

NOTICE: The meeting will be open to the public via live broadcast on KRVM 1280-AM, via the internet at www.4j.lane.edu/stream and via zoom webinar at <https://zoom.us/j/96142344890?pwd=bFlybTJlMnNST2RzUnNhQ0c1Zm5tZz09>

**5:30 PM
Board Work Session**

- I. **5:30 p.m. Board Work Session:** Board Development Work **2**

- II. **7:00 p.m. Executive Session:** The board will convene in executive session to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed, pursuant to ORS 192.660 (2) (h).

Executive Sessions are closed to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

- III. Adjourn

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:
To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900



ITEM FOR INFORMATION – WORK SESSION

Date

October 14, 2020

Title

Board Development Work

Presenter

Mary Walston, Board Chair
Margot Helphand, Facilitator

Background

The board annually sets goals for the year. The board initially identified four goal areas in the board retreat on August 28, and identified in the board self-assessment and discussion a need for further consideration of the role of the board in the work on these goals for this year.

Margot Helphand is a recognized expert on school board governance policy and has worked with the 4J board many times in the past. Ms. Helphand facilitated the board's conversation about goals and roles in a work session on September 16. Three of the board's four goal areas were discussed in the time allotted. A second work session has been scheduled on October 14 to continue discussion and address the fourth goal, completing the planned district-wide safety plan.

Goal 4

Adoption of district-wide safety plan

- SROs what types of services would we want from EPD?
- Disparities in discipline
- Staff development
- Excellence, equity, choice
- Listening to the community

2020-21 Board Goals

1. Navigating COVID
2. Recruitment of a permanent superintendent
3. Adoption of district-wide safety plan
4. Plans for the North Eugene region



SCHOOL BOARD RESOLUTION NO. 2020-07
Affirming the Board’s Commitment to Anti-Racism and Equity

RECITALS

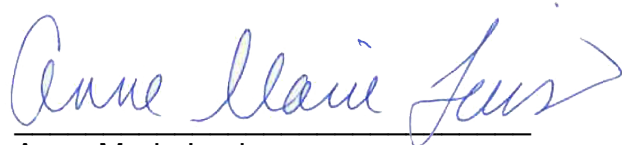
WHEREAS:

1. The Eugene School District 4J Board of Directors, as individually elected members and as the governing body for Eugene School District 4J, is committed to using district resources responsibly and equitably to: provide safe learning environments; support meaningful, equitable and highly effective instruction so that all students thrive socially, emotionally and academically; and reduce the disparity of outcomes for students of color and students with disabilities;
2. School board members play a vital role in setting the mission, goals, policies, and funding priorities for the school district and the Eugene School Board is committed to learning how to recognize and combat implicit bias and overt racism in the execution of these responsibilities;
3. The vision, values, and equity stance of Eugene School District 4J are that “every student is connected to community and empowered to succeed”; the district is guided by the values of “equity, excellence, and choice”; and “in every decision made by the board it is important to consider equity and the impact on all students and families, especially those in underserved demographic groups and protected classes”;
4. After extensive community engagement efforts during the Student Success Act planning process, the board committed to spending new anticipated additional resources to:
 - reduce academic disparities for historically underserved groups,
 - address the health and safety needs of students by increasing supports for behavior, social emotional learning, and mental health,
 - and create regional wraparound support teams to support students experiencing crisis or social and emotional problems;
5. Systemic racism has plagued our nation for over 400 years and is evident in national, state and local institutions, including law enforcement, prisons, and public education; and
6. The nation, including the Eugene 4J community, are reeling from another series of Black lives lost, adding to the list of countless other Black Americans whose lives were ended by acts of racism;

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Eugene School Board unequivocally affirms that Black lives matter.
2. The board is committed to identifying and correcting practices and policies that perpetuate opportunity and achievement gaps and institutional racism in all aspects of the functioning of the school district.
3. The board is committed to using the equity tool and alignment with district vision and values when making future decisions to be implemented in 4J schools to create safe and welcoming environments for all students.
4. The board is committed to making investments in social, emotional, and mental health resources that are evidence-based, culturally-relevant, and culturally-sustaining.
5. The board is committed to conducting a thorough study of the district's current model of providing for safety in schools to identify alternatives to the current model, to include an examination of the role of school resource officers. The board commits to consult with students, parents, administrators, teachers, other school staff, subject matter experts, the 4J Equity Committee, and community organizations representing underserved demographic groups and protected classes.
6. The board will receive at the end of the 2020–21 school year a report on the implementation of the revised safety plan and its efficacy, and on the social, emotional, and mental health supports provided on behalf of students. The board also will receive an annual report of district-wide data on school climate and exclusionary discipline, including disaggregated data regarding students of color and students with disabilities.
7. The Eugene School Board will continue to engage in lobbying on local, state, and federal levels to fully fund education, mental health, social services, and health care.
8. The school board will continue to work to require district policies and accountability measures that are anti-racist and equitable.

The foregoing resolution is adopted this 24th day of June, 2020.



Anne Marie Levis
Chair, Board of Directors

Background: Student Safety Review Process

On June 24, the board approved a resolution affirming the board's dedication to identifying and correcting practices and policies that perpetuate opportunity and achievement gaps and institutional racism, and committing to conducting a thorough review of the district's current model of providing for safety in schools.

This will require time and attention to undertake to understand our district's current systems and supports, identify values and chart a direction for key improvements for our district's students.

The process outlined for the student safety review this year provides a framework for a critical review of the district's current systems for student conduct and school safety.

