

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

School Board Meeting Request Forms:
 Provide public comment: www.4j.lane.edu/board/publiccomment

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

Requests to provide public comment must be submitted no later than 5 p.m. on the **Monday** before the meeting.

7:00 PM
5:30 p.m. Board Work Session and 7:00 p.m. Regular Board Meeting

I.	5:30 p.m. Work Session: Receive Update on All Students Belong Assessment Presenter: Pooja Baht, SeeChange; Aimee Craig, SeeChange; Monica Cox, SeeChange	3
II.	7:00 p.m. Regular Board Meeting:	
III.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
IV.	Agenda Review	
V.	Introduction of Guests and Superintendent's Report	
	1. Administer Oath of Office to Student Board Representatives	
	2. Recognize Student Achievement	
	3. Superintendent Remarks	
VI.	Comments by Board Chair	
VII.	Receive Reports from High School Student Representatives	
VIII.	Items Raised by the Audience	
IX.	Comments by Employee Groups	
X.	Comments and Committee Reports by Individual Board Members	
XI.	Consent Group - Items for Action	
	1. Approve Meeting Meetings: January 12, 2022; January 19, 2022	94
XII.	Items for Information	
	1. Receive an Update on Lane ESD 2021-23 Local Service Plan Year Two (10 minutes) Presenter: Cydney Vandercar, Superintendent	118
	2. Receive Update on Graduation Rates: (10 minutes) Presenters: Oscar Loureiro, Director of Research and Planning and Andy Dey, Director of Secondary Education	119
	3. Receive Update on District Response to COVID-19 (15 minutes) Presenter: Cydney Vandercar, Superintendent	151
XIII.	Items for Action at a Future Meeting	
	1. Consider Approval of Lane ESD 2021-23 Local Service Plan Year Two: (5 minutes) Presenter: Cydney Vandercar, Superintendent	152
	2. Consider Revisions to Policies ACB – Bias Incidents and AC –	191

Nondiscrimination

Consider Adoption of Policy ACC – Racial Harassment (20 minutes)

Presenter: Christine Nesbit, General Counsel

XIV. Suggestions by the Board for Consideration of Items at a Future Meeting

1. XIV.1. **2021–22 Board Meeting Dates:**

JULY: ~~Thursday, July 1, 2021 – Special Board Meeting~~

AUGUST: ~~Wednesday, August 4 and Wednesday, August 18;~~

~~Board Retreat Dates: August 25 and August 28~~

SEPTEMBER: ~~Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29~~

OCTOBER: ~~Wed., Oct. 6; Wed., Oct. 13; Wed., Oct. 20; Wed., Oct 27~~

NOVEMBER: ~~Wed, Nov. 3, Tuesday, Nov. 16, and Wed, Nov. 17; Tues, Nov. 23~~

DECEMBER: ~~Wed, Dec. 1; Wed, Dec. 8; Wednesday, December 15~~

JANUARY 2022: ~~Tuesday, January 4, 2022; Wednesday, January 12; Wednesday, January 19; Wednesday, January 26; Monday, January 31~~

FEBRUARY: ~~Wednesday, February 2; Wednesday, February 9; Wednesday, February 16; Wednesday, February 23~~

MARCH: ~~Wednesday, March 2; Wednesday, March 9; Wednesday, March 16; Wednesday, March 30~~

APRIL: ~~Wednesday, April 6; Wednesday, April 13; Wednesday, April 20; Wednesday, April 27~~

MAY: ~~Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May 25~~

JUNE: ~~Wednesday, June 1; Wednesday, June 8; Wednesday, June 22~~

XV. Adjourn

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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



ITEM FOR INFORMATION – WORK SESSION

Date of Meeting

February 2, 2022

Title

Update on All Students Belong Work

Presenters

Pooja Bhatt, SeeChange LLC

Aimee Craig, SeeChange LLC

Monica Cox, SeeChange LLC

Description

The presenters will provide a report on All Students Belong work conducted by See Change, LLC.

Background Information

The Eugene 4J School Board has set a priority to address racial inequities and work toward safety and belonging for all students. This work is titled the “All Student Belong” initiative. During the October 14th, 2020, and December 16th, 2020 board meetings, the board developed a goal to: “Reorient our discipline and student safety practices towards transformative justice so that all students feel safe at school. Practices should not disproportionately harm students of color, LGBTQ students, students with disabilities or any other groups of students.”

Representatives from SeeChange will provide the board an update on their efforts, and be available to respond to any questions.

Eugene 4J Safety & Belonging Work Plan

School Board Work Session
February 2, 2022

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Agenda

- Context
 - Brief timeline
 - Concurrent crises
 - Resilience
- Work Plan
 - Purpose
 - Priorities
 - Timeline
- Board Discussion

Context

- JUNE 2020: School Board votes to “extend the contract with EPD [Eugene Police Department] for SROs only until December 31, 2020”¹
- SEPT. 2020: State of Oregon Dept. of Education passes All Students Belong Rule requiring districts to adopt local policies that prohibit use and display of hate symbols and affirms student’s rights of bias- and hate-free learning environments.²
- DEC 2020: Eugene 4J adopts local policy per State requirement.³ Affirms focus on goal of addressing racial inequities toward safety and belonging for all students.⁴
- AUG. 2021: Student & School Safety Assessment provided to Board⁵

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COVID 19

Transitions
between
virtual and
in-person

Illness, loss,
staffing
shortages

School staff
burnout

Stress,
mental
health
challenges
for all
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Racial
Justice
issues &
impacts

Findings from Student &
School Safety Assessment:
-less belonging & safety for
students and staff of color;
-Disproportionate discipline

Racial trauma → stress
for students and staff of
color

Compounded impacts of
pandemic on students &
staff of color

Resilience looks like

- Showing up
- Developing new ways of working together
- Figuring out what new paths look like, trying new things
- Learning new skills and knowledge
- Continuing to build connections with students, families, colleagues, and one another
- Continuing programs that we know strengthen connections

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Where is your brain?



Thinking Brain
Upstairs Brain
Ready to Learn



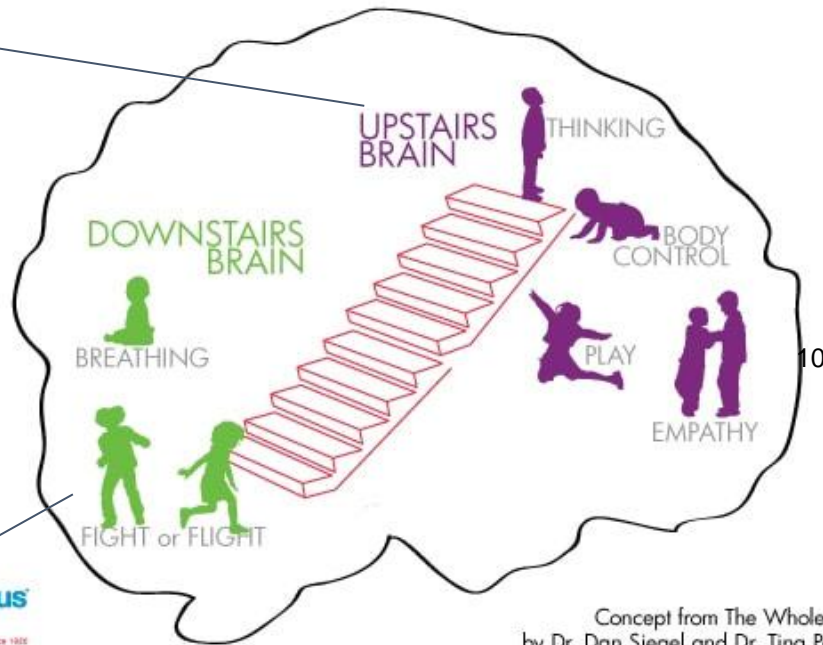
Yellow Zone
Caution area



Feeling Brain
Downstairs Brain
Flipping your lid



momentous
institute
Powered by Interim Group since 1982



Concept from The Whole-Brain Child
by Dr. Dan Siegel and Dr. Tina Payne Bryson

Work Plan

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Overarching Goal: Eugene 4J will work toward safety and belonging for all students, strengthening and expanding programs and policies that address inequities in feelings of safety and belonging, and discipline practices that disproportionately impact students of color, LGBTQ students, and students with disabilities.

2021-2022 School Year (SY)	2022-2023 SY
<p>a) Develop clear roles for Board, the staff, and the Equity Committee re: safety and belonging;</p> <p>b) Define plan for action for each group</p> <p>c) Create and use clear structure for implementing/deciding on initiatives related to safety and belonging across the district.</p>	<p>a) Develop shared understanding of what safety and belonging looks like for all Eugene 4J students;</p> <p>b) Define clear staff expectations and supports for safety and belonging;</p> <p>c) Articulate what accountability for safety and belonging outcomes looks like (i.e. who is responsible and for what).</p>

Priority 1:

Launch Safety and Belonging Action Team

February 2022

- Create a cross-team staff workgroup in order to implement initiatives in this plan in “sprints”

March 2022

The Safety and Belonging Action Team determines a “sprint” calendar for addressing the following issues (this month is about calendaring but not “starting” sprints until April):

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- A. Racial Harassment Policy Implementation
- B. Professional Development Prioritization and Decision-Making process
- C. School Schedules
- D. Suicide Prevention (selection of program and ensuring implementation is culturally responsive)
- E. Defining restorative/transformational justice approach for the district; support and training needs; how it relates to PBIS and discipline
- F. Intent, outcomes, and approach of the campus monitors program

April 2022-June 2023

All sprints would include decisions on communication and reporting norms (i.e. how this Team’s work is reported and at what juncture to the Equity Committee and to the School Board).

Priority 2:

Revise, Adopt, and Implement Racial Harassment Policy

February - March 2022

Board designates 2 members to workshop the draft with staff and community and brings the policy back for approval. Board votes on policy¹⁴

April - May 2022

Once adopted, the Safety and Belonging Action Team is tasked with developing an implementation plan for the policy.

Priority 3:

Re-launch Equity Committee and Develop Vision

February - March 2022

District leadership re-launches the Equity Committee and provides the Committee with a charter and goals for the remainder of the 2022 school year. Consider hiring an external facilitator.

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April 2022- October 2023

Equity Committee leads safety and belonging visioning, answering the questions:

- What values does the community hold related to safety and belonging? What should every student experience to strengthen safety and belonging across 4J?

The Equity Committee presents the vision to district leadership for feedback. Equity committee and district leadership present the vision to the Board for adoption.

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Priority 4:

Build School Board Capacity to Lead Safety & Belonging Work at Policy Level

February - March 2022

School Board determines a timeline and external facilitation support¹⁶ for engaging in anti-racism training, building working relationships with each other, and identifying and adopting protocols and practices for working together and with staff.

April 2022-June 2023

Board engages in training and implements new practices and protocols.

February 2022- June 2022

July 2022- June 2023

Revise and Adopt
Harassment Policy

School Board

Capacity: Anti-racism, relationship building, policies and protocols for working together

District Staff

Launch
Safety and
Belonging
Action
Team

Launch Safety and Belonging Action Team makes decisions on: harassment policy implementation, professional development prioritization, sources of strength adoption, school day structure

¹⁷
Build shared understanding of the vision for safety and belonging. Roles and responsibilities are clear.

**Equity
Committee**

Lead safety and belonging visioning (What values does the community hold related to safety and belonging? What should every student experience?)

Discussion Questions

- We've defined goals for this work plan with a focus on clarifying of roles and structures for this school year. What could help the Board clarify its role in safety and belonging? What is currently getting the way of clarity?
- The Safety and Belonging Action Team in the work plan represents a structure for staff to collaboratively make decisions around key priorities. When you think about the Board's structures for making decisions, what is working well and what might improve the board's ability to come to decisions?

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Endnotes

¹ June 17, 2020 [Board meeting minutes](#). The board did not renew the contract after December 31 in later actions.

² Oregon Administrative Rule [581-022-2312](#).

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³ December 02, 2020 [Board meeting minutes](#). Policy ACB Hate Symbols and Bias Incidents.

⁴ December 16, 2020 Board Work Session materials, 12/16/20, [Presentation for School Board Work Session on Safety Plan](#), p. 6.

⁵ [Student & School Safety Assessment](#), 08/2021.

Eugene 4J Safety and Belonging Work Plan

February 2022-June 2023

[Section 1. Introduction](#)

Following a year of intense community discussions regarding School Resource Officers in schools amidst national conversations about race and police, the Eugene 4J School District contracted with SeeChange LLC to conduct a [Student and School Safety Assessment](#). The Assessment, shared with the board in August 2021, offered a landscape analysis of the strengths, challenges, and opportunities related to student and school safety. It was intended to include perspectives from a sample of the community – it was not a comprehensive community engagement and planning process.

In summary, the Assessment found promising practices happening in pockets throughout the district. For example, many students experience culturally affirming environments, and many educators believe there is a focus on relationship-building and social and emotional needs. There is growing diversity in the educator workforce. However, the Assessment found that there is a disconnect between what students felt were the most pressing safety issues for them (primarily around mental health and emotional needs) and what district resources, policies and practices were addressing. Further, many administrators and teachers across the district identified a lack of a clear goal for safety and belonging and lack of alignment in professional development, need for a deeper commitment to equity, siloed initiatives and departments, and policies and procedures that leave a lot of room for exclusion, individual bias, and disparities. Since this Assessment was conducted, the district has strengthened many of these areas.

In November 2021, SeeChange was asked to support the district in translating the assessment findings into action by creating a work plan that elevates priorities and provides direction to district staff and the Board to implement next steps. This work plan builds upon the assessment findings, current district efforts, and high potential opportunities. It is intended to support the prioritization of efforts that will strengthen safety and belonging across the district and put systems in place to continue this important work over the long-term. The plan is organized as follows:

[Section 2](#): Context

[Section 3](#): Goals

[Section 4](#): Summarized Priorities & Proposed Timelines

[Section 5](#): Detailed Priority Descriptions

[Section 6](#): Visuals

[Section 7](#): Draft Charter for Safety & Belonging Action Team

[Section 2. Context](#)

This plan was developed during an ongoing pandemic that is significantly impacting staff, student, and family experiences in and outside of schools. The inability to know when and how the pandemic will shift on a daily and weekly basis is emotionally, psychologically, and physically exhausting for many people. Substitute shortages, staff covering duties when others are out sick, and the other pressures of providing in person learning at this time are causing a new level of burn out. Many staff are in survival mode--just trying to make it through the day or week. Given these realities, the time and

capacity of individuals who are tasked with supporting student safety and belonging is limited and it is even more critical that the district name priorities and roles and responsibilities as transparently and clearly as possible.

This work plan names a limited number of priorities for strengthening safety and belonging, but we acknowledge that there are ongoing efforts that connect to and support this work that are not present below. Our recommendation is to ensure there is staff capacity to prioritize the systems, practices, and planning that will support long-term efforts. Taking the time to put systems in place to make key decisions, to set a clear vision, and to support the School Board in working effectively together will have exponential impact and begin to build the trust and culture necessary for success.

Section 3. Goals (Jan. 2022- June 2023)

Overarching Goal: Eugene 4J will work toward safety and belonging for all students, strengthening and expanding programs and policies that address inequities in feelings of safety and belonging, and discipline practices that disproportionately impact students of color, LGBTQ students, and students with disabilities.

2021-22 School Year Goal: Focus on clarifying roles and structure

By June 2022, in order to create the conditions for this overarching goal: a) the Board, the staff, and the Equity Committee will have clear roles and responsibilities in defining the vision and priorities for strengthening safety and belonging; b) each of these groups will have shaped their roles and responsibilities and owns their plan for action; and c) the district will have a clear structure for implementing initiatives related to safety and belonging across the district.

2022-23 School Year Goal: Focus on what safety and belonging means for students; building shared understanding; and implementing priorities with district staff, the Board and Equity Committee

By June 2023, there will be: a) a shared understanding of what safety and belonging looks like for all Eugene 4J students; b) clear staff expectations and supports for safety and belonging; c) define what accountability for safety and belonging outcomes looks like (i.e. who is responsible and for what).

Section 4. Safety and Belonging Priorities & Proposed Timelines

This section provides a summarized overview of four primary safety and belonging priorities and suggested timelines. Section 5 provides more detailed descriptions of each of these priorities, why they are important to safety and belonging, and the expected outcomes. The success of priority items 1, 2, and 3 are contingent upon the execution of priority number 1. This is because item 1 relates to the structure (a Safety and Belonging Action Team) that is necessary to hold the goals related to safety and belonging and to be responsible for aligning actions throughout the district. In other words, priority items 2 and 3 will be implemented through leadership of the Safety and Belonging Action Team identified in priority 1.

As the Board, District Staff, and Equity Committee review these priorities it is important that they shape the next steps to align with their capacity. Commitments to this work should be realistic and achievable. Overpromising does not aid in building trust.

Actions	Proposed Timeline
<p>Priority 1. Launch Safety and Belonging Action Team</p>	<p><u>February 2022</u> Create a cross-team staff workgroup in order to implement initiatives in this plan in “sprints” (i.e. short duration, actionable, achievable projects). These sprints will begin with key staff who have led on this issue providing an overview of the current state, propose key questions/problems of practice, invite additional questions and ideas from the group, make decisions, communicate decisions and rationales for decisions, and define measurable, realistic, achievable goals. Once a decision is made, the group would move on to the next issue and invite new members if needed. See draft charter here.</p> <p><u>March 2022</u> The Safety and Belonging Action Team determines a “sprint” calendar for addressing the following issues (this month is about calendaring but not “starting” sprints until April):</p> <ul style="list-style-type: none"> A. Racial Harassment Policy Implementation B. Professional Development Prioritization and Decision-Making process C. School Schedules D. Suicide Prevention (selection of program and ensuring implementation is culturally responsive) E. Defining restorative/transformational justice approach for the district; support and training needs; how it relates to PBIS and discipline F. Intent, outcomes, and approach of the campus monitors program <p>District leadership communicates to all staff about the formation of the Team and the topics they will prioritize addressing.</p> <p><u>April 2022-June 2023</u> Staff engage in sprints. All sprints would include decisions on communication and reporting norms (i.e. how this Team’s work is reported and at what juncture to the Equity Committee and to the School Board).</p>
<p>Priority 2. Revise, Adopt, and Implement Racial Harassment Policy</p>	<p><u>February - March 2022</u> Board designates 2 members to workshop the draft with staff and community and brings the policy back for approval. Board votes on policy.</p> <p><u>April - May 2022</u> Once adopted, the Safety and Belonging Action Team is tasked with developing an implementation plan for the policy. Staff will work with community groups as needed to support high-quality implementation.</p>
<p>Priority 3. Re-launch Equity Committee and Develop Vision</p>	<p><u>February - March 2022</u> District leadership relaunches the Equity Committee and provides the Committee with a charter and goals for the remainder of the 2022 school year. Consider hiring an external facilitator.</p> <p><u>April 2022- October 2023</u></p>

	<p>Equity Committee leads safety and belonging visioning, answering the questions: What values does the community hold related to safety and belonging? What should every student experience to strengthen safety and belonging across 4J?</p> <p>The Equity Committee presents the vision to district leadership for feedback. The Equity Committee and district leadership present the vision to the Board for adoption.</p>
<p>Priority 4. Build School Board Capacity</p>	<p><u>February - March 2022</u> School Board determines a timeline and external facilitation support needs for engaging in anti-racism training, building working relationships with each other, and identifying and adopting protocols and practices for working together and with staff.</p> <p><u>April 2022-June 2023</u> Board engages in training and implements new practices and protocols.</p>

Section 5: Detailed Priority Descriptions

Priority 1. Launch Safety and Belonging Action Team

District staff are leading many initiatives that address safety and belonging needs for students and for educators (e.g. suicide prevention programs, professional development on antiracism and White nationalism, campus monitors, etc.). Many of these initiatives are not known to Board members, community, or even other staff in the district, and many do not understand what the priorities and goals for the district are. In addition, many educators and administrators interviewed in the [Student Safety and Belonging Assessment](#) shared that work is often siloed and decision making processes within the district are not clear, oftentimes leading to a feeling of paralysis.

There is a desire for clear goals and discrete action on priority topics to demonstrate trust and follow through. We propose developing a cross-team staff workgroup, tasked with taking on critical implementation issues (see draft Team charter in Section 7). Once launched, transparently communicating about the Action Team and the topics they will address can give district staff assurance that safety and belonging priorities are moving forward. If the Action Team is regularly communicating about decisions made, it will start to build trust with district staff and help create shared understanding of district priorities.

The Safety and Belong Action Team would address the following topics:

A. Racial Harassment Policy Implementation

The Board is considering adopting a Racial Harassment policy, which was proposed by the [Community Alliance of Lane County](#) (CALC). Board input at a January 12, 2022 meeting included a request for revisions prior to adopting the policy. In addition, discussion at that meeting reinforced the importance of implementation of the policy even after a version is adopted by the board. This policy, particularly because it originated from community members interested in addressing acts of racism within the district, presents an opportunity for the

District to partner on implementing this policy in a way that matches the intent and builds community trust. Furthermore, the policy components include many of the promising practices that are already occurring in the district and which could be expanded (i.e. building on strengths). For example, one component of the policy as proposed by CALC are restorative/transformational practices as an alternative to punitive discipline. Ensuring that a Safety and Belonging Action Team is working across the district to implement the policy, which has many components, will be critical to ensuring high-quality implementation. This is because a structure needs to “house” and be responsible for identifying what’s needed, what the timeline is, what the goals are, who should be involved, how decisions will be made, and how information will be communicated.

B. Prioritizing Professional Development Needs

As part of the Student and School Safety and Belonging Assessment, many students in focus groups cited examples of how they feel safe or unsafe in terms of emotional safety rather than physical safety. Professional development is a tool for supporting staff in their direct work with students and it is also an opportunity for the school district to create a shared understanding of district priorities and common practices and approaches across schools. Staff have expressed the need for clear professional development priorities due to limited capacity and a feeling that too many one-off trainings do little to improve practices across the district. Some believe that professional development priorities should focus less on academic needs and more on social emotional and mental health needs of staff and students. This professional development should include meaningful anti-racism training that goes beyond “101” level and supports district and school staff in operationalizing equity day-to-day.

With the suspension of some professional development for educators during the 2021-22 school year, some educators are concerned about how the district will “make up” for lost time. Many educators acknowledge that students’ social emotional (SEL) needs must be met in order to create the conditions for academic learning, and want the district to emphasize SEL, mental health, and anti-racism professional development. In addition, there is much confusion about who sets the professional development calendar and an interest in this being a collaborative process with educators. The opportunity here is to prioritize an area of professional development that staff say they want and students have identified as essential to their safety and belonging.

Proposed Action Steps:

The Safety and Belonging Action Team should recommend prioritized professional development and a timeline for the 2022-23 school year.

C. School Schedules

When students have a trusting relationship with an adult in the school, they are more likely to feel a sense of safety and belonging. In focus groups, students and educators elevated both the importance of these relationships and the need for time to develop relationships ([pg. 35](#)). Though educators and administrators share a desire and need for relationship development to support safety and belonging, the daily school schedules in many buildings do not support this.

Daily schedules are one way that the district embodies its priorities. If a priority is the safety and belonging of students, staff should be able to see how the schedule is aligned to that priority.

Proposed Action Steps:

The Safety and Belonging Action Team in close partnership with EEA, MAPS, and building administrators, should explore and recommend adjustments to the daily school schedules to ensure time for relationship and community development during the school days. This is a large topic, so the Team could start with questions such as, what are schools doing now in their schedules to create space for relationship and community building during the school day? If we are committed to every middle and high school student having a trusted relationship with an adult in the building, how might we adjust our schedules to make that possible? This could include exploration of a strong advisory program across middle and high schools.

D. Suicide Prevention

According to surveys from school administrators, teachers, and classified staff, the number one reason that these educators relied on School Resource Officers (SROs) was to have SROs conduct wellness checks at students' homes or in the community ([p. 47](#)). Though not all of these wellness checks were related to concerns that a student may have suicidal ideation, it is well known that the pandemic has exacerbated mental health issues among students (and educators) and student suicides within the district have tragically occurred. Student wellness is a concern, perhaps now more than ever.

Suicide prevention programs are therefore one integral aspect of safety and belonging, and it is an area that the district has a considerable foundation on which to build. The Student Wellness & Safety Team at Eugene 4J has identified a model for suicide prevention called [Sources of Strength](#). That team has secured funding from Lane County that will allow up to \$5,000 per school to support implementing this program for a one-year period. As noted on the Student Wellness & Safety Team's [website](#), "[t]he mission of Sources of Strength is to prevent suicide by increasing help-seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention."

Proposed Action Steps:

The Sources of Strength model recommends the first step towards implementation as engaging with district and school leaders to discuss the need and goals for the program, followed by creating a shared understanding of the best way to use the resources provided by Lane County (e.g. these resources allow funding for substitutes while teachers attend professional development to be exposed to the program). Questions about how this program can be modified both to fit the unique needs of the Eugene 4J community context and how it will be culturally responsive to support all students can be addressed as part of this process. Additionally, giving consideration to how the program could look in elementary, middle and high schools will be helpful to administrators in implementation. We recommend that these conversations start at the Safety and Belonging Action Team level because it will be a cross-district, interdisciplinary team, which will help build a shared understanding and vision

needed for the program's success, and how it supports the goals at the beginning of this document around safety and belonging.

E. Defining Eugene 4J's Restorative/Transformative Justice Approach and Practices:

Terminology Note: Some leaders prefer the district to use the phrase "transformative practices" or "transformative justice." In part, this implies acknowledging that the word "restoration" means the goal is to get back to a baseline of where relationships were. If that baseline is surrounded by racial inequities, it is seen as insufficient. As a result, the concept of "transformative justice" implies a more just goal and is a preferred term by some. However, because this phrase is not as well known, "restorative/transformative justice" is used to meet the interest of using terms that are familiar to most people within the district staff, and acknowledging the desire to have more aspirational goals.

Surveys and focus groups with students and educators (including teachers, classified staff, and principals) in the Student Safety and Belonging Assessment identified restorative/transformative justice as a promising approach to addressing issues that might instead resort to discipline use. Further, restorative/transformative justice is one of several components identified in the draft Racial Harassment policy.

There are places within the district that these practices are being used, though it is not happening throughout the district in an integrated fashion and there is not shared understanding of what the components of restorative/transformative justice approaches are, how they are defined, when they should be used relative to PBIS and discipline practices, what outcomes will be tracked, and how they will be tracked.

The opportunity for the district lies in leveraging the expertise of those within the district and community members/experts who already use restorative/transformative justice in creating a comprehensive, district-wide program.

Proposed Action Steps:

The terms "restorative justice" and "transformative justice" may not be accompanied with clear definitions that district staff, students, and families are aware of. If this is going to be a significant component of any strategies to increase safety and belonging, developing a district-wide definition, and deciding on one primary term, is a recommended starting point. If district leaders believe a current definition is sufficient, this should be communicated and shared with the Safety and Belonging Action Team to be workshopped if necessary, and then shared with the Equity Committee.

Defining "restorative/transformative justice" in a Eugene 4J context should consider how the approach is more than a tool for reducing discipline disparities. The intent and practices have implications for how staff and students treat each other and relate to each other in times of conflict or disagreement. For this reason among others, it is important to have a wide array of staff included in this conversation, including those that have been using "restorative/transformative justice" practices, PBIS experts, counselors, and campus monitors among others. Future steps (after a definition is established), should include defining training/support needs for educators and students along with standard operating procedures

or admin rules that articulate under which circumstances restorative/transformational is appropriate, when it is not, and work through specific scenarios to find common ground with educators. Professional development should be prioritized. Creative means should be explored to ensure that a core group of educators throughout all pockets of the district can serve as regional experts to train staff and students as needed (e.g. designate regional leads to be the “experts” and communicate that out to all principals and assistant principals).

F. Clarifying the intent, outcomes and approach of the Campus Monitor program

In the wake of the school board’s decision to not renew the contract with Eugene Police Department for School Resource Officer (SROs), many building administrators had questions and concerns about what would replace the functions that many SROs provided. In trying to be responsive to the needs of principals with valid and real concerns about what to do in certain situations, District leaders developed an alternative program that was not designed nor intended to fully replace law enforcement in schools- the Campus Monitor program. Rather it is intended to fill many critical roles such as assisting with de-escalation, safety assessments, suicide prevention, and support school staff with ensuring the school grounds are used for school purposes. This type of program is similar to what some other districts around the country are exploring/using to respond to the needs that come along with abruptly ending an SRO program without alternative structures in place to support leaders. Though intentional communications have been shared about the program and what it entails, there are also some district staff and community members who have raised questions about the intentions behind the Campus Monitor program and the relationship between the growth of that program and the district’s work on restorative practices. These questions appear to be coming from a place of “how might we ensure we align this program with our district values, and have a shared understanding of how that’s happening.” There is a shared interest and desire among those who have raised questions about the program and those who are leading the program to ensure that Campus Monitors contribute to safety and belonging, but there is a gap in a shared understanding of how that is occurring.

Some staff have shared that initiatives in the district can often feel siloed even if there is collaboration happening “behind the scenes.” This applies to many initiatives, including the Campus Monitor program. Without bringing the Campus Monitor program into a conversation about the district’s safety and belonging values and priorities, there is a risk of the same frustration and lack of shared understanding, which may undermine the safety and belonging efforts.

Proposed Action Steps:

The Safety and Belonging Action Team should seek clarity on the intent of the Campus Monitor program, the training that Campus Monitors receive, and how administrators are expected to engage with them. The Team should then evaluate how the program aligns with restorative justice and, ideally, the vision for safety and belonging that the Equity Committee will develop (See Priority 3). The Team should elevate any tensions or questions and recommend a timeline for addressing them.

Priority 2. Revise, Adopt, and Implement Racial Harassment Policy

As mentioned above, the Community Alliance of Lane County has raised the need for a specific racial harassment policy. Staff have also expressed the need for a clearer picture of the suite of harassment policies and instructions for when to use each policy. The Board is considering adopting the policy, but Board input at a January 12, 2022 meeting included a request for revisions to the draft proposed in the board packet. In addition, discussion at that meeting reinforced the importance of implementation of the policy even after a version is adopted by the board (this is why there is another section that is similar under the Safety & Belonging Action Team header above - that section is about implementation. This section is about revising and adopting the policy at the board level).

SeeChange recommends that Board members work with a small group of staff and community members (including CALC due to their initiation of this request) to review and revise the drafted policy. Following consensus from this group, they will introduce it to the Board and ask for adoption. This collaboration will support transparency in the process and relationship building between staff, board and community. Once the policy is passed, it will be implemented through the staff-level Safety and Belonging Action Team. Though this is a staff workgroup, this is not intended to prevent staff from partnering with CALC through periodic meetings to discuss implementation progress, to meaningfully engage in problem-solving, and to co-present to the Equity Committee and Board as needed.

Priority 3. Re-launch Equity Committee and Develop Vision

The re-launched Equity Committee will need clarity of purpose and to be empowered to lead on efforts that they are well-positioned to lead on in order to build trust with the district and an effective practice of working together.

As of January 2022, the district plans to include community members, families, staff and students on the committee and invite new members by February. SeeChange recommends that this committee be tasked with developing a vision of student safety and belonging. The process could include additional focus groups or interviews with staff, students and families (including those who have been pushed out of the system) to shape the work. The vision should answer questions that clarify what the safety and belonging priorities should be, including: what values does the Eugene 4J community hold related to safety and belonging? What should every student experience to strengthen safety and belonging across 4J? The Committee may need external facilitation support as the group composition requires sufficient planning time and current staff capacity may be limited by many other priorities.

The Equity Committee could present the vision to the Safety and Belonging Action team and District Leadership and together present a final version to the School Board.

As the Safety and Belonging Action Team engages in sprints they should consider inviting high level feedback from the Equity Committee. This would be an opportunity for district transparency and community insight on topics that directly impact students and families.

Priority 4. Build School Board Capacity to Lead Safety & Belonging Work at Policy Level

School Board members have an opportunity to play a leadership role in advancing safety and belonging in the district. All board members have publicly shared their desire to support what is best for students, and genuinely want access to information they need to feel empowered to make decisions. Currently the Board's lack of trust internally and dynamics with the district staff are not conducive to modeling nor leading the safety and belonging efforts that ultimately impact students. The Board should prioritize engaging deeply in meaningful anti-racism work (not just what anti-racism means, but what do anti-racist practices look like on the Board), building working relationships with each other, and developing processes and protocols for working together as a board and for working with staff. Roles around policy development should be clear for the board, whereas clarity around how policy translates into administrative rules and practices should be led by staff. The board should, for example, proactively decide on a calendar of updates from staff they would like, collectively decide with staff what cadence of updates makes sense, and decide what information is relevant to them when they receive staff reports so that staff are prepared and have been provided that direction in advance. Practices about how new board members can engage with pre-existing committees or workgroups should be codified in working agreements or policy to allow for new voices when on-boarding new board members.

SeeChange recommends the prioritization of internal work for the board so that it can play a significant role in supporting the vision for safety and belonging developed by the Equity Committee. The Board should provide oversight of implementation of this work plan through a regular informational update at board meetings.

Section 6. Visuals

To visually represent the way that this plan is interconnected and how it relates to timelines, please reference the image below. This is not intended to be used alone as it could be misinterpreted without the rest of the context of the work plan. If changes to this image are desired, please find the [editable version here](#).

This is not a stand-alone document. Necessary context can be found in full Safety and Belonging Workplan.

February 2022- June 2022

July 2022- June 2023

School Board

Revise and Adopt Harassment Policy

Capacity: Anti-racism, relationship building, policies and protocols for working together

District Staff

Launch Safety and Belonging Action Team

Launch Safety and Belonging Action Team makes decisions on: harassment policy implementation, professional development prioritization, sources of strength adoption, school day structure, and campus monitor program transparency and alignment

Build shared understanding of the vision for safety and belonging. Roles and responsibilities are clear.

Equity Committee

Lead safety and belonging visioning (What values does the community hold related to safety and belonging? What should every student experience?)

Section 7. Draft Charter for Safety & Belonging Action Team

Safety and Belonging Action Team Charter *DRAFT*

Note: This is intended as a first draft to offer the Eugene 4J School District an opportunity to take this template and modify it to the unique needs of the District. It should be reviewed at the first meeting of the Safety and Belonging Action Team to ensure that this document reflects the desires of the group. The group should also develop community agreements at its first meeting.

Purpose of the Safety and Belonging Team

District staff are leading many initiatives that address safety and belonging needs for students and for educators (e.g. suicide prevention programs, professional development on antiracism and White nationalism, campus monitors, etc.). Many of these initiatives are not known to other staff in the district, Board members, community, and many do not understand what the priorities and goals for the district are. In addition, many educators and administrators interviewed in the [Student Safety and Belonging Assessment](#) shared that work is often siloed and decision making processes within the district are not clear, oftentimes leading to a feeling of paralysis. This can be a frustrating experience for the staff who are leading on this work, and can exacerbate burnout.

To address these issues, SeeChange recommends that the district leadership develop a Safety and Belonging Action Team. The recommendations rests on the premise that a cross-district functional team that is guided by clear decision-making processes, reports regularly to the board and Equity Committee, and dissects one discrete issue at a time in short intervals can help: a) promote a feeling of getting stuff done/accomplishment; b) build trust that input will be heard and used to make decisions collaboratively and decisively; and c) create a shared sense of the role staff have in promoting safety and belonging and their shared goals. It is important that this team does not become a team of just senior leadership for the administration, as that would not meet the intent of this proposal.

Safety & Belonging Goals

Overarching Goal: Eugene 4J will work toward safety and belonging for all students, strengthening and expanding programs and policies that address inequities in feelings of safety and belonging, and discipline practices that disproportionately impact students of color, LGBTQ students, and students with disabilities.

2021-22 School Year Goal: Focus on clarifying roles and structure

By June 2022, in order to create the conditions for this overarching goal: a) the Board, the staff, and the Equity Committee will have clear roles and responsibilities in defining the vision and priorities for strengthening safety and belonging; b) each of these groups will have shaped their roles and responsibilities and owns their plan for action; and c) the district will have a clear structure for implementing initiatives related to safety and belonging across the district. NOTE: The Safety and Belonging Action team is responsible for the staff component of this goal, all of which are highlighted.

2022-23 School Year Goal: Focus on what safety and belonging means for students; building shared understanding; and implementing priorities with district staff, the Board and Equity Committee

By June 2023, there will be: a) a shared understanding of what safety and belonging looks like for all Eugene 4J students; b) clear staff expectations and supports for safety and belonging; c) define what accountability for safety and belonging outcomes looks like (i.e. who is responsible and for what).

Membership

The Team will be composed of staff representatives from across the district. The intent is to ensure that district leaders AND those who work in schools AND those who work at multiple schools are participating to align practices across the district. Participants should be representatives from the groups identified below. It should be noted that a large group may become difficult to manage for short sprints. If the Team desires, it may break into smaller working groups (e.g. one sprint group focuses on Sources of Strength rollout, another group focuses on defining the phrase and approach behind 4J’s restorative/transformational justice model). It should also be acknowledged that those who have duties that need to be offloaded to facilitate participation should have that ability and additional resources should be made available to backfill where possible.

- Assistant Superintendents (these may rotate out with the sprints based on the issue area)
- Equity & Inclusion team members
- CORE (EEA) team members
- Classified Staff representation
- Student Wellness & Safety team members
- At least one building principal from each level
- Other team members include those who are the district experts in Special Education services, social work, culturally responsive education, family engagement, PBIS and behavior supports, restorative/transformational justice, campus monitors, and translating board policies into administrative rules (i.e. district counsel)

Questions about why there are not community members, board members, or students on this Team are reasonable and expected. The intent behind why this Team is all district staff is because SeeChange believes that trust amongst staff will be foundational to building trust between district and community and board. Keeping this group staff-driven will be essential for success. This is not to prevent the Team from inviting in periodically community members, students, and Equity Committee members. In fact, empathy interviews with these stakeholders is recommended as a routine part of operationalizing this committee. In addition, SeeChange recommends that regular reporting through designated staff liaisons occurs to the Equity Committee and to the Board. Finally, the Equity Committee should have goals and actions that are aligned and connected to what this Team is leading. **In summary, this Team is intended as the staff-driven engine for the body of work related to safety and belonging, while the Equity Committee can be the student and community engine.**

Responsibilities

The Safety and Belonging Action Team is responsible for implementing the initiatives in [this work plan in service of the goals outlined in the plan](#). The first task of the Team is to review the work plan and to prioritize/calendar issues for the training 2021-2022 school year and for the 2022-23 school year.

When that process is complete, the group can begin working on the first sprint using the following steps and centering education equity at every stage of the process:

- 1) **Summarizing the issue and how it impacts students of color, students with disabilities, students who are ELL, students who are LGBTQ+, and students who face other barriers** (e.g. there is much interest in expanding restorative justice throughout the district as one alternative to address disproportionality in discipline and to address racial harassment in schools. It's a core part of the Racial Harassment policy)
- 2) **Defining the problem of practice from the vantage point of an educator and from a student from a historically underserved population** (e.g. there is not a shared definition for restorative/transformational justice across the district so implementation of it looks different throughout the district and it's not clear how it relates to PBIS/discipline, and it's not focused on addressing discipline disparities. When a student has been harmed by a bias incident, there is often no recourse for the harmed student to know what has happened, if anything, and that exacerbates feeling not safe in the school environment.)
- 3) **Exploring what has been working across the district and what has not.** This step may include having Safety and Belonging Action Team members or their colleagues doing [empathy interviews](#) with students and educators from historically underserved populations to better understand what is working well and what is not related to a micro-issue (e.g. what is working well in X school is that Principal Y has already defined restorative justice and shares sample materials related to the rollout in that school. Principal Z shares similar stories about how it works at a different level)
- 4) **Develop a path forward/solution to the problem of practice** (e.g. adopt the combined definition of restorative/transformational justice that is applied in Principal Y and Z's schools and an outline common approach)
- 5) **Create evaluation/monitoring via 3 month, 6 month, and 1 year goals and how success will be monitored and measured** (e.g. 3 month goal - draft districtwide definition of restorative/transformational justice and seek input from Equity Committee)

Decision making

Below are example options and the Action Team is encouraged to decide on what works best for the group, including naming the tradeoffs with either approach, and exploring any alternatives that the group has experience with:

Option 1: Consensus - everyone in the group who is working on the particular sprint must come to a consensus decision about what the problem of practice is and what the plan of action will be. One advantage of this is to promote shared buy-in and ensure that all individuals' interests are met and honored. One disadvantage is that consensus can prolong the process and that power dynamics may unintentionally marginalize some voices and force some people to feel "pressured" into deciding with the majority.

Option 2: Majority rules - each group of individuals working on a sprint votes on decision points including defining the problem of practice and the plan of action. The majority decision moves forward. One advantage of this is to have a simple and quick process that meets the needs of "most" of the group. One disadvantage is that the minority perspectives tend to be marginalized and do little to advance trust and a need to feel heard where it is most needed.

Option 3: Each sprint group votes on a consensus basis for 2 team leads. These leads will be responsible for hearing all perspectives and deciding based on the protocol they deem is best (it is important for the leads to use a consistent decision process for all decisions in a given sprint).

None of these options preclude the group from seeking information and feedback from other staff and community members, including the Equity Committee, before a decision is made. It is important that a decision-making process is determined before external feedback is sought and that the process is communicated to those individuals or groups. This will help provide transparency, build trust and prevent confusion about the intention of feedback.

Reporting

The Safety and Belonging Action Team reports to the Superintendent. They made recommendations to the Superintendent, who makes the final decisions on major decisions. Therefore, the Superintendent is not a working member of all action team meetings and instead ensures that staff feel empowered to attend without the Superintendent. The Superintendent may attend meetings as needed to demonstrate leadership and direction (such as during the launch of the group). With the Superintendent’s direction, the Safety and Belonging Action Team also has liaisons responsible for reporting to the Equity Committee and the School Board. It is recommended that the staff who are closest to the issues are reporting on them. However, it should also be recognized that some staff may not be comfortable presenting to these groups. This feeling should be honored and alternative presenters should be discussed by the action team sprint group who worked on the issue and decided according to decision-making protocols.

Facilitation

The Team should designate a facilitator within the district who has earned high trust from staff throughout the district. Alternatively, consider hiring a local external facilitator.

Resources

Please [click here to access a folder of resources](#) that may support the work of the Safety & Belonging Action Team. Most of these resources are provided by the [National Equity Project](#), which offers many workshops and trainings particularly for educators and those who work with educators. These resources are not exhaustive. Below is a directory of the resources in that folder:

Resource	When to use it
Consensus-decision protocol (fist to five)	For decision-making process in groups
Equity Scenarios for Agenda Building	For when you have a problem and want to engage colleagues in a meeting to discuss it. This may help to define clear meeting objectives.
Lane County Equity Lens Toolkit	Many equity lenses often are so broad that it may be difficult to connect to a particular issue or challenge. Page 18 of this has specific equity lens questions in thinking about communicating

	the work of the Safety & Belonging Action Team. There are also great questions there for other topics such as gathering information and leadership.
Consultancy Protocol	For early stages of each sprint. This may help to define the problem you want to tackle in a narrow way that is concrete and able to addressed in a short 3-4 month sprint.
Education Equity definition	For when you need to ground your work in a clear “why” and goal

Student & School Safety Assessment Report

Prepared for Eugene 4J School District

August 2021





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Executive Summary

Following a year of intense community discussions regarding School Resource Officers in schools amidst national conversations about race and police, the Eugene 4J School District contracted with a consulting firm, SeeChange LLC, to conduct this Student and School Safety Assessment. The Assessment offers a landscape analysis of the strengths, challenges, and opportunities related to student and school safety. This engagement was intended to include perspectives from a sample of the community – not as a comprehensive community engagement and planning process. This Assessment includes data gathered and analyzed from 33 hours of Eugene 4J student, family, and educator interviews and focus groups and 516 responses to surveys from educators between April and June 2021. In addition to this engagement, SeeChange reviewed district policies and resources, and analyzed discipline and school climate data from student surveys.

In general, students and educators feel safe at school. There are promising practices happening in pockets throughout the district where students experience culturally affirming environments, there is a focus on relationship building and repair, social and emotional needs are addressed, and there is growing diversity in the educator pool. However, there is a disconnect between what students feel are the most pressing safety issues for them and what district resources, policies and practices are addressing. The systemic challenges include a lack of a north star that drives policy and resource decisions, lack of alignment in professional development, need for a deeper commitment to equity, siloed initiatives and departments, and policies and procedures that leave a lot of room for exclusion, individual bias, and disparities.

SAFETY

1. White students, including those experiencing disabilities, were more likely in focus groups to say they feel safe compared to students of color. Students feel the least safe at school when they experience racism, homophobia, transphobia, ableism, sexism, and other acts of hate and bullying.
2. Mental and emotional health is a bigger issue and priority to students' safety than threats of physical force.
3. Teachers and administrators typically feel safe at school with some notable differences.

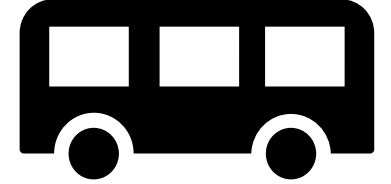
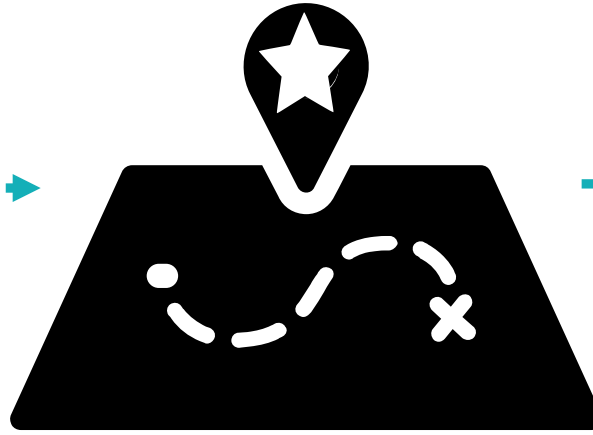
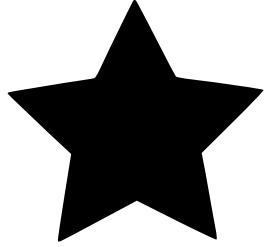
ENVIRONMENT

1. Schools disproportionately discipline students of color and students with disabilities. Discipline policies and routines are inconsistent across schools and classrooms and leave room for bias and/or considerable discretion.
2. A districtwide culture of excluding students from classrooms and schools disproportionately affects students of color and students with disabilities.
3. School Resource Officers' duties were broad and educators, primarily administrators, relied on them for a breadth of responsibilities, including wellness and safety checks on students outside of school.
4. There is a misalignment between SROs' duties (prior to contract termination) and what helps students feel a sense of safety and belonging.

