

Board of Directors Meeting
 School District 4J, Lane County
 District Office
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, September 22, 2021

NOTICE: The meeting will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, the internet at www.4j.lane.edu/stream, in-person or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRReEpqZ0JxRzVpaVdlQ3h5UFVzd09>

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

- I. **5:30–6:30 p.m. Work Session:** All Students Belong Work Plan **3**
 Presenters: Judy Newman, Board Chair, Martna Shabram, Vice Chair, Cydney Vandercar, Interim Superintendent
- 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. Personnel Action 5
 Presenter: Karen Hardin, Director of Human Resources
 - 2. Bond Project–North Eugene High School Replacement Building Controls 10
 Presenter: Ryan Spain, Director of Facilities Management
- XI. Items for Information
 - 1. Receive Update on the Return to School in Fall 2021 (20 minutes) 11
 Presenter: Cydney Vandercar, Interim Superintendent
 - 2. Receive an Update on School Safety Systems (15 minutes) 12
 Presenters: Cydney Vandercar, Interim Superintendent and Brooke Wagner, Assistant Superintendent for Administrative Services

XII.	Items for Action	
	1. Approve Resolution 2021-22-09 Concerning Masking and Other Protective Measures to Ensure Safe Public Meetings (5 minutes) Presenter: Christine Nesbit, General Counsel	14
	2. Approve Revisions to Board Policy KGB Public Conduct on District Property (5 minutes) Presenter: Christine Nesbit, General Counsel	18
	3. Review Instructional Time and Consider Approval of Instructional Allowances (10 minutes) Presenters: Cydney Vandercar, Interim Superintendent and Christine Nesbit, General Counsel	24
	4. Approve Board Goals For 2021–22 (5 minutes) Presenter: Judy Newman, Board Chair	32
	5. Oregon School Board (OSBA) Elections: Nominate Judy Newman for OSBA Legislative Policy Committee (5 minutes) Presenter: Cydney Vandercar, Interim Superintendent	35
XIII.	Items for Action at a Future Meeting	
	1. Consider Revisions / Updates to Board Policy IKF–Graduation Requirements (10 minutes) Christine Nesbit, General Counsel	39
	2. Appointment of Budget Committee Members (10 minutes) Presenter: Kerry Delf, Chief of Staff	49
	3. Consider for Approval Board Working Agreements (5 minutes) Presenter: Judy Newman, Board Chair	52
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
	1. XIV.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: Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29 OCTOBER: Wed., Oct. 6, Wed., Oct. 13 and Wed., Oct. 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)

INFORMATION FOR THE DEAF AND HARD OF HEARING:

Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



WORK SESSION – ITEM FOR INFORMATION

Date of Meeting:

September 22, 2021

Title:

The board will meet in a work session to continue the work on the *All Students Belong* work plan

Presenters:

Judy Newman, Board Chair

Martina Shabram, Vice Chair

Cydney Vandercar, Interim Superintendent

Background:

The Eugene 4J School Board has set a priority to address racial inequities and work toward safety and belonging for all students. This work is titled the “All Student Belong” initiative. 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.”

Ultimately, the Board plans to put together a workgroup to develop recommendations related to student and school safety. In order to provide the workgroup with information about what is already working well, what is not working and for whom, what opportunities exist, and what promising practice have been developed, a consulting team called SeeChange LLC was hired to do an initial assessment of data and policies related to safety and belonging. This assessment brought in student and educator perspectives on the topics through a review of previous focus groups and conversations, a small number of new focus groups with educators and students and most likely to be impacted by current safety and discipline policies, and a student survey for students in grades 3-12.

In August 2021, the board received a full report written from SeeChange and at a Work Session on August 4, 2021 the board received a presentation and update from SeeChange with suggestions for next steps.

At this meeting the board will receive information from staff about existing 4J programs, data and student supports currently being implemented in 4J schools.

All Students Belong Proposed Next Steps 9/22/21

Systemic issues we need to work on:

- Lack of a North Star that drives policy, resource decisions
- Lack of alignment in professional development
- Need for a deeper commitment to equity
- Individual bias and disparities
- Siloed initiatives and departments
- Policies that leave a lot of room for exclusion

Next Steps:

In a conversation I had with the consultants from SeeChange they suggested the following next steps:

Community visioning process to develop a **shared north star** for safety and belonging. Design clear roles for students, educators, administrators, community members and Board members.

Develop a plan to align policies and practices and resources to the north star. Include existing promising and effective practices and initiatives connect to the north star.

Implement the plan- Keep the north star at the center.

Engage SeeChange to help us with next steps.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

September 22, 2021

Title

Approve Personnel Actions

Presenter

Karen Hardin, Director of Human Resources

The superintendent recommends that:

1. The following teachers and licensed employees listed below be elected for the 2021/2022 school year:

Name	Title	Location	FTE	Hire Date
Holly Albone	Art	Churchill H.S.	0.5	09/09/2021
Shelley Albrich	Art	ECCO H.S.	1.0	08/30/2021
Jamie Asunsolo	Special Education	Howard Elementary and Madison M.S.	1.0	09/17/2021
Sarah Baird-Reed	Language Arts	Sheldon H.S.	1.0	08/30/2021
Arlo Baratono	Music	Kelly M.S. and North Eugene H.S.	0.9	08/30/2021
Garratt Blaine	Physical Education	Family School	0.4	09/10/2021
Karen Bodine	Home Instruction	Student Services Dept	1.0	08/30/2021
Ingrid Brandt	Classroom Teacher	Buena Vista Elementary	1.0	08/30/2021
Kristin Bruckner	Language Arts and Social Studies	Monroe M.S.	1.0	09/03/2021
John Bryant	Health and Physical Education	Cal Young M.S.	1.0	08/30/2021
Vladimir Caldera	Spanish	Spencer Butte M.S.	0.6	08/30/2021
Andrea Castelli-McCourt	Title I	River Road/El Camino del Rio Elementary	0.65	08/30/2021
Jasmine Castigliano	Essential Skills Coordinator	McCornack Elementary	0.5	09/03/2021
Alexandra Chipman	Classroom Teacher	Family School	1.0	08/30/2021
Tara Christie	Classroom Teacher	Howard Elementary	1.0	09/01/2021
Joseph Cirello	Social Studies	Kennedy M.S.	0.4	09/17/2021

Adrienne Colaizzi	Online Teacher	Eugene Online Academy	1.0	08/30/2021
JoBeth Dailey	Language Arts	South Eugene H.S.	1.0	09/16/2021
Joe DeRieux	Classroom Teacher	Chavez Elementary	1.0	08/30/2021
Tim Dillon	Special Education	Chavez Elementary	1.0	08/30/2021
Michele Donaty	Classroom Teacher	Awbrey Park Elementary	1.0	08/30/2021
Miranda Emanuel	Student Success Coordinator	Willagillespie Elementary	1.0	08/30/2021
Laura English	Special Education	Arts and Technology Academy	0.5	08/30/2021
Jaclyn Estes	Science	Cal Young M.S.	0.8	09/22/2021
Rachel Farkas	Physical Education	Chinese Immersion Elementary	0.4	08/30/2021
Andrea Fox	Classroom Teacher	Camas Ridge Elementary	0.5	08/30/2021
Arianne Fredenburg	Art	South Eugene H.S.	0.25	08/30/2021
Hillary Galloway	Mentor Teacher	Instruction Department	1.0	08/30/2021
Joseph Gonzales	Biology	South Eugene H.S.	1.0	09/01/2021
Midge Greentree	Student Success Coordinator	Adams Elementary	1.0	08/30/2021
Martha Haake	Classroom Teacher	Camas Ridge Elementary	1.0	08/31/2021
Danyelle Hintz	Classroom Teacher	Chavez Elementary	1.0	08/30/2021
Christine Hotaling	Spanish	Churchill H.S.	0.5	09/09/2021
Kyle Jackson	Social Studies	Roosevelt M.S.	1.0	08/30/2021
Sheena Johnson	Classroom Teacher	Awbrey Park Elementary	1.0	08/30/2021
Brian Katsura	Advanced Math	Sheldon H.S.	1.0	08/30/2021
Erin Kennison	Bilingual Classroom Teacher	Buena Vista Elementary	1.0	08/30/2021
Arwen Krecklow	Classroom Teacher	Edgewood Elementary	0.2	08/30/2021
Lindsey Lander	Art	Kelly M.S. and South Eugene H.S.	0.65	08/30/2021
Kelsey Ludeman	Special Education	Edison Elementary	1.0	08/30/2021
Holly Lynn	Biology	South Eugene H.S.	1.0	08/30/2021
Ali Magee	English Language Arts	North Eugene H.S.	0.5	08/30/2021
Connor Mann	Classroom Teacher	Edgewood Elementary	1.0	08/30/2021

