

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, April 19, 2023

NOTICE: The Work Session at 5:45 p.m. and the Regular Board Meeting at 7:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at www.4j.lane.edu/stream, and via Zoom Webinar at <https://4J-lane-edu.zoom.us/j/91225128314>

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

The board will hear public testimony in person or 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.

**5:45 PM
5:45 p.m. Work Session, 7:00 p.m. Regular Meeting**

- I. 5:45 p.m. Work Session:
 - 1. Call to Order and Roll Call
 - 2. Conduct Work Session
 - a. Discuss Response to Complaints against the Board or Board Members
 - b. Adjourn Work Session

- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Receive Reports from High School Student Representatives
- V. Agenda Review
- VI. Introduction of Guests and Superintendent's Report
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups
- IX. Comments and Committee Reports by Individual Board Members
- X. Consent Group - Items for Action
 - 1. Approve Work Session and Regular Board Meeting Minutes for 02/15/2023 3
Approve Regular Board Meeting Minutes for 03/01/2023 *Amended*
Approve Work Session and Regular Board Meeting Minutes for 03/15/2023
Approve Work Session Meeting Minutes for 03/22/23
 - 2. Contracts for Yearbook Publishing Services 52
 - 3. Approve SECURLY subscription service to the cloud 56
 - 4. Approve Purchase of Two Type 10 Vehicles 57
 - 5. Approve Ordering Replacement Mowers 64
 - 6. Approve Curriculum Adoption for Civics, Economics 65

XI.	Items for Information	
	1. Standing Item for Information for Current Legislative Session Legislative Update: 10 Minutes Presenter: Judy Newman, Legislative Board Subcommittee Chair	
	2. Discuss the Possibility of Re-Engaging Eugene Police Department in the District's Youth Service Efforts 20 Minutes Presenter: Andy Dey, Superintendent	78
XII.	Items for Action	
	1. Existing North Eugene HS Building Decision 30 Minutes Presenter: Maya Rabasa, Board Chair	79
	2. Board Meeting Security Measures 20 Minutes Presenter: Maya Rabasa, Board Chair	80
	3. Book and Instructional Materials Challenge IIA-AR(2) - Policy 10 Minutes Presenter: Gordon Lafer, Board Vice Chair	83
XIII.	Items for Action at a Future Meeting	
	1. Consider revisions to board policy BHD – Board Member Compensation and Expense Reimbursement Presenter: Rob Hess, Chief of Staff 10 minutes	87
	2. Consider Revisions to Board Policy IGDJ: Interscholastic Sports 10 minutes Presenter: Rob Hess, Chief of Staff	92
	3. Kelly Middle School / Yujin Gakuen Japanese Immersion Elementary School Location 20 Minutes Presenter: Maya Rabasa, Board Chair	101
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XV.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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

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

Date: February 15, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:15 p.m. and a regular board 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 February 10, 2023.

ROLL CALL

BOARD MEMBERS:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Judy Newman
Laural O'Rourke *(was present for the work session but not for the regular meeting)*

STAFF:

Andy Dey, Superintendent
Brooke Wagner, Assistant Superintendent for Instruction
Rob Hess, Chief of Staff
Melissa Ibarra, Director of Elementary Education
Greg Borgerding, Director of High School Education
Jenna McCulley, Director of Communications
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Oscar Loureiro, Director of Research and Planning
Cydney Vanderkar, Assistant Superintendent for Administrative Services
Matt Brown, Director of Finance
Collina Beard, Chief Administrative Services Officer
Sebastian Bolden, Director of Middle School Education
Larry Williams, Director of Equity
Misael Flores Gutierrez Director of Equity
Eric Anderson, Director of Curriculum
Debbie McKim, Executive Assistant and Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Emily Shaver, Churchill High School
Chazifer Mills, Sheldon High School
Parker Anderson, North Eugene High School
Jasmin Darmadi, South Eugene High School
Ren Washington
Batafing Soumano
Carmen Gonzales Valle
Grant Gamble

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, EEA

MEDIA:

KRVM, The Register-Guard

I. WORK SESSION

The board convened a work session to discuss Board Goals. Chair Rabasa reported that all Board members were in attendance except for Vice Chair Lafer who would be coming soon. Chair Rabasa hoped that at the end of the meeting time, individuals would indicate their support for certain goals either by a dot or through email to Chief of Staff, Rob Hess.

Chair Rabasa acknowledged the short time the Board had been given to review the work that was done to date on the goals. She shared that items 1 through 4 were the goals for which the Board gave the widest cross section of support during the planning meetings the group had with Robin Quirke earlier in the year. Items 5 and 6 had been added later in the process.

The meeting was paused to determine that Ms. Hasija Kauffman would leave the meeting and return later. Parker Anderson, student representative from North Eugene High School, joined the meeting.

Board members at that point were Chair Rabasa, Judy Newman, Michelle Hsu, Laural O'Rourke, and Alicia Hays.

Ms. O'Rourke said that the goals before her were great ideas, but needed to be actionable and measurable. She was concerned about the scope of the document and asked whether Chair Rabasa expected all those items listed to be completed.

Chair Rabasa said that the items listed were those that had received the most interest during prior work sessions and could be accomplished over a number of years. She added that the proposed outcome of their time during the current work session was to determine whether the Board would agree to all the items listed, or would each indicate their support for individual items so that during the regular meeting that followed, a tally could be made of the agreed upon items and a vote could be taken to approve the final list.

Chair Rabasa reiterated that apart from Items 5 and 6, the list had been discussed and reviewed in prior meetings. Ms. O'Rourke asked to add North Eugene to item 6 regarding long-term plans.

Ms. O'Rourke wanted to have a list of actionable items that could be completed in the short time left of the current school year and before a majority of Board members possibly changed due to the upcoming vote in May.

Ms. Hays asked to clarify that the list she had received was comprised of the report from Robin Quirke indicating those items that had the broadest support from Board members, edited by Vice Chair Lafer. Chair Rabasa acknowledged that it was a shorter list than before.

Chair Rabasa said that Vice Chair Lafer was now present at the meeting. She then suggested that Board member should indicate any changes or omission.

Ms. Newman agreed with Ms. O'Rourke that there were no tools for measuring the progress of goals. It would help her to have them added. Ms. Newman added that combining family engagement with the other goals in item 1 was not her original intent: instead it was to engage parents in their students education to impact outcomes at school. Later in the meeting, it was agreed that item 1.A. would read: Provide supports and opportunities for parent/ caregiver engagement and involvement in the education of their student(s)."

Ms. Hasija Kauffman returned to the meeting. She asked whether Superintendent Dey could report on what might already be happening in each area of the goals. Ms. Hsu suspected that there was work being done in each of the goals. She wanted to determine whether Superintendent's comments might change the outcome of the evening.

Chair Rabasa agreed that the majority of the goals were aligned with the intentions of the district. The goals as defined would be the vision moving forward and would be aspirational and achievable.

Superintendent Dey reported that there were varying degrees of progress on many of the goals, such as family engagement, but there were also items that had little progress, such as engaging the Board in training and equity advisor work. He said there were also items that he considered not under the scope of the Board to impact, such as ensuring that teachers are grading equitably.

Ms. Hasija Kauffman was concerned that the Board not mix visions and ideals with specific actions. She asked what the action would be to inform the public.

Vice Chair Lafer said that his experience in the last four years, Board goals indicated the areas of focus which the Board wished to spend their time on. He appreciated the feedback that Ms. Newman had given but was also happy with the goals as they were.

Ms. Hays thanked Ms. Newman for clarification on the first goal. Ms. Hays was in support of approving the goals that evening and then having a work session to determine which they wanted to prioritize and measure.

Ms. Hays proposed to add an item to stabilize the budget and reduce dependency on reserves. Ms. Newman asked that consideration be taken of what was an appropriate reserve target.

Ms. O'Rourke felt that the goals were so big that the Board could not be held accountable to them. She wanted them to be more clearly defined and quantifiable so that the Board could be held accountable. In response to a question from Chair Rabasa, Ms. O'Rourke reiterated that the Board choose actionable goals and complete them before choosing more.

Ms. Hays agreed that the goals were large. She asked that if the goals were approved, the next step would be to spend time in work sessions to further hone each goal and create actions for them. Ms. Hasija Kauffman agreed with Ms. Hays. She recognized that the district might approach the completion of the goals differently that what the Board outlined.

Chair Rabasa hoped that if a goal was too broad, a Board member should feel free to edit it. Ms. Newman asked whether the proposed wording would be included in the final document to be voted on. She pointed out Item 2.D as an opportunity to meet in a work session to “develop measurable outcomes” as the goal stated.

Vice Chair Lafer approved of Ms. Newman’s proposed language for items 1 and also the addition of an item 7 regarding the budget.

Ms. Hsu agreed that Ms. Newman’s proposed changes were fine.

In response to a question from Ms. O’Rourke, Chair Rabasa said that the proposed changes would be made during the break and she would send the new document to everyone prior to voting.

Chair Rabasa asked if there were other comments. Hearing none, she closed the work session at 6:32 p.m.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:06 p.m. and reported that Alicia Hays, Vice Chair Lafer, Judy Newman, Keerti Hasija Kaufmann, Michelle Hsu and Ms. Rabasa were in attendance either in person or online. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Board Chair Rabasa asked whether there were any changes to the agenda. Vice Chair Lafer asked to add an agenda to adopt the Board Goals that had been discussed during the work session earlier that evening. The item was added to the agenda without objection.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Dey opened his comments with gratitude by acknowledging the inclement weather drive team. He shared that the day prior schools navigated both the schedule change of a delayed start and the extra energy that came with Valentine’s Day, but before students and staff arrived at their schools, the inclement weather team, consisting of staff from Facilities, Transportation and Operations departments had been out on the roads assessing the travel conditions of a geographically diverse district. They traversed hundreds of miles reviewing road conditions and weather pattern predictions to make a recommendation for the safety of students and staff.

Superintendent said the recommendations the team made took into account the impacts to students, staff and families when changes to schedules were made, but were acutely aware of the district’s commitment to the safety and well-being of everyone. Dr. Dey continued that while many in the community sometimes did not agree with the outcome of the team’s decisions, the

community also did not realize the number of times the team hit the roads with no impact to scheduling: no news meant no change to the daily routine.

Superintendent Dey thanked the inclement weather drive team for their dedication and their work to ensure the safety and wellbeing of the district community.

Dr. Dey also thanked those who many believed “must be magicians for the number of things they juggle at any given time” –school office staff. He described the many different roles office staff play, including: warmly welcoming visitors, answering phones, attending to student needs, preparing materials for classrooms, working with PTOs, and more. Dr. Dey said that they were the expert conductors, the central nerve center and the heartbeat of district buildings. He added that the district leadership team with the assistance of the behavior support specialists had delivered a small token of gratitude for the monumental tasks they accomplished daily.

Dr. Dey concluded his comments by thanking the community for their honest input regarding the proposed new school calendar. More than 700 comments were received with varied input on the proposal and that critical feedback informed a revised draft that. Dr. Dey said that the community’s willingness to thoughtfully engage in dialogue was central to the district’s mission of making quality decisions. He recognized that when meaningful engagement and feedback occurred, decisions and recommendations were more thoroughly vetted and thoughtfully prepared.

Superintendent Dey thanked the Board and the audience who were present as well as listening online for their time and support as the district continued the important work of teaching and learning.

VI. COMMENTS BY BOARD CHAIR

This item was moved to Item X.

VII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Parker Anderson, representative from North Eugene High School, reported that affinity groups had held a valentine’s day dance. In addition, library staff put up posters letting students know about the mental health supports available to them.

Chaz Mills, representative from Sheldon High School shared that Black Student Union held Black History month events and would also be holding a luncheon. The Honor Society held their first drive since COVID. Chaz also reported that students were wondering how the new schedule would affect certain groups and students were also asking for more information on how to access supports for mental health and college and career readiness and how to increase support for AP preparation. Chaz continued that the school choir had offered an opportunity for students to serenade their valentine. Chaz commented on student’s concerns with Board trust after the issues that affected the presentation to the Sheldon Volleyball team at a prior meeting and hoped that the Board would work to regain trust in the future. Chaz was grateful for the two-hour snow delay the day prior.

Jasmin Darmadi was student representative at South Eugene High School and reported that the Student Government held a fundraiser by offering Valentine’s Day telegrams. Jasmin added that

many affinity groups had gathered to discuss the work of Dr. Martin Luther King, Jr. Jasmin said that the increase for mental health resources was welcome, but there were many students who were not aware they were available. As suicide rates increased, it was necessary to communicate early before a student considered taking their life. Jasmine added that many teachers were dismissive of student 504 plans which invalidated a student's mental health concerns. It was not the role of a teacher to determine whether the student exhibited the profile of someone who had a 504 plan. The effects of issues with mental health were not always visible.

Batafing Soumano, representative from Churchill High School, reported that the recent Winter Formal and singing Valentines had been a success. ASB would be holding Spirit Week after which the Black Student Union would have Black Excellence Week. Batafing said that senioritis was kicking in, but the seniors were trying their best to stay engaged. The boy's basketball team had participated in senior night and had a good game.

Ren Washington, representative from Eugene Online Academy, reported that a survey indicated that making friends was challenging and suggested that students gather outside of their school day to chat and make connections. Food and drinks could be provided and would be held in places where students with anxiety and sensory sensitivity would feel comfortable. Ren added that students did feel that they were getting enough support from their teachers. Ren would have more information on the topic at a future meeting.

VIII. 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.

Sophie Roberts asked everyone to be fair in a respectful way. Ms. Elena Roberts said that Ms. O'Rourke was unfairly singled out at a prior meeting by other Board members. Ms. Roberts said that the community was better because of Ms. O'Rourke's passion and commitment. The Board should strive forward instead of remaining in the status quo. Ms. Roberts felt that Vice Chair Lafer had taken issue with Ms. O'Rourke's concern about his use of the Signal App. Ms. Roberts asked the Board to consider the addition of two goals: to staff each school with a guidance counselor and/or a behavior specialist, and to embark on a recruitment effort that focuses on diversity so that staff reflected the community and that the community benefited from diverse points of view. Ms. Roberts asked the Board to send a message of solidarity supporting Ms. O'Rourke in the face of ignorance, racism, and sexism.

Vern Wilson shared a book written by a counselor who specialized in trauma, ADHD, and PTSD. Mr. Wilson shared statistics regarding students who felt sad and were struggling with serious mental health issues as well as experiencing with sexual violence especially girls and LGBTQ students. Mr. Wilson shared his own personal story and the recent story of a student who had taken her life. Mr. Wilson outlined the contents of the book.

Roscoe Caron thanked Chair Rabasa for showing dedication and grace in recent months. Mr. Caron had made many inquiries to determine how much CBM testing the district was doing and was finding it challenging to get an accurate answer. He had finally concluded that the district was testing more often than required. Mr. Caron added that EasyCBM and standardized testing in general did not work as indicated by the results of other tests. Mr. Caron added that

remediation did not work and disrupted a students' ability to benefit from subjects beyond math and reading as well as stigmatizing low-income students and students of color. Mr. Caron asked for an audit of standardized testing and for the Board to do no harm.

Amanda Hvass invited the Board to her community dinner before every meeting. Ms. Hvass shared a saying that was circulating in many groups she was a part of: "nothing about us without us" and shared some ideas that would support the phrase, such as continuing to calmly discuss together difficult topics; providing opportunities for unvaccinated persons to volunteer in schools; providing a summary of public comment after Board meetings; allowing the public to sign up at the Board meeting to make comment; choosing Board members who can listen to and understand each other's points of view.

Harry Sanger did not feel that he was being represented by those who ignored the needs of all the people over the needs of some. He hoped to humanize connection through shared experience. Mr. Sanger claimed that he was being tone policed when instead he was trying to ensure that all families had a voice at Board meetings and use words instead of actions to petition the governments. Mr. Sanger hoped to have an inclusive education system where everyone belonged, instead of a divisive system.

Christina Bellini Ms. Bellini's comments were not clearly audible. Chair Rabasa offered Ms. Bellini to submit her statement in writing so that the Board could have access to it. After returning to the meeting, Ms. Bellini tried again. The parts of her statement that were audible pertained to taking racial harassment complaints seriously, support of Ms. O'Rourke and not being in support of the recall petition, the legality and the ethics of the use of the Signal App. Chair Rabasa asked Ms. Bellini again to submit her statement in writing.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of the Eugene Education Association, shared that there was much work being done, much of it in collaboration with EEA, such as: creating new high school and middle school schedules; planning professional development; and examining systems of academic and social emotional support. Ms. Gordon said that when all the focus was on the future, it was important to recognize what was happening in the moment. Attention needed to be given to LifeSkills programs, which were overcrowded and short-staffed leading to a sense of perpetual hopelessness. Additionally, Learning for All efforts were not fully supported to include: adequate staffing with Educational Assistants; intentional collaboration between sped and gen ed staff; and smaller class sizes and case loads. Ms. Gordon said that the most important value shared as the district and EEA collaborated on the new schedule was to provide better access and opportunity for SpEd and English Language Learners. Ms. Gordon questioned the methods used to achieve the outcomes needed and asked to instead start with the needs of those most impacted.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Judy Newman expressed her regrets to the student athletes who had attended the prior meeting and had to sit through unproductive conversation. Ms. Newman was sorry that their accomplishments were diminished in that way and congratulated the students again. Ms. Newman also took responsibility for her actions and hoped to commit to improve working relationships so that the Board could focus on the needs of students. Ms. Newman reported that

she had attended the Lane County System of Care Summit. She listed the organizations that were involved in the conversations to better their support for youth in many ways and said that it was necessary to foster relationships with community partners to bring resources to students in school. Ms. Newman looked forward to continuing cross-partner collaborations.

