

**NOTICE:** The 5:30 p.m. Work Session and 7:00 p.m. Regular Board 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](http://www.4j.lane.edu/stream), and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/92933253616>

**School Board Meeting Request Forms:**

Sign up to provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)

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

Requests to 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, 7:00 p.m. Regular Meeting followed by Executive Session**

I.	<b>5:30–6:30 p.m. Work Session: Board Goals</b>	<b>3</b>
II.	<b>7:00 p.m. Regular Board Meeting:</b>	
III.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
IV.	Agenda Review	
V.	Introduction of Guests and Superintendent’s Report	
VI.	Items Raised by the Audience	
VII.	Comments by Employee Groups	
VIII.	Comments and Committee Reports by Individual Board Members	
IX.	Consent Group - Items for Action	
	1. Approve Meeting Minutes for the following Board Meetings: September 7, 2022 Board Meeting and September 21, 2022 Board Meeting.	8
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XIII.	Suggestions by the Board for Consideration of Items at a Future Meeting	
	1. <b><u>2022–23 Board Meeting Calendar:</u></b> <del>AUGUST 2022: Wednesday, August 3 and Wednesday, August 17–</del> <del>SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and</del> <del>Wednesday, September 21</del> <del>OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12;</del> <del>Wednesday, October 19 and Monday, October 24 Board Retreat</del>	

**NOVEMBER:** Wednesday, November 2 and Wednesday, November 16

**DECEMBER:** Wednesday, December 7 and Wednesday, December 14

**JANUARY 2023:** Wednesday, January 18

**FEBRUARY:** Wednesday, February 1 and Wednesday, February 15

**MARCH:** Wednesday, March 1 and Wednesday, March 15

**APRIL:** Wednesday, April 19

**MAY:** Wednesday, May 3 and Wednesday, May 17

**JUNE:** Wednesday, June 7 and Wednesday, June 21

XIV. Adjourn

XV. **Executive Session:** Following the regular board meeting the board will convene in executive session to consider matters relating to school safety or a plan that responds to safety pursuant to ORS 192.660 (2) (k) Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board. Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

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.



## ITEM FOR INFORMATION – WORK SESSION

**Date**

October 12, 2022

**Title**

Review Board Goals For 2022–23

**Presenter**

Maya Rabasa, Board Chair

**Background**

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

During Board Retreats on September 6, 2022 and October 1, 2022 the Board has worked on their goals for the 2022-23 school year.

At a Work Session on October 12, 2022 the Board is scheduled to review and finalize their goals.

Approval of Board Goals for 2022-23 has been included as an Item for Action on the board meeting agenda for October 12, 2022.

## Summary of 4J Board goals for 2022-23

10/9/22

At the October 1 Board retreat, we discussed broad range of things we want to do this year, ending up with 16 specific proposals for action. These proposals fall into four broad categories, as identified by our facilitator:

- Equity,
- Community Engagement,
- Mental Health & Belonging, and
- Improving student and teacher morale with more innovative teaching.

The Board did not reject any of these proposals. However, not all proposals require an extensive amount of work – in some cases, our primary proposed action is to monitor progress reported by the District, in some it is to adopt a policy stating the end goal we want the district to accomplish, and in others it may be to work on an issue in depth, as part of a working group with District leadership, staff, and/or community members. Furthermore, for a few of our goals, it's impossible to know exactly which steps will be realistic to aim at until we get further down the road to understanding a given issue.

What follows is a summary of the remaining proposals that were brought forward as part of each of the four broad goals stated above, with recommendation for what kind of action the Board should take.

In brief, of the sixteen proposals we considered:

- There is one issue for which the Board's primary proposed action is to monitor progress from the District or Board leadership. (Transparency)
- There is one issue that we believe will be addressed through the Budget Committee or SIA process. (Realistic budget that reflects our values)
- There are one issue that we have already decided will be on the agenda to be addressed at an upcoming Board meeting. (OSBA membership)
- There are two issues that the Board will consider adopting new policy on. (Expulsions, HR/Pay Equity)
- There are \_\_ large, significant and complex issues that we want to address, which largely match initiatives that the District is already working on. For each of these issues, 1-3 Board members will participate in a committee, task force or working group, together with District leaders, educators and community members. In some cases, these committees or working groups are already in place. These Board members will report back to the Board as a whole, and bring recommendations for Board action as appropriate. By having a small number of Board members work more intensively on specific issues, without requiring the entire Board to be engaged at that level, we can address a greater number of significant issues. The big issues we're proposing to work on this year are:

- Making a systematic equity plan, starting from reviewing last year’s climate survey, making plans to address the problems raised by that survey, implementing the Equity Lens, and developing measurable outcomes for our progress on equity. Should this be done by the district’s Equity Committee?
- Improving inclusion and outcomes for students with disabilities.
- Expanding CTE.
- Improving mental health supports, including building time in schedules for relationship building.
- Supporting teachers creating more innovative and engaging classes, reducing standardized testing and improving educator morale and retention.

In most of these areas, we have identified the first steps we want to take – often a working session or report from the District. In some areas, there will have to be more discussions with District leaders, educators, students and/or community members before we know exactly which steps are realistic to take this year.

Our proposal is to move forward on all these fronts by using a structure of working groups in which one or more Board members take the lead in working on a given priority and bring reports and recommendations back to the Board as a whole.

Below is a summary of the 16 recommendations raised at the Board retreat, with the proposed action to be considered for each issue.

Issue	Proposed Action
<b>Equity</b>	
1 Review last year's climate survey and figure out what we're doing concretely to make things better. Effectively center Equity, with measurable outcomes based on using Equity Lens.	Focused work by task force -- maybe the Equity Committee? -- which will report back to Board
2 Change or terminate relationship with OSBA	Board will address this in an upcoming meeting
3 Change the way expulsions work, end disproportionate use of expulsions for low-income students and students of color.	District is currently working on this. Board wants report/ to monitor District progress. Board adopts policy stating general goal re not having expulsions overused or disproportionately impact low-income students or students of color.
4 Improve inclusion of students with disabilities, and improve outcomes for these students	Important and complex issue. Board ask for reports from District, and possibly assigns one or two Board members to meet with working group including District/ EEA/ OSEA/ parents.
5 Expand CTE to create multiple robust pathways for students not heading to college	Important and complex issue. Assume this is multi-year project but that we want to start this year. First step - Work Session. Board ask for reports from District, and possibly assigns one or two Board members to meet with jto meet with working group including District/ EEA/ OSEA.. First step is to get report from District on current plans - esp plans that should be taken into account in this year's general or SSA budget.
6 Adopt new HR policy to ensure pay equity for all employees	Hear from administration (or from outside expert they've brought in) on progress made on this. Board adopts policy stating our intentions for pay equity.
<b>Community Engagement</b>	
7 Expand parent engagement and develop ways for parents to be involved other than PTAs or serving on the Board	Unclear. Opportunities for engagement around specific issues related to SIA?
8 Expand opportunities for effective student voices	Student voice committee will continue work. First (but not last) step is expanding student voice in Board meetings
9 Transparency in communications from Board or District to community	all agree. Mid-year check-in to monitor this?
10 Engage stakeholders in budget process in order to create realistic budget that embodies our values	This will happen as part of the budget committee and SIA processes - including getting an early start on the budget, as Supt Dey has suggested.
<b>Innovation/ Creativity/ Morale</b>	
11 Support teachers to create creativing/ engaging electives, units or ways of teaching. Increase work with community partners as one means of launching new innovative/ engaging classes.	Important and potentially complex. Board members join working group with District and EEA to identify steps that could be taken, possibly as part of SIA.
12 Create annual measure of educator morale and retention, broken down by specific subgroups.	Start with work session with administration and EEA, possibly including presentation by PhD who is working on this.
13 Reduce standardized testing and transition to performance-based assessments.	Goal is to take one step in 2022-23 - conduct a survey of teachers to determine how much time is spent administering standardized tests. Board leadership discuss with EEA, District to assess best way to do this in spring testing period.
<b>Mental Health &amp; Belonging</b>	
14 Revise schedules to insure there is time to build relationships between students and teachers and among staff	District reports on schedule options and how these would create time for staff and student relationship building. Possibly Board members meet with committee working on schedule?
15 Improve mental health supports for students and staff, including by shrinking class size. Create task force to figure out what are the best things we can do.	Important and complex. Start with dedicated work session. Board mental health committee meets with District/ staff/ students/ parents to identify concrete proposals.
16 Create metrics so that we can track continuous improvement	Not sure