Miranda Marshall	Classroom Teacher	Awbrey Park Elementary	1.0	08/30/2021
Rebecca Medley	Mentor Teacher	Instruction Department	1.0	08/30/2021
Grace Mehlhaff	Classroom Teacher	Buena Vista Elementary	1.0	08/30/2021
Dayna Mitchell	Bilingual Classroom Teacher	Buena Vista Elementary	1.0	08/30/2021
Regina Mitchell	English Language Arts	Arts and Technology Academy	1.0	09/02/2021
Taylor Morris	Classroom Teacher	Yujin Gakuen Elementary	1.0	08/30/2021
Jackquelyn Morrow	Immersion Classroom Teacher	River Road/El Camino del Rio Elementary	1.0	08/30/2021
Alyssa Nelson	Classroom Teacher	Awbrey Park Elementary	1.0	08/30/2021
Christopher Noel	Music	Sheldon H.S.	0.25	08/30/2021
Margarita O'Brien	Bilingual Classroom Teacher	River Road/El Camino del Rio Elementary	1.0	08/30/2021
Elizabeth O'Harra	Language Arts	Roosevelt M.S.	1.0	08/30/2021
Elizabeth Perini	Special Education	Student Services Dept	1.0	08/30/2021
Priscilla Piper	Classroom Teacher	Gilham Elementary	0.5	08/30/2021
Carson Quam	Science	Kelly M.S.	1.0	08/30/2021
Melinda Rimbey	English Language Arts Credit Recovery	ECCO H.S.	1.0	08/30/2021
Tanya Rocheleau	Art and AVID	Arts and Technology Academy	1.0	08/30/2021
Jamie Rose	Classroom teacher	Chavez Elementary	1.0	08/30/2021
Haruka Sakurai	Japanese	South Eugene H.S.	1.0	08/30/2021
Sarah Scholten	Special Education	Edgewood Elementary	1.0	09/01/2021
Kevin Summerfield	Social Studies	Sheldon H.S.	0.5	08/30/2021
Dorothy Syfert	Data Coordinator	Madison M.S.	0.2	08/30/2021
Eileen Thomas	Reading Specialist	Instruction Department	1.0	TBD (when released from current district)
Cecilia Tomcal	Math	Sheldon H.S.	1.0	08/30/2021
Haihui Wang	Mandarin Classroom Teacher	Chinese Immersion Elementary	1.0	08/30/2021
Deena Welch	Classroom	Gilham Elementary	0.5	08/30/2021

	Teacher			
Laura Wemple	Classroom Teacher	Awbrey Park Elementary	1.0	08/30/2021
Joshua Yates	Social Studies	Eugene I.H.S.	1.0	08/30/2021
Bree Young	Classroom Teacher	Camas Ridge Elementary	1.0	08/30/2021
McKenzie Zimbelman	Classroom Teacher	Yujin Gakuen Elementary	1.0	08/30/2021

2. The following Managers/Administrators/Professional/Supervisors listed below be elected for the 2021/2022 school year:

Name	Title	Location	FTE	Effective Date
Rhiannon Boettcher	Assistant Principal	South Eugene H.S.	1.0	09/20/2021
Patrick Brown	District Athletic Director	Instruction Dept	1.0	08/20/2021

3. The following resignations be accepted:

Name	Title	Location	Reason	Effective Date
Thuynga Barr	Special Education	Kelly M.S.	Resignation	08/20/2021 (held no later than 10/20/2021)
Virginia Cramblit	Physical Therapist	Student Services Dept	Resignation	08/20/2021 (held no later than 10/20/2021)
Elena Delgado-Vasquez	Spanish	Sheldon H.S.	Resignation	07/01/2021
Sara Fisher	Physical Education	Buena Vista Elementary	Resignation	07/23/2021 (held until 09/10/2021)
Kristina Harvey	Special Education	Chavez Elementary	Resignation	09/30/2021
Ron Lampe	Physical Education	Sheldon H.S.	Retirement	10/01/2021 (working through June 2022)
Kimberly Liebenberg-Battles	Classroom Teacher	Chavez Elementary	Resignation	08/08/2021
Debra Michels	Nurse	Student Services Dept	Resignation	08/31/2021
Tara Morrow	Classroom Teacher	Gilham Elementary	Resignation	08/09/2021
Connie Powell	Classroom Teacher	Awbrey Park Elementary	Resignation	09/01/2021
Emily Quindry	Special Education	Edgewood Elementary	Resignation	08/17/2021 (held no later than 10/17/2021)
Elizabeth Saxon	Classroom	Willagillespie	Retirement	10/01/2021

	Teacher	Elementary		(working through June 2022)
Bill Temple	Social Studies	Sheldon H.S.	Retirement	11/01/2021 (working through June 2022)
Eden Van Bloem	Nurse	Student Services Dept	Resignation	08/05/2021



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

September 22, 2021

Title

Bond Project – North Eugene High School Replacement Building - Controls

Presenter

Ryan Spain – Director of Facilities

Background

The District continues to automate our building controls systems to bring better occupant comfort and operational efficiencies to the District among many other benefits. Most facilities across the district have been completed. These projects have been paid for through past General Obligation Bond funds. With the new replacement building underway for North Eugene High School, the district needs to award the building controls, normally managed directly by the district. The project includes new direct digital controls to align with district standards. All system controls will be linked to our district wide building automation system.

Budget/Resource Implications:

The bid by Clima-Tech Corporation is \$899,754 and is within the budgeted amount for the work. The project will be funded from General Obligation Bond funds.

Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

Recommendation

The superintendent recommends the award to Clima-Tech Corporation for the North Eugene High School Replacement Building project in the amount \$899,754 funded from General Obligation Bond funds.



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

Eugene School District 4J has returned to full time, onsite classes with students attending in-person. Our district is supporting students' well-being and academic progress, while protecting students and staff from the spread of COVID-19.

The district has resumed 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 where possible, limiting contact between cohorts, increased ventilation, regular cleaning of high-touch surfaces, and frequent handwashing.

Middle and high school students may be enrolled in the Eugene Online Academy, which provides asynchronous, independent learning on a flexible schedule. Elementary students may be enrolled in K–5 Connect—a synchronous, real-time online classroom option that has been 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 return to in-person, on-site, full-time learning for the 2021–22 school year.



ITEM FOR INFORMATION

Date of Meeting

September 22, 2021

Title

School Safety Update

Presenter

Cydney Vandercar, Interim Superintendent

Background

The district and the City of Eugene have had an IGA regarding School Resource Officers in place for many years, and the current contract expired June 30, 2020.

On June 17, 2020, the board voted to eliminate SRO's stationed in high schools and committed to review and address safety in schools.

On June 24, 2020, the board unanimously passed a Board Resolution on Anti-Racism and Equity.

At their August 28, 2020 Board Retreat the board identified the adoption of a district-wide safety plan as a board goal.

On September 17, 2020 the Oregon State Board of Education unanimously approved the All Students Belong administrative rule focused on the health and safety of students and educators and banning symbols of hate from schools.