Ms. Hasija Kauffman expressed her condolences to the families of Michigan State University students. She said that there was a long way to go to ensure that all students were protected. Ms. Hasija Kauffman also thanked the transportation team for their timely communication about inclement weather. She mentioned the affinity groups and said that her students had joined a new BiPoC group at their elementary school. She appreciated the effort to make sure groups were available to students of all ages.

Ms. Hsu thanked those who had made public comments. She planned to read the book that had been mentioned during the comments as part of her work on the mental health subcommittee. Ms. Hsu thanked all the student representatives for their updates and said that she had looked into the new rules at Churchill and South Eugene High Schools regarding tardies and shared that after an initial improvement in behavior, in the long run, disciplinary measures would adversely affect students of color and special needs students. Ms. Hsu recommended reviewing the rules and finding alternatives. Ms. Hsu had attended Kelly Middle school to see the dual-language framework based on language attainment. She enjoyed seeing educators collaborating on school-wide strategies. She also learned more about the daily measures that Kelly had to take to be a collocated school and was looking forward to hearing what was possible.

Ms. Hays said the prior meeting was frustrating and confusing. She mentioned the February 3, 2023 article in the Eugene Weekly that described what occurred. She had read many emails regarding the meeting and the behavior towards fellow Board member Laural O'Rourke and expressed her regrets that the student athletes had to wait to be celebrated but also that the Board had not discussed the many microaggressions that occurred at the meeting. Ms. Hays then showed a video that compared microaggressions to a multiple of mosquito bites. She was reminded of her responsibility as a member of the dominant company to explore her actions more deeply.

Vice Chair Lafer thanked Ms. Darmadi for her comments on students having to defend the use of their 504 accommodations. Mr. Lafer said that February was also Black Labor History month and shared the history of the inception of the Colored National Labor Union. Mr. Lafer also referred to the Book Challenge administrative rule which was on the Consent Agenda that evening. He said that the AR would support librarians and thanked Ms. Hsu and Superintendent Dey for their work on the rule and hoped that in time there would be a policy regarding the issue. Vice Chair Lafer also mentioned the Center for Applied Learning and career technical education which would provide robust on the job learning for students that would lead to good family wage jobs that did not require a college education. He mentioned the integrated outdoor program which combined outdoor activities with English and suggested many other options. Vice Chair Lafer thanked Superintendent Dey for exploring the best way to spend discretionary funding.

Chair Rabasa thanked the students for their comments and added her thanks to Jasmin Darmadi for calling attention to the injustice of questioning the legitimacy of student 504 plans. Ms. Rabasa also thanked Chaz Mills for their comments on how the Board was compromising

the trust of the student representatives. Chair Rabasa said it was a crucial message for the Board to hear. Ms. Rabasa said she attended the first gathering of Communities of Color and Allies network since the end of the pandemic. It was jointly sponsored by 4J and Bethel and many people attended. At the meeting, she heard from the Director of the Teaching and Learning Program at Pacific University, Anil Oommen, that the evening and weekend program was comprised of 52% students of color. Mr. Oommen attributed the growth of students of color in his program to 4J's Grow-Your-Own program.

Chair Rabasa highlighted Gene Chism, 9th Grade Transition Coordinator at Churchill High School. Mr. Chism helped students and their families to be successful in school by helping students with homework, mental health support, and giving pep talks. Chair Rabasa read testimonials from both students and fellow staff and described him as a lifeline, a strong advocate for racial and social justice in the community, and the connective tissue of Churchill.

XI. CONSENT GROUP – ITEMS FOR ACTION

1. Approve January 18, 2023 Board Minutes
2. Approve Purchases of New Buses
Presenter: Arthur Hart
3. Approve Memorandum of Agreement with OSEA Concerning Landscaping Support from Community Vendors
Presenter: Karen Hardin, Director of Human Resources
4. Approve 2023-25 Lane ESD Local Service Plan - Year One - Component (second read)
Presenters: Tony Scurto, Lane ESD Superintendent and Linda Hamilton, Board Chair
5. Approve Instructional Resources/Instructional Materials IIA Policy; Request for Reconsideration Process and Form IIA-AR(2)

Chair Rabasa thanked the student Board members and offered that they could leave the meeting if needed.

Vice Chair Lafer moved to approve the consent agenda. Ms. Hsu seconded the motion. **The motion passed 6:0 with all Board members present voting in the affirmative.**

XII. ITEMS FOR INFORMATION

1. Introducing the Center for Applied Learning and Community Engagement
Presenters: Superintendent Andy Dey, Tia Holliday, College and Career Readiness Administrator, and Ed Mend, Teacher on Special Assignment in support of Ninth Grade and CTE

Dr. Dey shared that there were many great things happening in Career and Technical Education. He wished to focus on creating possibilities for students to access programs that were outside of their neighborhood schools. He introduced Tia Holliday and Ed Mendelssohn.

Ms. Holliday thanked the Board and said that the team had been working on the program concept for quite a while. Ms. Holliday outlined the presentation she would be sharing that evening.

Applied Learning would allow students to learn through doing; and would train students for high demand careers with a living wage through the application of industry standard credentials. Ms. Holliday hoped to balance classroom education and what happened in the real world. Programs would prepare students for multiple outcomes in the job market such as a job, apprenticeship, or two- or four-year college.

Mr. Mendelssohn reported that the program focused on connections in the community. Partners brought industry sector knowledge and skills and offered support to the design of the program. Students worked on community issues and needs.

Ms. Holliday shared that the instructional approach was designed by students, teachers and community partners. Core content would be integrated into the applied learning. Ms. Holliday gave the example of a project requiring geometry, public speaking, and the analysis of blueprints. Public demonstration of skills acquired would be validated by those for whom the work was being done. Students from across the district, including all regular and online high schools, would be included. Transportation and extended-day learning were being offered to fight systemic barriers of access to high-quality opportunities.

Mr. Mendelssohn reviewed the design model that the team was using. The thought cycle was an approach to learning which included identifying community needs, skills, knowledge and the potential projects that would be in the program. The five steps were empathize; define; ideate; prototype; and test. Testing, evaluating and revision were an important step that was done by the district team and community partners.

Ms. Holliday acknowledged the Future Build program and the leadership of Peter Wiebe. Mr. Wiebe had been a math chair at South Eugene High School before coming to the Future Build program. Twenty-eight students were transported to Lane Community College where they were involved in a multi-year program. The program hoped to accommodate sixty students next year. Students built housing for those in transition while receiving 1 credit in geometry, .5 credit in Language Arts, College Now credit with OSHA and NCCER nationally recognized credentials.

A video was shown that highlighted students working on the houses at Lane Community College. Students spoke about what skills they were learning and the value of working on projects that stayed in the community. Students received accreditation that could be used across the country.

Vice Chair Lafer was grateful to Superintendent Dey for taking the lead on an important project. He spoke of the Bauhaus movement in the 1920s in Germany which integrated the brain and the body. Mr. Lafer anticipated that an important aspect of the program would be students finding community with others in the program. Mr. Lafer hoped that the district would increase financial support for the program. Ms. Holliday acknowledged that it would be important to start slow and build the program over time. The team would take into consideration scheduling and needed credits.

In response to a question from Chair Rabasa, Ms. Holliday said that as more students entered the program, additional staff would be added as well.

Ms. Newman commended the team for their great start and acknowledged the barriers that the program was overcoming, such as teacher licensure and obtaining industry licenses. Ms. Newman asked whether the district was reaching out to city and county programs that could provide support. Ms. Holliday confirmed that LaneESD was a key partner in coordinating regional programs.

Ms. Hays remembered that past Board member Jim Torrey was a strong advocate for career and technical education programs and was still on the Board in 2021 when the program began. Ms. Hays asked to do a site visit so that the Board could see what was happening and meet the students and staff. Ms. Holliday offered the Board could visit the homesite any time, and added that current seniors would finish up their project and pass off the home to its occupants in the summer.

Ms. Hasija Kauffman thank Vice Chair Lafer for his comments on the practical application of learning through doing projects. She appreciated that staff was taking the time to do the project well so that it could be revised and expanded successfully.

2. Receive an Update to the Integrated Guidance Plan Narrative
Presenter: Superintendent Andy Dey

Superintendent Dey invited the Board and community to review the narrative that had been posted on the website and was also in the Board packet. The narrative focused on four areas: Needs Assessment; Plan Summary; Equity Advanced; and CTE Focus. Also included in the packet were the Equity Decision Making Tool and the Equity Lens.

Superintendent Dey said that the team would update the final three areas for the next meeting and would reach out to all stakeholder groups for input.

Dr. Dey said that the district was required to demonstrate that it was publicly inviting people to review the basis for their decisions.

In reference to an area of the narrative regarding CTE on page 99 of the packet, Ms. Newman asked Superintendent Dey to comment on the definition of a “non-traditional field.” Superintendent Dey responded that it might apply to health-care fields that did not require multi-year college educations.

Ms. Newman also wondered whether the Board could see the basis for the narrative: whether there was survey data.

Ms. Hasija Kauffman also wanted to know more about how stakeholders had been engaged in the process and what the data was. Chair Rabasa added her question whether the community knew that they were contributing to the narrative.

Superintendent Dey said that the district was continuously working to ensure that the community had opportunities through various social media outlets to give feedback whether it be positive or negative and to also comment when they felt that an area of concern was being overlooked.

Superintendent Dey added that there were issues that were durable over time, such as small class sizes.

3. List of Potential Integrated Guidance Activities

Presenter: Superintendent Andy Dey, Cydney Vandercar, XXXXX, and Brooke Wagner, XXXXXXX.

Superintendent Dey introduced Ms. Vandercar and Ms. Wagner to give a report on the plan of activities that would ultimately lead to a positive outcome in the three key areas of the plan: timely communication and meaningful engagement; a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved; and the safety and wellbeing for students and staff.

Integrated Guidance would braid together six programs: High School success; the Student Investment Account; Continuous Improvement Planning; Career and Technical Education; Every Day matters; and Early Indicator and Intervention Systems. The common elements of these programs were an authentic engagement process; equity-based decision making; focusing on students who had been historically marginalized by the education system; a comprehensive needs assessment; and a continuous improvement cycle. The application of the above programs would be an engaged community, equitable access and advancement, and a well-rounded education that included student safety and well-being.

Superintendent Dey shared the six phases of the Integrated Guidance project. The focus of the meeting that evening would be the third phase: strategies.

Misael Flores-Gutierrez and Larry Williams, Co-Directors of Equity, Instruction, and Inclusion, shared the activities that were taking place. Mr. Flores-Gutierrez highlighted the work with WREN (Western Regional Educator Network) and Eugene Education Association that brought together educators of color. Mr. Williams highlighted the Affinity groups, which offered resources for underserved students to have a voice, to collaborate and share with the district. Because of their success, the groups were being highlighted for continued support.

Assistant Superintendent Cydney Vandercar shared that class sizes were the lowest in recent history as a result of focused Student Improvement Account funds. The specific areas of focus were middle school class size reduction; high school extended day; targeted staff at elementary schools; and humanities for ninth grade.

Assistant Superintendent Brooke Wagner spoke about Integrated Prevention and Mental Health programs such as social emotional screening for students, a project manager for prevention services/suicide prevention, mental health and social workers, prevention education specialists, and 15th night protective services. She added that behavior support staff and student success coordinators would be added to middle schools.

Superintendent Dey interjected that each slide represented the outcomes and specific activities to achieve the multiple outcomes for each of the big three rocks of his plan. As discussions continued, the Board and staff would work to determine what work was possible within the budget.

Mr. Williams shared information about support for equity, inclusion, and instruction initiatives. He said that the regional managers and student affinity group and program coordinators were placed in schools to support students in real time.

Ms. Wagner shared that the district was starting a prevention unit that would include a directory of care for each school. The directory would include nurse, mental health and guidance counselors, and more.

Ms. Vandercar shared that many specialists were itinerant because there was limited funding to provide staffing for all schools. New teachers were being provided mentors to be more successful.

Ms. Wagner spotlighted extended learning opportunities for staff and students. She mentioned the Kids in Transition to School, which had doubled in recent years. The program was making a difference for kindergarteners, especially at Cesar Chavez Elementary School.

Ms. Vandercar focused her next presentation on career technical education and the Center for Applied Learning including the Future Build program; creative services; health occupations; forestry and natural resources; manufacturing; and development and administration.

Ms. Wagner shared that third grade literacy was a key performance indicator and was connected to the elementary language arts adoption. The district's focus would be to target first grade reading groups.

Under the section of meaningful engagement, Mr. Flores-Gutierrez said that when students were successful in ninth grade, there was a greater chance of graduating.

Ms. Wagner continued that the district was working on an integrated prevention and mental health model through collaboration with community partners such as Helping Out Our Teens in School (HOOTS), Oregon Social Learning Center (OSLC), Ophelia's Place, and Sexual Assault Support Services (SASS). Staff recognized the benefit of partnering with all four organizations. Ms. Wagner added that high school extended day and afterschool and the summer bridge intensive programs were integral in helping students to stay on track to graduate.

Mr. Flores-Gutierrez shared that a mobile food truck had been provided by Food for Lane County in the past and staff were hoping that they would be able to find a way to continue it. The truck would offer needed basic supplies to families.

Superintendent Dey concluded the presentation by sharing that staff would request input from employee groups and would bring back a final overview at the next Board meeting on March 1, with final approval slated for March 15.

In response to a question by Chair Rabasa, Superintendent Dey explained that there was a funding stream for the career technical education program through Perkins grants for students who completed the course of student. Some students could choose to take CTE courses through job-embedded learning, but not complete them all. At the same time, there were classroom-based teacher support programs.

Vice Chair Lafer opined that it would be challenging to determine how to spend discretionary funds when there were so many areas of need. He hoped that the Board could receive a targeted list prior to the meeting on March 1 when the Board would hear from employee groups what their main focus for spending would be. Superintendent Dey confirmed that staff planned to share information no later than February 24.

Ms. Newman asked whether all elementary schools had affinity groups. Mr. Williams said that the plan had originally been to add elementary schools in the third year of the program but some schools had started early especially where there was an experienced coordinator to implement them. Ms. Newman also thanked staff for their report of all the community organizations the district was in partnership with.

Ms. Wagner said that the funding being discussed represented seven percent of total funding.

4. Receive an Update and Discuss Yujin-Gakuen Elementary School and Kelly Middle School Options

Presenter: Superintendent Andy Dey

Superintendent Dey said that the next portion of the meeting would be to have a discussion about the two schools. He reiterated that Board members Chair Maya Rabasa and Michelle Hsu acted as an information conduit but did not make decisions themselves. The next meeting of the two staffs would be the coming Friday.

Superintendent Dey said that staff were working on a list of needs that would not necessarily require Board approval but would make the schools better functioning for students. Purchase orders were being created for other needs. Information that was gathered that night would be relayed to district staff and would hopefully inform the construction at the building at 850 Howard Avenue.

Vice Chair Lafer wondered how much funding was available for renovations. He wished to be as transparent as possible with the school communities. Superintendent Dey said that funds in current bonds and additional premiums and capital improvement funds were approximately \$10-12 million for total renovations including furniture, fixtures and technology. If the proposed project exceeded the initial amount, the Board and staff could discuss how to prioritize need.

Ms. Newman asked Chair Rabasa and Ms. Hsu how they would direct the conversation. Superintendent Dey hoped that the upcoming meeting would be a listening session to determine the staff's needs were and then to determine how to create a plan to respond.

There was additional discussion about the misinformation that might have been shared about the use of the North Eugene High School building. Ms. Hays remembered that staff were assured that they would be provided the best space possible. Vice Chair Lafer just wanted to make sure that the Board acknowledged that the option had been offered.

Ms. Newman wanted to make sure that there would be a time limit to make a plan because the discussion had been ongoing for quite a long time. Ms. Hsu said that she was starting the conversation anew and was seeing the willingness of the staff and community to collaborate to find a viable solution.

Superintendent Dey said that staff would be ready to have a transparent conversation with staff about what was needed and then to create a plan that was within the budget available.

XIII. ITEMS FOR ACTION

1. Approve Legislative Committee Guidance for 2023

Presenters: Judy Newman and Keerti Hasija Kaffman, Board members

Ms. Newman moved that the Board adopt the Legislative Committee Guidance for 2023 as included in the Board packet. Ms. Hasija Kauffman seconded the motion. There was no discussion. **The motion passed 6:0 with all board members present voting in the affirmative.**

2. Approve Board Goals (*this item was added during the agenda review*)

Presenter: Vice Chair Gordon Lafer

Vice Chair Lafer moved that the Board approve the Board Goals as discussed in the work session. The goals included changes to language in points 1 and 6 and added a point 7 regarding stabilizing the budget.

In addition, Vice Chair Lafer and Ms. Newman recommended that at or before the final Board meeting, there be an annual progress report of Board goals by the Superintendent or Board Chair.

Ms. Newman seconded the motion. There was no discussion. **The motion passed 6:0 with all board members present voting in the affirmative.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Equity Trainer Selection Process

Presenters: Collina Beard, Chief Administrative Officer

Ms. Beard said that in a work session staff hoped to provide a sample scope of work which would reflect the outcomes of the Board. The group would also create evaluation criteria and a scoring system.

Once the three areas of the proposal were finalized, they would be forwarded through a procurement process. Ms. Beard remembered that there had been concerns regarding the transparency of the prior process and assured the Board that the district's procurement process aligned with those of the state.

After a short list was created, the Board could interview candidates which might include sample work to determine the style of the candidate. A scoring process would also be used.

There were no additional questions. Ms. Hsu thanked Ms. Beard for her comprehensive presentation.

