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School Board Meeting Request Forms:
 Attend in-person: www.4j.lane.edu/board/attendance
 Provide public comment: www.4j.lane.edu/board/publiccomment

Community members interested in attending the sessions in-person must submit a request in advance, as seating is limited due to COVID-19. If more people request to attend the meeting in-person than can be accommodated, priority will be given to individuals who have not recently attended a board meeting in-person. Face mask requirements and physical distancing protocols will be in effect.

The board will hear public testimony in-person and via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment, whether in-person or virtually, at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to attend a board meeting in-person or provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

7:00 PM
5:30 p.m. Work Session and 7:00 p.m. Regular Board Meeting

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|-------|--|----------|
| I. | 5:30–6:30 p.m. Work Session: Discuss Board Goals for 2021–22 | 3 |
| 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. | Items Raised by the Audience | |
| VIII. | Comments by Employee Groups | |
| IX. | Comments and Committee Reports by Individual Board Members | |
| X. | Consent Group - Items for Action | |
| | 1. Approve Meeting Minutes: August 4, 2021 and August 18, 2021 | 10 |
| | Presenter: Cydney Vandercar, Interim Superintendent | |
| XI. | Items for Information | |
| | 1. Receive Update on District Plans for Return to School in Fall 2021 (20 minutes) | 35 |
| | Presenter: Cydney Vandercar, Interim Superintendent | |
| | 2. Review Board Committee Assignments (10 minutes) | 71 |
| | Presenter: Judy Newman, Board Chair | |
| XII. | Items for Action | |
| | 1. Approve IRFP for Superintendent Search Firm (10 minutes) | 74 |
| | Presenter: Christine Nesbit, General Counsel | |
| | 2. Approve Revisions to Board Policies: IIBGA Electronic Communications Systems; INDB Flag Displays and Salutes; JGA Corporal Punishment (5 minutes) | 89 |
| | Presenter: Christine Nesbit, General Counsel | |
| | 3. Initiate Adoption Process for Elementary Language Arts and Social Studies Curriculum (5 minutes) | 95 |
| | Presenters: Eric Anderson, Director of Curriculum; Sarah Knudsen, | |

| | | |
|-------|--|-----|
| | Teacher On Special Assignment; Katie Stiles; Teacher on Special Assignment; Jose Salgado, Assistant Superintendent for Instruction | |
| 4. | Initiate Adoption Process for Secondary Language Arts Curriculum (5 minutes) Presenters: Eric Anderson, Director of Curriculum; Tammy Steeves, Teacher On Special Assignment; Jose Salgado, Assistant Superintendent for Instruction | 102 |
| XIII. | Items for Action at a Future Meeting | |
| 1. | Approve Resolution 2021-22-09 Concerning Masking and Other Protective Measures to Ensure Safe Public Meetings (10 minutes) Presenter: Christine Nesbit, General Counsel | 109 |
| 2. | Consider Revisions to Board Policy KGB Public Conduct on District Property (5 minutes) Presenter: Christine Nesbit, General Counsel | 113 |
| 3. | Receive Information on Instructional Time and Discuss Approval of Instructional Allowances (10 minutes) Presenters: Cydney Vandercar, Interim Superintendent and Christine Nesbit, General Counsel | 119 |
| 4. | Consider For Approval Board Goals For 2021–22 (10 minutes) Presenter: Judy Newman, Board Chair | 127 |
| 5. | Consider Approval Of Board Working Agreements (10 minutes) Presenter: Judy Newman, Board Chair | 128 |
| 6. | Consider Nominations for Oregon School Board Associations (OSBA) Elections (5 minutes) Presenter: Cydney Vandercar, Interim Superintendent | 129 |
| XIV. | Suggestions by the Board for Consideration of Items at a Future Meeting | |
| 1. | 2021–22 Board Meeting Dates: JULY: Thursday, July 1, 2021—Special Board Meeting AUGUST: Wednesday, August 4 and Wednesday, August 18; Board Retreat Dates: August 25 and August 28 SEPTEMBER: Wednesday, September 1 and Wednesday, September 22 OCTOBER: Wednesday, October 6 and Wednesday, October 20 NOVEMBER: Wednesday, November 3 and Wednesday, November 17 DECEMBER: Wednesday, December 1 and Wednesday, December 15 JANUARY 2022: Wednesday, January 12, 2022 FEBRUARY: Wednesday, February 2 and Wednesday, February 16 MARCH: Wednesday, March 2 and Wednesday, March 16 APRIL: Wednesday, April 20 MAY: Wednesday, May 4 and Wednesday, May 18 JUNE: Wednesday, June 1 and Wednesday, June 22 | |
| XV. | Adjourn | |

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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ITEM FOR INFORMATION – WORK SESSION

Date

September 1, 2021

Title

Review Board Goals For 2021–22

Presenter

Judy Newman, Board Chair

Background

The board reviews, affirms or revises Board Goals each year.

Work Session to Complete Retreat Tasks- 9/1/21 5:30 – 6:45 pm

- **Are we okay with the first 6 Board goals?**
- **Are we okay with the 2 items we designated as tasks rather than goals?**
- **Are we okay with the 1 item to be moved to next year?**
- **Brief Review of Board's meeting / work session calendar for the year**
- **That leaves 5 remaining proposed goals to discuss.**
- **Let's go through each one to ensure everyone understands the proposed goal. If not, we can spend 2-3 minutes to clarify the goal.**
- **Each Board member will rank each remaining goal in the following manner:**
 - 5 = your first priority= the highest**
 - 4 = your second priority**
 - 3= your third priority**
 - 2 = your 4th priority**
 - 1 – your 5th priority**
 - 0- you do not want to do this at all this year**
- **You cannot use a number 5-1 more than one time.**
- **Lisa will tally the rankings by adding the numbers together for each goal**
- **Items that receive more than 25 points will make it on the list for this year.**
- **Members who are doing this remotely, please text or email Lisa your ratings**

Draft Board Goals

1. Conduct a thoughtful national search that results in hiring a permanent superintendent.
2. Complete a comprehensive and timely evaluation of the interim superintendent's performance.
3. Perform our fiduciary responsibilities in a timely manner by participating in the budget committee process and appointing new members to vacancies.
4. Establish the next steps of our multi-year *All Students Belong Initiative* including the goals and workplan for this year. Then implement the workplan.
5. Create a plan for the North Eugene Region that includes where YG and Kelly schools will be located and other programming and plans.
6. Decide on and/or create an equity lens for the district and use it for all decision making. (With Equity Committee)

Tasks that can be completed 2021-2022

- Expand student engagement and voice in the district.-
 - New Student Board Member appointment and involvement
 - Students on Equity committee
 - Leadership training for youth
- Integrate the goals, activities and outcome measures of the High School Success Plan, the Student Success Plan and the 2020 Strategic Plan.
 - Staff and 1-2 Board members work on this

Goal to consider in future year

- Ensure that any testing required by the district is for the purpose of helping students learn and make progress and is kept at the lowest amount of time to do what is needed.

Other Goals to Consider

1. Identify and implement climate change initiatives;
 - Identify what is currently happening
 - Develop a plan

2. Develop district-wide communication plan to improve communication and transparency with stakeholders and the community.

3. Create a pandemic/Disaster Policy

4. Create metric of teacher morale and retention - Create and implement a district-wide climate survey Improve teacher retention.

5. Create a Community Benefits Agreement that will work for the district

Calendar of Board meeting dates that can include Work Sessions

September – 1
October – 2

November-2
December-2
January – 1
February – 2
March – 2
April – 1
May – 2
June – 2

Total = 17

There are other potential Wednesdays for work sessions

September – 1
October – 2
November-1
December-1
January – 1
February – 2
March – 1
April – 1
May – 2
June – 2

Total = 13

Note- Budget Committee and Superintendent Search work will involve meetings with all of the Board. Other committee work varies depending on each member's committee membership.

Working Agreements Agenda Setting:

Below is what we came up with at the Retreat: Review and come to agreement:

Agenda Planning

1. The agenda of each regular board meeting is developed in collaboration between the superintendent and board leadership and is based on an annual calendar, board goals set by the board at a summer retreat, issues that come up during the year, and additional issues raised by the Board and sent to Leadership as described in #2 and #3 below.

2. At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting. Board leadership will assess interest or agreement by other members of the board with a straw poll. The request will be considered if it is supported by at least three members of the board.

3. Each request will be reviewed by board leadership and will be considered for next steps, which may be information provided to the board in the superintendent's weekly memo, an item for information or an item for future action on an upcoming board meeting agenda. Leadership will communicate the next steps decided for the proposed topic to the requesting board member.

4. Regular meeting agendas will include a short verbal report by the chair to preview upcoming meetings and the major topics to be considered. The weekly memo from the superintendent will also include the working calendar of agenda topics for upcoming meetings. Individual Board members are encouraged to check with Board Leadership if they are uncertain about when an item will be addressed and may continue to raise the issue during Board meetings. A request for an agenda item can also be sent to board leadership for consideration via an email message if there are questions.

5. In general, agendas will not be changed after they are published.

- On occasion, an item may be removed, postponed or changed by board leadership with proper notice to the board and the public in advance of the meeting.
- On occasion, with a majority vote of the board during agenda review at the beginning of the meeting, an agenda may be changed to remove, postpone or change an item.
- In exceptional circumstances, with a majority vote of the board during agenda review at the beginning of the meeting, an agenda may be changed to add an item. This is discouraged, as it is not transparent to the public and does not allow for staff preparation, and should be done only for a time-sensitive matter under circumstances that could not have been foreseen. This will not lead to a board action in the same meeting in which it is raised, except under true emergency conditions.

If a Board member plans to raise an agenda change or addition at a meeting, best practice is to let Board Leadership and the Superintendent know prior to the meeting.

New item under communication: Review, discuss and come to agreement

If a Board member is experiencing threats, bullying or insults they should alert Board Leadership as soon as they are comfortable doing so. If the behavior is being delivered via Board email or during a Board meeting, then Board Leadership will respond on behalf of the entire Board, unless the member requests an alternative, in order to ensure the personal safety of Board members and that interactions with the public are respectful and constructive. Board members are encouraged to alert the Superintendent and /or Board Leadership of any threats, insults or bullying other than through Board email or meetings that affects feelings of safety and ability to perform their duties and that may affect other Board members as well. Together, Leadership and the Board member will decide on appropriate action.

If Board Leadership is involved with the bullying behavior, or if the member does not feel comfortable informing Leadership, the Board member will alert the Superintendent as soon as they are comfortable.

Decide on the next steps for Working Agreements

Send feedback from members

Send another draft

Schedule a time to review and finalize

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

Date: August 4, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m., a regular meeting at 7 p.m., and an executive session at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center July 30, 2021, and published in *The Register-Guard* August 4, 2021

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa (via zoom)
Mary Walston (via zoom)

STAFF:

Cydney Vandercar, Superintendent
José Salgado, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Jeff Johnson, Director of K-8 Education
Melissa Ibarra, Director of Elementary Education
Andy Dey, Director of Secondary Education
Kat Lange, Director of Educational Support Services
Christine Nesbit, General Counsel
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Oscar Loureiro, Director of Research and Planning
Art Hart, Director for Transportation
Andrea Belz, Director of Finance
Misael Flores Gutierrez, Director of Equity
Larry Williams, Director of Equity
Eric Anderson, Director of Curriculum
Kari Skinner, Director of Public Safety
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA: KRVM, KVAL

EMPLOYEE ASSOCIATIONS:

EEA Sabrina Gordon

OTHER:

I. **WORK SESSION:** Receive Update on All Students Belong Assessment
Presenters: Pooja Baht, SeeChange; Aimee Craig, SeeChange; Monica Cox, SeeChange

Chair Newman began the work session at 5:30 p.m. All board members were present. Chair Newman presented background to the presentation: During the October 14th, 2020, and December 16th, 2020 board meetings, the board developed a goal to: “Reorient our discipline and student safety practices towards transformative justice so that all students feel safe at school. Practices should not disproportionately harm students of color, LBGTQ students, students with disabilities or any other groups of students.” This work was titled “All Students Belong.”

In order to provide the workgroup with information about what is already working well, what was not working and for whom, what opportunities existed, and what promising practice had been developed, a consulting team called SeeChange LLC was hired to do an initial assessment of data and policies related to safety and belonging. Representatives were present to give their report and answer questions.

Ms. Baht invited all board members to explore with curiosity their role in the process. She referred to the report that had been distributed earlier, and provided information on the Oregon Department of Education Every Student Belongs Rule, which was enacted in September 2020 and stated:

The Oregon Department of Education recognizes that **student health and safety are the cornerstone of education and that all students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence.** All staff and leaders are also entitled to work in environments that are free from discrimination or harassment, and visitors should be able to participate in school activities without fear for their safety. The Every Student Belongs rule was an important step in creating safe and inclusive school climates where all who participate in our school communities feel welcome.

The Every Student Belongs rule prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.—the swastika (outside of a religious context), the Confederate flag, and the noose. The temporary rule takes effect on September 18, 2020. It requires districts to adopt and implement policies and procedures that prohibit the use or display of the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curricula that are aligned with the Oregon State Standards by January 1, 2021. (ODE Website).

Baht continued that in April, Lane County declared racism a public health crisis. She then reviewed the contents of the report including an executive summary; methods and participation; definitions; findings; and process recommendations. The purpose of the work was to promote a shared understanding of safety and to create solutions.

Aimee Craig shared that there was a disconnect between what students felt are the most pressing safety issues and what the district was addressing. She referred to quotes they had gathered from students. She shared that while there were promising practices happening in pockets throughout the district, districtwide systemic barriers that prevented every student from experiencing safety and belonging still remained.

The three domains the group reviewed were safety, engagement, and school environment.

Monica Cox shared the methodology of their research including focus groups, interviews, review of data and meeting with key groups in the district. The study participants represented a diverse group. The research focused on proportionality and outcomes and treated patterns of difference as signals of inequity.

The group's literature review focused on safety and belonging in prior research. Research showed that when students felt like they belong, they did better in school.

The findings showed that some students faced more barriers to accessing a feeling of belonging. The group reviewed suggestions for reducing barriers. They also shared that disciplinary patterns disproportionately affect students of color and students with disabilities, that there was a districtwide culture of exclusion, and that each school responded differently to the presence of School Resource Officers.

They shared districtwide improvements in training regarding inclusion and bias, family resource staff, focus on social and emotional needs, and increase in staff diversity. They reviewed that the challenge was there was a lack of a north star in the district, and a lack of effort to focus on one thing well and over time. They commented that these challenges were not unique to the district, but were found in districts statewide.

They asked the board to reflect on what resonated with them, what was surprising in the report and what was not.

SeeChange recommendations were to: Begin a community visioning process to develop a shared goal for safety and belonging; develop a plan to align policies, practices, and resources according to the defined goal; and implement the plan, ensuring that building-level leaders had clear expectations regarding their role in carrying out district priorities and were supported to translate them to local school community contexts.

They also recommended further exploration in the areas of discipline, data, and practices; reaching a greater understanding for data capacity strengths and needs for strategic use of school- and district-level data; and assessing translation and interpretation services across the district.

In response to a question by Ms. O'Rourke, the presenters shared that communities other than white were not named because of the small numbers of respondents. Ms. O'Rourke also asked that the district further examine the use of SROs. She cautioned against using anecdotal information as prediction of the future.

Mr. Lafer commended the work and the report. He expressed concern that the first recommendation to begin a visioning process would be too large an undertaking. He wondered what actions could be taken prior to beginning a visioning process. He suggested that they examine and define appropriate discipline processes. Chair Newman responded that the purpose of the work session was to receive the results of the report and there would be time to develop action steps later. The presenters responded that it was okay to start the work prior to a visioning processing, but they cautioned not to lose sight of the big picture.

Ms. Rabasa shared that prior work in the Equity Committee had been stalled because they were not sure what were best practices to recruit community members. The presenters cautioned that application processes without targeted recruitment often resulted in selecting persons who had the most time to be involved, not a representation of diversity.

Ms. Walston shared her concern that the issue of school safety was not being fully addressed prior to the start of school. Superintendent Vanderkar responded that the district did not have a

current contract for SROs and would be using district staff instead. Chair Newman asked for a report at a future date.

Ms. Hays commented that the district should keep in mind the diversity of their community when making policy and procedure decisions.

Ms. Shabram suggested creating small staff working groups to examine how current work could be expanded, i.e., exploring diverse teacher retention and community liaisons.

Mr. Lafer asked whether SeeChange could provide examples of activities that have been effective in other districts. The group from SeeChange suggested that the board approach district staff whose efforts had been identified as promising practices. They also reported that Beaverton, OR and San Antonio, TX were districts whose work might be examined.

Chair Newman thanked SeeChange for their illuminating report and ended the work session at 6:45 p.m.

II. REGULAR MEETING – CALL TO ORDER

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

III. ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman noted that all Board members were present. After reciting the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

Chair Newman asked for changes or corrections. Mr. Lafer asked that the Items for Action-Consent Group and Items for Action be moved earlier in the agenda to follow the Public Hearing. There was no objection.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Vandercar welcomed the board members to the first regular board meeting of the 2021-22 school year. She also welcomed the audience members who attended in person. Superintendent Vandercar welcomed Dr. José Salgado as the new Assistant Superintendent for Instruction. She then reported that students would attend full-time, in person beginning in September. She expressed concerns regarding the continuing issue with the COVID-19 virus. Everyone would be required to wear face coverings. The district would also take additional measures to keep everyone as safe as possible. Additional information would be given later in the meeting. She also mentioned that the state had passed SB 732 requiring all districts to form equity committees. Some changes would need to be made to the current Equity Committee in order to comply with the new state law. More information would be given at the August 18 Board meeting.

Superintendent Vandercar was happy to share that the building that housed Kelly and Yujin Gakuen School was repaired and was ready to receive students except in the inner gym. Modifications would be made until the inner gym was also available. She added that modular classrooms would be moved to the same site to accommodate an increase in staff. Site prep was being done and two modular would be delivered before the beginning of school.

She was very excited about the CTE program and the property purchase on the agenda.

VI. COMMENTS BY BOARD CHAIR

Chair Newman reflected that she was overwhelmed with a feeling of gratitude for the commitment and dedication of the staff, parents, students and the Board. She extended her heartfelt thanks to the community for navigating change with grace and kindness. She was excited that students would be back in person full time. She had recently met with all the board members to learn their hopes for the upcoming year. She reminded the Board of the district's mission statement: To do what is best for all 4J students, to continue to learn and grow, and to respect and care for each other.

VII. PUBLIC HEARING

Chair Newman opened the public hearing on the proposed findings of fact for the purchase of two residential lots in the area of Northwest Expressway and Park Avenue and Filbert Avenue. Information was sent to residents in the area. Ms. Delf said that there were no requests to speak regarding the proposed findings of fact. Chair Newman officially closed the public hearing.

VIII. ITEM FOR ACTION

Approve Resolution Authorizing Purchase of Property

Presenters: Kerry Delf, Chief of Staff and Christine Nesbit, General Counsel

Ms. Nesbit asked the Board to approve Resolution 2022-08 authorizing the district's purchase and acquisition of two vacant lots, approve proposed findings of fact relating to the property acquisition, and authorize the district clerk or deputy clerks to execute the necessary legal documents on the district's behalf. The properties were tax lots 17-04-23-42-06402 ("Park Avenue lot") and 17-04-23-44-04000 ("Filbert Avenue lot"). The lots were located between Filbert Avenue and Northwest Expressway on the block between Park Avenue and Cherry Avenue. She continued that staff were prepared to move forward with the sale. During due diligence they determined that one of the lots was a buildable lot and the other would require a legal lot verification, which staff were doing. As a result, they would close on one lot on August 13, and the other as soon as the verification was completed.

Mr. Lafer moved and Ms. Hays seconded that Resolution 2022-08 be approved. Ms. Hays said that she was excited to be moving forward quickly with the purchase. Chair Newman called for the vote. **The motion passed unanimously 7:0.**

IX. ITEMS FOR ACTION - CONSENT GROUP

1. Approve Personnel Actions
Presenter: Karen Hardin, Director of Human Resources
2. Award Modern Building Systems for the addition of Modular Buildings at Kelly Middle School
Presenter: Ryan Spain, Director of Facilities
3. Subsidize The Replacement Of Devices For All Secondary Students Drawing On The Emergency Connectivity Funds Made Available By The Federal Communications Commission (FCC)
Presenters: Steve Menachemson, Director of Technology; Andrea Belz, Director of Financial Services
4. Approve Meeting Minutes: March 17, 2021; June 2, 2021; June 16, 2021; June 23, 2021; July 1, 2021
Presenter: Cydney Vanderkar, Interim Superintendent

Ms. Shabram moved and Ms. Hays seconded approval of the items on the consent agenda.
The motion passed unanimously 7:0

X. ITEMS RAISED BY THE AUDIENCE

There were ten speakers randomly chosen from those who requested to speak, and who also had not made public comment at recent Board meetings. Chair Newman read the requirements for making public comment.

Amelia Reising spoke in support of requiring masks in schools and referred to studies that supported the efficacy of masks in schools.

Chair Newman reminded the audience to refrain from commenting while someone else was speaking.

Dennis Reynolds commented that it was great to be at the Board meeting in person to represent Earthkeepers. He asked that the district take action to design buildings with more energy efficient heating and cooling systems that could be models of use in the community.

Lashun Woodard claimed that mask mandates were illegal according to the First Amendment and were not OSHA compliant, and also referred to ADA issues. He continued that masks were an illegal restriction against breathing.

Jennifer Jonak proposed safety precautions to accommodate children with high risks: in person school should have children separated into cohorts; there should be no school-wide lunches; and activities should be staggered.

After a break called by Chair Newman to restore order in the board room, Ms. Jonak continued that measures should be taken to prevent the spread of COVID-19 schoolwide. She also urged that there be more opportunities for online school equivalent to in person school.

Christiana Dancer asked that the district remain cautious. She recommended that masks be worn on school grounds, that testing be accessible and timely, and that schools use outdoor spaces as much as possible. She added that buildings should be well ventilated and that the district remain proactive and nimble.

Derek Ross claimed that there was less harm and death from the Delta variant and that children were not spreading the variant. He suggested drafting and passing a resolution that included the rights of parents to choose whether or not to use masks and not conform to a blanket approach.

Melissa Graboyes advocated for additional safety measures in a layered approach of multiple strategies in additions to masking; mandated vaccine mandate for children 12 and older with exemptions; increased ventilation; creating stable cohorts to facilitate contact tracing and quarantine if exposed; maintaining social distancing; and implementing screening testing to provide safe, continuous in person instruction.

Molly Mae Culligan believed in medical freedom, but asked that all children, staff, and others be fully masked, with exceptions, until COVID was not a threat and all persons were vaccinated.

Amanda Evans was apprehensive about allowing her son to attend in person school. She hoped that he and his fellow students remain masked in indoor spaces until children under 12 could also be vaccinated.

Leah Rosin spoke for the continued need for the best protection of all students. She advocated following all measures proposed by the CDC. She hoped that there would be voluntary testing. She asked that the district share more information about how COVID was affecting students.

Chair Newman concluded the public comment period by reminding the audience that they could contact the Board by email at any time.

XI. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon spoke for Eugene Education Association. She offered a heartfelt welcome to the new Board members. She thanked community members who signed up and commented respectfully. She was happy to report that there was excitement for the upcoming year and teachers were ready to share lessons that they had learned about technology, personal growth and social and emotional learning. She looked forward to continuing the strong partnership that was forged during challenging times in 2020.

XII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Chair Newman welcomed all board members to speak. Mary Walston welcomed the new Board members. She was looking forward to the retreat. She added her concern that the district take a definitive position on climate change. She thanked Chair Newman for stepping in while she was gone.