ENGAGEMENT

1. The quality of the way in which schools engage students is the cornerstone of safety and belonging. Students feel safer and more connected to school and academics when schools create the conditions necessary for students to see themselves reflected in their curricula, their educators, and the teaching practices employed.
2. Students want teachers they can trust to listen to them, to understand and support their learning experiences, and to promote safety in the classroom.
3. Families participate in the school community when the schools can connect to them culturally and linguistically.

Process Recommendations



Begin a community visioning process to develop a shared north star for safety & belonging

Focus the engagement on co-developing a north star of what the district will achieve and by when related to safety and belonging (including a districtwide definition of these terms, clear goals, and priorities informed by this Assessment)

Design clear roles for students, community members, educators, and board members for the process in order to align the vision with implementation (i.e., ensure that those who are tasked with implementing the vision need to understand the intent).

Engage the student and family communities that are most impacted by disproportionate discipline and exclusion (informed by this Assessment)

Allocate appropriate time and resources to do this work well (e.g., at least a 1-year process, ensuring that community experts – not just paid district staff - are compensated for their expertise and time to advise and co-develop, etc.).

Develop a plan to align policies, practices, & resources according to north star

Align districtwide initiatives through the development and implementation of a collaborative strategic planning process. It is important for educators, especially educators of color, to have a voice in developing this plan. Student and parent engagement should also be co-planners, not just as attendees as focus groups or listening sessions. This process should also include developing metrics for success to track progress.

Ensure that all district initiatives, such as Learning for All, the Behavior Framework, and Positive Behavior Intervention Support System, connect to the key goals articulated as part of the All Students Belong north star.

Implement the plan, ensuring that building-level leaders have clear expectations regarding their role in carrying out district priorities and are supported to translate them to local school community contexts

Develop clear roles, expectations and supports to meet this vision. (e.g., what are the common set of expectations for district and building level leaders and all staff for creating the conditions where all students feel safe and a sense of belonging)?

Introduction

The Eugene 4J School District, prompted by the School Board, hired SeeChange in the spring of 2021 to conduct a Student and School Safety Assessment. The Assessment offers a baseline of information to promote a shared understanding of the strengths, problems, and opportunities related to safety and belonging from the perspective of a diverse range of Eugene 4J stakeholders. The Assessment includes an analysis of student education outcomes and discipline data, and data from surveys, interviews, and focus groups with students, parents/guardians, teachers, classified staff, school administrators, and district administrators (all school staff are referred to as educators throughout this report, with distinctions made as needed). District policies, practices, resources, and recent student and community engagement were also reviewed as they pertained to the issues of safety and belonging. The types of information that was gathered included (but was not limited to):

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- What do the terms “safety” and “belonging” mean to district stakeholders, including students themselves? What is going well in the district related to school and student safety and belonging?
- How does feeling “safe” or like they “belong” correlate to a student’s ability to do well in school?
- What role did School Resource Officers (SROs) play in schools prior to the contract not being renewed with Eugene Police Department last year? What are the range of perspectives about the non-renewal of the contract and what gaps remain without the contract?

This Assessment includes data gathered and analyzed from 33 hours of Eugene 4J student, family, and educator interviews and focus groups and 516 responses to surveys from educators between April and June 2021. In addition to this engagement, the Assessment reflects stories and feedback shared through the Student Investment Account process led by the district in 2020 and the townhall meetings regarding racism in schools led by the Eugene Education Association in 2021 with district support. This data was relevant to review for this Assessment because the nature of feedback was related to student safety and belonging.

This engagement was intended to include perspectives from a sample of the community – not as a comprehensive community engagement and planning process. In part, this was due to the nature of an Assessment. Assessments done at the beginning of planning processes allow a community to build a foundation of shared understanding of the broad range of issues pertinent to safety and belonging and mitigates the tendency to create solutions to problems that have not been fully defined or understood. In addition, comprehensive community engagement requires more time than the three months in which this Assessment was conducted during complex hybrid to in-person learning transitions. Further community engagement is one recommended next step within the district’s long-range work to ensure that every student feels safe and a sense of belonging at Eugene 4J schools.

Context leading up to this Assessment

May 2020 National calls to end policing in schools begin, prompted in part by the police killing of George Floyd

June 2020 Eugene 4J School Board votes to “extend the contract with EPD [Eugene Police Department for SROs] only until December 31...”¹

Sept. 2020 Oregon Department of Education creates the All Students Belong rule (and renames it later to “Every Student Belongs”). Requires every district to adopt and implement policies and practices that prohibit use and display of hate symbols and affirms that students have the right to an education free from bias incidents, hate speech, and harassment, and discrimination.²

Dec. 2020 Eugene 4J School Board adopts the formerly “All Students Belong” rule required by Oregon Dept of Education.³

At its work session, the School Board set ⁴All Students Belong priorities and defined a “north star” to address racial inequities and work toward safety and belonging for all students. Their priorities included “reorient[ing] discipline and safety practices towards transformative justice so all students feel safe at school.” Further, discipline practices “should not disproportionately harm students of color, LGBTQ students, students with disabilities, or any other groups of students.”⁴

April 2021 Lane County declares racism a public health crisis.⁵

¹ June 17, 2020 [Board meeting minutes](#). The board did not renew the contract after December 31 in later actions.

² Oregon Administrative Rule [581-022-2312](#).

³ December 2, 2020 [Board meeting minutes](#). Policy ACB Hate Symbols and Bias Incidents.

⁴ December 16, 2020 Board Work Session materials, 12/16/20, [Presentation for School Board Work Session on Safety Plan](#), p. 6.

⁵ Lane County [Order and Resolution No. 21-04-21-01](#), adopted April 21, 2020.

Education Equity defined

In its actions in December 2020, the Eugene 4J Board chose to prioritize education equity. The definition of education equity used as the lens for this Assessment is, “When each child receives what they need to develop to their full academic and social potential.”⁶

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To achieve equity in education...

We must develop leaders who can..

Transform our institutions by eliminating inequitable practices and cultivate the unique gifts, talents, and interest of every child...

So that success and failure are no longer predictable by student identity – racial, cultural, economic, or any other social factor.

⁶ National Equity Project, available at: <https://www.nationalequityproject.org/education-equity-definition>. Image is reproduced from the same source



Methodology & Participation

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Approach

Creating the conditions for informed engagement towards equitable outcomes

So often, organizations set out with great intentions to recruit diverse voices to the table to develop solutions for pressing, complex challenges. Recruiting diverse voices to the table is just part of the equation to redressing historic and current imbalances of power. Solving complex problems such as education inequity requires understanding root causes and a diverse range of perspectives. When people with diverse lived experiences and expertise are not invited to take part in identifying and disentangling root causes, we often end up with solutions that do not address the causes, but rather the symptoms.

Ensuring that everyone has access to information about the current state of programs and policies so that they feel empowered to participate fully in discussions is important for helping people imagine what's possible. The intention of this Assessment is to support the Eugene 4J community's long-term work to create the conditions in which every student feels safe at school and has a sense of belonging.

The components of this Assessment are summarized on the right. The Student Outcomes Assessment and Focus Groups, Interviews, and Surveys are detailed on the subsequent pages. Data and insights from the Policy & Resource review and the Equity Committee engagement are integrated into the findings and insights section of this Assessment.

Student Outcomes Assessment



- Discipline
- Attendance
- Grades

Policy & Resource Review



- Board-adopted policies
- Discipline reporting forms
- District current/recent work on safety and belonging
- Student handbooks
- Budgeting protocols
- SRO contract
- Student safety and wellness resources
- Resources for professional development re: equity
- Literature review
- Eugene 4J Student and Community Engagement archives from 2020 and 2021

Focus Groups, Interviews, & Surveys



- Students
- Teachers
- Classified Staff
- School Administrators
- District Administrators⁴⁴
- School Climate Survey

Equity Committee Engagement



- Led the committee over 3 meetings to make meaning of preliminary analyses on student discipline data, student focus group data
- Invited feedback on process

School Outcomes Data

Data: The Eugene 4J School District shared de-identified student-level data with SeeChange; this data included academic, attendance, and discipline records. The analysis for this Assessment used data from the 2018-19 and 2019-20 school years because they were the most recent years that reflect students' average learning experiences prior to distance learning prompted by the COVID-19 pandemic.

Processing: SeeChange constructed a student-level dataset by combining multiple data spreadsheets. For students who had multiple student records, SeeChange kept the records that were the most complete or the most recent and all others were dropped. Other inconsistencies within student records were cleaned using best practices. Due to such data quality issues, the dataset used for analysis might not include records for all students enrolled in the school district during the school years of focus.

Analysis: Researchers used descriptive analyses (e.g., percentages and averages) and logistic regressions to predict the likelihood of certain outcomes. Analyses controlled for student- and school- level characteristics, when relevant, to be able to compare outcomes across schools, school types, and student groups. Findings were disaggregated for such comparisons and reported as needed.

Data

- De-identified student-level academic, attendance, and discipline records
- 2018-19 and 2019-20 school years

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Processing

- Combined multiple datasets
- Data cleaned using best practices in the field
- Some students might have been dropped due to data quality issues

Analysis

- Descriptive and predictive analyses
- Controlled for student and school level factors
- Disaggregated findings

Focus Groups and Interviews

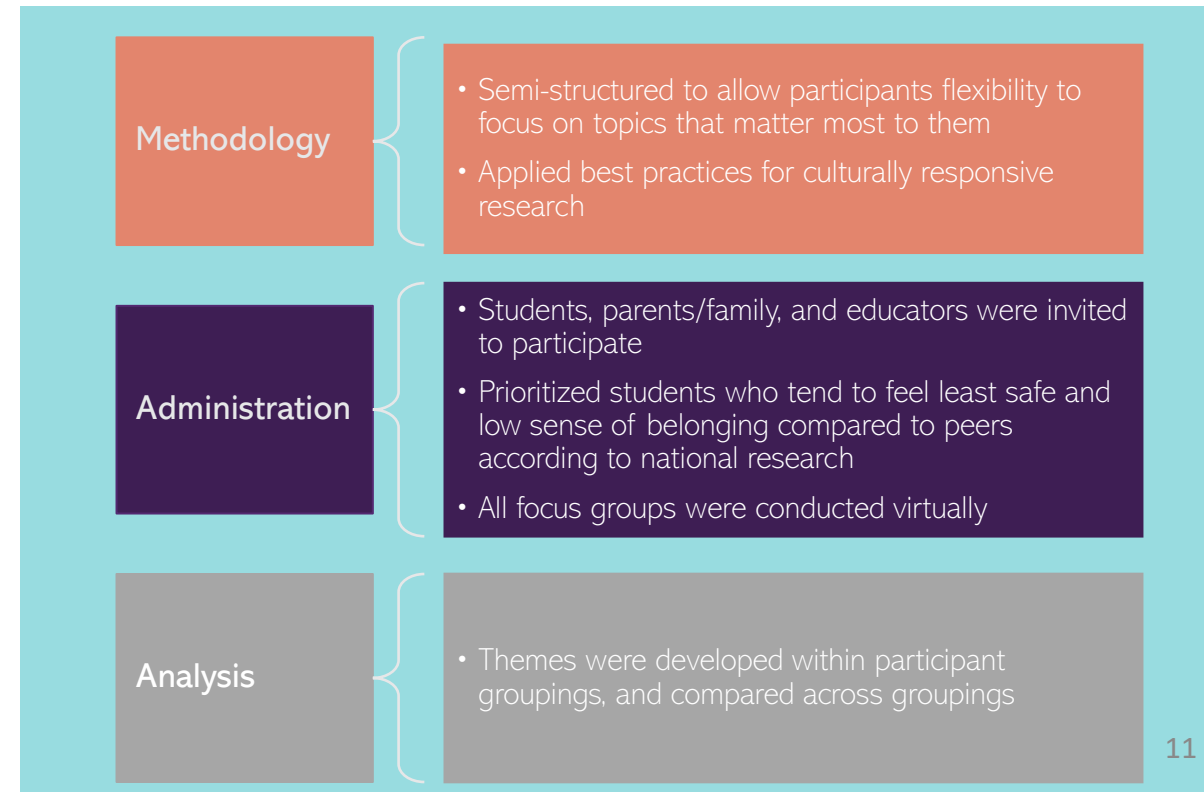


Methodology: Focus groups and interviews were semi-structured, meaning researchers used a protocol to guide the discussions, but retained flexibility in the conversations for participants to elaborate on topics that were meaningful to them. SeeChange conducted all 15 focus groups and interviews except the focus group conducted in Spanish. This was facilitated by a Spanish-speaking Family Resource Coordinator. For this group, the protocol was provided prior to the focus group and the group's data was translated by district staff. This data was analyzed by SeeChange along with the other focus group and interview data.

Administration: Participants included 28 high school students, 15 parents/guardians, and 40 educators (teachers, classified staff, and administrators). Students and parents/guardians participated from the following school communities: Churchill High School, ECCO High School, North High School, Sheldon High School, South High School, River Road/El Camino del Río Elementary School, Cal Young Middle School, Gilham Elementary School, and Kelly Middle School. Students who participate in cultural affinity groups, students with disabilities, students who identify as LGBTQ, and students who attend alternative schools were recruited as part of a focused outreach effort based on national data trends about the communities of students who tend to feel less safe and less of a sense of belonging compared to their peers. Latino parents participated in a Spanish-language focus group and Black/African American parents/family participated in a focus group organized by the Eugene/Springfield NAACP. Students who participate in LGBTQ affinity groups were invited to participate in a focus group, but technical challenges prevented it from occurring.

Analysis: Themes were derived from all the stories and perspectives participants shared. Themes were generated across all participants as well as within groups of participants based on their social identities. This allowed us to compare differences in experiences for students and educators, and it allowed us to elevate the experiences that might be unique to a group of students and educators. Identifying information is not used in this report to honor participant confidentiality and anonymity.

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Interview and Focus Group Participants

28 Students*



7 Participate in an Asian Student Union



12 Participate in a Black Student Union



5 Enrolled in special education



3 Attend an alternative program



1 Participates in Equity Youth Educators



15 Parents



5 Black, African American



10 Latino, Hispanic



40 Educators



13 Teachers



15 Classified Staff



12 Administrators



School-based affinity groups, such as Black Student Unions, are open to all students regardless of their racial/ethnic and other social identities. The student categories in this chart reflect affinity groups and education programs that were included in outreach. The students who participated in each group represented diverse racial/ethnic, gender, sexual orientation, and other social identities. The 47 student categories do not reflect all groups and programs that were invited to participate, instead they reflect the groups and programs that had participants.

The NAACP's local chapter assisted with outreach for the Black/African American parent/family focus group; The Latino/Hispanic parent/family focus group was organized and facilitated in Spanish by a school-based family coordinator.

The local teachers' union assisted with outreach for a focus group with teachers of color.

*Only high school students participated due to the focused outreach through high school affinity groups

Educator Survey

Instruments: SeeChange developed and administered a survey for school administrators and another for teachers and classified staff. The surveys included a combination of multiple choice, open-ended, and demographic questions that gave educators an opportunity to share their experiences with and perspectives about:

- School safety
- Student belonging
- School Resource Officers
- Discipline data

Administration: In May 2021, survey invitations were emailed to all administrators, teachers, and classified staff. Responses were collected for at least two weeks before the survey was closed. Twenty-nine administrators, 212 teachers, and 275 classified staff from elementary, middle, and high schools and the district office completed the surveys. Among the classified staff who completed the survey were: educational assistants, behavior specialists, mental health counselors, academic counselors, security staff, bus drivers, and office staff.

Analysis: Themes were derived from open-ended question responses and descriptive analysis were used to summarize multiple choice questions. Demographic information was used to compare the responses of educators based on their role and location within the district and based on their race/ethnicity and gender, to the extent possible.

Instruments

- SeeChange developed a survey for administrators and another for teachers and classified staff
- Assesses educators' experiences with and perceptions of school safety and student belonging
- Multiple choice and open-ended questions

Administration

- All administrators, teachers, and classified staff invited to complete the survey electronically
- Survey responses were collected for 2 weeks in May 2021

Analysis

- Summarized open-ended responses by coding themes then categorizing codes
- Multiple choice questions summarized with percentages for response categories
- Findings disaggregated by respondent school affiliation and role, as well as race/ethnic and gender identity when appropriate

Limitations

The complexity of school systems and the myriad factors that constitute safe and supportive learning environments are not easy nor quick to study. While the scope of this assessment could have been broad and deep enough to cut through the many layers and investigate the myriad factors, it was significantly limited by resource and time constraints. Additionally, the assessment occurred during a time of significant transition both from distance to hybrid learning and end of school year activities.

Focus groups and interviews were the primary source of data because they provide a street-level view of participants' day-to-day experiences in the district's learning and teaching environments; such qualitative data cannot be captured through surveys and other quantitative data collection methods. However, focus groups do have some limitations:

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- They require a lot of time and resources to plan, coordinate, facilitate, and analyze. Limited time and resources meant we could not engage all possible stakeholders. Participants were prioritized to center the voices of students and families who have been historically marginalized in decision-making processes and who are known to be most impacted by such decisions.
- Participants might not feel comfortable sharing their views, especially if they are different from the dominant views of the group. This may lead to the unintentional exclusion of critical perceptions and experiences.
- While a standard protocol was used for all interviews and focus groups, questions might be asked in different ways or facilitation styles might vary.

Additional limitations to this assessment include:

- Participation in focus groups, interviews and surveys was voluntary. Though participation was sufficient to draw reasonable conclusions, they might not be generalizable to the experiences of non-participants.
- Student academic data was incomplete due to restrictions and quality issues with district data systems.
- Findings are descriptive and do not provide insight about causal relationships between factors.



Defining Safety & Belonging

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Definitions

SAFETY

Most research defines school safety in terms of feeling and being physically safe. For example, the U.S. Department of Education releases an annual report on the “Indicators of School Crime and Safety”⁷ in which most of the indicators focus on physical aspects of safety including:

- school shootings,
- threats and injuries with weapons,
- bullying (including cyberbullying)
- students’ use of alcohol and drugs,
- fights, and
- crime victimization.

Nationally, their research indicates that “crime and safety issues have become less prevalent at school throughout the last decade.”⁸ For example, it cites that half the number of 12–18-year-old students report any criminal victimization in the most recent 6 months in 2019 compared to 2009. Additionally, fewer students report being bullied (22% in 2019 versus 28% in 2009), and fewer report gang presence (9% in 2019 versus 20% in 2009).

A leader in research and supports around school climate and culture, **the National Center on Safe and Supportive Learning Environments (NCSSLE)** also notes the importance of emotional safety, defined by “an experience in which one feels safe to express emotions, security, and confidence to take risks and feel challenged and excited to try something new.”⁹ This research cites the importance of integrating social and emotional learning throughout all education services to create the conditions for emotional safety. NCSSLE also affirmed common threats to physical safety, including much of what the U.S Department of Education studies – bullying, harassment, and substance abuse.

BELONGING

Most of the common aspects of the definition relate to whether students feel the following in the context of their relationships with their peers and school adults and in their environment:¹⁰

- personally accepted,
- respected,
- included, and/or
- supported by others in school.

These definitions convey that when all these components are present, students feel a positive sense of self that supports their ability to have their needs met, and which contribute to their engagement with their coursework.

Research indicates that the greatest predictors of a student’s sense of belonging are a) their “mental and physical conditions” and b) their general health; this implies that supporting student health and wellness is key to improving belonging.¹¹ This research finding is based off the theory of Maslow’s Hierarchy of Needs in that if a student has their health and safety needs cared for, then they can begin to achieve their higher needs – a sense of belonging. Conversely, without feeling safe and without feeling well and healthy, a student may not be able to feel that sense of belonging.

⁷Irwin, V., Wang, K., Cui, J., Zhang, J., and Thompson, A. (2021). Report on Indicators of School Crime and Safety: 2020 (NCES 2021-092/NCI 300772). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Retrieved [date] from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021092>.

⁸ Ibid.

⁹ National Center on Safe Supportive Learning Environments webpage, available at: <https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety>.

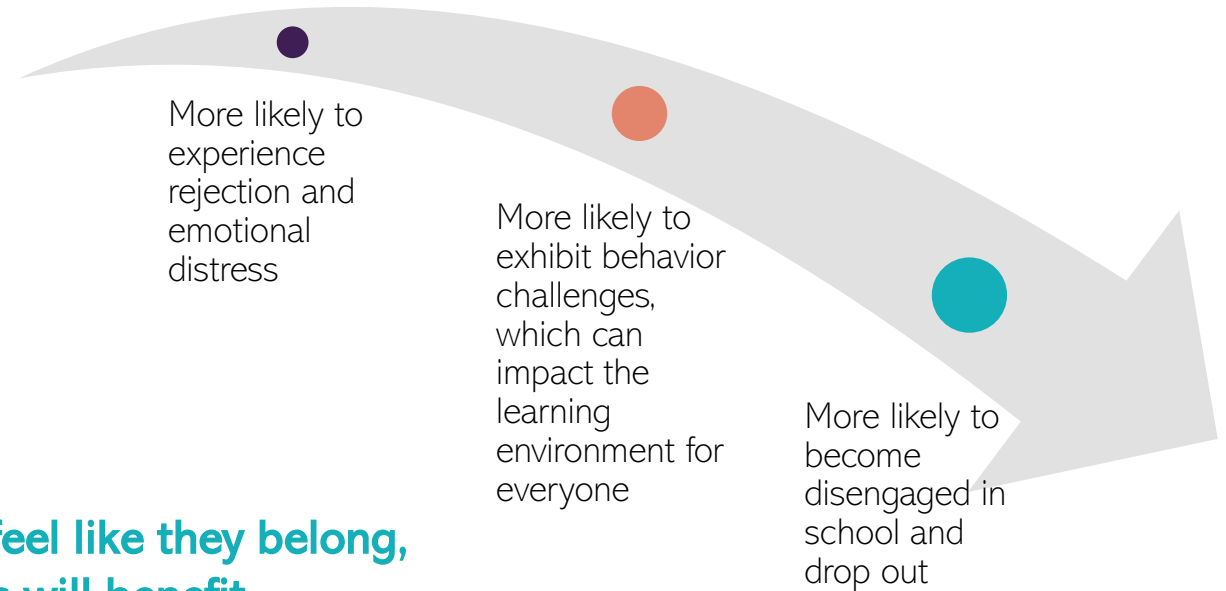
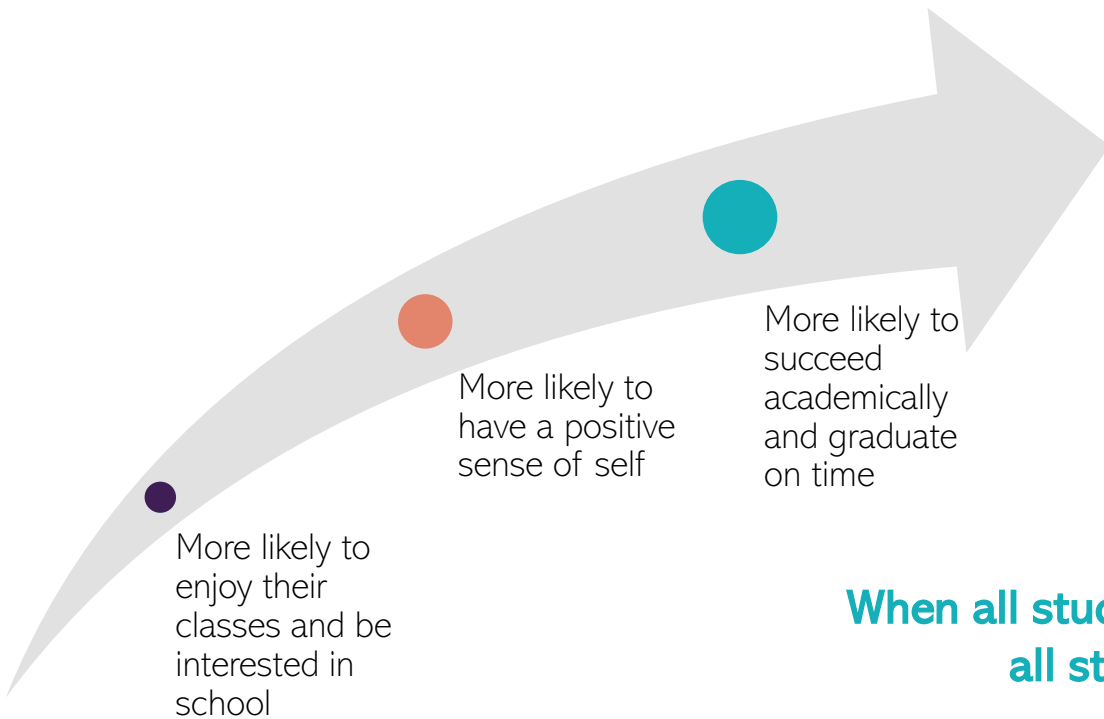
¹⁰ “Belonging and Balance in the Lives of Students and Staff: A Literature Analysis of the Role Belonging and Balance Play in School Success.” (2019). Generation Schools Network.

¹¹ Ibid.

Why does safety and belonging matter for student success?

When students feel like they belong at school, they are:¹²

When students feel like they do not belong at school, they are:¹³



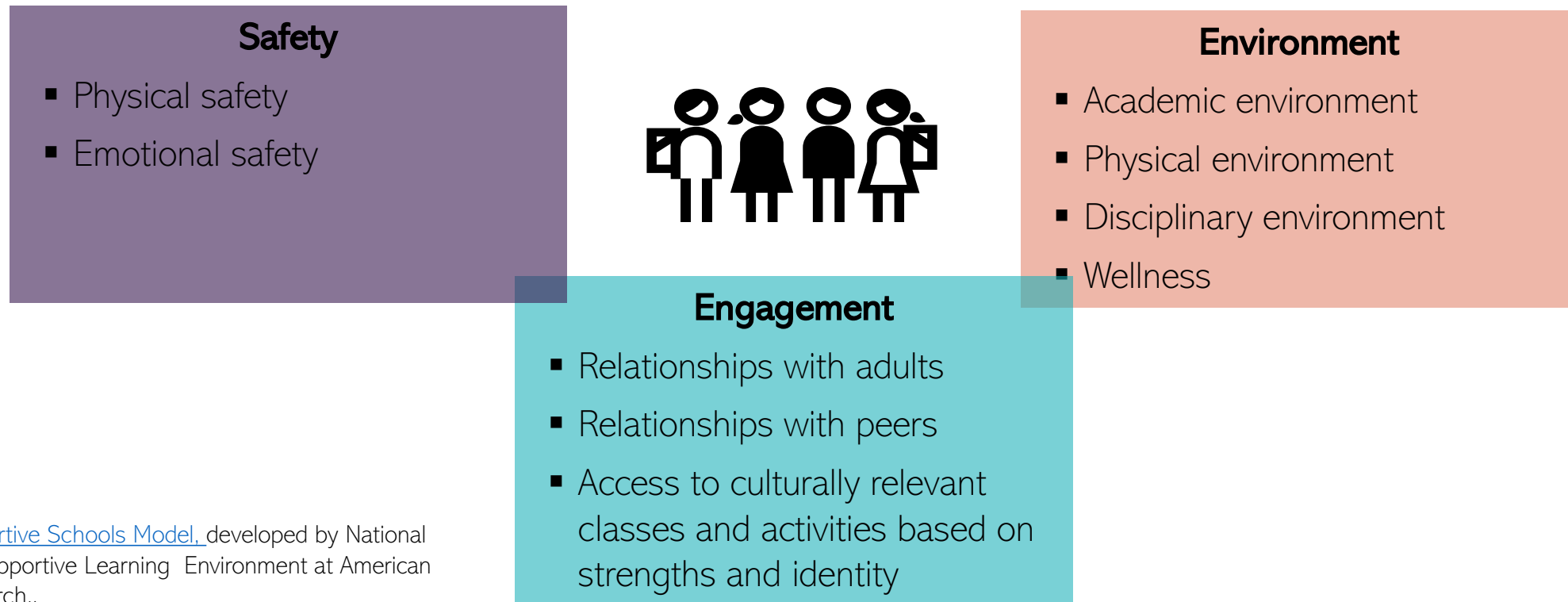
When all students feel like they belong, all students will benefit

¹² Osterman K.F. Students' Need for Belonging in the School Community. *Review of Educational Research*. 2000;70(3):323-367.

¹³ Osterman, K. F. (2010). Teacher practice and students' sense of belonging. In T. Lovat, R. Toomey, & N. Clement (Eds.), *International Research Handbook on Values Education and Student Wellbeing* (pp. 239–260). Dordrecht, The Netherlands: Springer. https://doi.org/10.1007/978-90-481-8675-4_15

Framework for Student Belonging

Based on the literature review, achieving student belonging encompasses a) students' feeling of physical and emotional safety; b) their engagement with peers, adults, and access to relevant classes and activities that affirm their identity and strengths; and c) various environmental factors including the disciplinary and academic environment. The relationship between safety and belonging is one in which belonging is an umbrella term and achieving it requires attending to students' basic needs and their feelings of physical and emotional safety. The Assessment framework used throughout this report was derived from the [National Center on Safe Supportive Learning Environments](#)' framework and is modified as depicted below based on the literature review. This framework provides the basis for how these report findings are organized, starting first with a detailed view of safety.



¹³ [Safe and Supportive Schools Model](#), developed by National Center on Safe Supportive Learning Environment at American Institute for Research,.



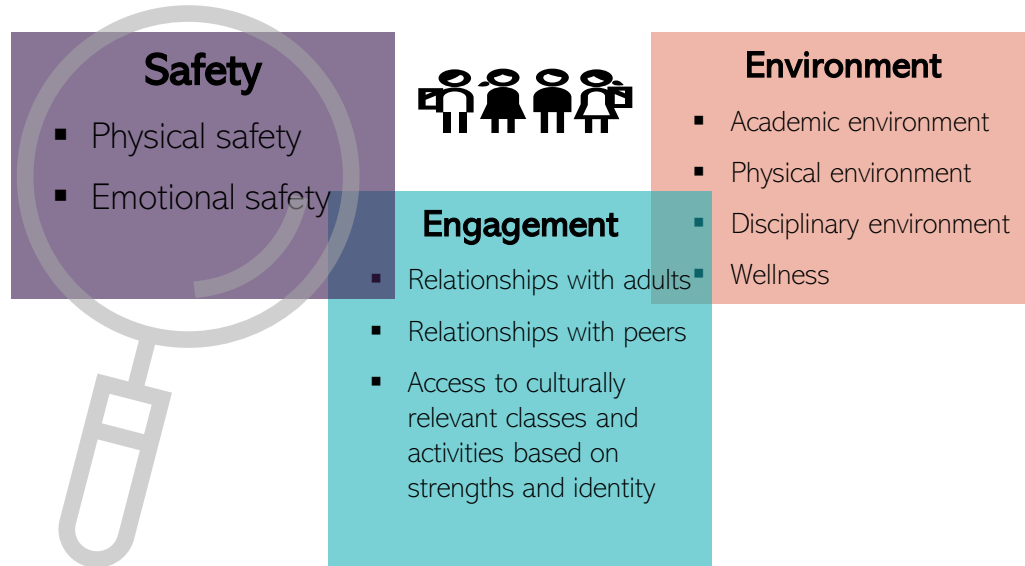
Findings & Insights

“There is a strong correlation between academic performance and sense of belonging that is shown to benefit all students across all levels of economic and social advantage and disadvantage (Appleton & Christenson, 2008). All students benefit from feeling that they belong to a group, regardless of their background or situation in life; however, this is not to say that all students achieve this sense of belonging with the same ease or difficulty. For some student populations, it can be more challenging to feel that they belong, creating more obstacles for school leaders and teachers to intentionally overcome in ensuring these students can establish a sense of belonging.”¹⁴

¹⁴[Belonging and Balance in the Lives of Students and Staff: A Literature Analysis of the Role Belonging and Balance Play in School Success](#) (2019). p. 6.

Summary of findings:

Safety



Eugene 4J's students, families, and educators also define safety as responding to both physical and emotional needs, but there are notable differences of which issues are most salient depending on the group. This is relevant because, as the district engages in long-term work to address student safety and belonging, it is critical to understand what each community needs to feel "safe" and like they "belong." Failing to understand similarities and differences could promote policies and practices that are misaligned with the needs of some communities.

While student belonging is the focus of this Assessment, it is clear both in the literature and in conversations with educators that educators' own sense of belonging is necessary as well. Educators, especially those of color, who do not feel safe or like they belong as adults in the school is an important marker of what students of similar identities may also experience.

- 1. White students, including those experiencing disabilities, were more likely in focus groups to say they feel safe compared to students of color. Students feel the least safe at school when they experience racism, homophobia, transphobia, ableism, sexism, and other acts of hate and bullying.** They want their teachers and other adults in the school to be better at directly addressing racism and other acts of hate and bullying in school, especially in the classroom.
- 2. Mental and emotional health is a bigger issue and priority to students' safety than threats of physical force.** Schools and educators need more training and development and sustained resources to be able to support students' mental, emotional, and behavioral needs.
- 3. Teachers and administrators typically feel safe at school with some notable differences.** Like students, they perceive the biggest school safety issues to be related to students' social-emotional well-being.

1. White students, including those experiencing disabilities, were more likely in focus groups to say they feel safe at school, compared to students of color. Students feel the least safe at school when they experience racism, homophobia, transphobia, ableism, sexism, and other acts of hate and bullying. They want their teachers and other adults in the school to do be better at directly addressing racism and other acts of hate and bullying in school, especially in the classroom.

In focus groups, students raised the issue of racism and other acts of hate not being interrupted and/or directly addressed when it occurs at school or in the classroom. School climate data shows that an estimated 50% of middle and high school students and 25% of elementary students have observed someone being harassed at school because of their race or ethnicity, and students of color are more likely than White students to observe such racism. Additionally, students who do not feel welcome or safe at school are more likely to observe racism than students who do feel welcome or safe. Similarly, 70% of middle and high school students who identify as LGBTQ have observed anti-LGBTQ acts of hate compared to 40% of their peers who don't identify as LGBTQ. This school climate survey data suggests that there is a correlation between feelings of emotional safety and observations of racism and homophobia; this was affirmed in interviews and focus groups with students.

In interviews and focus groups, overall, White students - including those experiencing disabilities - were more likely to say they feel safe compared to students of color. Several White students shared similar sentiments to this student, "I haven't had to try to feel safe or fit in. When you are White and around people who look like you, you don't have to try."

The single most prominent theme in student focus groups and interviews regarding what contributes to a sense of safety at school is the presence of supportive educators who can address racism, homophobia, transphobia, and other bullying when it arises. Some students shared positive experiences of when teachers interrupted racism in their classes or helped them navigate experiences of bullying, which helped them feel safe. On the other hand, many more students also shared stories of when educators ignored or failed to interrupt racist or bullying remarks. One student said, "Sometimes teachers will pretend not to see things." Another student made a comparison between the safety of students of color and the safety of students who say or do racist things, "...it doesn't feel safe to walk around the school. But people feel safe doing racist stuff." Parents of color also shared experiences in which they had to ensure that the district would act regarding a racist incident, rather than the district doing so automatically. These types of instances reinforce a lack of trust that the district will appropriately enforce their own policies through practices by addressing issues involving bias, hate, and explicit racism.

When students have an adult they trust who will listen and respond to their concerns, they feel safe in the presence of that person. Students value the presence of affinity groups that affirm their racial, ethnic, and/or cultural identity; the presence of adult advisors who lead these groups; Courageous Conversations classes; and the community-based program Equity Youth Educators (EYES) that creates safe spaces outside of the school environment for students of color. One student described EYES as the, "best safe space at South" and many more shared positive sentiments of affinity groups.

"Teachers need to be educated on how to address racial slurs, and they need to address it. The whole class hears [the slurs] and then they don't address it."

- Student

51% of teachers and classified staff say that training in addressing hate speech, racism, and bullying would help them feel safer at school.



"At BSU [Black Student Union] I can show up and feel supported and safe. There is nowhere else."

- Student

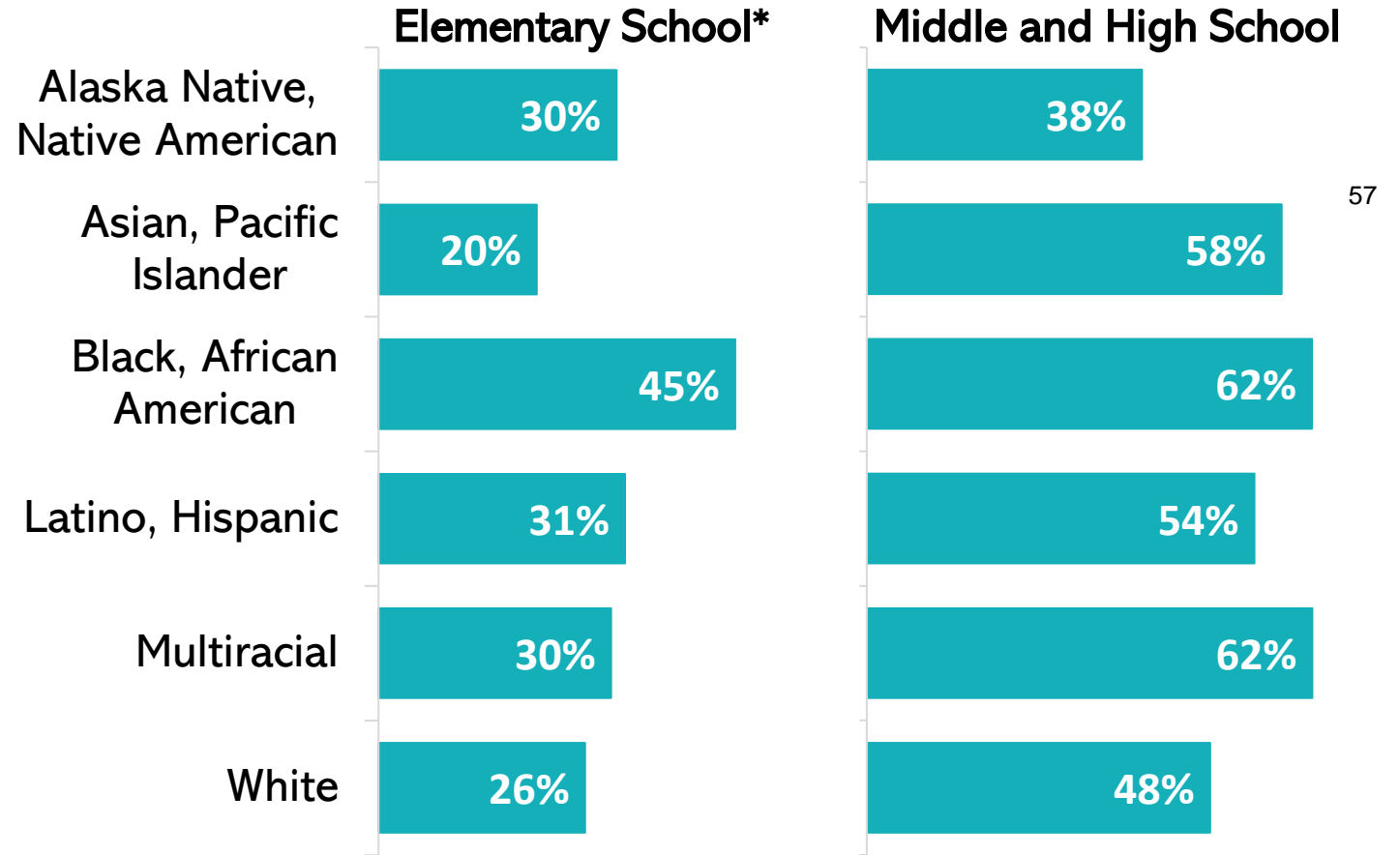
Chart A: Percent of students who have observed racism in school

Sample read: Thirty-one percent of Latino/Hispanic elementary school students have observed racism in school, compared to 26% of White elementary school students.

Key Takeaways: The students who are most likely to observe racism at middle and high school tend to be Black/African American, Multiracial, and Asian/Pacific Islanders, according to school climate survey data.

White and Alaska Native/Native American students are the least likely to observe racism at middle and high school.

While there are some differences in elementary school data, Black/African American students are consistently among the most likely to observe racism across all levels.



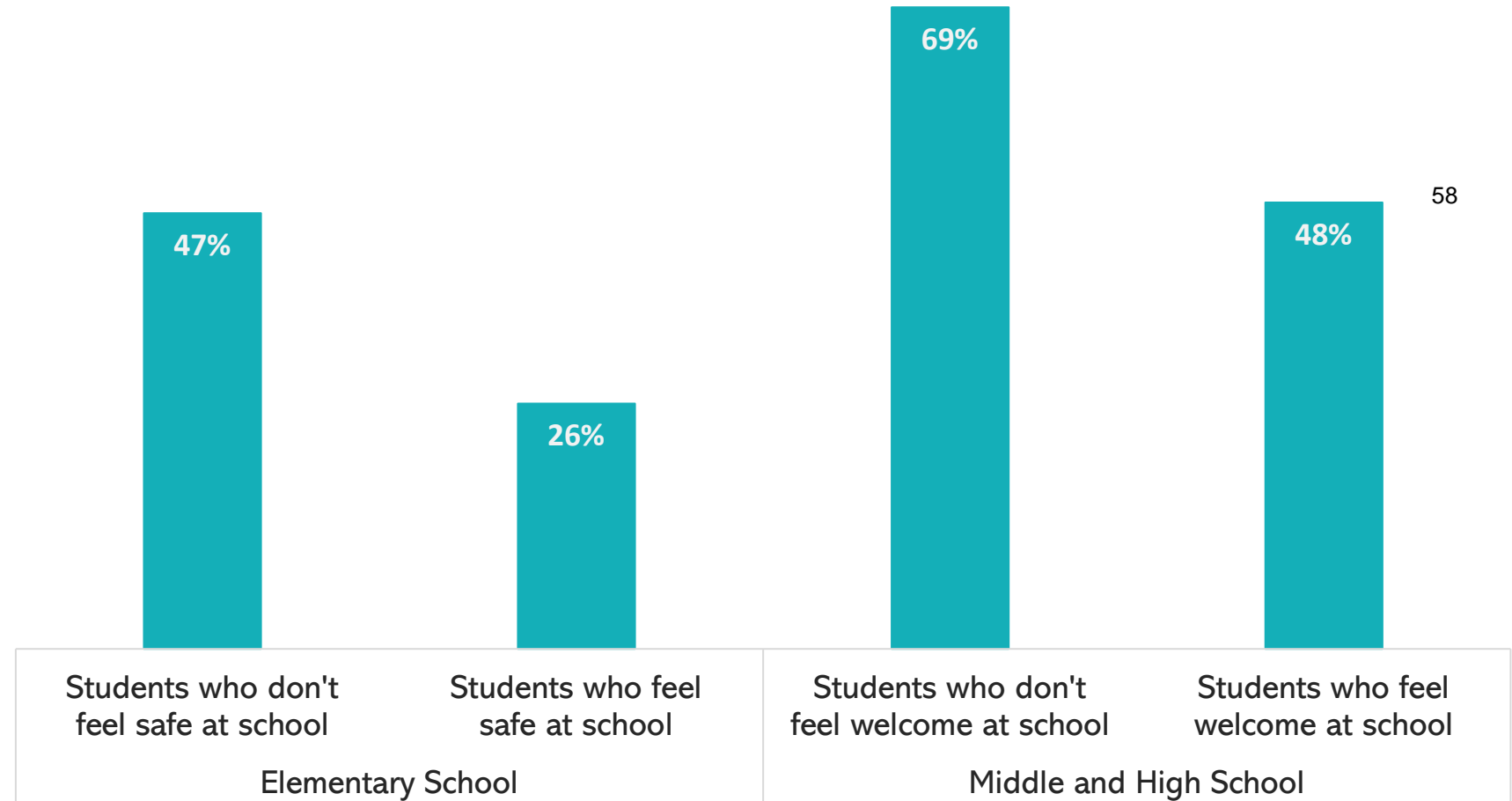
*Eugene 4J administers the School Climate Survey to elementary students in grades 3-5, therefore that is what represented throughout all Climate Survey data in this report.

Chart B: Percent of students who have observed racism in school, by feelings of safety/welcoming

Sample read: Forty-seven percent of elementary students who *don't* feel safe at school have observed racism in school, compared to 26% of elementary students who feel safe.

Key Takeaway: Students who do not feel safe at school are much more likely to have observed racism at school, compared to those who do feel safe.

While this chart does not unpack causal links, it does suggest a correlation between observing racism and feelings of safety and feeling welcome at school. This supplements student focus group data that affirms the relationship between racism and feelings of safety – a precursor to belonging.



Source: Eugene School District 2019-20 School Climate Surveys data; analysis produced by SeeChange.

Note: The reason that the elementary school chart focuses on "safety" and the middle and high school chart focuses on "feeling welcome" is because the School Climate Survey designed by Eugene 4J asks the questions differently in the surveys at different levels. This chart simply reports the data in the way it is asked.

Vignettes from student townhall regarding racism at school

(January 2021, conducted by Eugene Education Association with support from Eugene 4J District)

“I was in 5th grade and this kid I knew jokingly came up to me and said ‘What up my [racial slur typically directed at Black/African American individuals]?’ Even though he was joking, it still hurt to hear him say that.” [Student describes a similar incident a year later from another two students]. “I was in shock...then I started to cry because I was deeply hurt. I was thinking to myself, ‘What did I do to deserve this?’”

- High School Student of Color

“Everyday walking from and to school, a car passes [my friend] calling her the N-word, followed by other harsh words. I feel like it’s impacting here life by making her feel very uncomfortable in her skin. She thinks it’s very scary. It really opened my eyes though because me personally, I have never had racist comments and/or threat. But, my friend coming to tell me this really opened my eyes on how people are harshly affected.”

- High School Student

I’ve had a lot of racist things said to me. Usually an ignorant kid telling me to go back to my country. Little does he know I have indigenous blood and I’m standing on land that was taken from me. Little does he know I’m a Chicana, a Mexican-American...At first it bugged me, but later on I learned this gave me the push to learn more and fight for my rights. I’m an advocate for undocumented human rights, LGBTQ, environmental, and much more. It pushed me to make a change.”

- High School Student of Color

2. Mental and emotional health is a bigger issue and priority to students' safety than threats of physical force. Educators tend to recognize this as students' needs, while also acknowledging their own mental/emotional health needs. Schools and educators need more training/development and sustained resources be able to support students' mental, emotional, and behavioral needs.

