

Board of Directors Meeting
 School District 4J, Lane County
 4J Education Center / Virtual
 (in-person or virtual)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, October 9, 2024

NOTICE: The Regular Board Meeting at 6:00 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>, Webinar ID: 912 2512 8314

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.

**6:00 PM
 Regular Board Meeting**

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. Items Raised by the Audience
- VI. Comments by Employee Groups

- VII. **Consent Group - Items for Action**
 - 1. Approve the Regular Board Meeting Minutes for 09/04/2024 4
 - 2. Approve Memorandum of Agreement between Eugene School District 4J and Oregon School Employee Association Eugene Chapter 1 (OSEA) 14
 Presenters: Brooke Wagner, Assistant Superintendent for Administrative Services
 Kate Marrone, Human Resources Director
 Blanca Flores Lopez, Human Resources Administrator

- VIII. **Items for Information**
 - 1. Ad Hoc Superintendent Search Board Subcommittee Report 35
 Presenter: Board Director Judy Newman, on Behalf of the Ad Hoc Superintendent Search Board Subcommittee
 10 Minutes
 - 2. Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2023-24 Assurances 37
 Presenters: Carmen Xiomara Urbina, Chief of Staff
 Larry Williams, Assistant Superintendent of Instruction and Access
 Colt Gill, Interim Superintendent
 15 Minutes

IX.	Items for Action	
	1. Approve Revisions to Board Policy BBAA – Individual board Member's Authority and Responsibilities Presenter: Colt Gill, Interim Superintendent 5 Minutes	88
	2. Community Engagement Committee: Purpose, Model and Plan for Community Chats Presenter: Ericka Thessen, on behalf of the Community Engagement Committee 20 Minutes	94
	3. Selection of Superintendent Search Firm Finalists Presenters: Judy Newman, Board Director; Morgan Munro, Board Director; Tom Di Liberto, Board Vice Chair; Rick Hamilton, Board Director 20 Minutes	101
	4. Resolution Reaffirming Commitment to Safe, Inclusive, and Supportive School Environment for Each Student, Welcoming Students of All National Origins, Without Immigration or Documentation Status Barriers Presenter: Maya Rabasa, Board Director 20 Minutes	177
X.	Items for Action at a Future Meeting	
	1. Enterprise Zone School Support Fee Presenters: Michael Bradley, Business Liaison, City of Eugene; Amanda D'Souza, Development Programs Manager, City of Eugene; Allison Camp, Economic Development Manager, City of Springfield 15 Minutes	195
	2. Budget: Audit Readiness Update, Revenue Estimate Review, Alignment to Board/District Goals, Discussion of Reserve Policy Presenter: Matt Brown, Finance Director 25 Minutes	210
	3. Legislative Committee: Finalize Input on 4J Board Legislative Priorities Presenter: Board Director Judy Newman, on behalf of the Board Legislative Committee 20 Minutes	228
	4. Lane ESD (Education Service District) School Transit Dollar Request for 2024/25 Presenter: Matt Brown, Finance Director 10 Minutes	231
	5. Consider for Approval Proposed Revisions to Policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements Presenter: Colt Gill, Interim Superintendent 10 Minutes	233
	6. Consider for Approval Proposed Revisions to Policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements (First Read) Presenter: Colt Gill, Interim Superintendent 5 Minutes	238
	7. Consider for Approval Proposed Revisions to Policy BBFC – Reporting of Suspected Abuse of a Child (First Read) Presenter: Colt Gill, Interim Superintendent 5 Minutes	244
XI.	Comments and Committee Reports by Individual Board Members	
XII.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XIII.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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



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

ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

October 9, 2024

Title

Approve the Regular Board Meeting Minutes for 09/04/20/24

Background

The board minutes listed above are in draft form. Once approved, the minutes will be uploaded to BoardBook and available to the public.

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

Date: September 4, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular session at 6:00 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 August 30, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Brooke Wagner, Assistant Superintendent for Administrative Services
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

Sabrina Gordon, Eugene Education Association (EEA)
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)
Sally Duerfeldt, Vice President, Oregon School Employees Association (OSEA)

OTHER:

None.

MEDIA:

KRVM
Register Guard

I. CALL TO ORDER, ROLL CALL, LAND ACKNOWLEDGEMENT

Chair Jenny Jonak called the regular session to order at 6:03 p.m. She said the names of the board members who were present and read the land acknowledgement statement.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Colt Gill expressed his enthusiasm for the start of a new school year. He presented a welcome video that was shared with Eugene School District 4J staff.

IV. ITEMS RAISED BY THE AUDIENCE

Chloe Chapman, community member, introduced herself as a representative from Summit Bank. She explained that Summit Bank uses deposits to redeploy money to small businesses, nonprofits, and schools. They recently donated more than \$250,000. Summit Bank partners with local government municipalities and educational institutions by supporting their operations, growth, and missions. She asked that 4J consider banking locally by partnering with Summit Bank.

Michelle Dunn, 4J physical education specialist, thanked the BOD for their support of unified sports during the previous school year. She acknowledged the many volunteer unified coaches. She encouraged the BOD to question why 4J does not invest financially in unified sports when they represent inclusion, equity, diversity, and belonging. She urged more support of unified sports and other unified activities. She added that unified physical education supports Oregon HB3199.

V. COMMENTS BY EMPLOYEE GROUPS

Eugene Education Association (EEA) President Sabrina Gordon shared her excitement about the start of the school year. She said staff members have been working tirelessly. She raised concern that licensed staff are starting the school year without a contract. She said EEA and 4J engaged in negotiations last spring for a new collective bargaining agreement. They did not finish, and the previous agreement has expired. She explained that the contract is the place where they jointly commit to the teaching and learning conditions and bargaining is an opportunity to make conditions better. She asserted that where they left off at the bargaining table is not yet good enough for 4J students. She described safe learning environments where all staff are trained and systems for behavior support are clearly understood, counselors who not over overburdened by clerical tasks, nurses with more capacity, multilingual staff, and educators who feel supported by their employer, with enough time to do their jobs, and fair compensation. She urged the BOD to demonstrate with dollars the value they place on licensed educators. She highlighted two upcoming public sessions on September 5 and September 12 at 4:30 p.m.

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton and Vice President Sally Duerfeldt introduced themselves.

Ms. Duerfeldt stated that over the past year she has witnessed her colleagues asking for help resolving district issues. She cited a transportation staffing crisis, leading to over 9,000 hours of overtime, a special education (SPED) staffing crisis, and pay inequities in the nutrition department. She said the district's most vulnerable students are not getting their needs met. She described a safe and effective learning environment, safe transportation, and quality healthy meals. She said that previous words of validation have been followed by silence and lack of change. She urged board members to think about their legacy.

Ms. Jenkins-Easton voiced that when OSEA surveyed significant needs Educational Assistants (EAs) last fall, 46% of all respondents indicated that they "arrive at work each day knowing they will be physically assaulted by a student." She highlighted SB756, which she said provides an opportunity to work together to improve learning conditions for students while making the working conditions for staff bearable. Alongside what the law requires as a baseline, OSEA proposed two things:

1. Guarantee one bus aid on all SPED routes
2. Pay a differential to retain SPED staff

Ms. Jenkins-Easton brought up examples of how the district bargaining team has shown a lack of support for the proposed topics. She mentioned that during budget committee meetings, board members asked where the district's values of improving staffing conditions in SPED are reflected in the budget. She explained that the vacancy savings, which make up 4-7% of the district's budget, come at a time when SPED is in a state of crisis, citing 19,000 unfilled substitute hours. She said that for staff and students, vacancies do not represent savings, they represent risk. She brought up negotiations for coaches last fall and said negotiating SB756 has been awful, leading to the pending litigation. Ms. Jenkins-Easton ended by stating that she has the responsibility to uphold the legal, contractual rights guaranteed to every classified staff in the district.

VI. CONSENT GROUP – ITEMS FOR ACTION

- 1. APPROVE MINUTES FOR AUGUST 1, 2024 BOARD SUMMER RETREAT AND AUGUST 7, 2024 REGULAR BOARD MEETING**
- 2. APPROVE INITIATION OF THE PROPOSED K-12 SCIENCE ADOPTION**
- 3. APPROVE PERSONNEL ACTIONS**

MOTION: Vice Chair Di Liberto moved to approve the consent agenda. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

VII. ITEMS FOR INFORMATION

1. CREATING SAFE, INCLUSIVE & WELCOMING LEARNING SPACES

Interim Superintendent Gill and Ms. Carmen Xiomara Urbina presented information via PowerPoint presentation about a guide designed for creating safe, inclusive, and welcoming learning spaces.

The guide, shared widely with school leaders, offers preventative and proactive measures in anticipation of potential challenges in the school environment given the U.S. presidential campaign and global events.

Interim Superintendent Gill elaborated on the following four ideals:

1. Student-centered
2. Move toward hope and resolution
3. Weathermakers
4. Hold high expectations

Interim Superintendent Gill highlighted the following collective principles:

1. Protecting well-being
2. Collective responsibility
3. Equity in education
4. Safe and respectful workplaces
5. Commitment to equity

Ms. Urbina said the guidance assists staff with managing polarized political debates among students while maintaining a neutral environment, addressing bullying tied to political rhetoric, and holding space for multiple perspectives. The guide outlines preventions, interventions, and restorations. It contains policies, procedures, and key resources intended to empower administrators and staff ahead of the 2024-25 school year. Ms. Urbina referenced an internal website: “4J Resources for Preventing and Responding to Bias Incidents/Every Student Belongs.” She said the district is committed to continually improving and refining the guidance based on staff feedback.

Members of the BOD expressed their enthusiasm for the proactive districtwide guidance.

2. RECEIVE UPDATE FROM AD HOC SUPERINTENDENT SEARCH BOARD

Ms. Newman provided an update about the ad hoc superintendent search board. The board has met on two occasions. They agreed to hire a search firm and a request for proposals (RFP) was generated.

Applications for a search firm close on Monday, September 23, 2024. Ms. Newman asked if any members of the BOD want to join the subcommittee to screen applications the week of September 30, 2024. She added that ultimately the entire committee will interview finalists. She asked members of the BOD to communicate any additional feedback they have regarding criteria to Interim Superintendent Gill, and it will be communicated to the ad hoc superintendent search board.

Ms. Newman described a detailed and extensive timeline (provided in the meeting packet) for hiring a permanent superintendent. The timeline may shift when a search firm is hired. She said the ad hoc superintendent search board began their work early, and their hope is to identify a new permanent superintendent by March 2025.

Ms. Rabasa asked for clarification about Ms. Newman's invitation to join the subcommittee screening applications.

Ms. Newman responded that the process would involve reviewing and scoring the initial applications.

Ms. Rabasa commented that she imagines there would be conversation about the applications rather than just turning in a score sheet. She is unsure how that process would happen given how the [ad hoc superintendent search board] numbers are set up.

Ms. Newman responded that she is assuming all the applications will go to the subcommittee.

Ms. Rabasa stated that as she understands it, additional members would contribute to the scoring component of the process, but not to the conversation component of the process.

Ms. Newman responded affirmatively.

Ms. Munro added that the ad hoc superintendent search board has not yet determined the process for search firm finalist interviews, but the BOD will be involved. She clarified that the purpose of the ad hoc superintendent search board is largely administrative, and decisions are the responsibility of the BOD. She said the ad hoc superintendent search board will present a plan to the BOD as it relates to board member involvement in the interview process.

Ms. Newman added that interviews for the search firm are scheduled for October 11-23, 2024.

In a response directed toward Ms. Rabasa, Interim Superintendent Gill offered that the scoring criteria for the initial screening starts on page 5 of the RFP. He said there is an

opportunity in the timeline for a screening to happen and for the ad hoc superintendent search board to bring recommendations to the BOD. The BOD can then determine which search firms will be interviewed.

Ms. Rabasa responded that she is more inclined to consider providing input if she knows it can go beyond the scoring component.

Ms. Munro brought up that the ad hoc superintendent search board discussed the possibility of using a ranking system since some board members score more generously compared with others.

Ms. Newman summarized that the ad hoc superintendent search board is asking members of the BOD to determine if they will help with scoring, provide input on criteria for the interview process, and provide input about the feasibility of the March 2025 deadline for hiring a permanent superintendent.

VIII. ITEMS FOR ACTION

1. ADOPT BOARD, SUPERINTENDENT, AND DISTRICT GOALS

The BOD conducted a final edit and review of the board, superintendent, and district goals.

MOTION: Di Liberto moved to approve the adoption of board, superintendent, and district goals as amended. Seconded by Ms. Thessen. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. LINES OF AUTHORITY AND ORGANIZATIONAL CHART

Interim Superintendent Gill introduced the topic of lines of authority and organizational chart. The BOD reviewed the organizational chart during their most recent work session. He explained that the executive leadership team had three primary aims for the organizational chart: create clarity, restore equity, inclusion and belonging, and create equitable access to high quality and relevant teaching and learning. He said the district has designed systems around the organizational chart.

Interim Superintendent Gill explained that 4J policy CCB requires the BOD to approve lines of direct authority, thereby affirming the district's commitment to the organizational chart.

MOTION: Mr. Di Liberto moved to approve the proposed lines of authority, positions, and titles. Seconded by Mr. Hamilton. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. APPROVE POLICY BCFA—EDUCATIONAL EQUITY ADVISORY COMMITTEE

Interim Superintendent Gill introduced policy BCFA (Educational Equity Advisory Committee) for a second read.

There was discussion about the need for a process for developing a pool of nominees.

The BOD further refined language clarifying the role of individual board members as they relate to nominations to the Educational Equity Advisory Committee.

There was consensus to remove policy language requiring the involvement of a school leader in the nomination process.

MOTION: Ms. Munro moved to approve the proposed policy BCFA as amended. Seconded by Ms. Thessen. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

4. APPROVE REVISIONS TO BOARD POLICY BBAA – INDIVIDUAL BOARD MEMBERS’ AUTHORITY AND RESPONSIBILITIES (SECOND READ)

Interim Superintendent Gill introduced policy BBAA (individual board members’ authority and responsibilities) for a second read.

He noted some of the key proposed changes, such as protocol for board members sharing opinions publicly and protocol for requesting legal advice.

It was clarified that, with the exception the Chair or designated point-of-contact, individual board members must not contact attorneys without approval of the entire BOD.

There was further discussion about the various roles of legal counsel and protocol for requesting legal advice.

There was consensus to postpone approving policy BBAA until policy language has been refined for more clarification.

5. APPROVE REVISIONS TO BOARD POLICY BDC – EXECUTIVE SESSIONS

Interim Superintendent Gill introduced policy BDC (executive sessions) for a second read.

He explained that key changes to the policy include new two reasons to call an executive session: 1. Matters relating to the safety of the governing body and 2. Matters relating to cyber security.

MOTION: Mr. Di Liberto moved to approve policy BDC (executive sessions) as amended. Seconded by Ms. Thessen. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

6. APPROVE REVISIONS TO BOARD POLICY BDDG – MINUTES OF BOARD MEETINGS

Interim Superintendent Gill introduced policy BDDG (minutes of board meetings).

He explained two minor language adjustments to the policy.

MOTION: Mr. Di Liberto moved to approve revisions to board policy BDDG. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

7. APPROVE FOR ADOPTION POLICY CB – SUPERINTENDENT

Interim Superintendent Gill introduced policy CB (superintendent) for a second read.

He explained that the new policy defines the role of the superintendency in the school district. The language is congruent with the Oregon School Board Association's (OSBA) recommendations and with other districts across the state. The policy incorporates SB283, which states that a district cannot direct a superintendent to take action conflicting with local, state, or federal law.

MOTION: Mr. Di Liberto moved to approve the adoption of policy CB. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

8. APPROVE REVISIONS TO POLICY CBG – EVALUATION OF SUPERINTENDENT

Interim Superintendent Gill introduced policy CBG (evaluation of superintendent) for a second read.

MOTION: Mr. Di Liberto moved to approve policy CBG (evaluation of the superintendent). Seconded by Ms. Munro. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

IX. ITEMS AT A FUTURE MEETING

None.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Vice Chair Di Liberto thanked district employees who worked over the summer, stating that their contributions do not go unnoticed. He spoke to the excitement and anticipation of a new school year and thanked returning educators and staff.

Ms. Newman said she appreciated the district's new welcome video. She reported that the Student Voice Committee met, and they are recruiting representatives.

Ms. Munro highlighted the district's ombuds program and praised audit season work.

Ms. Rabasa attended the OSBA summer conference. She mentioned the importance and role of charter schools informing district culture.

Ms. Thessen reported activities from the Charter School Committee.

Chair Jonak echoed gratitude for educators, staff, and fellow members of the BOD.

XI. SUGGESTIONS BY THE BOARD FOR ITEMS FOR ACTION AT A FUTURE MEETING

Ms. Munro requested information about the form and structure of proactive superintendent supervision.

Ms. Newman requested more detailed information about the district's inclusion plan, specifically regarding Individualized Educational Programs (IEPs) and 504s.

Ms. Thessen requested a Friday memorandum about the procedure for communicating high school student schedules.

Vice Chair Di Liberto requested a Friday memorandum about what measures the district is taking to collect data from staff.

XII. ADJORN

Chair Jonak adjourned the regular session at 8:21 p.m.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

Wednesday October 9, 2024

Title

Memorandum of Agreement between Eugene School District 4J and Oregon School Employee Association Eugene Chapter 1 (OSEA)

Presenter/s

Brooke Wagner, Assistant Superintendent for Administrative Services
Kate Marrone, Human Resources Director
Blanca Flores Lopez, Human Resources Administrator

Background

Once approved by the Eugene School Board, the district and OSEA have reached a tentative agreement regarding implementation of Senate Bill (SB) 756 (2023).

The MOA supports collaboration between Eugene School District 4J and OSEA to implement under Oregon Law SB 756.

Recommendation

The Superintendent recommends approval of the MOA with OSEA to implement SB 756.

SETTLEMENT AGREEMENT

Parties: Eugene School District 4J (“the District”) and
Oregon School Employees Association Chapter No. 1 (“the Association”)

RECITALS

- A. In 2023, the Oregon Legislature enacted Oregon Senate Bill (SB) 756, which was codified as ORS 343.068. That statute took effect on or about September 24, 2023.
- B. Since about March 15, 2024, the parties have been bargaining over the implementation of ORS 343.068.
- C. On or about August 30, 2024, the Association filed an Unfair Labor Practice (ULP) action against the District with the Oregon Employment Relations Board (ERB) (Case No. UP-039-24), alleging that the District had violated ORS 243.672(1)(e) in the course of bargaining over the implementation of SB 756.
- D. On or about September 12, 2024, the District filed a ULP action against the Association with the ERB (Case No. UP-043-24). The District’s complaint alleged that the Association had violated ORS 243.672(2)(b) in the course of bargaining over implementation of SB 756.
- E. The parties wish to amicably resolve both ULP proceedings and resolve their bargaining disputes, and in that spirit have entered into the settlement agreement memorialized herein. This agreement represents a compromise on disputed issues between the parties.

AGREEMENT

- 1. The parties shall jointly execute and enter into the attached “Memorandum of Agreement,” (MOA) which memorializes the parties’ bargained agreement regarding the implementation of SB 756. That agreement incorporates by reference certain District protocols, which are also attached to the MOA and, through the MOA, are incorporated by reference herein.
- 2. Within seven (7) calendar days after complete execution of this Agreement and the attached MOA, the Association will withdraw ULP Case No. UP-039-24, and request that the ERB order that case dismissed with prejudice, and the District will withdraw ULP Case No. UP-043-24 and request that the ERB order that case dismissed with prejudice. Both ULP matters will accordingly be deemed fully resolved.
- 3. Upon complete execution of this Agreement, complete execution of the attached MOA, and withdrawal of both ULPs, the parties’ bargaining over the implementation of SB 756 shall be deemed complete and resolved. This Agreement resolves all disputes, claims, and

potential claims between the parties that have accrued as of full execution of this agreement regarding bargaining over the implementation of SB 756.

4. The parties acknowledge and agree that they are solely responsible for paying any attorney fees and costs incurred regarding bargaining and the parties' respective ULP actions. Neither the parties nor their attorneys will seek any award of attorney fees or costs from any other party. This provision, however, does not apply in the event of a subsequent legal proceeding brought to enforce this Agreement.
5. The parties agree that this Agreement is not to be construed as an admission or proof of any liability or fault whatsoever on the part of either party. This Agreement constitutes a compromise on disputed issues. This Agreement does not establish a precedent for matters unrelated to SB 756.
6. This Agreement does not waive any right that may not legally be waived, and shall not be construed as such. If any provision contained in this Agreement shall for any reason be held by a tribunal of competent jurisdiction to be invalid, illegal, void, or unenforceable in any respect, such provision shall be deemed modified so as to constitute a provision conforming as nearly as possible to such invalid, illegal, void, or unenforceable provision while still remaining valid and enforceable, and the remaining terms or provisions of this Agreement shall not be affected.
7. This Agreement was jointly drafted, carefully reviewed, and approved by all parties to this Agreement. Any rule that would otherwise require any ambiguities in this Agreement to be interpreted against the drafter(s) is hereby expressly waived and should not be applied as an interpretive aid in any subsequent interpretation of this Agreement.
8. This Agreement may be executed in counterparts, including counterparts received by facsimile or electronic transmission, with each counterpart constituting an original. This agreement may also be electronically signed.

SO AGREED:

For the District:

Dated: _____

For the Association:

Dated: _____

Dated: _____

01/11/2024
S. P. R.

10/1/2024
[Signature]

1/4 9/27/24
J. Chris D.

**Memorandum of Agreement
Between
Eugene School District 4J
And**

Oregon School Employees Association Eugene Chapter 1

This Memorandum of Agreement ("MOA") is entered into by and between the Eugene School District 4J ("District") and the Oregon School Employees Association Eugene Chapter 1 ("Association"). The District and Association are parties to a collective bargaining agreement ("CBA") with effective dates of July 1, 2022 – June 30, 2025.

RECITALS

The parties' intention with this MOA is for the purpose of implementing the requirements of Oregon Senate Bill (SB) 756 (2023) which became effective on Sept. 24, 2023.

TERMS OF MEMORANDUM OF AGREEMENT

Classified employees represented by OSEA assigned by the District to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student must:

1. Be granted access to the student's individualized education program (IEP), 504 Plan, behavior/safety intervention plan, medical support protocols and/or any other documentation that relates to the classified school employee's responsibilities to assist with the student's educational, behavioral, medical, health or disability-related needs.
2. Pursuant to District protocols, be consulted with when the education plan for the student is being developed, reviewed or revised, including being invited to and compensated for attending meetings regarding the student's IEP, 504 Plan, medical support protocol, behavior/safety intervention plan or any other meetings to discuss issues or make decisions related to the responsibilities of the classified employee to assist the student.
3. Pursuant to District protocols, be provided by the District with adequate training to safely conduct each of the job duties assigned to the classified school employee related to the implementation of an IEP, 504 Plan, behavior/safety intervention plan or medical support protocol. Specialized training must occur before the employee is assigned to carry out any job duty that requires specialized medical support.
4. During the pre-service periods at the beginning of each school year, the district will provide employees who assist any students with the educational, behavioral, medical, health or disability-related support needs with up to four (4) hours of paid time to review all of the students' individualized education programs (IEP), 504 Plans, behavior/safety intervention plans, medical support protocols or any other documentation that relates to the classified school employee's responsibilities to assist with the student's educational, behavioral, medical, health or disability-related needs. Employees hired after the pre-service periods or who are unable to attend the pre-service periods shall be provided up to four (4) hours of paid time during non-student supervision

time for reviewing this information. Employees are responsible for tracking their time spent reviewing this information. With respect to students who have an education program (IEP), 504 Plan, or behavior/safety intervention plan, the District will strive to provide the opportunity to review the documentation described in this paragraph before the employee is required to assist such students with educational, behavioral, or disability-related support needs. With respect to students who have medical support protocols, the District will allow employees to review the documentation described in this paragraph during the training described in paragraph 3 and before the employee is required to assist with the medical support needs.

5. Employees shall be provided up to 30 minutes of scheduled non-student supervision time each week to review IEP, 504 Plans, or behavior/safety intervention plans, provide input for an upcoming meeting regarding the student, or check-in with other support staff regarding the care of a student with specialized needs. This provision is not meant as replacement for preparation time as outlined in Appendix E – Education Assistant Preparation Time, in the Collective Bargaining Agreement.
6. Within forty five (45) calendar days after execution of this Agreement, the district will provide a current list of classified employees assigned to assist students with specialized needs, as outlined in this agreement. If any classified employee not included on that list believes that they should be included on the list, OSEA may make a written request for review and/or inclusion on the list to the District’s Human Resources Director or designee, who shall have authority to grant or deny that request. If the Human Resources Director or designee denies the employee’s request for inclusion on the list, and OSEA and/or the employee believe the decision violates the requirements of SB 756, as codified in Oregon law, then OSEA and/or the employee may submit the dispute through the grievance process. The list developed by the District shall be updated to add newly hired employees and reflect any changes and a copy of the updated list shall be shared with OSEA on November 1, February 1, and May 1 of each year.
8. Any provisions of the parties’ CBA not expressly modified by this MOA shall remain in full force and effect.
9. Any disputes regarding an alleged violation or the interpretation or application of this Agreement shall be resolved pursuant to the grievance procedure in the CBA between the parties. Alleged violations of District protocols are not subject to the parties’ grievance procedure. Nothing in this Agreement restricts an employee and/or OSEA from pursuing legal action against the District for an alleged violation of law.
10. This MOA shall become effective upon signature of the parties.

For OSEA

Chapter 1 President

Date

OSEA Field Representative

Date

For Eugene School District 4J

Date

TA 9/27/24 10/1/2024
[Handwritten signatures and dates]

Protocol for Employees who Support Students With Specialized Needs

Dated [INSERT]

This protocol applies to all employees assigned to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student (hereinafter referred to as “employees”).

The purpose of this protocol is to provide procedures for employees and supervisors in the following areas:

1. Providing access to Individualized education programs, 504 plans, behavior support plans (“BSP”), medical support protocols or other similar documents.
2. Consultation on the development, review and revision of specialized records,
3. Invitations to meetings regarding Individual Education Plans (“IEP”), 504 Plans, behavioral, medical, health or disability-related support and other similar meetings.
4. Training employees on carrying out duties related to this protocol.

Any employee authorized to access any FERPA-protected documentation addressed in this protocol must have a legitimate educational or work-related interest, and any further disclosure or sharing of any such documentation should be shared with others only as permitted under FERPA.

Definitions, Roles and Responsibilities

“Specialized Education Plan” is used in this protocol to refer to IEPs, 504 plans, BSPs, medical support protocols or other similar documents.

“Licensed Employee” includes all employees in the public schools or employed by an education service district who are required to have a license and who have direct responsibility for instruction or coordination of educational programs and who are compensated for their services from public funds.

“Classified Employee” includes all employees of a public school district except those for whom a teaching or administrative, or other license is required as a basis for employment in a public school.

“Administrator” includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

“Case Manager” refers to a licensed educator responsible for managing the documents and services associated with a specialized education plan which is defined below.

“Licensed Specialists” are licensed educators who serve as educational or service provider for a specialization that requires a special license beyond a teaching license. Examples include speech language pathologists, occupational therapists, etc.

“Service providers” include individuals or agencies providing specialized services under the guidance of a licensed specialist. For example, a Certified Occupational Therapy Assistant (COTA) would provide OT services under the license and guidance of a fully licensed Occupational Therapist.

Access to Specialized Education Plans:

Each case manager must maintain a binder in their classroom that contains up-to-date copies of each specialized education plan that exists for a student, such as IEP, BSP, Health Plan, Feeding Protocol, etc. The binders must be kept in a secure location, but must be accessible to employees assigned to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student. Substitute eligible employees create “sub-plans,” which will include a reference to the binder location and direction to use the student specific information contained within.

After employees complete FERPA training, they will have access to the district’s student information system where they may access specialized plans only for students they support directly. Employees who knowingly and intentionally access electronic records beyond those in which they have a legitimate educational interest may be subject to disciplinary action.

The District will deliver FERPA training during the back to school period before students return. Beginning September 1, 2024, all newly hired employees will be required to complete FERPA training during new employee orientation. If any employee that is subject to this protocol does not receive FERPA training by the start of an academic year, the District will make arrangements for that employee to receive FERPA training as soon as practicable under the circumstances.

Please refer to this draft guidance document for further information regarding access to specialized records:

SB 756 Access to Specialized Records 4J DRAFT guidance

Consultation on Specialized Education Plans:

Protocol TA – SB 756 Bargaining - 9/27/24

Employees assigned to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student may provide input to be used when the student's specialized education plan is developed, reviewed or revised. To facilitate the effective collection of data, employees may provide input to case managers via a Google Form.

Notifications of any meeting to develop, review or revise a specialized education plan must be provided to employees in advance. Where possible, input should be submitted seven calendar days prior to the meeting and can be submitted on an ongoing basis using the google form below. In the event of an urgent meeting or emerging situation related to the plan, input should be provided as soon as possible. Classified employees will be compensated for time spent providing input that extends beyond their normal work hours upon approval from an administrator pursuant to 11.1.3 of the District/OSEA Collective Bargaining Agreement. The responsible licensed employee (e.g. case manager, administrator, counselor, social worker) is responsible to compile, review and summarize input received prior to such meetings. Here is the link to the Google Form: https://docs.google.com/forms/d/e/1FAIpQLSdGTZEFk6eliL6g5ZzVsQuxdEF_72DgQyMCDRSzc2msVUleVg/viewform?usp=sharing

Classified Employees Attending Meetings:

When specialized education plans are being developed, reviewed or revised, the District will invite employees to participate in the portion of the meeting that relates to their job responsibilities if the employee is assigned to work with the student with specialized needs to assist the student with their educational, behavioral, medical, health or disability-related support needs.

Notifications of any meeting to develop, review or revise a specialized education plan must be provided to employees in advance. Classified employees who wish to attend such meetings are responsible for notifying the responsible licensed employee that they plan to attend. The District will release the employee from their regular job duties to attend the meeting on paid work time, and provide coverage necessary to enable that employee to attend the meeting. Classified employees will be compensated for time spent in meetings that extends beyond their normal work hours upon approval from an administrator pursuant to 11.1.3 of the District/OSEA collective bargaining agreement.

The District is not obligated to reschedule the meeting if the employee cannot attend due to a personal conflict, illness, or absence. However, in that event, the employee that is unable to attend the meeting will be permitted to provide input using the procedures described above, and upon request will receive an update following the meeting.

In the event that the student's parent or guardian objects to an employee's attendance at a meeting, the responsible licensed employee will inform the employee that the

parent or guardian has objected to their attendance and the employee will not be permitted to attend. In such case, the employee will be permitted to provide input for the meeting using the procedures described above. If an employee has been excluded from a meeting due to a parent objection, the employee and/or their union representative may request a meeting with the responsible licensed employee and District administrator to review the reason for the parent objection. While District employees may inform parents of their rights, No District employee manager or supervisor will suggest to or may induce a parent or guardian to that they object to the attendance of any other employee for the sole purpose of excluding the employee from the meeting.

~~The District shall provide responsible licensed employees with training the District believes necessary to implement these protocols. As part of that training, the District shall inform responsible licensed employees that they are not permitted to suggest to or induce a parent or guardian to object to the attendance of an employee for the sole purpose of excluding the employee from the meeting.~~

Specialized Training

On at least an annual basis, the district will provide employees with specific and generalized trainings to safely conduct job duties assigned to the employee related to the implementation of a student's specialized educational plan(s).

Specific trainings related to the specialized education plan will be delivered by the district or responsible licensed employee or specialist (e.g. case manager, administrator, counselor, social worker, physical therapist, nurse, speech language pathologists, occupational therapists, etc.).

The district will continue to offer a wide array of generalized trainings that will apply to employees who work with students with specialized educational plans including Mandt trainings, behavior trainings, trauma informed trainings, medical trainings, FERPA, sensory, lift and transfer, prompting and fading techniques, mandatory reporting, instructional delivery and small group management, supervision trainings, student discipline procedures, etc. The availability of such trainings will depend on the employee's role. The district will offer an annual series of "Classified Pathways" trainings where staff can self-select a pathway that goes deep into a topic over several linked trainings throughout the year.

When a student's specialized plan is developed, revised or updated, the District will, with reasonable promptness, determine whether the new plan makes it necessary or appropriate to provide additional training to the employees that will be charged with carrying out that plan, and promptly provide any additional training that is necessary or appropriate.

If any incident occurs where a staff member is injured due to behavior that relates to a student's specialized plan, the District will investigate the injury incident and determine whether additional training is necessary or appropriate to prevent or mitigate repeat incidents and provide such training at the earliest possible opportunity.

Additional Provisions:

Should an employee be physically assaulted or be threatened with physical harm by a student they support, the employee may request a reassignment.

Should any employee require additional supports, including but not limited to training, staffing, PPE, or any other tools to safely and adequately support students with specialized needs, the employee may make that request with the appropriate administrator.

If: (a) an employee believes they have not received adequate training or supports to safely perform job duties assigned to the employee related to the implementation of a student's specialized educational plan(s), or (b) the employee and/or their union representative believes the District has violated the protocols set forth in this document, the employee and/or the union can file a request for review with the Human Resources Director. The decision of the Human Resources Director is appealable to the District Superintendent. The decision of the Superintendent is not subject to appeal. This process is intended to resolve labor disputes and avoid litigation, but it does not waive the rights of either party to file legal claims over perceived violations of law.

**Memorandum of Agreement
Between
Eugene School District 4J
And
Oregon School Employees Association Eugene Chapter 1**

This Memorandum of Agreement (“MOA”) is entered into by and between the Eugene School District 4J (“District”) and the Oregon School Employees Association Eugene Chapter 1 (“Association”). The District and Association are parties to a collective bargaining agreement (“CBA”) with effective dates of July 1, 2022 – June 30, 2025.

RECITALS

The parties’ intention with this MOA is for the purpose of implementing the requirements of Oregon Senate Bill (SB) 756 (2023) which became effective on Sept. 24, 2023.

TERMS OF MEMORANDUM OF AGREEMENT

Classified employees represented by OSEA assigned by the District to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student must:

1. Be granted access to the student’s individualized education program (IEP), 504 Plan, behavior/safety intervention plan, medical support protocols and/or any other documentation that relates to the classified school employee’s responsibilities to assist with the student’s educational, behavioral, medical, health or disability-related needs.
2. Pursuant to District protocols, be consulted with when the education plan for the student is being developed, reviewed or revised, including being invited to and compensated for attending meetings regarding the student’s IEP, 504 Plan, medical support protocol, behavior/safety intervention plan or any other meetings to discuss issues or make decisions related to the responsibilities of the classified employee to assist the student.
3. Pursuant to District protocols, be provided by the District with adequate training to safely conduct each of the job duties assigned to the classified school employee related to the implementation of an IEP, 504 Plan, behavior/safety intervention plan or medical support protocol. Specialized training must occur before the employee is assigned to carry out any job duty that requires specialized medical support.

4. During the pre-service periods at the beginning of each school year, the district will provide employees who assist any students with the educational, behavioral, medical, health or disability-related support needs with up to four (4) hours of paid time to review all of the students' individualized education programs (IEP), 504 Plans, behavior/safety intervention plans, medical support protocols or any other documentation that relates to the classified school employee's responsibilities to assist with the student's educational, behavioral, medical, health or disability-related needs. Employees hired after the pre-service periods or who are unable to attend the pre-service periods shall be provided up to four (4) hours of paid time during non-student supervision time for reviewing this information. Employees are responsible for tracking their time spent reviewing this information. With respect to students who have an education program (IEP), 504 Plan, or behavior/safety intervention plan, the District will strive to provide the opportunity to review the documentation described in this paragraph before the employee is required to assist such students with educational, behavioral, or disability-related support needs. With respect to students who have medical support protocols, the District will allow employees to review the documentation described in this paragraph during the training described in paragraph 3 and before the employee is required to assist with the medical support needs.

5. Employees shall be provided up to 30 minutes of scheduled non-student supervision time each week to review IEP, 504 Plans, or behavior/safety intervention plans, provide input for an upcoming meeting regarding the student, or check-in with other support staff regarding the care of a student with specialized needs. This provision is not meant as replacement for preparation time as outlined in Appendix E – Education Assistant Preparation Time, in the Collective Bargaining Agreement.