Maya Rabasa asked the district to plan beyond the physical needs of the coming school year. She said that it was important to focus on the needs of parents such as equity especially around services offered and communication. She said that the district needed to recognize that community input was necessary and also that some students thrived in alternative teaching settings. She hoped that the district remember that it had learned lessons and could not go back to what once was.

Alicia Hays welcomed new board and staff members and thanked new leadership. She recognized the different opinions expressed at the meeting.

Martina Shabram said that she was proud to be part of the functioning of a healthy democracy and hoped that the board would move forward with respect.

Gordon Lafer recognized that parents had differing needs to protect their children. He acknowledged the toll the past year had taken on social and emotional well-being. He added that he hoped that the district would be able to offer same-school online options. He stated that the increased standardization of teaching makes school boring. He suggested offering sabbaticals, grants and professional development to create opportunities for teacher learning.

Laural O'Rourke was happy to join the board. She appreciated the report on All Students Belong. She said that she could relate to the parents who were concerned about their students' safety, and also hoped that communication would be improved.

Judy Newman reported that the Legislative Committee would issue a summary on legislation that would effect district work, including SB 732, which would require changes to the current Equity Committee. She echoed that there was nothing more emotional than advocating for children and she appreciated the efforts of the parents who attended the meeting.

XIII. ITEMS FOR INFORMATION

1. Receive an Update on KRVM Radio Program and Diversity Plan
Presenters: Stuart Grenfell, KRVM General Operations Manager and Holly Langan, Director for Support Services

Holly Langan reported as the administrative link for KRVM. She introduced Stuart Grenfell. Mr. Grenfell gave information on KRVM's history, audience, and area of coverage. He shared that the station was instrumental in providing coverage during the Holiday Farm Fire in 2020.

He continued that the main reason for holding a license was the student broadcasting program, which was self-supporting and provided training in radio broadcasting to any high school student in the district. Students learned and practiced the skills necessary to broadcast and run a station. During the times that students were not on air, there were volunteer hosts. More than 50% of content was selected by women. He referred to the diversity goals which were in the meeting packet: to continue with proactive measures to expand the cultural, socio-economic and ethnic base of volunteer programmers (and others in support roles); to provide compelling musical programming for a wide audience, with even more diversity in hosts and content; and to find effective ways to reduce barriers to volunteering by members of underserved groups, and to accommodate them at KRVM in particular. He explained that they achieved their goals by active outreach to recruit students and volunteers; providing information from diverse non-profit organizations; and through surveys to listeners.

Their budget was \$550,000 with 45% being covered by donations, and the rest through grants and underwriting. Some grants were provided only through proof of diversity programming. Mr. Grenfell also gave information about expenses and read the mission statement.

Chair Newman asked for questions. Ms. Hays asked for clarification on staffing at a later meeting.

Mr. Lafer asked for more information on student participation. Mr. Grenfell shared information on the sequencing of skills that students learned as part of the program. He added that they would like to expand the program into other schools if possible. Ms. Langan added that they had explored collaborating with other districts as well.

Ms. O'Rourke asked whether this was a CTE program. Ms. Langan responded that they were exploring it. In addition, Mr. Grenfell responded that the program was at Sheldon High School and there was no transportation from other high schools, but Spencer Butte prerecorded their program. Ms. O'Rourke asked for clarification on the program's definition of diversity. Ms. Hays agreed that she would like to get more information on outreach to other schools and actively recruiting volunteer DJs.

Ms. Rabasa said she was an avid listener. She said that the station was a great resource to provide skills that students could use in future jobs. She asked staff to dive deeper into targeting diverse audiences. She added that she would like to hear more about outreach to underserved groups and suggested reaching out to groups that served those populations.

Chair Newman asked Ms. Langan and Mr. Grenfell to provide responses to questions at a later time.

2. Receive an Update on the ODE Resiliency Framework for 2021–22
Presenters: Cydney Vanderkar, Superintendent and Kerry Delf, Chief of Staff

Superintendent Vandercar shared the possible financial penalties levied on the district if they did not follow the mandates by the state regarding COVID safety measures.

Ms. Delf shared an overview of the state guidelines for 2021-22 and referred to information in the meeting packet. She said that 97% of families planned to have their students attend in person, but the district would provide online options for those who were not ready to return in person.

Ms. Delf referred to the new state Resiliency Framework that was more advisory in nature and provided more local control and decision-making to create layered protection strategies including vaccination, distancing, ventilation improvements, health hygiene, and cohorting students. Requirements included returning to full-time, in person education, the use of face masks during the school day and during school activities, maintaining a communicable disease management plan, submitting an operations plan to the state, keeping a process to quarantine, and to meet all standard instructional time. She added that there were also federal requirements on school transportation.

Ms. Delf reviewed quarantine definitions and requirements and added that there would be more information provided at future meetings.

Superintendent Vandercar added that requirements and recommendations would be reviewed every month as hospitalizations and case-loads changed.

Ms. Shabram shared concern about teachers being responsible for monitoring appropriate mask wearing and quarantining. Ms. Delf responded that district and public health staff would be responsible for contact tracing and that seating charts would help. Requiring mask wearing would help staff to mitigate contact. Ms. Delf confirmed that there are specific staff in each school who are trained to do contact tracing and work with public health officials.

Ms. O'Rourke asked how the staff would communicate to parents if there were an outbreak in schools. Ms. Delf responded that parents would be notified if there is possible exposure. In response to Ms. O'Rourke's question about high school cohorts, Ms. Delf said that staff would contact the parents of all students exposed in different classes. Ms. O'Rourke added that it seemed a lot of pressure to put on teachers.

Mr. Lafer asked for clarification on the synchronous online option. Ms. Delf said that the option would be available for K-5 students and more information would be sent to parents soon.

Ms. Rabasa asked about class size at the middle and high school levels and distancing. Superintendent Vandercar responded that more staff would be added to accommodate distance requirements.

Chair Newman reminded board members that they could email their questions to Superintendent Vandercar.

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Initiate Process for an Elementary Language Arts and Social Studies Curriculum Adoption
Presenter: Eric Anderson, Director of Curriculum; Sarah Knudsen, Teacher on Special Assignment; Katie Stiles, Teacher on Special Assignment
2. Initiate Process for a Secondary Language Arts Curriculum Adoption
Presenters: Eric Anderson, Director of Curriculum; Tammy Steeves, Teacher on Special Assignment

Mr. Anderson explained that due to the similarity of the adoption processes for both levels, the group would present and then answer questions regarding both adoptions. At the next meeting the board would have the opportunity to initiate the adoption process. He referred to information in the meeting packet. He shared that this was the first time a full adoption had been made since 2007. He said that classroom teachers from every school would be included in the adoption process, a total of more than eighty in both levels. He shared that the process including all agendas, notes, meetings, etc. were available online to the Board.

He shared the timeline for the process and asked for clarifying questions from the Board.

In response to a question from Ms. Shabram, Mr. Anderson clarified that there would be an instructional advisory committee which would give input. Ms. Shabram suggested looking at the work provided earlier by SeeChange in regards to curriculum.

Mr. Lafer asked whether there would be an evaluation process after adoption. Mr. Anderson said it was part of the timeline. Mr. Lafer asked whether the new adoption would be required across the district. Mr. Anderson referred to Administrative Rules regarding curriculum adoption and added that the curriculum was a tool that would include textbooks and supplemental materials to provide support for scope and sequence.

Ms. Hays asked how teachers would be selected for the evaluation. Ms. Stiles and Ms. Steeves said that there were a variety of teachers leaders chosen. Ms. Hays asked how the School Board would be involved. Mr. Anderson said the Superintendent would ask for Board member participation in the Instructional Advisory Council.

In response to Ms. Rabasa, Mr. Anderson clarified that Administrative Rules indicated that one curriculum would be chosen for the district. He added that adoption was a year-long process for elementary and two-year for secondary.

Chair Newman asked whether there were curricula that met the new state standards in ethnic studies. Mr. Anderson said they might need to add supplemental materials.

3. Consider Revisions to Board Policies IIBGA—Electronic Communication Systems; INDB— Flag Displays and Salutes; and JGA—Corporal Punishment
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit said that clarifications were being added to Board Policy IIBGA in order to comply with the Children’s Internet Protection Act. In addition, there was a new requirement to display POW and MIA flags at buildings where there was capacity, so Board Policy INDB would be changed in order to reflect the new law. Finally, Policy JGA would be changed to align with restraint and seclusion laws already in place in order to provide more clarification for teachers.

Ms. Nesbit responded to Ms. O’Rourke that the district would not add new flag poles to existing buildings, but all new construction would include enough places to be in compliance with the new law.

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

Chair Newman reviewed dates for the upcoming board meetings and retreat. Chair Newman asked that the policy regarding dogs and pets on school grounds be included in a future meeting. Mr. Lafer added that he would like to receive more information on the Community Benefits Work with regards to new legislation.

XVI. ADJOURNMENT OF PUBLIC MEETING

Chair Newman adjourned the Public Meeting.

XVII. EXECUTIVE SESSION

The board met 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 representative of the news media without authorization by the school board.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

DRAFT

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

Date: August 18, 2021

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular meeting at 7 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center August 13, 2021 and published in *The Register-Guard* August 18, 2021

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer (via zoom)
Laural O'Rourke
Maya Rabasa (via zoom)
Mary Walston (via zoom)

STAFF:

Cydney Vandercar, Superintendent
José Salgado, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Jeff Johnson, Director of K-8 Education
Melissa Ibarra, Director of Elementary Education
Andy Dey, Director of Secondary Education
Kat Lange, Director of Educational Support Services
Christine Nesbit, General Counsel
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Karen Hardin, Director of Human Resources
Oscar Loureiro, Director of Research and Planning
Art Hart, Director for Transportation
Andrea Belz, Director of Finance
Misael Flores Gutierrez, Director of Equity
Larry Williams, Director of Equity
Eric Anderson, Director of Curriculum
Kari Skinner, Director of Public Safety
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA: KRVM, KVAL, The Register-Guard, Eugene Weekly

EMPLOYEE ASSOCIATIONS:

EEA Sabrina Gordon
MAPS Peter Tromba

OTHER:

Katie Stiles, Teacher on Special Assignment (TOSA)
Tammy Steeves, TOSA

Lynette Williams, TOSA
Dawn Strong, Administrator, Human Resources
Kari Skinner, Director of Public Safety

I. WORK SESSION

Discuss Superintendent Selection Process

Presenters: Judy Newman, Board Chair and Martina Shabram, Vice Chair, Kerry Delf, Chief of Staff, and Christine Nesbit, General Counsel

Chair Newman gave some background information, included in the meeting packet. Kerry Delf listed the decisions that the Board needed to make in order to move forward: whether to appoint a superintendent or conduct a search; and if the latter, whether candidates would be considered nationally, regionally, or from within district staff; and whether the Board would use a search firm or use 4J staff to conduct the search.

Ms. Nesbit referred to the timeline from a prior request for proposal in 2020-21 included in the meeting packet as a basis for a timeline in 2021-22. Ms. Delf shared that the cost of a search firm was one part of the total cost. In addition, there would be staff, marketing, community engagement, and travel costs. Ms. Nesbit added that the Board could make an express delegation to a subcommittee of board members to make certain decisions and to bring forward recommendations.

Chair Newman said that the goal would be to have a job description and start looking in December. Chair Newman clarified the decisions needed to begin. There was discussion regarding appointing a specific person or implementing an internal, regional or national search. Ms. Hays suggested that if the Board hired a search firm, the firm would assist in determining whether to appoint a specific person or do a search. Mr. Lafer's preference was to do a national search and to use a firm that has a wide reach. Ms. O'Rourke wanted to make sure that whatever search firm was hired used an equity lens. Ms. Shabram wondered whether the Board could refer to the information gathered in the last search. Ms. Nesbit said that she would check whether that was feasible. Ms. Rabasa mentioned a group in Chicago that she was interested in investigating. Ms. Nesbit suggested giving the names of any search firms to staff so that they could follow up.

There were additional comments regarding hiring a firm to implement a national search in the best way for the district, taking in mind the unique aspects of the district. Ms. Newman clarified that in the prior search, a subcommittee of the Board came up with the RFP and did an initial search after which the whole Board interviewed the finalists. In response, Ms. Rabasa asked how the small committee would be formed. Chair Newman said she would ask who was interested and who had time and then make an appointment from those interested. Mr. Lafer said that choosing a new superintendent was the most important decision the Board would make and asked that the Board ratify the list of those chosen for the subcommittee. He suggested that all of the interview materials be made available to everyone. He again pressed on setting a deadline for an initial decision. Ms. Newman clarified that it was Board policy that the Board Chair appoint committees. Ms. Hays commented on the scope of the work of the initial subcommittee.

Ms. Nesbit reiterated the timeline. She said that the board would hopefully approve the RFP at the September 1 board meeting or allow a subcommittee to send the RFP directly to staff in

order to keep the process on schedule. Ms. Walston said the critical part would be deciding what the Board was looking for in a search firm. She knew that many companies are ready to apply.

The Board made additional comments on the make-up of the subcommittee, input into the RFP and the timeline. Ms. Shabram said that there would be a chance for Board input throughout the process. She concluded that there would need to be tradeoffs of Board involvement because of time.

The Board agreed that they were ready to move forward with the process during the evening's open meeting. In response to a comment by Chair Newman, Ms. Delf clarified that all subcommittee meetings were open meetings. Ms. Delf added that there could only be three subcommittee members, otherwise the meeting became a quorum of the Board. In response to Mr. Lafer's request to ratify a subcommittee, Chair Newman said that it would have to be done in open meeting and would extend the timeline. She clarified that the work of the subcommittee was to create the RFP for a search firm. There was additional discussion regarding the work of the subcommittee. Ms. Delf expressed hope that the RFP would be ready for approval by September 1.

Ms. Newman adjourned the work session at 6:47

II. REGULAR MEETING – CALL TO ORDER

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

III. ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman noted that Alicia Hays was absent. After reciting the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

Mr. Lafer moved that the items for action on curriculum adoption be moved to Section XIII: Items for Action at a Future Meeting. Chair Newman suggested, and the Board agreed to move them to Section XI: Items for Information.

Ms. O'Rourke asked to add to Section XI: Items for Information, a discussion regarding the authorization of the use of state allowances as instructional time. Ms. Walston said that Board working agreements stated that items should be added to future meetings so that staff had time to prepare for the discussion. Mr. Lafer said that he wanted to move said item to Section XII: Items for Action and that there was precedence to do so. Ms. Rabasa agreed that she wanted to have it as an Item for Action so that staff would have time to make changes to bell schedules if the action was approved.

Chair Newman said that to put it as an Item for Action without noticing the public was not transparent. She suggested adding the topic to Section XI: Items for Information.

Superintendent Vandercar said that she was not sure what time allowances board members were discussing and needed more information. In response for clarification, Ms. O'Rourke read a statement regarding the use of certain non-instructional times during the day as instructional time. Ms. Nesbit said that the board needed to take a vote to amend the agenda. Ms. Walston

asked Ms. Nesbit whether or not the subject being discussed impacted collective bargaining, and added that the requested change to the agenda was out of order because it was new business.

After additional discussion, Ms. Nesbit reiterated that a motion be put on the table to amend the agenda before additional debate on the topic happened. Ms. O'Rourke made a motion to add the authorization of the use of allowances to count as instructional time to Section XI: Items for Information. Mr. Lafer seconded. Mr. Lafer then made a motion to amend that the item be moved to Section XII: Items for Action. Ms. Rabasa seconded. Chair Newman said that the whole process was not transparent: staff had not had time to prepare information, nor was the public given notice of the action. Ms. Walston agreed. Ms. Rabasa said that she appreciated the discussion that occurred in years prior, but students and teachers had needs that were not in place two years ago. Mr. Lafer said that students needed to be given more time and less pressure at school. Ms. Walston said that the process would be a violation of working agreements to add it as an item for action.

Ms. Newman asked for a vote on the amendment to the original motion to move the topic to Section XII: Items for Action. **The vote was 3:3. The amendment to the motion did not pass.**

Ms. Newman asked for a vote on the original motion to put the topic in Section XI: Items for Information. **The motion passed 5:1.**

Ms. Rabasa moved to add as an Item for Information an update on the policy regarding posthumous diplomas. In response to Chair Newman, Ms. Rabasa agreed to add the topic to Section XIV: Suggestions by the Board for Consideration of Items at a Future Meeting.

After a request from Ms. O'Rourke to receive information regarding COVID, Chair Newman clarified that if Ms. O'Rourke's questions were not answered during the upcoming Item for Information, the topic could be added to a future meeting.

Newman asked for a vote on the changes to the agenda. **The motion passed 5:1.**

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar shared that they were trying to determine whether they would be able to offer a diploma posthumously, and were waiting for an answer from ODE. She suggested adding the topic as an Item for Information to the September 1 Board meeting.

Ms. Vandercar continued that the district received 378 responses to communication requesting the use of alternative education. She continued that the Board would receive a full report on September 1. Ms. Vandercar gave information regarding staff vaccination rates and student infections. The board would receive more information during the meeting regarding quarantine and masking protocols, field trip, visitor, and bus protocols. The district was actively advertising for open staff positions across the district. The district had acquired one of the properties off Park Avenue for the CTE program. The district, in collaboration with United Way planned to provide an opportunity for students to attend a presentation by Ruby Bridges Hall, the first African American student to desegregate a school, on September 28. More information would be shared later.

VI. COMMENTS BY BOARD CHAIR

Newman shared a story as a way of reminding the Board of their purpose: that the health, education and wellbeing of children should be in the forefront of their work.

VII. ITEMS RAISED BY THE AUDIENCE

There were ten speakers randomly chosen from those who requested to speak, and who also had not made public comment at recent board meetings. Chair Newman read the guidelines for making public comment.

Matthew McNatt called the Board's attention to the concern that those who were not wearing masks were treated as scapegoats. Children who were hard of hearing could not read lips with masks and were not fully included. He asked that the district use funds to create opportunities for in-person unmasked education.

Kati Ruiz appeared to make a stand against tyranny and was fighting for the rights of children.

Doris Schaefer stated that her job was to be a mother and make sure her students worked to the best of their abilities and that they were healthy and well. She distributed information regarding the ineffective use of masks.

Jason Kane suggested using the information learned in the last 18 months to make better decisions about managing COVID in children. He claimed that children did not contribute to community spread and that masks were effective.

Michelle Province claimed that children were suffering from an increase of infections caused by mask wearing. She added that herd immunity was achieved through shared environments and that already shy children were isolating themselves and suicides rates were high. There was no scientific evidence for mask wearing.

Larry Lewin suggested that there has been a continual decrease in the time for the fundamentals of civic and democratic participation in the teaching of Social Studies due to standardization and testing. He urged the district to rebalance the curriculum. He also suggested establishing a one-on-one tutor pilot program using ESSER funding.

Mike Meyer commented on the lack of diversity in the KRVM program. He suggested that the Board work with KRVM to increase the diversity of programming and make it back into a community radio station operating from a social justice lens.

Anne Mannering asked what criteria the district would use to determine if and when to return to remote learning because of increased COVID infection rates, and how would families navigate the ten-day drop mandate if student had to quarantine.

Walker Black spoke against the masking of athletes from a student perspective. He claimed that it was very difficult to compete while wearing a mask. He gave a detailed description of what happened to an athlete's body when they could not get enough air and oxygen. He asked the board to uphold the outdoor masking waiver and to also to include indoor sports activities in the waiver.

Kelly Kane shared that a recent study found deleterious effects on many levels due to mask wearing. She also wondered what long term effects masks would have on young people. Children needed connection and community instead of mandates.

VIII. COMMENTS BY EMPLOYEE GROUPS

Peter Tromba, President of Eugene 4J MAPS shared that he planned to highlight the work of different groups in MAPS in upcoming meetings. He then talked about the evolution of vaccine science and how new vaccines are better technology and safer. He hoped that by sharing, someone might get vaccinated.

Sabrina Gordon, President of Eugene Education Association, thanked the student for speaking and to Mr. Tromba for the history of vaccines. She asked whether the Board was doing everything possible to support teachers and students. She advocated using the state allowances available. She also suggested that Friday afternoon was not the best time for professional development. She encouraged the board to work with EEA more in facing the issues presented by COVID and in determining how to ESSER funds.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Martina Shabram had no committee reports to share.

Laural O'Rourke commented on actions other districts were taking to keep vulnerable children safe. She said that the district needed to be able to pivot on certain decisions when it was necessary.

Gordon Lafer was looking forward to the report on return to school. He shared that parents were concerned about the short deadline to choose how their students would attend school. He was also concerned about the amount of time students would be out of school if there was a need to quarantine. He also claimed that parents had not been given the input they were promised regarding the Camas Ridge School rebuild and questioned how the district communicated with parents.

Maya Rabasa re-articulated her commitment to making decisions with a focus on equity. She worried that there were still voices that were not being heard and asked the Board to recommit to include teachers, families, neighbors, and students in the conversation because the input and expertise of stakeholders would be invaluable.

Mary Walston was proud to represent the Eugene Education Foundation as an ex-officio member. She said that she was the 4J representative to LCOG. She thanked both organizations for providing resources to communities affected by fire.

Chair Newman thanked everyone for their reports.

X. CONSENT GROUP - ITEMS FOR ACTION

1. Approve the Purchase of Type 10 Vans
Presenter: Arthur Hart, Director of Transportation
2. Approve the Purchase of School Buses

- Presenter: Arthur Hart, Director of Transportation
3. Approve Award of Contract for Site Preparations for Modular Classroom Buildings at Kelly Middle School.
Presenter: Ryan Spain, Director of Facilities
 4. Approve Memorandum of Agreement with OSEA – Reopener of 2018-22 Collective Bargaining Agreement
Presenter: Christine Nesbit, General Counsel

Ms. Shabram moved approval and Ms. O'Rourke seconded the items on the consent agenda. Ms. Walston asked that the district consider electric buses in the future. **The motion passed 6:0.**

XI. ITEMS FOR INFORMATION

1. Receive an Update on the Educational Equity Advisory Committee and Senate Bill 732 (20 minutes)
Presenters: Cydney Vandercar, Interim Superintendent; Misael Flores Gutierrez, Director of Equity, Inclusion and Instruction and Larry Williams, Director of Equity, Inclusion and Instruction

Superintendent Vandercar said that this was the beginning of the process to determine how to create an Equity Committee based on the requirements set by SB 732. Mr. Gutierrez and Mr. Williams presented a brief report of how they planned to restructure the current Equity Committee to include parents and students in historically underserved and excluded communities. They shared their draft proposal. The new Equity Committee would keep the same schedule, meeting on the second Thursday of every month from 4-6:30 p.m. There would be six high school students from each region as well as representatives from Eugene Online Academy and ECCO. Transportation would be provided. Students could potentially earn credit. Parents would come from each of the regions and the district would include transportation, interpretation services and childcare. There would be staff representing the working groups. With the help of one or two Board members, the directors would provide a list of possible candidates to the Superintendent and School Board who would make the final decision on the committee members. They hope that the first meeting would be in November.

Mr. Williams shared efforts to create stronger connection with the community through open dialog. The committee would be divided into small groups by interest, and would offer suggestions of topics for discussion by the larger group. The Office of Equity and Conclusion would provide feedback to the district from these small group discussions.

Ms. Rabasa was excited that the district was getting started on the work. She was in support of students earning credit and that staff would be paid or provided PDUs. She questioned whether community members and parents could also receive a stipend. She also asked whether there could be two Board members on the committee. She gave her reasons for increasing participation. Mr. Gutierrez said that the Equity Committee would advise the Board, but that Board members would not necessarily be on the committee, although that had been the district's practice in the past. Superintendent Vandercar read from the bill, which did not include Board members on the committee. Mr. Gutierrez said that he interpreted the bill's requirements as minimum participation.

Ms. Walston agreed that she was glad the district was starting the work right away and not waiting.

