

Board of Directors Meeting
 School District 4J, Lane County
 District Office
 200 N. Monroe Street
 Eugene, Oregon 97402
 Wednesday, May 18, 2022

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, in-person or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRReEppqZ0JxRzVpaVdlQ3h5UFVzd09>

School Board Meeting Request Forms:

Provide public comment: www.4j.lane.edu/board/publiccomment
 Attend in-person: www.4j.lane.edu/board/attendance

Community members interested in attending the sessions in-person must submit a request in advance, as seating is limited due to COVID-19. If more people request to attend the meeting in-person than can be accommodated, priority will be given to individuals who have not recently attended a board meeting in-person.

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

Requests to attend a board meeting in-person or 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. Executive Session and 7:00 p.m. Regular Meeting**

- I. **5:30–6:45 p.m. Executive Session:** The board will convene in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f)
- 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
- 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 Routine Personnel Actions 3
 Presenter: Karen Hardin, Director of Human Resources
 - 2. Approve Meeting Minutes for May 1, 2022; May 2, 2022; May 9, 2022 and May 12, 2022 7
- XII. Items for Information
 - 1. Receive n update on (CTE) Career Technical Education (20 minutes) 11
 Presenters: Andy Dey, Director of Secondary Education and Tia Holliday Odegard, Curriculum Administrator
 - 2. Receive an Update on the North Region Planning for 850 Howard (10 minutes) 30
 Presenters: Cydney Vandercar, Interim Superintendent and Brooke Wagner, Assistant Superintendent for Instruction
- XIII. Items for Action
 - 1. Consider Revisions to Board Policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in 32

Schools; and adoption of Board Policy KGBB – Firearms Prohibited (10 minutes)

Presenter: Christine Nesbit, General Counsel

XIV. Items for Action at a Future Meeting

1. Consider for Adoption – Elementary Language Arts Curriculum (15 minutes)

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Presenters: Eric Anderson, Director of Curriculum; Katie Stiles, Literacy TOSA; Lynette Williams DLI TOSA

XV. 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; Board Training February 26 & 27~~

~~MARCH: Wednesday, March 2; *Monday, March 7*; Wednesday, March 9; Wednesday,~~

~~March 16; Wednesday, March 30~~

~~APRIL: Wednesday, April 6; Wednesday, April 13 *CANCELLED*; Monday, April 18;~~

~~Tuesday, April 19; Wednesday, April 20; Wednesday, April 27~~

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

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

XVI. Adjourn

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

May 18, 2022

Title

Approve Routine Personnel Actions

Presenter

Karen Hardin, Director of Human Resources
Cydney Vandercar, Interim Superintendent

Recommended Action

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2022-23 school year:**

Name	Title	Location	FTE
Erik Hoberg	Assistant Principal	Churchill High School	1.0
David Hulbert	Principal	Edison Elementary	1.0
Fernando Rodriguez	Assistant Principal	Sheldon High School	1.0

- 2. Approve the employment of the licensed employees listed below for the 2022-23 school year:**

Name	Title	Location	FTE
Jamie Asunsolo	Special Education Teacher	Student Services Department	1.0
Madison Billings	Language Arts Teacher	South Eugene High School	1.0
Alison Dodd	Language Arts Teacher	South Eugene High School	1.0
Jaclyn Estes	Science Teacher	Cal Young Middle School	0.80
Danielle Fitzgerald	Special Education	Student Services Department	1.0

	Teacher		
Matthew Havemann	Special Education Teacher	Student Services Department	1.0
Emily Henson	Special Education Teacher	Student Services Department	1.0
Shiloh Jackson	Health Teacher	Sheldon High School	0.75
Julian Kane	Science Teacher	Madison Middle School	1.0
Elizabeth Lee	Speech & Language Specialist	Student Services Department	1.0
César López-Reyes	AVID & Academic Support	Arts and Technology Academy	0.90
Karla Mercado-Severiano	Classroom Teacher	Chavez Elementary	1.0
Rosemary Nguyen	Health Teacher	Sheldon High School	0.75
Wheylin Niehus	CTE Construction Teacher	Instruction Department	1.0
Niels Pasternak	Special Education Teacher	Student Services Department	1.0
Elizabeth Perini	Special Education Teacher	Student Services Department	1.0
Lisa Perkins	Special Education Teacher	Student Services Department	1.0
Korey Rice	Speech & Language Specialist	Student Services Department	1.0
Sarah Scholten	Special Education Teacher	Student Services Department	1.0
Stephen Shults	Special Education Teacher	Student Services Department	1.0
Nicole Smith	Spanish Teacher	Churchill High School	1.0
Jessica Wagner	Speech & Language Specialist	Student Services Department	0.50
Susan White	Speech & Language Specialist	Student Services Department	0.75

Johannah Withrow-Robinson	Math Teacher	Cal Young Middle School	0.60
Andrew Wright	Special Education Teacher	Student Services Department	1.0

3. Approve the acceptance of the resignations and retirements of the licensed personnel listed below:

Name	Title	Location	Reason	Effective Date
Kiana Brown	Physical Education & Health Teacher	South Eugene High School	Resignation	06/20/2022
Awbree Cardwell	Nurse	Student Services Department	Resignation	04/06/2022
Vern Cedarlund	Advanced Math Teacher	Sheldon High School	Retirement	08/01/2022
Savannah Consolo	Classroom Teacher	Howard Elementary	Resignation	06/20/2022
Stacy Dilworth	Staff Development Specialist	Instruction Department	Resignation	06/20/2022
Laura Dirusso	Speech Specialist	Student Services Department	Resignation	06/20/2022
Karley Kelley	Classroom Teacher	Chavez Elementary	Resignation	06/20/2022
Madison King	Classroom Teacher	Spring Creek Elementary	Resignation	06/20/2022
Karen Kline	Occupational Therapist	Student Services Department	Retirement	07/01/2022
Charles Lind	Science Teacher	Churchill High School	Resignation	06/20/2022
Shannon Lloyd	Language Arts Teacher	Eugene I.H.S.	Resignation	06/20/2022
Kristin Page	Science Teacher	Spencer Butte Middle School	Resignation	06/20/2022
Melanie Pinto	Special Education	Holt Elementary	Resignation	03/18/2022
Heidi Rebar	Science Teacher	Cal Young Middle School	Resignation	06/20/2022
Connor Thorud	Classroom Teacher	Edison Elementary	Resignation	06/20/2022

Peter Tromba	Principal	Spencer Butte Middle School	Resignation	06/30/2022
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**MINUTES OF THE EXECUTIVE SESSION
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: May 1, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:00 p.m. via zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, April 29, 2022.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Christine Nesbit, General Counsel

MEDIA:

Doublesided Media

I. EXECUTIVE SESSION

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

II. ADJOURN

Chair Newman adjourned the executive session.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

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

Date: May 2, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 7:45 p.m. via zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, April 29, 2022.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Christine Nesbit, General Counsel

MEDIA:

Doublesided Media

I. EXECUTIVE SESSION

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

II. ADJOURN

Chair Newman adjourned the executive session.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

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

Date: May 9, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 7:45 p.m. via zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, May 6.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Christine Nesbit, General Counsel

MEDIA:

I. EXECUTIVE SESSION

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

II. ADJOURN

Chair Newman adjourned the executive session.

Cydney Vandercar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)

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

Date: May 12, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 10:00 a.m.–. via zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, May 6.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

MEDIA:

I. EXECUTIVE SESSION

The board convened in executive session to consider records that were exempt by law from public inspection pursuant to ORS 192.660 (2)(f) and to consider the employment of the chief executive officer pursuant to ORS 192.660 (2)(a)

II. ADJOURN

Chair Newman adjourned the executive session.

Cydney Vanderkar
District Clerk

Judy Newman
Board Chair

(Recorded by Eliza Drummond)



ITEM FOR INFORMATION

Date of Meeting

May 18, 2022

Title

Receive an Update on Career Technical Education (CTE)

Presenter

Andy Dey, Director of Secondary Education and Tia Holliday Odegard, Curriculum Administrator

Description

Career Technology Education (CTE) is a program of study that involves the sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway for career and post-secondary opportunities.

Andy Dey and Tia Holliday Odegard will present an overview of the structure of the district's Career Technical Education Framework. They will detail CTE Programs of Study currently in 4J schools and provide next steps for the focus of CTE in Eugene.

