

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, December 13, 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.

7:00 p.m. Regular Meeting to be Preceded by an Executive Session at 4:30 and a Work Session at 5:30 or following the Executive Session's Close
Regular Meeting

- I. **4:30 p.m. Executive Session**
 - 1. Call Executive Session to Order, Roll Call
 - 2. 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)
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.
 - 3. Adjourn Executive Session

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

Tentative time: Work Session will begin after the Executive Session Closes

 - 1. 5:45 Call Work Session to Order, Roll Call
 - 2. Item for Information 4
Behavior Assistance Teams
Presenter: Seth Pfaefflin, Director of Student Services
45 Minutes
 - 3. Adjourn Work Session

- III. **7:00 p.m. Regular Board Meeting:**
- IV. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- V. Agenda Approval
- VI. Introduction of Guests and Superintendent's Report
- 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 Minutes for Board Meetings Held on November 1, 2023 November 15, 2023	30
	2. Approve Bond Project — Camas Ridge Elementary School: Furniture Purchase Presenter: Ryan Spain, Director of Facilities	51
	3. Approve Bond Project — Old North Eugene High School: Asbestos Abatement Award Presenter: Ryan Spain, Director of Facilities	52
	4. Approve Personnel Action	53
XII.	Items for Information	
	1. School Continuous Improvement Plan (SCIP) Presentation Monroe Middle School Presenter: Sun Saeteurn, Principal 20 Minutes	54
	2. Grow Your Own Presenters: Chemika Bolden, HR Administrator - Grow Your Own Program Dr. Brooke Wagner, HR Director 30 Minutes	73
	3. Yujin Gakuen (YG) Move Update Presenters: Andy Dey, Superintendent Jenna McCulley, Chief of Staff 10 Minutes	84
XIII.	Items for Action	
	1. Board Retreat Planning Presenter: Maya Rabasa, Board Chair 15 Minutes	85
XIV.	Items for Action at a Future Meeting	
	1. City of Eugene — Updated Proposal for Amendment to the Riverfront Urban Renewal Plan Presenter: Amanda D'Souza, Development Programs Manager, Community Development Division 10 Minutes	86
	2. ODE Early Literacy Grant Presenters: Erin Gaston, Curriculum and MTSS Administrator Kat Lange, Executive Director of Youth and Family Support Katie Stiles, Foundational Literacy Teacher on Special Assignment 20 Minutes	94
	3. Longitudinal Growth Target Presentation (First Read) Presenters: Seth Pfaefflin, Director of Student Services Jeff Johnson, Director of Elementary Education 20 Minutes	121
	4. Tool for Superintendent Evaluation Presenter: Maya Rabasa, Board Chair 5 Minutes	149
XV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XVI.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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



ITEM FOR INFORMATION

Date of Meeting

December 13th, 2023

Title

Report on development of a district level Behavior Assistance Team and implementation of Behavior Support Systems

Presenter

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

Requested Amount of Time to Present

45 minutes during board work session

Background

We continue to see expanding numbers of students with behavioral and mental health needs. This is true in Eugene School District 4J, in our neighboring districts, in the State of Oregon and nationwide. On November 28th Governor Tina Kotek announced development of a statewide action plan to support the social-emotional health of students in school settings, with goals to strengthen district resources and staff capacity.

For decades, Eugene School District 4J implemented Positive Behavior Interventions and Supports (PBIS) a system developed at the University of Oregon and implemented in districts across the nation. While there are many positive aspects to this work, like teaching expectations to children and building positive relationships with them, there has been more recent research on the negative effects of external reward systems often used within the PBIS model. Our district began work in 2022 to move to Multi-Tiered Systems of Supports, which focus on the whole child and interconnected needs with academics, behavior/SEL, and attendance. We began investing further in collaborative problem solving and restorative practices, both of which have a strong research basis.

Over the past several years, our district has taken a variety of actions, both proactive and reactive, to support behavioral health. For example, we have invested staffing in prevention and student well-being, adding mental health specialists. Last year, we deployed temporary teams to support buildings with intensive needs and we heard feedback about how helpful this was in the sites that received support. This Fall, we added a second behavior support EA to each elementary school, for a total of 46 behavior support EAs in our K-8 schools. We have intensified professional development for these EAs, and for other classified and licensed staff too.

After reviewing models in other districts having some success with rapid response teams of skilled interventionists, we began work this Fall to develop and build out a 4J Behavior Assistance Team that can assist schools with systems and targeted plans to support individual students in need.

Budget/Resource Implications:

The first meeting to develop our Behavior Assistance Team was held on November 20th, and as the district planning team continues this work through December and into January, we will provide specific budget requests for implementation.

Board and Superintendent Goals

Goals are:

- Timely communication and meaningful engagement.
 - Provide timely response to schools asking for assistance. Listen to staff needs and collaborate on solutions.
- 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.
 - There is often a strong correlation between students navigating poverty and having high levels of behavior support needs. This is often due to trauma the student has experienced in their life. All students deserve behavioral and mental health support that matches their level of need.
- Safety and well-being for all students and staff.
 - This is a central goal and focus for the Behavior Assistance Team and all of our staff who work to support behavior and mental health.

Recommendation

- Continue to build out a district-level Behavior Assistance Team that can provide rapid response support to buildings in need.
- Make recommendations to district leadership for staffing and resources needed to fully implement the Behavior Assistance Team
- Continue to build out the district Multi-Tiered System of Support, replacing the prior PBIS system, and enhance staff trainings on collaborative problem solving and restorative practices.

Behavior Systems Update

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Eugene School District 4J

December 13th, 2023

Our Three Big Rocks all connect to Behavior Systems



Engaged Community

Timely communications and meaningful engagement



Equity Advanced

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



Well-Rounded Education 7

Safety and well-being of students and staff

Multi-Tiered Systems of Support (MTSS)

A Multi-Tiered System of Support is a proactive and preventative framework that integrates data and instruction to maximize student achievement and supports students' academic, social/emotional, attendance and behavior needs from a strengths-based perspective.

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Tier 1- Universal Supports for All Kids

Tier 2- Additional Supports

Tier 3- Intensive Supports

Expanding Numbers of Students in Need

On November 28th, Oregon Governor Tina Kotek announced development of a statewide action plan to support the social-emotional health of students in school settings. This is meant to strengthen district resources and staff capacity.

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There are expanding numbers of students in need locally, statewide and nationally. Behavior is not just a special education issue; there are many gen ed students with behavioral support needs too.

Mental health is for all students, and we have a nationwide mental health crisis in our youth. For example, anxiety and depression in children is at an all time high.

Data on Behavioral Referrals in 4J

- Number of discipline incidents (excluding minor ones):

GRADE LEVEL	2023-24 (FIRST 54 DAYS)	2023-24 (168 DAYS), IF THE CURRENT TREND CONTINUES	2022-23 (171 DAYS)	2021-22 (169 DAYS)
KG-G5	1635	5087	4244	3138
G6-G8	503	1565	2032	1354
G9-G12	157	488	534	431
TOTAL	2295	7140	6810	4923

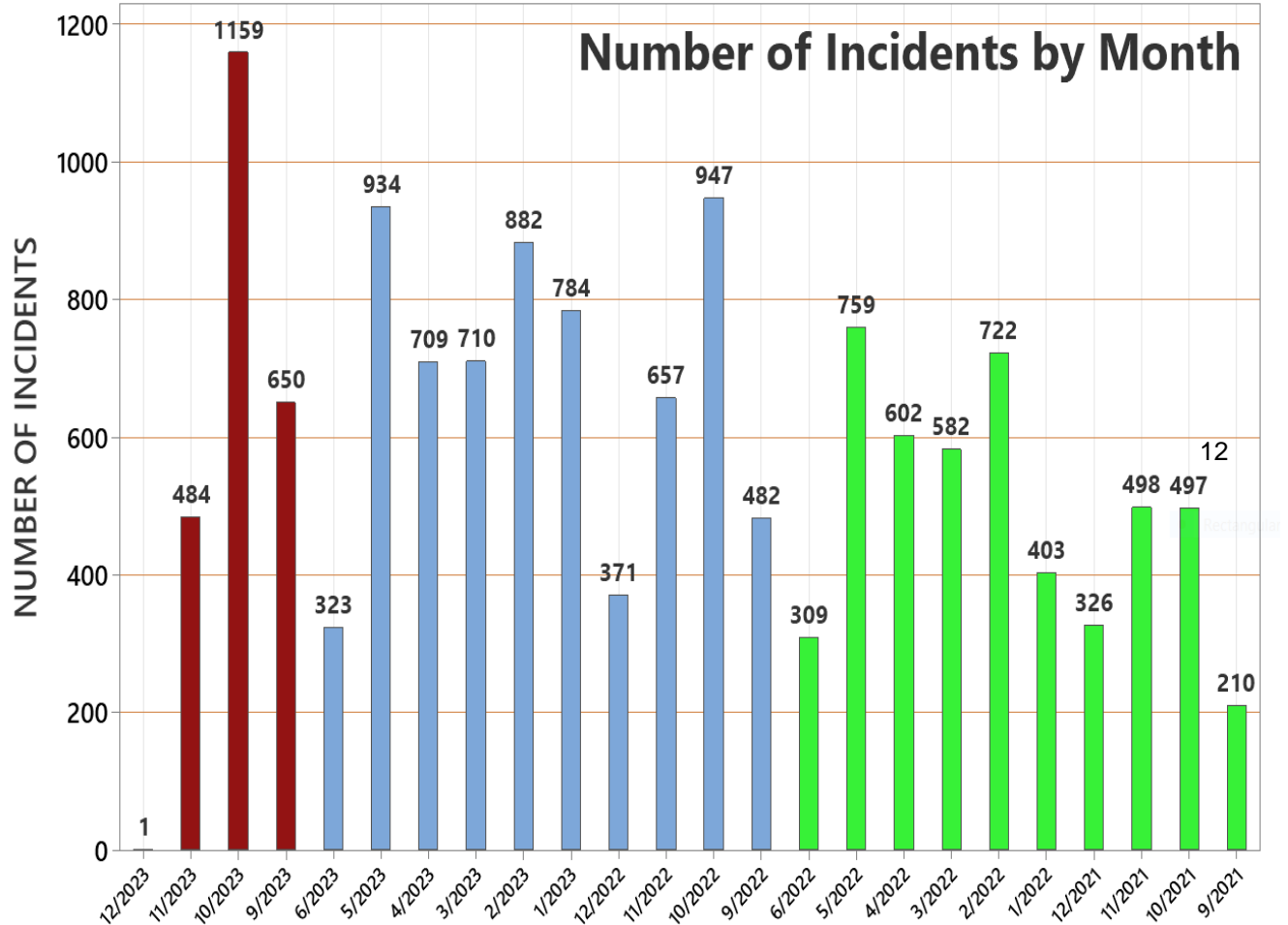
Data on Behavioral Referrals in 4J

In 2023-24 there were unusually high numbers of incidents in September and October followed by a below-average number of incidents in November

MONTH	NUMBER OF INCIDENTS
12/2023 (UP TO 12/1)	1
11/2023	484
10/2023	1159
9/2023	650
6/2023	323
5/2023	934
4/2023	709
3/2023	710
2/2023	882
1/2023	784
12/2022	371
11/2022	657
10/2022	947
9/2022	482
6/2022	309
5/2022	759
4/2022	602
3/2022	582
2/2022	722
1/2022	403
12/2021	326
11/2021	498
10/2021	497
9/2021	210

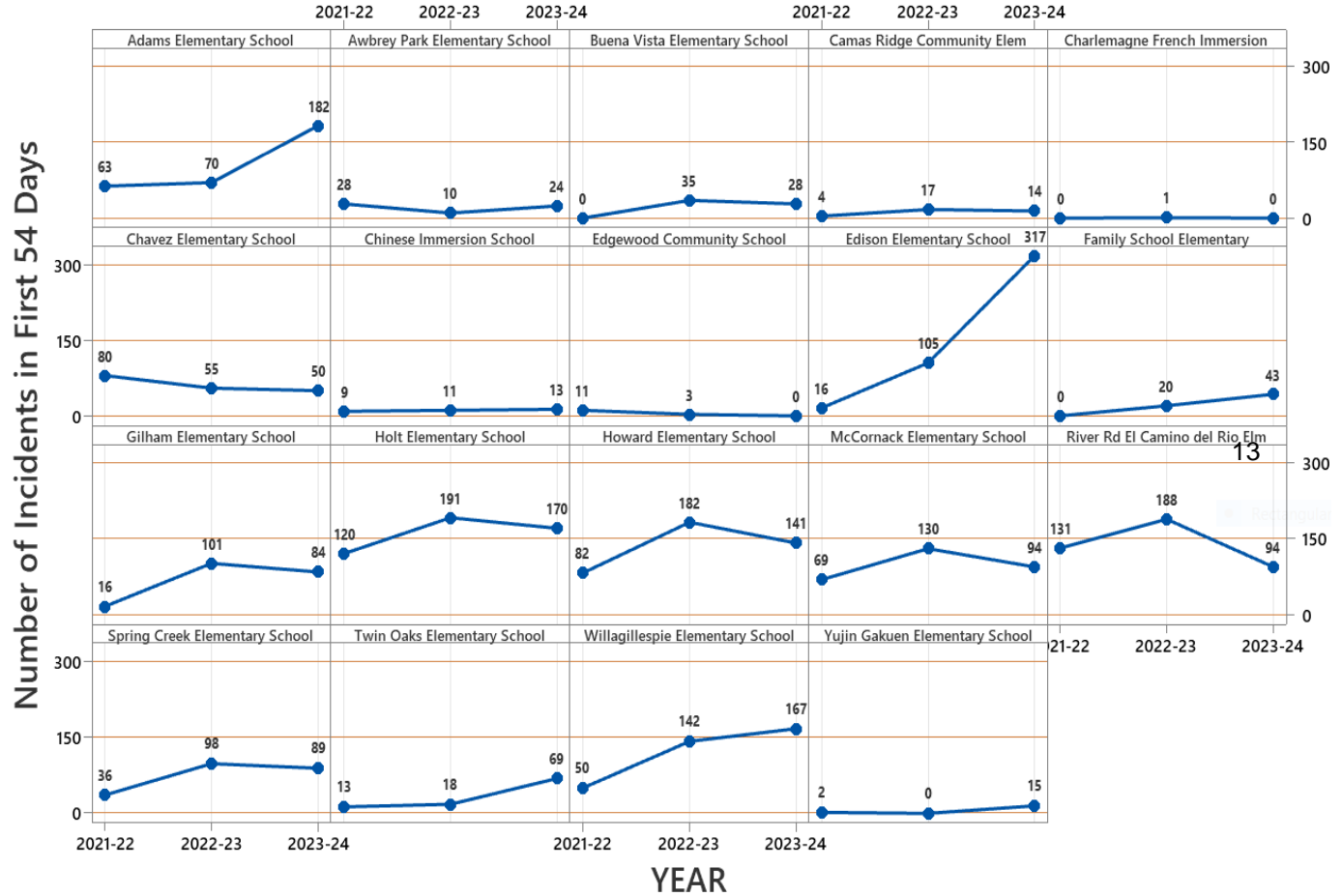
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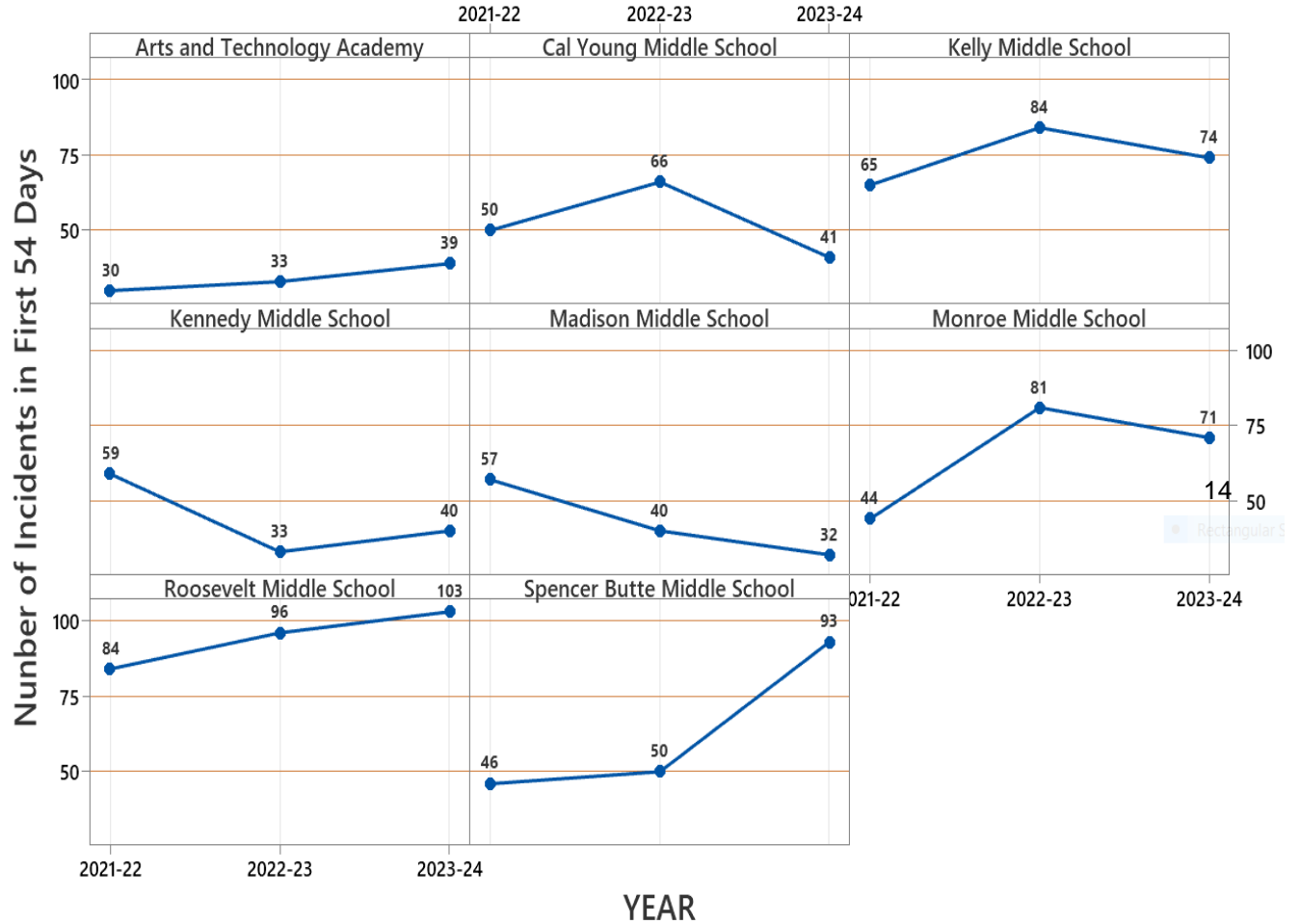
Number of Incidents in the First 54 Days of School

Trends have been very different across schools



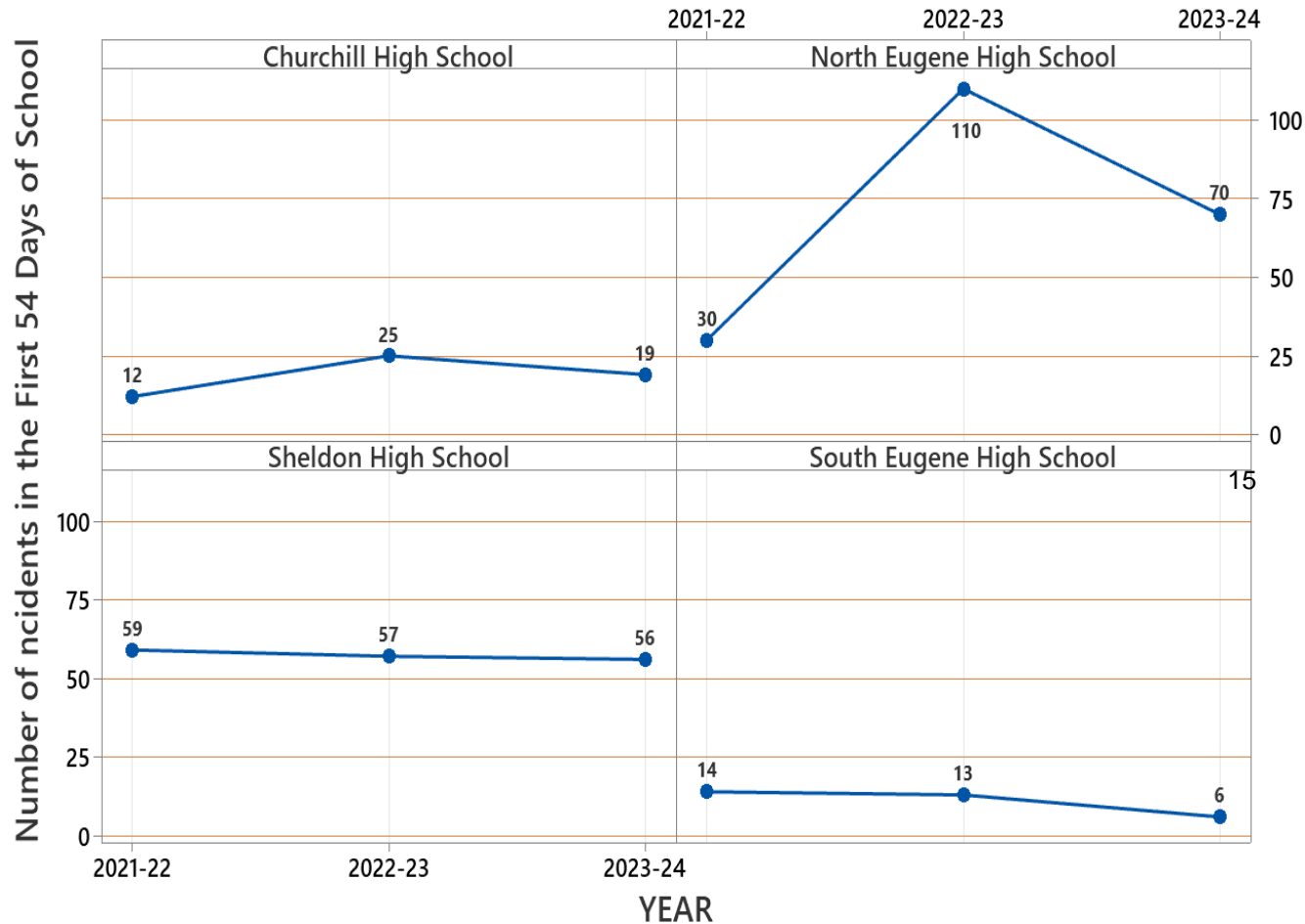
Number of Incidents in the First 54 Days of School

Trends have been very different across schools



Number of Incidents in the First 54 Days of School

Trends have been very different across schools



Multiple District Staff Supporting Behavior

All building staff are directly responsible for supporting student behavior.