Ms. O'Rourke also concurred that it is critical work and was glad it was happening. She proposed a later time to make the meetings more accessible to working parents.

Mr. Lafer said that he supported keeping Board members on the committee as in the past. He also supported changing the time and adding a possible stipend to maximally support community participation.

Chair Newman thanked the presenters for their work.

Chair Newman then referred to the two items for action that had been changed to items for information.

2. Initiate Adoption Process for Elementary Language Arts and Social Studies Curriculum (5 minutes)
Presenters: Eric Anderson, Director of Curriculum; Sarah Knudsen, Teacher on Special Assignment (TOSA); Katie Stiles, TOSA
3. Initiate Adoption Process for Secondary Language Arts Curriculum (5 minutes)
Presenters: Eric Anderson, Director of Curriculum and Tammy Steeves, TOSA

Mr. Anderson referred to the board packet information for the background of outcomes necessary. He said that the last board meeting had been the opportunity for the board to discuss the possible outcomes. He then referred to Administrative Rule which states that the Superintendent would recommend to the Board for adoption a curriculum. It was understood that the intent was to have one curriculum.

Dr. Salgado said that the district would not be adopting a book or series of books. The curriculum that they would seek to adopt would be a sequential delivery of skills, conceptual understanding and content knowledge, which would be integrated to other bodies of knowledge. He added the curriculum would follow the science of reading for early grades. He said that one of the reasons to not adopt two curriculum was that by doing so, marginalized students would be disserved.

He continued that there would not be enough staff to train teachers in two curricula. He said that he would bring to the Board a recommendation for the curriculum that represented the values of the district and the needs of students. Superintendent Vandercar asked the group to define "suite." Mr. Anderson said a suite would include instructional resources chosen to articulate the scope and sequence utilizing the standards. It would provide a uniform way to instruct students in the desired outcome. He added that a suite might include many materials pulled together. Dr. Salgado added that they were not going to adopt a prescribed curriculum, but one that provides opportunity for higher order thinking and 21st Century skills.

In response to a question from Ms. Rabasa, Mr. Anderson said that by adopting a new curriculum, any student in the district would receive an education that met the determined standards. The purpose of a new adoption was not to take the art out of teaching, ingenuity, and creativity, but would recognize the need to have a common foundation that supported

scaffolding and collaboration, which allowed teachers to have the time to be creative. In response to Ms. Rabasa's question, Dr. Salgado said that the graduation rate of students who moved around the district was 33.5% compared to 85.7% for those who did not. He added that the curriculum would not be a series of content, but of skill development. If two curricula were adopted, teachers would need to relearn curriculum if they moved from school to school.

Ms. O'Rourke asked the teachers who were present what excited them and what were their reservations. Ms. Stiles responded that they were asking for approval to initiate a process to find a program. She described that students would have gaps if they moved to a school that had a different sequencing of skills. The program the district was using was out of date and the reason to update curriculum was to improve the tools to empower teachers to support students.

Mr. Lafer said that it was the board's responsibility to articulate the outcome of a curriculum adoption. He added that EEA was the representative voice and hoped to partner with them in decisions such as this. He suggested that the district would be moving to a more uniform way of teaching if the Board adopted only one curriculum. He was in support of having two curricula.

Chair Newman asked for clarification on whether the Board was agreeing on the standards that would be chosen and that a suite of curriculum would be developed after approving the standards. Dr. Salgado affirmed Chair Newman's assumption and reiterated that the adopted curriculum would focus on skill development rather than specific content. He added that in the past 4J had made decisions that poorly effected some students.

Ms. Rabasa asked whether student voice could be incorporated in the decision. Lynnette Williams said that teachers and students would be asked to give feedback on a pilot and that once materials were determined, the community would be asked to give input before the final adoption was made. Ms. Williams added that if the board approved the process, teachers would determine different curricula they wanted to pilot in the classroom and would then share their opinions and discuss with the public. She reiterated that the Board needed to vote to approve the process before the work could start.

In response to a question from Ms. Walston, Mr. Johnson said that it was important to have trust in the process that would be implemented by 55 teachers representing all elementary grade levels. He added that once a curriculum was determined there would need to be ongoing professional development for all incoming teachers. He cautioned that in the past when the district had adopted multiple curricula, the training corps to support teachers was stretched thin. Ms. Walston asked whether poverty was an issue for students who moved around. Ms. Steeves responded that because of the differing curricula on the campus where she recently had taught, students who moved around really struggled. She said that it was not the content but the skills that were at issue, and once those were determined, there would be opportunity to choose diverse texts—a suite—that supported the skills.

Mr. Lafer reiterated his concern regarding the science of reading. He gave examples of curricula that were used in the past and questioned how the new process would be different. He asked at what point would the board decide what were the desired outcomes that should be articulated.

Mr. Anderson said that the district should focus on the students and what they needed. Having culturally appropriate pedagogy would be an important part of the process and part of why the

change needed to happen. There was an imperative to make a shift to raise the standards of learning for all students. He hoped that any curricula would be examined using the Equity Tool.

Chair Newman asked what positive changes would be made for special education students. Ms. Lange answered that it would be great to identify the standards and skills that all students would be working on and would allow parents to understand what is happening for their students in the classroom. Focusing on specific skills would allow teachers to be able to meet the needs of all learners.

Mr. Lafer agreed that there was a balance between adopting certain curriculum and allowing for teacher creativity. He would be voting for two curriculum.

Ms. Rabasa hoped that there would be more discussion about how differentiated and uniform instruction could be merged. She also hoped that the values of creativity and recognizing students as individuals not be at odds with the prioritizing of systems. She added that uniformity never advanced equity. She asked how prioritizing uniformity was going to benefit the students?

Ms. Williams reiterated that there would be a multitude of resources available in any curriculum that they chose. It would not be one book.

Chair Newman thanked the group for presenting. Superintendent Vandercar asked that any questions be emailed to her and she would respond in the Friday memo.

4. Receive Update on 4J Plans for Return to School in Fall 2021 (20 minutes)
Presenter: Cydney Vandercar, Interim Superintendent, Dawn Strong, Administrator, Human Resources, Christine Nesbit, General Counsel, Kerry Delf, Chief of Staff, Brooke Wagner, Administrator, Human Resources

Superintendent Vandercar introduced the team that would be sharing information regarding visitors and field trips, what would be needed for quarantine, and food in schools. She shared that they were short on bus drivers and added that if the district needed to change schedules because of actions taken by the Board at a future meeting, it would need to be after the start of school, because they would not have enough time to make all the changes necessary.

Ms. Nesbit said that because the state has declined to issue rules this year, the district was writing new procedures regarding field trips and visitors in schools. Because of the surge in the Delta variant, there would be no non-essential visitors. Ms. Wagner shared that any procedures would be revisited as new data came in. She added that there would be no field trips. Staff would focus on the safety of students in schools and prioritize OSAA and outdoor school activities. Ms. Nesbit said that there would not be external access to facilities such as rentals by groups other than child care.

Dawn Strong gave information regarding quarantine and isolation. The district would receive information from Lane County regarding students who tested positive for COVID-19. Students would need to isolate at home until they were cleared by Lane County. If an adult tested positive, the district would work with the County to determine the length of quarantine. Ms. Strong said that isolation and quarantine could be 10, 14 or 24 days depending on whether someone tested positive or not and lived alone or not.

Ms. Strong continued that if a student attended athletic practice and then tested positive, the district would implement contact tracing. She explained how they would contact trace and added that they would share the information with Lane County and determine quarantine times for everyone who was reported.

In response to a question from the board, Ms. Strong answered that if someone was vaccinated and had close contact, they were not required to quarantine. The County asked those who were vaccinated to monitor their symptoms and be tested in day three to five. She added that Lane County was focusing on people 0-18 and 65+ and those who had tested positive after being vaccinated.

She said that in addition, there was a new recommendation that if students were masked and are three feet away, they would not need to quarantine. The district had been making sure that classrooms were set up optimally.

Mr. Lafer asked for clarification on the exceptions made for those who were masked and at a safe distance. Ms. Strong said that the three feet rule would be for indoor settings. Mr. Lafer asked how the district would manage large groups of students who might get infected. Ms. Strong said that seating charts would be helpful in determining who might have to quarantine. Mr. Lafer reiterated his concern about how much quarantining might happen. Ms. Strong said that elementary students would be impacted most because they were not vaccinated and the district would do their best to implement accurate contact tracing.

Superintendent Vandercar said they had added additional staff to deal with increased contact tracing.

In response to further questions, staff said they would need to determine how to manage walking field trips and added that they were developing best practices for contact tracing and quarantining.

Ms. Rabasa asked what the policy would be for students who had to quarantine to make up work. Ms. Delf said that at a later date she would share the particulars of the district plan to support students who had to quarantine.

Mr. Lafer asked whether the district might extend the deadline for students to choose whether or not they wanted to attend school online for the 2021-22 year. Ms. Delf responded that requests received after the August 23 deadline would be accommodated as space was available. Ms. Wagner responded to an earlier question that the Instruction Team would be meeting to discuss quarantine educational components. She added that the district was reaching out to families who traditionally had not responded to surveys. In response to additional questions from Mr. Lafer, Ms. Delf said that all students needed to be masked at all times and Ms. Wagner said that staffing was very fluid at the moment, and she could not answer specific questions about whether the district might add additional online classrooms. Ms. Delf added that there was no intent to be exclusionary, and the district was offering more online options than most.

Ms. Rabasa thanked Mr. Gutierrez for reaching out to underserved communities. She hoped that the deadline for opting in to online learning would be formally extended for those communities.

Chair Newman asked that information regarding support to families of deaf and hard of hearing students be in the Friday Memo.

Ms. O'Rourke asked about the potential requirement to vaccinate all teachers. Ms. Nesbit said that they had just begun the conversation with unions and other groups. Ms. O'Rourke also asked about mandatory testing. Ms. Nesbit said that they would be getting more information from Oregon Health Authority and that she would have more information later.

Chair Newman thanked the group for all their work.

5. Receive Information Regarding the Authorization of The Use of State Allowances as Instructional Time

Ms. O'Rourke advocated for the district to approve the use of state allowances. She said that doing so would provide time for staff and students to have additional breaks during the day. Mr. Lafer added that the school day was hectic and stressed and approving the allowances would help. Ms. Shabram shared that she needed more information to understand the issue. Ms. Newman asked for staff to provide information showing how approving the state allowances would change the school days. Ms. Rabasa said that approving the extra time would give students time to rebuild relationships and ease back into the long school day. She added that some schools already were providing additional recess time and that by counting recess as instructional time, more schools would be able to do the same.

Mr. Lafer asked to hear from staff and EEA what approving the allowances might look like. He asked what the timeline was to be able to begin the school year with a new schedule. Superintendent Vandercar said that staff would need to prepare information to show the impacts especially if the change altered the start and end times of the day.

Ms. O'Rourke said that making the change was a way to support teachers. Ms. Rabasa asked to learn why the district chose to decline the allowances in the past.

Ms. Nesbit was concerned that this topic was encroaching on bargaining with EEA.

Chair Newman summarized that staff would bring information on September 1 regarding what the impacts would be to the district if the Board approved the state allowances

The board agreed to move Items XII.1, XII.3 and XIII.1. to the September 1 meeting.

XII. ITEMS FOR ACTION

1. Approve Revisions to Board Policies: IIBGA Electronic Communications System; INDB Flag Displays and Salutes; JGA Corporal Punishment (5 minutes)
Presenter: Christine Nesbit, General Counsel

Moved to the September 1 meeting.

2. Consider Approval of Process for Initiating Superintendent Search (10 minutes)
Presenters: Judy Newman, Board Chair and Martina Shabram, Vice Chair

Ms. Shabram moved to direct the Chair to appoint a subcommittee to draft an informal request for proposals (IRFP) for superintendent search firms for ratification on September 1. Ms. O'Rourke seconded the motion. There was no discussion. **The motion carried 6:0.**

Ms. Shabram moved that the Board delegate to the subcommittee the screening and scoring of responses to the IRFP and to recommend finalist search firm candidates for the Board to consider. Ms. Rabasa seconded the motion. **The motion passed 6:0.**

3. Approve Resolution 2021-22-09 Concerning Masking and Other Protective Measures to Ensure Safe Public Meetings (15 minutes)
Presenter: Christine Nesbit, General Counsel

Moved to the September 1 meeting.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Revisions to Board Policy KGB Public Conduct on District Property (15 minutes)
Presenter: Christine Nesbit, General Counsel

Moved to the September 1 meeting.

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

Chair Newman asked for suggestions for agenda items.

1. Mr. Lafer asked for a staff report of the Camas Ridge Elementary School rebuild, specifically, the glass walls and doors to the outside.
2. Ms. O'Rourke would like information regarding mandatory vaccination for all 4J staff and weekly testing for all students and staff.

Ms. Walston reminded the Board that two additional members needed to give their support to items before adding them to the agenda. Ms. O'Rourke, Ms. Rabasa and Ms. Shabram supported adding item 1. Ms. Shabram, Mr. Lafer and Ms. Rabasa supported adding item 2.

Chair Newman said that the items would be added as soon as possible.

XV. ADJOURN

Chair Newman adjourned the meeting at 11:04 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

DRAFT



ITEM FOR INFORMATION

Date of Meeting

September 1, 2021

Title

Receive Update on District Plans for Return to School in Fall 2021

Presenter

Cydney Vandercar, Superintendent

Background

School districts across Oregon are preparing for the new school year to begin in September. Eugene School District 4J's aim is to return to classrooms full-time and sustain students attending school on-site to the greatest extent safely possible, support students' well-being and academic progress, while protecting students and staff from the spread of COVID-19.

The district is planning to welcome students back to school on-site full-time this fall, resuming regular school schedules five days a week, after more than a year of distance learning and hybrid on-site/online learning.

Health and safety measures in schools are in alignment with state recommendations and requirements established by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority, including ODE guidance *Ready Schools, Safe Learners Resiliency Framework for the 2021–22 School Year*.

Multilayered prevention strategies are applied to reduce the spread of COVID-19 including the highly transmissible delta variant, and to help keep students in school rather than out of classrooms due to quarantine. A statewide rule requires that face masks will be worn indoors by all students, staff and visitors to schools. Other important health and safety measures will include physical distancing, limiting contact between cohorts, increased ventilation, regular cleaning of high-touch surfaces, and frequent handwashing.

The district also will provide online learning options that families may choose if they prefer. The application period for online learning is open August 13–23.

Middle and high school students may enroll in the Eugene Online Academy, which provides asynchronous, independent learning on a flexible schedule. Elementary students may request to enroll in K–5 Connect—a synchronous, real-time online classroom option that will be offered for elementary school students this year—or may enroll in EOA if the asynchronous model is preferred. Online learning programs will be districtwide. They will not be linked to individual schools or offer special programs such as language immersion.

Staff will provide an update on the district's plans to return to in-person, on-site, full-time learning for the 2021–22 school year.

COVID-19 Communicable Disease Management Plan

2021-22

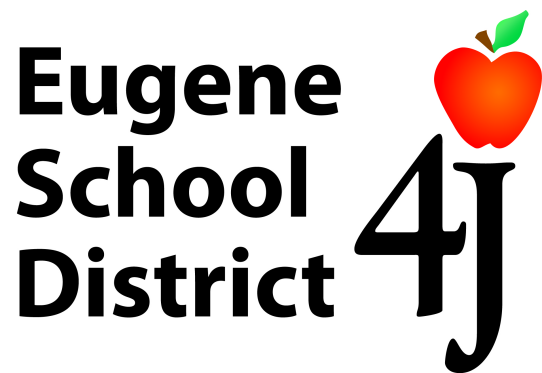


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I. Purpose and Scope

- a. Eugene School District 4J’s COVID-19 Communicable Disease Management Plan prioritizes the return to full-time, in-person instruction as required for all Oregon school districts. It outlines health and safety protocols for district staff, students and community members across 4J schools, buildings and programs.
- b. This includes community-based programs located in a school building, as well as district-sponsored childcare programs and early learning environments. See [ODE's COVID-19 Recovery Resources for Childcare Providers](#) for the most current additional information for these programs.
- c. The district has conferred with public health officials and considered multiple factors when making decisions about implementing multilayered prevention protocols against COVID-19. Since schools serve their surrounding communities, district decisions consider the school population, families and students served, as well as their communities.
- d. This plan supplements the district’s communicable diseases procedures in [JHCC-AR](#) and [GBEB-AR](#) by providing guidance specific to the COVID-19 pandemic and meets the requirements of ODE’s [Ready Schools, Safe Learners Resiliency Framework for the 2021–22 School Year](#) and OSHA’s [Rule Addressing COVID-19 Workplace Risks \(OAR 437-001-0744\)](#).

II. Oversight and Compliance

All employees have a role to play in promoting a healthy and safe working and learning environment. Staff are expected to implement the established health and safety requirements consistently and to support other staff and students in maintaining these precautions as well.

a. Building-Level Oversight

1. Each site has a COVID coordinator who will serve as the single point person at each school working with the district COVID administrator to establish, implement, support and enforce all COVID health and safety protocols, including face masks and physical distancing requirements. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
 - (a) Elementary Schools, Fox Hollow and ECCO — School Principal
 - (b) Middle Schools — Assistant Principal
 - (c) High Schools — Assistant Principal to be appointed by school principal
 - (d) Education Center — Karen Hardin
 - (e) Transportation — Arthur Hart
 - (f) Facilities — Dexter Rummel
 - (g) Athletics — High School Athletic Directors
 - (h) Connections — Site Coordinator for Churchill High School
 - (i) Community Living Programs — Site Coordinator for Sheldon High School
 - (j) Eugene Online Academy, GED and Reconnections — Paula Nolan
 - (k) Bailey Hill — Teresa Martindale
 - (l) ECCO Childcare — Paula Nolan, Jill Johnson

b. District-Level Oversight

| | | |
|-------------------------------------|-------------------------------|----------------------------|
| District COVID Administrator | COVID/Employees | COVID/Students |
| Dawn Strong | Dawn Strong | Joy Maxwell |
| Human Resources Administrator | Human Resources Administrator | Health Services Supervisor |

c. Compliance and Reporting

1. Anyone with concerns about compliance with COVID protocols at a particular building should first address their concerns with the building-level COVID coordinator, or, if there is a conflict, then to the site administrator or the district-level COVID administrator, Dawn Strong.
2. Comments and suggestions on this plan may be sent to healthservices@4j.lane.edu.

III. COVID Prevention and Mitigation Protocols

Everyone in our community shares in the responsibility to keep our schools and communities safe and healthy. In order to return to full-time, in-person instruction, this responsibility asks each person to both maintain their own health and take actions to protect the health of those with whom they interact.

a. Vaccination

1. There is broad agreement among health care providers and public health experts that vaccination is currently the best public health prevention strategy to end the COVID-19 pandemic. Safe and effective vaccines against COVID-19 are currently authorized for people age 12 and older.
2. In accordance with state law ([OAR 333-019-1030](#)), the district requires that all employees and volunteers be fully vaccinated against SARS-CoV-2 by October 18. Requests for an exemption to the vaccination requirement will be processed as provided by Human Resources.
3. The district encourages students and families who are eligible to be vaccinated, to protect their health and reduce the risk of spreading the virus at school, to families, and in the community. The district will continue to partner with local public healthcare partners to provide opportunities for students to receive vaccines.

b. Testing

1. Diagnostic Testing

- (a) Students or staff who develop symptoms or are exposed to COVID-19 are advised to get a diagnostic test for COVID-19.
- (b) Currently there are two types of diagnostic tests: molecular tests, such as RT-PCR tests, which detect the virus’s genetic material, and antigen tests, which detect specific proteins from the virus. (Antibody tests are not considered diagnostic tests that can determine if someone has an active COVID-19 infection.) PCR tests, available through your healthcare provider, are the most reliable and are what our local public health officials recommend. Antigen tests may be faster but are less likely to detect the virus, particularly in people not showing symptoms.

- (c) A positive result would provide important information and alert the individual to take steps against spreading the virus, to protect their family, friends and community. Neither test can be used to shorten quarantine or isolation periods when a person has or has been exposed to coronavirus. However, a negative result in a person not exposed to COVID-19 may allow their return to school earlier, following [ODE’s COVID-19 Exclusion Summary Guidance](#).

2. Screening Testing

- (a) Screening testing of unvaccinated persons is a public health measure that supports detection of COVID-19 and prevention against its spread. Public health officials currently recommend screening only in unvaccinated individuals. Because COVID-19 vaccines are very effective in reducing the risk of infection, the likelihood of fully vaccinated individuals contracting COVID-19, while possible, is very low compared with unvaccinated individuals.
- (b) The district participates in the [Oregon Health Authority \(OHA\) voluntary screening program](#). OHA offers free COVID-19 screening testing to unvaccinated K–12 students, teachers and staff to help reduce the spread of COVID-19 in schools.
- (c) Screening testing for K–12 students is made available locally through the University of Oregon. The district encourages unvaccinated students to enroll in this voluntary program through their school or the UO. For additional information, see the [UO K–12 Screening Testing](#) webpage.
- (d) Screening testing for K–12 teachers and staff is made available with free weekly at-home testing by mail. Staff enroll in the program through an [online form](#).
- (e) Weekly screening testing is *required* for any staff members who are not yet fully vaccinated. Staff who are unvaccinated or only partially vaccinated must enroll and document participation in screening testing through the OHA program or other approved program. Beginning October 18, staff and volunteers are required to be fully vaccinated.
- (f) Weekly screening testing is *available* for all staff through OHA, UO testing events, and other options. Although routine screening testing is recommended only for those who are unvaccinated or only partially vaccinated, vaccination status will not be verified by OHA and all district staff may choose to participate.

c. Daily Screening

Daily screening for staff, students and visitors is essential. Staff and families will be provided regular reminders of the importance of daily screening for primary COVID-19 symptoms, and of reporting primary symptoms or potential COVID-19 exposure to the school. Staff should refer to [ODE’s COVID-19 Exclusion Summary Guidance Chart](#) to support compliance with these requirements. An additional guidance resource is [ODE/OHA’s Planning for COVID-19 Scenarios in Schools](#).

1. Primary COVID-19 Symptoms

- (a) Fever of 100.4° F or higher
- (b) Chills
- (c) Cough

- (d) Shortness of breath
- (e) Difficulty breathing
- (f) New loss of taste or loss of smell
- (g) Note: Not all persons with COVID-19 exhibit primary symptoms, particularly in the less-likely breakthrough cases in individuals who are fully vaccinated.

2. Employee Daily Self-Checks and Attestation

- (a) As always, staff who feel unwell should stay home and use appropriate leave.
- (b) Each day before coming to work, employees must conduct a self-check and attest to the following:
 - (1) They are not experiencing primary COVID symptoms due to an unknown illness;
 - (2) They have not been identified as a close contact of a person who is COVID-19 positive;
 - (3) They do not live with a person who is COVID-19 positive;
 - (4) They are not awaiting the result of a COVID-19 test that was administered due to COVID symptoms; and
 - (5) They have not been placed in isolation or quarantine by a health provider or by Lane County Public Health.
- (c) If, after conducting a self-check, an employee cannot confirm that each of the five (5) above-stated conditions is true, they must not report to work and must immediately notify their supervisor and await direction regarding return to work. Supervisors are to immediately notify the COVID administrator, Dawn Strong, who will determine whether the employee may report to work. (See [Section IV.b – COVID Case Response Protocols – Isolation and Quarantine Protocols](#) below).
- (d) *Digital Employee Attestation*: Employees attest to their health as defined above on a daily basis by swiping their badge to gain entry to their worksite.