Career and Technical Education (CTE)

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Authentic learning • Opportunity • Community impact



Purpose of CTE Programs

1



Graduation

Offer multiple pathways to high school graduation

2



Career

Prepare students for their goals after high school

3



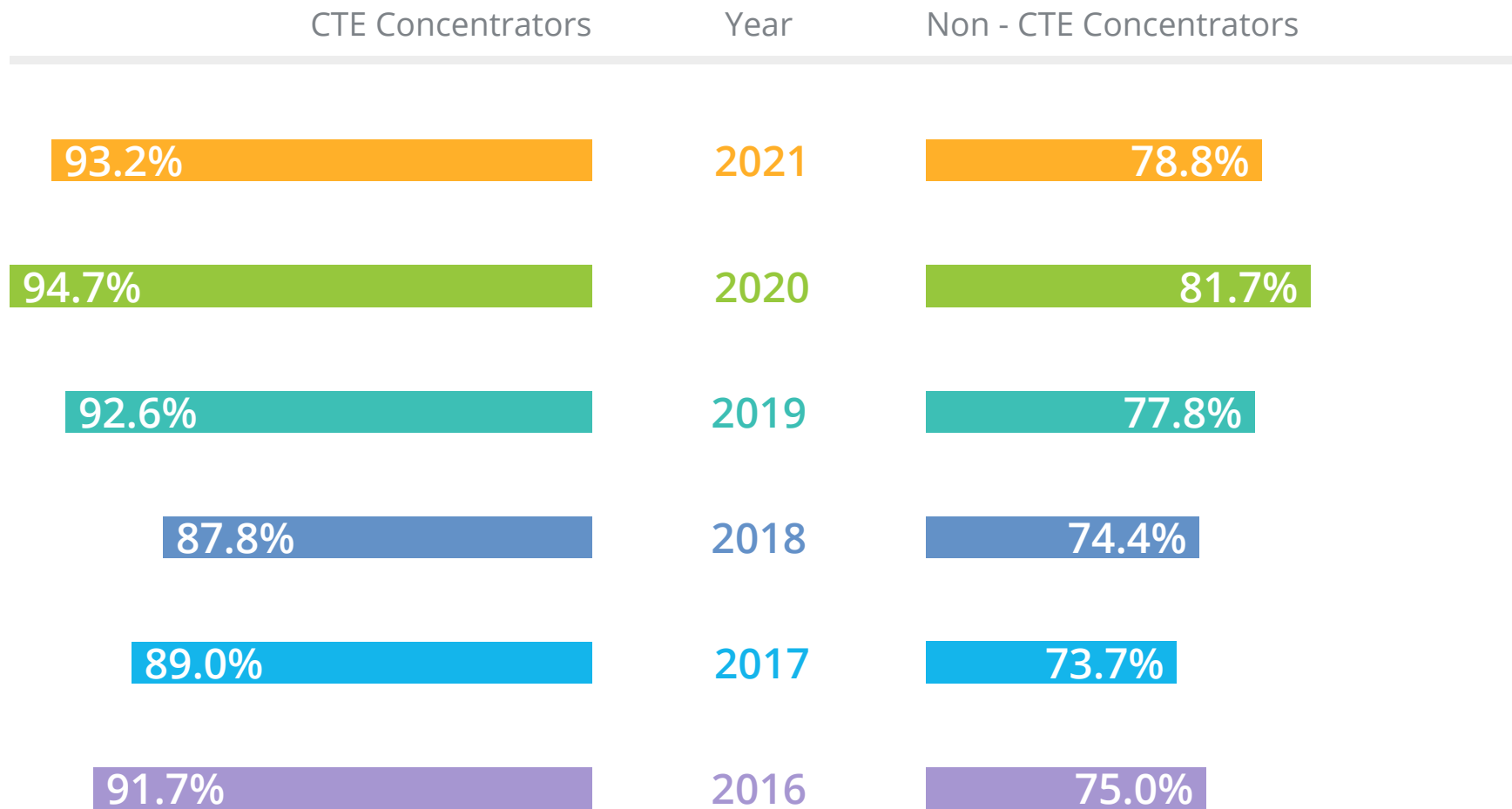
Community

Connect students to our community

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Graduation Rates



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CTE Program Objectives

1. Offer multiple relevant pathways to high school graduation

- Robust communication that informs families about programs
- Programs appeal to a broader range of students
- Contextual core credit opportunities in CTE classes
- All CTE Programs are available regardless of neighborhood school

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CTE Program Objectives

2. Prepare our students for their goals after high school

- Programs connect students to high wage, high demand work opportunities
- Training is relevant with real world applications
- Students leave school with skills and knowledge they need to be competitive in the career they choose to pursue

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CTE Program Objectives

3. Connect students to their communities

- Learning experiences are rooted in community
- Students learn how to become a positive force in solving community problems
- Learning is relevant and applied

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Areas for Improvement



Graduation

- Expand communication about available programs
- Ensure proportionate representation
- Integrate core credit into CTE courses
- Provide students access to all CTE programs across the district

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Areas for Improvement



Graduation

- Expand communication about available programs
- Ensure proportionate representation
- Integrate core credit into CTE courses
- Provide students access to all CTE programs across the district



Career

- Attune programs to industry standards
- Bolster consistency of system level planning and support
- Increase access to work-based learning opportunities



Areas for Improvement



Graduation

- Expand communication about available programs
- Ensure proportionate representation
- Integrate core credit into CTE courses
- Provide students access to all CTE programs across the district



Career

- Attune programs to industry standards
- Bolster consistency of system level planning and support
- Increase access to work-based learning opportunities

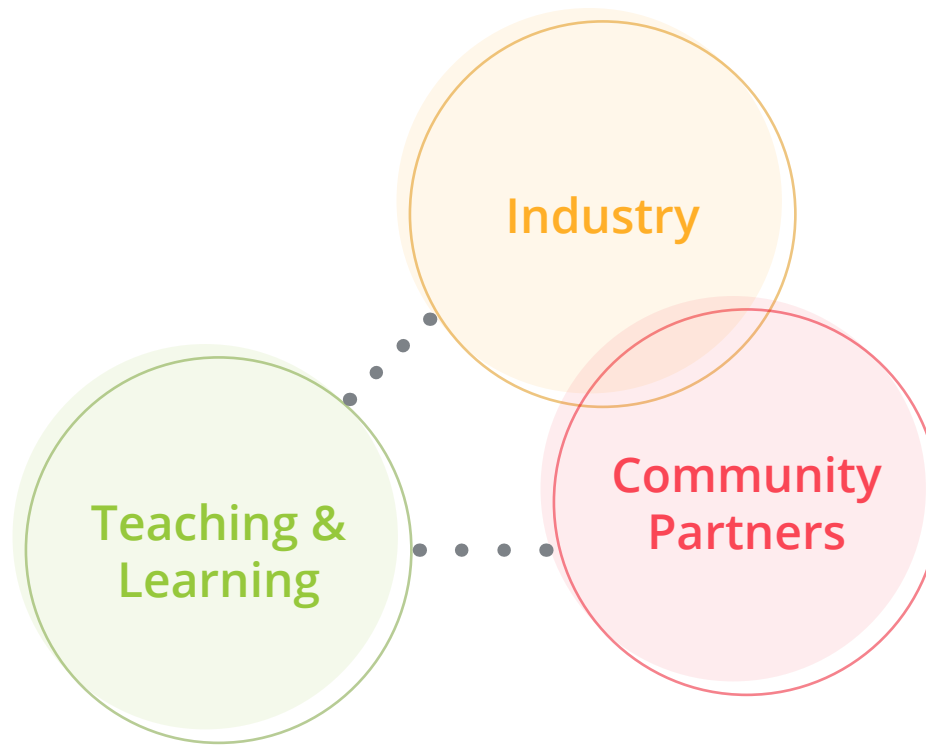


Community

- Make community partners integral to the process
- Remove barriers to innovation and community participation
- Emphasize community issues that students can address



