

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, December 6, 2023

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

School Board Meeting Request Forms:

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

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

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

Executive Session at 4:30 p.m. - Work Session at 5:30 p.m., or immediately following the Executive Session, whichever occurs last Regular Board Meeting at 7:00 p.m.

- I. **4:30 Board Executive Session**
 - 1. Call Executive Session to Order
 - 2. Roll Call
 - 3. **Conduct Executive Session Business:** The board will convene in executive session "to consider the dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent," and "to consider information or records that are exempt by law from public inspection," pursuant to ORS 192.660 (2)(b)(f)
Agenda Item Type: Action Item
Description: The board will consider 1 complaint.
Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
 - 4. Adjourn Executive Session

- II. **5:30 Work Session**

To immediately follow the Executive Session if the Executive Session continues past 5:30 p.m.

 - 1. Call Work Session to Order
 - 2. Roll Call
 - 3. Policy ACC: Quarterly Report 3
Presenter: Andy Dey, Superintendent
30 Minutes

- III. Adjourn Work Session

- IV. **7:00 p.m. Regular Board Meeting:**
 - 1. Roll Call

V.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
VI.	Agenda Approval	
VII.	Introduction of Guests and Superintendent's Report	
	1. Introduction of Tulsa Project Presentation	15
	Presenter: Maya Rabasa, Board Chair	
	30 Minutes	
VIII.	Receive Reports from High School Student Representatives	
IX.	Items Raised by the Audience	
X.	Comments by Employee Groups	
XI.	Comments and Committee Reports by Individual Board Members	
XII.	Consent Group - Items for Action	
	1. Approve Board Meeting Minutes for October 25, 2023	16
	2. Approve Enrolling Out-of-District Students in 2024-25 (Interdistrict Transfers)	22
	Presenter: Jenna McCulley, Chief of Staff	
	3. Acceptance of Equity Committee Nominations	24
	Presenter: Kat Lange, Executive Director of Youth & Family Supports	
XIII.	Items for Information	
	1. Report on District Implemented Supports for Educational Assistants Assigned to District Programs that Provide Supports for our Highest Needs Students	29
	Presenters: Seth Pfaefflin, Student Services Director; Kat Lange, Executive Director of Youth & Family Supports	
	30 Minutes	
	2. Receive Annual Student Investment Account (SIA) Report for 4th Quarter of the 2023 Fiscal Year	46
	Presenter: Oscar Loureiro, Director Research and Planning	
	20 Minutes	
XIV.	Items for Action	
	1. Consider Approval of Board Member/s Travel per Policy BHD — Board Member Compensation and Expense Reimbursement	54
	Presenter: Maya Rabasa, Board Chair	
	15 Minutes	
	2. Board Designation of Point Person to Liaise with Investigator for Complaint Currently under Consideration	65
	Presenter: Maya Rabasa, Board Chair	
	15 Minutes	
XV.	Items for Action at a Future Meeting	
	1. Discussion of the Expected Outcomes of an Executive Equity Coach	66
	Presenter: Collina Beard, Chief Business Officer	
	45 Minutes	
XVI.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XVII.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:
 Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR INFORMATION — WORK SESSION

Date of Meeting

December 6, 2023

Title

Receive Report on Incidents Related to Policy ACC, Racial Harassment

Presenter

Andy Dey, Superintendent

Background

The board will receive information about and 4J policies and procedures for addressing racial harassment and have the opportunity to ask questions about current practices and work that is underway.

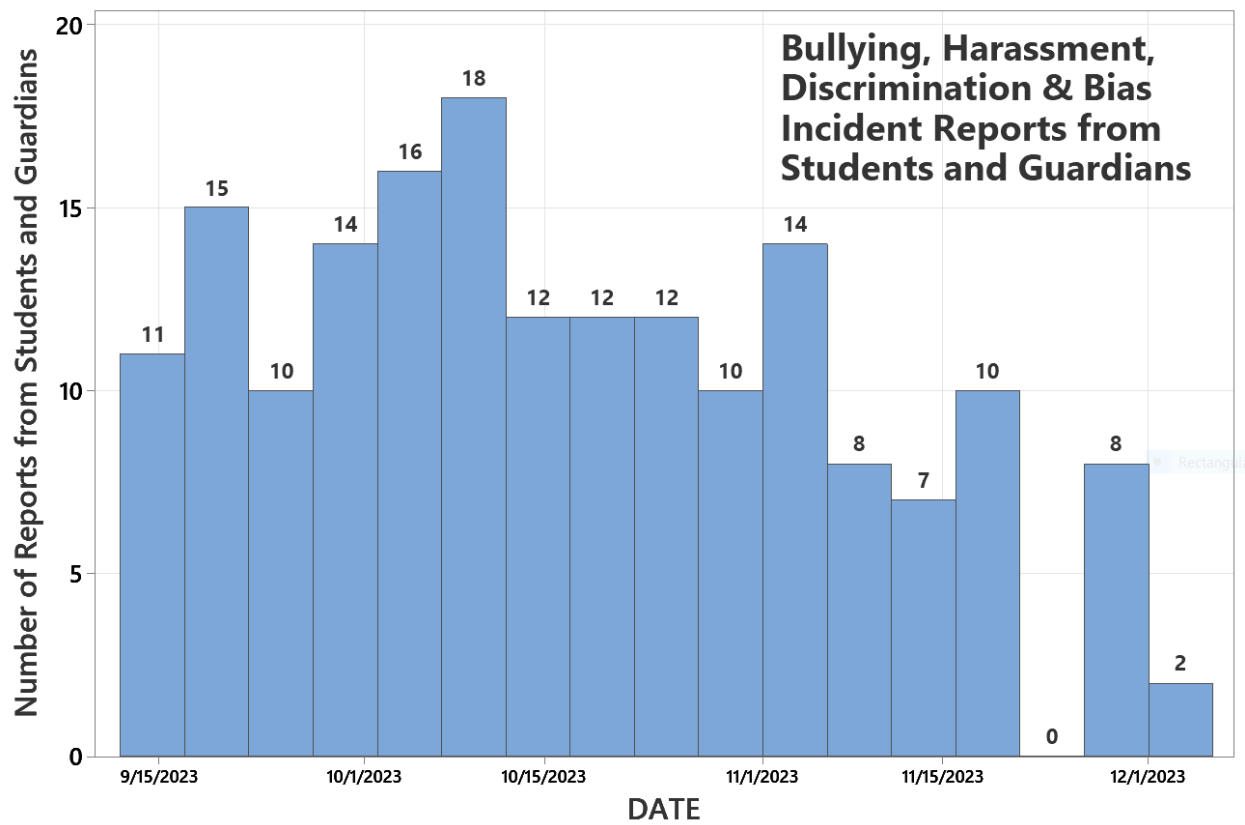
QUESTIONS IN THE STUDENT BIAS AND HARASSMENT FORM	
1	DATE
2	Sent to School?
3	Today's Date/ Fecha de hoy
4	What type of incident are you reporting? ¿Qué tipo de incidente estás reportando?
5	Do you wish to remain anonymous? ¿Quieres mantenerte anónimo?
6	Last Name/ Apellido
7	First Name/ Nombre
8	Your preferred contact information Tu información de contacto preferida
9	Your connection to the incident being reported Tu conexión con el incidente siendo reportado
10	Name of student who you believe was harmed Nombre del estudiante que crees que fue lastimado
11	What school do they attend? ¿A qué escuela asisten?
12	Role of person who you believe caused the harm Rol de la persona que crees que causó el daño.
13	If the person you believe caused harm is a student or staff member, select the school they attend or work at. Si la persona que causó el daño es un estudiante o un miembro del personal, selecciona la escuela a la que asiste o en donde trabaja.
14	Name of person who you believe caused the harm Nombre de la persona que causó el daño
15	When did the incident happen? ¿Cuándo ocurrió el incidente?
16	Has this type of incident happened before? ¿Ha sucedido este tipo de incidente antes?

17	If this has happened before, please explain. Si esto ha sucedido antes, por favor explica.
18	Where did the incident happen? ¿Dónde sucedió el incidente?
19	Names of witnesses/ nombres de los testigos
20	Incident details/ Detalles del incidente
21	Have you attempted to discuss the incident with any 4J staff member? If so, with whom and what was the result? ¿Has tratado de hablar sobre el incidente con algún miembro del personal de 4J? Si lo hiciste, ¿con quién y cuál fue el resultado?
22	If you believe that the incident you are reporting may be related to bias, check the boxes that apply. Si crees que el incidente que estás reportando puede estar relacionado con un sesgo, marca las casillas que correspondan.
23	Is there anything else you would like to let us know? ¿Hay algo más que quisieras que supiésemos?