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

**Date: September 21, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session from 5:30 to 6:30 p.m. and a regular meeting at 7:00 p.m. via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 16, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Maya Rabasa, Chair  
Gordon Lafer, Vice Chair (*attended the work session and left early from the board meeting*)  
Keerti Hasija Kauffman  
Alicia Hays  
Michelle Hsu  
Judy Newman  
Laural O'Rourke (*attended the work session did not attend the board meeting*)

**STAFF:**

Andy Dey, Superintendent  
Rob Hess, Chief of Staff  
Steve Menachemson, Director of Technology  
Jenna McCulley, Director of Communications  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, President, Eugene Education Association (EEA)

**MEDIA:**

KRVM, The Register-Guard

**I. WORK SESSION**

1. Meet the Equity and Inclusion Team

Chair Rabasa welcomed all participants to the work session. She clarified that there would be two parts to the session: meeting the Equity and Inclusion Team and receiving an update on the Migrant Education Program.

Chair Rabasa welcomed Superintendent Dey and Equity Directors Larry Williams and Misael Flores Gutierrez.

Mr. Williams said that the team would be sharing information about the equity work being done in each of the district's four regions.

Mr. Flores Gutierrez shared the team's priorities for the 2022-23 school year:

1. Accelerate professional learning of all staff in the areas of educational inclusion, anti-racism, anti-bias, and research based best high leverage instructional practices that

create equitable outcomes for all students with amplified attention to the needs of those whom the district had underserved

2. Develop and train staff on procedures and common practices to eliminate disproportionate disciplinary outcomes that will lead to the improved feeling of safety and well-being for all students and staff
3. Prioritize student and community voices through timely communication and meaningful engagement to guide the work of dismantling inequitable policies and reframe them for equity
4. Continue to strengthen pre-existing partnerships through the growth and development of wraparound services, the 4J District NATIVES Program, and the 15<sup>th</sup> Night Programs.

Mr. Flores Gutierrez gave examples of some of the work that had begun for each of the priorities. He added that the NATIVES program had joined the Department of Equity & Inclusion. He also showed the board and audience where information could be found on the website.

Each member of the team introduced themselves and gave a brief description of the work they were doing. They were: Scout Gerdes, Human Services Coordinator; Vanessa Vasquez, Wraparound Operations Coordinator/Welcome Center Supervisor; Ileana Ayala, Human Services Coordinator; Dulce Guillen, District Cultural Navigator; Alicia Longoria, District Family Resources Coordinator; Jennifer Volem McKinney-Vento Liason, North and Sheldon Regions; Kristine Craft, McKinney-Vento Liason, Churchill and South Regions; and Anne Vela, English Language Learners.

In response to a question by Ms. O'Rourke, Ms. Vela said that the Newcomer Program supported students who had recently arrived in the United States and were beginning their learning in a language other than their primary language. Ms. Vela added that ELD stood for English Language Development.

The Regional Equity Managers were: Ann Christianson, North Region; Alma Reyes-Guillen, Sheldon Region; Edith Gomez Navarrete, Churchill Region; and Jason Floyd, South Region. They would be working to ensure the safety and well-being of students and staff, focusing on equitable outcomes and alternatives to suspensions, providing professional development in equity literacy in order to audit systems, and building infrastructure towards equitable outcomes.

Mr. Floyd said that the Equity Managers would be taking part in many initiatives to support the superintendent's three priorities: ensuring that there would be a coordinated focus on equitable outcomes for all students with an amplified focus on the needs of those who were typically underserved; ensuring timely communications and meaningful engagement; and ensuring the safety and wellbeing of all staff and students.

The equity program coordinators were: J'ene Conrad, Asian Pacific Student Union; Lisa Kinser-Wehr, LGBTQ+ and Gay Straight Alliances; Placido Martinez, Jr. (PJ), NATIVES Program. Each worked with their specific student groups across the district and helped support supervisors, students and their parents.

Josh Davies was the administrator for the NATIVES Program. He hoped to build relationships with Native American student support groups across the state. Becky White Youngblood and Sean Himmelman also worked with the NATIVES Program helping students learn about their tribal legacy, supporting learning, and working to improve attendance.

Mr. Williams shared an organizational chart which showed the growth of the Department of Equity & Inclusion to support the investment that Interim Superintendent Vanderkar and Superintendent Dey had made.

Mr. Flores Gutierrez solicited questions.

Ms. O'Rourke asked about the cultural nights being planned. Ms. Vasquez said there would be a Hispanic celebration later in the month at River Road/El Camino del Rio. A Day of the Dead event was being planned for November 1. Mr. Williams added that all the affinity groups would have district-wide events throughout the year. Funding had been allocated for the events.

Ms. Hasija Kauffman thanked Mr. Williams and Mr. Flores Gutierrez for their work and asked whether there would be a shared calendar of events and what plans were being made for professional development and communications. She was pleased that inequitable discipline was being addressed. Mr. Williams answered that Mr. Floyd had held successful professional development for new teachers in the South Region and they hoped to duplicate his efforts throughout the district.

Ms. Newman also thanked the team and asked to receive the organizational diagram by email. She recognized that the team was tackling difficult issues such as discipline and making all students feel welcome. She wondered how the team managed coordination of all the work across the district. Mr. Flores Gutierrez responded that the team met at the district offices regularly. Ms. Christianson replied that she loved working with all the Equity Managers. She had recently met with Mr. Floyd to discuss gathering the North Region middle and high schools for a training with Dr. Johnny Lake. Mr. Floyd said that the team had a standing schedule of meetings at the Welcome Center during which the best ideas from every region were presented. The Equity Managers met frequently to share support and create a holistic community. Ms. Vasquez said that the Welcome Center was a great place to locate all the different coordinators so that they could assist when needs arose. Ms. Kinser-Wehr added that the Affinity Group Coordinators shared an office in which they could collaborate, share issues, and solve problems as they arose. Mr. Martinez shared that he had initially been skeptical how Mr. Williams would organize so many people into cohesive teams, but now was enjoying the camaraderie of the team with which he was working. Ms. Conrad thanked the teachers and advisors for ensuring that students had a space and a voice. Ms. Navarrate said that the team prioritized showing up for each other to give holistic support.

Ms. Hsu asked how the teams scheduled their day, specifically the division between being in schools and being in the district office. She wondered how students and staff found the team members when they were needed. Ms. Christianson answered that each regional team was housed in the high school and administrators and staff knew how to get in touch with them. She said that the teams spent most of the day either in, or in transit to schools. Mr. Floyd added that the team was quite mobile. While he was housed in South Eugene High School, he spent much of his time in the middle and elementary schools coordinating different initiatives.

Ms. O'Rourke asked to have a job description of each of the team members included in the organization chart. She also wondered whether the work of the team would be guided by the Equity Committee.

Mr. Williams said that in the future the board might decide to change the direction of the work of the Department of Equity & Inclusion as a result of the recommendations of the Equity Committee. He added that it was likely that if the Equity Committee was hearing about issues, the team was already working to resolve them. Ms. Longoria identified that she was the team liaison to the Equity Committee.

There was further discussion about how administrators in the buildings were referring parents and their students to the Equity & Inclusion Team. Ms. O'Rourke asked whether the team stepped in when they observed bias in the schools. Mr. Williams said that the Equity & Inclusion Team managers had been hired as equals to building administrators so that the playing field was more level when coaching of a staff member was needed.

Chair Rabasa said that the second part of the work session would also highlight the collaboration of staff. She added that the Equity & Inclusion Team would be asked back to answer more questions from the board.

Ms. Guillen said that many parents were reaching out to her after they learned from other families about available services. Additionally, school staff were making referrals for services. Her role was to guide parents and students to resources.

Mr. Martinez said he spent most of his first year letting administrators and staff know that he was available to assist and offer guidance. He added that it was important that he was present at school activities and also looked like the students he was helping.

