

**NOTICE:** The meeting will be open to the public via live broadcast on KRVM 1280-AM, the internet at [www.4j.lane.edu/stream](http://www.4j.lane.edu/stream) or Zoom Webinar at <https://zoom.us/j/98003667075?pwd=a1JFR0JKNHRNVFdyTGv1TjVyRnhwQT09> (Passcode: 513563)

Public Comment: Interested residents can submit a request to provide public comment during the meeting by sending an email request to [budget\\_comm@4j.lane.edu](mailto:budget_comm@4j.lane.edu) with the subject line "Public Comment Request." The deadline is noon (12 p.m.) on Monday before the Budget Committee meeting. District staff will contact requesters after the deadline to notify them whether they have been selected to speak and, if so, when and how to connect to provide public comment to the Budget Committee.

Residents can continue to submit written comments via email to [budget\\_comm@4j.lane.edu](mailto:budget_comm@4j.lane.edu), with "Written Public Comment" in the subject line. The Budget Committee members will read and take into consideration all comments submitted by noon on the day of the meeting.

**6:00 PM  
Budget Committee Meeting**

- I. **6:00 p.m. Regular Budget Committee Meeting:**
  - 1. Call to Order, Roll Call (6:00 p.m.)
  - 2. Budget Committee Presentation 3
- II. Agenda Review (6:05 p.m.)
- III. Items for Action at this Meeting (6:10 p.m.)
  - 1. Committee Administration: 28
    - 1. Approval of Minutes for February 28th, March 14th and March 28 Budget Committee Meetings
- IV. Items Raised by the Audience (6:15 p.m.)  
Audience members who have signed up to provide public comment at this meeting will have 3 minutes each to present their thoughts and considerations to the Budget Committee.
- V. Items for Information
  - 1. Superintendent's Budget Message (6:35 p.m.)  
Cydney Vandercar, Interim Superintendent
  - 2. 2022-23 Proposed Budget (6:45 p.m.)  
Link to Budget  
Document: [https://www.4j.lane.edu/wp-content/uploads/2022/04/FY2023-Proposed-Budget\\_Optimized.pdf](https://www.4j.lane.edu/wp-content/uploads/2022/04/FY2023-Proposed-Budget_Optimized.pdf)  
Andrea Belz, Director of Financial Services
  - 3. Budget Committee Discussion (7:05 p.m.)  
– Questions and Information Requests
- VI. Budget Committee Wrap-up (7:25 p.m.)
  - a. Items Raised by Committee Members
  - b. Agenda Items for the May 2nd meeting
- VII. Adjourn (7:30 p.m.)

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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



# Eugene School District 4J

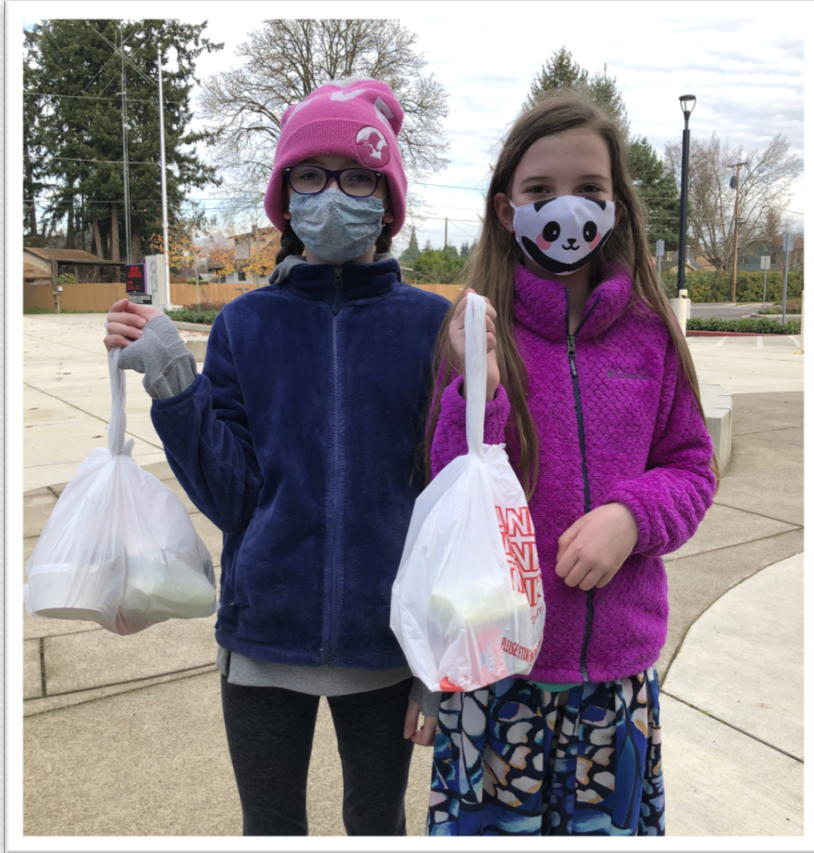
## 2022-23 Superintendent's Proposed Budget



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Budget Committee Meeting  
April 25, 2022

# Agenda



- Welcome and Opening Remarks
- Approval of Minutes
- Public Comment
- Items for Information <sup>4</sup>
  - Superintendent's Budget Message
  - Review of 2022-23 Proposed Budget
- Committee Discussion
- Closing Remarks

# Minutes

Approval of meeting minutes:

- February 28<sup>th</sup>
- March 14<sup>th</sup>
- March 28<sup>th</sup>



# Public Comment



Audience members who have signed up to provide public comment at this <sup>6</sup> meeting will have 3 minutes each to present their thoughts and considerations to the Budget Committee

# Superintendent's Message

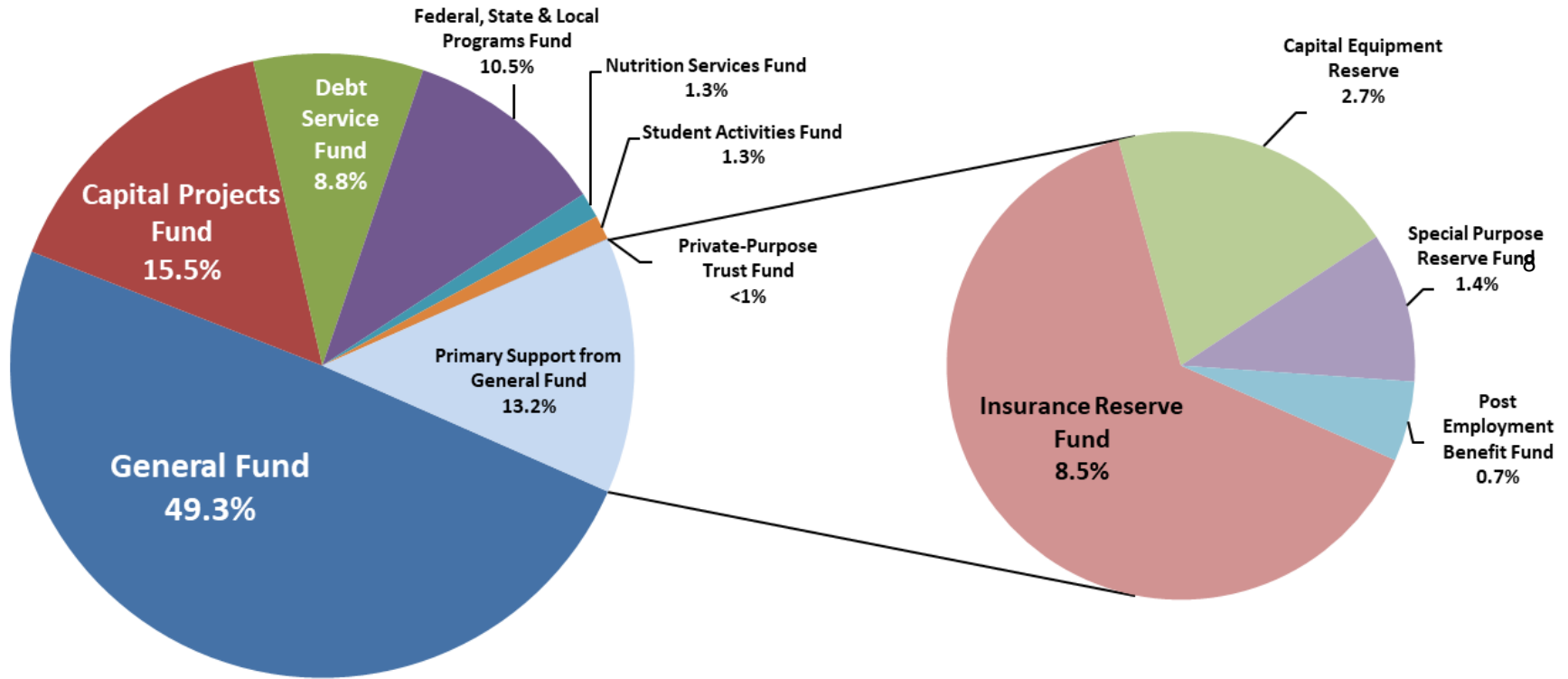


- Supporting our students & families
- Focus on social-emotional learning<sup>7</sup> and mental health
- Federal and state grants
- Continuing bond-funded construction