Summary of the Reports of Bullying, Harassment, Discrimination, and Bias Incidents Made Using the Google Forms Created by 4J

Students and Guardians Form

- From the first days of school (9/6/2023) to 12/1/2023 there were 179 reports from students and guardians of bullying, harassment, discrimination, and bias incidents



- Distribution of the 179 reported incidents by type:

TYPE	NUMBER OF REPORTED INCIDENTS
Bullying/Harassment	73
Racial Harassment	37
Sexual/Gender-Based Harassment, Assault, and Discrimination	32
Bias Incident	15
Student Being Harassed by Staff	10
Bullying Surrounding Disabilities	8
Other Concerns	4
TOTAL	179

- Distribution of the 179 reported incidents by role of the person who caused the harm:

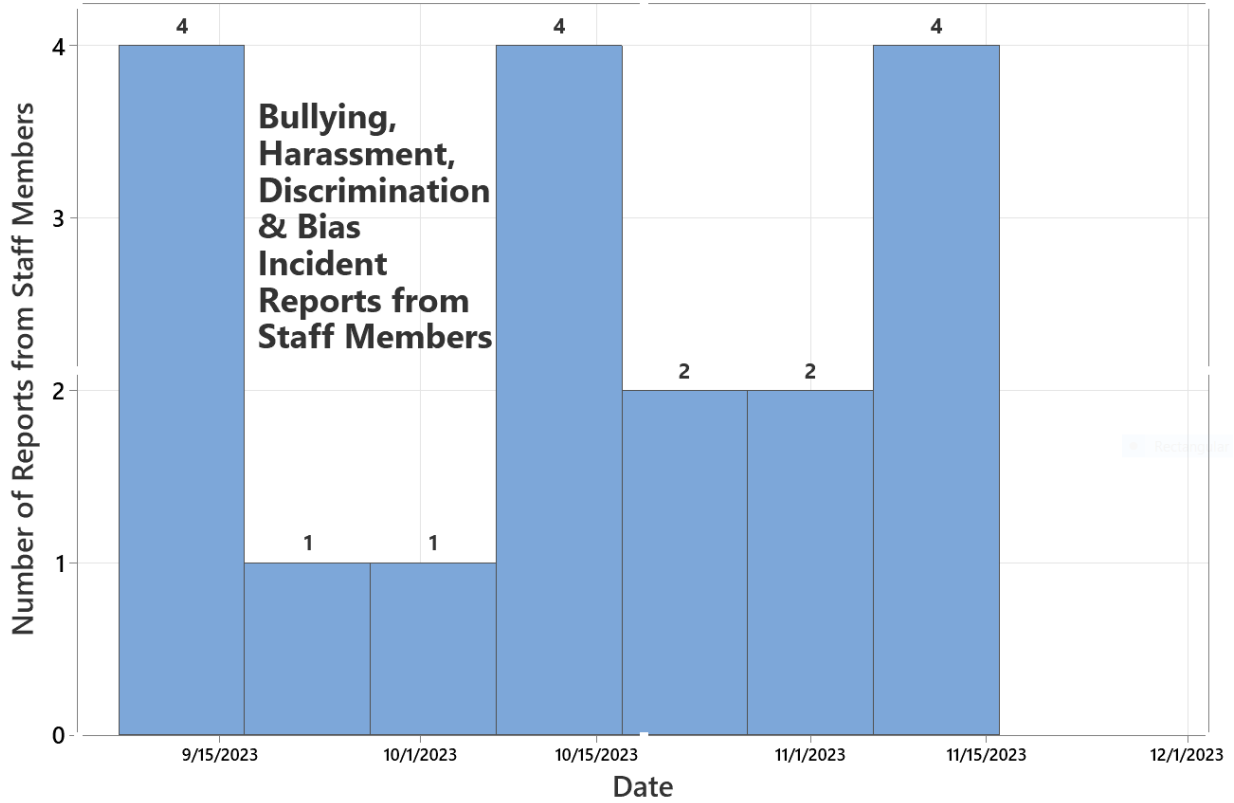
ROLE OF THE PERSON WHO CAUSED THE HARM	NUMBER OF REPORTS
Not Available	98
Student	75
Staff Member	4
Community Member	1
Someone Else or Unknown	1
TOTAL	179

- In most incidents the student or staff member causing the harm was in the same school as the student being harmed:

SCHOOL OF THE STUDENT BEING HARMED	SCHOOL OF THE PERSON CAUSING THE HARM															TOTAL						
	Adams Elementary	ATA	Cal Young Middle	Charlemagne Elementary	Churchill High	Gilham Elementary	Holt Elementary	Howard Elementary	Kelly Middle	Kennedy Middle	Madison Middle	Monroe Middle	North Eugene High	Other or unknown	Roosevelt Middle		Sheldon High	South Eugene High	Spencer Butte Middle	Willagillespie Elementary	Not Available	
Madison Middle											20									4	24	
Monroe Middle												12									7	19
Roosevelt Middle															17			1		1	19	
Willagillespie Elementary																			16		16	
Cal Young Middle			9	1																5	15	
Kelly Middle									12												12	
Kennedy Middle										10										2	12	
South Eugene High																	7			4	11	
ATA		8																		1	9	
Churchill High					5															3	8	
Sheldon High																6				2	8	
Howard Elementary								5												1	6	
North Eugene High													6								6	
Spencer Butte Middle																		4		1	5	
Holt Elementary							3														3	
Adams Elementary	1																				1	
Charlemagne Elementary																				1	1	
Fox Hollow Campus					1																1	
Gilham Elementary						1															1	
McCornack Elementary																				1	1	
Other or unknown														1							1	
TOTAL	1	8	9	1	6	1	3	5	12	10	20	12	6	1	17	6	7	5	16	33	179	

Staff Member Form

- From the first days of school (9/6/2023) to 12/1/2023 there were 18 reports from staff members of bullying, harassment, discrimination, and bias incidents



- Distribution of the 18 reported incidents by type:

TYPE	NUMBER OF REPORTED INCIDENTS
Bias Incident	10
Bullying/Harassment	3
Racial Harassment	3
Staff Being Harassed by Student	2
TOTAL	18

- Distribution of the 18 reported incidents by role of the person who caused the harm:

ROLE OF THE PERSON WHO CAUSED THE HARM	NUMBER OF REPORTS
Not Available	12
Student	5
Staff Member	1
TOTAL	18

- In most incidents the student or staff member causing the harm was in the same school as the person being harmed:

SCHOOL OF THE PERSON BEING HARMED	SCHOOL OF THE PERSON CAUSING THE HARM										TOTAL	
	Cal Young Middle	Churchill High	ECCO/GED/Eugene Ed Options	Eugene Online Academy	Gilham Elementary	Monroe Middle	North Eugene High	Sheldon High	South Eugene High	Willagillespie Elementary		Not Available
Churchill High		2							1			3
Eugene Online Academy				1							1	2
Kennedy Middle											2	2
South Eugene High									2			2
Willagillespie Elementary										2		2
Cal Young Middle	1											1
ECCO/GED/Eugene Ed Options			1									1
Gilham Elementary					1							1
Monroe Middle						1						1
North Eugene High							1					1
Other or unknown		1										1
Sheldon High								1				1
TOTAL	1	3	1	1	1	1	1	1	3	2	3	18

Eugene School District 4J

Code: ACC
Adopted: 3/02/22

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. It applies to all persons in the district, including students, staff, board members and volunteers. 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.

This policy does not prohibit the display of symbols or language used in the teaching curriculum or other learning opportunities that are aligned to state standards and support the goals of this policy.

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, or constitute a hostile environment or bias incident¹. However, context and intent will be factored in the response to the conduct.

Examples of conduct prohibited by this policy, regardless of intent, include but are not limited to: racial slurs or epithets; race-based chants or comments against student athletes; unwelcome gestures or acts of physical aggression based on the person’s race or ethnicity; derogatory language about a person’s skin

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.

color, accent, appearance or dress when linked to ethnicity or ancestry; statements or display of graffiti or printed material promoting racial stereotypes; offensive jokes or comments 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.

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. Reports may be made in writing or verbally to a school administrator or other trusted school employee. The district will provide multiple avenues for reporting, including an optional Student Safety Reporting Form, available from the school and on the district website, and a mobile reporting option. Reports may also be made 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. Reports may be made anonymously.

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 IX coordinator (students), the human resources director (employees), or to the 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 Reports against the superintendent should be made to the board chair. Reports against a board member shall be made to the board chair and processed in accordance with administrative regulation KL-AR.

2. Take interim actions necessary to maintaining a safe learning environment and commit to preventing further harm against persons impacted. This will include a description of resources and support structures appropriate to the circumstances;
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, impacted person(s), and school community 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, promote transformation in the school culture, and prevent recurrence of incidents
6. Notify the impacted person(s) and perpetrator(s), and their parents or guardians if they are students, 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.
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 581-002-0023.

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;
2. Provide information and orientation to students every year about harassment and student rights and responsibilities under this policy including a variety of safe ways to make reports;
3. Publicize this policy in student and family handbooks and to employees;
4. 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;
5. Ensure appropriate documentation of reported incidences;
6. Ensure appropriate educational, corrective and remedial measures are implemented;
7. Conduct an annual review of major incidents of racial harassment and report the information annually to the board; and
8. Maintain partnerships in the community that will enhance the district's ability to prevent and comprehensively respond to major incidents.

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

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.

Legal Reference(s):

[ORS 659A.030](#)
[ORS 659.850](#)

[OAR 581-021-0045](#)
[OAR 581-021-0050](#)

Title VI of the Civil Rights Act of 1964, 42 USC § 2000d (2018)
Title VII of the Civil Rights Act of 1964, 42 USC § 2000e (2018)



ITEM FOR INFORMATION / STUDENT PRESENTATION

Date of Meeting

December 06, 2023

Title

Tulsa Project Short Film Presentation

Link to Film: https://drive.google.com/file/d/1aLTdO8Kv9EnAIUO6p8m-ZSSDXdSDwvDm/view?usp=sharing_eil_m&ts=656ab5de

Presenter

Maya Rabasa, Board Chair

Background

8 students from Eugene SD 4J and 4 students from Springfield SD traveled to Tulsa, Oklahoma May 8 – 11, 2023, along with several chaperones from both districts. The students attended the Action Institute and then worked over the 2023 summer to produce a short film, with the help of staff. The 17.5 minute film is an account of their experiences.