Mr. Young summarized all the ways that the team made themselves visible in the district, including contacting the parents of marginalized students.

Ms. Hays appreciated that the team was intent on creating one-on-one connections. She urged the team to reach out to board members who might be able to assist them with their work.

Ms. Newman wondered whether the Equity Team had coordinated their efforts with the LaneESD programs that had similar goals. Chair Rabasa interjected that she was hopeful to have a work session with the group from LaneESD in the near future.

Chair Rabasa was excited to have learned about the work of the Equity & Inclusion Team. She introduced the speakers for the next portion of the work session.

## 2. Receive an Update on Migrant Education Program

Ana Quintero-Arias was the Program Supervisor for Title Programs at LaneESD. She was excited to hear about the progress of the Equity & Inclusion Team and looked forward to working with them.

Ms. Quintero-Arias explained that the Migrant Education Program (MEP) had been authorized through Title I, Part C of the Elementary and Secondary Education Act of 1965. Support was given to families engaged in migratory work. Whenever families moved to find work, student education was interrupted.

Before Ms. Quintero-Arias showed a presentation, she said that she was happy to share additional information about any part of the process.

Ms. Quintero-Arias introduced the rest of her team who were present: Fernanda Cañas was the Graduation Specialist; and Krystal Sánchez was the Pre-K Specialist. Not attending the meeting that evening were other members of the team: Paola Massingham, Program Assistant; Angélica Shaw, Data Specialist; Karen Colmenares, Recruiter; Marta Montoya, Recruiter; Jes Worley, Student Engagement; and Alma Lopez, Family Engagement Specialist. The team supported Migrant Education in Lane and Douglas Counties. Of the six hundred students served by LaneESD, there were currently eight-seven students in Lane County who qualified for assistance through the Migrant Education Program. Ms. Quintero-Arias clarified that not all students in the migrant education program were immigrants, but all of them were children in families engaged in migratory work.

Ms. Quintero-Arias shared a video showing highlights from the MEP Summer School which was a culmination of the year's work and often brought together students who had not seen each other during the school year because of the nature of their parents' work.

There were eleven preschool students who were part of the Migrant Education Program in 4J. Ms. Quintero-Arias was happy to learn about the Equity & Inclusion Team staff who would be working on the same goals to remove barriers to access and education in the district. She also highlighted the curriculum which LaneESD had created to bring attention to the unique needs of their families. The curriculum engaged students in meaningful conversations about identity and supported them in expressing themselves through whatever language was most appropriate for them. Many students were multilingual.

The overarching theme of the 2022 Summer Program had been the question "What kind of a community do you want to live in?"

In response to Ms. O'Rourke's questions, Ms. Quintero-Arias clarified that the students she was describing were from all over Lane County. The MEP was supplemental to the district and partnered to ensure that the needs of migratory families were met. During the regular school year, staff from MEP came to the buildings as needed. During the summer, MEP rented a building to bring together all students for the summer program. She added that students were referred by parents who had heard about the program through their school or through friends. Once a student was identified as qualifying for the Migrant Education Program, staff communicated with the families mainly by phone.

Ms. Kristin XXX introduced herself as the Summer School Principal. Ms. XXXX described the different opportunities that were offered by many organizations: Twin Rivers Charter School; Mount Pisgah Arboretum; Lane Arts Council; the US Forest Service; and Academia Latina.

Chair Rabasa said that they were out of time for the work session and thanked all the presenters for their input. Chair Rabasa would schedule an additional time for the Migrant Education Program to return to share more and asked the board members to send their questions to her.

## **II. REGULAR BOARD MEETING**

### **III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Rabasa called the regular meeting to order at 7:00 p.m. and reported that all Board members were present. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

### **IV. AGENDA REVIEW**

Chair Rabasa solicited changes to the Agenda. There were none.

### **V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Chair Rabasa welcomed Superintendent Dey to give a report.

Superintendent Dey was happy to have had some rain in recent days and hoped that it was a help to those who were fighting fires.

Dr. Dey reported that he had almost completed his 100 chats which comprised over eighty hours of listening to determine how best to move forward in the district. Later that evening he would also give an overview of the decision-making framework used throughout the district.

Superintendent Dey continued that the Oregon Department of Education would release statewide assessment data the next day. He said that there would be no surprises in the effect of the COVID pandemic on the outcomes. Although 4J had outperformed other districts, Dr. Dey acknowledged that students needed to feel a sense of wellbeing and support in order for test scores to increase.

Dr. Dey finished by commenting on the contributions that all staff had made in the past few years and for the associations' collaboration to determine how to recognize those contributions through better compensation.

### **VI. COMMENTS BY BOARD CHAIR**

This item had been combined with **Item IX - Comments and Committee Reports by Individual Board Members.**

### **VII. ITEMS RAISED BY THE AUDIENCE**

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Larry Lewin was hoping for a healthy and productive year for students, staff and board members. He said that the majority of tests that students took were not mandated by state or federal governments. He referred to EasyCBM tests as an example and asked whether teachers and students considered them effective. He urged the board to revisit their goal to reduce standardized tests.

Tom Peck spoke on Measure 114, a gun safety measure that would be on the November ballot. He asked the board for their support and shared data regarding the rise of gun sales in recent years. He added that while mass shootings usually got more media attention, homicide rates and

suicides were higher. He added that new gun owners did not need any training once they had purchased a gun and that there were no limits to the amount of rounds that a person could carry.

Marion Malcolm thanked building- and district-level leadership for meeting with the parents of students with special needs. She added that the Equity & Inclusion Team was vibrant and motivated and supported each other in their work. Ms. Malcolm asked what decisions the district had made regarding the use of instructional minutes. She hoped that time would be added to passing periods to give students a chance to get to know each other better.

Jim Jagger asked for the board's support for Measure 114. He was a co-author of the measure. He said that it would require a permit to purchase a firearm, training after purchasing a firearm, and a completed background check. The law enforcement would ensure that the applicant did not pose a danger to themselves or others. Mr. Jagger added that reducing the amount of rounds in a magazine would create a pause if a shooting occurred. He said that the processes would save lives. He commented that parents should not be afraid to send their children to school because of the potential threat of violence.

Ezekiel Nieto Plescia said that the president for whom his school was named, James Monroe, was a slave owner. He suggested that the district change the name to something more inclusive.

#### **VIII. COMMENTS BY EMPLOYEE GROUPS**

Chair Rabasa introduced Sabrina Gordon, President, Eugene Education Association.

Ms. Gordon expressed her appreciation for supports that were being provided to staff, specifically the collaboration between the district, OSEA and EEA on the distribution of the funds for recruitment and retention provided by House Bill 4030. Similarly, there were efforts to create a safety net for staff who contracted COVID and were out of sick leave. Ms. Gordon acknowledged that the efforts created a sense of being recognized and optimism that challenges could be overcome. She expressed her appreciation for a positive way to start the school year.

#### **IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Newman thanked all the speakers and Ms. Gordon for their comments. She would be asking the board to consider sending a letter of support for Ballot Measure 114. The ballot measure expressed some of the sentiments that the board had discussed in prior meetings. Ms. Newman shared data that other states which had adopted similar measures had gathered: in Connecticut, homicide rates decreased by 29 percent and gun suicides by 33 percent; in Missouri, which reversed its protocols, gun violence increased by 40 percent and suicides by twenty percent. Ms. Newman highlighted language from a resolution regarding student, staff and school safety made by the board in 2019. Ms. Newman finished by sharing that Eugene Education Foundation would host its first annual fun run on October 23.

Ms. Hasija Kauffman said that it was wonderful to see the new Equity & Inclusion Team and learn more about their work in the district. She had recently returned from the middle east where she learned that students were suffering from a loss of cultural identity because they were using curriculum that had been created in the United States and taught US History. Ms. Hasija Kauffman was grateful that the district was focusing on identity-based instruction and

considered it a step in the right direction. She hoped that the district would increase their focus on communicating all the initiatives and work to the larger school communities.

Ms. Hays had not attended any committee meetings. She acknowledged the questions regarding testing and supported Ms. Newman's suggestion to get more information about Ballot Measure 114 and potentially offering support. Ms. Hays thanked the student who presented with regard to a potential change to the name of his school and remembered that consideration of school name changes began with the principal.