In focus groups, students, in large part, cited examples of how they feel safe or unsafe in terms of emotional rather than physical safety. This aligns with other recent Oregon research conducted about student priorities. Oregon Student Voice, a student-led organization focused on education policy, did a statewide survey and conducted focus groups of high school students in 2018, finding that, "[e]asy access to mental health and counseling services is the most important policy concern of students today. However, only 58 percent of students agree that there are services for mental health available at their school..."¹⁵

Educators in focus groups recognized the importance of mental and emotional wellness, citing their own and their colleagues' relationships with students as having a big impact on student's experience and their own sense of safety. On a survey for teachers and classified staff for which there were 487 respondents, the top three things that made them feel safe at school include (respondents could select more than one priority and had eleven options):

- 1) Time with building trusting relationships with students (66.4%)
- 2) Principal and central office staff available to assist when needed (64.5%)
- 3) Presence of school counselors and staff who have specialized training in mental health and/or behavior management (60.4%)

Many educators also recognize a tension in their distinct and related roles as educators to engage with their students both around academics and the social emotional supports needed for academic success. One educator said, "teachers need additional support. If you are putting out a lot of fires, a lot of students [get sent out of the classroom]. If you are teaching, you can't provide the support in the classroom. [We] need to have support in the classroom." This educator was reflecting on the challenges teachers face in managing instruction for an entire class while an individual student might need extra emotional or behavioral support.

One educator stated, "Our job is to identify safety issues and we follow processes to help, but we are not there to do one-on-one counseling. We are there as a steppingstone to get [students] resources they need out in the community. And [it's our role as educators to] make sure each building has an understanding how to use the resources in every building."

"I wish [teachers] knew that my idea of feeling safe isn't just physically. It's emotionally and mentally welcoming. When they try to connect, being a woman of color, understanding what it's like being me in the room."

- Latinx student

"I honestly think the school climate – for students and parents – is more important than the academics. It's how people feel."

- District Administrator

¹⁵ [State of Our Schools: Examining Oregon's High Schools Through Students' Eyes](#), Oregon Student Voice, 2018.

3. Teachers, classified staff and administrators typically feel safe at school with some notable differences. Like students, they perceive students' mental health and social-emotional well-being to be the biggest school safety issue.

In surveys from 516 respondents, 86% of administrators, teachers, and classified staff said they “rarely” or “never” feel unsafe at school (during a typical year of in-person instruction). Combined across all educator groups, the most prominent safety issue is students' social-emotional well-being.

Among administrators, the most salient issues were: students causing other students emotional or psychological harm, students' sense of belonging, students' connections with trusted adults, and students causing other students physical harm. Among teachers and classified staff, fear of school shootings and students causing other students physical or emotional/psychological harm were most salient.

While the teachers in focus groups generally feel physically safe on a day-to-day basis, nearly all teachers and counselors of color shared experiences with bias, racism, and/or microaggressions from colleagues at school and from community members. These experiences impact their sense of belonging and/or feelings of psychological or emotional safety. These experiences are commonplace, mirror much of what was described by students of color earlier and are perceived to be a barrier to the district's ability to retain anti-racist teachers and offer high-quality education to all students. Additionally, several teachers shared that their schools feel safer when administrators are committed to and actively support antiracism efforts.

For educators who identify as White in focus groups, the most salient issues related to their own safety and belonging were incidents with “volatile students,” people who are outside the school who threaten the school, and uncomfortable interactions with peers. A few educators expressed feeling uncomfortable or emotionally unsafe with educators who disagree philosophically around approaches for discipline and supporting students.

“ [Schools feel safer when] principals and administrators with a strong antiracist stance are willing to support, defend my inclusion of such discussions and courageous conversations in my class! ”

- Teacher

“ [Schools feel unsafe when] students' mental health needs are not being met, when there are students wanting to die by suicide and there are minimal resources to help and support them. ”

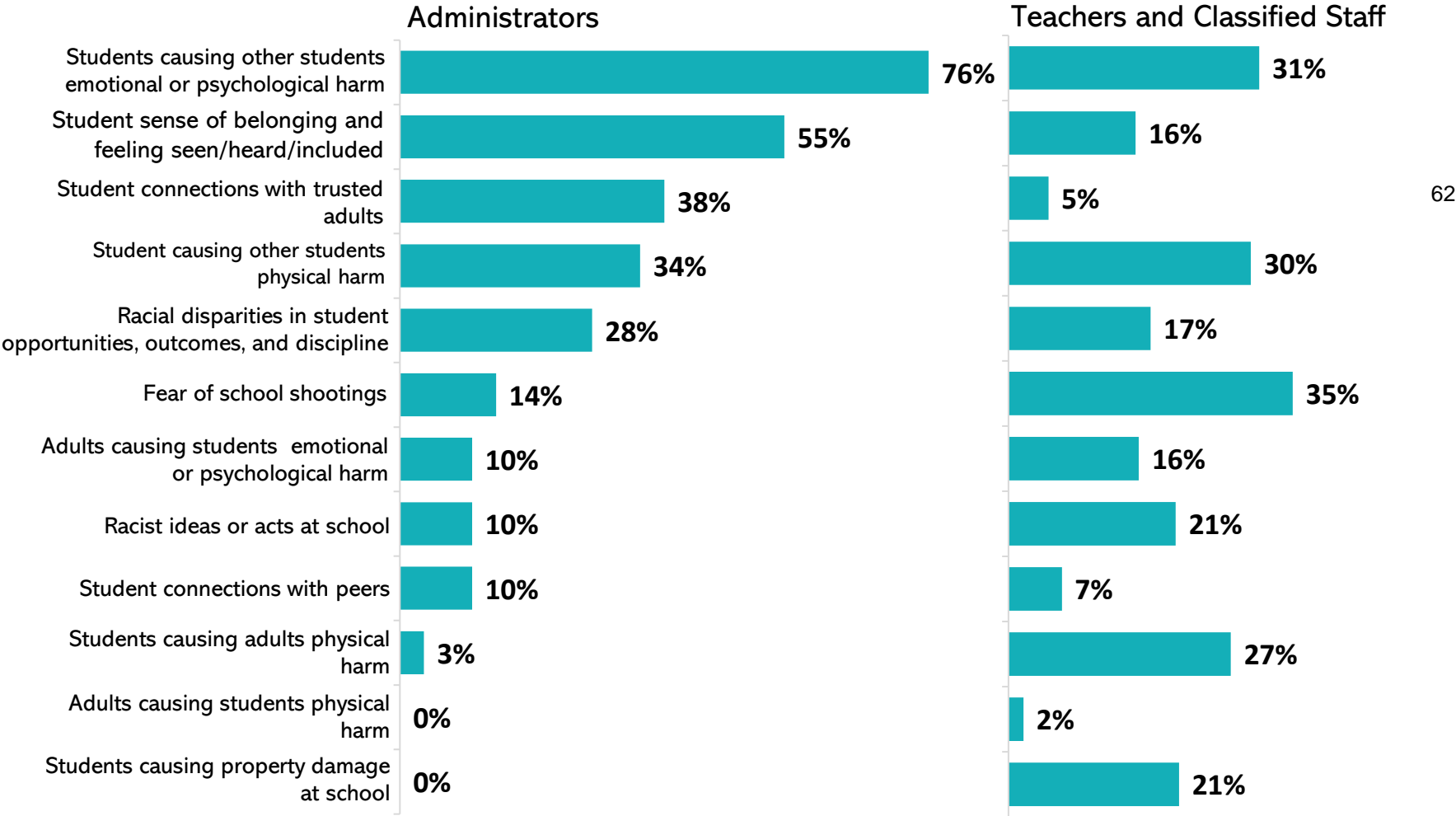
- Teacher

Chart C: Priority school and student safety issues for educators

Sample read: Seventy-six percent of administrators and 31% of teachers and classified staff think students causing other students emotional and psychological harm is a priority safety issue for schools and students.

Key Takeaways: Combined across all educator groups, the most prominent safety issue is students' social-emotional well-being.

A fifth of teachers and classified staff but only 10% of administrators believe that racism is a safety issue in school. More than a third of teachers and staff fear school shootings and believe they are a safety priority in schools.



Source: SeeChange school safety assessment administrator and teacher/classified staff surveys.

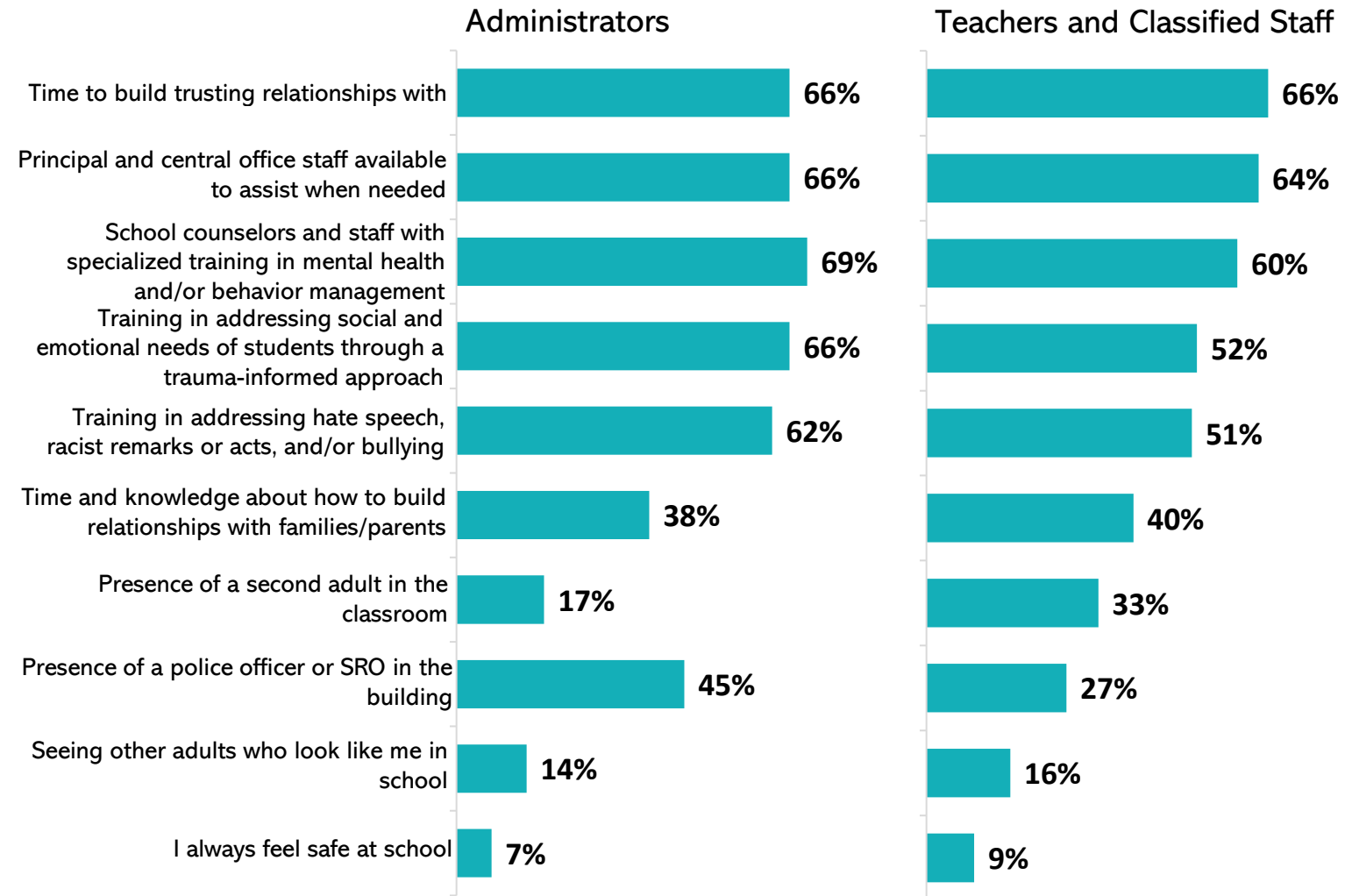
Chart D: Resources and practices that promote educators' feelings of safety in school

Sample read: Sixty-six percent of educators feel that having time to build trusting relationships with students will cultivate safer schools.

Key Takeaways: Two-thirds of educators believe that having trusting relationships with students supports a safer school climate.

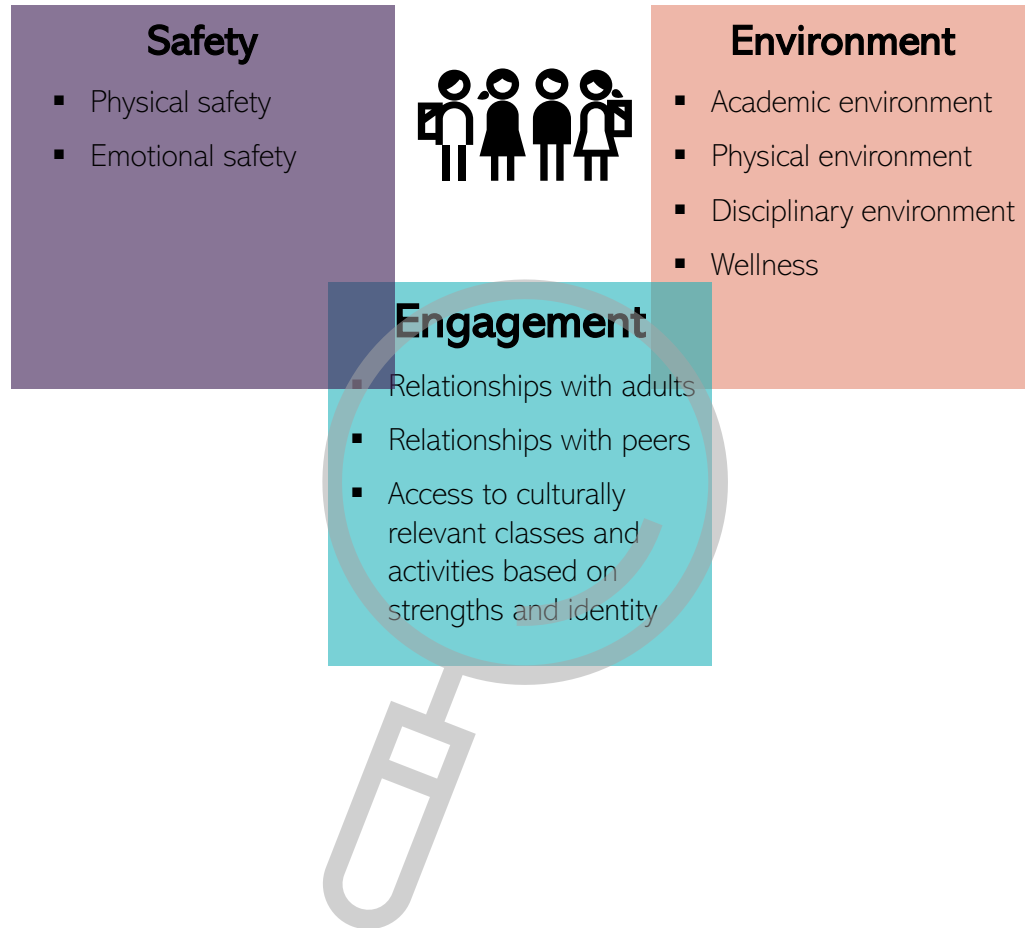
Educators also feel safer when they can rely on their principals and office staff to assist them when needed.

Finally, more than half of educators feel that resources and training to improve the mental, behavioral, and social-emotional health of students is important to school safety.



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Summary of findings: Engagement



A breadth of research has shown that students' learning experiences are impacted by a) their relationships with their peers, b) their relationships with their teachers and other adults in their school, and c) the relationships between schools, families, and communities. As noted earlier, these forms of engagement are driving factors of students' sense of emotional safety, which impacts their broader sense of belonging.

For this Assessment, engagement was analyzed according the National Center for Safe and Supportive School Environments' framework, which focuses on schools' cultural and linguistic competence, positive relationships between students, peers, and adults, and high levels of participation in school activities including the inclusion of families and the broader community. The students, families, and educators who contributed to this assessment underscored the importance of engagement in cultivating safe schools.

1. **The quality of the way in which schools engage students is the cornerstone of safety and belonging. Students feel safer and more connected to school and academics when schools create the conditions necessary for students to see themselves reflected in their curricula, their educators, and the teaching practices employed.** These issues, and those below, represent foundational shifts necessary for culture change at Eugene 4J.
2. **Diverse educators can signal to diverse students that they are safe and welcome in the school environment.**
3. **Students need teachers they can trust to listen to them, to understand and support their learning experiences, and to promote safety in the classroom. Educators need more time and professional development to be able to build those relationships.**
4. **Families participate in the school community when the schools can connect to them culturally and linguistically.**

1. The quality of the ways in which schools engage students is the cornerstone of safety and belonging. Students feel safer and more connected to school and academics when schools create the conditions necessary for them to see themselves reflected in their curricula, their educators, and the teaching practices employed. These issues represent foundational shifts necessary for culture change at Eugene 4J.

In focus groups, students expressed a need for inclusive curricula to be a foundational component of their learning experiences, not as a one-off tangent during heritage months. When curriculum is not inclusive of diverse racial and ethnic experiences, students can feel invisible in class which can in turn contribute to a sense of not belonging. Students and parents of color noted that curriculum and instruction in the district generally fails to accurately represent history from diverse perspectives and fails to highlight the strengths and contributions of people of color. Parents and those who have worked in the district shared examples of their child's coursework including depictions of Black people only as slaves or servants of White people, and not highlighting the achievements and excellence of Black individuals and communities. Among parents, the one-sided view of history that tends to be taught in the district is harmful for all students, not just Black students, because it is told from just one perspective and does not sufficiently prepare students to enter the world as learners and critical thinkers exposed to a diverse range of perspectives. Further, the failure to integrate culturally responsive curriculum across subject areas is a manifestation of a monolithic culture that chooses to erase the full breadth of all races in curriculum and instead reinforces deficit-based stereotypes of people of color and other historically marginalized communities, including LGBTQ+ and non-binary students.

Educators also think that culturally relevant and responsive curriculum is important for a student to feel like they belong, which is related to the conditions that create a sense of belonging for them as adults. Many teachers of color shared about their efforts and desire to integrate diverse cultural experiences – not just their own identity – into their curriculum for the benefit of nurturing well-rounded students. When some of them have attempted or offered concrete suggestions at the school level about how to incorporate inclusive curriculum without additional cost to the district, these efforts have been often met with resistance and makes the school environment feel unsafe, contributing to turnover among school staff of color. One teacher of color asked, "Are they [the district] creating a space where people fit in or belong in? To fit in, I have to wear a mask. To have belonging, I can still be myself and feel brave enough to be myself." This was shared within the context of the fear and pressure that many teachers of color face when trying to simply be who they are at their workplace.

Resources to expand culturally responsive curriculum are available to all districts in the Lane County, but few if any are being used by the district. In response to the lack of culturally responsive curriculum in Lane County schools, the Lane Education Service District has prioritized the acquisition of Black History 365 textbooks to be able to address some of the issues described above. However, few schools in the County and in Eugene 4J have taken advantage of this free resource because of a lack of time for teacher training regarding the textbooks and "our school is not ready yet." In fact, out of 16 districts in the County, only 5 schools have accepted the resource.

In the district's 2020-21 climate survey, 67% of middle and high school students reported that their school offers enough courses to keep them interested. Alaska Native/Native American, Black/African American, non-binary, and LGBTQ students were less likely to think their school offered enough courses.



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58% of teachers and classified staff and 66% of administrators think that the prevalence of culturally and racially relevant curriculum at all grade levels is essential for students to feel they belong.

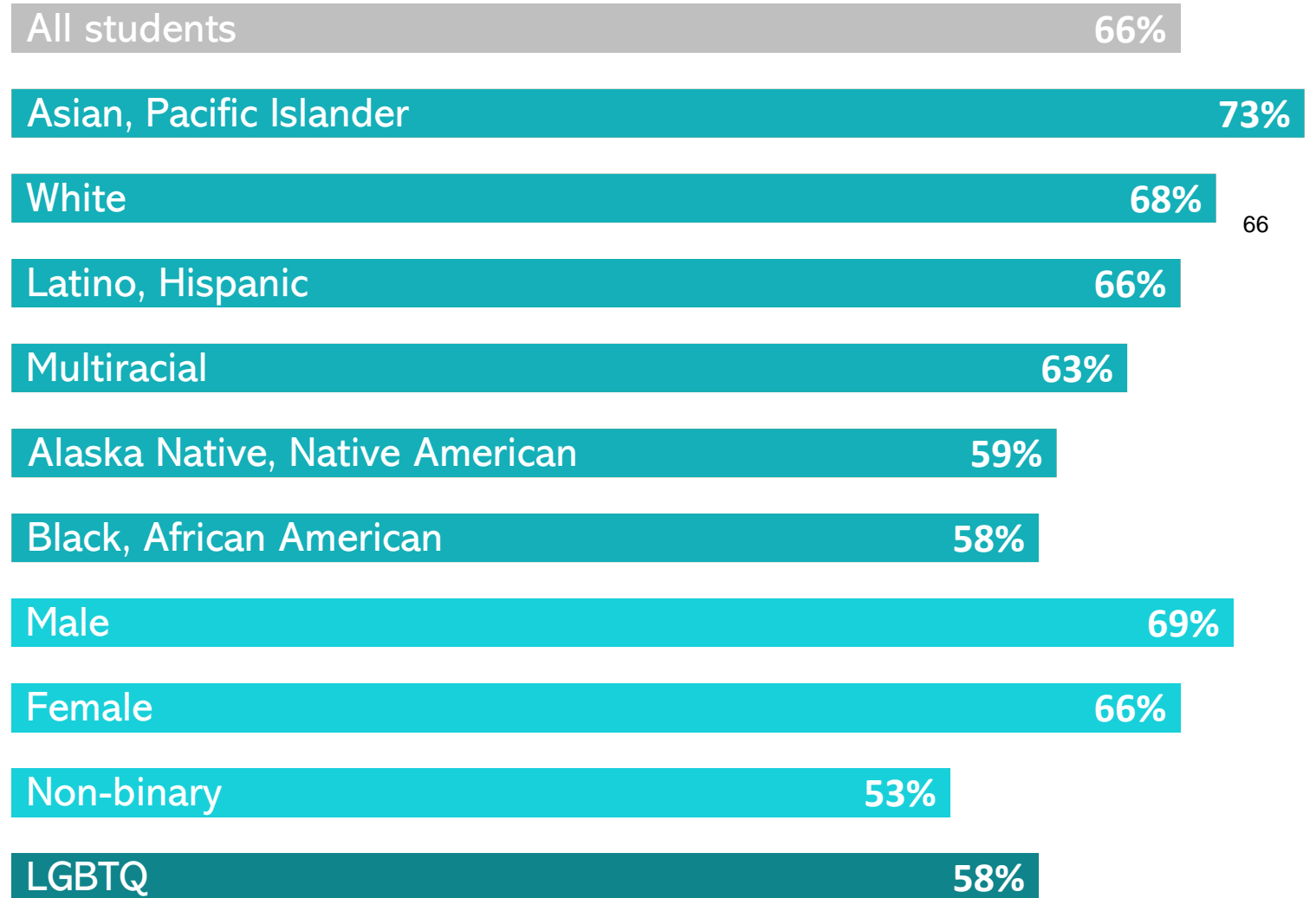


Chart E: Percent of middle and high school students who think their schools offer enough courses to keep them interested

Sample read: Sixty-eight percent of White students think their schools offer enough courses to keep them interested, compared to 58% of Black/African American students.

Key Takeaway: Two thirds of middle and high school students overall reported that their schools offered enough courses to keep them interested.

Non-binary, LGBTQ, Alaska Native/Native American, and Black/African American students reported the lowest feeling of interest, whereas Asian/Pacific Islander, White, and male students reported the highest amount of interest in the available courses.



Source: Eugene School District 2019-20 School Climate Survey data; analysis produced by SeeChange.

2. Diverse educators can signal to diverse students that they are safe and welcome in the school environment and promote culturally responsive and relevant curricula. Retaining educators of color is a challenge for the district.

Parents shared what it can mean to their children when people who look like their children work at school. Parents gave examples of when their child had a teacher with whom they shared racial affinity, it inspired their child and “made a huge difference in [my child’s] interest level in wanting to learn.” Parents of color who are also teachers of color have talked about the impact that they are able to have on students of color as well. “I’ve had a Black parent who has said how much their child has grown [with me as their teacher].”

Other educators of colors affirmed the importance of anti-racist, racially, ethnically, and linguistically diverse teaching staff. Educators see that when students have teachers who look like them, it makes it seem possible to aspire to be a future teacher. One educator of color said, “I can see it in their little eyes thinking ‘I can be a teacher too!’” Several educators mentioned the districts’ interest in marketing immersion programs, but not matching that value with paying for multilingual skills and retaining multilingual teachers. In other words, there is an observation among some teachers that language skills are valuable enough to be marketed to parents, but not something valuable enough to be paid to the educators who *produce* this value. This is believed to be, in part, a contributor to retention problems because teachers with multilingual skills are likely to take a job in another district where they feel their skills and expertise are valued.

This is validated in the research that posits that a diverse teaching workforce supports cultural relevance in curricula:

“Much of cultural relevance/competence/responsiveness rests with the teacher’s willingness to challenge preconceptions about students whose identities do not match their own. However, there is also evidence within the scholarship that racial match may be linked to cultural responsiveness, or that racial match facilitates more culturally responsive interactions between students and teachers. . . . Therefore, the teaching workforce ought to be more reflective of the populations teachers interact with. Furthermore, having more teachers of color also aids in the recruitment of additional teachers of color.”¹⁶

The diversity of lived experience among educators and administrators makes an impact on whether and how students and families are engaged. Educators and counselors shared experiences of seeing school leaders making inappropriate referrals to DHS because of ignorance of cultural norms and inability to understand the best way to communicate with families. For example, one educator shared an example of their colleague struggling with contacting parents and realizing that they had simply tried emailing the parent, but not calling the number on the student’s file. This was an indicator that the method of communication was centered around what works best for the teacher, rather than what would be the most effective in reaching the parent and what works best for them.

¹⁶Johnston, E., D’Andrea Montalbano, P., & Kirkland, D.E. (2017). *Culturally Responsive Education: A Primer For Policy And Practice*. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.

“My kid...I believe if he sees a teacher, principal, volunteers that look like him, that will make him feel safe.”

- Parent of Color

67

“River Road felt really welcoming. There are lots of people of color.”

- Student of Color

“If I had a teacher who was a Black teacher, I would know that they would shut it [racism] down. And if I had a conflict, I would know it would not be about race.”

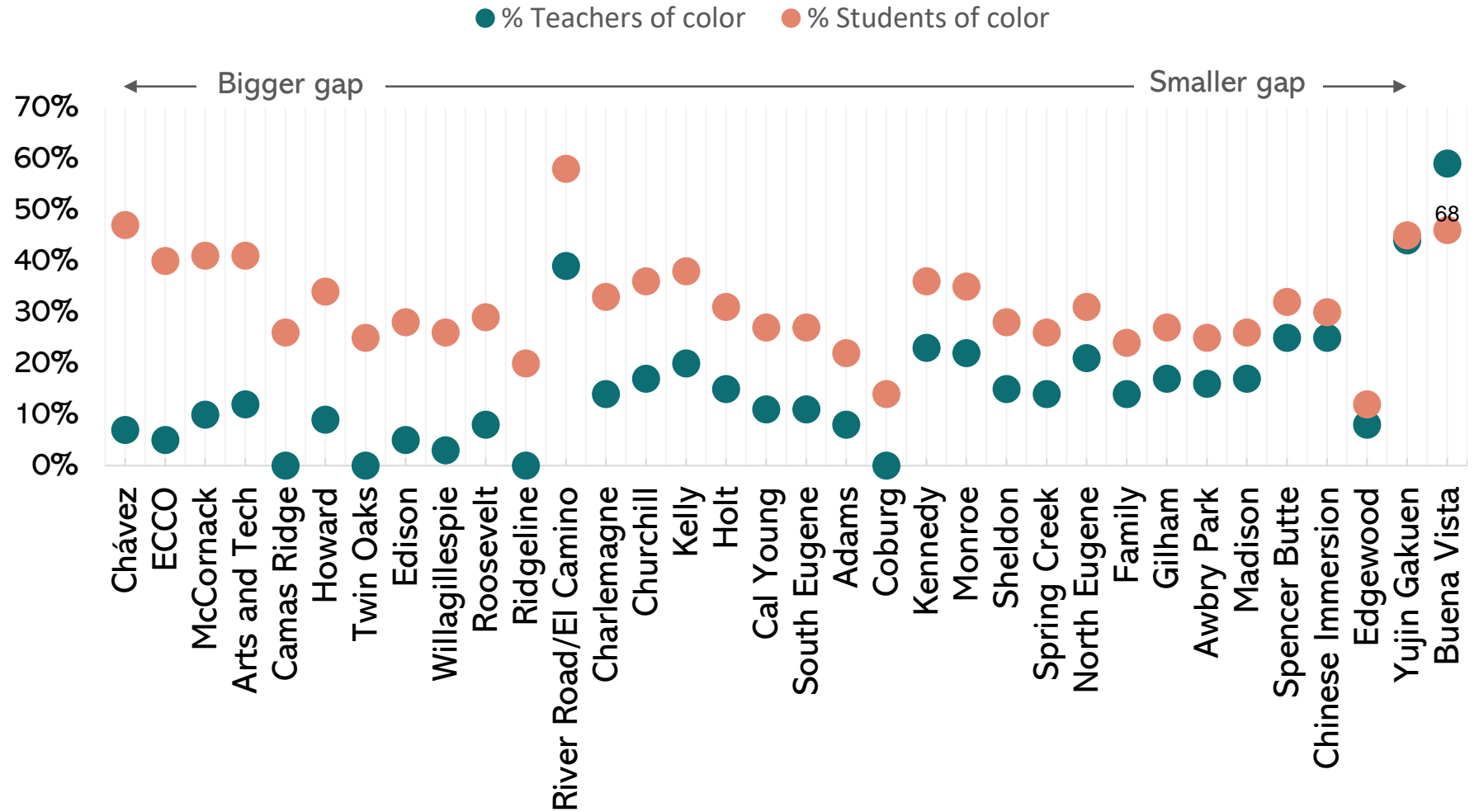
- Student of Color

Chart F: The difference between student racial/ethnic diversity and teacher racial/ethnic diversity, by school

Sample read: Forty-seven percent of students at Cesar Chavez Elementary School are students of color compared to 7% of teachers who are teachers of color.

Key Takeaway: All except one school (Buena Vista) in the district has an educator diversity gap, meaning the teacher workforce is not as diverse as the student population (i.e., representation).

Teachers at Cesar Chávez and ECCO are the least representative of students (biggest gaps), while Yujin Gakuen and Edgewood are the most representative (smallest gaps.)



Source: ODE "At-a-Glance" Reports; analysis produced by SeeChange.

3. Students need teachers they can trust to listen to them, to understand and support their learning experiences, and to promote safety in the classroom. Educators need more time and professional development to be able to build those relationships.

For most students in focus groups and interviews, it takes their connections with teachers, affinity group advisors, translators, and other adults at school to make them feel safe and like they belong.

In the Eugene 4J School District's 2020-21 climate survey, 89% of elementary and 83% of middle and high school students who completed the surveys reported that they have a teacher or adult they trust at school. Like many other indicators of safety and belonging, this varied by student characteristics. Latino students at all grade levels and multiracial, non-binary, and LGBTQ students in middle and high school were the least likely to have a trusted adult at school.

For some students, having just one supportive educator is not enough to make them feel safe overall at school. They identified that they need teachers and other school adults to connect with them personally and to provide support that meets their individual needs and learning styles. One student who participates in a Black Student Union said, "At BSU [Black Student Union] I can show up and feel supported and safe. There is nowhere else."

For some students, a small alternative school environment (not just small class size) is the single largest contributor to them feeling safe – safer than traditional school environments. One student at ECCO stated, "I have three kids in my class, I've never felt anxiety [here]," implying that their anxiety was mitigated both by the school environment and their relationships with peers and their teachers. Another student said the alternative school setting "is more personal...it makes it easier to relate to the teachers." Yet another student stated that "you don't get lost [in the sea of other students]. Here, there is more space for the students." These personal connections, facilitated by the small school environment at ECCO, helped these students feel the safest at that school compared to other schools they attended.

"Everyone learns differently and has different needs. It's definitely important to make sure students are physically and mentally supported."

- Student with a disability

66% of teachers and classified staff say having time to build relationships with students helps them feel safe at school.

69



"Check up on me. I have a difficult time doing work which makes it really difficult to be in school. It means my grades are really bad...I like hands-on learning."

- Student with a disability

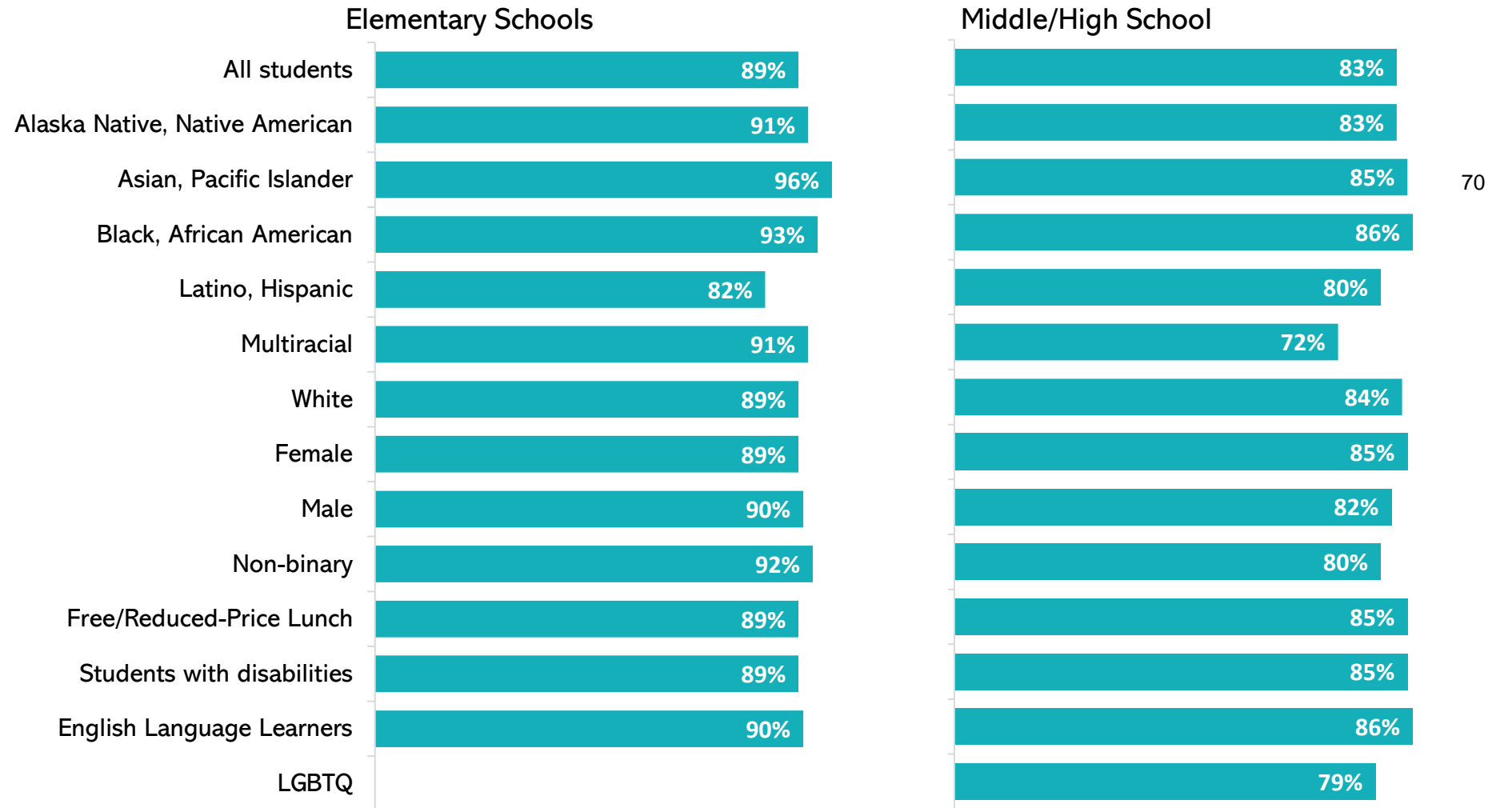
Chart G: Percent of students who have an adult they trust in school

Sample read: Eighty-nine percent of all elementary students have an adult they trust in school, compared to 83% of all middle and high school students.

Key Takeaways: Most students who responded to the district's school climate survey indicate they have at least one adult they can trust at school.

Among elementary students, those who are least likely to have a trusted adult are Latino/Hispanic students.

Among middle and high school students, Multiracial, and LGBTQ+ students are the least likely to have a trusted adult.



Source: Eugene School District 2019-20 School Climate Surveys data; analysis produced by SeeChange.

4. Families participate in the school community when the schools can connect to them culturally and linguistically. Parents experience differential treatment based on their race and native language and see it happening to their children as well.

Many parents whose primary language is Spanish described a general experience of seeing teachers have favorite students or treat struggling students differently. Others named racism and discrimination and gave examples, including seeing schools treat Latinx parent volunteers differently than other parent volunteers. Another parent said, "Please provide the same attention to students and families when speaking of higher education. Our Latinx students always struggle more when looking into colleges and applying for scholarships. They don't always find the counseling staff very helpful because they are more focused on the other students."

Many parents also described experiences of not being offered an interpreter, having a student (not their own) be asked to interpret, or having an interpreter that was not adequate. Several parents specifically called out the disconnect between the district having an elementary immersion program and then no bilingual support at the upper levels. "It is amazing that the North Region has a beautiful Dual Immersion Program but embarrassing that the High School has no bilingual office help. When we have questions or want to call an absence there is no one to assist us." The lack of support in their native language leads to a feeling of exclusion. One parent said, "Not having all communications available in Spanish [is a problem]. We feel excluded from our children's' education."

Parents want to be invited into the school community, which includes the schools' offering events and volunteer activities, and providing affinity spaces. Many parents whose primary language is Spanish described that evening activities such as "craft nights, music programs, cultural activities, early learning groups, academic nights" create opportunities for parents to engage in and feel part of the school community. Pockets of these types of activities seem to be well appreciated when they occur and are often connected to the presence of dedicated staff such as a Family Resource Coordinator. However, this appears to be a rare resource within the district. In addition, a parent described the value of offering meetings in Spanish, rather than always having meetings in English with interpretation, "Please hold SPANISH ONLY meetings. We do not feel segregated if this is done. We actually feel respected, because you are giving us the time to engage, process and to participate in the meeting rather than just be talked at and not receive our feedback."

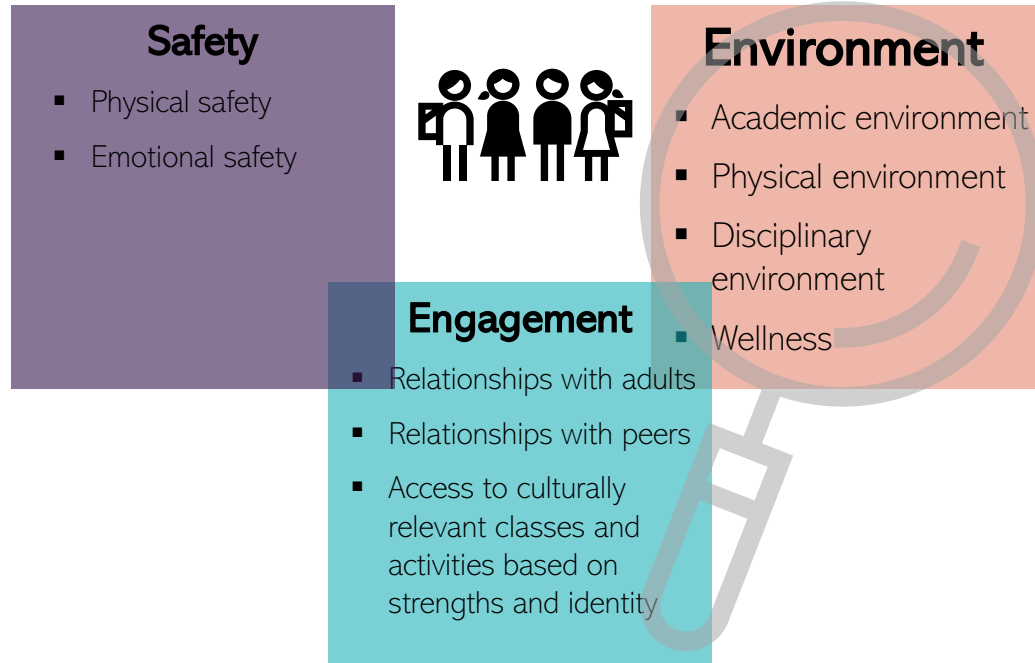
"Please hold SPANISH ONLY meetings. We do not feel segregated if this is done. We actually feel respected, because you are giving us the time to engage, process and to participate in the meeting rather than just be talked at and not receive our feedback."

- Parent of Color

"It is amazing that the North Region has a beautiful Dual Immersion Program but embarrassing that the High School has no bilingual office help. When we have questions or want to call an absence there is no one to assist us."

- Parent of Color

Summary of findings: School Environment



The school environment is another key component of safe and supported learning experiences. The National Center for Safe Supportive Learning Environments defines positive school environments as those having “appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.”¹⁷

This portion of the assessment findings focus on the disciplinary environment and SROs. These findings rely primarily on student discipline data, focus groups with parents and educators, surveys from educators, and a policy review.

1. **Schools disproportionately discipline students of color and students with disabilities according to an analysis of two years of data.** Discipline policies and routines are inconsistent across schools and classrooms and leave room for educators’ implicit bias and/or considerable discretion.
2. **A districtwide culture of excluding students from classrooms and schools disproportionately affects students of color and students with disabilities.**
3. **School Resource Officers’ duties were broad and educators, primarily administrators, relied on them for a breadth of responsibilities before the contract was terminated,** including wellness checks on students outside of school, addressing conflicts with parents, addressing threats from the community surrounding the school (including trespassers), and investigating and/or intervening in incidents related to physical violence and harm.
4. **There is a misalignment between SROs’ duties and what helps students feel safe (primarily emotional/mental health).**

¹⁷ National Center on Safe Supportive Learning Environments, <https://safesupportivelearning.ed.gov/topic-research/environment>

1. Schools disproportionately discipline students of color and students with disabilities.

Discipline policies and routines are inconsistent across schools and classrooms, and they create the conditions for biased and inappropriate use of disciplinary actions.

How students are disciplined and what they are disciplined for has consequences for students' sense of safety and belonging. Additionally, distinct disciplinary patterns can cause students to feel "devalued, stigmatized, or discriminated against because of a particular social identity."¹⁸

More than 20% of all students in the Eugene School District were disciplined in the 2018-19 school year.

Schools discipline students of color, particularly Black/African American, Native American, and Pacific Islander students, and students with disabilities at higher rates than their peers. Furthermore, elementary and middle schools discipline students at higher rates than high schools. For example, elementary schools disciplined 29% of Pacific Islander students and 25% of Native American students in 2018-19, compared to 13% of White students.

According to the 2020-21 school climate survey, most students (>90%) say they know their school rules and they think they are fair, but fewer think the rules are applied equally to all students, and close to half (47% of elementary and 61% of middle and high school students) think that the consequences of breaking rules are not the same in all classrooms. The inconsistencies in students' experiences with discipline, combined with the disparities in discipline outcome data noted above, suggests that educators have a lot of discretion in deciding how to discipline students and what to discipline them for. This was further affirmed in interviews with administrators and focus groups with teachers and classified staff.

In focus groups and interviews, educators shared that due to sparse and inconsistent guidance, training, and accountability from their schools and the district, disciplinary decisions are left up to individual educators. Such allowances for discretion can subject students to educators' biases in interpreting rules, assessing behaviors, and deciding consequences. Bias in disciplinary actions tends to disproportionately harm students of color.

Some educators dispute the accuracy of the district's disciplinary data, citing over- and under-reporting of disciplinary incidents and other inconsistent data entry practices by educators. Collecting and reporting disciplinary data is integral to schools' disciplinary routines, and inaccurate data would reflect the inconsistency in such routines. The data still show clear patterns of disparate discipline outcomes among students of color, whether that is due to disproportionality in discipline or disproportionality in recording discipline.

"The three Ds [defiance, disrespect, disruption] are all extremely cultural and dependent on tone and the size of a child's body."

- Educator

61% of middle/high school students and 47%⁷³ of elementary school students think that the consequences of breaking rules are the same in all classrooms.