From the district level, we also have numerous specialists involved:

- Behavior Consultants
- Mental Health Specialists
- School Psychologists
- MTSS Consultants
- Counselors
- Occupational Therapists
- Regional Equity Managers
- Equity and Inclusion Administrators

Mandt Trainings

Mandt is our state approved system for training staff in de-escalation, crisis prevention, and physical restraint techniques that are used as a last resort to keep students safe.

- We currently have 234 district staff who are Mandt trained.
- We have 4 Mandt trainers.
- Mandt training is two full days, with both written tests and physical skill demonstrations.
- The first day is focused on learning about the escalation cycle, trauma informed practices and the effects of trauma, interpersonal communication skills, neurobiology, and conflict resolution skills.
- The second day is focused on physical intervention skills.
- We run multiple Mandt trainings each month, and staff must complete a 1 day refresher training each year.

New Investments & Initiatives to Support Behavior

- We added 19 new Behavior Support EAs (BBSA) at the elementary level. There are now 46 of these staff in K-8.
- We have created a Behavior Assistance Team (BAT) to provide rapid response Tier 3 support to buildings in need. This team is quickly working to implement a Tiered Systems Analysis process for schools, as well as a Request for Support process for the BAT Team to respond and assist.
- We have expanded our Mental Health Specialists, recently interviewing and making job offers to two additional therapists.
- We are expanding trainings in Collaborative Problem Solving, and have two district trainers.
- We are piloting an electronic records system (August Schools) to facilitate HIPAA compliant therapy.
- We are building out a district-wide MTSS (Multi-Tiered System of Support). We just purchased a Synergy MTSS module to track academic and behavioral interventions, and to request assistance at both the school and district level.

Behavior Assistance Team (BAT)

Intended Outcomes:

- 1) Each school site will have sustainable systems to effectively support student behavior.
- 2) The BAT Team will provide rapid response to Tier 3 behavior assistance requests submitted by schools, assisting with resources and implementation.

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Who is on the BAT District Planning Team?

Behavior Consultants, Mental Health Specialists, MTSS Consultants, Counselor representatives, Principals, Directors, Administrators, and other specialists.

Behavior Assistance Team (BAT)

At our December 12th Meeting, we collaborated on building out this draft process:

- 1) **BAT Request for Assistance (RFS):** Develop and finalize the RFS process for schools to use. Our new Synergy MTSS module has a district level RFS built into it and it will help gather information on what interventions have been implemented to date and over time, and the BAT team will also need to receive a copy of the school's Tiered System Analysis. 20
- 2) **BAT On-site Assessment:** Members of the BAT team respond on-site with observations, data collection, and then analyzing the information collected to create a draft action plan.
- 3) **Analysis of Assessments:** A school site team meeting to discuss the assessment phase results and what was learned through the observation protocols, and draft an action plan.
- 4) **Implementation Stage:** With a finalized action plan, the BAT team will support the implementation with the necessary resources. A follow up meeting will occur after implementation begins to review the data and make any adjustments needed.

Tiered Systems Analysis and Resource Mapping (handout)

TIER 1: UNIVERSAL SUPPORTS

Tiered Systems Analysis

TEAM MEETINGS AND PROCESSES				
Item	Fully Implemented	Partially Implemented	Not yet Implemented	Person/ Timeline
	5-----4-----3-----2-----1-----0			
Tier 1 Climate team includes coordinator & administrator and meets at least 1x/ month				
Agenda and meeting notes include use of data, pd planning at school level and roles				
Schoolwide data, school staff & family input is regularly used to inform schoolwide practices at each meeting				
SCHOOL PROCESSES & PRACTICES				
Item	Fully Implemented	Partially Implemented	Not yet Implemented	Person/ Timeline
	5-----4-----3-----2-----1-----0			
Explicit teaching of schoolwide rules and routines				

4J Discipline Matrix and Data Collection

We have also been implementing a new 4J Discipline Matrix that guides teachers and administrators on how to respond to behavior incidents using a lens of restorative practices.

We are amending our Office Discipline Referrals to include data collection on room clears and elopements.

The word discipline comes from the Latin word “disciplina” meaning instruction and training. It is derived from the root word “discere”- to learn. ²²

We are focusing on teaching skills to students when they have lagging skills, on using restorative practices, and on preventing behavioral episodes by proactively meeting the needs of our children.

Sometimes exclusionary discipline is needed to maintain safety in the school setting, but the research shows it is damaging to students, undermines social emotional learning, and is not effective at deterring misbehavior.

Questions and Discussion

Please share any questions or input!



Thank you for your time and collaboration tonight.

TIER 1: UNIVERSAL SUPPORTS
Tiered Systems Analysis

TEAM MEETINGS AND PROCESSES				
Item	Fully Implemented 5-----4-----	Partially Implemented 3-----2-----	Not yet Implemented 1-----0	Person/ Timeline
Tier 1 Climate team includes coordinator & administrator and meets at least 1x/ month				
Agenda and meeting notes include use of data, pd planning at school level and roles				
Schoolwide data, school staff & family input is regularly used to inform schoolwide practices at each meeting				
SCHOOL PROCESSES & PRACTICES				
Item	Fully Implemented 5-----4-----	Partially Implemented 3-----2-----	Not yet Implemented 1-----0	Person/ Timeline
Explicit teaching of schoolwide rules and routines				
Discipline responses clearly defined (including safety concerns) -see <i>discipline flowchart on page 4 of discipline matrix</i>				
Classroom responses aligned with discipline flowchart, schoolwide systems and any related programs (eg. Conscious Discipline)				
Classroom and Schoolwide acknowledgement and reinforcement systems are in place and used by all staff.				
DOCUMENTED PROCESS FOR STAFF: Responses to students leaving class by teacher request OR eloping from class/ building				
DOCUMENTED PROCESS FOR STAFF: Criteria for room clears and school agreements about process/ location/ follow up				
DOCUMENTED PROCESS: Scope/ sequence & schedule for SEL instruction				

TIER 1: UNIVERSAL SUPPORTS
RESOURCE MAPPING (COMPLETE BY JAN 31)

CURRENT PRACTICES		
AREA	Currently In Place & Estimated level of implementation (% of staff/ classroom using)	Areas for improvement/ growth
Schoolwide climate & practices <i>Across all/ non-classroom settings Could include CR-PBIS, use of CASEL indicators/ walkthrough tool</i>		
Classroom climate & practices <i>Could include CD, Evidence- based practices, use of CASEL indicators/ walkthrough tool</i>		
SEL Instruction/ Curriculum		
Relationship & Community Building		
Restorative Practices		
Classroom-level/ Tier 1 Interventions <i>See discipline matrix supporting document for examples</i>		
Other		

AREAS FOR IMPROVEMENT GROWTH (FROM ABOVE)		
AREA	SPECIFIC NEEDS THIS YEAR	SPECIFIC NEEDS NEXT YEAR
<i>Example: Increase # of classrooms using restorative circles & implementation of conscious discipline in all classrooms</i>	<i>Teacher leaders share exemplars Refresher for all on circles Purchase CD books for K-2</i>	<i>Look into training on restorative conferences for administrators More coaching in CD</i>

TIER 2: ADDITIONAL SUPPORTS
Tiered Systems Analysis

TEAM MEETINGS AND PROCESSES				
Item	Fully Implemented 5-----4-----3-----2-----1-----0	Partially Implemented	Not yet Implemented	Person/ Timeline
Tier 2/3 Intervention (IPBS, data, etc..) team meets at least 2x/ month to review current and new behavior intervention needs				
Agenda and meeting notes include use of screening data. Screening data/ sources includes a clearly defined request for assistance that teachers can submit				
Interventions are identified and monitored, prioritizing students who are not making adequate progress				
SCHOOL PROCESSES & PRACTICES				
Item	Fully Implemented 5-----4-----3-----2-----1-----0	Partially Implemented	Not yet Implemented	Person/ Timeline
A range of Tier 2 interventions address the needs of students with different behavior functions and types of unmet needs				
Staff responsible for implementing these interventions are trained in implementation and data collection				
Data is collected and used to ensure that students are making progress and interventions are appropriate				
Roles are clear for who is implementing Tier 2 interventions, including small group instruction.				

TIER 2: ADDITIONAL SUPPORTS
RESOURCE MAPPING (COMPLETE BY JAN 31)

CURRENT PRACTICES		
AREA	Currently In Place & Estimated level of implementation (% of staff/ classroom using)	Areas for improvement/ growth
Request for/ process for getting assistance and beginning interventions is clear and tailored to school's needs		
Range of Tier 2 interventions in place for students with a range of needs (more than just CICO), including CPS or other problem-solving/ restorative processes		
Staff training in Tier 2 interventions		
AREAS FOR IMPROVEMENT GROWTH (FROM ABOVE)		
AREA	SPECIFIC NEEDS THIS YEAR	SPECIFIC NEEDS NEXT YEAR

TIER 3: INTENSIVE SUPPORTS

Tiered Systems Analysis

*****See step 1 for immediate safety responses- immediate safety needs should already be addressed before moving here*****

TEAM MEETINGS AND PROCESSES				
Item	Fully Implemented 5-----4-----3-----2-----1-----0	Partially Implemented	Not yet Implemented	Person/ Timeline
Students needing higher level of support (safety and/or behavior support plans) are quickly identified and teams to support each student are put in place (see Step #1)				
Students with disabilities have IEP or 504 teams convene quickly when a safety issue or escalating behavior are present				
Progress is regularly monitored by either student-center teams (IEP, 504, BSP) and/ or data/ intervention/ IPBS (continuous quality improvement)				
SCHOOL PROCESSES & PRACTICES				
AREA	Fully Implemented 5-----4-----3-----2-----1-----0	Partially Implemented	Not yet Implemented	Person/ Timeline
Staff training on plans & access to plans				
Staff schedules and roles to support Tier 3 plans are clear and include backup plans for staff shortage/ absences				

TIER 3: INTENSIVE SUPPORTS
RESOURCE MAPPING (COMPLETE BY JAN 31)

CURRENT PRACTICES		
AREA	Currently In Place & Estimated level of implementation (% of staff/ classroom using)	Areas for improvement/ growth
Criteria for moving to Tier 3 is clear For students with ongoing needs (not just emergent safety needs)		
FBA/ BSP Capacity built (both general education and special education staff have training and coaching in conducting FBAs and leading plan development)		
BSP Implementation & data Including: <ul style="list-style-type: none"> ● SDI for students with goals ● Continuum of inclusion supports ● Dedicated spaces for instruction and interventions ● Dedicated time for gen ed/ sped staff to collaborate and train on plans 		
AREAS FOR IMPROVEMENT GROWTH (FROM ABOVE)		
AREA	SPECIFIC NEEDS THIS YEAR	SPECIFIC NEEDS NEXT YEAR



ITEM FOR ACTION — CONSENT AGENDA

Date

December 13, 2023

Title

Approve Board Meeting Minutes for the following:

November 1, 2023

November 15, 2023

**MINUTES OF THE WORK SESSION AND REGULAR BOARD MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON
Date: November 1, 2023**

The Board of Directors (BOD) of Eugene School District, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular Board of Directors (BOD) meeting at 7:00 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 27, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:

Maya Rabasa, Chair
Jenny Jonak, Vice Chair
Morgan Munro
Tom Di Liberto
Rick Hamilton
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. WORK SESSION

1. CALL TO ORDER AND ROLL CALL

Chair Rabasa called the meeting to order at 5:48 p.m.

2. CONTINUE TO WORK ON GOALS

Chair Rabasa engaged the BOD in a discussion around selecting board goals. She referenced a handout that identifies patterns between the board goals previously brainstormed during their work session on October 25, 2023. She emphasized that the handout is not a final list of board goals.

Chair Rabasa referenced the Ashland School District and the Portland Public School District board goals, both provided to members as examples. There was discussion about the districts' board goals, with multiple members expressing they found them useful to review.

Chair Rabasa said that the task is to examine the 4J board goals list and refine it by adding, removing, or recategorizing the goals.

Ms. Newman offered that not many of the goals are measurable. For example, improving culture should have a measurable target such as staff retention and diversification. She also mentioned improving 3rd grade reading levels and family participation in their child's education as examples of measurable goals.

Superintendent Dey said the BOD should consider what they want to do this year to set the BOD up for conversations next year. He recommended selecting goals that will result in higher functioning or greater clarity within the board itself.

Mr. Di Liberto asked if there is a target for the number of goals the BOD should select.

Chair Rabasa responded that it is up to the BOD to select the number of board goals. She offered her personal suggestion of 7 goals.

Superintendent Dey suggested that when selecting the number of board goals it is important to recognize what constraints exist. Such as capacity and time (i.e. the number of meetings the BOD has scheduled). He added that new state policy requires the school district to submit a 4-year integrated plan that is revisited every 2-years. He said the district would like to be able to craft the future biennial plan in alignment with board goals. He recommended the board familiarize themselves with the current plan and reaffirm next year's plan.

Ms. Newman added a suggestion to couple that with the strategic planning process.

Superintendent Dey stated that the strategic plan is the plan that the district puts in place to target the goals that the board has for the district.

There was agreement amongst the group about collaboratively setting a strategic direction for 4J by working with staff and making it a board goal to educate themselves about the current strategic plan and integrated guidance.

Chair Rabasa introduced the next steps for defining board goals. She proposed, on the condition that board members have all provided their suggestions, organizing the document in a more refined way, including listing the technical strategies under the broader goals or categories of culture and communication.

There was some discussion around how to operationalize the board goals. For example, the board goal of building a nurturing culture could potentially use the strategy of sharing meals together at meetings.

There was agreement among the BOD to permit Ms. Munro to refine the board goals document to reflect the most recent work session discussion.

3. ADJOURNMENT

Chair Rabasa adjourned the work session at 6:29 p.m.

II. REGULAR BOARD MEETING

**III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT,
RECEIVE INTRODUCTIONS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Andy Dey, Superintendent
Collina Beard, Chief Business Officer
Jenna McCulley, Chief of Staff
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary
Matt Brown, Director of Financial Services
Talatou Maiga, (incoming) District Ombuds
Nain Munoz, North Eugene High School SCIP Representative
Greg Borgerding, Director of Secondary Education, High Schools
Oscar Loureiro, Director Research & Planning
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Brooke Wagner, Director of Human Resources

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association (EEA)
Nicolas Hadley, Managers, Administrators and Professionals (MAPS)

OTHER GUESTS:

Sheridan Schilling, Churchill High School Student Representative
Rory Young, South Eugene High School Student Representative
Carmen Gonzalez Valle, Sheldon High School Student Representative
Parker Anderson, North Eugene High School Student Representative
Laura Hammond, City of Eugene
Ellen Meyi-Galloway, City of Eugene

MEDIA:

KRVM

Chair Rabasa called the regular meeting to order at 7:00 p.m. Superintendent Dey led the flag salute, and Chair Rabasa read the Land Acknowledgement.

IV. AGENDA APPROVAL

Chair Rabasa asked for changes or corrections to the agenda. Vice Chair Jonak requested two changes. First to add Item for Action re: Employee Groups. Secondly to remove Item for Future Action: Longitudinal Growth Targets Presentation.

There was consensus to add Item for Action re: Employee Groups and remove Item for Future Action: Longitudinal Growth Targets Presentation.

V. SUPERINTENDENT'S REPORT AND INTRODUCTION OF GUESTS

Chair Rabasa acknowledged the Camino Choir. The Camino Choir performed a series of songs at the start of the meeting.

Superintendent Dey offered, in response to concerns raised about changes to the district's equity department, his sincere and unconditional apology. He said he wants to be clear that turning their backs on equity work was not his intention, acknowledging that his intentions are less important than the impact the changes have had on members of the school district community. He committed to, over the coming weeks, inviting interested folks to help reimagine how the school district can best serve its community and ensure that the entire organization is oriented with the right focus in mind.

Superintendent Dey extended congratulations to everyone involved in the building of 4J's Future Build home. Dey said ownership was transferred to a new home owning family, and they were thrilled.

VI. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Student high school representatives provided their first reports.

Sheridan Schilling of Churchill High School reported that their fall festival just happened on October 31, 2023. She said AP calculus is back on campus and having AP courses are something that students are very grateful for. She offered student feedback on the new schedule, stating that C day (Wednesday) is difficult for students because many are required to be in nine classes for 30 minutes each. She said the challenge is not being able to get as much done within the periods and a heavier workload on teachers and students. Another concern is the ongoing closure of the bathrooms. They are often packed with students and there is an issue with substance use. She said this makes it difficult for students to use the restroom safely. She urged more supervision, resources, and education. Ms. Schilling said Student Government has introduced its new co-presidents.

Rory Young of South Eugene High School reported that in October they had a very successful Homecoming football game. She offered student feedback on the new schedule, stating that in the past lunch was 40 minutes long and now it is just 30 minutes long. She said the impact has been significant, and some students have chosen not to eat, due to lack of time. Ms. Young pointed out that for students who used to return home for lunch, it is no longer an option. She urged leadership to consider these findings for next year.

Carmen Gonzalez Valle of Sheldon High School reported that her school raised over \$200 for UNICEF, their Leadership Group held a clothing drive, the volleyball team made it to the second half of the playoffs, the football team is going to playoffs, and the marching band received the highest honor in marching band history, among other highlights. She said Shelton High School

held their Hispanic Heritage Month celebration throughout the month of October. Ms. Gonzales Valle offered feedback from students. She said seniors have expressed that they are not getting enough information about college and graduation. Students say having more information will help them feel more in control. They also do not understand the importance of the new security fence and do not feel as though the gate is helping. Ms. Gonzales Valle said regarding feedback about the new schedule, there has been a mixture of opinions. Students have reported liking the variety of classes each day yet struggling with the workload and length of classes. She said students have reported not feeling as connected with the teachers since they aren't meeting with them each day and because the class sizes are larger.

Parker Anderson of North Eugene High School reported that this is their first year in the new North Eugene High School building. He shared some of the advantages to their new space, such as the layout and heating. He said drawbacks are smaller classrooms and a loss of the personal charm that the old building possessed. Mr. Parker offered feedback about the new schedule, reporting that there is a lot of anxiety about it. He said students are getting more homework. With Wednesday class times reduced to 30 minutes, students are feeling overwhelmed and overworked on that day. He explained that on their former schedule, students would meet for class 22 times per month. Now, he said, that is down to as little as 9 times per month. Concerning the lunch schedule, he said the new building is further away from the off-campus dining areas that many students used to frequent. The cafeteria does not quite have the capacity to handle the approximately 1,000 North Eugene students. Mr. Parker reported that the Winter Formal is happening on December 9, 2023. The theatre department's *The Crucible* opens November 30, 2023 for student only night. General admission opens on December 1, 2023. The girls' varsity soccer team is going to playoffs and the cross-country track team is going to state. The school newspaper, *The Caledonian*, has returned and will be published monthly. Their equity team and affinity group are working on awareness, action, and collaboration with 4J school board.

VII. ITEMS RAISED BY THE AUDIENCE

Dan Bryant, Executive Director of SquareOne Villages, addressed the BOD. SquareOne Villages is a non-profit creating self-managed, cost-effective tiny homes for people in need of housing. He referenced the property tax exemption for their Peace Village Co-op in the Santa Clara neighborhood. He said the Peace Village Co-op is a new style of housing in which the residents own and operate the housing by buying small shares. He explained that because the co-op does not qualify for the rental housing tax exemption, it was necessary to take this change to the legislature and then have it adopted by the taxing jurisdiction. He said their Peace Village Co-op consists of 70 units of affordable housing. There is a \$400 to \$800 caring charge. Without the property tax exemption, residents would need to pay an additional \$50 to \$75 per month and they would have to have more income to qualify. He explained that without the property tax exemption they would have families that would not qualify for affordable housing. He clarified that this would have no affect on the budget for the 4JSD. Mr. Bryant said they are hosting a Peace Village Co-op grand opening on December 1, 2023.