# 2022-23 Proposed Budget - All Funds

## \$547.9 Million

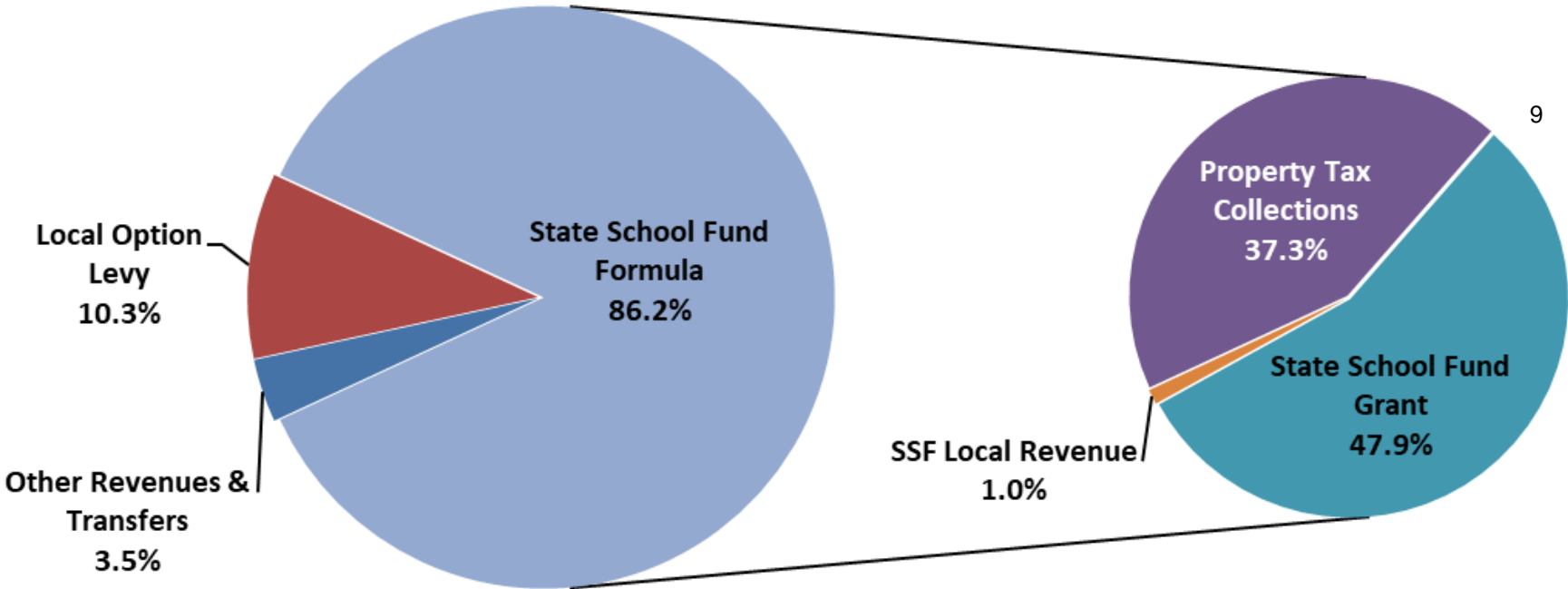




# 2022-23 Proposed Budget General Fund Resources

## \$217.5 Million\*

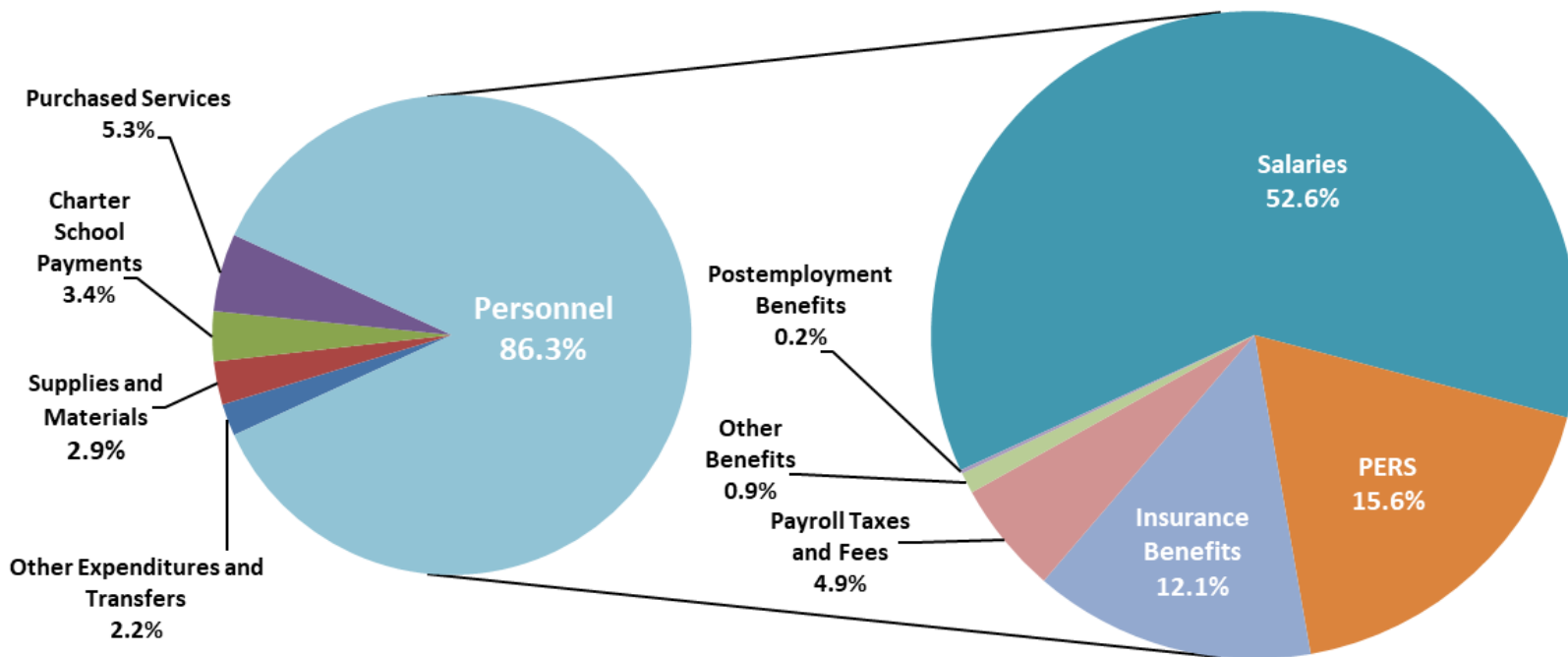
\*Excluding the Beginning Fund Balance





# 2022-23 Proposed Budget General Fund Requirements \$221.2 Million\*

\*Excluding the Operations Reserve, PERS Reserve, Ending Balance and Contingency

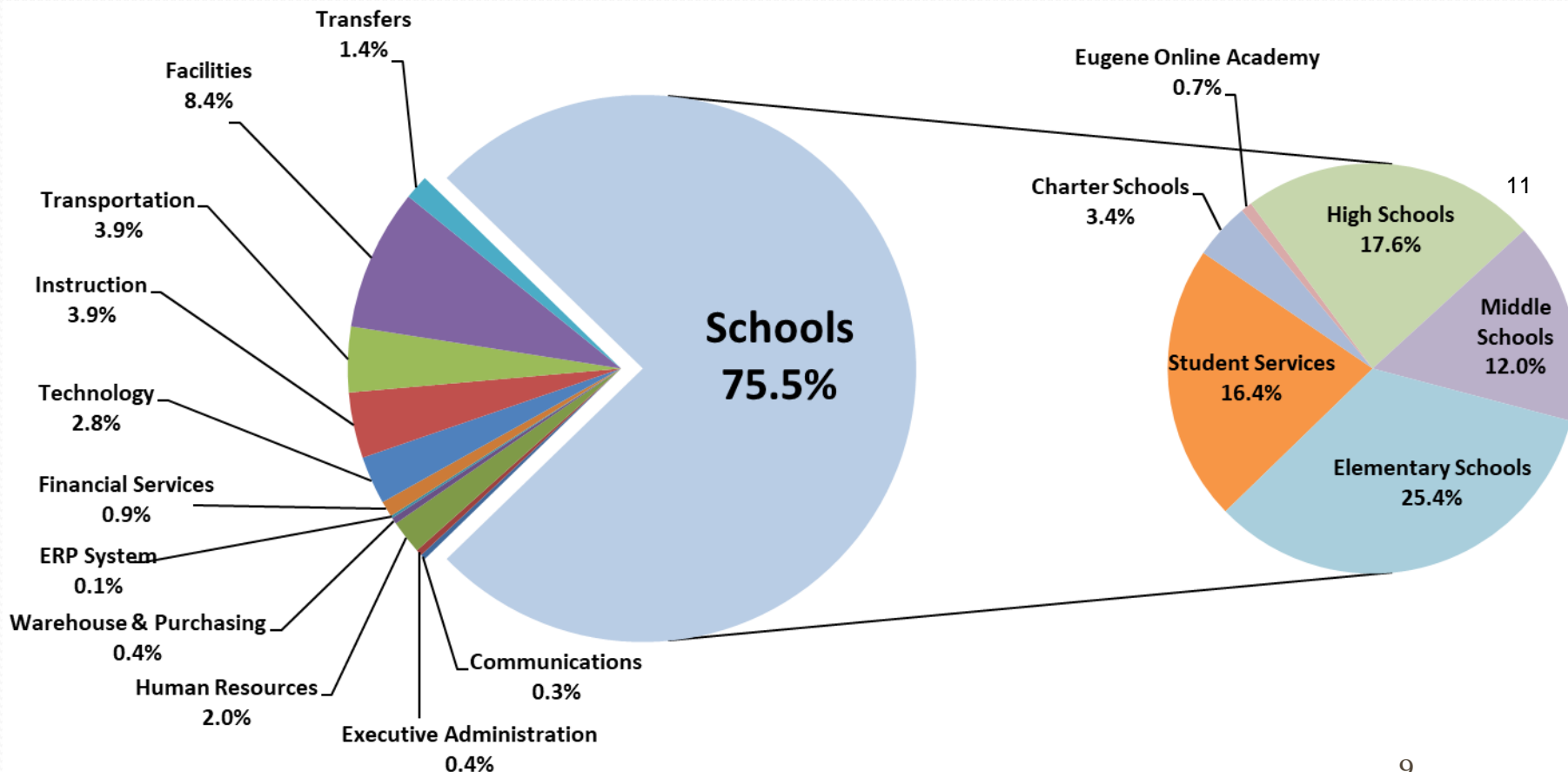


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# 2022-23 Proposed Budget General Fund - Schools and Departments \$221.2 Million\*

