Ms. Levis hoped that there would be a way for them to be equitable and find new voices who usually did not speak to them. She asked if the form was available in different languages and if this information was sent out to families. Ms. Delf said that currently the form was in basic stages and they could update it as they desired.

XII. Items for Action

1. Vote on Oregon School Boards Association (OSBA) Election

The Oregon School Boards Association (OSBA) is organized as one general state association with up to 23 regionally elected representatives established across 14 geographic regions to support member participation and representation. Eugene School District 4J is in the Lane Region and is represented by Position 6.

The OSBA 2020 election for this region includes one resolution: Adopt the OSBA 2021–2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee.

Ms. Delf noted that the board would vote and then the full board's vote of approval or disapproval would be sent to OSBA. Ms. Walston noted that board members had received the complete proposed legislative priorities and resolution in the board meeting materials packet.

MOTION: Ms. Newman moved, seconded by Ms. Levis, to vote yes on approval of the resolution to adopt the OSBA 2021–2022 Legislative Priorities and Principles as recommended by the OSBA Legislative Policy Committee.

Mr. Lafer was disappointed to hear that it sounded like OSBA would promote legislation that decreased retirement benefits for school staff. Ms. Newman said that most the conversations they were having were related to the Public Employees Retirement System (PERS).

VOTE: The motion passed – 6:1. Mr. Lafer voted against.

2. Grant Agreement for Reduced Student Investment Act (SIA) Plan

The 2019 Oregon Legislature approved the Student Success Act (SSA) to invest more funds in public schools. About half of these funds will go directly to Oregon school districts and eligible charter schools through the Student Investment Account (SIA). The district engaged extensive staff and community input to inform development of an investment plan to best support student

success. The district's Student Investment Account Plan was approved by the school board on [March 18](#), 2020.

Due to the economic impacts of the coronavirus pandemic, however, the legislature reduced the amount of funding available for SIA grants in the first year. It is now expected that the district will receive a total of \$4,347,000 (for both the district and charter schools) for the 2020–21 school year—about one-third of the originally planned for amount of \$13.4 million. The district's reduced SIA spending plan, included in the board meeting materials, is consistent with the plan originally approved by the board, but is reduced by about 2/3 of the original amount.

The Oregon Department of Education on [October 5](#) provided to the district the grant agreement included in the board meeting materials. Superintendent Vandercar noted that the board had approved the grant agreement in the consent group approved on [October 21](#), but the district was later informed by the Oregon Department of Education that it must be approved as a separate action item on the board's agenda. After the grant agreement is approved by the school board and then by the state, the district will be eligible to start drawing down the SIA funds for current year use for expenses incurred starting [July 1](#), 2020.

MOTION: Ms. Newman moved, seconded by Mr. Torrey, to approve the State of Oregon Grant Agreement (Grant No. 13635) for the Student Success Act – Student Investment Account.

VOTE: The motion passed – 7:0.

XIII. Items for Action at a Future Meeting

1. Consider for Approval the 2020-21 Superintendent Evaluation Process

Ms. Walston said that they were required to do an evaluation on the Superintendent every year. At their December 2, 2020 meeting they would approve their goals for the Superintendent. She thought they might want to adjust their goals for COVID-19. They did not go through an evaluation process last year because Dr. Balderas was leaving.

Ms. Shabram wonder what the process would look like. Individual Board members would give their scores, but how would they get input from staff and students. Ms. Walston replied that in the past they got feedback from staff and the community. She was unsure if they would do the same this year because of COVID-19 complications, but they should talk about it at their work session on the topic on December 2, 2020.

Ms. Hays thought that there should be time on the agenda for an in-depth discussion on this. She was unsure why they were no longer do it that way. Ms. Hays wanted to make sure a diversity of voices was included.

2. Consider for Adoption Board Policy ACB: All Students Belong

Ms. Nesbit gave some 4J and State context for policy ACB at their last meeting. An incomplete draft had been provided to the Board members at that time, but they now had an official policy. Ms. Walston noted that they would vote on this at their next meeting.

XIV. Comments and Committee Reports by Individual Board Members

Mr. Torrey had people over the last few weeks asking what they could do to help the District. He appreciated that their community wanted to help, but they could not have people volunteering at this time. He said that parents to younger children could read to their children to help with their literacy. The Eugene Public Library had books for all ages that families could utilize.

Ms. Shabram said she had participated in a few events going on in the community virtually. She thanked the student representatives for their insight and perspectives. She loved hearing from them since they were experts on what was going on in their schools. Ms. Shabram mentioned that a few 4J teachers had been honored by Eugene Weekly. She appreciated them and all the 4J teachers. Ms. Shabram noted that this month was Indigenous People Month and that it was also Transgender Awareness Week.

Ms. Newman mentioned that it had been a busy few weeks and thanked staff for all their work. She hoped that the Board's questions did not diminish the work that was being done. The Legislative Committee met last week and had set some requirements for priorities and what they wanted to track. They wanted to invite a legislative delegation to a virtual breakfast on January 7, 2021.

Ms. Levis thanked Ms. Walston and Superintendent Vandercar for their outreach to the community to help with the cold weather. She was glad to see they were looking out for the whole community. Ms. Levis was concerned with the District's mental health. Staff and students were struggling along with everyone else. They needed to find a way to build mental health into their system. She thought they could partner with community organizations to help.

Mr. Lafer noted that many students were at a breaking point. They did not want to leave their students to figure out everything on their own. He wanted to hear from more students about what could be done to help them. Chair Walston said that they would talk more about this issue at the next Leadership meeting.

Ms. Hays said that she went to the OSBA conference and gave a speech in honor of her School Board Member of the Year award. She talked about how the whole Board worked to make each other great. Ms. Hays brought up that students might not have gotten vaccines because they were online, but if they wanted to go in-person they would need them. Usually they had vaccinations available for students, but they would not be able to do that because of COVID-19. Instead they would need to be done by a personal doctor. The last day to have vaccinations would be February 17, 2020.