Thomas Hiura said he attended the North Eugene High School grand opening of their new building on October 10. He said there is so much to celebrate in the 4J school district, but that the community does not live in isolation from the negative effects of the tragic violence and disregard for human life have had in our public discourse. Since October 7 he has been devastated by news of the violence in Israel and Palestine. He stated that all genocidal action is

wrong, all genocidal language is wrong, and he was really inspired to make this comment considering how some recent public meetings have been attacked with racist and bigoted comments. He suggested responding in two ways: 1. Not be intimidated and push through to perform civic duties. 2. Redouble efforts towards civics education and history of the conflict in Israel and Palestine.

VIII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of the Eugene Education Association (EEA), addressed the BOD, stating that today Portland educators walked out on strike. They are standing up for safe and well-maintained school buildings, teams of professionals to support social and emotional wellbeing, and caseloads that allow for individualized attention. Ms. Gordon said they stand with their Portland colleagues in what they are asking for. She said Eugene educators are grateful that they have, for the most part, safe buildings. They see a need for resources, such as counselors, to focus on the social and emotional wellbeing of students so that teachers can focus on teaching. She said they believe educators need class sizes and special education case loads that allow for individual attention. She said the BOD has an important role and EEA wants to work together. Ms. Gordon invited the BOD to join them for breakfast with legislatures in November. She also invited them to visit schools, cafeterias, classrooms, libraries, and playgrounds.

Nicolas Hadley, Digital Learning Platform Manager and MAPS incoming President, addressed the BOD. He said that MAPS is looking to bring back their department reports and this is the first of such reports. He said there are 16,440 students in 4JSD and their technology department manages 20,000 devices. The tech department currently has 10 vacancies across sectors. He noted that this year alone they have already received over 12,700 tickets, up significantly from last year. He emphasized that the tech department's support directly impacts teachers and students daily work, and it is critical for emergency response.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman highlighted findings from the 2022-23 4JSD report card. She said there is a long way to go to diversity staff with 34% nonwhite students and 12% nonwhite teachers. She reported that 39% of students do not attend school regularly, 14% attend special education, 13% are mobile, 64% receive free and reduced lunch, and 53% are not at grade level reading by 3rd grade. She emphasized that the low reading levels are not acceptable and as a district they need to make sure that all students learn how to read, it is foundational to equity and being successful throughout their education and life.

Mr. Di Liberto rode on bus routes last week. He noted their dedication to safety and shared what a positive face and force of our district. He reported he went to the Future Build ribbon cutting and it was a wonderful experience. Mr. Di Liberto addressed the 4JSD student representative and expressed his gratitude for their attendance and engagement.

Vice Chair Jonak observed 6th grade math classes at Roosevelt Middle School. She noted the evolution of teaching in mathematics and was impressed by the educators' creativity engaging students in the subject. She toured libraries at Churchill High School and North Eugene High School. She said they've reorganized materials to increase engagement with students and promote literacy. She appreciates the role libraries are playing by offering a community space for affinity groups and the role libraries play as a safe and trusted adult for students.

Ms. Munro said the BOD has begun working on their board goals during work sessions. She said they are taking information solicited from the community and working as a group to form a direction.

Ms. Thessen expressed thanks to the student representatives for the feedback they provided the BOD, particularly concerning the schedule challenges. She said November is National Native American Heritage Month. She highlighted the endemic of missing and murdered Indigenous women.

Chair Rabasa said she visited the North Eugene High School library. It was exciting to see their new space and to view the first issue of their newspaper, The Caledonian. Chair Rabasa reported that she attended a ribbon cutting for the Future Build program and the experience was breathtaking.

X. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE BOARD MEETING MINUTES FOR SEPTEMBER 6, 20, AND 27, 2023

2. APPROVE PERSONNEL ACTION

No discussion was held.

3. APPROVE INSTRUCTIONAL MATERIALS POSTPONEMENT

No discussion was held.

4. APPROVE INSTRUCTIONAL TIME

No discussion was held.

5. CITY OF EUGENE PROPOSED AMENDMENT TO THE RIVERFRONT URBAN RENEWAL PLAN

No discussion was held.

MOTION: Ms. Munro moved to approve the consent agenda as presented. Seconded by Mr. Di Liberto. **Motion passed unanimously 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.**

XI. ITEMS FOR INFORMATION

1. INTRODUCTION OF DISTRICT OMBUDS

Talatou Maiga introduced himself as the new District Ombuds. His position begins on December 1, 2023. Mr. Maiga brings to the district 10 years of experience as an educator and 6 years of experience working as an ombuds in a university. He is originally from the country of Mali in West Africa. Mr. Maiga received a PHD in Education, Culture and Society. He said he is excited to serve in his role at 4JSD.

2. NORTH EUGENE HIGH SCHOOL SCIP (SCHOOL CONTINUOUS IMPROVEMENT PLAN)

Nain Munoz presented the North Eugene High School Continuous Improvement Plan (SCIP). He shared what an honor it is to speak about the SCIP and their comprehensive needs assessments. He said they were able to identify three goals: inclusion, instruction, and systems.

He explained there are two teams: strategic and tactical. Mr. Munoz introduced their four-year continuous plan. He explained they did a lot of listening sessions to determine if the school data (graduation, attendance, rate, test scores, etc.) lined up with what they were hearing from the school community. After lots of communication, staff achieved 100% vote on the leadership plan. He said right now they are focusing on three goals. Goal 1: Increase engagement for English language learners. Goal 2: Grow graduation rates 5% for Individualized Education Program (IEP) students. Goal 3: Create a school initiative connecting nontraditional students with extra curriculars. Mr. Munoz mentioned their Extended Leadership Plan, which looks out beyond the four-year forecast. He said their 2026-27 goal is to graduate 90% of students.

XII. ITEMS FOR ACTION

1. DBEA BUDGET COMMITTEE (2ND READ)

Group discussion resulted in consensus to add verification regarding which board members are electable for Vice Chair and Chair.

MOTION: Vice Chair Jonak moved to approve the revised policy as presented. Seconded by Ms. Thessen. **Motion passed unanimously 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.**

2. APPROVE REQUEST FOR STATUS QUO RE: MEETING WITH EMPLOYEE GROUPS

Regarding meeting with employee groups, Chair Rabasa informed the BOD that the status quo as it stands is scheduled meetings once per month with EEA. Participants in attendance are Chair, Vice Chair, and an alternating member.

MOTION: Vice Chair Jonak moved to maintain the status quo while awaiting a decision regarding meeting with employee groups. Seconded by Ms. Thessen. **Motion passed unanimously 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.**

XIII. ITEMS OF ACTION AT A FUTURE MEETING

1. CONSIDER APPROVAL OF BOARD RESOLUTION 2023-11 AGREEING TO THE POLICY OF PROVIDING TAX EXEMPTIONS OF CITY OF EUGENE REQUEST FOR LOW INCOME RENTAL PROPERTY TAX RELIEF (LIPTE)

Laura Hammond and Ellen Meyi-Galloway of the City of Eugene's Community Development Division provided a brief overview of LIPTTE. They explained it is a 20-year property tax exemption specifically for low-income housing. The program was created in 1990 and is renewed every 10 years. It has supported the development of 37 affordable housing developments. LIPTTE adds much needed affordable housing in Eugene. Until recently it was limited to rental housing, but in 2023 it was expanded to include limited equity cooperatives, like the Peace Villages Co-op. To exempt co-ops from all applicable property taxes, approval of the change is needed from Eugene City Council, 4JSD and Bethel school districts. They urged the board to consider approving the resolution.

2. APPROVE REQUEST FOR STATE REVENUE FROM LANE EDUCATION SERVICES DISTRICT (ESD)

Director of Financial Services Matt Brown introduced a request to approve state revenue from Lane ESD. He explained that annually the district requests their approval to receive state revenue instead of purchasing services from Lane ESD.

3. 2-YR SCHOOL CALENDAR

Superintendent Dey introduced the topic of a 2-yr school calendar. He said they are proposing a 2-year plan so when they close the calendar it is for the year out, not the very next year. He said in the near future they will be presenting to the BOD the calendar for the 2025-26 school year. He noted that they will be proposing starting the school year prior to Labor Day.

Ms. Newman requested the number of instructional days be reflected on the calendar.

Ms. Munro said she would like to hear feedback from other school districts about the effects of early start dates.

4. APPROVE BUDGET COMMITTEE SELECTION PROCESS

Mr. Brown said there are five upcoming vacancies on the budget committee. Seven members total sit on the budget committee. The application deadline is November 17, 2023. The new orientation for budget committee members is January 9, 2024.

Discussion ensued about conducting the interviews, forming a selection process, and the timeline. There was agreement among the group to select two board members to refine the questions for the selection process. Vice Chair Jonak and Ms. Newman volunteered to form an ad hoc committee. There was consensus that a short, informative video for budget committee applicants to view would be helpful.

5. VOTE FOR OSBA BOARD OF DIRECTORS

Chair Rabasa introduced four items that the BOD will vote on: 1. A resolution creating the Oregon Rural School Board Caucus. 2. A resolution adopting amendments to the OSBA bylaws. 3. Electing a candidate for Lane region OSBA board. 4. Electing a legislative policy committee person.

6. LONGITUDINAL GROWTH TARGETS PRESENTATION

This topic was postponed.

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

Ms. Jonak suggested three Items for Information topics for the Information section: 1. Inclusion model. 2. Department of Equity. 3. Staffing.

Mr. Hamilton requested a future agenda include a discussion around policies regarding incidents and reports. Chair Rabasa asked if receiving the relevant policies and administrative regulations (AR) documents would be helpful. Mr. Hamilton responded that it would be helpful.

XV. ADJOURN

Chair Rabasa adjourned the meeting at 10:05 p.m.

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

Date: November 15, 2023

The Board of Directors (BOD) of Eugene School District 4J, Lane County, Eugene, Oregon, held a regular session at 7:00 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 November 10, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:

Maya Rabasa, Chair
Jenny Jonak, Vice Chair
Tom Di Liberto
Rick Hamilton
Morgan Munro (online)
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/Board Secretary
Larry Williams, Executive Director of Academic Access Advancement (online)
Matt Brown, Director of Finance
Jill Cuadros, Director of Nutrition Services

EMPLOYEE ASSOCIATIONS:

None.

OTHER GUESTS:

Sheridan Schilling, Churchill High School Student Representative
Nellie Schmitke-Rosiek, South Eugene High School Student Representative
Carmen Gonzalez Valle, Sheldon High School Student Representative
Dusty Stratton, North Eugene High School Student Representative

MEDIA:

KRVM

III. REGULAR BOARD MEETING

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

Chair Rabasa called the regular board meeting to order at 7:04 p.m. She stated the names of the board members present: Vice Chair Jonak, Tom Di Liberto, Judy Newman,

Ericka Thessen, and Rick Hamilton. Chair Munro joined remotely. Superintendent Dey led the flag salute, and Chair Rabasa read the Land Acknowledgement.

V. AGENDA APPROVAL

Chair Rabasa proposed three changes to the agenda. 1. Remove Item for Action #2 Lane Education Service District. 2. Add an Item for Action regarding Employee Associations. 3. Add an Item for Action regarding taking action on a complaint discussed in Executive Session.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Dey offered congratulations to the North Eugene High School women’s soccer team for playing with tenacity, skill, and pride this season. He went on to recognize the 4J Nutrition Services team for hosting members of the agricultural board to observe the Oregon Farm to School program in action. He said the Nutrition Services team collaborates with the Farm to School Procurement hub to partner with 22 local farms this year. 57,386 pounds of fresh fruits and vegetables were purchased from Oregon farms, supplying food to every school within the 4J district.

Superintendent Dey said he recognizes that many people remain interested in discussions about the future of Yujin Gakuen Japanese Immersion School. He emphasized the district’s commitment to a robust K12 Japanese immersion program. He said the district committed to a process that will define what is needed beyond a location to provide this program. He reported that the process is underway, and they intend to have input from stakeholder groups gathered by the end of November. He acknowledged that it is frustrating to wait, but they have identified an error in the process and there is a subsequent deviation from the original plan. He reemphasized the district’s commitment to the Japanese program and said the district is honoring its commitment while working to understand all the elements needed to ensure its sustainability.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Churchill High School Representative Sheridan Schilling reported that they held their College and Career Extravaganza to promote knowledge about things like financial aid, scholarships, essay writing, careers, trades, and other information about college admissions. Churchill thespians just wrapped up a successful six-night run of “The Tempest.” She said winter sports tryouts are currently underway. The varsity girls’ volleyball team went to state play-offs two weeks ago. Regarding the new schedule, teacher and students alike are feeling the effects of not seeing each other every day in class. Wednesdays have shown a dramatic drop in attendance. The Black student union hosted a Walk to Remember in honor of Ruby Bridges.

Sheldon High School Student Representative Carmen Gonzalez Valle shared that they just celebrated their Fall Festival. They are implementing a new club to improve speech and argumentative skills. Leadership has been providing coffee to teachers on Wednesdays. In honor of Native American Heritage Month there are special activities. Students reported back that midterms were calmer with new schedule compared with old. There was a former request for more information for seniors pertaining to college

and graduation information. She reported back that staff responded to that need. She noted that next week is parent-teacher conferences.

South Eugene High School Representative Nellie Schmitke-Rosiek shared that they are wrapping up the theatre production of “Mama Mia” come late November. She reported that C-days are still being adjusted to by students and staff. She brought up the topic of affinity groups meeting during class on Wednesdays. She said to ensure that the meetings are accessible, teachers were asked not to assign new work during their Wednesday classes. Students have voiced concern that that is not being upheld.

North Eugene High School Representative Dusty Stratton said their Black affinity group aired the film “Moving Bridges” about the life of Ruby Bridges. The Asian student union is hosting free movie night on November 17. She recognized the girls’ soccer team and both the boys’ and girls’ cross-country teams’ performances at state. “The Crucible” opens December 1. A number of ninth grade English teachers are urging the district to reach out about the new curriculum. The school newspaper The Caledonian just released their second issue. It contains an article about the struggles teachers and students are having around the new C-day schedule.

VIII. ITEMS RAISED BY THE AUDIENCE

Valerie Blood is the parent of two children, both in 4J special education, at two different schools. She stated her concern that inclusion is not happening, and instead of creating understanding in the school environment, there is division, animosity between students, and an unsafe learning environment. She said you cannot include children that need substantial support in a general education classroom without the actual supports in place. She cited a lack of understanding on the districts part about how to support neurodivergent students. She said it is apparent that 4J is not in compliance with the individuals with disabilities education act. Ms. Blood urged the board and district to review and update pre-pandemic policies and urged the Superintendent to update administrative rules.

Kelly Stroh spoke about Yujin Gakuen Japanese Immersion School. She said those who voted in favor of the bond believed there was going to be a future for YG. She said recent actions indicate there is no future for YG in the North region. She cited concern about the population of children and demand for elementary schools overwhelming the North region. She questioned the bigger impact of removing YG from the North region and said she is hopeful the board will do due diligence.

Allison Kreider described recent scenarios she has witnessed as a staff member on school grounds, including students’ kicking, hitting, and putting their peers and teachers in danger with their aggressive behavior. She stated that they are in crisis. She highlighted student and staff safety, equity, and lack of resources. She described a school with a high number of students needing additional support, with just one counselor and no Vice Principal. She said they are just trying to keep students safe, and not a lot of learning is happening. She cited racist slurs, death threats, vandalism, and with no significant consequences. Ms. Kreider requested more support.

Kaito Garratt said he was excited to attend the first Japanese immersion school in the US. He has attended Yujin Gakuen for almost three years. He expressed his upset

about YG getting evicted multiple times and not getting their campus back as promised. He questioned why 4J does not seem to care about the Japanese immersion program and their decision to take away something that is so important to the YG community. He pointed out that some students will not be able to attend YG due to its relocation to South Eugene. He requested a permanent school site for YG.

Allison Johnson shared her perspective about Yujin Gakuen. She asked the board to reconsider the decision to tear down old north and instead use it as a temporary location for YG rather than the Willard site. She said there was an inadequate amount of information about why the building was unsuitable for future use. She emphasized that they are not asking for a full modernization, just a place to exist. She suggested that moving to the South region and back again after five to eight years will kill the YG program. She urged the board to consider a way to make it right.

Janesta Sol shared that when she came to work at Yujin Gakuen she noticed that there are many students who attend YG who are Spanish. They come to YG to learn English and Japanese and end up fluent in three languages. She highlighted the many students who fit this trilingual description. She mentioned that many of these students will likely not be able to make the move from the North region to the South region.

Anne Sharman is a parent of two children in 4J. Last spring, they endured four bomb threats at South Eugene High School. The cost to the district was tens of thousands of dollars. The result for students and teachers was hours of trauma. Ms. Sharman pointed out that had the students been three years older they would have had federal charges. However there has been no effort, that she is aware of, for the students to apologize or make amends. Nor has there been an effort to make up the days lost. She cited one aggressive outburst on behalf of a student and said that the administrator's response was not satisfactory. She urged the board to consider two proactive steps: 1. Each board member select a high school in the district and spend two hours attending school to get a sense of campus security. 2. Consider convening a campus safety sub-committee that can work with the board to take actionable steps.

Amanda Christie, along with more than eight of her students, addressed the topic of Yujin Gakuen. She noted that YG as a North region program once was a core value. She cited the importance of giving North region students access to a language program. She said the South region already has a language school choice. She said equal time was not provided to YG representatives to provide their recommendations, nor were they taken seriously enough. However Kelley Middle School's recommendations were considered. She said that only the recommendation of one school being considered breaks the agreement of the subcommittee. She requested BOD assistance in correcting the broken processes. A student representative shared her perspective in opposition to moving YG from the North region to the South region.

Amy Fellows provided her public comments via Zoom. She is a parent of ninth grader in 4J with many years of experience navigating Special Education (SPED) and is a trained Individual Education Program (IEP) advocate and a family support specialist. She is concerned about the district's failure to comply with the Individuals with Disabilities Education Act (IDEA) laws that were put in place to make inclusion a possibility. She said teachers are overwhelmed with students. She pointed out that it is a resource

problem, not a behavioral problem. She said the students need to be understood and appropriately supported. Ms. Fellows said teaching students about neurodiversity is a necessity to a successful inclusion model and will shift the focus away from an ineffective behavior lens and towards relational health. She expressed that an inclusion model cannot be effective, and can even do harm, without the proper training and support.

Jeni Canaday provided her public comments via Zoom. Ms. Canaday is the parent of a ninth grader in 4J. She voiced concern about disabled students in 4J having accessible education in a safe, trauma-informed, anti-ableist environment. She mentioned many years of experience navigating SPED. She cited concern about the use of Positive Behavioral Interventions and Support (PBIS) and said rebranding it as trauma-informed does not make it so. She hopes 4J does not further invest in PBIS. She invited board members to attend upcoming SPED Family meetings in January, March, and May.

IX. COMMENTS BY EMPLOYEE GROUPS

None.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Chair Rabasa stated that she knows how difficult this year is for so many. She acknowledged that students, families, and staff are struggling. She said these are complex problems that deserve comprehensive attention. As a board they are doing everything they can to support the Superintendent and staff in their work.

Ms. Newman thanked the individuals who provided public comments and said they all touched on issues that are very important. Ms. Newman attended the Eugene Education Foundation (EEF) board meeting. They discussed the grants received from our schools, teachers, and district staff. The EEF board received about 100 grant proposals to review. The BOD attended the Oregon School Board Association (OSBA) convention. During the convention the board members shared in learning. Ms. Newman went to Willagillespie Elementary and attended activities and a parade in honor of Ruby Bridges.

Vice Chair Jonak thanked the public commenters, stating that they brought passion for their students and school. She congratulated the North Eugene High School girls' soccer team and cross-country athletes. She attended a meeting with affinity group student leaders at Churchill High School. She learned that they wanted to spend funds on snacks and food, as their group meeting during lunch time, and it is difficult for them to both participate in lunch and attend their affinity group meeting. She noted the equity issues presented when some schools have the ability to purchase snacks and food, and others do not.

Mr. Di Liberto shared that he visited three math teachers at Roosevelt Middle School. He said math instruction has changed and he was grateful to see the teachers confidently leading the students in their curriculum. He went to view the new library at North Eugene High School and reported that it was impressive. Mr. Di Liberto went to Howard Elementary to speak with teachers and students about student dysregulation challenges. He acknowledged the issues that are happening at schools in terms of conduct. Finally, he paid a visit to Monroe Middle School. Regarding the Yujin Gakuen issue, he stated that the board is listening.

Ms. Thessen reported that she took opportunities to be in schools and observe programs. She toured the Sheldon High School and Community Living Program (CLP) program. She said the program focuses on life skills such as transportation, cooking, utilizing public services, and vocational skills. Ms. Thessen visited the Future Build program at Lane Community College (LCC). She acknowledged Transgender Week happening November 13-19 and Transgender Remembrance Day on November 20.

Mr. Hamilton stated that the board really hears what the public is saying. He urged the public to continue to bring issues to the board. He said eventually they will see results.

XI. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Board Meeting Minutes for October 4 and October 18, 2023.
2. Approve Board Resolution 2023-11, Agreeing to City of Eugene Request for Low-Income Rental Property Tax Relief (LIRPTE)
3. Approve Outdoor School Contracts

Vice Chair Jonak said for the record that she has a potential conflict of interest regarding LIRPTE as she serves on the Board of Directors for SquareOne Villages. She clarified that she has no financial interest and is not compensated for her role on the board.

