

Board of Directors Meeting  
School District 4J, Lane County  
Virtual  
Saturday, October 1, 2022

**NOTICE:** The Board Retreat will be open to the public via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/92933253616>

**4:00 PM  
Board Retreat**

- I. **4:00–8:00 p.m. Fall Board Retreat (Part 2)**
  - 1. Board Retreat Agenda: 2
    - Establishing meeting agreements for 2022-23
    - **Set Board Goals for 2022-23**
    - Selecting Working Agreements for general board work for 2022-23
- II. 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.

**Eugene School District 4J**  
**Board of Directors**  
**Guiding Beliefs and Values**

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| <ul style="list-style-type: none"><li>• Do what’s best for all 4J students</li><li>• Continue to learn and grow</li><li>• Respect and care about each other</li></ul> |
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In order to meet the district mission statement above, the board has adopted the following guiding beliefs and values:

**Students**

- We believe that all children can learn.
- We believe that all students deserve to be and feel safe and welcome at school.
- We believe that our students’ education and welfare are our most important commitments.
- We believe that a student’s success in school should be independent of factors such as race, ethnicity, socioeconomic status, disability, gender, gender identity, sexual orientation, native language, and religion.
- We believe that public schools should foster development beyond academics such as character, creativity, resourcefulness, citizenship, respect for diverse cultures, environmental stewardship, an understanding of workplace expectations, and a lifelong love of learning.

**Staff**

- We value highly qualified, caring and diverse staff that reflects our student population and believe they are the key to meeting our goals for students.
- We believe in collaborating with staff in deciding what is best for our schools and our students, recognizing that not everyone may agree.
- We believe that it is essential for staff and board members to hold high expectations of all students, that these expectations are critical to student success, and that we must hold ourselves and each other accountable for the achievement of all students.
- We believe that high-quality instruction is integral to student success and best achieved by providing strong instructional leadership, targeted professional development, and system-wide accountability and support for student growth.

**Community**

- We believe that the board and staff make a difference in learning for our children by developing relationships and effectively engaging our families, community and local, state and federal governments on social, political and economic challenges and inequities.
- We value public support for our schools and believe that the board plays a critical role in generating and sustaining community partnerships and ongoing financial and other support.

**Leadership**

- We believe it is our duty to provide safe learning environments and meaningful, equitable and highly effective instruction, to support all students to thrive socially, emotionally and academically, and to reduce the disparity of outcomes for historically underserved students.
- We believe it is critical for the board and staff to plan and direct resources consistent with our beliefs and values.
- We value continual learning for all—board, staff and students—and believe that it is essential to student success in school.

# Eugene School District 4J

Code: BBA  
Adopted: 8/02/17  
Revised/Readopted: 10/16/19; 11/06/19  
Orig. Code(s): BBA

## Board Powers and Duties

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of programs and services in the district. The general powers granted to the Board are:

### 1. Legislative or Rule-Making Authority

In regular or special public meetings, after open discussion and after members' votes are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

The Board shall establish policies for governing the programs and services of the district consistent with State Board of Education rules and with local, state and federal laws.

The Board is responsible for providing adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local community members informed about the schools.

### 2. Judicial Authority

As provided by law, policy or contract, the Board acts as a fact-finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties or obligations of those who address the Board.

### 3. Executive/Administrative Authority

The Board will appoint a superintendent delegated to establish administrative regulations to implement Board policy and goals. The Board will evaluate the superintendent's performance.

The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

The Board will oversee the district's financial affairs by authorizing, appropriating and adopting budgets and by proposing local option or bond elections, when appropriate and as allowed by law, to provide for program operation and maintenance or acquisition of district property.

The Board will authorize the superintendent to approve payment on all contracts and business transactions of the district in accordance with Board policies on purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.

The Board will employ the staff necessary to carry out the educational program and will provide for regular evaluation of staff.

The Board will direct the collective bargaining process to establish collective bargaining agreements with the district's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for districtwide application.

The Board will establish the days of the year and the hours of the day when school will be in session.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.630](#)

[ORS 243.656](#)

[ORS Chapters 279A, 279B](#) and [279C](#)

[ORS 294.305 to -294.565](#)

[ORS 328.205 to -328.304](#)

[ORS 332.072](#)

[ORS 332.075](#)

[ORS 332.105](#)

[ORS 332.107](#)

[ORS Chapter 339](#)

[ORS 342.805 to -342.937](#)

[ORS Chapter 343](#)

**Cross Reference(s):**

DJ - District Purchasing

## **WORKING AGREEMENTS**

Approved October 21, 2020

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The Board of Directors is the educational policy making body for Eugene School District 4J. The board's primary responsibility is to establish policies for the 4J School District to guide practices, processes and programs with the goal of producing the highest educational achievement. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources.

