

NOTICE: The 7:00 p.m. Regular Board Meeting will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, the internet at www.4j.lane.edu/stream, and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/92933253616>

School Board Meeting Request Forms:

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

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

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

**7:00 PM
 Regular Meeting**

- I. **5:00–6:30p.m. Executive Session:**
 The board will convene in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations pursuant to ORS 192.660 (2) (d)

 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.
- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Review
- V. Introduction of Guests and Superintendent’s Report
- VI. Items Raised by the Audience
- VII. Comments by Employee Groups
- VIII. Comments and Committee Reports by Individual Board Members
- IX. Consent Group - Items for Action
 - 1. Approve Meeting Minutes for the following Board Meeting; September 6, 2022 Board Retreat 3
 Presenter: Andy Dey, Superintendent
 - 2. Routine Personnel Action 14
 Presenter: Karen Hardin, Director of Human Resources
- X. Items for Information
 - 1. Report on Student Enrollment as of October 1, 2022 16
 Presenter: Oscar Loureiro, Director of Research and Planning
 - 2. Review Oregon School Board Association Membership (20 minutes)
 Presenter: Andy Dey, Superintendent
 - 3. Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2021-22 Assurances (10 minutes) 25
 Presenter: Rob Hess, Chief of Staff
- XI. Items for Action
 - 1. Approve the Budget Committee Selection Process (10 minutes) 59
 Presenter: Rob Hess, Chief of Staff

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|-------|---|----|
| 2. | Consider For Approval Board Statement Supporting Measure 114 (10 minutes)
Presenter: Judy Newman, Board Member | 62 |
| 3. | Consider for approval Board Resolution 2023-07 School Emergency Response Plan (10 minutes)
Presenter: Andy Dey, Superintendent | 66 |
| XII. | Items for Action at a Future Meeting | |
| 1. | Equity Facilitation Work (10 minutes)
Presenter: Rob Hess, Chief of Staff | 68 |
| XIII. | Suggestions by the Board for Consideration of Items at a Future Meeting | |
| 1. | <u>2022-23 Board Meeting Calendar:</u>
AUGUST 2022: Wednesday, August 3 and Wednesday, August 17-
SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21
OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, Rescheduling: October 24 Board Retreat
NOVEMBER: Wednesday, November 2 and Wednesday, November 16
DECEMBER: Wednesday, December 7 and Wednesday, December 14
JANUARY 2023: Wednesday, January 18
FEBRUARY: Wednesday, February 1 and Wednesday, February 15
MARCH: Wednesday, March 1 and Wednesday, March 15
APRIL: Wednesday, April 19
MAY: Wednesday, May 3 and Wednesday, May 17
JUNE: Wednesday, June 7 and Wednesday, June 21 | |
| XIV. | 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.

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

Date: September 6, 2022

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a retreat via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on August 2, 2022.

ROLL CALL

BOARD MEMBERS:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair
Keerti Hasija Kauffman (*arrived during the first topic*)
Alicia Hays
Michelle Hsu
Judy Newman
Laural O'Rourke

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Lisa Fjordbeck, Executive Assistant / Board Secretary

I. BOARD RETREAT

1. Establishing Meeting Agreements for 2022-23

Chair Rabasa welcomed board members to the retreat and said that she was beginning the meeting with a heavy heart after receiving the news of the accidental death of a student. Instead of her planned warm up exercises, she asked the board to share what was on their mind if they wished.

Vice Chair Lafer said that it was nice to have time with each other.

Superintendent Dey thanked the board for taking the time to discuss goals and to determine a course for the district.

Chair Rabasa felt in multiple places all at once. She felt heavy but was hopeful to get some work done together.

Ms. O'Rourke appreciated learning quickly about the death of the student and not finding out by other means.

Chair Rabasa thanked Board members for sharing their thoughts and then summarized that the first item on the agenda was to discuss the meeting agreements. They were guidelines to shape the interaction of all those in the meeting.

First was the chance for all to express their needs for the meeting in order to participate fully. She acknowledged that no agreement would be perfect for everyone. Chair Rabasa cautioned that there was a difference between needs and preferences and she hoped that the group would recognize the difference between the two.

Chair Rabasa added that meetings agreements needed to be consensual and might be changed from time to time as the needs of the individuals changed. It would be important to listen carefully to each other. At the end of the meeting there would be a time to check-in.

Chair Rabasa said she would go through the list that the board had sent to her and Vice Chair Lafer. She asked that each board member rate each agreement without additional comment using the following criteria:

1. I fully support this
2. I support this but have reservations
3. I do not support this, but will not sabotage
4. I fully DO NOT support this
5. I have questions before I can vote.

All agreements that were unanimously rated 1 would be checked off the list. The board would then discuss items that had been rated 5.

Ms. O'Rourke said she would prefer not to use the word "sabotage" in the third item. Ms. O'Rourke agreed the phrase "I do not support this, but will live with it" suggested by Ms. Newman, would work for her.

There was additional discussion regarding the process after which Mr. Hess shared the working agreements submitted by each board member on the screen.

Mr. Lafer reasserted that the idea in the first round of discussion would be to identify suggestions that received unanimous consent from the board.

1. Removing speakers and attendees who discriminate against people because of race, ability, socioeconomic level, gender, LGBTQ, and religion.

The group decided to return to this item.

2. Respect for my time and energy by showing up to meetings prepared without expectations of becoming experts on every topic.

The group voted to return to this item.

3. Having a way for board members to escape the meeting space quickly and privately.

There was consensus on this item.

4. Identify a process for the board to use the equity lens regularly.

There was consensus on this item.

5. Use facilitators from outside of our community that are part of programs that understand racism and white supremacy.

The group decided to return to this item.

6. Prioritize impact over intention.

After clarification by Chair Rabasa, the group decided to return to this item.

7. Timely transparent communication especially from leadership.

There was consensus on this item.

8. Be curious.

There was consensus on this item.

9. Active listening and practicing response to disagreement with a spirit of respectful inquiry.

The group decided to return to this item.

10. Acknowledging the harm that has occurred and working toward repair (with mediation).

At the request of Ms. O'Rourke, the group struck this subject from the meeting agreements.

11. Board members extend some grace and curiosity when ideas and thoughts are shared.

The group decided to return to this item.

12. Recognize meeting time as a finite resource and make sure everyone gets their share.

The group decided to return to this item.

13. Agreement that we all read the material in the packet before the meeting, so that we don't waste time by having the material presented during the meetings, and that we all do our best to send any questions we have about any agenda items to the chair by Sunday night before the meeting so that staff can be prepared and have less anxiety about presentations, and also meetings can run more efficiently. This does not preclude the right of any Board member to ask any questions in the meeting itself.

The group decided to return to this item.

14. Having a board that follows public meeting laws and avoids ethics violations.

The group decided to strike this item.

15. Timely and transparent communication from board and district leadership as well as other board members to keep all board members informed and up-to-date.

The group decided to strike this item: later changed to be discussed.

16. Board members commit to directly communicate with other board members to clarify understanding and clear up misunderstandings. Have a way to at the intent of a communication or action and to understand the impact it had on others.

The group decided to strike this subject. Ms. O'Rourke clarified that she had voted 4 for the last two items because they violated meeting laws.

In response to Chair Rabasa, Ms. O'Rourke said she would be willing to discuss the items.

Items 15 and 16 were changed to be discussed.

17. The board agrees to engage in dialog in which everyone feels safe, welcomed and encouraged to express their point of view and share their ideas. All other board members listen with an open mind and heart with the intention of understanding what the speaker is communicating.

The group decided to return to this item.

18. The Board declares that there is no such thing as racism against people who present and identify as white.

The group decided to return to this item.

19. If a Board member raises a point of personal privilege because they believe another Board member is mistreating them or acting inappropriately, the chair has to address that issue before continuing the discussion.

After discussion, the group struck this item.

Chair Rabasa welcomed Ms. Hasija Kauffman to the meeting and reviewed what had been done already. She said that Ms. Hasija Kauffman should review the items and add her vote, which might change the status of items that were green or orange.

After taking a brief break, the board resumed discussion.