Board and Superintendent Goals

The students' presentation in this short film contributes to the goals of providing meaningful engagement — the experience is described by one student as “life-changing.”

The experience and opportunity to travel to the location that the students were learning about met the goal of “a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.”

The students' experience meets the goal of safety and well-being for all students and staff; as stated in the film, “this group of students were both challenged and empowered by tracing this history, encountering difficult conversations, building community and expanding their sense of who they are and what they are capable of.”



ITEM FOR ACTION — CONSENT AGENDA

Date

December 6, 2023

Title

Approve Board Meeting Minutes for October 25, 2023

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

Date: October 25, 2023

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 4:30 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on October 20, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:

Maya Rabasa, Chair
Jenny Jonak, Vice Chair
Tom Di Liberto
Rick Hamilton
Morgan Munro
Judy Newman
Ericka Thessen

STAFF:

Andy Dey, Superintendent
Collina Beard, Chief Administrative Services Officer
Jenna McCulley, Chief of Staff
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary

EMPLOYEE ASSOCIATIONS:

None.

MEDIA:

KRVM

I. CALL TO ORDER, ROLL CALL

II. ITEMS FOR ACTION AT A FUTURE MEETING

1. Work on Development of Board Goals and Superintendent Goals

Chair Maya Rabasa opened the meeting at 4:38 p.m. She led the group in a gathering activity.

Ms. Newman arrived at the meeting at 4:44 p.m.

Vice Chair Jonak shared a PowerPoint presentation. She emphasized that there is a difference between board goals, district goals, and superintendent goals. She highlighted an Oregon School Employees Association (OSEA) pyramid graphic that was provided in a handout to other board members. She noted the difference between a goal and a strategy. For example, if the goal is to transfer each child to school safely, the strategy is to provide adequate training for drivers.

Vice Chair Jonak informed the board that the superintendent goals will align with district goals but there may be some additional pieces, like professional development or mentorship, that go beyond district goals. Board goals are what board members want to achieve for themselves, such as professional development, reconsidering board processes, and other practices.

Chair Rabasa addressed the group, sharing her report on 4J values, vision, and mission. She noted the importance of the identified values (equity, excellence, and innovation) aligning with the board goals, especially when conducting work around strategic planning. She highlighted the vision: that every student is connected to the community and empowered to succeed. She highlighted the mission: that every student is known by name, strength, and need. She stated that something the board should do is assess the values, vision, and mission language, and determine if the language still feels appropriate as the overarching concept. She underscored the importance of every board member coming to an agreement about what language should be included in the values, vision, and mission.

Ms. Munro stated that what's missing to her is "providing a great education and being a great place to work."

Ms. Newman added that what's missing to her is "safety and belonging."

There was general agreement that the board approves of the values, vision, and mission as stated, but they may benefit from revisiting the language, and potentially implementing a strategic planning process in the future.

Superintendent Dey added that he thinks it's important that the values, vision, and mission are revisited annually as they historically have changed given the context of what's happening in the district.

Chair Rabasa introduced the topic of reviewing past and current goals. She handed out 2021-2022 board goals, proposed 2022-2023 board goals, and the proposed Superintendent goals. She requested that the group first focus on the board goals.

There was agreement about how the high number of goals previously made it challenging for the BOD to accomplish all of them and the importance of selecting an optimal range.

Ms. Newman stated that it is good to make measurable goals.

Ms. Munro noted that some of the previous goals appear more like ongoing operations for the board, which is helpful, but is perhaps not a goal. She talked about board goals being achievable by board members.

Chair Rabasa agreed with Ms. Munro's comment. She added that although the board may be interested in what the district is doing, the question is how to frame support for that work as a board goal.

Superintendent Dey shared his opinion that the board will work on a set of goals, and they will always be invested in and informed about what the district does on a day-to-day basis, but the board goals are not necessarily as likely to impact the experience of the student today as they are to deliver on promises five years from now. He offered passing the operating levy as an example.

Mr. Di Liberto stated that the board consider identifying two kinds of goals: those that are continuous (2+ years) and those that are immediate (1 year).

Referencing a handout, Chair Rabasa asked board members to view Superintendent Dey's district goals for 2022-23. A short discussion ensued about board members' reflections on Superintendent Dey's previously proposed goals.

Referencing a handout, Chair Rabasa asked board members to view Superintendent Dey's current district goals for 2023-24.

Superintendent Dey oriented board members to the 2023-24 district goals handout. He identified 3 goals, each with 3 or more strategies listed to assist in achieving those goals.

As an example, Superintendent Dey pointed out the strategy to "cultivate stronger communication channels" of supporting the goal of "meaningful engagement and timely communication." He said that the district, for the first time, hired an organizational Ombuds to support this strategy and goal.

Superintendent Dey stated that he intends to hear what the board's goals are, because he wants as much alignment and synergy as possible between Superintendent and board goals. One of the Superintendent goals is to measure quantitatively how to set up meaningful conversations to start a strategic plan. He said the use of a strategic plan is foreign to many people who have been in the district for a while. Superintendent Dey suggested that in order for staff/board members to better understand the superintendent/district's decision-making process, they should ideally engage in a conversation and/or training with the Decision Education Foundation.

Superintendent Dey emphasized that he wants to "level up" on the equity stance. He said that the public comments that were made at the last regular board meeting were indicative of the need to have a broader conversation about what we mean when we say equity, and what system we have in place to continually get feedback from the community about whether we are hitting the mark. He also noted his desire for developing a more systematic approach to faculty retention.

Mr. Hamilton asked if the district does exit interviews.

Superintendent Dey responded that they have done exit interviews in the past, however, there have been no summary reports indicating why employees leave or stay. He said the Ombuds could potentially help fulfill this need.

Ms. Munro expressed that she would want more information about this before an Ombuds took on that role.

Chair Rabasa pointed out the possibility of employee groups doing the exit interviews.

Chair Rabasa led the group in a stimulating activity.

Ms. Munro outlined the methodology for board idea sharing. Each board member was asked to share their brainstormed goal ideas, while Ms. Munro wrote them on flip charts with three categories: board goals, superintendent goals, and district goals. The results were as follows:

Board goals: levy/bargaining, increase clarity and transparency to all stakeholder groups, lead by example, set board/district up for success, community engagement, transparency and trustworthiness, quality of communication, partner with community organizations to hear diverse voices, tell our story proactively and engagingly, cultivate a culture that doesn't inhibit the success of strategies, communication, build relationships and trust with stakeholders, build a nurturing culture, grow/develop into effective advocates as a board, balance support and accountability.

Superintendent goals: be more visible in the community, be known to and by our community, strong management and leadership, quality of communication.

District goals: cultivate wellness, safety, and belonging for students and staff, develop a system wide mental health model that prioritizes relationships, create a metric for teacher and staff retention, family participation in their child's education with a focus on the transition years, a safety plan for the district, an inclusion model (special ed in regular classrooms), expand career and technical education (CTE), improve reading scores for 3rd graders, establish an employee exit interview process, expand on the restorative and transformative justice model, improve outcomes and experiences for students with disabilities, define equity goals and address them effectively, a system of accountability for families preparing students for school, address behavioral issues in students, campus specific contingency/safety plan for emergencies, working relationship with law enforcement, gender inclusion plan and community engagement, school based mental health centers, literary follow through, staffing, quality of communication, tell our story in better ways, improve public comment process, positively and proactively support disabled students in special education (SPED) and students in individual education programs (IEPs), empower students to advocate for themselves, better staff training, professional development for staff, a stakeholder driven approach to diversity and equity including prioritizing lived experience, ensure a safe and supportive reporting structure, centralized library support and equal budgets, afterschool programs for kids/working parents, neighborhood schools feeling like community centers, and long term plan for/understanding purpose of affinity groups.

Unclassified goals: ensure budgeting practices align with values.

For future discussion: examine the overuse of standardized testing.

Ms. McCulley addressed the BOD, in the context of examining the overuse of standardized testing, stating that the BOD is the primary advocacy tool. She suggested what may be missing is an advocacy piece for standardized testing. For example, representation at the Oregon legislature. Ms. McCulley noted that advocacy is also a route to connecting meaningfully with the community.

Ms. Thessen requested the goals be listed, and then the BOD can rank the suggestions that were made.

Ms. Munro said she wanted to hear from the district about which of their suggestions are already in progress.

Mr. Di Liberto offered that some of the suggestions can be consolidated.

There was discussion among the group about the importance of identifying the difference between a goal and a strategy.

Superintendent Dey offered another example of the difference between a goal and a strategy. He said if “develop system wide mental health model that prioritizes relationships” is the strategy, then “cultivating wellness” is the goal.

Ms. Moore offered to prepare the goals and strategies list for the BOD to review.

Chair Rabasa mentioned the things that the BOD is required to do every year: approve working agreements, establish board goals, appoint budget committee members, approve budget, Superintendent evaluation, board self-evaluation, elect leadership, and individually assigned committee work.

Superintendent Dey responded to Ms. Munro’s previous question asking which of the suggested goals are already in progress. He said most of the Superintendent/district goals are already in progress.

Mr. Hamilton asked if there are ways to measure the progress of the Superintendent/district goals.