6. Within forty five (45) calendar days after execution of this Agreement, the district will provide a current list of classified employees assigned to assist students with specialized needs, as outlined in this agreement. If any classified employee not included on that list believes that they should be included on the list, OSEA may make a written request for review and/or inclusion on the list to the District's Human Resources Director or designee, who shall have authority to grant or deny that request. If the Human Resources Director or designee denies the employee's request for inclusion on the list, and OSEA and/or the employee believe the decision violates the requirements of SB 756, as codified in Oregon law, then OSEA and/or the employee may submit the dispute through the grievance process. The list developed by the District shall be updated to add newly hired employees and reflect any changes and a copy of the updated list shall be shared with OSEA on November 1, February 1, and May 1 of each year.

7. Any provisions of the parties' CBA not expressly modified by this MOA shall remain in full force and effect.


8. Any disputes regarding an alleged violation or the interpretation or application of this Agreement shall be resolved pursuant to the grievance procedure in the CBA between the parties. Alleged violations of District protocols are not subject to the parties' grievance procedure. Nothing in this Agreement restricts an employee and/or OSEA from pursuing legal action against the District for an alleged violation of law.

9. This MOA shall become effective upon signature of the parties.

For OSEA



Chapter 1 President *Lisa Jenkins-Easton* Date 10/16/2024

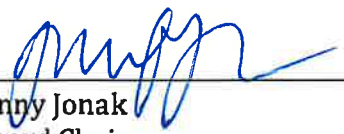


OSEA Field Representative *Sarah Pishioneri* Date 10/16/2024

For Eugene School District 4J



Colt Gill Date 10-9-24
Interim Superintendent



Jenny Jonak Date 10/16/24
Board Chair

Protocol for Employees who Support Students With Specialized Needs

Dated: 10-09-2024

This protocol applies to all employees assigned to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student (hereinafter referred to as “employees”).

The purpose of this protocol is to provide procedures for employees and supervisors in the following areas:

1. Providing access to Individualized education programs, 504 plans, behavior support plans (“BSP”), medical support protocols or other similar documents.
2. Consultation on the development, review and revision of specialized records,
3. Invitations to meetings regarding Individual Education Plans (“IEP”), 504 Plans, behavioral, medical, health or disability-related support and other similar meetings.
4. Training employees on carrying out duties related to this protocol.

Any employee authorized to access any FERPA-protected documentation addressed in this protocol must have a legitimate educational or work-related interest, and any further disclosure or sharing of any such documentation should be shared with others only as permitted under FERPA.

Definitions, Roles and Responsibilities

“Specialized Education Plan” is used in this protocol to refer to IEPs, 504 plans, BSPs, medical support protocols or other similar documents.

“Licensed Employee” includes all employees in the public schools or employed by an education service district who are required to have a license and who have direct responsibility for instruction or coordination of educational programs and who are compensated for their services from public funds.

“Classified Employee” includes all employees of a public school district except those for whom a teaching or administrative, or other license is required as a basis for employment in a public school.

“Administrator” includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

“Case Manager” refers to a licensed educator responsible for managing the documents and services associated with a specialized education plan which is defined below.

“Licensed Specialists” are licensed educators who serve as educational or service provider for a specialization that requires a special license beyond a teaching license. Examples include speech language pathologists, occupational therapists, etc.

“Service providers” include individuals or agencies providing specialized services under the guidance of a licensed specialist. For example, a Certified Occupational Therapy Assistant (COTA) would provide OT services under the license and guidance of a fully licensed Occupational Therapist.

Access to Specialized Education Plans:

Each case manager must maintain a binder in their classroom that contains up-to-date copies of each specialized education plan that exists for a student, such as IEP, BSP, Health Plan, Feeding Protocol, etc. The binders must be kept in a secure location, but must be accessible to employees assigned to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student. Substitute eligible employees create “sub-plans,” which will include a reference to the binder location and direction to use the student specific information contained within.

After employees complete FERPA training, they will have access to the district’s student information system where they may access specialized plans only for students they support directly. Employees who knowingly and intentionally access electronic records beyond those in which they have a legitimate educational interest may be subject to disciplinary action.

The District will deliver FERPA training during the back to school period before students return. Beginning September 1, 2024, all newly hired employees will be required to complete FERPA training during new employee orientation. If any employee that is subject to this protocol does not receive FERPA training by the start of an academic year, the District will make arrangements for that employee to receive FERPA training as soon as practicable under the circumstances.

Please refer to this draft guidance document for further information regarding access to specialized records:

[SB 756 Access to Specialized Records 4J DRAFT guidance](#)

Consultation on Specialized Education Plans:

Employees assigned to work with a student with specialized needs to assist the student with the educational, behavioral, medical, health or disability-related support needs of the student may provide input to be used when the student's specialized education plan is developed, reviewed or revised. To facilitate the effective collection of data, employees may provide input to case managers via a Google Form.

Notifications of any meeting to develop, review or revise a specialized education plan must be provided to employees in advance. Where possible, input should be submitted seven calendar days prior to the meeting and can be submitted on an ongoing basis using the google form below. In the event of an urgent meeting or emerging situation related to the plan, input should be provided as soon as possible. Classified employees will be compensated for time spent providing input that extends beyond their normal work hours upon approval from an administrator pursuant to 11.1.3 of the District/OSEA Collective Bargaining Agreement. The responsible licensed employee (e.g. case manager, administrator, counselor, social worker) is responsible to compile, review and summarize input received prior to such meetings. Here is the link to the Google Form: https://docs.google.com/forms/d/e/1FAIpQLSdGTZEFk6eliL6g5ZzVsQuxdEF_72DgQyMCDRSzc2msVUleVg/viewform?usp=sharing

Classified Employees Attending Meetings:

When specialized education plans are being developed, reviewed or revised, the District will invite employees to participate in the portion of the meeting that relates to their job responsibilities if the employee is assigned to work with the student with specialized needs to assist the student with their educational, behavioral, medical, health or disability-related support needs.

Notifications of any meeting to develop, review or revise a specialized education plan must be provided to employees in advance. Classified employees who wish to attend such meetings are responsible for notifying the responsible licensed employee that they plan to attend. The District will release the employee from their regular job duties to attend the meeting on paid work time, and provide coverage necessary to enable that employee to attend the meeting. Classified employees will be compensated for time spent in meetings that extends beyond their normal work hours upon approval from an administrator pursuant to 11.1.3 of the District/OSEA collective bargaining agreement.

The District is not obligated to reschedule the meeting if the employee cannot attend due to a personal conflict, illness, or absence. However, in that event, the employee that is unable to attend the meeting will be permitted to provide input using the procedures described above, and upon request will receive an update following the meeting.

In the event that the student's parent or guardian objects to an employee's attendance at a meeting, the responsible licensed employee will inform the employee that the parent or guardian has objected to their attendance and the employee will not be permitted to attend. In such case, the employee will be permitted to provide input for the meeting using the procedures described above. If an employee has been excluded from a meeting due to a parent objection, the employee and/or their union representative may request a meeting with the responsible licensed employee and District administrator to review the reason for the parent objection. While District employees may inform parents of their rights, no District employee may induce a parent or guardian to object to the attendance of any other employee for the sole purpose of excluding the employee from the meeting.

Specialized Training

On at least an annual basis, the district will provide employees with specific and generalized trainings to safely conduct job duties assigned to the employee related to the implementation of a student's specialized educational plan(s).

Specific trainings related to the specialized education plan will be delivered by the district or responsible licensed employee or specialist (e.g. case manager, administrator, counselor, social worker, physical therapist, nurse, speech language pathologists, occupational therapists, etc.).

The district will continue to offer a wide array of generalized trainings that will apply to employees who work with students with specialized educational plans including Mandt trainings, behavior trainings, trauma informed trainings, medical trainings, FERPA, sensory, lift and transfer, prompting and fading techniques, mandatory reporting, instructional delivery and small group management, supervision trainings, student discipline procedures, etc. The availability of such trainings will depend on the employee's role. The district will offer an annual series of "Classified Pathways" trainings where staff can self-select a pathway that goes deep into a topic over several linked trainings throughout the year.

When a student's specialized plan is developed, revised or updated, the District will, with reasonable promptness, determine whether the new plan makes it necessary or appropriate to provide additional training to the employees that will be charged with carrying out that plan, and promptly provide any additional training that is necessary or appropriate.

If any incident occurs where a staff member is injured due to behavior that relates to a student's specialized plan, the District will investigate the injury incident and determine

whether additional training is necessary or appropriate to prevent or mitigate repeat incidents and provide such training at the earliest possible opportunity.

Additional Provisions:

Should an employee be physically assaulted or be threatened with physical harm by a student they support, the employee may request a reassignment.

Should any employee require additional supports, including but not limited to training, staffing, PPE, or any other tools to safely and adequately support students with specialized needs, the employee may make that request with the appropriate administrator.

If: (a) an employee believes they have not received adequate training or supports to safely perform job duties assigned to the employee related to the implementation of a student's specialized educational plan(s), or (b) the employee and/or their union representative believes the District has violated the protocols set forth in this document, the employee and/or the union can file a request for review with the Human Resources Director. The decision of the Human Resources Director is appealable to the District Superintendent. The decision of the Superintendent is not subject to appeal. This process is intended to resolve labor disputes and avoid litigation, but it does not waive the rights of either party to file legal claims over perceived violations of law.

SETTLEMENT AGREEMENT

Parties: Eugene School District 4J (“the District”) and
Oregon School Employees Association Chapter No. 1 (“the Association”)

RECITALS

- A. In 2023, the Oregon Legislature enacted Oregon Senate Bill (SB) 756, which was codified as ORS 343.068. That statute took effect on or about September 24, 2023.
- B. Since about March 15, 2024, the parties have been bargaining over the implementation of ORS 343.068.
- C. On or about August 30, 2024, the Association filed an Unfair Labor Practice (ULP) action against the District with the Oregon Employment Relations Board (ERB) (Case No. UP-039-24), alleging that the District had violated ORS 243.672(1)(e) in the course of bargaining over the implementation of SB 756.
- D. On or about September 12, 2024, the District filed a ULP action against the Association with the ERB (Case No. UP-043-24). The District’s complaint alleged that the Association had violated ORS 243.672(2)(b) in the course of bargaining over implementation of SB 756.
- E. The parties wish to amicably resolve both ULP proceedings and resolve their bargaining disputes, and in that spirit have entered into the settlement agreement memorialized herein. This agreement represents a compromise on disputed issues between the parties.

AGREEMENT

- 1. The parties shall jointly execute and enter into the attached “Memorandum of Agreement,” (MOA) which memorializes the parties’ bargained agreement regarding the implementation of SB 756. That agreement incorporates by reference certain District protocols, which are also attached to the MOA and, through the MOA, are incorporated by reference herein.
- 2. Within seven (7) calendar days after complete execution of this Agreement and the attached MOA, the Association will withdraw ULP Case No. UP-039-24, and request that the ERB order that case dismissed with prejudice, and the District will withdraw ULP Case No. UP-043-24 and request that the ERB order that case dismissed with prejudice. Both ULP matters will accordingly be deemed fully resolved.
- 3. Upon complete execution of this Agreement, complete execution of the attached MOA, and withdrawal of both ULPs, the parties’ bargaining over the implementation of SB 756 shall be deemed complete and resolved. This Agreement resolves all disputes, claims, and potential claims between the parties that have accrued as of full execution of this agreement regarding bargaining over the implementation of SB 756.

4. The parties acknowledge and agree that they are solely responsible for paying any attorney fees and costs incurred regarding bargaining and the parties' respective ULP actions. Neither the parties nor their attorneys will seek any award of attorney fees or costs from any other party. This provision, however, does not apply in the event of a subsequent legal proceeding brought to enforce this Agreement.
5. The parties agree that this Agreement is not to be construed as an admission or proof of any liability or fault whatsoever on the part of either party. This Agreement constitutes a compromise on disputed issues. This Agreement does not establish a precedent for matters unrelated to SB 756.
6. This Agreement does not waive any right that may not legally be waived, and shall not be construed as such. If any provision contained in this Agreement shall for any reason be held by a tribunal of competent jurisdiction to be invalid, illegal, void, or unenforceable in any respect, such provision shall be deemed modified so as to constitute a provision conforming as nearly as possible to such invalid, illegal, void, or unenforceable provision while still remaining valid and enforceable, and the remaining terms or provisions of this Agreement shall not be affected.
7. This Agreement was jointly drafted, carefully reviewed, and approved by all parties to this Agreement. Any rule that would otherwise require any ambiguities in this Agreement to be interpreted against the drafter(s) is hereby expressly waived and should not be applied as an interpretive aid in any subsequent interpretation of this Agreement.
8. This Agreement may be executed in counterparts, including counterparts received by facsimile or electronic transmission, with each counterpart constituting an original. This agreement may also be electronically signed.

SO AGREED:

For the District



Colt Gill, Interim Superintendent

Dated: 10-9-24



Jenny Jonak, Board Chair

Dated: 10/16/24

For the Association



LISA JENKINS-EASTON, PRESIDENT

Dated: 10/16/2024



OSEA Field Rep - Sarah Pishineri

Dated: 10/16/2024



ITEM FOR INFORMATION

Date of Meeting

October 9, 2024

Title

Ad Hoc Superintendent Search Board Subcommittee Report

Presenter/s

Board Director Judy Newman, on behalf of the Ad Hoc Superintendent Search Board Subcommittee

Background

The Ad Hoc Superintendent Search Board Subcommittee has been meeting regularly to plan for the full Board's engagement in the Superintendent Search and Selection process.

Judy will report updates to the timeline, search firm interview process scheduled with the full Board on October 16, and any additional planning.

Amount of Time Requested

10 Minutes

Draft Interview Questions:

1. How do you define community engagement? Who do you consider important communities for us to engage? What are some successful strategies you've used to get community and district input and what pitfalls have you found in this arena? How do you share the information gathered through community engagement with the Board? Please provide examples.
2. Tell us about how your diversity, equity, and inclusion efforts impacted and improved a search you led in the last three years.
3. Share an example of a time when you supported a Board who had some disagreement about what they were looking for in a superintendent and how that was resolved?
4. Share one or two examples of how you recruited diverse and highly qualified candidates for positions.
5. Is there anything that we haven't yet covered that you would like to share with us?



ITEM FOR INFORMATION

Date of Meeting

October 9, 2024

Title

Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2023-24 Assurances

Presenters

Carmen Xiomara Urbina, Chief of Staff,
Larry Williams, Assistant Superintendent of Instruction and Access,
Colt Gill, Interim Superintendent

Background:

Annually, superintendents are required by Oregon Administrative Rules (OAR) 581-022-2305: District Assurances of Compliance with Public School Standards to report the district's status with respect to the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in OAR Chapter 581, Division 22.

By November 1, 2024, the district must share the report to the school board in a public meeting and post the report to the school district's web page. The district must then submit the report to the Oregon Department of Education by November 15, 2024.

District staff have compiled the Annual Report on Compliance with Oregon Standards. The Eugene School District 4J is in compliance with 57 items. The district is implementing corrective action for five items:

1. Menstrual Dignity for Students [OAR 581-022-2515](#):

- Eugene School District 4J is out of compliance with OAR 581-022-2515 regarding Menstrual Dignity for Students. During the 2023-2024 school year, the district had free and accessible menstrual products available in all multi-user and most student accessible single occupant restrooms at all grade levels.
 - **Action Plan:** Staff recognized that the district needs to have free and accessible menstrual supplies available in all school bathrooms K-12, and have continued work this Summer and Fall to achieve the following Corrective Action Steps.
 - Purchasing:
The district has purchased a variety of types and sizes of the Menstrual Dignity Products. In addition, inventory carts with additional supplies have been purchased and delivered to the schools.
 - Installation:
Staff have made progress to the point that all multi-stall bathrooms have new dispensers for menstrual dignity products. Staff have installed dispensers in student single-use bathrooms.

- Maintenance:
Staff have implemented systems to supply each school building with free and accessible menstrual supplies. Building staff are aware of menstrual dignity products the district purchased and supplied to the school. The district Warehouse has an inventory of menstrual products that can easily be ordered by schools as needed to keep the supplies adequately stocked..

Legislation created the Menstrual dignity for Students Program in order to address an unmet need identified by students, school leaders and medical and public health professionals over many years. The program helps students participate actively in classes and school activities by alleviating some of the economic strain and experiences of shame that are often barriers for menstruating students.

- The district will be in compliance for the 2024-25 school year.

2. Educational Equity Advisory Committees [OAR 581-022-2307](#):

- The district has not been in full compliance with OAR 581-022-2307 for the 2023-24 school year. Eugene School District 4J has a long history that predates state requirements to establish an active Equity Committee. At their December 6, 2023 Board Meeting, the Board approved the membership of the 4J Educational Equity Advisory Committee. However, the 4J Equity Advisory Committee did not meet during the 2023-24 school year.

In 2021, the Oregon Legislature passed Senate Bill 732 ([ORS 329.711](#)) and amended Oregon Revised Statutes 328.542 and 329.095. The laws require each school district to establish what in statute is described as an “Educational Equity Advisory Committee.”

Districts with an average daily membership of 10,000 or more were required to first convene a District Equity Committee by September 15, 2022. Districts with an average daily membership of 10,000 or less are required to first convene a District Equity Committee by September 15, 2025.

- **Action Plan:**
 - Beginning with the school year 2024-25, the District has reaffirmed its commitment to, and the investment in, Equity work.
 - The District created the position of Assistant Superintendent for Equity, Inclusion and Belonging.
 - The Assistant Superintendent for Equity, Inclusion and Belonging will answer directly to the Superintendent.
 - The Educational Equity Advisory Committee will begin meeting in the Fall of 2024.

- The district will be in compliance for the 2024-25 school year

3. Instructional Materials Adoption [OAR 581-022-2355](#) AND Postponement of Purchase of State-Adopted Instructional Materials [OAR 581-022-2360](#):

- For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free

appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement.

- 4J was granted a two-year Postponement of Purchase waiver by ODE for ELA and Math. The District has an active and up-to-date [Curriculum Adoption Calendar](#) that includes any postponements approved by the Oregon Department of Education (ODE).
 - **Action Plan:** The Board approved the adoption of ELA Curriculum in Spring 2024. Secondary schools received their ELA Instructional materials in the Fall of 2024.
 - **Action Plan:** Elementary & Secondary schools are currently in the adoption phase. Math Instructional Materials will be in 4J schools in the Fall of 2025. The district will be in compliance with ODE's adoption cycle in the fall of 2025.
- The district will be in compliance for the 2024-25 school year

3. Assessment of Essential Skills [OAR 581-022-2115](#):

- The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students. However, Section 2: Local Performance Assessment requirement is not waived. The district is out of compliance with Section 2: Local Performance Assessment requirement and will be implementing a plan of action in the 2024-25 school year.
 - The district will work with staff to create a plan that aligns with language in the Collective Bargaining Agreement.
- The district will be in compliance for the 2024-25 school year

The Division 22 Community Report included in the Board Packet will be posted on the [Public Reporting](#) webpage on the district website by November 1st.

Eugene School District 4J

Report on Compliance with Public School Standards

2023-24 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Eugene School District 4J** School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2023-24 school year. For each rule reported as out of compliance, **Eugene School District 4J** School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2025-26 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

40

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The fundamental purpose of the Eugene School District 4J is to give each of our students an excellent</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>education; we invest in our students because they are our future.</p> <ul style="list-style-type: none"> • Eugene 4J Learning Hub • 4J Achieve Equitable Outcomes, Create Positive Culture and Climate, Teacher and Staff Collaboration (ACT) • Integrated Guidance • District Goals: approved at the January 24, 2024 Board Meeting: Meeting Minutes; Board Meeting Agenda • Instructional Administrators 	
581-022-2045 Substance Use Prevention and Intervention Plan	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>The District completed a plan for K-12 compliance which was approved in August 2023.</p> <p>The secondary Health Instructional Materials adoption brought the district into compliance with state requirements. The adopted instructional materials ensure that our plan for alcohol and drug abuse prevention program emphasizes prevention strategies, availability of school/community resources, management of peer pressure, responsible decision-making, positive health choices. Includes staff training on referral procedures and staff responsibilities.</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		Eugene 4J School District Division 22 Compliance for the 23-24 school year. 4J Administrative Rule G2430	
581-022-2050 Human Sexuality Education	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The Eugene School District 4J completed the approved plan for K-12 Compliance (4J Division 22 Compliance Requirements).</p> <p>The adoption of Secondary Health Curricula ensured that the district is now in compliance with ODE requirements regarding Rule #581-022-2050: Human Sexuality Education.</p>	Not applicable
581-022-2055 Career Education	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>In 4J, our CTE programs bridge student strengths, passions and interests with the current skills and knowledge necessary to enter high-wage/high-demand careers reflective of the global marketplace, such as computer science, health occupations, engineering, and more. Career & Technical Education (CTE)</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2060 Comprehensive School Counseling	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The 4J Comprehensive School Counseling Program is a collaborative model, comprehensive in scope, preventative and proactive in design, developmental in nature, and sequential in delivery.</p> <p>Comprehensive School Counseling</p>	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Grades K-5 (Plan w/ resources):</p> <ul style="list-style-type: none"> ● 60 min PE with PE teacher per week ● 15 min PE with classroom teacher per week ● 30 min SEL lesson per week <p>45 min Morning Meeting w/ activity per week</p>	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Grades 6-8 (Corrective Action Plan):</p> <ul style="list-style-type: none"> ● All students scheduled for 3 quarters of PE ● All PE teacher positions added and filled ● This exceeds the 150 min/week on average for the school year minimum 	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2320 Required Instructional Time	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>State law also provides that with the approval of a District school board, the district may include certain non-instructional activities in its calculations of instructional time if those activities occurred, including up to 30 hours for staff professional development time.</p> <p>Given the academic calendars approved by the Board and changes in school schedules, the number of instructional hours 4J students were scheduled to receive in 2023-24 was up to twenty-one (21) hours below the legally mandated minimum, depending on the grade level.</p> <p>Middle schools are actually above the legally mandated minimum by 7.6 hours.</p> <p>The Board approved an instructional time allowance of twenty-one (21) professional development hours at</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		their November 1, 2023 Board Meeting (Meeting Minutes).	
581-022-2340 Media Programs	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The vision for our 4J Library Services is for libraries to be the heart of every school inspiring reading, critical inquiry, curiosity, trans literacy, collaboration, adaptability and innovation. For more information, please see the Library Services webpage.</p>	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The Eugene School District 4J is committed to an educational program that recognizes the unique value, needs and talents of the individual student.</p> <p>The Talented And Gifted (TAG) Program for Eugene School District 4J, covers all components required by the Oregon Department of Education (ODE).</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2350 Independent Adoptions of Instructional Materials	In Compliance	<p>The district has met all of the requirements for this rule.</p> <p>The 4J Board of Directors believes that the district's instructional materials should represent the highest quality materials available to students and should align with current state, national and/or curricular area standards. It is the expectation of the Board that adopted materials are implemented consistently with fidelity throughout the district.</p> <p>Board Policies: IIA-Instructional Resources/Instructional Materials IIA-AR-Instructional Materials Selection IIAA-Request for Rconsideration about Curriculum / Instructional / Library Materials</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	<p style="text-align: center;">Implementing approved corrective action</p>	<p style="text-align: center;">Not in Compliance</p> <p>The district is out of compliance for secondary English Language Arts (ELA) and Math.</p> <p>Elementary ELA Instructional Materials adoption is in compliance.</p> <p>Secondary ELA Instructional Materials adoption received an approved Postponement of Purchase Waiver from ODE.</p> <p>Secondary schools will receive the Board approved ELA Instructional Materials in the fall of 2024</p> <p>Math Instructional Materials are scheduled to be in schools in 2025.</p> <p>The Eugene School District 4J Curriculum Calendar reflects the current adoption schedule (including approved postponements) for Instructional Materials.</p>	<p style="text-align: center;">Not in Compliance</p> <p>Math Action Plan: Elementary & Secondary schools are currently in the adoption phase. Math Instructional Materials will be in 4J schools in the Fall of 2025. The district will be in compliance with ODE's adoption cycle in the fall of 2025.</p> <p>ELA Action Plan: The Board approved the adoption of ELA Curriculum in Spring 2024. Secondary schools received their ELA Instructional materials Fall of 2024.</p>
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	<p style="text-align: center;">Implementing approved corrective action plan</p>	<p>The Eugene School District 4J was granted a two-year Postponement of Purchase waiver by ODE for ELA and Math. The District has an active and up-to-date Curriculum Adoption</p>	<p style="text-align: center;">Implementing approved action plan</p> <p>Action Plan: The Board approved the adoption of ELA Curriculum in Spring 2024.</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		Calendar that includes any postponements approved by the	<p>Secondary schools received their ELA Instructional materials Fall of 2024.</p> <p>Action Plan: Elementary & Secondary schools are currently in the adoption phase. Math Instructional Materials will be in 4J schools in the Fall of 2025. The district will be in compliance with ODE's adoption cycle in the fall of 2025.</p>

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The Eugene School District 4J School Profiles are available on the District website.</p> <p>The District also has a Policy ILA- Information about Statewide Testing.</p> <p>The District website includes a webpage for State Tests that provides information on Summative Testing Schedule Window.</p>	Not applicable

48

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Eugene School District website link to Opt Out page</p> <p>SY 2023-2024 OSAS STC Training Materials- see page 6 for Opt-Out Section</p> <p>4J Sped Procedural Manual- see State Testing Section</p>	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	<p>Not applicable</p> <p>The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students graduating through the 2027-28 school year.</p>	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	Not in compliance	<p>The district is out of compliance with Section 2: Local Performance Assessment requirement and will be implementing a plan of action in the 2024-25 school year.</p>	<p>Implementing a plan of action.</p> <p>Action Plan: The district will work with staff to create a plan that aligns with language in the Licensed Collective Bargaining Agreement and the district will move into compliance in the 2024-25 school year.</p>
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	<p>Not applicable</p> <p>Waived until 2027-28</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Board Policy IK–Academic Achievement** was approved by the Board on June 7, 2023.</p> <p>The District uses the following systems for record keeping and reporting: Synergy, Hoonuit, EasyCBM, OSAS, CANVAS</p>	<p>Not applicable</p>
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>All K-5 students engage in benchmark screening 3 times per year in September, January, and May using easyCBM. The 2023-24 testing windows were 9/11-10/6, 1/3-1/24, and 5/13-6/3.</p> <p>After assessments were finished, all K-5 teachers engaged in a data review meeting to identify the needs of their students, flag students for further discussion, and plan for interventions for students who need additional support.</p>	<p>Not applicable</p>

50

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Please see Board Policy IGBAJ- Special Education- Free Appropriate Public Education (FAPE)</p>	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Please see Board Policy IGBBA- Identification- Talented and Gifted Students.</p> <p>4J District TAG Plan- See Section 3: Identification of TAG Eligible Students</p>	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The Eugene School District is committed to an educational program that recognizes the unique value, needs and talents of the individual student. Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this commitment. It is the responsibility of school staff to provide classroom or</p>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>school programs designed to promote educational opportunity for talented and gifted students commensurate with their ability</p> <p>See District TAG Plan, Section 5, Part C: Family Engagement</p> <p>Policy IGBB– Talented and Gifted Program</p> <p>4J TAG Referral Consent Form with Parent Rights</p>	
581-022-2505 Alternative Education Programs	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>Please reference these 4J policies: IGBHA–Alternative Education Programs** IGBHB–Establishment of Alternative Education Program IGBHC–Alternative Education Notification** IGBH–Alternative Schools</p>	<p>Not applicable</p>

52

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2515 Menstrual Dignity for Students	<p style="text-align: center;">Implementing Corrective Action Plan</p>	<p>The District is out of compliance</p> <p>Eugene School District 4J is out of compliance with OAR 581-022-2515 regarding Menstrual Dignity for Students.</p> <p>During the 2023-2024 school year, the district had free and accessible menstrual products available in all multi-user and most student accessible single occupant restrooms at all grade levels.</p> <p>District Policy JHC–Student Health Services and Requirements</p> <p>The District Policy Work Group has policy JHC on their schedule for review, revision and presentation to the Board for approval.</p>	<p style="text-align: center;">Corrective Action</p> <p>Action Plan: Staff recognized that the district needs to have free and accessible menstrual supplies available in all school bathrooms K-12, and have continued work this Summer and Fall to achieve the following Corrective Action Steps.</p> <p>– <u>Purchasing:</u> The district has purchased a variety of types and sizes of the Menstrual Dignity Products. Services Dept. In addition, inventory carts with additional supplies have been purchased and delivered to the schools.</p> <p>– <u>Installation:</u> Staff have made progress to the point that all multi-stall bathrooms have new dispensers for menstrual dignity products. Staff have installed dispensers in student single-use bathrooms.</p> <p>– <u>Maintenance:</u> Staff have implemented systems to supply each school building with free and accessible menstrual supplies. Building staff are aware of menstrual dignity products the district purchased and supplied to the school. The district Warehouse has an inventory of menstrual products that can easily be ordered by</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
			<p data-bbox="1394 261 1864 326">schools as needed to keep the supplies adequately stocked.</p>

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Eugene School District 4J offers regular diplomas and other diplomas or completion certificate options; eligibility criteria are set by state law. Eligible students, and their parents, will be informed by school staff as part of the student's individual planning process. Requirements for credit, career-related learning experiences, and essential skills may vary for these other diploma options.</p> <p>Diploma and Certificate Options Policy IKF-Graduation Requirements</p>	Not applicable
581-022-2005 Veterans Diploma	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Diploma and Certificate Options Policy IKF-Graduation Requirements</p>	Not applicable
581-022-2010 Modified Diploma	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Diploma and Certificate Options Policy IKF-Graduation Requirements</p>	Not applicable

55

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule. Diploma and Certificate Options Policy IKF–Graduation Requirements	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule. Diploma and Certificate Options Policy IKF–Graduation Requirements	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule. Diploma and Certificate Options Policy IKF–Graduation Requirements	Not applicable

56

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule. Board Policy: JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements**	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		JHFE-AR(1) – Reporting of Suspected Abuse of a Child JHFE-AR(2) – Child Abuse Investigations JHFE-AR(3)–Suspected Child Abuse Reporting Form	
581-022-2220 Health Services	In compliance	<p>The district has met all of the requirements for this rule.</p> <p> JHCC–Communicable Diseases JHC–Student Health Services and Requirements JHCD-AR–Medications EBBA–First Aid JHCA/JHCB–Immunizations, Physical Exam, Vision and Dental Screening EBC/EBCA–Emergency Procedures and Disaster Plans </p> <p> 4J Health Services website </p> <p> First Aid/CPR Staff Ratio (1:49 in June 2024) </p> <p> District Enrollment June 2024 </p>	<p>Not applicable</p>
581-022-2307 Educational Equity Advisory Committees	Implementing Corrective Action Plan	<p>Out of Compliance</p> <p>The Eugene School District 4J has long been recognized for its commitment to Equity work. It has had an active district equity committee in place long before the passage of SB 732.</p>	<p>Corrective Action Plan</p> <p>For the school year 2024-25, the District has reaffirmed its commitment to, and the investment in, Equity work.</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>At their December 6, 2023 Board Meeting, the Board approved the membership of the 4J Educational Equity Advisory.</p> <p>However, the 4J Equity Advisory Committee did not meet during the 2023-24 school year.</p> <p>The district has since hired an Assistant Superintendent of Equity, Inclusion and Belonging. The Assistant Superintendent of Equity, Inclusion and Belonging reports directly to the Superintendent. The Assistant Superintendent of Equity, Inclusion and Belonging is a member of the decision making body that oversees the work for the entire district.</p> <p>Although we did not convene the Educational Equity Advisory Committee during the 2023-24 school year, the commitment to Equity remains for 4J.</p> <p>The focus and investment in equity work in 4J has been lifted back up. Assistant Superintendent Cuadros will be facilitating the 4J Educational Equity Advisory Committee meetings beginning in the fall of 2024.</p>	<p>The District created the position of Assistant Superintendent for Equity, Inclusion and Belonging.</p> <p>The Assistant Superintendent for Equity, Inclusion and Belonging will report directly to the Superintendent.</p> <p>The Assistant Superintendent for Equity, Inclusion and Belonging will support the Educational Equity Advisory Committee to begin meeting in the Fall of 2024.</p>
581-022-2310 Equal Education Opportunities	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Board Policy GBA-Equal Employment Opportunity</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>Board Policy JB-Equal Educational Opportunity Board Policy-GBN/JBA-Sexual Harassment Board Policy ACC-Racial Harassment Board Policy JFCF-Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence – Student Board Policy ACB-Hate Symbols and Bias Incidents Board Policy AC-Nondiscrimination Board Policy JBC-Transgender and Gender Nonconforming Students Board Policy JFCM-Threats of Violence</p>	
<p>581-022-2312 Every Student Belongs</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>Policy ACB-Hate Symbols and Bias Incidents</p> <p>The Eugene School District 4J has created a guide and resource tool via input gathered from across the district and region as well as some outside resources to develop some guidance for all of you who work directly with students or supervise staff who work directly with students.</p> <p>The purpose for this tool is to create a guide for school/district leaders to support inclusive, safe, and welcoming learning spaces as communities and student</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>groups are impacted by potential vitriol from the presidential election and related events. This will include guidance on preventing and intervening when behavior or actions disrupt learning or harm students and staff. Harm will be defined by impact, not intent. The guidance will also include repair and restoration practices to employ after a harmful or disruptive event.</p> <p>"Creating Safe, Inclusive, & Welcoming Learning Spaces in Times of Societal Change" guidance.</p> <p>The Full Guidance: Creating Safe, Inclusive and Welcoming Learning Spaces in times of Societal Change</p> <p>A Quick Guide for District and Building Administrators</p> <p>Creating Safe, Inclusive, & Welcoming Learning Spaces</p>	
581-022-2345 Auxiliary Services	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>Providing custodial, grounds and facilities in compliance with requirements.</p> <p>Bus Safety and Rules</p> <p>Transportation Services Webpage</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		Board Policy EEA-AR-Transportation Services Board Policy EEAC-School Bus Safety Program Board Policy EEACC-Student Conduct on School Buses Board Policy EEACD-Under Use of Activity Vehicles for Student Transportation Board Policy ING-Animals in District Facilities Board Policy JECB-Admission of Nonresident Students Board Policy JECC-Intradistrict School Choice	

61

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2223 Healthy and Safe Schools Plan	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>Updated Healthy and Safe School Plan and annual statements are complete,</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>posted to the website and submitted to ODE. Water testing schedule posted, all fixtures tested every 6 years as required. Results posted on the website on 4J website, Safe & Healthy School Facilities</p> <p>Safe & Healthy School Facilities Section</p>	
<p>581-022-2225 Emergency Plans and Safety Programs</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>EBC/EBCA – Emergency Procedures and Disaster Plans</p> <p>The district has a current Emergency Operations Plan (EOP). Not all sections of the EOP can be shared publicly. The school Safety and Management Department continues to provide the district with safety supports and remains an essential part of the Eugene School District 4J system.</p>	<p>Not applicable</p>
<p>581-022-2230 Asbestos Management Plans</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>Annual statement complete, 6 month surveillance up to date, 3 year reinspections to be completed in 2024. Required staff are provided 2 hour awareness training or O&M certification, as well as annual refreshers. All</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>management plans and training records available upon request.</p> <p>Important Information about Asbestos in Schools</p> <p>The district has met all of the requirements for this rule.</p> <p>Safe & Healthy School Facilities</p>	
<p>581-022-2267 Annual Report on Restraint and Seclusion</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>The district completed the annual report, submitted the report to ODE and posted the report on the district webpage.</p> <p>4J Annual Report 23-24</p> <p>Link to report on 4J website</p>	<p>Not applicable</p>
<p>581-022-2510 Suicide Prevention Plan</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>Mental health professionals, including school counselors, school social workers, school psychologists and school nurses in the Eugene 4J School District have received specific training on procedures for intervening to help prevent suicides.</p> <p>All school staff have received training on the risk factors for youth suicide and how to refer for additional help when a</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>student may be having thoughts of suicide.</p> <p>Suicide Prevention Plan Suicide Prevention Resources Suicide Prevention & Intervention</p>	

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Policy IGDJ–Interscholastic Activities The district follows guidance from OSAA Revised Coaches Handbook</p>	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Revised Coaches Handbook</p>	Not applicable

64

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>AC- Nondiscrimination, GBA- Equal Employment Opportunity, JBAA- Section 504-student, JB- Equal Educational Opportunity, GBN/JBA- Sexual Harassment, IGDJ- Interscholastic Activities</p>	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>The district Continuous Improvement plan was created in 2019. For the 2023-24 school year, the district is in compliance.</p> <p>For the 2024-25 school year, the district will need to produce an updated Continuous Improvement Plan.</p> <p>Every 4 years, the district is required to “Submit its local district continuous improvement plan to ODE once every</p>	Not applicable

65

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<p>four years unless there are substantial changes.</p> <p>4J Continuous Improvement Plan</p>	
<p>581-022-2255 School and District Performance Report Criteria</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>At-A-Glance School and District Profiles for 4J and all its schools published on the district website</p>	<p>Not applicable</p>
<p>581-022-2260 Records and Reports</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>The district uses several tools to gather and track student data such as Synergy, Hoonuit, EasyCBM, OSAS, CANVAS. District policies: Board Policy IK and Board Policy IGDG</p>	<p>Not applicable</p>
<p>581-022-2265 Report on PE Data</p>	<p>In compliance</p>	<p>The district has met all of the requirements for this rule.</p> <p>K-8 PE Minutes Report to ODE Corrective Action Plan: 4J Middle Schools</p>	<p>Not applicable</p> <p>Middle School: In compliance- <i>Per ODE: "Corrective Action Complete"</i></p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule. Public Reporting	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule. In the collaborative landscape of education within Eugene School District 4J, conflict resolution serves as a cornerstone for fostering a positive and supportive learning environment. Complaints	Not applicable

67

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule. Human Resources monitors licensure and follows TSPC requirements	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule. Board Policies Employee Information Employee Relations	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule. Model Core Teaching Standards	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule. Instructional Administrators and Educator Effectiveness section: Instructional Administrators 1 Eugene School District 4J INSTRUCTIONAL ADMINISTRATOR PERFORMANCE STANDARDS Overarching Expectations Effective Administrator S Rubric: Instructional Administrator Rubric	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		Overarching Expectations Standard I: Visionary Leadership	
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>Criminal Records Check and Fingerprinting Policy: GCDA/GDDA - Criminal Records Checks and Fingerprinting</p>	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	<p>The district has met all of the requirements for this rule.</p> <p>All licensed staff have access to LETRS training through the Early Literacy Grant. Over 50% of K-5 teachers have completed Volume 1 and every building has at least 1 LETRS trained staff member.</p>	Not applicable

69



Division 22 Standards Assurances for the 2023-24 School Year

October 9, 2024

Carmen Xiomara Urbina, Chief of Staff

Larry Williams, Assistant Superintendent of Instruction and Access

Colt Gill, Interim Superintendent

What are the Division 22 Standards?



- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

Example: 581 - 022 - 0102 Definitions
Chp. Div. Rule Title

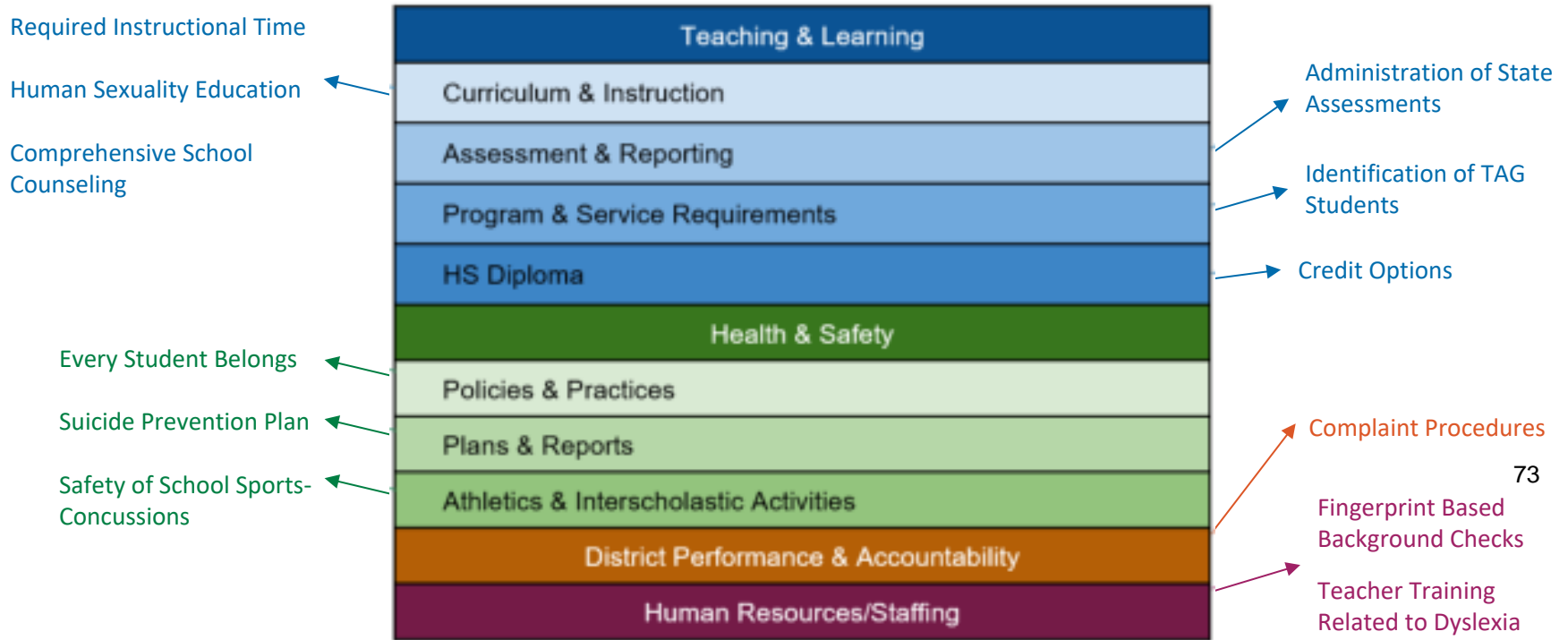
- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Division 22 standards include over 50 rules.

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

Snapshot: Division 22 Rules



What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
<u>ODE's Rules at a Glance Summary</u>	Provides a high level summary of each rule
<u>Secretary of State's Oregon Administrative Rules Database</u>	Consult the text of the OAR for all of the specific details
<u>ODE's Division 22 Standards Newsletter</u>	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



75

Division 22 Standards & Assurances of Compliance

“Our Why”

- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

77

Eugene School District 4J

Report for the 2023-24 School Year

Division 22 Waivers for 2023-24

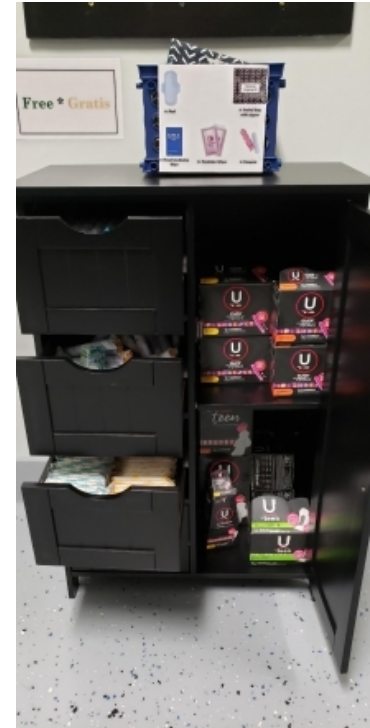
- [581-022-2115\(3\) Assessment of Essential Skills:](#)
 - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#)
 - This related policy requirement has also been waived through the end of the 2027-28 SY.



New Rule in Effect for the 2023-24 SY

[OAR 581-022-2515 Menstrual Dignity for Students](#)

- Adopted by State Board of Education in October 2023
- This is the first time districts are reporting on compliance with this rule
- Requires free and accessible menstrual products (tampons and pads) in every school bathroom K-12, instructions on use of menstrual products within bathrooms, and Menstrual Health education in the classroom as part of the health and sexuality education program.



Rule Revision in Effect for the 2023-24 SY



[OAR 581-022-2220 Health Services](#)

- New requirements were adopted by the State Board of Education in June 2023.
- Requires school districts to develop, implement, and annually update a written, prevention-oriented health services plan for all students.

District Report on Compliance with Division 22 Standards

Our 4J District Leadership team engaged in a comprehensive review of each of the 62 Division 22 Standards. The review included the collection of evidence, internal tracking and review of action plans.

District Leaders have determined that Eugene School District 4J is in compliance with 57 of the 62 Division 22 Standards. The District is proposing corrective action for five (5) items.

82

Corrective Action Implemented

The five (5) areas where the district is implementing corrective action are described here:

Menstrual Dignity for Students OAR 581-022-2515: Eugene School District 4J is not in full compliance with OAR 581-022-2515 Menstrual Dignity for Students. During the 2023-2024 school year, the district provided free and accessible menstrual products available in all multi-user and most student accessible single occupant restrooms at all grade levels. Staff recognized that the district needs to have free and accessible menstrual supplies available in all school bathrooms K-12, and have continued work this Summer and Fall to achieve the following Corrective Action Steps. The district has purchased a *variety of types and sizes* of the Menstrual Dignity Products as well as inventory carts with additional supplies for each school. New dispensers have been installed in multi-stall bathrooms and single-use bathrooms. The 4J Warehouse has Menstrual Dignity Products that are easy for staff to order and that will keep supplies adequately stocked. ***The district will be in compliance for the 2024-25 school year.***

Educational Equity Advisory Committees OAR 581-022-2307: The district has not been in full compliance with OAR 581-022-2307 for the 2023-24 school year. Eugene 4J School District has a long history that predates state requirements to establish an active Equity Committee. At their December 6, 2023 Board Meeting, the Board approved the membership of the 4J Educational Equity Advisory. However, the 4J Equity Advisory Committee did not meet during the 2023-24 school year. The district has reaffirmed its commitment to and investment in Equity Work. The district created the position of Assistant Superintendent for Equity, Inclusion and Belonging. The Assistant Superintendent for Equity, Inclusion and Belonging will report directly to the Superintendent and will lead and support the Educational Equity Advisory Committee

Instructional Materials Adoption OAR 581-022-2355 AND Postponement of Purchase of State-Adopted Instructional Materials OAR 581-022-2360: For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement. 4J was granted a two-year Postponement of Purchase waiver by ODE for ELA and Math. The District has an active and up-to-date [Curriculum Adoption Calendar](#) that includes any postponements approved by the Oregon Department of Education (ODE). The Board approved the adoption of ELA Curriculum in Spring 2024. Secondary schools received their ELA Instructional materials in the Fall of 2024. Elementary & Secondary schools are currently in the adoption phase. Math Instructional Materials will be in 4J schools in the Fall of 2025. The district will be in compliance with ODE's adoption cycle in the fall of 2025.

Assessment of Essential Skills OAR 581-022-2115: The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students. However, Section 2 Local Performance Assessment requirement is not waived. The district is out of compliance with Section 2: Local Performance Assessment requirement and will be implementing a plan of action in the 2024-25 school year. The district will work with staff to create a plan that aligns with language in the licensed Collective Bargaining Agreement (CBA) and the district will move into compliance in 2024-25.

Looking Ahead: Compliance for the 2024-25 SY

New/Revised Rules & Requirements



OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

OAR 581-022-2000 Diploma Requirements

- Credit requirements for students who were first enrolled in grade 9 during the 2023-24 school year or first enrolled in grade 9 in any subsequent school year include 0.5 credit in Personal Financial⁸⁵ Education and 0.5 credit in Higher Education & Career Path Skills (SB 3 - 2023).

New/Revised Rules & Requirements



Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School (SB 238 – 2023).**

Thank you.
Are there any questions?



ITEM FOR ACTION

Date of Meeting

October 9, 2024

Title

Approve revisions to Board Policy BBAA – Individual Board Member’s Authority and Responsibilities

Presenter

Colt Gill, Interim Superintendent

Background:

The Board first received the proposed revisions to policy BBAA at their October 4, 2023 meeting as an Item for Action at a Future Meeting (First Read). At that meeting, the Board had several questions regarding the revised language provided by OSBA (Oregon School Board Association), as well as questions about the intent of the policy. Staff captured the questions and worked with OSBA to provide answers to the Board during their September 4, 2024 meeting.

At the September 4, 2024 Board Meeting, the Board considered the revisions to policy. During discussion, the Board suggested adding language to clarify legal *advice*, legal *opinions* and legal *presence*. Chair Jonak suggested the following language in red font.

- *Requests for legal advice, ~~or~~ legal opinions, presence or participation at a meeting, or any other actions requested of an attorney by a Board member that will incur a cost for the district, must be approved by a majority vote of the Board before the request is made to legal counsel.*

Staff have revised the policy language based on Board feedback at the September 4 Board Meeting. Policy BBAA was also reviewed with the Superintendent’s Policy Work Group on September 11.

Board Policy BBAA – Individual Board Member’s Authority and Responsibilities has been placed on the agenda as an Item For Action.

Summary:

The revised language is a recommendation from OSBA’s Board Development Services to provide clarity to Board Member’s individual authority.

There are many instances when a district board needs to consult with legal counsel prior to making a decision. This policy change clarifies when board chairs are authorized to seek legal counsel and incur legal costs for the District.

OSBA recommends that School Boards review proposed changes to policy BBAA – Individual Board Member’s Authority and Responsibilities, for readoption. BBAA is an optional board policy. Policy BBAA has been part of the district’s policy manual since 1975 and has undergone several revisions since origination.

Code:	BBAA
Adopted:	8/02/14
Revised/Readopted:	5/15/19
Orig. Code:	BBAA

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to approve revisions to policy BDDG as proposed and re-adopt the policy. The Board may choose to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The Superintendent recommends the Board approve revisions to board policy BBAA – Individual Board Member’s Authority and Responsibilities

Eugene School District 4J

Code: BBAA
Adopted: 8/02/17
Revised/Readopted: 5/15/19; XX/XX/XX
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal advice, ~~or~~ legal opinions, presence or participation at a meeting, or any other actions requested of an attorney by a Board member that will incur a cost for the district, must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events

Eugene School District 4J

Code: BBAA
Adopted: 8/02/17
Revised/Readopted: 5/15/19; ~~XX/XX/XX~~
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions.~~ When expressing **personal** ~~such~~ opinions in public, the Board member **should must** clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal **advice or** opinions by a Board member **that will incur a cost for the district**, must be approved by a majority vote of the Board **or Board leadership** **before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without need for Board approval. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.** Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the

appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.057](#)

[ORS 332.055](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events



Item for Action

Meeting Date:

October 9, 2024

Title: Community Engagement Committee: Purpose, Model, and Plan for Community Chats

Presenter: Ericka Thessen, on behalf of the Community Engagement Committee

Background:

The Community Engagement Committee of the Eugene School District 4J presents recommendations for organizing **Community Chats**. These Chats are designed to foster meaningful dialogue between Board Members and the community. The top recommendation is **Option 1: Board-Led, Individual Board Member Organized**, enabling Board Members to engage directly with their communities in a personalized and localized manner.

Key Highlights:

- **Student Engagement (March 2025):** The Chief of Staff and High School-Level Director will coordinate **Student Chats** with the Principal's Student Advisory Committee (PSAC) and other student groups during the week of March 10, 2025.
- **Option 1 (Top Recommendation):** Each Board Member will organize and lead their own **Community Chats**, focusing on the theme of **Wellness and Belonging**, guided by the question: *"What are your dreams for your children in Eugene 4J?"*
- **Option 2 - Unified Theme Approach:** All Board Members will engage in consistent, in-depth discussions on **Wellness and Belonging** across all communities throughout the year.
- **Option 3 - Multiple Themes Approach:** Each **Community Chat** addresses different topics, such as wellness, equity, school safety, and academic success.

Overarching Theme:

The guiding value is **"Caring for Every Child with Heart and Purpose,"** inspired by the Masai greeting *"Kasserian Ingera" (And how are the children?)*, highlighting the importance of every child's well-being as a reflection of community health.

Public Meeting Law Consideration:

Legal counsel from the OSBA confirms that Board Members conducting **Community Chats** to share factual information are not subject to public meeting laws, provided no formal recommendations are made. However, insights gathered can inform future Board decisions.

Time Requested:

- 10 minutes to present
- 10 minutes for discussion

4J School Board Community Engagement Committee

October 4, 2024

Executive Summary

This report outlines the Community Engagement Committee's recommendations to the 4J School Board. The Committee has identified three distinct approaches to Community Chats, with **Option 1: Board-Led, Individual Board Member Organized** being the recommendation of the Committee. This option allows Board Members to engage directly with communities, allowing for localized, personal conversations tailored to the needs of diverse constituents.

Key Highlights:

- **Student Engagement Focus (March 2025):**
The Chief of Staff and the High School-Level Director will coordinate **Student Chats** with the Principal's Student Advisory Committee (PSAC) and other student groups at each high school. The High School-Level Director will lead the effort in organizing the schedule for these engagements, which are planned to take place during the week of March 10, 2025 (specific calendar dates to be determined).
- **Option 1 - Board-Led, Individual Board Member Organized (Committee Recommendation):**
This approach allows each Board Member to facilitate their own Community Chats, offering flexibility in scheduling and personalized engagement based on community needs. These chats will focus on one central theme: **Wellness and Belonging**. The conversations will be framed around the essential question, "**What are your dreams for your children in the Eugene School District 4J?**" and guided by the intent of "**How are the children?**" This approach emphasizes creating a space for families to share their aspirations and concerns, ensuring that the well-being of every child is prioritized.
- **Option 2 - Unified Theme Approach:**
This option focuses on the theme of **Wellness & Belonging**, ensuring in-depth exploration of these interconnected concepts throughout the year with a diverse group of communities, aiming for consistent engagement across all communities.
- **Option 3 - Multiple Themes Approach:**
This option allows each Community Chat to address a different theme, such as wellness, equity, school safety, and academic success, providing flexibility and covering a broad range of issues affecting the district.
- **Overarching Value: Caring for Every Child with Heart and Purpose**
Inspired by the Masai tribe's greeting, "Kasserian Ingera"—"And how are the children?" this principle reminds us that the well-being of every child is the most important measure of our community's health. These Community Chats are grounded in the belief that our work should center the emotional, social, and personal well-being of each student, ensuring that every child feels seen, supported, and valued.

- **A Note About Public Meeting Law**

Eugene 4J sought an opinion from attorneys Spencer Lewis and Therese Holmstrom at the Oregon School Boards Association (OSBA). As per current and draft Oregon Administrative Rules (OARs): As long as the board members are strictly providing factual information, and not making a recommendation, then Board Members attending and leading Community Chat sessions would not be subject to public meeting laws. This is also supported by language in the Oregon Attorney General's Public Records and Meetings Manual. Board Directors do not make any recommendations to the whole Board when they report what they have learned. The Board can, of course, use the information provided to inform opinions and decisions reached as part of the full Board in a Board Meeting.

Report Introduction

At Eugene School District 4J, we are driven by the principle of **Caring for Every Child with Heart and Purpose**, inspired by the Masai tribe's greeting, "Kasserian Ingera"—"And how are the children?" This guiding question serves as a reminder that the well-being of children is the greatest measure of our collective strength. When we ask ourselves this question, we aim for the answer to always be, "The children are well."

This commitment to the well-being of every child extends beyond academic achievement—it includes nurturing their emotional, social, and personal growth. As we work to ensure that each child feels seen, supported, and valued, we recognize the critical importance of engaging with our community to listen, learn, and create the best possible future for our students.

The Community Chats proposed in this report are much more than structured meetings—they are a heartfelt commitment to inclusivity, equity, and uplifting the voices of our families and students. These conversations offer us a chance to truly listen and ask, "What are your dreams for your children in Eugene School District 4J?" Together, we strive to ensure the collective response: "The children are well, their dreams are nurtured with safety, love, and care, and they are flourishing in every way."

Community Engagement Options

Option 1: Board-Led, Individual Board Member Organized (Committee Recommendation)

Description:

This approach allows each Board Director to take ownership of organizing and leading their own Community Chats, enabling them to engage directly with the unique needs and concerns of local communities. By empowering individual Board Members to facilitate localized conversations, this option ensures personalized, responsive, and authentic engagement between the Board and the community. The theme for these Chats will be **Wellness and Belonging**, creating a space for families and students to share their dreams and concerns.

The conversations will be framed around the essential question: "**What are your dreams for your children in Eugene School District 4J?**", with the overarching intent of "**How are all our children?**" This framing reflects the district's commitment to ensuring that all children are cared for, loved, and supported and that their dreams are nurtured within safe, inclusive environments.

4J Leadership will provide a Community Chat Toolkit for Board Directors with guidance for facilitation and managing community input as well as collecting community thoughts and input to share back with the full Board.

Rationale:

This model promotes a deeper connection between Board Members and their respective communities. It allows for flexible planning and scheduling, tailored to community preferences, which helps address specific concerns in a more meaningful way. It also provides Board Members the opportunity to build stronger relationships with their constituents, increasing trust and accountability.

Pros:

- Promotes **direct, localized engagement** with Board Members addressing the unique needs of their communities.
- Provides **flexibility in scheduling** and structure, allowing for access and conversations tailored to community preferences.
- Fosters **strong relationships** between Board Members and community members.
- Enables **localized solutions** that are relevant to specific community contexts.
- Enhances the **visibility** of Board Members within their communities.

Cons:

- May result in **uneven engagement** across the district as the focus or depth of conversation varies among Board Members.
- Requires **coordination** to avoid overlapping efforts and ensure consistency.

Timeframes for Chats: *chats would need to be completed within this timeframe.*

- **Week of October 21, 2024**
- **Week of November 11, 2024**
- **Week of February 10, 2025**
- **Week of March 10, 2025: Staff-Coordinated Board Engagement with Students** (see below)

Option 2: Unified Theme Approach

Description:

This option emphasizes a unified theme of **Wellness & Belonging** across all Community Chats for the year. By focusing on this single, critical theme, the Board can address the emotional, social, and physical well-being of students and families, ensuring that every child feels valued, accepted, and supported within the school community.

Rationale:

A unified theme provides a consistent approach to engagement across the district. Focusing on **Wellness & Belonging** allows for an in-depth exploration of these interconnected concepts in diverse community contexts. It ensures that every conversation contributes to a broader understanding of how the district can improve students' sense of safety, belonging, and overall well-being.

Pros:

- Encourages a **focused exploration** of wellness and belonging across diverse communities.
- Provides a **clear framework** for consistent engagement.
- Could lead to **actionable solutions** aligned with student well-being and emotional safety.
- Ensures that **every community's voice** contributes to a district-wide effort to improve student well-being.

Cons:

- May limit discussions to **Wellness and Belonging**, potentially restricting the range of other important issues that could be raised.
- Other concerns, such as **academic achievement** or **school safety**, may not receive as much focus.
- Requires **deep coordination** by staff, including targeted community outreach and scheduling, to ensure successful engagement.

Structured Chats by Group:

- **Week of October 21, 2024:** Communities of Faith / Neurodivergent Community / BIPOC staff
Discussion Focus: Supporting belonging for diverse faith backgrounds and neurodivergent communities.

- **Week of November 11, 2024:** BIPOC Communities
Discussion Focus: Addressing systemic inequities in racial and ethnic communities.
- **Week of February 10, 2025:** Unhoused Communities / People Living Below the Poverty Line
Discussion Focus: Creating supportive spaces for students facing homelessness or financial instability.
- **Week of March 10, 2025:** Student Engagement Focus
Discussion Focus: Elevating student voices regarding their education and future.

Option 3: Multiple Themes Approach

Description:

This option allows the Board to explore multiple themes throughout the year, with each Community Chat focusing on a different topic. Themes could include **Wellness & Belonging, Equity & Inclusion, School Safety, and Student Achievement & Access to Resources**. This approach ensures that a broad range of issues impacting the district’s students and families are addressed.

Rationale:

By addressing multiple themes, this option offers the flexibility to explore different aspects of school and community life. It ensures that diverse topics like equity, academic achievement, school safety, and resource access are considered, giving the Board and community members the opportunity to engage on a wider variety of issues.

Pros:

- Allows for **flexibility in themes** to address a broader range of issues.
- Provides the opportunity to focus on **multiple aspects of student life**, including safety and academic achievement.
- Ensures that **varied community concerns** are addressed, contributing to a well-rounded understanding of district challenges.

Cons:

- **Dilutes focus** by shifting attention to different themes.
- May limit the **depth of engagement** on any one issue.
- **Coordination challenges** may arise in ensuring each theme receives equal attention.

Example Themes and Timeframes:

- **Week of October 21, 2024:** Wellness & Belonging
- **Week of November 11, 2024:** Equity & Inclusion
- **Week of February 10, 2025:** School Safety
- **Week of March 10, 2025:** Student Achievement & Access to Resources-Student Conversations

Staff-Coordinated Board Engagement with Students: March 2025

One of the most exciting parts of the Community Chats will occur the week of **March 10, 2025**, when the Chief of Staff and the High School Level Director will **coordinate the Student Engagement Community Chat** for the **Board of Directors**. This will be the **only staff-coordinated chat**, organized in collaboration with the **Principal's Student Advisory Committee (PSAC)** at each high school. PSACs include a wide variety of student representation from Affinity Groups and other student groups in the school. The High School Level Director will work closely with principals to set the calendar for that week, ensuring that student perspectives are at the heart of discussions about their education and well-being.

We will be sharing the calendar with the Board soon, allowing Board Members to sign up, visit different schools, and have the opportunity to engage directly with students in these important "Chats." This will allow Board Members to hear firsthand from students about their experiences and insights.

Conclusion

The Community Engagement Committee is committed to fostering a collaborative and inclusive environment in Eugene School District 4J. These Community Chats represent a crucial opportunity to deepen relationships between the Board, staff, students, and community members. Based on the recommendations, we propose **Option 1: Board-Led, Individual Board Member Organized** as the preferred approach, including the **Principal Student Advisory Group (PSAC)** in March to amplify student voices.

This report has been prepared by Carmen Xiomara Urbina, Chief of Staff, and Colt Gill, Interim Superintendent, on behalf of the Community Engagement Committee.



ITEM FOR ACTION

Date of Meeting

October 9, 2024

Title

Selection of Superintendent Search Firm Finalists

Presenter/s

Judy Newman, Board Director
 Morgan Munro, Board Director
 Tom Di Liberto, Board Vice Chair
 Rick Hamilton, Board Director

Background

Members of the Ad Hoc Superintendent Search Board Subcommittee along with Board Director Rick Hamilton participated in the review of seven proposals submitted to the District’s Informal Request for Proposals (IRFP) to serve as the Board’s search firm for the superintendent hiring process.

All the proposals were scored using the rubric outlined in the IRFP:

Criteria	Points
1. Executive Summary. Provide a short summary (350 words or less) that demonstrates your understanding of the scope of services required by the District and why your firm is best able to provide that scope of service, including the expertise and types of searches performed by your firm.	10
2. Experience. a) Describe the capacity of your firm to perform the scope of work provided in Section 2. Describe how many superintendent searches for comparable districts your firm has completed in the last six years, and how many were in Oregon. Provide the names of the districts you provided services to in Oregon. b) Share the practices and track record behind the firm’s diversity, equity and inclusion efforts. c) List the key staff proposed to perform the work, if contracted. Describe the role of each key staff proposed and the percentage of their time allotted to the project. Note any staff or consultants connected to the region who would be serving a role in the search. d) For each member of the project team, please provide a description of their experience and education, time with the company, and how their	35

<p>experience suits their role on the team. Include experience of staff with recruitment for a position in Oregon.</p> <p>e) Specify the number of superintendent searches in which each member has participated and in what capacity. Note the longevity of superintendents hired by members of this team or firm over the past six years. Describe any particularly noteworthy accomplishments of the superintendents placed.</p> <p>f) Share any relevant or lived practical or cultural knowledge, beyond length or breadth of the organization’s experience, that makes your firm unique in its ability to serve the District.</p>	
<p>3. Work Plan. Provide details on the following:</p> <p>a) The search activities and approach. Describe how your firm would recruit for the Oregon region. Describe your understanding of what is unique or particular about education and school finance in Oregon.</p> <p>b) Methods you will use to communicate and work with the Board.</p> <p>c) Methods you will use to recruit a diverse pool, to identify prospective candidates and promote their interest to apply. Include how you would ensure that the recruitment process is equitable and accessible, particularly to candidates from communities that have been historically marginalized. Describe how you address implicit bias in building and screening the applicant pool.</p> <p>d) Describe how you will assist the board in effectively engaging stakeholders (staff, students, families, and the broader community) both in terms of collecting information to develop the initial position qualifications and evaluation criteria and in providing a meaningful way to generate, receive, and use their input in the evaluation of final candidates. Describe the firm’s philosophy about what role these stakeholders play in selecting a superintendent. Describe how your firm has adapted its practices, policies, and environment in light of changing notions of institutional bias and systemic oppression.</p> <p>e) Describe the major challenges to a successful superintendent search and how the project team will address them.</p> <p>f) Every board is unique and has unique goals. How have you in past searches recruited candidates whose experience and skillsets align with a board’s specific goals?</p> <p>g) Develop an ambitious and thoughtful DRAFT timeline that will ensure the District is well positioned to review an interview high quality candidates before they have accepted positions with other employers.</p> <p>h) Describe the Information, services and assistance you will require from the board, interim superintendent and district staff to enable you to conduct the search.</p>	<p>35</p>
<p>4. Budget. Provide a clear budget with total not to exceed cost of services and payment terms. The budget should provide a breakdown of costs in the following areas:</p> <p>a) Estimated cost by each scope of work section</p>	<p>20</p>

<ul style="list-style-type: none"> b) Estimated hours spent by each member of the project team and their fees c) Estimated travel expenses d) Estimated advertising and postage expenses required to distribute information regarding the vacancy e) Any other expenses f) For budget items that may vary based on the board’s preferred approach, please provide as much clarity as possible regarding variable costs. 	
Total Points	100

After individual scoring and discussion of the proposals in a public meeting of the Ad Hoc Superintendent Search Board Subcommittee held on October 2, 2024, three firms are recommended by the subcommittee to move forward for interviews and final selection by the full Board.

The recommended firms, in rank order, are:

1. Human Capital Enterprises
2. Ray & Associates
3. McPherson & Jacobson

Interviews and selection are set for October 16 in public session.

Board Directors Tom Di Liberto, Rick Hamilton, Morgan Munro, and Judy Newman recommend the Board move forward to interview the firms listed above on October 16, then select a final firm and runner-up to move forward with negotiations and contracting.

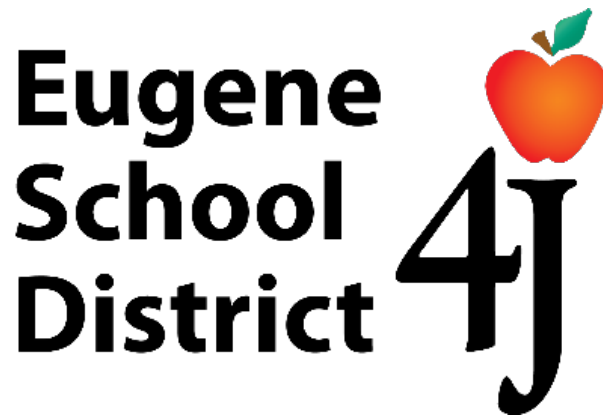
Amount of Time Requested
20 Minutes



HUMAN CAPITAL ENTERPRISES
REDEFINING HUMAN RESOURCES LEADERSHIP

Human Capital Enterprises Superintendent Search:

A Proposal for the



Human Capital Enterprises believes it uniquely has the expertise to support the Eugene School District 4J with the highest caliber leadership and support through its upcoming executive transition. As a leading Pacific Northwest superintendent search firm, we pride ourselves on searches conducted with exceptional service to our Boards and widely respected attention to detail – with the highest level of integrity in the process. Our strong local ties combined with our connection to the national educational leadership community allows us to bring the best candidates from across Oregon, the rest of the Pacific Northwest, and throughout the country.

Respectfully Submitted for Consideration,
September, 2024

Our Commitment to Racial Equity

Human Capital Enterprises chooses to partner with boards who are unabashed in their commitment to racial equity, and in redressing the historical injustices that have been perpetuated by public institutions in the United States – including public school districts. These injustices have sometimes been intentional, and at other times they have been the byproduct of indifference or even well-intentioned ignorance. They exist in the present day, sometimes quietly and sometimes overtly.

Today's school boards and school leaders have a moral responsibility to seek out and dismantle those structures of racial injustice that exist, so that every child, regardless of race or ethnicity, is provided that which they need to succeed, and to achieve, and to live a healthy and meaningful life. We work in solidarity with, and in service to, such school boards and school leaders.

I. Executive Summary

We are not like other Superintendent Search firms.

Human Capital Enterprises, a national firm which considers Oregon our home, is unmatched in our ability to represent Oregon on the national scene and to attract top talent to our state and our region. Although the bulk of our work is Pacific Northwest, we are widely known by educators in all fifty states – and as such we truly are a national firm. Our listserv of 40,000+ is widely read, with an unprecedented 30%+ open rate on almost all of our announcements. Our extraordinary new Salem-Keizer superintendent hails from Oklahoma; our new superintendent in Sequim hails from Maine. The semi-finalist pools in our large searches include deep regional and national talent, and board members in our partnering district time and time again confirm that they were astounded by the quality and diversity of talent that they saw in their applicant pools.

How do we do this? We are a widely known and trusted name across the country in superintendent searches. We have years-long relationships with educational stakeholders across the nation who take our phone calls and help point us to leaders of outstanding talent and character. Our growth is deliberate and intentional, but even in states where we do not typically conduct searches, many educators know Oregon because they know us. It is not uncommon for us to be at national conferences and be approached by a superintendent or educational leader who says – *oh, you're that group from Oregon. I read all your job announcements!* We get calls from other search firms who want to know "how we do it." We are meticulous about our work, absolutely committed to our school boards, incredibly dedicated and respectful to our candidates who are willing to "put themselves out there," and we are honored by the accolades we receive.

Our valued school board partners will routinely tell you that we have far and away exceeded their expectations in all aspects of their Superintendent Search. Our candidates, whether they are selected for a superintendency or not, routinely tell us that we bring a level of professionalism and savvy that is unmatched by other firms. We are a small, humble, and nimble firm and yet we are a significant player in Pacific Northwest superintendent searches. To serve school boards in this way is immensely rewarding, and we are honored by the accolades we receive. We do this work because we love this work.

We are the only superintendent search firm in the Pacific Northwest that is led by Human Resources professionals, which means we have spent a good portion of our careers dedicated to providing the highest level of thoroughness, integrity, fairness, and communication to the recruitment and selection process. For most of our searches, we team a former K-12 Chief Human Resources Officer with a former K-12 Superintendent. For your Eugene 4J team, you'll have two former superintendents (Christy Perry from Salem-Keizer and Kathleen Rodden-Nord from Junction City) and two former Chief Human Resources Officers (Hank Harris from Canby, Portland Public, and Bellingham and Robyn Bean from Northwest Regional ESD) who collectively have spent over 90 years in Oregon public education. We also are grateful to have a bilingual sitting superintendent in Hector Garcia on our team as well.

Why does that matter? No superintendent search is boilerplate. Every search has its unique characteristics, and occasional unexpected dynamics. When complexities arise, you are best served by a team of experienced K-12 leaders who are also experienced K-12 search consultants and who have collectively engaged in over 100 searches.

We see ourselves as true partners to the Board, with high investment in the outcome – ever mindful that the hiring decision rests squarely on the shoulders of the elected school board. Our commitment is paralleled by our comprehensive understanding of Oregon and a vast national network. We do our work with exceptional quality, and that is why we believe we are the most highly recommended Superintendent Search firm operating in Oregon.

It is also why districts as large as Beaverton, Portland Public, and Salem-Keizer, and as small as Bethel and Tillamook and Riverdale, look to us as their trusted partners in leadership searches. And we aim to bring that caliber of service to Eugene 4J.

II. Experience

Describe the capacity of your firm to perform the scope of work provided in Section Two. Describe how many superintendent searches for comparable districts your firm has completed in the last six years, and how many were in Oregon. Provide the names of the districts you provided services to in Oregon.