\*Excluding the Operations Reserve, PERS Reserve, Ending Balance and Contingency



# Elementary Staffing

- Maintain teaching staff at 2021-22 levels even in the face of enrollment losses to address class sizes (35.0 licensed FTE)
- Continue educational assistants at 5.5 hours per day for each kindergarten classroom (55 additional classified hours)
- 4 hour educational assistant for each 1<sup>st</sup> grade classroom (138 classified hours)

## Budget

General Fund - \$4.5 million

Student Investment Account (SIA) - \$1 million



# Middle School Staffing

- Maintain teaching staff to provide flexibility for middle school classrooms and expand elective opportunities (13.6 licensed FTE)

## Budget

General Fund - \$1.6 million

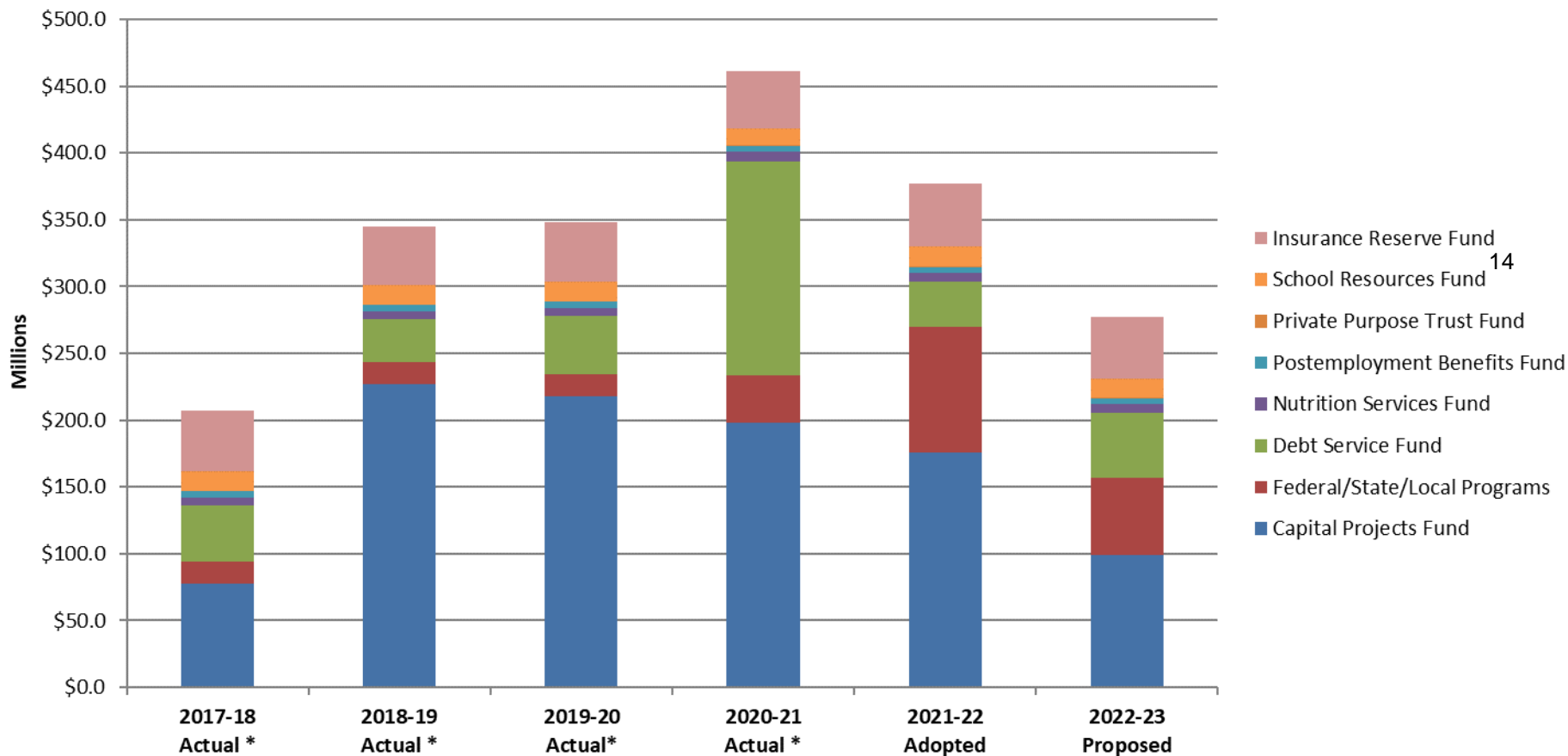




# 2022-23 Proposed Budget – Other Funds

## \$277.6 Million

\* Actuals include Unappropriated Ending Fund Balances (UEFB)





# Free Meals in 2022-23

The federal government currently plans to end support for free meals for all students at the end of the 2021-22 school year.

Recognizing that many of our families are struggling with food insecurity in the face of unprecedented inflation, the district<sup>15</sup> proposes **continuing to provide free meals to all students in 2022-23** supported by General Fund (\$0.7 million support transfer) and federal emergency grant funding (\$0.6 million).

This measure is sustainable at this level through the 2023-24 school year, but costs would significantly increase in the following year.



# Federal, State and Local Programs

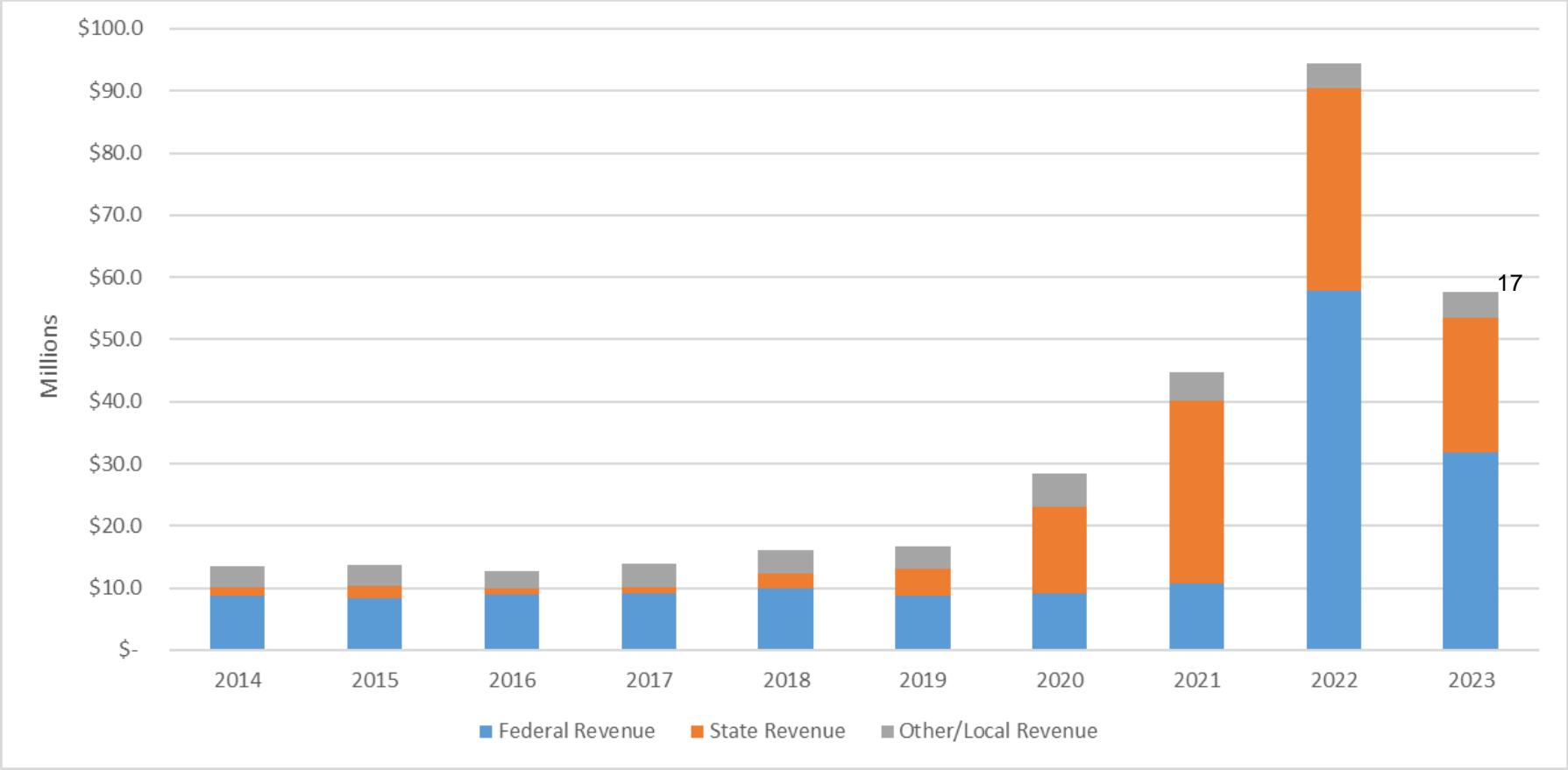
- Elementary & Secondary School Emergency Relief (ESSER) III Grant - \$14.7 million
- Student Investment Account (SIA) - \$13.4 million plus \$2.4 million in summer spending
- Title programs (I, II, III & IV) – \$6.5 million
- High School Success Grant (Measure 98) - \$4.4 million plus \$1.3 million in summer spending<sup>16</sup>
- ESSER II Grant - \$4.2 million
- Individuals with Disabilities Act (IDEA) – \$4.3 million
- IDEA American Rescue Plan (ARP) - \$0.8 million

2022-23 Budget

\$ 57.6 million



# Grant Funding





# Student Investment Account

## Well-Rounded Education:

- Improve 3<sup>rd</sup> Grade Reading - \$3.5 million
- Learning for All Model - \$2.2 million
- Enhancing the Natives Program - \$0.3 million
- Emergent Bilingual Student Success - \$1.0 million

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## Health and Safety:

- Behavior Framework and Support Services - \$2.2 million
- Wraparound Support Teams - \$3.0 million



# Student Investment Account

## Class Size:

- Class Size Reduction - \$0.8 million

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## Instructional Time:

- BEST After-School and Summer Programs - \$0.9 million
- High School Success Plan to Fully Schedule All Students - \$0.5 million



# High School Success (HSS)

- Career & Technical Education (CTE): \$1.3 million to support CTE program expansion in the areas of health services, technology, construction and manufacturing.
- College-Level Educational Opportunities: \$0.3 million will<sup>20</sup> be used to pursue opportunities to expand participation in AP and IB courses among underserved student populations.
- Dropout Prevention: \$2.8 million including 15.9 FTE will support a variety of initiatives including a continued focus on 9th grade success and the implementation of a 9th Grade Academy program at all high schools.