Superintendent Dey responded yes.

Mr. Hamilton mentioned the importance of ensuring the effectiveness of programs that are developed or adopted to serve the strategies.

Vice Chair Jonak pointed out that the goals should be refined to reflect *how* they are approached, for example, building on equity and inclusion through the lens of engagement with stakeholders.

Chair Rabasa and Vice Chair Jonak offered to reach out to board members to schedule a time to revisit board goals at an upcoming BOD meeting.

The next BOD work session and regular session is scheduled for Wednesday, November 1, 2023.

III. ADJOURN

Chair Rabasa adjourned the meeting at 9:32 p.m.



ITEM FOR ACTION — CONSENT AGENDA

Date

December 6, 2023

Title

Approve Enrolling Out-of-District Students in 2024–25 (Interdistrict Transfers)

Presenter

Jenna McCulley, Chief of Staff

Description

The board must annually approve the maximum number of interdistrict transfer requests into the district and out of the district that will be granted for the coming school year.

Interdistrict transfers are granted for the duration of a student's enrollment in a given school or K–12 language program. This is consistent with the policy for school choice transfers for district residents. Families must apply through the school choice / transfer process if they wish to change schools or when their child is changing school levels (from elementary to middle or middle to high school). However, under current law, once a student's district of residence has released them to transfer to another school district, additional consent is not required in subsequent years.

Out-of-district families seeking an interdistrict transfer are asked to indicate which schools they prefer for their students to attend, among the list of schools where there may be spaces available. At schools and grades where there are available spaces and no district residents on the waiting list, the district will approve enrollment for out-of-district students using an equitable lottery process with priorities including returning students and siblings.

Background

Eugene School District 4J has a policy of open school choice. Families who live in 4J may request to enroll their student in any school. Students are offered enrollment in an order determined by lottery.

Residents of other districts also may request to enroll in 4J under the "interdistrict transfer" process. The student's home district must consent to the transfer. The board has established standards for interdistrict transfers, including priorities for district admission and school placement, in Board Policy JECB, Admission of Nonresident Students. Students who reside in 4J have priority to enroll in 4J schools before transfers are granted to nonresident students.

Budget/Resource Implications

Eugene School District 4J has historically seen a net gain of students from transfers each year. However, the district of residence must consent to a transfer, so the number of students allowed to transfer to 4J may be limited by the decisions of other school districts.

State school funding follows transferring students to the district in which they enroll, providing resources that otherwise would not be received. In most cases added student enrollment is net neutral or positive to support student programming. In some individual cases the cost of services to an incoming student may exceed the revenue provided under the state school funding formula.

Equity Implications

Lottery processes have been established to provide equitable access to school choice for families regardless of their resources and ability to queue for available spaces. Priorities for enrollment have been established for in-district school choice and interdistrict transfers to keep families together and provide equitable access for families of all means. However, state law prohibits preferential enrollment for interdistrict transfer students based on race, ability or economic status.

Families of students attending a school other than their neighborhood school are responsible for transporting their students, and this is a barrier for some families.

Recommendation

The superintendent recommends that the board approve up to 400 interdistrict transfer slots for out- of-district students to transfer to the district and up to 400 slots for district students to transfer out of the district for the 2024–25 school year. The recommended maximums are set higher than the number of students expected to request transfers, to not create a barrier for students who request to transfer. The district will determine school placement for transfer students based on space availability and a lottery and post-lottery process consistent with Board



ITEM FOR ACTION: CONSENT AGENDA

Date of Meeting

December 06, 2023

Title

Acceptance of Equity Committee Nominations

Presenter

Kat Lange, Executive Director of Youth & Family Supports

Background:

In 2021, the Oregon Legislature passed Senate Bill 732 (ORS 329.711) and amended Oregon Revised Statutes 328.542 and 329.095. The laws require each school district to establish what in statute is described as an “educational equity advisory committee” and for this guidance will be referred to as a District Equity Committee (DEC).

DECs are meant to help school leaders identify what helps or hinders the success of students who Oregon’s educational systems have historically excluded, impacted, marginalized, or underserved. They are intended to advise school boards and superintendents on the educational impacts of policy decisions, the larger district-wide climate, issues impacting underserved student groups, and additional topics necessary to fully elevate student experience. DECs are a powerful mechanism to engage community voice and advance equity in Oregon’s school districts.

SB 732 sets minimum requirements for DECs.

The bill directs the State Board of Education to adopt complementary rules, which have been set forth in Oregon Administrative Rule (OAR) 581-022-2307.

Section 4 of OAR 581-022-2307 articulates that the duties of a DEC shall include:

- Advising the school district board and the school district superintendent about the educational equity impacts of policy decisions; and
- Informing the school district board and school district superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how best to support. This includes:
- Informing the school district board and school district superintendent when a situation arises in a school of the school district that negatively impacts underrepresented students, and advising the board and superintendent on how best to handle that situation.
- Informing the school district board and school district superintendent when a situation arises in a school of the school district that positively impacts underrepresented students, and advising the board and superintendent on how best to replicate within the district.
- Considering whether such situations are unique to the school or indicative of a districtwide trend, and advising on how best to handle that trend.
- The school district board, in consultation with the District Equity Committee, must select at least one member of the DEC to serve on the school district budget committee.

Considerations:

District Equity Committees are intended to support a wide range of equity-related issues, topics and dynamics. They should be seen as a core ally and resource for your district to help address concrete issues such as input on policy implications for historically underserved focal groups.

These could include:

- Review of board policy and administrative regulations
- Reviews of student and staff handbooks
- Reviewing disaggregated student data and the district needs assessment as an input into long term strategic planning (aligns with ODE's Integrated Guidance).
- Providing feedback and input on federal-program implementation (which often requires community engagement) - including but not limited to:
 - Migrant Education
 - Multilingual and/or Emergent Bilingual Learning
 - Federal school improvement efforts in high-poverty schools
 - Improved Tribal Consultation
 - Reviewing disproportionate disciplinary actions
- Improving partnerships with local and regional business partners and community-based organizations
- Student safety & belonging; inclusive communication practices
- Youth mental health; patterns of participation (or not) for focal groups
- Supporting improved community engagement efforts year-over-year
- Informing teacher & staff training and professional development by sharing short-, mid-, and long-term goals
- Curriculum adoption: As the schools and district create curriculum adoption committees, consider inviting the DEC members to participate in the process and provide feedback
- Discussing and informing district budget priorities
- Review, reflection, and recommendations on local district policy. Race Forward's Equity Policies [Toolkit for School Boards](#) offers useful resources, tools, and case studies.

Considerations

The DEC's success will be supported by greater working knowledge of how it contributes to positive district climate, culture and operations. Although the production of an annual report ***is not required***, the intent behind that possibility is for the district to have a consistent way to keep families and communities updated on the key information that the District Equity Committee has worked and deliberated on.

Financial Stewardship and Budgeting Requirement

The District Equity Committee is also intended to help center equity in district budgeting and fiscal processes.

Section 3 of OAR 581-022-2307 states that:

- The school district board, in consultation with the DEC, must select at least one member of the DEC to serve on the school district budget committee. The DEC budget committee member can offer deeper alignment between a school district's equity lens and its operational, budget, and financial processes.

Membership and Participation

A District Equity Committee represents a partnership between local communities and local district leaders. It is an opportunity for individuals who educational systems have excluded, impacted, marginalized, or underserved to provide regular and consistent feedback to district leadership.

Underrepresented parents, employees, students, and community members are the core of a District Equity Committee. The focus of the DEC should be rooted in local community voice and need, and it is important that these spaces remain safe and protected for members to review and reflect on their experiences within the district, and then provide meaningful feedback to their school board and superintendent. DECs themselves should work with school leaders on how best they can be supported, how to deliver feedback, and what additional work is necessary to fully elevate student experience.

Requirements Section 2 of OAR 581-022-2307 articulates that:

- A DEC [Educational Equity Advisory Committee] shall be selected by the school district superintendent and school district board and must be composed of parents, employees, students and community members from the school district.
- The school district superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.
- The school district board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.
- For the purpose of selecting members, the school district board and school district superintendent:
 - May not deny members based on language;
 - May not deny members based on immigration status;
 - May not deny members based on protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
 - May not appoint a voting member of the school board or the school district superintendent to an educational equity advisory committee; and
 - Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.
- The school district board and school district superintendent, in consultation with the educational equity advisory committee, shall fill vacancies on the committee in the same manner as original appointments

Nomination & Appointing Process

Superintendents and district staff design the application and candidate selection process. One of the responsibilities superintendents hold in the nominating process is to put forward candidates who are ready, willing, and open to engaging meaningfully with each other in support of the aims set forth in statute.

Group Size

When designing and adapting the DEC, the size of the group can impact the efficacy of what the group is able to accomplish while working in collaboration. Ideally, the group is large enough to accomplish the tasks needed, yet still small enough to communicate effectively with opportunities for each voice to be heard. A recommended range is anywhere from 8 to 14 people.

DEC Member Appointment

The School Board is responsible for appointing candidates who are nominated by the superintendent based on applications submitted. The school board and superintendent must ensure that membership is primarily representative of underserved student groups.

During this process, it is recommended to anchor in this guidance and to apply the district's equity lens and/or decision tool.

Member Terms of Service

While not required, districts may consider establishing Member Terms of Service that clearly outlines the roles, responsibilities, and commitments of each member.