MOTION: Vice Chair Jonak made a motion to approve the consent agenda.
Seconded by Mr. Di Liberto. **Motion passed unanimously 7:0:0.**

XII. ITEMS FOR INFORMATION

1. DISTRICT EQUITY PLAN DEVELOPMENT

Superintendent Dey provided historical perspective regarding District Equity Plan Development. He said starting in 2021-22 there were two director level positions in the Diversity, Equity, and Inclusion office. In Spring 2023 the district realigned resources to prioritize the needs of schools and programs. Throughout the reorganization district leaders worked to optimize supports and overcome systemic challenges. They created a role for administrators with specialized skills in special education and inclusion practices in a more mobile and responsive function entitled the Equity and Inclusion Administrator. He said these specialized administrators moved from the oversight of the Student Services Director to working directly with the level Director of the level they support. Another change included elevating the work initiated by the equity and inclusion team to a senior instructional leadership role in the form of an Executive Director for Equitable Access and Advancement. Superintendent Dey went on to list a few of the accomplishments the Executive Director has made, including a redesign of the School Continuous Improvement Plans and the intentional and thoughtful use of school student data in order to focus resources. He acknowledged that the change in 4J district organization structure resulted in concern, confusion, and mistrust in the district's overall commitment to advancing equitable outcomes for students. He said 4J is centering feedback of the individuals most impacted and advancing equitable access for all students, staff, and families. He said the next steps include targeted conversations, community outreach, broad community feedback, and an open-ended online feedback program. He said the timeline for soliciting and receiving feedback is November through January. In February 2024 they will utilize the information received by stakeholders.

Then one person will develop a districtwide plan, oversee, and shepherd the plan through.

Vice Chair Jonak asked if there will be interim report based on feedback collected and if they will be prepared to make changes based on that feedback.

Superintendent Dey responded yes to both Vice Chair Jonak's questions.

Vice Chair Jonak asked if there is an effort to support and retain staff and people of color.

Superintendent Dey responded that Human Resources (HR) is focused on the retention and recruitment of a more diverse work force, and having support systems in place for staff who desire to speak with somebody.

Chair Rabasa pointed out that retention goes beyond staff to include students, including students with disabilities and students of color.

Chair Rabasa asked about the Grow Your Own program. She questioned if they get mentors while they are growing, prior to them being in their new positions.

Superintendent Dey responded that it is his understanding that there is a Grow Your Own program cohort, and they have a mentor.

Ms. Newman asked for more information about what they are going to ask for community input on and how it relates to the goals.

Superintendent Dey responded that it can be hard to get a comprehensive view because of the size of the district. He said every year they learn more about the direction of Diversity, Equity, and Inclusion work, what they need to do better and what they haven't been doing that they should be. He emphasized the importance of soliciting feedback about what is missing.

Ms. Munro asked how Superintendent Dey envisions the listening and planning phases working in unison with ongoing work on this topic.

Superintendent Dey responded that affinity groups, the Grow Your Own program, and equity events will all continue as the district goes through the listening phase. They will use that information to enhance what is already in place. He added that the planning phase will go on for the next academic year, and that they are early on in the planning phase.

Ms. Munro said that her understanding is that the efforts to address what can be addressed now are not going to be put on hold.

Superintendent Dey responded that that is correct.

Mr. Hamilton suggested ongoing training for Diversity, Equity, and Inclusion administrators and leaders because [DEI] evolves so quickly. He encouraged a support mechanism to be in place for marginalized folks who are involved in the district's DEI programming.

Ms. Jonak asked if community feedback determines that the formally structured DEI department is something people want, is the district open to revisiting it?

Superintendent Dey responded yes.

Chair Rabasa asked if the information gleaned from the parents of disabled students during the town hall be included in the feedback.

Superintendent Dey responded yes.

Chair Rabasa asked if exit surveys get analyzed in a way to identify patterns and if that information is shared with the board.

Superintendent Dey responded that the board could vote to ask for a presentation with that information upon request.

Vice Chair Jonak expressed the importance of recruiting and retaining teachers with disabilities and emphasized the value of teachers with disabilities connecting with students with disabilities.

XIII. ITEMS FOR ACTION

1. VOTE FOR OREGON SCHOOL BOARD ASSOCIATION (OSBA) BOARD OF DIRECTORS AND RESOLUTIONS

MOTION: Vice Chair Jonak made a motion to support Linda Hamilton for the OSBA Board of Directors. Seconded by Ms. Thessen. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

MOTION: Vice Chair Jonak made a motion to support Judy Newman for the OSBA Legislative Policy Committee, Position #6. Seconded by Ms. Thessen. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

MOTION: Vice Chair Jonak moved to support Resolution 1, which creates an Oregon Rural School Board Members caucus and designates a seat on the OSBA Board of Directors and Legislative Policy Committee. Seconded by Ms. Newman. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

MOTION: Vice Chair Jonak moved to support Resolution 2, which adopts proposed amendments to the OSBA bylaws. Seconded by Mr. Di Liberto. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

2. APPROVE REQUEST FOR STATE REVENUE FROM LANE EDUCATION SERVICES DISTRICT (ESD)

MOTION: Vice Chair Jonak moved to approve the request for state revenue from Lane Education District (ESD). Seconded by Mr. Hamilton. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

3. APPROVE BUDGET COMMITTEE SELECTION/APPOINTMENT PROCESS

Chair Rabasa explained that the Budget Committee Application questions have been updated and need board approval.

MOTION: Vice Chair Jonak moved to approve the Budget Committee Application as presented. Seconded by Mr. Di Liberto. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

There was discussion amongst the BOD about allowing for an optional resume to be attached to the Budget Committee Application.

Chair Rabasa said she is generally opposed to the optional resume. She said stressed the importance of creating low barriers. She added that she believes the application questions cover what would be provided on an additional resume.

Ms. Munro said she is in favor of adding an optional resume and in favor of the 300-word limit. She added that some people are more suited to provide a narrative, and others may be more suited to providing a resume with bullet points. She is not in favor of requiring a resume, but thinks it is a nice opportunity for people who communicate best in that way. She said that the budget committee is different from other ways to be involved with the district.

Ms. Newman offered that she is in favor of adding an optional resume.

Ms. Jonak said she is concerned about the 300-word limit and the optional resume. She worries about giving people the opportunity to provide double the application information but only those who can do it with this additional format that is very specific (i.e., resume). She said in her experience those with resumes tend to reflect more privilege and less diversity.

Mr. Hamilton expressed his general support of the optional resume.

Ms. Munro asked Ms. Jonak if there were no word limit, would she be more comfortable with the optional resume choice.

Ms. Jonak responded yes, although she would prefer an explanation to the applicant that they can select from multiple ways of sharing information on the application.

MOTION: Vice Chair Jonak moved to approve the opportunity to submit an optional resume and remove the word limit on the questions. Seconded by Mr. Di Liberto. **The motion did not pass. Ms. Newman, Ms. Munro, and Mr. Hamilton voted in favor of the motion. Chair Rabasa, Vice Chair Jonak, Ms. Thessen and Mr. Di Liberto voted against. 4:3:0.**

MOTION: Vice Chair Jonak moved to approve the Budget Committee appointment process as presented. Seconded by Ms. Thessen. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

There was consensus amongst the group that Mr. Di Liberto, Mr. Hamilton, and Ms. Newman will work together to decide what the panel questions will be.

MOTION: Vice Chair Jonak made a motion to approve that the board conduct the 10-minute interviews using a similar process to the appointment process for the board positions. Seconded by Mr. Hamilton. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

MOTION: Ms. Jonak moved to approve meeting with employee associations per the bargaining guidelines for board members. Seconded by Mr. Hamilton. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

MOTION: Ms. Jonak moved to proceed with an investigation of the complaint discussed during the second Executive Session. Ms. Newman seconded. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Ms. Munro, Mr. Di Liberto and Mr. Hamilton all voting in favor of the motion. 7:0:0.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

There was consensus to postpone item #1. Discussion of the Expected Outcomes of an Executive Equity Coach and item #2. Approve Enrolling Out-of-District Students in 2024-25.

1. ACCEPTANCE OF EQUITY COMMITTEE NOMINATIONS

Executive Director of Academic Access Advancement Larry Williams offered more information about the Equity Advisory Committee nominations. He said Senate Bill 732 requires the 4J district to have this committee. The committee advises the board and Superintendent on problematic policies and recommends policy language changes. The BOD is responsible for selecting from a list of committee members. He noted the makeup of the committee is from predominately underserved populations within the district. He recommended that the board Superintendent accept the recommendations of committee members listed on the document that was shared with them. He suggested allowing members to self-select a one- or two-year position.

Ms. Newman asked Mr. Williams how the committee members were selected.

Mr. Williams responded that some were self-advocates and others were recommendations from school community members.

2. CONSIDER APPROVAL OF BOARD MEMBER/S TRAVEL PER POLICY BHD – BOARD MEMBER COMPENSATION AND EXPENSE REIMBURSEMENT

Chair Rabasa introduced the topic of board member travel per policy BHD – board member compensation and expense reimbursement. She explained that the request forms should be revised by the board.

Ms. Newman suggested that they set clear budgets for the year, although she clarified that she doesn't believe this would fit in the budget process.

Ms. Jonak requested there be a fair selection or rotation process so that it is not the same board members attending every time.

Ms. Munro added that she wants to understand the budget process and implications.

Chair Rabasa stated that they will revisit the request for approval and potential revising of the policy at their next meeting.

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

Vice Chair Jonak introduced the topic of Special Education Advisory Councils (SEACs). She said 4J needs an advisory committee specific to such issues and many neighboring districts already have them. She requested that the topic be added to a future agenda.

The next Board of Directors meeting is scheduled for Wednesday, December 6, 2023 at 7:00 p.m.

XVI. ADJOURN

Chair Rabasa adjourned the meeting at 10:33 p.m.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

December 13, 2023

Title

Bond Project – Camas Ridge Elementary School: Furniture Purchase

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School.

With the new Camas Ridge nearing completion it is time to order furniture. The order will outfit the new school with all new furniture throughout. Furniture was selected with participation of staff and administration from the school to fit the needs of their spaces.

Budget/Resource Implications:

This furniture, shipping, assembly and installation cost are included and will be funded from available Bond funds. School Specialty, Inc. is the state contract partner and recommended award for \$618,347. The scope and costs are in line with the budgeted expense for the project and other comparable recently built elementary schools.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award to School Specialty, Inc. for furniture purchase at Camas Ridge Elementary School in the amount \$618,347 funded from available Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

December 13, 2022

Title

Bond Project – Old North Eugene High School – Asbestos Abatement Award

Presenter

Ryan Spain – Director of Facilities

Background

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School.

Recent Board action approved the demolition of the old North Eugene High School building and to replace the building areas with new grass fields. The first major activities will include the abatement of hazardous materials within the building. This makes the building safe for demolition, recycling and disposal.

Budget/Resource Implications

The project was recently publically bid and the district received 5 competitive bids. The successful bid for the asbestos abatement work of the old North Eugene High School is \$1,268,620 from PMG Inc. Funding for the old North Eugene High School abatement will be from 2018 Bond funds.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award of the asbestos abatement work of the old North Eugene High School to PMG Inc. in the amount of \$1,268,620.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

December 13, 2023

Title

Approve Personnel Actions

Presenter

Brooke Wagner D.Ed., Director of Human Resources

Recommended Action

The superintendent recommends that the board of directors:

1. ***Approve the employment of the licensed employees listed below for the 2023-24 school year:***

Employee ID	FTE
130177	.75
137155	1.0
170316	1.0
171146	1.0
171310	1.0

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

Employee ID	Reason	Effective Date
162775	Resignation	11/24/2023
166059	Resignation	10/06/2023
166733	Resignation	10/02/2023



ITEM FOR INFORMATION

Date of Meeting

December 13, 2023

Title

Presentation from Monroe Middle School on the School's Continuous Improvement Plan Process (SCIP)

Presenter

Sun Saeteurn, Monroe MS Principal

SCIP Objective

The objective of the School Continuous Improvement Plan (SCIP) is to raise student achievement at each school with an amplified focus on **focal student groups**. Each SCIP will include three site-based goals that —

- align with each the superintendent's three "Strategic Focus Areas;"
 - Timely communication and meaningful engagement.
 - 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.
 - Safety and well-being for all students and staff.
- are based on analysis of site-based data that include attention to focal student groups;
- if applicable, build on work from the previous year.

A SCIP presentation **is** a chance to reflect on what needs to change and receive support toward that end.

Continuous Improvement Process and Plan

A continuous improvement **process** is the process by which districts and schools:



- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action **plan** where routine collaboration and decision-making among district leaders is reflected throughout implementation.



12/13/23

Monroe MS

**School Board Presentation
School Comprehensive Improvement Plan (SCIP)**

Agenda

A large, stylized logo of a horse in profile, facing right. The horse is rendered in a light yellow color with a white outline. It is set against a background of a large, light purple letter 'M' that has a yellow border. The entire logo is centered on the page.

- 01** ABOUT US
- 02** BACKGROUND
- 03** SCIP
- 04** Q&A

Hello!

- Intro
- Monroe MS- *who are we?*
- School-based areas of focus

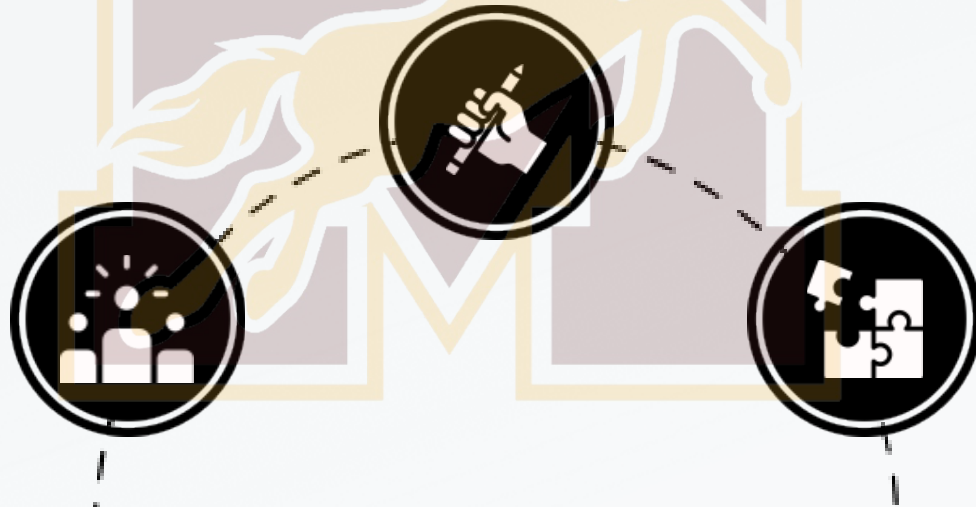


“The Golden Arrow”

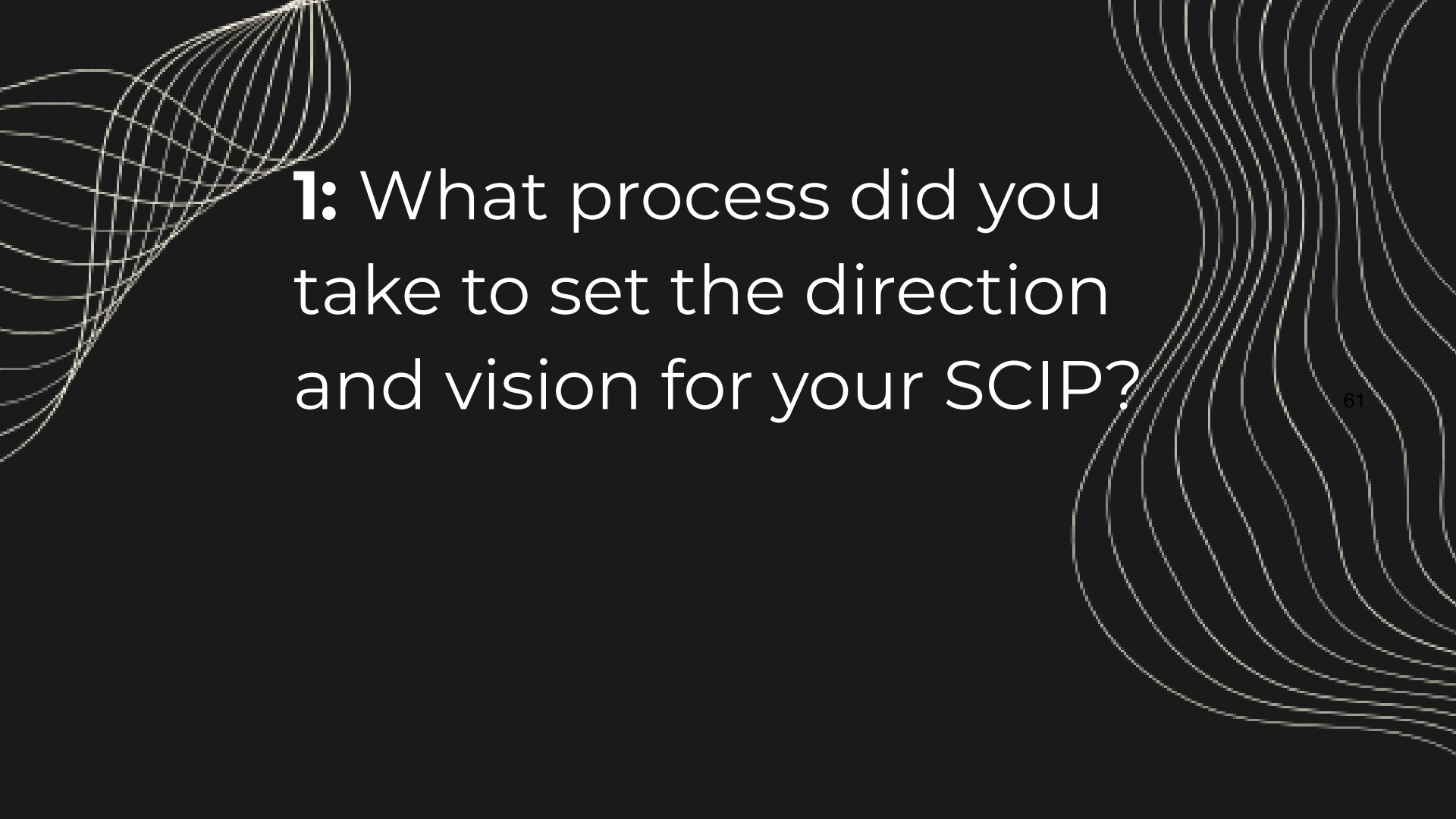
Climate & Culture

PLCs & Collab.

Instruc. Strategies







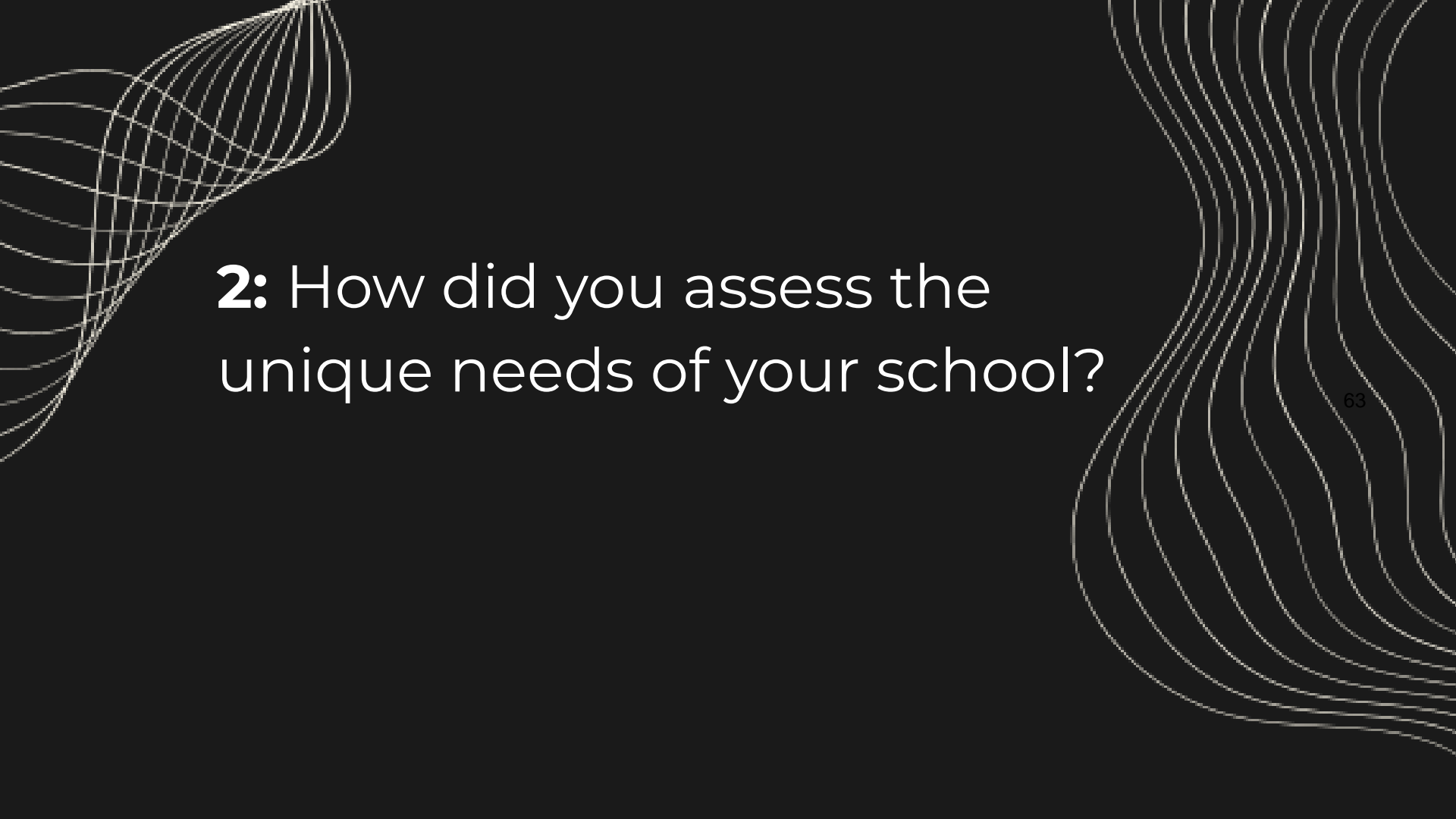
1: What process did you take to set the direction and vision for your SCIP?