Ms. Hsu was working with staff on a more inclusive process, including a new application, to determine who would be students representatives to the board. The group was working with equity coordinators, affinity group advisors, and other student advocates with a hope to have student voice advise the district on future changes.

Vice Chair Lafer also thanked Mr. Plescia from Monroe Middle School. He opined that regardless of other positive or negative aspects of a person's life, being a slave owner should preclude them from having a school named after them. Mr. Lafer thanked Mr. Lewin for his comments about the need to cut back on standardized testing and to initiate a survey of how much testing was being done. Mr. Lafer appreciated the Superintendent's emails to the board and community regarding the recent death of a student. He had no reports on committee meetings, but had attended the strike at the Weyerhaeuser plant. Mr. Lafer believed that fairness should not be something that was only taught in a classroom, but was exercised by employers.

Chair Rabasa said that it was up to people to shape the institutions around them. She referred to a recent survey done by the city regarding K-12 education, which did not have positive results. There was a disparity between the perceived and the gauged quality of education. The community held high expectations for the district. Chair Rabasa said that it was up to the board to also set high expectations. She used the example of the recent forming of the new Equity & Inclusion Team. Their pride in their work was promising because it was clear they would not settle for anything less from their teammates than their highest expectations.

Ms. O'Rourke left the board meeting in the middle of the comment section.

#### **X. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve Purchase of Nutrition Services Refrigerated Vehicle  
Presenter: Jill Cuadros
2. Approve Facilities Fleet Vehicle Replacement  
Presenter: Ryan Spain
3. Approve Routine Personnel Actions  
Presenter: Karen Hardin

Vice Chair Lafer moved to adopt the consent agenda. Ms. Newman seconded the motion. **The motion passed 6:0.**

#### **XI. ITEMS FOR INFORMATION**

1. Discuss the Budget Committee Application Review and Selection Process

Presenter: Maya Rabasa, Board Chair and Andy Dey, Superintendent  
Chair Rabasa introduced the discussion and explained that each school district in Oregon had a budget committee composed of the school board and an equal number of district residents appointed by the board.

There were two openings to be filled in the fall.

At a previous board meeting, the board had discussed whether they would make additional changes to the application process. Once the process was decided, the district would distribute information by all possible means.

Budget meetings would begin in late 2022. As a result of new requirements by the State Legislature, there would be one member who served on both the Equity Committee and the Budget Committee.

Ms. Newman asked Chair Rabasa to review what the current process was. Chair Rabasa remembered that questions had been altered slightly and were given in Spanish and English. The questions had been shortened and changed to accommodate more involvement by the community. Ms. Rabasa added that after submissions were received, the board had heard statements from selected applicants after which a vote was taken during a public board meeting. Ms. Newman remembered that there were alternative ways to receive submissions.

Chair Rabasa asked the board to consider whether they wanted to keep the same timeline and what the format would be.

Vice Chair Lafer said that he wanted to have a quick process. Ms. Hays understood that there was no perfect way to appoint new members, and thought that the process that had been determined the prior year had worked fine. She wanted to put her effort into determining how to include members of the Equity Committee. Ms. Hays hoped to target an orientation time in December.

Chair Rabasa did not have a preference for a timeline but remembered that starting in January meant that there were some months that had many meetings.

Ms. Hays asked whether the board might ask the Equity Committee whether they wanted to nominate a person to the Budget Committee.

Ms. Newman wanted to start the budget process earlier and agreed to the idea of asking the Equity Committee to nominate a member. She asked for the whole process to be including in writing in the Friday Memo. Dr. Dey agreed that was possible.

Ms. Hsu also agreed that starting earlier would be helpful to ease the burden of reading all the material. She wanted to make the process as equitable as possible.

In response to a comment by Ms. Hasija Kauffman, Chair Rabasa suggested making a decision on a timeline at the October 12 meeting.

Chair Rabasa summarized the discussion: the board would ask the Equity Committee whether they would appoint a member to be on the Budget Committee; the board would follow the

process as laid out the year prior; and an item for action regarding the schedule would be brought to a future meeting.

2. Receive an Update on the 4J Decision Makers and Leadership Team

Presenter: Andy Dey, Superintendent

Superintendent Dey shared that he had been introduced to the decision-quality model used by the district when he first was hired. He said that everyone in the district made hundreds of decisions every day, both quick decisions and those that require input from a broad group of stakeholders.

Superintendent Dey continued he had learned from his recent coffee chats with members of the community that they were not sure how decisions were made. Decision-making seemed ambiguous, and led to a sense of mistrust.

Dr. Dey promoted the decision-making model already being used. If the district did not take the time to fully understand the dimensions of complex problems, staff and other stakeholders would have different approaches based on their understanding of the problem, which would lead to ambiguous outcomes.

In order to frame a problem and propose solutions, good information was key, and it came from a broad set of voices giving input. When more people were engaged in solving a problem, they felt engaged and connected to the solution that would be made. Using the Equity Tool, the district could then make the best decision from a variety of viable solutions.

Superintendent Dey said that the teams the board had met during the work session would be the key support group to the board to assist in making viable decisions that would result in a strong follow-through. The board would see the districts effort to broaden the decision-making constituency. Some decisions might not be the most popular, but they would be the best determination of the group involved.

Superintendent Dey reported that one of the first decisions the district was tackling was a possible change to the secondary schedule. Already OSEA and EEA were in conversation to see whether there was a viable solution. Secondly, a group was discussing with LaneESD to determine whether there might be a more equitable grading system that would still protect the autonomy of educators. Finally, a team selected from across the district would be determining how to use the additional available funding. Dr. Dey said that doing so would create a defensible decision.

Superintendent Dey summarized that what he had shared were efforts to address how the district was responding to the desire to embed the Equity Lens, to have more voices at the table, and the expectation that decision-making would be predictable and transparent.

## **XII. ITEMS FOR ACTION**

1. Act Upon Recommendations from Legal Counsel

Presenter: Maya Rabasa, Board Chair and Andy Dey, Superintendent

Chair Rabasa shared from the board packet that on September 7, 2022, the board met in executive session to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed, pursuant to ORS 192.660 (2)(h).

Chair Rabasa added that all parts of the discussion during the executive session were protected by law and should not be divulged during the board meeting or in private conversation. Ms. Rabasa entertained a motion.

Vice Chair Lafer moved that the board delegate authority to the superintendent to retain legal counsel to participate in the multi-district litigation, within applicable parameters of which the board approved. Ms. Hays seconded the motion. **The motion passed 6:0.**

### **XIII. ITEMS FOR ACTION AT A FUTURE MEETING**

#### **1. Equity Facilitation Work**

Presenter: Maya Rabasa, Board Chair and Andy Dey, Superintendent

Chair Rabasa shared that the scope of the work on a facilitated discussion about equity had been created by the board members with the support of Rob Hess. Requests for proposals were being sent out. Chair Rabasa asked the board for their input on the criteria that would be used to choose organizations to do the work.

The scope of the work included one-on-one meetings with board and cabinet members to determine needs and priorities around equity; reviewing documents, policy, and the equity lens; reviewing minutes of past board meetings; observing equity; providing coaching; and providing training to the board and cabinet based on board goals and recommendations.

Chair Rabasa added that board members could contact her or Mr. Hess at any time with their input regarding what organizations might be solicited for proposals.

Ms. Hasija Kauffman asked whether the subcommittee members had determined whom they might recommend. Chair Rabasa said that she would compile a list of those who had been already contacted. She added that the work might be more meaningful when done in person as opposed to video conferencing.

In response to a question from Ms. Hays, Chair Rabasa answered that they would discuss the issue again at the board retreat on October 1. Ms. Hays asked whether the board would be able to give input to whom was ultimately chosen. She wanted to make sure all board members were comfortable working with the final candidate. There was additional discussion about the issue.

Ms. Hsu said that a component of equity work was living with a certain level of discomfort. Ms. Newman agreed that the work would bring discomfort. She was concerned that if a board member had a past relation with a certain facilitator that might preclude them from being able to fully participate, they should make the rest of the board aware of the issue.

Chair Rabasa summarized that she and Mr. Hess would keep the board informed of which organizations or individuals had been solicited.

