

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, March 1, 2023

NOTICE: The Regular Board Meeting at 7:00 p.m. will be open to the public to attend in person, via Zoom, live broadcast on KRVM 1280-AM and 98.7 FM, on 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 in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

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

6:00 PM

Executive Session followed by Regular Meeting at 7:00 p.m.

- I. **6:00-6:30 p.m. Executive Session:** The board will convene in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f), ORS 192.660 (2) (h)
Agenda Item Type: Action Item
Description: Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

- 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. Comments by Board Chair
- VII. Receive Reports from High School Student Representatives
- VIII. Items Raised by the Audience
- IX. Comments by Employee Groups
- X. Comments and Committee Reports by Individual Board Members
- XI. Consent Group - Items for Action
 - 1. Approve Minutes from February 1, 2023 Regular Board Meeting 3
 - 2. Approve Outdoor School 18
 - 3. Approve Personnel Action 20
- XII. Items for Information
 - 1. Legislative Board Subcommittee standing Item for Information during the current session 35
Judy Newman provided this written update due to the agenda being shortened at the March 1, 2023 board meeting
 - 2. Integrated Guidance Part II: Well Rounded Education & Strengthened Systems & Capacity 37
- XIII. Items for Action

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XVI.	Adjourn	

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

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

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

Date: February 1, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:00 p.m. and a regular board meeting at 7:00 p.m. 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 January 26, 2023.

ROLL CALL

BOARD MEMBERS:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Judy Newman
Laural O'Rourke

STAFF:

Andy Dey, Superintendent
Brooke Wagner, Assistant Superintendent for Instruction
Rob Hess, Chief of Staff
Melissa Ibarra, Director of Elementary Education
Greg Borgerding, Director of High School Education
Jenna McCulley, Director of Communications
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Oscar Loureiro, Director of Research and Planning
Cydney Vanderkar, Assistant Superintendent for Administrative Services
Matt Brown, Director of Finance
Collina Beard, Chief Administrative Services Officer
Debbie McKim, Executive Assistant and Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Emily Shaver, Churchill High School
Chazifer Mills, Sheldon High School
Parker Anderson, North Eugene High School
Jazmin Darmadi, South Eugene High School

EMPLOYEE ASSOCIATIONS:

none

MEDIA:

KRVM, The Register-Guard

I. EXECUTIVE SESSION

The board convened in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2) (f).

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

Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:00 p.m. All Board members were present in-person or via video conference. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. AGENDA REVIEW

Chair Rabasa asked whether there were any changes to the agenda.

Ms. Newman asked to add an information item about three actions related to the Board's legislative priorities.

Vice Chair Lafer asked to add an item for action regarding the executive session earlier in the evening.

Ms. Newman also asked that the item for future action regarding the Lane ESD Service Contract be moved prior to the Consent Agenda.

Ms. O'Rourke asked to add Board Goals to the agenda as an item for information.

Ms. O'Rourke also asked to add a discussion on policy regarding ethical Board communication.

Superintendent Dey asked to remove the OSBA memorandum from the consent agenda. He said it would be placed in the consent agenda on February 15.

Vice Chair Lafer returned to the issue of communication. Chair Rabasa asked for a motion to add the item to the agenda. Ms. O'Rourke said that none of the other agenda changes had been voted on or received unanimous consent. Chair Rabasa asked whether the Board members objected to any of the other agenda items which she listed one-by-one. Ms. O'Rourke objected to the item for action regarding the executive session. Mr. Lafer made a motion to add it to the agenda and Ms. Hsu seconded the motion. Ms. O'Rourke said that the Board needed more time to discuss the issue brought forward in the executive session.

Ms. Hsu said that the Board needed to make a decision regarding the executive session. Chair Rabasa added that the Board had ample time to discuss concerns during the executive session.

At this point, students who were to be honored later in the meeting left. Chair Rabasa took the meeting into a recess.

The students and their coaches returned to the meeting to be honored at the request of Chair Rabasa and Superintendent Dey. Superintendent Dey shared that the women were the first Volleyball state championship team in school history. He said that they were an inspiration to all district athletes, and he was very proud of them and their accomplishment.

Coach Martine Wodke introduced the team. She shared that the training season began early in the school year and the students were driven and dedicated. The team had an average GPA of 3.8 and many students were in International High School, International Baccalaureate and dual-language immersion classes and were also multi-sport athletes. Coach Wodke said that the team often discussed their goals and relied on each other for support especially during the state championships where competition was strong and support for the northern Oregon teams was loud. She said that many Oregon teams gave Sheldon High School support during the final game and filled their side of the support section. The team's win was the first volleyball state title since Churchill High School in 1974.

Coach Wodke shared some of the individual titles of the team and the colleges and universities that the seniors would be attending in the fall. The teammates were Emma Brown, Beaux Bruegman, Elle Bruegman, Gweneth Fife, Gabriella Harms, Alyssa Lewey, Alessia Libassi, Jordan McKibben, Raegyn Miller, Gracee Robertson, Jaidyn Sprouse, Teiyana Tuioti and Kaitlyn Wood.

Chair Rabasa thanked the students for returning to the meeting so that they could be honored. She congratulated them on their accomplishment.

Chair Rabasa then returned to business and asked the Board to vote on calling the question to add an item for action regarding the complaint discussed during executive session. **The motion passed 5:2 with Chair Rabasa, Vice Chair Lafer, Ms. Hsu, Ms. Newman and Ms. Hasija-Kauffman in favor and Ms. Hays and Ms. O'Rourke against.**

Once the question had been approved, Chair Rabasa asked the Board to vote to add an item for action regarding the complaint discussed during executive session. **The motion to add passed 6:1 with Chair Rabasa, Vice Chair Lafer, Ms. Hsu, Ms. Newman, Ms. Hays and Ms. Hasija-Kauffman in favor and Ms. O'Rourke against.**

Chair Rabasa asked the board whether there was any objection to add Board Goals as an item for information. Mr. Lafer objected. Ms. O'Rourke made a motion to add three Board Goals for the Board to work on. Ms. Newman seconded the motion.

Vice Chair Lafer said that he understood there would be a work session on goals in the future and hoped to have more time at that meeting to fully discuss the goals.

Ms. O'Rourke said that the Board had spent many hours discussing Board Goals and she wanted to present her ideas and have a discussion.

Chair Rabasa asked for a vote. **The motion passed 4:3 with Ms. Newman, Ms. O'Rourke, Ms. Hays and Ms. Hasija-Kauffman voting yes and Chair Rabasa, Vice Chair Lafer and Ms. Hsu against.**

Chair Rabasa asked Ms. O'Rourke to make a motion regarding communication. Ms. O'Rourke asked to have a discussion regarding board policy regarding acceptable communication between Board members. Ms. Newman asked to amend the motion to be an item for action at a future meeting with a date certain. She was in favor of the conversation but wanted to be better prepared. Ms. O'Rourke felt like her voice was being blocked. Ms. Hays seconded the original motion.

Vice Chair Lafer said that he considered the issue a legal one, and wanted to confer with counsel regarding what records were necessary before having a discussion. Ms. Hays said she seconded the motion because she wanted to have a discussion in which the Board would learn what was allowed in terms of communication. She brought up the use of an app called Signal.

Ms. O'Rourke said that she was being characterized as an attacking Black woman. She wanted to ensure the Board was behaving appropriately and added that the Board made policy and needed to follow it.

Ms. Hsu and Ms. Hasija-Kauffman believed that an attorney should be present to answer questions and if there were Board members who were not following policy, wanted to discuss that as well.

Chair Rabasa supported having the conversation when there was proper guidance available.

Superintendent Dey said that legal review would be a part of any policy development. Vice Chair Lafer agreed that the discussion should occur at a future time when legal counsel was available.

Ms. Hays said the purpose of a conversation at the current meeting would be to form a plan for a future date.

Chair Rabasa called for the question. **The motion did not pass 3:4 with Ms. Hays, Ms. O'Rourke and Ms. Newman voting for and Chair Rabasa, Vice Chair Lafer, Ms. Hsu and Ms. Hasija-Kauffman voting against.**

Chair Rabasa asked if any Board members objected to removing the OSEA item from the consent agenda. There were none.

There was a brief discussion regarding moving item XIV.1 regarding the Lane Education Service District service plan.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey shared that in the week past he had been mapping out some of the work required throughout the remainder of the year to set up the district for success.

The Board and Budget Committee had met for the first of several conversations about how they would budget and allocate resources to best serve students. Staff continued to engage in conversation regarding the transition to a new high school schedule designed to provide more support to students on their respective pathways to graduation; were evaluating next year's academic calendar; and were in initial conversations around staffing allocations for the coming fiscal year.

Superintendent Dey continued that each of the topics alone was complex and solicited a variety of opinions about how to best address the challenges the district faced. District leaders – district directors, cabinet leaders, equity managers, and association partners – would focus on supporting a quality decision-making process centering on established and shared values rather than on individual advocacy or convenience. The group acknowledged that decisions might not always be the most popular but would be those they felt were best and reflected the district's goals and values.

Dr. Dey shared that he and other staff would be scheduling budget roadshow meetings to share how Oregon school districts were funded and how resources were allocated. He hoped that the meetings would provide clarity as to how budgets were built and would allow staff to share what they believed would make access and advancement possible for the district's most underserved students.