Addressing Barriers to Participation

Longstanding barriers may impact participation from underserved or marginalized communities. These could include easily fixable variables such as making these meetings in a place, time, that is accessible. Consider factors of culturally-responsive care and hospitality to foster inclusivity for each member: safety; scheduling needs; child care; food; transportation, translation, interpretation, and fulfillment of ADA requirements in meeting spaces. Considering these factors will help reduce barriers to participation and support the needs of every member.

Safeguarding Transparency, Accountability and Safety

District Determinations on DEC's and Public Meeting Laws For the District Equity Committee to do its work effectively, the district should plan for how they can account for the DEC's safety and well-being while upholding any relevant aspects of Oregon's Public Meetings Law it determines must be met.

Assuring the responsibilities, opportunities, and obligations of SB 732 are met

Senate Bill 732 sets minimum requirements for the implementation of District Equity Committees (DEC) and is set forth in Oregon Administrative Rules, Chapter 581 under Division 22 (OAR 581-022-2307). Annually, school districts are expected to complete assurances of compliance with the minimum requirements of SB732 just as they do with all requirements under Division 22. Signed assurances are submitted to the Oregon Department of Education.

Summary

Senate Bill 732 was passed in the 2021 Legislative session requiring districts to establish an educational equity advisory committee. The bill outlines the responsibilities and makeup of the committee. For districts with an ADM over 10,000 the committee must convene no later than September 15, 2022. For districts with an ADM of 10,000 or less, the committee must convene no later than September 15, 2025.

At least one member of the educational equity advisory committee needs to be appointed to the budget committee.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board review and approve the proposed committee appointment nominations to the District Equity Committee at a future meeting to support the timely convening of the committee for the 2023-24 school year.

2023-24 Equity Committee Members List

North Eugene High School	
Student Name	
Sahara Roan	
Martha Cruz Mendez	
South Eugene High School	
Student Name	
Xander Charette	
Cailyn Gabbard	
Churchill High School	
Student Name	
Jun Orion	
Mellanie Mack	
Sheldon High School	
Student Name	
Diego Arthur	
Quentin Hawkins	
ECCO High School	
Student Name	
Gabriel Aros	

STAFF RECOMMENDATIONS	
Name	School
Heather Kliever - confirmed	
Sable Esparza Ruiz	SHS
Jessica Saldana Annand	NEHS
Sharon Ramírez Cruz - confirmed	Sheldon HS
Georgiann Jones	

PARENT/GUARDIAN RECOMMENDATIONS	
Name	School
Isis Barone	SHS
Elizabeth Tate	SEHS
Rachel Cushman	Willagillespie
Amelia Abel	Parent
Nichoel Frye	Prior Member

Community Folks	
Name	
Eric Richarson - confirmed	
Jeni Canaday - confirmed	
Laura Dahill - confirmed	
Indigo Amarys	



ITEM FOR INFORMATION

Date of Meeting

December 6, 2023

Title

Receive a report on district implemented supports for Educational Assistants (EA) assigned to district programs that provide supports for our highest needs students.

Presenter

Seth Pfaefflin, Director of Student Services and Kat Lange, Executive Director of Youth & Family Supports

Background

After experiencing difficulty for the past several years in hiring and maintaining EA positions across the district, and especially “significant needs” EA’s, the district worked diligently to implement a plan to support both staff and students. The district recognizes the need to provide supports to the staff who work in our Significant Needs (Life Skills programs) as we continue to provide service to the students identified for these programs.

Although hiring for these positions has been difficult across the nation, we recognize that even after recruiting these staff members, we have a difficult time retaining them due to the high needs of the program. To help support these staff members, the district worked with our OSEA (Oregon School Employee Association) partners to start an early training program that we held before the school year started. In addition, the district has increased the amount of PD available for these EA’s throughout the year so they feel better equipped to support our highest needs students.

Staff will continue to assess the needs for the program and create other ways to provide more support to staff. The district continues to enhance tools that will help strengthen and retain our current staff. The district also focuses staff work on reviewing and considering the needs of the programs, even if fully staffed, that have a high staff absentee rate. Staff recognize that EA’s, teaching staff and district employees will sometimes be sick, take leaves due to unforeseen circumstances etc., and highly trained and experienced substitutes are in high demand. It is especially difficult to find subs that will pick up jobs in the Life Skills classrooms. The district has been providing more training for our substitutes staff as well to prepare them for being in a Life Skills classroom. Staff continue to explore other ideas and community partnerships that might help get substitutes in these classrooms. Our district completes with other nearby school districts for the same pool of substitutes. Staff are working to mitigate high burnout of our significant needs EA’s when they feel burdened by staff absences and feeling the need to take on more responsibility to provide support for our students.

Staff have provided this presentation as an Item for Information for the Board so that there is a shared knowledge on the work the district is doing to best support staff, students and the families we serve.

Budget/Resource Implications:

Professional development opportunities for staff and substitutes to cover staff absenteeism does not come without budget impacts. The district spends approximately 85% of its budget on staffing. Added days for staff training at the beginning of the school year would add to staffing costs. District leadership must find the balance between providing adequate training and tools for staff and maintain budget costs.

Board and Superintendent Goals

- Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
 - These programs support some of our most marginalized youth in our schools.
- Safety and well-being for all students and staff.
 - Fully staffed programs help support students and staff safety. When programs are not staffed appropriately, it is difficult to keep things running in a safe manner.

Recommendation

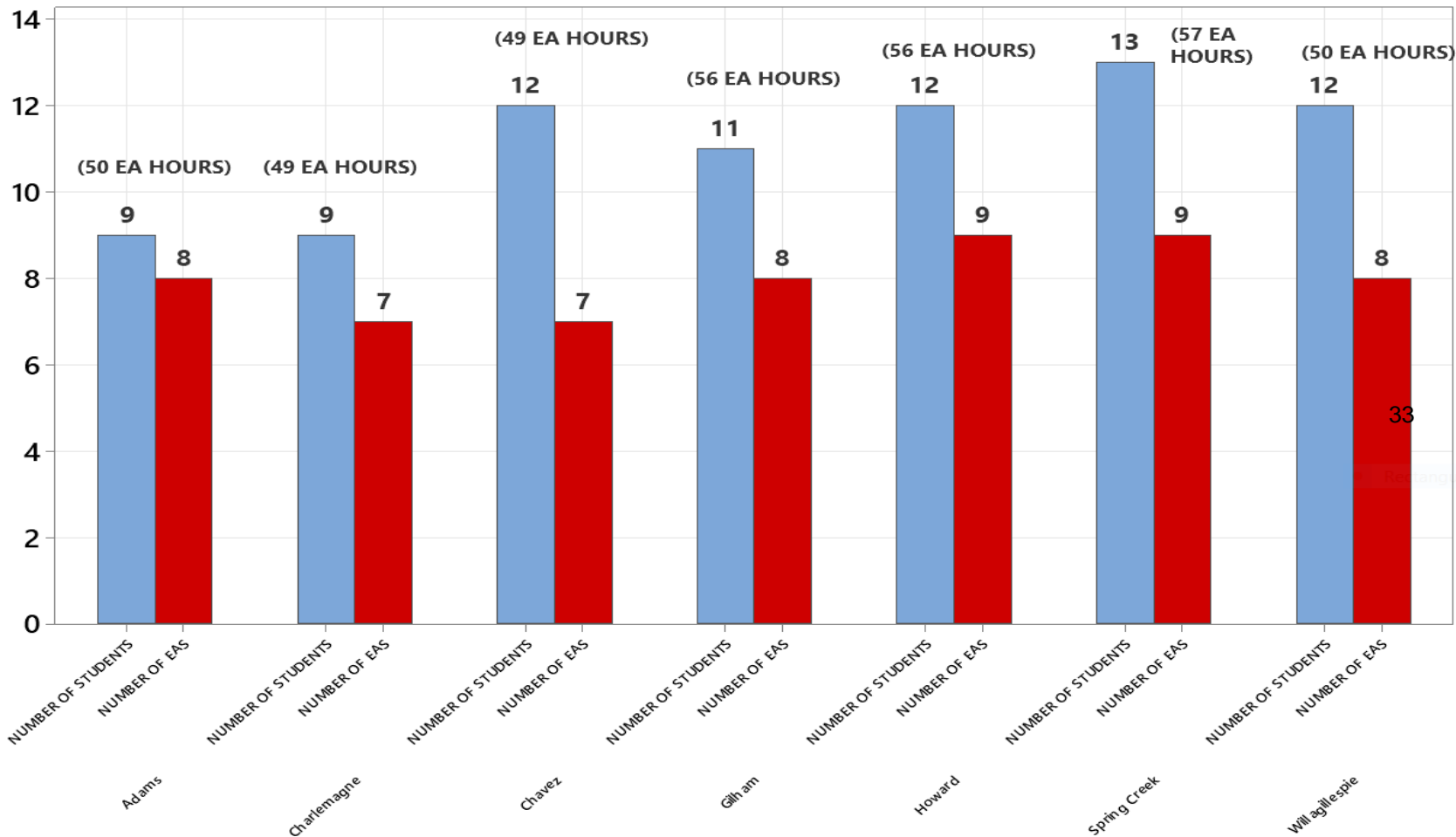
- Continue to support the early training days for our significant needs EA staff and on-going training throughout the year.
- Continue to work with leadership and building level teams on ways to support teacher retention and support for the high rate of absenteeism, which is causing stress and burnout in our current staff.