Existing Interactions

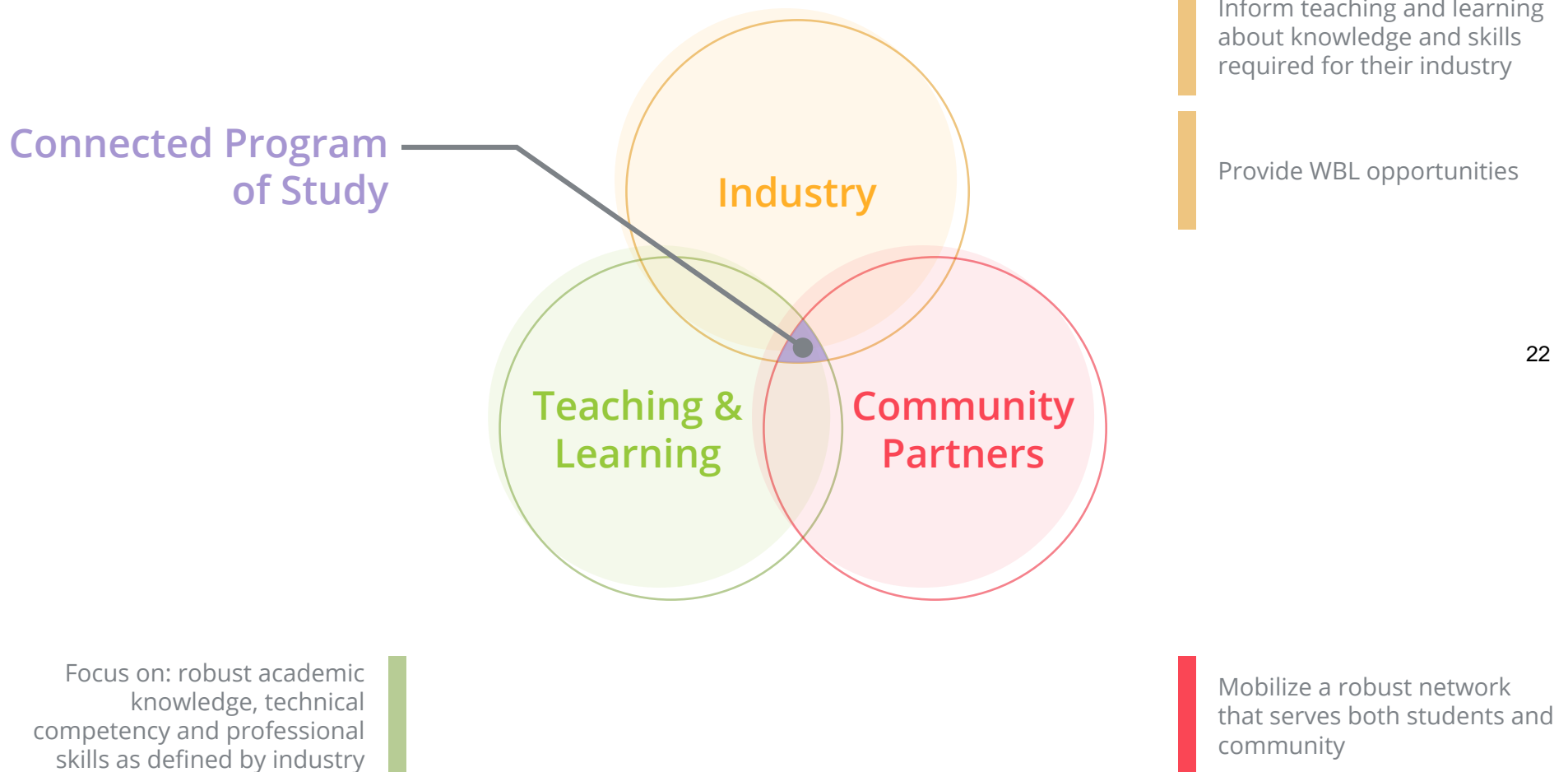


Missing connection between Community Partners and Teaching and Learning

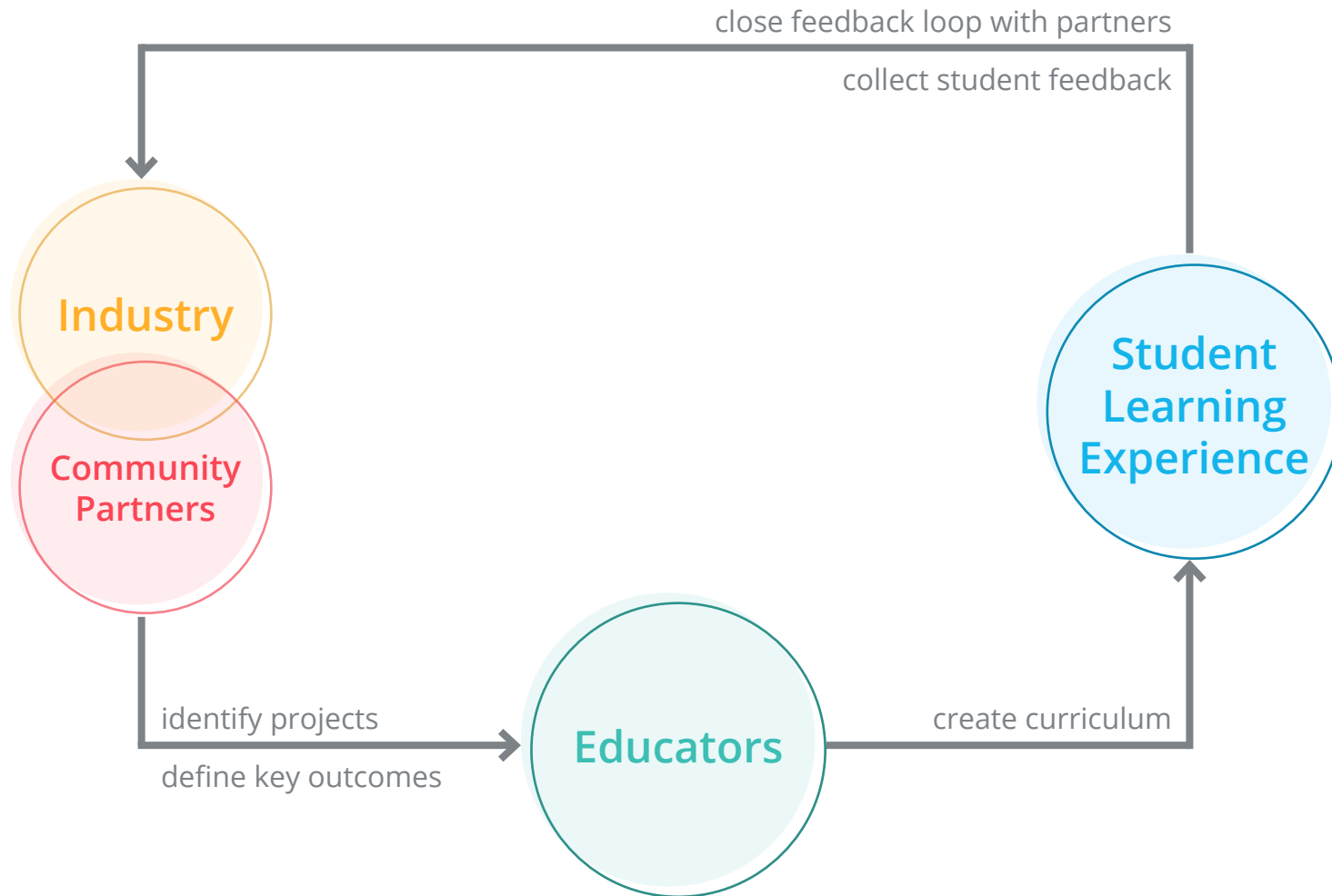
Not consistently taking advantage of partners