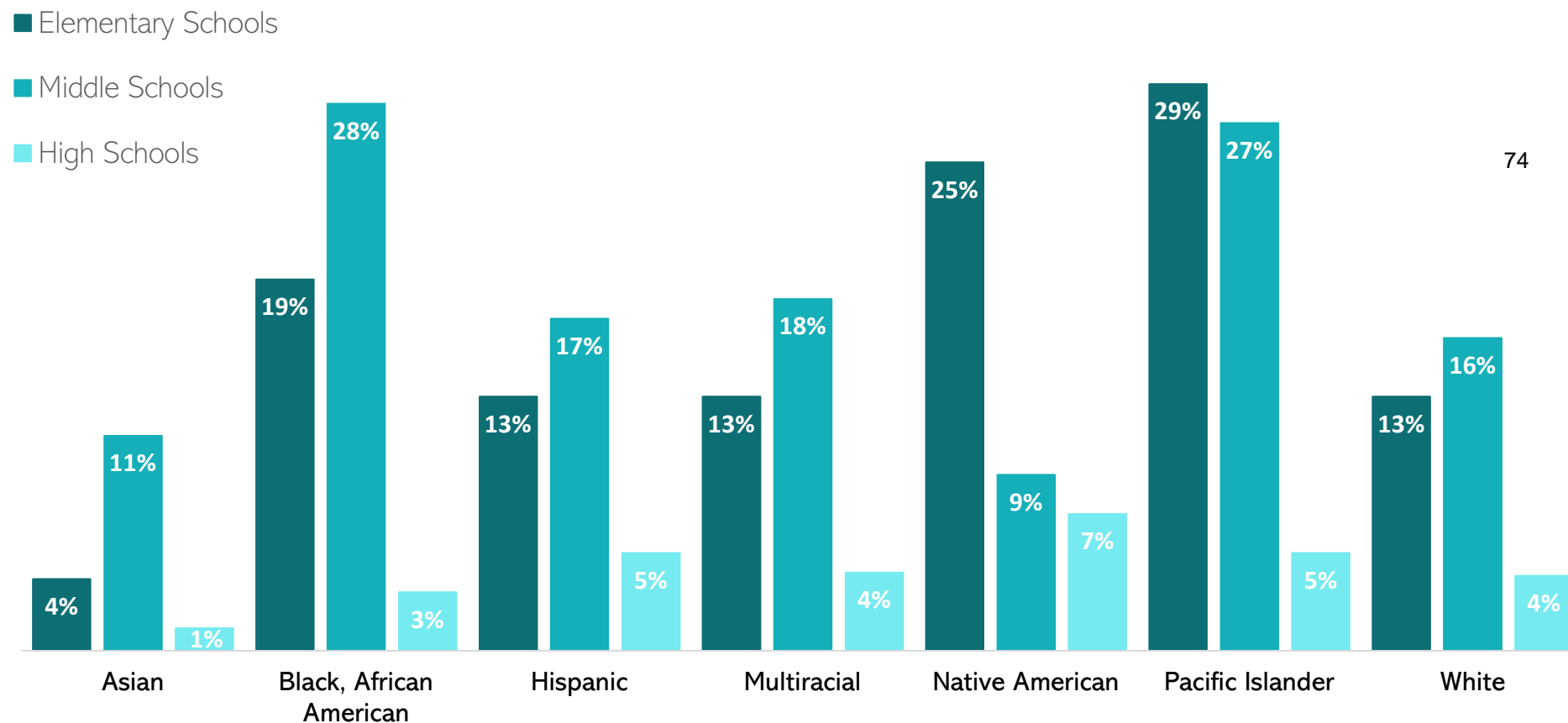
"There has been a years long debate over hoodies...but some colleagues draw a line in the sand. It's the more subjective stuff in teacher practices and policies. Those policies aren't going to help." - Educator

¹⁸ Lewis, A. E., & Diamond, J. E. (2015). *Despite the Best Intentions: How Racial Inequality Thrives in Schools*. New York, NY: Oxford University Press.

Chart H: Percent of students disciplined for at least one major offense, by school type and race/ethnicity

Sample read: Middle schools disciplined 16% of White students and 27% of Pacific Islander students in 2018-19.

Key Takeaway: Middle schools are more likely to discipline students; elementary schools are more likely to discipline students of color than White students.

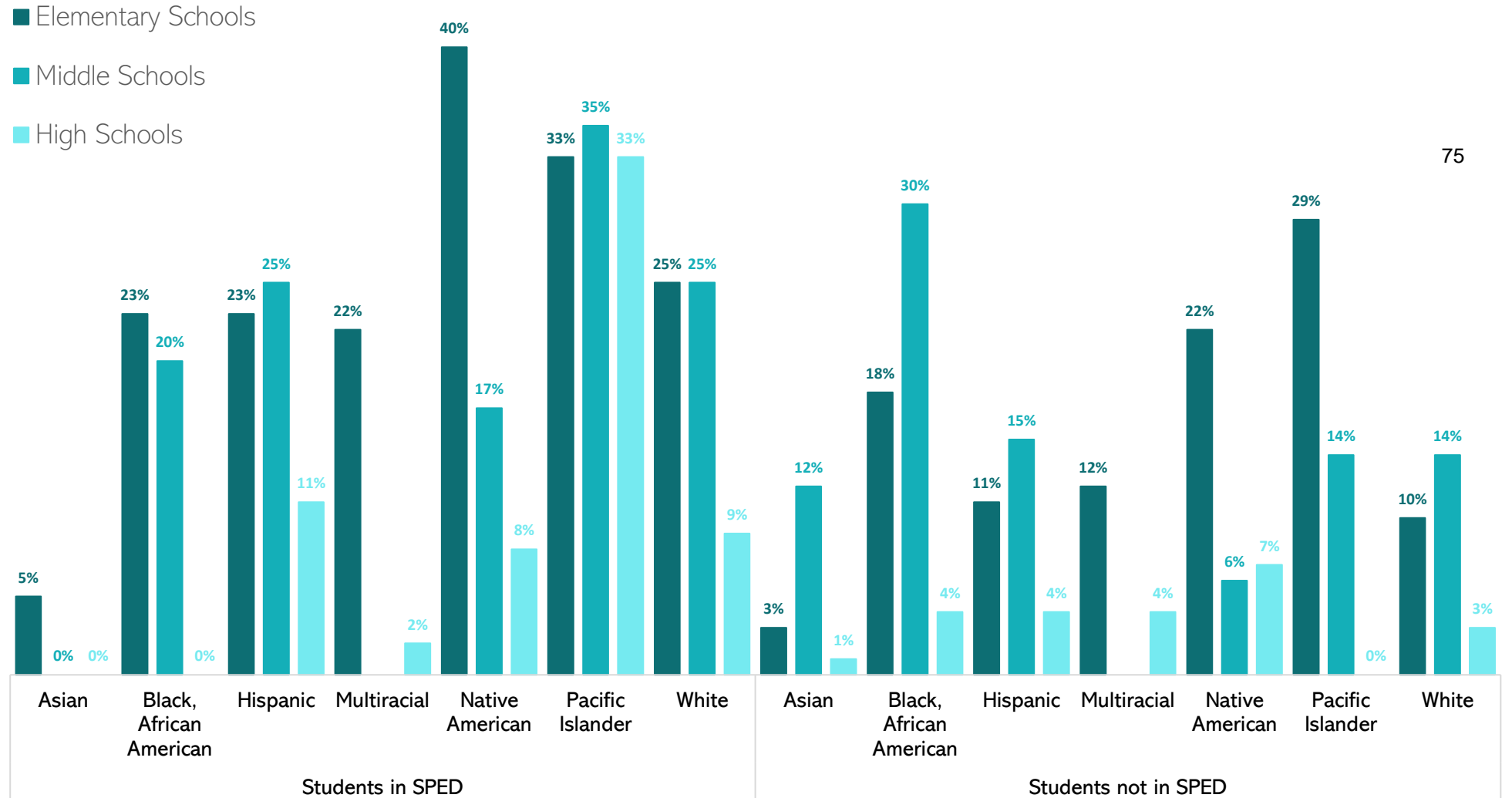


Source: Eugene School District 2018-19 Synergy School Discipline data; analysis produced by SeeChange.

Chart I: Percent of students with disabilities disciplined for at least one major offense, by school type and race/ethnicity

Sample read: Elementary schools disciplined 40% of Native American and 33% of Pacific Islander students with disabilities, compared to 25% of White students with disabilities.

Key Takeaway:
Elementary and middle schools are more likely to discipline students with disabilities; all school types are disproportionately disciplining Pacific Islander students.

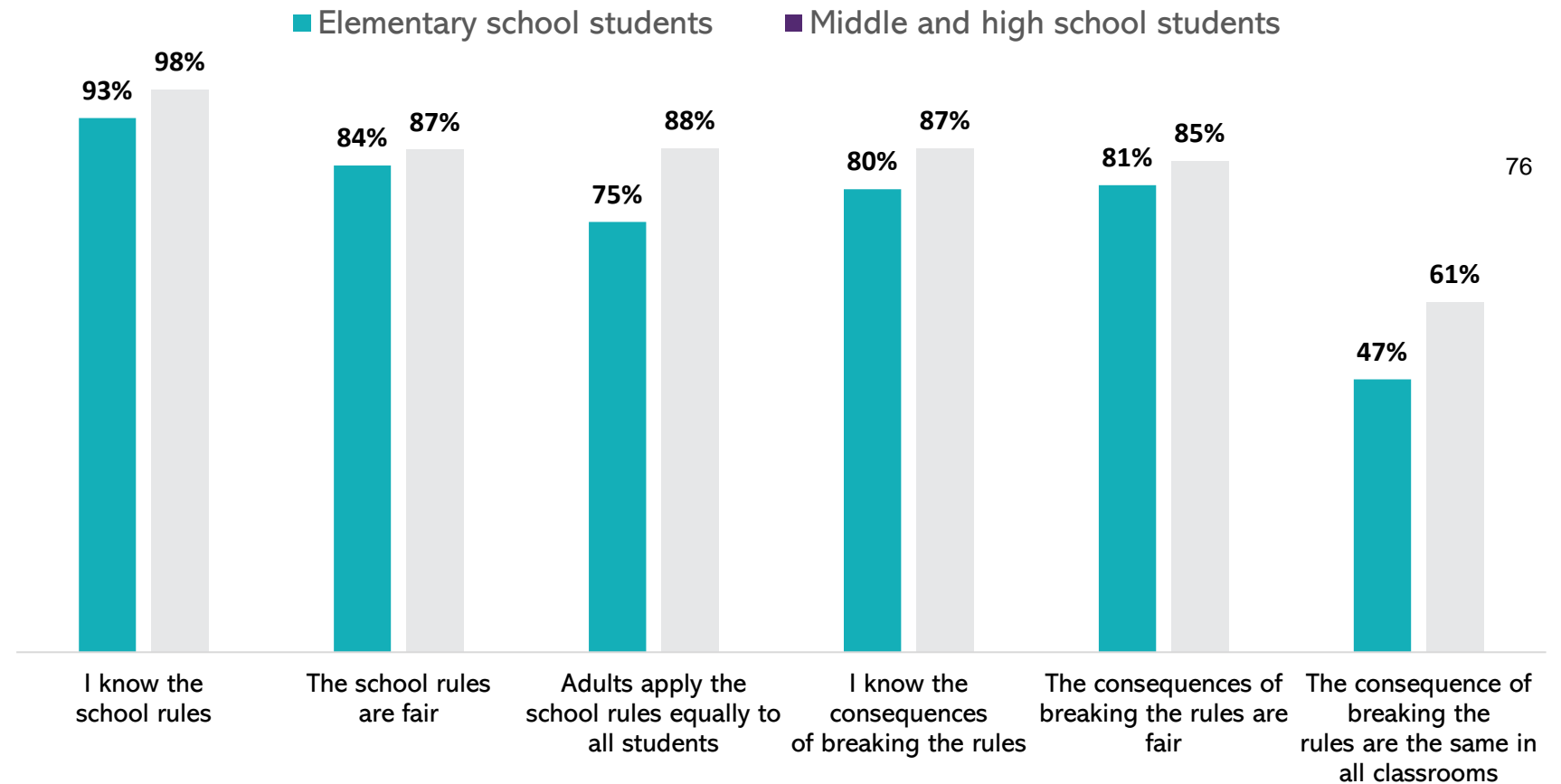


Source: Eugene School District 2018-19 School Discipline data; analysis produced by SeeChange.

Chart J: Students' perceptions of school rules and consequences

Sample read: Ninety-eight percent of middle and high school students say they know the school rules, 88% of them think adults apply the rules fairly to all students, and 61% think the consequences of breaking rules are the same in all classrooms.

Key Takeaway: Most students know the school rules, but many don't think the consequences of breaking rules are the same in all classrooms, suggesting that disciplinary practices are inconsistent and dependent on educators' discretion (particularly when taken into context with the data from Charts H and I).



Source: Eugene School District 2020-21 School Climate Surveys data; analysis produced by SeeChange.

2. A districtwide culture of excluding students from classrooms and schools for disciplinary issues disproportionately affects students of color and students with disabilities. The culture appears deeply rooted and connected to other systemic challenges.

During the 2018-19 school year, 714 students (5% of all students) across the district were suspended or expelled at least once. Student discipline records show that students of color are more likely than White students to be selected for discipline; they are also more likely to be suspended or expelled when disciplined compared to White students. For example, Black/African American students are 1.75 times more likely than White students to be disciplined for a major or minor offense. Additionally, they are 1.94 times more likely to be suspended or expelled.

The pattern differs slightly for students with disabilities. Despite being less likely than White students with disabilities to be disciplined, Alaska Native/Native American, and Pacific Islander students with disabilities are more likely than White students to be suspended or expelled with disabilities when they are disciplined.

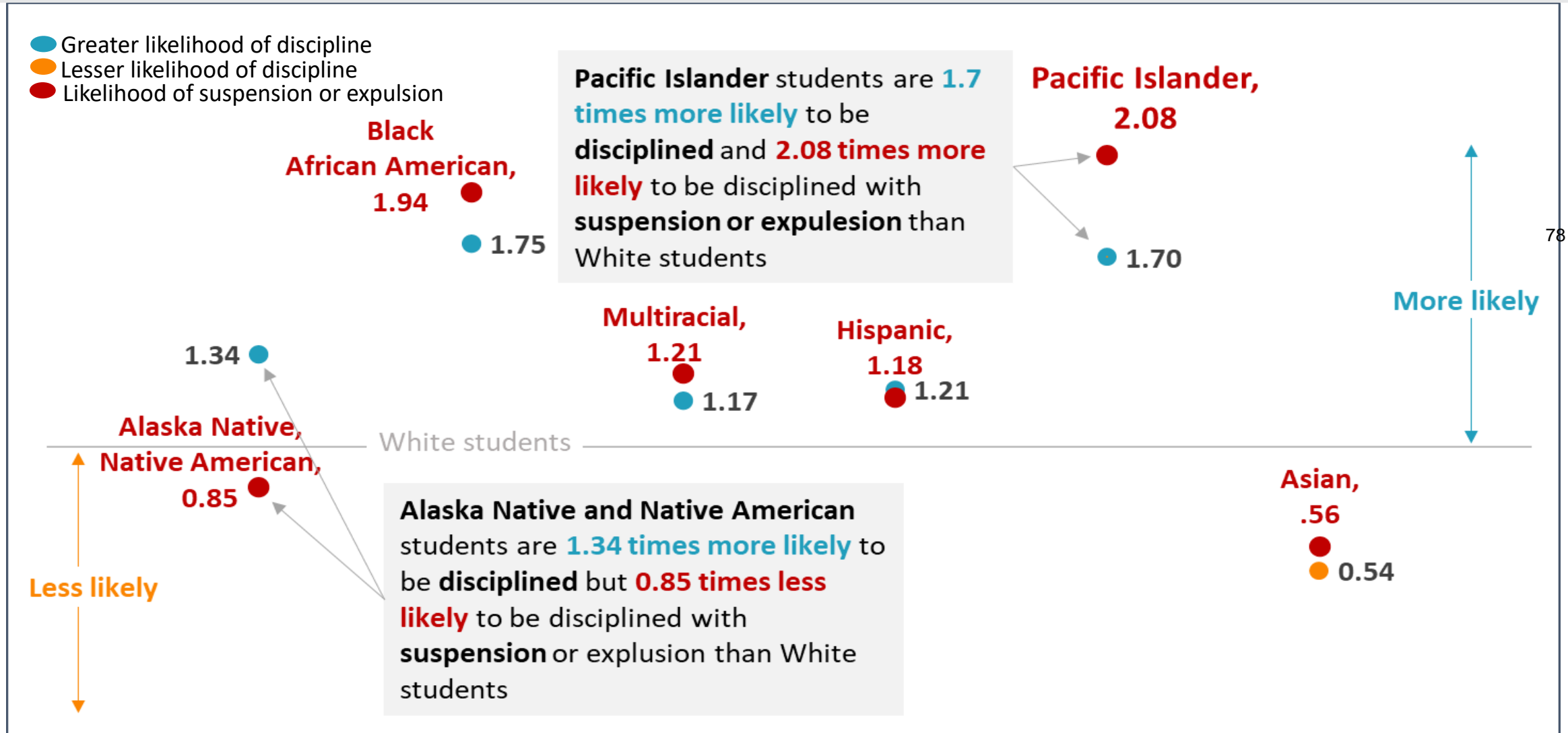
Educators and district administrators frequently characterized a culture of exclusion across the district when discussing student discipline, with suspensions and expulsions being just a couple of the many ways students are kept out of the classroom when teachers cannot provide them appropriate supports; this is especially the case for students with disabilities. Educators shared about different spaces in school buildings that are informally used to place students who have been sent out of their classrooms for various reasons, but mostly for behavior.

More than 20% of all students in the Eugene School District were disciplined in the 2018-19 school year.



5% of all Eugene SD students were suspended or expelled at least once in 2018-19.

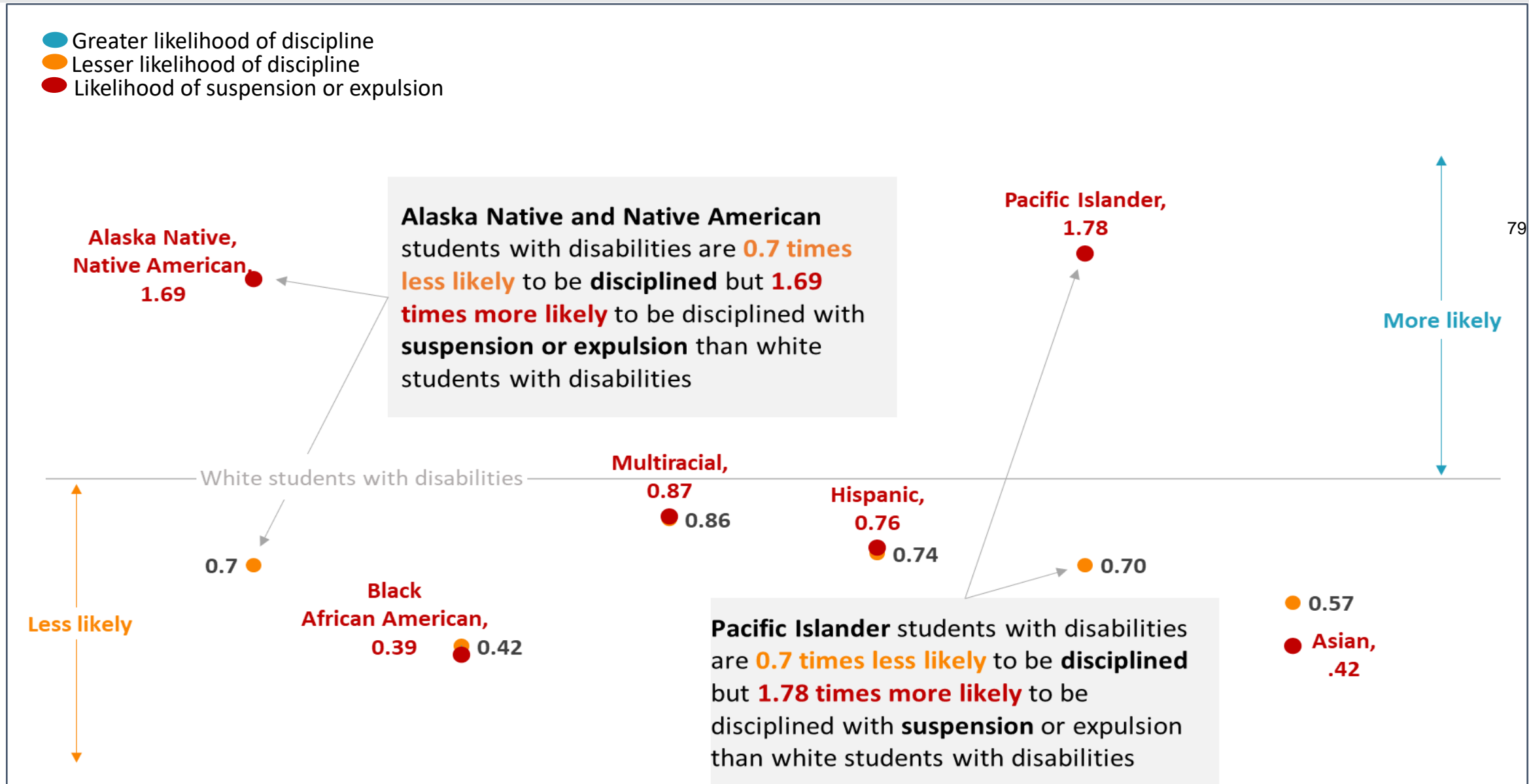
Chart K: A student of color's likelihood of being disciplined and suspended or expelled compared to White students



Source: Odds-ratios estimated using Eugene School District 4J student-level discipline data from the 2018-19 school year.

Note: Preliminary analysis was presented early in the project using data from the 2019-20 school year. The final analysis uses the 2018-19 school year 1) to be consistent with other data analysis that could only use the 2018-19 school year, and 2) because the 2019-20 data did not represent a full year of in-person schooling due to the COVID-19 pandemic distance learning mandates put in place during the last quarter/trimester of the year. Patterns in the results are similar between both years except one key difference in the odds-ratios for Alaska Native and Native American students being much lower in 2018-19.

Chart L: Likelihood of a student of color with a disability being disciplined and suspended or expelled compared to a White student with a disability



79

Source: Odds-ratios estimated using Eugene School District 4J student-level discipline data from the 2018-19 school year.

3. School Resource Officers' duties are broad and educators, primarily administrators, rely on them for a breadth of responsibilities, but the extent and nature of their day-to-day work is unclear because the district does not collect data about it.

“ We have extreme behavior and high crime. The SROs are essential. ”

- Administrator

SROs arrested
331 students in
the 2016-20
school years.

80



“ Not having a school resource officer to turn to anymore [makes it feel unsafe at school]. They did so much more than just keep the school safe.”

- Teacher

45

Prior to the district ending its contract with the Eugene Police Department (EPD), it had four armed and uniformed law enforcement officers serving as school resource officers stationed at each of its four primary high schools – Churchill, North, Sheldon, and South, but serving all schools within those regions. According to the contract, the duties of the SROs included:

- “Serving as a liaison between EPD and school and district administrators for school and police related concerns and incidents;
- Sharing educational resources for instructional programs about law enforcement, health and safety, and drug and alcohol education;
- Assisting school and district administrators to enhance safety and security on school campuses and at school sponsored activities, including providing preventative visibility;
- Working cooperatively with district staff and students using the principles of community policing;
- Facilitating a coordinated effort in dealing with youth problems involving school, parents, police, and other community agencies.
- Assisting school and district administrators with school emergencies and threats.”

The language in the now-terminated contract is broad and educators themselves credited SROs for doing “so much more than just keep the school safe.” The contract does not define parameters for “safety and security”, nor does it define parameters for “youth problems involving school, parents, police, and other community agencies.” The lack of specificity leaves room for a variety of interpretations and potential overuse or misuse of school resource officers. Educators relied on SROs for a breadth of responsibilities, including wellness and safety checks on students outside of school, addressing conflicts with parents, addressing threats from the community surrounding the school (including trespassers), and investigating and/or intervening in incidents related to physical violence and harm (e.g., sexual assault, rape, suicide, and child abuse). Administrators who favored SROs valued the role that they played to build relationships with students, often seen as a way of ensuring that students would have a trusted law enforcement officer to go to if they needed support navigating challenging and/or traumatic experiences.

The extent of SROs' response to the types of activities mentioned above and nature of the outcomes are not known because the district did not systematically collect data on their activities nor outcomes. However, juvenile arrest records provided by the district show that 331 students were arrested by SROs in the 2016-20 school years; Black students (1% of students and 9% of arrests) and White students (65% of students and 85% of arrests) were overrepresented in arrests.

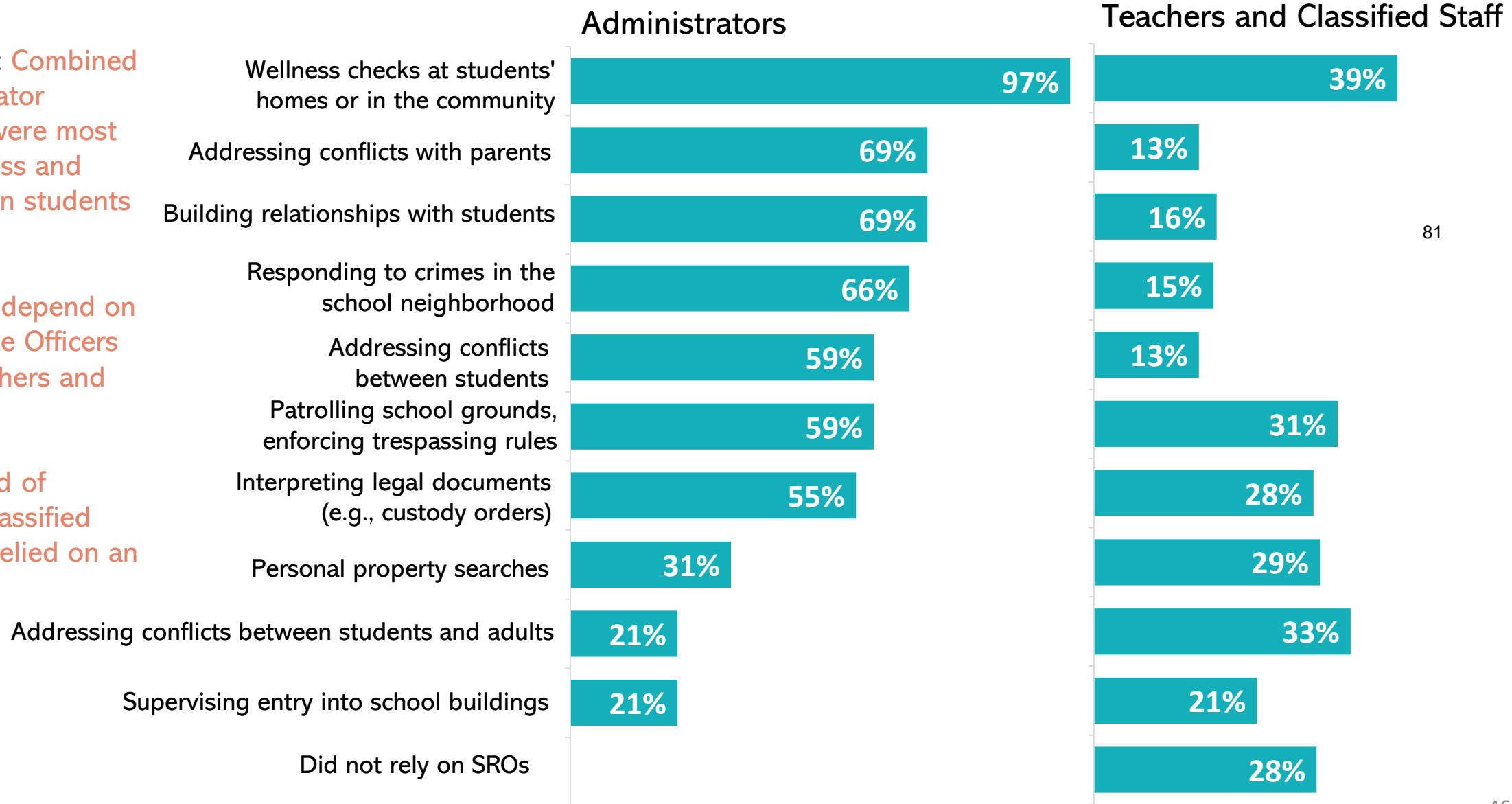
Chart M: Educators relied on SROs for a breadth of responsibilities

Sample read: Ninety-seven percent of administrators relied on SROs for wellness and safety checks at students' homes or in the community.

Key Takeaways: Combined across all educator groups, SROs were most used for wellness and safety checks on students in their home.

Administrators depend on School Resource Officers more than teachers and classified staff.

Nearly one-third of teachers and classified staff have not relied on an SRO.



Source: SeeChange school safety assessment administrator and teacher/classified staff surveys.

4. There is a misalignment between SROs' duties and what helps students feel a sense of safety and belonging. Many administrators valued the availability of SROs to build relationships with students and to support challenging situations, but those roles do not necessarily need to be held by law enforcement.

In surveys, more than two-thirds of administrators said they rely on SROs to build relationships with students, which is important to them because during a crisis police can quickly make a situation feel unsafe. An administrator shared, "Up until this year I worked with the same individual [SRO] the whole time. Really positive experience for the most part. Had a parent be really aggressive- helpful to have the same person come who knows the circumstances." After sharing a story about calling for an SRO and having Eugene officers show up instead, one administrator stated, "It is important to have consistent relationships with students and the Eugene Police Department doesn't have that. EPD thinks of everyone as a criminal."

Yet students did not mention SROs as having a role in their feelings of safety at school, rather they consider students' social-emotional well-being to be the biggest school safety issue. Furthermore, educators feel that social-emotional learning curricula and activities, restorative justice approaches, and mental health supports are among the resources and practices schools could implement that would address many of the root causes that lead to the types of safety incidents SROs typically respond to.

Many educators who responded to the survey shared that 1) they feel less safe at school when a school resource officer is present, and 2) they don't believe that law enforcement officers are the best people to address most of the challenging issues they experience at school. Additionally, educators don't have confidence that SROs have been trained to perform their duties without bias nor in a manner that does not cause or perpetuate harm against students, especially students of color.

Several educators shared that they believe the duties and tasks of SROs can be performed by law enforcement officers outside of schools. However, the district contracted with the police department for dedicated law enforcement personnel, in part, so that schools would not have to compete with the general public for police responses when needed and would instead have dedicated support. The implications for this are twofold: 1) that serious threats of violence, incidents of crime, and emergencies on school grounds or involving students would not constitute a priority for local law enforcement, and 2) that police are the most appropriate response to a crisis involving students.

SROs have been a part of the Eugene School District for decades, and while the system has grown to depend on their services, their services have grown beyond the purview of what the general public traditionally considers as the role of law enforcement. Some educators see value in having SROs on campus, while others see harm. In the absence of SROs, many educators are not confident that a safe school could be had without them. On the other hand, many others see an opportunity to build a system without SROs, one that ensures students of what they need to feel safe and to feel that they belong. In lieu of SROs, many school administrators stated they will rely on the Director of Public Safety at the district for assistance, but that position is not set up to sustain the level of demand that may be required if no other changes are made. The district has begun the process of making and implementing a plan for non-police, unarmed personnel to fill some of the functions that SROs played.

" I do not believe SROs are the appropriately trained specialists for most of the issues that make our schools "unsafe" or enable them to be a place where "all students belong. "

- Teacher

82

" The only time I utilized the SRO he damaged the relationship that I had with the student. It was a drug-related offense, and the student transferred to a different school following the incident. "

- Teacher

Summary of the systemic conditions that impact safety and belonging

As mentioned throughout the aforementioned student-centered findings, students say that their feelings of safety and belonging are most impacted by their ability to forge positive connections with their peers and school adults, the presence of a school environment that affirms their interests and their identities, and their overall feelings of emotional safety. This section provides an overview of the strengths that can be leveraged and the systemic challenges that need to be addressed to create the conditions in which *every* student experiences what they need to feel a sense of safety and belonging. The data presented here primarily emanates from surveys and focus groups/interviews with educators (including teachers, classified staff, school administrators, and district administrators) and was supplemented by a review of policies and resources and observations from the district's Equity Committee.

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Strengths

1. Professional development focused on inclusion and antiracism
2. Dedicated resources to build relationships between educators and students/families
3. Strengthened focus on social/emotional needs of students and developing a more robust wrap-around program
4. Growing diversity in educator workforce
5. Several promising practices happening in pockets throughout the district

Challenges

1. Lack of clear, shared district-wide north star and plan to get there
2. Lack of substantive, long-term priorities that center inclusive education for all students in all schools and shift district culture
3. Work that supports safety and belonging tends to be caught within competing district priorities and is often de-prioritized
4. Policies and protocols leave room for interpretation of individuals and often result in practices that cause disparities in outcomes based on student ability and identity
5. Lack of retention of educators of color

Strengths

- 1. Professional development focused on inclusion and antiracism.** This was the top theme that emerged from survey data of administrators, classified staff, and teachers about what is working well at the district. Particularly in the most recent school year (2020-21), there was an increasing focus on providing educators with trainings on inclusive education, including students with disabilities, students of color, and students who identify as LGBTQ.
- 2. Dedicated resources to build relationships between educators and students/families.** This was the second most common theme that emerged from survey data of administrators, classified staff, and teachers about what is working well at the district. They stated that many individual educators and schools focus on building community and relationships, often using a culturally responsive, linguistically relevant, and trauma-informed approach. Many responses indicated that having dedicated staff, such as Family Resource Coordinators and Student Success Coordinators, helps schools and educators have the sufficient time, resource, and expertise needed (especially cultural and linguistic expertise), and without this, individual educators may feel overburdened with their other duties. It should be noted that the availability of these dedicated resources are not yet regularized throughout the district's system and are often occurring in pockets throughout the district. 84
- 3. Strengthened focus on social/emotional needs of students and developing a more robust wrap-around program.** Educators reinforced the notion that schools should be primarily for educating students, and secondarily serve as a connector to services in the community. To help the district retain this dual role, each school has a dedicated state-certified academic counselors (some of whom are also social workers) and new supports are being added to strengthen the district's overall safety and wellness system. For example, the district's new Student Success Act resources have made it possible to create four new social worker positions and several dedicated staff to work with student affinity groups. In addition, the district is working to integrate the previously siloed teams that have handled suicide prevention work, physical building safety (including security), with the social/emotional/mental health aspects of the Student Services team. This team in turn contracts with health and community service partners for needs that cannot be filled by the school district (e.g., nurses, school-based health centers, etc.).
- 4. Growing diversity in educator workforce.** Several educators cited pockets of growing diversity throughout the district in the staff, making it more representative of the students served. This was confirmed through data obtained from the Oregon Department of Education, which shows the share of teachers of color within the district has increased from 12.9% in the 2017-18 school year (120 teachers of color) to 13.3% in 2018-19 (126 teachers of color) to 14.7% in 2019-20 (144 teachers of color).
- 5. Several promising practices are happening in pockets throughout the district** including but not limited to restorative justice approaches, affinity groups for educators and students, mentorship/buddy programs across elementary and middle school for students, and the community-led programs EYES (Equity Youth Educators) and HOOTs (Helping Out Our Teens in Schools).
 - EYES is a program that benefits students at Eugene 4J, though it is facilitated by a community leader without district resources. This program is designed to create spaces for the district's students of color to feel seen and heard regarding their education experience and was developed as a response because there was/is a void for this function by district-provided resources (according to students, parents, and community leaders of color). It currently operates for South High School students.
 - HOOTs is a program that represents collaboration between Eugene 4J and Bethel School Districts, mental health and crisis workers, medics, school principals, parent advocates, and other community members. The program operates at Churchill and North Eugene High Schools, among others, and is modeled off a similar program called CAHOOTs, which works with adults. CAHOOTs is a nationally recognized model that supports trained health and community professionals (not law enforcement officers) with welfare checks, mental health crises, conflict resolution, substance abuse services, and harm reduction techniques. HOOTs is an equivalent program that works with youth in the Eugene/Springfield area.

Challenges

1. Lack of clear, shared district-wide north star and plan that has consistent expectations for all school and district staff.

- **To strengthen student's sense of safety and belonging across the district, many educators see a need for an articulated district-wide vision of what safety and belonging mean, clear directives from district leadership about how to implement that vision with a plan for consistent professional development, coaching, and accountability built in.** One administrator said the following, though the sentiment was consistent throughout educator focus groups/interviews, "We need to create a sense of belonging for staff and students. Who sets the tone of that? We don't get a common message about what that should feel like and sound like." This is a critical point because, in theory, a north star and plan can set the direction of the district.
- **Focus groups also revealed that teachers and classified staff are often not on the same page about how to support students. This disconnect stems from having different training, different approaches to support, and a lack of clear and consistent policies.** For example, though there is often a school-level expectation set for teachers to address behavior issues in the classroom, classified staff sometimes sense that any behavior challenges in the classroom are theirs to "fix" and students are excluded more as a result. One staff member summed this up, "the more they are out of the classroom the more behaviors will come up." These challenges are made worse by changes in school leadership when there are not district-wide expectations. One staff member said, "4J is so site- based. People changed positions a lot and there are new expectations. [The district does not] have any universal expectations ... [it is] left up to individual people."

2. Lack of substantive, long-term priorities that center inclusive education for all students in all schools and shift district culture.

- **Many educators shared few or no district strengths related to safety and belonging and instead shared sentiments that conveyed a sense of no real meaningful change occurring in the district.** This issue frequently came up in focus groups and interviews with district administrators, school administrators, and teachers. In addition, in surveys, educators shared sentiments like this one, "We're about public relations. We check the boxes, but we don't actually build cultures of equity and inclusion." Others said things like this educator, "They have the talk down, but when the actions are in direct contradiction to the status quo, [the actions] go out the window." Another said, "[t]raining and time without actionable items will create very little or very slow change. In addition, the lessons must be school-wide, not just directed to staff. The culture needs to change, and this goes beyond the school setting."
- **This theme was also raised by community members in the district's Equity Committee in the context of reviewing discipline disparities by race/ethnicity. These community members pointed to no surprises in the discipline data from the most recent year.** For example, one person said, "[t]he data hasn't shifted from years ago. We haven't changed practices...so it's not surprising but it is frustrating." This sentiment was shared by others as well.
- **Parents also pointed to the lack of prioritization of the actions needed to truly shift district culture.** They spoke about the ways in which conversations about equity and inclusion often become about what people of color need to do without attending to those who traditionally hold institutional power to make decisions about curriculum, resources, hiring, etc. Hiring a relative few Black and other employees of color is not sufficient on its own to shift culture. Teaching Black history during Black history month is not on its sufficient to shift culture. A series of one-off "antiracism" or "equity" initiatives is not on its own enough to change systems.

Challenges

3. Work that supports safety and belonging tends to be caught within competing district priorities and is often de-prioritized. Educators across the spectrum re-iterated well-known challenges about the burden of a mountain of responsibilities and competing demands with limited time and resource. The constant flux of new initiatives on top of consistent demands is clearly a barrier as the district contemplates how to create the conditions in which every student feels like they belong. One educator said, “[w]e spend a lot of time ‘popcorning’ around. If we spent our focus on one thing, teachers would feel more supported. [I] understand that there are all sorts of needs, but this year could have been an opportunity to focus on restorative justice and behavior issues.” Another administrator spoke to the experience of trying to implement something across the district and feeling like initiatives are siloed, “[w]e worked hard on having a behavior framework...A lot of that work is getting missed and not talked about.”

4. Policies and protocols leave room for interpretation of individuals and often result in practices that cause disparities in outcomes based on student ability and identity.

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- **As noted in the discipline data and reflected by educators and community members, the racial/ethnic disparities in discipline are clear and persistent. According to educators themselves, discipline referrals are left up to individual educators and the referral categories leave room for bias.** One educator said, “the three Ds [defiance, disrespect, disruption]- are all extremely cultural and dependent on tone and the size of a child’s body.” Another educator, when asked about discipline data in the district, commented, “Data is fine to look at-- it is a product of a system that is not on the same page about racial equity and what constitutes defiance.” Educators see some of their peers holding behavioral expectations for students that are not culturally responsive and therefore believe that their peers are more likely to discipline students of color. Another educator of color shared that they are sent a disproportionate number of students of color in a predominantly White school. They said, “For a lot of those students, they aren’t being heard in their classroom or can’t express themselves...it comes back to having someone of their culture they can connect with. It comes back to [being able] to relate to the students and keep them in the classroom.” Many others agreed that some educators trigger student behaviors when they do not know how to deescalate a situation. They also described that educators have differentiating levels of tolerance for behaviors and some administrators “lean on” suspension more than others.
- **Regarding differentiation for students varied needs, educators also challenge the ways protocols and policies leave room for interpretation. According to one educator, “Differentiating is not the norm, it is the exception.** That creates a sense of not belonging. Teachers are making students feel like they don’t belong. In IEP meetings, teachers will say a student shouldn’t be in the class. It is hurtful to hear something like that.” Another educator spoke that they hear teachers say, “[h]ow am I supposed to help this kid here? That’s an indicator. That’s a signal that the kids are not welcomed, and they don’t belong. It’s true for homeless students, students of color, poverty-stricken students, and students who are learning language acquisition. People will say they philosophically agree with inclusion, but that’s not the practice.”

5. Lack of retention of teachers of color. Commitment to equity and inclusion is not perceived to be resourced and implemented in a way that matches the verbal commitment and it often feels performative to many educators of color in focus groups and some of those who are White; this dynamic is believed to impact teacher retention, especially those of color. Educators stated that there is little action to back-up verbal statements and acknowledged the impact that this perception has on trust - “The district needs to recognize a broad lack of trust from teachers...in large part due to that lack of coherent vision beyond the immediate and reactive.” Another educator said, “They [district and building leaders] have to understand *why* they are doing what they’re doing. If they don’t understand the ‘why,’ all of this is just busy work. We’ll keep going with no clear vision or plan, no active engagement, no follow up. We need resources to make this work successful.” In focus groups, educators of color stated that many of the issues that are summarized in this Assessment have been brought up for a long time with district leadership and that little action has been taken, a factor that leads to burnout and turnover.

Student experiences and system challenges at 4J are similar to other districts

State of Our Schools

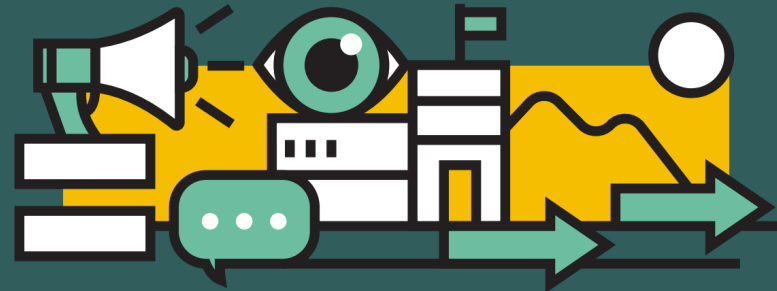
Examining Oregon's high schools through students' eyes

In its 2018 State of Our Schools report, Oregon Student Voice reported results from their statewide survey of high school students affirming many of the key issues described in this Assessment.¹⁹

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Experience in school: Students generally like going to school and feel safe in the environment; however, students feel that their schools lack an atmosphere of respect and resolution.

- While most students agree that they enjoy going to school (68 percent agree and 25 percent disagree), only 58 percent of students agree that there is an atmosphere of trust and mutual respect in their schools (32 percent disagree).



Students report several concerns that may be influencing how they experience their school culture: (a) limited supports to overcome challenges, (b) a disconnect in communication between administrators and students, (c) inconsistencies in school discipline, and (d) failure to prevent prejudicial actions and behavior.

¹⁹ Screenshot from [State of Our Schools: Examining Oregon's High Schools Through Students' Eyes](#), Oregon Student Voice, 2018, p. 4.



Process Recommendations

1. Begin a community visioning process to develop a shared north star for safety & belonging

Why this is needed: The issue of safety and belonging impacts everyone in the district – students, their families, and educators. Using the Assessment findings as a foundation for understanding the district’s high-level strengths and challenges, there is an opportunity to hear from a broad set of stakeholders to develop a future-forward vision for safety and belonging. A visioning process can be followed by planning to create the conditions to achieve that vision. While the School Board in 2020 began to articulate a related north star, this work is nascent and would benefit from recommitment with the new board leaders while also inviting district staff, students, and parents into the co-development process.

- **Focus the engagement on co-developing a north star** of what the district will achieve and by when related to safety and belonging (including a districtwide definition of these terms, clear goals, and priorities informed by this Assessment)
- **Design clear roles for students, community members, educators, and board members for the process in order to align the vision with implementation** (i.e., those who are tasked with implementing the vision need to understand the intent).
- **Engage the student and family communities that are most impacted** by disproportionate discipline and exclusion (informed by this Assessment)
- **Allocate appropriate time and resources to do this work well** (e.g., at least a 1-year process, ensuring that community experts – not just paid district staff - are compensated for their expertise and time to advise and co-develop, etc.).

“The district needs to recognize a broad lack of trust from teachers... in large part due to that lack of coherent vision beyond the immediate and reactive.” 89

– Teacher

“We need a district vision where we move forward together - vision needs to be verbalized strongly.”

– District Administrator

“4J is so site-based. [We] don’t have any universal actions. It’s left up to individual people and schools.”

– Classified Staff

2. Develop a plan to align policies, practices, and resources according to the north star

Why this is needed: Many district employees - from teachers to school staff to district administrators - have stated that the district lacks an overall clear vision and articulated priority around what needs to happen related to student safety and belonging in all schools. For example, what does it look like for “all students to belong” and how will the district know when it has succeeded? How can educators have their safety and belonging needs met in ways that support student safety and belonging? This lack of clear vision, plan, and metrics of success often leads to competing priorities and stymies efforts to systematize promising practices district-wide, mitigating the ability to create sustainable improvements.

- **Align districtwide initiatives through the development and implementation of a collaborative strategic planning process.** It is important for educators, especially educators of color, to have a voice in developing this plan. Student and parent engagement should also be co-planners, not just as attendees as focus groups or listening sessions.
- **Ensure that all district initiatives, such as Learning for All, the Behavior Framework, and Positive Behavior Intervention Support System, connect to the key goals articulated as part of the All Students Belong north star.**

“All the different departments have their own priority.”

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- Classified Staff

“ If we had a vision with a clear path, what kind of instruction could we deliver in an impactful way with ongoing coaching? ”

- Teacher

“ I know we have examples of good things happening in pockets throughout the district, but not systematically.”

- District Administrator

3. Implement the plan, ensuring that building-level leaders have clear expectations regarding their role in carrying out district priorities and are supported to translate them to local school community contexts

Why this is needed: Best practice for organizational improvement requires a vision to be aligned with policies, resources, and practices. Without this, improvement initiatives often result in short-term or siloed gains while doing very little to shift systemwide practices that benefit everyone.

- **Develop clear roles, expectations and supports to meet this vision.** (e.g., what are the common set of expectations for district and building level leaders and all staff for creating the conditions where all students feel safe and a sense of belonging?)
 - Guided by a set of common expectations across the district, school leaders should be empowered to translate districtwide vision into day-to-day practices that reflect local school community and culture

“It is amazing that the North Region has a beautiful Dual Immersion Program but embarrassing that the high school has no bilingual office help. When we have questions or want to call an absence there is no one to assist us.”

- Parent

“They [district and building leaders] have to understand why they are doing what they’re doing. If they don’t understand the ‘why’, all of this is just busy work. We’ll keep going with no clear vision or plan, no active engagement, no follow up. We need resources to make this work successful.”

- Teacher

Recommendations for Further Exploration

1) Conduct a deeper dive on discipline data and practices

- How do discipline practices and outcomes compare across schools and within schools at the classroom level?
- How do patterns in discipline outcomes compare over time?
- How are students and families impacted by discipline practices, especially students with disabilities, students color, and students of color with disabilities?

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2) Understand data capacity strengths and needs for strategic use of school- and district-level data

- What types of data do educators have access to at the school level and how are they used?
- What are the expectations district- and school-wide about how data should be used?
- Where are data teams being implemented, who is on those teams, and how do they operate?