On October 2, 2020, Superintendent Vandercar sent a message to 4J staff affirming Black Lives Matter and permitting displays of BLM in schools.

At October 14, 2020 Board Work Session, staff presented a draft roadmap to a new safety plan:

- | | |
|---------------------------------|--|
| • Analysis: Fall–Winter 2020 | Systems review and community voice |
| • Board Direction–February 2021 | Direct superintendent to develop safety plan framework |
| • Plan Framework–Spring 2021 | Superintendent develops safety plan framework |
| • Review Late Spring 2021 | Board Discussion and community feedback |
| • Action Plan: Spring–Summer | Superintendent develops, presents final action plan |
| • Implementation: Fall 2021 | Implementation and ongoing evaluation |

January 2021 The Board hired SeeChange LLC. 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."

Ultimately, the Board plans to put together a workgroup to develop recommendations related to student and school safety. In order to provide the workgroup with information about what is

already working well, what is not working and for whom, what opportunities exist, and what promising practice have been developed, SeeChange LLC was hired to do an initial assessment of data and policies related to safety and belonging. This assessment brought in student and educator perspectives on the topics through a review of previous focus groups and conversations, a small number of new focus groups with educators and students and most likely to be impacted by current safety and discipline policies, and a student survey for students in grades 3-12.



ITEM FOR ACTION (Second Read)

Date of Meeting

September 22, 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 (Second Read)

Date of Meeting

August 18, 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

The superintendent recommends 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 (Second Read)

Date

September 22, 2021

Title

Review Instructional Time and Consider 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 ¹ (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’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

¹ ODE has clarified that “parent teacher conferences” does not include family engagement activities or communications generally. The term is commonly understood in education to refer to school-wide parent teacher conferences.

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, 41minutes
 - 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 (Second Read)

Date

September 22, 2021

Title

Approve Board Goals For 2021–22

Presenter

Judy Newman, Board Chair

Background

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

Board Goals 2021-2022

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)
7. Identify and implement climate change initiatives; Begin the process of inventorying what we are doing and then making a plan.
8. Create a comprehensive district-wide communication policy that emphasizes transparency with stakeholders and the community.

Tasks that can be worked on in 2021-2022

- Integrate the goals, activities and outcome measures of the High School Success Plan, the Student Success Plan and the 2020 Strategic Plan.
- Expand student engagement and voice in the district- New process to select student representatives for the School Board and expand their participation on the Board. Students will be appointed to the Equity Committee per SB 732.
- Create a Community Benefits Agreement (CBA) that will work for the School District – Small committee can work on gathering examples, identifying barriers and addressing them

Other goals to consider if there is time to add goals this year and/or they can be considered for next year's work.

- Create metric of teacher morale and retention - Create and implement a district-wide climate survey Improve teacher retention; (This is included in current district goals)
- Create a Pandemic/Disaster Policy
- 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. **(Timing is not right this year)**

9/22/21



ITEM FOR ACTION (Second Read)

Date of Meeting

September 22, 2021

Title

Nomination for Oregon School Boards Association (OSBA) Election

Presenter

Cydney Vandercar, Interim Superintendent

Description

The Oregon School Boards Association (OSBA) is a statewide association that serves K–12 public school boards, education service district boards, community college boards and the State Board of Education. OSBA helps locally elected volunteers fulfill their public education roles through board leadership training, policy and legal services, and legislative advocacy.

OSBA is governed by a board of directors with up to 23 representatives elected by members on a regional basis. Member boards elect these representatives and also elect members of the Legislative Policy Committee.

The Legislative Policy Committee consists of the voting members of the OSBA board of directors and 20 representatives from 14 regions throughout the state. The committee recommends policies and priorities to OSBA's membership. Individual LPC members report to and are responsive to boards in their region, and serve as advocates for public education and the legislative agenda that OSBA members adopt.

In odd-numbered years such as 2021, even-numbered board positions and all positions on the 20-member Legislative Policy Committee are up for election. The term of office is two calendar years and members may be re-elected. Candidates must submit an application to OSBA and must also be nominated by a member district by October 1, 2021.

In September, member boards nominate candidates for the OSBA board and Legislative Policy Committee. In November, member boards vote on candidates from their region. Each board votes as a body; a board's nomination or vote for candidates is determined by majority vote of the board.

4J board chair Judy Newman has represented Lane County since 2019 in Position 6 on the OSBA Legislative Policy Committee. Lane Education Service District board member Linda Hamilton currently serves in Position 6 representing Lane County on the OSBA Board of Directors.

Recommendation

The nomination of Judy Newman to serve a second term on the committee is recommended.

Action

Approve motion that the board nominate Judy Newman to serve as a representative on the OSBA 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

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date September 22, 2021

TO: Scott Rogers, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
October 1, 2021.**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Scott Rogers:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Lane County Region, Position # 6.

LPC CANDIDATE INFORMATION

Name: Judy Newman
District/ESD/Community College: Eugene School District 4J
Address: 200 N. Monroe St.
City: Eugene Oregon ZIP: 97402
E-mail: newman_j@4j.lane.edu Phone: 541-790-7706

This nomination was approved by official action of our board of directors at a duly called meeting on September 22, 2021 (date)

(Board Vice Chair signature)

Board Vice Chair name: Martina Shabram
District: Eugene School District 4J
Address: 200 North Monroe Street
City: Eugene, Oregon ZIP: 97402



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 22, 2021

Title

Approve Revisions to Board Policy IKF - Graduation Requirements

Presenter(s)

Christine Nesbit, General Counsel

Background

Board policy IKF addresses graduation requirements and describes the types of diplomas issued by the district.

For over a decade, the law has required high school students to complete 24 credits in specified subject areas, demonstrate proficiency in “Essential Skills” and meet other requirements. Senate Bill 744, passed by the 2021 Oregon Legislature, directs Oregon Department of Education to student and make recommendations about graduation requirements. Relevant here, the law eliminated the Essential Skills proficiency graduation requirement for the next three school years (present year through 2023-24).

In another change by the 2021 legislature, the requirement that high school students take four credits of English to graduate high school has been repealed and replaced it with the requirement that they take language arts.

Proposed changes to policy IKF would remove now-outdated language related to the Essential Skills graduation requirement. The proposed changes also remove references to “English” requirements, replacing them with the new language arts requirements.

Finally, the proposed revisions respond to a request from the board to consider the issuance of diplomas when a student has deceased. Oregon statute defines the diploma types that a district may issue, and prohibits the district from issuing a high school diploma, modified diploma or extended diploma to a student who has not met the requirements necessary to obtain such a diploma. (Requirements vary according to diploma type). However, it is permissible for the district to issue a district diploma certificate to the family of a deceased student who had not completed the requirements needed to receive a high school diploma (or other diploma type specified by statute).

To address this situation, the board may consider revising its policy to allow for the issuance of a *district* (not state) diploma. The policy language proposed provides:

- The district will issue a 4J honorary diploma certificate, at the request of a parent, for deceased students who died while enrolled in 12th grade before completing graduation

requirements.

- To be eligible for an honorary diploma, the student must have attended a district high school, completed the 11th grade school year, been enrolled in 12th grade at the time of their death, and been on track to meet graduation requirements by the target graduation date or in the summer immediately following.
- The 4J honorary diploma would be issued on or after the graduation date of the class in which the student was enrolled at the time of death.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends that the board approve revisions to board policy IFK Graduation Requirements at a future meeting.

Eugene School District 4J

Code: **IKF**
Adopted: 8/26/15
Revised/Readopted: 9/09/15; 11/07/18;
11/06/19; [XX/XX/21](#)
Orig. Code: IKF; IKFA

Graduation Requirements**

The district will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate that meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school.

Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I)²;

¹ As defined in ORS 30.297

² Applied and integrated courses aligned to mathematics standards can meet credit requirements.