Chair Walston also went to the OSBA conference. The parent technology meetings took place and they seemed to be very helpful. 4J was looking to host a shelter at their facility over the Winter but had to make sure it could be done safely. Chair Walston thanked staff for all their work.

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

1. Meeting Dates:

December 2020: Wednesday, December 2 & Wednesday, December 16

January 2021: Wednesday, January 13

February 2021: Wednesday, February 3 & Wednesday, February 17

March 2021: Wednesday, March 3 & Wednesday, March 17

April 2021: Wednesday, April 21

May 2021: Wednesday, May 5 & Wednesday, May 19

June 2021: Wednesday, June 2 & Wednesday, June 16

xvi. Adjournment

Chair Walston adjourned the meeting at 9:09 p.m.

(Minutes recorded by Lydia Dysart)

Cydney Vandercar
District Clerk

Mary Walston
Board Chair

DRAFT

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

December 2, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 7 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on December 2, 2020, and published in The Register-Guard on November 25, 2020.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the meeting of the Eugene School District Board of Directors took place virtually 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/

ROLL CALL

BOARD MEMBERS:

Mary Walston, Chair
Judy Newman, Vice Chair
Anne Marie Levis
Alicia Hays
Martina Shabram
Jim Torrey
Gordon Lafer (Absent)

STAFF:

Cydney Vandercar, Superintendent
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Andy Dey, Director of Secondary Education
Christine Nesbit, General Counsel
Oscar Loureiro, Director of Research and Planning
Brooke Wagner, Director of K-8 Instruction
Jeff Johnson, Director of K-8 Instruction
Karen Hardin, Director of Human Resources
Andrea Belz, Director of Finance
Lisa Fjordbeck, Executive Assistant/Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Harmony Simmons, Churchill High School
Joel Sadofsky, IHS
Mazie McNamara, Sheldon High School
Noa Ablow-Measelle, South Eugene High School

MEDIA: KRVM

I. Work Session

Chair Walston opened the 4J work session meeting at 6:01 p.m. She stated that they would be talking about Superintendent goals and the Superintendent evaluation process. Superintendent Vandercar had created some goals for herself that she wanted to share first. Ms. Walston said that the exact format of the evaluation was not set, but they would talk more about it in an executive session in January 2021.

Superintendent Vandercar said that the district had set a few goals for the 2020-21 year. Due to the nature of the school year, they had decided to create new goals.

The first goal was to maintain and communicate a balanced budget. Superintendent Vandercar stated that the Governor had released her proposed budget. The budget for all Oregon schools was set currently at \$9,000,000,000 which would not cover everything across the state. If the budget did not change then 4J would need to make some cuts. Any cuts in programing or FTE would need to be done early and communicated thoroughly. They wanted to respond to impacts from the pandemic and understand the ramifications of enrollment fluctuations. They had a low number of kindergarteners and that grade level would be low until they graduated high school. Superintendent Vandercar stated that they were expecting a higher enrollment the following year.

The second goal was to keep school bond projects moving forward and on schedule. Every single building had some level of bond project in it. There were four major bond projects. The expansion of Gilham Elementary School set to be completed in Fall 2022. A new Edison Elementary School set to open Fall 2022. A new North Eugene High School set to open Fall 2023. A new Camas Ridge Elementary School set to open Fall 2024. Superintendent Vandercar said that the longer it took to finish these projects the more expensive they would be. With the budget in flux, it was important to keep costs as low as possible.

The third goal was to offer supports to traditionally underserved students and families. They were currently serving all students. Superintendent Vandercar shared that they were also providing wraparound services for students needing household supplies and supports. The Equity Committee would talk at their next meeting about what else they could do.

Ms. Newman inquired into if they were still delivering meals. Superintendent Vandercar responded that they were.

Ms. Shabram wanted to know where staff fit into her goals. They needed to keep the staff wellbeing and retention at the front of their minds, even with possible cuts coming.

Superintendent Vandercar said that she would include more language to the goal concerning staff, specifically to goal three.

Mr. Torrey said that the newspaper made it seem like the Governor's budget would fully fund Student Success Act (SSA) and SIA. He wondered if this meant fully funding at the level it was meant to be funded at, or the reduced amount. Superintendent Vandercar said that SIA had already been reduced so she thought that was referring to fully funding the reduced amount. Ms. Belz clarified that when they originally received the SSA estimate it was at \$472,000,000, it was then it was reduced to \$150,000,000 for that year. Overall, they were set to get \$778,000,000 for the biennium instead of the original \$1,000,000,000. Mr. Torrey noted that the budget still needed to be passed in the House and Senate and could end up being changed. He did not think they should not make plans to match the Governor's budget until they saw what was passed. One of their goals was about what to do with the North Eugene plan. Superintendent Vandercar told him that she had talked about the plan with Chair Walston and they would address it more in the regular meeting.

Ms. Levis appreciated the focused goals that were laid out. She though hearing from staff and students was important since they were at a level of crisis that they had never seen. Ms. Levis was worried about the mental state of both groups. It was their job to worry about all students and help find an innovative way to help those in distress. Superintendent Vandercar said she would find a way to incorporate that into her goals. Their staff was already working on ways to help students and staff. Ms. McGaughy added that it was one of the most important parts of the SIA. She was glad they had those funds to help expand their mental health supports. They were working to build in time during school to address these needs. Ms. McGaughy said that there was always more they could do.

Mr. Torrey thought it was too soon to have an evaluation, even if they were required to in the current contract. Chair Walston said that they would not need to do the evaluation until the end of May 2021. She said that they would get into more details later in January 2021. Chair Walston emphasized that not everything had to be reflected in the goals that Superintendent Vandercar talked about.

Ms. Hays said that the pandemic had shined a light on all the inadequacies going on in the District. She thought they had to focus on the lessons learned over the last nine months, like the extra burdens that was being placed on teachers.