We have a large and skilled team prepared to support Eugene 4J in this next leadership transition. Our superintendent searches over the last six years – both in and outside of Oregon – are listed here:

Oregon Superintendent Searches (2018-2024)

- Ashland – *Superintendent*
- Beaverton – *Superintendent*
- Bethel – *Superintendent*
- Central Point – *Superintendent*
- Dallas – *Superintendent*
- Forest Grove – *Superintendent*
- High Desert ESD – *Superintendent*
- Lebanon – *Superintendent*
- Linn-Benton-Lincoln ESD – *Superintendent*
- McMinnville – *Superintendent*
- Medford – *Superintendent*
- Portland Public – *Superintendent (2017, 2024)*
- Redmond – *Superintendent*
- Riverdale – *Superintendent*
- Salem-Keizer – *Superintendent*
- South Coast ESD – *Superintendent*
- Tillamook – *Superintendent*
- Greater Albany – *Superintendent*
- Willamette ESD – *Superintendent*

Oregon Educational Executive (non-K12) Searches (2018-2024)

- COSA – *Executive Director*
- Oregon Coast Community College – *President*
- Oregon Department of Education
 - Assistant Superintendent (two)
 - Executive Director of the EAC

Other state Superintendent Searches (2018-2024)

- Evergreen, WA – *Interim Superintendent*
- Bellevue, WA – *Superintendent*
- Richland, WA – *Superintendent*
- Port Townsend, WA – *Superintendent*
- Chimacum, WA – *Superintendent*
- Sequim, WA – *Superintendent*
- Central Kitsap, WA – *Superintendent*
- Wenatchee, WA – *Superintendent*
- Prosser, WA – *Superintendent*
- Winooski, VT – *Superintendent*

Note that searches conducted prior to 2020 were performed under the aegis of Hazard Young & Attea. Human Capital Enterprises has been fully independent since 2020.

Share the practices and track record behind the firm's diversity, equity and inclusion efforts.

Our practices. Our Racial Equity commitment, which you read on page 1, guides our work. As Oregon educational leaders we know how vital the battle for equity and social justice is, and therefore it is a prominent component of our conversations, our interview questions, and our selection processes. It is typically prevalent in the *Next Superintendent Criteria* or our searches because we are intentional about serving school districts whose values are aligned in this work. And our recruiting efforts are enhanced by the strong relationships we have with equity leaders – whether at the superintendent, board, or cabinet level -- across the region and across the United States.

Our practice begins by attaining a thorough understanding of the equity work in the school district and in the community with which we are partnering. We then highlight that in our outreach across the region and the nation. In the inset on p. 14, where we discuss a tremendous candidate who decided to apply for one of our recent searches, we see the results of highlighting and clarifying both the hard work of equity, and the welcomeness of a school district, in order to attract candidates of high talent who might not otherwise consider a particular role.

Our track record. As a firm, we believe our core mission includes attracting diverse leaders to superintendencies and senior staff roles in Oregon school districts. Every member of our team believes in this work and is committed to this work – and it is because we deeply love Oregon and its promise. Consequently, we know firsthand how vital this work is in our state.

We understand that our work in this regard is ongoing, and we are dedicated to continual improvement in all aspects of this work. At the same time, we appreciate that this question allows us to consider the journey ahead and to also consider some of our past successes:

Beaverton, 2022.

Dr. Gustavo Balderas, the AASA national superintendent of the year from 2021, was selected as superintendent from a field of incredible depth and diversity. Six of seven semi-finalists identified as BIPOC. Four presented as male; three as female. One self-identified as LGBTQ+. Of those candidates who were not selected, one is now a state superintendent of schools; one is superintendent of one of the fifteen largest school districts in the country; and two are superintendents of the largest school districts in their state.

Bellevue 2023

Dr. Kelly Aramaki was selected as superintendent of schools. An internal candidate – Kelly was Assistant Superintendent at the time of his application – Dr. Aramaki earnestly beat out a pool of very impressive contenders. Four of the five semi-finalists identified as BIPOC. Three

presented as female; two presented as male. One identified as LGBTQ+. Of those candidates who were not selected, two are currently serving other communities as a superintendent of schools.

Salem-Keizer 2023.

Andrea Castañeda was selected as superintendent of schools. In her short time in Salem-Keizer, under the most trying of circumstances, Ms. Castañeda has proven herself as an incredibly gifted leader and has won considerable respect internally and around the state. Andrea was one of six semi-finalists (three presenting as female; three presenting as male) of whom five self-identify as BIPOC, and one self-identifying as LGBTQ+. Three of the six semi-finalists were fluent in both English and Spanish.

Portland Public, 2024.

Portland Public's Superintendency involved a public process with three finalists, all presenting as BIPOC. Dr. Kimberly Armstrong was selected out of a pool of highly talented candidates. Of the five semi-finalists for the position, three identified as BIPOC and one was fully bilingual in Spanish/English.

List the key staff proposed to perform the work, if contracted. Describe the role of each key staff proposed and the percentage of their time allotted to the project. Note any staff or consultants connected to the region who would be serving a role in the search.

For each member of the project team, please provide a description of their experience and education, time with the company, and how their experience suits their role on the team. Include experience of staff with recruitment for a position in Oregon.

Specify the number of superintendent searches in which each member has participated and in what capacity. Note the longevity of superintendents hired by members of this team or firm over the past six years. Describe any particularly noteworthy accomplishments of the superintendents placed.

Share any relevant or lived practical or cultural knowledge, beyond length or breadth of the organization's experience, that makes your firm unique in its ability to serve the District.

In this next section, we will attempt to respond to the four questions listed above. We anticipate that Mr. Harris (up to 50%) and Ms. Bean (up to 100%) will serve as co-leads on the search. Ms. Perry (up to 100%) will play a central role as well. We anticipate Dr. Rodden-Nord (up to 25%), and Dr. Garcia (up to 25%) supporting the search, with Dr. Garcia also leading any work that is Spanish language-specific.

Hank Harris, Hank is well-versed in this work, well-known in the Pacific Northwest and has built a strong nationwide reputation for professionalism and expertise in public school district leadership searches. Hank spent 20 years in public education, starting his career as a high school

teacher and later serving as an administrator in various roles in Silver Falls, West Linn-Wilsonville, Santa Monica-Malibu (CA), Canby, and Portland Public Schools where he was the Executive Director of Human Resources. Hank concluded his career as a public servant by serving as Executive Director of Human Resources in Bellingham, Washington.

Hank earned his Bachelors at Harvard University and his Master of Arts in Education at the University of Michigan. Since founding HCE in 2012, Hank's work with state and national organizations has yielded a diverse national network of professional educators and education stakeholders. As President, Hank serves as lead or co-lead on most of our firm's searches. He has engaged on more than ninety superintendent and executive level searches over the last fourteen years.

Robyn Bean holds a BA and MS from Washington State University and University of Washington (respectively) in Speech and Hearing Science. Her educational career included work as a Speech Language Pathologist in Snohomish County Washington before relocating to Oregon and serving Beaverton, Hillsboro and NWRESD.

Robyn transitioned into special education leadership positions at NWRESD, where her work led to close collaborations with the Human Resources office, initially around the strategic recruitment of Speech Language Pathologists during a period of critical shortage. She joined the HR office in 2008, where she served as Assistant Director with a focus on recruiting for all hard-to-fill special education positions at the ESD and to establish "grow your own" opportunities for the teacher workforce. In 2012 she became the Chief HR Officer and served in that capacity for 8 years.

Robyn brought her recruiting and HR compliance/procedure/policy expertise to HCE in 2021. She has been the lead or co-lead on six superintendent searches since 2021 (Tillamook, South Coast ESD, Riverdale interim and permanent, High Desert ESD, and Forest Grove) as well as 13 Cabinet/executive level searches for K12 districts and ODE.

Christy Perry Christy Perry holds a BS and MS in Education from Western Oregon State College. Prior to serving nine years as Superintendent of Schools for Salem-Keizer, she was an educator in several Willamette Valley districts including Perrydale, Newberg, Woodburn, and Dallas. Her career included positions as a teacher and coordinator/consultant serving talented and gifted students. She moved into administration as a Principal, Director of Human Resources, and Superintendent in Dallas School District, before finishing her career with Salem-Keizer.

In 2021, Ms. Perry was honored to be named Oregon's State Superintendent of the Year in 2021 – and then honored nationally as one of the four finalists for National Superintendent of the Year. With an HR background and a powerful understanding of the role of the Superintendent in both small and large districts, Ms. Perry brings a unique skillset in supporting a superintendent search and communicating the needs and opportunities of Oregon districts to potential candidates. Ms. Perry joined our team earlier this year and played an integral role in our recent Portland Public Schools superintendent search.

Dr. Kathleen Rodden-Nord served as Superintendent of Junction City Schools in Junction City, Oregon for almost two decades. Holding a BA in Psychology from UC Davis, and both an MS and PhD in School Psychology from University of Oregon, Dr. Nord served as a school psychologist, special programs director, assistant principal, and principal - all in Junction City School District prior to her tenure as superintendent.

Dr. Rodden-Nord is a well-known thought leader engaged in impactful advocacy for public education across Oregon and has been mentoring new and aspiring Oregon superintendent for COSA since 2017. Her legislative advocacy on issues ranging from K12 funding to Diversifying the K12 workforce, to name just two areas, has connected her to leaders across Oregon and beyond. This network, and her insight about the role and experience of superintendents in Oregon positioned her for recruiting success as an HCE consultant, joining the team in 2020. Kathleen has led or co-led 5 superintendent searches (Beaverton, McMinnville, Salem-Keizer, Willamette ESD, and Evergreen's interim search) and was an associate on one (Tillamook). She has also conducted 5 executive searches for K12 districts/ESDs, for the Oregon Community College Association, Oregon Coast Community College, and for the Oregon Department of Education.

Dr. Hector Garcia serves as Superintendent of District 181 in Hinsdale, Illinois. In this role, he currently leads one of the highest performing K-8 school districts in Illinois as measured by student performance. A bilingual, bicultural public educator for more than 30 years, his career has included teacher, dean of students, assistant principal, director of educational services, principal, assistant superintendent, and – for the past 12 years – superintendent. He first held that position in nearby Plano, Illinois. He holds a BA in History from University of Illinois, a MA in Education from Northern Illinois University, and a PhD in Educational Leadership and Policy from Loyola University Chicago. Hector has been consulting for HCE over the past three years having worked on several searches including leading our Spanish-speaking outreach in Portland Public Schools, Bellevue, and Forest Grove.

Superintendent Longevity:

HCE is honored to be able to report that of the 29 superintendents hired by our partner school districts over the past seven years, 24 either still hold the position or served in that role at least five years. Only three of the 29 superintendents served fewer than five years, including one who was discharged after her board was overtaken by a slate of directors whose values were in misalignment with the superintendent's (and this search firm's) values; and one who retired early due to health matters. Our 82% longevity rate, as measured by candidates who serve either a minimum of five years or are still in their current role, is a metric that speaks to our success at recruiting candidates of top quality.

III. Work Plan

Provide details on the search activities and approach.

HCE envisions certain milestones for this work with the school board, on a clear timeline that has been pre-approved by the members of the Board. The work of the search can be delineated as follows.

PLANNING

HCE will engage with the Board in an open-session *Planning Meeting* which will establish the parameters and a framework for the search. We develop a strong communication plan with the Board that meets the needs of the Board collectively and individually. There are various paths a Board can take in a search, and we will walk you through them in order to arrive at a process that is best for the Board and community. We will also outline protocols that ensure a commitment to fairness and integrity in the hiring process.

As your partners in this search, we shoulder the responsibility for managing the search – which means your central office staff can rest assured that, but for a small number of events in the process, they will not be required to add to their already full plates.

ENGAGING

Community engagement is a hallmark of our work – as is learning about the dreams and aspirations of the Board Members we serve. We will meet directly with each Board member, and our team will also get to know the community by engaging with key stakeholders and conducting focus groups in both English and Spanish. There is high value in engaging as much of the community as possible, and to do this, an online survey in Spanish and English is created so that all stakeholders are able to offer input. The survey can also be adapted for other languages as well.

Most community members will engage with the process through the survey, and while this is typically received by community members and submitted back to us electronically, it need not be exclusively digital. We have come to understand that there are important voices in any school community that will not be captured by an electronic survey sent out via email, and so we will work with 4J's community outreach team to identify processes by which to capture more of those voices than we would if we limited our outreach to digital media exclusively.

Focus groups allows us to understand the 4J story at both the micro- and macro- level. Most of our focus group participants spend a significant amount of their time in 4J: namely the students and staff and parent leaders at 4J. Sometimes we also meet with key leaders such as elected officials; and sometimes we meet with individual parents selected by lottery who have individual stories to tell us which help build our understanding of both the macro- and the micro- elements of the 4J context. The Board, or a subcommittee of the Board which could include key staff, will delineate the breakdown of the focus groups.

We have a bilingual/bicultural consultant assigned to your team in Dr. Garcia. Dr. Garcia is ready and able to engage more deeply with Spanish-speaking communities if that is desirable to the Board.

Following this high-level engagement, HCE will return to meet with the Board in Open Session to present a document we call *Eugene's Next Superintendent Criteria* for the Board to consider.

RECRUITING

In hiring a search firm, school boards not only want a trusted partner who can run a process, but who can also find exceptional talent – and in Eugene's case, to entice great leaders who match Eugene's criteria to consider this remarkable opportunity. The ability to attract candidates who may not be actively searching for a leadership role is a key hallmark of the HCE approach. Our direct email announcements are widely known by virtually every school leader in Oregon, as well as leaders across all fifty states – in fact they reach an audience of over 40,000 educational stakeholders across the country.

In addition to that, HCE reaches out to talented individuals who reflect the profile of the ideal superintendent candidate, in order to share it with individuals who might not otherwise know about the vacancy. Similarly, there are candidates who might know of the vacancy but who may not recognize that it is an ideal opportunity for them to consider. By enlisting not only our own network but our "network of networks," we are able to reach a very wide array of educational leaders from across the region and across the country. And because they typically know our name and reputation, they will be receptive to hearing about Eugene.

SELECTION

The team will engage in multiple conversations with top prospects including a preliminary interview and preliminary reference check. In order to reduce the risk of unintended bias, all of our top-tier candidates will interact with at least three members of our team. At the conclusion of the recruitment window, Board Members will receive a confidential link in which they can view all applications and all candidate materials. HCE will then engage with the Board in a *Slate Meeting* in executive session where we will offer recommendations – including articulating a rationale regarding each recommended and non-recommended candidate. As the decision-making entity, the Board will collectively engage to determine whom to interview from any of the candidates who have applied.

Unlike most other search firms, our searches typically include four levels of interview in order to fully vet candidates:

- Preliminary Interview with Consultants
- First-Round Interview with School Board
- Confidential Community Stakeholder Interview
- Final Interview with School Board

Each of these interviews represent a set of data points on a candidate. We also coordinate a thorough system of telephone reference checks, internet searches, and a full investigative background check on finalists. By the time the Board meets with the finalists for a second time, the Board will have a significant number of data points on each of the finalists. No other search firm provides the amount of information, per finalist, that we do at Human Capital Enterprises.

TRANSITION

We will guide the Board through the finalization process, which includes various components such as the public announcement and contract development. This begins with contract negotiations, followed by an open session Board Meeting where a motion is made to appoint the new superintendent. We remain in close contact with the Board Chair and the superintendent over the ensuing weeks to ensure an appropriate transition, and we are happy to serve as a thought partner during this process at no extra cost.

Describe how your firm would recruit for the Oregon region. Describe your understanding of what is unique or particular about education and school finance in Oregon.

Oregon is our home. We know it better than any other national firm, as it resides profoundly in our hearts. Collectively, our team brings close to 100 years of Oregon educational experience to 4J.

We understand Oregon's educational history. We understand Oregon's opportunities and frustrations. Across our team we have professional relationships with the vast majority of Oregon superintendents over the last fifteen years. We understand the power of the promise of Oregon, and we understand the challenges – fiscal, legislative, political, structural – that school leaders, school boards, and school districts in Oregon face.

We can advise the Board on Oregon-specific issues based on our decades of history in the state. And we can speak with confidence to 4J superintendent candidates and prospects about a multitude of Oregon topics. From the SSA to the Kicker; from the impact of Measure 5 to the history of open enrollment and how they both impact today's school finance. We've testified before Oregon's legislature, written advocacy papers, and served on state legislative committees. We bring a deep personal connection to Oregon and a dedication to those who will lead its school districts.

Provide details on methods you will use to communicate and work with the Board.

Although each search is different, it is fair to say that in general, we develop strong partnerships with each member of the Board – and we partner frequently with the identified Board *Lead*, who is often though not obligatorily the Board Chair. There are many logistics involved in a successful superintendent search, and it is vital we have a partner at the Board level.

We are a highly communicative team. The collective board can expect to hear frequently from us. Most often, information to the Board is disseminated through the Board Lead or through the Executive Assistant. Key to all of this is a value that all Board members are in the loop and have a right to all of the information that is provided. Thus, specifically with respect to candidate information, we are careful that all candidate information is provided simultaneously to all Board members. We do not have one-off conversations with board members about candidates – and we do that specifically to ensure fairness to the process and to clarify that each Board member is an equal decision-maker.

In a typical search where there is a sitting *Interim* Superintendent, we will often consider how to best make use of the knowledge and skillset of the current leader. 4J is quite fortunate to have Interim Superintendent Gill in the role currently. (Importantly, this is typically *not* the case when there is a sitting *permanent* superintendent, who would typically not play a salient role in the search; and most sitting permanent superintendents understand the wisdom of that.)

With Superintendent Gill, we have not only an Interim Superintendent but one of the most respected educational leaders in the history of our state. His wisdom, skillset, depth of understanding, connections, and lifelong commitment to Oregon in general and the Eugene area specifically are highly valuable assets to this search. Early in the process we will engage with Superintendent Gill and the Board Lead to collaborate around his role in the process.

Provide details on methods you will use to recruit a diverse pool, to identify prospective candidates and promote their interest to apply.

We know that 4J is a district that values and welcomes diversity, and this is one of the many reasons we are highly interested in supporting this search. When it comes time to recruit, we will tell the story of 4J – and because 4J has such a rich history in this regard, it is a story that we know will be enticing to leaders whose lived experiences are varied and who are eager to bring unique and diverse voices to the organization.

The *Next Superintendent Criteria* is a central feature of that recruitment effort. These values will also be reflected in the marketing materials we develop, and it will be of paramount importance in the conversations we have with prospects. We are certain that 4J wants a leader who truly values and understands the fight for equity and can speak about accomplishments in this regard. We also know those very leaders are typically seeking a district such as 4J – a district that is unabashed in its pursuit of these ideals, and profoundly committed to this work.

As we described above in our Recruitment section, enlisting our “network of networks” in conjunction with a very strong marketing model is what leads us to a pool of top-drawer candidates. 4J merits an outstanding, diverse pool of candidates and we are confident that we are the right team to ensure that happens.

Include how you would ensure that the recruitment process is equitable and accessible, particularly to candidates from communities that have been historically marginalized.

We center our recruitment practices on equity, access and fairness. In a superintendent search, this manifests in various ways. For the sake of brevity, we'll highlight two.

1. At the initial Planning Meeting with the Board, we will ask the Board Directors to not meet with, engage with, have coffee with, or hold conversations with prospects or candidates. We ask each Board Director to individually commit to that. We do this to ensure that there are no inadvertent advantages given to candidates who might already have more access to powerful voices.

It is not unusual for a well-intentioned candidate to reach out to a Board member to request a conversation. But out of fairness for all candidates, we ask that no candidate gets unfairly advantaged by having access to a Board Member where other candidates would not. Historically, those kinds of connections – especially where a certain candidate might know someone who is closely connected with a Board member and therefore can advocate on his/her behalf – advantage some candidates, typically those who already bring a higher level of privilege to the equation. In ensuring equity for all candidates, we take pains to make sure that there are no such “legs up” afforded a certain candidate or group of candidates.

2. A second approach we take is to do our utmost to ensure that top candidates have an opportunity to engage with our team *prior* to an initial interview. Many candidates are not aware that it is acceptable (and in fact wise) to reach out to a recruiter to learn more about the organization – and those who are already aware of this are often the very candidates who already bring privilege into the system. Knowing this, we preemptively invite top candidates to engage in a videocall with us in order for them to have the opportunity to ask us questions about the role *prior* to their initial interview. We are typically thanked by such candidates who say they've never had a recruiter attend to them before in this way.

Describe how you address implicit bias in building and screening the applicant pool.

As recruiters for school districts in Oregon, the work of acknowledging bias is steeped within our work. Within our specifics of a search, we address implicit bias by employing a multiple perspectives approach. Our team is ethnically diverse, male and female, gay and straight. Each application will be reviewed by at least three members of the team, and often more; and each of our recommended candidates will interview with at least two members of the team.

To address implicit bias at the selection stage with the Board, we offer an implicit bias training if the Board has not recently gone through one. We also insert such a training in the orientation processes for our community stakeholder panels.

Describe how you will assist the board in effectively engaging stakeholders (staff, students, families, and the broader community) both in terms of collecting information to develop the initial position qualifications and evaluation criteria and in providing a meaningful way to generate, receive, and use their input in the evaluation of final candidates. Describe the firm's philosophy about what role these stakeholders play in selecting a superintendent.

On page 7 we discuss in detail the Engagement phase of the search. There are two key objectives in the Engagement phase:

- (1) to collect information in order to develop the initial position qualifications (which we call the *Next Superintendent Criteria*) and
- (2) to learn 4J as quickly and substantively as possible so that we can speak authoritatively to prospects and candidates.

The *Criteria* document, once adopted by the Board, plays a salient part in the evaluation and selection of semi-finalists, finalists, and ultimately, the selection of Eugene's next Superintendent.

How do stakeholders engage in the selection process? That is the topic of a very rich discussion we'll have with the Board in the Planning Meeting, and it can look different depending on which path the Board takes as it enters the final interview stages.

Our philosophy can be distilled to three truisms:

1. that Board Members are well-served by strongly considering the various voices of the community in the development of the *Next Superintendent Criteria*.
2. that Board Members should have high-value feedback in the selection process from a sample of community members.
3. and that the Board, and only the Board, has the statutory responsibility to select and hire the next Superintendent.

Describe how your firm has adapted its practices, policies, and environment in light of changing notions of institutional bias and systemic oppression.

Our firms' practices change constantly as we seek to refine our work in light of a changing world. We continue to seek better ways of engaging with the full community; to ask questions and develop protocols that seek to disrupt institutional bias and systemic oppression. We are on a journey toward this disruption, and we have not yet arrived.

We do think you will see practices that we employ that are unlike others that you have seen before. One place you will see that is in our interview and debriefing structures. Another way you'll see that is in our commitment to providing all timeline information before we begin the recruitment phase so that candidates have ample time to schedule and prepare for a future interview date. You'll also see it in the amount of quality information you receive on finalists, and you'll see it in practices such as the ones we illuminated on page 12 that seek to truly establish a search grounded in equity, access, and fairness.

Describe the major challenges to a successful superintendent search and how the project team will address them.

It is well known that in the current era there are fewer candidates of great talent seeking educational leadership roles. Notwithstanding that, we intend to bring to 4J a pool of exemplary candidates, and therefore it is incumbent upon all of us to think about the impediments to that goal. The good news – 4J is a wonderful school district in a highly desirable geography. Oregon is a state with an unusually strong support system for superintendents. Eugene is the perfect sized metropolis with a major university in its backyard – large enough to have an airport where you can get to and from anywhere, small enough that people know each other.

But what are the challenges? The greatest potential obstacle in any superintendent search is also the greatest opportunity – and that is the elected school board. Candidates of high talent who are serious about the role will study the press and watch each school board meeting with high interest. A Board that works well together, respectfully and collaboratively, will entice – and a board that doesn't will not. Our understanding is that this is a great moment in the history of 4J with an aligned board that governs really well together.

Another challenge in a superintendent search is ever-changing processes and timelines. Sometimes candidates apply for superintendent roles without knowing what the selection process is, or even the dates of interviews with enough lead time. In our work, that does not happen. In conjunction with the full board, we define a selection process including dates and activities prior to the start of recruitment. We ask for a full commitment from Board members – and we get that. Candidates know well ahead of time what will be expected of them including what date they will need to be onsite, should the opportunity arise. At every step in the process the candidate knows when they will hear a status update from us, and we follow through with that. In other words, we won't let that challenge be a challenge in Eugene.

Whether or not finalists' names are made public is a consideration upon which the Board will need to ponder. We will recommend that they not be made public – because that presents a challenge for attracting the widest breadth of talent into the search. There are other reasons as well which we will want to articulate at our initial Planning Meeting. However, the ultimate choice resides with the Board, and should the Board decide to implement a public reveal of finalists' names – we are well versed at executing a public process seamlessly.

Every board is unique and has unique goals. How have you in past searches recruited candidates whose experience and skillsets align with a board’s specific goals?

The *Eugene 4J Next Superintendent Criteria*, which will be adopted by the Board and informed by large-scale community involvement, is our marching orders for recruitment and selection. This is not a boilerplate document – rather it is a carefully created document that reflects the dreams of the Eugene community and the specific goals of the elected school board. We use this as our key recruitment tool.

We had a candidate a few years ago for one of our larger Oregon searches who hailed from Mississippi. He was not ultimately selected for the role, but he is a leader of great talent who is currently superintendent of the largest school district in one of the Southeastern states. He had never even considered coming to Oregon until we sent him the Next Superintendent Criteria. He told us that he read it – and saw himself in that document, and believed this would be an exceptional fit for his interests, skillset, and abilities. That single-page document piqued his interest enough to get on the phone with us – and we were then able to tell him enough of the district’s story that he was sold. And were it not for the fact that we was bested by someone else of great talent, he would have likely performed exceptionally well in the role. – HH

During the recruitment phase, prospects engage in conversations with us – either because we’ve reached out to them to encourage them to apply, or because they are serious candidates who are interested in learning more. In those phone conversations we are able to illuminate and elevate for them the *Criteria* document.

Develop an ambitious and thoughtful DRAFT timeline that will ensure the District is well positioned to review and interview high quality candidates before they have accepted positions with other employers.

We propose the timeline below, based on a Board selection of Superintendent Search firm in October. It is possible to expedite this timeframe, and exact dates will be determined in conjunction with the full Board in order to ensure full participation of all Directors.

Activity	Proposed Date(s)
Board Planning Meeting <i>in Open Session</i> and 1:1 Board conversations	November
Focus Group Meetings and Online Survey Window	November/December
“Pre-Announcement” e-Blast	Thanksgiving week
Presentation of Eugene’s Next Superintendent Criteria <i>in Open Session</i>	January
Recruitment Window including additional e-Blast and other Advertising	January/February
Preliminary Interviews virtual <i>with consultants</i>	February

Presentation of Slate <i>in Closed Session</i>	February/March
Board initial interviews (first round) <i>in Closed Session</i>	March
Finalist (second round) interviews <i>in Closed Session</i>	March
Boards meets to identify preferred candidates <i>in Closed Session</i>	March
Selection and Announcement	by end of March
Superintendent assumes responsibilities	July 1, 2025

Describe the Information, services and assistance you will require from the board, interim superintendent and district staff to enable you to conduct the search.

We appreciate this question, because one of our commitments in this work is that we do not ask District staff to shoulder the work of running the search. Rather, we shoulder the responsibility for the search, because we recognize that 4J district staff are already working as hard as they can with a very full plate of responsibilities. Let’s start by looking at staff responsibilities, followed by Board, and then Interim Superintendent Gill.

STAFF

District employees will have opportunities to offer input into the *Next Superintendent Criteria* and may also have an opportunity to be involved at the selection phase of the search. All such opportunities are voluntary.

- A. A senior staff person/executive assistant will serve as liaison and will:
 - a. be involved in the scheduling and organization of focus groups.
 - b. provide on-site support to the consultant and Board during interviews if they are in-person.
 - c. serve as a point-person throughout the search for information flow.
- B. A communications point-person will
 - a. routinely update the district’s website to provide information to community and staff.
 - b. inform the public and employees about opportunities to participate.
 - c. prepare a press release about a hire or pending hire and may be asked to work in conjunction with counterpart in other school districts. *We are also able to provide support in this area as delineated at the bottom of p. 11.*
- C. During the engagement phase, a community engagement leader(s) will oversee the outreach to communities during the engagement phase, particularly those communities who have historically been farthest away from educational justice.

BOARD OF DIRECTORS

Collectively, the Board is the “Hiring Manager” for the new superintendent. The Board’s work involves setting the framework for the search and engaging in a highly focused way in the selection processes. During our initial *Planning Meeting*, an official timeline will be finalized in alignment with individual Board members’ schedules such that all Board members are able to commit to all individual and collective responsibilities, specifically:

- A. 1:1 interview by each Board member with HCE consultants. *Scheduled at the convenience of each Board member.*
- B. A subcommittee of the Board (which may include 1-2 senior staff members) will convene to identify the Focus Groups.
- C. Eugene’s Next Superintendent Criteria meeting. *Held in Public Session; oftentimes there are two public meetings associated with this work.*
- D. Document Review. *In preparation for item (d) below, Board members should individually set aside approximately 6-9 hours to review application materials in the days leading up to the Slate Meeting.*
- E. Slate meeting, during which semifinalists are selected. *Held in Executive Session.*
- F. First Round Interviews. *One full extended day of interviews, typically starting around breakfast time and ending after dinner.*
- G. Second Round Interviews. *Typically held on multiple consecutive afternoons, approximately 3-5 hours in duration.*
- H. Telephone Reference Checks on finalists. *We find it to be of high value for Board Members to be involved in the telephone reference checks on finalists. Any Board Member may opt out of this if they choose.*

INTERIM SUPERINTENDENT GILL

We are excited to meet with Superintendent Gill early in the process to interview him about everything/anything related to being the superintendent of 4J. This information will be of great assistance to us, both as we learn the district deeply, and as we define a draft *Criteria*. We will also meet with him and the Board lead early in the process to collaborate around identifying his role in this process, which might fall into some or all of the following categories:

- A. Sourcing candidate names
- B. Serving as an informational resource to prospects
- C. Interviewing semi-finalists or finalists
- D. Other activities as agreed upon.

IV. Budget

Base Fee for Comprehensive Superintendent Search (Regional) Package: \$43,500

Base Fee for Comprehensive Superintendent Search (National) Package: \$48,200

What is the difference between a Regional Search Package and a National Search Package? The singular difference is how we focus our networking outreach. In a Regional Search, we will focus our outreach specifically to Oregon and the Pacific Northwest – including candidates who have professional experience in the region but who might no longer live here. In a national search we network across the country and beyond. In either search, any applicant is welcome to apply, and any applicant who does apply will be evaluated according to the criteria set by the Board, irrespective of where the candidate is located.

- A. Commitments included in the Base Fee.
- a. Board Planning Meeting in Open Session.
 - b. 1:1 engagement interviews with all Board Members
 - c. Twenty 40-minute focus group engagements with small groups of constituents, held in either English or Spanish.
 - d. Coordination of community surveys in both Spanish and English. We will work with the Board to add additional languages if so desired.
 - e. Authoring draft of *Eugene's Next Superintendent Criteria*.
 - f. *Next Superintendent Criteria* Meeting with Board in Open Session.
 - g. One additional Board Meeting during the Planning Phase, typically used for Board Planning of *Criteria* adoption.
 - h. Coordinating the advertising of the vacancy.
 - i. Engaging with staff on communications and logistics.
 - j. High-level recruitment involving multiple points of contact with prospects
 - i. Researching
 - ii. Sourcing
 - iii. Attracting
 - iv. Pre-Screening
 - k. Preliminary interviews with approximately 8-12 top contenders.
 - l. Single preliminary phone reference checks on 8-12 top contenders.
 - m. Preparation of materials for Board review in advance of Slate meeting.
 - n. Slate Meeting in Executive Session
 - o. Preparation of First Round Interviews.
 - p. Coordination of First-Round Interviews including debrief and facilitation.
 - q. Preparation of Feedback from Board after First-Round Interviews
 - r. Facilitation of Board decision-making after each round of interviews
 - s. Preparation of Second-Round Interviews
 - t. Preparation and facilitation of Community Stakeholder panel
 - u. Preparation of feedback from Community Stakeholder panel
 - v. Engagement with Board and Staff around logistics of Second-Round Interviews

- w. Coordination of Second Round (Finalist) Interviews
- x. Coordination of Board-approved background-checks
- y. Coordination of Multi-point phone reference checks on all finalists.
- z. Coordination of final activities toward selection
- aa. Engagement with district counsel on final processes
- bb. High-level communication with candidates throughout the process
- cc. Engagement with press if desired
- dd. Counsel to Board Lead throughout the process including evenings and weekends.

B. Travel Expenses

a. Consultant Travel

At our Board Planning meeting we will determine which meetings are to be in-person and which are to be virtual. Consultant travel expenses will be billed as supplemental invoices within thirty days of completed travel.

b. Candidate Travel

If there are travel expenses incurred by semi-finalists and finalist candidates, they will be reimbursed by HCE and invoiced to the District at the conclusion of each set of interviews. (Note that HCE recommends that semi-finalist interviews are held virtually, which would therefore eliminate the need to reimburse for candidate travel at the semi-finalist stage).

C. Optional Other Expenses

1. Advertising agreed upon by the Board will be invoiced at cost by HCE. There is no charge for the HCE Listserv Announcement that reaches over 40,000 subscribers.
2. Comprehensive Background Check with a third-party entity in the amount of \$1700 per finalist.
3. Additional Focus Group Engagements available at \$195/session.
4. Immersive outreach to Spanish-speaking communities: TBD.
5. Implicit Bias Training: TBD.
6. A 12-member community stakeholder interview panel is included in the base fee. Coordination of, interview development, orientation, facilitation, and debriefing an additional community stakeholder panel is \$2100.
7. Other activities not covered by this contract are billed at the hourly rate of \$195/consultant and might include the following such activities: additional board meetings not listed above; planning for public finalist events; managing public finalist events.
8. Although many school boards choose to handle the superintendent search communications in-house, an add-on package is available. This includes managing the publicity and community engagement regarding the search and can include both one-way and two-way communication packages. Packages are based on district needs and are billed hourly at \$165/hr.

II. Guarantees

- A. Throughout the search process HCE will be available to counsel with identified District staff about the search.
- B. The superintendent appointed with HCE's assistance will not be presented to another Board as a candidate if it would result in the Superintendent leaving the District within four years of employment, unless the Board provides written authorization to HCE that it may do so.
- C. This search process continues under the parameters articulated in this service agreement up until the time a contract is signed between the District and a new superintendent, or through June 30, 2024, whichever is earlier. If by June 30, 2024, no suitable superintendent has been identified by the Board, HCE will continue to provide services toward the hiring of a superintendent, permanent or otherwise, at no additional Base Fee to the district through January 1, 2025.
- D. If the newly hired Superintendent departs from the position within twenty-four months of signing an employment agreement, and if a majority of the Board by vote is still in place, HCE will recruit new candidates and coordinate the selection process at no additional Base Fee.

On behalf of Human Capital Enterprises, I thank you for your consideration.