2. Four credits of ~~language arts English~~ (shall include the equivalent of one unit in written composition);
3. Three credits of science³;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and
8. Six OS (Other Subjects) credits.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must meet ~~three~~^{four} additional requirements:

- ~~1. Essential Skills: Demonstrate proficiency in the essential skills of reading, writing and applying mathematics in a variety of settings;~~
- ~~2.1. Education Plan and Profile: Students develop an education plan and profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals. The process should begin no later than grade 7 and continue through grade 12, with regular reviews and updates.~~
- ~~3.2. Career-Related Learning Experiences: Students participate in career-related experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan.~~
- ~~4.3. Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.~~

~~Essential Skills for English Language Learners~~

~~The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required essential skills in the student's language of origin.~~

~~The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.~~

³ Lab experiences can take place outside of the school in field-based experiences.

~~Essential Skills Appeal~~

~~The district will follow Board Policy KL—Public Complaints and Administrative Regulation KL-AR—Complaint Procedure in the event of an appeal for the denial of a diploma based on the essential skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.~~

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated an inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. To be eligible for a modified diploma, a student must

1. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will only be awarded to students who while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in ~~English~~[language arts](#);
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

~~A student must also demonstrate proficiency in the essential skills with reasonable modifications and accommodations.~~

~~Districts may modify the assessment for students who seek a modified diploma when the following conditions are met:~~

1. ~~For a student on an individualized education program (IEP) or Section 504 Plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 Plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;~~
2. ~~For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.~~

~~Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.~~

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated an inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of [language arts](#)~~English~~;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education; and
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of serious

illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificate

An alternative certificate will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet all of the following minimum requirements established by the district:

1. Student has an active education plan and profile that has been reviewed and updated within the past 60 days.
2. Student has met minimum number of high school credits and been considered for a standard, modified or extended diploma and is not eligible for any of the three.
3. Student has completed the Work Keys Assessment in both reading and math.
4. Student has been in high school for not less than 4 years, unless there is a waiver submitted for gaining the alternative certificate within 3 years by parent/guardian or adult student.
5. Student has not been dropped for non-attendance or referred for truancy.
6. Student has been advised and counseled on all available alternative education options.
7. Student has a class schedule and a graduation plan that starts in 11th grade that culminates in the alternative certificate.
8. Student has completed the district application for the alternative certificate.

Alternative certificates will be awarded based on individual student needs and achievement.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Diploma Awarded to Veterans

The district will issue a high school diploma, upon request, to a person who resides within the boundaries of the district or resides in Oregon and attended a high school in the district, if the person:

1. Attended a high school before serving in the U.S. Armed Forces;
2. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions; and
3. Served in the U.S. Armed Forces at any time during World War I, World War II, The Korean

Conflict or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Iraq), or served in the U.S. Armed Forces in an area designated as a combat zone by the President of the United States.

Each veteran receiving a diploma shall have the option of participating in the high school graduation ceremony. A representative of a deceased person who meets the requirements for the award of a diploma may make a request on behalf of the deceased person if the deceased person resided within the boundaries of the district at the time of death or was a resident of Oregon at the time of death and attended a high school in the district.

4J Honorary Diploma

The district will issue a 4J honorary diploma certificate, at the request of a parent, for a deceased student who died while enrolled in 12th grade before completing graduation requirements.

To be eligible for an honorary diploma certificate, the student must have attended a district high school, completed the 11th grade school year, been enrolled in 12th grade at the time of their death, and been on track to meet graduation requirements by the target graduation date or the summer immediately following.

The honorary diploma certificate will be issued on or after the graduation date of the class in which the student was enrolled at the time of death.

Issuance of an honorary diploma certificate may be withheld at the superintendent's discretion.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified diploma or extended diploma requirements above.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified

diploma, an extended diploma or an alternative certificate in less than four years, the student’s parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student’s class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of instructional hours and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. ~~Students who opt-out will need to meet the essential skills graduation requirement using another approved assessment option.~~ Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form⁴ and submitting the form to the district.

Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the Board and other interested individuals.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)

[ORS 343.295](#)

[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)

[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)

[OAR 581-022-2120](#)
[OAR 581-022-2505](#)
[SB 744 \(2021\)](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

⁴ www.ode.state.or.us; or navigate to Educator Resources > Student Assessment > Test Administration > Forms > ~~2028-19~~ 30-day notice and opt-out form

Proposed



ITEM FOR ACTION AT A FUTURE MEETING

Date

September 22, 2021

Title

Appointment of Budget Committee Members

Presenter

Kerry Delf, Chief of Staff

Description

By statute, each school district in Oregon has a budget committee composed of the school board and an equal number of district residents appointed by the board.

The role of the district's budget committee is to hear the budget message, review the proposed budget, listen to comments from community members, then declare the tax rates and approve the budget totals to forward to the school board for adoption.

By law, budget committee members must reside within school district boundaries and be registered to vote. District employees are not eligible to serve on the committee. The budget committee's appointed positions have three-year terms, staggered so that approximately one-third of members' terms expire each year.

There are three openings on the budget committee to be filled this fall. The terms of budget committee members Elizabeth Price and Jennifer Winters expired June 30, 2021. Committee members may apply for reappointment. The third vacancy is for a partial term that will end June 30, 2022, to fill the position that was vacated when Maya Rabasa was elected to serve on the school board.

The board's established process to fill budget committee openings has been to have the district solicit applications from community members interested in serving on the committee; invite applicants to speak briefly at a school board meeting or be interviewed by the board in a work session; indicate initial preferences via an online response form that is part of the public record; and then take action to select and appoint committee members at a following board meeting. The board has previously discussed possible adjustments to the solicitation, screening and selection process for future appointments.

Recommended budget committee appointment process and timeline:

- Friday, September 24 – Openings announced
- Wednesday, October 13 – Applications due
- Screening process if a large number of applications are submitted
- Wednesday, October 20 – Board interviews candidates in work session
- Board members indicate initial preferences in online poll; results shared in November 3 meeting
- Wednesday, November 3 – Board ballots to select three candidates for the two full terms and one partial term, then takes action to appoint the selected candidates to the budget committee



October 16, 2020

TO: Budget Committee Applicants

RE: Budget Committee Roles and Responsibilities

As we begin the planning stage for the 2021–22 budget development process, it is important to review the roles and responsibilities of a budget committee member. The following information summarizes guidance outlined in Oregon Revised Statutes and from the Oregon Department of Revenue. The selected budget committee members will learn more in an orientation session.

1. What is a budget committee and what are the main duties?

- A budget committee is established by each local government subject to local budget law (ORS 294).
- The budget committee shall consist of the members of the governing body and an equal number of qualified electors. In the case of Eugene 4J, seven (7) members.
- Any deliberation on the proposed budget must take place at a properly advertised public meeting.
- The purpose of the budget committee is to receive the budget message from the superintendent, review the proposed budget, listen to comments from citizens, and approve the budget.
- The budget committee reviews the proposed budget to ensure that the district is planning to spend money in furtherance of expressly stated district goals. Upon completion of its deliberations, the budget committee approves the budget.

2. What can the budget committee discuss before the superintendent’s budget message and the presentation of the proposed budget?

The budget committee may meet from time to time throughout the year at the governing body’s discretion. All of these meetings are open to the public and notice of the meeting must be given in the same manner as notice for meetings of the governing body. The budget committee may meet for the purposes of:

- Receiving training on the budget committee process, calendar, expectations for committee members, etc.
- Discussing committee members' preferences for ground rules, rules of order, conduct of meetings, method of voting / reaching consensus, etc.
- Receiving orientation on the organization and its various departments or programs and staffing, and on the activities or services provided by each.
- Receiving orientation on the format of the budget document, such as the fund structure and the types of activities or programs and expenditures made from each fund in the budget document.
- Discussing the current year budget or prior year budgets, including what, in general, might be done differently next year.

3. What shall *not* be discussed by the budget committee before the superintendent's budget message and the presentation of the proposed budget?