3) Assess translation and interpretation services across the district

- Are there consistent policies for providing translation and interpretation services for families? Are school leaders and families aware of them and do they have the expertise/resources to use them?
- What are the barriers to providing accessible and high-quality translation? How could they be addressed?
- Where in the district are families satisfied with translation and interpretation services? What could be replicated from those sites?



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

Date: January 12, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 p.m. (cancelled) and a regular meeting at 7:00 p.m. 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 Friday, January 7, 2022, and published in *The Register-Guard* on Wednesday, January 12, 2022.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa
Mary Walston

STAFF:

Cydney Vandercar, Superintendent
Kerry Delf, Chief of Staff
Brooke Wagner, Assistant Superintendent for Administrative Services
Andy Dey, Director of Secondary Education
Christine Nesbit, General Counsel
Steve Menachemson, Director of Technology
Andrea Belz, Director of Finance
Misael Flores Gutierrez, Director of Equity
Larry Williams, Director of Equity
Eric Anderson, Director of Curriculum
Casandra Kamens, Curriculum Administrator
Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA: KRVM, The Register-Guard

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association (EEA)

I. CANCELLED: 5:30–6:45 p.m. Executive Session:

The executive session to conduct deliberations to consider the dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, pursuant to ORS 192.660 (2)(b), was cancelled.

Executive Sessions are closed 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 MEETING – CALL TO ORDER

Chair Newman called the meeting to order at 7:00 p.m.

III. ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman noted that all board members were present via video conference. After the board recited the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

IV. AGENDA REVIEW

Ms. O'Rourke asked that the policy on racial harassment be moved from an item for action at a future meeting to an item for information. She said that the policy was not done and wanted the Equity Committee to have an opportunity to work on it before it was presented as an item for future action. Chair Newman responded that placing it as an item for action at a future meeting did not imply that it would be voted on at the next meeting. Mr. Lafer said that the policy was not in a place where it should be considered ready to go to a vote. In response to a comment by Ms. Rabasa, Chair Newman said that having the policy as an item for action at a future meeting indicated the urgency of the item. Chair Newman called for the vote. **The motion to move the item for action at a future meeting to consider Revisions to Policies Related to Bias Incidents and Nondiscrimination and to Consider Adoption of Policy Addressing Racial Harassment to items for information was approved 7:0.**

Ms. O'Rourke also asked that the item to approve board working agreements be removed from the agenda. Ms. Rabasa seconded the request. Ms. Hays supported the request. Ms. Walston asked whether the item was being tabled indefinitely. Chair Newman said that she had a date to reconsider the board working agreements. **The board approved the motion to remove the working agreements 7:0.**

The agenda was approved with the above amendments 7:0.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Vandercar recognized those in the audience who were attending in support of the Twin Rivers Charter School renewal for which there would be a public hearing later in the meeting. She added that the Oregon Department of Education would be releasing graduation rates in the near future. She reported that four-year graduation rates had increased and that thirteen demographic groups had improved their graduation rates. She commended all the staff who had worked to bring about the improvement. She looked forward to receiving the complete report from ODE.

Superintendent Vandercar said that she had met with the Committee Against Hate to share with them the harassment policy that would be an item for information later in the meeting. The group also discussed the recent hate speech incidents and how to make clear to those who participated in acts of hate speech that there would be consequences for their actions which would be outlined in the administrative rule to accompany the board policy.

Ms. Vandercar referred to an increase in COVID-19 cases immediately following the return to school, and added that the cases were decreasing. She said that cohort tracing would replace

contact tracing for students. She added that school was still the best place for students because mask wearing and social distancing were observed.

Ms. Vandercar reported that the district had received requests to implement online school again. She cautioned that technology needs would need to be assessed before moving forward.

Superintendent Vandercar also reported that the district had posted four new positions for regional equity managers to support affinity group leaders and to be available for students when something arose that was beyond their capability to deal with. The district also agreed to meet with Margot Helphand, Chair of the Jewish Community Relations Council to discuss whether it would be possible to receive grant funds to implement No Place for Hate. Superintendent Vandercar said that in order to make progress in the area of racial bias and harassment it would be important to build an infrastructure. Mr. Gutierrez-Flores and Mr. Williams would report on the work to date later in the evening.

VI. COMMENTS BY BOARD CHAIR

Chair Newman shared an excerpt from a speech by Dr. Martin Luther King, Jr. days before he was assassinated. It was given at Stanford University on April 14, 1967 and was titled "The Other America". The excerpt referred to creating genuine equality:

I submit that however unpleasant it is we must honestly see and admit that racism is still deeply rooted all over America. It is still deeply rooted in the North, and it's still deeply rooted in the South.

But we must see that the struggle today is much more difficult. It's more difficult today because we are struggling now for genuine equality. And it's much easier to integrate a lunch counter than it is to guarantee a livable income and a good solid job. It's much easier to guarantee the right to vote than it is to guarantee the right to live in sanitary, decent housing conditions. It is much easier to integrate a public park than it is to make genuine, quality, integrated education a reality. And so today we are struggling for something which says we demand genuine equality.

What I'm trying to get across is that our nation has constantly taken a positive step forward on the question of racial justice and racial equality. But over and over again at the same time, it made certain backward steps. And this has been the persistence of the so-called white backlash.

And so in a real sense our nation's summers of riots are caused by our nation's winters of delay. And as long as America postpones justice, we stand in the position of having these recurrences of violence and riots over and over again. But in the final analysis, a riot is the language of the unheard. And Social justice and progress are the absolute guarantors of riot prevention.

One Myth is the notion that only time can solve the problem of racial injustice. Somewhere we must come to see that social progress never rolls in on the wheels of inevitability. It comes through the tireless efforts and the persistent work of dedicated individuals. And without this hard work, time itself becomes an ally of the primitive forces of social stagnation.

But I want to close by saying this afternoon that I still have faith in the future. And I still believe that these problems can be solved.

After reading the excerpt, Chair Newman asked the audience how long it would take.

Chair Newman added that the board had received many comments from the community on topics which resonated with her including responses to racial harassments, student safety, and teacher burnout. She said that the board needed to stop fighting with each other and to commit to the pressing and important work before them.

VII. CONDUCT A PUBLIC HEARING REGARDING THE RENEWAL OF THE PUBLIC CHARTER SCHOOL CONTRACT WITH TWIN RIVERS CHARTER SCHOOL

Chair Newman read the requirements for making comment during a public hearing.

Jeff Orlandini, Chair of the Twin Rivers Advisory Board, spoke on behalf of the board of directors and alumni of Northwest Youth Corps. He thanked the board for allowing settings that provided students success. Mr. Orlandini described the ways in which Twin Rivers provided hands-on learning in an outdoor setting along with CTE training. He said that students left school with valuable skills that they could use on the job. He added that Northwest Youth Corps created a model for outdoor learning and working, and a stable financial foundation. He asked the board to renew the Twin Rivers school charter.

Autumn Woodford was a current student of the Twin Rivers Charter School. She spoke of the support and respect she received from teachers and wished that more of her school years had been spent at Twin Rivers. She said that the school treated her as a unique individual and she shared that the challenges she faced to get to school every day were worth the effort. She concluded that she felt a part of something in an environment where people shared with each other.

Eli Cox was the community school coordinator at Twin Rivers Charter School. Previously, he worked on sexual violence protection and the root causes of violence and its prevention. He valued the community model at the charter school and the support that the school gave to both students and their families; the work that the school was doing to promote health, safety and wellness; and the skillset and practices that were taught at Twin Rivers.

Tony Phifer was an advisory board member for Twin Rivers Charter School and a parent of a senior. He shared that the school had quickly, creatively and collaboratively worked over the past two years to solve issues that came before them. He appreciated how students were encouraged to speak and be a part of the school, and how hands-on learning taught trades skills. He supported the renewal of the charter.

Emma Garner was the youth education coordinator with the Middle Fork Willamette Watershed Council. She said that Twin Rivers Charter School was teaching environmental education through locally relevant hands-on education and partnerships with other environmental organizations. She gave the example of a four-week outdoor education program that occurred at Elijah Bristow State Park. Students from Twin Rivers partnered with middle school students and acted as leaders and guide. She added that Twin Rivers students and AmeriCorps staff had performed a study of

beaver activity in the park and would be expanding their study in 2022 to provide restoration modeling. She said that students would be creating a park management plan for Log Jam State Park in Jasper. She appreciated the opportunity to work with students promoting ecological education.

Jay Breslow was the principal of Twin Rivers Charter School. He remembered how prepared the school had been for the 2020 school year and the opportunity that becoming an online school provided them. He reported that in the early years of the school, many students were in their junior and senior year. More recent registration shows students who were choosing to attend Twin Rivers starting as early as eighth grade. He saw it as an opportunity to create a positive culture that ran through a student's high school career. He commended his fierce and dedicated staff. He also mentioned the partnerships the school was engaged in and reported that Twin Rivers had received a grant to fund their work in Log Jam State Park for the next eighteen months.

VIII. ITEMS RAISED BY THE AUDIENCE

Chair Newman read the procedures for making public comment at a board meeting.

Rose Wilde was glad to see that work was progressing on the board policy on racial harassment. She hoped that the reporting procedure would collect demographic information in order to determine which groups were being impacted by racial harassment. She encouraged a transformative justice program. She believed that fostering student belonging in schools was necessary. She was also concerned that teachers were not being offered weekly COVID-19 testing. She asked for school-supplied KN95 masks.

Harry Sanger shared his concerns about a variety of issues including vaccinations, racially-biased hiring, and wondered why funding was not being used as it was prescribed.

Linda Ague, former school shared a quote by Journalist Walter Lippman: "Where all think alike, no one thinks very much." She considered it important to hear many voices and share thinking and beliefs. She had attended recent anti-hate marches and remembered the same actions fifty years prior. She asked to listen to all voices and protect their source, and to embrace radical change instead of being threatened by it. She considered the board fortunate in its opportunity to make the changes necessary.

Roscoe Caron, retired middle school teacher, asked teachers what was needed to help them immediately. He gave a list of teacher concerns including teacher burnout, confrontational students, non-essential demands, and absenteeism. He suggested asking teachers on special assignment to lend their experience and skills to new teachers who were having issues with classroom management.

Melissa McCormack asked whether the board was aware there were many studies and reports that stated that mask-wearing was not effective and could harm. She also referred to a report that gave the negative effects of mask mandates on student health and wellness. She asked Chair Newman to attend to the emotional health needs of students by ending mask mandates.

Larry Lewin, retired teacher, referred to his comments of December 1, 2021 and the Oregon Department of Education's Care and Connection guidelines which recommended that teachers

attend to the emotional and social needs of their students instead of trying to catch up on learning after a stressful year of online education. He thanked Superintendent Vandercar for her response to his questions and looked forward to hearing updates on the progress. He added that the district should not consider the past year a loss of learning, rather unfinished. He asked central district staff to assist teachers by reducing time spent on non-classroom requirements.

Georgianne Jones was the project manager of the restorative practices program. She thanked the board and superintendent for their support in launching a new program through matching funds and a grant from the AFT Innovation Fund. She gave a report on the work to date.

Marcy Hellman, a teacher and parent, asked the district to provide staff with KN95 masks. She referred to Chicago Public Schools which had reached an agreement to provide masks to staff. She gave a brief report of the actions she was taking in her own kindergarten classroom to educate her students.

Chair Newman thanked all the speakers for taking the time to speak to the board. She asked Superintendent Vandercar to respond to comments by the audience. Superintendent Vandercar reported that the district had 90,000 KN95 masks to be distributed to staff.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, president of the Eugene Education Association, said that COVID was still wreaking havoc on the system. The district remained committed to teaching in-person school. Ms. Gordon was glad to hear that KN95 masks would be distributed. She also commented on having inadequate staffing, which might require temporary closures in lieu of asking staff to give up prep time or perform functions outside their normal job.

Ms. Gordon continued that the district and EEA had been in bargaining over the current contract for the past two years. The longer it took to reach an agreement, the less staff felt respected. She asked the contract to be settled immediately.

Ms. Gordon continued that the position of Assistant Superintendent of Instruction had not been filled since December 2021. Meanwhile the important work of curriculum adoption, professional development and instructional focus was being managed in a patchwork style. She asked that the position be filled or that it be considered unnecessary and the funds be distributed to provide more teaching and special education staff.

She asked the board to focus on three things: guiding the district through the COVID crisis; developing a response to racial harassment and bias; and selecting a permanent superintendent. She said that each voice on the board was important and necessary.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Lafer commented on the recent complaint from one board member against Ms. Rabasa and Ms. O'Rourke prohibiting statements made on social media. He referred to the court ruling about statements that Mr. Julian Bond had made. He said that it was important to stop silencing people when there was disagreement.

Mr. Lafer continued that everyone on the board was committed to racial equity and anti-racism. People used to being on the dominant side of power relations needed to understand that their assumptions sometimes counted others out. The new members of the board were pointing out these unfair power relationships. It was time to recognize that people on the bottom of power relationships were telling the truth. He hoped that the complaint would be withdrawn.

Ms. Shabram read a statement from a student she knew who was experiencing harassment because of race, religion and gender:

For those who don't know me, My name is Nona Solomon-Burt and I am a senior at North Eugene High School. You've probably heard my name and my story in these last few weeks. I was a victim of the racist harassment on social media. I have been threatened with sexual assault and have had people tell me that everyone should kill me. I have been called the N-word a number of times, there have been Instagram accounts made about me and have said really horrible things to and about me. These incidents have made it harder to trust my peers, focus at school and exist in my community. I don't feel safe in my school or even just walking around my town and neighborhood. I have had countless meetings with my school principal to try and combat this problem so it doesn't happen to other people. The cycle is still going on and I'm afraid that it'll happen again to me or to other people. When this happened to me I didn't know how to react. Even having to work with the cops, knowing they want to help me is still really triggering. I want to do everything in my power to make sure this doesn't happen again, but I also haven't had the proper time to grieve and feel how I want to feel. It's been hard to share my story and it's been hard to speak up in areas where I know I can get the most support. I'm extremely grateful for all the resources and support that I've gotten through this time. As for the school, I wish that they would offer more education on prevention and how to support victims of crimes like this.

Ms. Rabasa also commented on the complaint by a board member against her. She said that it was a waste of time and resources. She wanted to focus on the students and the staff who served them. She reported that testing was beginning, students were starting new classes, the district was in the midst of a mental health emergency, and there was ongoing racial and religion-based harassment, there were record staffing shortages and low morale, and the board was in the midst of a superintendent search. Additionally the district was seeking reliable sources of COVID testing and masks and medical care, while the district managed the care of those who tested positive. Ms. Rabasa said that she would focus her efforts on providing the best educational experience for students. She hoped that the board would focus on creating emergency disaster plans. Ms. Rabasa referred to the current rebuilding and renovation of three schools which could be used as community centers in times of emergency if a clear policy supporting a plan was created by the board. She said that she and Ms. Hays would be meeting the next day to create a list of those persons to be members of the new Equity Committee, including students, staff, community members and student caregivers. She said it would be a unique resource. She was ready to get the work done. She finished by extending her heartfelt sympathy to the South Eugene district for their loss.

Ms. Hays also referred to the meeting with Ms. Rabasa. She had also attended the finance and audit committee and would be attending the charter school review committee. She appreciated the distribution of KN95 masks in the district and referred to her work with the county, which was recommending those who were not wearing KN95 masks to double mask. She responded to Mr.

Lafer by saying that the board approached their work in different ways and that it was important not to put the district in a position where there were legal ramifications for things said. She referred to hard lessons learned at the county. She agreed that statements made by the board could negatively affect student achievement. She recognized that the board was powerful and if they came together, they could make great change. She also thanked Ms. Shabram for reading the statement from the student. Ms. Hays said that her intent was to listen and learn.

Ms. Walston said she cared deeply about the staff and their hard work and because of that was withdrawing her complaint. She did not want her complaint to become a focus of the work of the newly formed Equity Committee because the work of the Equity Committee was far reaching and important. Ms. Walston continued that as a condition of the withdrawal of her complaint, she was asking the board to have a work session with an outside facilitator to discuss staff and board communication. She wanted to have productive, positive conversations.

Ms. Walston wondered whether it might be worth putting the building of Camas Ridge Elementary School on hold in order to give time for ongoing discussion about its design and so that the district could finish other projects across the district such as North Eugene High School. She also wondered about whether invitations had gone out for upcoming meetings regarding the superintendent search and wanted to get an update on school resource officers.

Ms. Walston concluded by asking the board to focus on climate change. She said that at the recent City Club meeting, four high school students and their teacher on special assignment had given a report. She hoped that the board would focus their efforts similarly.

Ms. O'Rourke considered Ms. Walston's complaint an attempt to use board policy to silence the voices of black and brown board members. In the past five months she had been called names and a bully. She said that her comments on social media were about the white supremacy and trauma she experienced on the board. She asked the board to change for the sake of all marginalized students. She wanted policies that would protect people. She did not want racial harassment to be allowed, and that the bullying stop. She asked that the board have diversity, equity, and inclusion training at least monthly.

Chair Newman thanked Ms. Walston for withdrawing the complaint. She understood that withdrawing the complaint did not make the issues go away, but thought that it would give the board time to learn from each other how to communicate better. She was committed to ensuring work sessions and trainings on the topic.

XI. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Meeting Minutes: December 15, 2021 Work Session and Regular Board meeting; January 4, 2022 Special Board Meeting
2. Approve Sidewalk Replacement at Edgewood Elementary School and Spencer Butte Middle School
Presenter: Ryan Spain, Director of Facilities
3. Approve Bond Project: Monroe Middle School and Spencer Butte Middle School Roofing
Presenter: Ryan Spain, Director of Facilities

Chair Newman reported that as a result of a request from a board member, the minutes recorder had agreed to add the names of those who were voting for and against to the tally. Vice Chair Shabram moved to approve the consent agenda. Ms. Walston seconded the motion to approve. **The motion passed unanimously 7:0.**

XII. ITEM FOR INFORMATION

1. Receive Update on District Equity Work

Presenters: Larry Williams, Director of Equity, Inclusion and Instruction; Misael Flores Gutierrez, Director of Equity, Inclusion and Instruction; Andy Dey, Director of Secondary Education

Superintendent Vandercar introduced Mr. Flores Gutierrez, who in turn introduced his colleagues and shared what portions of the presentation each would cover. He and Mr. Williams would discuss the documents that had been sent ahead of time; Mr. Dey would speak about the BIPoC Educator Pipeline Project; Mr. Flores Gutierrez would present on the hate and bias incident advisory team, and Mr. Williams would conclude by sharing the community photo project. Mr. Flores Gutierrez thanked the superintendent and the board for their support. Mr. Williams said that the document showed all the work that was being done by the team. He continued that the plan was to update the board regularly on the team's progress. He hoped by giving more regular updates the amount of requests for individual updates would diminish.

Mr. Williams thanked Georgianne Jones for her work on restorative practices. He said that the district would be working alongside her team to add to her work. Mr. Flores Gutierrez shared information about the Newcomer Program. He said they would also be expanding early childhood programs and childcare. Mr. Williams then shared that the student affinity groups were operating in high schools and middle schools and they hoped to add groups in elementary school as early as 2022-23. Mr. Flores Gutierrez said that in the future they would be starting a program aligned with Social Emotional Learning that focused on racial harassment and bias. They recognized that the board policy on racial harassment was a good step forward and hoped to add preventative work.

Mr. Flores Gutierrez continued that book study groups had begun in elementary schools and with TOSAs and focused on white fragility and the book *Caste* by Isabel Wilkerson.

Mr. Williams highlighted the work the group was doing with Human Resources focusing on recruitment and retention of staff of color.

Mr. Andy Dey spoke about the 4J BIPoC Educator Pipeline Project. Along with support from the district, the group was working with Lane Community College, Pacific University, Lane ESD, EEA, and OSEA to create a program to support BIPoC students and employees to pursue careers in education. Pathways would start with those who had a bachelor's degree, two years of a licensure program and those with master's degrees to become teachers and administrators. Mr. Dey recognized that other programs already existed, and added that this program would encourage BIPoC students and staff to stay and work to build a more diversified community.

Mr. Flores Gutierrez shared information regarding the new racism, hate and bias incident advisory team which was developing a process for responding to incidents that would bring together key staff to provide a calculated response to incidents. The goals of the group were to

create and implement a clear plan. The work was new and still in progress. Mr. Williams added that they would meet regularly to plan instead of meeting around a specific crisis. They would offer support to administrators in buildings where incidents occurred.

Mr. Williams said that the family photo project hoped to get the community involved by diversifying the hallways in schools through photo-documenting the different types of work that families in schools did in the community. Along with the images were notes of inspiration. They had completed twenty which were in schools and at the district offices. Mr. Williams said the project was ongoing until the images in schools matched the diversity of the community.

Mr. Lafer asked about the role of OSEA in the teacher pipeline project. He asked whether there would be benchmarks for the programs, recognizing that accomplishing any progress in the current pandemic laden time was welcome. Mr. Dey said that they would need a pathway advisory group from OSEA to assist in the work. He said that the plan would be to start with a cohort of ten to use as a baseline: a small enough group to be able to offer full support. Mr. Williams added that starting small would allow them to grow capacity. Mr. Lafer offered that numerical goals would be instructive in measuring success.

Ms. Shabram encouraged looking at metrics of success that were more humanistic, but still gave a concrete understanding of how things were moving. She wondered what the team needed from the board to move the work forward. Mr. Williams said that getting to know the board would help. It would give the team an understanding of how each board member might support them. He referenced conversations with Chair Newman regarding the early education programs. He pointed out that many students came into the district already behind. He asked the board to be ready to give their expertise and input.

Ms. Rabasa recognized that there was much left unsaid because of a constraint in time and the extent of the work the team was doing. She asked Mr. Dey whether he had been in contact with Springfield about a similar program. She wondered whether as they were developing programs for retention and recruitment, the team had also done an analysis of why recruitment and retention had been an issue in the past. She asked whether doing exit interviews would be possible to determine how to create a safer environment. Mr. Williams said that although the district had reached out to other districts to find out what programs they had developed, the team was working to develop a program to “grow their own” from the district.

Chair Newman was impressed with all the initiatives. She was glad to hear that the team was getting added staffing because it showed the commitment of the district. She also was glad to hear that the team was working with all departments across the district especially with regard to the equity work. She was glad to hear about the commitment to early learning and offered to help in any way. She had not heard about the family photo project and wondered whether there might be ways to share the artwork on the district web site as well as in schools. Mr. Williams said that he would reach out to families to make sure they were comfortable having their images on the website.

Ms. O'Rourke asked whether the photos were being shown anywhere. Mr. Williams said they had just received the first set. Ms. O'Rourke clarified that her question was regarding the fact that the photos only showed black people and she wanted to know more about the motivation behind that. She added that she was receiving a mixed message that staff wanted to reach out to her, but at the same time she was being told she was not allowed to communicate with staff.

She wondered whether there would be a committee that would work with Mr. Williams' team. Mr. Williams said they had contacted people of all races and ethnicities and who worked in all different jobs and clarified that the photos were not just of black people. Mr. Dey added information regarding the BIPOC educator pipeline and who might be contacted to be a part of the work. Ms. O'Rourke said that the board had been told many times that Black, Indigenous and Latinx staff did not feel heard or valued. She thanked the team for their hard work.

Ms. Hays mentioned that she felt very fortunate to be on the equity committee as a board representative and wanted to make sure that the board's questions were being heard. She agreed with Ms. O'Rourke that exit interviews were not a good way to get feedback and preferred "stay" interviews. She hoped that the board would use both in order to get more of an understanding of how to retain teachers.

Mr. Lafer agreed that it would be good to have interviews with BIPOC staff who had left. He wondered whether it would be possible. Ms. Vandercar said that exit interviews were offered by email and were not mandatory. She said she was on the multi-agency committee that Ms. Hays had referred to which met monthly. The purpose of the committee was to determine how to keep staff employed.

Chair Newman thanked the team for their report and their work.

2. Accept Eugene School District 4J Annual Comprehensive Financial Report (ACFR) for 2020-21 Fiscal Year
Presenters: Andrea Belz, Director of Finance; Brooke Wagner, Assistant Superintendent for Administrative Services
3. Accept Financial Report for KRVM 91.9 – 1280 KRVM AM for the 2020–21 Fiscal Year
Presenter: Andrea Belz, Director of Financial Services

Ms. Belz referred to the two reports that were in the board packet. The district financial auditors had reviewed both the Annual Comprehensive Financial Report and the Financial Report for KRVM Radio and had found no changes in the presentation of the statements and deemed them suitable for presentation to readers. She added that the auditors had not found any significant material weaknesses or deficiencies. Ms. Belz said that if that had been the case, she would ask the board to make an action plan to correct the deficiencies.

Ms. Belz said that audit procedures had also been performed for the Student Investment Account Grant and that no concerns were noted.

Chair Newman clarified that the board could ask questions on both financial reports.

Ms. Walston congratulated the financial staff for having clean audits. Ms. Hays also congratulated Ms. Belz and her team for their good work. She asked for clarification that the Department of Financial Services would soon be sending a request for proposal for auditing services. Ms. Belz confirmed that the department was very happy with the services they were receiving but would find out whether they should change to a new firm through the RFP process which would be completed in March, 2022.

Ms. O'Rourke asked whether the RFP had equity questions, to which Ms. Belz responded that there were equity questions regarding the policies of the audit firm. In response to Ms. O'Rourke's request that she see the RFP, Ms. Belz said she would send it. Chair Newman asked it to be put in the Friday Memo.

Chair Newman also congratulated Ms. Belz and her team on their good work.

4. Discuss Board Member Email Responses
Presenter: Judy Newman, Board Chair

Chair Newman shared her understanding of her role regarding the process of responding to emails. She said that she was using the board working agreements as her guide, which cautioned against emails between board members being construed as a serial meeting. She added that she also used the guidelines for the board chair from the Oregon School Boards Association which stated that the chair was the representative of the board.

Ms. Newman said that she tried to get information from the departments doing the work to respond in a factual matter.

Ms. O'Rourke said that often responses to questions to the board seemed to be a response from the Chair and the Superintendent, and that there had been no vote or discussion on what was sent. She said that in other public boards, the role of the Chair was to acknowledge the receipt of the communication and to then pass it to staff to write a response. Ms. O'Rourke was concerned that Chair Newman referred to items that had not yet been voted on but were referred to as being completed. She said that many of Chair Newman's responses did not reflect her voice and thoughts.

Mr. Lafer appreciated the work that Chair Newman put into her responses. He said that it would be challenging to respond for the board as a group if not all board members agreed on the subject.

Ms. Walston said that staff would not be able to answer many of the emails that the board received, and the board may or may not have taken a position on the subject. She complimented Chair Newman on her timely responses.

Vice Chair Shabram said that in her time on the board, not every response had matched her opinion. She had also experienced the challenge of responding to emails when Chair Newman was away. She shared that she had heard positive comments from the community for the personal responses they received from Chair Newman. She hoped to find a middle ground that included genuine engagement with the public while finding a way to satisfy the board.

Ms. Hays wondered whether there could be statements in the emails that clarified that not all board members might agree. She saw an opportunity for the board to discuss their differences of opinion on the topics that Chair Newman responded to in the emails.

Chair Newman said that saw an opportunity to have a wider discussion amongst board members on certain topics when they did not agree with Chair Newman's emails.

Mr. Lafer gave some suggestions on how Chair Newman could respond for the board as a whole and from her personal perspective.

Ms. O'Rourke said that she thought Chair Newman was using Superintendent Vandercar's responses to questions rather than her own or those of the board. She said that she would bring up the emails in question when they came up.

Chair Newman said that she appreciated learning that she needed to make changes to her responses and would do her best to take everyone's feedback. She did not want to speak out of turn.

5. Consider Revisions to Policies Related to Bias Incidents and Nondiscrimination and Consider Adoption of Policy or Regulation Addressing Racial Harassment.

The two items for action at a future meeting were then discussed as items for information as per the change to the agenda. They were: Consider Revisions to Policies Related to Bias Incidents and Nondiscrimination and Consider Adoption of Policy or Regulation Addressing Racial Harassment.

Christine Nesbit, General Counsel said that the board would be looking at three policies, two of which were existing and needed revision. The other policy was new.

Ms. Nesbit introduced Policy AC-Nondiscrimination which was the district's policy against unlawful discrimination and harassment, including discrimination based on race, national origin, religion, gender identity, sexual orientation, gender, and other legally protected characteristics. The policy was required by law. The reason there was a revision necessary was because legislation enacted in 2021 (the CROWN Act) expanded the definition of "race" for purposes of prohibiting racial discrimination to include physical characteristics that were historically associated with race. Ms. Nesbit referred to information in the board packet. Ms. Nesbit asked if the board had questions regarding the first read on this revision.

In response to a question from Ms. O'Rourke, Ms. Nesbit clarified that all the amendments were coming directly from the statutory definition that had just been revised.

Ms. Nesbit continued with revisions to Policy ACB-Hate Symbols and Bias Incidents. She clarified that the board's definitions of hate symbols were more broad than those of the state, as provided in the board packet. She said it would be the board's decision to revise the district's policy to be as narrowly defined as the state's. She added that the administrative rule was created by the superintendent to follow the policy, and it was included as part of the discussion on policy ACB and the new policy being considered that solely addressed racial harassment.

Mr. Lafer asked for clarification on the possible revisions. Ms. Nesbit said that the board could choose to add the list of the specific symbols "noose, swastika, confederate flag, or other symbol of white supremacy."

Ms. O'Rourke said that in some cases hate symbols and bias incidents were separate policies. Ms. Nesbit said that Oregon Department of Education considered them in one policy. Ms. O'Rourke also asked the intention of removing language from the policy. Ms. Nesbit said she considered the crossed-out parts of the policy to limit the scope of the policy. She clarified that the bias incident must be a hostile expression of animus based on race, sexual orientation and

other enumerated characteristics. Ms. Nesbit said that the board could make additional changes but she would need to consider their effect on other policies and they would need to be legally compliant.

Chair Newman gave an example of an incident in which a symbol that was not in the state's policy had been used at a board meeting, and the board's more broad policy covered its use.

After a brief discussion, Ms. Rabasa said she would send her questions to Ms. Nesbit regarding the differences between the board policy and the state's Every Student Belongs bill.

Ms. O'Rourke asked who handled bias and racial harassment incidents at the school to which Ms. Nesbit said that school administrators with support from district staff responded to the incidents. Mr. Williams clarified who was on the incident response team, including building administrators, safety officers, equity committee persons, and staff from the legal department. The group was approximately nineteen people. They were working very hard to shorten the time between incident and response. Mr. Lavin added that the level directors reviewed the steps to follow when an incident occurred and all administrators had been trained on the process.

Ms. Hays thanked the group for the in-depth level of response that they had developed. Ms. Rabasa understood that Lane ESD was having a training with ODE in the near future and wondered whether 4J would be participating. Superintendent Vandercar said she would get the details and share them with the board.

Ms. O'Rourke observed that the response team seemed to be comprised of mostly administrators and wondered whether training would occur regarding bias in the schools. Mr. Williams said that eight of the nineteen on the group were persons of color. They had been strategic about who was on the team in order to minimize the issues she commented on. Mr. Williams continued that the team met once a month to review incidents that had occurred and whether the response had been successful. Ms. Nesbit said that they were looking at ways to collect specific data including a portal that would allow live tracking and communication and adding data to the student information system. Chair Newman asked to receive regular reports.

Chair Newman then moved the conversation to the new racial harassment policy. Ms. Nesbit said that bias incident was a subset of a larger phenomenon of manifestations of personal racism for which 4J did not have a specific policy. The policy in the board packet was a starting point for a policy that would fill the gap. Existing policies prohibited legally actionable discrimination in very specific instances. A new policy would also include behaviors that had not been seen as being covered. It would include racially harassing conduct, conduct that was prohibited, would establish expectations for student and staff, and would outline the kinds of actions to be taken to ensure the impacted person's safety and thorough and sensitive investigations. Ms. Nesbit added that there might be restoration and accountability measures, educational programs for students, an annual review, and mandatory training.

Mr. Williams said that different staff and community members had been involved in the creation of the policy and were giving feedback.

Chair Newman asked whether board members had questions. Vice Chair Shabram appreciated that community members had been involved in the creation of the policy. She referred to item five on the second page of the draft policy and asked how the rights of the person making the

violation would be weighed against the needs of the person impacted for resolution. Mr. Williams said it was the most difficult issue in cases of harassment. He said that the team was trying to earn the community's trust that they were doing proactive work which would result in disappearance of incidents. Ms. Shabram acknowledged that Mr. William's team was working hard to reduce institutional betrayal trauma.

Ms. Rabasa credited community member Mica Contreras for her work in contributing to the policy development. She wanted to move from restorative work to transformative work. She felt the district would be more inclined to achieve the goal of prevention if it were done transformative. She added that it would be important to put emphasis on the statutory reasons why certain actions could not always be taken. She thanked Superintendent Vandercar, Ms. Nesbit and Mr. Williams for the work they had done to include the community in the development of the policy.

Ms. O'Rourke appreciated Ms. Nesbit's care of language in drafting of the policy.

XIII. ITEMS FOR ACTION

1. Consider Renewal of the Public Charter School Contract with Twin River Charter School
Presenters: Casandra Kamens, Curriculum Administrator and Eric Anderson, Director of Curriculum

Ms. Kamens presented two amended motions: to approve the renewal of the charter; and to execute a five-year agreement if the charter was renewed.

Ms. Walston asked whether the low enrollment was a concern and how it might add to financial instability. Ms. Kamens believed that the school could reach their enrollment cap of 100 in the next few years. She added that Northwest Youth Corps was committed to supporting the school financially.

Ms. O'Rourke shared that her son had worked the during the summer with Northwest Youth Corps. She was excited that the school provided an avenue for success. She commented on the high number of students on individualized education programs and asked whether they were successful. Ms. Kamens said that the school was working very hard to increase graduation rates among their students on IEPs.

Mr. Lafer said the school was innovative, creative and respectful. He wanted leadership from the school to present to the board what lessons could be shared with other schools.

Ms. Rabasa expressed her gratitude to the district's commitment to have schools such as Twin Rivers. She supported the program enthusiastically.

Chair Newman agreed with the others giving their support. She appreciated Mr. Breslow's presentation on enrolling students earlier than eleventh and twelfth grade.

Vice Chair Shabram moved that the board direct the superintendent or designee to negotiate and execute a five (5) year charter agreement between Twin Rivers and the district. Mr. Lafer seconded the motion. **The motion passed unanimously 7:0.**

Vice Chair Shabram moved that the board finds that Twin Rivers Charter School's request for renewal meets the criteria for renewal in ORS Chapter 338. Ms. O'Rourke seconded the motion. **The motion passed unanimously 7:0.**

2. Approve Superintendent Evaluation Process

Prepared by: Judy Newman, Board Chair

Chair Newman presented the process and timeline for the Superintendent's evaluation as described in the packet. Vice Chair Shabram moved approval of the 2021-22 Superintendent Evaluation Process. Ms. Walston seconded the motion. **The motion passed unanimously 7:0.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Revisions to Policies Related to Bias Incidents and Nondiscrimination

Consider Adoption of Policy or Regulation Addressing Racial Harassment

Presenter: Christine Nesbit, General Counsel

This item was moved to Items for Information.

2. Approve Board Working Agreements

Presenters: Judy Newman, Board Chair and Martina Shabram, Vice Chair

This item was tabled for a future meeting. The board will review working agreements during their retreat on January 26.

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

Chair Newman shared with the board and the audience that the board would have an orientation for student board representatives and a work session on anti-bias training with Alma Advisory Group on January 19. She asked the board to save January 26 for a work-session on board working agreements.

Chair Newman said that there would be a work session on climate and the environment.

Ms. Hays said that people were not being notified about superintendent search meetings. She hoped that more notices would be going out soon to alert the community of times.

Mr. Lafer asked to reach out to a facilitator on Diversity, Equity and Inclusion training. Ms. Rabasa, Vice Chair Shabram and Ms. O'Rourke agreed to put it on the agenda. Mr. Lafer then requested to receive more and regular information on COVID-19 at board meetings, which Ms. Hays and Ms. O'Rourke agreed to put on the agenda. Mr. Lafer also asked to get information on hiring an Assistant Superintendent for Instruction, which Chair Newman requested in a Friday Memo, and an update on teacher resignations, which also reached consensus for inclusion on the agenda.

Ms. Rabasa supported Brenda Brainard as a consultant for the work session on Board working agreements, and wanted to make sure that she would be paid her full consultancy fee. Superintendent Vandercar said she would check into the particulars.

Ms. O'Rourke asked to add mandatory KN95 mask wearing in schools. Chair Newman asked for clarification on how that requirement would be made. Ms. Nesbit said that it would possibly need to be part of bargaining.

Ms. O'Rourke added that she also was concerned about the lack of communication regarding the superintendent search process and other key resignations and searches in the district. Chair Newman said that it would be covered in the board meeting on January 26 as part of the check in on board goals.

Ms. Hays asked for clarification on the requirement of KN95 mask wearing. Ms. Hays asked to have general counsel return at a future meeting with the process to make it a requirement. After a discussion it was agreed that the report would be part of the COVID presentation at a future meeting.

Ms. Hays then asked when time would be set aside for a conversation on communication among board members. Chair Newman said that it would be calendared for as soon as possible.

XV. ADJOURN

Chair Newman adjourned the meeting at 11:04 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

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

Date: January 19, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session 5:30 p.m. via zoom webinar. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, January 14, 2022 and published in *The Register-Guard* on Monday, January 19, 2022.

ROLL CALL

BOARD MEMBERS:

Judy Newman, Chair
Martina Shabram, Vice Chair
Alicia Hays
Gordon Lafer
Laural O'Rourke
Maya Rabasa
Mary Walston

STAFF:

Kerry Delf, Chief of Staff
Lisa Fjordbeck, Executive Assistant / Board Secretary

I. WORK SESSION

Conduct XXXXXX

Chair Newman called the work session to order and explained that the purpose was to learn how to conduct a superintendent search with as little bias as possible. She introduced Ms. Monica Rosen and Sidney Kubote and said that Ms. Sylvia Flowers would be joining them later. Chair Newman thanked the group for conducting a session that complied with the public meeting laws in Oregon.

Ms. Rosen made brief introductory remarks. She had appreciated how active and engaged the community had been with the superintendent search process to date. She said that the work session would be about managing bias: what it was; how it occurred; how it was revealed in the superintendent search and in the workplace as well. She added that the conversation they were about to have was usually not done in a public setting. She cautioned that the board might find themselves feeling vulnerable. She hoped to have dialog with all board members over the course of the meeting.

Ms. Rosen shared a document that reviewed the evening's goals. She said that the most important factor in managing bias was to ensure that the board was in agreement with the responsibilities and competencies of the position of the superintendent.

Ms. Rosen described the work of Alma Advisory Group—to assist school districts meet their goals for their students. Alma meant "to foster" in Latin, and described the work of their

organization. They believed that the best solutions came from the people on the front lines, living the work, with the most at stake. She then introduced Mr. Sidney Kubote.

Mr. Kubote introduced himself in his native language. He was a key facilitator for Alma Advisory Group and was also a strategic planner for organizations in his native Indian tribes and country. He hoped to build consensus and give voice to those who had been historically marginalized.

Ms. Rosen said that Alma Advisory Group found Glenn Singleton's work "Courageous Conversations about Race" to be foundational to their work. She continued by introducing a list of working agreements for the board to review: to stay engaged even when things were uncomfortable; name discomfort and experience it; speak truth; and expect and accept non-closure. She added that everyone had bias and should not expect to be rid of their bias at the end of the evening.

Ms. Rosen then asked everyone to relax and be a learner. No decisions would be made that night. She requested that any comments made that evening not be held against the person who made them, and asked that everyone assume positive intent. She then asked the group which agreements resonated with them, and was there anything they wanted to add.

Ms. Rabasa said that she often had difficulty accepting non-closure and had to understand that it was more likely than not.

Ms. Shabram agreed that she had had challenges with the same issue for different reasons.

Chair Newman said that although it wasn't one of the four specific agreement, she hoped to be able to assume positive intent.

Mr. Lafer referred to the issue of non-closure. He understood that there were many topics which the board had not made progress on and he struggled with not finding closure and wondering when it would happen. Ms. Rosen suggested that if one of the topics arose, they could explore it in the moment, or choose a time to address it later. She hoped that the board would end the evening with more tools to use going forward.

Ms. Rosen asked if there was anything to be added.

Ms. Hays shared that she would find it challenging to be engaged and to assume positive intent because of the nature of the evening's meeting: the board was being asked to engage in personal dialog in a public meeting which anyone could attend. She expected she might be extra quiet, and to pretend that it was "all good" and there was no discomfort would be a challenge.

Ms. Walston agreed with Ms. Hays. She did not believe that there was common trust amongst the board, and hoped that everyone treat others with respect. She said that it was challenging to speak truth in some circumstances. She hoped that what the board learned that evening would be applied to all the work they did.

Ms. Rosen responded that she appreciated how honest Ms. Hays and Ms. Walston had been.

Ms. Rosen then continued that candidates watched the engagement of boards in districts where they were applying for the superintendency. She acknowledged the understanding that trust was an issue. She gave the example in Denver, Colorado, where the board engaged in work to become more aligned and trusting.

Mr. Lafer asked what the process might look like to further the board's agreement on rules of engagement and trust. Ms. Rosen said she would work with Chair Newman to further that conversation. She suggested that agreeing on engagement for the search would be a good positive step.

Ms. Rosen displayed the purpose statement on her computer screen:

The goal is to recruit screen and select the next permanent superintendent for the district. The shared purpose is to lead a transparent search process guided by the input of the board and the community with a design to mitigate bias every step of the way.

Ms. Rosen pointed out that the decision lay with the board, but that the input of the community was important. She added that the community would have access to the process and be able to give input along the way.

In response to requests for input on the statement, Ms. O'Rourke asked to add a description of communication to the statement, or explain what transparent meant. She suggested to add "to communicate clearly" before "to lead a transparent..." Further discussion ensued regarding the concept of transparent communication. Ms. Hays suggested that the board have further conversation.

Mr. Lafer said that the search might be challenging because there was an internal candidate. He worried that some candidates might consider that the search was not open, and that the staff or board might undermine the process of a transparent and open search.

Ms. Rosen shared that the Alma group was always very careful to treat internal candidates the same as any other candidate. Ms. Rosen added the words "genuinely open search" to the statement in place of "recruit, screen and select." Mr. Lafer added that he wanted to ensure that the interim superintendent was honored and respected throughout the process.

Chair Newman commented that she struggled to understand what the 4J community was comprised of. She asked how they would know that they were getting a broad and fair view of the community. Ms. Rosen said that it would be important to hear from those whose voices were not typically included. Ms. O'Rourke suggested putting the community first. She asked for clarification from Ms. Newman. Ms. Rabasa agreed with the changes and added that it would be important to be clear to the community that all voices mattered.

Ms. Hays commented that the board should be ready to hear from those who did not feel heard or valued. She commented on Mr. Lafer's concerns about an open search. She would work to ensure that the process was fair and open.

Ms. Rabasa said that she had not received any communication indicating who had applied for the position. She was concerned that confidential information might be shared prematurely and

cautioned not to take for granted that any particular person was applying or that the interim superintendent was applying for a permanent position.

Ms. O'Rourke added her support for the words "fair and open search process."

Ms. Rosen continued with the presentation. She said that in December they had sent out a posting based on input from the board. She said that Alma was recruiting candidates and would also be focusing on the community meetings. She appreciated the input that Alma had already received regarding how to engage the community. She continued that January and February were top recruitment time and gave some details about how they were doing recruiting.

Ms. Rosen said that she hoped that they would start interviewing candidates in February and identify finalists mid-March. The community would have an opportunity to meet and interview the finalists. Alma would hope to be able to announce the selection in April.

In response to a question by Mr. Lafer, Ms. Rosen said that Alma would discuss the details of the screening process and any potential visits to the home districts of finalists at a later time.

Ms. Rosen continued by explaining the steps that had already been taken. She said that over 1700 surveys had been completed. Alma would explore the demographics of those who had participated and would determine whether outreach to certain groups was needed. Two of five community groups had been completed. Focus groups were being formed with the help of the communications department. She said that any format for input was welcome. An upcoming monolingual Spanish community event would be led by Ms. Rosen.

Ms. Rosen continued by describing how Alma Advisory Group used the information they received from the community.

Ms. Rosen then moved to the anti-bias training portion of the evening. She explained that she was using material created by Facebook that was available at <http://managingbias.fb.com>.

Ms. Rosen then led the board through an exercise designed to education them on their internal bias. She asked the board to consider their first impression of each of five persons shown in a video. Each board member then shared whom they had selected and why.

After hearing from each of the board members, Ms. Rosen explained the function that the subconscious and bias played in our daily lives to presumably keep us safe. She also shared how the media created images that often played into people's internal biases. She gave a personal example of being mistaken for a worker in her home instead of the owner of her home. She said that white men were portrayed as strong leaders and often not questioned as much as female leaders or leaders of color.

She said that the biggest danger in bias was not trusting someone to make the right decision. She then listed major biases: performance bias, bias based on stereotyped expectations of performance in which someone was not given credit for their successes or was given false credit based on their race or gender; competency and likeability tradeoffs in the forms of expected and unexpected behaviors—Ms. Rosen gave a personal example of a coaching session in which she was critiqued for her competence as a women. She asked the board to discuss how the examples she gave might come up in a hiring situation.

Ms. Shabram shared bias that she experienced because of her age and that she had no children. She understood that her own discomfort and experiences created her own biased actions in many situations. Ms. Rosen responded that sometimes response to bias was in the form of defensive actions taken to overcome the perceived bias. Ms. Shabram realized that the actions were in response to the performance and likeability tradeoff.

Ms. Flowers commented that often when some people were being interviewed, their performance was taken for granted while others needed to give many examples of performance in order to satisfy the interviewers. Ms. Rosen agreed that oftentimes evidence was applied in different ways based on bias. She said it was difficult to separate what a person was saying and doing from how they made one feel.

Ms. O'Rourke said that she had dealt with a lot of bias since she had arrived on the board five months ago. She said that people did not want to hear what she had to say. She understood that the training that evening was about bias in hiring a superintendent, but she considered more training was needed for the board.