Ms. Hsu said that she was concerned that only one vote was needed to veto an item. The item in question was Item 10: Acknowledging the harm that has occurred and working toward repair (with mediation).

Chair Rabasa clarified that she had chosen the parameter to veto an item because if one person did not agree to an item to the extent that they wanted it struck from the agreements, it would not be effective in the long run.

There was further discussion about item 10. Ms. Hsu said that she had a sense that harm had been done to certain board members which had been left unresolved and generated hard feelings. Vice Chair Lafer wondered whether equity training might lead to resolution of some of the ongoing issues. He was concerned that Item 10 was too aspirational and could be misunderstood. Ms. Hasija Kauffman had observed regular harm done by comments from Board members. She wondered how mediation would be implemented and who would be the mediator. Ms. Hsu added that in order to move toward equity, biases and power dynamics would need to be addressed. There were neutral professional mediators who could address the conflict.

Ms. O'Rourke said she would not participate in mediation to work through racism. She said that it did not work and was traumatizing. She did not believe in the trope that the board was broken and believed that a lot of work had been done. It was not her job to process someone else's racism with them.

After further discussion, Ms. Hsu encouraged the board to return to the discussion at a future date. She did not believe repair was possible without further discussion.

Chair Rabasa summarized that she did not want to ask others in the district to take on the work of exploring equity if the board was not willing to do it themselves. She added that the board would return to the item later. Chair Rabasa suggested that the board discuss two more items and then move on to the Board Goals.

Ms. Hasija Kauffman said she had no concerns with the items that had already been approved. She continued that she would like to have some respect for time and to determine whether a maximum time could be allotted to meetings. Chair Rabasa suggested discussing Items 2, 12, and 13, which all pertained to meetings.

Ms. O'Rourke said that in the prior year she had suggested a maximum time for board meetings after which the Board would have to vote to continue the meeting. She also agreed with the intent of Item 13, but did not think that all parts of it were realistic.

Vice Chair Lafer agreed with a time limit. He added that he had written item 13. He suggested that if the board read the packet when they received it, they could save time during the meetings. Mr. Lafer added that asking questions ahead of time would help staff to prepare their responses.

Ms. Newman said that she thought some of the items under discussion might already be in the working agreements.

Ms. Hasija Kauffman wondered which staff presentations were for the board and which were for the benefit of the public.

Chair Rabasa said she considered the three items were linked. Much time was misused because of lack of preparation. She also wanted to be aware how long each agenda item took.

Vice Chair Lafer suggested, and Ms. O'Rourke agreed, that prerecorded presentations could be sent along with the board packet. Superintendent Dey and Mr. Hess supported the idea.

Chair Rabasa summarized the items that had been approved by all board members. There was additional discussion about incorporating all the items that referred to the use of time at board meetings, and also about board members feeling safe during board meetings both physically and emotionally.

The board agreed to move to the next agenda topic and return to the discussion about meeting agreements at a future date.

2. Set Board Goals for 2022-23

Chair Rabasa introduced the discussion by summarizing how the goals that were shown on the screen had been organized. There were four groups ranked according to their importance to each board member. Ms. Rabasa added that there was some overlap, but no goal sent by a board member had been eliminated.

Ms. Newman asked whether unfinished goals from the prior year, such as the North Region development plan, would be included for the current year. Chair Rabasa acknowledged the question and added that goals required by law, such as the superintendent's evaluation and passing a budget, would not be included on the list, but she wondered to the group what was the answer to Ms. Newman's question.

Ms. O'Rourke wanted to hear whether Leadership was already working on any goals which might be removed from the board's list.

After a break, Chair Rabasa commented that all the board goals fell under four categories—engagement, equity, innovation, and wellness and belonging, and many of them overlapped many categories.

Chair Rabasa suggested that Mr. Hess be allowed to organize the goals and removing duplication. Then, after Superintendent Dey had a chance to determine which goals were being addressed and which might not be possible to address, the Board would have a chance to review and prioritize the revised list at a work session in October.

Chair Rabasa continued that three of the categories: wellness and belonging, equity, and engagement aligned with Superintendent Dey's "three rocks" and could lead to collaborative work.

Ms. O'Rourke felt like her voice was being removed. She thought that the board would have a chance to discuss their individual goals. She was concerned that someone with no understanding of her needs would be editing her work.

Ms. Hsu agreed that there were areas with overlap. Ms. Hsu was willing to collaborate with staff and understood her goals might be revised. She did not think that discussion would end because of the process that Ms. Rabasa suggested.

Ms. Hasija Kauffman agreed that some of the goals were broad and could be edited, but she would want some discussion and input beforehand.

Ms. Hays said that it was important to hear what was possible to accomplish, but that would come at the end of the of the process.

Vice Chair Lafer agreed with Ms. Hasija Kauffman's request to spend some time reviewing each item before they were edited. He also wanted to get input from Superintendent Dey regarding what was realistic, but it was ultimately the board's decision what would be the goals for the future.

Ms. Newman agreed that she felt some loss of voice. She was still not clear what the board was trying to accomplish.

After further discussion, Chair Rabasa presented each goal and gave the author an opportunity to share their intent.

The first goal to be discussed was: *Parent engagement and involvement. Focus on ways to meaningfully engage parents in the education of their students. This must include resources, supports and opportunities for parent engagement and learning.*

Ms. Newman said that she had written the goal because she wanted the district to have consistent policies and procedures for parent engagement. This would increase engagement, student voice and educational outcome.

In response to Ms. O'Rourke, Ms. Newman agreed that equitable engagement was a missing ingredient in student success. Chair Rabasa suggested using a word other than "parent".

Vice Chair Lafer would be interested to encourage parent engagement and involvement on certain issues such as special education. He felt the broad brush approach was not always successful. Ms. Newman said her intent was to develop ways to increase a parent's engagement and support for their own children at home, not the necessarily engagement with the community.

Ms. Hasija Kauffman hoped that parents would be offered different meaningful ways to be involved. She had a similar goal: *Finding ways for parental involvement and thought leadership that do not involve running for school board or serving on PTA.*

Ms. Newman believed that some parents did not know how to prepare their home for having school children. She hoped to help students and their families be more successful.

Ms. Hsu said that there were reasons why some parents who might have much to say did not get the opportunity to do so. She had written the goal: *Create opportunities for student voice.*

Ms. Hasija Kauffman was concerned that teachers might be asked to do some of the work regarding the goals discussed.

The second goal to be discussed was: *Increase clarity and transparency of communication from the board and district to the community.*

Ms. Hays said that she felt that her goal was clearly written and important. There was no further input.

Chair Rabasa presented another goal: *Review and confirm equity goals to really think through what is working – especially in light of last year's climate survey.*

Ms. Hasija Kauffman said that she had not been shocked by the poor results of the prior year's school climate survey and wanted to lessen the gap between those who felt positive about school and those who did not.

Ms. O'Rourke added that the goal on school climate change was in alignment with her goal of reviewing expulsions, which read: *Every child living in poverty and is part of a protected group must be evaluated by the Board or a board committee before that will be allowed.* She said that she wanted to write policies to address some of the inequities in the district.

Vice Chair Lafer agreed that the use of expulsions was inequitable nationwide and that more education needed to occur regarding the expulsion process and the ways to appeal an expulsion.

Ms. Hasija Kauffman considered expulsions to be one part of the equity plan.

Ms. Newman liked the idea of determining whether the district had the correct programs in order to address inequities. It would be important to know that time and money was spent in the right direction.

It was agreed that Chair Rabasa would make a link between the two goals that had been raised.

There was additional discussion about the high rate of expulsions among ethnic groups and protected classes. Ms. O'Rourke commented that to expel a child was to give up on that child and to renege on a contract to educate him or her. She added that many students who had been expelled or suspended became part of the homeless population. Ms. Hsu commented that the problem of disproportionate discipline existed among all types: expulsions; suspensions; referrals; even office visits.

Mr. Lafer wondered whether the Board would be able to identify some goals to agree upon by the end of the afternoon. He said that it might be possible to create task groups to work on some of the issues.

Chair Rabasa answered that the prior year's process had left some board members feeling left out. She was open to the consensus of the group.