2. Approve Letter of Support for Passage of HB 2883 (First Read)

Presenters: Judy Newman and Keerti Hasija Kauffman, Board members

Ms. Newman said that she and Ms. Hasija Kauffman were introducing the letter at that evening in order to give the Board ample time to read it and prepare comments for the next meeting when they would take action on it.

There were no additional comments.

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

Chair Rabasa solicited agenda items for future meetings.

Vice Chair Lafer asked to add an item for information regarding the book challenge in hopes that eventually it would be added to policy or administrative regulations. Ms. Hasija Kauffman and Chair Rabasa agreed it should be brought to leadership.

Ms. Hasija Kauffman asked to receive more information on the stakeholder and assessment process for the Integrated Guidance as it had been discussed earlier in the meeting. Vice Chair Lafer and Ms. Newman agreed it should be brought to leadership.

Ms. Hays wondered whether there was a list of items that had been agreed upon for future meetings. She had asked for items many months ago which had not been added to meetings. In response to a question from Chair Rabasa, Ms. Hays said that she wanted to discuss it at a meeting and agreed it would be an item for information. There was agreement among the Board to add the item to a future meeting.

Chair Rabasa asked for an update on both the ELA and Social Studies curricula. Ms. Hasija Kauffman and Ms. Newman supported the request. Superintendent Dey suggested that a work session be scheduled so that there could be a longer conversation.

Chair Rabasa said that the next regular Board meeting would be on March 1, 2023.

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~

~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

~~OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat~~

~~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~~

XVII. ADJOURN

Chair Rabasa adjourned the regular meeting at 10:06 p.m.

Andy Dey

Maya Rabasa

District Clerk

Board Chair

(Recorded by Eliza Drummond)

DRAFT

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

Date: March 1, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 6:00 p.m. and a regular board 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 February 24, 2023.

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
Brooke Wagner, Assistant Superintendent for Instruction
Cydney Vandercar, Assistant Superintendent for Administrative Services
Collina Beard, Chief Administrative Officer
Jenna McCulley, Director of Communications
Debbie McKim, Executive Assistant and Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Batafing Soumano, Churchill High School
Ren Washington, Eugene Online Academy
Rory Young, South Eugene High School
Grant Gamble, Sheldon High School
Parker Anderson, North Eugene High School

EMPLOYEE ASSOCIATIONS:

Seth Pfaefflin (MAPS)
Sheila Waggoner (OSEA)
Sabrina Gordon (EEA)

MEDIA:

KRVM, The Register-Guard

I. EXECUTIVE SESSION

The board convened in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f), ORS 192.660 (2)(h).

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.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:05 p.m. All Board members were present in-person or via video conference. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Board Chair Rabasa asked whether there were any questions, changes, or corrections to the agenda.

Vice Chair Lafer asked to move Item XIV. 1. Integrated Guidance Proposed Activities from Items for Action at a Future Meeting to just after the Consent Group. There was no objection.

Ms. O'Rourke asked to add to the agenda an item for information on how the Board sets goals and objectives in policy. There was no objection.

Ms. O'Rourke asked to add to the agenda an item for action to continue the support Ms. O'Rourke was receiving from the district.

In response to a question from Vice Chair Lafer, Ms. O'Rourke said that she did not believe her request was connected to the discussion which was listed under Items for Action at a Future Meeting regarding Board meeting security measures. There was no objection to Ms. O'Rourke's request.

Ms. O'Rourke asked for a schedule of all the meetings that were attended by Board members. She had been made aware that Board members were attending meetings that were not on the official schedule. Mr. Lafer asked to have the discussion as an item for information or an item for future action so that the Board could learn more about the issue before deciding.

Ms. Hsu said she was unclear on the issue. After a brief discussion, she objected to adding Ms. O'Rourke's item for the agenda. Ms. O'Rourke made a motion to add an item for information to discuss Board attendance at staff meeting that were not on any Board meeting schedule. Ms. Hays seconded the motion. Vice Chair Lafer asked Ms. O'Rourke to clarify the Board Policy the issue would fall under. Ms. Rabasa said that Ms. O'Rourke was likely referring to Policy BG/GBD – Board-Staff Communications. Ms. O'Rourke added that there was also policy that outlined what meetings Board members could attend.

Ms. Newman considered the conversation important. She wanted to make sure that the Board was noticing all meetings that were necessary to notice. Ms. O'Rourke agreed that it was important for the Board to have a discussion and come to a common understanding.

Ms. Hasija Kauffman asked what the outcome would be. Ms. O'Rourke said that a motion would have to be made.

Chair Rabasa called for the vote. The motion passed 6:1 with Ms. Hays, Ms. Newman, Ms. O'Rourke, Chair Rabasa, and Vice Chair Lafer voting yes, and Ms. Hsu voting no. The item for information would be added to the agenda.

Ms. Hays asked to add an item for information about the discussion regarding the use of the Signal app. Vice Chair Lafer objected. Ms. Hays moved to add the agenda an item for information regarding the use of the Signal app. Ms. Newman seconded the motion.

Ms. Hays said that she had asked at a prior meeting to put a discussion regarding the Signal app at a future meeting. It had been requested that the Board ask an attorney to give input regarding the use of the app and its legality regarding public records and open meeting laws. Ms. Hays said added that the minutes from prior Leadership meetings did not indicate that the item had been added to the agenda. There had been much discussion in the news and amongst the community regarding the use of the Signal app. Ms. Hays was not asking for a legal opinion, but to discuss why a Board member would feel it was necessary to use the app. Vice Chair Lafer reported that he and Mr. Hess had reached out to Mr. DeFreest for legal guidance on the Signal app and other digital communications apps that did not retain records. More information would be shared during a work session. Ms. Hasija Kauffman concurred with Vice Chair Lafer.

Ms. O'Rourke said that lawyers did not write policy, they checked it for accuracy before it was put into law. The Board would be responsible for discussing the use of Signal and then deciding what steps to take next, which might include writing a policy. Ms. O'Rourke also expressed her concern about the potential bias against her by district attorney Eric DeFreest and did not think he was appropriate to do the work.

Chair Rabasa asked Ms. O'Rourke to refrain from sharing her opinion on the actions of Mr. DeFreest.

Ms. Newman was looking forward to having an opportunity to discuss the issue in an open meeting.

Vice Chair Lafer hoped that the issues on Signal would be part of a larger discussion on the use of email chains and other communications that was informed by a legal briefing prepared by district counsel.

Chair Rabasa asked whether Ms. Hays would be willing to amend her motion to include email and other forms of digital communication. Ms. Hays said the discussion she wanted to have was not about the legality of communication, but rather how the Board communicated as a whole. She did not accept the friendly amendment.

Ms. O'Rourke said that by having a discussion about the Signal app, it would be important to show the public that the Board did not want to continue using systems that might be seen as unethical.

Ms. Hsu considered limiting the discussion to the Signal app questionable. She said that there were many other ways of communicating. To discuss only one app felt disingenuous as the discussion was much greater than the one app in question.

Chair Rabasa agreed that if the Board was to have a fully transparent discussion on communication, limiting the discussion to the one app seemed problematic.

Ms. Hays said that she wanted an opportunity to clear the air about Signal. She agreed that the Board needed to have a larger discussion about all forms of communication, but at that moment, she wanted Board members to come clear on their use of the Signal app.

Ms. Hasija Kauffman said that she did use Signal in her international job as a way to send and receive secure information. She added that there were many apps that allowed the user to permanently delete messages after a certain amount of time, so if the concern was about deleting conversations, the discussion needed to be about policies regarding communication for which she was in full support.

Chair Rabasa asked all Board members to refrain from assigning intention to people's requests or comments. Ms. Hasija Kauffman apologized for her comments.

Chair Rabasa called for a **vote on the motion on the table which did not pass 3:4**. Ms. O'Rourke, Ms. Hays and Ms. Newman voted yes, and Chair Rabasa, Vice Chair Lafer, Ms. Hsu and Ms. Hasija Kauffman voted no.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey opined that the weather was living up to the first part of the proverb "in like a lion," as wintery weather continued to be a consideration each morning. He added that he hoped the latter part of the saying would also remain true and March would go out "like a lamb."

The weather team continued to keep their eye on temperatures and precipitation and hopefully the district would not need to have another schedule interruption.

Dr. Dey was eager to bring celebration to the forefront. He said that the window to nominate and recognize staff in the annual *A Champion in Education* awards ceremony was officially open. He encouraged everyone to pause and think about individuals across the district who routinely demonstrated a deep commitment to students and the district and to consider recognizing them through a nomination for an ACE Award. Dr. Dey added that he was pleased to share the ceremony would return to an in-person celebration on May 4 at the South Eugene High School auditorium. Nomination forms were available online on the district website and would be accepted until March 31.

Superintendent Dey continued his report by sharing statistics to highlight the contributions of classified staff across the district.

He reported that annually, technology services processed more than 3,000 device repair requests, nearly 30,000 help desk support requests and more than 100,000 Zoom sessions across the system; the facilities team maintained approximately 600 acres of school and district owned property which was nearly the size of the City of Coburg; each custodian cleaned the

equivalent of 18 2,000 square foot homes a day and refinished 1,750,000 square feet of tile floors and steam cleaned 550,000 square feet of carpet each summer, nearly 40 football fields' worth.

One-in-three 4J students was safely transported to and from school each day by dedicated bus drivers who performed more than 230 safety checks before getting 127 school buses on the road to service nearly 2000 bus stops, trips made possible by the district mechanics who kept buses humming and completed more than 300 oil changes a year.

Once at school students and staff were served by the nerve center of front office teams who ensured that all who entered were welcomed and cared for and the needs of the building were met, and hundreds of dedicated and caring educational assistants provided critical supports for learning, one-on-one resources, safety and supervision, and after school programming to meet students' needs. In addition, health services assistants compiled and managed thousands of 4J student health records annually.

Dr. Dey continued that at the district office, staff organized learn-to-ride classes and safety courses, translated thousands of documents to ensure all families had access to important school information, and reviewed and managed more than 3,000 transfer requests for students in and out of district.

He commended the classified team and their contributions day in and day out, year-round, without which teaching and learning and district operations would not be possible, and shared the following proclamation to officially setting aside the week of March 6 through 10 as a dedicated time to acknowledge and appreciate the work of classified team members.

Superintendent Dey read the Classified Employee Appreciation Week Proclamation:

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, families, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE BE IT RESOLVED that the Eugene School District 4J proclaims March 6 thru 10, 2023, to be Classified Employee Appreciation Week; and

BE IT FURTHER RESOLVED that the Eugene School District 4J strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

DATED this 1st day of March 2023.

Superintendent Dey asked for a round of applause from the Board.

VI. COMMENTS BY BOARD CHAIR

This item was combined with Item X.

VII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Batafing Soumano reported that Churchill High School had celebrated Black Excellence Week with choir performances. Batafing expressed that students were concerned about the length of classes in the new schedule, which would make focusing all the way through class challenging. Batafing added that the BSU and FSU would collaborate on an upcoming event.

Rory Young, student from South Eugene High School, shared that the school had hosted a club roundup where students could learn more about the variety of clubs at the school. Rory also shared how conflicted students were because many were sick, but still felt the pressure to attend school because they would lose valuable learning time. Teachers did not always upload complete lessons onto the online system and students found it challenging to complete assignments. Rory suggested that teachers could share more complete lessons along with any in class notes so that students who needed to would feel more comfortable staying home and not expose their fellow students to further illness.

Parker Anderson, student from North Eugene High School, shared that the theme for prom would be "A Night Under the Stars." Fifth through eighth graders were performing *Mary Poppins* and the theater class would perform *The Legend of Sleepy Hollow*. Parker also shared that there was a lot of anxiety and frustration and fear over more and more disregard of students issues by administration, including racism and bullying and hurtful actions against students. He expressed that if students were to feel safe in school they needed to be able to rely on the school administration to address the negative actions.

Grant Gamble, representative of Sheldon High School shared that the Gay Straight Alliance had recently hosted speakers from Transponder and it had been a positive event. There would be a celebration for Black History Month during lunch in the next week. There had been many athletic events and celebrations over the past weeks and the Sources of Strength group had reached out to students to support them during finals week. Grant said that students were concerned about what the high school schedule would look like in the next year and hoped that administration would be more transparent regarding the duration and amount of classes as students would be choosing schedules soon.

Ren Washington spoke as the student representative for Eugene Online Academy. Ren asked staff for their support for students who were having a hard time connecting with other students. Ren felt it was the perfect time to have an event as it was near the end of the trimester. Ren hoped that staff could help to organize a space and some refreshments.

Chair Rabasa thanked the students for their insightful presentations.

VIII. 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.

Ms. Shira Fadeley, the district's teacher on special assignment for music, said that March was "Music in Schools Month." She acknowledged how challenging it was to share all the great things being done in the district during her three-minute allotment. She said she could give details about each student who had qualified to compete in upcoming OSAA musical events; or she could thank Eugene Education Foundation for their support of a district-wide elementary school event with the Symphony which would take place on March 14; or she could describe the lessons teachers were developing to use unique musical decoding and tracking devices; or she could share again all the research that showed how music supported social emotional learning and brain development, cooperation and self-esteem. She said that she would send an email with more detail. The group sang the tune Frère Jacques as a call and response using the tone "lu". Ms. Fadeley thanked elementary directors for their work on Music and P.E. guidelines.

Regina Mitchell was a middle school teacher who spoke about the cost of childcare which was double their monthly mortgage payment. She was struggling with the decision to leave education for something more lucrative. Ms. Mitchell asked the Board to consider adding childcare as an added benefit for licensed and classified employees.

David Igl spoke about the fraudulent history distributed about Mr. Dunn, an historical abolitionist who had been portrayed as a member of the Ku Klux Klan. He also expressed his opinion about some of the history shared at the Historical Museum which he considered inaccurate. Mr. Igl asked the Board to rectify history and to honor Mr. Dunn.

Melanie Namkoong was a member of OSEA Chapter 1. She appreciated the individual and combined efforts to ensure that requests were approved during negotiations. She encouraged the Board to remember what it was like to work on something important to schools. She also thanked Dr. Dey for his kind words. She said it was a shame to waste so much time on interpersonal issues when there were so many issues that needed to be addressed. If people did not take time to work on their relationships, those relationships would dissolve, potentially beyond repair. Ms. Namkoong hoped that the Board would work out their differences and learn to work together so that they could address the priorities in schools.

Larry Lewin appreciated the opportunity to join with other teachers and staff and community members to make comments to the board. Mr. Lewin, a retired teacher, said that literacy instruction was important as it allowed a student to move from the ability to read to the ability to read in order to learn. Mr. Lewin shared his tips on how to make the process successful: Teach phonics, then: teach students strategies to engage with the author to extract meaning from the text. He suggested that Board members reach out to Mr. Eric Anderson with any questions they might have.

Charlotte St. Claire was a student of North Eugene High School who witnessed students from another high school make racial acts against the basketball team. In addition, a female student

of color was harassed by white students. She was disheartened because no adults were trying to stop the violence, teachers were not aware of what was happening, and many students were afraid to come to school and felt like they had no allies in school. Ms. St. Clairee said that there were no safe places at school for students of color who were afraid they would be shunned for complaining. She said that white students were becoming emboldened because they were not being punished.

IX. COMMENTS BY EMPLOYEE GROUPS

Chair Rabasa welcomed Sabrina Gordon, President of Eugene Education Association. Ms. Gordon acknowledged the bravery of the student who spoke up.

Ms. Gordon said that there was shock among staff at the elementary level who had recently received staffing plans for the upcoming year in which FTE for classified staff was greatly reduced. She asked how reducing staffing would create positive outcomes for students. Ms. Gordon added that in the 2023-24 calendar, there were two mid-term grading days, but they were shared with professional development. In light of the new high school schedule which would add students to each teacher's classroom, Ms. Gordon asked that two days be dedicated to grading. EEA requested that the Board adopt the calendar with that small change.

Ms. Waggoner, representative for Oregon School Education Association Chapter 1, thanked Dr. Dey for recognizing the upcoming Classified Appreciation Week. She said that while it was a time of celebration, with snacks and gifts for staff and decorations throughout the school, it was also the time when classified staff would learn whether they were being moved to another school through the reduction-in-force process or whether they might lose their position altogether. Ms. Waggoner added that OSEA also had legislative priorities, including a support package for Special Education classified workers who were often injured by students. Ms. Waggoner said that access to student IEPs, access to adequate training and equipment, compensation that reflect the skills needed to do the work well, and minimum staffing levels. OSEA asked the state to invest in special education to provide equal education for students with special needs by supporting the classified workers who were the daily caregivers to the state's most medically fragile students.

Seth Pfaefflin, representative from Managers, Administrators, Professionals, and Supervisors (MAPS), recognized the classified employees who worked in every department and every setting in the district. MAPS thanked the Board for the ratification of the OSEA contract. Mr. Pfaefflin described the "Grow your Own" program in which staff members who were interested in moving from a classified position to a licensed and then possibly an administrative position could receive support. He again thanked classified workers for their hard work.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Lafer thanked Charlotte St. Claire for her courage in making her testimony and said that he would be proposing an emergency work session at a future meeting. Mr. Lafer also thanked Ms. Mitchell for her testimony on the cost of childcare and said he would be promoting an initiative for free state preschool. Ms. Lafer thanked those who determined whether it was safe to come to school on inclement weather days.

Mr. Lafer again mentioned that Mr. Hess would be sharing information on electronic communications methods with support from Ms. Eric DeFreest.

Vice Chair Lafer was concerned and surprised at the potential cut in Educational Assistants (EAs) in the coming year and would be raising this concern at future Budget Committee meetings. Mr. Lafer also mentioned a lawsuit being filed by Seattle public schools against social media companies for knowingly harming the mental health of teenagers and he hoped that the district would join the suit. Mr. Lafer was also a proponent of no cell phone lunch periods.