Chair Walston said that their job was to assess if the superintendent was doing what she needed to do for the District and talk about what could be improved. Chair Walston said she hoped that this evaluation process would allow the board to talk more about their expectations and what the community needed.

Chair Walston closed the work session at 6:42 p.m.

II. Regular Board Meeting Call to Order

Chair Walston called the 4J regular Board meeting to order at 7:00 p.m.

III. Roll Call, Flag Salute, Land Acknowledgement

Chair Walston led them in the pledge of allegiance and read out the land acknowledgement. She talked about Rosa Parks and her arrest that happened 65 years ago on December 1, 1955.

IV. Agenda Review

There were no changes to the agenda.

V. Introduction of Guests and Superintendent's Report

Superintendent Vandercar said that with their first trimester ending they were seeing many people struggle. She had received an email from a teacher detailing the things that needed to be changed. That teacher said that she was excited but nervous for that change.

Superintendent Vandercar mentioned that she had gone without internet for a while and understood now, more than ever, what some of their students were struggling with.

Superintendent Vandercar said that at their meeting on December 16, 2020 they would hear about the Governor's budget in more depth. The school funds were not at the level needed to keep the District going as it was. She shared that SIA was cut back to be funded at \$390,000,000 a year instead of \$500,000,000 a year. If the budget presented was approved, then the funds would be cut even more. The Governor decided to fund the High School Success Fund at the original cost of \$318,000,000. Superintendent Vandercar said that details on the Governor's budget would be included in the Friday memo.

VI. Comments by Board Chair

Chair Walston welcomed students and public speakers at the meeting. They would receive a COVID-19 update, a statewide assessment update, they would approve a 4J Managers, Administrators, Professionals, and Supervisors (MAPS) contract, as well as a policy on hate symbols.

VII. Receive Reports from High School Student Representatives

Joel Sadofsky, IHS, said that they had finalized their materials for the student merchandise event. They were also doing research into what charities they could donate to for future events. He stated that distance learning was still terrible, even with all the work that teachers had done. Mr. Sadofsky said that the vaccine being available in the next couple of months gave them hope.

Mazie McNamara, Sheldon High School, reported that they were wrapping up their Snowflakes for Joy campaign where they bought gifts for students at their school and from feeder schools. She stated that the end of the trimester meant high stress for many. Ms. McNamara talked about Scott Wright, a teacher from Sheldon High School who had COVID-19 and had been transported to a hospital in Portland.

Noa Ablow Measelle, South Eugene High School, said that they would start their food and hygiene drive on December 16, 2020. All food donations would go directly to South Eugene students. All hygiene products would be donated to REV Youth Leadership Group. South Eugene was selling new t-shirts and masks to generate money for all their clubs.

Harmony Simmons, Churchill High School, shared that their Thanksgiving food drive was not as successful as they had hoped but they were still able to donate to 15 families. Churchill students were hosting zoom meetings to study together. At their last meeting five teachers joined and had breakout rooms with students. They received good feedback from students and wanted to continue doing them moving into the new trimester. There would also be a warm clothing drive starting.

VIII. Items Raised by the Audience – Public Comment

Steven Korin, a 4J parent, worked for 17 years at 4J as a homeless liaison, special education, and instructional coach. He said that they needed to look at the systems in place and make changes to them. There were some schools in the District that had 85% of students in low-income situations, and other schools had much lower percentages. These varied percentages were something they could change to help students and diversify schools. Mr. Korin said that standardized tests had many harsh effects on children. He thought that they could work to change the make-up of schools.

Roscoe Caron, a retired 4J teacher, said that before COVID-19 4J students K-8 had to take 140 standardized tests. Now, if students tested well then, they had less standardized tests to take. He emphasized that this rewarded those with more resources and privilege. Mr. Caron said that decreasing testing did nothing to help their students in need.

Larry Lewin, a retired 4J teacher, thanked the Board for their work and for allowing live public comment again. He was interested in seeing strengths and weaknesses that they saw from distanced learning. Mr. Lewin emphasized that they could not prevent the learning gap that was happening since they were in the middle of a crisis. That was no one's fault in the District. He hoped that they did more for staff by making them do less and understand that reaching the same levels as before COVID-19 was not possible.

Harry Sanger, 4J parent, appreciated the choices that they were giving families in these rough times. However, it remained a mystery why the District was not allowing students to go back to school when it was obvious that they were not learning at the same levels as they should. If the State was failing to help, he thought that the District should do the job. Mr. Sanger talked about an article that showed that children were not the main spreaders of COVID-19.

Chair Walston noted that there was also some written comment sent in and that all Board members read them.

IX. Comments by Employee Groups

Sabrina Gordon, President of Eugene Education Association (EEA), shared some magical moments that 4J teachers had over the trimester. There were only a small number of students that were super engaged, and it was nice to see that teachers were able to create some engaging environments.

Tom Horn, President of MAPS, and Peter Tromba, the incoming President of MAPS, reminded everyone that they were not a part of a union. Mr. Tromba said that they had a confer and consult process when talking with District leadership. He stated that Superintendent Vandercar and her staff were willing to work with them and they were glad that the Board was voting on the updated agreement with the District. Mr. Horn said that there was still work to be done. When looking at Elementary school staff they are being paid less than other similar Districts. Principals had a critical job and they had to provide guidance at this time. They were excited to make changes moving forward.

X. Consent Group – Items for Action

- 1. Approve COLA and Other Terms of Employment for Managers, Administrators, Professional and Supervisors (MAPS), and COLA for Senior Staff**
- 2. Approve Meeting Minutes: October 7, 2020, October 21, 2020, November 4, 2020**

MOTION: Ms. Newman moved, seconded by Ms. Levis, to approve the consent group.

Mr. Torrey noted the disparities between compensation of principals and surrounding Districts. They prided themselves on the quality of education they gave and should investigate these disparities.

VOTE: The motion passed – 6:0.