Ms. Rosen appreciated Ms. O'Rourke's comments and asked for response from the board. She added that a person's experience was theirs and it was important to hear when someone felt a certain way. Chair Newman said she needed to understand how someone's voice felt elevated or welcomed or honored to her, but not to the other person. She wanted to learn her role in the communication. Mr. Lafer said that he had seen some of the actions Ms. O'Rourke referred to and described them as condescending. Ms. Rabasa spoke about the dominant white culture which directly influenced the systems and the structure of board work in general. It was also patriarchal. While she wanted to assume the best in people, she recognized that a new culture might need to be created. Ms. Hays agreed that a lot of work was necessary and that the board was on the cutting edge by recognizing it and agreeing to make change. She gave a personal experience. She then said that some parts of structures could not change and that needed to be recognized, but it was necessary to set an example by making changes when possible.

Ms. Rosen recognized the discomfort. She referred to the murder of George Floyd after which she realized she could no longer be silent when she noticed bias. She said that recognizing bias and how a group responded to it needed to be a shared value. She acknowledged the openness of the board: it boded well for their work in the future.

Ms. O'Rourke appreciated anyone who was willing to be in the arena. She said it was not easy to be quiet when bias was present. She believed her voice could be heard and she would speak out when necessary. She wanted equity to be about issues besides skin color.

Mr. Kubote said that the posturing of the mainstream was about infallibility and invulnerability. Expressing emotions were often seen as a sign of weakness, so they were left out of many conversations. He added that there was no way to strip bias from any experience or any conversation especially when decisions were being made. He said that some structures in society did force people of color to push harder than others to be equal. It was impossible to pretend that everyone was on equal ground. He recognized the distrust and vulnerability in society. He added that it was necessary to have humility and be vulnerable in order to create a society that was *safe for children*.

Ms. Rabasa asked the board to dig deep into bias and to recognize that a new narrative might be necessary. She suggested that traits often considered negative such as motherhood and aggression should be celebrated as strengths.

Ms. O'Rourke said that biases triggered responses that needed to be recognized. She gave a personal example of someone who suffered from trauma after being in the military. Chair Newman agreed that triggered responses often were places for the most learning. She added that the board needed to look at traits that they valued and to recognize that people often acted in a way that they thought others expected them to act.

In response to an offer by Ms. Rosen to share her thoughts, Ms. Walston said that she wanted to focus on the work of the superintendent selection process instead of personal issues. She referred to the action she had taken in December which was a result of disrespect and injustice she saw being done to 4J staff and for which she could not remain silent.

Ms. Rosen returned to how the process the board chose for a superintendent search could mitigate bias. She said the best ways to address bias were: to name it when it was happening within oneself, and to keep focused on the evidence—what was said and done by a candidate. She asked the board to take notes during interviews. She expressed her own personal bias based on her experience with her son, through which she recognized that she had been make assumptions about a candidate.

Mr. Lafer asked Ms. Rosen how to assess skills that might not be supported by data, such as effective communication skills. Ms. Rosen said that communication styles were a challenging skill to assess. She said that a well-designed screening process that was evidence based would give a candidate the opportunity to show their best selves and create a process that was fair.

Ms. Rosen continued that a competency driven process elevated the rigor of the screening and as a result, more diverse candidates made it through the stages of the process. Assessing a candidate became less about their style and more about evidence. She added that having multiple interviewers and different ways of assessing candidates would create a well-rounded picture.

Ms. Rabasa called attention to the fact that Ms. O'Rourke had left the meeting. She was concerned that harm had been caused and was concerned about moving forward if the group could not extend courtesy to each other.

Ms. Rosen asked the board what next steps should be taken.

Ms. Hays and Mr. Lafer both commented on the discomfort expressed prior in the meeting. Ms. Hays suggested that the board have a retreat during which they could discuss the hurt that was being experienced. She expressed her own hurt feelings after a meeting in which she felt dismissed when she asked to add LGTBQ. She suggested taking a break and trying to get Ms. O'Rourke back to the meeting.

Ms. Newman said that Ms. O'Rourke felt the comments that Ms. Walston had made were an attack. Ms. Walston said she was not trying to characterize anyone and she wanted to move forward as a board and work together. She apologized if Ms. O'Rourke took her comments negatively. Mr. Lafer and Ms. Walston disagreed on the nature of Ms. Walston's prior

comments. Ms. Hays said that she was uncomfortable with continuing without Ms. O'Rourke present, and referred to negative comments made on social media that were suggestive without naming anyone. She asked to regroup at a later date. Chair Newman agreed that the meeting should be postponed and wondered how they could avoid getting to the same place of discomfort in the future. She saw the issues between board members as a barrier to continuing.

Ms. Rabasa suggested the board would benefit from having some anti-racist training with Ayisha Elliot. She recognized that the board was not a united group. Chair Newman suggested that instead of calling people out for their behavior, she wanted to reframe it as calling in. She added that the board had come that evening to receive training, and in order for the training to be effective the board also needed time to work on other issues.

Ms. Rosen said that the board would have more conversations to design the screening process. She added that the Alma Group would send out some articles in advance of the next meeting. She said it would be important to review the job description as posted and share their thoughts through email on the competencies.

Ms. Rosen thanked the group for exploring difficult topics together. She said the naming of the issue was the first step to overcoming it and becoming a team.

II. **ADJOURN**

Chair Newman adjourned the meeting at 8:08 p.m.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)



ITEM FOR INFORMATION

Date of Meeting

February 2, 2022

Title

Lane Education Service District Local Service Plan

Presenter

Cydney Vandercar, Superintendent

Tony Scurto, Superintendent

Summary

Lane Education Service District Superintendent Tony Scurto will provide the board with a review of the Lane ESD 2021-23 Local Service Plan Year Two.

As required by House Bill 3184, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolutions/core services with the 16 component districts. Through this process component districts had the opportunity to gain knowledge, share and discuss their needs and provide recommendations for the local service plan.

This item also appears on the meeting agenda as an Item For Action At A Future Meeting (First Read) and the board will have the opportunity to take action at their February 16, 2022 board meeting.



ITEM FOR INFORMATION

Date of Meeting

February 2, 2022

Title

Receive a Report on 2021 Graduation Rates

Presenters

Oscar Loureiro, Director of Research and Planning and Andy Dey, Director of Secondary Education

Description

The Oregon Department of Education (ODE) released on 1/20/2022 the summary indicators of graduation outcomes for all schools and districts in the state for the 2020-21 school year. Those indicators are (1) the 4-year (on-time) and 5-year graduation rates, measuring the percentage of students who received regular or modified diplomas, (2) the 4-year and 5-year completion rates, which also include students earning graduate equivalent degrees (GEDs), and (3) the drop-out rate, which measure the percentage of K-12 students who dropped out of formal education.

Oregon and Eugene School District 4J's 4-year graduation rates have had a very significant improvement since 2013, but they dropped in 2020-21 compared to 2019-20, when they reached an all-time high. On the other hand, 4J students reached the highest ever 5-year graduation and completion rates (84.5% and 88.2%) and the lowest ever drop-out rate, which experience its third year of decline.

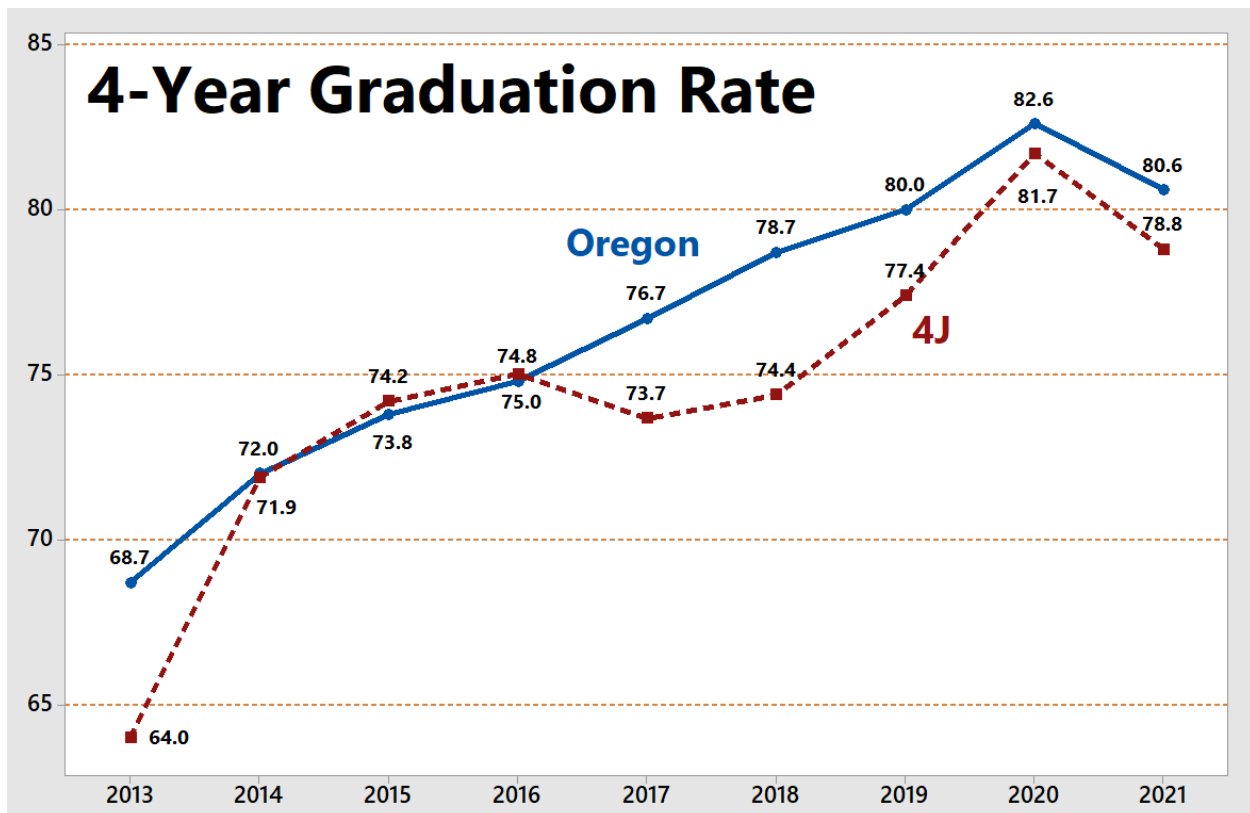
2021 on-time graduation rates in Eugene School District 4J

	2021 on-time grad. rate	2020 on-time grad. rate	2019 on-time grad. rate	2018 on-time grad. rate	Change over 1 year (% points)	Change over 3 years (% points)
Eugene School District 4J	78.8%	81.7%	77.8%	74.4%	↓ 2.9%	↑ 4.4%
Churchill High School	80.9%	86.3%	90.1%	81.2%	↓ 5.4%	↓ 0.3%
North Eugene High School	77.1%	86.2%	86.4%	81.4%	↓ 9.1%	↓ 4.3%
Sheldon High School	90.4%	90.4%	90.4%	88.3%	0.0%	↑ 2.1%

South Eugene High School	90.6%	92.1%	91.6%	91.4%	↓ 1.4%	↓ 0.8%
Eugene Education Options <i>(alternative high school programs)</i>	24.7%	39.5%	18.1%	20.7%	↓ 14.8%	↑ 4.0%

Long-term trend in on-time graduation rates in Eugene School District 4J

On-time graduation rates in 4J and the state of Oregon have increased very significantly since 2013.



Graduation Rates for 2020-21 in 4J

- Data on graduation outcomes in 2020-21 for all high schools in Oregon were released by ODE on January 20, 2022
- Graduation rates count students who received regular or modified diplomas
- Completion rates also count students who received extended diplomas or GEDs

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Summary

- Oregon and Eugene School District 4J's 4-year graduation rates have had a very significant improvement since 2013, but they dropped in 2020-21 compared to 2019-20, when they reached an all-time high
 - A factor in the decline of graduation rates is that in 2019-20 due to the pandemic ODE relaxed the rules for earning credits and those rules reverted to normal in 2020-21
 - Students being on-track for on-time graduation at the end of 9th grade and participating in Career and Technical Education (CTE) classes are two of the factors that are heavily linked to the evolution of graduation rates
- The 4-year completion rate has had a very significant improvement since 2013, but it dropped in 2020-21 compared to 2019-20
- The 5-year graduation rate has had a very significant improvement since 2013 and it reached its highest value ever in 4J in 2020-21 (84.5%)
- The 5-year completion rate has had a very significant improvement since 2014 and it reached its highest value ever in 4J in 2020-21 (88.2%)
- The 4-year graduation and completion rates and the 5-year graduation rate are lower in 4J than in Oregon as a whole, but the 5-year completion rate is higher in 4J than in the state
- For the third year in a row, in 2020-21 the drop-out rate declined in 4J, reaching 2.0%, its lowest value ever, when it was 4.4% in 2018

Four-Year Graduation and Completion Rates for the Class of 2021

- The 4-year graduation rate for the class of 2021 is 78.8%, 2.9 point lower than for the class of 2020 and 4.4 points higher than for the class of 2018
 - The drop from 2020 to 2021 happened at all schools except Sheldon and the charter schools

SCHOOL	4-YR GRAD RATE						4-YR COMPLETION RATE						N			
	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
4J	78.8	81.7	77.8	74.4	(2.9)	4.4	82.6	85.9	84.6	81.2	(3.3)	1.4	1491	1352	1412	1386
Churchill High School	80.9	86.3	90.1	81.2	(5.4)	(0.3)	83.1	87.0	90.8	83.1	(3.9)	(0.0)	272	262	283	266
Eugene Education Options	24.7	39.5	18.1	20.7	(14.8)	4.0	40.7	64.9	58.2	53.9	(24.2)	(13.2)	81	114	177	169
Network Charter School	53.1	43.3	46.5	21.7	9.7	31.4	59.2	56.7	67.4	63	2.5	(3.8)	49	30	43	46
North Eugene High School	77.1	86.2	86.4	81.4	(9.1)	(4.3)	82.2	88.0	86.4	83	(5.8)	(0.8)	253	225	199	188
Sheldon High School	90.4	90.4	90.4	88.3	0.0	2.1	91.5	91.3	91.3	89.2	0.2	2.3	366	333	343	333
South Eugene High School	90.6	92.1	91.6	91.4	(1.4)	(0.8)	92.6	93.8	93.1	92	(1.2)	0.6	406	341	334	348
Twin Rivers Charter Scho	71.4	50.0	60	44.4	21.4	27.0	71.4	55.0	100	44.4	16.4	27.0	14	20	5	9

- The 4-year completion rate for the class of 2021 was 83.1%, 3.3 point lower than for the class of 2020 and 1.4 points higher than for the class of 2018
 - The drop from 2020 to 2021 happened at all schools except Sheldon and the charter schools

- The graduation rates for most student groups have increased very significantly over recent years but fell significantly for the class of 2021 compared with the class of 2020, in part due to a change in the rules for earning credits
 - The graduation rate for Native American students experienced the largest reversal in 2021. It improved from 46.7% in 2013 to 73.3% in 2020 but dropped to 35.0% in 2021

STUDENT GROUP	2013	2014	2015	2016	2017	2018	2019	2020	2021	GROWTH 2013 TO 2020 (ALL-TIME HIGH)	GROWTH 2013 TO 2021
Black/African American Students	46.0	63.6	65.6	80.6	78.8	63.3	58.8	76.7	75.0	30.7	29.1
Students with Disabilities	29.5	43.3	56.0	54.6	46.0	45.5	53.6	56.3	55.3	26.8	25.8
Hispanic/Latino Students	50.6	59.1	60.7	67.0	64.3	66.0	71.0	74.7	75.9	24.0	25.3
English Learners	52.2	68.0	40.0	41.9	72.2	53.3	52.9	80.8	75.0	28.6	22.8
Economically Disadvantaged Students	46.5	58.4	61.6	62.3	62.0	62.2	66.9	72.5	66.7	26.0	20.2
Male Students	60.3	69.3	70.0	70.6	71.1	69.4	74.5	78.3	76.2	18.1	16.0
White Students	66.2	75.2	75.9	76.2	74.6	76.3	79.0	84.0	81.0	17.9	14.8
All Students	64.0	71.9	74.2	75.0	73.7	74.4	77.8	81.7	78.8	17.7	14.8
Female Students	67.9	74.7	78.5	79.8	76.3	79.9	81.5	85.3	81.6	17.5	13.7
Asian Students	79.0	88.9	89.3	84.1	88.5	95.7	93.9	91.5	87.2	12.5	8.2
Multi-Racial Students	65.0	66.3	78.2	76.1	80.0	68.8	80.3	75.4	71.8	10.4	6.8
Talented and Gifted	88.0	92.4	92.9	88.8	94.4	92.9	92.4	100.0	93.6	12.0	5.6
American Indian/Alaska Native Students	46.7	40.9	52.6	45.5	33.3	69.2	52.4	73.3	35.0	26.7	(11.7)
CTE Participants				85.1	84.1	83.9	87.4	89.0	87.4		
CTE Concentrators				91.7	89.0	87.8	92.6	94.7	93.2		
Former English Learners						68.3	80.0	73.7	77.4		
Homeless Students							30.5	48.9	39.7		

- The only groups of students that increased their on-time graduation rates from 2020 to 2021 were Latino students, students who were English Learners before high school, and students in migrant education
- The only groups of students that have not trended upward over the past few years are Native American, Asian, and Pacific Islander students

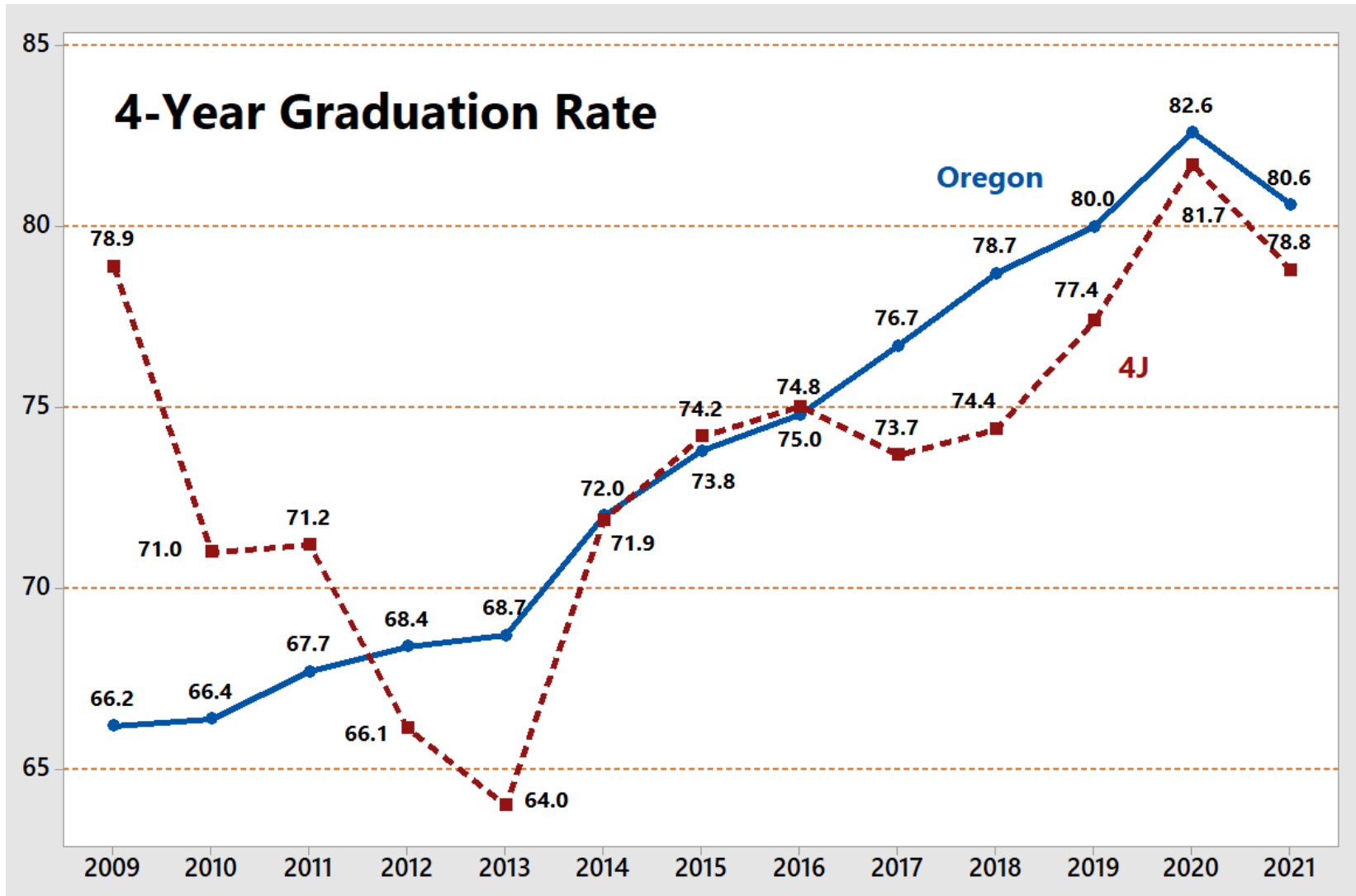
SCHOOL	GROUP	4-YR GRAD RATE						4-YR COMPLETION RATE						N			
		CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	DIFF. 2021 vs 2020	DIFF. 2021 vs 2018	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018
4J	Students Currently in Foster Care	28.6	36.0			(7.4)		35.7	56.0			(20.3)		28	25		24
4J	American Indian/Alaska Native Students	35.0	73.3	52.4	69.2	(38.3)	(34.2)	40.0	80.0	61.9	92.3	(40.0)	(52.3)	20	15	21	13
4J	Students Ever in Foster Care	36.2						42.6						47			
4J	Homeless Students	39.7	48.9	30.5	33.9	(9.1)	5.8	48.1	63.5	47	49.7	(15.4)	(1.6)	156	178	151	171
4J	Students with Disabilities	55.3	56.3	53.6	45.5	(1.0)	9.8	57.4	60.1	60.7	51.3	(2.7)	6.1	197	213	183	189
4J	Economically Disadvantaged Students	66.7	72.5	66.9	62.2	(5.8)	4.5	71.9	77.7	76.5	72	(5.8)	(0.1)	712	655	664	707
4J	Multi-Racial Students	71.8	75.4	80.3	68.8	(3.6)	3.0	77.2	85.7	85.5	75.7	(8.5)	1.5	149	126	117	144
4J	English Learners, Anytime in Hig School	75.0	80.8	52.9	53.3	(5.8)	21.7	75.0	80.8	58.8	53.3	(5.8)	21.7	16	26	17	15
4J	Black/African American Students	75.0	76.7	58.8	63.3	(1.7)	11.7	79.2	80.0	64.7	73.3	(0.8)	5.9	24	30	34	30
4J	Hispanic/Latino Students	75.9	74.7	71	66	1.3	9.9	78.3	79.8	78.4	73.4	(1.5)	4.9	212	213	176	188
4J	Male Students	76.2	78.3	74.5	69.4	(2.1)	6.8	80.5	83.3	83.1	76.5	(2.8)	4.0	749	688	752	733
4J	Former English Learners, Exited before High School	77.4	73.7	80	68.3	3.7	9.1	77.4	75.4	81.8	75	1.9	2.4	53	57	55	60
4J	Native Hawaiian/Pacific Islander Students	77.8	100.0	100	100	(22.2)	(22.2)	77.8	100.0	100	100	(22.2)	(22.2)	9	5	4	4
4J	All Students	78.8	81.7	77.8	74.4	(2.9)	4.4	82.6	85.9	84.6	81.2	(3.3)	1.4	1491	1352	1412	1386
4J	Never English Learners	78.9	82.1	78	74.9	(3.2)	4.0	82.8	86.5	85.1	81.8	(3.6)	1.0	1422	1269	1340	1311
4J	White Students	81.0	84.0	79	76.3	(3.0)	4.7	84.9	87.2	86.3	82.9	(2.3)	2.0	1038	921	1015	965
4J	Female Students	81.6	85.3	81.5	79.9	(3.7)	1.7	84.9	88.7	86.3	86.4	(3.8)	(1.5)	734	661	658	653
4J	Migrant Students	81.8	55.6	81.8	80	26.3	1.8	81.8	55.6	81.8	80	26.3	1.8	11	9	11	10
4J	Students without Disabilities	82.4	86.5	81.4	79	(4.1)	3.4	86.4	90.7	88.2	85.9	(4.3)	0.5	1294	1139	1229	1197
4J	Asian Students	87.2	90.5	93.3	95.2	(3.3)	(8.0)	89.7	92.9	93.3	95.2	(3.1)	(5.5)	39	42	45	42
4J	CTE Participants	87.4	89.0	87.4	83.9	(1.6)	3.5	89.7	91.4	91.8	88.1	(1.7)	1.6	1167	1056	1079	894
4J	Not Economically Disadvantaged Students	89.9	90.4	87.4	87	(0.5)	2.9	92.3	93.5	91.8	90.7	(1.2)	1.6	779	697	748	679
4J	CTE Concentrators	93.2	94.7	92.6	87.8	(1.5)	5.4	95.0	95.6	95.6	90.1	(0.5)	4.9	541	585	564	426
4J	Talented and Gifted	93.6	97.5	92.4	92.9	(3.8)	0.7	95.5	98.3	95.5	97.6	(2.9)	(2.1)	110	118	132	126

- For most groups of students 4J has a lower on-time graduation rate than the state of Oregon
 - For most student groups the gap in 4-year graduation rate with the state increased in 2021, but there were some significant exceptions (e.g., Latino/a students)

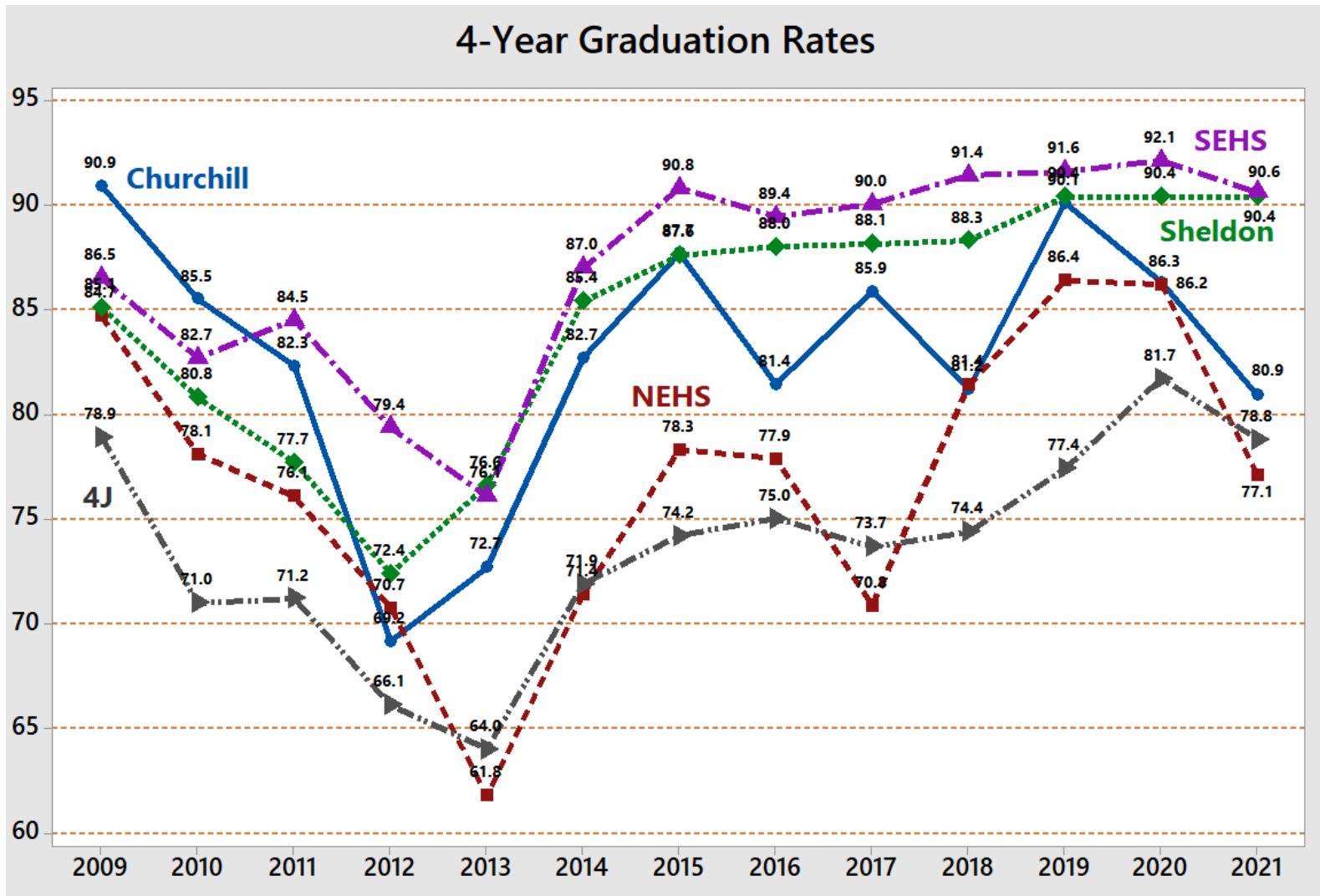
GROUP	2021 4-YR GRAD RATE			2020 4-YR GRAD RATE		
	4J	OREGON	DIFF.	4J	OREGON	DIFF.
American Indian/Alaska Native Students	35.0	67.0	(32.0)	73.3	67.2	6.1
Homeless Students	39.7	55.4	(15.7)	48.9	60.5	(11.6)
Students with Disabilities	55.3	66.1	(10.8)	56.3	68.0	(11.6)
Economically Disadvantaged Students	66.7	77.0	(10.3)	72.5	77.6	(5.0)
Multi-Racial Students	71.8	79.3	(7.5)	75.4	81.0	(5.6)
Former English Learners, Exited before High School	77.4	84.3	(6.9)	73.7	86.2	(12.5)
Asian Students	87.2	91.9	(4.7)	90.5	92.2	(1.7)
Female Students	81.6	83.5	(1.9)	85.3	85.5	(0.1)
Male Students	76.2	78.1	(1.8)	78.3	80.0	(1.7)
All Students	78.8	80.6	(1.8)	81.7	82.6	(0.9)
Talented and Gifted	93.6	95.1	(1.4)	97.5	96.1	1.3
CTE Participants	87.4	88.5	(1.1)	89.0	90.8	(1.7)
Hispanic/Latino Students	75.9	77.0	(1.1)	74.7	79.5	(4.9)
White Students	81.0	82.1	(1.1)	84.0	84.0	0.1
CTE Concentrators	93.2	92.9	0.3	94.7	94.8	(0.1)
Black/African American Students	75.0	73.5	1.5	76.7	76.3	0.4
Migrant Students	81.8	78.3	3.5	55.6	79.9	(24.3)
Native Hawaiian/Pacific Islander Students	77.8	69.8	8.0	100.0	76.6	23.4
English Learners, Anytime in High School	75.0	64.4	10.6	80.8	64.6	16.2
Students Currently in Foster Care	28.6			36.0		
Students Ever in Foster Care	36.2					

Trend in 4-Year Graduation Rates

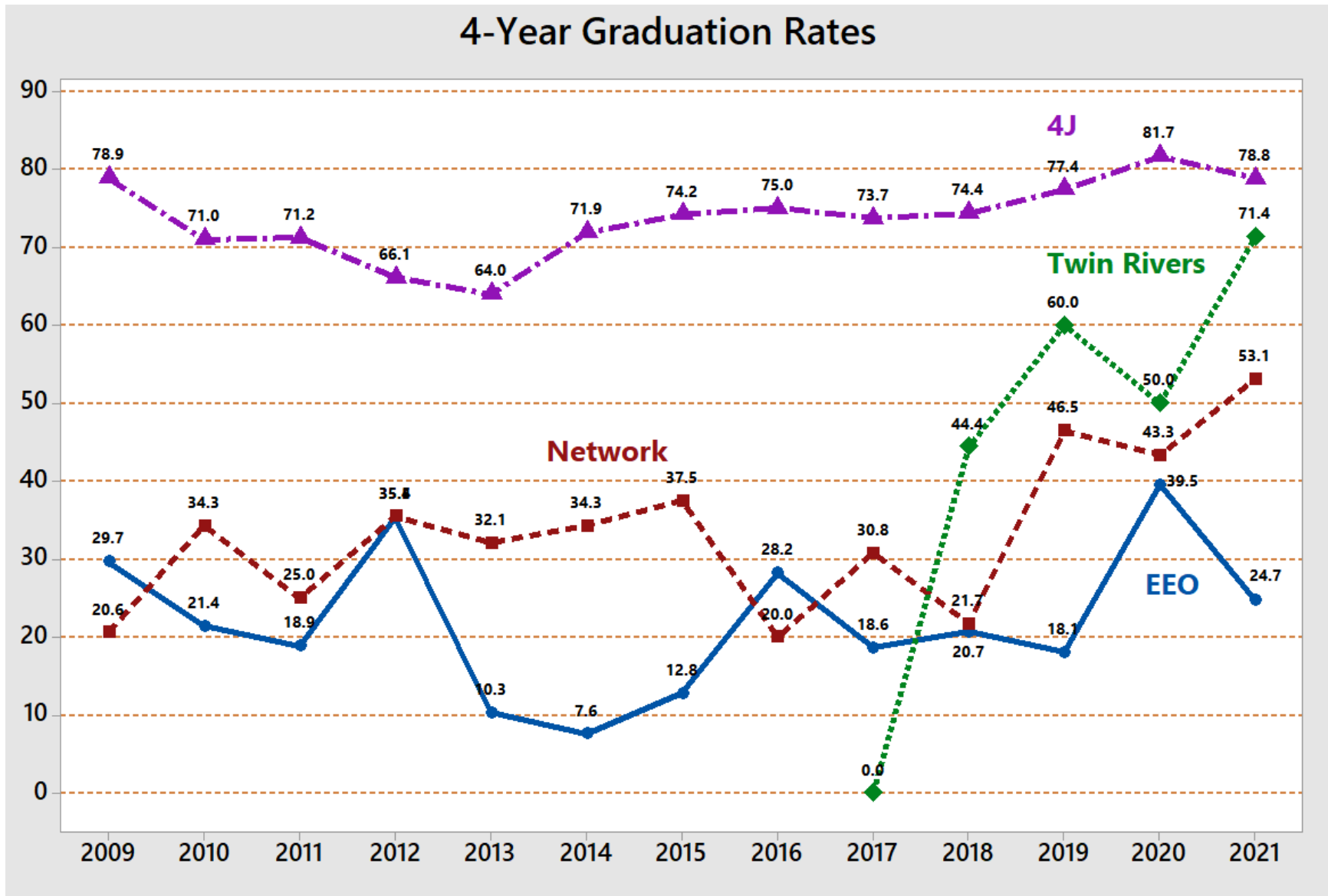
- In 2020-21 the overall graduation rate in Oregon dropped for the first time since 2009, when it started being measured in a consistent way, but the graduation rate in 4J was still lower than in the state as a whole:



- Since 2013 all comprehensive high schools have been in a trend of increasing graduation rates:

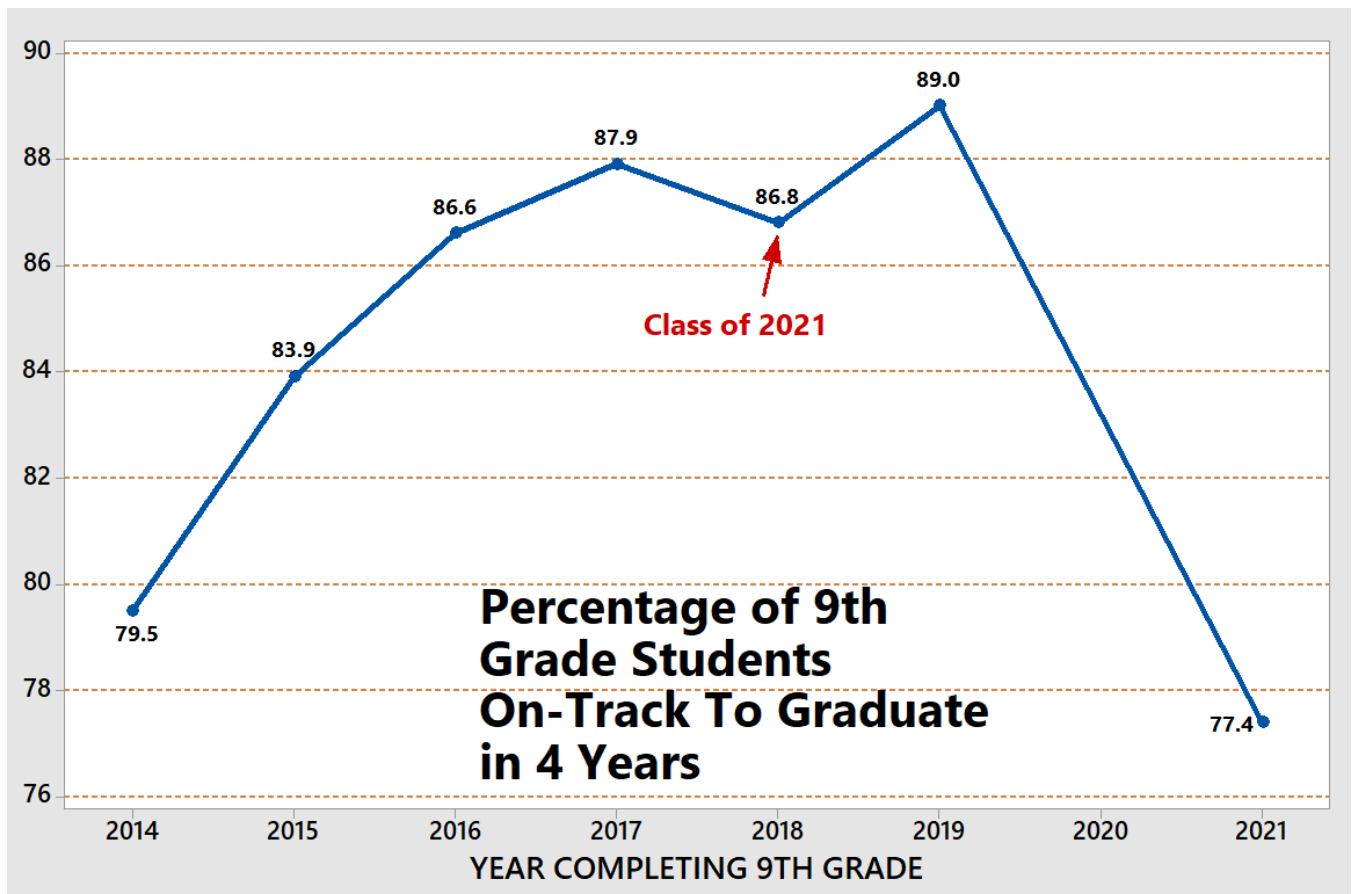


- Since 2013 EEO and the charter high schools have been in a trend of increasing graduation rates:



9th Grade On-Track: Importance to On-Time Graduation

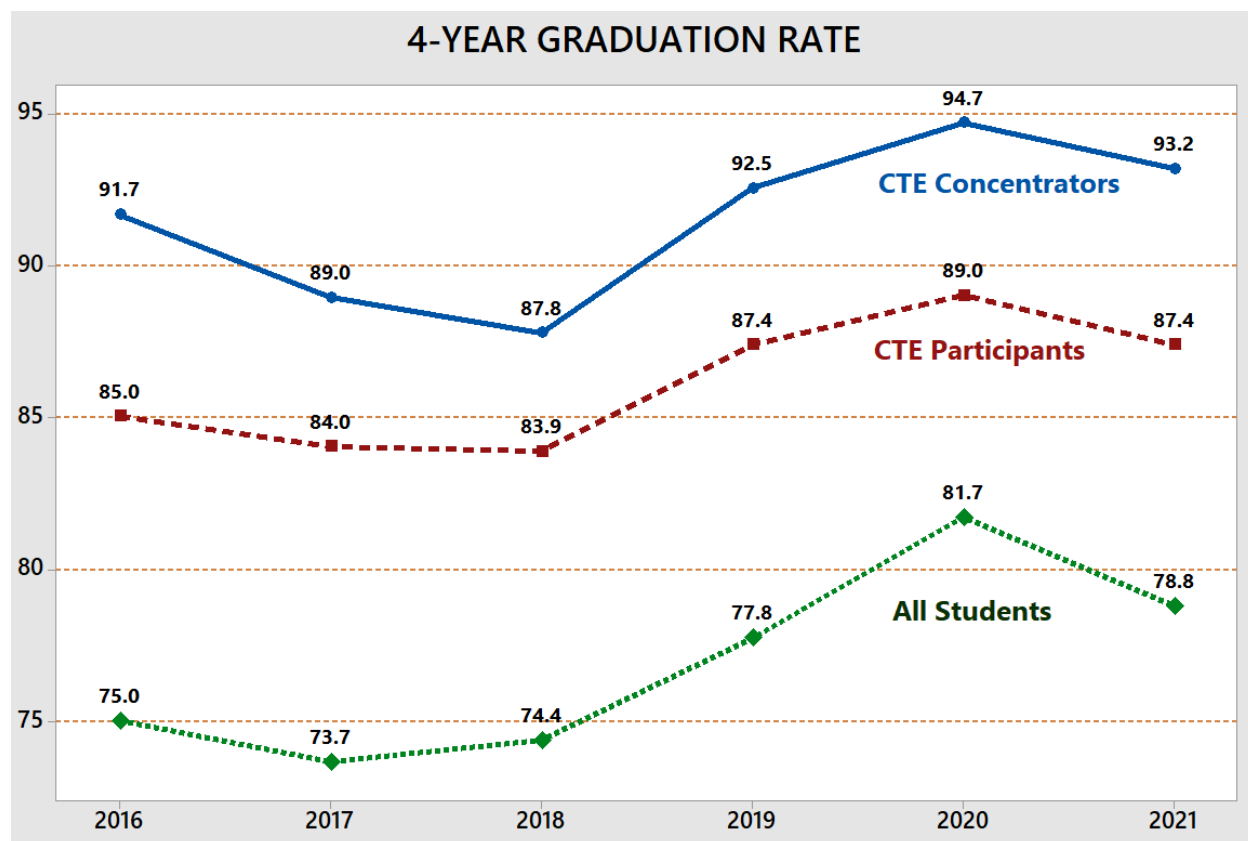
- ODE defines being on-track for on-time graduation as having earned at least 6 high school credits by the end of 9th grade
- The evolution of the 4J graduation rate (a trend of improvement but a drop for the class of 2021) has been strongly associated with the evolution in the percentage of 9th grade students on-track to graduate on time
- The effects of the pandemic may affect the correlation between the percentage of 9th grade students on-track to graduate in 4 years and the 4-year graduation rate, but if that correlation remains strong and stable, we are likely to see significant changes in the next few years:
 - The class of 2022 having the highest graduation rate ever in 4J
 - The two cohorts of students (classes of 2023 and 2024) whose 9th grade learning was affected by the pandemic having a much lower graduation rate



The Importance of Students Taking CTE Classes

- Students who take CTE classes in 4J consistently have a higher graduation rate than the district as a whole
- ODE definitions:
 - CTE participant: student earning at least 0.5 credits in courses that are part of a state approved CTE program
 - CTE concentrator: student earning 1.0 or more credits in courses that are part of a state approved CTE program, including at least 0.5 credits in courses that are required to complete the program (ODE recently changed this definition)
- CTE participants and concentrators have significantly higher 4-year graduation rates than the district as a whole:

4-YEAR GRAD RATE	CTE Concentrators	CTE Participants	All Students	DIFF. CTE Concentrators vs Overall	DIFF. CTE Participants vs Overall
2021	93.2	87.4	78.8	14.4	8.6
2020	94.7	89.0	81.7	13.0	7.3
2019	92.6	87.4	77.8	14.8	9.6
2018	87.8	83.9	74.4	13.4	9.5
2017	89.0	84.1	73.7	15.3	10.4
2016	91.7	85.1	75.0	16.7	10.0
CHANGE FROM 2016 TO 2021	1.5	2.4	3.8		



Comparison between 4J and Other Districts in 4-Year Graduation Rates

- 4J had a higher 2020 4-year graduation rate than Lane County as a whole
 - 4J had the 7th highest graduation rate in Lane County, an improvement in ranking compared to previous years