Key questions include:

- What systems and supports do we have in place?
- Do our students, families and staff feel safe and supported at school?
- Do our current systems and supports lead to equitable outcomes for our students?
- What changes to our systems are needed to reduce disparities?

Information review: The student safety review process begins with a dive into information about the district's current systems, practices and outcomes. The board this fall will schedule a series of items for information, work sessions with the 4J Equity Committee, and work sessions of the board, to review and discuss key information.

Key information includes:

- Review of relevant board policies
- Student discipline system
- Student behavior expectations and supports
- Available counseling and mental health supports
- Role of the public safety director, campus monitors, school resource officers, and others
- Data on school climate, student discipline, and student arrests
- Key research on school discipline and safety models
- Information on alternate safety models and alternatives to exclusionary discipline, and to arrest and adjudication for conduct that could have criminal consequences

Community voice: Also this fall, the district would engage community input to hear the voices of students, parents, teachers, school administrators, and community members who experience or are impacted by the current systems we have in place. This could include a combination of board listening sessions held as public forums, small group dialogue with feedback shared to the board, and potentially guided community conversations held jointly with other local organizations.

Key communities to engage include:

- Students and communities of color
- Students and community members experiencing disabilities
- 4J parents and students
- Teachers, specialists and classified staff
- School administrators

Timeline (specific dates to be scheduled):

OCTOBER–DECEMBER

- Systems review and
- Community voice

DECEMBER

Board direction:

- Identify guiding values
- Identify areas to address
- Direct superintendent to develop framework to support student safety

JANUARY–FEBRUARY

- Superintendent develops action plan framework

MARCH

- Board discussion and community feedback

SPRING 2021

- Superintendent develops final action plan
- Presented to school board

FALL 2021

- Implementation

BOARD GOAL DEVELOPMENT STUDENT SAFETY PLAN

4J School Board Work Session
October 14, 2020

WORK SESSION GOAL

Agree to a framework/scope and road map for developing the new 4J Safety Plan including:

- Goals
- Key Components and Timeline
- Role of the Board
- Accountability

CONTEXT FOR DISCUSSION

- June 2: Superintendent Balderas and incoming Superintendent Vandercar shared a message of solidarity and support for Black lives and communities
- June 17: Board voted to eliminate SROs stationed in high schools and committed to review and address safety in schools
- June 24: Board unanimously passed Resolution on Anti-Racism and Equity
- August 28: Board retreat identified adoption of a district-wide safety plan as a Board goal
- September 17: State Board of Education unanimously approved the All Students Belong administrative rule focused on the health and safety of students and educators and banning symbols of hate from schools
- October 2: Superintendent Vandercar sent a message to 4J staff affirming Black Lives Matter and permitting displays of BLM in schools

STUDENT SAFETY REVIEW & A NEW SAFETY PLAN FOR 4J

- What are we trying to accomplish?
- What is the road map to developing the plan?
(information review, community voice)
- What are the key components of the plan?
- What is the board's role in this work in the next year?
- As we implement the plan, how will we, as a board, hold ourselves and the district accountable for this work? (tools, measures)

WHAT ARE WE TRYING TO ACCOMPLISH

- Provide safe learning environments; support meaningful, equitable and highly effective instruction so that all students thrive socially, emotionally, and academically; and reduce the disparity of outcomes for students of color and students with disabilities.

DRAFT ROAD MAP TO A NEW SAFETY PLAN

- Systems Review
 - Community Voice
 - Board Direction
 - Action Plan
-
- *What data resources exist and what is needed?*
 - *What systems and supports do we have in place?*
 - *Do our students, families and staff feel safe and supported at school?*
 - *Do our current systems and supports lead to equitable outcomes for students?*
 - *What changes to our systems are needed to reduce disparities?*

DRAFT ROAD MAP TO A NEW SAFETY PLAN

Systems Review

Key information:

- Review of relevant board policies
- Student discipline system
- Student behavior expectations and supports
- Available counseling and mental health supports
- Existing safety staff roles
- Data on school climate, student discipline, and student arrests
- Key research on school discipline and safety models
- Alternate safety models, alternatives to exclusionary discipline and adjudication

DRAFT ROAD MAP TO A NEW SAFETY PLAN

Community Voice

Purpose: Engage community input to hear the voices of students, families, staff, community members who experience or are impacted by current systems in place

Format: Could include small group dialogue with feedback shared to the board, public listening sessions, written comments, community conversations jointly with other orgs

Key communities include:

- Students and communities of color
- Students and community members experiencing disabilities
- 4J parents and students
- Teachers, specialists and classified staff
- School administrators

DRAFT ROAD MAP TO A NEW SAFETY PLAN

Draft Timeline

ANALYSIS: Fall–Winter	Systems review and community voice
BOARD DIRECTION: By February 2021	Identify guiding values and areas to address Direct supt to develop safety plan framework
PLAN FRAMEWORK: Spring 2021	Superintendent develops safety plan framework
REVIEW: Late Spring 2021	Board discussion and community feedback
ACTION PLAN: Spring–Summer	Superintendent develops, presents final action plan
IMPLEMENTATION: Fall 2021	Implementation and ongoing evaluation

WHAT IS THE BOARD'S ROLE IN
THIS WORK IN THE NEXT YEAR?

AS WE DEVELOP AND IMPLEMENT THE PLAN,
HOW WILL WE, AS A BOARD, HOLD
OURSELVES AND THE DISTRICT
ACCOUNTABLE FOR THIS WORK?
(TOOLS, MEASURES, TIMELINES)

- Check-ins on safety plan development —
Monthly superintendent's report?
- Monitoring of implementation
- Evaluation of safety plan efficacy