Vice Chair Lafer suggested a mid-year check-in.

Ms. Hasija Kauffman had been expecting to complete the priority sorting exercise and then begin the action step process, but did not expect to finish the work that evening.

Ms. O'Rourke felt left out of the decision-making process. She wanted to come to an agreement on priorities.

Ms. Hays appreciated hearing from each Board member regarding the goals that were important to them. She wanted to continue the listening session.

After a short break, the group continued to the next goal: *Improve outcomes for students with disabilities*. Ms. Hays hoped that staff would provide action items that could support her goal as written. She acknowledged that her goal might be added to others that were similar.

Ms. Newman offered that her goal was similar: *Effective inclusion; Learning for All-a measurable increase in the number of students on IEPs who are effectively included in the general education classes and curriculum*. Ms. Newman wanted to see more students in inclusive settings, which hopefully would lead to increased outcomes and a sense of belonging.

Chair Rabasa added she wanted to support the goal with the resources necessary.

Ms. O'Rourke said her goal of revamping special education aligned with Ms. Newman's goal. Ms. O'Rourke hoped to hire an outside evaluator to determine how the department could be restructured to be less separate from the rest of education.

The next goal was: *Clear grasp of equity*. Ms. Hsu did not need to expand on her goal, but opined that using the equity lens sometimes shut down questioning and discussion, which she hoped would not occur in the future.

Chair Rabasa said that she had also written a goal about equity: *Effectively centering equity, with measurable outcomes (as determined through metrics defined using the equity lens)*. Ms. Rabasa hoped to think and innovate towards positive and fruitful experiences in schools.

Ms. O'Rourke commented on the next goal for which she was the author: *Removal of OSBA: By paying them, we are supporting the crony system of oppression. We should be using our board policies and making non-bias interpretations of those policies*. Ms. O'Rourke said that OSBA supported racist and white supremacist actions against her. She wished to have them defunded. Ms. O'Rourke gave more details on negative behavior towards her. She did not consider the work of OSBA helpful.

Ms. Hsu understood that OSBA had not been helpful in responding to Ms. O'Rourke's concerns. She wanted to learn more about what the repercussions of defunding them might be.

Mr. Lafer recognized that what Ms. O'Rourke was saying was true and disagreed on some of OSBA's legislative positions. He added that OSBA did provide policy updates which were of benefit as long as the district did not have inhouse legal counsel. Ms. O'Rourke responded that she did not have to have her goal approved, but would want to educate the Board about the issues of institutional racism and inequities.

The next goal to be discussed was: *Regional Career and Technical Education (CTE) high school plan (with LaneESD, Springfield, and Bethel)*. Ms. O'Rourke wanted to create regional high schools with other districts to support CTE programs, which would provide jobs, successful futures for students, and support for educators.

Mr. Lafer said that he hoped to create a daily schedule that would allow students to access CTE classes that were not at their local school. Chair Rabasa responded that Superintendent Dey and his team were looking into the issue. Ms. Rabasa added that the new President of Lane Community College was excited to discuss the topic of a CTE regional high school as well.

3. Selecting Working Agreements for general board work for 2022-23

This item was tabled for a future meeting. Chair Rabasa hoped to find another block of time to continue the work that had begun that day.

Chair Rabasa asked if there were any final comments. Ms. Hasija Kauffman thanked Chair Rabasa and Vice Chair Lafer and the staff for the work they did to organize the retreat.

Ms. O'Rourke said that trust between her and others had been broken. She was concerned that staff and persons she did not know well would be editing her written goals. She would try to work with the process.

Ms. Hays appreciated the conversation the Board had that evening as they examined each Board member's goals. She felt positive that the goals would have a good impact on the community. She thanked her fellow board members for their in-depth sharing on their thought process.

Ms. Newman thanked the Chair and Vice-Chair and senior staff. She also appreciated hearing each Board member's thinking on how they determined what was important to them.

Superintendent Dey said it had been helpful to him to hear each Board member's goals and agreements. He hoped to make recommendations to the Board on how to make their goals a reality and understood that the goals would be challenging.

Mr. Hess appreciated the depth of conversation and engagement and was looking forward to getting work done on the Board's priorities.

II. **ADJOURN**

Chair Rabasa adjourned the retreat at 8:00 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting
 October 19, 2022

Title
 Approve Routine Personnel Actions

Presenter
 Karen Hardin, Director of Human Resources
 Dr. Andy Dey, Superintendent

Recommended Action
 The superintendent recommends that the board of directors:

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

Name	Title	Location	FTE
Karen Apgar	Education Administrator	Student Services Department	1.0
Collina Beard	Chief Administrative Officer	Superintendent's Office	1.0

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

Name	Title	Location	FTE
Joshua Daniels	Language Arts	HS Extended Day Program	0.5
Britta Ellis	Advanced Math	South Eugene HS	1.0
Larry Hampton	Language Arts	HS Extended Day Program	0.5
Grace Larkin	Classroom Teacher	McCornack Elementary	1.0
Cielle Lucas	Nurse	Student Services Department	1.0
Kathleen Mitchell	Teacher on Special Assignment –	Instruction Department	1.0

	District Testing Coordinator & Equity Data Analyst		
Christi Nicholson	Teacher on Special Assignment	BEST Program/ Instruction Department	1.0
Jenifer Pleus	Physical Education	Gilham Elementary	0.4
Emily Pompan	School Psychologist Intern	Student Services Department	0.5
Olivia Smith	Classroom Teacher	McCornack Elementary	1.0
Kyle Strickland	Health & Physical Education	Churchill HS	1.0
Barbara Stroh	Special Education	Yujin Gakuen Elementary	0.5
Kari Wanner-Brown	Special Education	Spring Creek Elementary	1.0

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

Name	Title	Location	Reason	Effective Date
Jennifer Barwood	Nurse	Student Services Department	Resignation	09/09/2022
Laura Dale	Counselor	Eugene Online Academy	Retirement	01/01/2023
Sarah Krueger	Classroom Teacher	Edgewood Elementary	Retirement	01/01/2023 <i>(working through June 2023)</i>
Michael Voss	Counselor	Sheldon HS	Retirement	10/01/2022 <i>(working through June 2023)</i>



ITEM FOR INFORMATION

Date of Meeting

October 19, 2022

Title

Report on Student Enrollment as of October 1, 2022

Presenter

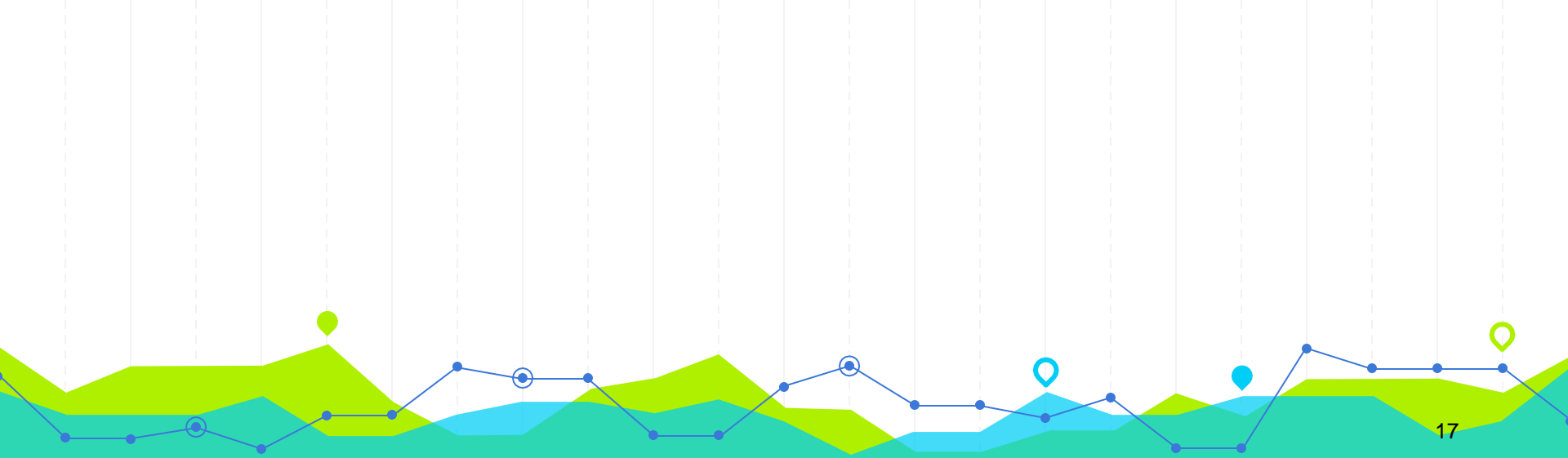
Oscar Loureiro, Director of Research and Planning

Background

Student enrollment on October 1st is used in Oregon to track district and school enrollment annually and it is the most important factor in the allocation of the State School Fund among districts.