#### **2. Approve Superintendent Evaluation Process**

Prepared by: Maya Rabasa, Board Chair

Chair Rabasa said that the item was on the agenda to ensure that the evaluation of the superintendent took place in a timely manner.

Chair Rabasa continued that the time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, was critical to the success of the district.

If there was no objection, board leadership would develop a timeline and framework for the superintendent's evaluation and bring it to the board for approval no later than November 2.

In response to a question from Ms. Hays, Chair Rabasa agreed that the details of the framework would be discussed in an upcoming work session and approved in a future board meeting.

Ms. Newman asked whether a timeline would also be approved as part of the framework. Superintendent Dey's contract stipulated that his evaluation would start sooner in the school year than in the past. Dr. Dey reiterated his wish that the work to create evaluation criteria start soon.

3. Consider Revisions to Board Policy BCBA - Student Representatives to the Board  
Presenter: Maya Rabasa, Board Chair

Chair Rabasa reported that Board Policy BCBA stated that one representative from each high school would participate as student board representative. The proposal for a revision was to allow two students from each high school to serve as student board representatives. She emphasized that the board could take action that evening if they so chose.

Ms. Hsu said that in the past, seniors had typically been appointed to be student board representatives. The subcommittee was recommending that two students in different grades and who were not necessarily in student government be appointed.

Chair Rabasa solicited a motion for that evening.

Ms. Newman asked for more details about how the board policy would be changed. She had not seen anything in writing. She understood the desire to change the policy to allow for two student representatives, but needed clarification. Ms. Hsu answered that the choosing of student representatives would be a collaborative effort by administrators and advisors and would be through an application process. Chair Rabasa clarified that the board was being asked to allow two student representatives. She felt a need for expediency.

Ms. Hays moved to allow revision to Board Policy BCBA in order to recruit two student board representatives. Ms. Hasija Kauffman seconded the motion. Ms. Hays wanted to give the committee that would recruit the students representatives the power to choose two. She also wanted to ensure that the selection process and the application were made available to the board and the community.

Ms. Hasija Kauffman agreed with Ms. Hays motion to revise the policy so that the process to choose student board representatives could begin. She also wanted to see the plan.

Chair Rabasa called for the question. **The motion passed 5:0. Vice Chair Lafer had left the meeting.**

Chair Rabasa said that the board would receive information regarding the selection process, which included communication with building administration and the Equity Committee and

advertising the steps to pursue an opportunity to be a student board representative. Ms. Newman asked specifically for clarification on the criteria for selecting students and who would be making the decision.

Ms. Hsu said that the subcommittee was trying to solicit more student voice by lowering barriers to being involved. She hoped that students would be eager to participate. She added that she would send all the information to board representatives the next day. Chair Newman hoped that the committee would receive many applications and asked what the criteria would be for choosing the finalists. She added that she was delighted to have two representatives.

Ms. Hays asked for time on the agenda at the next meeting to discuss the criteria and timeline so that the board could be informed if they received questions from the community.

Ms. Hays moved that the team start recruiting for students representatives with the understanding that the board would meet on October 12 to review all the information regarding the new criteria and the process and affirm student board representatives at the November 2 board meeting. Ms. Hasija Kauffman seconded the motion. **The motion passed 4:1 with Ms. Hays, Ms. Hasija Kauffman, Ms. Hsu, and Ms. Newman voting yes and Chair Rabasa voting no.**

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

Chair Rabasa reminded those present that they would meet for a board retreat on Saturday, October 1 and the next regular board meeting would be on October 12.

Chair Rabasa asked the board for any items to consider. There were none.

1. 2022–23 Board Meeting Calendar:  
SEPTEMBER: ~~Wednesday, September 7~~ and Wednesday, September 21  
OCTOBER: Saturday, October 1; Wednesday, October 12; Wednesday, October 19 and Monday, October 24  
NOVEMBER: Wednesday, November 2 and Wednesday, November 16  
DECEMBER: Wednesday, December 7 and Wednesday, December 14  
JANUARY 2023: Wednesday, January 18  
FEBRUARY: Wednesday, February 1 and Wednesday, February 15  
MARCH: Wednesday, March 1 and Wednesday, March 15  
APRIL: Wednesday, April 19  
MAY: Wednesday, May 3 and Wednesday, May 17  
JUNE: Wednesday, June 7 and Wednesday, June 21

#### **XV. ADJOURN**

Chair Rabasa adjourned the regular meeting at 9:01 p.m.

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Andy Dey  
District Clerk

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Maya Rabasa  
Board Chair

*(Recorded by Eliza Drummond)*

DRAFT

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

**Date: September 7, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held executive sessions from 5:30 to 6:45 p.m. and a regular meeting at 7:00 p.m. via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 2, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Maya Rabasa, Chair  
Gordon Lafer, Vice Chair  
Keerti Hasija Kauffman  
Alicia Hays  
Michelle Hsu  
Judy Newman  
Laural O'Rourke

**STAFF:**

Andy Dey, Superintendent  
Rob Hess, Chief of Staff  
Ryan Spain, Director of Facilities Management  
Jenna McCulley, Director of Communications  
Kyle Tucker, Chief Operations Officer  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, President, Eugene Education Association (EEA)

**MEDIA:**

KRVM, The Register-Guard

**I. EXECUTIVE SESSIONS**

The board convened in executive session to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed, pursuant ORS 192.660 (2)(h), and to conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant ORS 192.660 (2)(d).

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

Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

## II. REGULAR BOARD MEETING

### III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Rabasa called the regular meeting to order at 7:00 p.m. and reported that all Board members were present. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

### IV. AGENDA REVIEW

Ms. Hays moved to add an item for action to the agenda regarding the topics of the next retreat on October 1. Ms. O'Rourke seconded the motion. **The motion passed 7:0.**

Chair Rabasa asked to eliminate for the rest of the 2022-23 school year, without objection, the Board Chair report and instead add it to the time when all board members made their comments. After a brief conversation with Ms. O'Rourke, there were no objections.

### V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Dey thanked all those who attended the back-to-school event at Churchill High School the week prior. He appreciated Jennifer Scurlock's keynote presentation and reiterated that everyone was needed and valued.

Dr. Dey continued that school was back in session, athletes were practicing, volunteers were being welcomed back, and once again schools were a gathering place. He urged the community to find ways to get involved.

Superintendent Dey acknowledged the loss that everyone was feeling because of the accidental death of a student and shared that district care teams were available to support students and staff.

### VI. COMMENTS BY BOARD CHAIR

This agenda item was removed by Chair Rabasa for the remainder of the school year. Instead Ms. Rabasa would make her comments during the same time as the rest of the board members.

### VII. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Mary Beth Hepp-Elam was a high school program coordinator. She shared how relationships were built every day between classified staff and the students of the district. However, she was concerned about the proposal to make a starting rate of \$16 per hour for new staff. Many students would be offered jobs with higher wages than what staff would be making. Many workers would not be able to save for their future and would have to make difficult choices about spending.

Ms. O'Rourke asked that speakers not be cut off. Chair Rabasa suggested adding the topic to a future meeting.

Dani Crowley agreed with the previous speaker that classified staff be recognized for their contribution by being paid a living wage. She continued by requesting that the district return to in person board meetings. Because schools were in person again and were also hosting community activities, she did not think it was healthy to have board meetings online. Ms. Crowley reported that much of the information on the website was out of date and asked who was responsible for keeping it current. She said that the education system was not helping students and reading and math levels were not up to standard.

#### **VIII. COMMENTS BY EMPLOYEE GROUPS**

Chair Rabasa welcomed Sabrina Gordon, President of the Eugene Education Association. Ms. Gordon reported that there had been a positive energy at the beginning of the year, but it was hampered by not having enough time to prepare and learn about each students' individual needs. She said that teachers were given eight hours of planning time during the week prior to students returning. The rest of the time they were back in their schools was taken up with required professional development. She asked the district to respect the professionalism of teachers and allow them to choose how they spent their time.

#### **IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Hays reported she had not attended any committees, but had been to the back-to-school event. She applauded Chair Rabasa for her presentation. Ms. Hays also thanked her fellow board members for the work they had accomplished during the retreat the day prior.