XI. Items for Information

1. Receive an Update on COVID-19 and 4J Return to Learning

Superintendent Vanderkar shared that they would hear about athletics, holiday break meals, and family and student survey responses.

Mr. Dey said that Oregon School Activities Association (OSAA) would have a meeting on December 7, 2020 to talk about updates on metrics and sports. Right now, the Winter athletic season, besides full contact sports, was set to start on December 28, 2020. He said that they would hear what OSAA said and continue with their work.

Mr. Torrey wanted to know how they were dealing with career technology student's interactions with teachers. He asked if they were able to keep up with what was required. Mr. Dey told him that the experience for those students paled in comparison to in-person teaching. 4J was doing what they could to help them be prepared for careers going forward. They had purchased some technology to help computer science students do the same type of work they would have done at school. They were also talking with local businesses about creating internships.

Ms. Newman asked if students would be able to participate in in-person internships. Mr. Dey said that that could be a possibility and it would be up to students and families to make that decision.

Chair Walston said that she got an email from parents about why students could not go to athletic practices or do contact sports. She wanted him to outline those decisions more. Mr. Dey stated that they were following OSAA guidelines as well as a District decision. There were other districts in the State that were disregarding the guidelines, but they thought following OSAA made the most sense for 4J. It was their job to keep everyone safe.

Holly Langan shared that since March 16, 2020 they had served 1,029,000 meals. Last week they served over 40,000 meals alone, which covered 580 homes. She said that there were many families experiencing stress during this time and providing meals helped relieve that and keep students focused on learning.

Ms. Langan said that their kitchen, custodian, warehouse, and transportation staff had worked hard to get all those meals out. Many worked through school breaks and chose to come in on days they had off. They had provided Thanksgiving food boxes and would do the same on December 18, 2020 for the Winter break. There would also be a seven-day meal box given out on December 28, 2020. She said that there would also be some boxes available for pick-up at the Education Center.

Ms. Langan stated that they had worked to renew their community eligibility program. They were able to expand outside of the District to get meals to families at no additional cost.

Ms. Levis asked for their appreciation to be given to staff for all their work. She stated that their priority should be taking care of families. Ms. Levis inquired into what they were doing to allow staff time off. Ms. Langan replied that they had more breaks earlier on, but at this time it was all hands-on deck. There were slim margins for staff to cover each other, which was their main issue. She shared that staff all wanted to show up and do their part.

Ms. McGaughy said that they got the survey results on what type of model students wanted to participate in. The survey allowed families to change the pathway they were on. She shared that 768 students changed their path. 99 switched to the Eugene Online Academy, 337 switched to the same school hybrid model, and 332 switched to the same school online model. Ms. McGaughy said that there would be 20 fewer students in the Eugene Online Academy, 164 fewer in same school hybrid model, and an increase in 36 students to the same school online model.

Ms. McGaughy said that there were no huge swings at the overall level, but there would be at the classroom level. There would be disruption within rosters, specifically with Elementary school children who usually did not change teachers. Facilities would be reviewed to see how many could participate in in-person teaching. This could result in teachers having to switch classroom depending on how many students they had in each class.

Ms. McGaughy reported that they were working with EEA to get recommendations on how they should approach the change. They had to adhere to new and old guidelines during this.

Ms. McGaughy said that they surveyed their licensed staff and had received over 600 responses. They had put out a parent survey already and would be putting out a student survey early in 2021.

Ms. Newman asked if the numbers shared were totals. Ms. McGaughy responded that they were just numbers for those who changed which path they wanted to be on. Mr. Loureiro said that 72% of students were in the hybrid model, 20% were in the online model, and 8% were enrolled in the online academy.

2. Receive Update on Statewide Assessment and Accountability Waiver

Mr. Loureiro said that on November 20, 2020 4J announced that they applied for a waiver to not participate in the Statewide assessment in the Spring. The pandemic, fires, and economic recession made it so that any data they got from the assessment would not be accurate. In September they had also opted out of the Kindergarten assessment.

Mr. Loureiro stated that they set up a system to get comments from the community. Those comments had been shared with the Board.

Ms. Shabram asked if they could reapply for the waiver if they got turned down. Mr. Loureiro replied that they could reapply.

Ms. Levis brought up the comment given that night around testing and potential consequences for students who could opt out. Mr. Loureiro said that the idea was to save assessment time by not having everyone take them. There was data available which made it so they could predict the types of scores students with good results got. Superintendent Vandercar said that there were different types of tests and they ran into some legality issues around which assessments they had to give, and which students had to take them. Ms. McGaughy added that there were

requirements for the Title IX program and their Special Education programs. They were prioritizing instructional value where they could. Ms. Hays thought it was wrong that students passing got more instruction time. Mr. Loureiro said that they did not need more information from students who reached above the standard. Mr. Torrey stated that if they were trying to help underserved students then they needed more instruction time, not more tests. Ms. Hays stated that they need to be very clear and careful about what the students are being tested on because it can get confusing. Ms. Shabram said that teachers knew who was falling behind and in what areas. She argued that that data was more useful to them than assessments.

XII. Items for Action

1. Approve the 2020-21 Superintendent Evaluation Process

Chair Walston stated that they had talked about Superintendent Vandercar's goals at their work session before the meeting. The Board would establish goals for the Superintendent to meet and they would evaluate them based on those goals. She said that they were not looking at the process for the evaluation yet but would talk more about it in January.

MOTION: Ms. Newman moved, seconded by Ms. Shabram, to approve the 2020-21 Superintendent Evaluation Process.

VOTE: The motion passed – 6:0.

2. Approve Board Goals for 2020-21

Chair Walston said that their three goals were: navigating COVID-19, adoption of a District wide safety plan, and plans for the North Eugene region. There was more information available in the packet.