Later in the meeting, information would be shared about the fiscal impact of maintaining or removing the existing North Eugene High School building once students and staff occupied the new building. Dr. Dey acknowledged the unfinished work to support the Kelly Middle School and Yujin Gakuen Elementary School communities in terms of a finalized plan for their future locations. He stressed that the needs of those school communities had not been forgotten: staff had recently met with representatives of both buildings to discuss space allocation needs, fixture and furnishing requests as well as renovation and new construction plans. Dr. Dey said that he would update the Board and community on progress.

Dr. Dey referred to a recent article in the Register-Guard that featured the work of Future Build students who were pilot members of the Center for Applied Learning Program that drew from high schools across the district to blend inter-disciplinary learning together with practical hands-on application. He added that he would share more detail about the progress of the program at future Board meetings.

Superintendent Dey ended his comments by thanking the members of the Sheldon High School Women's Volleyball State Championship Team and their coaches for staying at the meeting to be congratulated for their efforts and for their win.

VI. BOARD RECOGNITION OF STUDENT ACHIEVEMENT

1. State Championship for Sheldon Girls Volleyball Team

Presenters: Coach Martine Wodke, Coach Allix Baker, Superintendent Andy Dey
The recognition of student achievement occurred earlier in the meeting.

VII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Chaz Mills, student representative from Sheldon High School, reported that the school's ASB would be giving a presentation about mental health resources available at the school. Black Student Union would be kicking off Black History Month events with the help of other student body groups. The senior class had a career fair with representatives from local businesses. Chaz added that the school was also planning counselor appreciation events throughout the week to thank the counseling staff and the Sources of Strength program would be sharing coping strategies for mid-term stress. International High School would be providing tutoring during mid-terms.

Jazmin Darmadi, student representative from South Eugene High School, reported that over six hundred students had attended the winter formal. Jazmin shared that there was wide-spread concern over the new schedule. IB students would receive less classroom time before the exam dates. Jazmin acknowledged that not all students took IB and AP classes, but generally the semester schedule would have fifty-hours less instruction during the school year and zero periods would go away. This raised concern because many students took choir, orchestra and other extra-curricular classes. The semester schedule might put more strain on students because of more homework due more often. Some students might feel pressure to take more AP classes which would make the semester schedule more mentally and physically draining.

Parker Anderson, student representative from North Eugene High School, said that the conversations regarding mental health that had occurred during COVID may have lessened, but the stress was still there. Parker wanted the available programs to be talked about more and mentioned that the posters hung in the hallways only showed a QR code with little information. Students who needed help wanted access to information that was more private. Parker continued that there was a lot of drug use during the day in the bathrooms. No noticeable action had been taken to prevent the issue. Parker also shared concern about lack of clarity regarding the new building: teachers were not sure what their teaching spaces would look like. More clarity would help to ease frustration. Finally, the winter formal had been postponed to a spring fling which would be beach themed. The affinity groups would be holding a Valentine's Day dance, prom planning was underway, and the theater troupe would be performing that Saturday.

Emily Shaver, student representative from Churchill High School, wished everyone a happy Black History Month and happy girls' and women's sports day. The school had held their MLK, Jr. assembly which Emily enjoyed. The free clothing closet would be distributing winter coats. There would be a winter formal dance and spirit week and the choir program would be giving out singing valentines. ASB Leadership would be hosting a dress swap in advance of the formal dance. Emily agreed that schools needed to advertise mental health resources better, and added her concerns to the new high school schedule. Emily said that zero period was important especially for students who were busy in the afternoon with sports. The theater group would soon be hosting auditions for their spring musical "Seussical," and the Black Student Union would be having Black Excellence Week. Seniors were finishing scholarships applications and their final projects.

Chair Rabasa thanked the students for their insightful presentations.

VIII. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Craig Gibbons asked the Board to save North Eugene High School for the sake of the River Road/Santa Clara community. He had watched Eugene buildings be demolished instead of being modernized and reused. Mr. Gibbons said that the building was a gem and the construction was a memorial to the traditional timber-based economy and for the people who built Eugene. Mr. Gibbons pointed out the interior spaces that could be put to good use and he reimagined it as a community center. He hoped the Board would find a middle ground on some of the issues and would not rush to a decision.

IX. COMMENTS BY EMPLOYEE GROUPS

Chair Rabasa said that there were no employee groups present at the meeting that evening.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hsu had attended an introductory library advisory group. The group was tasked with reviewing the pilot library program which was at Howard, Bertha Holt and Cesar Chavez Elementary Schools. The group was also exploring the role of teacher librarians which included a five-and-a-half page job description. Ms. Hsu had attended her first North Region meeting. There was a lot to discuss and brainstorm and she hoped to arrive at thoughtful solutions.

Ms. Hasija Kauffman added her comments to the success of the legislative breakfast which had been in early January. She added her congratulations to the student athletes and commented on the visible love and support they had for each other. Ms. Hasija Kauffman had been thinking a lot about the concept of resilience as a means of something to achieve regardless of the toll it took on a person's mental health and support. She was hoping to take a deeper look at how the legislature could prioritize mental health. Ms. Hasija Kauffman also mentioned a comment that Ms. O'Rourke had made at the breakfast with regard to Career and Technical Education and the foundational skills students needed that were not taught in four-year college programs. She said that those skills started at the earliest level. Ms. Hasija Kauffman ended her comments with her support for a petition being circulated to bring back cookies and chocolate milk to schools.

Ms. Newman reminded the Board of the civil rights trip she had taken earlier that year. She described her memories of the memorial to those who had been lynched. She said it was an overwhelming and powerful experience. Ms. Newman also described a national program to allow communities to tell of those who had been lynched, such as in Coos Bay, the only Oregon town to participate. Ms. Newman shared her outrage at the murder of yet another black person. She asked to stop reliving an unforgivable past and hoped to make a commitment to work together to stop the violence and create a just present and future.

Vice Chair Lafer also honored the death of Tyree Nichols and hoped to redouble local efforts to anti-racist education. Mr. Lafer continued by lauding the new construction education program and hoped that the district would combine those new skills with other education in policy and design. He said that the new high school schedule would have a large impact in a student's opportunities to be involved in programs that were not homed at the neighborhood school. Mr. Lafer also mentioned the issue of challenges to curriculum or books and was glad to know that the district had created administrative regulations to assist librarians when faced with a

challenge. Vice Chair Lafer also shared that Portland Public Schools had developed policy regarding administration of medication in the event of an opioid overdose and hoped that Eugene School District would discuss a similar policy. Mr. Lafer ended his comments by sharing his thoughts about ChatGPT and other generative AI programs and their relation to standardized testing.

Ms. Hays thanked Ms. Newman for sharing her experience and vulnerability regarding anti-racism. Ms. Hays had attended the Budget Committee meeting and welcomed new committee member Eric Richardson. Ms. Hays said that the presentation showed that the district was building the budget using some reserves. She said that while this practice was okay in the immediate future, reserves might not be replenished. It would be important to find efficiencies in the present so that painful decisions would not have to be made in the future. She looked forward to the next Budget Committee meeting in March.

Ms. O'Rourke shared that she had made a racial discrimination complaint in October 2022. She had repeatedly asked for different behavior from the Board Chair and said that the racial harassment policy outlined how the complaint should have been investigated. Ms. O'Rourke added that the district's lawyer did not give accurate legal advice. Ms. O'Rourke detailed some of the activities that took place on social media. She asked for fair and equal treatment and for biased behavior to stop. Ms. O'Rourke compared the negative actions taken against her by Chair Rabasa and Vice Chair Lafer and the positive actions taken by Ms. Newman. Ms. O'Rourke said that black culture and language schools should be added to the district. Ms. O'Rourke ended with a quote by Ibram X. Kendi.

Chair Rabasa congratulated the Volleyball team and the return of the state championship after almost fifty years. Ms. Rabasa added that the team's decision to walk out of the meeting was a strong reminder that the Board should focus on students, and she hoped that the Board could recenter their priorities. Ms. Rabasa congratulated Gary Campbell and Dakota Boulette for accepting the positions of Chair and Vice Chair of the Budget Committee. Chair Rabasa said that her series "the Heart of Eugene" was proving to be informative to her and audience members. That evening's addition to the series focused on one of the Speech and Language Pathology Team, Abby Nehls-Lowe. Abby was one of five team members who helped one hundred seventy students to learn how to use the tools necessary to aid them as they developed their communication skills. Ms. Nehls-Lowe always looked creatively at universal design for learning and augmentative and alternative communication in literacy, social life and play. Ms. Rabasa read from some of the testimonies of parents whose children had been helped by Abby and the team.

Lane Education Service District Report

Chair Rabasa invited Tony Scurto and Linda Hamilton to come forward to report on the LaneESD Service Plan.

Mr. Scurto thanked the district for their collaboration with LaneESD. He referred to the Service Plan in the Board Packet and highlighted some of the services offered to the district including special education, school improvement, technology and administrative services. Mr. Scurto highlighted career and technical education which was expanding regionally through LaneESD. He said there would be more opportunities coming for Eugene School District students and county students to learn construction trades. Mr. Scurto added that the local service plan was

initiated through the requests of superintendents which were then approved by majority vote and weighted by the size of the district.

Mr. Scurto solicited questions from the Board. Ms. Newman asked which services the district used including LifeSkills. Mr. Scurto said there were fifty students in LifeSkills programs including deaf and hard of hearing students housed at the Westmoreland Campus. Students learned skills needed before moving to other programs in the district.