In 2022, the October 1st student enrollment in 4J remained stable after two years of very significant decline, with a 0.2% drop compared to 10/1/2021. The enrollment in Eugene Online Academy, the district online program, dropped by 73%, from 950 students on 10/1/2021 to 256 on 10/1/2022, while the number of 4J students being homeschooled dropped 28%, from 1056 in 2021-22 to 763 on 10/1/2022.

This report will detail the changes in student enrollment this year and summarize the long-term trends in student enrollment and the effects of the pandemic on those trends.



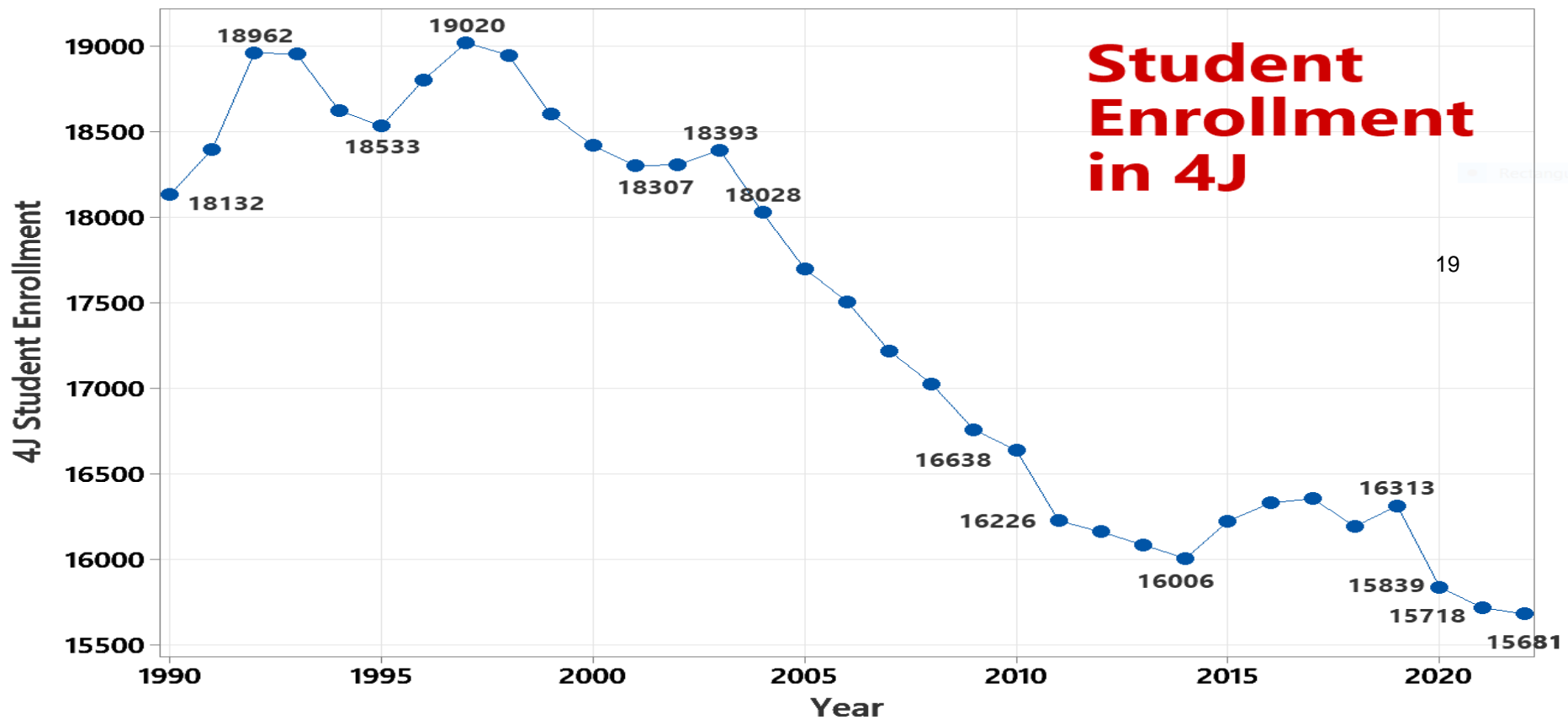
Student Enrollment in 4J as of 10/1/2022

Student Enrollment on 10/1/2022

● 15,681 students, 37 fewer than in 2021 (0.2% drop)

LEVEL	STUDENT HEAD COUNT AS OF 10/1/2022														ENROLL. 10/1/2021	DIFF. WITH 10/1/2021	PROJ.	DIFF. WITH PROJECTED	
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL					
ELEMENTARY SCHOOLS	1024	1114	1159	1240	1091	1133									6761	6742	19	6901	(140)
MIDDLE SCHOOLS							1188	1169	1227						3584	3622	(38)	3575	9
HIGH SCHOOLS										1392	1321	1343	1280	5336	5354	(18)	5529	(193)	
TOTAL	1024	1114	1159	1240	1091	1133	1188	1169	1227	1392	1321	1343	1280	15681	15718	(37)	16005	(324)	

Lowest Enrollment since the Early 1960s



Enrollment during the Pandemic, by Grade

GRADE	2022	2021	2020	2019	CHANGE IN 2022	CHANGE FROM 2019 TO 2021
KG	1024	1038	996	1270	19	(529)
G1	1114	1107	1209	1181		
G2	1159	1221	1103	1194		
G3	1240	1090	1148	1202		
G4	1091	1129	1150	1175		
G5	1133	1157	1139	1249	(38)	(193)
G6	1188	1133	1222	1278		
G7	1169	1214	1256	1308		
G8	1227	1275	1277	1229		
G9	1392	1364	1334	1342		
G10	1321	1362	1308	1314	(18)	127
G11	1343	1304	1298	1334		
G12	1280	1324	1399	1237		
TOTAL	15681	15718	15839	16313	(37)	(595)

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Enrollment during the Pandemic, by Cohort

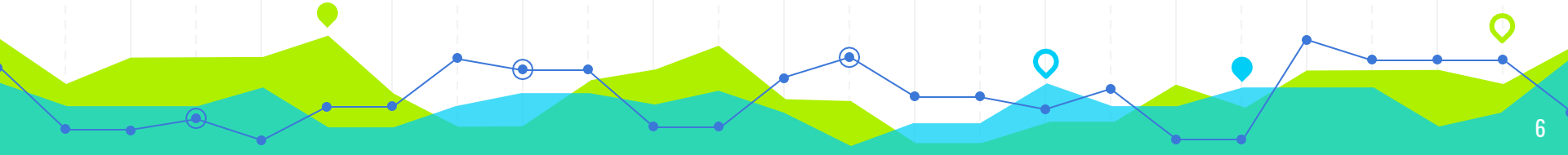
GRADE IN 22-23	CLASS OF	2022	2021	2020	2019	DIFF. 2022 VS 2019
KG	2035	1024				
G1	2034	1114	1038			
G2	2033	1159	1107	996		
G3	2032	1240	1221	1209	1270	(30)
G4	2031	1091	1090	1103	1181	(90)
G5	2030	1133	1129	1148	1194	(61)
G6	2029	1188	1157	1150	1202	(14)
G7	2028	1169	1133	1139	1175	(6)
G8	2027	1227	1214	1222	1249	(22)
G9	2026	1392	1275	1256	1278	114
G10	2025	1321	1364	1277	1308	13
G11	2024	1343	1362	1334	1229	114
G12	2023	1280	1304	1308	1342	(62)