3. Screening and Attestation for Non-Employees

- (a) *Digital Attestation*: Visitors, volunteers, contractors and others must utilize the Raptor visitor management system to check into a building, where they are required to answer to the following 5 questions before proceeding beyond the front office:
 - (1) Have you been diagnosed with COVID-19 in the past 10 days?
 - (2) Has a health provider or public health official directed you to be in isolation or quarantine at this time?
 - (3) Have you been in close contact with or live with anyone who is displaying primary COVID-19 symptoms or has been recently diagnosed with COVID-19?
 - (4) Are you awaiting the result of a COVID-19 test that was administered due to symptoms?
 - (5) Are you currently experiencing any of the following symptoms: cough, fever of 100.4° or higher, chills, shortness of breath/difficulty breathing, or new loss of sense of taste or smell?
- (b) If a visitor answers “yes” to any of the 5 questions above, they must not be permitted to access the campus.

- (c) *Contact Tracing*: Raptor sign-in data will be used for visitor contact tracing in the event of confirmed cases. Schools should use a paper/pencil sign-in log if Raptor is inaccessible for any reason.

4. Student Screening

- (a) As always, students who feel unwell should stay home. Students must stay home if they or anyone in their home has primary COVID-19 symptoms, or other signs of infectious diseases.
- (b) Teachers are encouraged to visually screen students when taking attendance each day. If a student appears unwell, the teacher should ask them how they are feeling, and if unwell, send the student to the office.
- (c) If a bus driver observes that a student rider appears to be unwell, the driver will assign the student to sit in the designated seat at the front of the bus, open additional windows for fresh air circulation if feasible, and notify the dispatcher to inform the school that an ill student is arriving. School staff will receive the student and conduct additional screening in collaboration with the school nurse.
- (d) Anyone displaying or reporting the primary COVID-19 symptoms as described above must be isolated and sent home as soon as possible. Students also should be excluded from school for signs of other infectious diseases, per existing school policy and protocols based on public health guidelines.

d. Attendance Tracking

1. Staff and Volunteers

For the purpose of supporting contact tracing in the event of confirmed cases, attendance is recorded using ID badge entry data and Raptor visitor management system data. Staff must sign in using their ID badge or Raptor upon entry to any district building. Volunteers and visitors must sign in using the Raptor visitor management system. Schools should use a paper sign-in log if the ID badge or Raptor system are inaccessible for any reason.

2. Students

For the purpose of supporting contact tracing in the event of confirmed cases, attendance is recorded in Synergy for school programs, and in Family ID for athletic programs. If a student is present at a school or program they are not normally assigned to attend with attendance recorded in these systems, they must sign in or be recorded on a separate log.

e. Face Masks

1. Definitions

- (a) “Face mask” means a cloth, polypropylene, paper or other face covering that covers the nose and mouth and that rests snugly above the nose, below the chin, and on the sides of the face. Face masks with valves, and gaiter or bandanna type face masks, are not permitted.
- (b) “Indoor spaces” means anywhere indoors, including but not limited to public and private workplaces, businesses, indoor areas open to the public, building lobbies, common or shared spaces, classrooms, elevators, bathrooms, transportation services and other indoor spaces where people may gather for any purpose.

2. Face Masks Provided

- (a) The district will provide a mask to any staff, student, volunteer or visitor if needed.

3. Face Masks Required

- (a) Mask requirements are determined by the state or the district. These rules will be revisited periodically, and may change. The district will not establish a less protective rule or practice for face masks in contravention of state requirements.
- (b) As of August 13, 2021, face masks are required in all schools and all indoor spaces for all individuals 5 years and older, regardless of vaccination status. Face masks are required for all individuals age 2 and older on public transit including school buses. See [OAR 333-019-1025](#).
- (c) As of August 27, 2021, face masks are not required outdoors at school, such as during recess or outdoor learning. This includes covered outdoor spaces, provided they have open sides that allow free flow of air. Physical distancing of at least 3 feet and preferably 6 feet should be maintained when masks are removed outdoors.
- (d) As of August 27, 2021, face masks are required outdoors at public, parent and spectator events on school campuses, including parent nights and athletic events, where 6 feet of physical distancing cannot be consistently maintained.
- (e) A face mask is NOT a substitute for physical distancing. Face masks and maintaining at least 3 feet of physical distancing to the extent possible are both required in school settings.

4. General Exceptions

Face masks are not required in indoor spaces if a person:

- (a) Is under 2 years of age on public transportation including school buses;
- (b) Is under 5 years of age in other indoor spaces;
- (c) Is alone in a private individual workspace that is enclosed on all sides with walls from floor to ceiling and with a closed door;
- (d) Is actively eating or drinking;
- (e) Is actively playing a musical instrument that requires using the mouth.
- (f) Is a student athlete (in a competitive sport, not PE) who is verified to be fully vaccinated, and is actively engaged in athletic practice or competition;
- (g) Is engaged in an activity that makes wearing a face mask not feasible, such as when actively swimming;
- (h) Is sleeping; or
- (i) Must remove the mask briefly because the individual's identity needs to be confirmed by visual comparison.

5. Employee Accommodations

- (a) A staff member requesting an accommodation for the face mask requirement due to a disability must contact the district's ADA coordinator at hr_ada@4j.lane.edu.
- (b) If a staff member is determined to require an accommodation for the face mask requirement, the district will consider reasonable accommodations as applicable, including but not limited to an unpaid leave or a work shift adjustment.

6. Indoor Athletics

- (a) Student athletes who are *verified to be fully vaccinated* may remove face masks indoors *while actively engaged* in athletic practice or competition.

- (b) Face masks are optional only for vaccine verified students, and only when actively moving and exerting themselves. At times such as team meetings, or when on the bench, face masks must be worn by all athletes and staff.
- (c) For water sports, student athletes do not wear masks when actively engaged in the water, regardless of vaccination status.
- (d) Face masks are required indoors for all others, including coaches, supervisors and spectators.

7. Outdoor Athletics

- (a) Face masks are optional for student athletes outdoors but are recommended especially when 6 feet of physical distancing cannot be consistently maintained.
- (b) Face masks are required for all others when 6 feet of physical distancing cannot be consistently maintained, including coaches, supervisors and spectators.

8. Students

- (a) Students must wear face masks at all times when indoors at school, on school-provided transportation, or participating in indoor school activities.
- (b) “Mask breaks” are not to be provided indoors.
 - (1) “Mask breaks” when students may remove their face masks are naturally embedded in the school day, with meal periods, recess, and when outdoors.
 - (2) “Mask breaks” for a group or a full classroom are not allowed indoors. A group or classroom may move outdoors to temporarily remove face masks, while physically distanced.
 - (3) “Mask breaks” for individuals are not to be provided on a routine basis and are expected to be brief and outdoors.
- (c) If a student demonstrates a need to remove their face mask briefly, the school/team should:
 - (1) Take the student outside, or if not an option, take the student to a place away from other students. Students must not be left alone or unsupervised.
 - (2) Provide additional instructional supports to effectively wear a face mask.
 - (3) Provide the student adequate support to re-engage in safely wearing a face mask.
 - (4) Consider child find implications for students who demonstrate an ongoing inability to consistently wear a face mask as required and are not currently eligible for or receiving services under 504 or IDEA. Teachers should alert the school psychologist and school administrator in such cases.
- (d) If a student has a medical condition or disability that may require adaptation or accommodation of face mask requirements:
 - (1) Such limited exceptions are made through individualized, student-specific decisions and established IDEA and Section 504 processes, in consultation with a Student Services Administrator and the Student Health Services Supervisor.

- (2) IEP or 504 teams should refer to the ODE supplemental guidance [Considering Reasonable Accommodation of Face Coverings Requirements for the 2021–22 School Year](#).
- (e) If a student refuses to wear a face mask, they may not participate in school on-site. If a student refuses to wear a face mask or wear it properly, the school/team should:
 - (1) Remind and direct the student to wear their face mask.
 - (2) Provide additional instruction on how to wear a mask effectively, if needed.
 - (3) If the student continues to refuse to wear a face mask or to wear it properly, send the student to the school office to wait in the care room (isolation area) until their parent, guardian or emergency contact arrives to pick them up.
 - (4) Provide the student and parent/guardian information about the reasons for and importance of wearing face masks, and the alternatives if they are not willing to comply with the law for school health and safety.
 - (5) Student or family refusal to wear appropriate face masks dictates that educational needs be met through online learning. Students who choose not to wear a face mask will not be permitted to continue to participate in on-site instruction and will be provided with access to all-online instruction.

f. Physical Distancing

1. All individuals must maintain at least 3 feet of distance between themselves and others to the extent possible at all times, except when job requirements necessitate closer physical proximity.
2. Schools will consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.
3. Schools will minimize time standing in lines and take steps to ensure that required distance between students is maintained, such as marking spacing on the floor.
4. ***Student-Specific Physical Distancing Strategies***
 - (a) Arrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart. Where possible, face all desks in the same direction or have students sit on only one side of tables. Every class must maintain assigned seating.
 - (b) Modify or stagger schedules, such as recess and lunch schedules, to limit the number of students in spaces or arriving at the same time to avoid crowding or gathering.
 - (c) Limit transitions to the extent possible during the student day, and create hallway procedures to promote physical distancing and to minimize gatherings.
 - (d) Plan for students who will need additional support in learning how to maintain physical distancing requirements. Reinforce physical distancing expectations through positive behavior support and instruction; refrain from punitive discipline.
 - (e) Cancel, modify, or postpone assemblies, special performances, parent meetings and other large gatherings to maximize physical distancing. Consider moving events outside where possible.

g. Cohorting

1. Cohorting helps manage risks in the potential spread of COVID-19. A cohort is a stable group of students that stays together for a portion of the school day, such as a class or athletic team or school bus route. Most students are part of more than one cohort.
2. Student cohorting limits the number of potentially exposed individuals, and helps quickly identify them, when a COVID-19 case is identified in the school. This minimizes the number of people who may need to be quarantined as well as school-wide disruptions in student learning.
3. Where feasible, schools will establish designated preferred bathrooms for cohorts. Schools will continue to provide access to all-gender/ single-occupant restrooms.
4. Schools will minimize prolonged interaction between students in different cohorts to the extent possible.
5. Schools will minimize the number of staff that interact with each cohort to the extent possible.
6. See [Section IV.b – COVID Case Response Protocols – Isolation and Quarantine Protocols](#) for information on quarantine requirements within student cohorts when a confirmed case of COVID-19 is identified.
7. See [Section IV.d – COVID Case Response Protocols – Contact Tracing and Communication](#) for information on notification to cohorts when a confirmed case of COVID-19 is identified.

h. Hand Hygiene and Respiratory Etiquette

1. All individuals should clean their hands frequently with handwashing for at least 20 seconds or alcohol-based hand sanitizer with 60–96% alcohol.
2. Key times to clean hands include before and after eating food, after using the toilet, and after coughing, sneezing, or nose blowing.
3. All individuals should avoid touching their eyes, nose, or mouth with gloves or unwashed hands.
4. Schools will teach and support hand hygiene and respiratory etiquette.

i. Ventilation and Airflow

1. Air circulation and filtration are helpful factors in reducing airborne viruses. The district and its schools will operate ventilation systems properly and will consider and implement ways to increase circulation of outdoor air as much as possible, including by:
 - (a) Setting ventilation systems to increase air exchanges, increase the amount of outside air where possible, and minimize recirculation of indoor air;
 - (b) Enhancing building ventilation and filtration systems where feasible, following current guidance; and/or
 - (c) Opening windows and doors while keeping student safety and school security in mind.
2. Air purifying devices have been installed in the ventilation systems in all 4J buildings to help neutralize and remove viruses and other particles from the air without producing harmful byproducts. These units are installed and operating in every building. They are not visible

from inside classrooms, as they are installed in the building’s HVAC system. The devices use a technology called bipolar ionization (BPI) that is in use in schools, office buildings, airports, hospitals and other community buildings around the world. Information regarding the BPI units can be found here: <https://www.4j.lane.edu/2021/01/ventilation-system-upgrades/>

3. During the pandemic, 4J buildings will operate exhaust fans 24 hours a day, five days a week, to increase air exchanges within the building. Specific procedures may vary in older buildings but all the ventilation system run times have been increased districtwide.
 - (a) Programmable ventilation systems will provide up to 100% outside air when air quality and temperatures allow.
 - (b) Kitchens or cooking areas’ local exhaust ventilation systems will be operated when these spaces are occupied. Kitchen exhaust ventilation may be operated even when these spaces are not occupied to supplement ventilation for other areas of the building.
 - (c) Restroom exhaust fans will be operated when the building is occupied.
4. Ventilation systems will be checked and maintained by maintenance staff on a regular basis. The district will consider modifications or enhancements of building ventilation and filtration systems where feasible, following current guidance.
5. Fans can be an effective way to increase the circulation of outdoor air.
 - (a) Consideration will be given to using fans or box fans positioned in open windows to draw fresh outdoor air into the classroom via one window, and flush indoor air out of the classroom via another window.
 - (b) Fans will not be used in rooms with closed windows and doors, as the fans would be recirculating the classroom air and not providing circulation of fresh air.
 - (c) Fans will not be used if it is determined that they pose a safety or health risk, such as increasing exposure to smoke, pollen or other allergens or exacerbating asthma symptoms.
6. The district will consider the need for increased ventilation in areas where students with special healthcare needs receive medication or treatments.
7. When feasible, bus windows will be kept open in order to improve air ventilation. Even partially opened windows will improve fresh air circulation on the bus.
8. Schools are encouraged to conduct some activities and classes outside when reasonable.

j. Cleaning and Disinfection

1. The district requires routine, systematic cleaning and disinfection of classrooms, work spaces, bathrooms, and activity areas.
2. Custodial staff will have primary responsibility for daily cleaning and disinfection as outlined in [COVID-19 Cleaning & Disinfection Protocol](#).
3. Custodial staff will perform cleaning and disinfecting of all high touchpoints throughout the buildings at least once per day, including but not limited to restrooms, common areas, door knobs, light switches, and student desks throughout the building.

4. Disinfectant spray and towels or disinfectant wipes, with use instructions, will be made available in each classroom. Staff may use these to periodically disinfect common touchpoints within the classroom.
5. Disinfectant spray and towels or wipes will be supplied in all staff-designated areas to be used throughout the day as needed or desired.

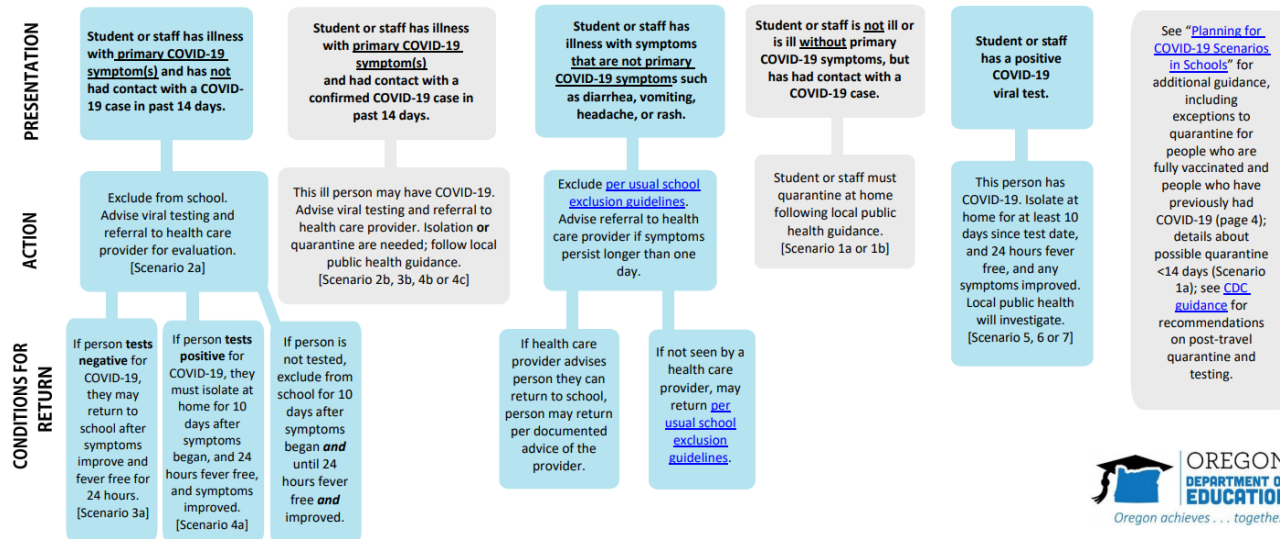
IV. COVID Case Response Protocols

a. Exposures and Close Contacts: Definitions

1. “Exposure” is defined as a [susceptible](#) individual, who has close contact (within 6 feet) for longer than 15 cumulative minutes in a day with a person who has a confirmed or presumptive case of COVID-19. A student or an employee is “susceptible” if the district lacks evidence that the individual has been vaccinated.
2. “Close contact,” as defined by the CDC, is someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more in a 24-hour period within the preceding 14 days. In a school setting, students are not considered to be close contacts of a person with COVID-19 if they were 3 feet or more apart and both students were consistently and correctly using well-fitting masks.
3. “Confirmed case” means an individual who tests positive using a diagnostic (viral) test.
4. “Presumed case” means a person who:
 - (a) Has had a close contact with a confirmed case in the past 14 days; AND has had two of the following: shortness of breath, cough, fever, new loss of smell or taste; AND has not had a positive COVID-19 viral test; OR
 - (b) Has had a positive test result from an at-home test kit; AND has at least one primary COVID-19 symptom or had a close contact with a confirmed case in the past 14 days or out-of-state travel within the 14 days before the onset of illness.
5. “Quarantine” means a restriction of persons who were exposed to COVID-19 to monitor whether they become sick and prevent the spread of disease.
6. “Exclusion” refers to a district or school administrator’s decision to keep a student with COVID-19 or symptoms out of school to prevent possible disease spread.
7. “Isolation” means separating people with a contagious disease including COVID-19 from other people to prevent disease spread.
8. “Restrictable diseases” are defined by [OAR 333-019-0010](#) and include COVID-19.

COVID-19 Exclusion Summary Guidance for K-12

Version 7/22/2021



Important Definitions

Primary COVID-19 symptoms include the following:

- Fever of 100.4°F or higher
- Chills
- Cough
- Shortness of breath
- Difficulty breathing
- New loss of taste or loss of smell

Fever free means a temperature less than 100.4°F without the use of fever-reducing medication.

Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick and prevents disease spread (determined by local public health authority).

Isolation separates people with a contagious disease from other people to prevent disease spread (determined by local public health authority).

Exclusion means keeping a student with symptoms or diagnosis of a contagious disease out of school to prevent possible disease spread (determined by school).

Confirmed case means a person who has a positive result on a COVID-19 diagnostic test.

Presumptive case means a person who has not had a positive result on a COVID-19 diagnostic test but has symptoms after contact with a confirmed COVID-19 case. (Other situations are possible; refer to Planning for COVID-19 Scenarios in Schools for additional information.)

b. Isolation and Quarantine Measures

1. Employees

- (a) Staff who report or develop primary symptoms of COVID-19 will report such to their supervisor and leave the school or worksite immediately. Employees should seek COVID-19 viral testing and contact their health care provider. An employee may not attend or work at a district facility or school while in a communicable stage of a disease, and must be authorized to return to work by Dawn Strong, Human Resources Administrator and point of contact with Lane County Public Health.

2. Students

- (a) Students who report or develop symptoms of an undiagnosed illness must be isolated in the designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider, or other school staff.
- (b) Students will remain in the isolation area until a parent, guardian or emergency contact arrives to take them home.
- (c) Administrators will exclude from schools all students and employees diagnosed with, or suspected to have, COVID-19, consistent with [OAR 333-19-0010](#), unless Lane County Health Public determines that exclusion is not necessary. In practice, the district point of contact with LCPH will consult with LCPH and will follow the identified exclusion dates. See [ODE’s COVID-19 Exclusion Summary Guidance Chart](#) and [Planning for COVID-19 Scenarios in Schools](#) for more information.

- (d) Generally, people who have COVID-19 should isolate for 10 days after their symptoms started (or if they have no symptoms, for 10 days after the first test date) and 24 hours after any fever has resolved without the use of fever-reducing medicine and other symptoms are improving. They are to follow all instructions from Lane County Public Health and/or the district point of contact with LCPH.

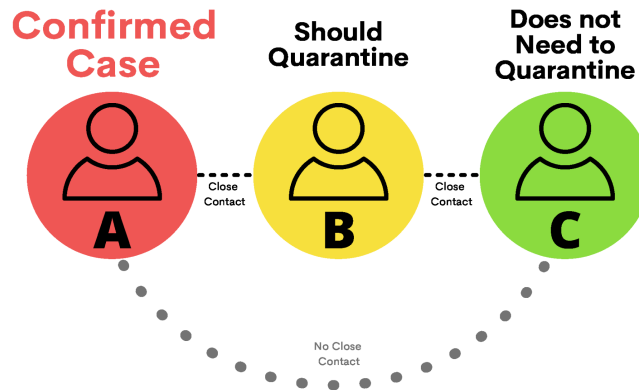
3. Return to School and Work

- (a) For students to return to school or staff to return to work after an illness, a variety of dynamic factors must be considered. Refer to [Section VI-Isolation and Quarantine Protocols](#), [ODE’s COVID-19 Exclusion Summary Guidance Chart](#) and [ODE/OHA’s Planning for COVID-19 Scenarios in Schools](#) for specifics and the most up-to-date guidance.

4. Quarantine of Close Contacts

- (a) Any unvaccinated person who has been in close contact with a person who has COVID-19 should quarantine at home for 14 days, or as directed by LCPH or the district point of contact with LCPH.
- (b) Close contacts are not required to quarantine if they are fully vaccinated against COVID-19 (received both doses of Pfizer or Moderna vaccine or one dose of Johnson & Johnson vaccine at least 14 days before the time of their exposure). Fully immunized close contacts should still monitor themselves for symptoms of COVID-19 during the first 14 days of exposure, and if symptoms develop they should isolate and seek testing.
- (c) Close contacts are not required to quarantine if they had a previous confirmed or presumptive COVID-19 case (verified by a positive viral COVID-19 test or Lane County Public Health) and have completed their isolation, and the new exposure happened within 90 days of symptom onset or the first positive test, whichever is earlier, for their original case.
- (d) A person who has been in close contact with someone who was exposed to COVID-19 does not need to quarantine. That is, quarantine is only required for people who have had close contact with a case, not those who have had close contact with a close contact of a case (an exposed person without COVID-19 symptoms and no positive test result).
- (e) In general, an identified COVID-19 case will not require that an entire cohort be quarantined, only those unvaccinated individuals who were in close contact with the case. A cohort may be kept out of school while contact tracing is completed. If in contact tracing a school cannot confirm that 6 feet of distancing was consistently maintained, or 3 feet of distancing was maintained between students with consistent mask use in an indoor school setting, then all susceptible persons the confirmed case was in contact with may be considered potential close contacts and will need to quarantine as directed in consultation with Lane County Public Health.