Mr. Torrey understood all the stress everyone was under. He believed that pieces of the issue that could be segregated into different pieces. They could not do everything, but they should do what they could. Talking to stakeholders involved in the North Eugene projects was something they should easily be able to get done by Spring Break. If they broke their goals up into pieces, it would be much easier to get them done.

Ms. Shabram noted that one thing the Board talked about when they decided to close Corridor Elementary School was what they could do in the future to have a similar school dedicated to the arts.

Chair Walston said that her main goal for the North Eugene project was to figure out where Kelly Middle School and Yujin Gakuen School would be located. Ms. Newman added that sometimes it was hard to do these goals when just thinking big picture. They kept delaying their decision which made it harder for the school to set up its enrollment.

Superintendent Vandercar said that they had not been able to learn about how Kelly Middle School and Yujin Gakuen Japanese Immersion Elementary School were working in the same building. This was making moving forward hard. Ms. Newman noted that the immersion of the two schools was a temporary situation, so she was confused on why they were stopping planning. Superintendent Vandercar told her that they were going to investigate making Yujin Gakuen a K-8 building and wanted to gather data on that idea by looking at the immersion with Kelly.

MOTION: Ms. Newman moved, seconded by Mr. Torrey, to approve the Board Goals for 2020-21.

VOTE: The motion passed – 6:0.

3. Adopt Board Policy ACB: Hate Symbols and Bias Incidents

Ms. Nesbit stated that this was the second read of policy ACB on hate symbols and bias incidents. The policy defined hate symbols, hate crimes, and biased incidents.

Ms. Shabram talked about an experience four years ago when she was teaching at a school in Lane County as a guest educator. There were some students at that school that handed her a piece of paper with a swastika on it. She mentioned that the school's administration took care of it admirably, but the incident still stuck with her. Ms. Shabram was proud of the State for saying that that type of behavior was unacceptable.

MOTION: Ms. Newman moved, seconded by Ms. Shabram, to adopt Board Policy ACB.

VOTE: The motion passed – 6:0.

XIII. Items for an Action at a Future Meeting

1. Consider for Approval Legislative Priorities for 2020-21

Ms. Newman wanted to acknowledge the other members of the Legislative Committee who worked on these priorities: Ms. Shabram and Mr. Torrey.

The first priority was to ensure stable funding in basic school support. The second was to continue to expand support for the roll out of SSA. The third was to ensure that any new mandates that they supported included funding for implementation and success. The fourth was to support the Oregon Department of Education's (ODE) application for a state waiver from the Federal Department of Education that reduced the amount of standardized testing that year. The Fifth goal was to minimize the financial and resource consequences of ADM fluctuations due to COVID-19 circumstances. The sixth was to support the limited liability bill related to schools during the Governor's Emergency order period and then expire. The bill would protect public schools and community colleges from lawsuits alleging that someone contracted COVID-19 on school property or at a school event. Ms. Newman stated that these were priorities that they knew would be addressed in some way in the legislative session.

They would also support legislation and other Statewide efforts that worked towards the following priorities. First to continue to work with local, ODE, and legislative partners on longer-term solutions that would reduce standardized testing requirements. Second, to not support raising the 3% enrollment cap on public on-line charter schools. Third, to create a fund or other incentives as a part of the State's carbon reduction plan to encourage local districts to purchase electric buses. Fourth, to align early learning and K-12 systems with the support of comprehensive community services and supports. Fifth, to solve issues and remove barriers to recruiting and retaining teachers, administrators, and other staff of color. Last, to expand and deepen the "All Students Belong Act" to eliminate acts of hate and bias in schools and continue to work to eliminate systemic oppression in our schools. These priorities might not be talked about but were important to the Board.

Chair Walston thanked the Committee for all their work. She thought it was better to say “oppose unfunded mandates” under the third bullet point. Ms. Shabram replied that mandates usually support, and they just wanted to oppose not funding it significantly.

Ms. Newman asked for any changes to be sent to the committee before December 10, 2020 so they could vote on the priorities at the December 16, 2020 meeting.

2. Consider Revisions to Board Policies:

- GBEB – Communicable Diseases – staff
- GBH/JECAC - Staff/Student/Parent Relations
- GBL – Personnel Records
- JECAC/GBH - Staff/Student/Parent Relations
- JHCC – Communicable Diseases – Students

Ms. Nesbit said that there were some policy changes that needed to be approved.

Policy GBEB on communicable diseases concerning staff received some minor language changes. This would put it in line with Oregon’s guidelines. Similar changes were made to policy JHCC on communicable disease concerning students.

Policy GBL on personnel records received changes related to sharing investigatory information with outside agencies. There was another change which put the policy in line with legal requirements.

Policy JECAC and GBH on staff, student, and parent relations had changes that made it align with best practices. They decided to retitile the policy to make it clearer.

XIV. Comments and Committee Reports by Individual Board Members

Ms. Hays thanked staff for all the details they gave at the Finance and Audit Committee. They were able to have a lot of good conversations in response. She was glad that they could stay civil even when disagreeing.

Ms. Levis emphasized the mental health affects they were experiencing from COVID-19 and asked everyone to pay attention to who was in their bubble. They had no idea what outcomes would playout in the COVID-19 aftermath. She said that they should put themselves in the perspective of their students to see the fear and uncertainty they were facing. It had been proven that the youngest people currently had the highest rates of anxiety. They had to find ways to help students where they could.

Ms. Shabram noted that many people in 4J had their first personal interaction with COVID-19 when Scott Wright from Sheldon High School was diagnosed. Living in high alert was stressful for everyone and she was not surprised about the data Ms. Levis shared.

Ms. Newman agreed with the statements already made and said her heart went out to Scott Wright and his family. She was worried about what the Winter would bring with COVID-19. Ms. Newman hoped that as the vaccine was rolled out teachers would be a high priority. Ms. Hays stated that teachers were at the top of the second group who would get the vaccine.