1:



- Admin. Discussion + Data/opportunities + Equity minded
- MS collaboration
- District feedback + REM
- School Leadership
- All staff
- Shared out with Site Council
- Spiral back to consistently





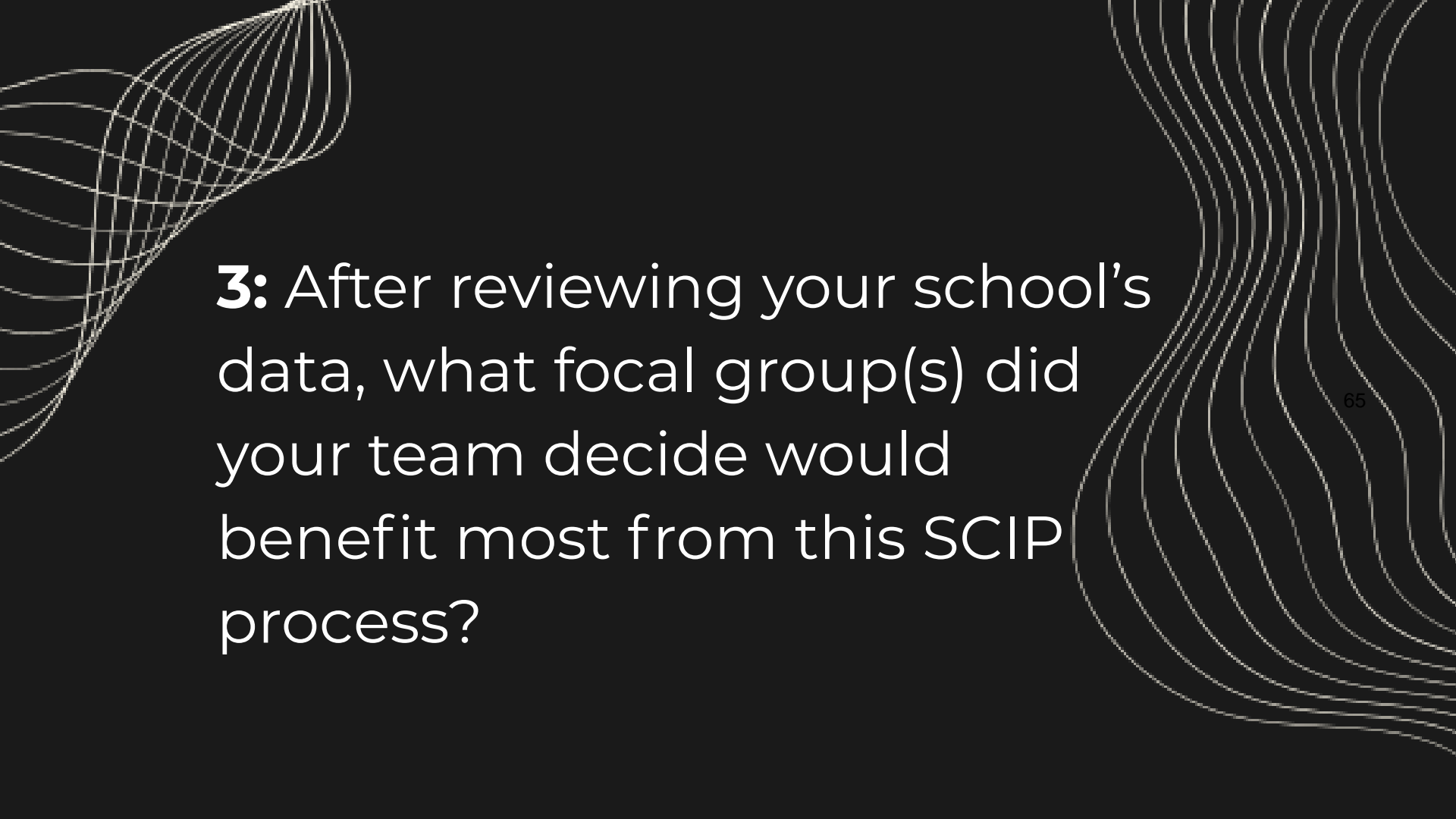
2: How did you assess the unique needs of your school?

2:



- Context of the year
- Anecdotal + data
- Leadership feedback and input






3: After reviewing your school's data, what focal group(s) did your team decide would benefit most from this SCIP process?

3:



- Native, African-American, Latinx, Non-binary
- 504/IEP
- Students needing additional mental health support





4: Share your 3 school improvement goals and share the action plan for 1 of your goals.

4:



- Attendance
- ISS/OSS, Restorative Practices
- Mental health supports

*insert action steps for one goal....

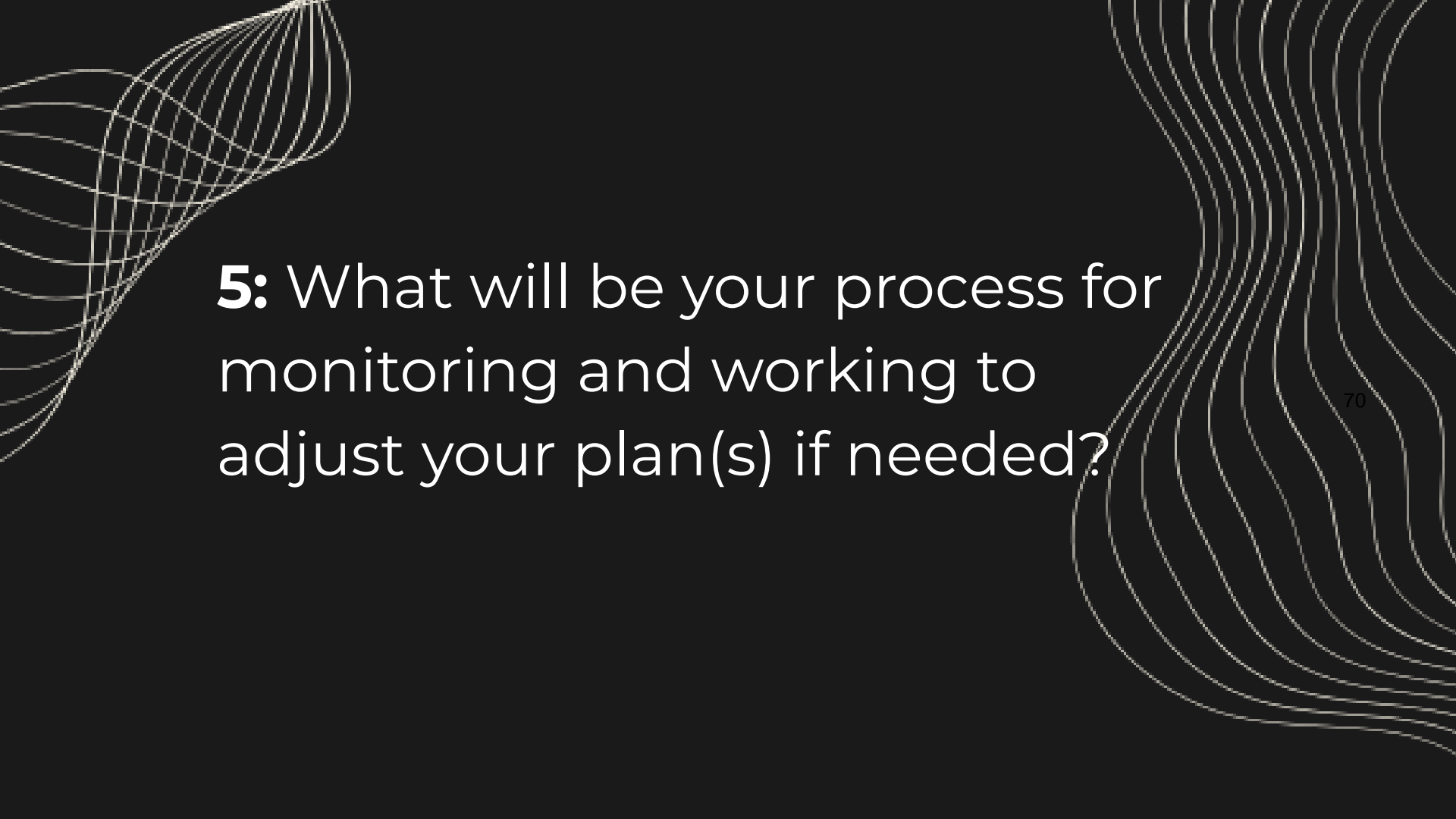


Action Steps



- Create welcoming culture (in-service, PD, throughout the year)
- Teams (*Equity & Inclusion Leadership, SCIP, Attendance, Student Support Team*)
- Family Communication
- Weekly Data Analysis
- Case Management
 - *1-1 check-ins, family communication, nudge letters, attendance meetings, incentives, etc.*





5: What will be your process for monitoring and working to adjust your plan(s) if needed?

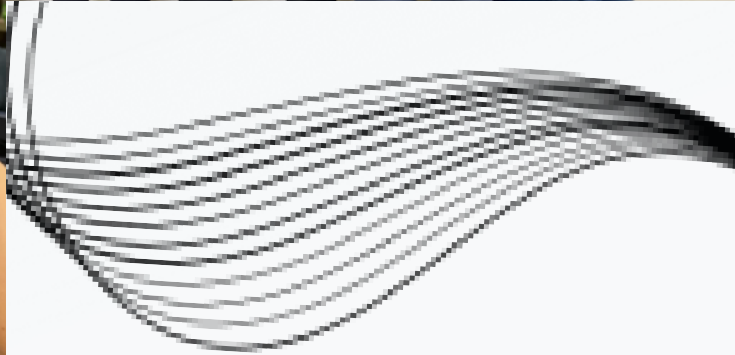
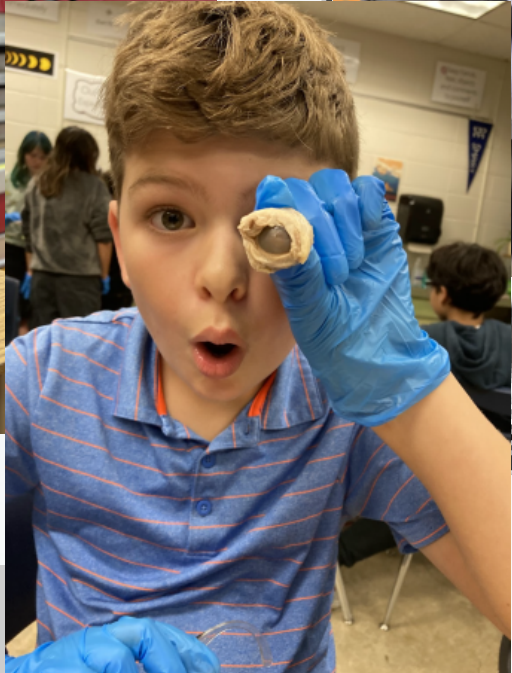
5:



- Equity and Inclusion Leadership Team format
- Weekly SCIP meetings
- All staff PD, share out, feedback
- SWIS, Hoonuit, stakeholder surveys
- Refine, reflect, celebrate



THANK YOU!





ITEM FOR INFORMATION

Date of Meeting

12/13/2023

Title

4J Grow Your Own Program

Presenter

Chemika Bolden, *HR Administrator- Grow Your Own Program* &
Dr. Brooke Wagner, *HR Director*

Requested Amount of Time to Present

30 mins including discussion

Background

The 4J Grow Your Own Program is a collaborative partnership between institutions of higher education that are collaboratively working together to transform teacher preparation by striving to support candidates. The strategic areas of focus are; recruitment, clinical practice, mentoring & hiring-placement.

Board and Superintendent Goals

2. 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.



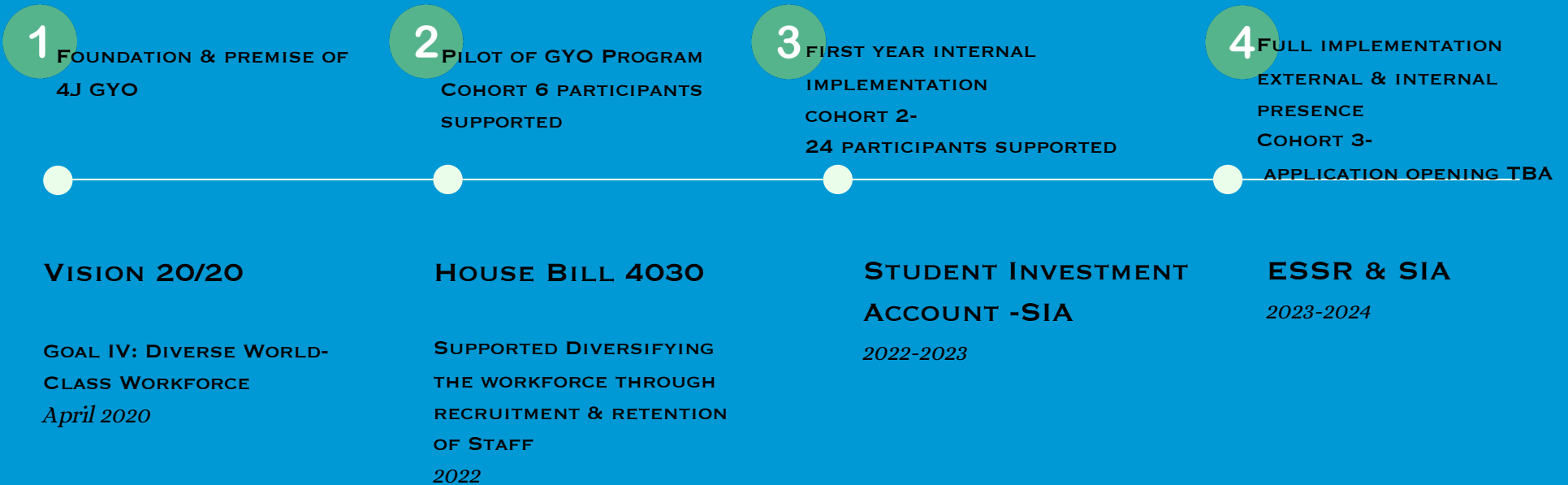
GROW YOUR OWN

PROGRAM

Every Student Connected to Community and Empowered to Succeed



HISTORY OF GYO EFFORTS



OUR PROGRAM MISSION

Preparing Recruiting Retaining

76

Diversify the Educator workforce

The 2022 Educator Equity Report collaboratively produced by the Educator Advancement Council (EAC), Oregon Teacher Standards and Practices Commission (TSPC), and Oregon Department of Education (ODE) reports that during 2021-2022 12.9% of teachers are racially, ethnically, and/or linguistically diverse. Additionally, in the last 10 years this number of teachers has increased just 3.8%



GOAL



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

ORS 342.437

77

As a result of the state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

TEACHERS
OF COLOR

154

[16%]

STUDENTS
OF COLOR

5,306

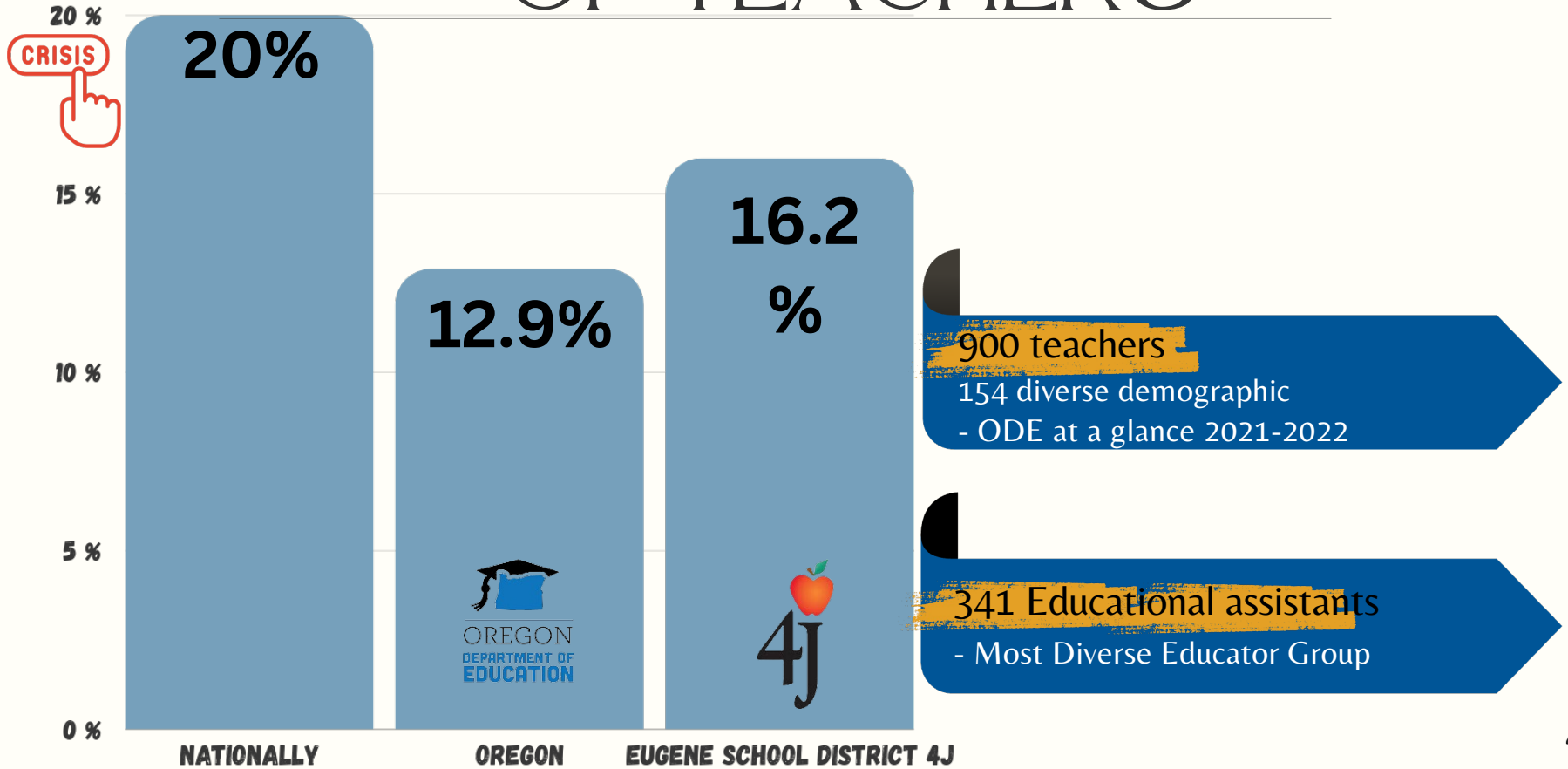
[32.2%]

RACIAL
DIVERSITY GAP

16.2%

DIVERSE DEMOGRAPHICS OF TEACHERS

THE DIVERSITY OF TEACHERS ISSUED A CRISIS.
* NATIONAL CENTER FOR EDUCATION STATISTICS



ELIGIBILITY



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

ORS ~~342.433~~ to 342.449 and ~~350.100~~

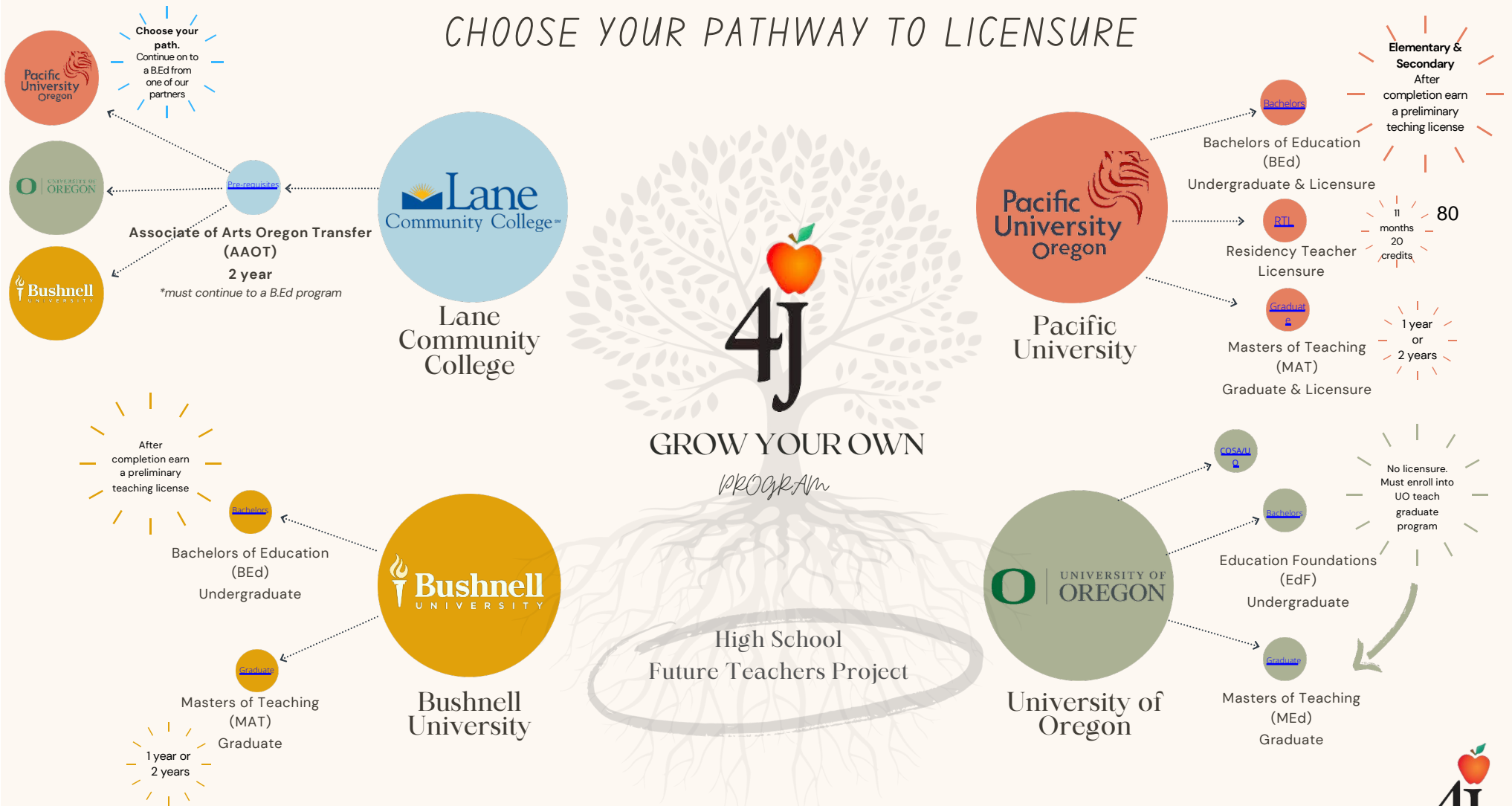
79

Must have graduated from high school and qualify for admittance to an accredited post secondary institution.