Chair Rabasa said that Superintendent Scurto had been very welcoming when she had questions about LaneESD programs. She thanked Ms. Hamilton and Mr. Scurto for their presentation.

XI. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Contract for Printing Services with Central Print
Presenter: Matt Brown Director of Finance
2. Approve Memorandum of Agreement with OSEA Concerning Landscaping Support from Community Vendors
Presenter: Mike Ingman, Interim Director of Human Resources
This item had been pulled from the consent agenda for action at a future meeting.

Vice Chair Lafer moved to approve the one item in the consent agenda. Ms. Hays seconded the motion. **The motion passed 7:0 with all Board members voting in the affirmative.**

XII. ITEMS FOR INFORMATION

1. Instruction Department Goals/SIA Strategies
Presenters: Cydney Vandercar, Assistant Superintendent for School Support Services and Brooke Wagner, Assistant Superintendent for Instruction.

Chair Rabasa introduced Superintendent Dey to give the report in Ms. Vandercar's and Ms. Wagner's absence.

Superintendent Dey said that the Integrated Guidance aligned with the district's three big rocks: an engaged community; advancing equity; and creating a well-rounded education.

At that evening's meeting, Dr. Dey would be sharing the strategies that staff had determined necessary to arrive at the determined outcomes. They were the safety and wellbeing for all students and staff; focusing on equitable outcomes for all with an amplified focus on the desires of underserved student communities; and meaningful engagement and timely communication. The strategies that would be employed were detailed on the slides which were included in the Board Packet.

Superintendent Dey said that there would be time for public comment on the plan at the February 15 meeting after which a budget would be developed. The Board would be asked to approve the plan on March 15.

Dr. Dey asked the Board to send clarifying questions so that staff could respond in as many ways as possible.

Ms. Newman wondered whether there might be time for a work session to have more time to understand the depth of the plan. Chair Rabasa agreed that having a separate time for public comment and a work session might help the community to understand the plan.

2. Report on Legislative Updates

Presenter: Judy Newman, member of the Legislative Priorities Committee

This item had been added during the Agenda Review.

Ms. Newman reported that the Board had been asked to write a letter of support for the Early Child Consortium for an apprenticeship program. The program would strengthen systems that support childcare through a variety of ways. Ms. Newman said that the district could help the consortium through partnerships in the CTE program and added that it aligned with the goal of supporting early learning.

In response to a request from Ms. O'Rourke for more information, Ms. Newman said she would send more information about the grant to Board members.

The next item Ms. Newman wanted to bring to the Board's attention was an opioid harm reduction omnibus bill (House Bill 2395). Ms. Newman and Ms. Hasija Kauffman would share more information at the next Board meeting. One of the sub-bills was House Bill 2883, which focused on school personnel and held them harmless against criminal liability. Ms. Newman added that the Board had already passed language in policy to allow staff to administer opioid harm reducing medication.

In response to a question from Vice Chair Lafer, Ms. Newman said that she planned to bring an item for action to a future meeting to formally support the bill.

Ms. Newman continued that the third item was regarding House Bill 2753 which would allow a school Board to provide each director a stipend of up to \$1,000 per month. The bill included other options for compensation.

Chair Rabasa added that individual Board members could testify in different ways, but the Board as a whole would respond once action has been taken in future meetings.

3. Discussion of Board Goals

Presenter: Laural O'Rourke

Ms. O'Rourke wanted to create goals for the issues that were rising to the top during Board meetings. First on the list was to focus on solutions for the North Region. Ms. O'Rourke gave reasons for her suggestion that aligned with Superintendent Dey's three big rocks.

Ms. O'Rourke's second goal was to explore whether special education services were service parents and their students. She wanted to support families who did not have the time to fight for their children's education. Ms. O'Rourke recognized that it might be a multi-year goal.

Ms. Hasija Kauffman asked whether Ms. O'Rourke's focus was to try to align budget priorities with Board goals. She recognized the need to create long-term commitments and to coordinate efforts so that priorities could be funded and have a long-term impact. Ms. Hasija Kauffman would want to have work sessions to address what was working or not so that resources could be allocated appropriately.

Mr. Lafer understood that restraint and seclusion were no longer used in the district. Vice Chair Lafer also wanted to include Ms. O'Rourke's suggestions as part of a larger conversation about goals. He would want to get answers about how the Board was able to affect change.

XIII. ITEMS FOR ACTION

1. Consider Revisions to Board Policy BDD – Board Meeting Procedures

Presenter: Rob Hess, Chief of Staff

Vice Chair Lafer moved that the Board adopt the revisions to Board Policy BDD – Board Meeting Procedures as presented in the packet. Ms. Hsu seconded the motion. Mr. Lafer added that these changes would modify procedures so that each person would speak once on any given topic, then after each person had spoken once, a second round of discussion would occur, after which discussion would end unless the Board voted to extend debate on the issue.

Ms. Newman did not think the Board needed the change to policy. She thought it was helpful to allow all Board members to speak as much as needed to reach a decision.

Ms. Hays worried that the Board was trying to stop people's voices. She did not think that the Board needed to make the amendment and instead could stop the debate using other methods in Robert's Rules of Order.

Ms. O'Rourke reminded the Chair that her job was to guide the meeting and not correct her peers. Ms. O'Rourke felt that the action was being taken to silence black Board members and make the Board weak. Ms. O'Rourke suggested that Board comments including the recognition of staff at the beginning of the meeting could be shorter.

Ms. Hsu said that everyone had a chance to speak, but some spoke more than others. She felt that voices were silenced and not everyone had an equal voice using the current rules.

Chair Rabasa said that she was negligent if she did not call attention to misuse of Robert's Rules of Order. She would continue to call attention when Board members were assuming the intentions of other members. Chair Rabasa said that the proposal would still allow continued debate if it was decided upon by the Board as a whole. The purpose of the change was to organize discussion.

Chair Rabasa clarified that the motion was to amend the form of Robert's Rules of Order currently used, not whether the Board would use Robert's Rules at all.

Ms. O'Rourke also clarified that her opinion was that the motion on the floor was undemocratic. She hoped to understand better how Robert's Rules of Order could be used and did not want to shut down voice.

Ms. Hasija Kauffman agreed that she was also struggling with the motion. She considered that the whole Board was culpable of not following the rules as they suited. She wanted to be able to hold each other accountable and make sure all voices of the Board were heard.

Ms. Hays wondered for whom the motion was an issue. She feared that it did not acknowledge that some people did not think in a way that would benefit from the change in the rules.

Chair Rabasa asked for a vote. **The motion passed 4:3 with Chair Rabasa, Vice Chair Lafer, Ms. Hsu, and Ms. Hasija Kauffman voting for and Ms. Hays, Ms. Newman and Ms. O'Rourke voting against.**

2. Resolution of Board Complaint

Presenter: Vice Chair Gordon Lafer

Vice Chair Lafer moved that the Board dismiss the complaint heard in the Executive Session earlier in the evening. The motion was seconded by Michelle Hsu.

Ms. O'Rourke commented on the hubris of the Board and their unwillingness to follow ethical procedures. She cautioned the Board to take their actions seriously and not rush. She added that might was not right.

Chair Rabasa reminded the Board not to assume intention.

Ms. Hays said that her vote that evening was based on the rules that existed at that moment. She hoped to revise some of the policies.

Ms. O'Rourke added that it had been suggested the Board have an ombudsman. She wondered where that conversation stood.

Vice Chair Lafer asked the Board to not make assumptions about people but to agree to disagree.

Ms. Hasija-Kauffman also had wondered about the idea of having a Board ombudsman.

Ms. Hsu agreed with Ms. Hays comment that the Board was limited by the rules that were in place at the moment. She had prepared well for the meeting and did not take the issue lightly.

Chair Rabasa felt confident that the Board had explored the issue thoroughly.

Chair Rabasa asked for a vote on the motion to dismiss the complaint brought forward in Executive Session. **The motion passed 6:1 with Chair Rabasa, Vice Chair Lafer, Ms. Hsu, Ms. Hays, Ms. Newman and Ms. Hasija-Kauffman voting for and Ms. O'Rourke voting against.**

XIV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Lane ESD Service Contract

Presenters: Tony Scurto, Superintendent Lane Education Service District (ESD) and Linda Hamilton, Board Chair, Lane ESD

This item had been discussed earlier in the meeting immediately after Board Comments and prior to the Consent Agenda.

2. Consider Options for Original North Eugene High School Building

Presenters: Andy Dey, Superintendent and Kyle Tucker, Chief Operating Officer

Superintendent Dey said that he had heard from many people regarding keeping the original school building or demolishing it and replacing it with green space. He said that the financial implications of a decision to retain the original building would be a loss in system

development changes (SDCs) and the ongoing maintenance of an additional building on the site as well as potential loss of green space. Superintendent Dey referred to the information in the packet.

Mr. Tucker said that the new building was eighty percent complete. Decisions regarding the original building would need to be made before the district could occupy the new building, or the district would be responsible to pay additional occupancy fees. Mr. Tucker added that significant field and green space would be lost if the old building was retained. The sooner the district made a decision, the more quickly it could move forward with creating playing fields or renovate the old building for additional use.