SIGNIFICANT NEEDS SUPPORT EDUCATIONAL ASSISTANTS

EUGENE SCHOOL DISTRICT 4J

DECEMBER 6, 2023



33



NUMEROUS SPECIALIST SUPPORT A LIFE SKILLS CLASSROOM

- Occupational Therapists
- Speech Language Pathologists
- Physical Therapists
- Augmentative Alternative Communication (AAC) Specialists
- Adaptive PE Specialist
- Assistive Technology Specialists
- Autism / Behavior Consultant
- Life Skills Consultant



ENROLLMENT IN THE ELEMENTARY LIFE SKILLS PROGRAM

- The life skills program grew significantly in 23-24 (from 54-78 students)
- One new location: Chavez Elementary
- An increase in average class size from 9-11 students

NUMBER OF STUDENTS IN ELEMENTARY LIFE SKILLS PROGRAMS	2023-24 (NOVEMBER)							2022-23 (NOVEMBER)							DIFF.
	KG	G1	G2	G3	G4	G5	TOTAL	KG	G1	G2	G3	G4	G5	TOTAL	
Adams Elementary School	4	2	2		1		9	3	2	3	3		2	10	(1)
Charlemagne French Immersion	2	2	1	1	2	1	9	2	3	1	2	3	1	10	(1)
Chavez Elementary School	5	1	1	2	1	2	12								12
Gilham Elementary School	1	4		3	3		11	4	1	4	2			7	4
Howard Elementary School	1	3	2	4		2	12	2	3	3		3	1	10	2
Spring Creek Elementary School	4	4		2	2	1	13	4	1	1	3	2	2	9	4
Willagillespie Elementary School	1	2	5	2	2		12	2	4	2	2			8	4
TOTAL	18	18	11	14	11	6	78	17	14	14	12	8	6	54	24
	AVG. CLASS SIZE						11.1	AVG. CLASS SIZE						9.0	



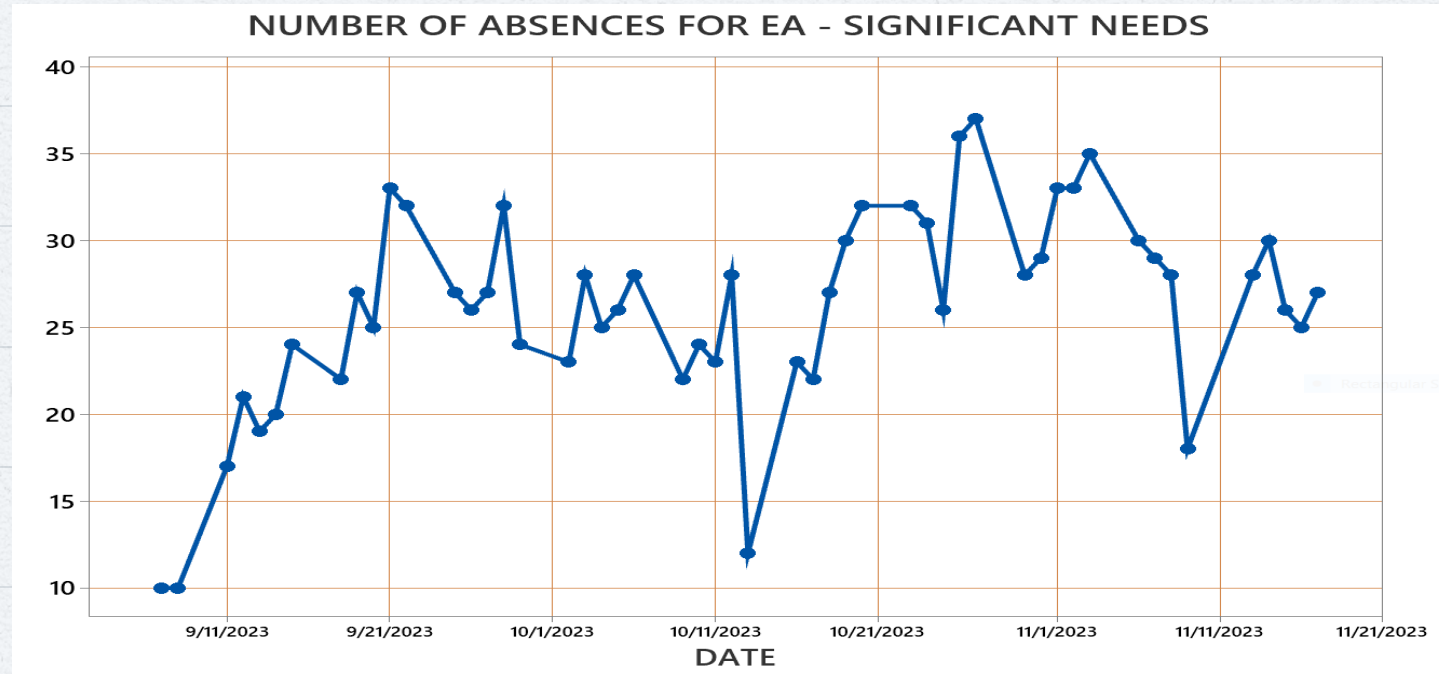
STAFFING ALLOCATION

- **Maximum caseload per teacher: 12-14 students**
- **Number of “Educational assistants - Significant needs” Positions created in 2023-24 for the program: 56**



ABSENCES AMONG "EA-SIGNIFICANT NEEDS" STAFF

- Average: 26.1 daily absences from 9/7-11/17



ABSENCES AMONG “EA-SIGNIFICANT NEEDS” STAFF

- Most of the absences associated with “EA-Significant Needs” positions from 9/7-11/17 could not be filled by substitutes.

SCHOOL	NUMBER OF EA ABSENCES		
	NOT FILLED	FILLED	TOTAL
Adams Elementary	187	198	385
Cesar E. Chavez Elementary	125	28	153
Charlemagne Elementary	130	78	208
Gilham Elementary	141	25	166
Howard Elementary	76	129	205
Spring Creek Elementary	38	16	54
Willagillespie Elementary	117	42	159
TOTAL	814	516	1330



LIFE SKILLS TEACHER MISSED LUNCH & PREP DATA

Adams	Charlemagne	Chavez	Gilham	Howard	Spring Creek	Willa-G 40
0	0	1	0	0	3	0

This data represents the # of forms completed by site.



UPBEAT SURVEY OF TEACHERS

6. SCHOOL SAFETY & ORDER

Q16

Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.

Q17

I feel physically safe at my school.

41

Q18

My school is a physically safe environment for students.

Q19

Disciplinary practices are applied fairly to all students at my school.



UPBEAT SURVEY OF TEACHERS

FACULTY GROUPS	AGREE OR STRONGLY AGREE WITH THE (POSITIVE) STATEMENTS ABOUT SAFETY		
	FALL 2023	SPRING 2023	FALL 2022
CHARLEMAGNE FACULTY	81	66	75
CHAVEZ FACULTY	73	46	52
ADAMS FACULTY	66	82	79
ALL 4J FACULTY	66	61	68
WILLAGILLESPIE FACULTY	66	44	55
ALL ELEMENTARY FACULTY	65	71	72
GILHAM FACULTY	60	63	52
SPRING CREEK FACULTY	40	31	55
HOWARD FACULTY	29	62	76

42

UPBEAT SURVEY OF TEACHERS

FACULTY GROUPS	AGREE OR STRONGLY AGREE WITH THE (POSITIVE) STATEMENTS ABOUT SAFETY		
	FALL 2023	SPRING 2023	FALL 2022
RIVER ROAD FACULTY	94	95	89
CHINESE IMMERSION FACULTY	93	87	90
YUJIN GAKUEN FACULTY	90	98	100
CAMAS FACULTY	88	81	85
TWIN OAKS FACULTY	87	95	98
CHARLEMAGNE FACULTY	81	66	75
BUENA VISTA FACULTY	79	68	83
HOLT FACULTY	74	79	72
CHAVEZ FACULTY	73	46	52
ADAMS FACULTY	66	82	79
WILLAGILLESPIE FACULTY	66	44	55
GILHAM FACULTY	60	63	52
EDISON FACULTY	58	75	67
AWBREY PARK FACULTY	55	44	61
FAMILY FACULTY	54	57	79
MCCORNACK FACULTY	51	23	65
SPRING CREEK FACULTY	40	31	55
HOWARD FACULTY	29	62	76
EDGEWOOD FACULTY	21	83	87

AREAS OF FOCUS & POTENTIAL NEXT STEPS

- Established a new pay scale through OSEA bargaining
- Added four additional days at the beginning of the year for specified training
- Collaboration time scheduled with the Special Education Teacher at the beginning of the year and throughout
- Working towards making Significant Needs EA's seven hours which allows for more collaboration time with colleagues at the end of the day. ⁴⁴
- Added 7 classified floater subs designated for Significant Needs Education Assistant guest substitutes to support elementary schools with Life Skills
- More training for substitute EA's so easier to find subs when people need to be out.
- Exploring possible incentives for substitutes to recognize their efforts.





ITEM FOR INFORMATION

Date of Meeting

12/6/2023

Title

Receive Annual SIA Report for 4th Quarter of the 2023 Fiscal Year

Presenter

Oscar Loureiro, Director of Research and Planning

Background

The Student Investment Account (SIA) was created in 2019 by the Oregon Legislature as part of the Student Success Act (SSA). In fact, SIA is mandated to receive at least 50% of the funds allocated by the SSA, while about 20% of those funds will be allocated to the Early Learning Account, and about 30% to other statewide education initiatives.