We connect with and support ALL applicants on their educational pathway. We prioritize assistance for applicants who are culturally or linguistically diverse*



CHOOSE YOUR PATHWAY TO LICENSURE



© Additional Pathways based on attending institution



24

4 ADMINISTRATOR PROGRAM

13 GRADUATE EDUCATION PREPARATION PROGRAM

7 PURSUING BACHELOR DEGREE

50% ARE TEACHERS OF RECORD

FROM THE 20 EDUCATORS. NOT INCLUDING ADMIN PATHWAY PARTICIPANTS

58% LINGUISTICALLY DIVERSE. HERITAGE SPEAKER

42% DUAL LANGUAGE IMMERSION SCHOOL



ARTS AND TECHNOLOGY ACADEMY



PROGRAMMING

Striving to Remove Barriers

82

1

PROFESSIONAL
DEVELOPMENT
AWARD

2

AFFINITY
BASED
MENTORING

3

ACCESS TO
PROFESSIONAL
DEVELOPMENT
OPPORTUNITIES

4

INDIVIDUALIZED
NAVIGATION
ACADEMIC
SUPPORT &
ADVOCACY





Eugene School District 4J

Equity. Excellence. Innovation.



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

ITEM FOR INFORMATION

Date of Meeting

December 13, 2023

Title

Yujin Gakuen (YG) Move Update

Presenter

Andy Dey, Superintendent
Jenna McCulley, Chief of Staff

Description

Receive update on the YG move. The information shared with YG faculty and staff.



ITEM FOR ACTION

Date

December 13, 2023

Title

Planning for Board Retreat

Presenter

Maya Rabasa, Board Chair

Discussion

The Board will discuss planning and setting aside some dates for a board retreat.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

December 13, 2023

Title

City of Eugene – Updated Proposal for Amendment to the Riverfront Urban Renewal Plan

City of Eugene Presenter

Amanda D’Souza, Development Programs Manager, Community Development Division

Description

The 4J School Board previously provided concurrence on an amendment to the Riverfront Urban Renewal Plan, including an increase to the maximum indebtedness by up to \$45 million. Eugene City Council is now considering a \$75 million increase, and requests an updated concurrence from the School Board. The City would like to bring the proposed amendment back to be voted on at the January 17 meeting as an action item.

Memorandum

Date: December 13, 2023
To: Eugene 4J School Board
From: Amanda D'Souza, Development Programs Manager
Subject: Riverfront Urban Renewal District

Earlier this fall, the City of Eugene notified the School Board that City Council is considering an amendment to the Riverfront Urban Renewal Plan (the Plan). In order for City Council to amend the Plan to increase the maximum indebtedness (also referred to as the spending limit for the Plan), concurrence from School District 4J is required. At the time, City Council was considering an amendment that would increase the spending limit by up to \$45 million. The School Board voted to concur with the \$45 million increase on November 1, 2023.

On November 15, 2023, City Council discussed the amendment and voted to consider a higher spending limit increase of \$75 million. Consideration of a higher spending limit increase means that updated concurrence from School District 4J is needed. The School Board is scheduled to take action on this item on January 17, 2024.

Implications of a Higher Spending Limit

It is estimated that a \$75 million increase to the spending limit would extend the life of the Riverfront District until FY49 (currently the District is set to sunset in FY24). As previously noted, 4J is slightly better off financially if the Riverfront District continues to collect tax increment funds than it would be if tax increment financing were terminated. See Attachment A for more information on the financial impact to School District 4J.

City Council did not consider any changes to the proposed project focus areas which continue to include Housing, Steam Plant, Physical Improvements to Address Safety and Comfort, and Projects Initiated or Directed by the Agency Board. More information about these project focus areas is in Attachment A. If approved, it is intended that the majority of the funds would be used to support the development of new housing.

Next Steps

The City invites comments and questions from the School Board on the proposed amendment. The School Board is scheduled to consider and take action on this item on January 17, 2024. Eugene City Council is scheduled to consider and take action on the proposed amendment on January 22, 2024.

Summary of the Proposed Amendment to the Riverfront Urban Renewal Plan

The Riverfront Urban Renewal District (Riverfront District) runs from the heart of downtown to I-5, encompassing some of Eugene’s most urban blocks, the transforming Downtown Riverfront neighborhood, the University of Oregon’s North Campus area, and the streets, sidewalks, paths, and parks that connect them. On September 13, 2023, the Eugene City Council/Urban Renewal Agency Board initiated a process to consider an amendment to the Eugene Riverfront Urban Renewal Plan that would increase the spending limit in the Plan and allow the use of urban renewal funds on certain projects, described below. Amending the Plan will financially impact overlapping taxing districts and the impacts are also described below.

Proposed Riverfront Project Areas

The proposed Plan amendment includes four project areas. The actual project funding allocations will depend on future Agency Board budgetary action and project implementation.

A. Existing Projects

The proposed Plan amendment includes continuation of two existing activities:

Steam Plant

The Steam Plant is part of the Downtown Riverfront property that the Agency purchased from EWEB in April 2018. Preservation and adaptive re-use of the historic building has long been a community-wide goal. Following a competitive selection process, the Agency Board chose to move forward with a local development team. The team’s proposal includes a ground floor open to the community and a hotel on the upper floors that provide the fiscal foundation for the project.

Adaptive re-use of the building is ambitious, facing extraordinary challenges that include environmental, seismic, and financial obstacles. The Agency Board approved terms for the disposition and redevelopment of the Steam Plant in 2022, allocating \$1.5 million to support the project. The development team estimates that even after accounting for the Urban Renewal funds and their other investment funds, the planned preservation and redevelopment has a remaining financial gap, estimated at \$6.3 million.

If the Plan amendment is approved and the Agency Board would like to allocate additional funds to the Steam Plant redevelopment, it will need to approve revised redevelopment agreement terms. Staff estimates revised terms could be ready by early 2024.

Downtown Riverfront Affordable Housing

The Downtown Riverfront lot reserved for Affordable Housing is on the northwest corner of Mill Street and 4th Avenue. The terms approved by the Agency Board in May 2020 for redevelopment of the Downtown Riverfront call for the Affordable Housing project to consist of not less than 75 units of housing rented to households with income at or below 60% of area median income.

The project will need substantial public contribution to compensate for the low rents and to make it financially viable. Affordable Housing subsidies often come from a combination of federal, state, and local financial sources and the financial packages are complex. The

neighborhood character of the Downtown Riverfront, first articulated in the EWEB Master Plan and continued in subsequent City policies, includes high-quality, urban architecture. These denser, more durable buildings are a more expensive type of construction and higher cost-per-square-foot than more suburban “garden-style” apartments. All of these factors lead to high development costs.

With rising construction costs, site constraints, the desire for the building to be responsive to the urban design context of the Downtown Riverfront while keeping rents affordable, it is expected there will be a need for significant subsidy to make a project feasible – likely about \$5 million.

If the Plan amendment is approved, the Agency would consider a disposition process for the site including a possible Request for Proposals, project criteria, and financial assistance. Staff estimates this project could be brought to the Agency Board in the spring of 2024.

B. Housing

The creation of new housing across Eugene is a priority for the City Council. New housing will enhance the Riverfront District’s vibrancy and safety and will strengthen the connection between the downtown core and the Willamette River. It will also help to address the community-wide need to increase the supply of housing and reduce Eugene’s per capita carbon emissions on an ongoing basis. In order to support the creation of new housing (in addition to the Downtown Riverfront Affordable Housing above) in the Riverfront Urban Renewal District, the proposed 2023 Plan Amendment adds two eligible activities:

Development Fee Assistance

Urban Renewal funds would be used to pay for development fees that result in the creation of new housing. Development fees paid by the Agency may include System Development Charges (SDCs), permit fees, and other government-imposed development fees. Eligible projects would include new housing either in new construction or redevelopment of existing buildings.

This activity is included in the 2023 Amendment to the Downtown Urban Renewal Plan and staff is currently working on drafting a program for the Agency Board’s consideration. S

Real Property Acquisition

Urban Renewal funds could be used to acquire real property to support the creation of new housing in the Plan Area. Offering real property for reduced or no cost can help offset construction costs and make projects financially feasible. In addition, targeting underutilized properties in the Plan Area would support efforts to revitalize the Plan Area, including the eastern area of downtown.

If the Plan amendment is approved, staff would begin developing a strategy for this activity, including identifying a process and criteria for disposition of properties at reduced cost. Agency Board action is required before the acquisition or disposition of any real property in the Plan Area.

C. Physical Improvements to Address Safety and Comfort

Under this project area, the Agency would be able to use Urban Renewal funds to make physical improvements to the public right-of-way in the Plan Area to create safe, accessible, and welcoming

spaces for users. Improvements could include street, curb, alley, and sidewalk improvements; streetscape projects; and pedestrian, bike, and multi-modal improvements.

Improvements to the public right-of-way benefit workers, visitors, and residents, as well as the community at large with safe and attractive connections between the downtown core, the Riverfront, and the University area. Improving the quality of the public right-of-way can accomplish other City goals related to public safety, low carbon transportation, local economic development, and events and culture.

If the Plan amendment is approved, right-of-way improvement projects would be implemented on an as-needed basis. Any project that costs more than \$250,000 would require Agency Board approval. Community Development staff would work with other City divisions and private partners to determine needs and priorities and to coordinate implementation.

D. Projects Directed or Initiated by the Agency Board

During public outreach conducted in the fall of 2022, the community identified a number of possible projects that could help with the revitalization of downtown. The projects included in this section are examples of possible projects that have been previously discussed by the Agency Board or City Council. The inclusion of the projects in the proposed amendment does not guarantee the projects will move forward. By including the projects in the amendment, the Agency Board will be able to allocate Urban Renewal funds to the projects should they wish to pursue them.

If the Plan amendment is approved, Agency Board direction is needed for any of the following projects to move forward. Further study would be needed to determine design, costs, priorities, feasibility, and timing.

Parking and Mobility

This focus area would allow for Urban Renewal funds to be used on the development of parking and mobility infrastructure in the Plan Area.

Transmission Lines Rerouting

This focus area would allow for Urban Renewal funds to be used to support EWEB in the effort to reroute the transmission lines that service the Willamette Substation and currently run from the electrical tower in the Riverfront Park.

Open Spaces

This focus area allows for the use of Urban Renewal funds for revitalization of open spaces and parks within the Plan Area. This could include improvements along the South Bank Bike Path or enhancement of other designated open space areas.

Development Support

To support development and commercial activities within the Plan Area, especially the revitalization of vacant storefronts and underutilized property, the Agency would be able to offer financial assistance for physical improvements to privately owned properties, such as renovating ground-floor storefronts or underutilized commercial spaces. Incentivizing improvements to buildings can lead to an enhanced experience for downtown residents, workers, and visitors. Updated commercial spaces could stimulate economic activity and bring positive ground-floor presence to the street.

Urban Renewal funds could be used to acquire real property to support commercial activity in the Plan Area. Offering real property for reduced or no cost can help offset construction costs and make projects financially feasible, which could catalyze investment and positive activity.

If the Plan is amended, staff would begin developing a strategy for these activities and bring a program scope for financial assistance to the Agency Board for consideration, feedback, and approval. If the Agency chooses to acquire and dispose of property for commercial redevelopment, staff could identify strategically located properties and conduct negotiations with the property owner. To dispose of properties at reduced costs, staff could identify a process and criteria to select qualified developers. Agency Board action is required before the acquisition or disposition of any real property in the Plan Area.

Other Public Facilities

The proposed Plan amendment continues to authorize the use of Urban Renewal funds to support the development of public facilities, such as City Hall or a fire station. These facilities will benefit the Plan Area by increasing public usage of the area, by enhancing protective services, and by stimulating additional public and private investment in the Plan Area.

Financial Impact

The Riverfront Urban Renewal District is set to sunset June 30, 2024 and the Urban Renewal Agency has nearly reached the current spending limit of \$34.8 million, with the bulk of that funding spent on property acquisition and infrastructure improvements to support the Riverfront Research Park, the Courthouse District, and the Downtown Riverfront.

The proposed Plan amendment includes a \$75 million increase to the District's total spending limit (i.e., maximum indebtedness). If the Plan amendment is approved, the Agency will continue to collect tax increment revenue within the Riverfront Urban Renewal District. The proposed amendment will not reduce the amount of tax revenue the overlapping taxing districts, are currently receiving from within the Riverfront District boundary. Based on current financial projections, a \$75 million spending limit increase would extend the life of the District by 25 years to FY49. Project funding allocations will depend on future Agency Board budgetary action, however the Agency Board has indicated they intend to spend majority of funds to support new housing.

School District 4J Financial Impact

If the Riverfront District did not exist and did not collect tax increment, the estimated net impact to 4J would be a loss of about \$45,000 per year as of FY23. This impact was estimated with assistance from Lane County Assessment & Taxation and takes into account the effects of Measure 5 compression and the State school funding formula. The analysis concludes that 4J is slightly better off financially if the Riverfront Urban Renewal District continues to collect tax increment funds than it would be if the tax increment financing were terminated. Below is an excerpt from pages 27-28 of the Riverfront Urban Renewal Report (provided in your November 1, 2023, packet) which describes the impact in detail:

The impact on K-12 schools from the division of tax calculation for urban renewal districts is largely an impact on the State's budget because schools are mainly funded on a per-pupil funding formula (rather than by the level of property tax dollars generated within their boundaries). The State determines how much money must be allocated for the education of each pupil across the state. If the money is not available from local property taxes, the State

will make up the difference. If more funds are available through local school property taxes, the State would have additional dollars to allocate as it chooses. In other words, the State can choose to allocate any extra money to education or to some other budgetary priority. If the State chooses to keep the money in education, some of that money would return to schools and education service districts based on the applicable statewide school funding formula and the rest would be distributed to school and education service districts across Oregon.

The Lane County Assessor conducted an analysis of the impact of the Riverfront Urban Renewal District on School District 4J's local option levy, including the impacts of tax rate compression in FY23. The analysis, which is included as Table 16 in Exhibit G, shows that the Riverfront Urban Renewal District currently provides 4J an estimated net benefit of \$45,000 per year. Table 16 shows the impact of tax rate compression in the education category for an additional 143 properties that would occur if the Riverfront District were not collecting division of tax revenue.

This analysis concludes that 4J is better off financially if the Riverfront Urban Renewal District continues to collect tax increment funds than it would be if tax increment financing were terminated. The reason is that taxes that are currently counted under the "general government" category for Measure 5 tax rate limitations (i.e., the "school property tax dollars" that now go to urban renewal) would move into the "education" category. When that happens, the education category of taxes must be reduced for a number of individual properties within the City because schools are already collecting as much as they can under Measure 5 limits for those properties. State law says that local option levy proceeds are the first to be reduced in the event of compression.

In order to understand the Lane County Tax Assessor's analysis for 4J impact for FY23, there are two factors to consider:

- 1. Revenue from 4J's permanent levy would increase by approximately \$866,000, for a net gain of approximately \$26,000 after applying the State school funding formula. (4J receives about 3% of the total State-wide funding.) This is the best-case scenario that assumes all else is equal, and the State decides to provide more funding for schools as a result of having more property tax revenue available.*
- 2. 4J would lose about \$71,000 of local option levy proceeds (after discounts and delinquencies) if the Riverfront District no longer collects tax increment funds because of compression. The State funding formula does not apply to local option levies, so the full impact of this reduction would be felt in 4J's budget. Both of these estimates are based on FY23 tax roll information and would vary in future years with changes in market conditions.*

In summary, 4J would experience an ongoing loss in its budget of about \$45,000 annually as a result of terminating tax increment collections in the Riverfront District.

See below for a graphic representation of this explanation.

Estimated Financial Impact on 4J if Riverfront District Terminates Collection of Tax Increment¹

4J Property Tax Levy	Riverfront UR Division of Tax ²	Property Tax Compression ³	Property Tax Collection ⁴	State School Fund ⁵
Permanent Rate	\$971,941	\$906,586 <small>+21 Accounts</small>	\$866,000	\$26,000
Local Option Levy	\$0	(\$74,842) <small>+143 Accounts</small>	(\$71,000)	(\$71,000)
Net Impact	\$971,941	\$831,744	\$795,000	(\$45,000)

Notes:

1. Estimates are annual figures based on fiscal year 2023 property tax data.
2. Lane County Assessment & Taxation, Table 4e, Detail of Urban Renewal Plan Areas by Taxing District, Tax Year 2022-23.
3. Calculated by Lane County Assessment & Taxation. Table also shows how many additional tax accounts would be in compression.
4. Collection rate of 95.5% is applied and estimates are rounded to the nearest \$1,000.
5. Permanent rate taxes are subject to the State School Fund, but not local option levy taxes. Assumes 4J receives 3% of State School Fund, rounded to the nearest \$1,000.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

December 13, 2023

Title

ODE Early Literacy Grant

Presenter

Erin Gaston, Elementary Curriculum and MTSS Administrator
Kat Lange, Executive Director of Youth and Family Support
Katie Stiles, Foundational Literacy Teacher of Special Assignment

Background

The Oregon Department of Education has developed non-competitive literacy grants focused on PreK-3rd grade literacy. Eugene 4J is eligible to receive \$1,127,886.51 in the 2023-24 school year and \$1,173,922.70 in the 2024-25 school year. The grant will renew in 2025.

Additional Background:

We are in the midst of a literacy crisis in America. More students than ever, especially those from historically underserved populations, are struggling to learn to read - an issue that will impact them for the rest of their lives. In response, the Oregon Department of Education has made a concerted and focused effort in recent years to ensure all students in Oregon have access to high quality instruction and materials to effectively learn to read.

In 4J, we have recognized the disparate literacy outcomes for our students and made the shift to follow what research says is best practice in teaching all students to read. In 2021 we adopted our new suite of literacy materials: Heggerty, Foundations, Geodes, and Wit and Wisdom. These materials reflect a strong commitment to explicitly teaching students the mechanics of reading so they have a strong foundation in literacy and critical thinking. These materials address the Five Pillars of Literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We have also committed to and invested in ongoing professional development for teachers, administrators, and educational assistants on best practices in teaching reading. We have made a significant investment in training teachers and administrators in LETRS, a course that teaches the science and best practices in all areas of literacy instruction. Finally, in 2023-24, 4J created 17 elementary instructional coach positions to provide consistent support to teachers in implementing the new curriculum, improving their practice, and meeting students' needs.

In fall 2023, the Oregon Legislature ([House Bill 3198](#)) established early literacy as a top priority and created the Early Literacy Success Initiative. The initiative has four goals:

1. Increase early literacy for children from birth to third grade;
2. Reduce literacy academic disparities for student groups that have historically experienced academic disparities;
3. Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge; and
4. Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

These goals will be accomplished through four programs: the Early Literacy Success School District Grants, the Early Literacy Success Community Grants, Early Literacy Success Tribal Grants, and the Birth through Five Literacy Plan (administered through the Department of Early Learning and Care).