*Hank Harris
President, Human Capital Enterprises*

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

FAILURE TO SIGN AND SUBMIT THIS FORM MAY BE CAUSE FOR PROPOSAL REJECTION

**EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193
Superintendent Search Firm**

The undersigned hereby certifies that Proposer:

1. Has the authority to submit a proposal and to represent the organization in all phases of this IRFP process.
2. Has submitted information that is true and accurate to the best of their knowledge and understands that any false statement may disqualify this proposal from further consideration or be cause for contract termination.
3. Is one of the following, as defined in ORS 279A.120, of the State of Oregon.
 - Resident bidder: a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state, and has stated in the bid whether the bidder is a "resident bidder". (ORS 279A.120 (b))
 - Non-resident bidder: a bidder who does not meet the definition above. (ORS 279A.120 (a))


ORS 279A.120 (2) states for the purposes of awarding a public contract, a contracting agency shall: give preference to goods or services that have been manufactured or produced in this state if price, fitness, availability and quality are otherwise equal; and add a percent increase to the bid of a nonresident bidder equal to the percent, if any, of the preference given to the bidder in the state in which the bidder resides.
4. Has not discriminated and will not discriminate, in violation of subsection (1) of ORS 279A.110, against a disadvantaged business enterprise, a minority-owned business, a women-owned business, a business that a service-disabled veteran owns or an emerging small business in obtaining any required subcontracts.
5. Attests in writing that they have complied with the tax laws of this state and of any political subdivision of this state for no fewer than six years preceding the date of the solicitation closing. Applicable tax laws include, but are not limited to, ORS 305.620, ORS Chapters 316, 317, and 318, any tax provisions imposed by a political subdivision that apply to the Proposer or to the performance of the Contract, and any rules and regulations that implement or enforce those tax laws.
6. Certifies to the best of its knowledge and belief that neither it nor any of its principals:
 - 6.1. Are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency;

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

- 6.2. Have within a five-year period preceding the date of this certification been convicted of fraud or any other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- 6.3. Are presently indicted for or otherwise criminally charged with commission of any of the offenses enumerated in paragraph 6.2. of this certification;
- 6.4. Have, within a five-year period preceding the date of this certification had a judgment entered against proposer or its principals arising out of the performance of a public or private contract;
- 6.5. Have pending in any state or federal court any litigation in which there is a claim against proposer or any of its principals arising out of the performance of a public or private contract; and
- 6.6. Have within a five-year period preceding the date of this certification had one or more public contracts (federal, state, or local) terminated for any reason related to contract performance.

7. Acknowledges Receipt of Addenda No's. _____ through _____ inclusive.

Where Proposer is unable to certify to any of the statements in this certification, Proposer shall attach an explanation to their offer. The inability to certify to all of the statements shall not necessarily preclude Proposer from award of a contract under this procurement.



Signature

Henry P "Hank" Harris, President

Printed Name and Title

Human Capital Enterprises

Company Name

401 S El Cielo Rd, Ste 173

Street Address

Palm Springs, CA. 92262

City, State, Zip

202.735.6665

Phone

Sept 23, 2024

Date

45-4124315

Federal Tax Identification Number

hank@humancapitalenterprises.com

Email

ATTACHMENT B: PROPOSER REFERENCE SHEET

**EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193
Superintendent Search Firm**

The District will attempt to contact references via phone, email, or both. If the District is unsuccessful in contacting any of your references or if it does not receive a response from any reference after three (3) attempts, your proposal may receive a lower score or be rejected. You are encouraged to notify your references that they may be contacted by the District.

The number of references required by this solicitation is 3.

REFERENCE 1

Ashland School District

Name of Company

Rebecca Dyson (Board Chair)/ Jill Franko (Board Vice-Chair)

Contact Name and Title

503.261.1610 / 707.495.0896

rebecca.dyson@ashland.k12.or.us

jill.franko@ashland.k12.or.us

Phone

2023-2024 School Year

Email

26,400 + Communications contract of approx 4500

Contract Start & End Date

Contract Amount

Description of Services or Items Provided:

Superintendent Search

REFERENCE 2

Portland Public Schools

Name of Company

Eddie Wang, Board Chair

Contact Name and Title

971.419.1006

eddiewang@pps.net

Phone

January to June 2024

Email

79,000 + 12,000 Communications contract

Contract Start & End Date

Contract Amount

Description of Services or Items Provided:

Superintendent Search

ATTACHMENT B: PROPOSER REFERENCE SHEET

REFERENCE 3

Salem-Keizer School District

Name of Company

Ashley Carson Cottingham, Board Chair (2022-23)

Contact Name and Title

202.557.8364

CarsonCottingham_Ashley@salkeiz.k12.or.us

Phone

2022-23 School Year

Email

41,600

Contract Start & End Date

Contract Amount

Description of Services or Items Provided:

Superintendent Search

Reference 4

Beaverton School District

Becky Tymchuk, former Chair

beckytymchuk@gmail.com

503.720.5852

2021-22 school year

Superintendent Search

Contract Amount: 38,175

Superintendent

Search Services Proposal for

Eugene School District 4J Eugene, Oregon

September 2024



Phone: 888-375-4814
Email: mail@macnjake.com
Website: www.macnjake.com



Dr. Norman Lidder by rky

TABLE OF CONTENTS

Executive Summary.....	3
Experience	3
Capacity	3
Applicant Diversity.....	4
Key Staff	4
Additional Consultants	6
Why Choose McPherson & Jacobson	7
Work Plan	8
Five Phases of a Superintendent Search.....	8
Recruiting for the position for Oregon.....	9
Understanding of what is Unique or Particular about Education and School Finance in Oregon	9
Methods to Communicate and Work with the Board.....	10
Recruiting for the Position	11
Engaging Stakeholders.....	11
Challenges.....	11
Aligning Candidates to the Board.....	12
Possible Timeline	12
Assistance from the District	13
Cost Proposal for Eugene School District 4J	14
Investment for the Search	14
Price Breakdown for Search Activities	15
Payment terms	15
Additional Information.....	15
Litigation.....	15
Terminated/Cancelled Searches in the Past Five Years	15
McPherson & Jacobson, L.L.C. Non-Discrimination Policy.....	15
Urban/Demographically Diverse School Districts McPherson & Jacobson has Served	17

What Board Members Say About the Services of
McPherson & Jacobson, L.L.C. 19

Attachment A..... 21

Attachment B: Proposer Reference Sheet 23

This proposal is the property of McPherson & Jacobson L.L.C. and has been prepared at the request of Eugene School District 4J, Eugene, Oregon. The contents of this proposal are not to be reproduced or distributed for any reason other than for use by Eugene School District 4J, Eugene, Oregon.

09/24

Executive Summary

“Your students, staff, and community deserve the best.”

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 1,000 superintendents** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

McPherson & Jacobson will work with the board to design a search that meets the unique needs of your school district. Our firm’s protocol allows the board to concentrate on the most important segments: the interview and selection of the successful candidate.

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process.

At the core of our firm’s work is the belief that every student is entitled to high quality education and that this is dependent upon quality leadership. We understand that students have diverse needs, thus, we focus on the intentional recruitment of a diverse candidate pool that includes ethnic and cultural identity as well as experience in culturally proficient practices that have proven successful in addressing educational equity gaps.

McPherson & Jacobson has been conducting searches for boards of education since 1991. Our consultants will ensure your search results in quality leadership for your district.

- *WE BELIEVE every student is entitled to a high-quality education. We strongly believe quality education is dependent upon quality leadership.*
- *OUR MISSION is to ensure your search results in quality leadership for education excellence.*

Experience

Capacity

- McPherson & Jacobson has over 130 consultants located across the United States; this allows us to tailor each search to the timeline that best meets the needs of the board—while still giving the search our utmost attention.
- In the past 6 years, McPherson & Jacobson has conducted over 280 superintendent searches nationwide, 30 of these were for districts with an enrollment of over 15,000 students. In Oregon, McPherson & Jacobson has conducted 24 school administrator searches in the past 6 years, with 15 of these searches for superintendents. (Hillsboro School District 1J; Tigard-Tualatin School District; Springfield Public Schools; Greater Albany Public Schools; Oregon City School District; Grants Pass School District 7; Canby School District; North Wasco County School District 21; North Bend School District; Nyssa School District 26; Winston-Dillard School District

No. 116; Rainier School District #13; Willamina School District; Glide School District; and Glendale School District).

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

We use our nationwide consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

For the past five years, approximately **one-third** of our applicants have been female and almost **one-fourth** of our applicants have been ethnically diverse.

In the past ten years, **one-third** of the boards we have represented have placed women or ethnically diverse candidates.

Key Staff

Dr. Steve Joel—Lead Consultant



Dr. Steve Joel has been with McPherson and Jacobson since 1996 and serves as a Regional Director.

A native of Long Island, NY, his entire career has been in education beginning as a teacher in a small rural Nebraska School District followed by 36 years as a school administrator; the last 34 serving as a superintendent.

In 2022, after serving 12 years, Dr. Joel retired as the superintendent in Lincoln, Nebraska which has more than 41,000 students. He has attained a number of state and national awards including the Nebraska Superintendent of the Year.

Dr. Joel is a member of AASA and has recently served as a mentor/teacher with the Urban Superintendent's Academy and serves on the Board of the Urban Superintendent's Association of America. Dr. Joel is also a frequent national presenter on topics such as the superintendent search, leadership development, board and administrative goal setting and operating principles.

Dr. Joel has degrees from Doane College, The University of Nebraska, and Kansas State University.

Dr. Joel has conducted over 60 superintendent searches and is McPherson & Jacobson's primary recruiter; for Clark County Schools District, Las Vegas, Nevada, he recruited over 30 applicants. Dr. Joel has also extensively recruited candidates and/or been the consultant for: Little Rock School District, Little Rock, AR; Orange County Public Schools, Orlando, FL; Jefferson County Public Schools, Louisville, KY; Fayette County Public Schools, Lexington, KY; Duval County Schools, Jacksonville, FL; Wake County Public School System, Cary, NC; Sunnyside Unified School District, Tucson, AZ; Charlotte-Mecklenburg Schools, Charlotte, NC; Dysart Unified School District, Surprise, AZ; Peoria Unified School District, Glendale, AZ; Mesa Public Schools, Mesa, AZ;

Scottsdale Unified School District, Scottsdale, AZ; Fox Chapel Area School District, Pittsburgh, PA, North Allegheny School District, Pittsburg, PA; Gardner Edgerton USD 231, KS; the Mississippi State Superintendent; the Nebraska Commissioner of Education; Baltimore County Public Schools, MD; Litchfield Public Schools, AZ; Sarasota Public Schools, FL; the Kentucky Commissioner of Education; Washoe County Schools, Reno, NV; and Caddo Parish School District, Shreveport, LA. Dr. Joel was the lead consultant for many of these searches.

Dr. Gustavo Balderas—Consultant



Dr. Gustavo Balderas joined McPherson & Jacobson, L.L.C. in 2021.

Dr. Balderas began his life as the child of migrant farm workers in Eastern Oregon and developed his love of learning and passion for education in Oregon Public Schools, from kindergarten through his doctoral degree in educational leadership at the University of Oregon.

Dr. Balderas has been an educator for 35 years. He started his career in education as a high school teacher and counselor in the Hillsboro School District. He has served in leadership roles at all school levels and in both support and administrative roles at the district office level. He served as superintendent in California, Oregon and Washington prior to beginning his current tenure in the Beaverton School District in Beaverton, Oregon.

Dr. Balderas is a co-founder and past president of the Oregon Association of Latino Administrators. He currently serves as NW regional representative and President for the national Association of Latino Administrators Superintendents. Dr. Balderas was named the Oregon Distinguished Latinx Educator of the Year, the Oregon Superintendent of the Year, and the AASA National Superintendent of the Year.

Dr. Balderas has assisted in numerous superintendent searches including Hillsboro School District 1J and Nyssa School District, Oregon; Wenatchee School District, Kent School District, and Issaquah School District 411 in Washington.

Mrs. Heidi Sipe—Consultant



Mrs. Heidi Sipe joined McPherson & Jacobson in 2024. She has served as the Superintendent of the Umatilla School District since 2007. Born and raised in Eastern Washington, she began her work in Eastern Oregon in 2000 and developed a deep passion for rural education, especially for students of poverty and emerging bilingual students. She believes that rural students have equal talent to urban peers but are often limited by reduced access to resources. To counter this, Mrs. Sipe

is committed to After-School and STEAM programming to help students gain access to new ideas and develop interests in their communities, and beyond.

Mrs. Sipe previously chaired the Teacher Standards and Practices Commission, served on the Oregon Taskforce on School Funding, was a founding councilor of the Oregon Educator Advancement Council, served two terms as Superintendent Advisor to the State Board of Education and serves on the Fair Dismissal Appeals Board. She is currently on the Executive Committee for AASA, the national School Superintendents Association and served on the AASA Governance Committee for two terms. She is a past-

president of the Oregon School Association of School Executives and is active in COSA, the Coalition of Oregon School Administrators.

Mrs. Sipe took a leave of absence from Umatilla to serve as the Assistant Superintendent for the Oregon Department of Education in fall of 2012 where she oversaw the Office of Educational Improvement and Innovation before returning to her district in spring of 2013. She was honored as Oregon's 2016 Superintendent of the Year. A hands-on leader who is fueled by students, she volunteers to coach the high school robotics team. The team, 4125 Confidential, is featured in the documentary, "Big Dreams in Umatilla," which aired nationwide on PBS stations in 2021. Heidi received her Bachelors of Arts in Reading from Eastern Washington University and her administrative credentials and Ed.S in Educational Leadership from Lewis and Clark College in Portland.

She has assisted with the Canby School District superintendent search.

Dr. Debra White—Consultant



Dr. Debra White joined McPherson & Jacobson, L.L.C. in 2024.

Dr. White's lifelong commitment to education spans more than 30 years. Debra recently retired from the Georgia Department of Education where she held the position of District Effectiveness Specialist supporting districts and schools across the State of Georgia to improve instruction for all students.

Dr. White has demonstrated a proven track record of success as a leader through service as a Teacher, School Counselor, Assistant Principal, Language Arts Coordinator, Principal, Director of Leadership Development, Area Assistant Superintendent, and Assistant Superintendent for Curriculum/Instruction.

Debra received a Bachelor's Degree in Health and Physical Education from Morris Brown College, a Master's Degree in School Counseling and Specialist Degree in Educational Leadership from Georgia State University, and a Doctorate Degree in Educational Leadership from Argosy University.

Dr. White recently assisted with the Caddo Parish School District, Shreveport, Louisiana superintendent search.

Additional Consultants (they will assist with recruitment and other tasks as necessary)

Oregon Consultants

Mr. Don Grotting, Retired Superintendent

Dr. Douglas Nelson, Retired Superintendent, The Dalles

Mr. Michael Scott, Retired Superintendent, Hillsboro

Ms. Maureen Wolf, Board Member, Northwest Regional ESU, Tigard

Washington Consultants

Dr. Ivan Duran, Superintendent, Highline School District

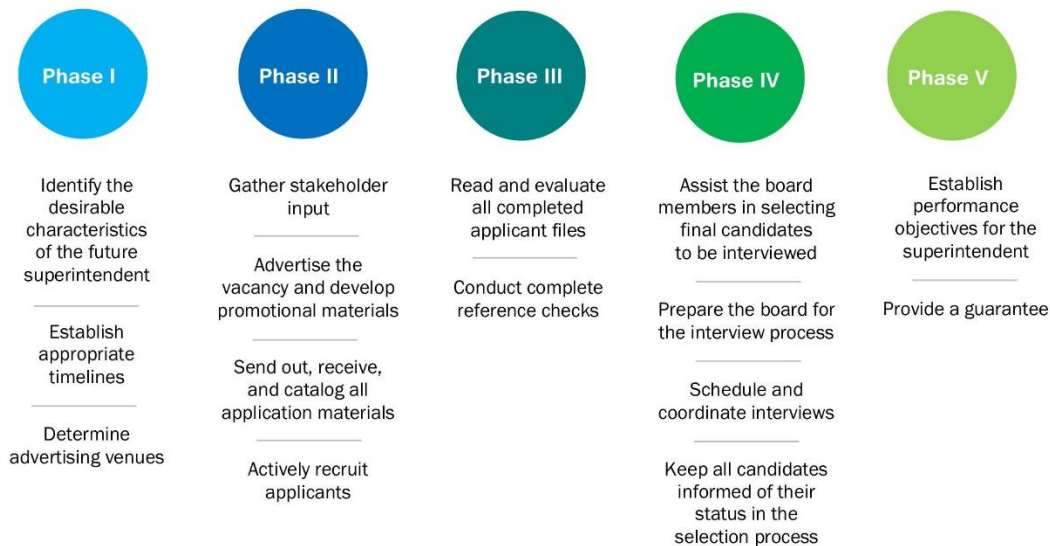
Dr. Steven Lowder, Retired Superintendent, Vancouver

Why Choose McPherson & Jacobson

- According to the National School Boards Association and the Council of Greater City Schools, the average tenure of superintendents is between 3.2 and 4.2 years. Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **almost eighty percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Over forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.
- McPherson & Jacobson advocates for a high level of stakeholder involvement during the hiring process while keeping the Board in complete control of the process. When stakeholders are meaningfully involved in the process, and know they have been listened to, they support the Board's decision.
- McPherson & Jacobson has a commitment to work with the Board and the new superintendent during the first year. We work to clarify expectations for the first year and help foster clear communication between the Board and superintendent.

Work Plan

Five Phases of a Superintendent Search



Phase I—Initiating the Search Process

- Using a group process with the board, identify the most important characteristics of the future superintendent.
- Establish appropriate timelines and target dates for the selection process.
- Determine, with the board, appropriate advertising venues.
- Identify appropriate stakeholder groups.
- Assist the board in determining compensation parameters.
- Identify the point of contact for the district.

Phase II—Stakeholder Input, Advertising the Position, Recruiting Applicants

- Work with the district to schedule the stakeholder input meetings.
- Meet with groups identified by the board to provide stakeholder input into the selection process.
- Develop promotional literature and brochures announcing the vacancy (*optional—there is an additional fee for a full-color brochure*).
- Prepare and place announcement of vacancy.
- Develop an application unique to your vacancy that reflects the selection criteria determined by the board.
- Post application information and notify interested applicants.
- Actively recruit applicants who meet the district’s needs.
- Communicate with all Board Members in a timely manner.

Phase III—Applicant Screening

- Evaluate each applicant against the selection criteria.
- Conduct reference checks.
- Pre-Interview and Video of Shortlist Applicants.
- Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.

Phase IV—Reviewing Candidates with the Board, Interviews

- Review candidates with the board and assist board members in determining which candidates they will interview.
- Conduct background checks on candidates chosen to be interviewed.
- Assist the board in determining interview procedures.
- Coordinate interview and visitation procedures.
- Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.
- Coordinate visitation procedures for the candidate's spouse/significant other.
- Assist the board in making final arrangements for each candidate's visit.
- Contact all finalists and schedule their interview dates.
- Notify all applicants not selected for an interview.
- Personally contact each finalist who was not offered the position.

Phase V—Transition with Success

- Establish performance objectives for new superintendent.
- Provide a guarantee.

Recruiting for the Position for Oregon

We will advise the board to advertise on the OSBA (Oregon School Boards Association) website; on the COSA (Coalition of Oregon School Administrators) website; on the Washington State School Directors Association website; and on the Washington Association of School Administrators website. Our Oregon and Washington consultants will reach out to potential applicants in the area.

Understanding of What is Unique or Particular About Education and School Finance in Oregon

Education finance in Oregon is complex, political and inadequate. Due to a series of initiatives, financing the operation of schools shifted from the local to the state level. Now school districts are mostly funded by the state's General Fund, where schools compete with all other state government funded programs. Each budget cycle schools lobby to have sufficient funds allocated, but each cycle the State Legislature falls short. Contributing to the issue is that the state level budgeting agency uses methods which significantly shorts the increasing current service level costs facing schools. Recently,

Governor Kotek indicated support to change the methodology to calculate the current service level costs going forward.

The Oregon Quality Education Model (QEM) is a collaborative effort to define what is needed to properly educate the children of Oregon. Since the inception of the QEM, the legislature has failed to fund the model – now over \$1 billion short. The Legislature is required to report on the funding of the QEM, and each report is the same – inadequate funding. The QEM takes into account the vast demographic differences and program needs that are evident in each school district. Without the adequate funding, schools will struggle to maintain lower class sizes, provide sufficient Special Education services, provide for the social and psychological needs of students and provide the array of languages that are evident in our districts.

Some districts are able to pass a Local Option Levy to enhance the funding in their local districts and close the gap left by inadequate funding. However, many do not, leaving a financial gap between districts.

Even though the state has provided some assistance to districts for facility improvements, the bulk of funding for new school buildings and modernization of existing buildings is at the local level. Some districts are able to pass bond issues necessary for this work while others are not. Thus, students in some districts attend school in antiquated and inadequate buildings. In some cases, schools border on being unsafe. Education finance in Oregon is complex, political and inadequate.

Methods to Communicate and Work with the Board

The consultants will be in contact with the board president during the search as necessary to give updates on the progress. The consultants are available by phone or email to address any concerns or answer any questions the board has during the search process.

The McPherson & Jacobson consultants will meet with the entire board for three meetings:

1. Initial meeting to determine the criteria for the new superintendent, advertising venues, and stakeholder groups for input meetings. In addition, the salary for the new superintendent will be discussed at this meeting
2. Review of stakeholder input. At this meeting, the input obtained from the stakeholder meetings will be presented to and reviewed with the board. In addition, the interview schedule and interview questions will be discussed at this meeting.
3. Presentation of the candidates to the board. At this meeting, the consultants will give the board a complete list of those who completed the application process and will present additional information about the applicants that most closely meet the district's criteria. The consultants will assist the board in determining which applicants it wishes to interview.

In addition, the consultants will send regular emails to the board members keeping them abreast of the status of the search.

Recruiting for the Position

While McPherson & Jacobson does not represent candidates, we keep a database of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on regional and national levels, candidates who match the board's identified criteria.

We do not maintain a stable of candidates, but our consultants do follow the careers of successful administrators. Individuals who are currently looking to take a new position are encouraged to register with us so they can receive notification of the vacancies we are representing. We have over 2,000 potential applicants currently registered with McPherson & Jacobson who will receive notification of the superintendent opening. Additionally, we will vigorously pursue current or emerging leaders through personal contact.

We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants. For the past five years, approximately **one-third** of our applicants have been female and **almost one-fourth** of our applicants have been ethnically diverse. In the past ten years, **one-third** of our placements have been women or ethnically diverse candidates.

Engaging Stakeholders

Obtaining stakeholder input is an integral part of McPherson & Jacobson's search process. Since 1991, McPherson & Jacobson has conducted over 1,000 superintendent searches for school districts ranging from 10 to over 300,000 students. For each search, we have coordinated stakeholder input meetings and online input surveys.

McPherson & Jacobson will utilize K12 Insight to collect the online input and provide an analysis of the input received. The online input received, analysis, and input received from in-person meetings will be summarized into a report and presented to the board.

McPherson & Jacobson will work with the district to determine the best practices to obtain input from ethnically diverse communities in the district. If in-person meetings are required, McPherson & Jacobson will work with the district to obtain the necessary translators.

At the request of the district, online surveys for multiple languages can be developed and posted.

Challenges

McPherson & Jacobson does not anticipate any difficulties executing the search. If any situations arise, we will address them as they occur. The only time we have difficulties with a search is when the district has chosen not to take our advice and not follow our established protocol.

Aligning Candidates to the Board

Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on regional and national levels, candidates who match the board's identified criteria. We do not maintain a stable of candidates, but our consultants do follow the careers of successful administrators.

Possible Timeline (DRAFT)

- At the beginning of the search (**early November 2024**)
 - The qualities for the new superintendent are identified
 - A formal timeline is established
 - Advertising decisions are made and posted
 - Application information is posted
- Stakeholder input (**November 2024**)
 - Online stakeholder input is gathered
 - A summary of stakeholder input is presented to the board
- After the closing date (**mid-January 2025**)
 - All the completed applicant files are forwarded to the consultants
 - The consultants begin the review and pre-interview process
- Approximately two to four weeks after the closing date (**early February 2025**)
 - Consultants provide information to the board on all applicants who completed the process
 - Consultants present summary profiles and video interviews of qualified candidates to the board
 - The board selects the candidates it wants to interview
 - Criminal/financial/degree verification background checks are conducted on the candidates selected to be interviewed
 - McPherson & Jacobson notifies each applicant not selected for an interview
- Soon after the board selects their candidates (**mid to late February 2025**)
 - Semi-finalist interviews are conducted (if chosen by the board)
 - The board interviews its final candidates
 - The board selects their new superintendent
 - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

Assistance from the District

Board Involvement:

- Initial meeting to determine the criteria for the new superintendent, advertising venues, and stakeholder groups for input meetings.
- Review of stakeholder input. At this meeting, the input obtained from the stakeholder meetings will be presented to and reviewed with the board. In addition, the interview schedule, interview questions, and salary for the new superintendent will be discussed at this meeting.
- Presentation of the candidates to the board. At this meeting, the consultants will give the board a complete list of those who completed the application process and will present additional information about the applicants that most closely meet the district's criteria. The consultants will assist the board in determining which applicants it wishes to interview.

District Assistance:

- Gather information for the Announcement of Vacancy brochure.
- Provide community member names to the McPherson & Jacobson office for stakeholder input meetings invitations.
- Assist in arranging the times and locations for the stakeholder meetings, post the meeting information.
- Assist the consultants as they arrange the interviews.

Price Breakdown for Search Activities

Fees		Estimated Expenses	
Phase I	\$4,500	Advertising	\$ 2,500
Phase II	\$7,000	Office Expenses	\$ 900
Phase III	\$7,000	Videos/Background checks	\$ 650
Phase IV	\$5,500	Consultant Travel	\$12,800
Phase V	<u>\$2,750</u>	Total	\$16,850
Total	\$26,750		

Payment Terms

- One-half (1/2) of the contracted fee due when the contract is signed;
- The final one-half (1/2) of the contracted fee due, plus all expenses shall be due and owing, upon the completion of the services

Additional Information

Litigation

McPherson & Jacobson, L.L.C. has not been involved in any litigation in the past five (5) years.

Terminated/Cancelled Searches in the Past Five Years

During the 2022-2023 search year, the Fontana Unified School District, California, cancelled our contract without cause after we had started the search.

During the 2022-2023 search year, the Merced City School District, California, terminated our contract due to a disagreement regarding the release of the information received from the stakeholder meetings we conducted.

McPherson & Jacobson, L.L.C. Non-Discrimination Policy

McPherson & Jacobson, L.L.C. is dedicated to serving school districts by supporting all candidates regardless of cultural and ethnic diversity.

As an organization, we are committed to equitable practices that will ensure equal access for all candidates. This commitment means that success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion.

Every decision McPherson & Jacobson, L.L.C. makes will be committed to the following foundational beliefs:

1. Consultants share the moral imperative and collective ownership to identify and eliminate disparities to ensure all candidates have an equal opportunity regardless of their race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion;

2. Eliminate barriers in recruitment, hiring, retention, and internal processes;
3. Utilize culturally relevant practices that do not discriminate based upon language, marital status, gender, sexual orientation, gender identity, cognitive/physical ability, or religion;
4. Promote catalytic leadership for educational and community partners;
5. Support the continuing development of all personnel with a focus on their mindset, beliefs, knowledge, and skills, including an understanding of implicit bias and racial identity;
6. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to create a sense of belonging for all;
7. Support and comply with State and District policies.

Urban/Demographically Diverse School Districts McPherson & Jacobson has Served

Over 100,000 students

- **Clark County School District**, Las Vegas, NV—Enrollment: 309,476 (2009/10)
- **Broward County Public Schools**, Fort Lauderdale FL—Enrollment 256,000 (2022/23)
- **Orange County Public Schools**, Orlando FL—Enrollment: 179,000 (2010/11)
- **Wake County Public School System**, Cary NC—Enrollment: 146,687 (2012/13)
- **Charlotte-Mecklenburg Schools**, Charlotte NC—Enrollment: 145,363 (2015/16)
- **Duval County Public Schools**, Jacksonville FL—Enrollment 125,188 (2011/12)
- **Baltimore County Public Schools**, Towson MD—Enrollment 111,000 (2022/23)

75,000 to 100,000 students

- **Jefferson County Public Schools**, Louisville, KY—Enrollment: 99,775 (2010/11)
- **Albuquerque Public Schools**, Albuquerque NM—Enrollment 70,000 (2023/24)

50,000 to 75,000 students

- **Washoe County School District**, Reno NV—Enrollment 65,538 (2023/24)
- **Mesa Public Schools**, Mesa AZ—Enrollment 64,000 (2019/20)
- **Elk Grove Unified School District**, Elk Grove CA—Enrollment: 62,000 (2014/15)
- **Howard County Public School System**, Ellicott City, MD—Enrollment 57,000 (2023/24)

25,000 to 50,000 students

- **San Bernardino City Unified School District**, San Bernardino CA —Enrollment 48,755 (2022/23)
- **Fayette County Public Schools**, Lexington KY—Enrollment: 37,000 (2010/11)
- **Peoria Unified School District No. 11**, Glendale AZ —Enrollment 36,000 (2023/24)
- **Poway Unified School District**, San Diego, CA—Enrollment 35,000 (2023/24)
- **Caddo Parish Public Schools**, Shreveport, LA—Enrollment 33,000 (2023/24)
- **Stockton Unified School District**, Stockton CA—Enrollment 33,000 (2022/23)
- **Norfolk Public Schools**, Norfolk VA—Enrollment 30,000 (2019/20)
- **Jackson Public Schools**, Jackson MS—Enrollment 27,062 (2017/18)
- **Richland School District Two**, Columbia SC—Enrollment 27,000 (2022/23)
- **Glendale Unified School District**, Glendale CA—Enrollment 26,200 (2015/16)
- **Academy District 20**, Colorado Springs CO—Enrollment 26,000 (2022/23)
- **Dysart Unified School District**, Surprise AZ—Enrollment 25,000 (2017/18)
- **Kent School District**, Kent WA—Enrollment 25,000 (2021/22)

Under 25,000 students

- **Little Rock School District**, Little Rock AR—Enrollment 24,743 (2010/11)
- **Scottsdale Unified School District**, Scottsdale AZ—Enrollment 24,000 (2019/20)
- **Vancouver Public Schools**, Vancouver WA—Enrollment 23,400 (2020/21)
- **Colorado Springs School District 11**, Colorado Springs CO—Enrollment 23,000 (2021/22)
- **Washington County Public Schools**, Hagerstown MD —Enrollment 22,000 (2021/22)
- **Folsom Cordova Unified School District**, Ranco Cordova, CA—Enrollment 21,000 (2023/24)
- **South Bend Community School Corporation**, South Bend IN—Enrollment 20,771 (2010/11)
- **Hillsboro School District 1J**, Hillsboro OR—Enrollment 20,000 (2022/23)
- **New Haven Public Schools**, New Haven CT—Enrollment 20,000 (2022/23)
- **Issaquah School District 411**, Issaquah WA—Enrollment 19,000 (2021/22)
- **Allentown School District**, Allentown PA—Enrollment 18,000 (2009/10)
- **Alexandria City Public Schools**, Alexandria VA—Enrollment 16,000 (2022/23)
- **Reynolds School District**, Fairview OR—Enrollment: 14,000 (2011/12)
- **Roanoke City Public Schools**, Roanoke VA—Enrollment 14,000 (2019/20)
- **Tigard-Tualatin School District**, Tigard, OR—Enrollment 12,000 (2023/24)

What Board Members Say About the Services of McPherson & Jacobson, L.L.C.

July 15, 2024

To Whom It May Concern,

I am writing to extend my highest recommendation for McPherson and Jacobson following their exceptional work in recruiting a new superintendent for the Tigard-Tualatin School District in Tigard, Oregon during the 2023-2024 school year. Our district, the ninth largest in the state, serves roughly 11,500 students. We were in search of a leader who not only had a deep understanding of education but also possessed the strategic vision and leadership skills necessary to guide our schools through a period of transformation. McPherson and Jacobson exceeded our expectations in every regard.

From the outset, McPherson and Jacobson demonstrated a comprehensive understanding of our district's unique needs and challenges. When the sitting superintendent decided to retire a few months before the end of the school year, the board assumed that we would need to hire an interim leader given the short timeframe. The McPherson and Jacobson team immediately encouraged us, based on their deep knowledge of our district, to conduct a search for a permanent hire. They took the time to assess our situation thoroughly, engage with key constituents, and develop a clear profile of the ideal candidate. Their methodical approach ensured that only the most qualified individuals were considered, and they presented us with a pool of highly capable candidates, each of whom was well-suited for the role.

I worked closely with the McPherson and Jacobson team throughout the recruitment process and was continually impressed by their exceptional level of professionalism, communication, and dedication to our vision and mission. Our board is deeply committed to community engagement and while our timeframe was short, they were able to provide multiple opportunities for community members to have their voices heard which gave us valuable feedback that we used in making our decision. Their team was always available to answer questions, provide updates, and offer valuable insights. Their dedication to transparency and collaboration made the entire process seamless and efficient.

Ultimately, McPherson and Jacobson helped us find a superintendent who not only meets but exceeds our expectations. The candidate they identified has already begun making a significant positive impact on our district, bringing fresh ideas and a renewed sense of purpose to our schools. This success is a direct result of the thorough and thoughtful approach taken by McPherson and Jacobson.

I would highly recommend McPherson and Jacobson to any organization seeking to fill a critical leadership position. Their expertise, commitment, and results-oriented approach make them an invaluable partner in the recruitment process. We are grateful for their assistance and look forward to future collaborations. Please do not hesitate to contact me if you have any additional questions.

Sincerely,



Tristan Irvin

Board Chair, Tigard-Tualatin School District

boardmember.irvin@ttsd.k12.or.us

541.915.5266

January 16, 2024

To Whom It May Concern:

I am writing to provide my recommendation for McPherson and Jacobson, who completed the Superintendent Search for the Hillsboro School District in Hillsboro, Oregon. The district serves about 19,000 students and is the fourth largest district in the state. The consultants' knowledge, professionalism, and willingness to listen to our school board created an atmosphere that helped our community choose an exceptional new superintendent.

As the chair of the Hillsboro School District Board of Directors, I worked closely with the McPherson & Jacobson consultants facilitating the search process. Our long-time superintendent was outstanding and, upon his retirement, the board wanted to ensure the momentum that our existing team had built would continue. Completing an executive search process was new for this board and we wanted to hire an experienced team that understood the importance of this critical decision for our community.

The McPherson & Jacobson team took great pains to inform and guide us through the most important job a school board will ever have. The Mac&Jake team worked with the board, asking thought-provoking questions, and helped us to form a unified view of what we as a board were looking for in a superintendent. This was accomplished without inserting themselves into the decision itself. They heard what we wanted and assisted us in achieving our goals.

Our board prioritized stakeholder input. The team at McPherson & Jacobson provided multiple avenues to ensure multiple voices were heard. Various groups participated through customized focus groups, online surveys as well as listening sessions available to those who speak English as a second language. The data was collected, and a detailed report provided to the board, so we fully understood the general themes as well as unique feedback provided by our community.

In the end, the board was presented with a slate of highly qualified candidates all of which would have been excellent leaders for our district. The consulting team understood the qualities and characteristics we expected from our next superintendent and delivered the candidates that made this a competitive process.

Once again, I highly recommend working with the team from McPherson and Jacobson. Please do not hesitate to contact me if you have any additional questions.

Sincerely,



Mark Watson
Chair, Hillsboro School District Board of Directors
watsonm@hsd.k12.or.us/503.939.5335

ATTACHMENT A

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

FAILURE TO SIGN AND SUBMIT THIS FORM MAY BE CAUSE FOR PROPOSAL REJECTION

**EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193
Superintendent Search Firm**

The undersigned hereby certifies that Proposer:

1. Has the authority to submit a proposal and to represent the organization in all phases of this IRFP process.
2. Has submitted information that is true and accurate to the best of their knowledge and understands that any false statement may disqualify this proposal from further consideration or be cause for contract termination.
3. Is one of the following, as defined in ORS 279A.120, of the State of Oregon.
 - Resident bidder: a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state, and has stated in the bid whether the bidder is a "resident bidder". (ORS 279A.120 (b))
 - Non-resident bidder: a bidder who does not meet the definition above. (ORS 279A.120 (a))

ORS 279A.120 (2) states for the purposes of awarding a public contract, a contracting agency shall: give preference to goods or services that have been manufactured or produced in this state if price, fitness, availability and quality are otherwise equal; and add a percent increase to the bid of a nonresident bidder equal to the percent, if any, of the preference given to the bidder in the state in which the bidder resides.
4. Has not discriminated and will not discriminate, in violation of subsection (1) of ORS 279A.110, against a disadvantaged business enterprise, a minority-owned business, a women-owned business, a business that a service-disabled veteran owns or an emerging small business in obtaining any required subcontracts.
5. Attests in writing that they have complied with the tax laws of this state and of any political subdivision of this state for no fewer than six years preceding the date of the solicitation closing. Applicable tax laws include, but are not limited to, ORS 305.620, ORS Chapters 316, 317, and 318, any tax provisions imposed by a political subdivision that apply to the Proposer or to the performance of the Contract, and any rules and regulations that implement or enforce those tax laws.
6. Certifies to the best of its knowledge and belief that neither it nor any of its principals:
 - 6.1. Are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency;

IRFP: Superintendent Search Firm

Page 11 of 14

ATTACHMENT B: PROPOSER REFERENCE SHEET

EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193
Superintendent Search Firm

The District will attempt to contact references via phone, email, or both. If the District is unsuccessful in contacting any of your references or if it does not receive a response from any reference after three (3) attempts, your proposal may receive a lower score or be rejected. You are encouraged to notify your references that they may be contacted by the District.