General Quarantine Protocol



c. Notification to District

1. District employees must notify their supervisor and not come to work, and the employee's supervisor will notify the designated Human Resources Administrator (Dawn Strong), if the employee:
 - (a) Has a confirmed or presumptive diagnosis of COVID-19,
 - (b) Has been exposed to a person with COVID-19, or
 - (c) Is being tested for COVID-19 due to symptoms or exposure concerns.
2. Parents must not send their student to school and are asked to notify their school, which will notify the Student Health Services Supervisor (Joy Maxwell), if the student:
 - (a) Has a confirmed or presumptive diagnosis of COVID-19,
 - (b) Has been exposed to a person with COVID-19 (*if the student is fully vaccinated and does not have any symptoms, they are asked to notify the school but do not need to stay home*), or
 - (c) Is being tested for COVID-19 due to symptoms or exposure concerns.
3. If an employee, student or campus visitor self-discloses a confirmed or presumptive diagnosis of COVID-19:
 - (a) The person must not be permitted to access the campus.
 - (b) The staff member receiving the report must notify either the Health Services Supervisor (Joy Maxwell) for a student case, or the Human Resources Administrator (Dawn Strong) for an employee case.
 - (c) The designated Human Resources Administrator or Health Services Supervisor will notify Lane County Public Health, as required by law.
 - (d) Health Services or Human Resources will notify the Chief of Staff and Communications designee.
4. If Lane County Public Health notifies the district of a confirmed or presumptive case of COVID-19 in a staff member or student:
 - (a) Health Services or Human Resources will notify the Chief of Staff and Communications designee.

d. Contact Tracing and Communication

1. The district coordinates and communicates with Lane County Public Health regarding identified cases of COVID-19.
2. When an individual in a school or district building is confirmed to have COVID-19, the district will conduct detailed contact tracing and identify students and staff who came into close contact with the confirmed case.
3. The district will notify close contacts as soon as possible and inform them of appropriate measures, including quarantine required for any close contact who is not fully vaccinated. See [Section IV–Isolation and Quarantine](#) for more information. Typically all close contacts are identified and notified within 1–2 days of first learning of the case. Certain circumstances such as complex contact tracing may take longer.
4. The district will identify all staff and students who are in a cohort¹ with the affected person, and notify staff and parents that there has been a case identified in the cohort, normally within 1 day after contact tracing is completed.
5. The district will maintain an online dashboard showing COVID cases in the district.
6. As required by privacy laws, these communications will not identify a particular student or staff member as having COVID-19, or disclose other personally identifiable information about that person.
 - (a) In rare instances, and only when absolutely necessary to protect the health or safety of others, it may be necessary to disclose identifiable information to enable close contacts to take precautions or other health and safety measures.
7. The district will coordinate with Lane County Public Health to disseminate critical information from the health department, to develop and deliver common health messages, and to ensure and demonstrate that the district is taking reasonable action to preserve the safety and health of our staff and students.

e. Temporary Closures or Suspension of Activities

1. The COVID-19 pandemic creates the possibility of temporary closures where there are clusters of illness or in other circumstances. In such cases, the superintendent or designee or Lane County Public Health may temporarily close a classroom, school, department or other location, or may suspend or cancel a program or activity.
2. The communications department will provide communications to the impacted school community, including staff. The district will follow health authority guidance in determining reopening.

V. Additional Guidance

a. Oregon Department of Education

1. [Ready Schools, Safe Learners Resiliency Framework for the 2021–22 School Year](#) (rev. 8/3/2021)
2. [RSSL Guidance](#) website

¹ A cohort is a group of students that stays together for a portion of the school day, such as a class or athletic team or school bus route. A student may be part of more than one cohort.

3. [COVID-19 Recovery Resources for Childcare Providers](#)
4. [COVID-19 Exclusion Summary Guidance for K-12](#) (rev. 7/22/2021)
5. [Planning for COVID-19 Scenarios in Schools](#) (rev. 8/16/2021)
6. [Considering Reasonable Accommodation of Face Coverings Requirements for the 2021–22 School Year](#)
7. [Planning for Individualized COVID-19 Recovery Services](#) (rev. 7/15/2021)

b. Other State/Federal Guidance

1. OSAA’s [COVID-19 Information](#) website
2. OSHA’s [Rule Addressing COVID-19 Workplace Risks \(OAR 437-001-0744\)](#)
3. OHA’s [COVID-19 Updates](#) website
4. OHA’s [Interim Investigative Guidelines – COVID-19](#) (rev. 8/6/2021)

c. 4J Policy and Procedures

1. [Board Policy JHCC](#) and [Administrative Rule JHCC-AR](#), Communicable Diseases—Students
2. [Board Policy GBEB](#) and [Administrative Rule GBEB-AR](#), Communicable Diseases—Staff
3. [Board Policy EBC/EBCA](#), Emergency Procedures and Disaster Plan
4. [4J Cleaning and Disinfecting Protocols For a Known or Suspected Case of COVID-19](#)
5. [4J Infection Prevention Cleaning and Disinfecting Protocols for COVID-19](#)

**American Rescue Plan Elementary and Secondary
School Emergency Relief Fund (ARP ESSER);
OAR 581-022-0106 (State Operational Plan)**

Safe Return to In-Person Instruction and Continuity of Services Plan

District Information

Institution ID: _____ Institution Name: _____

District Continuity of Services Plan/RSSL Contact Name and Title:

Contact Phone: _____ Contact Email: _____

Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#); and
- 2) Meets the requirements for:
 - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
 - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
 - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

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As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](#) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Continued on next page.

Planning Mental Health Supports

| <p>ARP ESSER & OAR 581-022-0106 Component</p> | <p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</p> | <p>How do the district's policies, protocols, and procedures center on equity?</p> |
|--|--|---|
| <p>Devote time for students and staff to connect and build relationships</p> | | |

| ARP ESSER & OAR 581-022-0106 Component | Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services | How do the district's policies, protocols, and procedures center on equity? |
|--|---|--|
| <p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p> | | |

| ARP ESSER & OAR 581-022-0106 Component | Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services | How do the district's policies, protocols, and procedures center on equity? |
|--|---|--|
| <p>Link staff, students and families with culturally relevant health and mental health services and supports</p> | | |

| ARP ESSER & OAR 581-022-0106 Component | Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services | How do the district's policies, protocols, and procedures center on equity? |
|---|---|--|
| Foster peer/student lead initiatives on wellbeing and mental health | | |

Communicable Disease Management Plan

Please provide a link to the district’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. ([OAR 581-022-2220](#)). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: _____

| ARP ESSER Component | Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services | How do the district's policies, protocols, and procedures center on equity? |
|--|--|---|
| Coordination with local public health authority(ies) including Tribal health departments | | |

Isolation Plan

Please provide a link to the district's plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. ([OAR 581-022-2220](#)). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](#).

Link: _____

Continued on next page.

Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

| Health and Safety Strategy | Extent to which district has adopted policies, protocols, or procedures and description thereof | How do the district's policies, protocols, and procedures center on equity? |
|---|---|---|
| COVID-19 vaccinations to educators, other staff, and students if eligible | | |

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| Health and Safety Strategy | Extent to which district has adopted policies, protocols, or procedures and description thereof | How do the district's policies, protocols, and procedures center on equity? |
|---|---|---|
| Universal and correct wearing of face coverings | | |
| Physical distancing and cohorting | | |

| Health and Safety Strategy | Extent to which district has adopted policies, protocols, or procedures and description thereof | How do the district's policies, protocols, and procedures center on equity? |
|---|---|---|
| Ventilation and air flow | | |
| Handwashing and respiratory etiquette | | |

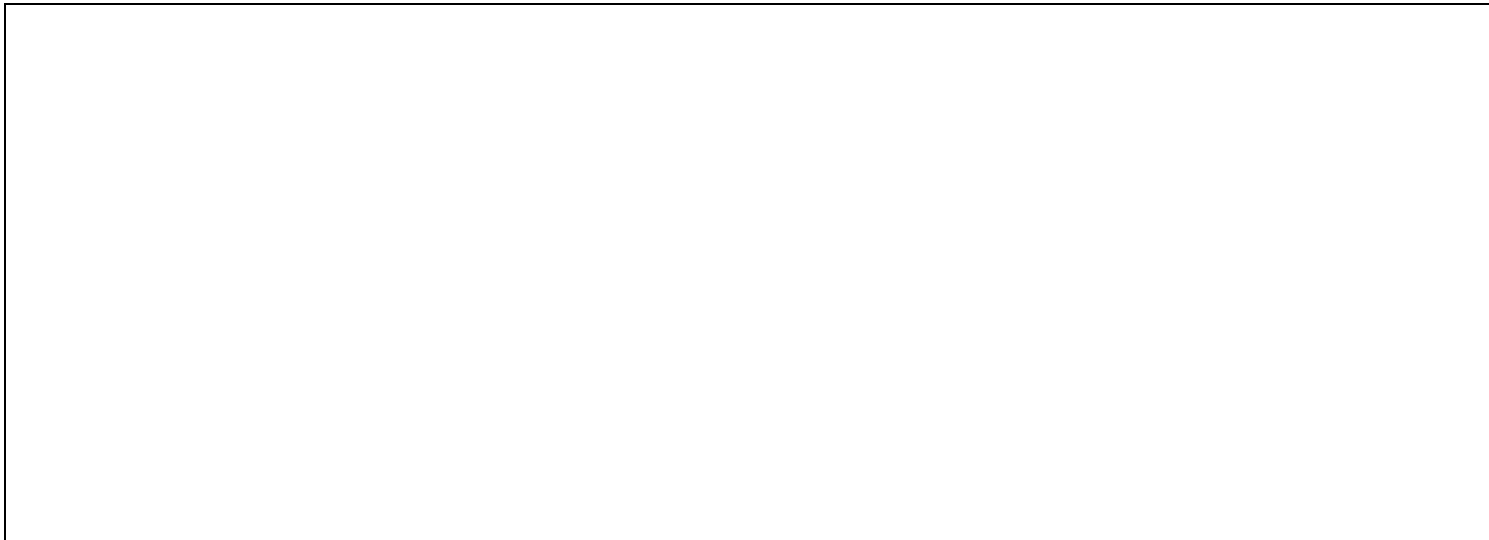
| Health and Safety Strategy | Extent to which district has adopted policies, protocols, or procedures and description thereof | How do the district's policies, protocols, and procedures center on equity? |
|---|---|---|
| Free, on-site COVID-19 diagnostic testing | | |
| COVID-19 screening testing | | |

| Health and Safety Strategy | Extent to which district has adopted policies, protocols, or procedures and description thereof | How do the district's policies, protocols, and procedures center on equity? |
|---|---|---|
| <p>Public health communication</p> | | |
| <p>Isolation: Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.</p> | | |

| Health and Safety Strategy | Extent to which district has adopted policies, protocols, or procedures and description thereof | How do the district's policies, protocols, and procedures center on equity? |
|--|---|---|
| <p><u>Exclusion</u>: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p> | | |

Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to [appropriate accommodation](#) for children with disabilities with respect to health and safety protocols. Please describe any such policies.



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Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In-Person Instruction and Continuity of Services Plan.

Date Last Updated: _____



ITEM FOR INFORMATION

Date

September 1, 2021

Title

Board Committee Assignments

Presenter

Judy Newman, Chair

Background

Annually the board chair will make committee assignments of board member to committees and associated bodies.

List of 4J Committees, Boards on Which Members Serve

| Committee Name | Authority | Type of Body | Membership Requirements | Staff Contact | Meeting Frequency | BOARD MEMBER |
|--------------------------------|---|--|--|---|--------------------------|---------------------|
| Budget Committee | ORS 294.414 | Standing Required by statute | All members of the governing body and equal number of electors within the district | Andrea Belz 541-790-7706 | 4 – 5 times annually | All |
| Equity Committee | New Law - 2021- defines Membership and function | Advisory to Board and Superintendent | SB 732- appointed by the superintendent and School Board member Board’s role TBA | Misael Flores Guitierrez & Larry Williams 541-790-7706 | Monthly | Maya |
| Audit and Finance Committee | Board Direction as per the Committee Charter Adopted December 3, 2014 | Standing Committee of the Board | Two Board Members | Andrea Belz 541-790-7706 | 1 – 3 times annually | Maya Alicia |
| Charter School Council | Board Policy LBE | Standing Committee of the Superintendent | Staff members representing instructional and administrative disciplines and one board member | Jose Salgado 541-790-7706 | Quarterly | Alicia |
| Instructional Advisory Council | Board Policy IIA and Administrative Rule IIA-AR | Standing Committee of the Superintendent | Membership includes parents, teachers, and administrators representing relevant student groups (e.g., elementary, secondary, special education), Board representatives and others appointed by the superintendent or designee. | Jose Salgado Eric Anderson 541-790-7706 | 1-3 annually as needed | Gordon Alicia |

List of 4J Committees, Boards on Which Members Serve

| | | | | | | |
|---|---|--|---|--|----------------------|---------------------------|
| Lane Council of Governments Representative | Lane Council of Government membership requirement | Standing | (As long as school district is a member); the governing body of LCOG is its Board of Directors, comprised of local elected and appointed officials designated to represent member agencies. | Brenda Wilson 541-682-xxxx (LCOG Executive Director) | | Mary |
| Eugene Education Foundation | | Standing | Board member serves in an ex-officio role | Dana Fleming (541) 790-7744 | Monthly | Mary |
| Long Range Facilities Advisory and Bond Oversight Committee | Created to involve community stakeholders and ensure accountability of Bond Funds | Standing Committee of the Superintendent | Community members representing trades, construction industry, and business community and two board members | Kyle Tucker 541-790-7706 | Quarterly | Gordon Judy |
| Lane ESD Budget Committee | | Standing | One board member and one alternate | Kerry Delf 541-790-7706 | 1 – 4 times annually | Laural |
| Legislative Committee | | Standing Committee of the Board | Three members of the board. | Kerry Delf 541-790-7706 | 2 – 4 times annually | Martina Laural Judy |
| | | | | | | |

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- Phone number (541-790-7706) belongs to Lisa Fjordbeck. Please contact Lisa to coordinate meetings and staff contact.



ITEM FOR ACTION

Date

September 1, 2021

Title

Approve IRFP for Superintendent Search Firm

Presenter

Christine Nesbit, General Counsel

Background

The services of a consultant are needed to assist the school board with the search plan and recruitment process for a permanent superintendent of schools.

In April 2020, the board declared a vacancy in the position of the superintendent. In May 2020, the board appointed Cydney Vandercar interim superintendent for the 2020–21 school year. In November 2020, the board postponed the search for a permanent superintendent, and extended the appointment of the interim superintendent through the 2021–22 school year.

On August 18, 2021, the board decided to undertake a superintendent search process with the assistance of an executive search firm, and authorized a subcommittee to draft an Informal Request for Proposals for its review and approval. The subcommittee has drafted an Informal Request for Proposals (attached).

The board will consider approval of an Informal Request for Proposals for an executive search firm to assist in the search for a permanent superintendent.



EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 21-0903-01

**Executive Search and Recruitment Services for
Superintendent of Schools**

DRAFT

Proposals due September 23, 2021, 5:00pm Pacific time

Pre-Proposal Questions due by September 10, 2021, 5:00pm Pacific time

Contact Information

Holly Langan, Director of Support Services
Eugene School District 4J, Purchasing Office
200 North Monroe Street
Eugene, OR 97402

purchasing@4j.lane.edu (541) 790-7620

EUGENE SCHOOL DISTRICT 4J

IRFP 21-0903-01: SUPERINTENDENT SEARCH FIRM

1. Introduction

The Board of Directors (“Board”) for Eugene School District 4J (“District”) seeks written, informal proposals from experienced executive search firms or individuals to provide consulting services for a national search for a superintendent.

Eugene School District 4J is a K–12 public school district in and around Eugene, Oregon. The district spans 155 square miles in Oregon’s southern Willamette Valley. There are about 16,500 K–12 students: 19 elementary schools, eight middle schools, four comprehensive high schools, an alternative high school program, an international high school program on multiple campuses, and a life skills program. Among these programs are five K–12 language immersion programs in Chinese, French, Japanese, Spanish, and Spanish/English dual immersion. There also are five public charter schools located in the district. An area of focus for the district and all schools is to address equity and ensure that all students succeed at high levels. The seven-member Board of Directors is the policy-making body of the school district. The school board usually meets in regular public sessions on the first and third Wednesdays of each month in the evening.

2. Timeline

The following schedule will be used for the implementation of this IRFP.

| Date | Activity |
|--------------------|---|
| September 3, 2021 | IRFP distributed |
| September 10, 2021 | Deadline for submission of questions about the IRFP |
| September 23, 2021 | Responses to IRFP due at 5:00 p.m. Pacific time |
| September 29, 2021 | Initial screening of proposals |
| October 6, 2021 | Board selection of finalist firms to be interviewed |
| October 8-18, 2021 | Interviews with finalist firms conducted |
| October 20, 2021 | Board approves selection of search firm |
| October 21, 2021 | Search firm begins the search process |
| Spring 2022 | Selected candidate begins working with current Superintendent to ensure an orderly transition |
| July 1, 2022 | Selected candidate becomes Superintendent |

3. Scope of Work

The District is beginning its search for a qualified candidate to become its new superintendent of schools as of July 1, 2022. In order to ensure an orderly transition, the Board plans to finalize a selection for the new superintendent by the end of February 2022. An executive search firm or

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individual with experience in the recruitment of superintendents for mid-sized school districts will work with the Board in the search for the most qualified candidate.

3.1. Contractor Deliverables

The Board will work with the selected firm or individual to develop a superintendent search process and a timeline for the search activities. At a minimum, the activities will include:

1. Develop, for board adoption, a profile of desired characteristics for superintendent that incorporates the District's goals and the leadership characteristics that the Board and community consider requisite for success.
2. Demonstrate a candidate identification process that identifies a diverse pool of highly qualified and competent candidates in districts with a similar achievement and community context, reflecting a familiarity with our students' needs.
3. Advise the Board on a compensation package that facilitates successful recruitment of the quality and experience of Superintendent desired.
4. Solicit applications nationally.
5. Develop, for board approval, hiring procedures to be used for the position.
6. Advise the Board regarding identification and assessment of candidates.
 - a. Develop and distribute recruitment materials that will encourage qualified candidates to apply
 - b. Conduct a national search that will include advertising the position broadly in print media as well as through an effective web-based strategy
 - c. Conduct personal outreach recruiting to ensure that the applicant pool includes highly qualified candidates with diverse backgrounds and experiences
 - d. Collect all relevant background information on potential candidates so that the strengths and weaknesses of each applicant can be assessed
 - e. Assist the Board with prescreening candidates based on clearly delineated criteria
 - f. Assist the Board (or possible advisory committee on the board's behalf) in evaluating the applicants against the qualifications and criteria developed to create a group of candidates for interviews
7. Assist with logistics of finalist interviews.
 - a. Facilitate visits by the Board to the communities of the finalists
 - b. Facilitate community forums and interviews with the finalists
8. Ensure a satisfactory conclusion to the search.
 - a. Assist the Board in contract negotiations with the selected candidates

Understanding that discretion is of utmost importance to our district, as well as to many candidates, the search firm must maintain the confidentiality of all information collected as appropriate.

3.2. Contractor and Subcontractor Fingerprint-Based Criminal History Verification

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The Contractors and individuals employed or contracted by Contractor, who will have direct, unsupervised contact with students, shall also be required to submit fingerprints and to undergo a state and nationwide fingerprinting and criminal history records check, in accordance with the provisions of ORS 326.603 and ORS 326.607. The Oregon Department of Education provides fingerprinting services for Contractors pursuant to ORS 326.603 and ORS 326.607. Individuals or the Contractor, and not the District, shall be responsible for the fees associated with fingerprinting and the criminal history records check, not to exceed the actual costs. Contractor will follow the instructions on the district website at www.4j.lane.edu/hr/icbackgroundprocess.

3.3. RFP Questions, Clarifications and Changes

Changes, additions, deletions or clarifications to this IRFP will be supplied by email.

Any Proposer requiring clarification of the information provided in this solicitation must submit specific questions or comments in writing to the Procurement Contact shown on page 1 of this document. Email is the preferred form of written communication. The deadline for submitting such questions is shown on page 1 of this document.

If selected for award, a proposer will be expected to execute a contract with the material terms and conditions of the sample contract included with the solicitation documents. The material terms and conditions of the sample contract may be modified at the sole discretion of the District upon determination that the modification is in the best interest of the District.

If the proposer selected for award as a result of this IRFP fails to agree to a contract with the material terms and conditions of the sample contract attached, the District may terminate negotiations with the proposer and commence negotiations with the next highest ranked proposer.

4. Proposal Format, Content, and Submission

4.1. Proposal Format

District proposal standards:

- a) Proposal includes Attachment A, Proposer Certifications and Representations Form, signed.
- b) Proposal addresses all evaluation criteria in 4.3.
- c) Proposal is complete and succinct; it does not include extraneous information.

4.2. Proposal Content

Address all Evaluation Criteria listed in Section below and in the order provided; include reference and cost attachments if requested. Include a completed Attachment A: Proposer Certifications and Representations.

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4.3. Proposal Sections and Evaluation Criteria

| Criteria | Points |
|--|--------|
| <p>1. Executive Summary. Provide a short summary that demonstrates your understanding of the scope of services required by the District and why your firm is best able to provide that scope of service, including the expertise and types of searches performed by your firm.</p> | 10 |
| <p>2. Experience.</p> <ul style="list-style-type: none"> a) Describe the capacity of your firm to perform the scope of work provided in Section 2. Describe how many superintendent searches for comparable districts your firm has completed in the last six years, and how many were in Oregon. b) Share the practices and track record behind the firm’s diversity, equity and inclusion plan. c) List the key staff proposed to perform the Work, if contracted. Describe the role of each key staff proposed and the percentage of their time allotted to the project. Note any staff or consultants connected to the region who would be serving a role in the search. d) For each member of the project team, please provide a description of their experience and education, time with the company, and how their experience suits their role on the team. Include experience of staff with recruitment for a position in Oregon. e) Specify the number of superintendent searches in which each member has participated and in what capacity. Note the longevity of superintendents hired by members of this team or firm over the past six years. Describe any particularly noteworthy accomplishments of the superintendents placed. | 30 |
| <p>3. Work Plan. Provide details on the following:</p> <ul style="list-style-type: none"> a) The search activities and approach. Describe how your firm would recruit for the Oregon region. Describe your understanding of what is unique or particular about education and school finance in Oregon. b) Methods you will use to communicate and work with the Board. c) Methods you will use to recruit a diverse pool, to identify prospective candidates and promote their interest to apply. Include how you would ensure that the recruitment process is equitable and accessible, particularly to candidates from communities that have been historically marginalized. Describe how you address implicit bias in building and screening the applicant pool. d) Describe how you will effectively engage stakeholders (staff, students, families, and the broader community) both in terms of collecting information to develop the initial position qualifications and evaluation | 40 |

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| | |
|---|------------|
| <p>criteria and in providing a meaningful way to generate, receive, and use their input in the evaluation of final candidates. Describe the firm’s philosophy about what role these stakeholders play in selecting a superintendent. Describe how your firm has adapted its practices, policies, and environment in light of changing notions of institutional bias and systemic oppression.</p> <p>e) Describe the major challenges to a successful superintendent search and how the project team will address them.</p> <p>f) Every board is unique and has unique goals. How have you in past searches recruited candidates whose experience and skill sets align with a board’s specific goals?</p> <p>g) Please address how the search may be impacted by the COVID-19 pandemic. How would you effectively engage stakeholders during pandemic conditions?</p> <p>h) Estimate a reasonable timeline that the project team will use to guide the search process.</p> <p>i) Describe the Information, services and assistance you will require from the Board and district staff to enable you to conduct the search.</p> | |
| <p>4. Budget. Provide a clear budget with total not to exceed cost of services and payment terms. The budget should provide a breakdown of costs in the following areas:</p> <p>a) Estimated cost by each scope of work section</p> <p>b) Estimated hours spent by each member of the project team and their fees</p> <p>c) Estimated travel expenses</p> <p>d) Estimated advertising and postage expenses required to distribute information regarding the vacancy</p> <p>e) Any other expenses</p> <p>f) For budget items that may vary based on the board’s preferred approach, please provide as much clarity as possible regarding variable costs.</p> | 20 |
| Total Points | 100 |

4.4. References

On Attachment B, list a minimum of three school districts (of similar size and academic quality to the District, if possible) that have used your services for a superintendent search within the past six years. References should be prepared to address firm’s ability to meet deadlines, accuracy of estimates, and quality of work.

4.5. Litigation Record

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Include statement of litigation record, indicating if within the last five years firm has been involved in litigation with any clients. If so, please give the name, date, and jurisdiction of each such matter, and a brief description of the nature of the dispute and the outcome.