Take care not to discuss specifics of the ensuing year's budget at these informal meetings until the notice requirements for the first budget committee meeting have been satisfied. Specifics not to discuss include:

- Specific estimates of revenue, expenditures or appropriation amounts associated with any fund, object classification or line item, resource or requirement.
- The question of whether to fund specific programs or expenditures.
- The question of whether to impose any specific tax levy, or the amount of any levy.

4. What is *not* included in the role of the budget committee?

- Setting salaries, benefits, or contract terms for employees.
- Approving staffing levels.
- Deciding whether a service or program should be provided.
- Establishing or revising district policy

Thank you for considering service to the students and community of the district. Additional information about the budget committee and Oregon's local budget law can be found at: <http://www.4j.lane.edu/board/budgetcommittee>.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date

September 22, 2021

Title

Consider Approval Board Working Agreements

Presenter

Judy Newman, Board Chair

Background

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

DRAFT September 2021

School Board Working Agreements - 2021-2022

The Board of Directors is the educational policy making body for Eugene School District 4J.. The Board is responsible to guide practices, processes and programs with the goal of producing the highest educational achievement for all students. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources. To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team. To help the Board function together effectively and efficiently, the Board establishes Working Agreements that provide a set of guidelines, shared agreements and expectations and hold each other accountable to follow them.

These agreements are intended to augment and detail section A and B of the Eugene School District 4J Policies. (See <http://www.4j.lane.edu/board/policies/>)

Board Organization and Governance

1. The board will seek to work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
2. The board will focus on the responsibilities of policy making, planning and evaluation of the superintendent, and fiscal oversight.
3. The board will make decisions in the best interest of students and the district as a whole.
4. The board will actively solicit input, listen to all perspectives and give careful consideration to all issues presented to the board.
5. Individual board members have no authority to take individual action regarding policy or district and school administrative matters.
6. Individual board members will respect decisions of the majority after honoring the right of the individual members to express opposing viewpoints and vote their convictions.
7. Each year the board will select a chair and vice chair, and this constitutes "Board Leadership".
8. Newly elected or appointed board members will be offered and expected to participate in orientation sessions to be provided by Eugene 4J staff and supplemented by outside training as deemed appropriate. And Board leadership will work to support new Board members in their onboarding process, including helping them connect with resources."

Meeting Agreements

1. Board members will arrive on time for meetings and will carefully review all meeting materials in advance of the meeting.
2. Board meetings will begin at the designated start time and members will work to end meetings on time.
3. Board members will attend all regular meetings of the board. Members will contact board leadership and the superintendent, in advance of the meeting if unable to attend. Attending meetings via phone or web conference (i.e. Zoom) is an option but should be used only in rare occasions when in-person attendance is not possible.
4. Board members will cast a vote on all matters before the board, except when a board member must recuse themselves from the vote, such as in circumstances of a conflict. Abstentions are not allowed.
5. Board meetings will be held only at accessible locations.
6. Board meetings will be properly noticed and adhere to Oregon Public Meeting Law requirements as per Oregon Revised Statutes 192.610–192.690.
7. The Board may hold an executive session as defined in ORS 192.660 and ORS 332.061. Board members must respect and adhere to the confidentiality of all matters and all materials discussed within an executive session of the board. Information shall not be shared with anyone outside of an executive session.

Duties, Responsibilities and Role of Board Leadership

1. Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30. A confirmation vote will take place at the first Board meeting on or after July 1st in those years when incoming new Board members are unable to vote for leadership.
2. The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar.
3. Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month. Leadership will take extra care to prioritize items that have been supported by at least three members of the Board. This list is subject to change by a majority vote of the Board.
4. Board leadership will informally survey each member of the board to determine preference and interest for the various board committees. The chair will present the annual board assignments during a regular meeting of the board of directors and will seek ratification of these assignments at that same meeting. When making committee assignments, the chair will consider the preferences expressed by individual board members, and will strive to rotate assignments to maximize opportunities to gain a broader understanding of the district. At the same time, the board chair will assign mentor relationships with the student board representatives. The chair retains the right to make these assignments should ratification not occur.

5. Board members who are not the official appointee to a committee may attend meetings of any committee, but the board member(s) should take caution and be aware that four members of the board constitute a quorum of the board.
6. Board leadership will be responsible for the board self-assessment.
7. Board leadership will be responsible to ensure the annual evaluation of the superintendent occurs in a timely manner and is consistent with the superintendent's contract.

Communication by Board Members

1. Board member communication is subject to the Oregon Public Meetings Law as defined and established in ORS 192.610–192.690. Board members should not deliberate toward any public decisions in any format except for public meetings. A discussion by more than three board members in a non-public forum on any board matter is not allowed.
2. Board members will communicate directly with the superintendent when relaying a concern, complaint or problem received from a community member, Eugene 4J School District staff member or another stakeholder. Any request for information, data or reports, other than a simple distribution of an existing document or report, must be made through the superintendent.
3. Information requests supported by a majority of the Board will be honored as soon as is possible.” Information requests by individual Board members which require 15 minutes or more of staff work or staff resources will be referred by the superintendent to board leadership or the full board to determine if the request to use resources aligns with board and district priorities.
4. When attending meetings or speaking directly to district staff, board members are expected to respect and understand their status as the elected leaders of the school district and how this position will be perceived. It is important to keep communication on district issues focused to the superintendent.
5. Board members will communicate questions or concerns about agenda items to the superintendent and board leadership.
6. The board chair or designee is the official spokesperson for the board. If a media request is made to another member who is not the chair, that member may speak with the media as an individual member, and, should inform the board as a whole.
7. The board chair will be responsible to answer in writing all correspondence sent to the board. All board members will be copied on responses. However, board members should be cautious to abide by the Oregon Public Meetings Law (ORS 192) with regard to serial meetings via electronic communication; avoid the use of “reply to all”. The board chair will strive for a response timely response to correspondence.
8. In some instances, board members may have an existing professional relationship or volunteer relationship with schools, programs or Eugene 4J staff that necessitates interactions in the board member's capacity as a private citizen or volunteer. The board member must clearly state the visit or interaction has no official board-related purpose. The board member should inform the

superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings.

9. Board members, at times, may wish to learn more about a specific topic, issue or program within the school district. These requests should first be made to the superintendent (see #2 above). If a site or program visit is requested, this should also be made first to the superintendent who can inform the building administrator and or program staff. Further, from time to time, building administrators or program staff may proactively invite board members to a site or program visit as learning opportunities; these are encouraged. Again, board members should be in communication with the superintendent when such requests are received and should be mindful of the Oregon Public meetings Law.
10. With the popularity and availability of photography for social media purposes, photos of students in which students can easily be identified should not be posted without prior and explicit consent of the parent or guardian of the student.
11. 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 to ensure the personal safety of Board members and that interactions with the public are respectful and constructive. If Board members are receiving threats, insults, or bullying that affect their feelings of safety and ability to perform their duties, or that may affect other Board members, they are encouraged to alert Board leadership as soon as possible. Leadership and the Board member will decide on appropriate action.

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 and board goals set by the board at a summer retreat.

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. In order to better plan and manage board time and staff and district resources, the request will be considered if it is supported by at least three members of the board. A request for an agenda item can also be sent to board leadership for consideration via an email message.

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.

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 therefore should be done only for a time-sensitive matter under circumstances that could not have been foreseen. This will

Planning and Evaluation

1. Board members will conduct an annual self-assessment of the board's performance; the annual review ideally should be completed within the context of the board's spring retreat.
2. Board members will review the "Board of Director's Guiding Beliefs and Values" statement and "Working Agreements" at least annually.
3. Board members will participate in establishing annual expectations and goals for the superintendent.
4. Board members will objectively evaluate the superintendent's annual performance and provide appropriate feedback.
5. The board will annually set goals for itself, which will be reviewed and evaluated within the agenda of the summer board retreat.

I _____, have read and understand these working agreements. I agree to work under these agreements during my term as an elected school board member.