Ms. Newman said that back-to-school was an exciting time. Students and parents were happy to see each other. Ms. Newman acknowledged all the work that had happened over the summer to make repairs to building and complete projects, including the new Edison Elementary School and the remodeled Gilham Elementary School. She added that teachers were not only learning about their new students but were also in trainings to get acquainted with new curriculum. Ms. Newman also thanked building administrators, custodial and grounds and maintenance crews, transportation and nutrition services staff, and especially thanked Ms. Scurlock for her keynote presentation at the back-to-school event. Ms. Newman appreciated the work that the board had done during their retreat.

Ms. Hasija Kauffman also thanked all the district staff for their work. She acknowledged that she had not understood until recently the efforts that went into keeping the district running. She hoped to maintain the optimism that she felt at the beginning of the school year and to also continue the work necessary to ensure that all students felt like they belonged.

Vice Chair Lafer shared the heaviness he felt at the loss of another student. Mr. Lafer thanked Chair Rabasa for her time volunteering in district schools and recently for her work as Board Chair. He continued that the beginning of a new school year was met by all with a mixture of excitement and dread because of the work that it took to get ready. Mr. Lafer recognized educators as creative professionals and urged the district to give them time to plan and prepare excellent curricula. He hoped that the year would bring more opportunities for students to feel

supported by their teachers. He also mentioned how encouraged he was that the district had hired three elementary school librarians.

Ms. Hsu appreciated and agreed with her fellow board members' comments. She emphasized her appreciation for the work of the district staff. Ms. Hsu was part of a committee to increase student voice across the district. She considered it vital to make connections with students and to hear their input. Ms. Hsu was waiting for the Equity Committee to begin. She had the pleasure of meeting the new librarians and seeing the new Edison Elementary School library. She would be advocating for additional support for district libraries.

Ms. O'Rourke had been appointed the Chair of the new Mental Health Committee and was excited to begin the work. She had received the Oregon Department of Education's Mental Health Toolkit and read an excerpt from it that described the interconnected pillars of practice. She said that the team would be asking the whole community including students, educators, and administrators to support those who do not feel like they had support. She did not want to lose another child to suicide and asked the community to do everything they could to prevent it.

Chair Rabasa described her vision of the first days of school. She thanked all the staff who made back to school possible, including those who worked additional hours on Labor Day to prepare their classrooms for students. She asked the Superintendent to add more time to the calendar prior to the beginning of school so that teachers and staff could take the holiday off. Ms. Rabasa continued that she had attended the back-to-school event and was delighted to see everyone reconnecting with each other. She thanked Keynote Speaker Jennifer Scurlock for her inspiring words. Chair Rabasa had attended the Student Voice and Mental Health subcommittee meetings. She looked forward to attending the North Region Visioning Committee and offered to visit any areas of the district that were willing to invite her.

Chair Rabasa gave her condolences to the family and friends of the student who had recently died in a car accident and asked the Board and listening audience to take a moment of reflection.

#### **X. CONSENT GROUP - ITEMS FOR ACTION**

1. Bond Project – Buena Vista Building Controls Upgrade  
Presenter: Ryan Spain, Director of Facilities
2. Multi-site Painting Projects – Buena Vista Elementary and South Eugene High School  
Presenter: Ryan Spain, Director of Facilities
3. Approve Meeting Minutes for the following Board Meetings: August 17, 2022  
Executive Session and Regular Board Meeting; January 26, 2022

Vice Chair Lafer moved to adopt the consent agenda. Ms. Newman seconded the motion.  
**The motion passed 7:0.**

#### **XI. ITEMS FOR INFORMATION**

1. Receive Back to School Update  
Presenter: Andy Dey, Superintendent

Superintendent Dey reported that 17,000 students had returned to school that day. He extended a special welcome to new students and families in the district. Dr. Dey added that some students and staff were moving into newly designed and redesigned spaces and added that Camas Ridge Elementary School was locating onto the Willard Site during the construction of their new building. He opined that there would be a period of adjustment. He gave a resounding thank you to the community for continuing to invest in 4J and to staff who had worked to get ready for a new year.

Superintendent Dey reported there had been a dramatic increase in attendance compared to the year prior. He thanked the board for allocating additional resources to accommodate the growth.

Dr. Dey invited the community to join him for his coffee chats.

2. Receive Bond Update: Summer 2022

Presenters: Kyle Tucker, Chief Operations Officer and Ryan Spain, Director of Facilities

Chair Rabasa introduced Mr. Tucker and Mr. Spain.

After introductory comments by Mr. Tucker, Mr. Spain presented information regarding the North Eugene High School building upgrades. He said that additional exterior work was in process, furniture was being ordered and plans were being made to move back into the building.

Edison Elementary School had successfully opened for the beginning of school. The district was dealing with the same supply chain issues that were affecting the nation, but Mr. Spain hoped that they would be resolved by October and the school would have an open house soon after.

Gilham Elementary School also opened its new four classrooms and auxiliary gym on time. An open house would be schedule soon.

Camas Ridge Elementary School had moved to the Willard site. During the summer, design modificationsto the new building had been made as a result of community feedback, and demolition on the old building had begun the day prior. Mr. Spain added that they had salvaged 20,000 pounds of materials and many more pounds would be sorted for recycling during the demolition.

Mr. Tucker reported on many of the summer bond projects including installing reader boards at three schools; improving roofing at two schools; and making upgrades to a portion of Sheldon High School so it could house a new career and technical education program. In addition, facility improvements had been made at several sites. Mr. Spain and Mr. Tucker would attend North Region Planning meetings.

Mr. Tucker thanked his department staff for their work throughout the summer to ensure that projects were completed well and on time.

Chair Rabasa thanked Mr. Tucker and Mr. Spain for their report and asked the board members if they had questions.

Vice Chair Lafer asked what facilities at Sheldon High School would be used for the career and technical education program. Mr. Spain reported that the CTE program staff had defined the space to be used and improvements would be made as soon as possible.

## **XII. ITEMS FOR ACTION**

1. Approve Revisions to Board Policies JHCA/JHCB – Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening  
Presenter: Andy Dey, Superintendent

Superintendent Dey said the revisions to the policy were suggested due to changes in law and best practice. The changes were mostly about information gathering and retention. He recommended adopting the revised policy.

Ms. Newman expressed appreciation to the state for adding dental and vision screenings. Ms. O'Rourke clarified that the district was aligning the screenings that it would offer to those offered by the rest of the state.

Vice Chair Lafer moved to adopt revised board policies JHCA/JHCB JHCB – Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening. Ms. Hsu seconded the motion. **The motion passed 7:0.**

2. Revisit Topics for October 1 Board Retreat (*added during agenda review*)  
Presenter: Alicia Hays

Ms. Hays moved to change the topic for the board retreat on October 1 so that they could continue their goal setting, and to have the retreat online. Vice Chair Lafer seconded the motion.

Ms. O'Rourke asked to hear about the plan for district equity work. Chair Rabasa said that a tentative plan had been made to have a work session before the board meeting on September 21 regarding the topic.

Superintendent Dey said that the conversation that had occurred the evening prior was helpful to focus equity efforts.

Ms. Hasija Kauffman asked whether the team building that had been on the agenda for October 1 would happen another time.

Chair Rabasa said that if the motion was approved, additional goal setting session would replace the team building activity originally planned for October 1. She added that an additional meeting had been added for October 24 for which the board would meet in person for personal and team growth. In response to a question from Ms. O'Rourke, Chair Rabasa said that the October 24 would be led by a facilitator. Details would be coming soon. She reminded Ms. O'Rourke that they had discussed the use of a facilitator during the retreat the evening prior.

Chair Rabasa called the vote. **The motion passed 7:0.**

Mr. Lafer asked whether the board could take action on the issue of cutting persons off when they were giving comment. Ms. Hays asked whether the board could agree without objection that the Chair would make a "soft cut off" when speakers were going over the three-minute comment time. Chair Rabasa asked to revisit the issue when board meetings were back in person. She

had concerns that a soft cut-off would leave room for the bias of the Chair's interests. Ms. Newman acknowledged what Chair Rabasa was saying and gave some suggestions on how to mitigate any personal bias on topics, including continuing to show a timer so that the person commenting could see how long over the three-minute allotment they were speaking. Chair Rabasa received no objection from the board.