4.6. Proposal Submission

All proposals must be received by email prior to 5:00 p.m. on September 23, 2021.

Submissions shall be prepared as standard 8-1/2 X 11 letter size and shall not exceed 20 pages, exclusive of required attachments. Adherence to the maximum page criterion is critical and each page side with criteria information will be counted toward the maximum number of pages. Front and back covers, table of contents pages, and tabbed divider pages will not be counted if they do not contain submission information.

Email signed proposal to the contact shown on the cover of this IRFP. Include the IRFP title and the name of the proposing firm in the subject line of the email. District will send any correspondence regarding this IRFP to the email address from which the proposal was received, unless otherwise indicated on Attachment A.

Proposals should be sent to:

Holly Langan, Director of Support Services
Eugene School District 4J
200 North Monroe Street, Eugene OR 97402
Email: purchasing@4j.lane.edu

Late proposals will not be accepted under any circumstance, and any proposal so received shall be returned to the proposing firm or filed without review by the district. Any questions or requests for clarification regarding this RFP should be directed in writing to the contact named above prior to 5:00 p.m. on September 10, 2021.

5. Proposal Evaluation and Award

5.1. Proposal Evaluation

An evaluator, or evaluation committee, will evaluate the proposals. Each evaluator will independently evaluate and score proposals in accordance with the Evaluation Criteria. The first evaluation will result in two or more firms selected to interview, based on highest evaluation score from Section 4.3 Evaluation and Score. The Board will hold interviews virtually between October 8 and 18, 2021. The Board will determine selection of the successful firm based on the overall evaluation of the proposal and interview.

5.2. Negotiation

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The District will commence serial negotiations with the highest-ranked eligible Proposer. At any time during negotiations, the District may terminate negotiations with the highest ranked Proposer, or the eligible Proposer with whom it is currently negotiating if the District believes that:

- a) The eligible Proposer is not negotiating in good faith; or
- b) Further negotiations or negotiations with the eligible Proposer will not result in the parties agreeing to the terms and conditions of the final Contract in a timely manner.

If the District terminates negotiations with an eligible Proposer, the District may then commence negotiations with the next highest-ranked eligible Proposer.

The District reserves the right to negotiate final contract terms with the selected Proposer(s) to the fullest extent allowed by law and as in the best interest of the District.

5.3. References

The District reserves the right to investigate references, including customers other than those listed in a Proposer's submission. This inquiry may include without limitation investigation of past performance of any Proposer with respect to its successful performance of similar projects, compliance with specifications and contractual obligations, completion or delivery of a project on schedule, and its lawful payment of employees and subcontractors.

6. IRFP Terms and Conditions; Protest of Solicitation or Award

6.1. Proposer Cost of Response Preparation

Proposers will bear sole responsibility for all costs incurred in preparing and providing their proposals in response to this IRFP.

6.2. Submitted Materials are District Property

All materials submitted for any proportion of a Proposal in response to this IRFP, or during any tier of this solicitation, will become the property of the District and will not be returned to proposers.

6.3. Proposal Validity

Proposals will remain valid for a period of 60 days following the Proposal submission deadline.

6.4. Solicitation Cancellation, Rejection of a Proposal or All Proposals

The District may cancel the Procurement or reject any or all Proposals in accordance with ORS 279B.100. The District is not liable to any Proposer for any loss or expense caused by or resulting from the cancellation of a solicitation or rejection of a Proposal.

6.5. Disputes

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In case of any doubt or difference of opinion as to the items or service to be furnished under this IRFP, or the interpretation of the provisions of the IRFP, the decision of the District will be final and binding upon all parties.

6.6. Publicity

News releases relating to this IRFP will not be made without prior approval by, and in coordination with the District.

6.7. Confidentiality

- 6.7.1. The District is subject to the Oregon Public Records Law (ORS 192.410 to 192.505), which requires the District to disclose all records generated or received in the transaction of District business, except as expressly exempted in ORS 192.501, 192.502, or other applicable law. Examples of such exemptions are: trade secrets (ORS 192.501 (2)) and computer programs (ORS 192.501 (15)).
- 6.7.2. The District will not disclose records submitted by a proposer that are exempt from disclosure under the Oregon Public Records Law, subject to the following procedures and limitations:
 - a) The Proposer shall mark all proposal pages containing the records it has determined as confidential under Oregon Public Records Law and shall segregate those pages in the following manner:
 - i. Such pages will be clearly marked "Confidential" on each page of the confidential document.
 - ii. Proposer will separate confidential pages from its other Proposal pages by providing the confidential pages to the District in a separate document.
 - iii. In its proposal, Proposer will cite the specific statutory exemption in Oregon Records Law exempting such pages from disclosure.
 - iv. Items above will prevail in the event these provisions conflict with formatting or response instructions elsewhere in this document.
 - v. Proposers may not mark an entire Proposal confidential. Should a proposal be submitted in this manner, the District will hold no portion of the proposal as confidential, unless such a portion is segregated as per this section and is determined exempt from Oregon Public Records Law.
- 6.7.3. Notwithstanding the above procedures, the District reserves the right to disclose information that the District determines, in its sole discretion, is not exempt from disclosure or that the District is directed to disclose by the Lane County District Attorney or a court of competent jurisdiction.
- 6.7.4. Prior to disclosing such information, the District will make reasonable attempts to notify the proposer of the pending disclosure.

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7. Contract Terms and Conditions

7.1. Contract Award and Term

The District intends to award a single contract as a result of this IRFP. The contract term will be one year, with up to four additional one-year renewals as agreed by both Parties.

7.2. Sample Contract

Proposers are advised to thoroughly review and familiarize themselves with the District sample standard contract incorporated as Attachment C. The successful proposer will be invited to enter into a contract in substantially the form attached hereto as Attachment C. Any contract resulting from this IRFP shall be based on the IRFP documents and in compliance with Eugene School District Public Contracting Rules and the Public Contracting Code.

7.3. Insurance

Proposers are advised to carefully review the insurance requirements contained in the sample standard contract. Contractor will promptly provide Certificates of Insurance at the District's request.

7.4. File Review

After an Intent to Award has been issued, all Offerors are welcome to view the solicitation and evaluation file at District offices. However, a debrief and/or copies of documents in the solicitation file will not be available until after a contract has been fully executed.

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

FAILURE TO SIGN AND SUBMIT THIS FORM MAY BE CAUSE FOR PROPOSAL REJECTION

**EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 21-0903-01
Superintendent Search Firm**

The undersigned hereby certifies that Proposer:

1. Has the authority to submit a proposal and to represent the organization in all phases of this IRFP process.
2. Has submitted information that is true and accurate to the best of their knowledge and understands that any false statement may disqualify this proposal from further consideration or be cause for contract termination.
3. Is one of the following, as defined in ORS 279A.120, of the State of Oregon.
 - Resident bidder: a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state, and has stated in the bid whether the bidder is a "resident bidder". (ORS 279A.120 (b))
 - Non-resident bidder: a bidder who does not meet the definition above. (ORS 279A.120 (a))

ORS 279A.120 (2) states for the purposes of awarding a public contract, a contracting agency shall: give preference to goods or services that have been manufactured or produced in this state if price, fitness, availability and quality are otherwise equal; and add a percent increase to the bid of a nonresident bidder equal to the percent, if any, of the preference given to the bidder in the state in which the bidder resides.
4. Has not discriminated and will not discriminate, in violation of subsection (1) of ORS 279A.110, against a disadvantaged business enterprise, a minority-owned business, a women-owned business, a business that a service-disabled veteran owns or an emerging small business in obtaining any required subcontracts.
5. Attests in writing that they have complied with the tax laws of this state and of any political subdivision of this state for no fewer than six years preceding the date of the solicitation closing. Applicable tax laws include, but are not limited to, ORS 305.620, ORS Chapters 316, 317, and 318, any tax provisions imposed by a political subdivision that apply to the Proposer or to the performance of the Contract, and any rules and regulations that implement or enforce those tax laws.
6. Certifies to the best of its knowledge and belief that neither it nor any of its principals:
 - 6.1. Are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency;

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

- 6.2. Have within a five-year period preceding the date of this certification been convicted of fraud or any other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- 6.3. Are presently indicted for or otherwise criminally charged with commission of any of the offenses enumerated in paragraph 6.2. of this certification;
- 6.4. Have, within a five-year period preceding the date of this certification had a judgment entered against proposer or its principals arising out of the performance of a public or private contract;
- 6.5. Have pending in any state or federal court any litigation in which there is a claim against proposer or any of its principals arising out of the performance of a public or private contract; and
- 6.6. Have within a five-year period preceding the date of this certification had one or more public contracts (federal, state, or local) terminated for any reason related to contract performance.

7. Acknowledges Receipt of Addenda No's. _____ through _____ inclusive.

Where Proposer is unable to certify to any of the statements in this certification, Proposer shall attach an explanation to their offer. The inability to certify to all of the statements shall not necessarily preclude Proposer from award of a contract under this procurement.

Signature

Date

Printed Name and Title

Federal Tax Identification Number

Company Name

Street Address

City, State, Zip

Phone

Email

ATTACHMENT B: PROPOSER REFERENCE SHEET

**EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 21-0903-01
Superintendent Search Firm**

The District will attempt to contact references via phone, email, or both. If the District is unsuccessful in contacting any of your references or if it does not receive a response from any reference after three (3) attempts, your proposal may receive a lower score or be rejected. You are encouraged to notify your references that they may be contacted by the District.

The number of references required by this solicitation is 3.

| REFERENCE 1 | |
|--|--------------------------|
| _____ Name of Company | |
| _____ Contact Name and Title | |
| _____ Phone | _____ Email |
| _____ Contract Start & End Date | _____ Contract Amount |
| Description of Services or Items Provided: | |

| REFERENCE 2 | |
|--|--------------------------|
| _____ Name of Company | |
| _____ Contact Name and Title | |
| _____ Phone | _____ Email |
| _____ Contract Start & End Date | _____ Contract Amount |
| Description of Services or Items Provided: | |

ATTACHMENT B: PROPOSER REFERENCE SHEET

REFERENCE 3

Name of Company

Contact Name and Title

Phone

Email

Contract Start & End Date

Contract Amount

Description of Services or Items Provided:



ITEM FOR ACTION (Second Read)

Date of Meeting

September 1, 2021

Title

Approve Revisions to Board Policies

| | |
|-------|----------------------------------|
| IIBGA | Electronic Communication Systems |
| INDB | Flag Displays and Salutes |
| JGA | Corporal Punishment |

Presenter(s)

Christine Nesbit, General Counsel

Background

The board has committed to adopting new policies in response to identified need and to maintaining updated board policies that comply with law and are consistent with best practices. As explained below, the superintendent is recommending revisions to the above-referenced policies.

1. IIBGA – Electronic Communications System – Revision

Board policy IIBGA addresses the district’s electronic communications system, which includes its network, servers, hardware, software, telephones, webpages, data, and email. Because the district participates in the federal E-Rate program and receives funds to cover certain technology devices and services, it must have a policy that complies with the Children’s Internet Protection Act (CIPA). Board policy IIBGA satisfies that requirement and directs the superintendent to develop related administrative regulations.

Although there have been no changes to CIPA, OSBA recently updated its model policy on electronic communications systems, prompting an internal review of and recommended changes to 4J’s policy.

The proposed revisions are intended to more closely track CIPA, update references to other statutes that bear on the district’s electronic communications system and remove outdated terminology. Newly added language provides that the superintendent or designee manages the system, and that fees, fines and other charges may be imposed when there is system misuse.

2. INDB – Flag Displays and Salutes – Revision

The changes recommended in policy INDB - Flag Displays and Salutes result from the adoption of law to require public buildings to fly a National League of Families’ POW/MIA flag in addition to the United States flag and Oregon State flag, if infrastructure is already present, and when

the flags can be flown simultaneously. Also, consistent with a change to Oregon law, the proposed new language in policy INDB provides that newly constructed school buildings are required to include sufficient infrastructure to properly display the three flags simultaneously. Finally, to support schools in complying with Oregon law as regards flag displays and consistent with current practice, staff recommend addition of the statement that flagpoles are under the control and management of the district for the uses described in the policy.

3. JGA – Corporal Punishment – Revision

Board policy JGA addresses the prohibition of corporal punishment. The revisions and proposed language recommended result from the changes made to the definitions and practices for the use of restraint and seclusion in schools.

Current policy JGA provides that a staff member is authorized to use physical force when in the exercise of their judgment it is necessary to prevent a student from harming themselves, others or district property. The proposed changes strike this statement, as it is overbroad and potentially a source of confusion, and instead narrow the use of physical force to those circumstances in which physical force is consistent with board policy JGAB and state law concerning restraints of students.

Options and Alternatives

The board may, as to any of the proposed policies: approve the policy revisions as proposed; direct staff to make changes in response to board, staff or public comment; not approve the policy revisions and require additional research or stakeholder engagement; or not approve the policy revisions.

Failing to bring certain policies up to date would mean they no longer reflect current law and could pose risk for the district. Approving policy updates to reflect legal changes or best practices supports the district's mission and reduces risk to the district.

Budget/Resource Implications:

None.

Recommendation

The superintendent recommends that the board approve revisions to board policies:

| | |
|-------|----------------------------------|
| IIBGA | Electronic Communications System |
| INDB | Flag Displays and Salutes |
| JGA | Corporal Punishment |

Eugene School District 4J

Code: IIBGA
Adopted: 11/07/18
Revised/Readopted: [XX/XX/21](#)

Electronic Communications System

~~The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.~~

The district's electronic communications system will be used for district business including the advancement and promotion of teaching and learning and to provide statewide, national and global communications opportunities for staff and students.

The superintendent or designee will manage the system and will establish administrative regulations for the use of the district's electronic communications system including but not limited to access, security, terms of use and compliance with the following provisions of the Children's Internet Protection Act:

1. Implementing Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to images visual depictions that are obscene, child pornography or, with respect to the for use of the system computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors. ~~All online activities will be monitored;~~
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. ~~Ensuring~~ Promoting the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and;
8. Installing measures designed to restrict minors' access to materials harmful to minors material.

Administrative regulations developed shall ensure ~~The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. Regulations shall insure compliance with privacy rights under applicable federal and state laws and regulations, including, but not limited to, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA), the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).~~

~~Administrative~~The administrative regulations will be consistent with ~~copyright law~~ and ~~sound~~ guidelines as may be provided by ~~the education service district,~~ the Oregon Department of Education and/or the Oregon Government Ethics Commission, and will include a complaint procedure for reporting violations.

~~The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.~~

Failure to abide by district policy and administrative regulations governing use of the district's ~~electronic communications system~~ may result in the suspension and/or revocation of system access. ~~Additionally,~~ ~~s~~Student violations ~~may~~will result in discipline up to and including expulsion. Staff violations ~~may~~will ~~also~~ result in discipline up to and including dismissal. ~~Fees, fines or other charges may also be imposed.~~ Violations of law ~~may~~will be reported to law enforcement officials and may result in criminal or civil sanctions.

END OF POLICY

Legal Reference(s):

[ORS 167.060 - 167.100](#)
[ORS Chapter 192](#)
[ORS 260.432](#)
[ORS 332.107](#)

[ORS 339.250](#)
[ORS 339.270](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).
Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2018).
Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).
Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018); 34 C.F.R. Part 99 (2020).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Eugene School District 4J

Code: INDB
Adopted: 11/07/18
Revised/Readopted: XX/XX/21

Flag Displays and Salutes

A United States flag and an Oregon state flag shall be displayed on or near each school building under the control of the board or used by the district, during school hours, except in unsuitable weather and at any other time the board deems proper.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building in the same manner as a U.S. and Oregon state flag, when required by state law. Under state law, the POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon, and POW/MIA flags simultaneously. Newly constructed district buildings at which it is customary and suitable to display the U.S. flag shall include sufficient infrastructure to properly display the three flags simultaneously.

The flag is flown at half-staff upon direction of the President of the United States or the Governor of the state of Oregon. In the absence of a Presidential or Gubernatorial direction, the flag may be flown at half-staff at the direction of the superintendent.

The district shall obtain and display a U.S. United States flag of an appropriate size for each classroom, as required by state law.

Students shall receive instruction in respect for the national flag, and be provided an opportunity to salute the U.S. United States flag at least once each week during the school year by reciting *The Pledge of Allegiance*, as required by state law.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

District flagpoles are under the control and management of the district for use as described herein.

END OF POLICY

Legal Reference(s):

[ORS 186.110](#)
[ORS 332.107](#)

[ORS 336.067](#)
[ORS 339.875](#)

[OAR 581-021-0043](#)

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

Eugene School District 4J

Code: JGA
Adopted: 5/07/14
Revised/Readopted: 11/28/18; XX/XX/21
Orig. Code: JGA

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited ~~in the district~~. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under ~~their~~ ~~his/her~~ supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

A staff member is authorized to employ reasonable physical force upon a student only when and to ~~in~~ ~~his/her professional judgment~~, the extent the application of physical force is consistent with ORS 339.285–339.303 and board policy JGAB Use of Restraint or Seclusion. ~~necessary to prevent a student from harming self, others or doing harm to district property~~. Physical force shall not be used to discipline or punish a student.

A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)
[ORS 339.285–339.303](#)
[OAR 581-021-0050 – 0075](#)

[OAR 584-020-0040](#)



ITEM FOR ACTION (Third Read)

Date of Meeting

September 1, 2021

Title

Initiate Adoption Process for Elementary Language Arts and Social Studies Curriculum and Secondary Language Arts Curriculum

Presenter

Eric Anderson, Director of Curriculum; Sarah Knudsen, Teacher On Special Assignment; Katie Stiles, Teacher On Special Assignment

Background

In 2020, Oregon Department of Education adopted new English Language Arts standards. While similar in scope to Common Core State Standards (CCSS), there are key areas that have been refined and added after multiple years of CCSS standards implementation in Oregon.

Current curriculum used in elementary classrooms is based off of CCSS standards yet was not formally adopted. While purchased as an upgrade to an existing program used by some of the elementary schools in 2015, a full adoption process, encompassing educator and community voice, has not taken place since 2007. The current curriculum does not align with current research on foundational skills and increased emphasis outlined in the new Oregon standards.

In 2021, Oregon Department of Education adopted new Social Studies standards for all grade levels that encompass the newly created Ethnic Studies Standards. Research has continued to show increased reading comprehension by integrating social studies and language arts instruction, thus leading to the proposal of a joint adoption of content areas.

Dual Language Immersion programs (K-5) have not participated in a Language Arts adoption in tandem with our English language programs. As a result, DLI programs have had to implement two different curricula (one for English Language Arts and one for the target language) that are not aligned and make lesson planning, instruction, and connected learning difficult. Adopting all language arts curriculum K-5 would ensure aligned curricula and allow for coordination of professional learning and cross-language connections.

Outline of Process

Objective: To adopt a complete K-5 literacy suite for implementation during the 2022-2023 school year. This suite of tools will be aligned to ODE ELA standards, be supportive of instructing the ODE social studies standards, as well as be aligned to research.

A suite approach will be taken, as the likelihood of finding a single curriculum that effectively teaches foundational skills, prompts content learning and comprehension, supports writing development, and is aligned to our social studies standards is highly unlikely. Many other districts nationally have looked at pairing tools or curriculum to meet the demands of ELA standards.

Team:

Leads (English): Elementary Humanities TOSA & PreK-3 Literacy TOSA

Lead (DLI): DLI TOSA

Lead Administrator: Eric Anderson

Adoption & Pilot Team: The team will be composed of two teachers per building (1 primary focused; 1 intermediate focused). In addition to classroom teachers, SPED, Title, ELD, Equity Director, TOSAs (SDS, Instructional Technology, District Librarian) and building principal representatives will also be asked to participate. The anticipated team size is 55 elementary teachers in addition to district staff.

Buildings will be encouraged to work as a staff to select the members for the adoption team, focused on having primary and intermediate grade representation for the Adoption Committee. Ideally, staff committing to the adoption process will have a strong knowledge base of language arts instruction and standards. Staff members interested will need to agree to being a part of the adoption committee as well as piloting curriculum. Additional staffing for piloting, especially for immersion, will most likely be necessary.

Timeline:

| Phase | Month | Description or Task |
|---|---|--|
| <p>Launch</p> <p><i>School board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.</i></p> | <p><i>August 2021</i></p> <p><i>August 4</i> <i>August 18</i></p> | <p><i>(a) The board will approve the initiation of the process and articulate the desired outcome. The superintendent will name a process facilitator.</i></p> <ul style="list-style-type: none"> ● Proposed adoption process for Elementary Language Arts and Social Studies will be presented to ILT ● Assistant Superintendent and/or Curriculum director will formally requisition adoption process to begin, with the desired outcome of an elementary literacy suite that can address ODE social studies standards (Board Meeting: 8/4; 8/18) <p>The Instructional TOSA team will begin to pull a collection of resources for consideration for rubrics, professional learning resources, 4J and ODE criterias and guidance.</p> |
| | <p><i>August 2021</i></p> | <p><i>(b) The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</i></p> <ul style="list-style-type: none"> ● Curriculum director and lead TOSAs will communicate with building principals and all certified staff (email) about the |

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| | | <p>upcoming adoption team and call for participation. Buildings will be encouraged to select two members from their staff to participate, ideally one primary and one intermediate representative.</p> <ul style="list-style-type: none"> • In addition to building representation, stakeholders from SSD, Title, ELD, District Librarian, Equity Director, technology, and elementary building administration. |
| August 2021 | <p><i>(b) <u>The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</u></i></p> <ul style="list-style-type: none"> • Solidify adoption team and commitment for piloting in Winter 2022. Communication with dates and time requirements will be shared with participants. | |
| August 2021 | <p><i>(b) <u>The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</u></i></p> <ul style="list-style-type: none"> • Build background learning for adoption team members via e-modules, common read, and facilitated meetings. A flipped classroom module may be utilized, to build common knowledge and background for examining curricula. Members will participate in professional learning in August 2021. <ul style="list-style-type: none"> ○ Potential Professional Learning Resources: <ul style="list-style-type: none"> ■ Student Achievement Partners Foundational Skills Mini-Course ■ The Knowledge Gap by Natalie Wexler ■ Social Studies and Reading Comprehension (Fordham Institute) ■ The Opportunity Myth (TNTP) ■ Teaching for Tolerance Social Justice Standards ■ Ending Curriculum Violence (Teaching for Tolerance) ■ Updated ODE ELA Standards ■ Updated ODE Social Science Standards | |
| August 2021 Tentative: 8/23 & 8/24 | <p><i>(c) <u>The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.</u></i></p> <ul style="list-style-type: none"> • The adoption team has been designed to include a wide range of voice, opinions, and backgrounds. Team members | |

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| | | <p>can also support as conduits from building or department desires or needs for curriculum.</p> <p>In developing or selecting a high quality rubric, the team will reference the following:</p> <ul style="list-style-type: none"> ● IMET Rubrics (Student Achievement Partners) ● EdReports ● NYU Culturally Responsive Curriculum Scorecard ● ODE ELA Rubric for Elementary ELA Materials ● ODE Social Sciences Standards ● 4J Equity Decision Tool ● 4J Technology Compatibility |
| | September or October 2021 | <p>(c) <i>The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. <u>Outline of process will be made available for public comment.</u></i></p> <ul style="list-style-type: none"> ● The public comment prior to piloting will be planned, especially in light of COVID 19 safety precautions. |
| | Monthly | <p>(d) <i>The adoption team will report progress to the instructional leadership team (ILT) and receive feedback.</i></p> <ul style="list-style-type: none"> ● Curriculum Director and TOSA(s) will provide frequent updates on progress to ILT, at least 1-time per month. <ul style="list-style-type: none"> ○ Updates will be provided either in-person or via written report |
| <p>Pilot</p> <p><i>Materials are piloted and examined using established criteria and data collected.</i></p> | September - October 2021 | <p>(a) <i>The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.</i></p> <ul style="list-style-type: none"> ● Curriculum Publisher presentations will take place either prior to or in conjunction with the Summer Intensive. ● 2-3 Days worth of time <ul style="list-style-type: none"> ○ Review Materials & Score using agreed upon rubric ○ Come to consensus on which programs to pilot. <ul style="list-style-type: none"> ■ Estimated: 2-days in-person, 1-day for individual work (potential to add another day for publisher presentations) |
| | December 2021 | <p>(b) <i>Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> ● Adoption team members and pilot teachers will be trained in curriculum, and team will determine units to teach (using guidance from TOSA team). |
| | January-March | <p>(b) <i>Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended</i></p> |