Identify projects and provide a robust network to achieve goals

Target Interactions

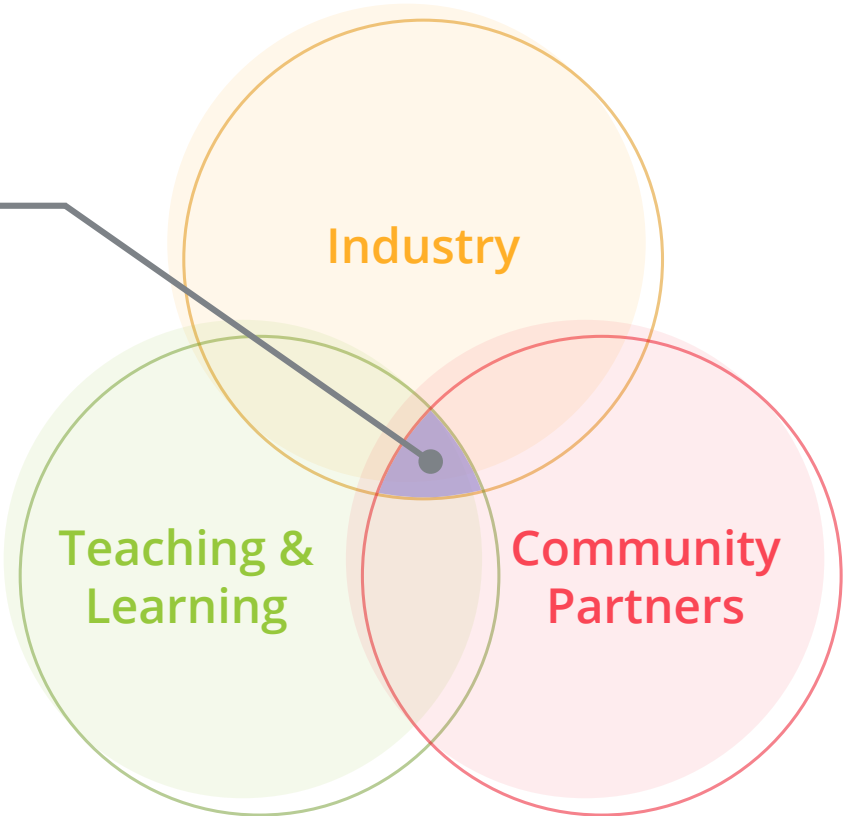


Transformation Process



Integrated Organization

FUTURE BUILD



Students learn construction skills at home-build sites alongside industry professionals

Industry recognized credentials, dual credit and development of MA and LA credit options

Use network to support the transition from needs to action

Projects based on community needs and priorities: housing insecurity and fire recovery



Current CTE Courses

South Eugene High School

Computer Science



Journalism and
Broadcasting

Culinary Arts



Unmanned
Autonomous
Systems

Graphic Arts



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Current CTE Courses

North Eugene High School

Architecture and
Construction



Digital Design



Computer Science



Early Childhood
Education



Culinary Arts



Manufacturing



Current CTE Courses

Churchill High School

Digital Arts and
Design



Natural Resources

Engineering



Performing Arts

Health Sciences



Current CTE Courses

Sheldon High School

Business,
Management, Admin



Drafting

Computer Science



Natural Resources -
Forestry

Digital Arts



Performing Arts

Thank You

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Questions?





ITEM FOR INFORMATION

Date of Meeting

May 18, 2022

Title

Receive Update on North Region Planning for 850 Howard

Presenter

Cydney Vandercar, Superintendent
Brooke Wagner, Assistant Superintendent

Updated Information:

The North Region Planning Team, including staff from both schools were held [April 1, 2022](#) and [April 29, 2022](#). Another meeting is scheduled for [May 27, 2022](#).

The team consists of three staff members each from Yujin Gakuen Elementary School and Kelly Middle School, in addition to district level staff and one school board member.

The team discussed processes for meeting with building staff to solicit input and future planning. It was requested this process occur prior to engaging with the families. An individual survey will also be developed to be completed independently by staff members after the staff meetings occur.

- Superintendent and Assistant Superintendent met with Yujin Gakuen Elementary School staff on [May 6, 2022](#).
- Superintendent and Assistant Superintendent are scheduled to meet with Kelly Middle School staff on [May 18, 2022](#) and possibly [May 19, 2022](#).
- Superintendent and Assistant Superintendent are scheduled to meet with both Yujin Gakuen Elementary School and Kelly Middle School staff at 850 Howard on [May 20, 2022](#).
- Staff survey will be emailed to staff the week of May 23 – 27, 2022.
- Family engagement and sharing is scheduled for the first part of June.

The North Region planning committee will reconvene in late August 2022 to plan the meetings and/or events for the fall of 2022.

Previous Information Shared:

The district first began a visioning process for the North Region starting in 2017. Over the years there had been concerns regarding declining enrollment at North Eugene High School. The visioning process looked to capture the priorities, values and beliefs of the North Eugene community; reviewed aspects of programming; and worked to identify what students, parents, staff, and other North Eugene community members felt was working well in the region and what was desired. The vision plan was intended to provide input on areas for the district to consider as it seeks to strengthen programming in the region.

North Eugene High School was prioritized and included for replacement in the bond measure local voters approved in November 2018. The new high school building, the first to be built in our area in more than 50 years, is under construction now and will open in 2023.

The new high school will be located on the west end of the school property, where Yujin Gakuen Elementary School was previously located in the former Silver Lea Elementary School building. Building the new high school required Yujin Gakuen (and Corridor Elementary School, which has now closed) to relocate. Before the bond measure was placed on the ballot in 2018, the decision was made that if the bond measure was approved, Yujin Gakuen would move to the Kelly Middle School building for the time being. Reorganization and renovations were made for Yujin Gakuen to co-locate at the Kelly building and connect K–8 with the middle school grades of the Japanese immersion program, starting in 2020.

The decision to co-locate Yujin Gakuen with Kelly was made as the plan for the short-term, with the long-term location of the programs to be determined. At a future point the district would work with the Kelly and Yujin Gakuen school communities to determine the best location and co-location of the two schools and other programs, and other plans to support their future. The original North Eugene and Kelly school buildings were originally considered to be options for the future siting of these and other programs. More recent impacts and information show the original North building to be a less viable option than originally conceived.

With the construction of the new high school underway, planning for the long-term vision and location for Yujin Gakuen and Kelly also is getting underway. Planning conversations have begun with the teachers and staff in the school programs, and will be followed by engagement with Kelly and YG families and other school community members this spring. The aim is to develop a community-informed decision about the schools' long-term future location and programming by the end of the 2021–22 school year.



ITEM FOR ACTION (Second Read)

Date of Meeting

May 18, 2022

Title

Approve revisions to board policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools, and adoption of board policy KGBB – Firearms Prohibited

Presenter(s)

Christine Nesbit, General Counsel

Policy GBA – Equal Employment Opportunity

Policy GBA is a long-standing board policy that addresses equal employment opportunity and treatment. The proposed revisions to board policy GBA include:

- Listing gender identity as a protected status in the body of the policy, and removing a now-outdated definition of sexual orientation from a footnote
- Incorporating an expanded definition of race to include physical characteristics historically associated with race, consistent with state law
- The designation of an equal employment opportunity coordinator (consistent with policy AC and current district practice)
- Clarification of the Title IX Coordinator’s scope of responsibility

Most of the proposed changes are necessary to align with civil rights laws, the implementation of which supports equity and inclusion efforts.

Policy IGBB – Talented and Gifted Program

The 2021 legislature amended the law relating to talented and gifted program plan requirements, necessitating changes to district’s talented and gifted program policy and plan. The proposed changes:

- Provide that each talented and gifted student and their parents have the opportunity to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student
- Require the inclusion of the name of the district’s coordinator of special education services and programs for talented and gifted students in the district’s plan
- Provide the plan on the district website and at other key locations;

Most of the proposed changes are necessary to align district policy to changes in the law.

Policy JFCJ – Weapons in Schools

Policy JFCJ prohibits students from bringing weapons to schools and other properties under the jurisdiction of the district. Most of the recommended revisions are for clarity or to provide a more complete statement of law, which assist staff with legal compliance.

Policy KGBB – Firearms Prohibited

Proposed policy KGBB is a new policy adoption. If approved by the board, the policy would prohibit persons with concealed carry licenses from bringing firearms onto a district property.

District policy GBJ currently prohibits employees, contractors and volunteers from possessing firearms onto district property, even those with concealed carry licenses, while board policy JFCJ prohibits students from bringing firearms on district properties. In 2018, the board, affirmed its intention to maintain a zero-tolerance policy for the possession of guns on school campuses to the maximum extent permitted by law. (Board Resolution 2018-05). Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). However, legislation passed in 2021 allows districts to prohibit even those with concealed carry licenses from carrying firearms on district property by adopting a policy and posting notice at entry points.