The number of references required by this solicitation is **3**.

Hillsboro School District 1J

3083 NE 49th Place
Hillsboro OR 97124
School Phone: 503-855-1500
School District Contact: Rose Roman 503-844-1789
Board Contact: Mark Watson 503-939-5335
Search Year: 2022/23
Enrollment: 20,000

Tigard-Tualatin School District

6960 SW Sandburg
Tigard OR 97223
School Phone: 503-431-4000
School District Contact: Patty Roberts 503-431-4002
Board Contact: Tristan Irvin 541-915-5266
Search Year: 2023/24
Enrollment: 12,000

Washoe County School District

425 East Ninth Street
PO Box 30425
Reno NV 80512
School Phone: 775-348-0200
Board Contact: Beth Smith 775-997-8299
Search Year: 2023/24
Enrollment: 65,538

Kent School District

12033 SE 256 St.
Kent WA 98030
School Phone: 253-373-7000
Board Contact: Ms. Leslie Hamada 253-263-0090
Search Year: 2021/22
Enrollment: 25,000

Issaquah School District 411

5150 220th Ave SE

Issaquah WA 98029

School Phone: 425-837-7000

School District Contact: Diane Ghanbari

Board Contact: Anne Moore 425-837-7002

Search Year: 2021/22

Enrollment: 19,000

***Response to IRFP Solicitation #25-193 -
Executive Search and Recruitment
Services for Superintendent of Schools***

Presented To:



Submitted By:



Contact: Kathy Schoenfelder, Coordinator of Leadership Acquisitions

Address: 901 17th Street NE, Cedar Rapids, IA 52402

Phone Number: 319-393-3115

Email: kathy@rayassoc.com

TABLE OF CONTENTS

	Page
Cover Letter	1
EXECUTIVE SUMMARY	
Who We Are.....	2
What We Do	2
How We Work	2
EXPERIENCE	
Our Experience.....	2
Practices and Track Record Behind DEI Efforts	3
The Team	3
Key Associates	3
Average Tenure and Noteworthy Accomplishments.....	4
Relevant or Lived Practical or Cultural Knowledge.....	4
WORK PLAN	
The Ray Way: Our Process.....	5
Search Activities and Approach.....	6
Working With Board Through the Search	6
Recruitment	7
Background Checks and Screening	8
Engaging Stakeholders – Stakeholder Meetings	9
Engaging Stakeholders – Interview Process.....	9
Major Challenges to a Successful Search.....	9
Board Goals	10
Suggested Process and Timeline.....	11
Information Required from Board/District.....	12
BUDGET	
Search Cost – The Complete Process	12
Cost Breakdown	12
Price Match	12
Performance Contract.....	13
Estimated Cost Sheet.....	13
REFERENCES	
Attachment B at End of Proposal	14
LITIGATION	
Litigation Record	14
Future Planning	15
Satisfaction Guaranteed.....	15
Confidentiality.....	16
Attachments A and B.....	At end of Proposal

901 17th Street NE
Cedar Rapids, IA 52402



Phone: 319-393-3115
Email: kathy@rayassoc.com
Website: www.rayassoc.com

September 19, 2024

Dustin Hayden, Purchasing Analyst (solicitations@4j.lane.edu)
Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402

Dear Mr. Hayden:

Thank you for your interest in learning more about how Ray & Associates can assist you in the search for a Superintendent. We have been highly successful in providing Superintendent search services for Districts that are similar to yours in terms of size, cultural diversity and geographic location and would welcome the opportunity to do the same for you.

As I am sure you are aware, the selection of a Superintendent will be one of the most important activities your Board will perform. The Board's success in the search process will affect your school district's education program for years to come. As a national and proven search firm, we are uniquely qualified to develop and execute a talent acquisition strategy tailored to your district's needs. Our professional, objective procedures allow us to attract, process and screen the most successful candidates for your Superintendent position.

In Oregon we have conducted searches for the North Clackamas School District, Lake Oswego School District, Gresham-Barlow School District, Salem-Keizer Public Schools, Medford School District 549C, among others. Additionally, we assisted Eugene School District 4J with its Superintendent search in 2011.

Our reputation for success is proven, long-standing, and built upon providing school districts with precisely the type of candidate that satisfies not only the Board but the community and staff as well. If you have any further questions or comments regarding the enclosed information, please do not hesitate to contact our Cedar Rapids office at 319-393-3115.

Sincerely,

A handwritten signature in black ink that reads "Kathy Schoenfelder". The signature is written in a cursive, flowing style.

Kathy Schoenfelder, Coordinator of Leadership Acquisitions
Phone: 319-393-3115
kathy@rayassoc.com
Website: www.rayassoc.com

WHO WE ARE

Ray and Associates, Inc. is capable of meeting all requirements set forth in the Scope of Services. With over 45 years in the industry (longer than any other firm), the strength of our search teams as well as our extensive search experience nationwide, we understand the search process necessary for your district to follow to be successful.

In addition to our foundational commitments to diversity, equity and inclusion, candidate care and legitimate community engagement, the following practice set us apart:

- Our unique all-inclusive pricing structure includes foreign language assistance for all community engagement efforts at no additional cost; a 2-part candidate screening process, as well as our two-year and five-year guarantees.
- The diversity of our associates provides different perspectives as we recruit, screen and vet candidates thereby allowing us to have recruited and placed more women and minorities than any other firm.
- Our expansive quality client reach and our extensive district profile building process and subsequent candidate to profile pairing process enables the size and authenticity of the presented candidate pool to be extensive and congruent with the district's educational leadership needs.

WHAT WE DO

Ray & Associates is an independent and objective firm that does not accept placement fees from candidates. Our procedure allows us to impartially assist schools in selecting the best individual for their particular needs. You will also find our system is flexible, which allows us to customize the search to meet the desires of the Board.

Our professional, objective procedures allow us to attract, process and screen the most successful candidates for a Superintendent position.

HOW WE WORK

*What makes us stand out from the crowd? **Our people.*** Our professional consultants, located across the US, are individuals with diverse backgrounds and long-term experience in the educational executive search field. From backgrounds as school administrators, business executives, school board members and university professors, our team brings a wide range of lived experiences and perspectives to the table.

In addition to our Associates, our corporate office in Cedar Rapids, Iowa *maintains a full-time and experienced administrative staff* to assist in the executive search business.

Experience

OUR EXPERIENCE

With over 45 years in business, our firm and team have the capacity to perform all of the tasks shown in the Scope of Work and have no known conflicts.

Our firm has completed approximately fifty (50) searches (with enrollment comparable to Eugene or higher) in the last six years three (3) of which were in Oregon with those districts being North Clackamas School District, Lake Oswego School District and Gresham-Barlow School District.

large enough to accommodate any search at any given time; each at various stages in the process. This ensures potential candidates and our clients that we are quite active in the search business, which is necessary to be successful. We have never had complaints about priority issues as we have the capacity to handle each search with the utmost attention

PRACTICES AND TRACK RECORD BEHIND DIVERSITY, EQUITY AND INCLUSION EFFORTS

Our goal is to provide the Board with a diverse pool of candidates whether that diversity is by nationality, experience, education, etc. and we have had great success doing that. With searches conducted over the past 5 years, 49% of the candidates placed were people of color with 30% of those being women. Ultimately, our goal is for the Board to find the “right fit” not just “any fit”.

THE TEAM

The individuals who make up the Ray & Associates team bring *years of experience* and a depth of expertise unmatched in our industry. Our collaborative group of entrepreneurs, advisors and recruiters all have *significant experience in the school executive search field* and *extensive backgrounds in school administration, business, and law*. Our professional staff emphasizes confidentiality, ethical business practices, and professional standards for both the client and the candidates

KEY ASSOCIATES

The following principal/project coordinators will be actively involved in working with the school district. The associates listed below will be assisting in recruitment, screening and background checks. The firm chooses various associates across the country to be sure that every region will be covered to recruit the best candidates for Eugene School District 4J. In addition, we have professional contacts throughout Washington and nationally. **Our team takes pride in becoming familiar with each district in which we work as well as the stakeholders in the district. We encourage honest thoughts and feedback on things taking place in the district.**



Ms. Libra Forde, Regional Search Associate, Damascus, Oregon

Libra serves our firm as a Regional Search Associate, team member and background investigator and as such performs recruiting and screening of candidates having joined the firm 2 years ago. She received a Bachelor of Arts from Brandeis University and a Master of Business Administration from the University of Phoenix. She has over 25 years of educational advocacy experience in Hawaii and Oregon. **She was President of the North Clackamas School District Board of Education when our firm conducted their Superintendent search and currently serves on the Oregon State Board of Education. Was a team member on search for North Thurston Public Schools, WA. With her experience in Oregon education, Libra will be a strong advocate for Eugene School District 4J. Currently, Libra is not working on any other searches.**



Dr. Steve Chestnut, Team Member, Scottsdale, Arizona

Steve serves our firm as a Regional Search Associate, team member and background investigator and as such performs recruiting and screening of candidates having joined our firm over 4 years ago. He received a bachelor’s in history and education from Pacific Lutheran University, a M.B.A. in Business Administration from City University of Seattle, a M.Ed. in Curriculum/Supervision from Central Washington University and his Ed.D. in Educational Leadership from Seattle University. He was a Superintendent in Washington State for over 20 years and is a previous Washington Superintendent of the Year. He also served as a Superintendent in Arizona for 6 years. **Worked on North Thurston Public Schools, WA and ESD 123, WA Superintendent searches in addition to many in Arizona. While Steve has not had experience on our past**

Oregon searches, he and Libra have teamed together before. Additionally, he has a unique perspective in that before he was our associate, he was a candidate, so he is familiar with both sides of our search process. Steve will begin working on an Arizona search, but there would be no conflict with the timeline for that search and the timeline for this search.



Dr. David Faltys, Director of Leadership Acquisitions, Dallas, Texas

David serves our firm as a Director of Leadership Acquisitions, team member and background investigator and as such performs recruiting and screening of candidates having joined the firm 4 years ago. He is a graduate of Texas A&M University where he earned his doctorate degree. He is a former classroom teacher, coach, high school principal and assistant superintendent and superintendent in Navasota ISD. David retired as the Superintendent of Carroll ISD in December 2020 having served since January of 2006. Considered one of the premier districts in the state of Texas, Carroll ISD is a suburban public school district that serves 8,300 students and more than 1,000 employees. David is the second most tenured Superintendent in CISD history. In 2010, he was named Region XI Superintendent of the Year. He was nominated for this honor by the seven members of the Board of Education. He spent 33 years in public education, the last 18 years of which he served as a Superintendent. **Managing Director on search for North Thurston Public Schools, WA in addition to many others in other regions.** While David has not had experience on our previous Oregon searches, he has a unique perspective in that before he was our associate he was a candidate with our firm, so he is familiar with both sides of our search process.



Dr. Bob McDowell, CESO Vice President of Leadership & Organizational Health

A new addition to our search team, Dr. Bob McDowell has coached leaders since 2015, bringing the unique perspective he gained through his time as assistant principal, principal, assistant superintendent and superintendent. He's taught graduate-level education courses for St. Mary's University and Bethel University as well as advised doctoral students and superintendent licensee candidates. He was the 2012 MASA Principal of the Year and the 2018 Outstanding Central Office Administrator of the Year.

AVERAGE TENURE AND NOTEWORTHY ACCOMPLISHMENTS

The average tenure of Superintendents placed by our firm over the past six years is approximately 4-5 years with several of our candidates placed being named Superintendent of Year in their respective states as well as being published authors and sought after public speakers.

RELEVANT OR LIVED PRACTICAL OR CULTURAL KNOWLEDGE

At Ray and Associates, our extensive experience working with boards spans over several decades, providing us with a deep understanding of the unique dynamics and challenges boards face. This knowledge goes beyond mere years of service; it's about the practical and cultural insights we've gained while working with diverse boards across the country. One of the key elements that sets us apart is our ability to tailor our approach to each district's unique needs, ensuring every board we work with is empowered to make decisions that truly reflect their community's values and priorities.

What makes our firm particularly unique in serving your district is the lived experience and personal connection of our consultants. This experience allows us to integrate both historical context and firsthand cultural knowledge into our approach, making our recommendations and strategies not just theoretically sound but practically aligned with your specific needs.

We take pride in our commitment to understanding the communities we serve, bringing not just length of experience but also lived, practical, and culturally relevant insights that enable us to guide your board toward

impactful and sustainable outcomes. Our holistic approach ensures that your board will have the tools it needs to lead with confidence, inclusivity, and a focus on long-term success.

Work Plan

THE RAY WAY: OUR PROCESS

Ray & Associates' goal is to make the selection process professional, efficient, and successful to ensure your complete satisfaction with our services. Below you will find an overview of our process.



Board Input and Preparation

- Meet with entire Board to set timeline
- Finalize procedures and services desired
- Establish Board contact person
- Discuss application process, select advertising campaign and determine salary



Profile Development

- Meet with employees and stakeholders as identified by the Board
- Provide our 31 Qualities survey to all community members - available in any language
- Conduct open forums to gather community input
- Review and make the final decision on the desired profile
- Review and approve flyer and application forms.



Recruiting and Screening

- Advertising and recruitment of candidates for the position.
- Conduct the initial screening of the candidates to present to the Board



Candidate Presentation

- Bring forward 8-12 top candidates for Board consideration; review application packets and video interviews
- Complete consensus building matrix to determine candidates
- Work with search firm to establish interview format and questions..
- Schedule 1st round interviews



Selection of Finalist

- Interview 1st round candidates
- Complete consensus building matrix to determine finalists.
- Work with search firm to establish interview format and questions
- Conduct interviews of finalists.
- Complete consensus building matrix to determine final candidate
- Announce Board selected Candidate



Future Planning

- Issue Media Releases regarding the process and selection of new District leadership
- Board Assessment is offered with results shared with Board and new leadership

SEARCH ACTIVITIES AND APPROACH

At Ray and Associates, we understand recruiting for the Oregon region requires a deep appreciation of the unique characteristics of the state’s educational landscape. Our recruitment process is tailored to align with the diverse needs of Oregon’s districts, ensuring candidates not only bring leadership qualities but also a deep understanding of the complexities of education in the state. We are proud to have a consultant on our team who currently sits on the Oregon State Board of Education and was previously board president of the North Clackamas School District. This insider perspective gives us direct access to state-specific knowledge, policy trends, and an understanding of how state decisions impact district-level operations.

What makes Oregon distinct is its commitment to equitable education, sustainability, and community involvement. From the Quality Education Model to the Student Success Act, Oregon is highly focused on funding strategies that address disparities and meet the needs of all students, including those from historically marginalized communities. Additionally, the state's approach to balancing local control with state standards means district leadership must be adaptive and forward-thinking.

We recognize Oregon's school finance system is complex, with reliance on local property taxes, state funding, and equalization formulas that vary between districts. Our recruitment strategies ensure candidates have a nuanced understanding of school finance in Oregon, particularly in relation to budget planning, funding adequacy, and the need for financial innovation to address both immediate and long-term needs.

With our comprehensive national network and Oregon-specific expertise, we recruit candidates who are not only proven leaders but who also demonstrate a commitment to understanding and navigating the unique financial, cultural, and educational challenges in Oregon. By doing so, we ensure a perfect fit between the needs of the district and the expertise of the candidates we present.

WORKING WITH BOARD THROUGH THE SEARCH

At our first meeting with the Board, we will ask for a Board contact person and a district contact person. We can also discuss the frequency of desired contact regarding the search.

	Ray and Associates, Inc.	Board
Stage One: Board Input and Preparation	<ul style="list-style-type: none"> • Meet with the Board members individually to obtain input for profile development. • Meet with entire Board to set timeline, finalize procedures and services desired, establish Board contact person, discuss application process, set advertising and determine salary. 	<ul style="list-style-type: none"> • Provide individual input for profile development. • Set the timeline, finalize procedures and services desired, provide Board contact person, set advertising and salary.
Stage Two: Profile Development and Process	<ul style="list-style-type: none"> • Meet with employees and stakeholders as identified by the Board. • Hold morning and evening open forums to collect community input. 	<ul style="list-style-type: none"> • Review and make the final decision on the desired profile. • Review and approve flyer and application forms.
Stage Three: Recruiting and Screening	<ul style="list-style-type: none"> • Advertising and recruitment of candidates for the position. • Screening of the candidates to bring forward the candidates that match the Board’s criteria. 	

<p>Stage Four: Candidate Presentation</p>	<ul style="list-style-type: none"> • Bring forward 8-12 top candidates for Board consideration. • Provide a matrix to assess the top candidates. • Provide a summary of the individual Board responses. • Assist in establishing interview format and interview questions. • Schedule 1st round interviews. 	<ul style="list-style-type: none"> • Review application packets. • View video interviews. • Complete consensus building matrix to determine candidates to interview in 1st round. • Work with search firm to establish interview format and questions.
<p>Stage Five: Selection of Finalist and Future Planning</p>	<ul style="list-style-type: none"> • Following 1st round interviews, lead Board through consensus building activity to reach determination of finalists. • Assist in establishing interview format and questions. • Schedule interviews of finalists • If the Board desires forums with the finalists, we moderate those forums. • Lead Board through a consensus building activity to determine final candidate. 	<ul style="list-style-type: none"> • Interview 1st round candidates • Complete consensus building matrix to determine finalists. • Work with search firm to establish interview format and questions. • Conduct interviews of finalists. • Complete consensus building matrix to determine final candidate. • Announce Board Selected Candidate.

RECRUITMENT

Our professional objective is to aggressively recruit and advertise for the best candidate who meets the qualifications and characteristics of a Superintendent as set forth by the Board. Our recruitment process is very comprehensive, highlighted by the following steps:

- Largest recruiting network in the country.
- Inform the firm’s associates of the position and seek recommendations.
- **Advertise in local, regional, national and diverse venues known for high readership by school leaders which venues are approved by the Board such as: AASA, NABSE and ALAS. We post a 30-day ad in EdWeek at no cost to the district.**
- Consult our extensive database for precise matches between district and candidate profiles.
- **Aggressively recruit successful school leaders who are not currently seeking a new position to invite them to consider the Eugene School District 4J position.**
- Contact other organizations at state, regional and national levels regarding the position.
- Proactively seek out potential candidates at state and national conventions.

At Ray and Associates, we are deeply committed to ensuring that the recruitment process is equitable, accessible, and inclusive, particularly for candidates from communities that have been historically marginalized. We recognize that recruiting diverse leaders isn’t just about expanding the applicant pool but also about actively addressing systemic barriers and implicit biases that can limit opportunities for underrepresented candidates.

To ensure an equitable and accessible process, we take several deliberate steps:

- **Outreach to Diverse Communities:** We proactively engage with networks, professional organizations, and affinity groups that serve historically marginalized communities, ensuring our outreach goes beyond traditional channels. This helps us attract diverse talent, particularly candidates from BIPOC, LGBTQ+, and other underrepresented groups, ensuring they are well-represented in the applicant pool.
- **Removing Barriers to Entry:** We critically examine job descriptions and qualifications to ensure they are inclusive and do not create unnecessary barriers for capable candidates. For example, instead of emphasizing traditional metrics like years of experience, we focus on skills, lived experiences, and the potential for impact, creating more opportunities for candidates from diverse backgrounds.
- **Equity in the Screening Process:** We use structured, equitable evaluation criteria to assess candidates based on their competencies, experiences, and values rather than relying on subjective impressions. By using a standardized framework, we minimize the potential for unconscious bias to affect how candidates are reviewed.
- **Transparency and Accessibility:** We ensure the recruitment process is accessible by offering multiple ways for candidates to apply, providing accommodation when needed, and maintaining transparent communication throughout the process. Our goal is to create a recruitment experience where all candidates feel welcomed and supported.

By implementing these strategies, we aim to build an applicant pool that is not only diverse but also reflective of the communities our schools serve. We believe that addressing implicit bias and ensuring equitable access are critical to finding leaders who can drive positive, inclusive change within Oregon’s educational landscape.

BACKGROUND CHECKS AND SCREENING

As part of the candidate presentation to the Board, Ray and Associates will bring before the Board 8-12 top candidates for the Board’s consideration. Our team will review the application information for these 8-12 candidates making sure they meet the desired qualities selected by the Board (i.e. teaching experience, etc.) Additionally, these candidates will be screened by our team which consists of the following:

- Checking the internet, social media, etc. to see what, if any, articles are found.
- Asking if they are still interested in the position.
- If nothing negative is found on the internet, the candidate is contacted and asked a series of questions including “Have you applied for any other position?”, “What is the status of your contract?”, “Have you ever been released, fired or resigned from a position?”. The candidates are also asked some district specific questions.
- We then contact references and non-references asking them a series of questions.

The 8-12 candidates are also asked to complete a one-way video through the Spark Hire program. If the candidates are deemed viable their application packet and video will be presented to the Board for review. Our team will discuss information found during the screening and assistance will be given to the Board to assist in making the decision about who to advance for 1st round interviews.

Upon the completion of candidate review, Board members will be asked to individually complete a matrix which allows them to assess each top candidate against the others. The Ray and Associates representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates are worthy of an interview. Following these steps ensures that all Board members have an equal opportunity to be involved in the selection process.

In addition to our initial screening of the candidates, Ray and Associates will conduct criminal, civil litigation, sex offender, social security, motor vehicle record checks and verification of educational degrees on the top 2-3 candidate(s) through an outside service at no additional cost.

ENGAGING STAKEHOLDERS – STAKEHOLDER MEETINGS

Ray and Associates, Inc. firmly believes in parent, staff and community participation, especially in the development of an accurate profile for the position. Our firm takes developing the profile very seriously as the profile is the focal point of our recruitment efforts. **We are eager to interview each Board member individually and visit with stakeholder groups who attend scheduled meetings. We will meet with any employees and other stakeholders as identified by the Board.** Our firm also offers the opportunity for the community, staff and parents to participate in morning and evening forums that are organized to solicit input via the survey process and create dialogue by asking a series of questions related to the desired characteristics of the new Superintendent. We recommend virtual stakeholder sessions as well. We want to make sure everyone has an opportunity to participate whether in person or virtual. **These services are available in various languages at no additional fee.** The purpose of these meetings will be to educate them about the process as well as to gather and organize information that will contribute to the development of an accurate profile for the position.

In addition, our firm offers an online profile survey option with space for written comments/recommendations which is available in various languages at no additional fee. We will provide you with a link for placement on the district website and for the district to distribute to district stakeholders. Our office will maintain, collect and analyze all information received and include this in the report to the Board.

Our process consists of Q and A sessions and the administration of our own 31 Desirable Characteristics Survey. This culminates in an open meeting report to the Board of our findings and recommendations. We will present a tabulated and analyzed graphic report in which Board members' and stakeholders' survey responses are reviewed looking for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board. At the encouragement of the consultants, many survey respondents will provide additional comments to the Board which are presented as a part of this report. Our dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and careful screening of applicants. The characteristics most commonly selected will be used later in promotional materials.

ENGAGING STAKEHOLDERS - INTERVIEW PROCESS

Should the board wish to have stakeholder participation during final round interviews, we would moderate sessions with stakeholders and obtain their feedback through our candidate impression survey. Links would be provided to the district for placement on their website and QR codes can be given to the participants which direct them to the survey.

Ray and Associates is committed to Diversity, Equity, Inclusion throughout the superintendent search process to address institutional bias. Over 40% of our search consultants are comprised of women and people of color. We involve the board, staff, students, and the community in the development of the "ideal candidate profile." Because we are aware of unconscious bias, we have adapted our search process to remove application barriers for candidates and we use an equitable screening process.

MAJOR CHALLENGES TO A SUCCESSFUL SEARCH

The number of experienced Superintendents leaving the field of education is creating many openings. Because of this, Board members need to keep an open mind about candidates knowing they may not be able

to hire a person who already has experience as a Superintendent or perhaps not the length of experience they desire

Additionally, the Board will need to be open and honest in identifying the challenges of the district. They will also need to come to a consensus regarding the profile and identify characteristics in order for the firm to be able to recruit a candidate; someone who has the track record to continue to move the district forward and continue to identify and narrow the gaps in student achievement.

If everyone adheres to the search timeline, attends all scheduled meetings and maintains candidate confidentiality, the search process should go smoothly. If challenges arise, our team will help guide the Board in its decisions while still realizing all decisions are ultimately up to the Board.

BOARD GOALS

While conducting one-on-one confidential interviews with board members we determine what is important to each member individually as well as what the board as a whole is looking for in candidates to help them achieve their goals. For some districts, lack of Superintendent communication is an issue. For others, they may want someone with a strong community visibility background, finance background and perhaps teaching experience. Perhaps we reach out to someone we know has accomplished these things in their current or former district. Another way to take into account board goals is through the screening and interview process. As an example, if communication is an issue, different scenarios could be given to candidates for them to provide writing samples in response to the scenarios. If a strong finance background is required, we look at candidate background information to see what experience they have in that area. There are various ways that board goals can be used in the recruiting and screening/interviewing processes.

Remainder of page left intentionally blank

EUGENE SCHOOL DISTRICT 4J SUPERINTENDENT SEARCH **SUGGESTED** PROCESS AND TIMELINE

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input & Preparation	<u>10/28/2024</u>	Consultant planning meeting with the Board and discussion regarding individual Board member interviews. <i>(Time: TBD) (option to conduct virtually)</i>
	<u>10/29/2024</u>	Begin preparing information for the district promotional flyer or video and online application form with the district liaison representative(s).
	<u>10/29/2024</u>	Notify all associates and other professional contacts of vacancy.
	<u>10/29/2024</u>	Contact constituents and stakeholders for input meetings on <u>11/20-21/2024</u> .
Stage 2 Profile Development & Process	<u>10/30/2024</u>	Online survey link, for input on developing the profile, available on District website from <u>10/30/2024</u> to <u>11/25/2024</u> .
	<u>11/20-21/2024</u>	Meetings with constituent and stakeholder group representatives. <i>(In person, virtual or both?)</i>
	<u>11/25/2024</u>	8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.
	<u>12/02/2024</u>	Promotional flyer or video draft due.
	<u>12/04/2024</u>	Board to finalize Superintendent profile for the promotional flyer/video. <i>(Time: TBD) (option to conduct virtually)</i>
Stage 3 Recruiting & Screening	<u>12/05/2024</u>	E-mail promotional flyer/video and online application instructions to interested candidates.
	<u>1/12/2025</u>	Deadline for all application materials. <i>(*See note below.)</i>
Stage 4 Candidate Presentation	<u>1/29/2025</u>	Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews. If desired by the Board, consultant will meet with constituents and staff interview group(s) to discuss their roles. <i>(Time: TBD) (In person)</i>
	<u>Wk 2/03/2025</u>	Interview candidates (1 st round) <i>(option to conduct virtually)</i> .
	<u>Wk 2/03/2025</u>	Meeting with consultant following the last interview. <i>(Time: TBD) (option to conduct virtually)</i>
Stage 5 Selection of Finalist & Future Planning	<u>Wk 2/10/2025</u>	Interview finalist candidates (2 nd round). (In person)
	<u>Wk 2/10/2025</u>	Final meeting with consultant following the last interview. <i>(Time: TBD) (option to conduct virtually)</i>
	<u>TBD</u>	Board action to appointed selected candidate and approve employment contract.
	<u>TBD</u>	Press release of new Superintendent.
	<u>TBD</u>	Board Self-Assessment Survey Results presented to the Board.

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors. (Actual dates to be determined in the first meeting with the Board.)**

INFORMATION REQUIRED FROM BOARD/DISTRICT

During our first meeting with the Board, we will need to establish a Board contact person, typically the Board President, so we have a point of contact. The Board will also need to determine a district contact person to assist our office with scheduling of board and stakeholder meetings, meeting logistics, etc. If determined by the Board, our staff will prepare the search flyer and/or video. This is usually done with information provided by the district contact and/or communications department. We place the advertising (other than with state venues which we ask the district to place) and, after working the district to come up with the interview format and schedule, we contact the candidates to schedule their interviews.

Budget

SEARCH COST – THE COMPLETE PROCESS

The cost of our Proposal is for a complete search and is not broken down by listing categories, hours, scope of work, etc. The Board will be guided and assisted by Ray and Associates, Inc. at every step in the search process from the initial phase of determining the desired qualities for the position through the actual hiring of the new Superintendent. Our process is flexible. If the Board desires a different approach or would prefer certain options other than those provided in our Proposal, we can adjust our process to meet your specific requirements.

COST BREAKDOWN

The Consultant Fee. The base fee for the performance of the Superintendent search by the consultant as provided in this Proposal will be twenty-two thousand dollars (\$22,000.00) with a not to exceed price of twenty-eight thousand dollars (\$28,000.00). If the Board selects only certain elements offered in this package, or requests services not included in this package, our fees and reimbursed expenses will be adjusted accordingly. The firm will discuss any modifications relating to the search fee regarding our services at the formal presentation. **The Superintendent search fee shall be paid in three (3) installments; 1/2 of total fee is due upon signing of the contract; 1/4 of fee is due at the time of the stakeholder meetings; and the final 1/4 of fee is due at the time of presentation of candidates.**

We will provide the Board with criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.

There is no charge by Ray and Associates for the services to assist the Board in negotiating a contract with the new Superintendent and the development of the contract terms.

Price Match. Ray and Associates will agree to match the price of any competitive bid as long as the bid is for a comparable level of services and support (both time and process).

Consultant Reimbursed Expense. Certain expenses, including travel, lodging, meals, shipping, and other search related expenses will be kept to a minimum and are to be reimbursed by the district. Said expenses will be invoiced as they occur and will include a detailed account listing of such expenses.

Candidate Expenses. If the District determines to reimburse candidates for interview expenses, expenses may include travel, lodging and meals for the candidate and spouse. Candidates are to submit all receipts and expense documentation to a designated individual and said expenses will be paid by as they occur.

Cost Saving Expense Options. Ray and Associates, Inc. is aware of budget concerns and therefore offers several cost saving options: 1) Conduct 3 meetings with our consultants via Zoom, which could potentially save thousands of dollars in travel expenses; 2) Utilize our materials electronically (either via e-mail or a flash drive); and 3) Boards may conduct 1st round candidate interviews via Zoom to reduce candidate travel

expenses. Once the Board narrows the candidates down to two or three finalists, the finalists will interview in-person with the Board.

PERFORMANCE CONTRACT

Ray and Associates, Inc. will provide a written agreement between the Board and the consulting firm which will contain the provisions of this Proposal, and any modifications or changes mutually agreed by the parties.

Estimated COST SHEET – PREPARED FOR: EUGENE SCHOOL DISTRICT 4J

Ray and Associates, Inc. will spend as much time as needed to conduct a successful search for Eugene School District 4J. **Please Note: Our flat fee is inclusive of all services and is not broken down by scope of work, hours, etc.** The only hourly rates that would apply would be for requests above and beyond this Proposal and would be at the following rates:

Consultant \$200.00/hr.; Administrative Asst. \$50.00/hr.

Base Fee:

Ray and Associates, Inc. Base Fee \$22,000.00

Travel:

Airfare (if needed).....1,000.00
Ground Transportation (mileage billed at IRS rate per mile)1,000.00
Hotel..... 800.00
Meals 300.00
*Travel Subtotal \$3,100.00

***Expenses will be less if the district utilizes virtual meetings. Please see suggested timelines for meetings which can easily be conducted virtually.**

Board Approved Advertising:

Advertising expenses are stated separately as they are dependent upon each District and their unique needs. Our Associates make recommendations, and **the Board has the final authority on frequency and dollars spent.** Ray & Associates *does not collect a commission* for placing the ads. The average spent on advertising by a District is \$1,200 to \$1,500.

Advertising Expenses \$1,500.00

***ESTIMATED SEARCH COST \$26,600.00**

***Estimated cost does not include candidate expenses for interviews.**

The actual number of candidates interviewed is the Board's decision. The estimate per candidate for interview expenses is \$2,000; however, it is dependent on the candidate's geographic location. Candidate travel expense reimbursement is the responsibility of the district.

All expenses are estimates, based on past experiences. Eugene School District 4J will be billed for only the actual expenses incurred.

References

REFERENCES

See Attachment B at end of Proposal.

Litigation Record

LITIGATION

We have not been involved in litigation with any clients.

COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

Ray & Associates will provide our clients with the highest quality services to assist them in hiring leaders who will meet district specific needs and positively impact the education of all students.

Ray & Associates is committed to identifying the best candidates that ensures each student will have the resources and support needed for their educational journey each and every day. We understand that students, staff, families and the community are the foundation and as our goal, we commit to finding the best candidates that will do the following:

- Provide quality instruction for each student.
- Include all students, families, staff, and community members.
- Transform systems that contribute to inequities.
- Develop relationships that are intentional and reciprocal.
- Collaborate with families, students, staff, and community.
- Communicate in an honest, open, and courageous manner.

Join us as we **WORK together, ASK questions, LISTEN fully, and ACT meaningfully!**

FUTURE PLANNING

Ray & Associates
RECRUITING. DEVELOPING. ENGAGING.



Empower leaders to deliver greater impact.

Choose solutions to support successful placements.

Finding the best candidate is critical, but it is only the first step. Leaders are most effective and inspired when they receive real-time support, meaningful tools, and actionable feedback in collaboration with a trusted partner.

Set your candidate up for success by investing in solutions designed for both experienced and new leaders alike. These customizable options from our partner CESO address the opportunities and challenges unique to K-12 executive roles to deliver true impact for the larger community.

Learn More Here! <https://theceso.com/services/>

Strategic Planning

Drive true impact and increase community involvement, trust, and confidence in your district with guidance for strategic plan development and implementation based on your vision, goals, and values.

Thought & Strategy Partnership

Leverage a coach to help focus on the important, not just the urgent. Tackle complex issues and achieve your goals as you alternate between thought and strategy work with a trusted partner.

Operational Assessments

Gain a comprehensive understanding of your current operations and get a prioritized action plan for improvements. Available for transportation, communications, human resources, nutrition, technology, facilities, and finance.

Strategic Communications

Build stakeholder support for the work you do for students and strengthen your community's awareness and understanding of your district through comprehensive, proactive communications strategies.

District Office Studies

Increase organizational partnership and deliver better results with an in-depth study to better identify if your district office's roles and structures are aligned to support your strategic plan and overall operations.

Executive Onboarding

Receive a fully customized onboarding experience to support daily tasks, board and community relations management, public speaking, team management, budgeting, time management, and more.



FINAL REMARKS

Satisfaction Guaranteed: Ray and Associates, Inc. or Eugene School District 4J may terminate this contract at any time for any reason by giving at least fourteen (14) days' notice in writing. If the contract is terminated by Eugene School District 4J as provided herein, Ray and Associates, Inc. shall be paid a mutually

agreed upon payment as negotiated between Ray and Associates, Inc. and Eugene School District 4J for the work completed as of the date of notification of termination. Ray and Associates, Inc. shall incur no additional fees and expenses payable by Eugene School District 4J after notice of termination without written authorization from Eugene School District 4J.

If the Superintendent departs from the position during the first year under any circumstances or within two (2) years if a majority of the Board is still in place and departure is due to dissatisfaction and not health related matters, personal or familial reasons, Ray and Associates, Inc. will recruit new candidates for the Board at no additional cost barring travel, advertising, and due diligence expenses.

In addition to this, we do not recruit candidates we have placed for a minimum of 5 years.

Confidentiality: The nature of our work and our ability to carry out our responsibility to you is directly related and dependent upon our present and past experience in providing similar services to others. Ray & Associates will preserve the confidential nature of any information which becomes available to us resulting from the services rendered to the Board.

At Ray & Associates, it's our job to take the pressure off your team. The details and process are our specialty, and you'll see this in every step of the search. Our priority is to guide your focus toward the big picture, allowing you to focus on learning more about the potential leader for your District, asking critical questions, and shaping the future for your students.

Should you have any questions about this Proposal, please do not hesitate to contact us at kathy@rayassoc.com or via phone at 319-393-3115.