Vice Chair Lafer reported that he would be traveling to Salem to support a bill for construction workers that would increase family wage jobs and apprenticeships.

Ms. Hasija Kauffman also thanked the transportation department for the information she received on inclement weather mornings.

Ms. Hasija Kauffman recognized the Oregon Battle of the Books teams which had to read many books to be prepared. She hoped that events such as OBOB might extend to art and science.

Ms. Hasija Kauffman recognized International Women's Day by recognizing the women teachers who took so much time out of their lives to support students and teach them well. She wondered whether they were being treated in such an inequitable way because they were women and hoped that actionable support could be provided. She referenced the extra time for grading as an example. She reported that many teachers also had second jobs to fully support themselves.

Ms. Hasija Kauffman shared statistics regarding the overwhelming percentage of teachers who were women, but also were white, and she talked about the need to have more representation in the teaching ranks for students of color. She thanked the other women Board members for their support and the good conversations that occurred during meetings.

Ms. Newman thanked Superintendent Dey for reading the proclamation regarding classified staff. She was surprised to learn that a third of students were transported. Ms. Newman also thanked Charlotte St. Claire for sharing what was occurring at her school, and she wanted to learn more.

Ms. Newman said that March was National Developmental Disability Awareness Month which was started to raise awareness and inclusion of those in the community who faced daily challenges and barriers because of their disabilities. Ms. Newman reported that the Eugene Mind & Body Divergence Alliance would be hosting a Strength in Neurodiversity Festival on March 15 at 6 p.m. at South Eugene High School.

Ms. Newman continued that Lane County had recently released their report on suicide. The report provided important information to raise awareness about suicide and urged the community to get involved to prevent more suicides. She shared some ways in which people could start a conversation with someone about whom they were concerned. Ms. Newman also mentioned the Sources of Strength program. Ms. Newman considered the district to be on the right track, but stressed that there was more work to do.

Ms. Hsu shared that she had attended a meeting at Kelly Middle School to discuss solutions for the Kelly and Yujin Gakuen colocation. She added there would be an additional meeting the coming Friday. She said that the group was gathering more information. She hoped that the programs would eventually be separated as they had been in the past and be provided appropriate teaching spaces.

Ms. Hsu had also visited two of the libraries at Howard and Holt Elementary Schools. Both schools were adding life and energy into the libraries, helping students with reading and activities. She said the enthusiasm around OBOB was joyful. She asked the district to prioritize libraries and said that investment in them was directly related to improvement in literacy.

Ms. Hsu said that the video that had been shared at the last Board meeting regarding microaggressions was shared by a white Board member and created by white staff. While she felt that the meanings of the person who presented the video were good and no harm was meant, the video did not recognize the nuance and complexity around race, gender, ethnicity and the constructs of divisiveness. Ms. Hsu was hearing that students were requesting BiPOC counselors and staff and more multicultural training was needed. She said the issue of racism was a community issue.

Ms. Hsu referenced Ms. Namkoong's presentation and said that the need to prioritize relationship building and the process of repair was imperative.

Ms. O'Rourke considered the voting down of a request for discussion regarding Signal earlier in the meeting an obstruction. As Ms. O'Rourke was continuing, Vice Chair Lafer called "point of order" regarding Ms. O'Rourke assumed intent. Ms. O'Rourke and Vice Chair Lafer argued about his interruption. Chair Rabasa then interjected to attempt to take control of the meeting. Ms. O'Rourke asked for a vote in order to uphold Vice Chair Lafer's point of order of Robert's Rules of Order that prohibited Board member from attacking another member's motives. Chair Rabasa complied with Ms. O'Rourke and asked the Board to vote to uphold the point of order regarding assumed intent. There was no vote recorded verbally before Chair Rabasa moved the Board into a recess because of disruption.

Ms. O'Rourke continued to speak after the meeting had been called into recess and declared that she was on a racist Board which was supported by white supremacists. She continued that no one listened when the Black person said bad things were happening.

After this the feed was cut.

Chair Rabasa reopened the meeting at approximately 8:30 p.m. Chair Rabasa shared Resolution 2023-05, passed on November 16, 2022, which gave the responsibility to the chair to recess and either reconvene or adjourn the meeting if the meeting was disruptive.

Chair Rabasa called on Ms. O'Rourke to finish her remarks.

Ms. O'Rourke responded that her right to be heard had been denied. She added that one person did not get to decide intent and added that the resolution Ms. Rabasa referred to had been created because of potential safety issues. Ms. O'Rourke reminded the Board that they were there for students. The examples of what was being done to her were the same issues

that students experienced daily. Ms. O'Rourke said that Ms. St. Claire was speaking truth to power. If the Board believed that what Ms. St. Claire said earlier in the meeting, they could not then remove the power of their black female Board member. She wanted the Board to be a body of seven equal people.

Ms. O'Rourke said that racism was real. She had been pushed off many committees and believed that she would also be pushed off the Board. She was asking for legitimate change and was being silenced with bad behavior. Ms. O'Rourke said she appreciated being able to finish her comments.

Ms. Hays commended Superintendent Dey on the Budget Road Show. She referenced Oak Street Childcare that was available to Lane County employees and suggested the district look into something similar as a way to promote recruitment and retention. Ms. Hays thanked Ms. St. Claire for her brave comments. She also suggested the Board spend some time discussing and learning Robert's Rules of Order.

Ms. Hays responded to Ms. Hsu's comments regarding the video that she had shown at the last Board meeting. Ms. Hays said that as a disabled woman, she recognized herself in the video as she had been confronted by microaggressions. She hoped to have time to further discuss the video and its impact on Board members.

Chair Rabasa thanked Ms. St. Claire for showing everyone what true ally-ship looked like: her words were powerful and she had used her privilege to make others aware of an important issue. Chair Rabasa said that she had attended classes and learned how middle schoolers connected education and mental health. She had also attended the monthly meeting of the speech and language pathology team. She hoped all teams of practitioners would be offered time for similar collaboration. She saw the value of team members supporting each other.

Chair Rabasa, along with Ms. Hsu, attended the meeting during which the futures of Howard and Yujin Gakuen Elementary Schools were discussed. She urged the district to ensure that any conversation regarding the programs would include the value and importance of the Yujin Gakuen program, and the harm to both schools during their collocation.

Ms. Rabasa also commented on the video that had been shown two weeks prior. She was troubled by the diminishment of the importance of microaggressions through a simplistic message. Ms. Rabasa stated that microaggressions were aggressions regardless of the label given to them and to think otherwise was to allow them to be normalized. Ms. Rabasa listed all the ways in which microaggressions were curating collective society in the destructive values of the dominant culture.

XI. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes from February 1, 2023 Regular Board Meeting
2. Approve Outdoor School
Presenter: Arthur Hart
3. Approve Personnel Action
Presenter: Karen Hardin, Director of Human Resources

Vice Chair Lafer moved to approve the consent agenda. Ms. Hsu seconded the motion.

Ms. O'Rourke asked to pull item 1 of the consent agenda so that the first part of the meeting could be rewritten to reflect that some Board members could not get into the meeting until later than 7:00 p.m. and could not see what was happening in the Auditorium.

Ms. Hays added that she was not able to hear the call to order, the flag salute, or the land acknowledgment.

Vice Chair Lafer amended his motion to approve the consent agenda minus the minutes of February 1, 2023 so that the minutes could be corrected. Ms. Hsu seconded the amended motion.

The motion passed 6:0 with all Board members voting in the affirmative. Ms. Hasija Kauffman was no longer present and was excused from the rest of the meeting.

Ms. O'Rourke moved to have the minutes of February 1, 2023 be revised and brought back to the next Board meeting for approval. Ms. Hays seconded the motion. **The motion passed 6:0 with all those present voting in the affirmative.**

Vice Chair Lafer asked for the floor. Chair Rabasa conceded. Vice Chair Lafer asked whether there were any parts of the rest of the meeting that could be postponed. Chair Rabasa suggested that the Board hear Item XIV.1 – Integrated Guidance Proposed Activities, and Item XIII. 1 – Approve Legislative Board Subcommittee Letter in Support of HB 2883. Dr. Dey agreed to the proposed change to the agenda.

Ms. Newman said that she could email information regarding Item XII.1 – Legislative Board Subcommittee Standing Item for Information.

In response to a request from Chair Rabasa, Vice Chair Lafer made a motion to change the agenda for the rest of the meeting to include only the two items: XIV.1 and XIII.1. Ms. Hsu seconded the motion. **The motion was approved 6:0 with all those present voting in the affirmative.**

XII. ITEMS FOR INFORMATION

1. Legislative Board Subcommittee Standing Item for Information During the Current Session

Presenter: Judy Newman

Ms. Newman had offered earlier in the meeting to send information via email in order to shorten the duration of the meeting.

2. Integrated Guidance Part II: Well-Rounded Education and Strengthened Systems and Capacity

Presenter: Dr. Andy Dey, Superintendent

This item was tabled as a result of the changes to the agenda made immediately prior.

XIII. ITEMS FOR ACTION

1. Approve Legislative Board Subcommittee Letter in Support of HB 2883 (2nd Read)
Presenter: Judy Newman

Ms. Newman moved that the Board approved the letter in support of HB 2883. Vice Chair Lafer seconded the motion. There was no discussion, **and the motion passed 5:0 with all Board members present voting in the affirmative. Ms. Hasija Kauffman and Ms. O'Rourke were no longer in attendance.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Integrated Guidance Proposed Activities

Dr. Dey referred to the Board packet in which there were a list of proposed activities. Dr. Dey reported that the proposal was overbudget. The plan at that point was to listen to comments from employee groups and the public and return to the Board on March 15. In response to a question from Ms. Newman, Dr. Dey said that the project was overbudget by 2.5 million.

Chair Rabasa invited the employee group representatives to the table.

Seth Pfaefflin, representative from MAPS, acknowledge the complex task of prioritizing the different needs of the district in one spending plan. He shared that MAPS asked to see a balance of spending between schools and EdCenter staff, and optimizing them to support students effectively. Class sizes, caseloads, and mental health support services were a priority.

Sheila Waggoner, representative of OSEA, was unsure what many of the items listed in the guidance were for. She reported that classified staff members were asking for lower student to Education Assistant ratios and better training. Ms. Waggoner shared a story about two EAs that were responsible for 195 students on the playground. She added that many staff were reticent to take time for training when there were so few EAs available because they were concerned that their absence might go unfilled and the burden would be felt by fellow school staff. Ms. Waggoner also shared that a staff member had been bitten. Training and PPE that could have been made available to the staff member had not been.

Ms. Gordon, representative of EEA, said that it would be difficult to comment on the Integrated Guidance budget without a larger discussion of the regular budget. She recognized that the much of the Integrated Guidance budget was to support historically and currently underserved students. Ms. Gordon asked to explore the needs of older students who were not reading at grade level. She added that the social and emotional wellbeing and intense academic support needs of students were the highest priorities. Those needs could be mitigated by lower class sizes, lower special education caseloads, and having enough staff in the buildings working with students every single day and offering them the connection and support they deserved. Ms. Gordon urged the district and the Board to consider every line in the budget with that outcome in mind.

Mr. Pfaefflin agreed with Ms. Waggoner and Ms. Gordon in their urging of the Board to recognize the need to add staff to support the increased level of students with more mental health needs.

Chair Rabasa thanked the team for their comments. She added that Ms. O'Rourke had left the Board meeting.

2. Board Meeting Security Measures
3. Book and Instruction Materials Challenges Policy
4. Consider for Approval the 2023-24 Academic Calendar

Items 2-4 of the Section were tabled as a result of the agenda change approved earlier in the meeting.

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

Chair Rabasa said that the next regular meeting would be March 15, 2023

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~

~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

~~OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat~~

~~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, February 8 Executive Session 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

XVII. ADJOURN

Chair Rabasa adjourned the regular meeting at 10:07 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)

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

Date: March 15, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:00 p.m. and a regular board 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 March 10, 2023.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Brooke Wagner, Assistant Superintendent for Instruction
Cydney Vandercar, Assistant Superintendent for Administrative Services
Collina Beard, Chief Administrative Officer
Jenna McCulley, Director of Communications
Debbie McKim, Executive Assistant and Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Batafing Soumano, Churchill High School

Ren Washington, Eugene Online Academy
Rory Young, South Eugene High School
Grant Gamble, Sheldon High School
Parker Anderson, North Eugene High School

EMPLOYEE ASSOCIATIONS:

None

MEDIA:

KRVM, The Register-Guard

I. WORK SESSION

1. North Visioning Board Subcommittee Report

Chair Rabasa welcomed everyone and presented the North Visioning Board Subcommittee Report. An overview of the meetings leading up to tonight's work session was given. The shared visions/values identified are:

- The final decision needs to make both schools whole again.
- The decision needs to support YG.
- If anyone loses, everyone loses.
- Long-term versus short-term visions and rolling out solutions in phases.

Both groups shared some tangible needs such as the number of classrooms, bathrooms, water fountains, and creating an outdoor space. Complimentary visions included the logistics of physical space and the feeling of being "pitted against each other" were identified as problematic. Opposing visions, being at odds with each other, both schools requested access to the same spaces in the building and using resources for a separate school cafeteria versus other areas. Next steps include meeting with the community, collecting and evaluating community feedback, meeting again to discuss recommendations, decision-making, and rollout.

Member questions and concerns included clarification of the amount of money and the source of the revenue streams, delaying other projects until the next bond measure to cover the amount of money being asked for now, looking back to previous meetings for supporting documentation and

discussions, keeping the community updated and engaged using a variety of communication tools, guidance for members attending the neighborhood meeting, and guidelines for Subcommittee action versus Board action.

There was a consensus that next steps should include identifying a number of options based on the available budget and creating proposals to present during the next community meeting.

Ms. Hays asked for clarification of the difference and impact of the greenspace at North versus Churchill, Sheldon, and South. In addition, Members should have talking points ready when presenting to the community or responding to feedback.

Ms. Newman discussed including the supporting reasons for the options being considered when responding to community inquiries.

Chair Rabasa and Mr. Dey clarified that solutions will depend on the current budget, guidelines for decision-making at the Subcommittee level, the importance of engaging the community in this process, and informative talking points for Members.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:03 p.m. The Board members that were present in-person or via video conference were noted for the record. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

Chair Rabasa noted that Reports from High School Student Representatives was moved to the top of the agenda.

IV. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Parker Anderson, North Eugene High School student representative, discussed the stress associated with the end of semester finals, looking forward to the upcoming break, the production of Sleepy Hollow just wrapped up, The Adams Family production will begin soon, Key Club is putting on a Beach Bash tomorrow night, and students remain frustrated at the lack of administration response to issues raised.

Chaz Mills, Sheldon High School student representative, discussed the Japanese Culture Exchange held at the school this week, student representatives were

sent to discuss the importance and benefits of the AVID program with district representatives, the dance team will be going to State, the choir performed a well-attended concert last Tuesday, the choir and band will attend a musical exchange and clinic with the University of Washington choir program director during spring break, the Forestry CTE program has been successful in building interest in the program in conjunction with a recent field trip, there are continuing concerns about mental health resources and limited access, students have appreciated the Extend-A-Day credit recovery program to achieve graduation goals, and students are working on a project based on research about transphobia and sports.

Rory Young, South Eugene High School student representative, discussed the upcoming school spirit activities/competition and implementation of Erin's law in schools.

Ren Washington, EOA student representative, shared her appreciation for the student representative role and would like to find ways to improve the overall student experience for online students and the district, especially as it relates to school pressure on mental health, and increasing resiliency.

Batafing Soumano, Churchill High School student representative, discussed the upcoming prom, an assembly by the choir and band, spring sports have started, many students are utilizing the Churchill Sports Clinic, and a recent assignments that caused controversy in the community.

V. AGENDA REVIEW

Chair Rabasa asked if there were any changes to the agenda. Vice Chair Lafer asked to add an item regarding the Superintendent working with the North Region Subcommittee. It was noted for the record that Ms. O'Rourke is now in attendance and asked that the item regarding the Matrix be postponed. Action items will be moved directly after the consent agenda.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey discussed the human sexuality assignment that generated significant negative community feedback. The school district has long standing traditions of prioritizing site-based decision-making and academic freedom with effective oversight. There were failures in these practices, in this instance. An internal review identified shortcomings that allowed for the delivery of this lesson and it will not be repeated. To be clear, the teacher did not create the lesson, but pulled it from the "Our Whole Life Sexuality" education section for grades 10-12, page 90. Rumors of the use of spinning wheels for this lesson have not been substantiated. There was confirmation of an online randomizer wheel with various non-sexual activities, that was utilized when following the "Our Whole Lives" lesson on page 172. The curriculum team provides guidance during the adoption of curriculum regarding what lessons align with state standards and provides tools on how those can be applied. In this case, there was inadequate oversight or support

surrounding the standards and best methods to meet those standards, relying on supplemental lessons rather than following the “Our Whole Lives” textbook verbatim. It has been determined thus far that there are no other classes using this lesson and we will make it clear to all health educators that this is not a lesson that the district endorses. This district is in the process of a curriculum review and adoption, that lesson will not be used again. Moving forward, our district will make sure that our faculty understand and follow district policy and state law by providing families information about health curriculum, which include clear unit information to allow for informed decision-making for all families and students to determine participation in some or all of the curriculum. We will ensure effective administration oversight and support for teachers needing to complete that task. We would like to thank those that shared their concerns with us. The District shares these concerns, acted immediately, and will continue to do so when concerns arise.

VII. ITEMS RAISED BY THE AUDIENCE

There was a consensus to allow the previously scheduled ten (10) public speakers to speak, ask the audience to sign up to speak, and reduce the speaking time to two (2) minutes. The Board will select at random from the remaining group. Chair Rabasa read the Board guidelines for public speakers.