If the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees from bringing firearms on district property, the district does not need to adopt this policy.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve the revisions to board policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools, and adoption of board policy KGBB – Firearms Prohibited

Eugene School District 4J

Code: GBA
Adopted: 12/18/96; 7/02/73
Revised/Readopted: 8/15/77; 3/07/84; 6/26/91;
12/18/96; 10/24/18; 1/15/20;
XX/XX/22
Orig. Code: GBA; 2420; 2425; 2430

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status², service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance coordinator for ~~with~~ the Americans with Disabilities Act, ~~and of 1990~~, the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate an employee to oversee compliance with equal employment and all laws prohibiting discrimination against employees and a Title IX coordinator to coordinate the district's compliance ~~comply~~ with the requirements of Title IX of the Education Amendments, including investigation of ~~of 1972. The Title IX coordinator will investigate~~ complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop administrative regulations and other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 243.317 – 243.323](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)
[ORS 408.230](#)

[ORS 408.235](#)
[ORS 652.210 - 652.220](#)
[ORS 659.850](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)

[ORS 659A.409](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)

¹ Race includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles. A 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.

² The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 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).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (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).
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).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).
House Bill 2935 (2021)
House Bill 3041 (2021)

Related Policies
AC – Nondiscrimination

Corrected 11/18/21

Eugene School District 4J

Code: **IGBB**
Adopted: 11/07/18
Revised/Readopted: XX/XX/22

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student shall be similarly developed.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Senate Bill 486 (2021)

Eugene School District 4J

Code: JFCJ
Adopted: 9/02/98
Revised/Readopted: 5/21/14; 11/28/18; 11/06/19;
XX/XX/22
Orig. Code: JFCJ

Weapons in ~~the~~ Schools**

Students shall not bring, possess, conceal or use a weapon on or at any district property under the jurisdiction of the district, any activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.¹

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

1. A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device;
4. A “destructive device” includes but is not limited to means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members. patrons.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

¹ “School” also includes any site or premises that at the time is being used exclusively for a student program or activity that is sponsored or sanctioned by the district and that is posted as such. Any such notice shall identify the district as the sponsor, and state that the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or ~~has~~, within the previous 120 days ~~has~~, ~~unlawfully~~ been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator or, ~~his/her~~ designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents will be notified of all conduct by their student that violates this policy. Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students ~~determined~~ ~~found~~ to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline ~~up to~~ and ~~may include~~ ~~including~~ expulsion and ~~may result in a~~ ~~or~~ referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law². Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA ~~Discipline of Students with Disabilities~~, and accompanying administrative regulation.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.

~~In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.~~

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise ~~excepted~~ ~~accepted~~ by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)

[ORS 166.382](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)

[ORS 339.315](#)
[OAR 581-021-0050 - 0075](#)
[OAR 581-053-0010\(5\)](#)

² At least once every six months or at any time the information changes because of the availability of new programs.

[OAR 581-053-0330\(1\)\(r\)](#)

[OAR 581-053-0430\(17\)](#)

[OAR 581-053-0531\(16\)](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).
Oregon Senate Bill 554 (2021).

Corrected 4/15/22

Eugene School District 4J

Code:
Adopted:

KGBB
XX/XX/22

Firearms Prohibited

No person on grounds of the schools controlled by the board (including in school buildings), will possess any firearm¹, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the board.² Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials³.

The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)
[ORS 166.210 - 166.370](#)
[ORS 297.405](#)
[ORS 332.107](#)
[ORS 332.172](#)
[ORS 339.315](#)

¹ "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

² See Senate Bill 554 (2021).

³ ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).
Senate Bill 554 (2021).

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ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 18, 2022

Title

Consider for Adoption - Elementary Language Arts Curriculum

Presenters

Eric Anderson Director of Curriculum, Katie Stiles Literacy TOSA, Lynette Williams DLI TOSA

Background

On September 1, 2021, the board approved the superintendent's recommendation to initiate the adoption process for elementary language arts including immersion programs.

Our 4J reading data indicates a need for action, specifically for our most underserved students. The decrease in scores reached a point in 2019 at which less than half of our 3rd grade students were proficient in reading. BIPOC students, and/or students who are economically disadvantaged, have significantly lower outcomes.

The current English language arts curriculum used in elementary classrooms was adopted in 2007. An upgrade was purchased in 2015. This curriculum does not align with current research on foundational skills and increased emphases outlined in the new Oregon standards and instructional shifts.

Due to advancements in cognitive science, we now know more about how kids learn to read than ever before. The Science of Reading dispels misconceptions and myths about reading instruction that have held students back for decades. Science of Reading research and understanding has proven that explicit, systematic phonics instruction is key to reading success. This includes phonological awareness, phonics, decoding, encoding, and sight word recognition in addition to language comprehension, background knowledge, and writing skills.

The adoption team reviewed many curricular materials and programs. The team found that knowledge building programs provide a depth of knowledge and understanding that allows for increased vocabulary development, improved engagement for students, opportunities for teachers to customize, and enhanced ability to reach ALL students. As programs were narrowed, two were eventually piloted after using the New York University Culturally Responsive Curriculum Scorecard for selection.

The adoption team oriented toward a vision: To ensure that all students develop literacy proficiency through the Science of Reading, Oregon's College and Career Readiness Standards, and the shared commitment to equitable, culturally responsive pedagogy and practice.

Options and Alternatives

The Language Arts Adoption Team followed the core adoption guidelines in accordance with board policy IIA and made the following recommendations:

- *English Language Arts – Wit and Wisdom, Geodes, Foundations*
- *Spanish Language Arts – American Reading Company*

Budget/Resource Implications

Funds from the 2018 bond will cover the cost of instructional materials. Additional funding for the adoption process and implementation supports are part of the Instructional Department's budget.

If the board chooses not to approve the Language Arts Adoption Team's recommendations, teachers will continue teaching with an outdated curriculum that is not aligned to national and state standards, current research, or best practice.

The purchase price for the ELA and SLA curriculums will cost approximately 4.8 million dollars.

Board and Superintendent Goals

The elementary language arts adoption addresses two goals in Vision 20/20.

Goal I: Educational Excellence with Equitable Access and Outcomes for Every Student

Goal II: Multiple Pathways to Student Success

Implementation will include professional development in the areas of pedagogy, accessing digital resources, assessment, language arts and social studies alignment, and sustainability of the new curriculum.

Recommendation

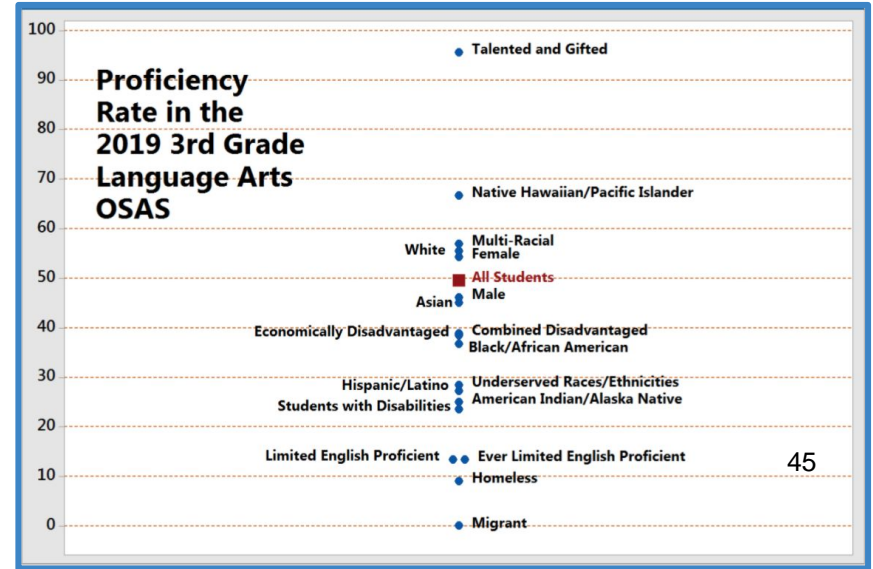
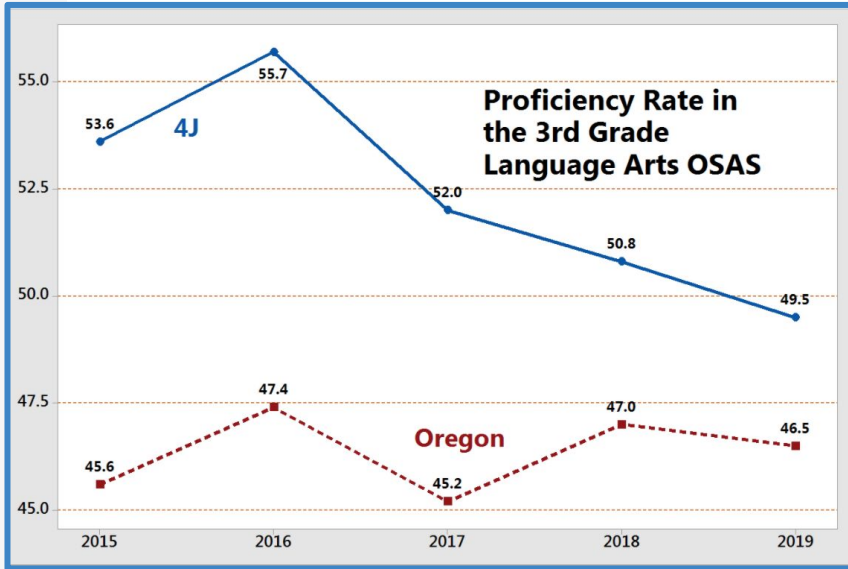
The Superintendent recommends the school board adopt the English Language Arts and Spanish Language Arts curriculums.