# Special Education & Behavior Supports

- Special Education teachers (3.5 licensed FTE)
- School Psychologist (1.15 licensed FTE)
- Mental Health Specialist
- Behavior Consultant
- Occupational and Physical Therapists (1.5 licensed FTE)
- Speech and Language Specialists (2.1 licensed FTE)
- Regional 504 Plan support<sup>21</sup> positions (4.0 classified FTE)

## Budget

American Rescue Plan (ARP) and ESSER II grant funding - \$1.4 million



# Other Supports for Teachers and Students

- Teacher Mentor Program (8.0 licensed FTE) - \$0.9 million
- High School Success: additional funding for a Young Parent Program teacher and a GED SPED teacher (1.5 licensed FTE) - \$0.2 million
- Equity & Inclusion supports - \$1.5 million
- ESSER III staffing pool - \$1.4 million

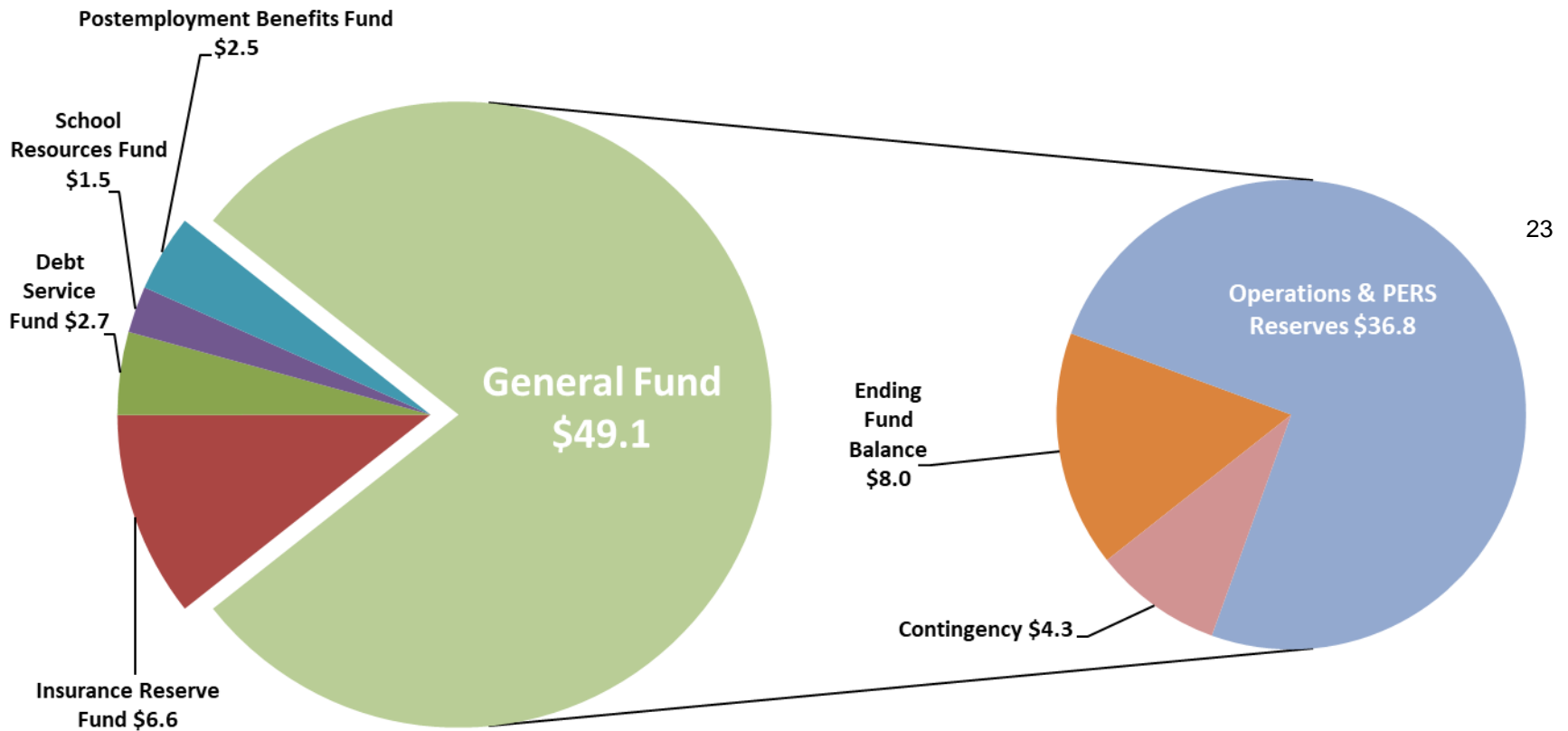
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# 2022-23 Proposed Budget

## Ending Balances & Contingencies

(in millions)





# Budget Committee Statutory Role

Approve  
Budget

- General Fund Total of **\$270,328,481** or as amended by the budget committee.
- Other Funds Total of **\$277,587,598** or as amended by the budget committee.

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Declare Taxes  
and Levies

- General Fund tax rate of **\$4.7485** per \$1,000 of assessed valuation of the district.
- Local Option Levy tax rate of **\$1.50** per \$1,000 of assessed valuation of the district.
- Debt Service Fund tax levy of **\$40,609,690**



# Closing Remarks

- Items Raised by Committee Members
- Agenda Items for the May 2<sup>nd</sup> Meeting





# 2022-23 Budget Meeting Calendar

## Budget Committee:

- May 2, 2022 – Discussion and approval of the 2022-23 Proposed Budget and declaration of Taxes and Levies
- May 16, 2022 – date held for additional meeting if needed to finalize the work of the Budget Committee

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## Board of Directors:

- June 1, 2022 – Public budget hearing and consideration of the 2022-23 Proposed Budget, Taxes and Levies
- June 22, 2022 – Enact resolutions to adopt the 2022-23 Budget and declare Taxes and Levies

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## MINUTES OF THE 4J BUDGET COMMITTEE

School District 4J, Lane County, Oregon  
Virtual Meeting via Zoom

February 28, 2022  
6:00 p.m.

**PRESENT:** Josh Burstein, Chair; Dakota Boulette, Gary Campbell, Tom Di Liberto, Anne Fifield, Ericka Thessen, Juan Carlos Valle, Appointed Committee members; Alicia Hays, Laural O'Rourke, Judy Newman, Gordon Lafer, Maya Rabasa, Mary Walston, Board Committee members; Cydney Vandercar, Andrea Belz, Brook Wager, Kerry Delf, staff.

### I. Call to Order and Roll Call

Mr. Burstein called the 4J Budget Committee to order and called the roll. A quorum was established.

### II. Agenda Review

Mr. Burstein reviewed the agenda.

Mr. Valle asked that the agenda include requests for information from committee members under V.a. Items Raised By Committee Members. There were no objections.

Ms. Hays and Ms. Newman announced they would need to leave the meeting at 7:30 p.m.

### III. Items Raised by the Audience

Mr. Burstein reviewed procedures for providing testimony and invited comments from the audience.

**Chelsea Hardrath** spoke to the need for certified teacher libraries and equitable funding and support for all schools and Oregon Battle of the Books (OBOB). She described her experiences volunteering in libraries at her children's schools for several years. She said libraries had large inventories of assets that were not being managed and urged the District to determine if the budget could support teacher librarians. She noted that other District assets, like its school buses, were not managed by parent volunteers. A certified teacher librarian at all schools would support teachers. She encouraged the District to inspect school libraries and see the vast differences among schools. She would email additional comments to Budget Committee members.

**Danielle Bowerman** said her story was similar to Ms. Hardrath's as she had also volunteered in different school libraries. She concurred with remarks about the differences in student access and how libraries were operated, and stressed the positive impact on teachers and students of having full-time library staff. She asked that librarians be a priority, particularly in elementary schools, if there were funds available. She also hoped the District would continue with paid lunches for all students, as well as breakfasts, although lunch was preferred if both could not be supported. She suggested that an acoustic engineer review how baffle panels could be used to reduce echoing to improve students' mealtime experience.

**Sheila Waggoner**, OSEA Eugene Chapter 1 president, said that classified employees were the most unnoticed staff that supported District operations. She explained the roles of classified employees such as bus drivers, food service workers, custodians, grounds workers and clerical and technology staff and their contributions to the educational environment.

**Katherine Tagwerker** said she had been employed by the District as a "lunch lady" for 34 years, a job she loved. She said it was important to provide children who might not otherwise receive it with good nutrition at school. She said food service employees continued to work in the cafeterias throughout the District during the pandemic. She said the District was short on food service employees in the fall of 2021, several kitchens were closed and food had to be brought in from other schools. There was still a staff shortage and it was difficult to find staff with the wages being offered, which were lower than wages at fast food businesses. She urged the District to review the salary schedule and longevity policy.