21

Fewer Students in Eugene Online Academy

Enrollment in Eugene Online Academy, our KG-G12 online program decreased by 74% from 10/1/2021 to 10/1/2022

YEAR	EOA Enrollment
2022	256
2021	950
2020	835
2019 (only G6-G12)	95
2018 (only G6-G12)	16

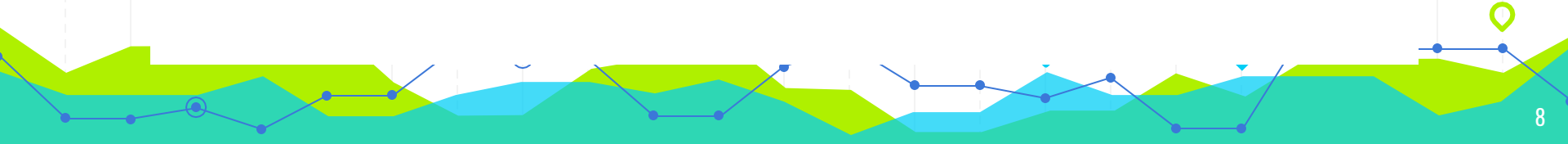


Significant Drop in the Number of Homeschooled Students

More than half of the increase in the number of 4J students being homeschooled has been reversed as of 10/1/2022

DATE	NUMBER OF HOMESCHOOLED STUDENTS (G1-G12)	CHANGE
10/4/2022	763	DROP OF 293 STUDENTS IN 2022-23
4/5/2022	1056	
10/1/2021	996	INCREASE OF 573 STUDENTS DURING THE PANDEMIC
6/1/2021	859	
3/1/2021	810	
11/1/2020	734	
10/1/2020	664	
9/1/2020	540	
2/1/2020	483	

Question?





ITEM FOR INFORMATION

Date of Meeting

October 19, 2022

Title

Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2021–22 Assurances

Prepared By

Rob Hess, Chief of Staff

Description

Annually, superintendents are required to report the district's compliance in the previous year to the Standards for Public Elementary and Secondary Schools from Oregon Administrative Rules Chapter 581, Division 22.

School districts must share their Division 22 report to the school board in a public meeting and post the report to the district's website by November 1, 2022. Districts must submit the report to the Oregon Department of Education by November 15, 2022.

A few of the Division 22 requirements for public schools have been waived for the 2021–22 school year, due to the emergency conditions caused by the pandemic, but most Division 22 requirements remain in place. The district is in compliance with most items.

Staff will share a report on the district's Division 22 assurances including a description of how the district plans to be in compliance with the few areas where it is currently out of compliance with Division 22 standards.



Division 22 Standards Assurances for the 2021-22 School Year

October 19, 2022

Rob Hess

Chief of Staff

26

Overview

27

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
Ch. Div. Rule Title
- The standards that the Oregon legislature²⁸ 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 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.



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

30

Snapshot: Division 22 Rules

Required Instructional Time

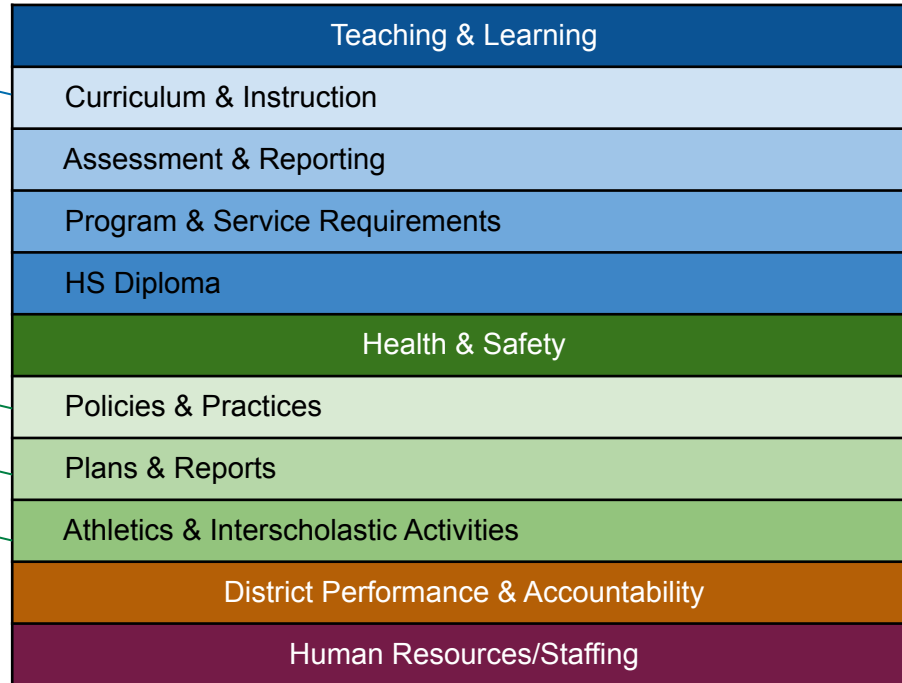
Human Sexuality Education

Comprehensive School
Counseling

Every Student Belongs

Suicide Prevention Plan

Safety of School Sports-
Concussions



Administration of State
Assessments

Identification of TAG
Students

Credit Options

Complaint Procedures

Fingerprinting based
background checks

Teacher Training Related
to Dyslexia

31

Reporting on the 2021-22 School Year

32

Changes to the Division 22 Standards for 2021-22

Waivers:

- [581-022-2115\(4\) Assessment of Essential Skills:](#)
Graduation Requirements
 - Note: Local Performance Assessment remains in effect
- [581-022-2130 Kindergarten Assessment](#)

Addition: Operational Plans

School districts and public charter schools must periodically submit to the Department a plan for operation during the 2021-22 school year. The plan must be submitted on a timeline to be determined by the Department and on a form provided by the Department. This addition is set out in [OAR 581-022-0106: State Standards for the 2021-22 School Year](#).



Three Steps in the Division 22 Assurances Process

- School district superintendents report to their local School Board the district's compliance with all Division 22 Standards for the 2021-22 school year by November 1, 2022.
- School districts post the Community Report on Compliance with Public School Standards to their websites by November 1, 2022.
- School districts complete and submit the annual Division 22 Standards Assurances Form to ODE by November 15, 2022.



District Report on Division 22 Standards: In Compliance

[581-022-2055 Career Education](#)

K-12 Career Education as part of Comprehensive School Counseling.

[581-022-2060 Comprehensive School Counseling](#)

Comprehensive district and school counseling program at each school based on Oregon's Framework for Comprehensive School Counseling Programs to support the academic, career, social-emotional and community involvement development of every student. Education and career plan and profile for all students in grades 7-12, that builds upon itself each year. Annual review of the district and each schools' comprehensive counseling program. Districts operating remote or online programs and serving students in a remote instructional model must ensure full access to comprehensive counseling services. 35

[581-022-2320 Required Instructional Time](#)

Requirements for instructional time in grades K-12: Grade 12 — 966 hours; Grades 9–11 — 990 hours; and Grades K–8 — 900 hours.

Requirements must also be met for students being served in a remote and online instructional model. See [Remote & Online Learning Policy FAQ](#).

[581-022-2340 Media Programs](#)

Provides guidelines for a cohesive K-12 media program, including expectations around facilities and materials, staffing, program development, instructional goals, and program maintenance.

In regards to staffing, at minimum, a district/school must employ a classified employee to oversee and maintain the media program. If a certificated media specialist is not employed by the district, the district may consult with Jennifer Maurer, the School Library Consultant at the State Library of Oregon, and should either consult with the local ESD, or a local public librarian to assist with program development, implementation, and maintenance.

District Report on Division 22 Standards: In Compliance

**581-022-2500 Programs and Services for TAG Students

Written plan required. Must include

1. Identification process
2. Services
3. Statement of district philosophy
4. Statement of district goals
5. Description of nature of services to meet goals.
6. Evaluation plan

Student plans must address level and rate of learning.

36

581-022-2350 Independent Adoptions of Instructional Materials

Requirements for conducting an independent adoption of instructional materials.