**Thank you for your time as you make a decision to shape the future of your district.
We are extremely pleased to be considered as your partner in the process to
identify and engage your next visionary leader.**

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

FAILURE TO SIGN AND SUBMIT THIS FORM MAY BE CAUSE FOR PROPOSAL REJECTION

EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193
Superintendent Search Firm

The undersigned hereby certifies that Proposer:

1. Has the authority to submit a proposal and to represent the organization in all phases of this IRFP process.
2. Has submitted information that is true and accurate to the best of their knowledge and understands that any false statement may disqualify this proposal from further consideration or be cause for contract termination.
3. Is one of the following, as defined in ORS 279A.120, of the State of Oregon.
 - Resident bidder: a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state, and has stated in the bid whether the bidder is a "resident bidder". (ORS 279A.120 (b))
 - Non-resident bidder: a bidder who does not meet the definition above. (ORS 279A.120 (a))
ORS 279A.120 (2) states for the purposes of awarding a public contract, a contracting agency shall: give preference to goods or services that have been manufactured or produced in this state if price, fitness, availability and quality are otherwise equal; and add a percent increase to the bid of a nonresident bidder equal to the percent, if any, of the preference given to the bidder in the state in which the bidder resides.
4. Has not discriminated and will not discriminate, in violation of subsection (1) of ORS 279A.110, against a disadvantaged business enterprise, a minority-owned business, a women-owned business, a business that a service-disabled veteran owns or an emerging small business in obtaining any required subcontracts.
5. Attests in writing that they have complied with the tax laws of this state and of any political subdivision of this state for no fewer than six years preceding the date of the solicitation closing. Applicable tax laws include, but are not limited to, ORS 305.620, ORS Chapters 316, 317, and 318, any tax provisions imposed by a political subdivision that apply to the Proposer or to the performance of the Contract, and any rules and regulations that implement or enforce those tax laws.
6. Certifies to the best of its knowledge and belief that neither it nor any of its principals:
 - 6.1. Are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency;

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

- 6.2. Have within a five-year period preceding the date of this certification been convicted of fraud or any other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - 6.3. Are presently indicted for or otherwise criminally charged with commission of any of the offenses enumerated in paragraph 6.2. of this certification;
 - 6.4. Have, within a five-year period preceding the date of this certification had a judgment entered against proposer or its principals arising out of the performance of a public or private contract;
 - 6.5. Have pending in any state or federal court any litigation in which there is a claim against proposer or any of its principals arising out of the performance of a public or private contract; and
 - 6.6. Have within a five-year period preceding the date of this certification had one or more public contracts (federal, state, or local) terminated for any reason related to contract performance.
7. Acknowledges Receipt of Addenda No's. _____ through _____ inclusive.

Where Proposer is unable to certify to any of the statements in this certification, Proposer shall attach an explanation to their offer. The inability to certify to all of the statements shall not necessarily preclude Proposer from award of a contract under this procurement.

Kathy Schoenfelder
Signature
Coordinator of Leadership Acquisitions

Sept. 20, 2024
Date

Kathy Schoenfelder
Printed Name and Title

99-3698605
Federal Tax Identification Number

Ray - Associates
Company Name

901 17th Street NE
Street Address

Cedar Rapids, IA 52402
City, State, Zip

319-393-3115
Phone

kathy@rayassoc.com
Email

ATTACHMENT B: PROPOSER REFERENCE SHEET

**EUGENE SCHOOL DISTRICT 4J
 INFORMAL REQUEST FOR PROPOSAL (IRFP)
 Solicitation # 25-193
 Superintendent Search Firm**

The District will attempt to contact references via phone, email, or both. If the District is unsuccessful in contacting any of your references or if it does not receive a response from any reference after three (3) attempts, your proposal may receive a lower score or be rejected. You are encouraged to notify your references that they may be contacted by the District.

The number of references required by this solicitation is **3**.

REFERENCE 1	
North Clackamas School District	
Name of Company	
Mitzi Bauer, Board Member	
Contact Name and Title	
971-269-9950	mitzi.bauer@nclack.k12.or.us
Phone	Email
Due to COVID restarted 2020 - 2/2021 search	\$19,500
Contract Start & End Date	Contract Amount
Description of Services or Items Provided:	
Superintendent search.. Started up 2020. Restarted 2021.	

REFERENCE 2	
North Thurston Public Schools	
Name of Company	
Gretchen Maliska, Board President	
Contact Name and Title	
360-250-9915	gmaliska@nthurston.k12.wa.us
Phone	Email
1/2024 - 4/2024	\$23,000
Contract Start & End Date	Contract Amount
Description of Services or Items Provided:	
Superintendent search	

ATTACHMENT B: PROPOSER REFERENCE SHEET

REFERENCE 3

Educational Service District 123

Name of Company

Kara Kaehler, Board Member - former Chair

Contact Name and Title

509-430-1455

kkaelber@esd123.org

Phone

10/2021 - 2/2022

Email

\$25,000

Contract Start & End Date

Contract Amount

Description of Services or Items Provided:

Superintendent search for ESD serving over 75,000 students



ITEM FOR ACTION

Meeting Date

October 9, 2024

Title

Resolution 2024-10

Resolution Reaffirming Commitment to a Safe, Inclusive, and Supportive School Environment for Each Student, Welcoming Students of All National Origins, Without Immigration or Documentation Status Barriers

Presenter

Maya Rabasa, Board Director

Background

The Eugene 4J School Board will reaffirm its 2017 resolution and adopt the **2024 Resolution Reaffirming Commitment to a Safe, Inclusive, and Supportive School Environment for Each Student, Welcoming Students of All National Origins Without Immigration or Documentation Status Barriers** during the October 9, 2024, meeting.

This updated resolution reinforces the District's commitment to ensuring a welcoming, equitable, and supportive educational environment for all students, regardless of immigration or documentation status. It reaffirms legal protections for undocumented students under federal and state laws, such as Plyler v. Doe and Oregon's legal framework, and strengthens policies regarding privacy, protection from immigration enforcement, and inclusive practices.

The resolution highlights the District's core values of equity and inclusivity, prioritizing the well-being of students and families. It commits to transparent communication, comprehensive staff training, and partnerships with community organizations to support students and families facing immigration-related challenges.

By adopting this resolution, the Board demonstrates its dedication to creating a safe and welcoming environment, fostering trust, unity, and respect throughout the community.

Time Requested:

- 10 minutes to present
- 10 minutes for discussion



Eugene School District 4J
School Board Resolution
February 15, 2017

Resolution affirming commitment to a safe, inclusive, and supportive school environment for all students, regardless of national origin, immigration status, or documentation status.

WHEREAS, the fundamental purpose of the Eugene School District 4J is to give all of our students an excellent education by providing them with equitable access to a high quality, well-rounded educational experience that is rigorous, culturally responsive, healthful, and engaging; and

WHEREAS, equity and access to education are core values of our district, manifested by a steadfast commitment to creating a welcoming school climate for all students and families, and direction of the supports and resources needed to eliminate barriers and promote student success; and

WHEREAS, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202 (1982)), requires that all students be provided with equal access to public education, regardless of their immigration status or that of their parents or guardians; and

WHEREAS, under ORS 181A.820 Oregon law enforcement agencies are prohibited from expending agency moneys, equipment or personnel for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the United States in violation of federal immigration laws, subject to the exceptions of that law; and

WHEREAS, public schools and school districts in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination, and Eugene School District 4J promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity or expression, national origin, marital status, age or disability as per District policies AC and JB; and

WHEREAS, we know that our children's safe and inviting educational environment would be severely disrupted by the presence of U.S. Immigration and Customs Enforcement (ICE) officials who might come into District schools for the purposes of removing students or their family members or obtaining information about students or their families; and

WHEREAS, The Board further believes that our students' ability to succeed would be negatively impacted by the removal of their family members by ICE, which could leave students without supervising adults to care for them; and

WHEREAS, we recognize that national events and the current political climate have caused uncertainty and anxiety for many in our communities, and that we share in the responsibility to respond to these circumstances on behalf of District students, families and educational professionals; and

WHEREAS, in these times, we recognize that our education mission is more critical than ever because we believe that our work with all students can help us bridge our differences and can help bring us together around respect and understanding rather than fear.

NOW, THEREFORE, BE IT RESOLVED THAT District policies, procedures and practices shall be consistent with the following. The District:

1. Will not ask about or document any student's legal immigration documentation status, or that of the student's family members.

2. Pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law, will not disclose student educational records containing immigration or citizenship status without parental permission, court order, or other legal authority.
3. Will not permit law enforcement to access private areas of school property or take a student from school for the purpose of immigration law enforcement without parental permission, court order, or other legal authority.
4. To the maximum extent permitted by law, will require that any such court order or legal authority seeking student educational records, access to private areas of school property, or a student's removal from school be presented directly to the Superintendent's office for response with adequate notice so that the Superintendent or designee can ascertain legal validity of the request and obtain legal advice.
5. Will contact designated emergency contacts or appropriate state child protective services in the event that a student's parent or guardian is unavailable to provide for the student's care.

BE IT FURTHER RESOLVED THAT the Board of Directors of Eugene School District 4J directs the Superintendent to ensure that, within 90 days following adoption of this Resolution:

1. The District will review and strengthen as needed relevant policies, procedures, and practices, including those related to student enrollment practices, release of student records, and access to schools by law enforcement and other visitors, are, to the extent permitted by law, consistent with this Resolution and its intent.
2. District employees, including both administration and school-level staff, are provided with the necessary training to understand and follow the principles and practices supported and reaffirmed by this Resolution.
3. The District's policies, procedures, and practices that relate to support of all students, regardless of national origin, immigration status, or documentation status, are accessible by the District community, including students, parents and staff.

This Resolution is intended to be consistent with the District's legal obligations under federal and state law. Accordingly, this Resolution shall be interpreted as to not violate any requirement of federal or state law. Should federal or state law change so as to give rise to a conflict with any provision of this Resolution, such provision shall be of no further effect, and the remainder will continue to be valid and enforceable.

We, the signatories indicated below, pass this Resolution based upon our personal belief that we have an individual responsibility to respond to the current political climate on behalf of District students, families and education professionals.



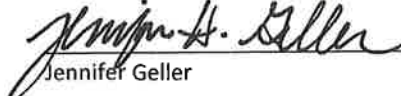
 Mary Walston, Chair




 Eileen Nittler, Vice-Chair



 Anne Marie Levis



 Jennifer Geller



 Beth Gerot



 Alicia Hays



 Jim Torrey



October 09, 2024

Resolution 2024-10

Resolution Reaffirming Commitment to a Safe, Inclusive, and Supportive School Environment for Each Student, Welcoming Students of All National Origins, Without Immigration or Documentation Status Barriers

Opening Statement:

The Eugene School District 4J is committed to providing a high-quality, equitable education for every student, creating a safe and inclusive environment where diversity is valued and celebrated. The District recognizes the strength of honoring the unique backgrounds of its students and families and ensures that everyone belongs. Embracing legal obligations, we safeguard students' rights, protect against discrimination, and foster trust and transparency. Through continued training, support, and partnerships, we will work together to eliminate barriers, uphold equity, and ensure that every student is empowered to reach their full potential.

1. Core Values and Educational Purpose

WHEREAS, the fundamental purpose of Eugene School District 4J is to provide each student with an excellent education by ensuring equitable access to a high-quality, well-rounded educational experience that is rigorous, culturally and historically responsive, healthful, and engaging; and

WHEREAS, equity and access to education are core values of the District, demonstrated through a steadfast commitment to creating a welcoming school climate for all students and families, and by directing the necessary supports and resources to eliminate barriers, promote student success, and foster a sense of belonging; and

WHEREAS, the diversity of our students and families is a source of strength and must be honored and reflected in our policies and practices; and

WHEREAS, the Eugene School District 4J acknowledges and affirms that all students and families have a legitimate and valued place in the school community, creating spaces for, with, and by them; and

WHEREAS, schools must serve as safe spaces where students and families from all backgrounds feel protected, supported, and included, fostering environments where every individual feels they belong; and

2. Legal Frameworks

WHEREAS, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202 (1982)) requires that all students be provided equal access to public education, regardless of their immigration status or that of their parents or guardians; and

WHEREAS, Oregon schools, including Eugene School District 4J, are subject to federal and state laws prohibiting discrimination and promoting a nondiscriminatory environment free from harassment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or disability, as outlined in District policies AC and JB; and

WHEREAS, under ORS 181A.820, Oregon law prohibits law enforcement agencies from using public resources for the purpose of detecting or apprehending individuals whose only violation is being present in the United States in violation of federal immigration laws, subject to exceptions under that law; and

3. Impacts of Immigration Enforcement

WHEREAS, the presence of U.S. Immigration and Customs Enforcement (ICE) in District schools for immigration enforcement would severely disrupt the educational environment, causing trauma to individual students and their families and impacting the entire school community by hindering emotional and academic growth; and

WHEREAS, the Board believes that each student's ability to thrive—socially, emotionally, physically, and mentally—would be significantly affected by the removal of family members by ICE, leaving students without adequate supervision and negatively impacting their well-being and that of the entire school community; and

WHEREAS, national events and the current political climate erode trust in public institutions, including schools, causing anxiety for many, especially those most directly affected. As a District, we are responsible for addressing and responding to these challenges on behalf of our students, families, and educators. We are committed to fostering unity, advancing shared understanding, and standing together in respect and solidarity, rejecting fear and division; and

4. Commitment to Equity and Action

WHEREAS, in these challenging times, we affirm that our educational mission is more vital than ever, as we believe our work with each student has the transformative power to unite our community and drive respect, mutual understanding, and shared purpose. We reject fear and division and stand firm in our commitment to creating an environment where all students and families are valued and supported; and

WHEREAS, discrimination based on language, accent, skin color, and other visible and invisible traits affects our students, families, and staff in profound ways beyond immigration status. These biases perpetuate systemic racism, ableism, sexism, xenophobia, and other forms of injustice, creating barriers to equitable access to education and well-being. We are committed to actively dismantling these barriers by fostering a culture of inclusion, respect, and equity and creating spaces where students and families can show up as their authentic selves; and

WHEREAS, silence in the face of injustice is unacceptable, and the District is committed to taking action against discrimination and bias in all forms; and

WHEREAS, staff play a critical role in supporting and protecting undocumented and immigrant students and families. The District commits to ongoing, comprehensive training that equips staff with the knowledge, tools, and strategies necessary to safeguard these students and their families, focusing on real-world scenarios, legal obligations, and ethical responsibilities; and

WHEREAS, the District is committed to fostering strong, trusted partnerships with local and national organizations to ensure families have access to resources and support while prioritizing the safety and confidentiality of personal information; and

WHEREAS, clear, transparent, and accessible communication is essential to building trust and safety within our school community; and

WHEREAS, the District envisions a future where each student feels safe, valued, and empowered to reach their full potential.

Resolution Statements:

NOW, THEREFORE, BE IT RESOLVED that District policies, procedures, and practices shall align with the following:

1. The District is committed to creating a welcoming environment where all students and families are embraced and supported, regardless of immigration status. The District will not inquire about, collect, or maintain records related to immigration status. Instead, our focus is on eliminating barriers and fostering safety and belonging for all.
2. Pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant laws, the District will not disclose student educational records related to immigration status without parental permission, a court order, or other legal authority.
3. The District will not permit law enforcement to access areas of school property beyond the front office or remove a student for immigration law enforcement purposes without parental permission, a court order, or other legal authority.
4. To the maximum extent permitted by law, any legal requests for student educational records, school property access, or student removal must be presented directly to the Superintendent's office. Adequate notice is required to ensure that the Superintendent or designee can assess the request and consult legal counsel before any action is taken.
5. In the event a student's parent or guardian is unavailable, the District will contact designated emergency contacts or appropriate state child protective services to ensure the student's care.
6. The District will actively foster a culture of trust and transparency by providing clear communication to students and families about their rights and protections. This information will be available in home languages through multiple channels to ensure full accessibility.

Further Resolution Statements:

BE IT FURTHER RESOLVED THAT the Board of Directors of Eugene School District 4J directs the Superintendent to ensure that, within 90 days following adoption of this Resolution:

1. The District will review and strengthen relevant policies, procedures, and practices, including those related to student enrollment, release of student records, and law enforcement access to schools, ensuring there are no unintended barriers based on national origin, immigration status, or documentation status, while maintaining legal compliance with this Resolution.
2. All District employees, including licensed and classified staff, MAPS (Managers, Administrators, Principals and Supervisors) employees, and volunteers, will receive training on the principles and practices supported by this Resolution. Training will include real-world scenarios to ensure staff are equipped to apply these policies and protect students and families.
3. The District will provide accessible resources in home languages to ensure that students, parents, and staff fully understand their rights and protections under District policies.
4. The District will create a comprehensive outreach and support system by partnering with local community organizations and legal resources to assist families facing immigration-related challenges.

Closing Statements:

This Resolution is intended to be consistent with the District's legal obligations under federal and state law. Accordingly, this Resolution shall be interpreted so as not to violate any requirement of federal or state law. Should federal or state law change so as to give rise to a conflict with any provision of this Resolution, such provision shall be of no further effect, and the remainder will continue to be valid and enforceable.

We, the Eugene 4J School Board, pass this Resolution based upon our belief that we have a collective responsibility to respond to the current political climate on behalf of District students, families, and educational professionals.

Passed by the Eugene School District 4J Board on October 9, 2024.

Jenny Jonak, Chair

Tom Di Liberto, Vice Chair

Rick Hamilton, Director

Morgan Munro, Director

Judy Newman, Director

Maya Rabasa, Director

Ericka Thessen, Director

Reaffirming Our Commitment: A Safe, Inclusive, and Supportive School Environment



Eugene School District 4J 2024 Resolution vs. 2017 Resolution

Introduction-Why are we here today?

Good evening, Board Members and esteemed colleagues,

It is with great pride and a deep sense of responsibility that we gather today to reaffirm our commitment to a safe, inclusive, and supportive school environment for each student in the Eugene School District 4J. The resolution we present tonight reflects more than just words on paper—it embodies the very heart of who we are as educators, leaders, and community members.

As we embrace the 2024 Resolution, we reaffirm the importance of standing firm in our values, especially in the face of societal challenges. Our schools must be places where the diverse identities, national origins, and experiences of each student are embraced, celebrated, and protected, ensuring they are empowered to thrive

Together, we move forward with renewed dedication to these values.

Maya Rabasa, Eugene School District 4J

Overview of the 2024 Resolution

- Reaffirms the District's commitment to a safe, inclusive, and supportive environment.
- Expands focus to address systemic discrimination based on language, accent, skin color, and other visible/invisible traits.
- Emphasizes dismantling systemic racism, ableism, xenophobia, and other injustices affecting student well-being and success.

Key Differences – Language and Focus

2017 Resolution:

- Focused on protecting students from the impact of immigration enforcement, especially ICE actions.
- Emphasized cultural responsiveness and safeguarding student records from ICE requests.

2024 Resolution:

- Expands protections beyond immigration status to address systemic barriers related to race, language, and socioeconomic status.
- Focuses on dismantling barriers across multiple dimensions and promoting inclusivity and respect for all identities.

Commitment to Action

2017 Resolution:

- Emphasized privacy protections related to immigration status and placed restrictions on law enforcement access to students.

2024 Resolution:

- Reiterates legal protections but expands to include comprehensive training for staff on supporting immigrant students.
- Introduces stronger partnerships with local and national organizations for family support, fostering a collaborative system.

Responding to the National Climate

2017 Resolution:

- Focused on the impact of immigration enforcement and national political anxiety.

2024 Resolution:

- Expands beyond immigration issues to address systemic challenges like racism, ableism, sexism, and xenophobia.¹⁹¹
- Reinforces the District's commitment to fostering inclusion and equity for all students, regardless of identity.



Building Trust and Transparency

2017 Resolution:

- Established transparency around legal requests from ICE and protected student records.

2024 Resolution:

- Builds on these protections by committing to clear, accessible communication in multiple languages to build trust with families.
- Ensures no family is left out due to language barriers, fostering a welcoming environment for all.



Final Resolution Statements

2017 Resolution:

- Concluded by acknowledging the Board's responsibility to respond to national immigration issues.

2024 Resolution:

- Retains this responsibility but expands to focus on dismantling all forms of discrimination and bias.
- Commits to creating a truly inclusive and welcoming environment for every student, family, and staff member.

Conclusion

- In reaffirming our commitment through the 2024 Resolution, we make a powerful statement about standing alongside our students and families. We are reaffirming that equity, inclusion, and safety are values we live by.
- Our journey from the 2017 Resolution to the 2024 version reflects our growth and expanded understanding of the work we need to do. We are committed to uplifting every student who walks through our doors, creating a safe, inclusive, and supportive school environment.





ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

October 9, 2024

Title

Enterprise Zone School Support Fee

Presenters

Michael Bradley, Business Liaison, City of Eugene

Amanda D'Souza, Development Programs Manager, City of Eugene

Allison Camp, Economic Development Manager, City of Springfield

Background

In 2023, the Oregon state legislature passed HB 2009, which requires cities managing Enterprise Zones to collaborate with school districts within the zone, to establish a school support fee rate.

This presentation will provide information on Enterprise Zones and HB 2009 to facilitate potential action at a later date.



Memorandum

Date: October 3, 2024

To: Board of Directors, Eugene 4J School District

From: Michael Bradley, City of Eugene

Subject: Enterprise Zone School Support Fee

Purpose

This memorandum provides a brief overview of the State's Enterprise Zone tax abatement program and House Bill 2009, which requires establishing a school support fee for extended Enterprise Zone authorizations.

The Eugene 4J School District boundary overlaps with both the City of Eugene's West Eugene Enterprise Zone and the City of Springfield's Springfield Community Enterprise Zone (see Attachment B). This memo provides information to assist the Eugene 4J School District Board in recommending a percentage rate for the school support fee.

HB 2009 and required School Support Fee

In 2023, the Oregon state legislature passed HB 2009, which requires cities managing enterprise zones to collaborate with school districts within the zone, to establish a school support fee rate. HB 2009 requires that businesses authorized for a five-year abatement pay a percentage of their tax abatement directly to the local school district in years four and five of their authorization. There is no school support fee for standard three-year authorizations.

HB 2009 stipulates that the zone sponsor and local school district must agree on a school support fee which is either 22.5% or a whole percentage (without any decimal) in the range of 15% to 30%.

The percentage rate must be set in order for an Enterprise Zone to be redesignated by the State of Oregon. Until the rate is set, Eugene and Springfield are unable to offer extended authorizations to qualifying businesses. The rate, when set, will be effective for both the Eugene and Springfield Enterprise Zones.

Local Revenue Expectations

The school support fee will generate local revenue for school districts by requiring businesses to pay a percentage of their tax abatement, for years four and five of an extended Enterprise Zone authorization, directly to the school district. Any local revenue generated from the school support fee will not increase the Eugene 4J School District's budget. Instead, the local revenue generated from school support fees will be included in the statewide school equalization funding computations.

The examples below calculate a school support fee at 15%, 22.5%, and 30%, using actual tax abatement figures from a \$25 million investment that received a five-year Enterprise Zone authorization in 2016.

Example 1: 5-Year Extended Enterprise Zone Authorization with school support fee calculated at 15%.

Years 1-3	Year 4		Year 5		Totals	
	Tax abatement	15% School Support Fee	Tax Abatement	15% School Support Fee	Tax Abatement	15% School Support Fee
No School Support Fee	\$417,289	\$62,593	\$ 466,266	\$69,940	\$883,555	\$132,533

Example 2: 5-Year Extended Enterprise Zone Authorization with school support fee calculated at 22.5%.

Years 1-3	Year 4		Year 5		Totals	
	Tax abatement	22.5% School Support Fee	Tax Abatement	22.5% School Support Fee	Tax Abatement	22.5% School Support Fee
No School Support Fee	\$417,289	\$93,890	\$ 466,266	\$104,909	\$883,555	\$198,799

Example 3: 5-Year Extended Enterprise Zone Authorization with school support fee calculated at 30%.

Years 1-3	Year 4		Year 5		Totals	
	Tax abatement	30% School Support Fee	Tax Abatement	30% School Support Fee	Tax Abatement	30% School Support Fee
No School Support Fee	\$417,289	\$125,186	\$466,266	\$139,879	\$883,555	\$265,066

Enterprise Zone Overview

Enterprise Zones are a development tool to incentivize industrial development which creates higher wage jobs and makes higher capital investments within the zone boundary. Eligible businesses meeting the required criteria receive a property tax abatement on any new, qualified investment within the zone boundary.

Businesses can receive this abatement for either three years (standard authorization) or five years (extended authorization).

Business Firm Eligibility

Prior to commencing construction/installations, an eligible firm applies in order for local officials to "authorize" it. Eligible firms include manufacturers, processors, distributors, warehouses,

maintenance facilities and other operations that serve other businesses, as well as headquarters and call centers. Retail, construction, financial and certain other activities are explicitly ineligible.

State Requirements for Standard (Three-Year) Authorization

An eligible business must meet the following requirements in order to receive an Enterprise Zone tax abatement:

- Increase full-time, permanent employment of the firm inside the enterprise zone by the greater of one new job or ten percent (10%)
- No concurrent job losses more than 30 miles from the zone
- Maintain employment levels during authorization period
- Enter into a first-source hiring agreement with local job training providers; and
- Satisfy any additional local conditions

Eugene Requirements

In addition to the State requirements summarized above, businesses must provide additional public benefits to qualify for the standard three-year authorization in the West Eugene Enterprise Zone. Businesses can satisfy this requirement by choosing from several public benefits. Public benefits include:

- Wages at or above the median for traded sector industries in Lane County
- Local hiring and procurement plans
- Offering medical insurance to all employees
- Offering employee benefits such as childcare, life insurance, and paid time off
- Participation in sustainability efforts such as the City of Eugene's Love Food, Not Waste program

The City of Eugene has authorized 17 three-year abatements in the past 10 years.

State Requirements for Extended (Five-Year) Authorizations

To qualify for an additional two years of tax abatement, businesses must satisfy these requirements:

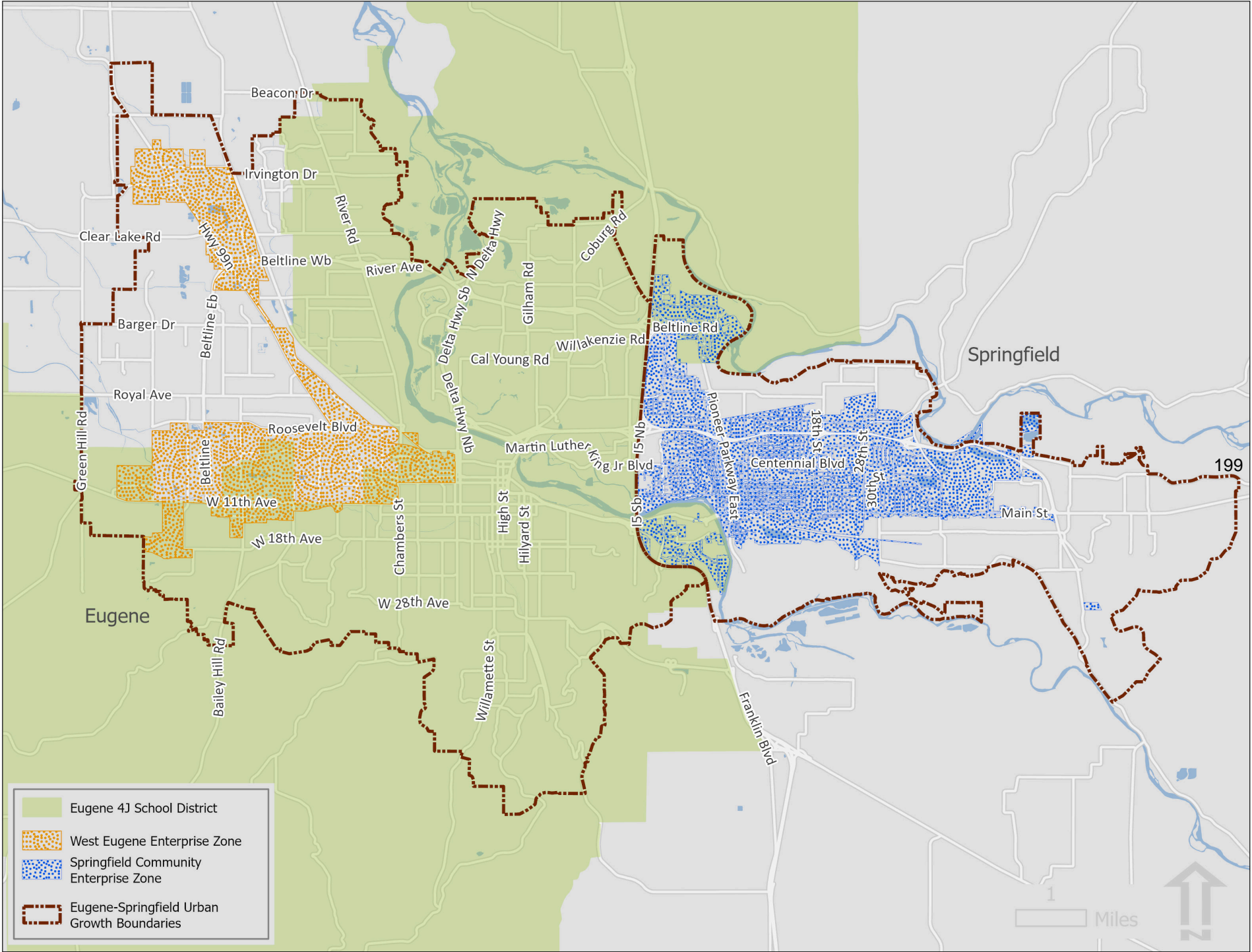
- Average compensation (with benefits) of new jobs in all years at 130% or 150% or more of county average wage as set at authorization (currently \$56,320)
- Those jobs' average wage in 4th and 5th year at least equals the then most recently available county average wage.
- Additional public benefits negotiated with zone sponsor

The City of Eugene has authorized three extended abatements in the past 10 years.

The City of Springfield has authorized four extended abatements in the past 10 years.

City of Springfield Context

Portions of the 4J School District boundary fall within City of Springfield jurisdiction. These areas are in north Gateway and the entirety of Glenwood. Springfield's only additional requirement for extended exemptions beyond the State's requirements for extended exemptions is to pay an agreed-upon amount to the City to account for tax implications of the extended exemption. Extended exemptions and the fee in lieu of payment are both discussed and approved by Council. Springfield's Enterprise Zone has provided a total of 15 exemptions since its establishment in 2011. The Springfield Enterprise Zone was redesignated in 2021 and expires in 2032.



Enterprise Zone: School Support Fee

200



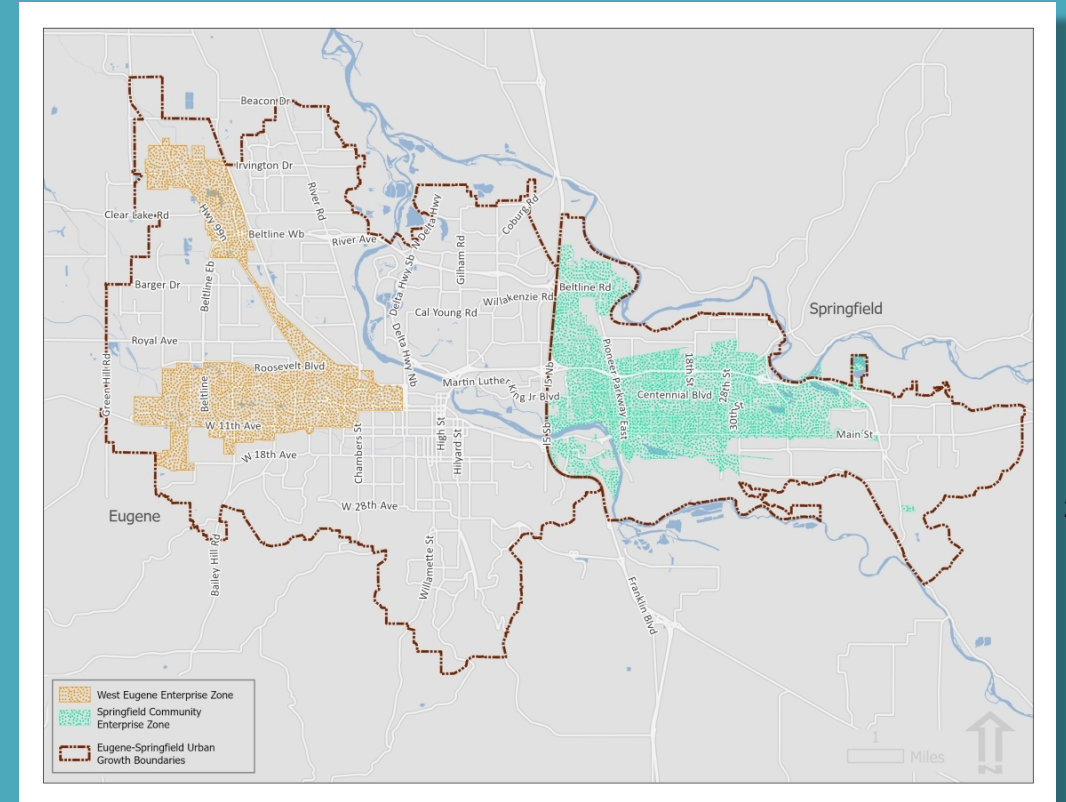
Overview

- What is an Enterprise Zone?
- HB 2009 and the “School Support Fee”
- “Local revenue” expectations and budget impact



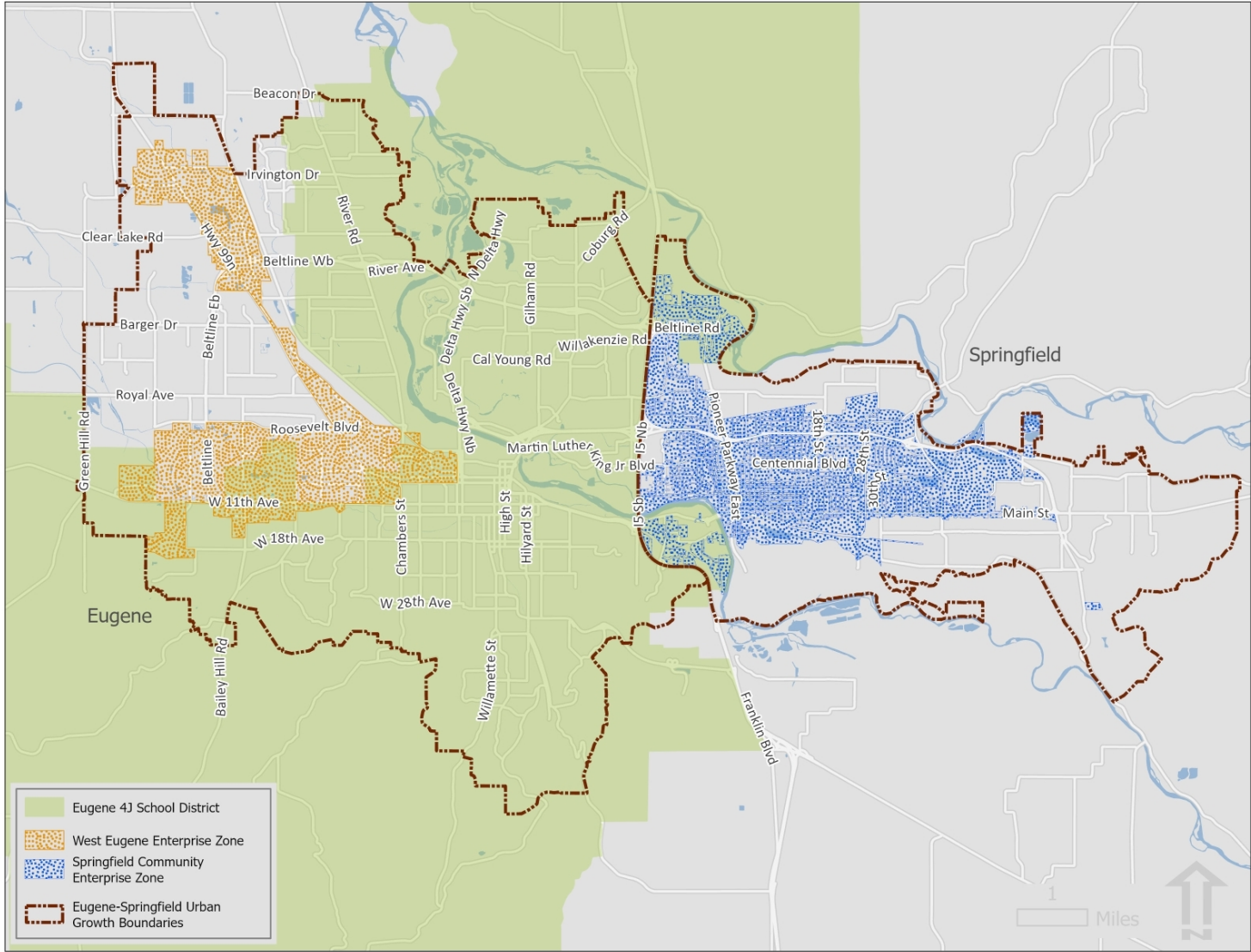
Enterprise Zone Basics

- Located in Enterprise Zone
- Traded sector business
- Planning to create new jobs



203





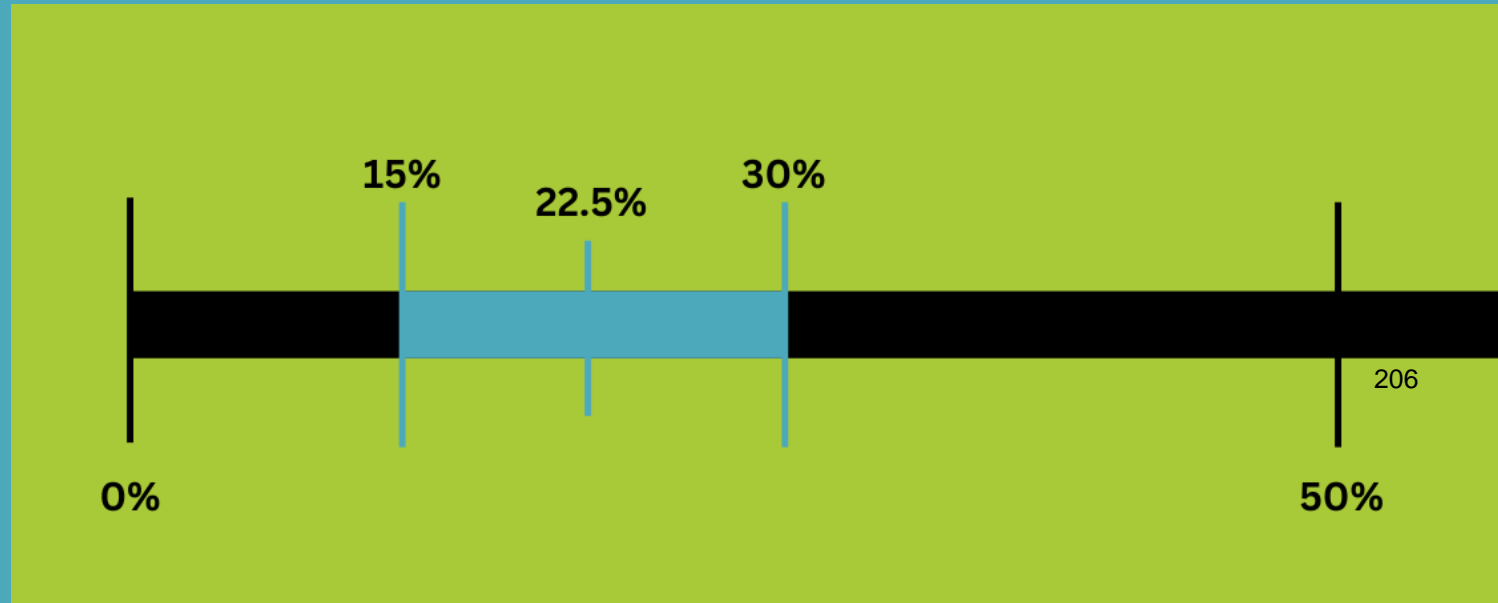
School Support Fee

- HB 2009 requires a School Support Fee in order to offer extended authorizations
- Only applicable to 5-year (extended) agreements
- Business pays percentage of abatement for years 4 and 5 of an extended authorization
- Fee will be considered “local revenue” and will not increase 4J’s overall budget



School Support Fee

- Whole percentage between 15 and 30 percent
- Or in the middle at 22.5 percent



“Local Revenue” Expectations

Total Extended EZ
Authorizations
2014-2024

Eugene
3

Springfield
4



“Local Revenue” Expectations

	Tax Abatement	SSF 15%	SSF 22.5%	SSF 30%
Year 4	\$417k	\$62k	\$94k	\$125k
Year 5	\$466k	\$70k	\$105k	\$140k

208



Questions?