**Melanie Namkoong**, OSEA Eugene Chapter 1 member, spoke to Goal 5, Stable, Sustainable Stewardship. She said that if it was only viewed as bottom line financial stability the human investment would be lost. Many classified staff had left during the past two years because of the difficulty of the working environment and many changes in their job assignments. Many found better opportunities in neighboring districts. She said the loss of skilled knowledgeable personnel had left the District understaffed. The proposed budget appeared to anticipate some enrollment increase and an increase in teaching staff by 1.6-1.8 percent each year, but a drop in classified employees. She explained the challenges classified staff encountered when there were not enough employees and said the appropriate environment for staff and students could not be provided at schools.

Ms. Walston applauded the work of nutrition service employees. She recently volunteered at Adams Elementary School and appreciated their contributions as public employees.

Mr. Burstein disclosed that he was employed by Lane Council of Governments (LCOG) and Eugene School District 4J was a member and represented on LCOG's Board. His work at LCOG was separate from and not influenced by his participation on the Budget Committee.

Mr. Valle disclosed that he was employed by the federal government. He asked if the District had ever had all library positions filled in all schools. He also asked about staff attrition over the past five years and particularly the past two years for classified employees and teachers and how that affected the budget. He was pleased that people were providing the committee with stories about the work of District employees and volunteers.

Ms. Thessen thanked the speakers and concurred that the need for certified librarians had been under discussion for some time and needed to be addressed. She listed the ways in which certified librarians provided essential assistance to students. She also agreed that free meals at schools were life-changing for many students and efforts to reduce noise in cafeterias would be very beneficial to students who were neurodivergent.

Mr. Burstein reminded people that other options for providing feedback to the Budget Committee were through the 4J website, contacting the superintendent's office and submitting public comment.

#### **IV. Items for Information**

##### **1. Financial Update**

Ms. Belz provided the financial update. She noted that some areas of the 5-year forecast were still unknown at the committee's January 24, 2022, meeting. She said the initial understanding that a six percent increase in the 2023-25 and 2025-27 biennium was conservative, it now appeared that could be an optimistic viewpoint. The legislature could direct additional revenues to other areas that were in desperate need of funding. Staff would continue to monitor the issue closely. She said a three percentage point increase in the PERS rate going into the 2023-25 biennium was estimated in the initial forecast in January, based on preliminary reports from PERS. Since that time PERS investment returns were well above projections and a rate (increase) of one percent in 2023-24 was more likely. She said a tentative agreement had been reached with licensed employees and that contained a four percent COLA for the current year and the next two years. She said an equivalent value would be provided to other employee groups. She said approximately \$2.9 million of the PERS reserve would remain at the end of the 5-year forecast and a full five percent in the ending fund balance, equal to about one month's payroll.

## **2. Budget Committee Discussion**

Mr. Lafer said the Oregon School Board Association (OSBA) released a statement that legislative leadership had decided to add \$275 million to k-12 funding, mostly for summer programs and staff recruitment and retention. He asked how much of that amount the District might receive. Ms. Belz said the District estimated it would receive about the same amount of funding for summer programs that it had last year, with a match requirement that could be met with carry over Student Investment Account (SIA) funding and other sources. She said there would likely be a child care component. She noted that there had not been sufficient time for districts to plan for and spend all of the funds available last year and the legislature would try to make those funds available earlier this year. She said discussions were underway on options for allocation and use of retention funding.

Ms. Fifield asked if there was concern about a reduction in the ending fund balance and the impact reserves had on the District's ability to bond. Ms. Belz said it was important to ensure sufficient reserves to cover basic needs and avoid impacting the District's bond rating. As long as reserves did not drop below the Board's mandated five percent minimum she was not concerned.

## **3. Review Statutory Responsibilities of the Budget Committee**

Ms. Belz summarized the following responsibilities of the Budget Committee:

- conduct at least one meeting where the proposed budget was presented
  - the proposed budget must be balanced
  - program budget detail report must be included
  - the Superintendent's Message must be included
- public testimony must be requested at the meeting
- budget appropriations (General Fund and other funds) and tax levies and rates must be forwarded to the Board for action in June

## **4. Discuss Community Engagement in Developing Spending Plans**

Ms. Belz said that previous budget committees had frequently expressed concern that they were not a part of budget development and could not assure that the community's voices, as represented by committee members and through public feedback, were being heard. She asked for the committee's assistance in looking to the future and helping the District implement a new directive from the Oregon Department of Education (ODE) entitled *Aligning for Student Success* -

Integrated Guidance for Six ODE Initiatives. She described the six initiatives, their common elements and associated goals:

1. High School Success
2. Student Investment Account
3. Continuous Improvement Planning
4. Career and Technical Education
5. Every Day Matters
6. Early Indicator and Intervention Systems

Ms. Belz said the document would be distributed to committee members. The intent was to create a new process which had the common elements of consistent engagement across all initiatives, an equity-based decision process, a focus on students historically marginalized by the education system, completing a comprehensive needs assessment for the area, and a continuous improvement cycle.

Mr. Valle asked if the initiatives were in priority order, what baseline tool would be used and how/when they could be refined to reflect the community. He also asked if progress would be measured by specific years or on an ongoing basis. Ms. Belz replied there was no order of priority among initiatives. She said ODE would be providing training in the spring on initiating the various processes within the directive.

Speaking as an individual Board member, Ms. Rabasa agreed the process should be implemented using an equity tool and the committee's interest would provide leverage to assure that happened and hold the District accountable.

Ms. Vanderkar said obtaining information from the public on spending priorities would include an equity lens in the questions. She said for example, questions about funding for library and food service staff could also address which item would help the most students and responses could help inform budget decisions. She said the Board would determine the approach to be taken during community engagement.

Ms. Rabasa said the Equity Committee was close to being finalized and that was a subject that the previous committee had discussed. She asked if ODE had incorporated direction to districts about formation of equity committees and use of equity tools. Ms. Belz said ODE provided an equity tool, but also gave districts the option of using its own tool.

Mr. Di Liberto cautioned the District not to wait for guidance from ODE because it already possessed expertise within its system to begin the job of better community engagement.

Ms. Newman commented that she was pleased to see all six funding streams brought together in a way that would help the District focus clearly and utilize funds more efficiently.

Mr. Burstein reflected on Budget Committee discussions in previous years about a needs assessment and ways to assure funds could be directed towards the greatest needs. He commended ODE for the guidance. Regarding public engagement, he said the District needed to hear from students and others whose voices were not heard at meetings. Many people did not have access because of lack of time or technology.

Mr. Valle said it was important to bring in stories from the community. He was pleased an equity tool was being developed and said it should be updated at least every three years. He hoped to see all six initiatives funded. Regarding community engagement, he urged the District to go to the people instead of expecting them to come to the District.

Ms. O'Rourke arrived at 7:12 p.m.

Ms. Belz reviewed a 12-step summary of the planning and application process and timeline and said the District was already beginning the process and the application was due in March 2023. Funding estimates would be used until final figures were available at the conclusion of the legislation session. She encouraged committee members to read Appendix A: Community Engagement Toolkit to prepare for its March 14 meeting. Members of the committee noted the statement "the right people" as problematic (slide 13 showing page 11 from the ODE Aligning for Student Success document), as not inclusive and historically indicates a wish to omit certain groups or viewpoints. Ms. Vandercar said she would ask ODE to change that language.

Mr. Lafer said librarians were critical to helping students like reading and encouraging them to read materials outside of those they were required to read. He said 4J used to have librarians in every school and the last elementary school librarian left in 2010. There were currently no librarians assigned to elementary or middle schools. He proposed that the District try to find funds for a five-year pilot program to place librarians at three elementary schools with the greatest need as determined by senior staff. He would like to see that program considered in the budget being considered to the next school year. He asked that staff provide information on the cost of such a program and how that would impact other areas of the budget.

Mr. Valle said community engagement in the 1990s typically involved talking to one person representative of a community. That was slowly changing by bringing in stakeholders with an interest in improving education for the District's students. He said communities across the state were all interested in education, but populations and demographics were different. He said community engagement should not consist only of testimony from the public as many people would not connect in that way, although they had things to say. The District should be willing to reach out to different communities and secure participation in different ways.

Ms. Thessen agreed with Mr. Valle on the need in providing input on the budget more accessible, such as an online survey, text and email. She supported the proposal to get librarians back in elementary and middle schools.

Mr. Burstein noted staff could provide cost estimates on proposals such as placing librarians in three elementary schools.

Mr. Di Liberto said in his experience librarians were a huge asset to students in promoting enthusiasm for reading and providing guidance on reading materials, and in developing researching skills. He supported efforts to put more librarians in schools. He was pleased with improvements in the District's engagement with the Spanish-speaking community, but improvements could still be made in gathering input. There was staff in the District's buildings and in the community who could assist in that effort.

Mr. Burstein said the committee's role was to represent the community and identify needs during the planning process. Local values and priorities should be addressed along with ODE guidelines.

Mr. Valle supported Mr. Lafer's proposal to fund a pilot program to place librarians in some elementary schools and hoped the committee could make that happen. He asked staff to provide information about how that could happen. He stressed the importance of an equity lens to view the system from that perspective, including looking at issues such as language barriers and bilingual/bicultural librarians.

Mr. Burstein stressed the importance of the committee's discussions about what was best for the District's children. He said the budget was a moral document and would benefit from the committee's candid conversations and different perspectives. He appreciated the contributions of each committee member.

#### **5. Review Upcoming Budget Committee Meeting Schedule**

Mr. Burstein reviewed the schedule for remaining committee meetings and determined there was consensus to allot 90 minutes for each meeting.