581-022-2355 Instructional Materials Adoption

Districts must follow the adoption cycle established by the State Board of Education and provide free and appropriate instructional materials that meet the NIMAS guidelines.

581-022-2100 Administration of State Assessments

Definitions and policies related to Test Administration.

581-022-2110 Exception of Students with Disabilities from State Assessments

Applies to students with disabilities with an IEP or a Section 504 plan.

States that a public entity cannot exempt a student from state testing, unless the parent has made a request for exemption.

District Report on Division 22 Standards: In Compliance

[581-022-2270 Individual Student Assessment, Recordkeeping and Reporting](#)

Includes requirements for proficiency-based instruction and assessment, grading systems, and annual reports on student progress.

[581-022-2445 Universal Screenings for Risk Factors of Dyslexia](#)

School districts must universally screen for risk factors of dyslexia in kindergarten, and for students entering Oregon schools for the first time in first grade, using a screening test that is on the [Department's approved list](#). Districts may select a tool not on the approved list through a petition process outlined in the rule.

37

[581-022-2315 Special Education for Children with Disabilities](#)

Mandates a district provide an educational program to serve eligible students with disabilities in accordance with all applicable OARs.

**[581-022-2325 Identification of Academically Talented and Intellectually Gifted Students](#)

Guidelines for TAG identification.

[581-022-2330 Rights of Parents of TAG Students](#)

Parent right to notification at time of identification regarding services and programs offered, opportunity to provide input on their child's plan.

Parents may opt their student out at any time.

[581-022-2505 Alternative Education Programs](#)

Policies and procedures relative to alternative education programs.

District Report on Division 22 Standards: In Compliance

[581-022-2005 Veterans Diploma](#)

Basic information regarding the requirement to offer Veterans Diploma.

[581-022-2010 Modified Diploma](#)

All requirements for the Modified Diploma.

[581-022-2015 Extended Diploma](#)

All requirements for the Extended Diploma.

[581-022-2020 Alternative Certificate](#)

All requirements for the Alternative Certificate.

[581-022-2025 Credit Options](#)

Elective or content credit may be earned based on mastery of recognized standards, competencies and skills.

[581-022-2205 Policies on Reporting of Child Abuse](#)

School Boards must adopt policies on Child Abuse Reporting. Outlines all requirements that the policy must include.

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

Policies/practices that govern district health, including: school nurses services, prevention of communicable disease, availability of health rooms/space, vision and hearing screenings, health records, staff CPR training requirements, medically fragile student services, medication administration, and medical emergency response for each building.

District Report on Division 22 Standards: In Compliance

[581-022-2310 Equal Education Opportunities](#)

Policies regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying,

[581-022-2312 Every Student Belongs](#)

Requires adoption of a policy that (among other things) prohibits the use or display of hate symbols, establishes procedures for addressing bias incidents. Districts that sponsor public charter schools are also assuring their charter schools have adopted the appropriate policy.

39

[581-022-2345 Auxiliary Services](#)

Compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials services.

[581-022-2223 Healthy and Safe Schools Plan](#)

Regulations for establishing and updating HASS Plans, annual statements/final test results re:lead in water tested as per ODE schedule set forth in HASS plan.

[581-022-2225 Emergency Plans and Safety Programs](#)

Requirements for Emergency and Safety Plan, which includes staff and student safety training. Procedure for Accident Reports. Required drills for fire, earthquake, lockdown,lockout, shelter in place, evacuation.

District Report on Division 22 Standards: In Compliance

[581-022-2230 Asbestos Management Plans](#)

Asbestos Management Plan requirements. Training requirement for custodial and maintenance staff- OSHA.

[581-022-2267 Annual Report on Restraint and Seclusion](#)

Definitions and guidance on requirements for annual report completed via the ODE Restraint and Seclusion Incidents Data Collection and the ODE Seclusion Rooms Data Collection.

[581-022-2510 Suicide Prevention Plan](#)

Requires adoption of a policy on suicide prevention for students, particularly focused on LGBTQ2SIA+ (lesbian, gay, bisexual, transgender/non-binary, queer/questioning, two-spirit, intersex, asexual, and the myriad other ways to describe sexual and gender identities) youth, foster youth, youth with disabilities, BIPOC (Black, Indigenous, and People of Color) and tribal communities/members/students as well as historically and currently underserved youth, in kindergarten through grade 12. Includes requirements of the plan.

[581-022-2210 Anabolic Steroids and Performance Enhancing Substances](#)

Includes training requirements for coaches and athletic directors and utilization of evidence-based programs, e.g. ATLAS and ATHENA.

[581-022-2215 Safety of School Sports – Concussions](#)

Definitions and policies for athletic participation, including training requirements..

40

District Report on Division 22 Standards: In Compliance

[581-022-2250 District Improvement Plan](#)

Definitions and guidelines for requirements for district CIP.

Must be done once every 4 years, unless there are substantial changes, which are defined in the Standard.

Community input and evaluation of the plan are critical components.

[581-022-2255 School and District Performance Report Criteria](#)

Definitions and required components of state, district and school report cards, based on identified performance standards.

State Superintendent must make available to the public and media by 12/15. School districts must make a copy of the state provided district and school to parent(s) or guardian(s) by 1/15. They may be mailed, sent electronically, or posted on the school or district website. 41

[581-022-2260- Records and Reports](#)

Requirements for filing state records and reports; maintaining student records and policy for Student Activity Funds.

[581-022-2300 Standardization](#)

Outlines methods of verifying compliance with Division 22 standards.

[581-022-2305 District Assurances of Compliance with Public School Standards](#)

Requirements for annual Division 22 Standards assurances process: make report to board in September or October, report to ODE by November 15, must use ODE provided form for report to community, post report on district website and provide ODE with link to precise location.

[581-022-2370 Complaint Procedures](#)

Each district must have a written complaint policy, describing the process.

District Report on Division 22 Standards: In Compliance

[581-022-2335 Daily Class Size](#)

Must maintain class sizes that promote effective practices consistent with expected outcomes.

[581-022-2400 Personnel](#)

All teachers, specialists and administrators employed must be licensed

[581-022-2405 Personnel Policies](#)

District must adopt personnel policies that include:

Affirmative action, staff development, Equal Employment Opportunity, Evaluation Procedures, Employee Communication System, release of information in employee file for anyone convicted of a crime under ORS 342.143. Includes requirements for bonded employees.

[581-022-2410 Teacher and Administrator Evaluation and Support](#)

Districts must establish local evaluation systems aligned to the requirements in the [Oregon Framework for Teacher and Principal Evaluation and Support](#).

[581-022-2415 Core Teaching Standards](#)

Core teaching standards must be used to evaluate teachers. InTASC standards defined.

1. The Learner and Learning.
2. Content
3. Instructional Practice
4. Professional Responsibility

District Report on Division 22 Standards: In Compliance

[581-022-2420 Educational Leadership - Administrator Standards](#)

Administrators must be evaluated on adopted leadership standards.

1. Visionary Leadership
2. Instructional Improvement
3. Effective Management
4. Inclusive Practice
5. Ethical Leadership
6. Socio-political context

43

[581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses](#)

Compliance with OAR 581-021-0510

District Report on Division 22 Standards: Not in Compliance.

[581-022-2030 District Curriculum](#): Secondary content subject areas are along a continuum of compliance. As we adopt new materials we will meet this expectation. We are currently adopting/implementing social studies, in adoption process for language arts, Health and about to start the Math adoption.

[581-022-2045- Prevention Education in Drugs and Alcohol](#): We've completed a plan for K-5 including the adoption of new district wide materials. The secondary health adoption will be completed this year to complete the K-12 curriculum and plan. 44

[581-022-2050 Human Sexuality Education](#): We've completed a plan for K-5 including the adoption of new district wide materials. The secondary health adoption will be completed this year to complete the K-12 curriculum and plan.

*[581-022-2263 Physical Education Requirements](#): Students in grades K-5 receive 60 minutes of physical education instruction each week. We do not have the facilities or staffing necessary to ensure that students can receive 150 minutes in a week.