Elementary Language Arts Materials Adoption





The Why Behind New Language Arts Curriculum



Materials Adoption Process Overview

Launch
Aug-Dec 2021

Pilot
Jan-May 2022

Evaluate &
Report
May 2022

Adopt
May 2022

Implement
Aug 2022

School board launches adoption and a 60 teacher team is formed, representative of each grade and school.

Over 50 hours of knowledge building.

7 programs, narrowed to 4 and then 2, using scoring guides with specific criteria and aligned to what ODE used.

Each classroom teacher pilots 2 programs. Each pilot begins with publisher PD and lasts 35 days.

Programs are evaluated with student data, detailed journals based on specific criteria on instructional shifts, foundational skills, usability, and cultural responsiveness.

Team members score each program, evaluate their experiences, and submit a final score for each program.

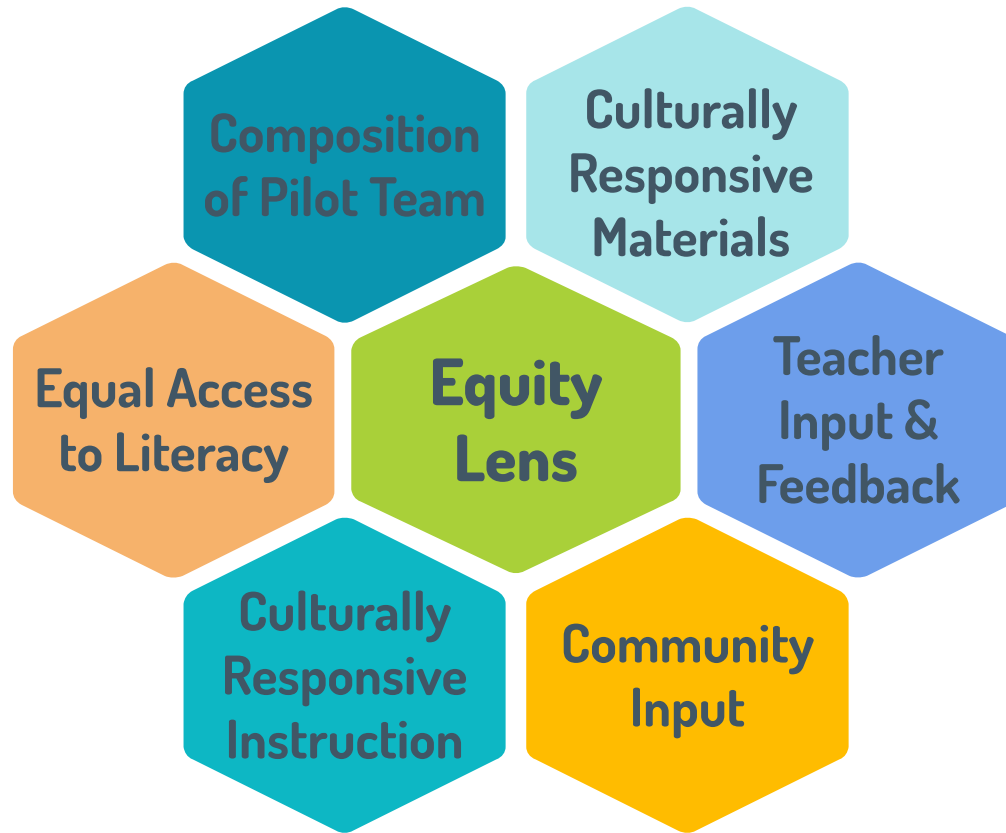
Instructional Advisory Committee and Instructional Leadership Team review process and data, and make recommendation to the superintendent.

Superintendent makes a final recommendation to the school board. Presentation and board approval.

Materials are ordered and implementation plans developed. Teacher leader groups and work plans established.

Professional development on understanding and use of new curricular suite.

All schools begin implementing new curriculum with support of literacy coaches and TOSAs, ongoing PD, and embedded support.⁴⁶



The National Equity Project's recommendations for promoting educational equity highlights the following standards: "Eliminate inequitable practices and cultivate the unique gifts, talents, and interests of every child . . . so that success and failure are no longer predictable by student identity - racial, cultural, economic, or any other social factor."



4J Equity Lens: Teacher Comments

In Dual Language Immersion, students can express themselves and have a voice, especially our underserved students...their views are valued.

The new program pushes teachers to recognize that kids can do more than ever imagined. My kinder students rose to the challenge!

We are teaching **EVERYONE** to read.

The students who struggled the most were successful in learning how to sound out words, write, and spell in Foundations. I didn't expect whole group instruction to work so well.

Kids forgot they were in "reading class," and even the kids who previously didn't think of themselves as readers were engaged in discussions and activities, since it felt more like science class than traditional reading.

DRAFT 4J EQUITY LENS: SHORT VERSION
An equity lens helps us identify potential impacts on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers.

WHEN APPLYING AN EQUITY LENS ASK YOURSELF (OR YOUR GROUP):

PURPOSE
What are we trying to do? What is our goal?

INCLUSION
Who will be impacted and are they being included in the process?

OUTCOMES
How might this decision increase, decrease, or ignore equity? Consider: Race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, the balance of power, etc.
Once you've determined what action you will take, ask yourself (or your work group):

COMMUNICATION
How will we ensure communication to those affected takes place in an inclusive and culturally sensitive manner?

EVALUATION
How will we know if we have accomplished our goal?

DRAFT 4J EQUITY LENS: EXPANDED VERSION

PURPOSE & ASSUMPTIONS
What are we trying to do?
What is the issue, policy, or process being examined?
What assumptions are we bringing into the issue?

INCLUSION/REPRESENTATION
Who is included in this process?
Who is not included in this process? And why?
How are we intentionally engaging multiple perspectives?
How have barriers to participation been addressed?

IMPACT/OUTCOMES
What are the outcomes we are hoping to create?
What are potential unintended outcomes? How will we address these?
Who is being affected by this decision (Policy, Issue, and Process)?
How might this decision increase, decrease, or ignore equity?
Consider race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, language, the balance of power, etc.

PROCESS/COMMUNICATION
How and when will the process be communicated?
How will you ensure communication takes place in an inclusive, culturally sensitive and responsible manner?