Ms. Belz asked that committee members review the ODE guidance section on community engagement and be prepared to discuss how the District could make that process efficient and effective and unique to 4J. She also asked for suggestions on ways to reach people that had not been engaged in previous budget cycles in order to achieve the best outcomes. Information on other parts of the budget would be presented at the March 28 meeting. The 2022-23 Superintendent's proposed budget would be presented at the April 25 meeting.

### **V. Budget Committee Wrap-up**

#### **a. Items Raised by Committee Members**

Ms. Rabasa asked how Budget Committee agendas were established and when discussions about issues such as librarians and other priorities would occur. Mr. Burstein said he met with Ms. Vanderkar to represent the committee's interests and develop meeting agendas. He also discussed agendas with Mr. Valle. He invited input from all committee members on agenda topics.

#### **b. Items for Next Meeting**

Ms. Vanderkar asked committee members to let staff know if there were discussion items they wanted to add to an agenda. She said committee members could email their requests to Mr. Burstein or to her.

Ms. O'Rourke suggested emailing the committee chair and vice chair, along with Ms. Newman and Ms. Vanderkar with agenda item requests.

Ms. Vanderkar clarified that there should be no email discussions among committee members about agenda items to avoid violations of Oregon's public meeting laws. Mr. Burstein indicated he was comfortable with Ms. O'Rourke's proposal. He determined there was consensus among members to provide agenda requests as described.

### **VII. Adjourn**

Mr. Burstein thanked everyone for their participation in the budget process and adjourned the meeting at 7:59 p.m.

*(Recorded by Lynn Taylor)*

## MINUTES OF THE 4J BUDGET COMMITTEE

School District 4J, Lane County, Oregon

Virtual Meeting via Zoom

March 14, 2022

6:00 p.m.

**PRESENT:** Josh Burstein, Chair; Dakota Boulette, Gary Campbell, Tom Di Liberto, Anne Fifield, Ericka Thessen, Juan Carlos Valle, Appointed Committee members; Loral O'Rourke, Judy Newman, Gordon Lafer, Maya Rabasa, Mary Walston, Board Committee members; Cydney Vandercar, Andrea Belz, Brook Wager, Kerry Delf, Jeffry Johnson, staff.

### I. Call to Order and Roll Call

Mr. Burstein called the 4J Budget Committee to order and called the roll. A quorum was established. Mr. Burstein reviewed the agenda.

### II. Items for Action at this Meeting

#### 1.a. Approval of Minutes for the January 24, 2022, Budget Committee Meeting

**MOTION:** Ms. Thessen moved, seconded by Mr. Valle, to approve the January 24, 2022, Budget Committee meeting minutes as presented. The motion passed unanimously.

### III. Items Raised by the Audience

Mr. Burstein determined there was no one wishing to speak.

### IV. Budget Committee Discussion.

#### 1. Opportunities to Strengthen Community Engagement Activities in the Fall

Ms. Belz provided an overview of the Oregon Department of Education (ODE) guidance document entitled *Aligning for Student Success* that had been distributed to committee members. She invited questions and comments on the community engagement section, particularly regarding previous community engagement processes and where improvements could be made to strengthen future community engagement activities.

Mr. Valle thought the document section on community engagement was well crafted. He hoped the committee could focus its discussion on how previous community engagements had been conducted and how groups and individuals had been involved. He wanted to build upon previous activities instead of starting over. He said the term "systemic racism" was used frequently and while he understood that, he asked when and how the transition from systematic racism to systemic racism occurred and what impact that would have on the District's activities with respect to racism.

Ms. Vandercar said she did not know when the change in terminology had occurred. She said 4J's previous public engagement presentations and outreach strategies were considered a good model and the District had been asked to share them with other districts. Ms. Wagner described the types of outreach activities that were conducted. She would raise Mr. Valle's question with ODE as staff began to receive training on the new guidance.

Mr. Di Liberto commented that the outreach activities were conducted for the Student Investment Account (SIA) funds and he was pleased to see that happen, including connecting with

stakeholders in the District. He said there was still much improvement needed and the District could no rely on the same methods as it emerged from the pandemic. He agreed comments at earlier committee meetings that it was essential to go out to communities and groups instead of just making it easier for them to come to the committee. He said outreach efforts should be redoubled as use of one-time funds was being considered and those efforts sustained during future budget cycles so people in the community understood how the District would connect with them.

Ms. Newman agreed that the previous community engagement addressed the SIA, one of the six initiatives, and was pleased to see the effort to pull all six plans into one strategic plan. She asked for a brief description of the other five plans, particularly Every Day Matters, Early Indicator and Intervention Systems, and Continuous Improvement Planning. Ms. Wagner said as staff received more state guidance and became more familiar with the other initiatives they would share that information to the committee.

Mr. Lafer said in his opinion the public input on budgets in past years had little meaning despite the extensive outreach. It generated an enormous word cloud that indicated everyone wanted more of everything. He said in order to obtain meaningful input from the community District staff needed to provide in advance of outreach ideas for the best and smartest use of funds. The public needed to understand the tradeoffs involved and how making greater investments in areas such as library staff and suicide prevention programs would impact other areas of the budget. That would form the basis of initial conversations with the community and lead to discussions of what else should be a priority instead of just a list of improvements to all areas of the education system. He said that should be the process in future budget cycles as the proposed budget was already before the committee.

Mr. Lafer asked staff to provide ideas for how to fund a pilot program in the proposed budget to put librarians back in a small number of Title 1 elementary schools in ways that would be minimally disruptive to District operations. He noted that the child development center in South Eugene High School might soon be down one staff person and would be interested in how funding could be restored. He also asked for proposals at the next committee meeting to add funding for additional mental health support services.

Ms. Rabasa pointed out that beginning on Page 22 of the guidance document there was a summary of each of the six initiatives, how they were integrated, the intent of each one and the permitted use of funds.

Mr. Burstein was pleased to see schools listed as an outreach location because parents were familiar with those facilities. He had attended sessions at his children's schools and there was good attendance and the meetings were helpful. He said there was an urgency associated with connecting with the community and while there was a limited amount of time for outreach in the current budget cycle, robust outreach strategies should be used in the next cycle.

Ms. Fifield agreed with Mr. Lafer that when people were asked generally about their priorities it generated a word cloud in which everything was a priority. Further complicating the discussion was the fact that requirements attached to funds often limited how they could be used and allowed little flexibility.

Mr. Valle pointed out that on page 104 of the guidance document there were steps for getting started and three could be implemented immediately. He said the second step was getting clear

on the core engagement team and that was the one that should be revisited. It was important to make expectations of the team clear and that the community's input would be valued, listened to and implemented. Page 105 identified specific student populations and a wide range of focal groups, including students and their families and District staff. He hoped the committee could discuss how to support the families of those students and staff. A chart on Page 110 indicated levels of community engagement and strategies, but missing was returning those groups that had been engaged in the outreach process and informing them about the information captured from their feedback and what would be done with that information. He said that step had also been missing from previous public engagement processes.

Mr. Di Liberto cautioned that input should not be solicited for things that could not be changed; the focus should be on areas of discretion in spending. Be clear with the public on funding streams that were targeted or restricted to certain uses. Do not give people the impression that they could have input on everything in the budget and identify the ways in which discretionary funds could be used. He also wanted to see some meetings focus on a specific issue and involve stakeholders with an interest in that topic. For example, if the topic was special education, it would be useful to invite parents of students with special needs and staff that were engaged with those students and invite them to discuss the best ways to use special education resources.

Mr. Burstein suggested beginning outreach with schools with the greatest needs to help achieve equity.

Ms. O'Rourke thought that currently one of the biggest issues was student suicide and if the District wanted to facilitate a zero tolerance policy on losing children to death by suicide, it would need to be a funding priority. She wanted the Budget Committee to have that discussion. Having mental health counselors in schools to deal with emotional and behavioral issues, support staff and remove barriers to accessing mental health services should be a focal point of the committee's budget work this year.

Mr. Boulette said when he had been a student in 4J schools he had seen or experienced many of the issues, such as access to free or reduced lunch and mental health services. Universal free lunch and in-school access to mental health services were needed in the schools and should be a funding priority.

Mr. Campbell said the previous superintendent had developed a formula for identifying staffing needs in schools when additional funding was available. He asked Ms. Belz and Ms. Vandercar to discuss in their presentation of the budget what model was used to making decisions about staffing in schools and any increase in staffing at a school. He agreed with Mr. Valle that it was important to return to those groups that provided input and let them know how that information was used. Another opportunity in the current budget cycle was to discuss how decisions were made based on community input in the previous SIA cycle and how conversations with the community affected District priorities.

Ms. Thessen asked about the level of community engagement achieved through surveys. She strongly urged the District to consider providing food and child care for in-person meetings. She said as a single parent she would be far more likely to participate in such an event if food and child care was available. Making food available could also encourage participation of students.

Ms. Rabasa felt it was important before beginning a new round of community engagement activities to reflect on past processes and determine if they were successful from the

community's perspective. Some people had felt disenfranchised when participating in the last SIA public engagement process when they did not feel their input was reflected in decisions that were made.

Ms. Newman said one way to avoid problems with past community engagement processes was to identify the resources available and those issues and problems the District wanted to address. That would focus the conversations on priority areas and avoid generating a word cloud in which everything was a priority.

Mr. Di Liberto agreed with Ms. Newman's suggestion to focus discussions at meetings on certain topics. He also felt there should be opportunities for other issues and areas of concern to be raised by the community. A two-way communications conduit with the community should be maintained on an ongoing basis.

Mr. Burstein said it would be helpful for the committee to have an understanding of one-time and ongoing funding streams and any restrictions on the use of those different funds.

In response to a question from Ms. O'Rourke, Ms. Belz said the discussions of community engagement and incorporation of equity-based processes and decision-making into budget development were not applicable to the current budget cycle. They were to prepare for implementation of those concepts in the fall of 2022 in the next budget cycle.