Ms. Hays asked how North Eugene compared in green space and playing fields to other high school campuses. Mr. Tucker said that prior to the new building construction, North had comparable green space, but the new building would occupy half of the available space. If the old building were to be demolished and returned to playing fields, North would again have comparable green space.

Ms. Newman asked for clarification on the fees that would be due if the district retained the old building. Mr. Tucker said that the district would receive SDC credits for removing the old building, but would pay fees if it was retained. Ms. Newman asked what the options were if the district retained parts of the old building that had been recently remodeled. Mr. Tucker said that engineering staff would need to do an evaluation to determine whether it would be financially feasible.

Mr. Lafer asked whether the Board could get an update about the status of collocating Kelly Middle School and Yujin Gakuen Elementary School. He remembered that there had been a discussion to move one of those programs to the old North Eugene High School building.

Ms. O'Rourke agreed with Mr. Lafer's requests. She also wanted to get an inventory of all the land owned by the district in the North region. Mr. Tucker said that there were fourteen additional acres near Madison Middle School that were not currently developed. In response to a question from Ms. O'Rourke, Mr. Tucker said he was not aware of any pieces of land near the currently Kelly campus that were large enough to accommodate a school campus. He added that the loss of field space at North Eugene would make it challenging to schedule all the teams equitably.

There was additional discussion about options to sell the building to a youth organization as well as having a continued discussion about options for the Kelly and Y.G. programs. Mr. Tucker said that if the North Eugene building was sold, the property would also no longer belong to the district at a time when land was becoming less and less available.

Ms. Hays spoke about the lack of clarity around the future of the old building at the time when the bond was issued to build the new school. Superintendent Dey said that to make a recommendation that evening would be premature as there had not been enough discussion with all the stakeholder groups.

In response to additional questions from the Board, Mr. Tucker said he had presented the information that evening so that the Board could make an informed decision.

Ms. O'Rourke hoped to hear more voices from those who lived in the region. She was aware that many people did not feel informed. Ms. Hsu added that it would be necessary to get input from different stakeholder groups and to receive information from professionals who could share the pros and cons of retaining or demolishing the building.

Chair Rabasa thanked Mr. Tucker for his presentation.

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

Chair Rabasa said that the next regular meeting would be February 15, 2023 and solicited agenda items for a future meeting.

Vice Chair Lafer asked to add a consideration of policy regarding the book challenge that would be based on the administrative regulation that had recently been released. Ms. Hsu and Chair Rabasa agreed to take the suggestion to Leadership.

Ms. Newman asked to add an item regarding the function of the Legislative Committee to be able to take action. Vice Chair Lafer and Chair Rabasa agreed to take Ms. Newman's suggestion to Leadership.

Ms. Hays asked for information regarding the complaint process. She wondered where Leadership was in the process and whether other Board members were going to be able to give input.

Superintendent Dey said that the Board had approved a new administrative regulation in a past Board meeting, but the new language did not include any procedures for resolution of a complaint by a Board member against another Board member(s). Ms. Hays asked for time in the future to improve the process. Ms. Newman, Ms. O'Rourke and Chair Rabasa agreed to add it to the Leadership agenda.

Ms. Hays also asked to consider communication amongst Board members. She wanted to learn more from staff regarding certain apps that were being used and what the ramifications were legally. Ms. Hays thanked Chair Rabasa for her clear guidance on emails and asked to receive more guidance so that all Board members could be in compliance. Ms. Newman, Ms. O'Rourke and Chair Rabasa agreed to add the item to the Leadership agenda.

Ms. O'Rourke asked to return to discussion of Board Goals to be finalized hopefully by the end of the month. Ms. Newman asked whether there would be a work session soon. Ms. Newman, Ms. Hasija Kauffman and Ms. O'Rourke gave their support for the item.

Ms. O'Rourke asked to have a discussion regarding security at Board meetings. Ms. Hays and Ms. Hasija Kauffman gave their support for the item.

Ms. Hasija Kauffman asked to add to the complaint process discussion the idea of an ombudsman. Ms. Newman, Ms. O'Rourke and Chair Rabasa gave their support for the item.

XVI. 2022-23 BOARD MEETING CALENDAR:

~~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, 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~~

XVII. ADJOURN

Chair Rabasa adjourned the regular meeting at 10:57 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)



CONSENT ITEM FOR ACTION

Date of Meeting

March 1, 2023

Title

Outdoor School

Presenters

Eric Anderson, Director of Curriculum
Brooke Wagner, Director of Instruction

Background

Since 2016, 4J has offered outdoor school to all 5th grade students for free through state grants (funded by Measure 99: Outdoor School for All). Coyote Outdoor School (of Whole Earth Nature School) is a local provider offering 3 or 4-day trip options, or online activities for students who are enrolled in Eugene Online Academy (EOA). Most of our 4J schools have chosen to use Coyote Outdoor School and Campfire Wilani. The total estimated purchase price of these contracts (combined) is \$569,182.00 due to the number of schools choosing these two options. These costs are covered by the state grant. Schools can choose from a list of state providers which offer a variety of 3 to 5 day programs. Schools can also design their own programs provided they meet certain content curriculum established by ODE and are approved by the OSU Outdoor School Extension.

Options and Alternatives

Twelve elementary schools, plus EOA, have chosen Whole Earth - Coyote Outdoor School. Five elementary schools have chosen Camp Wilani. Other options of providers selected by the remaining schools are: OMSI, Opal Creek, The Crest at Willow Wit, Northwest Outdoor Science School (NWOSS) and Canoe Island, which have all been approved by the State. This request allows for individual schools to choose options that work best for their school communities. The alternatives would be either to have the district central office make the selections, or to not offer Outdoor School opportunities, thereby forfeiting 4J's Measure 99 grant funding.

Which students, and how many, are served by this project?

For this contract with *Whole Earth-Coyote Outdoor School*, a total of 13 schools and 636 fifth graders will be served.

For the contract with *Camp Wilani*, a total of 5 schools and 359 fifth graders will be served.

Here is a breakdown of the schools and number of 5th grade students (in parentheses):

Coyote Outdoor School:

River Road (28), Coburg (25), McCornack (70), Chavez (62), Twin Oaks (37), Spring Creek (50), Gilham (100), Awbrey Park (73), Chinese Immersion (18), Family School (40), Willagillespie (78), Camas Ridge (47), Eugene Online Academy (8). *All students are 5th graders.*

Camp Wilani:

Adams (80), Buena Vista (62), Holt (90), Howard (87), Yujin Gakuen (40)

Budget/Resource Implications:

Estimated students ¹	School adults ² (1:30 ratio)	Per-student cost	Add'l school adults (estimated) ³	Add'l school adult cost	30% retainer	Estimated total cost
1002	41	\$415	19	\$1,662.50	<i>All costs combined below</i>	
40	n/a	\$150	n/a	n/a	\$127,047.75	\$423,492.50

*screenshot from COS Contract

School	Dates	# of Students	Cost per student	Cost per Adult	# of adults	Adult Cost	Deposit Amount (25%)	Total Amount Student	Total Amount Adult	Total
Camp Wilani										
Adams	6/6-6/8	80	\$225.00	\$72.00	8	\$576.00	\$6,200	\$18,000.00	\$4,608.00	\$22,608.00
Buena Vista	4/24-4/27	62	\$345.00	\$108.00	7	\$756.00	\$5,347.50	\$21,390.00	\$5,292.00	\$26,682.00
Holt	4/11-4/13	90	\$225.00	\$72.00	9	\$648.00	\$5,062.50	\$20,250.00	\$5,832.00	\$26,082.00
Howard	4/19-4/21	87	\$225.00	\$72.00	8	\$576.00	\$4,893.75	\$19,575.00	\$4,608.00	\$24,183.00
YG	5/2-5/4	40	\$310.00	\$72.00	4	\$288.00	\$3,100	\$12,400.00	\$1,152.00	\$13,552.00
		359								
								\$91,615.00		\$113,107.00

*screenshot from combined Camp Wilani Contracts

Recommendation

The Superintendent recommends the approval of \$456,075.00 for *Coyote Outdoor School* to provide outdoor school to 13 elementary schools and the approval of \$113,107.00 for *Camp Wilani* to provide outdoor school to 5 elementary schools of 4J fifth grade students during the 2022-23 school year. The total amount for approval is: \$569,182.00. These funds will be reimbursed by the state of Oregon.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

March 1, 2023

Title

Approve Personnel Action

Presenter

Karen Hardin, Director of Human Resources

Background

The board may adjourn executive session to review and discuss employee performance evaluations pursuant to ORS 192.660(2)(i) and to consider information or records that are exempt by law from public inspection pursuant to ORS 192.660(f).

Recommendation

The board will receive a copy of the resolution on personnel items as soon as they have been finalized.

The superintendent recommends that the board adopt the proposed resolution on personnel actions.

MEMO TO: Board of Directors
Eugene School District 4J

FROM: Dr. Andy Dey, Superintendent

DATE: March 1, 2023

SUBJECT: PERSONNEL ACTION

Based on the recommendation of the Assistant Superintendent for Administrative Services and accepted by the Superintendent, the Superintendent recommends the Board adopt the following Resolution regarding the future contract status for the following personnel. A separate report is provided in the case of any nonrenewals or nonextensions recommended.