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| | 2022 | <p><u>curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</u></p> <ul style="list-style-type: none"> ● Pilot teacher will evaluate curricula, using standardized rubric. Teachers will each teach at least two curricula and be provided at least 12-hours of extended contract for the additional time accrued by piloting (additional time to plan and evaluate). |
| | January-March 2022 | <p><i>(b) Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. <u>The adoption team may observe pilot classrooms.</u></i></p> <ul style="list-style-type: none"> ● Curriculum Director, TOSA team, and adoption team members will be provided time to observe pilot material in action. <ul style="list-style-type: none"> ○ The Curriculum Director and TOSA team will see all piloted curriculum taught at every grade level. ○ Adoption Team Members will have the option to observe, but will not be required. |
| | March 2022 | <p><i>(c) The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers and administrators.</i></p> <ul style="list-style-type: none"> ● Pilot team teachers will gather data throughout the course of the pilot. This data will be analyzed by the adoption team. ● Curriculum Open House will be scheduled for parents and <u>community stakeholders to provide feedback as well as learn about the pilot process.</u> <ul style="list-style-type: none"> ○ Open House: End of March 2022 |
| <p>Evaluate & Report</p> <p><i>Data are evaluated, materials are ranked and a report is submitted.</i></p> | April 2022 | <p><i>(a) Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council.</i></p> <ul style="list-style-type: none"> ● Adoption team will compile data from all sources and rank curricula ● A consensus protocol will be utilized to determine the team's final recommendations for adoption ● The Curriculum Director and TOSA team will develop a presentation and accompanying documentation to present to IC. |
| | April 2022 | <p><i>(b) The instructional advisory council will review the findings and ensure the adoption process has been followed. The instructional advisory council will provide feedback to the instructional leadership team.</i></p> <ul style="list-style-type: none"> ● Materials and all findings will be prepared for the IAC and IC to review. |
| | April 2022 | <p><i>(c) The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent.</i></p> |

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| | | <ul style="list-style-type: none"> • Ideally, this meeting would take place by early April 2022. |
| Adopt Superintendent makes an adoption recommendation to the school board. | May 2022 | <p>(a) The superintendent will make a formal recommendation to the school board to adopt a Curriculum.</p> <p>(b) The decision of the school board is final.</p> <ul style="list-style-type: none"> • If possible, the hope is to have the decision made in late April or early May, in the hopes of using the May 2022 PD for at least a kick-off to the shifts in literacy instruction. |
| Implement Schools implement with professional development and evaluation opportunities. | May 2022 | <p>(a) Once the school board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.</p> <ul style="list-style-type: none"> • Implementation plan will be drafted early, as a tentative scope regardless of curriculum decided upon. This plan will be finalized once the board makes a final decision. <ul style="list-style-type: none"> ○ The goal will be to start professional learning and implementation in Spring 2022, utilizing the May professional learning day as a kick-off (if possible) |
| | September 2022 | (b) Schools will begin using the new curriculum according to the implementation plan. |
| | | <p>(b) After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and administrators.</p> <ul style="list-style-type: none"> • |
| | | (c) The instructional leadership team will report findings to the superintendent to share with the board. |

Options and Alternatives

Major gaps between research based best practices and our current curriculum, *Journeys 2014*, continue to be present and are difficult to account for. While we have supplemented some essential components, such as phonological awareness with Heggerty, a more systematic approach to foundational skills and building background knowledge is needed to strengthen language arts instructions in K-5. As presented during the SIA process, third grade reading has been on a downward trend since implementation of *Journeys 2014*. While this correlation must not be taken for causation, it is worth noting.

Budget/Resource Implications

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption policy. Bond funds have been earmarked for the purchase of a new language arts curriculum.

Board and Superintendent Goals

Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Objective 1:

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning

Adopting stronger curricular tools is an essential component to improving literacy instruction and outcomes for the district.

Recommendation

The Superintendent recommends the school board initiate the process for an Elementary Language Arts and Social Studies adoption.



ITEM FOR ACTION (Third Read)

Date of Meeting

September 1, 2021

Title

Initiate Process for a Secondary Language Arts Curriculum Adoption

Presenter

Eric Anderson, Director of Curriculum; Tammy Steeves, Teacher on Special Assignment

Background

In 2020, Oregon Department of Education adopted new English Language Arts standards. While similar in scope to Common Core State Standards (CCSS), there are key areas that have been refined and added after multiple years of CCSS standards implementation in Oregon.

Current curriculum used in the secondary level classrooms (grades 6-12) is based off of CCSS standards. While some materials have been purchased as a supplement to existing curriculum used by some of the secondary schools, a full adoption process, encompassing educator and community voice, has not taken place since 2007. The current curriculum does not align with current research on emphasis outlined in the new Oregon standards.

Dual Language Immersion programs (secondary) have not participated in a Language Arts adoption in tandem with our English language programs. As a result, DLI programs have had to implement curricula that are not aligned and make lesson planning, instruction, and connected learning difficult. Adopting an aligned language arts curriculum 6-12 would allow for coordination of professional learning and cross-language connections.

Outline of Process

Objective: To adopt complete 6-12 core and supplement materials by 2023-2024 school year. This suite of tools will be aligned to ODE ELA standards, as well as be aligned to research.

We will take a suite approach, as the likelihood of finding a single curriculum that effectively teaches content learning and comprehension, supports writing development, and is aligned to language arts standards is highly unlikely across all six grade levels. Many districts nationally have looked at pairing tools or curriculum to meet the demands of language arts standards.

Team:

Leads (English): Secondary LA TOSA

Lead (DLI): DLI TOSA

Lead Administrator: Eric Anderson

Adoption & Pilot Team: The team will be composed of two teachers per building (representing different grade levels). In addition to classroom teachers, SPED, Title, ELD, Equity Director, TOSAs

(SDS, Instructional Technology, District Librarian) and building principal representatives will also be asked to participate. The anticipated team size is 28 secondary teachers in addition to district staff.

Buildings will be encouraged to work as a staff to select the members for the adoption team, focused on having multi grade-level representation for the Adoption Committee. Ideally, staff committing to the adoption process will have a strong knowledge base of language arts instruction and standards. Staff members interested will need to agree to being a part of the adoption committee as well as piloting curriculum. Additional staffing for piloting, especially for immersion, will be necessary.

| Phase | Month | Description or Task |
|---|--|--|
| <p style="text-align: center;">Launch</p> <p><i>School board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.</i></p> | <p><i>August 2021</i></p> <p style="text-align: center;"><i>August 4</i></p> <p style="text-align: center;"><i>August 18</i></p> | <p><i>(a) The board will approve the initiation of the process and articulate the desired outcome. The superintendent will name a process facilitator.</i></p> <ul style="list-style-type: none"> • Proposed adoption process for Elementary Language Arts and Social Studies will be presented to ILT • Assistant Superintendent and/or Curriculum director will formally requisition adoption process to begin, with the desired outcome of an elementary literacy suite that can address ODE social studies standards (Board Meeting: 8/4; 8/18) <p>The Instructional TOSA team will begin to pull a collection of resources for consideration for rubrics, professional learning resources, 4J and ODE criterias and guidance.</p> |
| | <p><i>August 2021</i></p> | <p><i>(b) The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</i></p> <ul style="list-style-type: none"> • Curriculum director and lead TOSAs will communicate with building principals and all certified staff (email) about the upcoming adoption team and call for participation. Buildings will be encouraged to select two members from their staff to participate, ideally one lower level and one upper level representative. • In addition to building representation, stakeholders from SSD, Title, ELD, District Librarian, Equity Director, technology, and elementary building administration. |

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| | August 2021 | <p><i>(b) <u>The process facilitator will direct the adoption process and will form an adoption team.</u> Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</i></p> <ul style="list-style-type: none"> ● Solidify adoption team and commitment for piloting in Fall 2023. Communication with dates and time requirements will be shared with participants. |
| | August 2021 | <p><i>(b) <u>The process facilitator will direct the adoption process and will form an adoption team.</u> Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</i></p> <ul style="list-style-type: none"> ● Build background learning for adoption team members via e-modules, common read, and facilitated meetings. A flipped classroom module may be utilized, to build common knowledge and background for examining curricula. Members will participate in professional learning in August 2021. <ul style="list-style-type: none"> ○ Potential Professional Learning Resources: <ul style="list-style-type: none"> ■ <u>The Knowledge Gap</u> by Natalie Wexler ■ <u>Social Studies and Reading Comprehension</u> (Fordham Institute) ■ <u>The Opportunity Myth</u> (TNTP) ■ <u>Teaching for Tolerance Social Justice Standards</u> ■ <u>Ending Curriculum Violence</u> (Teaching for Tolerance) ■ Updated ODE ELA Standards ■ Updated ODE Social Science Standards |

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| | <p>August 2021</p> <p>Tentative: 8/16 & 8/19</p> | <p><i>(c) The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.</i></p> <ul style="list-style-type: none"> • The adoption team has been designed to include a wide range of voice, opinions, and backgrounds. Team members can also support as conduits from building or department desires or needs for curriculum. <p>In developing or selecting a high quality rubric, the team will reference the following:</p> <ul style="list-style-type: none"> • IMET Rubrics (Student Achievement Partners) • EdReports • NYU Culturally Responsive Curriculum Scorecard • ODE ELA Rubric for Secondary ELA Materials • 4J Equity Decision Tool • 4J Technology Compatibility |
| | <p>September or October 2021</p> | <p><i>(c) The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. Outline of process will be made available for public comment.</i></p> <ul style="list-style-type: none"> • The public comment prior to piloting will be planned, especially in light of COVID 19 safety precautions. |
| | <p>Monthly</p> | <p><i>(d) The adoption team will report progress to the instructional leadership team and receive feedback.</i></p> <ul style="list-style-type: none"> • Curriculum Director and TOSA(s) will provide frequent updates on progress to ILT, at least 1-time per month. <ul style="list-style-type: none"> ○ Updates will be provided either in-person or via written report |
| <p>Pilot</p> <p><i>Materials are piloted and examined using established criteria and data collected.</i></p> | <p>November 2021 - March 2022</p> | <p><i>(a) The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.</i></p> <ul style="list-style-type: none"> • Curriculum Publisher presentations will take place. <ul style="list-style-type: none"> ○ Review Materials & Score using agreed upon rubric ○ Come to consensus on which programs to pilot. |

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| | May 2022 | <p><i>(b) Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> ● Adoption team members and pilot teachers will be trained in curriculum, and team will determine units to teach (using guidance from (TOSA team). |
| | September 2022 - January 2023 | <p><i>(b) Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> ● Pilot teacher will evaluate curricula, using standardized rubric. Teachers will each teach at least two curricula and be provided at least 12-hours of extended contract for the additional time accrued by piloting (additional time to plan and evaluate). |
| | September 2022 - January 2023 | <p><i>(b) Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> ● Curriculum Director, TOSA team, and adoption team members will be provided time to observe pilot material in action. <ul style="list-style-type: none"> ○ The Curriculum Director and TOSA team will see all piloted curriculum taught at every grade level. ○ Adoption Team Members will have the option to observe, but will not be required. |
| | February 2023 | <p><i>(c) The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers and administrators.</i></p> <ul style="list-style-type: none"> ● Pilot team teachers will gather data throughout the course of the pilot. This data will be analyzed by the adoption team. ● Curriculum <u>Open House will be scheduled for parents and community stakeholders to provide feedback as well as learn about the pilot process.</u> <ul style="list-style-type: none"> ○ Open House: End of March 2023 |

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| Evaluate & Report <i>Data are evaluated, materials are ranked and a report is submitted.</i> | March 2023 | (a) Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council. <ul style="list-style-type: none"> • Adoption team will compile data from all sources and rank curricula • A consensus protocol will be utilized to determine the team's final recommendations for adoption • The Curriculum Director and TOSA team will develop a presentation and accompanying documentation to present to IC. |
| | March 2023 | (b) The instructional advisory council will review the findings and ensure the adoption process has been followed. The instructional advisory council will provide feedback to the instructional leadership team. <ul style="list-style-type: none"> • Materials and all findings will be prepared for the IAC and IC to review. |
| | March 2023 | (c) The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent. <ul style="list-style-type: none"> • Ideally, this meeting would take place by early April 2023. |
| Adopt Superintendent makes an adoption recommendation to the school board. | April 2023 | (a) The superintendent will make a formal recommendation to the school board to adopt a Curriculum. (b) The decision of the school board is final. <ul style="list-style-type: none"> • If possible, the hope is to have the decision made in late April or early May, in the hopes of using the May 2023 PD for at least a kick-off to the shifts in literacy instruction. |
| Implement <i>Schools implement with professional development and evaluation opportunities.</i> | May 2023 | (a) Once the school board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials. <ul style="list-style-type: none"> • Implementation plan will be drafted early, as a tentative scope regardless of curriculum decided upon. This plan will be finalized once the board makes a final decision. <ul style="list-style-type: none"> ○ The goal will be to start professional learning and implementation in Spring 2023, utilizing the May professional learning day as a kick-off (if possible) |
| | September 2023 | (b) Schools will begin using the new curriculum according to the implementation plan. |

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| | | <p><i>(b) After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and administrators.</i></p> <ul style="list-style-type: none"> • |
| | | <p><i>(c) The instructional leadership team will report findings to the superintendent to share with the board.</i></p> |

Options and Alternatives

Although data and research does not support this, an alternative to curriculum adoption includes continuing to use our current materials in addition to supplementing with new materials.

Budget/Resource Implications

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption policy. Bond funds have been earmarked for the purchase of a new language arts curriculum.

Board and Superintendent Goals

Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Objective 1:

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning

Goal 2: Multiple pathways to student success

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Objective 1:

Provide rigorous academic programs in both neighborhood and alternative (magnet) schools.

Objective 2:

Provide equitable educational opportunities at all comprehensive secondary schools.

Adopting stronger curricular tools is an essential component to improving literacy instruction and outcomes for the district.

Recommendation: The Superintendent recommends the school board initiate the process for a Secondary Language Arts adoption.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 1, 2021

Title

Approve Resolution 2021-22-09 Concerning Masking and Other Protective Measures to Ensure Safe Public Meetings

Presenters

Christine Nesbit, General Counsel

Summary

The purpose of resolution 2021-22-09 is to ensure that while the COVID-19 pandemic poses a threat to the health and safety of the public, in-person public meetings of the board are held in a manner that mitigates the risk of transmitting the SARS-CoV-2 virus. The resolution provides that:

- Individuals attending an in-person public meeting of the board or other district body, regardless of vaccination status, will be required to wear face masks covering the mouth and nose, unless under 5 years of age or exempted based on Oregon Health Authority (OHA) or Centers for Disease Control and Prevention (CDC) guidelines.
- The board chair is authorized to rescind or modify the masking requirement when consistent with guidelines from health authorities
- The board chair may order additional health and safety measures necessary for in-person public meetings based on such guidance.

The resolution takes effect upon its passage and expires on June 30, 2022 unless rescinded or extended further. It applies to all in-person public meetings of the board or other district body, including board subcommittees, budget and equity committees.

In light of the governor's announcement that she would issue a statewide mandate relating to indoor face masks, it is anticipated that this resolution or rules issued pursuant to this resolution may result in some redundancy with statewide regulations. Even so, the board may choose to have its own local rules so as to avoid potential gaps in regulation and to ensure that its expectations are clear.

Additional Background

In-person public meetings of the 4J board are often attended by dozens of people, including interested visitors, staff whose presence is mandatory, and students. The virus has been demonstrated to spread through contact with respiratory droplets and particles, and it is widely accepted in the public health and scientific communities that widespread use of face masks, physical distancing and other mitigation strategies help prevent the virus's spread.

In June 2021, statewide COVID-19 related restrictions were lifted, including mandatory use of face coverings in indoor settings, and COVID-19 mitigation measures became mostly a matter of local control. This shift was followed by a surge of COVID-19 cases, predominately due to the Delta variant of SARS-CoV-2 and a decline in public health conditions and capacity.

In early August 2021, OHA issued a rule requiring students, staff and visitors to wear masks when in an indoor school setting and when engaged in educational activities, however that rule does not define educational activities or apparently apply to board meetings at which student

representatives are not in attendance. On August 10, 2021, the Lane County Board of Health issued an Emergency Public Health Advisory calling on Lane County employers to ensure that indoor masking is adhered to and to follow or resume practices that reduce community spread of the virus.

On August 11, 2021, the Governor announced she would be issuing a statewide indoor mask requirement; however, it is possible that the executive order will be rescinded, such that decisions about COVID-19 mitigation measures will again become a matter of exclusive local control.

As the board resumes in-person public meetings, it has expressed an intention to do so safely and in a manner that reduces transmission of the SARS-CoV-2 virus. This resolution is intended to ensure that in-person meetings of the board proceed in a manner consistent with public health recommendations and consistent with the board's legal obligation to provide a safe working environment for staff members.

Options and Alternatives

The board may approve Resolution 2021-22-09, as written or amended, or may decline to do so.

Budget/Resource Implications:

None.

Recommendation:

The superintendent recommends approval of Resolution 2021-22-09 relating to masking and other measures to ensure safe public meetings.

RESOLUTION 2021-22-09

EUGENE SCHOOL DISTRICT 4J BOARD OF DIRECTORS

Masking and Other Protective Measures to Ensure Safe Public Meetings

WHEREAS:

1. On July 28, 2021, the Centers for Disease Control and Prevention (CDC) revised previous health guidance due to growing evidence of the greater transmissibility of the Delta variant of SARS-CoV-2, and called on individuals, regardless of vaccination status, to resume wearing face masks in indoor public places, maintain physical distancing and take other protective measures in areas of substantial or high COVID-19 transmission;
2. On August 2, 2021, the Oregon Health Authority issued a rule requiring students, staff, contractors and visitors, regardless of vaccination status, to wear masks when in an indoor school setting and when engaged in educational activities;
3. On August 10, 2021, the Lane County Board of Commissioners issued an emergency public health advisory calling for all individuals, businesses and employers to take immediate protective health measures against COVID-19, including the Delta variant SARS-CoV-2, in indoor shared spaces regardless of vaccination status;
4. On August 11, 2021, due to the high rate of transmission of the Delta variant and increasing cases and hospitalization rates, the Governor of the State of Oregon issued a statewide mask mandate for all people over the age of 5 to wear masks in public settings regardless of vaccination status;
5. COVID-19 mitigation measures now in effect statewide may later become a matter solely of local control;
6. The more transmissible Delta variant has become the predominant strain in Lane County, with case rates per 100,000 population exceeding twice the level the CDC established as a high transmission rate, the number of infectious individuals tracked by Lane County twice as high as during the previous peak in winter 2021, and the number of hospitalizations stressing local capacity;
7. Meetings of the school board are often attended by dozens of members of the public who remain in an indoor congregate setting for a sustained period of time;
8. Many staff members are required to attend board meetings, and student board representatives are encouraged to attend;
9. The board has a legal responsibility to furnish a safe place of employment;

- 10. The board has authority under ORS Chapter 332 to impose reasonable health and safety regulations intended to prevent the spread of COVID-19 on district properties; and
- 11. During periods of high community spread of COVID-19, in-person attendance at public meetings of the board presents risk to the health and safety of persons in attendance unless mitigating measures are taken.

NOW, THEREFORE, SO BE IT RESOLVED AND DIRECTED:

- 1. Individuals attending an in-person public meeting of the board or another district body, regardless of vaccination status, shall wear masks covering the mouth and nose. Individuals are exempt if they are under 5 years of age, or if exempted based on Oregon Health Authority (OHA) or Centers for Disease Control and Prevention (CDC) guidelines.
- 2. The board delegates to the board chair its authority to rescind or modify paragraph 1 of this order before its expiration when consistent with guidance from Lane County Public Health, OHA and the CDC. The board further delegates its authority to order additional health and safety measures for in-person public meetings to the board chair, who shall give due consideration to guidance from Lane County Public Health, OHA, and the CDC.
- 3. For purposes of this resolution, a public meeting includes any in-person meeting of the board of directors, subcommittee of the board, an advisory committee to the board or superintendent at which members of the public are in attendance in-person.
- 4. Notice of rules issued pursuant to this resolution will be posted with clearly visible signage at entry points near the board meeting room and on the district website.
- 5. This resolution and rules issued pursuant to this resolution shall be interpreted and applied consistent with any more restrictive rule order or guidance that applies. Should an applicable law impose a requirement or create a right inconsistent with this order, such law will prevail.
- 6. A state of emergency exists, and as such this resolution takes effect immediately. The resolution expires on June 30, 2022 unless rescinded or extended further.

Adopted this ____ day of _____ 2021 by the Board of Directors for the Eugene School District 4J.

Judy Newman, Chair
Board of Directors, Eugene School District 4J



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 1, 2021

Title

Consider Revisions to Board Policy KGB Public Conduct on District Property

Presenter(s)

Christine Nesbit, General Counsel

Background

At the board's request to reconsider its policy prohibiting dogs on district grounds, staff have prepared potential revisions to policy KGB to support board discussion. Policy KGB prohibits persons from bringing dogs and other animals into a district building without administrator approval, and also prohibits bringing dogs on district grounds at any time, unless authorized by the district safety officer. An exception is made for service animals serving a person with a disability.

While the board has no legal obligation to permit animals on district fields and properties except for service animals, issues have arisen concerning the district's prohibition of dogs on district fields and grounds, particularly in areas where greenspace surrounding schools is adjacent to city parks. It is a policy decision whether to allow dogs on district grounds and under what circumstances, considering the legal liability, disruption and property damage potentially posed by animals on campuses.

The drafted revisions to policy KGB would allow people to bring their dogs onto district grounds at times when students are unlikely to be present and specify that when permitted on district grounds, the animal must not be unleashed, unattended, permitted to cause annoyance, injury or property damage. The revisions support student and staff safety by prohibiting bringing animals onto district grounds between 7:00 a.m. and 5:00 p.m. on school days, whenever a school or district-sponsored event or activity is occurring, or when restricted by the superintendent or designee for a good faith reason.

A related board policy to be aware of is policy ING – Animals in District Facilities, which prohibits animals *in* district facilities except service animals serving individuals with a disability and except as approved by the superintendent or designee for curricular purposes. No changes to policy ING are proposed or recommended.

Options and Alternatives

The board may approve the policy revisions as written; direct staff to make changes in response to board, staff or public comment; not approve the policy revisions and require additional research or stakeholder engagement; or not approve revisions to the policy.

Budget/Resource Implications:

None.

Recommendation

After hearing board discussion, the superintendent may recommend that the board approve revisions to board policy KGB.