Ms. O'Rourke said she was interested in knowing if mental health counselors in all high schools and a base wage increase for all employees could be funded in the budget currently under discussion, whether with one-time or ongoing resources. Ms. Belz said a discussion of different funds and how they could be used was scheduled for the next Budget Committee meeting.

Mr. Lafer asked if the Budget Committee could direct staff to determine how to fund more mental health support and more librarians in the least disruptive way in the budget to be adopted in May. He said the committee would need that type of information in order to inform potential recommendations to the Board.

Mr. Valle again stressed the importance of informing the community of what the District had heard from them and what was being done with that feedback. He said the committee would need to be cognizant of where funds would come from if it was going to discuss issues such as increasing mental health services and library staffing. He said teachers needed more tools and those should not be provided as a Band-Aid through one-time funding; it required ongoing support.

Ms. Thessen asked if the Budget Committee was capable of making a change in the upcoming budget to provide more mental health services.

Mr. Campbell said the Budget Committee was interested in discussing prioritizations in the current budget and that had not occurred in the committee's meetings to date. He was interested in scheduling time for that discussion prior to staff presenting the budget. He said the committee would need a framework of how to fit the funding pieces together, identify one-time versus ongoing funding and eligible uses for available funds.

Ms. Rabasa agreed with Mr. Campbell that the committee needed to devote some time to discussing priorities and how mental health support could be tackled now and what could be done next year.

Ms. Walston said a discussion of increasing mental health services should begin with understanding what resources already existed in the District. She said the pandemic and other factors had resulted in a lot of despair in the world and lack of counselors in schools should not be blamed. Schools were not in a position to provide the type of professional support that some students needed, nor was Lane County Mental Health able to address all of the needs. The District had done considerable work during the past two years to provide more services, but the problem was much larger than not having counselors in schools.

Ms. Newman said it was necessary to identify gaps in counseling services in order to inform any targeted decisions about the budget.

Mr. Lafer said there was no intent to blame suicides on deficiencies in schools, but rather to recognize the scale of the crisis and try to act as quickly as possible. He suggested a task force of District leadership, educators close of the problem, and parents to come up with the best recommendations for trying to address the problem.

Ms. Rabasa agreed with Ms. Walston that it was necessary to understand what mental health services were currently available before calling for new things. She appreciated the District's recent efforts to add counselors, particularly in elementary schools. She noted that the counselors in elementary schools were entirely dedicated to mental health support and did not have to worry about students' academic issues. She said that dedication of staff to solely providing mental health support was needed at middle and high schools and if there was agreement that this was a priority it would benefit the Budget Committee to conduct an inventory of what was in place and understand what was working well and what could be improved.

Mr. Burstein agreed with Ms. Walston and Ms. Rabasa on the need to understand what was in place in the District and where more resources were needed. The committee had also discussed other needs such as free lunch for all and more librarians in schools. He said committee members, whether elected or appointed, represented the public in different ways and should remember who was not at the meeting.

Ms. Belz stressed that one of the Budget Committee's most powerful tools was the ability to ask questions and receive answers. The next meeting would provide information from people working in the system about what services were available and where there were gaps so the committee could continue its analysis.

Mr. Valle said the committee should provide specific guidance to staff before adjourning concerning the information it wanted to receive, such as how many mental health counselors were in the District currently and options for providing funding to add more counselors. This would allow the committee to give advice to the Board, which would make final decisions on the budget.

Mr. Di Liberto said he was interested in hearing from staff that made decisions about mental health services about current resources and what resources might be available to expand those services. However, the committee had limited time and could not examine all aspects of District

operations. He would like to hear from experts about what areas they would improve if more resources were available.

Ms. Fifield asked if the Budget Committee could make changes to the proposed budget and what procedures that would involve.

Ms. O'Rourke said her understanding was the Budget Committee made recommendations on the budget to the Board. She said in the past the committee had reviewed the proposed budget and agreed with staff. This year the committee had asked about needs that were not being addressed and how those needs could be met.

Ms. Vandercar appreciated the committee's questions about existing needs and available resources. She said staff would work with the committee to identify those issues it felt were most important. She said a majority of the budget was personnel and most of the current staff would be working for the District next year; otherwise due process would have occurred to let employees know contracts would not be continued. Any plans for major changes would have to be for the following year. She appreciated the recommendation to return to the community after public engagement to let people know what was heard and how funds would be spent. She said staff was already considering how middle and high school counselors could be given more time for mental health by shifting some duties to other staff. She said it was challenging to find qualified applicants for mental health services positions.

Ms. O'Rourke said she wanted clear information on the funding available this year and how it could be spent. She said wages should be high enough to attract seasoned mental health counselors. The current system was not working and students were dying. Students were in schools for seven hours a day and the District should reduce barriers to students seeking help. The District should adopt a zero tolerance for student suicide and while free lunches and more librarians were desirable, they did not represent lives. Counseling functions should be separated to allow for a focus on mental health support. She said there were very limited mental health services available in the community.

Mr. Lafer said the Budget Committee existed to obtain feedback from the community on priorities for use of funds and make recommendations to the Board. The Board made budget decisions. He felt there was more that could be done immediately to increase mental health support in schools and that some funds could be found in the current budget. He would also support using Elementary And Secondary School Emergency Relief Fund (ESSER) dollars for mental health services even if it meant those staff would only be there two years in order to address the current situation. He wanted to hear from staff where resources could be found in this year's budget to address the mental health crisis.

Ms. Thessen described how Lane County Mental Health and PeaceHealth partnered with the health centers at North and Churchill high schools to provide nurse practitioners and counselors. There could be other strategies to address the crisis such as expanding those partnerships and incorporating mental health services into the mandated health classes.

## **2. Opportunities to Incorporate Equity-based Processes and Decision-making Into Budget Development**

This topic was postponed.

## **V. Budget Committee Wrap-up**

**a. Items Raised by Committee Members**

**b. Items for Next Meeting**

The next meeting agenda could include an Other Funds budget presentation, continued discussions of Opportunities to Strengthen Community Engagement Activities in the Fall and Opportunities to Incorporate Equity-based Processes and Decision-making into Budget Development, responses from staff to questions from the committee about areas of interest and priorities and an open discussion about priority areas.

**VII. Adjourn**

Mr. Burstein thanked everyone for their participation in the budget process and adjourned the meeting at 7:38 p.m.

*(Recorded by Lynn Taylor)*

DRAFT

## MINUTES OF THE 4J BUDGET COMMITTEE

School District 4J, Lane County, Oregon

Virtual Meeting via Zoom

March 28, 2022

6:00 p.m.

**PRESENT:** Josh Burstein, Chair; Dakota Boulette, Gary Campbell, Tom Di Liberto, Anne Fifield, Ericka Thessen, Juan Carlos Valle, Appointed Committee members; Alicia Hays, Laural O'Rourke, Judy Newman, Maya Rabasa, Board Committee members; Cydney Vandercar, Andrea Belz, Brooke Wagner, Christine Nesbit, Holly Langan, Katherine Lange, staff.

### I. Call to Order and Roll Call

Mr. Burstein called the 4J Budget Committee to order and reviewed the agenda.

### II. Items for Action at this Meeting

#### II.a. Approval of Minutes for the February 28 and March 14, 2022, Budget Committee Meetings

This item was postponed to the next committee meeting.

### III. Items Raised by the Audience

Mr. Burstein determined there was no one wishing to speak.

### IV. Budget Committee Discussion.

#### IV.1. Development of the 4J Other Funds Budget for District Operations

Ms. Belz noted she had previously provided information on 4J's General Fund budget. She used a slide presentation to review the following federal, state, and local funds, including the dollars available in each fund, and explained how those funds would be allocated for programs and services:

- Elementary & Secondary School Emergency Relief (ESSER) III Grant - \$14.7 million
- Student Investment Account (SIA) - \$13.3 million in 2022-23, plus possible carryover of \$2.5 million
- Title Programs (I, II, III & IV) - \$5.4 million
- High School Success Grant (Measure 98) - \$4.4 million
- ESSER II Grant - \$4.2 million
- Individuals with Disabilities Act (IDEA) - \$3.4 million
- IDEA American Rescue Plan (ARP) - \$0.8 million

Ms. Rabasa asked if the funds would be used to support current staff positions and maintain programs at the same level, or would the positions be in addition to what was already in place. Ms. Belz said the SIA funds would support positions currently in place. There were some new positions to be funded through ESSER grants.

Ms. Rabasa asked how the human resource (HR) coordinator positions identified in the wraparound support teams related to those services rather than Human Resources. Ms. Wagner explained that the title HR coordinator was somewhat misleading. Those positions were classified employees working in wraparound services that conducted outreach to bilingual

families; similarly the equity coordinators worked with students, families and staff of color. She acknowledged that often the official job titles did not accurately reflect actual duties.

Ms. Rabasa asked if the translation workload might be too much for a single translation specialist and whether the District would consider adding staff next year. Ms. Wagner noted that there were line items in departments that also support translation services. The teachers' contract for next year included a stipend for licensed staff in the dual language immersion programs.

Mr. Valle asked if the ESSER II and III grants funds were restricted in their use or was there some flexibility to use as the District needed. He also asked about the allocation for summer school. Ms. Belz said the allocations were based on the budget the District submitted to the Oregon Department of Education (ODE) and allocating them to other purposes would require amending the budget and submitting it for approval. She said the summer school program was currently being developed. There were several funding sources for that program and staff was working to have it in place for the coming summer.

Mr. Valle asked about the number of mental health and suicide prevention counselors in the District. Ms. Wagner said more details would be provided later in the presentation. There were multiple mental health positions funded from different sources and three positions were being added, but it remained an ongoing challenge for the District and its community partners to find and hire qualified staff.

Mr. Valle asked why funds had been dedicated to the Fox Hollow campus and whether the Fox Hollow model would be replicated at other sites. Ms. Wagner said some positions to be funded at the campus were behavioral consultant and an additional mental health specialist because there were students with different needs who required an environment different from a mainstream school.