Mr. Torrey noted that the Government would have the final authority on vaccine distribution. He had grandchildren that spanned many different levels of education. Younger children did not

have the friends in place that older students might, and that was a struggle for them. Mr. Torrey wanted them to look into differentiating funding for when children switched schools.

Chair Walston reported that they received the Comprehensive Annual Finance Report (CAFR) report at the Finance and Audit Committee. They received a clean audit which meant that everything was going smoothly. She said that they got a preview of the budget.

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

1. Meeting Dates:

December 2020: Wednesday, December 16

January 2021: Wednesday, January 13, 2021

February 2021: Wednesday, February 3 & Wednesday, February 17

March 2021: Wednesday, March 3 & Wednesday, March 17

April 2021: Wednesday, April 21

May 2021: Wednesday, May 5 & Wednesday, May 19

June 2021: Wednesday, June 2 & Wednesday, June 16

XVI. Adjournment

Chair Walston adjourned the meeting at 9:47 p.m.

(Minutes recorded by Lydia Dysart)

Cydney Vandercar
District Clerk

Mary Walston
Board Chair



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

January 13, 2021

Title

Amendment of Deed Restriction

Presenter(s)

Christine Nesbit – General Counsel

Background

Approval of this action item would result in a minor clarification to a deed restriction placed on a portion of the “Civic Stadium” property near South Eugene High School.

When the district sold the Civic Property to the City of Eugene in 2015, the sale agreement included a permanent deed restriction applicable to Parcel 5 of the property. While the property is no longer owned by the district, the restriction is a permanent restriction on the use of the land and remains in effect for the benefit of the district. This restriction prohibits certain uses of the property deemed incompatible with the mission and values of the district, including liquor stores, marijuana dispensaries, and housing for sex offenders.

The land owner, Eugene Civic Alliance, has asked the district to make a minor clarification to the deed restriction which it needs in order to sell the property. The proposed clarification makes clear that residential, commercial and mixed uses of the property are permitted, provided the structures will not be used for the restricted purposes.

The proposed deed clarification is in the board packet. If approved, the deed clarification would be recorded in Lane County public records. The proposed change in the restriction is also reflected in legislative format.

General Counsel and the district’s real property counsel have reviewed and approve the amendment.

Budget/Resource Implications

The proposed action does not have a budget or resource implication.

Recommendation

The Superintendent recommends approval of the proposed Amendment of Deed Restriction.

EXHIBIT D

CIVIC STADIUM PROPERTY DEED RESTRICTION

(Permanent Deed Restrictions governing future use(s) of portions of the property)

This deed restriction applies only to that portion of the property described as Parcel 5, i.e. Lots 14,15,16, 17 and 18, Block 6, TESHNER'S ADDITION to Eugene, as platted and recorded in Book 9, Page 17, Lane County Oregon Plat Records, in Lane County, Oregon, and that portion of East 20th Avenue immediately adjacent, in the event East 20th Avenue is vacated.

The following uses of the property shall be prohibited:

Any use that is incompatible with the values and mission of Lane County School District 4J including, but not limited to, adult bookstores, adult magazine sales, adult cinemas or theaters, topless or nude bars or eating establishments, head shops (i.e. shops selling or dealing in drug related paraphernalia), marijuana dispensaries, adult shop/sex shops, escort services, online adult services or chat rooms, adult call centers, liquor stores, incarceration of adults, housing, treatment or rehabilitation of juvenile justice offenders, juvenile detention centers, and housing or treatment of sex offenders.

[This deed restriction does not prohibit the property from being developed with any residential, commercial or mixed use structures, provided that no such structures will be used for the restricted purposes above.](#)

This restriction is for the benefit of the Lane County School District No. 4J and its successors and assigns-[and is in no way intended to prohibit or restrict the lawful development of the property described as Parcel 5, but only to restrict the uses as explicitly stated above.](#)

After Recording,

Return to:

Send tax statements to:

No change

AMENDMENT OF DEED RESTRICTION

The City of Eugene, an Oregon municipal corporation, as Grantor, conveyed to Eugene Civic Alliance, an Oregon nonprofit corporation, as Grantee, the real property described as Lots 14,15,16, 17 and 18, Block 6, TESHNER'S ADDITION to Eugene, as platted and recorded in Book 9, Page 17, Lane County Oregon Plat Records, in Lane County, Oregon (the "Parcel 5") pursuant to a Bargain and Sale Deed recorded in Lane County Official Records on April 27, 2015, as recording number 2015-017455 (the "Deed"). The Deed contained certain restrictions on the use of the Parcel 5 for the benefit of the Lane County School District No. 4J ("Eugene 4J"). Grantor, Grantee and Eugene 4J desire to amend and revise the deed restriction applicable to Parcel 5, as provided below.

The deed restriction number 2 as shown on Exhibit C of the Deed is deleted and replaced with the following:

"This deed restriction applies only to that portion of the property described as Parcel 5, i.e. Lots 14,15,16, 17 and 18, Block 6, TESHNER'S ADDITION to Eugene, as platted and recorded in Book 9, Page 17, Lane County Oregon Plat Records, in Lane County, Oregon, and that portion of East 20th Avenue immediately adjacent, in the event East 20th Avenue is vacated.

The following uses of the property shall be prohibited:

Any use that is incompatible with the values and mission of Lane County School District 4J including, but not limited to, adult bookstores, adult magazine sales, adult cinemas or theaters, topless or nude bars or eating establishments, head shops (i.e. shops selling or dealing in drug related paraphernalia), marijuana dispensaries, adult shop/sex shops, escort services, online adult services or chat rooms, adult call centers, liquor stores, incarceration of adults, housing, treatment or rehabilitation of juvenile justice offenders, juvenile detention centers, and housing or treatment of sex offenders.

This deed restriction does not prohibit the property from being developed with any residential, commercial or mixed use structures, provided that no such structures will be used for the restricted purposes above.

This restriction is for the benefit of the Lane County School District No. 4J and its successors and assigns and is in no way intended to prohibit or restrict the lawful development of the property described as Parcel 5, but only to restrict the uses as explicitly stated above.”