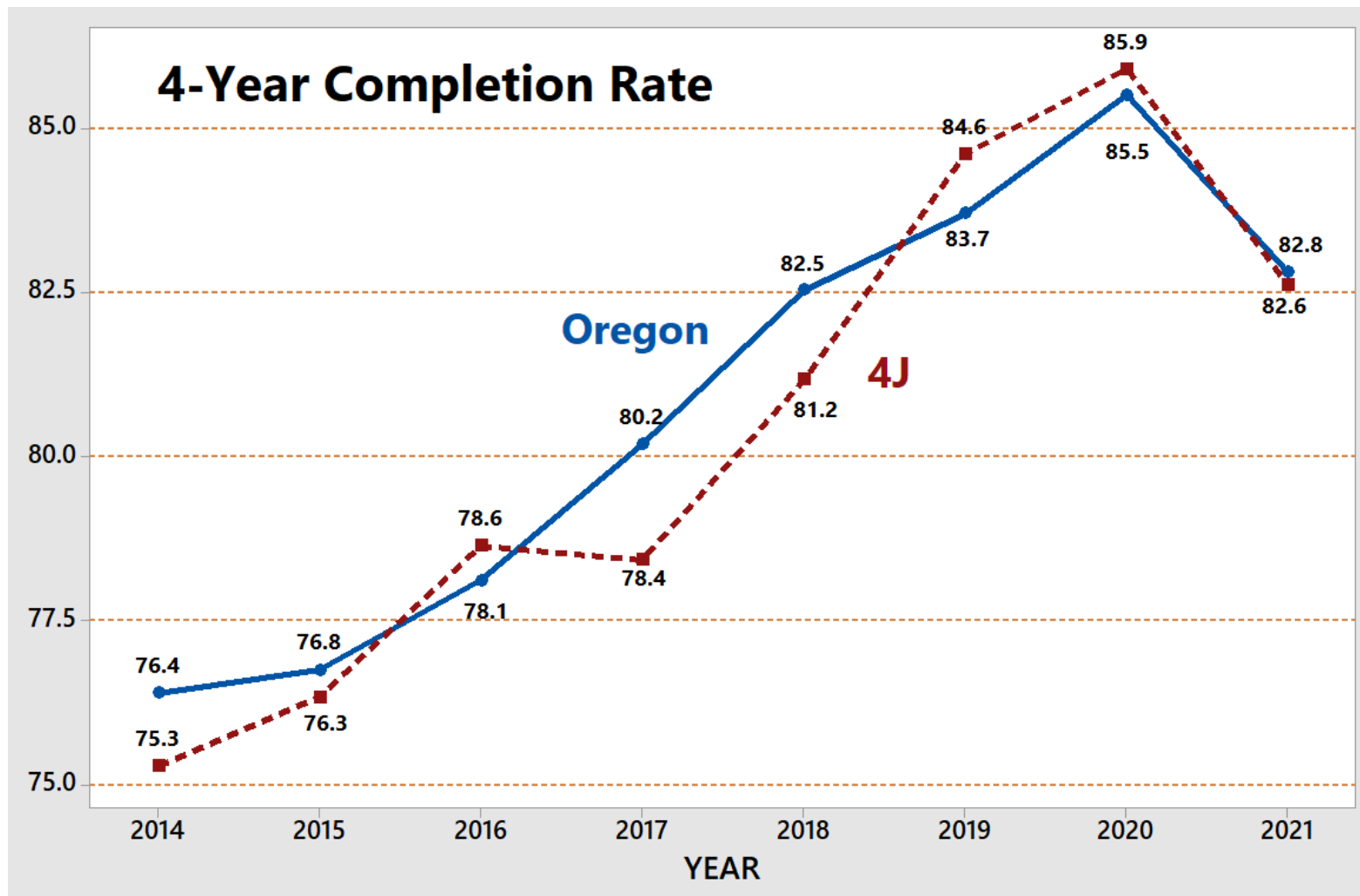
DISTRICT	N IN 2021	2021 4-YEAR GRADUATION RATE	2020 4-YEAR GRADUATION RATE	2019 4-YEAR GRADUATION RATE	2018 4-YEAR GRADUATION RATE	DIFF 2021 VS 2020	DIFF 2021 VS 2018	Ranking in 2021	Ranking in 2020	Ranking in 2019	Ranking in 2018
Pleasant Hill SD 1	84	88.1	87.1	91.5	80.7	1.0	7.4	1	5	3	4
Lowell SD 71	58	86.2	95.2	94.1	96.3	(9.0)	(10.1)	2	1	2	1
Bethel SD 52	414	84.1	79.2	75.5	66	4.9	18.1	3	9	10	13
Creswell SD 40	81	82.7	84.2	86.5	86.8	(1.5)	(4.1)	4	6	4	2
Junction City SD 69	133	82.7	78	85.2	80.3	4.7	2.4	5	10	5	5
Oregon	46283	80.6	82.6	80	78.7	(2.0)	1.9				
Blachly SD 90	15	80.0	62.5	84.6	69.2	17.5	10.8	6	16	6	10
Eugene SD 4J	1491	78.8	81.7	77.8	74.4	(2.9)	4.4	7	8	9	8
Fern Ridge SD 28J	113	77.9	67.1	61.2	60.5	10.8	17.4	8	15	15	16
Lane County	3634	77.8	78.8	76.4	73.4	(1.0)	4.4				
Crow-Applegate-Lorane SD 66	22	77.3	83.3	96.4	62.5	(6.0)	14.8	9	7	1	15
Springfield SD 19	777	74.9	72.3	72.3	72.6	2.6	2.3	10	12	12	9
Oakridge SD 76	42	73.8	72.2	61.1	65	1.6	8.8	11	13	16	14
Marcola SD 79J	51	70.6	76.9	63.6	82.6	(6.3)	(12.0)	12	11	14	3
McKenzie SD 68	13	69.2	94.4	81.3	66.7	(25.2)	2.5	13	2	7	11
South Lane SD 45J3	223	69.1	70	75.2	75.6	(0.9)	(6.5)	14	14	11	7
Siuslaw SD 97J	100	66.0	87.8	79.4	79	(21.8)	(13.0)	15	4	8	6
Mapleton SD 32	17	52.9	90	72.2	66.7	(37.1)	(13.8)	16	3	13	12

- Among the 10 largest districts in Oregon, 4J returned to having the 9th highest 4-year graduation rate in 2021, after moving up to 8th for one year

DISTRICT	N IN 2021	2021 4-YEAR GRADUATION RATE	2020 4-YEAR GRADUATION RATE	2019 4-YEAR GRADUATION RATE	2018 4-YEAR GRADUATION RATE	DIFF 2021 VS 2020	DIFF 2021 VS 2018	Ranking in 2021	Ranking in 2020	Ranking in 2019	Ranking in 2018
Beaverton	3219	88.4	89.3	85.6	86.4	(0.9)	2.0	1	1	4	2
North Clackamas SD 12	1461	88.2	87.0	87.2	85.5	1.2	2.7	2	3	2	3
Tigard-Tualatin SD 23J	985	88.2	86.1	87.7	86.8	2.2	1.4	3	4	1	1
Portland SD 1J	3503	84.4	83.7	80.5	79.6	0.7	4.8	4	6	6	7
Hillsboro	1551	82.7	87.1	86.2	84.5	(4.4)	(1.8)	5	2	3	4
Medford SD 549C	972	82.4	83.4	80.3	80.5	(1.0)	1.9	6	7	7	6
Bend-LaPine Administrative SD 1	1485	82.4	85.9	80.6	81.9	(3.6)	0.5	7	5	5	5
Salem-Keizer SD 24J	3237	80.9	81.0	79.1	76.6	(0.1)	4.3	8	9	8	8
Oregon	46283	80.6	82.6	80	78.7	(2.0)	1.9				
Eugene SD 4J	1491	78.8	81.7	77.8	74.4	(2.9)	4.4	9	8	9	9
Gresham-Barlow SD 10J	1067	74.1	77.9	73.7	72.9	(3.8)	1.2	10	10	10	10

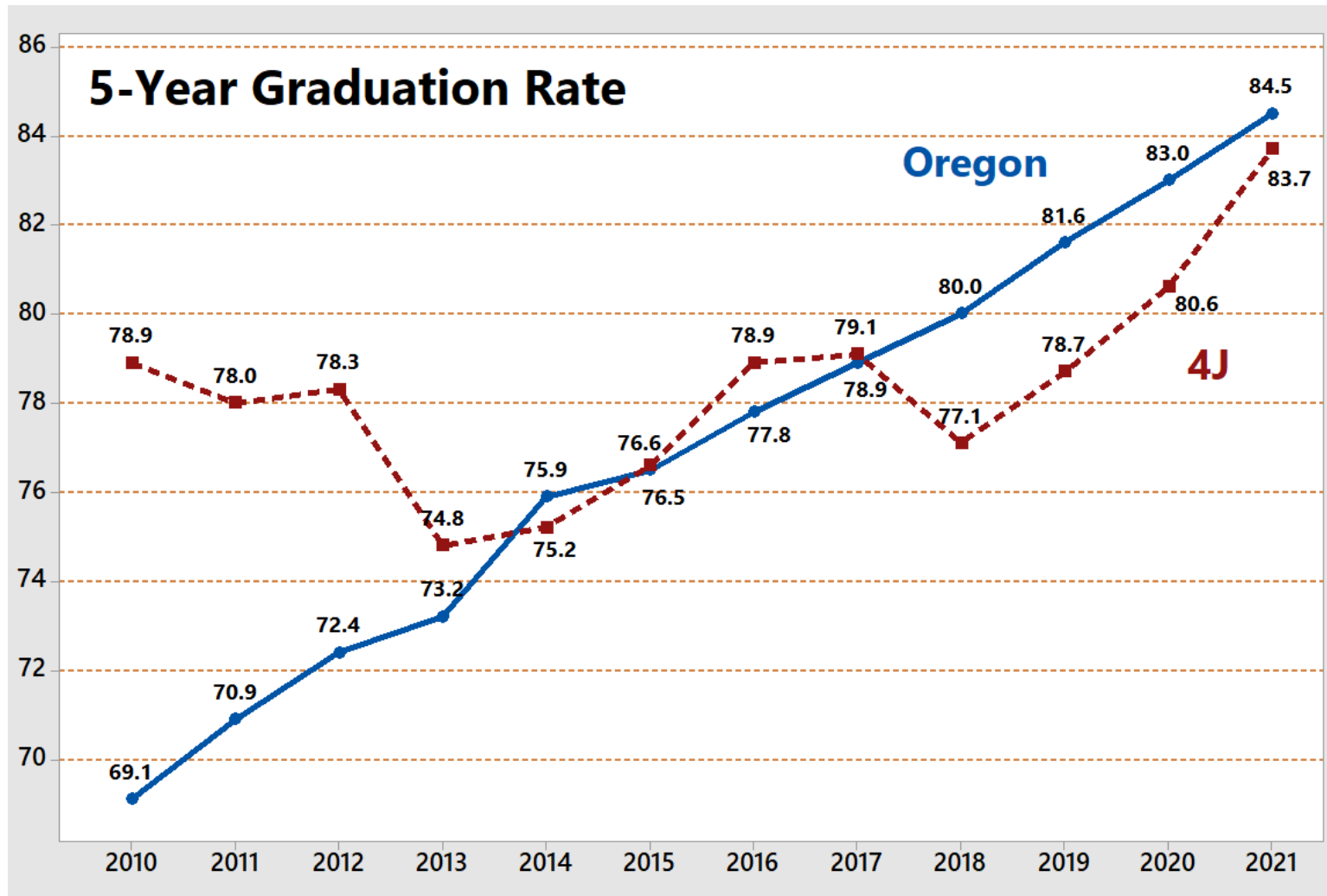
Trend in 4-Year Completion Rate

- In 2021 the 4-year completion rate in 4J dropped below the level for the last two years
 - The completion rate for the state as a whole dropped in 2021 for the first time since 2014, when it started being calculated in a consistent way



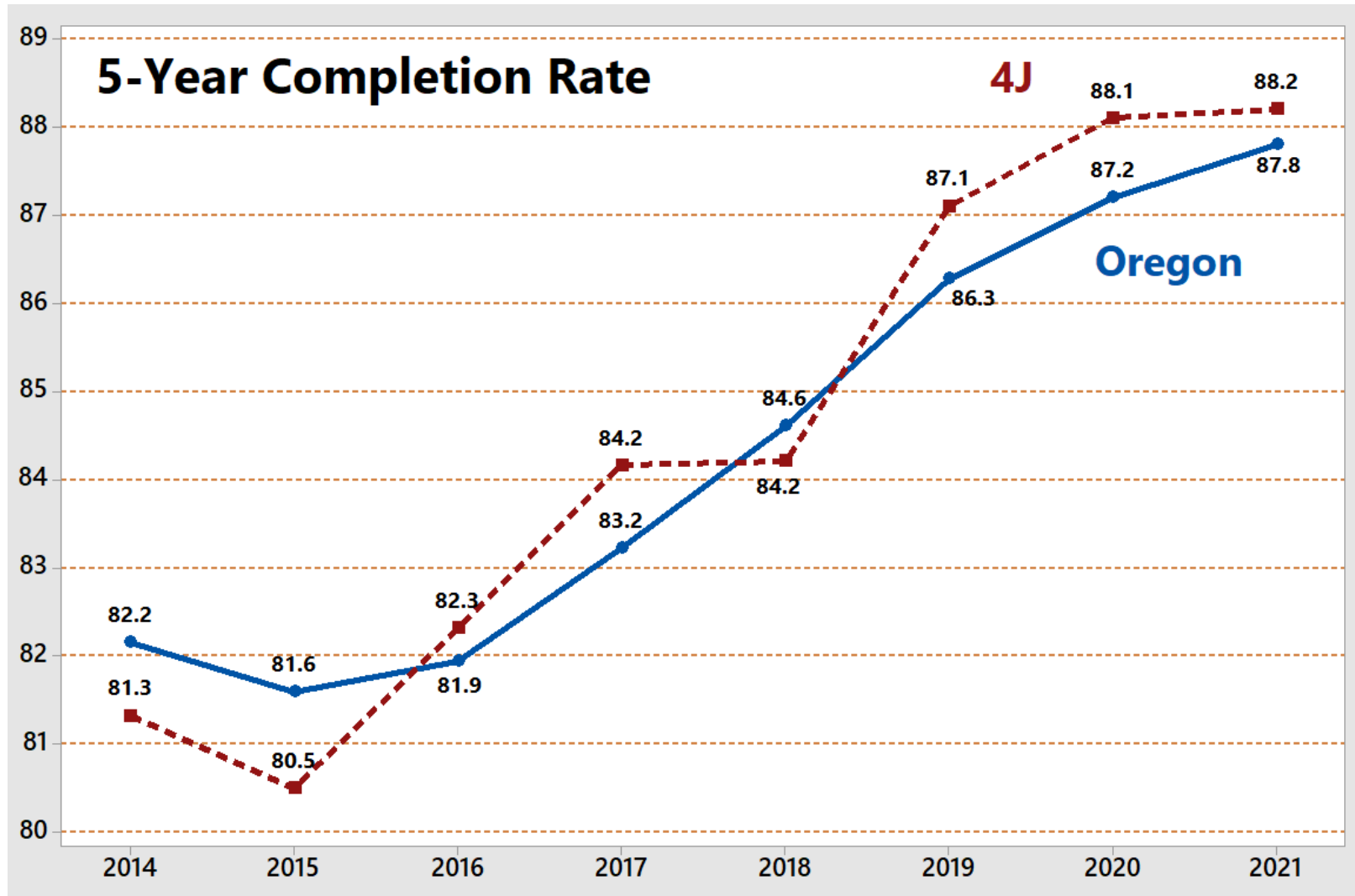
Trend in 5-Year Graduation Rate

- In 2020-21 the 5-year graduation rate in 4J increased by 3.1 points to 84.5%, the highest ever
 - This increase is related to the increase in 4-year rates last year and significantly reduced the gap with the state as a whole



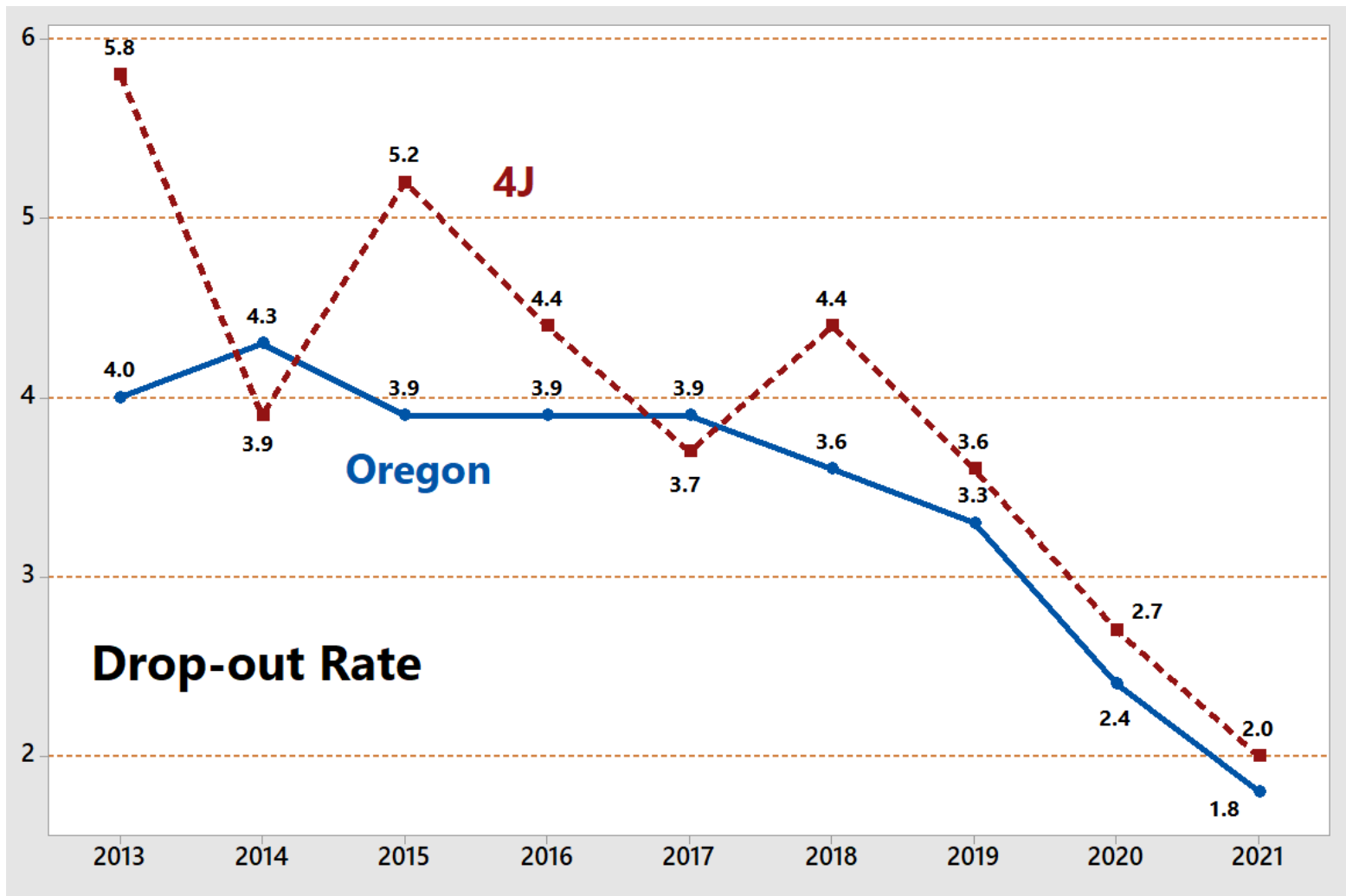
Trend in 5-Year Completion Rate

- In 2020-21 the 5-year completion rate in 4J increased by 0.1 points to its highest value ever and remained above the state rate for the third year in a row



Dropout Rate

- In 2020-21 the drop-out rate in 4J declined by 0.7 points, reaching its lowest level ever since ODE started measuring it in a consistent way
 - The drop-out rate has declined in the last 3 years, dropping from 4.4% to 2.0%



- There continue to be large differentials in drop-out rates across student groups in 4J:

Student Group	2020-21			2019-20 DROPOUT RATE	DIFF
	ENROLLMENT	DROPOUT COUNT	DROPOUT RATE		
Homeless	265	20	7.6	14.0	(6.5)
Multi-Racial	583	13	2.2	3.9	(1.7)
Economically Disadvantaged	5412	99	1.8	3.4	(1.6)
Female	2668	41	1.5	2.6	(1.1)
White	3760	56	1.5	2.4	(0.9)
Students with Disabilities	738	33	4.5	5.2	(0.8)
All Students	5492	110	2.0	2.7	(0.7)
Male	2808	69	2.5	2.8	(0.4)
CTE Participants	4037	61	1.5	1.6	(0.1)
Hispanic/Latino	791	30	3.8	3.6	0.2
CTE Concentrators	987	17	1.7	1.1	0.6
American Indian/Alaska Native	58	<5		3.5	
Asian	182	<5		1.1	
Black/African American	89	<5		3.4	
English Learner	79	<5		2.9	
Former English Learners	208	<5		4.7	
Migrant	37	<5		5.4	
Native Hawaiian/Pacific Islander	29	<5		3.9	
Talented and Gifted	525	<5		0.4	



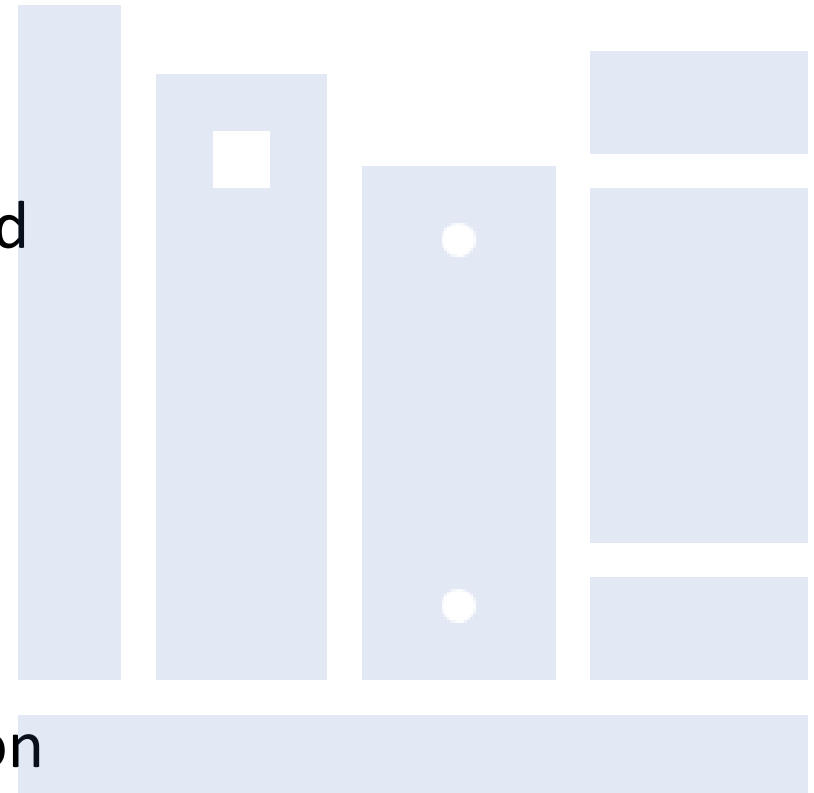
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2020-21 Graduation Rates in 4J

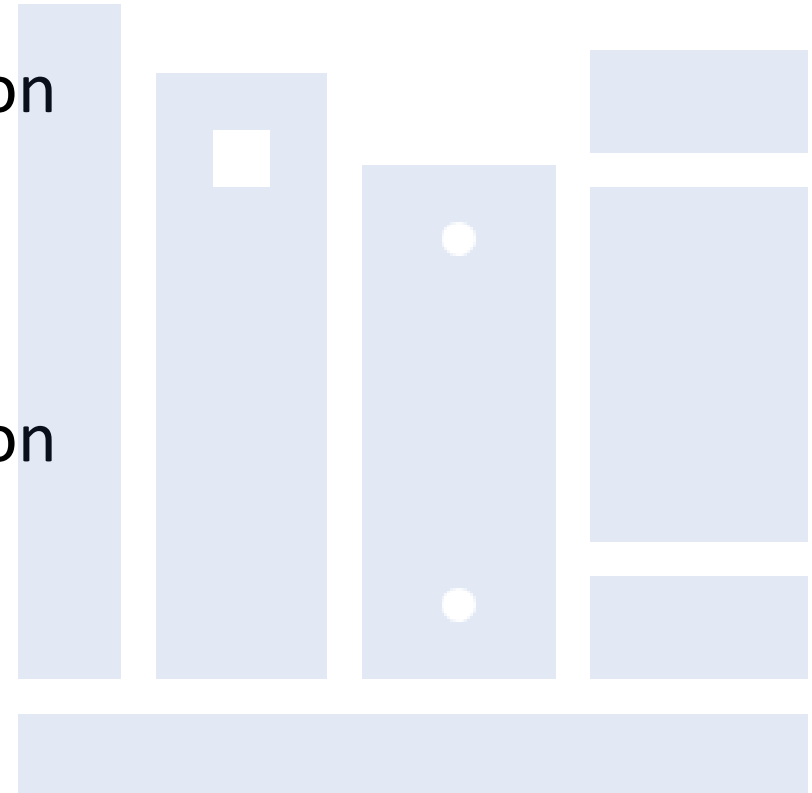
GRADUATION RATES FOR 2020-21

- Data were released by ODE on 1/20/2022
- Graduation rates count students who received regular or modified diplomas
- Completion rates also count students who received extended diplomas or GEDs
- Drop-out rate is the percentage of 9-12 students who dropped out of formal education

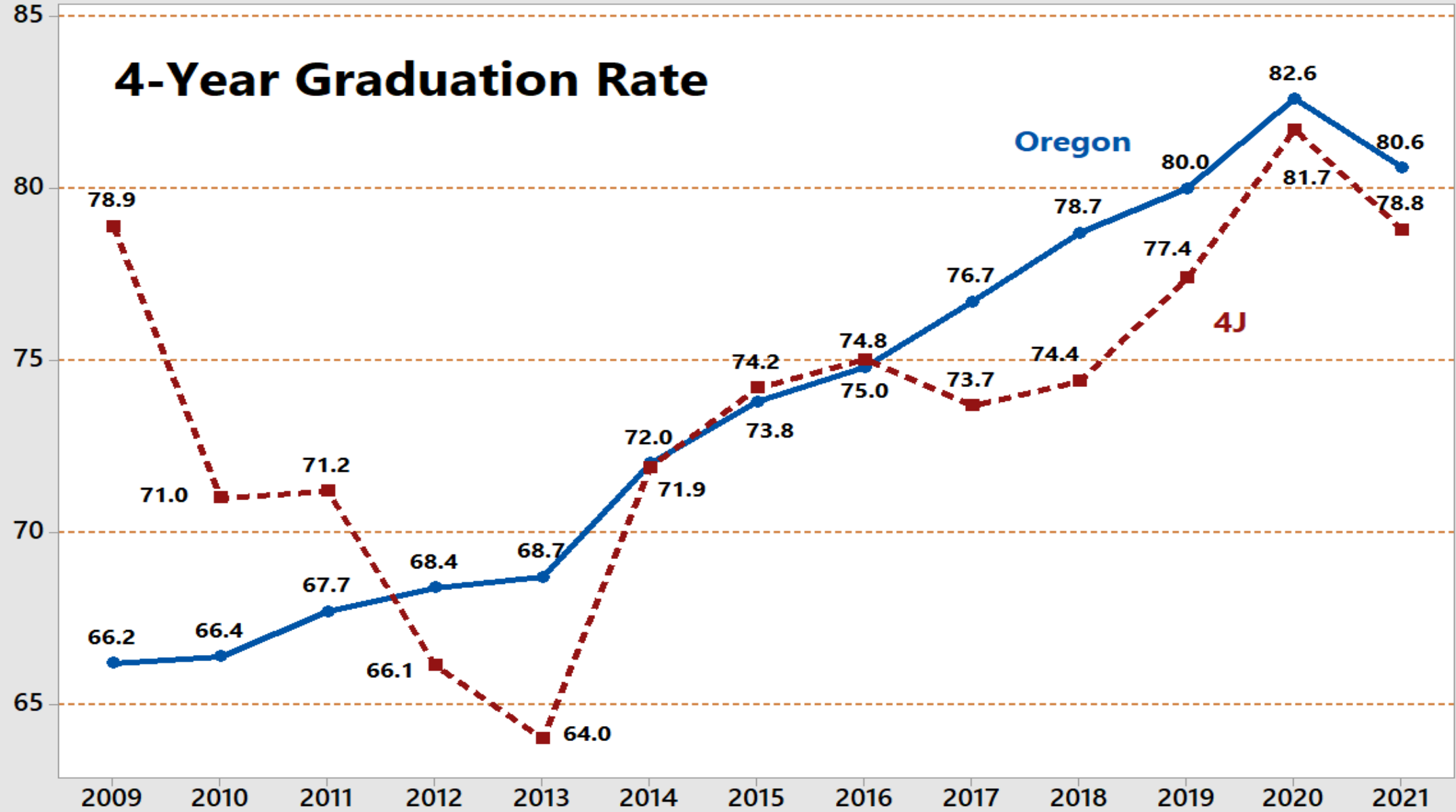


GRADUATION OUTCOME INDICATORS IN 2020-21

- Both the 4-Year Graduation and Completion Rates: drop in 2020-21 but long-term growth
- Both the 5-Year Graduation and Completion Rates: increase in 2020-21 to the highest value ever
- Decline in the Drop-out Rate (for the third year in a row) to the lowest value ever



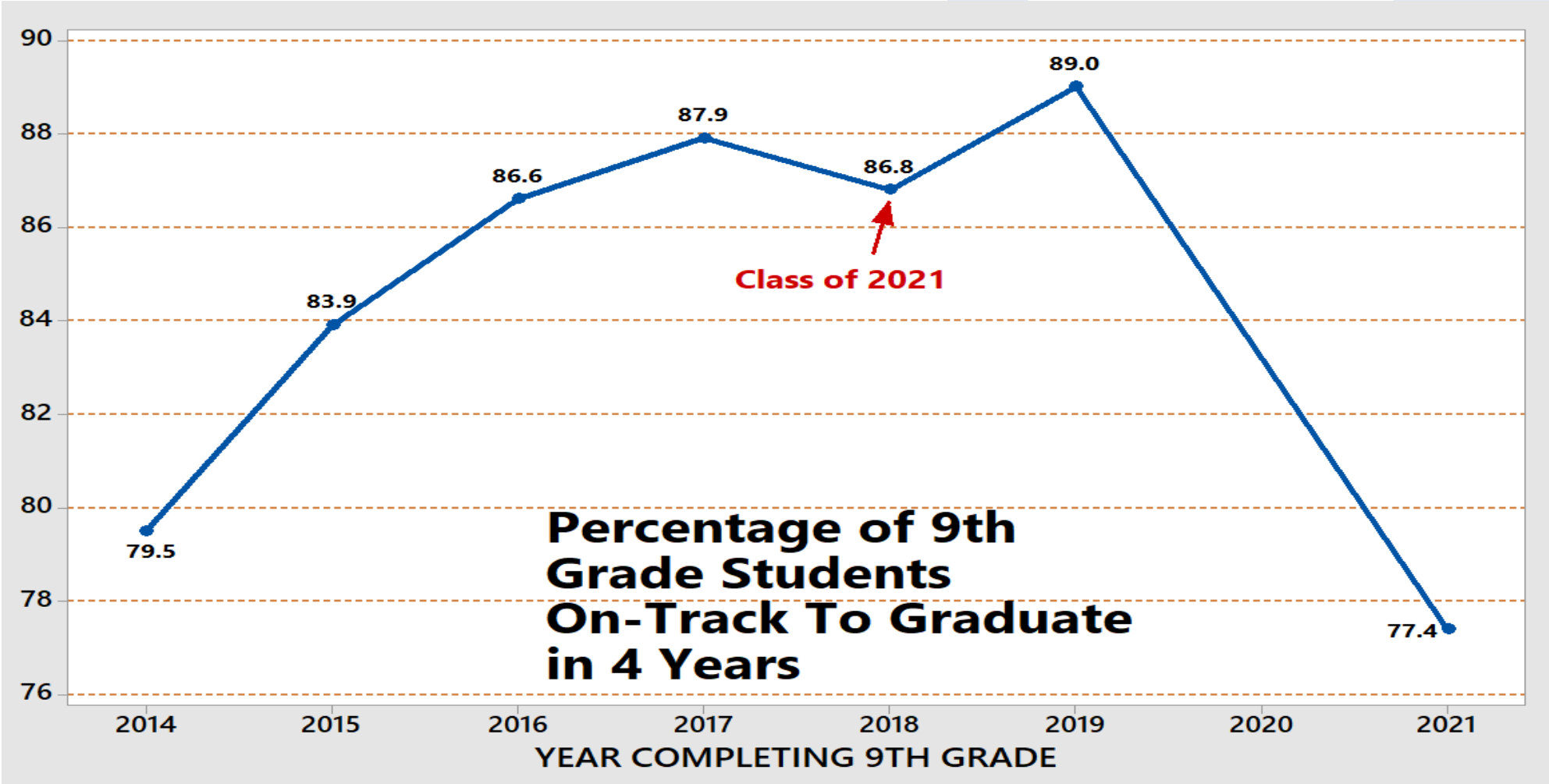
4-Year Graduation Rate



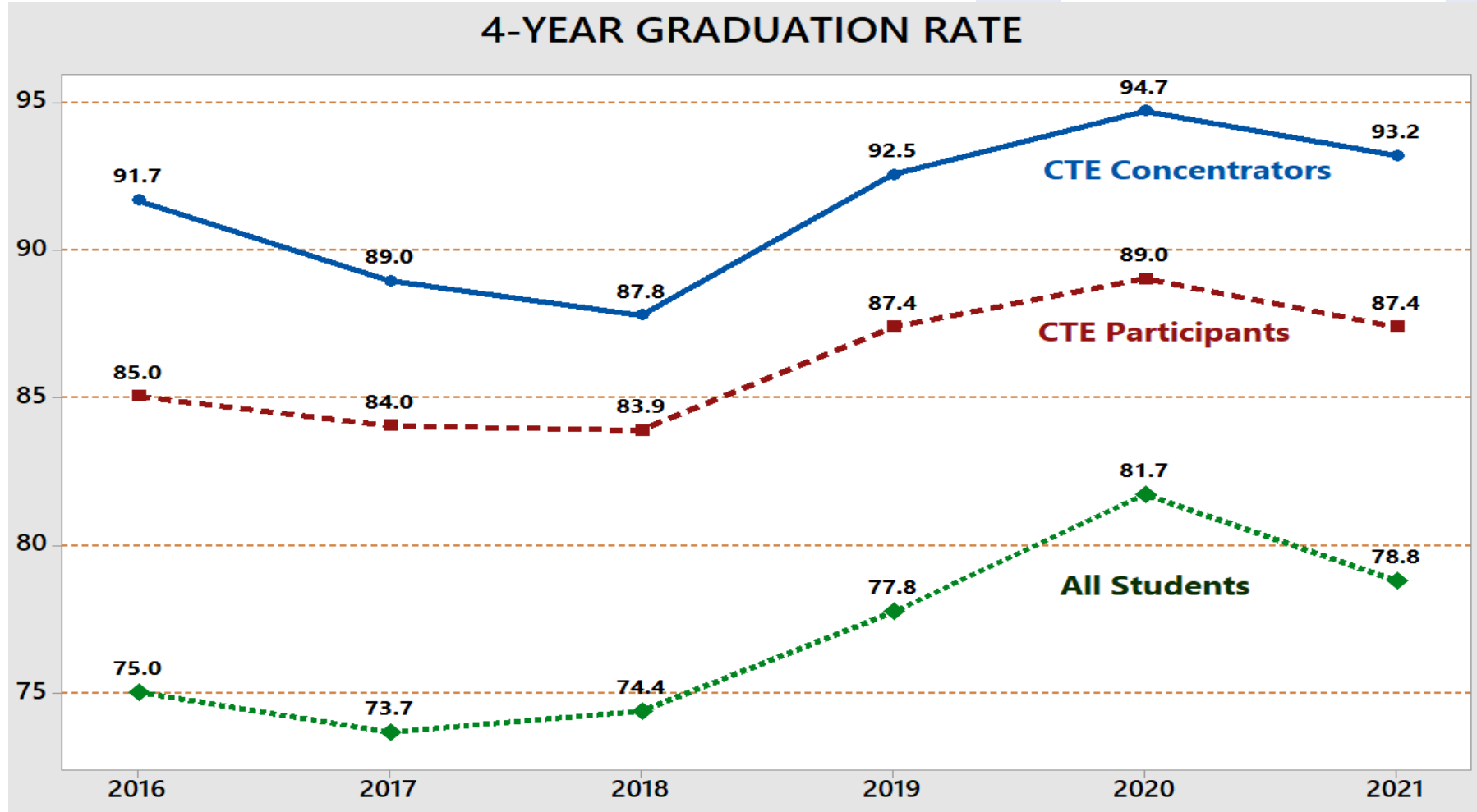
Almost all groups of students show an overall upward trend since 2013 but a dip in 2021

STUDENT GROUP	2013	2014	2015	2016	2017	2018	2019	2020	2021	GROWTH 2013 TO 2020 (ALL-TIME HIGH)	GROWTH 2013 TO 2021
Black/African American Students	46.0	63.6	65.6	80.6	78.8	63.3	58.8	76.7	75.0	30.7	29.1
Students with Disabilities	29.5	43.3	56.0	54.6	46.0	45.5	53.6	56.3	55.3	26.8	25.8
Hispanic/Latino Students	50.6	59.1	60.7	67.0	64.3	66.0	71.0	74.7	75.9	24.0	25.3
English Learners	52.2	68.0	40.0	41.9	72.2	53.3	52.9	80.8	75.0	28.6	22.8
Economically Disadvantaged Students	46.5	58.4	61.6	62.3	62.0	62.2	66.9	72.5	66.7	26.0	20.2
Male Students	60.3	69.3	70.0	70.6	71.1	69.4	74.5	78.3	76.2	18.1	16.0
White Students	66.2	75.2	75.9	76.2	74.6	76.3	79.0	84.0	81.0	17.9	14.8
All Students	64.0	71.9	74.2	75.0	73.7	74.4	77.8	81.7	78.8	17.7	14.8
Female Students	67.9	74.7	78.5	79.8	76.3	79.9	81.5	85.3	81.6	17.5	13.7
Asian Students	79.0	88.9	89.3	84.1	88.5	95.7	93.9	91.5	87.2	12.5	8.2
Multi-Racial Students	65.0	66.3	78.2	76.1	80.0	68.8	80.3	75.4	71.8	10.4	6.8
Talented and Gifted	88.0	92.4	92.9	88.8	94.4	92.9	92.4	100.0	93.6	12.0	5.6
American Indian/Alaska Native Students	46.7	40.9	52.6	45.5	33.3	69.2	52.4	73.3	35.0	26.7	(11.7)
CTE Participants				85.1	84.1	83.9	87.4	89.0	87.4		
CTE Concentrators				91.7	89.0	87.8	92.6	94.7	93.2		
Former English Learners						68.3	80.0	73.7	77.4		
Homeless Students							30.5	48.9	39.7		

THE IMPORTANCE OF STUDENTS BEING ON-TRACK AT THE END OF 9TH GRADE

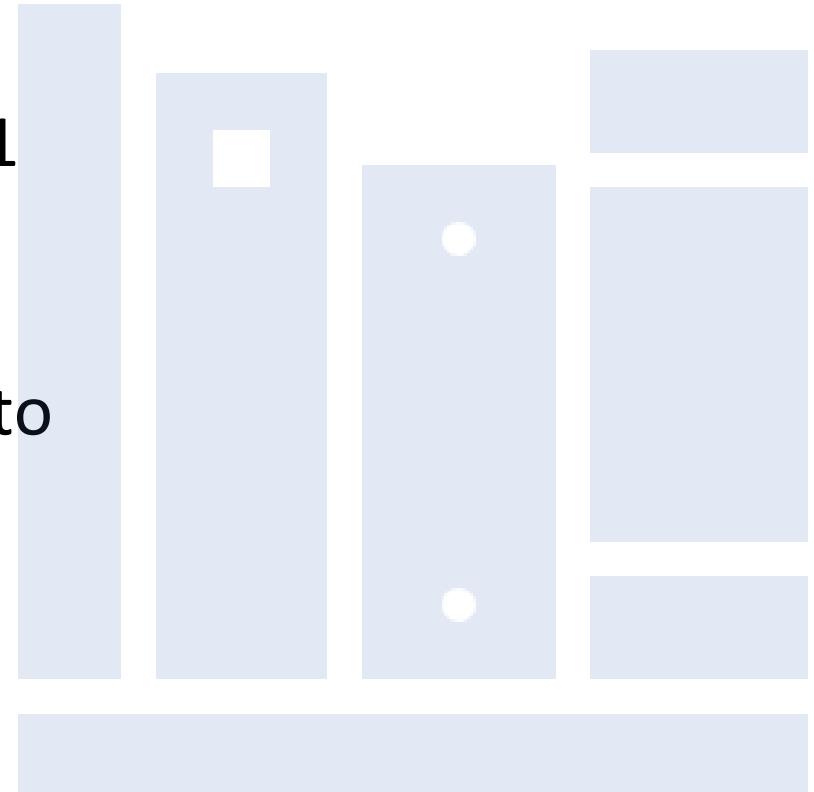


THE IMPORTANCE OF STUDENTS HAVING ACCESS TO CAREER AND TECHNICAL EDUCATION (CTE) CLASSES

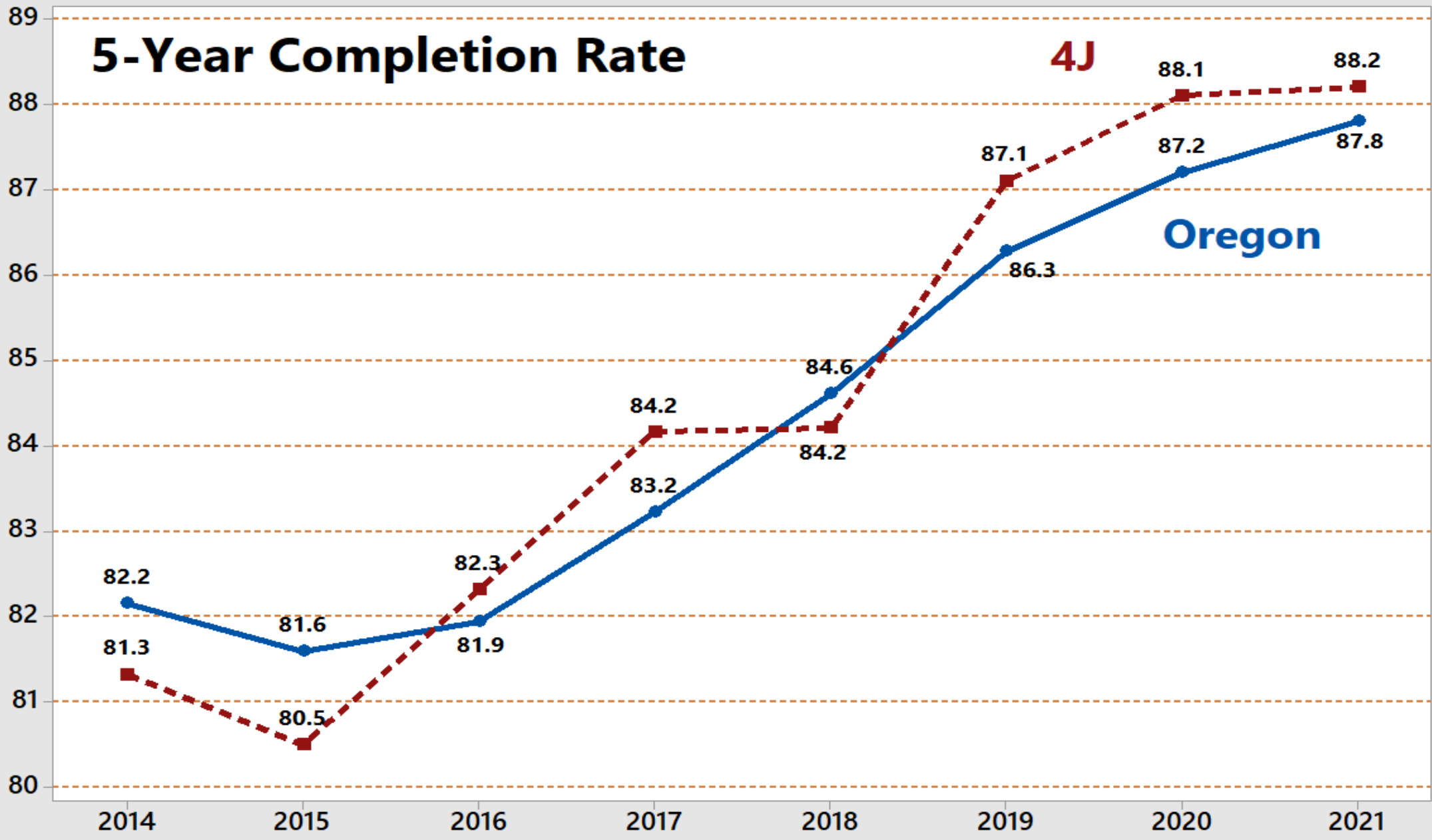


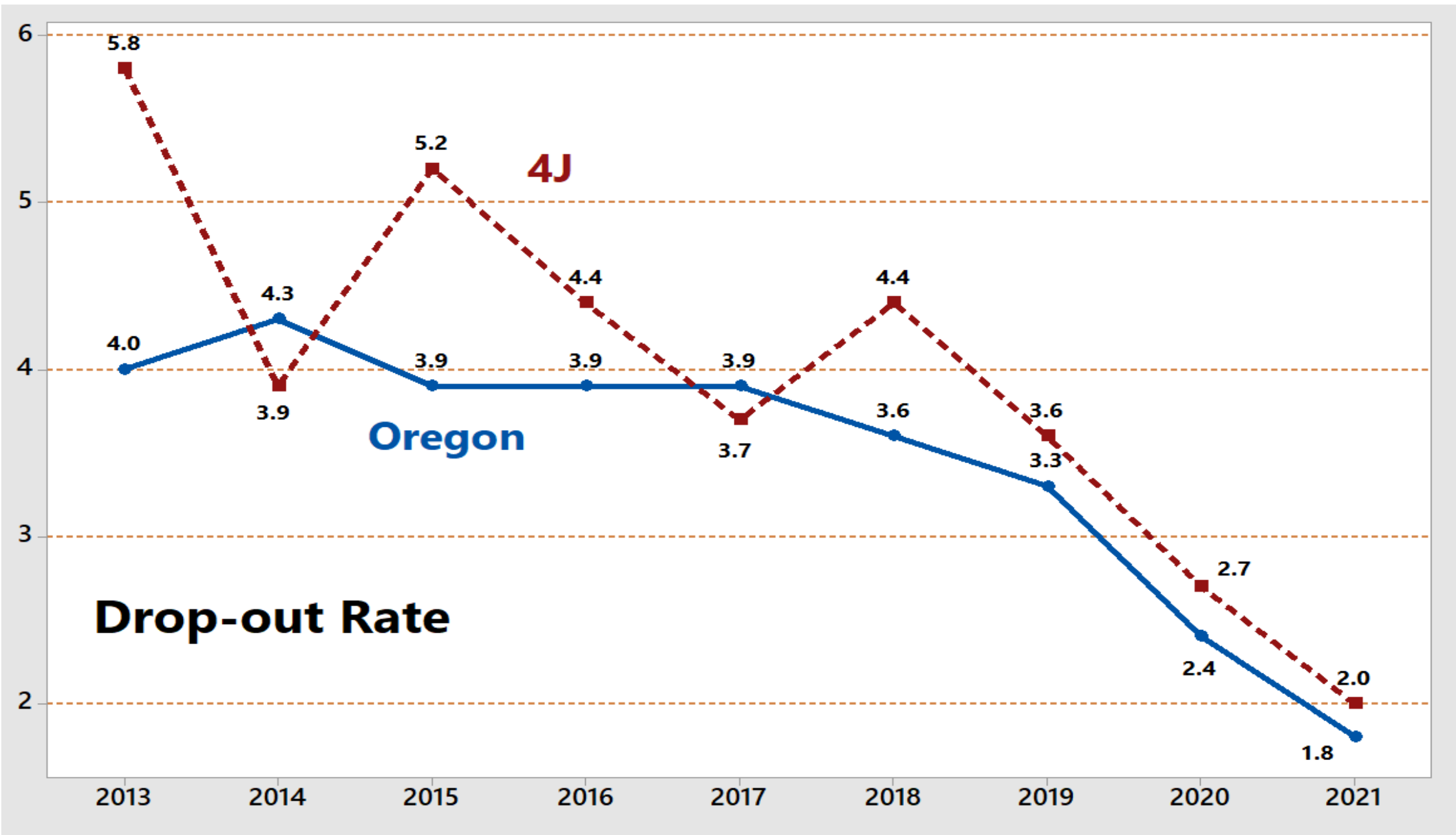
COMPARISON WITH OTHER DISTRICTS

- Among Lane County districts, 4J's graduation ranking improved from 8th to 7th (out of 16 districts) from 2020 TO 2021
- Among the 10 largest districts in Oregon, 4J's graduation ranking dropped from 8th to 9th from 2020 to 2021
- 4J has a lower 4-year graduation rate than the state, but a higher 5-year completion rate



5-Year Completion Rate





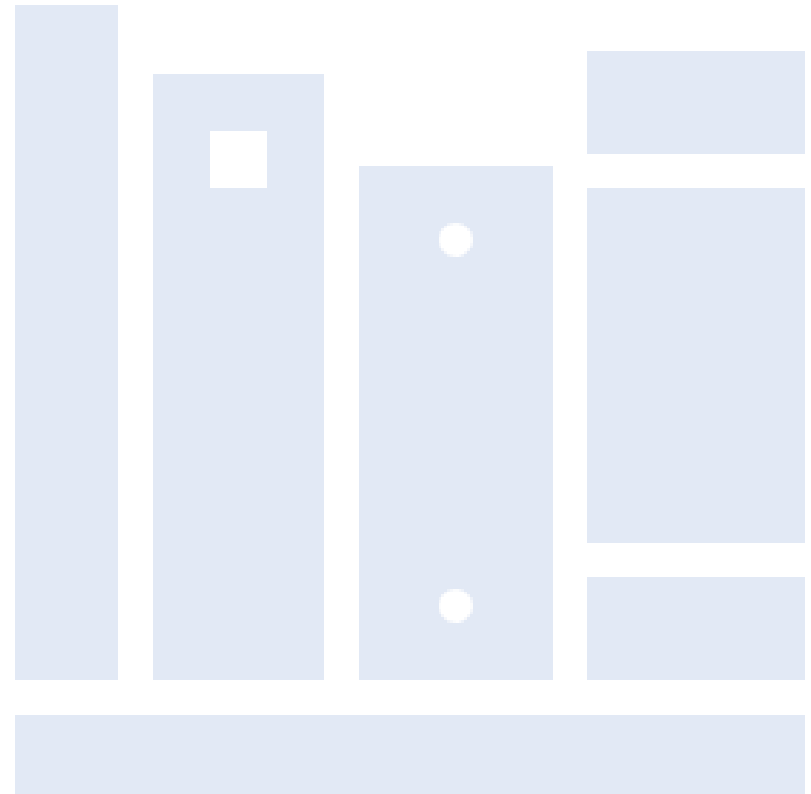


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**What are we doing to
improve graduation rates?**

QUESTIONS





ITEM FOR INFORMATION

Date of Meeting

February 2, 2022

Title

Receive Update on District Response to COVID-19

Presenter

Cydney Vandercar, Superintendent

Background

School districts across Oregon continue to take actions and adjust operations in response to the COVID-19 pandemic, most recently to address the omicron variant surge.