(Signature)

1. [Board Policy Sections A and B](#)
2. List of Board Committees

3. Role of Student Representatives ([Board Policy BCBA](#))
4. ORS 192.610-690, (Oregon Public Meetings Law)
<https://www.doj.state.or.us/oregon-department-of-justice/public-records/attorney-generals-public-records-and-meetings-manual-2014/> OSBA: Public Meetings
http://www.osba.org/Resources/Article/Board_Operations/PublicMeetings.aspx

School Board Working Agreements - 2021-2022

The Board of Directors is the educational policy making body for Eugene School District 4J. The Board is responsible to guide practices, processes and programs with the goal of producing the highest educational achievement for all students. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources. To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team. To help the Board function together effectively and efficiently, the Board establishes Working Agreements that provide a set of guidelines, shared agreements and expectations and hold each other accountable to follow them.

~~The board's primary responsibility is to establish policies for the 4J School District to guide practices, processes and programs with the goal of producing the highest educational achievement. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources. The board must fulfill these responsibilities by:~~

- ~~• Functioning primarily as a legislative body to formulate and adopt policy~~
- ~~• Hiring and managing a superintendent to implement policy and run the district~~
- ~~• Evaluating the results of the work of the district~~
- ~~• Carrying out its functions openly and seeking the involvement of students, staff and the public during its decision-making processes~~
- ~~• Honoring and respecting the trust and faith the community has placed in the board as individually elected officials by encouraging and soliciting participation and engagement of the community~~

~~To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team.~~

~~These working agreements do not seek or intend to restrict the rights of an individual board member, but rather to provide a set of guidelines, shared agreements and expectations among and between the individual members, the superintendent and district staff. As a board, there is accountability for these shared agreements in an effort to focus the work of the district.~~ These agreements are intended to augment and detail section A and B of the Eugene School District 4J Policies. (See <http://www.4j.lane.edu/board/policies/>)

4. Board Organization and Governance

1. The board will seek to work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
2. The board will focus on the responsibilities of policy making, planning and evaluation of the superintendent, and fiscal oversight.

3. The board will make decisions in the best interest of students and the district as a whole.
4. The board will actively solicit input, listen to all perspectives and give careful consideration to all issues presented to the board.
5. Individual board members have no authority to take individual action regarding policy or district and school administrative matters.
6. Individual board members will respect decisions of the majority after honoring the right of the individual members to express opposing viewpoints and vote their convictions.
- ~~6. Individual board members will respect decisions of the board. Each board member should express viewpoints, and then respect and abide by the vote of the majority.~~
7. Each year the board will select a chair and vice chair, and this constitutes “Board Leadership”.
8. Newly elected or appointed board members will be offered and expected to participate in orientation sessions to be provided by Eugene 4J staff and supplemented by outside training as deemed appropriate. And Board leadership will work to support new Board members in their onboarding process, including helping them connect with resources.”

Meeting Agreements

1. Board members will arrive on time for meetings in advance of the start time of meetings and will carefully review all meeting materials in advance of the meeting.
2. Board meetings will begin at the designated start time and members will work to end meetings on time.
3. Board members will attend all regular meetings of the board. Members will contact board leadership and the superintendent, in advance of the meeting if unable to attend. Attending meetings via phone or web conference (i.e. Zoom) ~~Calling in to meetings~~ is an option but should be used only in rare occasions when in-person attendance is not possible.
4. Board members will cast a vote on all matters before the board, except when a board member must recuse themselves from the vote, such as in circumstances of a conflict conflict of interest is identified. Abstentions are not allowed.
5. Board meetings will be held only at accessible locations.
6. Board meetings will be properly noticed and adhere to Oregon Public Meeting Law requirements as per Oregon Revised Statutes 192.610–192.690.
7. The Board may hold an executive session as defined in ORS 192.660 and ORS 332.061. Board members must respect and adhere to the confidentiality of all matters and all materials discussed within an executive session of the board. Information shall not be shared with anyone outside of an executive session.

Duties, Responsibilities and Role of Board Leadership

1. Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30. A confirmation vote will take place at the first Board meeting on or after July 1st in those years when incoming new Board members are unable to vote for leadership.
2. The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar.
3. Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month. Leadership will take extra care to prioritize items that have been supported by at least three members of the Board. This list is subject to change by a majority vote of the Board.
4. Board leadership will informally survey each member of the board to determine preference and interest for the various board committees. The chair will present the annual board assignments during a regular meeting of the board of directors and will seek ratification of these assignments at that same meeting. When making committee assignments, the chair will consider the preferences expressed by individual board members, and will strive to rotate assignments to maximize opportunities to gain a broader understanding of the district. At the same time, the board chair will assign mentor relationships with the student board representatives. The chair retains the right to make these assignments should ratification not occur.
5. Board members who are not the official appointee to a committee may attend meetings of any committee, but the board member(s) should take caution and be aware that four members of the board constitute a quorum of the board.
6. Board leadership will be responsible for the board self-assessment.
7. Board leadership will be responsible to ensure the annual evaluation of the superintendent occurs in a timely manner and is consistent with the superintendent's contract.

Communication by Board Members

1. Board member communication is subject to the Oregon Public Meetings Law as defined and established in ORS 192.610–192.690. Board members should not deliberate toward any public decisions in any format except for public meetings. A discussion by more than three board members in a non-public forum meeting on any board matter is not allowed.
2. Board members will communicate directly with the superintendent when relaying a concern, complaint or problem received from a community member, Eugene 4J School District staff member or another stakeholder. Any request for information, data or reports, other than a simple distribution of an existing document or report, must be made through the superintendent.
3. Information requests supported by a majority of the Board will be honored as soon as is possible. Information requests by individual Board members which require 15 minutes or more of staff work or staff resources will be referred by the

superintendent to board leadership or the full board to determine if the request to use resources aligns with board and district priorities.

4. When attending meetings or speaking directly to district staff, board members are expected to respect and understand their status as the elected leaders of the school district and how this position will be perceived. It is important to keep communication on district issues focused to the superintendent.
5. Board members will communicate questions or concerns about agenda items to the superintendent and board leadership.
6. The board chair or designee is the official spokesperson for the board. If a media request is made to another member who is not the chair, that member may speak with the media as an individual member, and, should inform the board as a whole.
7. The board chair will be responsible to answer in writing all correspondence sent to the board. All board members will be copied on responses. However, board members should be cautious to abide by the Oregon Public Meetings Law (ORS 192) with regard to serial meetings via electronic communication; avoid the use of "reply to all". The board chair will strive for a response timely response to correspondence.
8. In some instances, board members may have an existing professional relationship or volunteer relationship with schools, programs or Eugene 4J staff that necessitates interactions in the board member's capacity as a private citizen or volunteer. The board member must clearly state the visit or interaction has no official board-related purpose. The board member should inform the superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings.
- ~~9.~~ Board members, at times, may wish to learn more about a specific topic, issue or program within the school district. These requests should first be made to the superintendent (see #2 above). If a site or program visit is requested, this should also be made first to the superintendent who can inform the building administrator and or program staff. Further, from time to time, building administrators or program staff may proactively invite board members to a site or program visit as learning opportunities; these are encouraged. Again, board members should be in communication with the superintendent when such requests are received and should be mindful of the Oregon Public meetings Law.
- ~~10.~~ ~~10.~~ With the popularity and availability of photography for social media purposes, photos of students in which students can easily be identified should not be posted without prior and explicit consent of the parent or guardian of the student.
11. 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 to ensure the personal safety of Board members and that interactions with the public are respectful and constructive. If Board members are receiving threats, insults, or bullying that

affect their feelings of safety and ability to perform their duties, or that may affect other Board members, they are encouraged to alert Board leadership as soon as possible. Leadership and the Board member will decide on appropriate action.

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 and board goals set by the board at a summer retreat.