Abbie Stillie, is a parent of a Kelley Middle School student and has concerns that the district is not taking into consideration their needs. The school does not have a dedicated library space or staff, lacks enrichment activities, and has low English and reading comprehension scores.

Michael Donahue, a community member, discussed the human sexuality assignment and was disappointed that the teacher and leaders had not apologized, nor been fired. He asked that the Board adopt a strict policy that protects students.

Dusty Stratton, North Eugene High student, discussed an incident that was reported, which was not kept confidential, and caused more problems that administration has not responded to.

Sonya Carlson, parent of a Kelley Middle School student, discussed the lack of programs, extra-curricular activities, and enrichment. There have been disturbing instances such as her son’s bus being 40 minutes late and the school being on lockdown, but staff did not notify parents of the situation.

Mike Litten, HR Director and parent, expressed that he is ashamed that the curriculum review was insufficient, and the employees should have been subject to a performance review. Our kids deserve better and if the Board can’t provide that, they should be fired or quit.

Sheena Bean, parent of three (3) 4J students, discussed the human sexuality assignment and would like to see the district focus on raising student scores and graduation rates. There should be a full third-party investigation and support for students regarding consent and equity.

Amy Klein, parent of a Churchill student, supports a full investigation and said the human sexuality assignment was disgusting. The details of the assignment were read allowed to demonstrate inappropriateness, policy review should happen during the curriculum review and approval, and the district didn't consider how horrible the assignment would be for those that have suffered sexual abuse.

Justin McCall, parent to a student assigned the sexuality assignment, expressed anger and frustration at the assignment and stated that the rumor about the randomizer wheel was real. He felt the teacher had abused the students in the class but the Board didn't discipline him because he is the football coach.

Mariko Plescia, parent of a Monroe Middle School student, asked the Board to use Student Success Act funds for more support staff and work toward smaller class sizes. This is a matter of equity for students so teachers have more time to be responsive to students dealing with mental health issues, manage bullies, respond to racism, and accessibility issues.

Ericka Thessen, parent of former students in the district, expressed appreciation to the student Board members and concerned parents for showing up. In addition, she spoke about the statistics regarding comprehensive sex education, which reduces risky behaviors, STD's, domestic violence, bullying, and homophobia. It needs to be done in a trauma informed manner and be age appropriate.

Steve Korin, parent of a Kelley Middle School student, is asking for emergency actions on behalf of the students, including speaking to the parents and put a plan into action for basic services and facilities, which matches all other schools in the district.

Nickolas, a Eugene property owner, was deemed disruptive/abusive, which is against Board policy and asked to leave immediately.

Emily Ashton, Churchill High School student, spoke about her interactions with the teacher that assigned the human sexuality assignment. She discussed the concerns of her fellow female students about the teacher's inappropriate behavior, not related to the class or the assignment. When she reported it to administration, she was dismissed and told to "shut it down" when other teachers overheard a separate discussion.

Janet Ayers discussed a car stolen from the school parking lot, phasing out the contract to rent parking spots to Willamette Family Inc., and disappointment about the human sexuality assignment.

VIII. COMMENTS BY BOARD CHAIR

This item was combined with Item X.

IX. COMMENTS BY EMPLOYEE GROUPS

No employee groups signed up to speak tonight.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman acknowledged student participation tonight and will look into relevant sports guidelines and expressed appreciation to the community for showing up to comment tonight. She felt the human sexuality assignment was inappropriate and offered an apology to students, parents, and community members. We should be providing trauma informed and fact-based comprehensive sex education. An overview of Judy Huemann's life as an advocate for disability rights was given in acknowledgement of her passing earlier this month.

Ms. Newman shared that she learned about the human sexuality assignment on social media and was shocked. Our job as Board members is to create better outcomes for our students, which this assignment was not. The Neurodivergent festival was a really good event and will have a Unified Basketball free event in April. LCOG had their annual awards dinner in Cottage Grove and raised over \$300,000 for senior meals. Lane County Commissioner Heather Buck was recognized for her work on fire recovery. The Holiday Farm Fire Team was also recognized.

Vice Chair Lafer offered an apology to students. Comprehensive sex education is important, but this assignment was inappropriate. The other allegations heard tonight should be investigated. The Board should look at the equity gap and staffing at Kelley before the next budget meeting. He attended Future Build CTE at LCC, the program will be expanding next year, and they hope to encourage more female students to participate. Decisions on how to spend Integrated Guidance money, the largest discretionary fund, are very important and is proposing to pay teachers to focus on summer program, developing an exit interview process for teachers that focuses on teachers of color and specialized areas due to the high number of teachers leaving, and increasing staffing for educational assistants.

Ms. Hsu discussed a documentary about Judy Huemann, students have a right to privacy, and appreciated student representative Chaz Mills for bringing outdated policy to the Board's attention. She attended the Kelley YG meeting and was impressed by students' information gathering and sharing what the needs are. Churchill held a gathering to show Everyone, Everywhere, All at Once in recognition of Asians in the film industry. The library advisory meeting at Chavez library was inviting and organized. North Eugene High School held a performance that included Parker. There was an Oregon Battle of the Books at

South Eugene High School, and the competition was lively. Future Build is a program with lots of potential for students.

Ms. Hays offered an apology to students that were given the human sexuality assignment. It wasn't appropriate and the Board is committed to making sure that never happens again. The longest sit-in was at the old federal courthouse by advocates for disability. More discussion needs to happen about the contract with EPD and next steps.

Chair Rabasa supported Mr. Dey's statement at the beginning of the meeting and trauma informed comprehensive sex education. The assignment was inappropriate and potentially harmful. Students deserve to feel safe at school and should be offered counseling services. An apology was given to students. The Town Hall last week discussed equity, especially for black students. It was well attended, guidance for policy review and meeting guidelines were discussed. The Legend of Sleepy Hollow was performed beautifully and directed by student Dusty Stratton. Four teams are headed to state finals for Battle of the Books. Classified staff appreciation week was celebrated and encouraged year-round.

XI. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes:
 - a. February 1, 2023 Regular Board Meeting
 - b. February 8, 2023 Executive Session
 - c. March 1, 2023 Regular Board Meeting
2. Approve Eugene Association of Substitute Teachers (EAST) Proposal/Memo of Agreement (MOA)
3. Approve Bond Counsel with Mersereau Shannon
4. Approve Private Alternative Education services Agreement #23-088

Vice Chair Lafer moved to approve the consent agenda, with the exception of the February 1st Minutes and items 3 and 4. Ms. Newman seconded the motion. **The motion passed unanimously (7-0).**

Ms. Newman moved to have items 3 and 4 moved to items for action. Ms. Hays seconded the motion. **The motion passed unanimously (7-0).**

Vice Chair Lafer moved to approve the February 1, 2023 Minutes and to pull the March 1, 2023 Minutes for discussion. Ms. Newman seconded the motion. **The motion passed unanimously (7-0).**

Ms. O'Rourke moved to change the March 1, 2023 minutes to accurately reflect what happened before the recess. There was not a second. **The motion failed.**

XII. ITEMS FOR ACTION

Vice Chair Lafer moved to have items 3 and 4 to the end of the items for actions. Ms. Kauffman seconded the motion. **The motion passed unanimously (7-0).**

Ms. O'Rourke moved to revise the March 1, 2023 minutes to accurately reflect what happened before the recess. Ms. Hays seconded the motion. **The motion passed unanimously (7-0).**

Member comments and questions included that a vote took place before the recess and that the vote was interrupted before the recess.

Vice Chair Lafer made an amendment to the motion to direct Mr. Dey to have staff review the March 1, 2023 meeting and report back to the Board at the April 19, 2023 meeting for the purpose of correcting the March 1, 2023 minutes. **The amended motion passed (7-0).**

1. Approve the Academic Calendar for 2023-2024 – presented by Ms. Newman

Ms. Hays moved to approve the Academic Calendar for 2023-2024 with the noted compromise Superintendent Dey and Vice Chair. Lafter. Ms. Newman seconded the motion. **The motion passed unanimously (7-0).**

There was a consensus by the Board to take a 5-minute break.

2. Approve Integrated Guidance Plan – presented by Ms. Newman

Ms. Hays moved to approve the Integrated Guidance Plan, as presented. The motion was seconded by Ms. O'Rourke. **The motion passed unanimously (7-0).**

Member comments and questions included using more funds for summer programs, future development based on interest, adding funds to build an exit interview program, using an outside third-party for exit interviews, the decision-making strategy for this plan, making sure there are adequate education assistants, raising the pay rate for tutors, the final review process, increasing PE minutes, scenarios adding more educational assistants for the budget meetings in May,

Mr. Dey clarified the current funding for summer programs, HR exit interview processes, interest in summer programs, feedback that guided this plan, grant

funding for staff pay, steps in the final review process, waivers for PE minutes, and the average number of open positions in the district is 25.

Vice Chair Lafer made a motion to ask the Superintendent Dey to provide to the Board by May 1st various budget scenarios to add 30 educational assistants. Ms. Kauffman seconded the motion.

Vice Chair Lafer amended his motion to include a cost comparison analysis with other paraprofessional positions and cuts to staff. **The motion failed (3-4).**

Member comments and questions included concerns about supporting the motion due to a large number of targeted areas that need decisions, clarification of the current number of open positions, increasing frustration for applicants that apply but don't hear back from the district, balancing a need for staff with additional funding for positions that don't get filled, finding more than one proposal to accomplish goals, adding positions means adding a sustainable training and retention program, and decision-making is difficult without knowing the dollar amount or having a conversation.

Ms. Newman moved to ask staff to present some options that enable putting more resources into classrooms that support staff. Ms. O'Rourke seconded the motion. **The motion passed unanimously (7-0).**

Member comments and questions included adding more specific thresholds for clarification to the budget committee, balancing the thresholds so the direction isn't too broad or too narrow, and getting information at the next meeting.

Ms. O'Rourke called the question, which **passed unanimously (7-0).**

3. Board Member Support – presented by Mr. Dey.

Superintendent Dey would like direction from the Board on how to respond Ms. O'Rourke's request for support. Ms. O'Rourke stated that she is asking for support, such as training, for issues surrounding the racism she has experienced.

Ms. O'Rourke made a motion to allow the district to use the policy in place to support Board Members. There was not a second. **The motion failed.**

Member questions and concerns included clarification of the policy and updating the policy.

Mr. Dey clarified the policy of repayment for training, travel, etc., with approval from the Board. He is asking for clarification and direction on how to apply the BHD policy to expenses that are not historically covered.

Chair Rabasa read the BHD policy into the record.

Ms. Hays moved to renew the contract with Impact Coaching from Eris Conflict Resolution for an additional 90 days. Ms. Newman seconded the motion. **The motion failed (3-3).**

Member comments and questions included clarification on whether the policy has been followed consistently, concern regarding a possible conflict of interest, tabling the question until the policy can be reviewed so as not to continue to unknowingly violate the policy, concern about whether the request is outside of policy even though it's under review by the Board, whether coaching or therapy is covered by the policy, and whether an attorney has been consulted.

Ms. Newman called the question, which **passed unanimously (7-0).**

It was noted the Ms. Kauffman left the meeting.

CONSENT AGENDA ITEM NO. 3

Ms. Newman made a motion to approve the contract for the Bond Counsel with Mersereau Shannon. Ms. Hays seconded the motion. **The motion passed unanimously (6-0).**

Member comments and questioned included whether the contract had been reviewed by an attorney.

Mr. Dey clarified that the contract review process, which includes counsel review.

CONSENT AGENDA ITEM NO. 4

Ms. Newman made a motion to approve Private Alternative Education services Agreement #23-088. Ms. Hays seconded the motion.

Member comments and questioned included whether the contract had been reviewed by an attorney.

Mr. Dey clarified that the contract review process. **The motion passed unanimously (5-0).**

It was noted that Ms. O'Rourke left the meeting.

XIII. ITEMS FOR INFORMATION

1. Legislative Board Subcommittee Standing Item for Information During the Current Session – Presented by Ms. Newman

There was a consensus to accept the written report as presented, without further discussion.

2. Board Goal Setting

This item was postponed to a date to-be-determined.

3. Board Member Communication and Calendar Protocols – Presented by Mr. Dey

Member comments and questions included concerns regarding communicating as a Board, lack of consistency, monitoring and managing appearances at meetings, and the appearance of some Board members attending meetings because it carries more weight.

There was a consensus to add this item to the agenda for the retreat.

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Book and Instructional Materials Challenge Policy

Member comments and questions included clarification of the manner in which materials are adopted.

There was a consensus to move this item to a date to-be-determined.

2. Board Meeting Security Measures

There was a consensus to move this item to a date to-be-determined.

Ms. Hays suggested adding a review of the HBP, Electronic Communications Policy, and the EPD contract to a future meeting.

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

Chair Rabasa said that the next regular meeting would be April 19, 2023

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~

~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

~~OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat~~

~~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, February 8 Executive Session 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~~

XVII. ADJOURN

Chair Rabasa adjourned the regular meeting at 11:12 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Grace Jelks)

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

Date: March 22, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 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 March 17, 2023.

ROLL CALL

BOARD MEMBERS:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair
Alicia Hays
Michelle Hsu
Judy Newman

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Jenna McCulley, Director of Communications
Collina Beard, Chief Administrative Officer
Oscar Loureiro, Director of Research and Planning
Debbie McKim, Executive Assistant and Board Secretary

I. CALL TO ORDER

Chair Rabasa called the work session to order at 5:30 p.m. The Board members that were present in-person or via video conference were noted for the record.

II. CONDUCT WORK SESSION BUSINESS

1. School Board Members Will Collaborate with SPED Parents

Laura Dahill and Sydney Guillermo gave outline of the tonight's presentation.

- Strengths and What's Working:
 - 4J moving to a more inclusive model
 - Supportive administration
 - Student Success Act
 - Checking in with the student
 - Smaller class sizes
 - Effective IAP teacher
 - Effective SPED teacher
 - Collaborative communication with teachers and parents
- Concerns or Possible Barriers:
 - Access to volunteer, life skills, and extra-curricular opportunities
 - Certificate Program has barriers and needs policy work
 - Not understanding or knowing what programs are available
 - Using the Inclusive policy as an opportunity to teach about neurodiverse differences
 - Some teachers do not know or use the IAP
 - Lack of communication from teachers about IAP, classes, grades, and support
 - Increasing mental health concerns when the system isn't working
 - Lacking implementation for UDL
 - Addressing high turnover of educational assistants due to burnout and low wages
 - Lack of time and support for teachers/support staff (SPED, Gen Ed, EA, case managers) to collaborate
 - Lack of a defined/outlined communication structure with contact information
 - Classification structure does not meet the needs of neurodiverse students
 - Lack of general knowledge and teaching about neurodiversity

- Lack of student partnerships during class assignments for neurodiverse students
- Big Ideas and Solutions:
 - Look at how teachers are being prepared in neurodiversity
 - Eliminating the stigma surrounding “your students (SPED) vs. my students (Gen Ed)”
 - Access to the greater community, such as outdoor school (Gen Ed)
 - Teaching kids about to react in stressful situations or emergencies
 - Making sure kids are given access to the curriculum they are interested in
 - Making the IAP process more collaborative, getting more parent involvement
 - Incentivize the Gen Ed students to reach out the SPED kids, such as a buddy system or mentorship
 - Teacher mentorship program to implement UDL
 - Creating more partnerships during class assignments for neurodiverse students
 - More training for teachers to help create student partnerships and general awareness student’s struggling
 - Online learning opportunities similar to learning during covid
 - Future Build created interactive and hands-on opportunities for students to learn life skills
 - Creating a reference library of summits and conferences for easy access to information on inclusion and neurodiversity
 - More understanding, knowledge, and training for principals that will translate in from the top down
- Next Steps:
 - Getting parent and educator to support legislation:
 - SB 575 – Student Success Plan for Students with Disabilities, which has targeted improving educational equity, creating authentic engagement between parents and school districts.
 - More collaborative meetings with parents, students, and experts to identify and implement solutions with demonstratable results

Participant comments included recognizing the dedication and hard work of teachers, creative problem solving, tenacity and collaboration, the fight/flight/or freeze reaction when placed in a busy or loud environment, how parents can connect better while ensuring student privacy, changing our thinking about students as having a different operating system, working from strengths and talents rather than a mindset of “what is wrong with you,” and litigation is luxury that most parents don’t have in order to get support for their students.

Member comments and questions included clarification about a structured environment for students, expressing gratitude to students and parents for sharing their experiences, the importance of knowing how the Board intends to use this information, making sure to take action, gaining more ideas and resources on how to better collaborate, addressing lack of collaborative time for teachers, and increase professional development opportunities on these issues.

Participants introduced themselves and discussed student statistics, such as diagnosis, age range, prior experiences, pathways to gain supportive and collaborative communication (including legal action), and identified system-wide deficiencies.

Students shared their personal stories, which included bullying, lack of teacher support, lack of understanding, discrimination, abuse, social anxiety, stigma, depression, lack of trauma informed support and resources, being placed in alternative schools, excessive punishments, refusal to acknowledge a disability, and unreasonable expectations to fit in and learn the same way as everyone else.

Participants and students asked for trauma informed support, increased transparency, more collaboration with parents, addressing ableism, increasing equity, making sure that programs are selected using an equity lens and are evidence-based, listening to students and including them in the process, Board member observation of student and the classroom environment, understanding that escalating behaviors are a symptom of a problem or failure to thrive rather than a need for punishment, and move toward an action plan and effective communication to reduce litigation.