Ms. Fifield asked if the federal ESSER grant funds were passed to the District through the state and whether the funds were one-time or ongoing awards. Ms. Belz said the funds were federal and distributed through ODE; ESSER funds were one-time awards and SIA was ongoing depending on the state's economy.

Ms. Thessen asked if there had been an increase in IDEA funding. Ms. Belz said IDEA funding remained flat, but there was a one-time addition of IDEA ARP funding to support staffing next year.

Ms. Newman joined the meeting at 6:30 p.m.

Regarding SIA funds, Ms. Rabasa asked about why Affinity Group support and Affinity Group coordinators were in separate budget items. Ms. Wagner explained the Affinity Group support was added later in the process so it was in its own line item. Some categories included a wide variety of activities and so similar positions might be in separate categories.

Mr. Di Liberto asked if the support for 504s would be throughout the District. Ms. Belz said each classified position would be assigned to a region and help to coordinate that effort. Ms. Wagner said the intent was to pilot an effort to offset some of the paperwork and case management from counselors, particularly at the secondary level.

Mr. Di Liberto and Ms. Newman were pleased to see the 504 pilot project. Ms. Newman asked how the District would determine if the pilot was effective and 504 plans were actually being implemented. Ms. Wagner said information on the effectiveness of the pilot would be obtained from counselors and other staff. She said 504 data had been analyzed and the plans, particularly at the secondary level, had risen and funds were allocated to improve the process. Staff would develop a feedback loop and evaluation process.

Ms. Thessen reiterated the importance of 504 plans and challenges of implementing them without support for staff. She was pleased to see the pilot project.

Mr. Campbell was concerned about the large amount of funding allocated to short-term staffing. He asked if there had been discussions about investing in infrastructure and resiliency for the future so the short-term funding could have the greatest impact. Ms. Belz said there were restrictions on use of the funds and in some cases the District did have the option of moving forward with capital purchases or construction. Anything of that nature had to be submitted to ODE for approval and go through a full and transparent review process. It was not something that could just be included in the budget.

Ms. Belz used a chart to demonstrate that federal funding had been relatively stable, but there had been a large increase in grant funds (SIA) in 2021. Ms. Belz continued with a review of Special Purpose Reserves. Those included District Operations, which were funds set aside for things like curriculum adoption and staff technology that could not be bonded. She noted that the District had been able to use ESSER and emergency grant funds to purchase laptops for all middle and high school students and teachers, which allowed the District to retain reserves for the next refresh. Capital Projects funds were reserved for equipment, bus fleet and student technology purchases. She briefly reviewed the remaining funds.

## **IV.2. Information Items Related to Questions Raised by Budget Committee Members**

### **a. Elementary Librarians Pilot**

Ms. Belz described a potential elementary librarians pilot project. She said the average cost of a librarian was \$116,760 per year. There would be 13 Title I elementary schools next year and the top five based on need are Cesar Chavez, Howard, Bertha Holt, McCornack and Family School. Potential funding for the pilot would be ESSER III staff pool funds of \$1.4 million which will be available for the next two years.

### **b. South Eugene High School Child Development Center**

Ms. Belz said there had been some concern that a position in the South Eugene High School Child Development Center had been discontinued. She said the position had not been discontinued, but the District was having a difficult time hiring someone because the position required a CTE teaching designation for child development, which was not widely held by staff. The funding is available and efforts to fill the position are ongoing.

### **c. Kids Eat Free**

Regarding free meals for students, Ms. Belz said the federal government would not continue the current program into next year. That program had allowed the District to feed all students without charge. At the current Community Eligibility Provision (CEP) participation level of 19 schools, it would cost approximately \$650,000 next year to continue the program. Ms. Langan clarified that the \$650,000 was to subsidize all 19 schools. She proposed continuing to subsidize elementary school breakfast at pre-pandemic levels, which would include six schools, because once the

CEP program was reduced to three or four schools in two years the District would require a huge investment to continue to cover all 19 schools.

Mr. Boulette encouraged subsidizing free meals for students, regardless of the cost. With 21 percent of Eugene's population facing food insecurity at home, the District needed to do better for its students.

Mr. Burstein agreed with Mr. Boulette.

#### **d. Social/Emotional Health Support**

Ms. Wagner described the social/emotional support staff currently in place at the District and the community organizations who partnered with 4J to provide those services. She said a variety of funding sources were used for social/emotional support services including the General Fund, SIA and ESSER. She said some of the current positions were not filled because recruitment efforts had not been successful; that problem was also being experienced by community partners. She said additional funding would be used to enhance services by adding staff or through third-party providers and urged flexibility in funding use.

Ms. O'Rourke commented that many of the District's community partners hired at low base wages for the work to be done. She said it was important to have enough funding to attract people to social/emotional support positions in the District. She requested job descriptions for the social/emotional support staff positions in order to understand who had responsibility for working with students and supporting teachers. She also asked to see the hours available for support services. She understood that most hours were not during the evening and hoped to understand what services were available that the District could assist in funding.

Ms. Rabasa also agreed with the need for free meals and felt that was inter-related with mental health support. She appreciated the recruitment efforts for social/emotional support staff and urged the District to also pay attention to the need for nurses. She asked for consideration of a pandemic-related bonus for nurses. The District was understaffed with nurses and a bonus would be in line with what had been done with other positions in terms of retention. It would also help with recruitment. She asked for a status report on that issue.

Ms. Rabasa asked if the District would receive any additional funding per student from ODE because of declining enrollments.

Mr. Di Liberto was pleased to see support for counselors with respect of 504s. He said scheduling was another time-consuming task that could be re-examined and those aspects of scheduling that did not require a counselor perhaps assigned to other staff. That also applied to other tasks performed by counselors such as bus and lunch supervision. He said those things took away from spending time with students where it was most needed addressing mental health. He suggesting asking those on the front line of mental health services how to make the best use of their time working with students in areas of the most need.

Ms. Thessen echoed Mr. Boulette's support for feeding as many students as possible for as long as possible. She asked for information on the number of nurses working in the District. She asked what qualifications were required for the Suicide Prevention Coordinator position. She stressed the importance of having a person with a trauma informed viewpoint who did not see things from a law enforcement or punitive perspective. Ms. Wagner said she would provide the resume of the person who was in that position.

Mr. Valle emphasized the importance of having kids ready to learn and food was an important part of that strategy. For many families school was the only source of food. He appreciated the recommendations from staff, but believed that if the District decided to fund meals for all students, a way to continue to fund that would be found. Ms. Langan said technically all students had access to meals under Oregon law and regardless of ability to pay they could have breakfast and lunch every day. The District covered all negative balances during the pandemic. Oregon also approved the extended income guidelines, allowing more families to qualify for free meals. Using those two mechanisms virtually every child that needed a meal would be fed without draining the General Fund or other sources. She agreed feeding students was an important part of preparing them to learn.

Mr. Valle was pleased to see changes in mental services. He noted there were 11 different categories of staff involved in social/emotional support and asked to see job descriptions for those positions and the hours worked. He said the greatest impact could be in providing services after hours as that could include families. He urged staff to assure there were no duplications or redundancies and all opportunities to collaborate and partner had been explored.

Responding to Mr. Di Liberto's suggestion to ask counselors what help they wanted, Ms. Hays said counselors had approached the School Board and discussed not working to the top of their licenses, which resulted in the addition of classified positions to social/emotional support services. She asked for information on the national average or standard for school nurses and how 4J compared as it had been significantly below the national standard in past years. She also asked about the District's partnership with Roseburg Therapy. Ms. Lange said the District had a referral system established with Roseburg Therapy and 4J staff and parents could refer a student for services. She said five sessions were available for a student or student and family. Co-pays were covered by Oregon Health Plan (OHP) or other insurance the family might have. If the family did not have insurance or other resources, 4J would pay the co-pay for up to five visits. Roseburg Therapy worked with students and families to connect them to resources for long-term counseling.

Mr. Campbell said that seeing the slide presentation prior a committee meeting could expedite the discussion. He said providing information on the eligible uses and restrictions on funds would also be helpful, such when funds could be used to supplant other funds or provide additional staffing. He asked that budget information about positions also include whether a new position was being added or an existing one being maintained. Regarding the difficulty of filling social/emotional support positions, he asked if the number of mental health specialist positions could be decreased in order to increase salaries and be more competitive in hiring.

Ms. Rabasa asked why the Suicide Prevention Coordinator and Behavioral Safety Assessment Coordinator positions were isolated under the category of Public Safety and appeared to be operating in a silo and not under the purview of student support services.

Ms. Newman stated that feeding students was something basic the District needed to do and there appeared to be a pathway to continuing to do that while keeping it as low barrier to families as possible. She agreed with the need for mental health services after hours and asked for more information on what was currently available and what need existed.

Mr. Valle asked staff to consider ways in which the list of community partners could be expanded. Some of those organizations were nonprofits and there could be opportunities for expansion through things such as creative job-sharing.

Mr. Burstein shared a moving story about a student's testimony to a legislative committee on free lunch programs and families that were not poor enough to qualify for free lunch, but too poor to buy food for the family.

Mr. Boulette said his family had experienced the same dilemma when he was a student.

## **V. Budget Committee Wrap-up**

### **a. Items Raised by Committee Members**

Mr. Burstein asked committee members to email any additional questions to [budget\\_comm\\_leadership@4j.lane.edu](mailto:budget_comm_leadership@4j.lane.edu).

### **b. Items for Next Meeting**

Items for the next meeting would include responses to questions raised during the committee's discussion and approval of minutes from prior meetings.

## **VII. Adjourn**

Mr. Burstein thanked everyone for their participation in the budget process and adjourned the meeting at 7:43 p.m.

*(Recorded by Lynn Taylor)*