DATED: December 2, 2020

THE CITY OF EUGENE, an Oregon municipal corporation

By: _____
Its: _____

STATE OF OREGON)
) ss.
COUNTY OF LANE)

This instrument was acknowledged before me on _____, 2020, by _____, the _____ of the City of Eugene, an Oregon municipal corporation.

Notary Public for Oregon
My Commission Expires: _____

EUGENE CIVIC ALLIANCE, an Oregon nonprofit corporation

By: _____
Its: _____

STATE OF OREGON)
) ss.
COUNTY OF LANE)

This instrument was acknowledged before me on _____, 2020, by _____, the _____ of the Eugene Civic Alliance, an Oregon nonprofit corporation.

Notary Public for Oregon
My Commission Expires: _____

LANE COUNTY SCHOOL DISTRICT NO. 4J

By: _____

Its: _____

STATE OF OREGON)

) ss.

COUNTY OF LANE)

This instrument was acknowledged before me on _____, 2020, by
_____, the _____ of Lane County School District No.
4J.

Notary Public for Oregon

My Commission Expires: _____



ITEM FOR INFORMATION

Date of Meeting

January 13, 2021

Title

Receive Update on COVID-19 and Return to Learning

Presenter

Cydney Vandercar, Superintendent

Background

School districts across Oregon have returned to learning for the 2020–21 school year. Eugene School District 4J's return-to-learning plan, which aims to support students' well-being and academic progress while protecting students and staff from the spread of COVID-19, has been established in alignment with state requirements issued by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority.

4J students are learning online in a comprehensive distance learning model, which will continue at least through winter break. Schools will resume in-person instruction in a hybrid of online and on-site learning in January or later, when public health conditions allow.

While students are learning online, the district is providing free meals for all youth, space for childcare providers, and limited in-person instruction supports for individual students, including special education evaluation and internet hubs for students who can't access online instruction at home.

Staff will provide an update on the district's return to learning for the 2020–21 school year.



ITEM FOR ACTION

Date of Meeting

January 13, 2021

Title

Approve Instructional Hours for 2020-21

Presenter

Charis McGaughy, Assistant Superintendent for Instruction

Background

Oregon administrative rule 581-022-2320 requires each school district to ensure that District students receive annually minimum hours of instructional time. For grades K-8, the minimum is 900 hours, for grades 9-11, 990 hours, and for grade 12, 966 hours. These regulations permit school districts, with board approval, to count certain instructionally related activities in calculating the required instructional hours

For the 2020-21 school year, the Oregon Department of Education in “Ready Schools, Safe Learners” guidance, has modified the allowable instructionally related activities that can be calculated as instructional time. As stated in the guidelines:

For the 2020-21 school year, districts must comply with the instructional time requirements in OAR 581-022-2320, and may wish to include up to 90 hours for staff professional development and up to 90 hours for parent teacher communication in their instructional time calculations. These additional allowances are included in OAR 581-022-0104 (page 60).

State instructional time requirements also include an allowance for including up to 60 hours of recess in the instructional time calculation for grades K-3, with approval by the school board. This does not apply to the comprehensive distance learning schedule that elementary students are and will be engaged in for at least half of the school year, which includes kinesthetic learning activities that are part of students’ instructional time in lieu of school recess. The superintendent does not request that the recess allowance be applied.

Under the current Comprehensive Distance Learning (CDL) Schedule, the anticipated instructional hours for each level for this school year are as follows:

GRADES	CDL HOURS	LEGAL MINIMUM	Allowances Needed
KG-G5	748.5	900	151.5
G6-G8	802.7	900	97.3
G9-G11	854.8	990	135.2
G12	829.4	966	136.6

With the implementation of new instructional tools for CDL, teachers needed a great deal of professional development at the beginning of the year, for which the board previously approved

calendar adjustments. In addition, the CDL model has heightened the need for frequent communication with families, and time for that has been incorporated into weekly calendars for staff. The district is currently developing plans for being able to bring back students for in person instruction for a hybrid model if the health metrics permit. Students currently are enrolled in one of three pathways: in person hybrid, same school remote, and the Eugene Online Academy. The instructional hours for serving students in the different pathways could change from the schedule in the current CDL schedule; in addition, training needs for staff on safety protocols may also impact the exact number of instructional hours over the course of the year. Whereas the district currently does not anticipate utilizing the maximum 180 hours of allowances, the Superintendent is recommending the board approve the full allowable amount in order to provide administrative flexibility in the development and implementation of potential hybrid schedules and to allow for unforeseen contingencies.

Options and Alternatives

The board may approve, modify or disapprove of recommendation. If approved, the superintendent will direct staff to develop schedules in accordance with these instructional time requirements.

If disapproved, the board may give guidance to staff on parameters and alternatives to consider for redesigning the Comprehensive Distance Learning Schedule, and while developing the plans for when health metrics allow for schools to provide hybrid in person instruction.

Recommendation

The superintendent recommends that the board approve the inclusion of up to 90 hours for staff professional development and up to 90 hours for parent teacher communication in the instructional time calculations for the 2020-21 school year.



ITEM FOR ACTION

Date of Meeting

January 13, 2021

Title

Approve COVID-19 Temporary Paid Leave Program

Presenter(s)

Karen Hardin, Director – Human Resources
Dawn Strong, Administrator – Human Resources
Christine Nesbit, General Counsel

Background

Due to the coronavirus pandemic, employees with known or presumed exposures to the virus, or who are experiencing symptoms of the virus are prohibited from physically reporting to a 4J work site. The duration of required absence from a worksite varies from a day to a few weeks, and in some cases, employees will be required to quarantine more than once.

Prior to the expiration of the federal Families First Coronavirus Response Act (FFCRA) on December 31, 2020, most absences due to quarantine or the need to seek testing were covered by that federal law. In the Fall, while many employees required to quarantine were able to telework, not all employees could. Between July and mid-December 2020, district employees accessed about 1700 hours of FFCRA leave for periods of quarantine and other COVID-related absences.