- Training recommendations included:
 - Educational Neuroscience
 - Sensory Training
 - Collaborative Solutions

Member comments and questions included clarification of training, increasing trained staff, how to prioritize and budget, how to identify which resources are the best to start with, increasing collaborative communication in the community and with parents/students about deficiencies and solutions. It was noted that hearing the students and parents’ stories made impact as it related to the cost to their education, development, and mental health.

III. ADJOURN

Chair Rabasa adjourned the work session at 7:31 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Grace Jelks)

DRAFT



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

04/19/2023

Title

Contract for Yearbook publishing services

Presenter

Matt Brown

Background

An RFP was completed for yearbook publishing services. Periodically, as best practice, the district reviews our current services and proceed with an RFP to ensure that the district is receiving the best value. Specifically for yearbook services, an RFP was last completed in 2017.

The district received responses from three vendors: Jostens, Herff Jones, and Lifetough. There were four high school yearbook advisors on the selection committee which recommend all three vendors are chosen to contract with to give schools an opportunity to choose who they believe is the best fit.

Signature pages are included in the package for approval. The RFP, responses, and ratings are kept by our procurement staff and can be viewed at any time.

Options and Alternatives

Options include the following:

- Voting to approve the intent to award all three vendors
- Not award the RFP and direct staff to go out for another RFP
- Approving only one or two vendors and not all three

Recommendation

The selection committee recommends approving all three vendor contracts



This contract award executed by Eugene School District 4J (“District 4J”) and the following documents incorporated into the contract by reference, shall constitute the full and complete agreement (“Agreement”) between District 4J and Herff Jones Yearbooks (“Herff Jones”):

1. RFP 23-202, dated January 17, 2023 (“RFP”);
2. Herff Jones response to the RFP, dated February 16, 2023 (“Proposal”);

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of the District 4J and Herff Jones.

Term. The term of the agreement is from date of final signature below through June 30, 2024, with option to extend for four (4) one (1) year periods.

Pricing. Pricing can be found in the Proposal.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

Eugene School District 4J

By: _____

Date: _____

Herff Jones

By: _____

Date: _____



This contract award executed by Eugene School District 4J (“District 4J”) and the following documents incorporated into the contract by reference, shall constitute the full and complete agreement (“Agreement”) between District 4J and Jostens Inc (“Jostens”):

1. RFP 23-202, dated January 17, 2023 (“RFP”);
2. Jostens response to the RFP, dated February 17, 2023 (“Proposal”);

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of the District 4J and Jostens.

Term. The term of the agreement is from date of final signature below through June 30, 2024, with option to extend for four (4) one (1) year periods.

Pricing. Pricing can be found in the Proposal.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

Eugene School District 4J

By: _____

Date: _____

Jostens

By: _____

Date: _____



This contract award executed by Eugene School District 4J (“District 4J”) and the following documents incorporated into the contract by reference, shall constitute the full and complete agreement (“Agreement”) between District 4J and Shutterfly Lifetouch, LLC (“Lifetouch”):

1. RFP 23-202, dated January 17, 2023 (“RFP”);
2. Lifetouch response to the RFP, dated February 17, 2023 (“Proposal”);

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of the District 4J and Lifetouch.

Term. The term of the agreement is from date of final signature below through June 30, 2024, with option to extend for four (4) one (1) year periods.

Pricing. Pricing can be found in the Proposal.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

Eugene School District 4J

By: _____

Date: _____

Lifetouch

By: _____

Date: _____



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

April 19, 2023

Title

Approve the annual SECURLY cloud subscription

Presenter

Steve Menachemson

Background

Schools and libraries may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures, this is referred to [CIPA](#) (Children’s Internet Protection Act).

The 4J school district subscribes to several cloud services from SECURLY to enable us to better protect students.

- Filter
- Aware
- On-Call

The combination of these services provides an enhanced opportunity to monitor, control and alert on: Internet access, student email and Google workspace behavior. This multi-tiered layer of digital protection services, assists 4J in keeping students safe.

The cost of these services is currently 118k per year, which reflects a negotiated saving of ~\$65k.

These services are currently active in our teaching and learning environments, whether on or off site. Should the board decline to approve this renewal, 4Js ability to proactively protect students in the digital space will be greatly impacted and we will no longer be compliant with CIPA. If renewal is delayed, the cost to subscribe to these services may also increase.

Board and Superintendent Goals

The proposal supports the Board Goal to provide prudent stewardship of District resources to best support student success, education equity and choice.

Recommendation

The Superintendent recommends renewing this subscription at a cost of ~118k per year.



ITEM FOR ACTION – CONSENT AGENDA

Date

Wednesday, April 19, 2023

Title

Approve the purchase of Type 10 vehicles.

Action Proposed

Approve the purchase of two Type 10 vehicles from the Board-approved bus-purchasing contract held with Western Bus Sales, Inc.

Presenter

Arthur Hart, Director of Transportation

Background

Type 10 vehicles have a designed capacity of not more than 10 persons (including the driver). Like a school bus they are ODE approved for home to school transport by properly licensed drivers, annually certified and inspected by specially licensed personal, and comply with all federal safety and construction standards.

The 4J School District currently operates nine Type 10 routes which efficiently serve low volume, high mileage routes. Type 10 routes have generally served light-enrollment SSD placement programs located far away from students' homes like The Oregon School for the Deaf, Bridgeway House, Child Centers, Junction City HS LS, and Jasper Mountain/Safe Center.

More recently Type 10 routes have played an increasingly important role in supporting foster placement students, students with McKinney-Vento transportation rights, and Pre-K placements. These are all quickly growing areas of low volume, high mileage student transportation need, and Type 10 vehicles fill this need in a safe and efficient way providing quicker routing turnaround and shorter ride times.

In August of 2021 the 4J board approved purchase of five Type 10 vehicles, but due to supply shortages only three Type 10 vehicles could be acquired at that time.

This request is for two new Type 10 vehicles for a total price of \$210,457.05

Discussion

1. Rationale:

McKinney-Vento, foster placement, SSD placement and Pre-K student transport needs are growing in our district. McKinney-Vento and foster placement students are often served on high-capacity bus routes, which can make for long ride times and inefficient use of equipment. When a McKinney-Vento or foster placement student is placed on an existing high-capacity bus route, they may need to ride through two or more schools' routes before arriving at their school or home. SSD placements and Pre-K students can be at program sites from which we transport a low volume of students, sometimes for considerable distances. When available, a Type 10

vehicle may better serve these students. An expansion of our Type 10 vehicle route capacity will help meet these growing needs.

A Type 10 vehicle has a lower operational cost and lower environmental impact than a school bus. With a maximum passenger count of nine students, Type 10 vehicles are the right equipment to efficiently serve high mileage routes that have low student counts.

If approved, the purchase order of two Type 10 vehicles from Western Bus Sales, Inc. will be issued. By ordering the Type 10 vehicles now, the District is estimated to take delivery in fall of 2023.

2. Options and Alternatives:

The District could reduce the number of Type 10 vehicles being purchased, or defer the purchases altogether.

3. Budget/Resource Implications:

The total cost for the two Type 10 vehicles is \$210,457.05. Western Bus Sales will supply each Type 10 vehicle for \$105,228.53

If approved, 490 funds will be used to pay for the purchases. There will be no negative impact to the General Fund as a result of the proposed purchases. Purchase of the new Type 10 vehicles will likely have a positive impact on the general fund by reducing operating and maintenance costs.

4. Board and Superintendent Goals:

The proposal supports the Board Goal to provide prudent stewardship of district resources to best support student success, educational equity and choice.

Recommendation(s)

The superintendent recommends the purchase of five Type 10 vehicles from Western Bus Sales, Inc. in the amount of \$210,457.05.



NEW BUS PROPOSAL

30355 S.E. Highway 212

Boring, Oregon 97009

(800) 258-2473 westernbus.com

Quote Date		Revision Date		Sales Consultant & Phone	
4/3/2023		4/3/2023		SARAH JONES (503) 905-0011	
Customer/District #					
STOCK TYPE 10 T-SERIES MPV - 22G079-82 - 9 PASSENGER - QUOTED TO EUGENE SD 4J					
Contact Name			Title		
ARTHUR HART,			DIRECTOR OF TRANSPORTATION		
Address		City	State	Zip	
1938 WEST 8TH AVENUE		EUGENE,	OR	97402	
Phone			Email		
541.790.7474			hart_a@4j.lane.edu		
Purchase QTY	Model Year	Wheelbase	Estimated Delivery		
2	2023	138"	APPROXIMATELY 180-270 DAYS ARO		
Bus Type	Chassis Make & Model		Body Make & Model		
TYPE 10 MPV	FORD TRANSIT SRW		MICRO BIRD T-SERIES 4-ROW		
Passenger Capacity	Alternate Capacity		Cooperative Contract, if Applicable		
9	N/A		EUGENE SCHOOL DISTRICT 4J		
Trade Ins? Y/N	Beltline Lettering - Provide Exact Requirements				
<input type="checkbox"/> Y <input type="checkbox"/> N	EUGENE SCHOOL DISTRICT 4J				
Financing? Y/N	Required Fleet Number(s)				
<input type="checkbox"/> Y <input type="checkbox"/> N					
WBS Coordinated? Y/N	Additional Comments / Notes				
<input type="checkbox"/> Y <input type="checkbox"/> N	**Quoted off Contract #18-442, no % off list price on Micro Bird per our RFP response				
Sales Price Per Bus		\$	105,228.53		
Extended Sales Price Total		\$	210,457.05		

Thank you for the opportunity to present this new bus quotation. We look forward to working with you on your transportation needs.




BODY MODEL			
X	<i>Body Model</i>	Microbird MBII T-Series, 4-row body, 138" w/b, low headroom, SRW, 82" interior width	
CHASSIS SPECIFICATIONS			
X	<i>Base Chassis</i>	Ford Transit T250 SRW Chassis, 9,070 lb. GVWR, 138" wheelbase	STD
X	<i>Air Conditioning</i>	Front chassis air conditioning	Inc'd
X	<i>Alignment</i>	Front end alignment	STD
X	<i>Alternator</i>	250 amp HD alternator, Ford OEM for Transit Series gas engine	STD
X	<i>Backup Camera</i>	Backup camera installed in dash display for under 10,000 lb. GVWR vehicles	
X	<i>Battery</i>	Dual batteries, mounted under driver's seat for Transit Series gas engine	STD
X	<i>Brakes</i>	Hydraulic ABS disc brakes, front and rear	STD
X	<i>Driveline</i>	Driveline guard front for Type 10 vehicles	STD
X	<i>Electrical</i>	Power socket accessory with cap for cell phone charging, provided on chassis	STD
X	<i>Engine</i>	Ford 3.5L PFDI gas engine, E-85 capable, 275 hp & 262 lb.-ft torque, for Transit Series	
X	<i>Engine</i>	Cruise control with message center, for Ford Transit	
X	<i>Engine</i>	Two extra sets of keys for a total of 4, ordered locally and shipped loose	
X	<i>Fuel System</i>	25 gallon capless fuel tank, fill LH behind driver's door, for Transit Series	STD
X	<i>Paint</i>	Exterior painted white for activity use	
X	<i>Radio</i>	Chassis OEM AM/FM/Blue Tooth radio with dual USB ports for activity buses - No PA system, for Ford Transit chassis	
X	<i>Safety</i>	Driver Assist - Front pre-collision warning & post impact braking, for Transit Series chassis	STD
X	<i>Safety</i>	Driver Assist - Automatic emergency braking & pedestrian detection, for Transit Series	STD
X	<i>Safety</i>	Driver Assist - Lane keep w/cluster warning, wheel vibration, steering correction, for Transit	STD
X	<i>Safety</i>	Driver Assist - Side Wind Stabilization, Auto High-Beam Control, for Transit Series chassis	STD
X	<i>Safety</i>	Safety glass front windows, glass less likely to break/pose a threat when broken, for Transit	STD
X	<i>Seat, Driver's</i>	Standard OEM chassis driver's seat, vinyl for Transit Series chassis	STD
X	<i>Steering</i>	Tilting & telescoping steering column for Transit Series chassis	STD
X	<i>Tires</i>	235/65R16 highway tread front and rear with std Ford wheels, for SRW Transit Series	
X	<i>Tires</i>	Tire pressure monitoring system, for Transit Series	STD
X	<i>Traction</i>	AWD option ordered on Ford Transit chassis, available with gas engine only	
X	<i>Transmission</i>	Automatic transmission, 10-speed with overdrive, for Transit Series	STD
X	<i>Undercoating</i>	Body undercoating only for MPV Type 10 buses	STD
BODY SPECIFICATIONS			
X	<i>Air Conditioning</i>	ACC/Valeo AA-30TG rear A/C, 30,000 btu rear evap + front air, total 45,000 btus, NO skirt condensor	
X	<i>Bumpers</i>	Rear bumper painted black, textured, for improved durability	STD
X	<i>Compartments</i>	Small driver's storage box near entrance door	STD
X	<i>Cup Holder</i>	Cup holder in driver's console for MPV Type 10 buses	STD
X	<i>Doors</i>	Electric entrance door, outward opening, 1-piece glass per leaf, 24" wide MBII/T-Series	STD
X	<i>Doors</i>	Vinyl covered header pads above all doors	STD
X	<i>Doors</i>	Rear center emergency door, with retainer and upper & lower glass	STD
X	<i>Doors</i>	Vandal lock on rear emergency door, slide bolt	
X	<i>Electrical</i>	Standard body electrical system is fuses for most body circuits	STD
X	<i>Floor</i>	1/2" exterior grade plywood flooring, screwed down for MPV Type 10 buses	STD
X	<i>Floor</i>	Gray rubber flooring, smooth under seats with ribbed aisle	Inc'd
X	<i>Floor</i>	No aisle trim provided, floor seams are sealed neatly	STD
X	<i>Grabrail</i>	Left side grabrail in entrance door area	STD
X	<i>Headroom</i>	66" headroom with 9" split sash windows, standard MBII/T-Series	STD
X	<i>Heaters</i>	Rear underseat heater, 20,500 BTU	STD

X	Heaters	Rubber heater hose with standard clamps	STD
X	Horns	Backup alarm, 112 dBA, mounted under bus	
X	Insulation	Fiberglass insulation for roof, front, rear, side, and bows	STD
X	Insulation	Solid aluminum interior ceiling panels	STD
X	Lettering	4" black, both sides _____	Inc'd
X	Lettering	Bus numbers in standard locations, 4" black _____	Inc'd
X	Lights	7" backup lights, LED, surface mounted, standard for MBII/T-Series	STD
X	Lights	Clearance and cluster lights, LED grommet mounted with LED ID bar	STD
X	Lights	Four (4) interior dome lights, installed over seats, LED, with driver's dome over stepwell	STD
X	Lights	Driver's dome controlled by separate switch on body switch panel on Ford Transit T-Series	STD
X	Lights	Rear 7" and 4" red stop and tail lights, LED, recessed	STD
X	Lights	Rear 7" recessed amber directional lights, LED, for Type 10 MPV	STD
X	Mirrors	Heated REMOTE Rosco Accustyle rearview mirrors, 7"X9.5" flat & 7"X4" convex	
X	Mirrors	Rosco Eye-Max LP, Asymmetrical Shape, crossview mirrors, heated	
X	Mirrors	Interior rearview mirror, 6"X16"	STD
X	Mud Flaps	Full length front and rear mud flaps	Inc'd
X	Paint	Exterior painted white including rubrails for activity use	
X	Radio	Interior, speakers qty 2 on MBII/T-Series mounted in ceiling	STD
X	Roof Caps	Front and rear roof caps are smooth commercial style for use with no warning lights	
X	Rubrails	Rubrails provided floor & seat levels, painted white for Type 10 vehicles	STD
X	Safety Equip	5 lb. fire extinguisher, triangle kit, & seat belt cutter	Inc'd
X	Safety Equip	First aid kit and body fluid kit installed locally	Inc'd
X	Seat, Barriers	Highback barriers at front RH and LH	STD
1	Seat, Passenger	36" high back barriers installed	Inc'd
1	Seat, Passenger	30" high back barriers installed	Inc'd
X	Seat, Passenger	Standard passenger seat mounting	STD
X	Seat, Passenger	FMVSS seat belt anchorage, does NOT include seat belts	Inc'd
3	Seat, Passenger	HSM/C.E. White QuasiStatic seat, 21" wide, w/ integral 3-pt shoulder belt, 1 passengers per seat	
3	Seat, Passenger	HSM/C.E. White QuasiStatic + CR seat, 36" wide, w/ 2 integral 3-pt lap/shoulder belts or 2 child restraints, 2 pass	
2	Seat, Passenger	LATCH/UCRA seat, has one child seat attachment per seat, for 30", 34" or 36" seats	
X	Seat, Upholstery	Blue fire block seat upholstery, seats & barriers	
X	Stepwell	Step riser paint to match exterior bus color for entrance door stepwell	STD
X	Stepwell	White rubber nosings on entrance door step treads	STD
X	Switches	Child Checkmate EP1Plus alarm system & button on rear bulkhead installed locally	
X	Switches	Arms with brakes, system to be wired accessory maintained	
X	Ventilation	No roof hatch for MPV Type 10	STD
X	Video System	Seon TH4 DVR video system w/500 GB hard drive, 4 cameras, GPS & sensors installed	
X	Video System	Cameras: Facing out windshield, Over driver facing entrance door, Over 1st RH seat back, Over 2nd LH seat back	
X	Windows	Dark tinted & tempered side windows and rear vision glass, black frames	
X	Windows	No pushout windows for MPV Type 10	STD
X	Windows	Rear emergency door & rear vision glass, dark tinted & tempered	
X	Windows	Clear & tempered entrance door glass	STD
WARRANTY COVERAGE			
X	Warranty	Standard Micro Bird body 1 yr/12,000 miles, structure/seat frames 5 yrs/100,000 miles	STD
X	Warranty	Ford bumper to bumper chassis warranty 3 yrs/36,000 miles	STD
X	Warranty	Ford gas engine & transmission powertrain warranty 5 yrs/60,000 miles	STD

Vehicle Sales Price	\$	105,305.00
Less Chassis Incentive	\$	(600.00)
VEHICLE SALES PRICE	\$	104,705.00
OR Vehicle Tax 0.50%	\$	523.53
GRAND TOTAL VEHICLE SALES PRICE	\$	105,228.53

By signing below, I acknowledge the specifications listed above are complete and correct.
 The bus order will be placed from this list of requirements.