RECITALS

WHEREAS, School District No. 4J, Lane County, Eugene, Oregon is a fair dismissal district as defined in ORS 342.815 and is subject to the teacher and administrator dismissal, contract renewal and nonrenewal, contract extension and nonextension procedures set forth in ORS 342.805 to 342.930,

WHEREAS, the statutory time for renewal or nonrenewal of contracts for probationary teachers and probationary administrators is by March 15 of each year,

WHEREAS, the statutory time for extension or nonextension of contracts for contract teachers is by March 15 of the first year of their two-year contracts,

WHEREAS, the statutory time for extension or nonextension of contracts for administrators is by March 15 of the second year of their contracts,

WHEREAS, the District's time for extension or nonextension of contracts for personnel employed and assigned on an annual basis is by March 15 of each year,

WHEREAS, the District's time for extension or nonextension of contracts for personnel employed pursuant to two-year contracts is by March 15 of the first year of said contracts,

WHEREAS, the District's time for renewal or nonrenewal of contracts for temporary teachers, as that term is defined in ORS 342.815 (10), and other temporary personnel hired for employment only during the 2022-23 year is by March 15,

WHEREAS, the District will renew, not renew, extend, or not extend employment contracts, as set forth in the resolutions below,

RESOLUTION

BE IT HEREBY RESOLVED, by the District School Board meeting in regular session, that the following actions are hereby taken with respect to the following teachers, administrators, and other named categories of employees:

A. ELECTION OF PROBATIONARY TEACHERS AND ADMINISTRATORS

The contracts for the following probationary teachers and probationary administrators are renewed for one year, 2023-24, and the status of said probationary teachers and administrators advanced will be as set forth below:

1. TEACHERS, Advanced to Second Year Probationary Status, Full-Time:

170304
170148
166895
164323
170010
167699
170008
170127
170011
165146
150025
160776
167217
167122
170180
170173
167302
170013
164352
170022
166848
170230
170023
170167
166444
170101
170169
170064
137301
170203
167419
167664
167621
170118
167755
167413
167282
170045
167748
167144
167638
167767

170212
165553
170103
166843
170161
170117
170044
166649
170046
166437
167732
170050
170061
170109
170207
170104
162211
170065
164608
170156
166934
167240
165336
127312
170116
170209

2. TEACHERS, Advanced to Second Year Probationary Status, Part-Time:

165941
170145
170182
167101
170217
167420
165811
167517
165164
137284
166840
166843
167104
166790

3. TEACHERS, Advanced to Third Year Probationary Status, Full-Time:

167108
167009
165958
166951

167243
167130
166952
170115
166365
167124
167137
167138
160982
166953
166763
166954
166874
166789
166955
167015
166956
163469
160945
130223
166037
166957
170012
166094
166959
162968
166988
163750
166961
166962
167012
135662
167008
166872
170100
162119
167131
167147
170037
161347
166945
163433
164546
170075
166969
170039
167129
166804
166747
165016

133710
136374
166970
166989
161593
165125
167228
166972
166973
166800
167187
167190
166991
167159
166403
166999
167189
166360
167011
170155
165957
166541
166974
166976
167157
166977
166775
167107
166978
166807
166552
164805
167000
161759
166950
170242
164978
167113
166979
165593
167109
166948
167052
166949
166276
170062
167123
164027
166134
170063

167761
166958
166981
166799
166982
167225
166855
163577
167111
163163
166929
166983
160353
170067
166458
167240
166271
170071
167188
167051
166975
167575
166984
166219
170178
167156
166985
166794

4. TEACHERS, Advanced to Third Year Probationary Status, Part-Time:

165805
166505
167208
166833
166563
167158
167239
167251
167238
164943
161006
166173
166875
163832
134478
137517
135680
166854
170070

5. ADMINISTRATORS, Advanced to Second Year Probationary Status, Full-Time:

130660
170093
170096
135201
162226
170251
134842
162234
167751

6. ADMINISTRATORS, Advanced to Third Year Probationary Status, Full-Time:

167247
160541
166937
167002
135149
135683
163565
135931
167006
166909
167001
170076

B. ADVANCEMENT OF PROBATIONARY TEACHERS TO CONTRACT STATUS:

The following third-year probationary teachers are elected as contract teachers, with the status set forth below, and their contracts extended through June 30, 2025:

1. TEACHERS, Advanced to Contract Status, Full-Time:

165574
166620
166694
132264
166023
163109
165903
165115
166707
166698
166715
165161

166100
166448
167502
165552
166706
166697
166716
166717
165952
165647
165477
166711
166504
166590
166740
166712
167216
166719
166720
166714
166598
166566
163841
166722
166188
163572
166741
166723
166440
166748
166685
166734
166743
167234
166736
166036
134097
166731
166490
165599

2. TEACHERS, Advanced to Contract Status, Part-Time:

164962
133220
134991
166733

165148

C. NONRENEWAL ACTION RELATING TO PROBATIONARY TEACHER AND ADMINISTRATOR CONTRACTS

The employment contracts for the following probationary teachers and probationary administrators shall not be renewed for the 2023-24 school year, and the employment contracts of the educators below will expire in June 2023:

166701

D. EXTENSION ACTIONS RELATING TO CONTRACT TEACHER CONTRACTS:

1. The employment contracts for all current contract teachers, unless listed below, are extended for a new two-year period, from July 1, 2023 through June 30, 2025.
2. First time nonextensions of contract teachers. The 2022-23 to 2023-24 contracts for the following contract teachers shall not be extended: None.
3. Second time nonextensions of contract teachers. A second time non-extension means that the contract teacher's employment contract will expire and the teacher will not be re-employed the following school year. The contracts for the following contract teachers shall not be extended and will expire on June 30, 2023: None

E. ADVANCEMENT OF PROBATIONARY ADMINISTRATORS TO CONTRACT STATUS:

The following probationary administrators are elected as contract administrators, with the status set forth below, for the term of July 1, 2023 - June 30, 2026:

166730
135627
136858
166702
164662

F. EXTENSION ACTIONS RELATING TO LICENSED CONTRACT ADMINISTRATORS:

1. The employment contracts for the licensed contracted administrators listed below are in effect from July 1, 2022 through June 30, 2025. No action is taken on these contracts:

160088
166202
166204
166178
162905
161135

2. The employment contracts for the licensed contracted administrators listed below, for the term in effect through June 30, 2024, shall be extended by one year, through June 30, 2025:

133224
165276
137496
163694
164186
130052
135176
133312
165771
161425
135167
133050
165911
161803
132550
131334
163188
165365
133366
133431
131030
163700
163724
162874
165272
131454
165777
135636
162894
135659
130984
162037
163549
131221
165260
163192
133372
160949

3. The contracts for the following contract administrators shall not be extended: None.

G. EXTENSION ACTIONS ON ANNUALLY ASSIGNED PERSONNEL:

The contracts for the following personnel are extended for one-year, through June 30, 2024.

1. REGISTERED NURSES:

166393
164552
166781
170406
167384
163935
166755
162240
166980
166688
132630
165319

2. ADMINISTRATORS, with Annual Assignments:

162637
170227
162892
170205
162909
164061
166120
164039

3. OTHER PERSONNEL, with Annual Assignments:

165326
160731
166751
131709
170007
160099
170009
165270
161793
167447
170102
165119
170014
164241
165253
165865
163497
133666
133188
166710
161375
136425

133732
170042
137023
162412
167007
133934
166261
170018
164742
170210
162018
134439
161377
166112
136729
133737
170112
164947
166986

H. EXTENSION ACTIONS ON PERSONNEL WITH TWO-YEAR CONTRACTS:

The employment contracts for the following Assistant Superintendents and other personnel listed below, for the term in effect through June 30, 2024, shall be extended by one year, through June 30, 2025:

170434
165886
162121
128317
130000

I. ACTION ON TEMPORARY PERSONNEL:

The following employees were hired for temporary employment only during the 2022-23 school year and will not have their contracts renewed for the 2023-24 year:

1. TEACHERS, Temporary (less than .5 FTE):

163152

2. TEACHERS, Temporary (.5 FTE to less than 1.0 FTE):

130189
164942
170310
163708
166020
161959

167764
170223
170454
166053
170388
167395
170187
167422
160881
170311
167513
135688
167371
130177
160093

3. TEACHERS, Temporary, Full-Time:

170126
170522
170218
167522
166642
170181
167733
167030
163757
167631
170243
170503
167739
166180
170551
131467
170208
170550
170335
170306
160738
135502
166012
170191
161541
167191
166627
170135
170078
167371
170583
170301

167674
167552
167388
170272
170138
167431
163411

4. ADMINISTRATORS, Temporary, Full-Time:

163707

5. OTHER PERSONNEL, Temporary:

170532

6. SCHOOL NURSES, Temporary (less than .5 FTE): None

7. SCHOOL NURSES, Temporary, (.5 FTE to less than 1.0 FTE): None

8. SCHOOL NURSES, Temporary, Full-Time: None

The Superintendent announces the resignation or retirement of the following staff members:

133962
125609
133067
165956
164887



ITEM FOR INFORMATION

Date of Meeting

March 1, 2023

Title

Provide update on any legislative items

Presenter:

Judy Newman, Board Member and Legislative Board Subcommittee Chair; Keerti Hasija Kauffman, Board Member and Legislative Board Subcommittee member

Description

The legislative Board Subcommittee has a standing Item for Information during the 2023 legislative session to keep the board apprised of legislative matters related to the 4J School District..