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. In order to better plan and manage board time and staff and district resources, the request will be considered if it is supported by at least three members of the board. A request for an agenda item can also be sent to board leadership for consideration via an email message.

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.

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 therefore should be done only for a time-sensitive matter under circumstances that could not have been foreseen. This will

~~The agenda of each regular board meeting is developed in collaboration between the superintendent and board leadership and is based on an annual calendar and board goals set by the board at the summer board retreat.~~

- ~~1. At each regular meeting of the board there will be an opportunity for members to request an item to be considered by the board. In order to better plan and manage staff and district resources, the request must be supported by at least three members of the board. There will be a verbal vote on such requests to ascertain if there are three members in support of the request. The first step for staff response will be information included in the superintendent's weekly memo. If, at this point, a member would like to ask for a work session or "item for information" at a regular meeting of the board, support of at least three members will be needed to place it on the agenda at a future meeting. When the intent is to eventually create or amend board policy, the item will be researched and vetted by staff, and presented at the next reasonably available meeting as an "item for information". The proposed policy or proposed amendment will then be placed as an "item for future action" so as to ensure sufficient time to inform and receive comments from community members. The next step, if the item is to be moved forward, will be the consideration of the matter as an "item for action."~~
- ~~2. When a work session, new policy or policy amendment request has been supported by at least four board members, the request will be reviewed by board leadership and will be placed on a future meeting agenda.~~
- ~~3. The board chair will report to the body the status of agenda requests at the next regularly scheduled meeting, provided that there has been sufficient time to review the request with the superintendent and staff. In addition, the weekly memo from the superintendent will also include the "Working Calendar and Draft Agenda".~~
- ~~4. At the end of regular meetings at which there have been requests for more information or a work session on a topic, the chair will offer a summary of items which have been moved forward.~~
- ~~5. Regular meeting agendas will include a short verbal report by the chair to preview upcoming meetings and the major topics to be considered.~~

Planning and Evaluation

1. Board members will conduct an annual self-assessment of the board's performance; the annual review ideally should be completed within the context of the board's spring retreat.
2. Board members will review the "Board of Director's Guiding Beliefs and Values" statement and "Working Agreements" at least annually.
3. Board members will participate in establishing annual expectations and goals for the superintendent.
4. Board members will objectively evaluate the superintendent's annual performance and provide appropriate feedback.
5. The board will annually set goals for itself, which will be reviewed and evaluated within the agenda of the summer board retreat.

I _____, have read and understand these working agreements. I agree to work under these agreements during my term as an elected school board member.

(Signature)

1. Board Policy Sections A and B
2. List of Board Committees
3. Role of Student Representatives (Board Policy BCBA)
4. ORS 192.610-690, (Oregon Public Meetings Law)

<https://www.doj.state.or.us/oregon-department-of-justice/public-records/attorney-generals-public-records-and-meetings-manual-2014/> OSBA: Public Meetings
http://www.osba.org/Resources/Article/Board_Operations/PublicMeetings.aspx

5. _____

~~have read and understand these working agreements. I agree to work under~~

- ~~1. Board Policy Sections A and B~~
- ~~2. List of Board Committees~~
- ~~3. Role of Student Representatives (Board Policy BCBA)~~
- ~~4. ORS 192.610-690, (Oregon Public Meetings Law)~~

~~[https://www.doj.state.or.us/oregon-department-of-](https://www.doj.state.or.us/oregon-department-of-justice/public-records/attorney-generals-public-records-and-meetings-manual-2014/)~~

~~[justice/public-records/attorney-generals-public-records-and-meetings-manual-2014/ OSBA: Public Meetings](http://www.osba.org/Resources/Article/Board_Operations/PublicMeetings.aspx)~~

~~http://www.osba.org/Resources/Article/Board_Operations/PublicMeetings.aspx~~

Working Agreements Revision Draft

Section	Original text	Proposed revisions	Notes
Board Organization and Governance	1. The board will work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.	Add: "The board will <u>seek to work</u> with the superintendent...."	
	2. The board will focus on the responsibilities of policy making, planning and evaluation of the superintendent, and fiscal oversight.		Gordon suggests that we remove this agreement. We are leaving them because these are the roles and responsibilities of the Board.
	6. Individual board members will respect decisions of the board. Each board member should express viewpoints, and then respect and abide by the vote of the majority.		Gordon suggests that we remove this agreement. Language from the 2007-2008 Board working agreements may be preferable: "Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions."
	8. Newly elected or appointed board members will be offered and expected to participate in orientation sessions to be provided by Eugene 4J staff and supplemented by outside training as deemed appropriate.	Add: "Board leadership will work to support new Board members in their onboarding process, including helping them connect with resources."	Laural proposed additions here and in a new item regarding onboarding for new members. We propose adding this statement, which speaks to the concerns raised in those suggestions.
Meeting Agreements	1. Board members will arrive in advance of the start time of meetings and will carefully review all meeting materials in advance of the meeting.		Laural proposed additions in the "Planning and Evaluation" section regarding preparatory information, which we think are already addressed in this item.
	2. Board meetings will begin at the designated start time and members will work to end meetings on time.		Laural proposed setting an end time that requires a vote to extend. We believe that this would take additional time in already crowded agendas, and could have the unintended consequence of allowing a single Board member to essentially filibuster until the end time. For these reasons, we suggest not adding that language.
	3. Board members will attend all regular meetings of the board. Members will contact board leadership and the superintendent, in advance of the meeting if unable to attend. Calling in to meetings is an option but should be used only in rare occasions when in-person attendance is not possible.	Add: " <u>Attending meetings via phone or web conference (i.e. Zoom)</u> is an option but should be used only in rare occasions when in-person attendance is not possible.	

	<p>4. Board members will cast a vote on all matters before the board, except when a conflict of interest is identified. Abstentions are not allowed.</p>	<p>Edit: “Board members will cast a vote on all matters before the board, <u>except when a board member must recuse themselves from the vote, such as in circumstances where a conflict of interest has been identified.</u> Abstentions are not allowed.”</p>	
	<p>7. The Board may hold an executive session as defined in ORS 192.660 and ORS 332.061. Board members must respect and adhere to the confidentiality of all matters and all materials discussed within an executive session of the board. Information shall not be shared with anyone outside of an executive session.</p>		<p>There were proposals to add information to this section that further explains the parameters of Executive Sessions. However, since those parameters are laid out in the ORS, we suggest not adding additional language. Questions about legality of these additions.</p>
<p>Duties, Responsibilities, and Role of Board Leadership</p>	<p>1. Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30.</p>	<p>Add: “A confirmation vote will take place in those years when incoming new Board members are unable to vote for leadership.”</p>	<p>Proposals were made to change the terms, but because the Leadership team often works during the month of July to prepare for the coming year, we propose this alteration instead.</p>
	<p>2. The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar.</p>	<p>Add: “Leadership will take extra care to prioritize items that have been supported by at least three members of the Board”</p>	
	<p>3. Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month.</p>	<p>Add: “This list is subject to change by a majority vote of the Board.”</p>	
<p>Communication by Board Members</p>	<p>1. Board member communication is subject to the Oregon Public Meetings Law as defined and established in ORS 192.610–192.690. Board members should not deliberate toward any public decisions in any format except for public meetings. A discussion by more than three board members in a non-public meeting on any board matter is not allowed.</p>	<p>Edit: “A discussion by more than three board members in a non-public forum on any board matter is not allowed.”</p>	
	<p>3. Information requests which require 15 minutes or more of staff work or staff resources will be referred by the superintendent to board leadership or</p>	<p>Add: “Information requests supported by a majority of the Board will be honored as soon as is possible.”</p>	