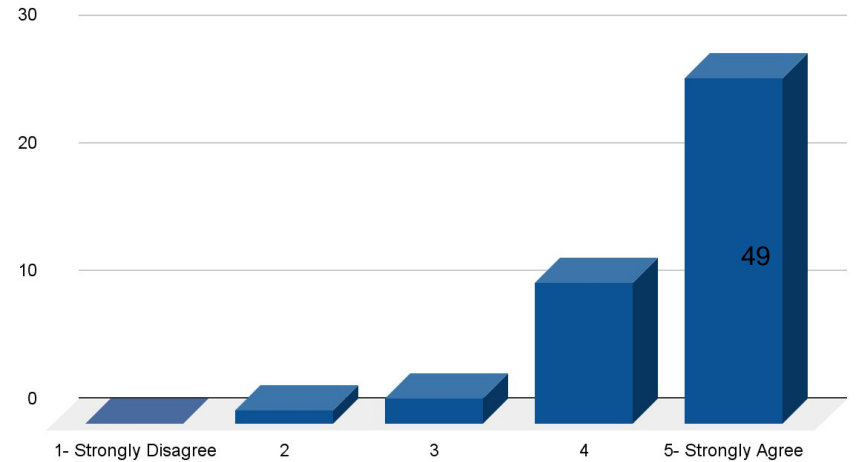
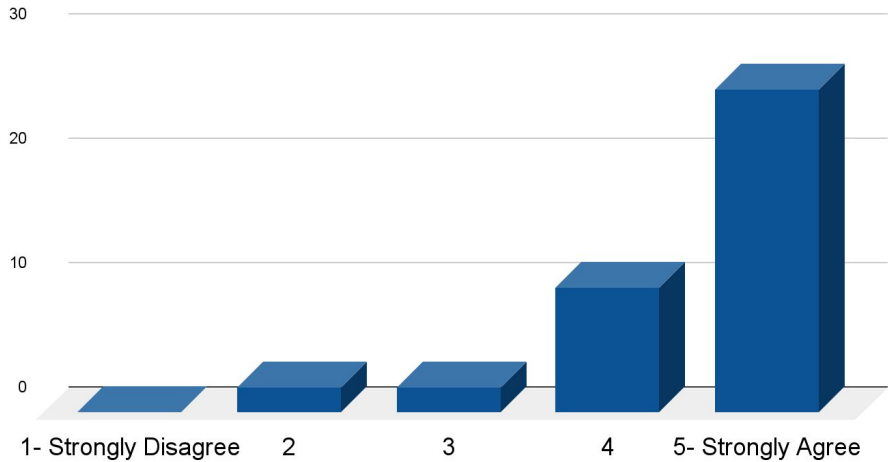
EVALUATION/FEEDBACK
Are we accomplishing our initial goal?
What barriers prevented more equitable outcomes? How will you address these?
How will we incorporate this learning next time?
How will feedback from staff and stakeholders be collected?
Who will we share evaluations with?
What did we learn from this?
How will you use evaluation and learning to raise racial awareness?



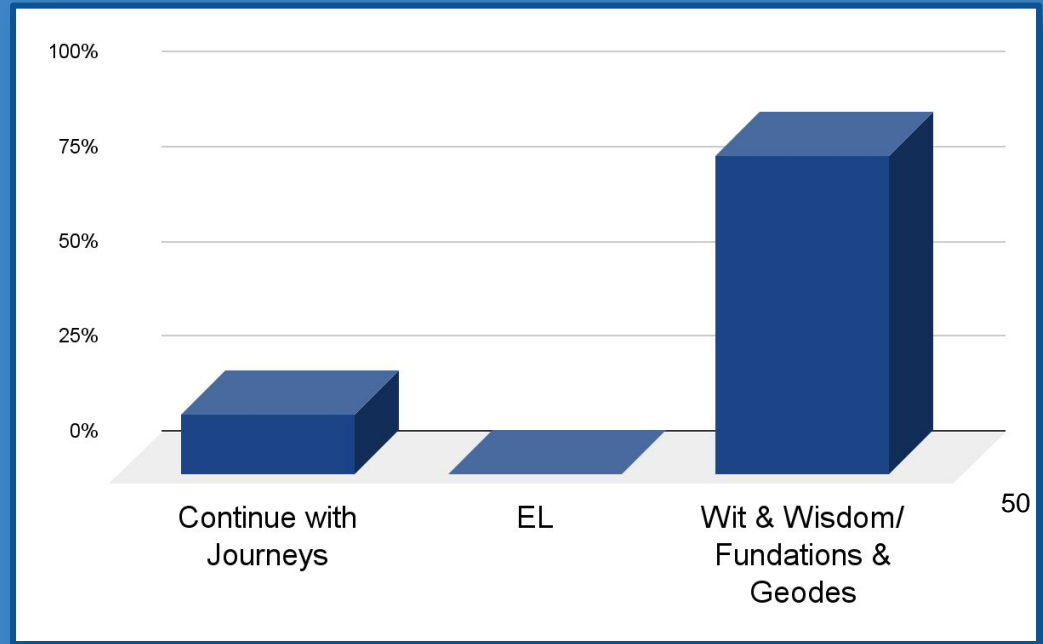
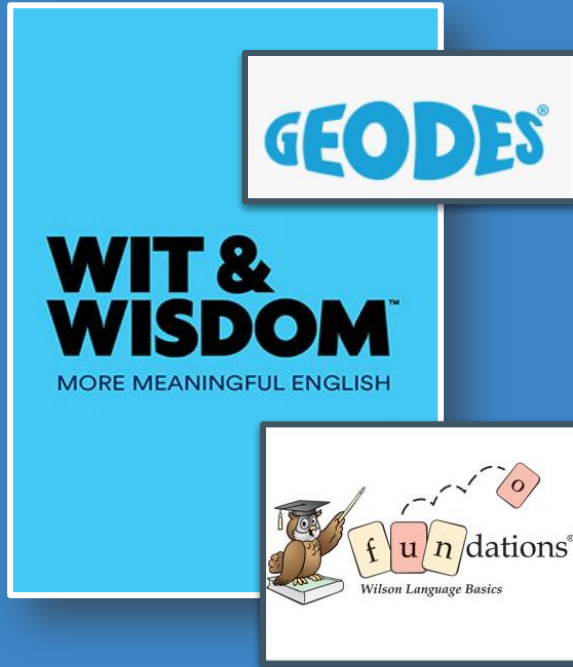
Adoption Team Teacher Feedback

As a result of this process, teacher input informs the decisions and outcomes of the literacy adoption.

Throughout the process I had sufficient opportunity to share input and feedback.



84% of the English Language Arts Teachers Recommend Wit & Wisdom/ Foundations/ Geodes Suite



Components of Wit and Wisdom, Foundations, and Geodes Suite



Materials:

Teacher Guides, digital & print

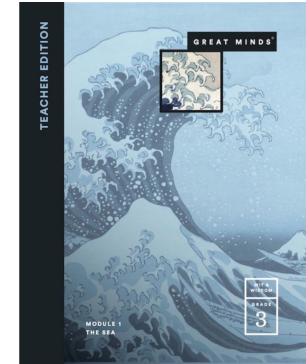
Student Core Texts

Thematic Libraries

Foundational Skills Kits

Decodable Texts

Student Editions

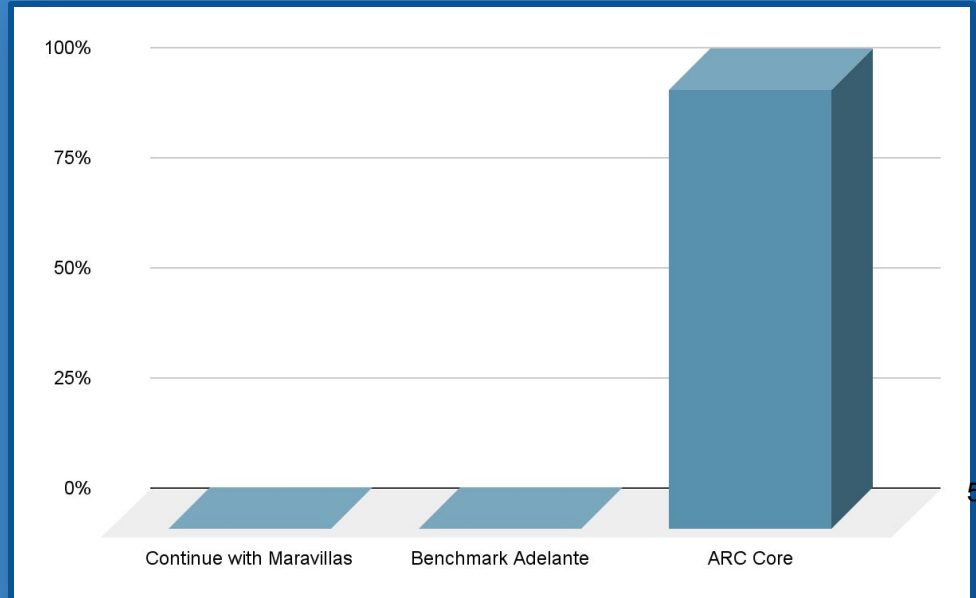
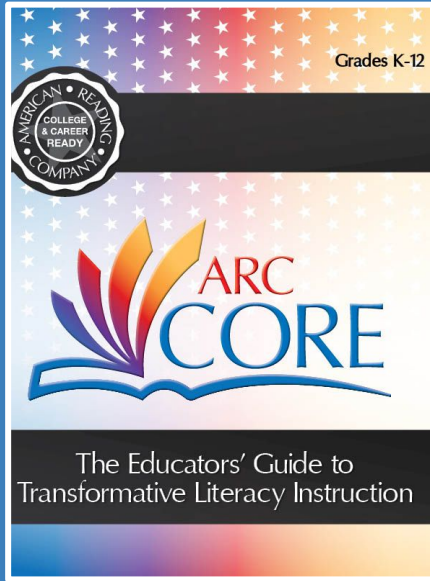