ITEM FOR INFORMATION

Date of Meeting

March 1, 2023

Title

Provide update on any legislative items

Presenter:

Judy Newman, Board Member and Legislative Board Subcommittee Chair; Keerti Hasija Kauffman, Board Member and Legislative Board Subcommittee member

Description

The legislative Board Subcommittee has a standing Item for Information during the 2023 legislative session to keep the board apprised of legislative matters related to the 4J School District..



ITEM FOR INFORMATION

Date of Meeting

March 1, 2023

Title

Integrated Guidance Part II: Well Rounded Education & Strengthened Systems & Capacity

Presenter

Andy Dey, Superintendent

Background Information

The district is pleased to share our ongoing progress of the Integrated Guidance Grant Narrative with the public. Today's sections address the required topics of Well-Rounded Education and Strengthening Systems & Capacity. Questions from ODE in these areas are in italics throughout the document. The final section entitled, Engaged Community, will be shared at our March 15th meeting. The district is currently collecting feedback from the public on our Integrated Guidance webpage: <https://www.4j.lane.edu/instruction/integrated-guidance/> and will continue to collect that feedback until March 15th.

Recommendation

The superintendent and/or staff will address any questions the board has regarding these sections of our IG Narrative application.

4J Integrated Guidance Application: Part II

Well Rounded Education

1. *Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).*

Elementary - Students in 4J receive instruction that includes SEL, reading, writing, math, science, social studies, health, physical education and music. These core areas are provided to all students, some of whom may receive individualized instruction or supports to access core materials. Instructional strategy development is provided for staff to enhance Universal Design of Learning, AVID - WICOR strategies, Science of Reading and SEL - care and connection.

Middle/High - The middle and high school schedules allow for math, language arts, science, social studies, PE/Health instruction plus a wide variety of elective options including but not limited to drama, art, music, technology, cooking, and AVID. Staff are trained on Universal Design for Learning strategies as well as content specific best practices.

2. *Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?*

In elementary school students receive instruction from a certified PE and Music teacher. Classroom teachers integrate drama, visual arts, dance and media arts.

In middle school and high school, students may choose to take theater, visual arts, dance, music and media arts. PE is required for all students.

3. *How do you ensure students have access to strong library programs?*

The Eugene 4j School District is committed to providing all students with access to a strong library program. That commitment starts with our District Teacher Librarian who was hired in 2020 to oversee and support our District library program. Our District Teacher Librarian oversees and provides support for our building level teacher librarians, Classified Staff and Volunteers. She provides a tiered menu of services depending on the staffing at each building. Each of the four comprehensive high schools (Churchill, North Eugene, Sheldon and South Eugene) have certified teacher librarians. In addition our board approved an Elementary Teacher Librarian five year Pilot Program to study the impact of certified teacher librarians on student learning and has staffed our 3 highest SES Elementary Schools. We have varying levels of support provided to our middle schools and elementaries, ranging

from a full time classified employee to part time volunteer(s). Our District Teacher Librarian meets with folks on a monthly basis and even teaches lessons in our schools without a certified librarian on how to access their school's library collection, our online collection, digital citizenship and even the use of educational technology.

4. *How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?*

Elementary - Students in 4J have a minimum of 30 minutes for lunch time which includes eating time and time for play. Students that require more time for eating are able to stay longer and finish meals. All students also receive an additional 15 minute recess for play time. Many of our schools offer an additional recess for our students in grades K-1 to gain additional movement.

5. *Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.*

Through educational programming like the Center for Applied Learning and Community Engagement student learning is rooted in authentic, problem based/project based learning. This experience is characterized by educational institutions collaborating with community and industry partners to integrate excellent teaching with industry standards and expertise.

Students collaborate with teacher mentors to design high quality project based learning that is authentic and meaningful. Student experiences are embedded in the real world. Project based learning emphasizes the relevance of the learning with integration into and application of real world experiences rooted in community needs. Integration of contextualized core content into project based learning addresses these complex community issues, and provides opportunity for students to apply traditional academic knowledge and skills in real world projects.

In addition to the technical and academic knowledge and skills, students learn to approach problem solving and program design through Design Thinking. This kind of thinking cycle gives students a scheme by which they can approach any type of new/novel situation and have confidence they can find a solution.

In addition to these approaches, all of our secondary schools have implemented AVID schoolwide and 11 of our elementary schools are also AVID schools. AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. Teachers trained in AVID methodologies use WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to promote critical thinking, inquiry, and cross-disciplinary content.

6. *Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.*

We maintain our curriculum adoption cycles to ensure that we are providing high quality instructional materials to each child in every school. Our adoption process is a rigorous process that includes a highly representative group of educators to review each of the approved materials and make a recommendation for piloting materials. Materials are piloted over the year prior to adoption and a final selection is made. Implementation of curriculum involves multi-year plans for professional development accompanied by classroom observations with identified “look-fors,” coaching and feedback to staff.

7. *Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.*

Eugene School District 4J engages in several practices to ensure that classroom instruction is intentional, engaging, and challenging for all students. Classroom instruction starts with the instructional core, the relationship between the teacher's knowledge and skill, student engagement in the learning, and how the curriculum facilitates this relationship.

In order to continually hone classroom instruction, we strongly encourage all schools to engage in collaborative cycles of inquiry answering the 4 questions of the professional learning community.

1. What do we want our students to know and be able to do?
2. How will we know?
3. What will we do when they don't yet know?
4. What will we do for our students that have already learned this?

This coupled with our engagement in data teams to review how all students are doing helps inform classroom instruction and additional needs in instructional interventions.

Students are the most important component of the instructional core. In order to provide an engaging and challenging curriculum to students, we need to teach them how to interact in that manner. Particular attention is paid to classroom discourse and teacher talk moves to ensure that students are able to articulate learning and the ability to agree and disagree in a manner that supports learning. Finally students must be in school to participate in these powerful learning opportunities. Our multi-tiered system of support engages families to ensure that student attendance is always improving.

Establishing MTSS teams at every school will also ensure that classroom instruction is engaging and intentional for every student. Each MTSS team will monitor

universal Tier I supports, small group Tier II supports, and individual Tier III supports to ensure that all students are improving to their full potential.

Our final lever for ensuring high quality classroom instruction is through our staff evaluation process. All employees are involved in an evaluation cycle designed to provide timely feedback, coaching, and evaluation on established standards of professional practice.

8. *How will you support, coordinate, and integrate early childhood education programs?*

Our district works with our early childhood providers in Lane County to support our early childhood education programs. This partnership includes but is not limited to Early Education Program (EEP), Head Start of Lane County, and Preschool Promise Programs at our identified sites. In addition, we work closely to coordinate efforts with Relief Nursery and other early childhood providers in our area to continue to support our future students in 4J and their families as they make the transition. This includes a coordinated approach to assisting students to transition from preschool to kindergarten. In addition, our district partners with local early childhood directors in our area by meeting with them quarterly to discuss and coordinate efforts to support families that will be transitioning to our 4J schools.

Eugene School District 4J also works closely with The Oregon Social Learning Center (OSLC) to partner during the two months before and the first two months of kindergarten to participate in Kids in Transition to School (KITS®) which is a short-term, targeted, evidence-based OSLC intervention that helps children at high risk for school difficulties to be better prepared for school both socially and academically. As a district we continue to reflect on how we can improve our practices in order to best support and integrate a more inclusive welcome for our young students in partnership with our early childhood programs.

9. *What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?*

Middle school 8th grade students engage in multiple activities that connect them to their future high schools. Each student creates a UDL personalized learning profile to share with their high school counselors and 9th grade transition coordinators. The purpose of the profile is to give students agency in communicating their learning needs, preferences and interests. High school counselors present at each middle school to share learning pathways, course offering and to help facilitate course forecasting. Student leaders share leadership opportunities and information about student clubs and affinity groups that high schools offer to ensure students are aware of avenues to make positive connections with peers and staff. Additionally, transition meetings are held between administrators, teachers, and SSD staff to highlight specific students' strengths, needs, and academic and social emotional progress.

High school 9th graders are cohorted for their first year in High School to establish positive relationships with classmates as well as develop positive connections and relationships with their teachers. The new 9th grade Humanities model is designed to provide students with common experience, learning standards, and access to intentional learnings that derive from AVID Strategies for Success, Social and Emotional Learning, Quality Decision Making, and also in having a common experience that is focused on maintaining on-track graduation status especially on their first year of high school.

10. *How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?*

Administrators, teachers, counselors, and other support staff meet in collaborative data teams to identify the academic progress of students and use a multi-tiered system of support to address students' needs. The team reviews a variety of data including, students' summative and formative assessment data, educator qualitative observations, and attendance and behavior data. Based on the team's findings, next steps for supporting student progress are determined. Practices to support students range from core instructional planning to targeted instruction in an intervention course. Title I services are available for elementary students to receive targeted small group reading instruction. Additionally, some elementary schools offer Title I services for math and reading.

When students have been identified as needing a more intensive level of support, based on data and the level of intervention support not being sufficient to make gains, the school or parent can put in for a Special Education Referral. The first steps to this referral include filling out a Referral Packet on the student and sending it to the Student Services Department where a Referral Review Team analyzes the data and concerns to determine next steps. Once a recommendation is made, the school based team would then hold an Evaluation Planning Meeting to decide on what the appropriate response to the referral is and move forward accordingly.