Through the Early Literacy Success School District Grants, 4J is eligible to receive \$1,127,886.51 in the 2023-24 school year and \$1,173,922.70 in the 2024-25 school year. ODE has indicated they intend to continue these grants in two year cycles as part of their Integrated Guidance. These grants are non-competitive and guaranteed to districts provided the grant application meets their requirements. The grant funds can be used for the following research-aligned activities:

- Purchasing curricula and materials;
- Employment of literacy specialists, coaches, or interventionists;
- Professional development and coaching;
- Extended learning programs; and
- High-dosage tutoring

While the intention of the grant is to support PreK-3 literacy, we can use 20% of the allocated funds in 2023-24 and 10% of the funds in 2024-25 to support 4th and 5th grade literacy.

Options and Alternatives

For the 2023-24 grant year, we intend to focus on professional development and purchasing of supplemental and core curriculum materials to ensure teachers have access to everything they need to teach the core reading curriculum and also implement small groups targeted to students' skill gaps.

Grant Expenditures for 2023-24

Purchasing Curricula & Materials	Employment of Literacy Specialists, Coaches, or Interventionists	Professional Development and Coaching	Extended Learning Programs	High-Dosage Tutoring
\$748,211	\$0	\$352,675	\$12,000	\$15,000
<ul style="list-style-type: none"> • Updating teacher's guides • Decodable libraries for 220 classrooms • 4th/5th grade foundational literacy curriculum • Multilingual learner's guides for Wit & Wisdom 		<ul style="list-style-type: none"> • LETRS training for 103 teachers • Extended contract to train 4th/5th grade teachers in new literacy materials • Extended contract to develop asynchronous, on-demand professional development • Ongoing training for teachers in our literacy suite of materials 	<ul style="list-style-type: none"> • Provide curriculum and materials for our summer school program 	<ul style="list-style-type: none"> • Extended contract for summer planning for high-dosage tutoring

For the 2024-25 grant year, we will primarily use the funds to develop and implement an intensive reading intervention program referred to as high dosage tutoring. High dosage tutoring provides 1:1 or 2:1 reading intervention daily by a skilled interventionist, using research-based materials, for 30-45 minutes a day. The funds will mostly be allocated to funding positions that provide high-dosage tutoring, manage the tutoring program, support K-3 literacy professional development, and coaching. An overview of three new positions are below.

- District Dyslexia Specialist: The Dyslexia Specialist will help build and support systems to identify when young students are at risk for reading difficulties and implement research-based interventions to help those students reach grade level. They will oversee our high-dosage tutoring program and our compliance with the OARs around dyslexia. These OARs require us to engage in early identification of students at risk of reading difficulties, engage in family surveys, and implement classroom interventions. The Dyslexia Specialist will consult with building intervention teams, Title Coordinators, SPED teachers, and others about students' intervention plans and best practices based on each student's individual needs. They will also provide professional development to staff about identifying and supporting students at risk of reading difficulties.
- Foundational Literacy & Coaching Coordinator TOSA: This role will support PreK-3 literacy and coordinate the work of elementary instructional coaches. With as much work as doing around K-3 literacy, we need an additional person to develop and deliver professional development, manage LETRS training, work on on-going literacy projects, and support Tier 2 instructional practices and resources. With the addition of 17

instructional coaches, we also need someone to coordinate their weekly professional development and coaching meetings, support them in their buildings, and come alongside them to continue to grow and improve our coaching program.

- High Dosage Tutors: These educational assistant roles will provide daily 1:1 or 2:1 reading intervention to a small caseload of students at significant risk of reading difficulties. For 2024-25, we plan to start with 5 tutors, supporting about 50 students at one or two pilot school sites. In 2025-26, we hope to expand the program to provide consistent intervention to approximately 100 K-2 students across the district.

Purchasing Curricula & Materials	Employment of Literacy Specialists, Coaches, or Interventionists	Professional Development and Coaching	Extended Learning Programs	High-Dosage Tutoring
\$51,000	\$607,173	\$352,675	\$15,000	\$148,720
<ul style="list-style-type: none"> • Purchase additional materials for Foundations curriculum 	<ul style="list-style-type: none"> • District Dyslexia Specialist • K-3 Literacy & Coaching Coordinator • High Dosage Tutors (5) 	<ul style="list-style-type: none"> • LETRS training for 100 teachers • Extended contract to develop asynchronous, on-demand professional development • Ongoing training for teachers in our literacy suite of materials (extended contract and subs) 	<ul style="list-style-type: none"> • Pay high-dosage tutors to continue working with students on their caseload during summer school 	<ul style="list-style-type: none"> • Purchase reading intervention program • Extended contract to train high dosage tutoring pilot school teachers • Purchase supplies for tutors •

Budget/Resource Implications:

The grant requires the district to provide 25% matching funds to demonstrate a commitment to improving literacy outcomes for our youngest learners. For the next two years, district matching funds will come from the salaries of 2.14 (2023-24) and 2.34 (2024-25) elementary instructional coaches.

Board and Superintendent Goals:

The Superintendent’s goal of focusing on equitable outcomes for all students is the primary goal of both the ODE literacy grant and this recommended plan.

Recommendation:

We recommend the board approve our grant application for the 2023-24 and 2024-25 biennium.



Eugene School District 4J

Early Literacy Success School District Grant Application

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Erin Gaston

Elementary Curriculum &
MTSS Administrator

Kat Lange

Executive Director of Youth
and Family Supports

Katie Stiles

Foundational Literacy
Content Specialist



Purpose for Presentation

1. To share information about Eugene 4J's Early Literacy Plan as part of the Early Literacy Success District Grant application, as required by the Early Literacy Success Initiative legislation.
2. To provide an opportunity for public comment on the application.
3. To seek board approval for the Early Literacy School District Grant application.

Early Literacy Success Initiative (HB 3198)



Early Literacy
Success
Tribal Grants



Early Literacy
Success
Community Grants



Early Literacy
Success School
District Grants



Birth
through Five
Literacy Plan



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Early Literacy Success School District Grants

What: Non-competitive, application-based, annual grant-in-aid

Who: School districts and eligible public charter schools that are elementary schools

Why: To support comprehensive early literacy plans that are research-based and culturally responsive

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When: Application deadline January 8, 2024

How Much: \$90 million for the 2023-25 biennium funded through the Statewide Education Initiatives Account



Early Literacy Success School District Grants

Allowable uses include:

- **Professional development and coaching**
- **Extended learning programs**
 - Home-based summer reading activities
 - Intensive summer school programs
- **High-dosage tutoring**
- The adoption and implementation of curricula that uses **research-aligned literacy strategies.**
- **Literacy specialists, coaches or interventionists** to support all of the above

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Why the Early Literacy Success School District Grant Matters



"Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is freedom from—from ignorance, oppression, poverty—and freedom to—to do new things, make choices, and learn."

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- *Kōichirō Matsuura, former Director-General of UNESCO.*

Allocation



2023-2024

\$1,127,886.51

2024-2025

\$1,173,922.70

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The grant will repeat in two year cycles for future years.

Early Learning Program Review



Strengths of our program

- High quality, research based curriculum including explicit phonics instruction
- PD in literacy, including LETRS training, and curricular resources
- Instructional coaches at elementary schools
- Focus on social-emotional well being
- After school programming
- Summer education program
- Data meeting protocols focused on providing effective Tier 1 and Tier interventions
- Progress monitoring and benchmarking system in place

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Early Learning Program Review



Areas for Growth

- Opportunities to provide more in-depth PD on supporting all students, especially those from historically underserved populations
- Provide more guidance and resources for Tier 2/3 intervention
- More opportunities for families to learn about literacy and how to help their students
- Provide foundational literacy materials for 4th/5th grade to address skill gaps

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Early Literacy Grant Allowances



**Curriculum
& Materials**

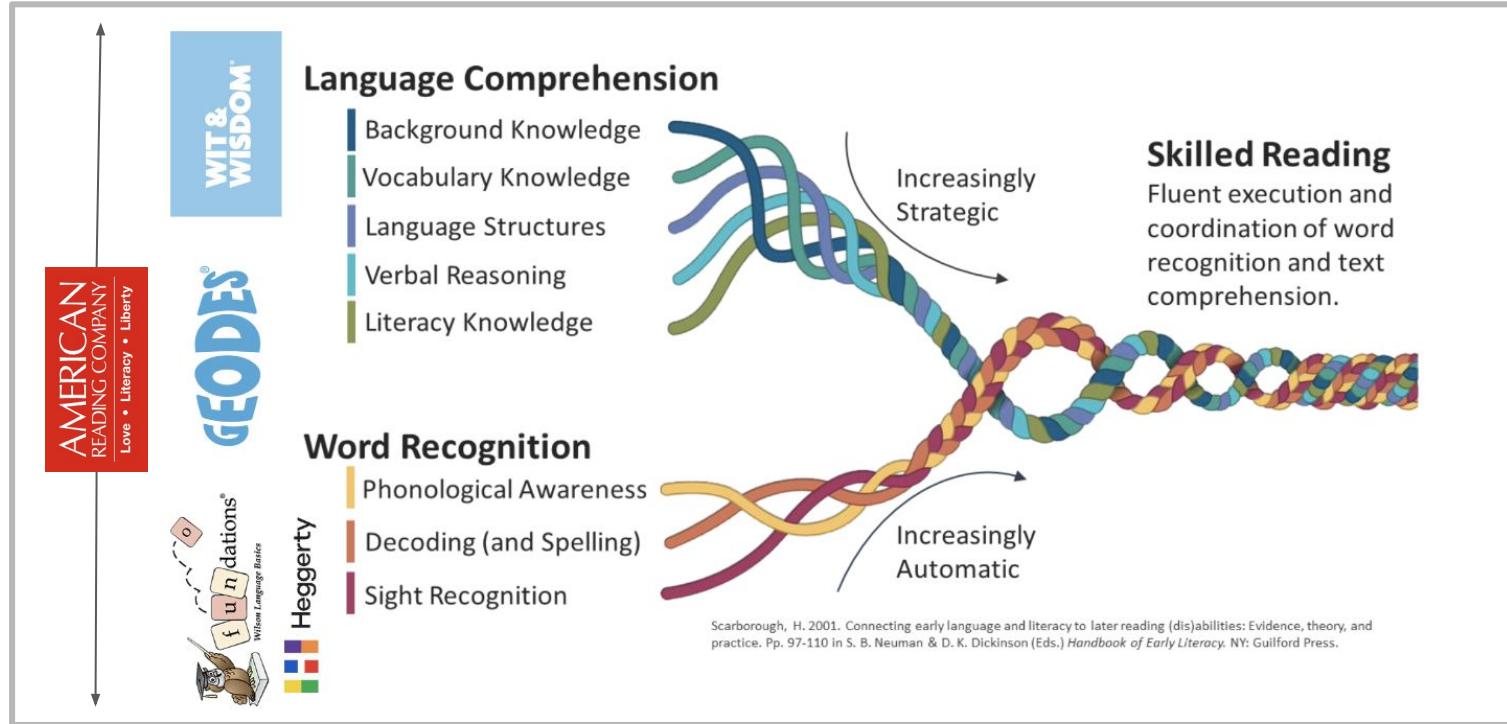
**Professional
Development
& Coaching**

**Hiring
Staff**

**High Dosage
Tutoring**

**Extended⁰⁷
Learning**

Curriculum and Materials





Curriculum and Materials

Decodable Libraries for all classrooms

All K-3 classrooms will have decodable libraries so students have additional books to read that cover skills they are currently learning and practicing.

4th and 5th Grade Foundational Literacy Supplemental Materials

Foundational skills materials to support upper level elementary teachers to reach all learners, especially those who did not have access to explicit, systematic phonics in grade K-3 and during the pandemic.

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Replacement and additional materials to support current materials

Purchase replacement materials for hands-on phonics practice such as magnet boards, magnetic letters, etc.

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Professional Development & Coaching

Professional Development

Consistent, on-going PD provided to teachers, EAs, and admin on best practices in literacy with an emphasis on effective implementation of the core curriculum

Instructional Coaches

Added coaches for every elementary school to provide direct support to teachers, with an amplified focus on literacy and data-based decision making

- Add a full time Foundational Literacy Specialist/Coaching Coordinator to work directly with coaches and building teams on improving literacy outcomes in K-3 classrooms and support professional learning district-wide

LETRS Training

Optional college level coursework in foundational literacy skills and how to best teach reading to all students

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High-Dosage Tutoring Plan



Hire District Dyslexia Specialist

Reading interventionist/dyslexia specialist to implement ODE dyslexia requirements, oversee tutors, consult with schools on Tier 3 intervention plans, and provide PD to staff.

Hire 5 High Dosage Tutors

EAs highly trained in literacy (LETRS training) and reading intervention to provide 1:1 or 2:1 daily tutoring at pilot school to students at high risk of reading difficulties

Select Intervention Curriculum

High-dosage tutoring requires a high-quality intervention curriculum that focuses on phonemic awareness, phonics, and fluency

Identify Pilot School

Pilot school chosen based on reading scores, staff commitment to implementing core curriculum, and readiness for Tier 3 interventions

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Extended Learning Programs

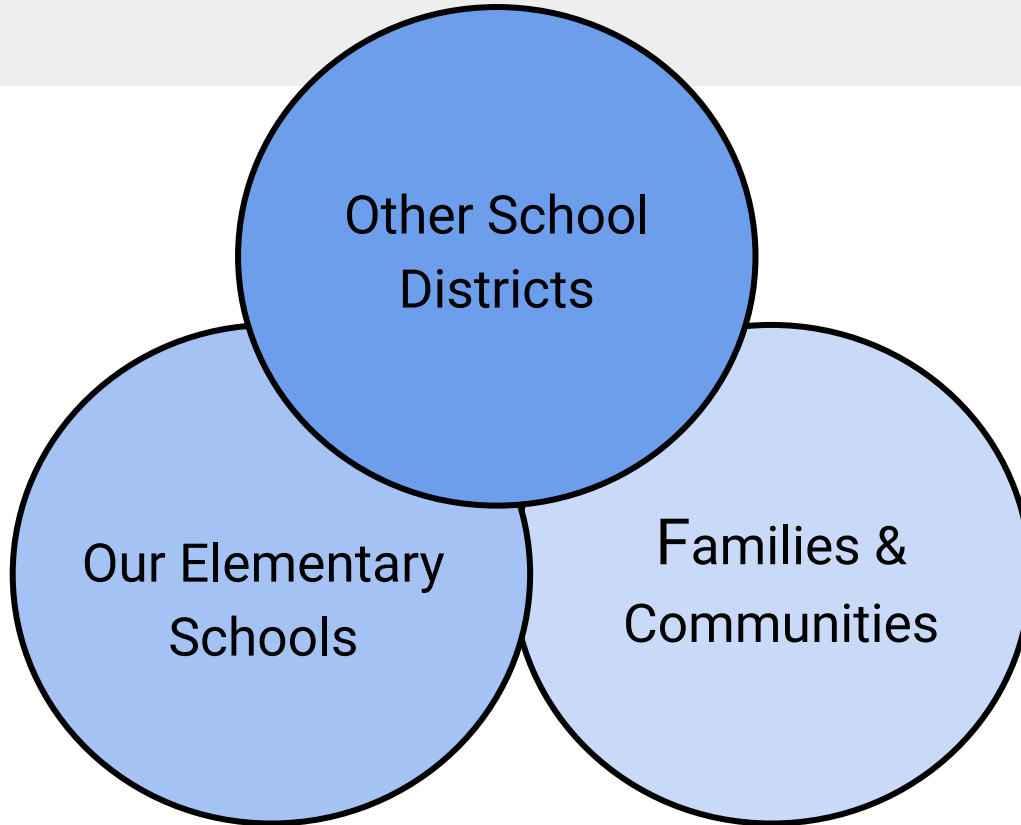
Two options:

- Support an existing program that provides 60+ hours of literacy instruction either within our district or through a community provider
- Provide students with resources to work on their reading skills at home.

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We will support an in-person reading program for this biennium. We are currently working with our summer programming team and community partners to see if they can meet the criteria ODE has set.

Communication Plan



Student Growth Assessment



The grant requires we have a way to monitor student growth in literacy and disaggregate data to identify students groups' progress.

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We use easyCBM as our benchmarking and progress monitoring tool.

We use the Hoonuit to disaggregate data to monitor growth and progress of student groups.

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Matching Funds



The grant requires the district to allocate 25% matching funds as a commitment to improving literacy outcomes. Eugene 4J has already invested heavily in foundational literacy. Our matching funds could be reflected in a variety of ways. For the purposes of this grant, our matching funds will be utilized to continue funding instructional coaches at the elementary level.

For 2023-24, matching funds will fund 2.14 FTE for instructional coaches.

For 2024-25, matching funds will fund 2.4 FTE for instructional coaches.

Budget 2023-24



Curriculum & Materials

\$697,431

4th/5th grade foundational reading materials, decodable libraries for every K-3 classroom, updated teachers' guides

Prof Dev & Coaching

\$362,060

LETRS training for 103 teachers, PD for all staff in literacy best practices & curriculum, develop async on-demand PD teachers can access any time

Hiring Staff

\$0

Hiring will happen in Spring 2024. Salaries will begin during the 2024-25 budget year.

High Dosage Tutoring

\$0

Extended contract for summer planning with the literacy team and Dyslexia Specialist

Extended Learning

\$12,000¹¹⁶

Support an in-person summer learning program

Budget 2024-25



Curriculum & Materials

\$116,000

Purchase additional Foundations materials for use in classrooms and materials for high-dosage tutors

Prof Dev & Coaching

\$348,333

LETRS training for 100 teachers, PD for all staff in literacy best practices & curriculum, develop asynch on-demand PD teachers can access any time

Hiring Staff

\$607,173

Hiring for Dyslexia Specialist, Literacy/Coaching Coordinator, and High Dosage Tutors will happen in Spring 2024. Salaries will begin during the 2024-25 budget year.

High Dosage Tutoring

\$28,720

Extended contract for summer planning and training with the literacy team, Dyslexia Specialist, & pilot school staff

Extended Learning

\$15,000

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Support an in-person summer learning program



Thank you for your continued support
of literacy for our youngest students!

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For further questions please contact:
Erin Gaston: gaston_e@4j.lane.edu

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Early Literacy Success Initiative Resources



- [The text of House Bill 3198 which created the Early Literacy Success Initiative](#)
- [Oregon's Early Literacy Success Initiative Overview](#)
- [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#)

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Background for Presentation: *Details About Board Approval Requirement*

Enrolled House Bill 3198

SECTION 4. Eligibility for grants

(4) An application described in subsection (3) of this section must be presented and approved by the school district board or the governing body of the public charter school at an open meeting following:

- (a) Oral presentation of the application by an administrator of the school district or public charter school to the school district board or the governing body of the public charter school; and 120
- (b) Opportunity for the public to comment on the application.

Timeline:

- Applications must be submitted by **January 8th, 2024**.
- Application review may begin before board minutes are approved; however, grant agreements cannot be written until board minutes are approved.
- The minutes from Board Approval meeting are due **February 28, 2024**.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

December 13, 2023

Title

Approve the Integrated Guidance Grant – Longitudinal Performance Growth Targets

Presenters: Jeff Johnson, Director of Elementary Education
Seth Pfaefflin, Director of Student Services

Background

Last year the district engaged in a thorough process in building our Integrated Guidance Narrative Plan (IG) based on the following:

1. Needs Assessment

- In developing the Integrated Guidance submission, the Eugene School District 4J engaged in a comprehensive needs assessment grounded in high-level data from ODE in the key performance indicators (3rd grade reading proficiency, 9th grade on track, 4 & 5 year graduation rates segmented by ODE focal groups) along with more granular feedback from individuals and student, parent, staff and community groups.

2. Plan Summary

- Eugene School District 4J's Integrated Guidance plan is organized around three focus areas: 1) Timely communication and meaningful community engagement, 2) Equitable outcomes for all with an amplified focus on the desires of underserved student communities and 3) Safety and well-being for all students and staff.

3. Equity Advanced

- Eugene School District 4J is committed to eliminating gaps in opportunities and barriers to access which are highly predictable by a student's race, ethnicity, gender, gender identity, disability, socioeconomic status, and geographic location. The Equity Team shares the goal of improving outcomes for each and every student with an amplified focus on the desires of those who have been historically underserved.

4. CTE Focus

- Career and technical education (CTE) is an educational program for high school students based on individual interests and industry needs. The Oregon Department of Education has established six CTE learning areas, which are aligned to industry standards and integrate technical and career skill proficiencies with academic content. CTE prepares students for the workplace, further education, training and community roles. We seek to advance the profile of CTE opportunities and pathways by establishing a Center for Applied Learning.

A final step in the Integrated Guidance process is the approval of the co-developed Longitudinal Performance Growth Targets (LPGTs) grant agreement.

Longitudinal Performance Growth Targets (LPGTs) were developed in collaboration with ODE based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use of the following applicable metrics for the overall population and disaggregated:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates
 - Other local metrics may be used to develop applicable performance growth targets.

The grant agreement needs to be approved by the governing board, and a copy of the grant agreement needs to be posted on the district's website.

The board is asked to approve the district's grant at the board meeting on _____. The district is required to meet the submission deadline with ODE of _____.

Recommendation

The superintendent recommends the board approve the Eugene School District 4J Longitudinal Performance Growth Targets (LPGTs) as presented.



Eugene SD

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2023 Longitudinal Performance Growth Targets Presentation

In Alignment with “Aligning for Student Success: Integrated Guidance for Six ODE Programs”

Purpose for Presentation



- To share information about Longitudinal Performance Growth Targets (LPGTs) and measuring progress related to the Integrated Plan for 6 ODE Programs
- To provide additional context on LPGTs
- To seek board approval for the Integrated Grant Agreement with embedded LPGTs.