Eugene School District 4J

Code: **KGB**
Adopted: 12/19/18
Revised/Readopted: XX/XX/21

Public Conduct on District Property

No person on district property or any district grounds, including parking lots, shall:

1. Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the district to endanger the safety of students, employees, self or others;
2. Use or engage in abusive verbal expression or physical conduct that interferes with the performance of students, event officials or sponsors of approved activities;
3. Damage the property of another or of the district;
4. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;
5. Construct or transport to district property for temporary or permanent purposes any structure not approved for construction on, or transportation to, district property;
6. Uproot, pick, cut, mutilate or remove plant life or other natural resources of any kind. Roots, tubers, flowers and stems may not be collected. Soil or rock may not be dug up or removed;
7. Dump or spill any sewage, waste water or other fluids from any vehicle;
8. Use district waste containers or other district property for the deposit of waste or refuse generated from household, commercial, industrial, construction or other uses not related to approved use on district property;
9. Block, obstruct or interfere with vehicular or pedestrian traffic on any district road, parking area, walkway, pathway or common area. Occupying or impeding access to any district facility in a manner that interferes with the approved use of such facility by district employees, students or other authorized users is prohibited;
10. Fly, launch or otherwise operate motorized model airplanes/helicopters/rockets or other similar propulsion devices unless approved in advance by the district;
11. Operate an unmanned aircraft system (UAS) or drone unless granted permission from the superintendent or designee;
12. Distribute or post circulars, notices, leaflets, pamphlets or other written or printed material in violation of Board policy KJA - Materials Distribution;
13. Operate a concession, solicit, sell or offer for sale any goods, wares, merchandise, food, beverages or services without prior district approval. Public sales and solicitation on district property will be governed by Board policies KGA - Public Sales on District Property, KI - Public Solicitation in

District Facilities and KJ - Advertising in District Facilities;

14. Operate a motor vehicle in an area other than on roads and in parking areas constructed or designated for motor vehicle use. Vehicles shall be driven in a safe manner, at posted speeds and will only be appropriately parked in areas designated by the district. Motorized vehicles such as minibikes, scooters, go-carts, all-terrain-vehicles, snowmobiles and other similar devices are prohibited on district grounds. Bicyclists must comply with motor vehicle and bike regulatory signs;
15. Use a skateboard, rollerblades, scooter or similar device, except within designated skate parks. Use of such is at the user's risk;
- ~~16.~~ 16. Bring a dog or an animal other than a service animal serving a person with a disability into a district building at any time unless permitted by Policy ING - Animals in District Facilities without prior administrator approval during school or school-sponsored activities.
- ~~16-17.~~ 17. Bring a dog or animal other than a service animal serving a person with a disability onto district grounds: (a) between 7:00 a.m. and 5:00 p.m. on any weekday when school is in session, (b) whenever a school or district-sponsored event or activity is occurring, or (c) if restricted by the superintendent or designee for any good faith reason. During times of permitted access, no dog or other animal may be unleashed, unattended, permitted to cause annoyance, alarm, disturbance, injury or property damage, or permitted to deposit solid waste unless immediately removed by its handler; except as authorized by the safety officer. Animals serving the disabled are permitted as provided by law;
- ~~17-18.~~ 18. Camp overnight, loiter or otherwise be present on district property after the conclusion of approved activities or as otherwise posted or authorized by the district. Individuals are prohibited from entering any portion of district premises at any other time for purposes other than those which are lawful and authorized by district officials;
- ~~18-19.~~ 19. Use or operate any noise-producing machine, vehicle, device or instrument in a manner that, in the judgment of district officials, is disturbing to, or interferes with, the orderly conduct of district programs or approved activities;
- ~~19-20.~~ 20. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the district;
- ~~20-21.~~ 21. Bring, possess or use a weapon as prohibited by state and federal law;
- ~~21-22.~~ 22. Possess, consume, sell, give or deliver unlawful drugs, including marijuana, and alcoholic beverages. Possess, sell, give or deliver drug paraphernalia;
- ~~22-23.~~ 23. Use, distribute or sell tobacco products or inhalant delivery systems, in any form;
- ~~23-24.~~ 24. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;

24.25. Violate posted regulatory signs;

25.26. Willfully violate other district policies, administrative regulations or school rules designed to maintain public order on school property.

Persons having no legitimate purpose or business on district property, or those violating or threatening to violate the above rules, may be issued a trespass citation, ejected from the premises, excluded from district-approved activities temporarily or permanently and/or referred to law enforcement officials.

The superintendent will ensure that appropriate notice of these rules is provided.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)
[ORS 166.025](#)
[ORS 166.155 to -166.165](#)

[ORS 166.210 to -166.370](#)
[ORS 332.172](#)
[ORS 336.109](#)
[ORS 339.883](#)
[ORS 431.840](#)

[ORS 433.835 to -433.990](#)
[ORS 806.060 to -806.080](#)
[OAR 333-015-0025 to -0090](#)
[OAR 581-021-0110](#)
[OAR 584-020-0040\(4\)\(e\),\(g\)](#)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2012).

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).

Cross Reference(s):

ECAB - Vandalism/Malicious Mischief/Theft

ECD - Parking and Traffic Controls



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date

September 1, 2021

Title

Receive Information on Instructional Time and Discuss Approval of Instructional Allowances

Presenter

Cydney Vandercar, Superintendent
Christine Nesbit, General Counsel

Background

In the board meeting on August 18, 2021, board members requested information about instruction time, schedules, and activities that support learning but are not actual instruction time, which the state allows to be counted as instruction time with explicit approval from the local school board.

Legal and Contractual Framework

All schools must meet minimum instruction hours established by the state. OAR 581-022-2320. Instruction time is defined in state law as “time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet...[state] academic content standards...and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher.” OAR 581-022-0102.

Instructional time includes time that a student spends traveling between the student’s school and a CTE center, internship, work experience site, or post-secondary education facility, time that a student spends in statewide performance assessments; and up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

Instructional time does not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

Oregon law allows a limited amount of certain activities that support learning but are not actual classroom learning time—recess, parent conferences and teacher professional development—to be counted toward instruction time. The appropriate level of credit, if any, is normally recommended by the superintendent and is up to each school board and its community to decide. By law, any use of credits requires approval of the school board. Credits may not be taken for activities unless they occur. For example, the district cannot claim credits for parent teacher conferences if it does not provide them, as is the case at high school.

The following table illustrates the amount and type of hourly credits authorized by the state and the maximum credits that could be claimed by the district. Where 4J hours for an activity are believed to be less than the state allowable credit, 4J hours are noted in parentheses.

Table: Available Credits

| Level | Recess | Professional Development | Parent Teacher Conferences* (4J actual hours) | Maximum possible in 4J* |
|-------|--------|--------------------------|---|-------------------------|
| K-3 | 60 | 30 | 30 (16) | 106 |
| 4-5 | | 30 | 30 (16) | 46 |
| 6-8 | | 30 | 30 (8) | 38 |
| 9-12 | | 30 | 30 (0) | 30 |

**(The district has asked ODE to clarify its term "parent teacher conferences").*

The district's contract with the Eugene Education Association (EEA) provides daily preparation time for teachers, planning time on certain non-instructional days, and paid duty-free lunches within the 8-hour day. The collective bargaining agreement also establishes the process for setting standard schedules and for EEA's involvement in the development of academic calendars.

Relevant here, Article 10.2.4 of the EEA/4J contract provides:

- The district school board will not increase the instructional hours of teachers at any level beyond 920 hours for elementary, 945 hours for grades 6-8, and 1,012 hours for grades 9-12, for the regular school year and contract year.
- Standard schedules with parameters approved by the board for each level will meet or exceed the minimum hours of instruction time established by law.
- The board shall adopt the standard schedule "upon recommendation of the superintendent."
- Any credit of hours for recess, parent-teacher conferences, or professional development must be approved by the board (not by an individual staff member, a school, or the superintendent without approval of the board).
- The process for determining standard schedule parameters includes prior notice to EEA and a period of conferral before schedules are brought to the board for approval.

The term "standard schedule" means the amount of daily, weekly and annual instruction hours; whether there is a common early release (or late start) day and the amount of release time being provided, and the expectation that levels of schools will start and end at the same time to the maximum extent possible, given transportation constraints. Exact bell times are determined by the superintendent, as are duties assigned to teachers. In cases of emergency or hazardous weather, the superintendent is authorized to alter these schedules or close schools. (Policy EBCD).

Standard Schedule Adoption in 2018-19

Prior to the 2018–19 school year, there were significant differences in school schedules and significant inequities in the instruction hours students received depending on the schools they attended. Each school had a different calendar and schedule, with different starting and ending times, different school day lengths, and different early-release, late-start and no-school days. A student attending 4J schools with the least amount of instruction hours would, over the course of their K–12 experience, receive 7 months less learning time than a student attending 4J schools with the most amount of instruction hours.

Recognizing this, and after more than a year of community involvement and union negotiations, the superintendent recommended and the board approved parameters for the school schedules that remain in place today. The district’s community engagement efforts included consideration of multiple drafts of school schedules, feedback on three draft schedules from more than 2,500 parents and educators, community engagement forums, and other modes of public comment. On July 6, 2018, the board adopted the final schedule parameters by resolution which established daily instruction minutes by level and provided that offsets would not be granted without board approval. (See Resolution 2018-04, attached).

Guiding factors were summarized at the time as:

- Students need to be in school, engaged in high-quality teaching and learning, as much as possible. Instruction time for 4J students should not depend on the school of attendance.
- Families need consistent, predictable schedules for their students.
- School staff need coordinated time for professional learning, planning and collaboration.

Consistent with the instruction minutes standards adopted by the 4J board in 2018, the superintendent implemented the schedules in the table below. Note that the board does not approve school bell times, as flexibility is needed to accommodate transportation schedules and other timing considerations; however, there will not be a change to the number of hours of instruction without board approval.

Standard Schedules:

| | Monday-Thursday | Friday Early Release | Recess / Lunch / Break / Passing Time | Annual Instruction Hours (<i>minus any non-academic assemblies, etc.</i>) |
|---------------------------|--|---|---|--|
| Elementary Schools | Tier 1: 7:55 a.m.-2:25 p.m. Tier 2: 8:30 a.m.-3:00 p.m. | Tier 1: 7:55 a.m.-1:10 p.m. Tier 2: 8:30 a.m.-1:45 p.m. | 60 minutes on regular days 50 minutes on early release day | 915.2 |
| Middle Schools | 9:00 a.m.-3:35 p.m. | 9:00 a.m.-2:35 p.m. | 54 minutes | 935.2 |
| High Schools | 8:30 a.m.-3:30 p.m. | 8:30 a.m.-2:30 p.m. | 57 minutes | 1009.6 |

Standard Schedule: Comparison of Legal Minimums to Actual

| Level | State required annual instruction hours | Annual hours of instruction provided by 4J (before any reduction for non-academic assemblies and other activities) |
|-------|---|--|
| K-3 | 900 | 915 |
| 4-5 | 900 | 915 |
| 6-8 | 900 | 935 |
| 9-11 | 990 | 1009 |
| 12 | 966 | 979 (approximate) |

Examples of impacts of schedule changes on instruction hours:

1. Loss of a day (examples: school closure day due to hazardous weather (“snow day”), wildfire smoke, power outage, COVID-related reasons)
 - Elementary: 5 hours, 30 minutes
 - Middle: 5 hours, 41 minutes
 - High: 6 hours, 3 minutes
2. Reduction in daily instruction time by 15 minutes = 43 hours annually
3. Change in passing periods by one minute
 - Middle school = 17 hours
 - High school = 14 hours

Discussion

Typically, the superintendent will seek board approval to apply allowable instruction time credits when there is a projected or actual shortfall in the number of instruction hours, and the district’s schools would not otherwise meet state requirements.

While future events are yet unknown, the available allowances may be needed for this purpose in the 2021–22 school year. For example, there may be COVID-19 related losses of instruction hours if all or most of a school is closed for a day pending contact tracing. There also may be impacts on instruction time from environmental events such as wildfires, hazardous weather, and school-level events such as power outages.

Although it is uncertain that credits will be needed during the 2021–22 school year, one option would be for the board to authorize the credits now so that the district could claim the hours if it became necessary, without the board having to revisit the issue later this year. The superintendent does not anticipate that an authorization of credit hours would or should result in a new school schedule that reduces instruction time for students.

The superintendent advises against a scheduled reduction in instruction hours at any level at this time because it is unnecessary, because it is not needed in order to provide more outdoor time, because students need time with their regular classroom teachers now more than ever, and because the available allowances may be needed later to address emergency conditions. Additionally, schedule changes must be feasible given transportation constraints, and should go through the conferral process provided in the CBA.

To provide more time outdoors, schools may hold lunch outdoors and teachers may take classes outdoors. To provide more time for outdoor movement and play, teachers may take students outside to engage in guided kinesthetic activities for intentional learning objectives. Some 4J elementary schools and classes already engage in these outdoor activities, and others have the option to do so.

At the August 18, 2021 board meeting, some board members mentioned adding recess as a way to increase teacher planning time. Teacher planning time is a subject of ongoing contract negotiations and will be addressed in that forum.

In practice, it generally would not be possible to add an extra recess during the elementary school day without teachers' supervision, because other staff are not available to supervise students. Adding staff to provide supervision would be costly if possible, and at this time would be impacted by the same hiring shortages found in other positions. Finally, a sustained change to daily instruction time requires notice to EEA, recommendation of the superintendent, compliance with state minimum requirements and compliance with maximum hours limitations in the EEA contract. Additionally, notice to and comment from the public should be sought.

If it were possible and warranted, adding a daily 15-minute recess without teacher instruction and supervision would result in a loss of 43 hours of instruction time a year, nearly 5% of total instruction time. Options to recoup the instruction hours if desired include extending the school day by 15 minutes, adding days to the end of the school year, and/or converting existing non-instruction days (such as teacher planning, professional development or grading days) to instructional days and would require following other processes. As provided in the EEA contract, changing the school calendar requires advance notice to, and conferral between the superintendent and EEA prior to board action. Changes to the amount of instructional minutes to be provided in standard schedules is a matter for the board, after following the process in the EEA contract, which includes notice to EEA, conferral and a superintendent recommendation. As required by law, changes that impact the length of the teacher contract year or contractually-guaranteed planning days require contract negotiations and agreement with EEA. Changes to the bell schedule (i.e., student arrival and release time) are within the authority of the superintendent.

Recommendation

The superintendent does not recommend that the board approve allowances for non-instructional time to be credited as instruction hours at this time. The superintendent recommends against a scheduled reduction in instruction time at any grade level at this time. The superintendent recommends that no major change be made this year in school schedules or instruction time parameters approved by the board in 2018 without staff vetting and significant opportunities for community input.

Options and Alternatives

The board may take no action on instructional hours for 2021-22 at this time, as recommended by the superintendent.

The board may instead decide to take action, such as the following:

The board may take action to approve certain instructional time allowances to be available for 2021-22 if needed due to later circumstances or at the discretion of the superintendent, such as up to 30 hours of professional development time for all grades, or up to 60 hours for recess for grades K–3.

The board may take action to change instruction time and school schedule parameters by identifying its desired goal and allowing the superintendent the opportunity to identify ways to achieve that goal, which would include conferring with the association. Should the board be so inclined it will be critical for the superintendent to receive clear guidance from the board about its goal and rationale, and to have the opportunity to evaluate the feasibility of different options.

The board may make an advisory recommendation that schools increase the amount of time students spend outdoors for guided movement and other activities.

The board may take action to change instruction time and school schedule parameters, without staff consideration and vetting, without the opportunity for public input and without following the process in the EEA contract. This is not recommended.



RESOLUTION No. 2018-04

Resolution on Standard Schedules by Level

RECITALS

WHEREAS:

1. State law establishes annual minimum hours of instruction time to be received by Oregon K-12 students;
2. Article 10.2.4.f of the collective bargaining agreement between the Eugene Education Association (EEA) and Eugene School District 4J establishes maximum annual instruction hours and provides that the board will approve standard schedules by level upon the recommendation of the Superintendent;
3. Providing enough, fair and equal instruction time is in the best educational interests of district students;
4. Having consistent and predictable school schedules is in families' best interests;
5. Allowing coordinated time for staff collaboration and professional development is a wise investment in teacher quality;
6. Each district school currently offers different calendars and schedules, which has led to unequal and insufficient instruction time; and
7. The board has received the recommendation of the Superintendent and feedback from stakeholders.

RESOLUTION

SO BE IT RESOLVED THAT:

1. Early release day shall occur on the same day, regardless of level or school.
2. The standard schedule for elementary schools shall consist of three hundred and thirty (330) minutes of instruction on regular school days, and two hundred and sixty five (265) minutes of instruction on early release day;
3. The standard schedule for middle schools shall consist of three hundred and forty one (341) minutes of instruction on regular school days, and two hundred and eighty-one (281) minutes of instruction on early release day. This instruction time may include up to 100 minutes per week for advisory;

1. The standard schedule for comprehensive high schools shall consist of three hundred and sixty three (363) minutes of instruction on regular school days, and three hundred and three (303) minutes of instruction on early release day.
2. The Superintendent or designee shall establish the schedule for the ECCO alternative high school program within the parameters of state law and the district's collective bargaining agreement with EEA.
3. In providing annual minimum instruction hours, offsets allowable under OAR 581-022-1620 may not be granted without Board approval.
4. The Superintendent shall establish bell times and take other actions he deems appropriate to achieving the objectives of this resolution.
5. The schedules described in this resolution shall take effect with the 2018-19 school year.

Adopted this 6th day of June, 2018



CLERK



CHAIR OF THE BOARD



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date

September 1, 2021

Title

Consider For Approval Review Board Goals For 2021–22

Presenter

Judy Newman, Board Chair

Background

The board reviews, affirms or revises Board Goals each year.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date

September 1, 2021

Title

Consider Approval Board Working Agreements

Presenter

Judy Newman, Board Chair

Background

The board annually reviews, affirms or revises Board Working Agreements.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

September 1, 2021

Title:

Consider Nominations for Oregon School Board Associations (OSBA) Elections

Presenter

Cydney Vandercar, Superintendent

Description:

The Oregon School Boards Association is organized as one general state association with up to 21 elected representatives established across 14 geographic regions to support member participation and representation.

In even-numbered years an election is held for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Policies and Priorities.

In odd-numbered years an election is held for the even-numbered positions on the OSBA Board of Directors. In odd-numbered years only member boards also elect the Legislative Policy Committee.

Nominations:

Serving on the OSBA Board and Legislative Policy Committee provides an opportunity to develop leadership skills and impact issues at the state and federal levels. School board members interested in running for a position on the OSBA Board of Directors or Legislative Policy Committee need to be nominated by a member board within their region. Nominations require official board action.

Candidate nomination materials are due in the OSBA offices by **5 p.m. on Friday, October 1, 2021.**

Voting:

School board are asked to vote on the candidate(s) of their choice for their region no earlier than November 1, 2021, following the conclusion of all OSBA Fall Regional Meetings.

Votes may be submitted to OSBA between November 15 to December 17, 2021.

Discussion:

At a future meeting, the 4J Board of Directors may choose to nominate a 4J board member to the OSBA Board and/or Legislative Policy Committee.

**2021 OSBA Elections Calendar
Adopted by the Board February 5, 2021**

| Nomination and election of regional members of the OSBA board of directors holding even-numbered positions and <u>all</u> LPC representatives | | |
|--|--|---|
| August 23, 2021 | | Notice of position vacancies, candidate information packets, and official nomination forms shall be distributed to all incumbent directors and boards in eligible regions. |
| August 23, 2021 through October 1, 2021 | | A school board nominating one or more of its regional board members to the OSBA board of directors and/or LPC must do so by formal resolution of the board and timely submission of the nomination forms to the office of the OSBA. Nominations are closed after this date. |
| No later than October 15, 2021 | | Official ballots are distributed to member boards in each region 30 days prior to the date of the election, but no later than October 15. |
| No earlier than November 1, 2021 | | Member boards are asked to vote on the candidate(s) of their choice for their region no earlier than November 1, 2021, following the conclusion of all OSBA Fall Regional Meetings. |
| November 15, 2021 through December 17, 2021 | | Submission of votes to OSBA. Each member board in the appropriate region shall have one vote in the regional elections for members of the OSBA board of directors and LPC. The person receiving a majority of the votes cast for any position on the OSBA board of directors and LPC shall be elected. |
| As soon as possible | | In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected. |
| January 1, 2022 | | Newly elected officers and regional members of the OSBA board of directors and LPC officially take office. |

| OSBA Resolution Election | | |
|--|--|--|
| No later than September 30, 2021 | | All resolutions to be submitted to the membership for a vote must be received at the OSBA offices. |
| No later than October 15, 2021 | | Resolution details, along with an official ballot, will be sent to the membership. |
| November 15, 2021 through December 17, 2021 | | Each member board in the state shall vote in the general election on resolutions, bylaws amendments, and Legislative Policies and Priorities (even-numbered years only) using the weighted voting system outlined in the bylaws. |

| OSBA Officer Elections | | |
|---|--|--|
| September 17-18, 2021, or no later than October 31, 2021 | | The currently seated OSBA board of directors meets to elect officers. Candidates receiving a majority of the votes cast for any officer position on the OSBA board shall be elected. |

2021 Open Board of Directors Positions with Incumbents

| Position | Region name | Incumbent Name | Title | Organization |
|-------------|---------------------|------------------|--------------|----------------------------|
| Position 01 | Eastern | Chris Cronin | Board Member | Grant ESD |
| Position 02 | Gorge | No incumbent | N/A | N/A |
| Position 04 | Southeast | Lori Theros | Board Member | Klamath Falls City Schools |
| Position 06 | Lane | Linda Hamilton | Board Member | Lane ESD |
| Position 08 | Clackamas | Libra Forde | Board Member | North Clackamas 12 |
| Position 10 | Linn/Benton/Lincoln | Miriam Cummins | Board Member | Linn Benton Lincoln ESD |
| Position 11 | Marion | Anthony Medina | Board Member | Woodburn 103 |
| Position 12 | Marion | Melissa LaCrosse | Board Member | Jefferson 14J |
| Position 14 | North Coast | Greg Kintz | Board Chair | Vernonia 47J |
| Position 15 | Washington | Susan Greenberg | Board Member | Beaverton 48J |
| Position 18 | Multnomah | Kris Howatt | Board Member | Gresham-Barlow 10 |
| Position 20 | Washington | Erika Lopez | Board Chair | Hillsboro 1J |

2021 Open Legislative Policy Committee Positions with Incumbents

| | | | | |
|-------------|---------------------|-----------------------|--------------|--------------------|
| Position 1 | Eastern | Pat Morinaka | Board Member | Nyssa 26 |
| Position 2 | Gorge | Jose Aparicio | Board Member | N. Wasco County 21 |
| Position 3 | Central | Courtney Snead | Board Member | Jefferson Co 509J |
| Position 4 | Southeast | Steve Lowell | Board Member | Klamath Co |
| Position 5 | Southern | No incumbent | N/A | N/A |
| Position 6 | Lane | Judy Newman | Board Chair | Eugene 4J |
| Position 7 | Clackamas | Chrissy Reitz | Board Chair | Hood River Co |
| Position 8 | Clackamas | Kathy Wai | Board Member | N. Clackamas 12 |
| Position 9 | Douglas/South Coast | Fred Brick | Board Member | South Coast ESD |
| Position 10 | Linn/Benton/Lincoln | Sarah Finger McDonald | Board Member | Corvallis 509J |
| Position 11 | Marion | Satya Chandragiri | Board Member | Salem-Keizer 24J |
| Position 12 | Marion | Glenn Holum | Board Member | N. Marion 15 |
| Position 13 | Yamhill/Polk | Rebecca Piros | Board Member | Newberg 29J |
| Position 14 | North Coast | Mark Truax | Board Chair | Seaside 10 |
| Position 15 | Washington | Mark Watson | Board Member | Hillsboro 1J |
| Position 16 | Washington | Becky Tymchuk | Board Chair | Beaverton 48J |
| Position 17 | Multnomah | No incumbent | N/A | N/A |
| Position 18 | Multnomah | Jessica Arzate | Board Member | Multnomah ESD |
| Position 19 | Multnomah | No incumbent | N/A | N/A |
| Position 20 | Washington | Mark Everett | Board Chair | Forest Grove |