11. *What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?*

Aligning with research-based, best practices pertaining to TAG, 4J provides services to students served by TAG plans in the general education setting using skillful differentiation techniques and other methods of providing greater depth, complexity, challenge, and extension. Ideally, when a student has demonstrated mastery of a specific academic standard to a certain level of depth and complexity, they are provided with continued instruction that meets their needs for their level and rate of learning. Depending on the grade level and/or content area, as well as the student's assessed level and rate for that unit of study, this could look like

Cluster Grouping, Compacting Curriculum, Tiered Assignments, Independent Study Contracts, Advanced Placement courses, Dual Language certification, etc.

We have also partnered with EOS (Equal Opportunity Schools) to increase the percent of participation in AP courses with focal student groups, and we have revamped our school improvement planning process for the 23-24 so that building leaders must be intentional about identifying focal groups for improvement outcomes.

Strengthened Systems and Capacity

1. *How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?*
We have multiple strategies for recruiting and onboarding high quality leaders and for recruiting and retaining educators and leaders that represent our student focal groups. These strategies include our Grow Your Own program that partners with Pacific University and LCC. Through this partnership, we identify high quality candidates that represent our student focal groups and invite them to apply for a scholarship that provides financial support, mentoring, and employment. We have also hired several candidates of color in leadership roles by expanding our department of equity and inclusion that has grown from 1 person to over 30 in the last two years. We hope through this focused effort to support students and staff of color that outcomes for students in our focal groups will improve along with our ability to retain staff of color.

In addition to our Grow Your Own program and participation in the Lane County Pathway program, we have committed significant resources to New Teacher Mentoring by hiring 12 full release mentors that work exclusively with our new teachers and especially those teachers on emergency and restricted licenses and our educators of color. We also have invested in regular ongoing feedback and evaluation cycles for all employees to ensure that they receive the support they need to improve which includes implementing directed goals and plans of improvement when needed.

Our onboarding training program has significantly improved over the last three years for both teachers and classified staff with required training for each group prior to them reporting to their work site. These trainings are constantly being improved through feedback cycles.

2. *What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?*

Our Equity and Inclusion department in collaboration with Human Resources and Instruction reviews teacher placements and movement to ensure that all students--especially those who have been historically underserved--have a quality educator who is properly licensed. Additional supports are provided through our new teacher mentoring program and other funds so that our schools with higher levels of poverty receive additional funding, which includes our equity based funding formula that is used for all schools.

3. *How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?*

First our district is prepared to acknowledge that the use of discipline alone will not support change in student or adult behaviors. We as a district are increasing the use of restorative practices, behavior intervention training tools, and developing a discipline matrix for all of our schools to use. We have examined our discipline from current and previous years. We recognize disparities in our data that show a disproportionate trend. Our focal groups have been on the receiving end of these trends. Our discipline matrix development started last year and will be ready for use late this school year. The use of this matrix will take out some of the subjectivity to how discipline occurs and how it is assigned in our district. This work coupled with our resigned school improvement process and MTSS teams focused on equity at every school will help ensure that discipline disparities are eliminated.

4. *How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?*

Our contract includes a Professional Development Committee that is staff with district and association leaders to ensure that PD staff receive is relevant and is of high quality. Our PD calendar is built on the needs of staff through surveys (Upbeat survey this year) and other opportunities to provide feedback. The PD calendar is built around district initiatives which include: adoption implementation, PLCs, AVID, and supporting building based MTSS committees. Each school also has leadership teams of Equity and Inclusion that design just in time PD based on building needs.

5. *How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?*

Our evaluation system for teachers and leaders is designed around research based best practices for teaching and learning. Educators set learning goals, discuss those goals with their supervisor, receive ongoing feedback and coaching throughout the year and an end of cycle evaluation. Leaders are trained on how to use this process and follow occurs to ensure accountability to the system is provided. Informal coaching happens through a variety of channels as well both for teachers and our building leaders.

6. *What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?*

Every school has a MTSS team designed to provide services and support to the whole child. Those supports look different at every level, and we are in the process of building our MTSS handbook which will be in place in the fall of 2023. Our MTSS teams will guide the interventions once the needs have been identified.

Elementary - Each student participates in our universal screener (EasyCBM) assessments quarterly in reading and math. This data is examined by the school based team every 6 weeks. Students falling below the 30th percentile are provided an opportunity for academic intervention. Students receiving academic intervention also receive progress monitoring assessments to ensure that our instruction is addressing the need.

Elementary parent/teacher conferences are scheduled early in the school year. Any areas of concern are communicated to families with suggestions to provide additional support from home. Each school completes a comprehensive needs assessment and identifies student learning goals and a school improvement plan to address the needs of students in the school.

Middle- At the middle school grade level teams of teachers review attendance, behavior, and academic performance regularly and staff interventions through our MTSS process and seek to strengthen universal approaches in Tier I as needed and also design Tier II and III interventions.

Each high school has a dedicated Data Team that reviews students academic progress. The team is composed of counselors, administrators, and Regional Equity Managers. The team functions from a foundation of MTSS whereby we track students and identify their needs as either Tier 1, 2, or 3. Based on need we work with teachers at each grade level to ensure strategies for success and connection are made in the classroom at the tier 1 level. Additionally, as needs increase beyond the capacity of the classroom intervention, school based systems can support students identified as Tier 2. Lastly, students that present with the greatest concerns are provided district level support to ensure that they stay connected to school and are making progress towards on-track graduation.

Beyond supporting students through a tiered MTSS system, each high school does family outreach to make sure parents are aware of their students' on-track status. Annual Open House opportunities as well as Curriculum Nights and teacher-parent communication supports each student in their progress towards graduation.

7. *How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?*

Early childhood education to elementary -

Our district has identified an early childhood team to facilitate the transition from our early childcare providers to welcome students to our schools. Preschool age students that have an IFSP have a transition meeting in the spring to set them up for success in the fall of kindergarten. Furthermore, in the spring before kindergarten incoming students and their families are invited to come to each of our elementary schools for a kindergarten orientation event. This is a school's first opportunity to welcome our incoming kindergarten students to see the building and for staff to share a glimpse of what parents are to expect in the fall as their student transitions to kindergarten. As we prepare to start the school year, we have a kindergarten transition day identified as a day that we welcome the kindergarten cohorts to each of our campuses. This allows for our youngest of learners to experience the campus without any of the 1st-5th graders on site.

Elementary to middle school -

5th grade students have multiple points of contact with their future middle schools. Facilitated visits to elementary schools by middle school student WEB leaders and middle school staff are scheduled in the spring. During the visits, middle school students and staff share information about a day in the life of 6th grade students. They cover general information about the middle school and school culture and also introduce available courses. Students are given the opportunity to ask questions and middle school student leaders answer from the student perspective. After the elementary school visits, middle school tours are scheduled. The 5th graders visit their middle schools and observe classes in session, while meeting many of their future teachers and school staff. Additionally, each middle school hosts an informational family event to welcome families and students to their new schools. Inspiring students, communicating aspects of middle school that aligns to and/or expands student interest and creating welcoming experiences for all 5th graders are at the core of our middle school transition plans. Staff contribute to successful transitions through a series of meetings between administrators, teachers, and SSD staff to highlight specific students' strengths, needs, and academic and social emotional progress.

Middle school to high school -

Middle school 8th grade students engage in multiple activities that connect them to their future high schools. Each student creates a UDL personalized learning profile to share with their high school counselors and 9th grade transition coordinators. The purpose of the profile is to give students agency in communicating their learning needs, preferences and interests. High school counselors present at each

middle school to share learning pathways, course offering and to help facilitate course forecasting. Student leaders share leadership opportunities and information about student clubs and affinity groups that high schools offer to ensure students are aware of avenues to make positive connections with peers and staff. Additionally, transition meetings are held between administrators, teachers, and SSD staff to highlight specific students' strengths, needs, and academic and social emotional progress.

High school to post secondary education - A dedicated 9th grade counselor and 9th grade transition coordinator go to each feeder middle school to connect with incoming 9th graders and review course catalog, explain graduation requirements, how to register (forcast) for classes, and establish a connection with two key personnel that are integral to supporting 9th grade success.

High schools also offer opportunities for students and parents to connect with the high school before attending. In the Spring there is an ice-cream social where students can come and explore the school without other students on campus, do a scavenger hunt which helps them find important places on campus and connect them with essential personnel. There is a presentation to families detailing the complexity of high school and how to navigate resources and who to contact with questions. The 9th Grade Transition coordinator works with all 9th grade families as a resource for helping families with needs that they might have for their students. We also offer a 9th grade only day at the beginning of the year to foster connectivity and cohesion as a 9th grade community. This day allows 9th graders to get used to the building and their schedule without the interference of upperclassmen. Lastly, we also offer a special welcome assembly so that 9th grade students can have deeper feelings of connection to the high school experience.



ITEM FOR ACTION

Date of Meeting

March 1, 2023

Title

Approve Letter of Support for HB 2883 (2nd Read)

Presenter:

Judy Newman, Board Member and Legislative Board Subcommittee Chair; Keerti Hasija Kauffman, Board Member and Legislative Board Subcommittee member

Description

The legislative committee would like approval of a letter in support of HB 2883.



February 15, 2023

Dear Chair Noose and Members of the House Committee on Behavioral Health and health Care,

The Eugene 4J School Board strongly supports the passage of HB 2883.