[581-022-2360 Postponement of Purchase \(Curriculum\)](#): Will link forms that we are out of cycle/compliance.

[581-022-2440 Teacher Training Related to Dyslexia](#): Each elementary school has at least one teacher that has received training in dyslexia or is currently receiving training this year in dyslexia, through LETRS, we will comply with this statute by the end of the 22-23 school year.

Looking Ahead: Compliance for the 2022-23 SY

45

New/Revised Rules & Requirements

OAR 581-022-2263 Physical Education Requirements

Instructional time requirements for middle school increased to 225 (or 180 for a 4 day week)

OAR 581-022-0107 Operational Plans for the 2022-23 School Year

School districts and public charter schools must periodically submit to the Department a plan ⁴⁶ for operation during the 2022-23 school year. The plan must be submitted on a form and on a timeline to be determined by the Department.

581-022-2308 Agreements Entered Into with Voluntary Organizations

Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.

New/Revised Rules & Requirements

OAR 581-022-2500 Programs and Services for TAG Students

Districts shall post current TAG plan on the district website and have it available on request. Districts shall update ODE annually with district TAG contact information. Parents and students have the right to discuss the TAG plan. Updated TAG plans are due to ODE by May 1, 2023.

OAR 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students

Person who is responsible for identification must be trained.



Looking Ahead: Compliance for the 2022-23 SY

Include this slide to update the Board on any recent changes in policy or practice that may take the district out of compliance with any of the Division 22 Standards during the current school year (2022-23).



Eugene School District 4J

Report on Compliance with Public School Standards

2021-22 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.

49

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 2021-22 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 2023-24 school year.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	Out of compliance	Grades K-5 in compliance. Secondary World Language is in Compliance Secondary content subject areas are along a continuum of compliance.	This District is currently adopting/implementing social studies, and is in adoption process for Language Arts, Health and is about to start Math adoption. As the District adopts new materials this expectation will be met.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045- Prevention Education in Drugs and Alcohol	Implementing approved corrective action	The district has policies in place and students receive instruction in the effects of tobacco, alcohol, and drugs. The district provides health education including drug and alcohol prevention education in grade 9, and is working to consistently implement the required one lesson per year in upper high school grades.	The district is working toward compliance. The district has completed a plan for grades K-5 including the adoption of new district-wide materials. The secondary health adoption will be completed this year to complete the K-12 curriculum and plan.
581-022-2050 Human Sexuality Education	Implementing approved corrective action	Students receive instruction in human sexuality education at all school levels. Secondary grades use the “Our Whole Lives” supplemental curriculum. Professional development and instructional materials have been provided for grade 5. Professional development and materials for grades K—4 are in development.	The district completed a plan for grades K-5 including the adoption of new district wide materials. The secondary health adoption will be completed this year to complete the K-12 plan.
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	Out of compliance	Elementary schools were in compliance when weekly PE	The district will continue to work toward compliance with the physical education mandate.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		minutes requirements were waived in 2020–21.	
581-022-2263 Physical Education Requirements *Middle Grades	Out of compliance	Middle schools have been out of compliance, with 7 of 8 of the district middle schools providing PE to students for one trimester rather than over the full year.	The district will continue to work toward compliance with the physical education mandate over time as resource allocations allow.
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	Out of compliance	The district is out of compliance with Board policy IIA and Administrative Rule IIA-AR	Board Policy IIA and Administrative Rule IIA–AR will need to be reviewed to align with the current school board preference.

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2130 Kindergarten Assessment	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

52

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	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

53

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	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
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

54

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.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0106(4) State Standards for the 2021-22 School Year: Operational Plans (COVID-19 Management Plan)	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

55

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	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

56

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	Waived	For the 22-23 School Year, these collections are suspended from July 1, 2022 through June 30, 2023	Not applicable
581-022-2300 Standardization	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
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

57

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
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	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
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	Out of compliance	Each elementary school has at least one teacher that has received training in dyslexia or is currently receiving training this year in dyslexia, through LETRS, to comply with this statute	The district is working toward compliance. Funding has been earmarked in 2022-23 for completion of dyslexia training.

58



ITEM FOR ACTION (Second Read)

Date of Meeting

October 10, 2022

Title

Approve the Budget Committee Selection Process

Presenter

Rob Hess, Chief of Staff

Description

By statute, each school district in Oregon has a budget committee composed of the school board and an equal number of district residents appointed by the board.

The role of the district's budget committee is to hear the budget message, review the proposed budget, listen to comments from community members, then declare the tax rates and approve the budget totals to forward to the school board for adoption.

The volunteer budget committee examines the annual budget proposal to ensure that the district is planning to spend money in furtherance of district goals. The committee reviews the proposed district budget, hears comments from community members, asks questions, and then approves the budget for the school board to consider for adoption.

By Oregon law, to be eligible to serve on the budget committee, applicants must not be district employees (ORS 294.414(4)), must be registered voters (ORS 294.414(2)), and must live within the boundaries of Eugene School District 4J (ORS 294.414(2)). Applicants do not need to be parents of students or have any other association with 4J schools. By law, committee members may not receive any compensation for their services (ORS 294.414(3)).

The board must appoint community members to fill the two openings on the budget committee: Two full three-year terms (ORS 294.414(5). Members with expired terms may reapply.

Senate Bill 732 Relating to educational equity advisory committees requires that a member of the educational equity committee also be included on the budget committee.

In addition to the requirements prescribed by ORS 294.305 to 294.565, a school district must include at least one member of the educational equity advisory committee of the school district on the budget committee.

Notwithstanding ORS 328.542, as amended by section 5 of this 2021 Act, a budget committee is not required to include a member of the educational equity advisory committee of the school district until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

There are two openings on the 4J budget committee that must be filled by appointment of the school board. The two are positions with full three-year terms that run through June 30, 2025—the terms of former budget committee members Juan Carlos Valle and Dakota Boulette expired on June 30, 2022.

The board's established process to fill budget committee openings has been to have the district solicit applications from community members interested in serving on the committee; invite applicants to speak briefly at a school board meeting or be interviewed by the board in a work session; indicate initial preferences via an online response form that is part of the public record; and then take action to select and appoint committee members at a following board meeting. The board has previously discussed possible adjustments to the solicitation, screening and selection process for future appointments.

22-23 Budget Member Selection Process Proposal

One candidate from the Equity Committee will be recommended to serve on the Budget Committee. This candidate will need to be voted on with 4 affirmative votes during a regularly scheduled meeting.

The other candidate will be selected through the following proposed process:

An electronic application is posted and the opening is communicated to the public from November 1 to November 15. The application will include candidate responses (no more than 200 words per response) to the following three questions:

- *The Eugene 4J School District values diversity, equity, and inclusion. What role do you understand diversity, equity, and inclusion playing on the budget committee?*
- *How would you solicit and share diversity community perspectives to the committee, and communicate information back about the budget back to those communities?*
- *How does a district's budget reflect its values and priorities?*

Board members will receive each applicants' responses and application via email on Monday, November 21st. Board members will read through the applications and rank the top 5 with a #1 to #5 ranking provided there are at least 10 applications. If there are less than 10 applications, board members will rank their top 3. These rankings will be shared at the board meeting on December 7th. Each board member will share their top ranked candidates along with how they came to that decision.

After each board member shares their rankings, board members will have an opportunity to adjust their rankings and submit a final ranking. Once submitted, the rankings will be tallied by the chief of staff. The top 4 candidates will be determined and invited to a work session on December 14 to share with the board the reason why they applied to be on the committee and participate in a 10 minute interview with the board. Any ties for the 4th position will be determined by a second round of voting if necessary by removing the top candidates.

Final Selection Process: Two Options

After the interviews, during the regularly scheduled meeting, board members can nominate any of the four candidates for selection to the Budget Committee. A nomination will need a second to be considered and discussed, and then that nomination must receive 4 votes to be appointed to the committee. The first candidate to receive 4 votes will be on the budget committee.

An alternative process will be for each board member to rank the 4 interviews with a #1 to #4 ranking and share their ranking without discussion. The candidate with the highest ranking would be nominated for selection. A tie would be decided by another round of voting after removing the two candidates with the fewest votes. The top ranked candidate would then need to be voted on with 4 affirmative votes during the meeting.