### **XIII. ITEMS FOR ACTION AT A FUTURE MEETING**

1. Board Resolution on School Emergency Response Plan  
Presenter: Andy Dey, Superintendent

Superintendent Dey introduced Board Resolution 2023-07 – School Emergency Response Plan. He shared that the district had received a school violence prevention grant in 2020 which would focus in three areas: 1) gathering baseline data on security improvement needs, prioritizing those needs, and monitoring progress; 2) implementing an accessible, efficient system for managing visitor and volunteer access to schools; and 3) developing an all-hazards emergency operations plan.

Superintendent Dey continued that the four parts of the Emergency Operations Plan would be to protect the safety and welfare of students, employees, and staff; provide a safe and coordinated response to emergencies; protect the district's facilities and property; and enable the School to restore normal conditions with minimal confusion in the shortest time possible.

In response to a question by Ms. O'Rourke, Superintendent Dey shared how funds had been used to date. He gave information about the Raptor program which was a sign-in process for entering a building. Ms. O'Rourke shared her concern that a person would have to produce identification to be able to enter a building. Superintendent Dey said that he would get more information about how persons were identified without being able to produce a document. Chair Rabasa also expressed equity concerns about having to provide other personal information. There was further discussion about when the Raptor system would be used.

Ms. Newman was puzzled why the board was being asked to approve a resolution about a plan they had not seen. Superintendent Dey said that the board would be shown the plan before they were asked to approve the resolution. Chair Rabasa asked to be provided a summary of the highlights along with the plan.

Ms. O'Rourke agreed with Ms. Newman that the wording of the resolution was confusing. She shared her concerns that the district was behind in the security of its buildings and was not using trauma-informed practices.

Superintendent Dey suggested a work session on the subject.

Chair Rabasa asked that the item be revisited as an item for action at a future meeting before taking a vote to approve.

Ms. O'Rourke wondered whether suicide prevention could also be integrated into the plan if possible.

Ms. Hasija Kauffman asked to have a date set for return of the item to the board. Superintendent Dey said that the district already had a plan in place, but after a review they would be making enhancements.

Ms. Hsu was hoping to find a balance between security, safety and equity.

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

Chair Rabasa solicited items for consideration at a future meeting and reminded the board that Ms. Hays had already asked to reintroduce the topic of the student safety and belonging work, also known as “All Students Belong.”

Ms. O’Rourke asked that any facilitator for meetings come from outside the community and have a background in racial equity training. Vice Chair Lafer and Ms. Newman gave their support to the topic.

Ms. O’Rourke also asked that the board discuss divesting from the Oregon School Boards Association. Vice Chair Lafer and Ms. Hays gave their support to the topic. Chair Rabasa suggested that Ms. O’Rourke present her issues in an item for information. Ms. Hays suggested that Leadership decide how they wanted to discuss the topic.

Ms. Hasija Kauffman asked to have a report on the progress of recent curriculum adoptions. There was support for the topic.

Chair Rabasa reminded the board that they would continue the practice of sharing the Leadership meeting notes. She said that the notes had not been sent from the prior meeting because of the holidays, but they would be attached to the upcoming Friday memo.

1. 2022–23 Board Meeting Calendar:  
AUGUST 2022: ~~Wednesday, August 3 and Wednesday, August 17~~  
SEPTEMBER: ~~Wednesday, September 7 and Wednesday, September 21~~  
OCTOBER: ~~Wednesday, October 12 and Wednesday, October 19~~  
NOVEMBER: ~~Wednesday, November 2 and Wednesday, November 16~~  
DECEMBER: ~~Wednesday, December 7 and Wednesday, December 14~~  
JANUARY 2023: ~~Wednesday, January 18~~  
FEBRUARY: ~~Wednesday, February 1 and Wednesday, February 15~~  
MARCH: ~~Wednesday, March 1 and Wednesday, March 15~~  
APRIL: ~~Wednesday, April 19~~  
MAY: ~~Wednesday, May 3 and Wednesday, May 17~~  
JUNE: ~~Wednesday, June 7 and Wednesday, June 21~~

#### **XV. ADJOURN**

Chair Rabasa adjourned the regular meeting at 8:55 p.m.

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Andy Dey

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Maya Rabasa

District Clerk

Board Chair

*(Recorded by Eliza Drummond)*

DRAFT



## CONSENT AGENDA – ITEM FOR ACTION

### Date of Meeting

October 12, 2022

### Title

Approve Request for State Revenue from Lane Education Services District (ESD)

### Presenters

Matt Brown, Director of Financial Services

### Background

Education Service Districts (ESD) receive 4.50 percent of the State School Fund (SSF) formula revenue. Under Oregon Revised Statute 334.177, an ESD must spend at least 90 percent of these funds on programs or services approved by the component school districts served by the ESD. However, a school district may elect to request a portion of these funds be distributed to the district in lieu of services provided by the ESD.

### Options and Alternatives

1. Request up to 50% (percent) of the available revenues. For fiscal year 2021, this generated approximately \$2.8 million for the district's general fund while retaining the ability to participate in the formal governance of Lane ESD and the ability to receive services from the ESD.
2. Approve more than 50% and up to 75% of the available revenues. This option would generate additional funding for the district's general fund, but the district would only be able to act in an advisory capacity in the governance of Lane ESD. Further, the district would need to establish programs and services to replace the purchased services it currently receives from Lane ESD.
3. Approve more than 75% and up to 85% of the available revenues. This option would generate even more funding for the district's general fund. However, in addition to the impact listed in option 2, the district would need to purchase services from another ESD, not Lane ESD, for the amounts over 75%.
4. Decline to request any revenue share from Lane ESD. While services could be purchased from Lane ESD with these dollars, the district would need to reduce its direct expenditures for staff and services in the upcoming 2023-24 proposed budget.

### Budget/Resource Implications

Any change to the current practice of requesting up to 50% of available revenues would necessitate a budgetary change in staffing and/or contracted services, either increasing or decreasing these resources to match the district's available funding.

### Board and Superintendent Goals

The recommendation supports the strategic goal of providing effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

### Recommendation

The superintendent recommends requesting up to 50% of the state formula revenue from Lane Education Service District.

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2023-24**

*Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these “Transit Dollars” will be distributed on an ADMw basis.*

*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2022. The percentage of funds requested may affect the school district’s ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for Fiscal Year 2023-24

Name (Number) of District: Eugene School District 4J

Date of Board Action: October 12, 2022

District Representative: Dr. Andy Dey, Superintendent

Signature: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Select One

<b>X</b>	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p><b>More than 50% to 75%</b> <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p><b>More than 75% to 85%</b> <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>



## ITEM FOR INFORMATION

### **Date**

October 12, 2022

### **Title**

Receive an Update On Student Board Representative Selection Process

### **Presenter**

Maya Rabasa, Board Chair

### **Background**

The Board Student Voice/Student Engagement Subcommittee has worked to develop an improved process for selecting Student Board Representatives that will provide more opportunities to engage student voice.



## ITEM FOR ACTION

### **Date**

October 12, 2022

### **Title**

Consider For Approval Board Statement Supporting Measure 114

### **Presenter**

Judy Newman, Board Member

### **Background**

As the Legislative Committee of the Board, board members Keerti Hasija Kauffman and Judy Newman drafted a board statement of support for Measure 114.

The request to review the board statement and take action on October 12 since time before the election where voters vote on this measure is short.