In this item the Board will receive a summary of the SIA 2022-23 annual report that 4J submitted to the Oregon Department of Education.

Board and Superintendent Goals

1. Timely communication and meaningful engagement.



22-23 SIA Annual Report Presentation

Eugene SD -4j

Charters

Coburg Community
Ridgeline Montessori
Village School
Network Charter
Twin River Charter

SIA Annual Reporting Requirements

- SIA recipients are required by statute to review their own progress on an annual basis through an annual progress report and financial audit.
- ODE's annual report consists of four narrative questions .
- SIA recipients are required to:
 - present their annual report to their governing board at an open meeting with opportunity for public comment,
 - and post the report to the district or charter school website.

Annual Report Narrative #1



What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

49

We have increased our student support for our focal groups in areas such as mental health, equity, and inclusivity. We have also expanded our summer programs, giving more students access to education year-round to support their learning.

SIA dollars have contributed to the work we are doing surrounding our marginalized youth by supporting programs within our buildings that center on students' social and emotional well-being, as well as belonging. Establishing Affinity Groups has had an impact on our attendance and overall success of students who may have typically struggled in the past with coming to school and engagement.

Third-grade reading has also been an area of focus, and with the adoption of our new curriculum, SIA dollars have helped us provide buildings with expertise around how to integrate good teaching strategies into the new curriculum. This work, in turn, enhances students' overall engagement and learning.

Annual Report Narrative #2



What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

50

The biggest challenge we have faced is hiring staff. The teacher shortage is very real, and finding people with the skills necessary to move us forward with our vision and mission has proved to be impossible.

Another challenge that we face that may be unique to our district is that our staff is very reluctant to change. Even in the light of positive work and supporting students with resources that will better connect them to their future, staff are sometimes reluctant to make positive changes that need to happen to continue to move the work forward. We will continue to work on climate and culture of our district so we are better prepared to assist others.

Due to challenges with staffing, we did move more of our funding into supporting our summer initiative. With so many students having lagging skills after Covid, a healthy summer program seemed to be necessary and helped support many students and families alike.

To help alleviate some of the push back we encountered around change in the district, we were able to use some money to help staff buildings at a higher level to help support some students experiencing crisis.

Annual Report Narrative #3



SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the spectrum as you complete your response.

51

Initially, the district engaged in some high-level community feedback to gauge what our SIA initiatives should be. Once established, we have been doing board presentations to keep our community and all stakeholders in the loop on our initiatives and reporting on how things are moving forward and what we are seeing in regard to the growth or challenges we are facing. One thing we could probably improve on is our level of community voice in regard to how they feel we are doing within our SIA initiatives now that we have the process in place.

Annual Report Narrative #4



As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

52

We definitely prioritized our marginalized youth and we have seen an increase in the graduation rate of many of our focal group populations.

Third-grade reading has continued to make some steady improvements as well. The adoption of our new curriculum and the focus on using a coaching model to help support teachers have shown to be beneficial.

Increasing our Mental Health support services has also proved to be beneficial and we have been able to support both students and families in finding community support in all areas of need, as well as provide some mental health support for students within their school day.

We will continue with many of these initiatives with SIA funding in the future and continue to focus on some of our most marginalized populations of students, as well as continue to offer programs that help support more positive student engagement that leads to better outcomes for all.

Charter School Annual Report Narrative Links.

- Coburg Community Charter
- Ridgeline Montessori
- Village School
- Network Charter
- Twin River Charter



ITEM FOR ACTION

Date of Meeting

December 06, 2023

Title

Consider Approval of Board Member/s Travel per Policy BHD — Board Member Compensation and Expense Reimbursement

Presenter

Jenna McCulley, Chief of Staff

Background:

Board Policy BHD – Board Member Compensation and Expense Reimbursement indicates that when consistent with board responsibilities and district operations, individual board members may request to attend meetings, conferences, trainings or visitations.

The district will cover the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

Individual board members may request attendance at meetings, conferences, trainings or visitations via the Professional Development Plan Approval Request Form. This form will be submitted to the board for consideration prior to the requested training/travel.

Some Board of Directors members have expressed interest in attending the National School Board Association's (NSBA) Equity Symposium and Advocacy Institute in Washington D.C., January 27, 2024 and the NSBA Advocacy Institute, January 28-29, 2024 — also in Washington D.C.

The per person cost for attending both trainings is estimated at between \$4,500.00 And \$4,900.00, inclusive of travel, lodging, registration and per diem for food and incidentals.

Discussion:

The board may choose to approve or deny this request.

Eugene School District 4J

Code: BHD
Adopted: 7/02/73
Revised/Readopted: 4/16/83; 8/02/17; 5/03/23
Orig. Code: BHD; 1140

Board Member Compensation and Expense Reimbursement

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

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations.

The district will establish accounting procedures consistent with this policy.

END OF POLICY

Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

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

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

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

Cross Reference(s):

BBAA - Individual Board Member's Authority and Responsibilities

DFEA - Admissions to District Events

The logo for the NSBA Equity Symposium. It features the acronym 'nsba' in a dark blue, lowercase, sans-serif font. Below it, the word 'Equity' is written in a large, bold, orange, sans-serif font. Underneath 'Equity', the word 'SYMPOSIUM' is written in a smaller, dark blue, uppercase, sans-serif font. The background of the logo area is white with a subtle geometric pattern of overlapping triangles in shades of blue and red.

January 27, 2024 | Washington, D.C.

Early Bird Savings End Nov. 15!

R

The NSBA Equity Symposium provides a forum for school board members, public school advocates, and community leaders to examine and discuss the strategies, current trends, research, and best practices around equity in our nation's public K-12 schools. Join your colleagues at NSBA's Equity Symposium, January 27, 2024 in Washington, D.C.



Register Today for NSBA's Equity Symposium in Washington, DC

National School Boards Assoc.

01:13

Programming

General sessions will be announced soon.

Breakout Sessions

Student Well-Being for All: An Equity-Centered Approach to Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is an evidence-based approach to supporting students' mental well-being and academic success. SEL programs and practices for all students – across developmental stages – are particularly critical now as our nation is grappling with a youth mental health crisis. Though many school districts across the country have started to add SEL programs in their schools, many such programs have been found to lack cultural relevance and fail to address the needs of students from marginalized communities. Addressing this challenge requires school districts to implement a system-wide and equity-centered approach to SEL. This workshop will describe what SEL is and why it is an important ingredient in schools' efforts to promote student well-being and academic success. The workshop will then provide critical considerations for school boards to ensure that their district's SEL approaches are systemic – aligned across K-12 grades and meet the needs of all students.

Presenters:

Dr. Shai Fuxman – Principal Research Scientist, Education Development Center

Dr. Richard Fournier – Senior Project Director, Education Development Center

Justice and Advocacy Stewardship: A Sustainable, Student-Led Equity Practices Model

In 2020, the Creighton School District, located in the urban heart of east-central Phoenix, began a journey toward recognizing, respecting, and responding to the identities of all marginalized individuals within the community and creating barrier-free pathways to learning and opportunity for all. This work resulted in Justice and Advocacy Stewardship, which has become a sustainable, student-led, systemic intergenerational model for equity practices that amplify student voice, empower staff, and promote excellence in governance districtwide. During this session, participants will explore Justice and Advocacy Stewardship as they learn specific strategies, including building an equity scorecard, using a Student Outcomes Focused Governance approach, developing interdependent equity teams, and empowering equity leaders at all levels, especially students. These strategies are all designed to engage the governing board, administrators, teachers, staff, students, families, and community members in unified efforts to identify and eliminate internal oppressive systems and ensure access to learning, opportunity, and success.

Presenters:

Dr. Eric J. Dueppen – Assistant Superintendent of Teaching and Learning, Creighton School District (AZ)

Sophia Carrillo-Dahl – President of the Governing Board, Creighton School District (AZ)

Creating Schools Where Transgender and Non-Binary Students Thrive

Do you believe that transgender and non-binary students should have all they need to thrive in school? Do you use your voice and role to move forward best practices supporting these populations — or want to? This session is for you! Research has shown that having at least one supportive adult can save a transgender child's life, and with over 500 anti-LGBTQ bills introduced in over 40 states in 2023, our students need us more than ever. They need us to be educated, be able to affirm their identities, include them in curriculum, and disrupt pushback when it comes. Based on the framework "Educate-Affirm-Include-Disrupt" from the book *The Advocate Educator's Handbook: Creating Schools Where Transgender and Non-Binary Students Thrive* (Jossey-Bass), participants will dig into the current policy landscape, take a self-assessment, collaborate with peers on relevant scenarios and create an action plan.

Presenters:

Vanessa Ford — Author, Educator, Advocate

Rebecca Kling— Author and Co-Founder, Better World Collaborative

Systems Don't Change Until People Do

Baltimore City Public Schools is on a journey to achieve racial equity by implementing a Racial Equity policy adopted by the Board of School Commissioners in June 2019. The policy unapologetically calls for an interrogation of systems and structures that perpetuate inequities and calls for each staff member to create new ones by utilizing an equity lens in every aspect of their work. This session will engage participants in an examination of the process used to move the organization from the concept of a racial equity policy to its adoption, and plan for implementation. The learning space will be designed for those individuals new to leading equity work, as well as those who are seasoned practitioners.