Proposed Budget Meeting Dates for 2022–23 School Year *(the budget committee meeting dates are scheduled for review and possible approval by the budget committee at their first meeting).*

Monday, December 12 at 6:00 p.m. – Orientation/Planning
Monday, January 30 at 6:00-8:00 p.m.
Monday, February 27 at 6:00-8:00 p.m.
Monday, March 20 at 6:00-8:00 p.m.
Monday, April 17 at 6:00-8:00 p.m.
Monday, May 15 at 6:00-8:00 p.m.
Monday, May 29 at 6:00-8:00 p.m. - if needed



ITEM FOR ACTION

Date

October 19, 2022

Title

Consider For Approval Board Statement Supporting Measure 114

Presenter

Judy Newman, Board Member

Background

As the Legislative Committee of the Board, board members Keerti Hasija Kauffman and Judy Newman drafted a board statement of support for Measure 114.

The request is to review the board statement and take action on October 19 since time before the election where voters vote on this measure is short.



Support for Measure 114 on the November 2022 Ballot

The health and safety of our students and staff is the highest priority for Eugene School District 4J. The Eugene School District 4J Board of Directors publicly stated our commitment to this priority in a resolution passed unanimously in 2019. Below are paraphrased statements from the resolution that communicate why we support the passage of Measure 114 which aims to at save lives and reduce gun violence in Oregon. (The full resolution can be found on the Eugene 4J website:

Eugene School District 4J Board of Directors supports the right of students and staff to attend schools that are safe and free from violence and harassment, especially life-threatening forms of violence. We acknowledge that exposure to trauma can adversely affect a child's ability to learn and their health for the rest of their life.

*The Eugene School District 4J Board of Directors thinks that the most effective approach to creating safe school environments is a comprehensive, coordinated effort including school wide, district wide and community wide strategies **supplemented with legislation, resources and support at the state and federal legislation level.***

Eugene School District 4J will continue to work with a broad spectrum of local community stakeholders, local law enforcement, mental health professionals, parents, students, teachers and staff to take any threats of violence seriously and to develop, implement and monitor policies and programs that foster and support a positive school climate, free from harassment and violence. And the Eugene School District 4J will maintain a zero tolerance policy for possession of guns on any and all school campuses to the maximum extent permissible under state and federal law;

*The Eugene School District 4J **urges the State of Oregon and the United States Congress to implement common sense measures that prioritize student safety and environments in which all students have the opportunities to learn, grow and thrive.***

Measure 114 is a “common sense” approach to preventing gun violence and reducing the number of suicides, homicides and injuries that involve firearms. It accomplishes this through requiring safety training for gun owners; improved background checks and gun licensing permits (including an improved database that assists tracking lost and stolen guns, and guns used in crimes); and banning the future manufacture, sale, transfer and possession of large capacity magazines- over 10 rounds.

The Eugene 4J School Board strongly endorses Measure 114 because it is one step Oregonians can take that will help keep our students and staff safe in school, at home and in our community.

DRAFT



Support for Measure 114 on the November 2022 Ballot

The following Eugene 4J School Board members strongly endorse Measure 114 because it is one step Oregonians can take that will help keep our students and staff safe in school, at home and in our community: *Keerti Hasija-Kauffman, Alicia Hayes, Gordon Lafer, Judy Newman, Maya Rabasa.*

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ITEM FOR ACTION (Second Read)

Date of Meeting

October 19, 2022

Title

Consider for approval Board Resolution 2023-07 School Emergency Response Plan

Presenter

Andy Dey, Superintendent

Background

The School Violence Prevention Program (SVPP) Grant was awarded to Eugene School District 4J in October 2019 and the funding was made available in 2020. As part of the grant, the SVPP funds have been focused in three areas: 1) gathering baseline data on security improvement needs, prioritizing those needs, and monitoring progress; 2) implementing an accessible, efficient system for managing visitor and volunteer access to schools; and 3) developing an all-hazards emergency operations plan.

The district is in the process of implementing an all-hazards Emergency Operations Plan (EOP) for all school sites and facilities. The objectives of the plan are to:

- 1) protect the safety and welfare of students, employees, and staff,
- 2) provide a safe and coordinated response to emergencies,
- 3) protect the district's facilities and property, and
- 4) enable the School to restore normal conditions with minimal confusion in the shortest time possible.

Recommendation

The superintendent recommends that the board approve Resolution 2023-07 School Emergency Response Plan



RESOLUTION # 2023-07

School Emergency Response Plan

WHEREAS, The Eugene School District 4J has implemented a School Emergency Response Plan for all school sites and facilities. The objectives of the plan are to: 1) protect the safety and welfare of students, employees, and staff, 2) provide a safe and coordinated response to emergencies, 3) protect the district's facilities and property, and 4) enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Response Plan, the Eugene School District 4J supports planning, training, and exercising the plan at the school site level.

WHEREAS, The Eugene School District 4J participates with all responding agencies within the State of Oregon and in the National Incident Management System (NIMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Eugene School District 4J does hereby support the School Emergency Response Plan.

READ AND ADOPTED THIS _____ DAY OF _____ BY THE GOVERNING BOARD OF THE EUGENE SCHOOL DISTRICT 4J.

District Clerk

Board Chair



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

October 19, 2022

Title

Equity Facilitation Work

Presenter:

Rob Hess, Chief of Staff

Description

Staff worked with board leadership to determine the scope of work included in the Equity Facilitation. An RFQ was created and shared.

Potential Equity Trainers were sent the following information regarding the scope of work along with a request for their resume, vita, and description of previous experience.

Overall Priority: *Engage in Deep Equity Work with coaching support*

- *1 on 1 meetings with each board member and cabinet members to determine district needs and priorities around equity*
- *Understand the context of where we are and where we have been*
 - *Reviewing documents we have created*
 - *Policy*
 - *Equity lens*
 - *Reviewing minutes and recordings of past board meetings*
- *Observe our monthly District Equity Meetings and understand the needs and priorities of that group*
- *Provide equity coaching for Board and Cabinet members*
- *Provide equity training to the board and cabinet and district based on board goals and recommendations.*

We are collecting responses to this RFQ through this Monday, October 24th.

This district is proposing that the following criteria be used to assess the proposals that are submitted to select the top three trainers to invite to interview with the full board:

1. **Experience:** (50 points). This includes - but is not limited to - lived experience, reference checking, work accomplished in this field, resume, and vita review.
2. **Skills and Knowledge:** (30 points). This includes - but is not limited to - examples of knowledge and skills in the equity field along with the ability to train, mediate, resolve conflict, and connect with diverse people and mindsets.

3. **Availability and Access** (10 points). The ability to work with many different people with busy schedules and limited time.
4. **Cost** (10 points). Value of services and clear costs in terms of time.

The district would like to propose the following options for the board to consider to assist with the selection of an Equity Trainer for the school board and key district leaders. In all options, all board members will have electronic access to the proposals that are submitted.

Option A: Appoint two board members and two members of the Equity Committee to work with the chief of staff to narrow the submitted proposals to the top three and invite those three trainers to interview with the board in a work session. During the public meeting, board members will rank the finalists with confidential balloting and submit those votes to the Chief of Staff. A #1 ranking will be worth 5 points, #2 will be worth 3 points, and #3 worth 1 point. The trainer with the most points will be nominated to be our trainer and must be confirmed with 4 votes.

Option B: All board members independently rank all of the proposals submitted prior to a board meeting and at a public meeting share their rankings and select the top three trainers to interview with the board in a work session. During the public meeting, board members will rank the finalists with confidential balloting and submit those votes to the Chief of Staff. A #1 ranking will be worth 5 points, #2 will be worth 3 points, and #3 worth 1 point. The trainer with the most points will be nominated to be our trainer and must be confirmed with 4 votes.

Option C: Appoint two board members and two members of the Equity Committee to work with the chief of staff to narrow the submitted proposals to the top three and invite those three trainers to interview with the selection team. The selection team will then bring the top candidate to a board meeting where their selection must be confirmed with four votes