### Support for Measure 114 on the November 2022 Ballot

The health and safety of our students and staff is the highest priority for Eugene School District 4J. The Eugene School District 4J Board of Directors publicly stated our commitment to this priority in a resolution passed unanimously in 2019. Below are paraphrased statements from the resolution that communicate why we support the passage of Measure 114 which aims to at save lives and reduce gun violence in Oregon. (The full resolution can be found on the Eugene 4J website:

*Eugene School District 4J Board of Directors supports the right of students and staff to attend schools that are safe and free from violence and harassment, especially life-threatening forms of violence. We acknowledge that exposure to trauma can adversely affect a child's ability to learn and their health for the rest of their life.*

*The Eugene School District 4J Board of Directors thinks that the most effective approach to creating safe school environments is a comprehensive, coordinated effort including school wide, district wide and community wide strategies **supplemented with legislation, resources and support at the state and federal legislation level.***

*Eugene School District 4J will continue to work with a broad spectrum of local community stakeholders, local law enforcement, mental health professionals, parents, students, teachers and staff to take any threats of violence seriously and to develop, implement and monitor policies and programs that foster and support a positive school climate, free from harassment and violence. And the Eugene School District 4J will maintain a zero tolerance policy for possession of guns on any and all school campuses to the maximum extent permissible under state and federal law;*

*The Eugene School District 4J **urges the State of Oregon and the United States Congress to implement common sense measures that prioritize student safety and environments in which all students have the opportunities to learn, grow and thrive.***

Measure 114 is a “common sense” approach to preventing gun violence and reducing the number of suicides, homicides and injuries that involve firearms. It accomplishes this through requiring safety training for gun owners; improved background checks and gun licensing permits (including an improved database that assists tracking lost and stolen guns, and guns used in crimes); and banning the future manufacture, sale, transfer and possession of large capacity magazines- over 10 rounds.

The Eugene 4J School Board strongly endorses Measure 114 because it is one step Oregonians can take that will help keep our students and staff safe in school, at home and in our community.



## ITEM FOR ACTION

**Date**

October 12, 2022

**Title**

Consider For Approval Board Goals For 2022–23

**Presenter**

Maya Rabasa, Board Chair

**Background**

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



## **ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

### **Date of Meeting**

October 12, 2022

### **Title**

Review Budget Committee Selection Process

### **Presenter**

Rob Hess, 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.

The volunteer budget committee examines the annual budget proposal to ensure that the district is planning to spend money in furtherance of district goals. The committee reviews the proposed district budget, hears comments from community members, asks questions, and then approves the budget for the school board to consider for adoption.

By Oregon law, to be eligible to serve on the budget committee, applicants must not be district employees (ORS 294.414(4)), must be registered voters (ORS 294.414(2)), and must live within the boundaries of Eugene School District 4J (ORS 294.414(2)). Applicants do not need to be parents of students or have any other association with 4J schools. By law, committee members may not receive any compensation for their services (ORS 294.414(3)).

The board must appoint community members to fill the two openings on the budget committee: Two full three-year terms (ORS 294.414(5). Members with expired terms may reapply.

Senate Bill 732 Relating to educational equity advisory committees requires that a member of the educational equity committee also be included on the budget committee.

In addition to the requirements prescribed by ORS 294.305 to 294.565, a school district must include at least one member of the educational equity advisory committee of the school district on the budget committee.

Notwithstanding ORS 328.542, as amended by section 5 of this 2021 Act, a budget committee is not required to include a member of the educational equity advisory committee of the school district until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

**There are two openings on the 4J budget committee that must be filled by appointment of the school board. The two are positions with full three-year terms that run through June 30, 2025—the terms of former budget committee members Juan Carlos Valle and Dakota Boulette expired on June 30, 2022.**

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.

Board members will discuss the application review and selection process to use this year during their meeting on October 12, 2022

Community members will be invited to apply between \_\_\_\_\_ and \_\_\_\_\_. Budget committee members with expired terms were invited to apply for reappointment. Information about the budget committee openings and opportunity to apply will be publicized in English and Spanish through multiple channels including via the district website, social media, local news media, and emails to 4J families and community subscribers. Board members are also asked to share this opportunity with additional community members.

Applicants will be invited to the board work session on \_\_\_\_\_ to make a personal statement to the board describing their interest in serving on the budget committee.

Prior to the work session, applicants will be asked to respond to three supplemental questions in writing (typed or handwritten, up to 200 words per question), or in a video or audio recording (up to 5 minutes long).

#### **The *proposed* supplemental questions are:**

- The Eugene 4J School District values diversity. What role do you understand diversity playing on the budget committee?
- How would you solicit and share diverse community perspectives to the committee, and communicate information back about the budget back to those communities?
- How does a district's budget reflect its values and priorities?

#### **Timeline**

- \_\_\_\_\_: Application closes at 5 p.m. Staff will communicate to the budget committee candidates to confirm receipt of their application, provide the supplemental questions, and share next steps in the process.
- \_\_\_\_\_: Candidates respond to the supplemental questions by 5 p.m. on \_\_\_\_\_.
- \_\_\_\_\_: Candidates are invited to attend the board work session at 5:30 p.m. where they may make a personal statement to the board describing their interest in serving on the committee.
- \_\_\_\_\_: Board members will review candidates' responses to the initial application and supplemental questions, consider their personal statements, and prepare to cast their votes for three candidates to appoint to the committee.
- \_\_\_\_\_: Board members will ballot to select candidates for the two full three-year terms and one partial term, and take action to appoint them to the budget committee.

#### **Proposed Selection Process**

The board will ballot by either voice or paper ballot to select two candidates and take action to appoint them to the budget committee. If paper ballots are used, the ballots from each board member will be read into record. For community members attending the meeting in person, watching via zoom, or listening via radio or livestream, conducting the ballot process by voice may be considered to provide the greatest transparency, as the community would hear directly from each board member their selected candidates for budget committee.

The board chair will open the floor for selection of candidates for the budget committee. The board chair will call on each board member to name their preferred candidates for the open positions. Staff will record the votes and announce the total count for each candidate.

In the first round,

- If two or more candidates receive a majority vote, the two candidates receiving the most votes will be moved forward to the slate to be appointed to the full terms. In the event of a tie, the board will proceed to runoff votes until the three candidates are identified.
- If one or two candidates receive a majority vote, they will be moved forward to the slate to be appointed to the full term(s) and the board will progress to a second round to select candidates for the remaining position(s).
- If no candidates receive a majority vote, the board will progress to a second round.

In the second round,

- All candidates who received one or zero votes in the first round will be removed from consideration, unless doing so would leave fewer candidates than remaining positions.
- Each board member will name their preferred candidates for the remaining positions (two if no candidate has been moved forward to the slate, one if one candidate has moved forward).
- If one or more candidates receive a majority vote, they will be moved forward to the slate for the remaining positions.
- If fewer than two candidates have received a majority vote in the first or second round, the board will progress to a third round to select candidates for the remaining position(s).

In the third round,

- All candidates who received zero, one or two votes in the second round will be removed from consideration, unless doing so would leave fewer candidates than remaining positions.
- Each board member will name their preferred candidates for the remaining positions.

Additional rounds of voting and elimination will be conducted as needed until two candidates have been identified with a majority vote.

In the final step, once two candidates have been identified, the board will take action to appoint them to the budget committee.

**Proposed Budget Meeting Dates for 2022–23 School Year** (*the budget committee meeting dates are scheduled for review and possible approval of the budget committee at their first meeting*).

Possible 2022-23 Budget Committee Meeting Dates:

Monday, December 12 at 6:00 p.m. – Orientation/Planning  
Monday, January 30 at 6:00-8:00 p.m.  
Monday, February 27 at 6:00-8:00 p.m.  
Monday, March 20 at 6:00-8:00 p.m.  
Monday, April 17 at 6:00-8:00 p.m.  
Monday, May 15 at 6:00-8:00 p.m.  
Monday, May 29 at 6:00-8:00 p.m. - if needed

# Budget Committee Selection Process

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October 12, 2022  
Item for Action at a Future Meeting  
Page 37 in Board Packet  
Rob Hess, Chief of Staff

# Board Action

The board will need to select two new Budget Committee Members.

- One Budget Committee member also needs to be a member of the Equity Committee (Senate Bill 732)
- 3 Year Term
- The board will discuss the application and review and selection process to use this year during their meeting on October 12th, 2022.

# Selection Process: Discussion

1. Community Members invited to apply: Dates?
2. Application Screening: Prior to work session: Who? (some or all?)
  - a. Screening consists of reviewing candidate responses to the three proposed supplemental questions listed on page 38.
3. Interview: In a work session. (Invite all or some?)
  - a. Interview consists of each candidate making a personal statement describing their interest in serving on the board.
4. Selection: In public meeting. Process would vary depending on the number of candidates interviewed.
5. Possible timeline on page 39 of the board packet.

# Requests for consideration

When would you like us to begin the recruitment process?

Do you want all board members screening the candidates?

Do you want to interview all applicants?