Human Resources administration, having managed mandatory absences during COVID-19 for many months, has considered how to best support employees and public health conditions on 4J properties, and has created a proposed plan and is seeking board authority to move forward with it. Approval of the COVID-19 temporary paid leave plan would:

- Create a leave bank of up to 10,000 hours.
- Support public health conditions on 4J properties by allowing leave time for employees who:
 - Are subject to a quarantine or isolation order (directed by Lane County Public Health or district contact tracer). This includes situations where an employee is living with a member of their immediate household who has a positive COVID-19 diagnosis.
 - Have a positive COVID-19 diagnosis and have exhausted their sick leave
 - Are experiencing symptoms of COVID-19 and has no known exposures, has been referred by a health care provider for a COVID-19 test or is awaiting test results, and has exhausted their sick leave.
- Provide for up to 10 days' leave at the employee's regular rate of pay; and authorize the HR Director to provide another allocation of up to 10 days (assuming an employee has

no compensatory time available and has exhausted most other leaves) in extenuating circumstances.

- Require, as a condition of eligibility, cooperation from employees with HR and district contact tracers.

The plan expires on June 30, 2021 unless terminated or modified earlier. District staff may terminate or modify the plan when there is a good faith reason to do so, or if new law is enacted providing some or all of the benefit provided by this plan.

District representatives met with association leadership to invite classified and licensed staff to participate in the plan. Eugene Education Association, representing licensed employees, has approved extending the plan to licensed staff, and OSEA ratification is pending¹. The employee associations have expressed support and appreciation for this initiative.

Approval of this action item will authorize implementation of the proposed plan and necessary funding. It will also authorize HR staff to make modifications to the plan should it become necessary later this Spring.

Budget/Resource Implications:

The cost of this plan is not expected to exceed \$200,000, based on experience between July and December 2020 and assuming hybrid instruction will start this Spring.

Recommendation

The Superintendent recommends approval of the proposed temporary paid leave plan.

¹ The plan has been written based on the assumption that classified staff members will choose to participate; should they decide not to ratify, district staff will change references in the plan accordingly.

4J COVID-19 Temporary Paid Leave (TPL) Bank

Qualifying Reasons for Leave

Access to the 4J COVID-19 Temporary Paid Leave (TPL) Bank may be granted to employees unable to work (including telework if assigned to telework) in the following circumstances:

- Employee has a positive COVID-19 diagnosis and has exhausted their sick leave;
- Employee is experiencing symptoms of COVID-19 and has no known exposures, has been referred by a health care provider for a COVID-19 test or is awaiting test results, and has exhausted their sick leave;
- Employee is subject to a quarantine or isolation order (directed by Lane County Public Health or district contact tracer). This includes situations where employee is living with a member of their immediate household who has a positive COVID-19 diagnosis.

The district may require documentation of the need for leave.

In addition to any applicable bereavement leave provided by a collective bargaining agreement, up to five (5) days of TPL may be granted at the discretion of the Human Resources Director for a death related to COVID-19.

Eligibility

To be eligible to access the 4J TPL:

- The employee must have been employed by the district for 30 days with the district in a regular and benefits-eligible position.¹ Eligibility extends to current employees regardless of workgroup (Classified, Licensed, MAPS, Senior Staff), but does not include coaches, seasonals, substitutes, or unrepresented temporary staff.
- The employee is not presently receiving long-term or short-term disability benefits through OEBB or other third-party supplemental insurance program.
- The employee is not applying for or receiving unemployment compensation or Workers Compensation payments for the time off due to quarantine, isolation or experiencing COVID-19 symptoms.
- The employee is not applying for or receiving payments from the COVID-19 Temporary Paid Leave program administered by the State of Oregon Department of Consumer and Business Services or similar program.
- The employee is fully cooperative with Human Resources in providing information requested.
- The employee has followed district notification protocols meaning that they are to notify their supervisor and stay home if they have a presumptive or confirmed diagnosis of COVID 19, have been exposed to a person with COVID 19 or are being tested for COVID 19 due to symptoms or exposure concerns.

¹ Eligibility also extends to non-benefits eligible employees in regular-status positions covered by the OSEA collective bargaining agreement.

Benefit

- Pay continuation for a maximum of 10 days during the 2020-21 year, at the employee's regular daily rate.
- After an employee has exhausted all paid leave and is or about to be in unpaid status, additional leave of up to 10 days may be provided at the HR Director's discretion based on extraordinary circumstances. For purposes of this program only, paid leave includes any sick leave, vacation time (in excess of 40 hours), personal days and compensatory time.
- Additional information:
 - After exhausting an award of TPL and other applicable leaves, eligible employees experiencing a serious COVID-19 related health condition may request an award of an available contractual sick leave bank in accordance with the terms of the applicable labor contract.
 - After exhausting district-provided benefits available for quarantine and isolation, eligible employees earning \$60,000 or less may apply for the Oregon COVID-19 Temporary Paid Leave Program. (See [State of Oregon TPL Program](#)).

Process

The employee must cooperate with and follow directions provided by the district contact tracer. This may include a requirement to submit a request for TPL to hr_leaves@4j.lane.edu, provide all required documentation and follow all required steps to obtain leave approval for leave.

Any denial of leave under this program may be appealed to the Chief Operations Officer whose decision shall be final.

Duration of Program

- District will seed the temporary leave program bank with 10,000 hours. The district in its sole discretion reserves the right to continue the program should the initial allocation of 10,000 hours be exhausted, through all available means including sick leave donation.
- This benefit is intended to be available through June 30, 2021 only.
- The district may terminate or modify the program at any time if:
 - The leave bank is exhausted
 - The district determines in good faith there is a reason to do so
 - Law is enacted providing or requiring some or all of the benefits provided by this program