The board must fulfill these responsibilities by:

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

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

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

### **Board Organization and Governance**

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

### **Meeting Agreements**

## **WORKING AGREEMENTS**

Approved October 21, 2020

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

### **Duties, Responsibilities and Role of Board Leadership**

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

## WORKING AGREEMENTS

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### Communication by Board Members

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

## **WORKING AGREEMENTS**

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10. With the popularity and availability of photography for social media purposes, photos of students in which students can easily be identified should not be posted without prior and explicit consent of the parent or guardian of the student.

### **Agenda Planning**

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

### **Planning and Evaluation**

1. Board members will conduct an annual self-assessment of the board's performance; the annual review ideally should be completed within the context of the board's spring retreat.
2. Board members will review the "Board of Director's Guiding Beliefs and Values" statement and "Working Agreements" at least annually.
3. Board members will participate in establishing annual expectations and goals for the superintendent.



## WORKING AGREEMENTS

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4. Board members will objectively evaluate the superintendent's annual performance and provide appropriate feedback.
5. The board will annually set goals for itself, which will be reviewed and evaluated within the agenda of the summer board retreat.

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

\_\_\_\_\_  
(Signature)

Attachments:

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

### **Proposed 4J Board Goals for 2022-2023**

To preserve each person's voice authentically, we have compiled the goals in one document, but they are cut and pasted directly from the submissions you sent to board leadership. Board members were asked to send their top three goals, listed in order of priority - for that reason they are numbered in the attached document.

The goals that are in **blue** are the goals we have already discussed. The ones in **black** are the ones yet to be discussed

#### **JUDY**

1. Effective inclusion- Learning for All: A measurable increase in the number of students on IEPs who are effectively included in the general education classes and curriculum as measured by increased numbers and improved outcomes for students in special education.

2. Parent engagement and involvement: A focus on ways to meaningfully engage parents in the education of their students. This must include resources, supports and opportunities for parent engagement and learning.

3. Values based and stable funding plan: Start the budget planning process early with ways to identify board, district and community values and priorities to guide the process and align spending with a long term view.

#### **ALICIA**

1. Improve outcomes for students with disabilities.

2. Start to plan for upcoming budget deficit.

3. Increase clarity and transparency of communication from the board and district to the community.

#### **KEERTI**

1. Review and confirm equity and inclusion goals to really think through what is working, especially in light of school climate survey from last year (from training to PD initiatives, etc.)

2. Finding ways for parental involvement and thought leadership (from local and international experts) that don't involve running for school board or PTA.

3. Really looking at flexibility and choice in teaching and instruction to get students interested and joyful again about school.

## **MICHELLE**

1. Clear grasp of equity
2. Creating opportunities for student voice
3. Prioritizing building relationships and morale

## **GORDON**

1. Create more engaging classes by supporting teachers to create more innovative and varied courses, units or ways of teaching things.
2. Reduce standardized testing and transition to performance-based assessments instead.
3. Institute an annual measure of educator morale and retention, broken down by specific subgroups.

## **LAURAL**

1. Removal of OSBA -a racist organization that completely condoned and supported the racial harassment towards me from the district and Judy Newman. By paying them, we are supporting the crony system of oppression. We should be using our board policies and making non-bias interpretations of those policies. Using them condones a white-centered uneven playing field. We must divest from OSBA. There is no acceptable amount of racism.
2. Regional CTE high school plan (with Lane ESD, Springfield, Bethel)
3. Rename SPED and modernize our special education systems (no dated reward system) and remove all separations of SPED from local schools' policy and plan. No one person should be in charge of all special education staff. Local principals will be held accountable.
4. Revamp and create Board HR policies. Start keeping track of actual hours worked by all staff Remove the caste system where classified are not held to the same esteem. Equity for all staff in all positions. HR is a position of a lot of power, which is why we had so much damage last year from a past leader. Checks and balances need to be embedded into that system and the entire leadership system.

5. Expulsions: We are removing and expelling children and running those lives. We need new leadership in these departments. Every child living in poverty and is part of a protected group must be evaluated by the Board or a Board committee before that will be allowed. No more district intimidation and lies. The information that I have been told that Christine told to their parents was a lie to protect the district. We need to stop throwing children away. I hate that we are so far behind in this.

## **MAYA**

1. Effectively centering equity, with measurable outcomes (as determined through metrics defined using the equity lens).
2. Creativity in all facets of district operations and practices.
3. Improving mental health and wellness supports for students and staff. Includes improving staff morale through system