Recent changes and developments have included surging case rates, staff absences and coverage, changes in vaccination, testing, contact tracing, isolation and quarantine requirements, face mask distribution, protocols for athletics, and student shifts between on-site and online programs at the term change.

Staff will provide an update on COVID-related developments and district and school operations.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 2, 2022

Title

Approve the Lane Education Service District Local Service Plan

Presenter

Cydney Vandercar, Interim Superintendent

Summary

As required by House Bill 3184, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolutions/core services with the 16 component districts. Through this process component districts had the opportunity to gain knowledge, share and discuss their needs and provide recommendations for the local service plan.

The Local Service Plan contains all services mandated by law. These services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies. This plan includes services for:

1. Students with special needs
2. School improvement
3. Technology
4. Administrative and support
5. Additional services

Recommendation

The superintendent recommends approving the Lane Education Service District Local Service Plan.

Lane Education Service District
2021-23 Local Service Plan - Year Two
Eugene School District 4J Resolution 2022–13

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The 2021–23 Local Service Plan – Year Two was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 5, 2022.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Board of Directors of the Eugene School District 4J has completed their annual review of the Lane ESD 2021–23 Local Service Plan – Year Two which includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2021-23 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

BE IT RESOLVED that the Board of Directors of Eugene School District 4J hereby authorizes the approval the Lane ESD 2021-23 Local Service Plan – Year Two and requests the Lane ESD to provide the services described during the 2022-23 (year two) fiscal year in accordance with ORS 334.175.

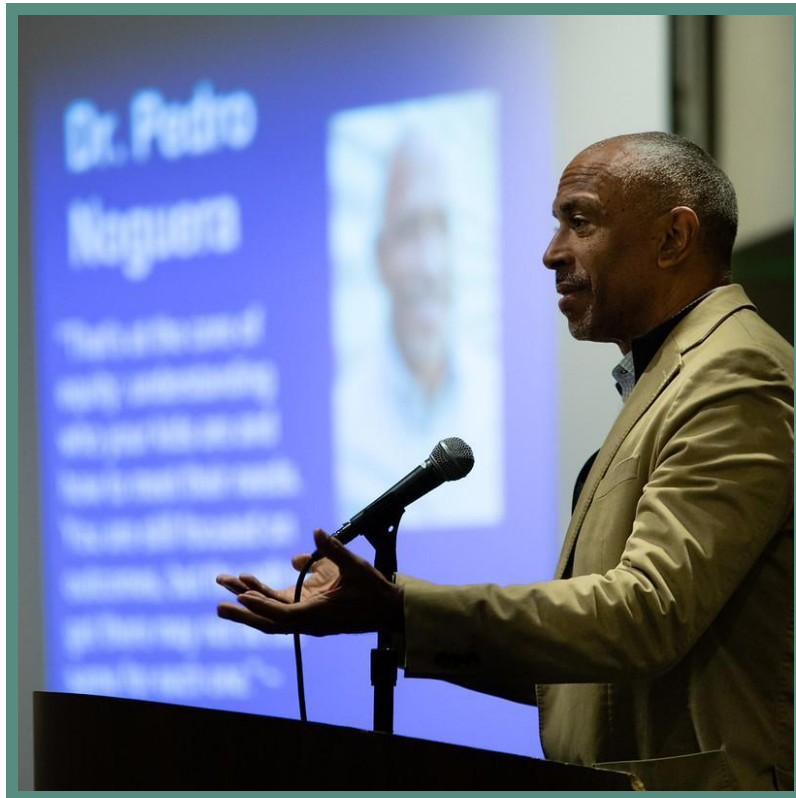
This resolution adopted this 16th day of February, 2022.

Judy Newman, Board Chair
Eugene School District 4J



*Shaping the future:
Supporting excellence in education*

Local Service Plan 2021-23 Year Two



Lane Education Service District
1200 Highway 99 North
Eugene, OR 97402
Phone: (541)461-8200
Fax: (541)461-8298



Purpose

*Shaping the Future -
Supporting Excellence in
Education*

Values

Equity – We support a respectful work environment and access to educational service to all students

Commitment – To districts, student and employee success

Leadership – that is informed, responsive, visionary, proactive and planful

Collaboration – actively engaged with our partners to achieve success

Integrity—approach our work with ethical actions, making and keeping commitments, courage and humility

*Strategic Plan
5 Bold Steps*

Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success

Supporting Best Instructional Practices

Modeling and Promoting Equitable Practice for All

Leadership – Leveraging Education and Community Partners

Strong Student Centered Advocacy

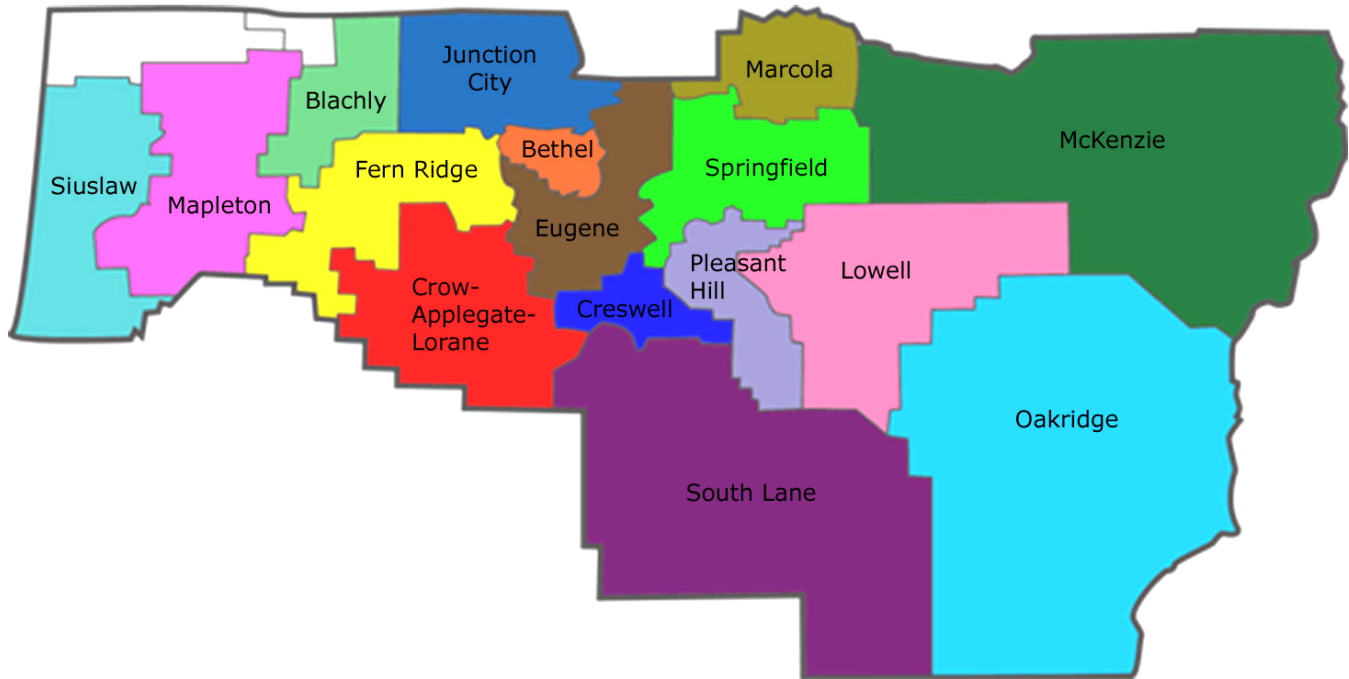


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Component Districts



Bethel, #52

Superintendent – Kraig Sproles

Blachly, #90

Superintendent – Adam Watkins

Creswell, #40

Superintendent – Mike Johnson

Crow-Applegate-Lorane, # 66

Superintendent – Heidi Brown

Eugene, #4J

Superintendent – Cydney Vandercar

Fern Ridge, #28J

Superintendent – Gary Carpenter

Junction City, #69

Superintendent – Troy Stoops

Lowell, #71

Superintendent – Johnie Matthews

Mapleton, #32

Superintendent – Jodi O'Mara

Marcola, #79J

Superintendent – Terry Augustadt

McKenzie, #68

Superintendent – Lane Tompkins

Oakridge, #76

Superintendent – Reta Doland

Pleasant Hill, #1

Superintendent – Scott Linenberger

Siuslaw, #97J

Superintendent – Andy Grzeskowiak

South Lane, #45J

Superintendent – Yvonne Curtis

Springfield, #19

Superintendent – Todd Hamilton



Core Services and Funding Formula/Allocation Model

Lane ESD's Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD's resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

2021-23 (Year one) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2020, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2021-23 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

Withdrawal of Transit Funds

Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

51%-80%	10% service fee
81%-100%	15% service fee

The 2021-23 Local Service Plan provides three categories of service:

Core Services

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education, Connected Lane County support, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district's needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of supports may vary from district to district and from year-to-year; generally the true value of the service is realized over time.

Menu Services

These are services available from a "menu of services" that provides districts with the option to select or order available services. The cost of the services is covered by Flex Funds allocated to districts or district funds.

Custom Services



These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2021-23 (Year two) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Erate support to districts.
2. Communication supports on a fee-for-use basis.

2021-23 Local Service Plan

The Superintendents' Council agreed to a two-year Local Service Plan framework, with the intent of aligning with Oregon's K-12 biennium funding structure. Alignment of the Local Service Plan with the two-year fiscal cycle provides stability and opportunity for long-range planning. Lane ESD programs can focus more strategically on implementation of services that support district long-range goals, while maintaining the ability to assess and make program adjustments to meet emerging needs. The Superintendents' Council will annually review and make service and program recommendations. As required, Lane ESD and component districts will follow the formal annual approval process for the Local Service Plan.

Withdrawal from Lane ESD

In 2013 amendments to ORS 260.432 and 334.105 expanded the option for component school districts to withdraw from local ESD's state-wide beginning in 2014-15.

To support partnerships within Lane County, Lane ESD's goal is to continue to collaborate and partner with any school district that may withdraw from the ESD. Districts that withdraw from services will:

- Be invited to attend job-alike meetings, including: Superintendents' Council, Special Education Directors, Lane County Technology Advisory Committee, Curriculum Leaders meetings, and any other meetings that are supportive of services and programs county-wide
- Continue as a member of the Life Skills Consortium and other consortium/collaborative program services
- Continue as a member of consortium grants, CTE/Perkins, and Title program collaborations
- Continue to participate in county-wide school improvement efforts
- Be able to purchase ESD menu and custom services

Potential Changes in Funding

The 2021-23 Local Service Plan continues to provide districts with the flexibility to access Core



Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

Services funded via contracts or grants are not subject to the 90% expenditure requirement.

Process for Selecting Lane ESD Menu Services & Service Levels

Districts select the specific Lane ESD services and service levels from the service menu by mid-March of each year. Requests for services are placed using the Lane ESD Service Order Form. Districts' available funds and the costs for services are listed on the Lane ESD Service Order Form.

Core Service - Decision Making

Specific services and associated funding levels included in Core Services are agreed upon by the Lane County Superintendents' Council.

District Feedback

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

Changing Services Included in Core Services

Core Services change or evolve based on recommendation of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services,



should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

Exceptions to the timeline are made for proposals that do not require additional fiscal resources or re-staffing, as long as the proposal is supported by the Superintendents' Council.

Approved proposals that involve more complex changes (hiring of specialized staff, implementation of new programs) may be implemented either as a pilot or as a general change to Core Services.

When changes are implemented as a pilot, a subcommittee of superintendents will be asked to assist in the development of criteria to use in assessing the pilot and recommendations on whether changes should be incorporated into the Core Services. If a pilot is successful, but is not approved to be included in Core Services it may be offered as a service menu item or custom service.

Innovation/Projects

Proposals for Innovation/Projects may be developed by the Lane County Curriculum Leaders, Lane County Technology Advisory Committee (LCTAC), Special Education Directors, Lane ESD Leadership, or the Superintendents' Council.

Innovation/Project proposals should focus on priorities identified by the Superintendents' Council. It is recommended that proposals outline the specific outcomes for the project, the time frame for implementation, and budget requirements. Lane ESD administrators and component district staff will assist with feasibility aspects of the proposal.

Proposals for accessing Innovation Funds are approved annually by the Superintendents' Council prior to March 30 to provide adequate planning time and effective implementation of the project in the next school year.

For 2021-23, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

Student Behavior Assistance Fund

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations "in the moment."

High Cost Pool

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

Connected Lane County

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

Promise Programs

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

[Menu Services – Decision Making](#)**Adding Services to the Menu**

A Menu Service offering may change or evolve based on recommendations of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases, the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposed changes that require establishment of new programs, expansion of specialist services, or an increase in fiscal resources allocated to Core Services should be presented no later than the Superintendents' Council meeting in October so that the Superintendents' Council can determine if the proposal should move forward to formal feasibility assessment by Lane ESD. Timelines for completing the feasibility assessment will be set jointly by the ESD and the Superintendents' Council.

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service. **The following services are menu options: nursing, communication (PIO), legal.**

In some cases, proposals may be implemented as a pilot as described below.

Elimination of Service

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.



Establishing Pilot/Custom Services

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2021-23 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

Service Flexibility

Offerings on the "Menu of Services" are available to all component districts.

Service Implications

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.



Menu of Services

Current Menu

Below is the Menu of Services for 2021-23. The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

2021-23 Menu of Services
<p>Services to Students with Special Needs</p> <ul style="list-style-type: none"> Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Sign Language Interpretation Services Direction Service Custom Services <p>School Improvement Services</p> <ul style="list-style-type: none"> General Education* Career & Technical Education Connected Lane County Tragedy Response Attendance Advocacy/Truancy Librarian Services Courier Services Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services <p>Technology Services</p> <ul style="list-style-type: none"> Infrastructural Technology Services* Learn 360 eRate Support Services Custom Services <p>Administrative ServicesBusiness Services</p> <ul style="list-style-type: none"> Substitute Teacher List Subscription Communication Support Services Custom Services



Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

State School Fund (SSF) Revenue

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

Menu of Services Funding

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

Other Services

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

Grants

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



Programs Included in 10% Administrative Revenue

Home Schooling

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

Grant Development

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



Federal & State Mandates for Oregon ESDs

Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:

Services to Children with Special Needs

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

School Improvement Services

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

Technology Services

Technology Support for component school districts and the individual technology plans of those districts, including but not limited to:

- Technology infrastructure services
- Data services and distance learning
- Professional development for employees who provide those services.

Administrative Support Services

Administrative and Support Services for component school districts, including but not limited to:

- Services designed to consolidate component school district business functions.
- Liaison services between ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

Other Services

Other Services that ESDs are required to provide by state or federal law, including but not limited to:

- Compulsory Attendance required under ORS 339.005 to 339.090.

Performance Measures

In addition to providing these "core" services, Lane ESD's services must also be equitable, cost effective, of high quality and meet local district needs. Services must also be evaluated using the following performance measures:

- Improving student learning
- Enhancing the quality of education for all students
- Providing quality professional development for district staff
- Providing districts and their students equitable access to resources
- Maximizing operational efficiencies and providing economies of scale



Services to Children with Special Needs

Life Skills Consortium Services

Service Description

Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".

The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City, Springfield and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.

Kindergarten to Grade 12

- Highly individualized instruction in functional academics, daily living skills, and social/communication skills
- Inclusion support
- Secondary students also receive instruction in vocational skills and community accessibility.

Intensive Services Class

- This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus.

Transition Classes

- Students learn independent living skills to help transition to adulthood.
- Students explore community options such as public transportation, leisure and recreation, and employment opportunities.

Goals

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.

Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.

Services to Children with Special Needs

Behavior Disorder Services

Service Description Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.

Lane School

Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.

Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.

Goals

- Assist component districts in meeting the requirements of IDEA and Rules.
- Implement evidence-based practices in the education of student disabilities to improve student learning.
- Assist districts with targeted interventions addressing the needs of behavioral/emotional disabilities.
- Enable component districts and the students they serve to have e in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.



Budget

- The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Behavior Disorder –Consultants

Service Description Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
 - Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Martin Luther King, Jr. Education Center

Service Description Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
 - Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.

Budget The annual budget allocation for this service is based on anticipated student enrollment.



Services to Children with Special Needs

School Psychology Services

Service Description	<p>School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include:</p> <ul style="list-style-type: none"> • Psycho-educational assessments provided to assist districts in determining student eligibility for special education. • Development and monitoring of student behavior support plans. • Consultation with school staff and parents on behavioral and educational concerns. • Service coordination assistance to district staff, parents and other professionals to ensure student success.
Goals	<ul style="list-style-type: none"> • Assist component school districts in meeting the requirements of state and federal laws for IDEA. • Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services. • Improve student learning in special education for at-risk youth by providing consultation to district personnel. • Provide professional development to component district employees in the area of special education and at-risk youth. • Enable component school districts and the students they serve to have equitable access to resources in special education. • Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

Speech Services

Service Description Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
 - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Augmentative Communication

Service Description Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
 - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Sign Language Interpreting Service

Service Description Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families.

- Goal**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders.
 - Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education.
 -

Budget The annual budget allocation for this service is based on the districts' annual service orders for this service.

Direction Service

Service Description Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.

- Goal**
- Provide districts and parents of students with special needs access to cost effective referral and mediation services.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.



2021-23 Grant and Contract Services

Early Intervention/Early Childhood Special Education

Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.

Lane Regional Program

Lane Regional Low Incidence Program provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.

State Hospital

Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.

Juvenile Detention Education Program

Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.

Phoenix Treatment Program

Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.

System Performance Review & Improvement (SPR&I)

SPR&I sub grant awards assist with annual performance data collection and reporting for special education.

Extended Assessment

Supports training and professional development around the statewide assessment of students with disabilities.

IDEA Enhancement

Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.

Employment Support Facilitator

The position supports the implementation of Youth Transition Programs (YTP) designed to meet the needs of students enrolled in the Life Skills Transition program. The Employment Support Facilitator coordinates with the Vocational Rehabilitation (VR) office, Oregon Developmental Disability Services (ODDS), and local County Service Coordinators to provide services to eligible students.

Services in School Improvement

Service Description

Instruction

General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students. Component districts have prioritized supporting and improving instruction. Since 2014 Lane ESD and component districts have invested in implementing a strong instructional framework that is supported by 1) the Research for Better Teaching/Studying Skillful Teacher trainings for classroom teachers and administrators and 2) content and standards-based professional development. In addition for 2016-18, the Superintendents' Council has identified a priority for integrating culturally sustaining instructional practices in all content areas, including supporting districts in developing awareness and basic understanding of the continuum of equitable education practices in schools.

Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.

Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.

Professional Development

Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.

Consultation/Coaching

Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.

Learning Resources

Lane ESD provides an array of materials for Lane County public school educators, including over 200 hands-on educational models and kits and textbooks for review. Support is provided for textbook review and curriculum adoption.

Equity

While Lane ESD is focused on identifying and addressing barriers to equity and access for all students, many equity issues exist in our schools, community, and college/university. Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty, and students with disabilities. This requires strong collaborative efforts and determination from the ESD and partner organizations to develop and invest in initiatives across Lane County which will systematically eliminate opportunity gaps, improve and expand access to services and supports, and build upon the assets of each student and family.

Lane ESD is a member of the Equity and Community Consortium (representatives from 13 Eugene/Springfield area public agencies collaborating on equity and human rights issues). Lane ESD collaborates with equity and community organizations such as NAACP, Blacks In Government (BIG), Centro Latino Americano and Connected Lane County member organizations to strengthen, expand and integrate our efforts to address equity issues in our community. Collaborative efforts may include active participation in grants, initiatives, and community-based activities.



Current priorities are using culturally sustaining instructional practices for the implementation of professional development and supporting the development and enhancement of teacher pathways programs for diverse students interested in the field of education.

Partnerships

Lane ESD is active in state-wide, regional and community partnership to further the identified instructional improvement goals of component districts. Lane ESD is a member of the ODE-OAESD Program Cabinet whose goal is to support effective communication and implementation of ODE initiatives. In addition Lane ESD serves as the backbone organization for the Regional Achievement Collaborative (Connected Lane County) and the STEM Hub (Lane STEM).

The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.

Goals

The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:

- Create and implement innovative initiatives that directly influence student success
- Supporting best instructional practices
- Modeling and promoting equitable practice for all

Budget

For 2021-23 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.

Services in School Improvement

Career & Technical Education

Service Description Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21st century technical skills, career exploration, and successful transition to work or extended schooling.

LESD Specialists and staff provides technical assistance to instructors, counselors, and administrators on:

- innovative curriculum;
- employment preparation;
- alignment with secondary graduation requirements;
- services to reduce duplication given limited resources.



Partnerships with Colleges & Districts

CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.

Career Counseling and Guidance

Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.

Goals

- Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.
- Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.
- Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.
- Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.

Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.



Connected Lane County

Service Description Connected Lane County (RAC) is the evolution of an early collaborative called the Education Partnership established in 2010. The Education Partnership was an outcome of a long-held goal of Lane Community College President Mary Spilde and was initially based on the Mid-Valley Partnership sponsored by Oregon State University. This Lane County K-16 coalition was made up of the superintendents and presidents of local school districts, Lane CC, and UO. The initial purpose of the coalition was to share information increase cooperation and support Lane County students in their education transition by: identifying shared strengths, issues, and concerns across education institutions; addressing barriers to equity and accessibility for all students; exploring opportunities for cooperation; discovering resources to benefit partners; and utilizing the resources and inspiration of Lane CC and the UO to support aspirations for higher education for all Lane County students.

Connected Lane County partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit partners such as grants, donations, knowledge and experience.

- Goals**
- Increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations.
 - Create pathways for all students to enter kindergarten ready to learn and be prepared for higher education or careers.
 - Build programs and work utilizing an equity lens that ensures cultural appropriateness.

Budget For 2021-23 funding to support CLC includes partner dues, Oregon Department of Education/Chief Education Office Regional Achievement Collaboratives grants, and Superintendents' Council Core Services funding.

Tragedy Response

Service Description Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.

- Goals**
- Provide districts with cost effective training.
 - Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Librarian Services

Service Description Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services.

- Goals**
- Provide training to classified staff assigned to school libraries
 - Assist with culling library collections and selecting materials
 - Assist districts in meeting Division 22 standards.



Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Attendance/Truancy and Advocacy Services

Service Description Lane ESD provides truancy officers and advocates to assist parents and districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.

This is a state mandated service to districts with less than 1,000 students.

Lane ESD also coordinates the work of Conference Officers on behalf of local districts.

- Goals**
- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.
 - Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding.
 - Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

Budget Attendance/Truancy Services are fee-based.

Lane ESD Student Success Act Comprehensive Support Plan¹

Service Description The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.

Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.

1. See appendix



2021-23 Grant and Contract Services

Carl Perkins Consortium Services

Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.

Advanced Manufacturing and Construction

This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.

Apprenticeship Trades Academy

Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.

Connected Lane County/Regional Achievement Collaborative

Lane ESD serves as the fiscal agent on behalf of Connected Lane County/Regional Achievement Collaborative, which was selected as one of 11 regional partnerships across the state of Oregon to receive Regional Achievement Collaborative grants. Connected Lane County was chosen based on the depth of its partnerships, commitment to the success of students from prenatal to age 22 (P-22), and the potential for implementing innovating and effective projects. Because of the depth and breadth of partnerships already developed since educational partners in Lane County partners first came together to work on K-12/higher education outcomes in 2010. Previously, Connected Lane County/RAC was chosen by the OEIB to serve as a mentor and leader to other Regional Achievement Collaboratives.

Lane African American Black Student Success

The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.

Lane Regional Promise

The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.

Lane STEM (Hub)

Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

Migrant Education – Title IC



Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

Multi-Tiered System of Supports (MTSS) Regional Coaching

The focus of the Oregon Multi-Tiered System of Supports (MTSS) project is the implementation of a cohesive evidence-based professional development and coaching network to support the implementation of MTSS for academics and behavior. Through integrated supports, Oregon has a statewide network of high quality coaches, and is increasing the number of districts implementing MTSS with fidelity, ultimately increasing student outcomes for students with disabilities.

English Language Learners – Title III

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

Curriculum Directors and Rural School Network

This network is composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

Western Regional Educator Network (WREN)

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

Youth Transition Program

The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.

Grow Your Own Education Pathways Program

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.

Technology Services

Infrastructural Technology

<p>Service Description</p>	<p>Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:</p> <ul style="list-style-type: none"> • Managed network connectivity, including CIPA compliant filtering, and intrusion protection; • Coordination and engineering support to district initiatives, including securing new implementations; • Hosted services, e.g. email, web, and library services; • Professional development to district technology support staff; • Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure; • Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate; • Internship hiring and placement for college students into an education technology environment; • E-rate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. <p>Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.</p>
<p>Goals</p>	<ul style="list-style-type: none"> • Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner. • Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.
<p>Budget</p>	<p>2021-23 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p>



Technology Services

2021-23 Grant and Contract Services

LCC Contract

LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LESD and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 14 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



Administrative Services

Business Services

Service Description Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include:

- Payroll
- Accounts Payable
- Budget Preparation
- Audit preparation
- Financial reporting and management for grants
- Monthly financial reports to Boards
- Financial reporting to the Oregon Department of Education
- **Communication Support Services**

Goals

- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles.
- Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services.
- Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.
- Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.



Administrative Services

Courier Services

Service Description	<p>Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.</p> <ul style="list-style-type: none"> • Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts • Secure and confidential delivery of Student Records, including Special Education records • Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems • Movement of specialized equipment for special education classrooms • Customized services to Eugene and Springfield Schools Districts to interface with district courier.
Goals	<ul style="list-style-type: none"> • Provide cost-effective, timely, accurate and courteous courier services to all component school districts.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

Substitute Teacher List Subscription

Service Description	<p>Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.</p>
Goals	<ul style="list-style-type: none"> • Provision of annual application process to register new teacher substitutes • Provision and monitoring of annual training requirements • Completion of annual "intent to return" and usual and customary break periods notice • Verification of valid teacher licensure
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

Administrative Services

2021-23 Grant and Contract Services
<p>Inter-Library Courier Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.</p>
<p>Substitute Teacher List Subscription Lane ESD Substitute Teacher List subscription services to private and alternative schools.</p>
<p>ODOT Teens Driving Safely Grant Supports increasing the number of trained driver education instructors and increasing course offerings in Lane County.</p>
<p>State Farm Grant Supports access to ODOT approved Driver Education courses.</p>





Appendix

1. Student Investment Account

<div style="background-color: #e67e22; color: white; padding: 5px; text-align: center; font-weight: bold;">Student Investment Account</div>		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Lane County districts engage in quarterly continuous improvement self-monitoring routines (SIA, CIP, HSS, CTE alignment).		X	X		
Outcome	Youth, families, and community members representative of the four focal groups are empowered to inform district continuous improvement planning and implementation.	X	X	X	X	X
Outcome	Networked Learning communities can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate.	X	X	X	X	X
Outcome	District educators and administrators have access to high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.	X	X	X	X	X
Strategy #1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.					
Strategy #2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.					
Strategy #3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.					
Strategy #4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.					
Strategy #5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.					



		YEAR 1 BUDGETED COST			PROJECTED 3-YEAR COST				
Strategy 1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.	\$	155,300.00	\$	-				
Strategy 2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.	\$	155,300.00	\$	-				
Strategy 3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.	\$	524,500.00	\$	-				
Strategy 4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.	\$	150,100.00	\$	-				
Strategy 5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.	\$	95,000.00	\$	-				
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire 1.0 Data Coordinator to support quantitative and qualitative evaluation of continuous improvement process and activity implementation	S3				\$ 98,100.00			HIGH
2	ODS/Oregon Data Suite: Purchase/Support Data Dashboard System which provides access to make informed decision for instruction, student success, with special attention to focal groups	S3				\$ 80,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
3	Hire .5 Program Assistant to support communication and planning of SIA district engagements and networked learning events	S3				\$ 50,700.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
4	Hire 1.0 bilingual/multicultural Community and Family Engagement Liaison to increase ongoing engagement and partnership with Latinx students and families with attention to identification of SEL/Mental Health needs	S2				\$ 98,100.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
5	Professional Learning for Improvement Science and Networked Learning (i.e. Carnegie/NW Region Experts) for ESD and district leaders	S3				\$ 140,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
6	Continue funding of 1.0 Student Success Act Administrator to lead continuous improvement processes, SIA plan implementation, and networked learning communities	S3				\$ 155,700.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
7	Hire 1.0 Education Specialist to support mental health networked learning communities and communities of practice, with attention to trauma informed practices, restorative practices, and suicide prevention systems and curriculum	S4				\$ 98,100.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								



8	Hire 1.0 Education Specialist to support writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content	S1				\$ 98,100.00			HIGH
9	Hire .5 Education Specialist/Instructional coach to support and train districts in the writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content	S1				\$ 55,100.00			
Person/Team Responsible									
8	Hire a .5 Youth Equity Council/Youth Voice Coordinator to oversee countywide youth governance model and connections to cultural organizations	S2				\$ 57,200.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
9	Implement Train the Trainer and community of practice model for Patterns Science professional learning and curriculum implementation.	S4				\$ 52,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
10	Partnership with local post-secondary institutions to design and implement a community of practice for EAs/IAs to learn and implement trauma informed and culturally-responsive instructional strategies.	S5				\$ 95,000.00			HIGH
12	Support district capacity building (mitigating implicit bias in hiring practices, application of equity lens, two-way communications)	S5							HIGH
13									
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Total Budget									

\$ 1,080,200.00



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 2, 2022

Title

Consider revisions to policies ACB – Bias Incidents and AC – Nondiscrimination
Consider adoption of policy ACC – Racial Harassment

Presenter(s)

Christine Nesbit, General Counsel

Policy AC – Nondiscrimination

Board policy AC – Nondiscrimination is the district’s policy against unlawful discrimination and harassment, including discrimination based on race, national origin, religion, gender identity, sexual orientation, gender, and other legally protected characteristics.

Legislation enacted in 2021 (the CROWN Act) expanded the definition of “race” for purposes of prohibiting racial discrimination to include physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles. “Protective hairstyle” means a hairstyle, hair color or manner of wearing hair that includes, but is not limited to, braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists.

An amendment to policy AC is necessary to reflect the expanded definition of race and to ensure that board policy accurately reflects the law against discriminating against individuals based on physical characteristics historically associated with race including hair texture and hair styles.

Adoption of the proposed changes supports educational equity by expanding the definition of prohibited racial discrimination to include physical characteristics historically associated with race including hair and hairstyles.

Policy ACB – Hate Symbols and Bias Incidents

In 2021, the Oregon legislature passed the “Every Student Belongs” bill, which prohibits symbols of hate and bias incidents on school property and in school programs and activities. Most of the changes recommended by staff are minor but necessary to align with state statute.

The 2021 legislation contains a narrower definition of “symbol of hate” than had previously been adopted by the Eugene School District 4J board of directors. Specifically, state statute now defines “symbol of hate” to mean “nooses, symbols of neo-Nazi ideology or the battle flag of the Confederacy,” while existing board policy defines symbol of hate as “a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including but not limited to the noose, swastika, confederate flag, or other symbol of white supremacy and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.”

The definition of hate symbol in the proposed policy would retain, in revised form, the more expansive coverage of hate symbols, while also meeting the requirements of state statute.

Adoption of New Policy ACC – Solely Addressing Racial Harassment

As discussed at a prior meeting, a number of existing policies address discriminatory harassment, including board policy AC – Nondiscrimination, ACB – Hate Symbols and Bias Incidents, and JFCF – Harassment, Intimidation, Bullying. However, no district policy or regulation is devoted exclusively to the subject of combatting racial harassment. At the January 12 board meeting, the board and members of the public commented on a proposed draft. Prior to and following that meeting, staff have reached out to 4J employees and community members for additional input.

Having considered and incorporated a number of changes in response to community feedback, proposed policy ACC Racial Harassment is presented for a first read by the board on February 2, and is expected to be presented for a final read on February 16.

The policy:

- Acknowledges the harm of all forms of racially oppressing conduct, that combatting expressions of personal racism is a legal and moral imperative, and acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice and teaching inclusion.
- Defines racially harassing conduct as well as illegal racial harassment.
- Prohibits all forms of racial harassment, including behaviors that do not rise to the level of illegal harassment.
- Provides examples of conduct prohibited by the policy.
- Establishes expectations for students, schools and the district.
- Reinforces the vital role of education, connection and transformation when addressing students who violate the policy.
- Centers on the impacted person’s safety, healing and access to education.
- Requires documentation of racial harassment incidents and an annual review of violations and recommendations for improvement.

The outcome intended by this policy is a common and better understanding about forms of personal racial prejudice and the role and responsibility educators have in recognizing and addressing racial harassment. The policy broadly prohibits all forms of racially harassing conduct, including forms that do not involve an intent to harm or result in tangible injury or detriment to persons impacted by harassment, and as such, is believed to improve racial equity and inclusion in the district.

Options and Alternatives:

To be discussed.

Recommendation

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

Eugene School District 4J

Code: AC
Adopted: 4/02/08
Revised/Readopted: 5/06/15; 8/02/17; 11/06/19; XX/XX/22
Orig. Code: AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity², national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings. The district also prohibits discriminatory use of a Native American mascot pursuant to OAR 581-021-0047.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act ~~of 1990~~ and Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments ~~of 1972~~, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.003	ORS 659A.321
ORS 192.630	ORS 659A.006	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.009	OAR 581-002-0001 – 002-0005
ORS 408.230	ORS 659A.029	OAR 581-021-0045
ORS 659.805	ORS 659A.030	OAR 581-021-0046
ORS 659.815	ORS 659A.040	OAR 581-021-0047
ORS 659.850 - 659.860	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.865	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.870	ORS 659A.236	OAR 839-003
ORS 659A.001	ORS 659A.309	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R. Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).

Corrected 11/18/21

Eugene School District 4J

Code: ACB
Adopted: 12/02/20
Revised: 02/XX/22

Hate Symbols and Bias Incidents

Student safety and inclusion are foundational, necessary conditions for educational equity – a guiding value and core responsibility of the district. All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

Similarly, all employees are entitled to work, and visitors entitled to participate, in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Symbol of hate” means nooses, swastikas and other symbols of neo-Nazi ideology, and the confederate flag. It also includes a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin, ~~including but not limited to the noose, swastika, confederate flag, or other symbol of white supremacy and~~ whose display:

~~is~~ reasonably likely to cause a substantial disruption of or material interference with school activities;

~~is reasonably likely~~ to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior, ~~directed at or about any of the preceding demographic groups.~~

A “hate crime” or “bias crime” is a crime motivated by bias against another person’s race, color, religion, gender identity, sexual orientation, disability or national origin.

The district prohibits the use or display of any symbols of hate¹, bias incidents and hate crimes on ~~district or school~~ property² grounds or in an ~~education~~any district or school sponsored program³, ~~service, school or activity~~⁴ that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned with state standards of education for public schools. ~~to the Oregon State Standards.~~

² “School property” means any property under the control of the district.

³ “Education program” includes any program, service, school or activity sponsored by the district.

⁴ ~~The term district sponsored program or service includes its technology system as defined by administrative regulation IIBGA-AR.~~

The district prohibits retaliation against an individual because that ~~person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an~~ individual has in good faith reported information that the individual believes is evidence of a violation of a state or ~~for exercising any rights guaranteed under state and~~ federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use ~~superintendent is directed to adopt and implement~~ administrative regulation ACB-AR – Hate Symbol and Bias Incident Response procedures to process reports or complaints of bias incidents. ~~of violations of this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)
[OAR 581-002-0005](#)

[OAR 581-022-2312](#)
[OAR 581-022-2370](#)

[House Bill 2697 \(2021\)](#)
[House Bill 3041 \(2021\)](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

Cross Reference(s):

AC - Nondiscrimination
GBN/JBA - Sexual Harassment
JBA/GBN - Sexual Harassment
JFCF - Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence – Student

Corrected 1/7/22

Eugene School District 4J

Code: ACC
Adopted: 02/XX/22

Racial Harassment

Purpose and Scope

All forms of racially oppressing conduct are harmful to the district’s mission, values and goals, and combatting expressions of personal racism in district schools is a legal and moral imperative. The district is committed to providing an inclusive educational environment, free from racial oppression. The district also acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice, educating persons who have violated this policy, teaching inclusion, and in creating an inclusive learning and working environment.

This policy applies in all programs and activities of the district, including on school grounds and the area immediately adjacent to school grounds, on district online and remote learning programs and platforms, on school-provided transportation, at an official school bus stop, or at any activity, program, athletic or other event, internship or trip sponsored by the district. This policy may be applied to off campus racial harassment only to the extent that it substantially disrupts the educational environment, or targets particular individuals and is so serious or severe as to deny or limit their ability to participate in or benefit from the educational program.

Definitions, Expectations and Consequences

Racially harassing conduct means unwelcome physical, verbal or nonverbal conduct based on the person’s actual or perceived race, color, national origin or ethnicity; or physical characteristics historically associated with race, a place of origin, protected class ethnicity or religious or cultural ancestry. It creates a hostile environment when the conduct is so severe, persistent or pervasive so as to interfere with or limit a person’s ability to participate in or benefit from the district’s educational program or activity or creates an intimidating, threatening, hostile or offensive educational or employment environment.

This policy seeks to prevent, and prohibits, all forms of racially harassing conduct in district programs and activities, even if the conduct does not include an intent to harm; is not directed at a specific target, involve repeated incidents, result in tangible injury or detriment, to or constitute a hostile environment or bias incident.¹

Examples of conduct prohibited by this policy include, but are not limited to: derogatory language about a person’s skin color, accent, appearance or dress when linked to ethnicity or ancestry; racial slurs or epithets such as use of the “N” word regardless of intent; racial slurs against student athletes; unwelcome gestures or acts of physical aggression based on the person’s race or ethnicity; statements or display of graffiti or printed material promoting racial stereotypes; offensive jokes about a religious group when based on actual or perceived shared ancestry, ethnic characteristics or residency in a country with a distinct religious identity; display of symbols of hate as defined by board policy ACB; and verbal or nonverbal slights or insults which communicate hostile, derogatory or negative messages to persons based on their race or ethnicity.

Students are expected to follow the standards for student behavior established in this policy and the Student Rights and Responsibilities Handbook (SRRH) and to hold their peers to the standards established by this policy.

¹ As provided in policy ACB, a “bias incident” means a person’s hostile expression of animus toward another person, relating to, among other things, the other person’s perceived race, color, religion or national origin, of which criminal investigation or prosecution is impossible or inappropriate. This policy does not prohibit the display of symbols used in the teaching curriculum and other learning opportunities that are aligned to state standards and support the goals of this policy.

Teachers and other staff who have knowledge of racial harassment are responsible for taking action to stop the behavior, report it that day to the school administrator and prioritize the safety and well-being of persons impacted.

The school administrator has overall responsibility for compliance with this policy at the school, investigations of and responses to racial harassment at the school level. A building administrator will investigate reports of racial harassment as soon as possible and take prompt and effective remedial action.

Students who violate this policy are subject to discipline as provided in the Student Rights and Responsibilities Handbook. Staff members who violate this policy, including by failing to stop or appropriately respond to a report of racial harassment, are subject to discipline. Others who violate this policy may be excluded from district premises.

Reporting and Administrative Action Upon Receipt of a Report

Students and families are encouraged to report their concerns promptly to a trusted school employee. Students may use an optional Student Safety Reporting Form, available from the school and on district website, or report through Safe Oregon at 1-844-4-SAFE-OR (text or call) or www.safeoregon.com. Reports by staff members and others are expected to be made promptly to the school administrator or department director. Any report alleging a violation of this policy by a person to whom a report would ordinarily be made shall instead be made to or filed with the district's Title VI or X coordinator (students) or the Human Resources Director (employees), or to superintendent.²

Upon a report or knowledge of a potential racial harassment incident, the school administrator, department director or designee shall, without delay:

1. Acknowledge receipt of the report and inform the person(s) at whom the behavior was directed, the person alleged to have committed the behavior if known, and the parents of such persons that an investigation has been initiated;
2. Take interim actions necessary to maintaining a safe learning environment and commit to preventing further harm against persons impacted;
3. Assess the allegations, consider whether the behavior violates other board policies or civil rights laws, and follow requirements of applicable policies. Potential violations of policy ACB – Bias Incidents and Hate Symbols shall be processed in accordance with regulation ACB-AR in addition to any procedures required by this policy.
4. Conduct a thorough, sensitive and timely investigation of all racial harassment allegations as soon as possible, find facts and determine responsibility. Should an investigation not be completed within 10 work days, an update should be provided to impacted persons.
5. Provide an appropriate response for the offender and impacted person(s) that is tailored to the circumstances.
 - The response must be reasonably calculated to stop the harassing conduct or discrimination, prevent its recurrence, and include educational components that promote understanding of and respect for human rights and diversity. The administrator will prioritize practices that repair the violator's connection with the school community, and promote social-emotional learning, growth and transformation of the individual who caused harm. When appropriate and voluntarily agreed to by all parties, the response may include structured communication with the impacted person(s).
 - The response must address any continuing effect on the impacted person(s), through means such as offers of counseling, tutoring, safety planning or access to other support structures.
 - The administrator will investigate and implement needed measures in the school community to address climate issues and prevent recurrence of incidents.
6. Notify parents/guardians of the victim(s) and perpetrator(s) regarding the outcome of the investigation. Communicate that retaliatory behavior of any kind against any complainant or any participant in the complaint process is defined as harassment and will not be tolerated.

² Reports against the superintendent should be made to the ~~board~~ chair.

7. Document each racial harassment allegation and investigation and provide documentation required by the district's office in a timely fashion.
8. Monitor the school climate and promptly address problems that could lead to harassment.

Formal Grievance Procedure

If a person is dissatisfied with the school or district's action or inaction in responding to alleged racial harassment or discrimination, or if the school fails to render a decision within 30 days of the report, they may appeal by filing a formal complaint with the superintendent's office, using the district complaint form available on the district website at www.4j.lane.edu/contact/complaints or from the superintendent's office. In such a case, the formal complaint procedures and timelines in administrative regulation KL-AR will apply.³ These procedures provide for an appeal of final district decisions to the Oregon Deputy Superintendent of Public Instruction as provided in OAR 581-002-0001 to 581-002-00231.

District Responsibilities

The district will:

1. Provide an educational program that teaches students to be respectful of others in a diverse society and to understand the impact of racial harassment on students, staff, and community. It is expected that on an annual basis, students will receive an orientation on harassment and their rights and responsibilities under this policy;
2. Ensure appropriate documentation of all reported incidences;
3. Conduct an annual review of racial harassment violations and make recommendations for improvement;
4. Ensure appropriate educational, corrective and remedial measures are implemented;
5. Publicize this policy in student and family handbooks and to employees; and
6. Provide mandatory training and orientation of staff on the contents of this policy. Training will include teaching staff how to create positive educational environments; and prevent, recognize, discourage, and respond to racial harassment.

Retaliation

Anyone reporting or participating in an investigation into racial harassment shall be free from retaliation. Retaliation includes harassment, intimidation, threats, coercion and discrimination against a person because that person has in good faith reported information that the person believes is evidence of a violation of this policy. Retaliation shall be considered a serious violation of Board policy independent of whether a complaint is substantiated.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Any person found to knowingly make false accusations of racial harassment shall be subject to discipline.

END OF POLICY

Legal Reference(s):

Title VI of Civil Rights Act of 1964
ORS 659.850
OAR 581-021-0045
OAR 581-021-0050

³ When a violation of this policy is initially reported through the filing of a formal complaint at step one, the appeal shall be heard by the superintendent at step two.