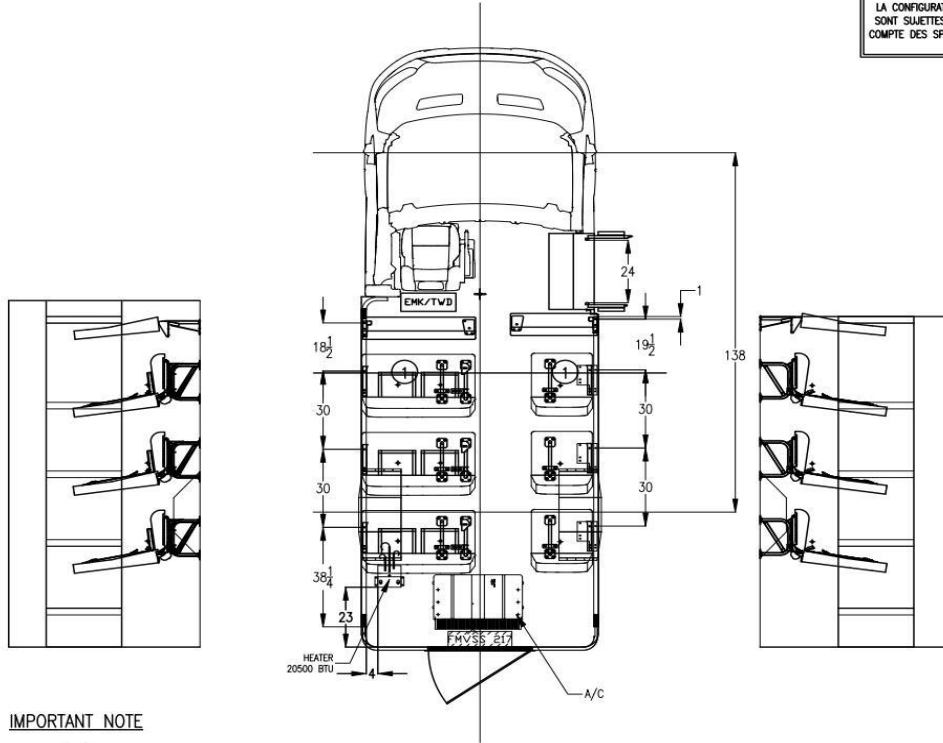
Customer's Authorized Representative	Title	Date
	Director of Sales	4/3/2023
Western Bus Sales, Inc. Authorized Representative		Date

AVAILABLE ALTERNATIVE OPTIONS - NOT INCLUDED IN ABOVE PRICE

The units quoted here are STOCK BUSES. All stock units are quoted subject to prior sale and require a letter of intent to purchase or a purchase order to hold the vehicle for you.

SEAT & BODY PLAN

IMPORTANT NOTICE / AVIS IMPORTANT
 VEHICLE CONFIGURATION AND CAPACITY ARE SUBJECT TO CHANGE TO REFLECT ANY AND ALL CHASSIS SPECIFICATIONS OF THE MODEL YEAR UTILIZED.
 LA CONFIGURATION ET LA CAPACITÉ DE CE VÉHICULE SONT SUJETTES À DES MODIFICATIONS AFIN DE TENIR COMPTE DES SPÉCIFICATIONS DU CHÂSSIS DE L'ANNÉE MODÈLE UTILISÉ.



① **IMPORTANT NOTE**



Universal anchorage system symbol

USA: FMVSS 225 (Child restraint anchorage system)
 CANADA: CMVSS 210.2 (Child restraint anchorage system)

**FOR QUOTATION ONLY
 POUR SOUMISSION SEULEMENT**

SEAT	DIM.	SIDE	QTY
SX		LH	3
S3	21	RH	3

Seat spacing = See drawing D.O.D.: 32"

APPROVED CONFIGURATIONS

Total ambulatory passengers : 9	Total wheel chair passengers : 0
Load cap. (pass. + cargo) : **kg	**lbs

REV.	2021/11/15	RDR	DRAWING CREATION
REV.	YYYY/MM/DD	BY	DESCRIPTION
Stock Number:			
Customer Approval:	Date: _____		

Drawn by : DENSY R.R	
MODEL: UTCS 4NL DSS	UNIT = INCHES
SCALE = DO NOT SCALE	Drawing no. 056219
NOTE: Any option added to this floorplan shall be approved by the Corporation Micro Bird Inc. technical department.	



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 19, 2023

Title

Facilities: Grounds Department Equipment Purchase

Presenter

Ryan Spain – Director of Facilities

Background

Due to aging equipment, increase breakdown frequency and in order to maintain the fleet in reasonable operating condition, facilities needs to replace mowers currently managing the district 300+ acres of grounds. With current lead times at 12-18 months, ordering the two trim mowers and two field mowers now will provide delivery for next year’s mowing season.

Budget/Resource Implications

The purchase cost of the mowers through Turf Star Western based on the National IPA pricing is \$385,013 and will be funded from Capital Equipment Reserve Funds.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the purchase of 4 mowers from Turf Star Western in the estimated amount of \$385,013.

Eugene 4J School Board Presentation

65

2023 Secondary Social Studies Adoption Update



Materials Adoption Process Overview

Launch
June 2019

Pilot
August 2019 -
April 2023

**Evaluate &
Report**
May 2022/
March 2023

Adopt
June 2022
April 2023

Implement
ongoing

School board launches adoption with a 20 member team. **Representatives from each secondary school including IHS. ODE core materials were evaluated** and no one individual core text met the needs of the created courses. **Support materials were added to meet new standards and requirements.**

Schools piloted 2+ programs. This adoption is for **12 individual courses** that have standards across **6 different [social science domains](#)**. (Not all support materials were piloted by multiple teachers or schools.) Materials were evaluated with [Oregon Department of Education Materials Evaluation Summaries](#) and the [Eugene School District 4J SS Evaluation Rubric](#)

Team members ranked ODE core texts and came to consensus on which text with **support materials** to include in the curated **instructional vehicle** for each course. For each course or domain, one expansive materials list was evaluated using a rubric. **Instructional Advisory Committee** and **Instructional Leadership Team** review process and data, and make recommendation to the superintendent.

Superintendent makes a final recommendation to the Board. Most SS classes finalized in 2022, remainder in 2023.

Materials are ordered and implementation plans developed, including full course shells made in Canvas to model sequencing of materials. **Teacher leader groups and work plans established.**

Professional development on understanding and use of new program.

66

All schools begin implementing the program with **support** of TOSAs, ongoing PD, and embedded support.

2023: Continuation of 2019-2022 Process

- ▷ On June 22, 2022, the Board approved materials for most secondary SS classes ([slides](#))
- ▷ Now, in April 2023, the Board is being asked to finalize recommendations for:
 - ◆ Economics (Grades 10-12)
 - [\\$90,000](#) for core texts (digital/physical) & supplements
 - ◆ Civics and Government (Grades 10-12)
 - [\\$100,000](#) for core texts (digital/physical) & supplements
- ▷ This would finalize anticipated materials needs for English-language secondary social studies

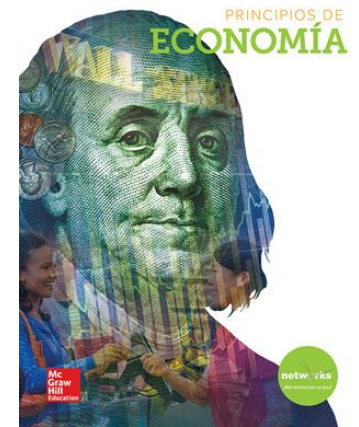
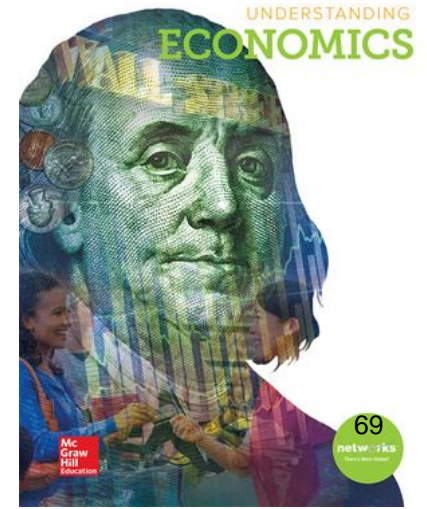
Economics

Team Selection For Core Text – Economics*

Decisions were made by consensus from adoption team

-70% of the grade-level curriculum follows this core text:

- *Understanding Economics* (English and Spanish)
 - McGraw Hill (2018)
 - Churchill, ECCO, EOA North, Sheldon, and South



Core units

Unit 1: Intro to Economics and Microeconomics

Unit 2: Macroeconomic Indicators

Unit 3: Macroeconomic Policy

Unit 4: Globalization & the Environment

Unit 5: Research Assignment on Policy Recommendations, re: Sustainability & Regeneration

70

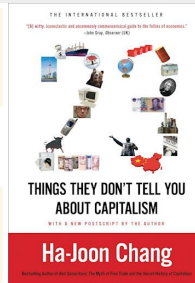
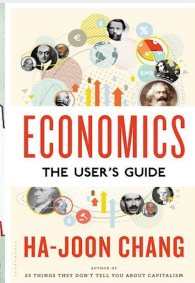
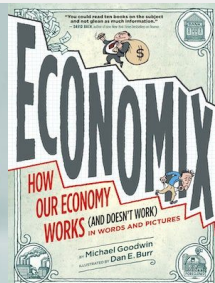
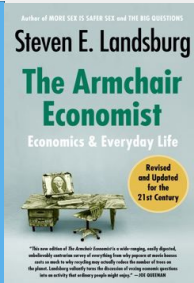
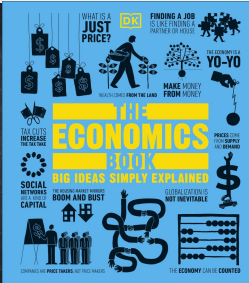
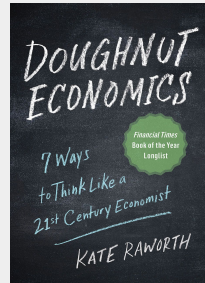
Unit 6: Personal Finance

Team Selection For Supporting Core Text – Economics

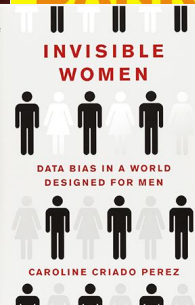
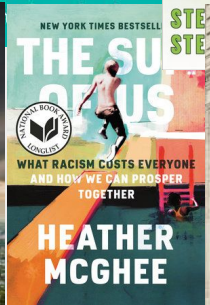
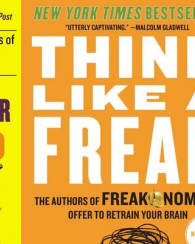
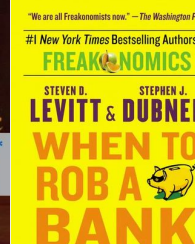
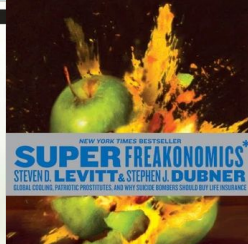
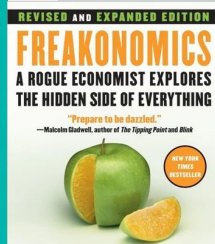
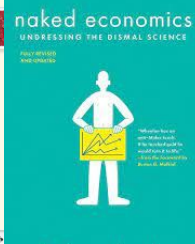
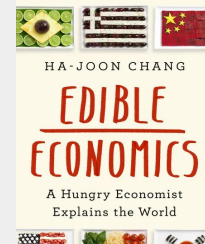
Student Project & Teacher Resource Libraries Drawn From Vetted List

Ethnic Studies (HB 2845) and Genocide Studies (SB 664)

Tribal History | Shared History



71



Each teacher will receive...

A copy of McGraw Hill's *Understanding Economics*, a Teacher Edition, + a classroom set of texts (physical + digital)

One copy each of teacher reference materials: *Economics of Human Rights; Gender, Development, and Globalization; How Capitalism Underdeveloped Black America*

One copy of these student project materials: *Winning the Loser's Game; Color of Wealth; Armchair Economist; Economix; Economics: The User's Guide; The Sum of Us; When to Rob a Bank; Sex & World Peace; Women vs Capitalism*

Two copies of these student project materials: *The Cartoon Introduction to Economics (Volumes I & II); Doughnut Economics; The Economics Book; Invisible Women; Edible Economics; Naked Economics; Freakonomics; Superfreakonomics (illustrated edition); Think Like a Freak*

Eight copies of these student project materials: *23 Things They Don't Tell You About Capitalism*

Digital resources from the [Instructional Vehicle](#)

[Unit plans](#) to be created in real time during the 2023-2024 school year

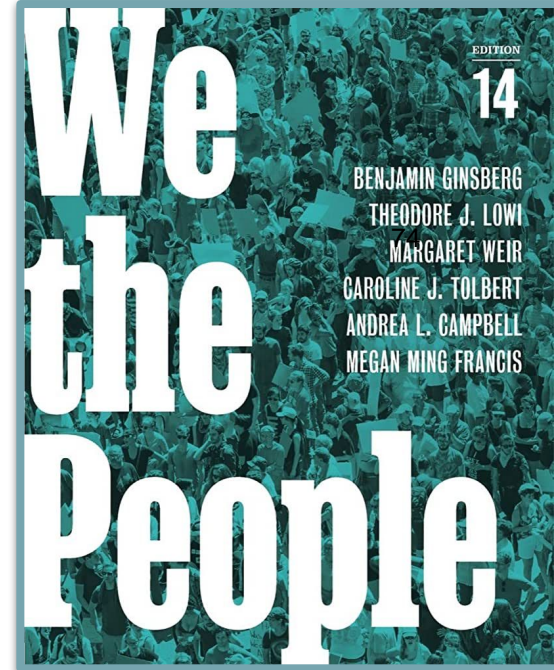
Civics and Government

Team Selection For Core Text – Civics and Government*

Decisions were made by consensus from adoption team

-70% of the grade-level curriculum follows this core text:

- *We the People*
 - Norton (2023)
Churchill, ECCO, EIHS, EOA, North, Sheldon, and South



Core units

Fall Semester

Unit 1: Current Events/Projects

Unit 2: Government Structure and Function

Unit 3: Elections

Unit 4: Local and National Political Issues

Unit 5: Civic Agency

Unit 6: Policy/Law Project

Spring Semester

Unit 1: Current Events/Projects

Unit 2: Government Structure and Function

Unit 3: Local and National Political Issues

Unit 4: Civic Agency

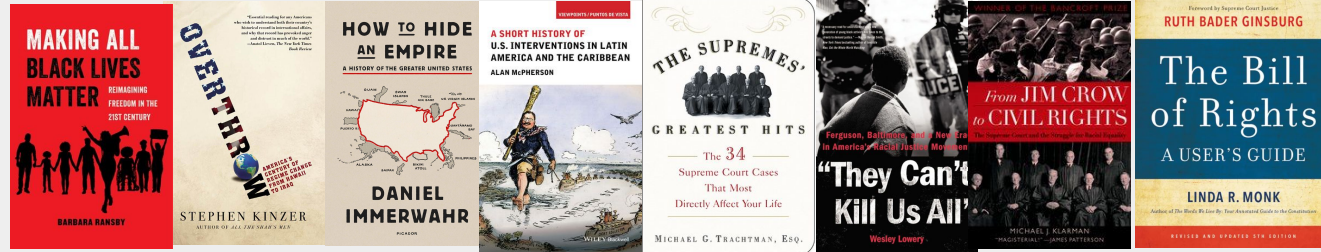
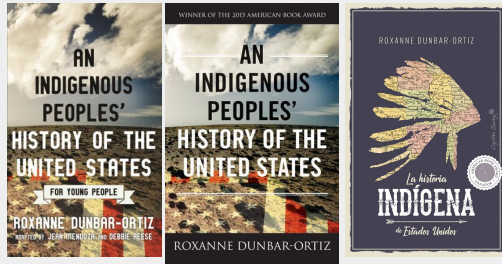
Unit 5: Elections

Unit 6: Policy/Law Project

Team Selection For Supporting Core Text – Civics & Gov't

Tribal History | Shared History

Ethnic Studies (HB 2845) and Genocide Studies (SB 664)



Each teacher will receive...

A copy of Norton's *We the People*, online Teacher Edition, + a classroom set of texts (physical + digital)

One copy of these student project materials: *American Protest: 2020–2021*, *Because of Sex*, *The Bill of Rights: A User's Guide*, *The Constitution Decoded*, *Enabling Acts*, *Faultlines*, *Freedom for the Thought That We Hate*, *From Jim Crow to Civil Rights*, *Pride: The Celebration and the Struggle*, *La Raza*, *Regeneration*, *The Sum of Us*, *The Supremes*, *The United States Constitution* (graphic adaptation), *The Words We Live By*, *Water is Life*, *Why I March*

Each teacher chooses ~\$800 of student project texts from the [Instructional Vehicle](#)

Digital resources from the [Instructional Vehicle](#)

[Unit plans](#) to be created in real time during the 2023–2024 school year



ITEM FOR INFORMATION

Date of Meeting

April 19, 2023

Title

Discuss the Possibility of Re-Engaging Eugene Police Department in the District's Youth Services Efforts

Presenter

Andy Dey, Superintendent

Background

Bring to the forefront the issue of whether or not to re-engage the Eugene Police Department (EPD) in conversation about a formal partnership as part of our youth services efforts.