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Contents

- Background & Context
- LPGT Guidance & Development Process
- LPGTs for Eugene SD

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Eugene SD-Integrated Plan

OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA
Outcome-A	Timely Communication & Meaningful Community Engagement					
A1	CTE - Center for Applied Learning				X	
A2	Provide Extended Learning Opportunities				X	X
A3	Wrap Around Supports				X	X
A4	Community Outreach & Connection				X	X
A5	Alignment, Transparency & Accountability				X	X
Outcome-B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities					
B1	Support Equity, Inclusion, and Instruction Initiatives				X	X
B2	New Teacher Mentoring					X
B3	Grow Your Own (GYO) Pathway Program					X
B4	3rd Grade Literacy					X
B5	Improve systems in support of students meeting academic standards at CSI/TSI Identified Schools	X				
Outcome-C	Safety and well being for all students and staff					
C1	MTSS Implementation and Effectiveness District-Wide			X	X	X
C2	Increase Adults in the system/Targeted Class Size Reduction				X	X
C3	Integrated Prevention and Mental Health Model					X
C4	Support Safety, Security, and Risk Initiatives					X

Eugene SD IG Allocation 2023-24

Activity	CSI/TSI Activity Budget 23-24	EIS Activity Budget 23-24	HSS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$244,781.68	\$46,402.71	\$4,404,355.21	\$14,755,435.26	\$19,450,974.86

Charter IG Allocation 2023-24

Coburg Charter	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$178,179.06	\$178,179.06

Ridgeline Montessori	EIIS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$741.42	\$203,232.35	\$203,973.77

Village School	EIIS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$664.77	\$181,551.00	\$182,215.77

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Charter IG Allocation 2023-24

Network Charter	EIS Activity Budget 23-24	HSS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$305.82	\$73,611.28	\$83,337.56	\$157,254.66

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Twin Rivers	HSS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$35,651.86	\$39,077.26	\$74,729.12

Context for LPGTs

- The final stage of our application process
- Statutorily required under the Student Investment Account
- Embedded in our Grant Agreement
- Reported on Annually
- Performance Review Required every Four Years

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ODE's Values

- Monitoring and Evaluation is central to learning and program implementation.
- Context matters. LPGTs must be flexible and adaptive.
- Goals and metrics need to be realistic, ambitious and attainable.
- Progress is not linear and all measures of progress are not created equal.

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Co-Development Process

- ODE has supported applicants in co-developing LPGTs in collaboration with ESD Liaisons.
- This work included finalizing **Baseline**, **Stretch** and **Gap-Closing** targets for each of the common metrics detailed on the next slide.
- The aim of this co-development effort was to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

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LPGTs - What's Required

- **Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school.
- **Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
- **Third Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
- **Ninth Grade On-Track:** The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
- **Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

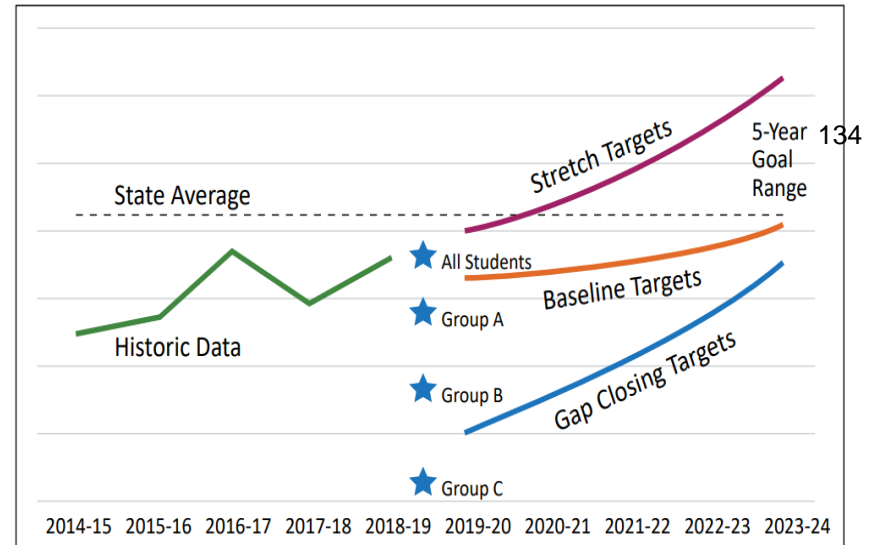
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LPGTs – What’s Required, con’t

5 Year Targets

- Baseline – the minimum level of realistic growth
- Stretch – more ambitious, still realistic
- Gap Closing – reduction of academic disparities for focal student groups

Visual Example



LPGTs Must Be:

Realistic and Attainable

Districts and schools working with ODE considered:

- Historic trends for that metric
- An evaluation of the likely impact of new or expanded programs on that metric
- Statewide averages and trends for LPGTs

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Goal Development Process:

A district team met multiple times with a team from ODE to review and re-draft goals to be realistic and attainable, based on district and state-wide trends:

- Initial goals were considered by ODE team to be unrealistically high.
- Goals for many individual focal groups were recommended to be changed to encompass a single combined focal group

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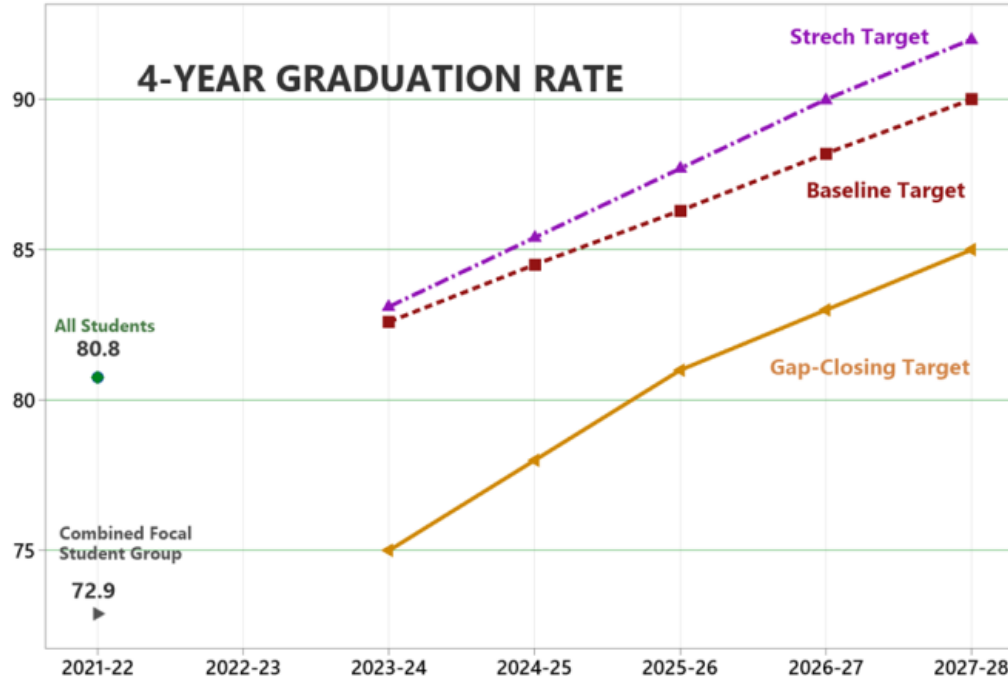
CoDeveloped Targets

Four Year Graduation-Eugene SD

					Forecast (+ 9.25% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Four Year Cohort Graduation									137
Four Year Cohort Graduation	Baseline Target: All Students	80.75%	78.70%	1.40%	82.60%	84.50%	86.30%	88.20%	90.00%
Four Year Cohort Graduation	Stretch Target: All Students				83.10%	85.40%	87.70%	90.00%	92.00%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	72.88%	68.50%	2.10%	75.00%	78.00%	81.00%	83.00%	85.00%

CoDeveloped Targets

Four Year Graduation-Eugene SD



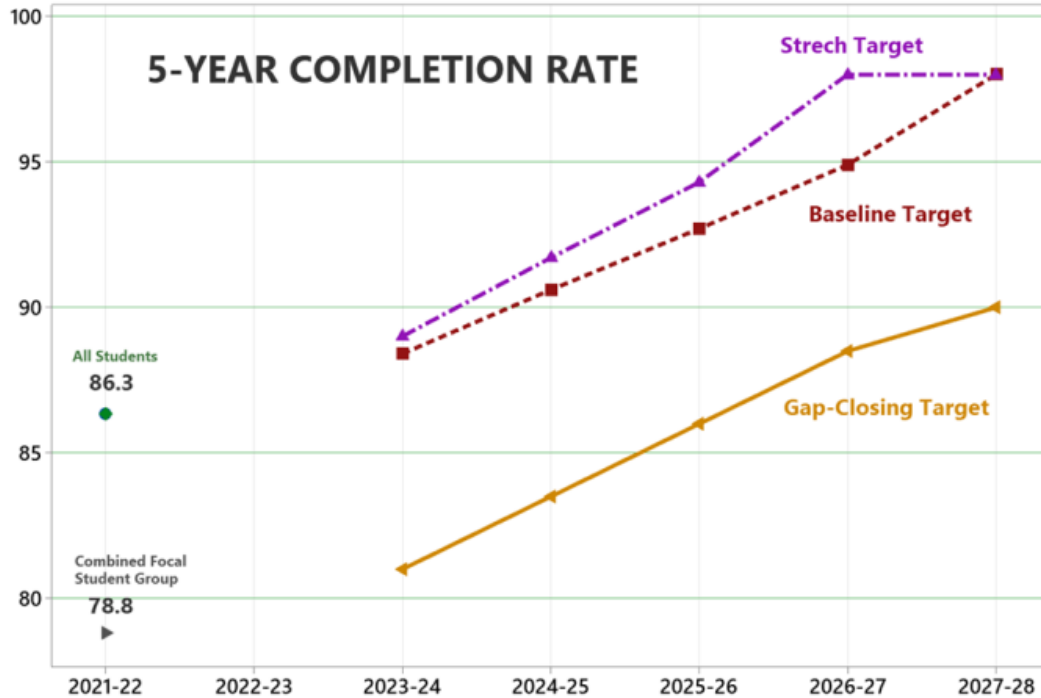
CoDeveloped Targets

Fifth Year Completion-Eugene SD

					Forecast (+ 9.66% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Five Year Cohort Completion									139
Five Year Cohort Completion	Baseline Target: All Students	86.34%	86.70%	0.50%	88.40%	90.60%	92.70%	94.90%	>95%
Five Year Cohort Completion	Stretch Target: All Students				89.00%	91.70%	94.30%	>95%	>95%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	78.79%	79.30%	0.80%	81.00%	83.50%	86.00%	88.50%	90.00%

CoDeveloped Targets

Fifth Year Completion-Eugene SD



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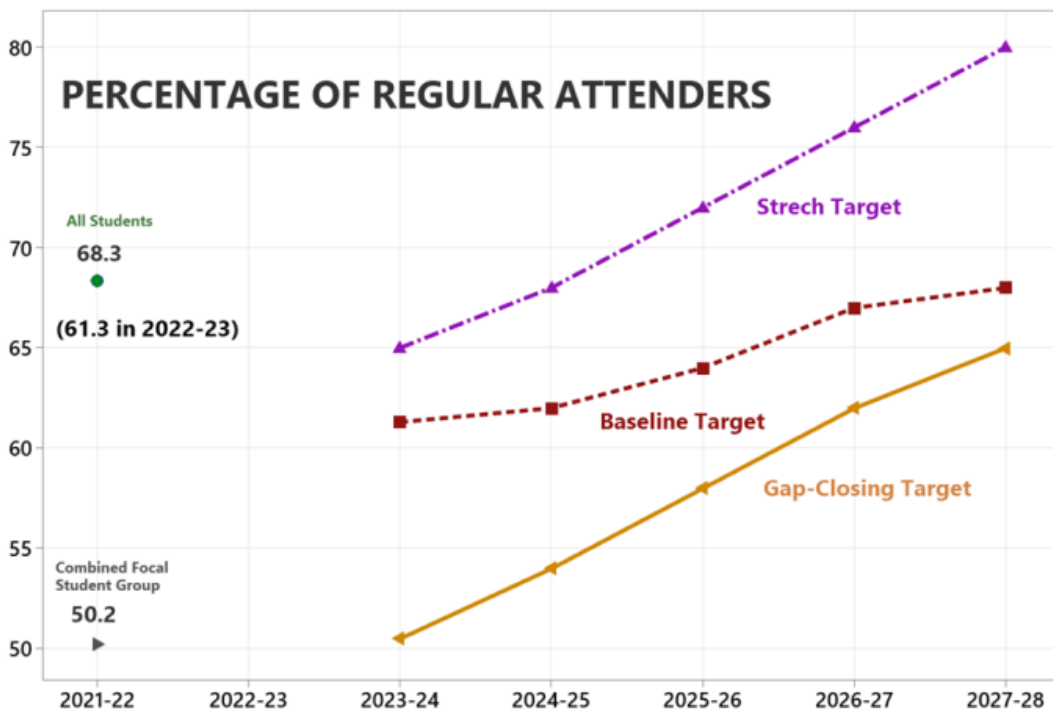
CoDeveloped Targets

Regular Attenders-Eugene SD

					Forecast (+ 6.70% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Regular Attenders									141
Regular Attenders	Baseline Target: All Students	68.34%	75.50%	-2.64%	61.30%	62.00%	64.00%	67.00%	68.00%
Regular Attenders	Stretch Target: All Students				65.00%	68.00%	72.00%	76.00%	80.00%
Regular Attenders	Gap-Closing Target: All Focal Group Students	50.21%	59.58%	-4.49%	50.50%	54.00%	58.00%	62.00%	65.00%

CoDeveloped Targets

Regular Attenders-Eugene SD



**Regular attenders goals appear low because regular attendance in 4J, the state and country continued to drop dramatically in 2022-23 (to 61.3% for all students). Goals therefore allow for a leveling-off in 2023-24.

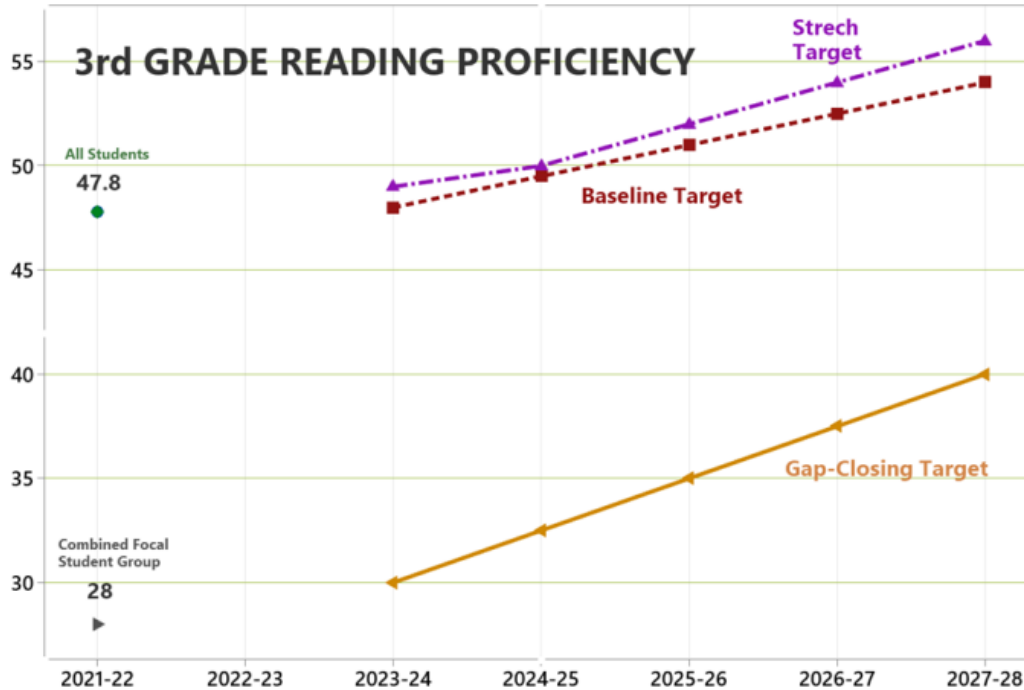
CoDeveloped Targets

3rd Grade ELA-Eugene SD

					Forecast (+ 6.51% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
3rd Grade ELA Proficiency									143
3rd Grade ELA Proficiency	Baseline Target: All Students	47.79%	51.83%	-1.93%	48.00%	49.50%	51.00%	52.50%	54.00%
3rd Grade ELA Proficiency	Stretch Target: All Students				49.00%	50.00%	52.00%	54.00%	56.00%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	27.98%	33.51%	-2.29%	30.00%	32.50%	35.00%	37.50%	40.00%

CoDeveloped Targets

3rd Grade ELA-Eugene SD



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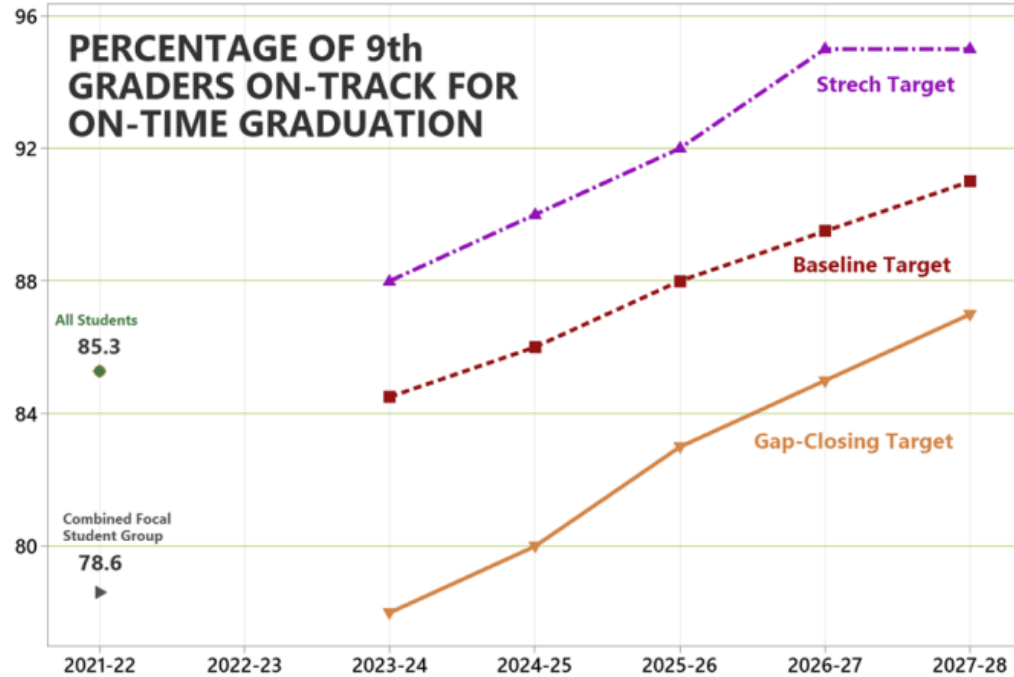
CoDeveloped Targets

9th On Track-Eugene SD

					Forecast (+ 6.60% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
9th Grade On-Track									145
9th Grade On-Track	Baseline Target: All Students	85.29%	85.20%	-1.50%	84.50%	86.00%	88.00%	89.50%	91.00%
9th Grade On-Track	Stretch Target: All Students				88.00%	90.00%	92.00%	95.00%	95.00%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	78.59%	77.50%	-1.80%	78.00%	80.00%	83.00%	85.00%	87.00%

CoDeveloped Targets

9th On Track-Eugene SD



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What we learned through this process

- Our current model for school improvement is well aligned with the work ODE is requiring.
- Highlights the District's goal of improving access and opportunities for our marginalized youth.
- Helps us focus on system-level work to improve specific outcomes – helps us identify and target areas for improvement.
- Further work on our SCIP (School Continuous Improvement Plan) will need to continue to align to ODE's recommendations.

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Questions & Comments

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ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

December 13, 2023

Title

Tool for Superintendent Evaluation

Presenter

Maya Rabasa, Board Chair

Description

The board will evaluate available tools and establish a tool to use for the superintendent's evaluation. The current consideration is the Oregon School Board Association (OSBA) / Coalition of Oregon School Administrators (COSA) [Superintendent Evaluation Workbook](#):
Link: https://www.osba.org/wp-content/uploads/BD-2023-03-24_2020-SuperintendentEvaluation-FillableForm.pdf

Board Policy CBG - Evaluation of the Superintendent states, in part,
The board will evaluate the superintendent annually as per timelines set forth in the superintendent's employment contract. The evaluation will be based on the job duties described in the superintendent's contract, Board policy, and progress in attaining any goals for the year established by the board and/or superintendent.

The board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in the Board meeting open to the public.

Eugene School District 4J

Code: CBG
Adopted: 2/17/16
Revised/Readopted: 8/02/17
Orig. Code(s): CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least annually as per the timelines set forth in the superintendent's employment contract. The evaluation will be based on the job duties described in the superintendent's contract, Board policy and progress in attaining any goals for the year established by the Board and/or superintendent.

The Board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in a Board meeting open to the public. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussions and conferences with and about the superintendent and his/her performance will be conducted in executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)

[ORS 332.505](#)
[ORS 342.513](#)

[ORS 342.815](#)
[OAR 581-022-2405](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

Cross Reference(s):

BDC - Executive Sessions
CBA - Qualifications and Duties of District Superintendent