Michael Bradley

mtbradley@eugene-or.gov

Allison Camp

acamp@springfield-or.gov

209





ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

10/9/2024

Title

Budget: Audit Readiness Update, Revenue Estimate Review, Alignment to [Board/District Goals](#), Discussion of Reserve Policy

Presenter/s

Matt Brown, Director of Finance

Background

Included in the packet is a presentation that will address the items in the title. For additional information, a memo regarding the reserve policy is attached for discussion at the end of the meeting.



ITEM FOR INFORMATION

Date of Meeting

9/19/24

Title

Reserve Policy Review & Recommendation

Background

It is important that our school district maintain an adequate level of fund balance to mitigate current and future risks. Risk examples may often include revenue shortfalls and unanticipated expenditures, but can also mean global pandemics and large-scale interruptions and natural disasters that may affect the educational system. In most cases, as noted in the GFOA (Government Finance Officer Association) fund balance guidelines, reserve policies typically revolve around a government's general fund. A copy of GFOA guidelines can be found here: <https://www.gfoa.org/materials/fund-balance-guidelines-for-the-general-fund>

In consideration with the level of a reserve policy, GFOA recommends reviewing a few key areas discussed below.

1. The predictability of revenue and volatility of expenditures. If revenues/expenditures are more volatile, an entity should consider a larger percentage reserve policy.
 - a. With 4J's consideration, our main expenditure is staffing, which relatively speaking is stable month to month and accounts for 88% of our General Fund budget.
2. Perceived exposure to significant one-time outlays. This would be considerations to disasters and immediate capital needs.
 - a. With 4J's consideration, most of our larger capital needs or insurance reserves are held in separate funds. There is often, not many capital expenditures or one-time outlays within the General Fund. These are typically seen in our Capital and Insurance Reserve funds.
3. The potential drain upon general fund resources from other funds, as well as, availability of resources in other funds.
 - a. With 4J's consideration, we do have yearly transfers into other funds like Nutrition Services. Most other transfers to funds are not for operational items so for 4J, this item should not hold a large variable weight on the reserve policy amount.
4. The potential impact on the entity's bond ratings and the corresponding increased cost of borrowed funds.
 - a. With 4J's consideration, we do have bond funds to consider along with ideas of future bonds. Having a good reserve policy and reasoning behind the policy is best practice and will be in consideration of future bond ratings.

In relation to our education partners around the State of Oregon, we are a part of what is referred to as a 10k group, which is a group of all Oregon school districts with an enrollment over 10,000 students. Below is a list of those school districts and their current reserve policies that could be found at the time

of this report. In addition to the 10k group, I have also shown our neighbors of Springfield and Bethel's current reserve policies.

School District	Reserve Policy
Portland	10.0%
Salem	5.0%
Eugene	5.0%
Beaverton	5.0%
Hillsboro	4.0%
Bend	5.0%
North Clackamas	5.0%
Medford	5.0%
Tigard-Tualatin	12.0%
Gresham	8.0%
10k Group Average	6.4%
Neighbors	Reserve Policy
Springfield	4.0%
Bethel	12.5%

GFOA is a great resource for information and materials to assist with discussion. GFOA recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unrestricted budgetary fund balance in their general fund of no less than two months of regular general fund operating revenues or regular general fund operating expenditures. When reading this recommendation, please consider that although school districts are a part of GFOA and we do follow many best practices, school districts are a very small portion of their members. A majority of GFOA membership is from cities and counties across the United States.

If you were to follow the GFOA recommendation, 4J school district's reserve policy of 2 months would be just over \$46 million, roughly 15% of our General Fund.

2024/25 General Fund Information		
GF All expenditures	276,150,354	Per year
	23,012,530	Per month
	46,025,059	2 Months of Reserves
	15% of General Fund Revenue	

If you were to consider the GFOA recommendation solely based on salaries/benefits of the General Fund, which make up roughly 88% of the expenditures in the General Fund, the reserve policy would be \$38 million, roughly 13% of our General Fund.

2024/25 General Fund Information		
GF Salaries/Benefits	229,687,837	Per year
	19,140,653	Per month
	38,281,306	2 Months of Reserves
	13% of General Fund Revenue	

Staff Recommendation

Staff recommendation is an 8% minimum reserve policy for the General Fund as a combination of Contingency and Unappropriated Fund Balance. With anticipation of this discussion, the district did build the 2024/2025 budget with an 8% reserve amount in the General Fund. GFOA recommendations of two months of expenditures is appropriate for many governments, but we feel 13-15% is too high and outside of the norms we are seeing with our similarly sized school districts (our 10k group) and well outside the recommendations of Legislators who serve on the Ways & Means Committee of the Oregon Legislature. This 8% policy is above the average from our 10k group and allows enough flexibility to create more avenues for success within our schools by having more available dollars for spending on today's students, staff, and supports.

Fiscal Year 2024 – Financial Report

End of Year & FY24 Audit

214



FY 2024 – Audit Update

Interim audit began in April 2024

- Focus on single-audit (grants over \$750k) relating to payroll & expenditures. Finished during final audit time.

Full district audit will go from now through December

- All materials submitted to auditors
- On schedule for completion

KRVM audit goes from now through December

- All materials submitted auditors
- On schedule for completion

215

General Fund - Expenditures

Expenditures (By Function)	FY 24 Budget	Year-End Estimate	%	Year-End Actual	%
Instruction	141,163,663	139,500,000	98%	140,527,086	100%
Support Services	96,280,119	88,756,000	92%	85,957,687	89%
Enterprise	624,218	138,000	22%	20,315	3%
Other Uses	13,925,000	8,925,000	64%	8,773,653	63%
Subtotal	251,993,000	237,319,000	94%	235,278,740	93%
Contingency	14,844,000				
Unappropriated	29,649,000				
TOTAL	296,486,000				

216



General Fund - Expenditures

Expenditures (By Function)	FY 24 Budget	Year-End Estimate	%	Year-End Actual	%
Other Uses	13,925,000	8,925,000	64%	8,773,653	63%

<u>Transfers from GF</u>	<u>Budget</u>	<u>Actual</u>
Transfer to Curriculum	\$ 1,000,000	\$1,000,000
Transfer to Nutrition	\$ 2,335,000	\$2,335,000
Transfer to Facilities	\$10,000,000	\$5,000,000
Transfer to Risk/Insurance	\$ 590,000	\$ 438,653
	\$13,925,000	\$8,773,653

General Fund - Expenditures

Expenditures (By Function)	FY 24 Budget	Year-End Estimate	%	Year-End Actual	%
Enterprise	624,218	138,000	22%	20,315	3%

Description	Budget	Actual
Childcare Staffing/Benefits *	\$476,691	\$ 2,071
Nutrition Staffing/Benefits **	\$144,327	\$ 6,246
Other ***	\$ 3,200	\$11,998
	\$624,218	\$20,315

* Childcare staffing coded to ESSER

** Nutrition Staffing/Benefits was coded to Nutrition Fund

*** Related to Student Transportation charges

218

General Fund - Expenditures

Expenditures (By Function)	FY 24 Budget	Year-End Estimate	%	Year-End Actual	%
Support Services	96,280,119	88,756,000	92%	85,957,687	89%

Difference between Budget & Actuals = \$10.3 Million

<u>Description</u>	<u>Budget</u>	<u>Actual</u>	<u>Reasoning</u>
Function 2120 > <i>Counselors</i>	\$5,523,014	\$470,906	Charged to ESSER
Function 2210 > <i>Licensed staff & Instructional Administrators</i>	\$8,070,149	\$5,636,705	Unable to fill positions
Function 2540 > <i>Facilities Mgmt. & Buildings & Grounds staffing</i>	\$14,322,192	\$11,867,129	Unable to fill positions ²¹⁹



General Fund - Revenues

Revenues	FY 24 Budget	Year-End Estimate	%	Year-End Actual	%
Property Taxes	83,060,000	86,000,000	103%	84,799,526	102%
Local Option Taxes	23,000,000	25,000,000	108%	25,076,439	109%
SSF & Other State	112,685,000	110,000,000	97%	116,014,662	103%
Other Revenues	5,255,000	8,185,000	155%	12,074,929	230%
<i>Subtotal</i>	<i>224,000,000</i>	<i>229,185,000</i>	<i>102%</i>	<i>237,956,556</i>	<i>106%</i>
Beg. Fund Balance	72,486,000	75,500,000	104%	75,533,741	104%
TOTAL	296,486,000	304,685,000	102%	313,499,297	106%

220



General Fund – Moving into FY25

Beginning Fund Balance

Adopted FY25 Budget =	\$64,000,000
Anticipated Actuals =	<u>\$78,220,000</u>
<i>Difference =</i>	<i>\$14,220,000</i>

Worthy Notes

- > *Not official until FY24 audit is finalized in Dec*
- > *These are one-time funds*

Forecast Updates

Our original forecast anticipated a spend down of \$13M, our new forecast includes these updates

221

FY25 – Updated Forecasts



General Fund – Forecast Assumptions

<u>PERS Rates</u>	<u>7/1/23-6/30/25</u>	<u>7/1/25-6/30/27</u>	
Tier 1 & 2	21.68%	26.72%	(23% Increase)
OPSRP	18.84%	23.54%	(25% Increase)

<u>Forecasted PERS Increases</u>			
	<u>PERS</u>		<u>Salaries</u>
FY27	46,383,094	Forecast	140,554,831
FY26	46,898,983	Forecast	142,118,130
FY25	41,026,000	Budget	143,990,000
FY24	34,343,000	Actual	124,312,000
FY23	32,751,000	Actual	117,850,000

223



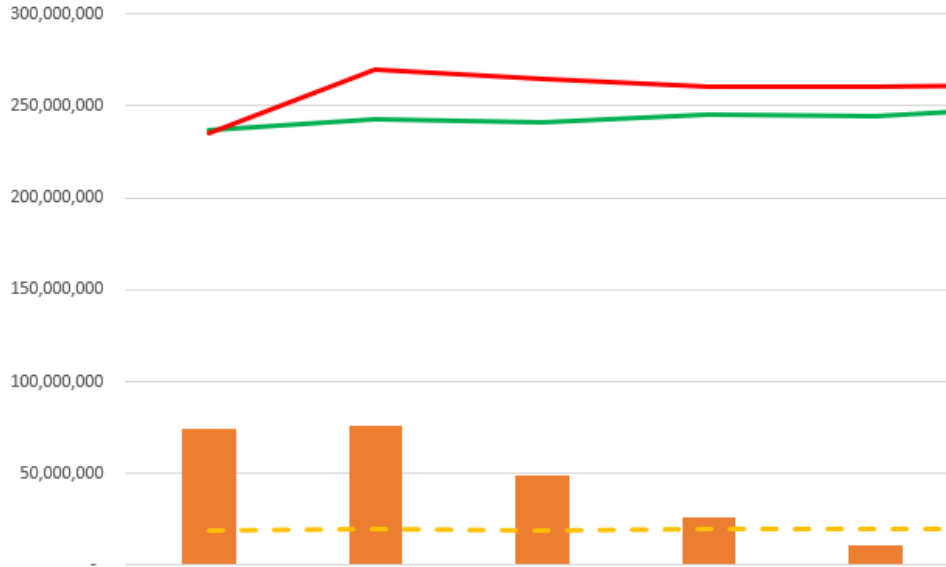
General Fund – Forecast Assumptions

Enrollment Trends:	1.78% Decrease each year
State School Fund:	4.00% Increase in biennium
COLA Assumptions:	4.00% Each year for all groups
Staffing Assumptions:	Averaging 1.1% reductions over next 5 years (based on the declining enrollment trend, noted above)
Reserve Assumptions:	8.00% Reserve Policy (Discussion Later)
Transfers:	Continued Transfers to Facilities, Nutrition, and Curriculum
Forecast Years:	Focus on the initial 3 years of the forecast

224



General Fund – Updated Forecast

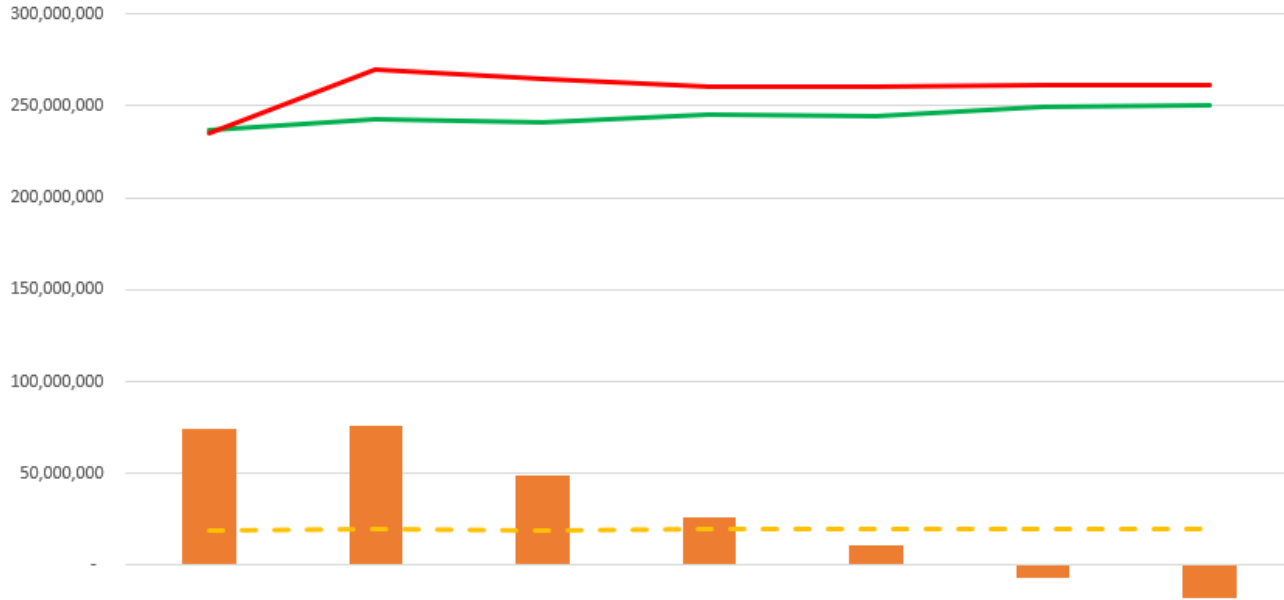


(50,000,000)

	2023-24 Actuals	2024-25 Projected	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast
Beginning Bal	73,958,000	75,534,000	48,280,000	25,310,000	10,108,000
Revenues	236,791,000	242,411,000	241,284,000	245,546,000	244,624,000
Expenditures	235,215,000	269,665,000	264,254,000	260,748,000	260,743,000
Reserve Policy	18,943,280	19,392,880	19,302,720	19,643,680	19,569,920



General Fund – Updated Forecast



	2023-24 Actuals	2024-25 Projected	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Beginning Bal	73,958,000	75,534,000	48,280,000	25,310,000	10,108,000	(6,011,000)	(17,123,000)
Revenues	236,791,000	242,411,000	241,284,000	245,546,000	244,624,000	249,805,000	249,953,000
Expenditures	235,215,000	269,665,000	264,254,000	260,748,000	260,743,000	260,917,000	261,152,000
Reserve Policy	18,943,280	19,392,880	19,302,720	19,643,680	19,569,920	19,984,400	19,996,240



General Fund – Reserve Policy

<u>School District</u>	<u>Reserve Policy</u>
Portland	10.0%
Salem	5.0%
Eugene	5.0%
Beaverton	5.0%
Hillsboro	4.0%
Bend	5.0%
North Clackamas	5.0%
Medford	5.0%
Tigard-Tualatin	12.0%
Gresham	8.0%
10k Group Average	6.4%
<u>Neighbors</u>	<u>Reserve Policy</u>
Springfield	4.0%
Bethel	12.5%

Staff Recommendation

8% Minimum Reserve Policy as a combination of Contingency and Unappropriated Fund Balance

Please refer to the reserve policy memo from staff for additional information.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

October 9, 2024

Title

Legislative Committee: Finalize Input on 4J Board Legislative Priorities

Presenter/s

Board Director Judy Newman, on behalf of the Board Legislative Committee

Background

The Eugene 4J School Board develops a set of Legislative Priorities for each major Legislative Session. This agenda item will provide opportunity for the Board to weigh-in on the development of the priorities for the 2025 Session.

The 2025 Oregon Legislature will set school Budgets for the next two years and discuss legislation pertaining to statewide cell phone and social media rules, school accountability, early learning funding, capital construction funding, seismic rehabilitation funds, class size, special education funding, summer learning grants, early literacy, school attendance, workforce diversity, mental health and wellbeing, statewide salary schedule recommendations, substitute teacher recommendations, staff injury reporting, mandates on later start times for high schools, and much more.

This Session the Senate Education Committee will be under a new Chair and the Oregon House will be under the new leadership of Speaker Fahey of Eugene.

In a busy Legislative season with so much at stake for 4J's students and staff, it is important for the 4J Board to be clear with local Legislative leaders about what will actually help address student and staff belonging and wellbeing, student learning, and staff professional growth.

The Legislative Committee will plan a breakfast with local legislators this winter. This will provide the Board with an opportunity to hear about the priorities of each of our local Legislators and share the Board's hopes for the upcoming session.

Amount of Time Requested

20 Minutes

**Eugene School. District 4J School Board
Legislative Priorities 2025**

Adequate and Stable Funding

Ensure stable **adequate** funding for K-12 education to support a highly qualified And diverse workforce. Follow the recommendations from the Governor’s K-12 Funding Group.

Ensure adequate funding for summer learning which is timely, consistent and predictable

Include infrastructure funding for construction and maintenance of schools buildings

Increase the cap on special education students from 11% to 17%
Ensure special education is adequately funded

Continue and expand the Early Literacy funding

Continue and expand funding safe routes to school and transportation services

Health and Safety

Strengthen partnerships and expand partnerships to:
Increase the number of student health centers
Increase mental health supports
Help districts meet the basic needs of students – food, shelter, clothing

Create standards and expectations for school safety across the state .
Create state level solutions to address social media threats, swatting, bomb threats etc.

Increase funding and support for School Based Health Centers.

Mandates, Accountability and Oversight

Prohibit the enactment of new or expanded requirements without funding to ensure they can be implemented. Require an analysis of costs and funding mechanism for any new legislation.

Ensure that expectations for state grants are clearly stated and that there are established mechanisms for accountability and oversight.

Environment and Climate Change

Establish resources and guidance that allow districts to reduce their carbon footprint (HVAC retrofitting, green new construction, electric buses, green general practices).

Provide guidance that help our districts to better prepare for the crisis of human caused climate change.

Education related others:

Create a state panel to find out the true obstacles in recruiting and retaining a strong, diverse workforce and to make recommendations for improvements.

Permit school boards to enact the board member stipends already approved by the legislature.

Work on long term solutions that will reduce standardized testing requirements.

Other related issues:

Gun safety and control legislation that will help increase the safety of our students, staff, and communities so that our students have fewer disruptions and are safer.

Increase housing supplies so that staff can afford to live in the communities where they work and students and their families aren't forced to move multiple times and disrupt their education and lives.

Updated 10/7/24

DRAFT



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

10/9/2024

Presenter: Matt Brown, Finance Director

Title

Lane ESD School Transit Dollar Request for 2024/25

Background

Education Service Districts (ESD) receive 4.50 percent of the State School Fund (SSF) formula revenue. Under Oregon Revised Statute 334.177, an ESD must spend at least 90 percent of these funds on programs or services approved by the component school districts served by the ESD. However, a school district may elect to request a portion of these funds be distributed to the district in lieu of services provided by the ESD.

Options and Alternatives

1. Request up to 50% (percent) of the available revenues. For fiscal year 2025, the budget estimates around \$2.2 million for the district's general fund while retaining the ability to participate in the formal governance of Lane ESD and the ability to receive services from the ESD.
2. Approve more than 50% and up to 75% of the available revenues. This option would generate additional funding for the district's general fund, but the district would only be able to act in an advisory capacity in the governance of Lane ESD. Further, the district would need to establish programs and services to replace the purchased services it currently receives from Lane ESD.
3. Approve more than 75% and up to 85% of the available revenues. This option would generate even more funding for the district's general fund. However, in addition to the impact listed in option 2, the district would need to purchase services from another ESD, not Lane ESD, for the amounts over 75%.
4. Decline to request any revenue share from Lane ESD. While services could be purchased from Lane ESD with these dollars, the district would need to reduce its direct expenditures for staff and services in the upcoming 2023-24 proposed budget.

Recommendation

Staff recommendation is status quo from previous years to choose Option 1.

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District: _____

Date of Board Action: _____

District Representative: _____

Signature: _____

Date Submitted: _____

Select One

	<p>Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p>More than 50% and less than 100% <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p>100% <i>The school district may request up to 100% of their funds and be considered withdrawn from Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. See ORS 334.015</i></p>

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

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



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

October 9, 2024

Title

Consider for approval proposed revisions to Policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements**

Presenter

Colt Gill, Interim Superintendent

Summary:

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

All district staff and all Board Members are designated mandatory reporters of child abuse. Revisions to Policy GBNAB/JHFE provide clarity to the process of reporting child abuse through the Department of Human Services (DHS).

Background:

Included in their April 2024 Policy Update, the Oregon School Board Association (OSBA) provided the proposed revisions to Policy GBNAB/JHFE – Reporting of Suspected Abuse of a Child. Revisions to Policy GBNAB/JHFE align with proposed revisions to policies JHFE/GBNAB and BBFC which were also included in the April 2024 Policy Update provided by OSBA.

The Superintendent’s Policy Work Group reviewed the revisions at their July 2024 meeting. The Superintendent presented policy GBNAB/JHFE to Board Leadership during discussion of meeting agenda items.

OSBA recommends that School Boards review proposed changes to policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements**

Code: GBNAB/JHFE

Adopted: 01/15/20; 12/15/21; ~~XX/XX/XX~~

Proposed Revisions Format:

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to approve revisions to policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements** as proposed and re-adopt the policy. The Board may choose to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The superintendent recommends the Board approve revisions to GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements**

Eugene School District 4J

Code: GBNAB/JHFE
Adopted: 5/07/14
Revised/Readopted: 11/28/18; 2/05/20; 12/15/21; xx/xx/xx
Orig. Code(s): JHFE

Suspected Abuse of a Child Reporting Requirements**

By Oregon law (ORS 419B.005 – 419B.045) all district staff **and board members** are designated “mandatory reporters” and are required by law to report suspected child abuse. Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse¹ shall ~~orally report or cause an oral~~ report immediately ~~by telephone or otherwise to the local office of~~ to the Oregon Department of Human Services (DHS) ~~or its designee through the centralized child abuse reporting system~~² or to ~~the a~~ law enforcement agency within the county where the person making the report is located at the time of the contact ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner ~~to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010~~.

The report must contain, ~~if if~~ known, ~~the report shall contain~~ the names and addresses of the child and the parents of the child or other persons responsible for the child’s care, the child’s age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶ or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee **or Board member** who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS ~~or its designee through its centralized child abuse reporting system~~ or ~~the local~~ to a law enforcement agency ~~pursuant to ORS 419B.015~~, and to ~~the a~~ designated licensed administrator for the building.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² **How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)**

³ “Person” ~~could include~~ **includes any** adult, student or other child.

⁴ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁵ “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a licensed administrator and an alternate licensed administrator, in the event **that** the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall also report to the board chair.

The district will post in each school building: (1) the name and contact information of the licensed administrator and alternate designated to receive reports of suspected abuse, (2) the procedures in GBNAB/JHFE-AR(1) - Suspected Abuse of a Child Reporting Requirements the designee will follow upon receipt of a report, (3) the contact information for **making a report to** local law enforcement and **the local how to report to DHS office or its designee**, and (4) a statement that this duty to report suspected abuse to DHS or law enforcement is in addition to the requirement to make a report to the designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Suspected Abuse of a Child Reporting Requirements. All such reports of suspected abuse will be reported to a law enforcement agency or DHS **or its designee**, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report in good faith of suspected abuse of a child by a district employee, contractor, agent, volunteer or other student, the student will not be disciplined for making the report by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse and sexual conduct, the obligations of district employees under ORS 339.388 and ORS 419B.005-419B.050 and board policies to report suspected abuse of a child and sexual conduct, and appropriate electronic communications with students as described in ORS 339.372(11). The district shall make available each school year the training described above to contractors, agents, volunteers and parents and legal guardians of students attending district-operated schools. The training will be made available separately from the training provided to district employees.

Each school year, the district shall provide to contractors, agents and volunteers information on the prevention and identification of child abuse and sexual conduct, the obligations of district employees under board policies to report abuse and sexual conduct, and appropriate electronic communications with students.

Each school year, the district shall also make available to students attending district-operated schools training that is designed to prevent abuse and sexual conduct.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when another district employee, contractor or agent attempts to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows or has reasonable or probable cause to believe that the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, employees, contractors, agents and volunteers a policy of appropriate electronic communications with students. All district employees are subject to board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate, for a legitimate school-related purpose, and only as directed by district administration. The district prohibits contractors, agents and volunteers from making electronic communications with students without the knowledge of parents/guardians.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

***"Parent" includes legal guardian or person in a parental relationship

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

October 9, 2024

Title

Consider for approval proposed revisions to Policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements**

Presenter

Colt Gill, Interim Superintendent

Summary:

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

All district staff and all Board Members are designated mandatory reporters of child abuse. Revisions to Policy JHFE/GBNAB provide clarity to the process of reporting child abuse through the Department of Human Services (DHS).

Background:

Included in their April 2024 Policy Update, the Oregon School Board Association (OSBA) provided the proposed revisions to Policy JHFE/GBNAB – Reporting of Suspected Abuse of a Child. Revisions to Policy JHFE/GBNAB align with proposed revisions to policies GBNAB/JHFE and BBFC which were also included in the April 2024 Policy Update provided by OSBA.

The Superintendent’s Policy Work Group reviewed the revisions at their July 2024 meeting. The Superintendent presented policy JHFE/GBNAB to Board Leadership during discussion of the scheduling of meeting agenda items.

OSBA recommends that School Boards review proposed changes to policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements**

Code: JHFE/GBNAB
Adopted: 01/15/20; ~~XX/XX/XX~~

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to approve revisions to policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements** as proposed and re-adopt the policy. The Board may choose to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The superintendent recommends the Board approve revisions to JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements**

Eugene School District 4J

Code: JHFE/GBNAB
Adopted: 5/07/14
Revised/Readopted: 11/28/18; 2/05/20; 12/15/21; ~~XX/XX/XX~~
Orig. Code: JHFE

Suspected Abuse of a Child Reporting Requirements**

By Oregon law (ORS 419B.005 – 419B.045) all district staff and **Board members** are designated “mandatory reporters” and are required by law to report suspected child abuse. Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse¹ shall ~~orally report or cause an oral~~ report immediately ~~by telephone or otherwise to the local office of~~ to the Oregon Department of Human Services (DHS) ~~or its designee~~ through the centralized child abuse reporting system^[2] or to ~~the a~~ law enforcement agency within the county where the person making the report is located at the time of the contact ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner ~~to DHS or its designee or the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010~~.

The report must contain, If if known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child’s care, the child’s age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶ or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee **or Board member** who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS ~~or its designee~~ through its centralized child abuse reporting system or ~~the local~~ to a law

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² [How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)]

³ “Person” ~~could include~~ **includes any** adult, student or other child.

⁴ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁵ “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

enforcement agency pursuant to ORS 419B.015, and to the a designated licensed administrator for the building.

The district will designate a licensed administrator⁷ and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall also report to the board chair.

The district will post in each school building: (1) the name and contact information of the licensed administrator and alternate designated to receive reports of suspected abuse, (2) the procedures in JHFE/GBNAB-AR(1) - Suspected Abuse of a Child Reporting Requirements the designee will follow upon receipt of a report, (3) the contact information for making a report to local law enforcement and the local how to report to DHS office or its designee, and (4) a statement that this duty to report suspected abuse to DHS or law enforcement is in addition to the requirement to make a report to the designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Suspected Abuse of a Child Reporting Requirements. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report in good faith of suspected abuse of a child by a district employee, contractor, agent, volunteer or other student, the student will not be disciplined for making the report by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

⁷ "Licensed administrator" for purposes of this policy may include either a district employee who holds an administrative license from the Teacher Standards Practices Commission (TSPC), or a non-TSPC licensed administrator or manager designated by the superintendent to serve in this capacity. ORS 339.372.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse and sexual conduct, the obligations of district employees under ORS 339.388 and ORS 419B.005-419B.050 and board policies to report suspected abuse of a child and sexual conduct, and appropriate electronic communications with students as described in ORS 339.372(11). The district shall make available each school year the training described above to contractors, agents, volunteers and parents and legal guardians of students attending district-operated schools. The training will be made available separately from the training provided to district employees.

Each school year, the district shall provide to contractors, agents and volunteers information on the prevention and identification of child abuse and sexual conduct, the obligations of district employees under board policies to report abuse and sexual conduct, and appropriate electronic communications with students.

Each school year, the district shall also make available to students attending district-operated schools training that is designed to prevent abuse and sexual conduct.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when another district employee, contractor or agent attempts to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows or has reasonable or probable cause to believe that the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, employees, contractors, agents and volunteers a policy of appropriate electronic communications with students. All district employees are subject to board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate, for a legitimate school-related purpose, and only as directed by district administration. The district prohibits contractors, agents and volunteers from making electronic communications with students without the knowledge of parents/guardians.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

****”Parent”** includes legal guardian or person in a parental relationship

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

[Senate Bill 51\(2021\)](#).

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011). [Senate Bill 51\(2021\)](#).



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting
October 9, 2024

Title
Consider for approval proposed revisions to Policy BBFC – Reporting of Suspected Abuse of a Child

Presenter
Colt Gill, Interim Superintendent

Summary:
The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

All district staff and all Board Members are mandatory reporters of child abuse. Revisions to Policy BBFC provide clarity to the process of reporting child abuse through the Department of Human Services (DHS).

Background:
Included in their April 2024 Policy Update, the Oregon School Board Association (OSBA) provided the proposed revisions to Policy BBFC – Reporting of Suspected Abuse of a Child. Revisions to Policy BBFC align with proposed revisions to policies GBNAB/JHFE and JHFE/GBNAB which were also included in the April 2024 Policy Update provided by OSBA.

The Superintendent’s Policy Work Group reviewed the revisions at their July 2024 meeting. The Superintendent presented policy BBFC to Board Leadership during discussion of the scheduling of meeting agenda items.

OSBA recommends that School Boards review proposed changes to policy BBFC–Reporting of Suspected Abuse of a Child.

Code: BBFC
Adopted: 01/15/20; ~~XX/XX/XX~~

Proposed Revisions Format:
Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:
The Board may choose to approve revisions to policy BBFC as proposed and re-adopt the policy. The Board may choose to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation
The superintendent recommends the Board approve revisions to Policy BBFC–Reporting of Suspected Abuse of a Child.

Eugene School District 4J

Code: BBFC
Adopted: 1/15/20; ~~XX/XX/XX~~

Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse¹. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify ~~the~~ Oregon Department of Human Services (DHS) or ~~local~~ law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make ~~a an oral~~ report ~~through DHS² by telephone or otherwise to the local office of the Department of Human Services, to the Designee of the department~~ or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report ~~must shall~~ contain, if known,~~;~~ the names and addresses of the child and the parents of the child or other persons responsible for the care of the child,~~;~~ the child's age,~~;~~ the nature and extent of the abuse, including any evidence of previous abuse,~~;~~ the explanation given for the abuse,~~;~~ and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

Legal Reference(s):

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

[ORS 332.107](#)
[ORS 419B.005](#)

[ORS 419B.010](#)
[ORS 419B.](#)