Based on the discussion, it may be that the topic is added as an item for future action on the May 3 board meeting.



ITEM FOR ACTION

Date:

April 19, 2023

Title

Existing North Eugene High School Building Decision

Presenter

Maya Rabasa, North Eugene Region Board Subcommittee Chair

Background

The board is in need of making a decision regarding the existing North Eugene HS building.

Options and Alternatives

The options are that the building remains to be repurposed for another use or that the building is razed and re-claimed for green space.

Budget/Resource Implications:

The costs associated with bringing the existing North Eugene High School building up to code so it can be repurposed are estimated at 34 million. There would obviously be costs related to remodeling the building to accommodate whatever purpose was identified by the board.

The costs associated with razing the building and reclaiming it for green space are estimated at 12 million.

Recommendation

The board should direct the superintendent to have staff take the necessary steps to carry out the board decision.



ITEM FOR ACTION

Item was on 3/1/2023 and 3/15/2023 Board Agendas

Date of Meeting

April 19, 2023

Title

Board Meeting Security Measures

Presenter

Maya Rabasa, Board Chair

Background Information

On May 18, 2022, a school board meeting was disrupted and discontinued due to the inappropriate and unruly behavior of some audience members. The incident resulted in a concern for board member safety and a need for increased board meeting security. The Board voted on May 23, 2022 to commission an outside security firm with expertise in this area to conduct an assessment of board meeting security needs along with an assessment of board member residences upon request. The security firm, Foresight Security Consulting was selected in August of 2022. At this time, recommended security measures for the board members that requested assistance has been completed or is near completion.

The Board did not return in person since the incident on May 18, 2022 but voted to implement Hybrid meetings on December 7, 2022. Starting on December 14, 2022 the Board has been conducting Hybrid meetings to support member security concerns. To support in-person board meeting security, at least two DPSST trained staff members have attended each Hybrid meeting. The district has also added another exit door from the auditorium into the courtyard area to enhance board meeting safety for audience members.

The board has met twice in Executive Session to discuss the recommended security measures by Foresight.

Recommendation

The superintendent seeks direction from the board on the security measures they would like to implement based on the recommendations provided by Foresight Security Consulting.

Security Recommendations provided by Foresight Security Consulting

1) Internal doorways

Two partition walls should be placed at the Ed Center Hallways. These walls should completely seal the hallway at the locations and contain double solid doors. These doors should be access-controlled and remain closed during board meetings but can be left open during normal operations if desired. This allows flexibility in physical posture and control of traffic. The locations were chosen specifically to 1) allow access by the public to the main restrooms beyond the main entrance and 2) to protect exit and egress from the boardroom.

Current Status: Permit requests have been submitted to the City of Eugene. The district is requesting board approval to move forward should the district receive permits to do the work.

2) Parr Room door reversal

The two doors should be reversed so that they open inward, increasing defensibility and rapid access. The central door opens in the correct direction already. A “crash bar” should be considered for the north entry door.

Current Status: Cost TBD. The district is requesting board approval for this security enhancement.

3) Replace ID system with metal detectors for meetings

The existing visitor ID and control system, Raptor, is an exceptional tool but may discriminate against people that don't have an ID or don't want to be identified at meetings. The vast preference is to use the Raptor system to track visitors at board meetings. If, however, this is met with resistance, magnetometers (metal detectors) should be deployed and used for public meetings. This is consistent with the current posted “no weapons” policy for the building and district and does not require identification.

Current Status: Estimated costs of metal detector (\$1,500 for a handheld wand and up to \$50,000 for a mobile magnetometer). The district will need board approval to move forward with this security recommendation.

4) Cell expander, radio repeater

A recent study of the Education Center and other district buildings revealed a lack of penetration of emergency responder radio frequencies and poor cellular communication within the walls.

Current Status: Cost would be determined based on the number of buildings that require this feature.

5) Create a secure parking area:

The area to the west of the Wellness Clinic and the Hopper Room should be fenced, with an access-controlled gate and vehicle station installed to allow secure parking for Board Members and staff during after-hours meetings and work sessions. Additional exterior light should be installed to augment this area, and several additional camera views should be added to capture the area to the south of Library Services (from the SW corner of that building), and the interior of the parking area while preserving privacy at the Wellness Clinic entry.

Current Status: Cost will be \$150,000 to \$200,000. The district will need board approval to move forward with this security recommendation.



ITEM FOR ACTION

Date of Meeting

April 19, 2023

Title

Book and Instructional Material Challenge Policy

Presenter

Gordon Lafer, Board Vice Chair

Background Information

At the meeting on February 15, 2023, the board voted to approve Instructional Materials IIA-AR(2) (attached) which creates a procedure for stakeholders to Request for Reconsideration of instructional materials used in the district. Since this AR was voted on by the board, it carries the weight and authority of policy. It has been requested by 3 members of the board to consider making this AR a policy. If it is made into a policy, it will be noted as such in our list of policies and be issued its own corresponding number and will be removed from its current location: Instructional Materials IIA-AR(2): Request for Reconsideration Process and Form.

Since this procedure is very detailed and links to multiple forms, it would generally not be labeled among board policies. A legal review determined a procedure of this nature is permissible to exist as a policy.

Recommendation

This item is being requested by three members of the board. If the board votes to make this procedure into a policy, the superintendent recommends that the title be changed to clearly communicate to the public the intent of this policy.

Eugene School District 4J

Code: IIA-AR(2)

Revised/Reviewed: 01/23/2023

Orig. Code: IIA-AR(2)

Request for Reconsideration Process and Form

Request for Reconsideration of Instructional Materials - Informal

While care is always exercised in selecting instructional materials, there will be occasions when a member of the community, staff, or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In such an event, the concerned individual shall first contact the teacher or librarian in an attempt to informally resolve the issue.

Step 1. The concerned individual will contact the teacher or librarian directly to assert their concerns and schedule a meeting.

- Within five working days of the receipt of the concerns, the teacher or librarian shall arrange to meet with the individual and:
 - listen to the concerns;
 - explain the learning resource's selection procedures;
 - explain the particular place the questioned resource occupies in the educational program;
 - explain the resource's intended educational usefulness;
 - and, work with the individual to resolve their concerns;
 - including but not limited to, offering the student, if a student is involved, another agreed upon comparable and acceptable learning resource

Step 2. If the concerned individual is not able to resolve the concerns informally with the teacher or librarian, they shall share their concerns with the building principal. The principal shall try to resolve the matter informally using the [Instructional Materials Conversation Guide for Principals](#). The principal shall acknowledge receipt of all written or verbal requests for reconsideration of the use of instructional materials throughout the process.

The informal process may not be used to remove resources from the District instructional curriculum or from campus libraries. Resources may only be removed if that is determined after completing both the informal and formal challenge process outlined.

Reconsideration of Instructional Materials - Formal

If the concern is not resolved after meeting with the principal and/or they want the material removed from the District instructional curriculum, this formal process shall be followed:

Step 1. The concerned individual will complete the [Request for Reconsideration form](#) and submit it to the school principal.

Step 2. The principal shall notify all staff members who are directly involved in the request.

Step 3. The principal shall forward the Request for Reconsideration form, Instructional Materials Conversation Guide for Principals form, and other relevant documentation to an Assistant Superintendent of Instruction. A copy of all requests should also be forwarded to the district librarian, so that the district librarian can share it with the national librarians' association, which tracks book challenges across the country.

Step 4. Upon receipt of a written Request for Reconsideration form, an Assistant Superintendent of Instruction will determine the appropriate course of action:

- If the subject matter in question is Board Approved Curriculum that has been vetted via the Adoption of Instructional Materials in a Core or Non-Core subject area as outlined in School Board Policy IIA-AR within the past 5 years, the Assistant Superintendent of Instruction will determine if any further evaluation needs to be done.
- If the instructional material in question has been evaluated by a review committee within the past 5 years then the finding from the previous evaluation will be presented to the individual requesting reconsideration with no further action.
- Transmit the Request for Reconsideration and any supporting documentation to Legal Counsel for review and guidance as needed.
- If it is determined that the Request for Reconsideration warrants additional attention, then the Assistant Superintendent of Instruction shall convene a review committee within 20 student contact days of receipt of Request for Reconsideration.

*Under no circumstances should the materials and/or library books in question be removed from circulation or classrooms until the challenge process has been completed.

Step 5. The Assistant Superintendent of Instruction and/or designee will contact the individual requesting reconsideration to confirm receipt of the form and either provide a written explanation as to why the Reconsideration will not move forward or explain the review committee process.

Step 6. If the Assistant Superintendent of Instruction decides to move forward with a review committee they, or a designee, will personally contact the teacher or teacher librarian and request they complete the appropriate [Teacher](#) or [Library](#) Response Form to inform the review committee.

Step 7. The review committee shall be appointed by the Assistant Superintendent of Instruction who will then chair and/or designate a district administrator to chair the committee. The review committee may be composed of the following stakeholders:

- School or district librarian (*required*)
- PTO or Site Council parent representative from referring school (if possible based on timeline)
- Building administrator from same level
- Classroom teacher(s) from same grade/content area (*required*)
- Elementary and/or Secondary TOSA (Teacher on Special Assignment) in the content area if applicable
- Level Director
- Curriculum Director or Designee
- Director of Equity, Inclusion & Instruction
 - Rights holder may be added at the Director of Equity Inclusion and Instruction (EII) request

Committee Review Procedure

*The Assistant Superintendent and/or Superintendent may decide to pull challenged material during the process if upon evaluation of the instructional materials they determine it is so egregious in nature that it is damaging to students. (i.e the incitement to hatred, intolerance, discrimination and violence)

- The committee will meet, learn about the process, and will receive a copy of the challenged material;
- Committee members will read/watch/listen and/or view the challenged material in its entirety;
- The committee will receive the Request for Reconsideration Form responses, the [Teacher](#) or [Library](#) Response Forms and Instructional Materials Conversation Guide for Principals form;
- The committee will meet again and discuss the claims. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material;
- The committee will formulate their recommendations and prepare a written report using the Instructional [Materials Reconsideration Review Committee Report](#). This report will present both majority and minority opinions and include a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material.

Step 8. Following a review of the challenged material, the review committee shall submit its report and recommendation to the Assistant Superintendent of Instruction and/or Superintendent for a decision.

Action Taken

Disposition of the request shall be made known to all parties in the action including committee members, the person(s) submitting the request, the principal, the teacher(s) involved, and all site-based teachers in that grade level (for elementary) or subject area (for secondary).



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

April 19, 2023

Title

Consider revisions to board policy BHD – Board Member Compensation and Expense Reimbursement

Presenter

Rob Hess, Chief of Staff

Background:

The Board has requested a review and possible revisions to Board Policy BHD – Board Member Compensation and Expense Reimbursement. The proposed changes are based on policy language provided by Oregon School Board Association.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent will make recommendations related to the above-mentioned board policy at a future meeting.

Eugene School District 4J

Code: BHD
Adopted: 7/02/73
Revised/Readopted: 4/16/83; 8/02/17
Orig. Code: BHD; 1140

Board Member Compensation and Expense Reimbursement

No Board member will receive any compensation for services other than reimbursement for approved expenses actually incurred in the performance of Board functions. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

The district will establish accounting procedures consistent with this policy.

END OF POLICY

Legal Reference(s):

[ORS 244.020](#)
[ORS 244.040](#)
[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).
OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

Cross Reference(s):

BBAA - Individual Board Member's Authority and Responsibilities
DFEA - Admissions to District Events
DLC - Expense Reimbursements

Current 4J Policy

Eugene School District 4J

Code: BHD
Adopted: 7/02/73
Revised/Readopted: 4/16/83; 8/02/17; X/XX/XX

Board Member Compensation and Expense Reimbursement

No Board member will receive any compensation for services other than reimbursement for approved expenses actually incurred in the performance of Board functions **on district business**. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations. (See Board policy DFEA - Admission to District Events) The district will establish accounting procedures consistent with this policy.

END OF POLICY

Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

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Cross Reference(s):

BBAA – Individual Board Member's Authority and Responsibilities

DFEA – Admissions to District Events

DLC – Expense Reimbursements

Eugene School District 4J

Code: BHD
Adopted: 7/02/73
Revised/Readopted: 4/16/83; 8/02/17; X/XX/XX

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END OF POLICY

Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

Cross Reference(s):

BBAA – Individual Board Member's Authority and Responsibilities

DFEA – Admissions to District Events

DLC – Expense Reimbursements



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

April 19, 2023

Title

Consider revisions to board policy IGDJ – Interscholastic Activities

Presenter

Rob Hess, Chief of Staff

Background:

[HB 2935](#) (2021)(332.075) required OSAA and other voluntary interscholastic organizations to have equity focused policies on discrimination (including race and protective hairstyles) and religious clothing.

OAR 581-022-2308 requires the districts to have a policy stating that it will only be a member of an organization if the organization has a policy; which is now a “required” policy.

[Senate Bill 1522](#) (2022; see Section 13) modified the use of the term general education development or GED to be referred to as “high school equivalency program” which was further defined to mean: a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test. In addition, policy IGDJ has been redesignated required (from optional) to comply with OAR [581-022-2308\(2\)](#) – a new Division 22 rule requiring school districts to adopt policy with conditions of membership when entering into an agreement with a voluntary organization for interscholastic activities. As a result, much of the original language in what was an optional policy is now bracketed as it continues to be optional language. The remaining policy content is model language for a required policy regulated in OAR 581-022-2308(2).

The board packet includes copies of board policy IGDJ:

- Board Policy IGDJ current 4J policy as posted on the district website.
- Board Policy IGDJ with legislative formatting (**red font** is new language and **green font** is language to be removed).
- Board Policy IGDJ clean copy with changes made.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent will make recommendations related to the above-mentioned board policy at a future meeting.

Eugene School District 4J

Code: IGDJ
Adopted: 11/07/18
Revised/Readopted: 5/15/19; 12/15/21

Interscholastic Activities

The board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district shall allow students who reside in the district and are eligible to attend school and who are homeschooled, attend a public charter school or are enrolled in a GED (General Educational Development) program provided by the district or ESD, to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate board policies, administrative regulations and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline, up to and including removal from district programs and activities and such other sanctions as may be deemed appropriate by the building administrator.

¹ This applies to only OSAA-sanctioned activities and events.

Employees, volunteers or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent or designee will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 - 0049](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683; Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106.
OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Cross Reference(s):

JHCA/JHCB - Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening

Current 4J Policy

Eugene School District 4J

Code: IGDJ
Adopted: 11/07/18
Revised/Readopted: 5/15/19; 12/15/21; XX/XX/XX

Interscholastic Activities

The board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, ~~advisors,~~ student participants, and others associated with the district's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and ~~any associated voluntary organization. of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship.~~ Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

The district shall allow homeschooled students that ~~who~~ reside within the boundaries of their neighborhood school, ~~in the district,~~ students ~~and are~~ eligible to attend school, and enrolled in a high school equivalency program that reside in the district, and students attending ~~who are homeschooled,~~ ~~attend~~ a public charter school that does not provide interscholastic activities that reside ~~or are enrolled in a~~

~~GED (General Educational Development) program provided by~~ the district, ~~the opportunity or ESD,~~ to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, **advisors** and coaches are each responsible for ensuring student participants meet all district ~~and OSAA~~ eligibility requirements **of participation and those of the associated voluntary organization**. The principal **[or designee]** is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal **[or designee]** shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate **Board board** policies, administrative regulations, and/or **the OSAA** rules and regulations **of the associated voluntary organization**. The principal shall notify the superintendent **[or designee]** of conduct that violates the terms of this policy and report to the **associated voluntary organization if OSAA as** required.

An employee determined to have violated **Board policies and/or** rules and regulations of the **associated voluntary organization OSAA** may be subject to discipline, up to and including, dismissal. A student in violation of **Board policies and/or** the **OSAA** rules and regulations **of the associated voluntary organization** will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of **Board policies and/or** the **OSAA** rules and regulations **of the associated voluntary organization** shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the **district** building administrator.

Employees, volunteers, or students in violation of **such policies, OSAA** rules and/or regulations may be required to remunerate the district in the event **of fines are** assessed **by OSAA** as a result of their actions.

The superintendent or designee will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)

[ORS 332.107](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 – 0049](#)

[OAR 581-022-2308\(2\)](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)

[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
~~OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK~~
Senate Bill 1522 (2022).

Cross Reference(s):

JHCA/JHCB - Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening

Proposed Revisions

Eugene School District 4J

Code: IGDJ
Adopted: 11/07/18
Revised/Readopted: 5/15/19; 12/15/21; XX/XX/XX

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The district shall allow homeschooled students that reside within the boundaries of their neighborhood school, students eligible to attend school, and enrolled in a high school equivalency program that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

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[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

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Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Cross Reference(s):

JHCA/JHCB - Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening

Clean Copy with changes made



ITEM FOR ACTION AT A FUTURE MEETING,

Date of Meeting

April 19, 2023

Title

Kelly Middle School / Yujin Gakuen Japanese Immersion Elementary School Location

Presenter

Maya Rabasa, Board Chair

Background

There have been a series of stakeholder sessions organized by members of the North Region Board Subcommittee. The purpose of this discussion is to share with the whole board in a public meeting, the information they have gathered.

The discussion at this board meeting will inform the conversations so that a decision can be made at the May 3 board meeting.