<p>the full board to determine if the request to use resources aligns with board and district priorities.</p>		
<p>4. When attending meetings or speaking directly to district staff, board members are expected to respect and understand their status as the elected leaders of the school district and how this position will be perceived. It is important to keep communication on district issues focused to the superintendent.</p>		<p>There were some proposed revisions here. Because this item does not include a specific prohibition or direction, we suggest leaving it as is.</p>
<p>5. Board members will communicate concerns about the agenda to board leadership and the superintendent.</p>		<p>Gordon suggests that we remove this agreement.</p> <p>We are leaving it in because Board Leadership and the superintendent set the agendas and can address the concern.</p>
<p>8. In some instances, board members may have an existing professional relationship or volunteer relationship with schools, programs or Eugene 4J staff that necessitates interactions in the board member’s capacity as a private citizen or volunteer. The board member must clearly state the visit or interaction has no official board-related purpose. The board member should inform the superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings.</p>		<p>Laural suggests removing: “The board member should inform the superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings.”</p> <p>We kept this in because district employees often see Board members differently even if they had previous relationships and it is important to be aware of the perceived or real power differential and to be transparent about the role you are in at the time of your visit.</p>
<p>9. Board members, at times, may wish to learn more about a specific topic, issue or program within the school district. These requests should first be made to the superintendent (see #2 above). If a site or program visit is requested, this should also be made first to the superintendent who can inform the building administrator and or program staff. Further, from time to time, building administrators or program staff may proactively invite</p>		<p>Gordon suggests that we remove this agreement.</p> <p>We kept this in because informing the Superintendent is a courtesy and a way of respecting our different roles, The Superintendent is our only employee and she is ultimately responsible for the rest of the employees in the district including workloads and building</p>

	<p>board members to a site or program visit as learning opportunities; these are encouraged. Again, board members should be in communication with the superintendent when such requests are received and should be mindful of the Oregon Public meetings Law.</p>		<p>safety and functioning. We should not go around her and undermine her ability to support staff and her authority.</p>
		<p>Proposed new item: 11. 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 to ensure the personal safety of Board members and that interactions with the public are respectful and constructive. If Board members are receiving threats, insults, or bullying that affect their feelings of safety and ability to perform their duties, or that may affect other Board members, they are encouraged to alert Board leadership as soon as possible. Leadership and the Board member will decide on appropriate action.</p>	

Based on discussion, here is the revised Agenda Planning section:

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 and board goals set by the board at a summer retreat.

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. In order to better plan and manage board time and staff and district resources, the request will be considered if it is supported by at least three members of the board. A request for an agenda item can also be sent to board leadership for consideration via an email message.

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.

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 therefore 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.

Working Agreements Feedback Analysis

+ Maya- Timeframe of Agreements Clarify = 1 year – we affirm or change annually in Fall Retreat

+ Gordon and Laura had some edits in introduction

Board Organization and Governance	Gordon	Laural ** 2 requests = goals	Maya
1 Board will work with the Sup in a cooperative and collaborative partnership aligned towards goals	X add “The board will <u>seek to</u> work with the superintendent....		
2 Focus on policy making, planning, eval of Sup, fiscal oversight	Delete		
3			
4			
5			
6 Individual board members share view and respect majority vote	Delete-		
7			
8 New Board members offered and expected to participate in orientation		X and add after election and before July 1st	

Meeting Agreements	Gordon	Laural	Maya
1			
2 Board meetings will begin at the designated start time and members will work to end meetings on time.		X added end time to mtg 10 pm	
3 Board members will attend all regular meetings of the board. Members will contact board leadership and the superintendent, in		X added calling in and zooming okay	

advance of the meeting if unable to attend. Calling in to meetings is an option but should be used only in rare occasions when in-person attendance is not possible.			
4 . Board members will cast a vote on all matters before the board, except when a conflict of interest is identified. Abstentions are not allowed.		X added a clarification	
5			
6			
7 Exec sessions-respect and adhere to confidentiality	X Keep and add – legal clarification Documents that are public record already are exempt	X Keep and add clarifying lang Use exec sessions judiciously	

Duties, Responsibilities , and Role of Board Leadership	Gordon	Laural	Maya
1 Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30.	X Change to - vote in as soon as possible after 7/1	X Date change to August 1-July 31 term	
2 The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and	X Keep and add: Items that have been supported by at least three members of the Board will take precedence in setting the		

agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar.	agenda and scheduling the use of meeting time.		
3 Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month.	X Keep and add this list is subject to change by a majority vote of the Board.		
4			
5			
6			
7			
8. Laural added		Added – Board Leadership responsible for timely sup eval and aligned with contract	

Communication by Board Members	Gordon	Laural	Maya
1 Communication subject to Oregon Public meeting laws..	Keep and delete second sentence “a discussion of more than 3 Board members in a non public meeting by any board member is not allowed- legal clarification		
2			
3 Board member requests for information – not to exceed 15 min, or sup refers to Board leadership if aligns with priorities of board and district	X-addition - staff estimates time – okay if 3 board members vote to get it.	? 15 min?	
4. When attending meetings or talking directly to district staff, board members are expected to understand and respect their status	Keep and delete last sentence. It is important to keep communication on	Keep and delete ... and how this position will be perceived. It is important to keep communication on	

as elected leaders of the school district and how this position will be perceived. It is important to keep communication on district issues focused to the superintendent.	district issues focused to the superintendent.	district issues focused to the superintendent.	
5 Board members will communicate concerns about the agenda to board leadership and the superintendent	Delete-		
6			
7 Board chair responds to all communications and on behalf of the Board and copy the board on response. Caution about public meeting laws.			Clarification about when other Board members can respond
8. In some instances, board members may have an existing professional relationship or volunteer relationship with schools, programs or Eugene 4J staff that necessitates interactions in the board member's capacity as a private citizen or volunteer. The board member must clearly state the visit or interaction has no official board-related purpose. The board member should inform the superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to		Keep and delete second sentence: When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings	Discuss practical application

the extent possible, of the schedule of meetings.			
9. Board members, at times, may wish to learn more about a specific topic, issue or program within the school district. These requests should first be made to the superintendent (see #2 above). If a site or program visit is requested, this should also be made first to the superintendent who can inform the building administrator and or program staff. Further, from time to time, building administrators or program staff may proactively invite board members to a site or program visit as learning opportunities; these are encouraged. Again, board members should be in communication with the superintendent when such requests are received and should be mindful of the Oregon Public meetings Law.	Delete-		Delete or rewrite
10			
New #11 Judy and Martina * see below			

Maybe for this section we should describe process and then discuss as a whole and not item by item.?? We re-wrote this section

Agenda Planning	Gordon	Laural	Maya
1. Agenda for each regular board meeting is developed with Sup and Board leadership	X change to: ...developed by Board leadership based on items raised by Board		

based on Board calendar and goals from annual retreat	as highest priority. Board leadership will consult with Sup if she wants to add other items even if not one of the Board priorities.		
2	X	Discuss	
3 Combine 2+3+4- see below	Delete	? least 4 members ?	
4			
5			
6			
New #7 Proposed by Laural **			

Planning and Evaluation	Gordon	Laural	Maya
1			
2			Discuss how agenda items are added
3			clarify time frames
4	X		
5			

***Proposed new #11 under Communication by Board Members Section:**

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 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 we will decide on appropriate action.

If Board Leadership is involved, the Board member will alert the Superintendent as soon as they are comfortable.

****Proposed new #7 under *Agenda Planning Section*:**

Write a process for adding time-sensitive and emergency items to a Board agenda.

Combined under Agenda Planning items 2 and 3 and 4:

How do we get information on items and when and how do they get on the Board Agenda We want to maximize transparency

Maybe this needs to be an open ended discussion first

At each regular Board meeting there will be an opportunity for a board member to request an item be considered by the Board. The Board will discuss the item and vote as to whether or not we want to address it- A majority vote of 4 members will move it forward. The Board will decide how to address it- can it be addressed by receiving information in the Friday memo? If not, should it be placed as an item for information on Board agenda? After the information is heard the Board can vote to put it on as an item for future action – a majority vote of 4 is needed to move it. Board Leadership will figure out when to place it on the calendar of Board meetings and report back to the Board when it will be discussed.