Professional Development

On-going 3 year plan

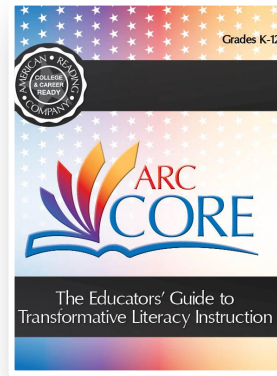


100% of the Spanish Language Arts Teachers Recommend American Reading Company (ARC Core)





Components of American Reading Company



Materials

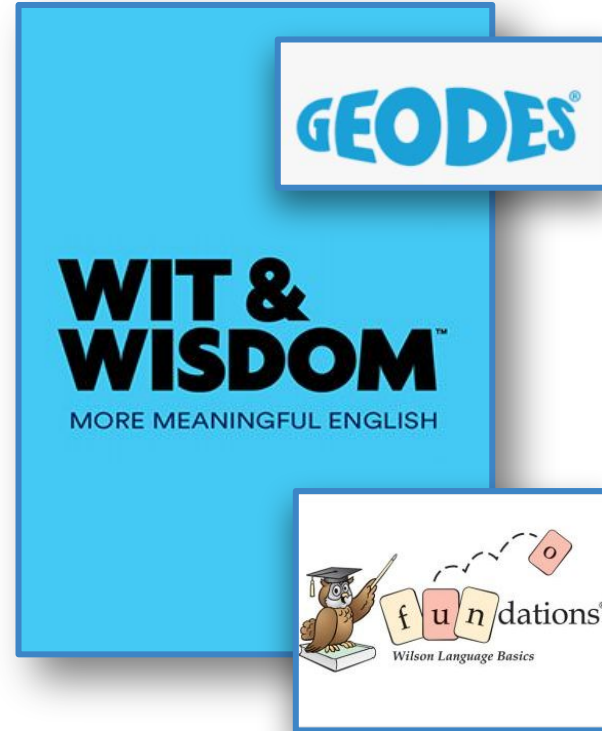
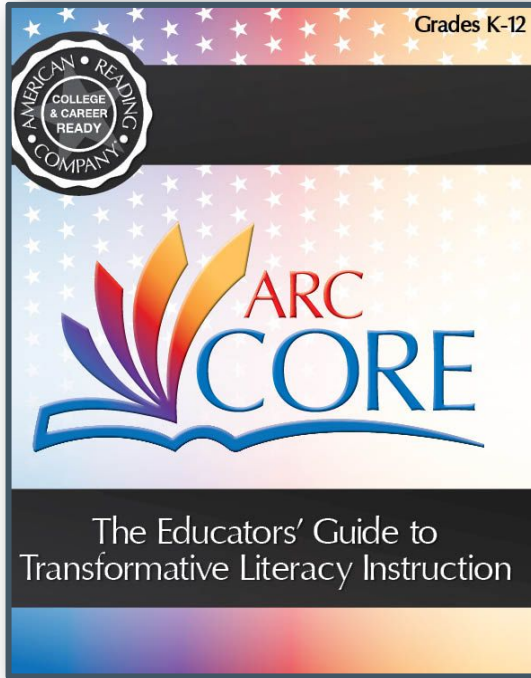
Teacher Guides, digital and print
Student Core Texts
Thematic Libraries
Foundational Skills
Decodable Texts
100 Trade Books Per Class

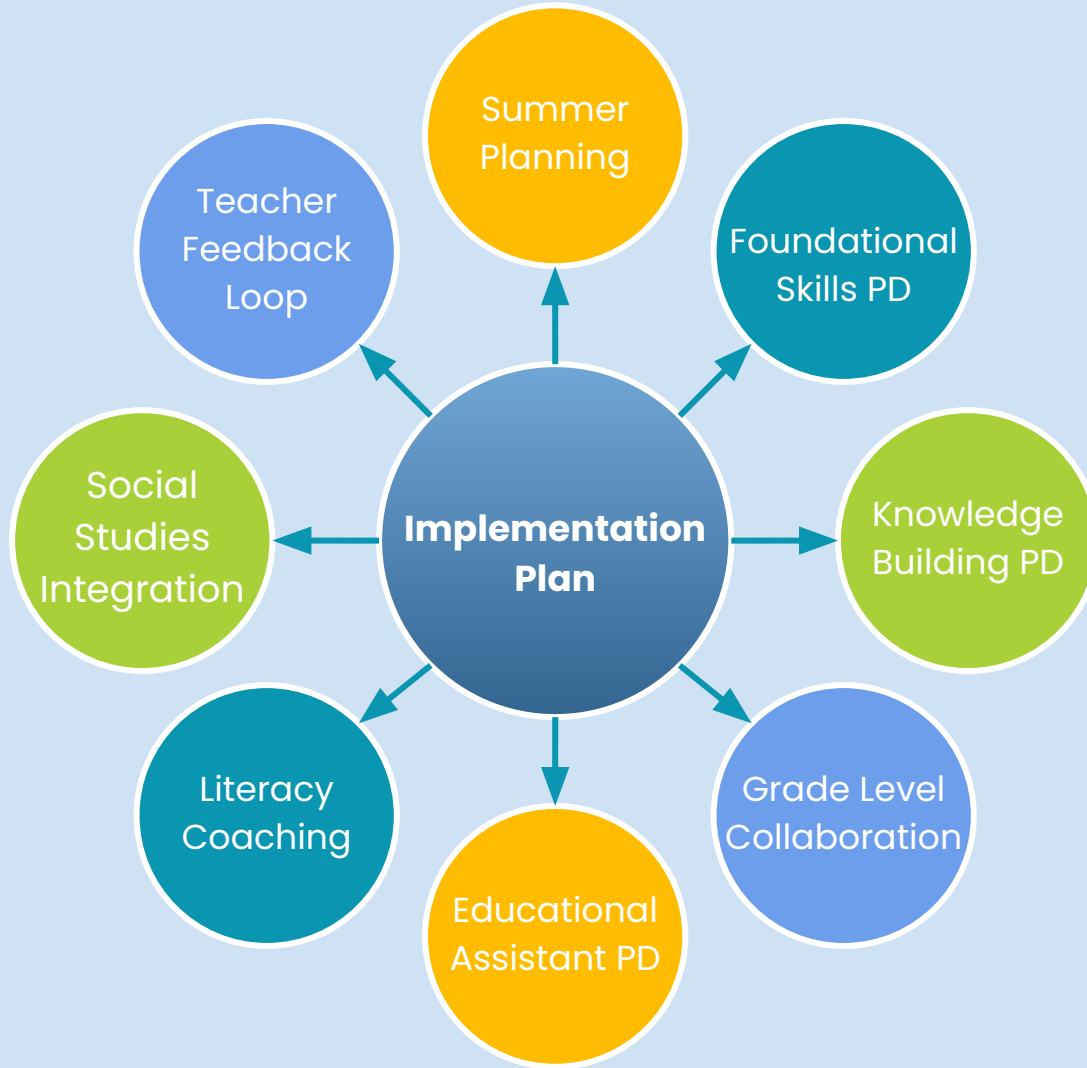
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Professional Development

3 Year In Person / In Class Plan

Elementary Language Arts Curriculum Cost \$4.8 Million = 7 Years





Thank you!
Questions?





Potential Questions

The Why Behind New Language Arts Curriculum

- Our 4J reading data indicate a need for action, specifically for our most underserved students.
- The Eugene community passed a bond for new Language Arts Curriculum in 2018.
- Our last reading adoption was in 2007.
- Reading research has advanced in the last 20 years and our current programs are not in alignment with best practices in teaching reading.⁵⁸