Presenters:

Dr. Tracey L. Durant — Executive Director, Equity, Baltimore City Public Schools (MD)

Chitamawe Daka Mulwanda — Director, Equity, Baltimore City Public Schools (MD)

The Curious Case of Matthew Anychild

In this session, we explore how using various data sources can become a roadmap for creating pathways to equity for under-resourced students. As districts pour most of their resources into curriculum and academics, they often miss opportunities to address situations that help to support wellness and, more importantly, belongingness. School districts often perform functions related to student success but in ways that promote silos, thus limiting the impact of service delivery for under-resourced students.

Matthew Anychild represents many children growing up in school districts nationwide. He faces every day as it comes and doesn't worry about tomorrow because he knows the outcome is rarely good. Matthew has very few resources and very little hope. He's afraid to dream about what could be for his life because all evidence points to a complicated future. A social autopsy of Matthew's life indicates multiple missed opportunities where

schools could have intervened to produce a better outcome. The session will reveal how effective schools could be if we took a human-centered approach to attend to student differences, maximize fairness, and increase the sense of belonging for all children in our care.

Presenters:

Dr. Marsha Herron – Director of Student and Organizational Success, Oklahoma State School Boards Association (OSSBA)

Be a Champion for Change in Challenging Times

With the recent U.S. Supreme Court decision to overturn affirmative action and continued attacks against diversity, equity, and inclusion in higher education, students and educators across the country will be negatively impacted for years to come. At this critical juncture in history, the work toward equity for historically underserved students must continue, especially at a local level. In this presentation, Stacy Bernal will share timely and relevant information about anti-DEI efforts and ways to counter these measures in our homes, communities, and states. Drawing on the history of civil rights and correlating to present-day policies, Stacy will empower attendees to challenge the status quo, check their own biases, and become stewards of positive change.

Presenters:

Stacy Bernal – DEI Manager, Utah Jazz and School Board Member, Ogden School District (UT)

Channeling the Force: Artificial Intelligence, K12 Education, and the Future of Learning

The impending revolution in artificial intelligence (AI) is largely unseen in our giant educational landscapes. With projections indicating rapid transformations in the next half-decade due to AI advancements, it is imperative to question, “Are all students in your districts being equipped to actively participate in this evolving new world?” This session will engage participants in deep conversations around the dire necessity of providing equitable access to advanced STEM (Science, Technology, Engineering, and Mathematics) education for traditionally underserved and underrepresented youth. Such access can mean the difference between active participation in the AI-powered future or being inadvertently marginalized. Participants will leave with actionable steps to bridge prevalent opportunity gaps. This enlightening dialogue is an invitation to join us in this mission – forging a path toward educational equity in the era of AI.

Presenters:

Dr. Darryl Adams – VP Partnership Development, Equal Opportunity Schools (EOS)

Dr. Jill Gildea – Superintendent of Schools, Park City School District (UT)

Finding and (Re) Calibrating Your DEI Compass

Board members are tasked with promoting policies and practices that guide the diversity, equity, and inclusion (DEI) work of their school districts. A clear and unbiased understanding of equity and inclusion as it pertains to each individual is required to achieve impactful and effective DEI policies and practices. Everyone has an inner compass that directly results from personal life experiences and will unequivocally point to the “why” behind the



Advocacy

In the legislative, legal and public arenas, NSBA shapes federal education policy, raises public awareness of critical issues such as school safety and champions the mission of public education to prepare our nation's youth for the future.

We draw national attention to important issues by advocating on Capitol Hill, in state and federal courts and in the media for the urgent need of our students and their public schools.

Our advocacy efforts helped produce significant achievements including restored funding for school safety, increased investments in Title I and passage of the Strengthening Career and Technical Education for the 21st Century Act.

We have weighed in on key legal cases and conveyed a key point of view in cases such as *South Dakota v. Wayfair, Inc.* which creates an opening for potential funding streams for public schools.

Learn more about our advocacy work and how we're leading the conversation on public education in each of these arenas highlighted below.



Federal Advocacy

NSBA continues to work with Congress on our legislative priorities to ensure that public schools and the 50 million students that attend them get the support they deserve. Our current priorities include IDEA, Higher Education Act reauthorization, infrastructure, school safety, equity, an accurate 2020 Census count and student data privacy.

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Legal Advocacy

Working with state school boards associations and the Council of School Attorneys (COSA), NSBA advocates in the U.S. Supreme Court and in appellate courts across the country through our nationally recognized amicus curiae (friend of the court) efforts. NSBA's legal voice extends beyond the courtroom to the court of public opinion and the halls of Congress and federal regulators.

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Public Engagement

NSBA's integrated media strategy which includes digital and social media enables it to frame public policy issues, shape public opinion, and bolster the association's reputation. NSBA's public advocacy efforts generate coverage that results in tens of millions of people reading about and sharing NSBA's point of view on a range of key education issues.

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Take Action

The education of children must become a top priority of our nation's policymakers. In an era of shrinking budgets and increasing mandates, your voice and advocacy are needed to help make a significant difference. NSBA's guides and resources will help elevate your advocacy and make your voice heard with members of Congress and their staff.

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Equity

Educational equity is about confronting and overcoming the barriers that deprive students of equitable educational opportunities because of their disability, ethnicity or socioeconomic status. NSBA is committed to bringing about equity that recognizes children have unique needs and that obstacles to learning must be identified and eliminated.

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IDEA

The Individuals with Disabilities Education Act (IDEA) protects the rights of over six million students with disabilities (approximately 13.5 percent of students) to receive a Free Appropriate Public Education in the least restrictive environment. NSBA advocates for the modernization and full funding of IDEA, critical to providing equal access to public education for all children.

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Issues	Advocacy	Events	Resources	Perspectives	Association
<u>Educational Equity</u>	<u>Council of School Attorneys (COSA)</u>	<u>Advocacy Institute</u>	<u>Artificial Intelligence in Education</u>	<u>Blog</u>	<u>Become A NatCon Member</u>
<u>IDEA</u>	<u>CUBE</u>	<u>Annual Conference</u>	<u>Center for Public Education</u>	<u>ASBJ</u>	<u>2021 Year in Review</u>
<u>Local School Board Governance</u>	<u>Federal Legislative Priorities</u>	<u>COSA Fall School Law Seminar</u>	<u>Center for Safe Schools</u>	<u>ASBJ Brief</u>	<u>Corporate Sponsorships and Exhibiting</u>
<u>School Vouchers</u>	<u>Legal Advocacy</u>	<u>COSA Spring School Law Seminar</u>	<u>COVID-19 Information</u>	<u>Subscribe to ASBJ</u>	<u>Careers</u>
		<u>CUBE Annual Equity Symposium</u>	<u>Key Work of School Boards</u>	<u>Media Guide for ASBJ</u>	<u>Bookstore</u>
			<u>Legal Clips</u>		
			<u>National Connection</u>		
			<u>Reports and Guides</u>		
			<u>Savings Center</u>		

National School Boards Association
 1680 Duke St. FL2, Alexandria, VA 22314-3493. Phone: [703-838-6722](tel:703-838-6722) E-mail: info@nsba.org
 Follow us on social: [Facebook](#) | [Twitter](#) | [LinkedIn](#) | [Instagram](#) | [Vimeo](#) | [YouTube](#)
 Media Contact: media@nsba.org
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ITEM FOR ACTION

Date of Meeting

December 6, 2023

Title

Board Designation of Point Person to Liaise with Investigator for Complaint Currently under Consideration

Presenter

Maya Rabasa, Board Chair

The board needs to formally appoint a liaison for investigation of formal complaint under current consideration.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

December 06, 2023

Title

Discussion of the Expected Outcomes of an Executive Equity Coach

Presenter

Collina Beard, Chief Business Officer

Background

In Spring 2022, the Board of Directors expressed a desire to utilize an Equity Coach to support their and Executive Leadership's collective learning around diversity, equity and inclusion. An informal process for selection of a contractor was undertaken in the fall of 2022, resulting in the development of a shortlist of vendors. Due to irregularities in the solicitation process, the Board directed staff to reissue the solicitation using a more formal process that aligned with 4J's Finance and Purchasing Policies.

With a short timeline in mind, staff let a Request for Quotes (RFQu) and received quotations from nine vendors, again with a wide range of responses. As a result, it was very challenging for the board members to score the proposals equitably. In the end, six of the seven board members did not feel comfortable moving forward and voted to restart the process using a more formal procurement method, Request for Proposals (RFP). Prior to issuing the RFP, the Board paused the process.

Recommendation

Staff recommends moving forward with an RFP that is inclusive of clearly defined outcomes/expectations.

THE PROCESS

Procurement of Equity Coach/Trainer to support the Board and Executive Leadership of Eugene School District 4J



DISTRICT FINANCIAL POLICIES

Procurement Policy

The district's procurement policies are pursuant to ORS 279A, 279B, and 279C, The Attorney General Model Rules (OAR 137 Divisions 46-49) and Board Policy.

Purchasing Authority

All contracts/agreements over \$10,000 must go through a standard procurement process *before* any work can be done or any payments are made.



Why use an RFP?

The National Institute for Governmental Purchasing encourages the use of a **Request for Proposals (RFP)** when

1. the requirements are **not clearly known**,
2. are **qualitative** rather than quantitative, or
3. when the entity is **looking for a solution to a problem**

***RFP:** The document used to solicit proposals from suppliers for commodities, i.e., goods and services. Selection is based on the evaluation of criteria and most often includes price.*

The RFP Process

We've Only Just Begun...