The 4J School Board identified the ability to act in a crisis to save a student's life as a high priority for our district and Board and for the health and safety of our students. In June of 2022, we voted to add the drug Naloxone, an opioid antagonist, to our Medication policy JHCD_JHCDA (see below). The opioid antagonist Naloxone has been proven to be safe and can be life saving.

Additions to policy JHCD_JHCDA: Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

HB 2883 will provide explicit protection for trained district staff who administer Naloxone to a student who experienced or is experiencing an opiate overdose. This would most likely be done without parental permission, since it is done in an emergency situation to save a life. This bill adds language to existing statutes that explicitly states district staff would be immune from criminal and civil liability when acting in good faith.

We urge you to pass HB 2883.

Thank you for your time. Please do not hesitate to contact me at newman_j@4j.lane.edu for additional information or with any questions.

Sincerely,

Judy Newman
Chair of the Legislative Committee on Behalf of the Eugene 4J School Board



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

March 1, 2023

Title

Integrated Guidance List of Activities

Presenter

Andy Dey, Superintendent
Various Staff upon request

Background Information

The following list of Integrated Guidance Activities is aligned to our three priority outcomes and strategies has been developed by staff based input from a variety of stakeholders throughout the year and by assessing the effectiveness of current programs. This list of activities is currently above the budgeted amounts for these grants and will need a reduction of around 20% before a balanced budget can be presented at our March 15 meeting.

Recommendation

The superintendent is seeking additional feedback from the school board on this list of activities. Employee group stakeholders (OSEA, MAPS, and EEA) will also have an opportunity to provide feedback/comment during this presentation.

Outcome and Strategy	Proposed Activity	CSI/TSI Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	\$244,781.68	\$46,679.40	\$4,687,925.00	\$12,125,538.82	\$17,104,924.90
--	Total Budgeted Amounts (Autosum):	\$0.00	\$0.00	\$4,156,925.00	\$14,704,405.00	\$18,861,330.00
--	Unbudgeted (Autocalculate):	\$244,781.68	\$46,679.40	\$531,000.00	-\$2,578,866.18	-\$1,756,405.10
--	Indirect/Administration (2 positions - \$226,106 out of 500K)				\$226,106.00	\$226,106.00
A1	Community Engagement Activities (including BIPOC)				\$150,000.00	\$150,000.00
A1	Translation and Interpretation				\$270,000.00	\$270,000.00
A1	Equity PD for District Leadership				\$250,000.00	\$250,000.00
A1	Equity Library				\$10,000.00	\$10,000.00
A1	9th Grade Transition Coordinators (one per high school)			\$520,000.00		\$520,000.00
A1	Ninth Grade Counselors (SEHS & SHS)			\$260,000.00		\$260,000.00
A2	Community Partnerships with outside agencies (Years 2 - 4)					\$0.00
A2	Directory of Care				\$50,000.00	\$50,000.00
A2	Record Management System (HIPPA compliant)				\$50,000.00	\$50,000.00
A2	Prevention Education Resources & Library				\$30,000.00	\$30,000.00
A2	Community Engagement Activities				\$50,000.00	\$50,000.00
A2	Community Bridge Internships					\$0.00
A3	BEST (staff, supplies & community contracts)				\$800,000.00	\$800,000.00
A3	Summer Bridge			\$400,000.00		\$400,000.00
A3	Intensive Course Development			\$350,000.00		\$350,000.00
A3	High School Academic Supports (Combined)			\$130,000.00		\$130,000.00
A4	Welcome Center				\$100,000.00	\$100,000.00
A4	Mobile Food Truck (partnership with Food 4 Lane County)				\$150,000.00	\$150,000.00
						\$0.00
						\$0.00
B1	Equity Regional Managers (four total - one per region)				\$600,000.00	\$600,000.00
B1	Welcome Center Staff				\$260,096.00	
B1	School Improvement Initiatives (SCIP)				\$100,000.00	\$100,000.00
B1	Newcomers Staff (certified new-2.0 and current-2.5; classified 8 hours)				\$614,048.00	\$614,048.00
B1	Equity Initiatives District wide (including REM 20K per region)				\$200,000.00	\$200,000.00
B1	Focal Group Educational Experiences for students				\$50,000.00	\$50,000.00
B1	Affinity Group Coordinators (7 classified positions at 7 hours each)				\$398,419.00	\$398,419.00
B1	Natives Staff (1 admin, 2 MAPS)				\$490,000.00	\$490,000.00
B1	Grant Writer supporting Equity initiatives				\$30,000.00	\$30,000.00
B1	Duck Link fees			\$10,000.00		\$10,000.00
B1	AVID			\$134,000.00		\$134,000.00
B1	Equal Opportunity Schools			\$105,000.00		\$105,000.00
B1	AP/IB Test Support			\$10,000.00		\$10,000.00
B2	PD for Integrated Mental Health Team				\$30,000.00	\$30,000.00
B2	MTSS Teams and Job Embedded Coaching for Teachers				\$689,300.00	\$689,300.00
B3	New Teacher Mentors (12 total - 9.5 current and 2.5 new)				\$1,525,000.00	\$1,525,000.00
B3	Learning for All/Inclusion staff (Nurses, autism, school psychologists, 12 Total - 8.5 filled)				\$1,464,000.00	\$1,464,000.00
B3	Learning for All PD				\$50,000.00	
B3	CTE Program MOE			\$730,000.00		\$730,000.00

Outcome and Strategy	Proposed Activity	CSI/TSI Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
B4	PreK Learning TOSA				\$122,000.00	\$122,000.00
B5	CALCE Forestry & Natural Resources			\$190,000.00		\$190,000.00
B5	CALCE Future Build			\$493,000.00		\$493,000.00
B5	CALCE Creative Services			\$272,925.00		\$272,925.00
B5	CALCE Health Occupations			\$187,000.00		\$187,000.00
B5	CALCE Manufacturing			\$50,000.00		\$50,000.00
B5	CALCE Development			\$315,000.00		\$315,000.00
B6	Literacy Specialists (5 returning positions)				\$610,000.00	\$610,000.00
B6	Curriculum Administrator (K-5)				\$200,000.00	\$200,000.00
B6	Elementary Library Pilot Staff and Activities (3.0 FTE & 25K each for activities)				\$441,000.00	\$441,000.00
B6	First Grade Literacy Small Group Reading Support (100 hrs of classified)				\$813,100.00	\$813,100.00
						\$0.00
C1	Restorative Justice Trainings				\$50,000.00	\$50,000.00
C1	Equity Resources, curriculum and textbooks				\$80,000.00	\$80,000.00
C1	Affinity Groups resources				\$100,000.00	\$100,000.00
C1	WREN Partnership				\$60,000.00	\$60,000.00
C1	No Place for Hate				\$12,000.00	\$12,000.00
C2	Targeted class reduction				\$1,000,000.00	\$1,000,000.00
C2	Humanities for Ninth Grade			\$392,500.00		\$392,500.00
C3	SEL Universal Screener				\$50,000.00	\$50,000.00
C3	Care and Advocacy Team (8 total = Mental Health/Social Workers returners and new)				\$976,000.00	\$976,000.00
C3	15th Night Services			\$113,500.00		\$113,500.00
C4	Behavior Support Staff for Middle Schools (one classi. 7 hour position per school)				\$455,336.00	\$455,336.00
C4	Student Success Coordinators for Elementary (9 schools)				\$1,098,000.00	\$1,098,000.00

OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Strategies	Outcome-A	Timely Communication & Meaningful Community Engagement					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A1	Support Equity, Inclusion, and Instruction Initiatives					
	A2	Integrated Prevention and Mental Health Model					
	A3	Provide Extended Learning Opportunities					
	A4	Wrap Around supports					
	Outcome-B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	Support Equity, Inclusion, and Instruction Initiatives					
	B2	Increase MTSS Implementation and Effectiveness District-Wide					
	B3	Well Rounded Education					
	B4	Provide Extended Learning Opportunities for staff and students					
	B5	CTE - Center for Applied Learning					
	B6	Increase 3rd Grade Literacy					
	Outcome-C	Safety and well being for all students and staff					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Support Equity, Inclusion, and Instruction Initiatives					
	C2	Increase Adults in the system/Targeted Class Size Reduction					
	C3	Integrated Prevention and Mental Health Model					
C4	Support Safety, Security, and Risk Initiatives						



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

March 1, 2023

Title

Board Meeting Security Measures

Presenter

Andy Dey, Superintendent

Rob Hess, Chief of Staff

Background Information

On May 18, 2022, a school board meeting was disrupted and discontinued due to the inappropriate and unruly behavior of some audience members. The incident resulted in a concern for board member safety and a need for increased board meeting security. The Board voted on May 23, 2022 to commission an outside security firm with expertise in this area to conduct an assessment of board meeting security needs along with an assessment of board member residences upon request. The security firm, Foresight Security Consulting was selected in August of 2022. At this time, recommended security measures for the board members that requested assistance has been completed or is near completion.

The Board did not return in person since the incident on May 18, 2022 but voted to implement Hybrid meetings on December 7, 2022. Starting on December 14, 2022 the Board has been conducting Hybrid meetings to support member security concerns. To support in-person board meeting security, at least two DPSST trained staff members have attended each Hybrid meeting. The district has also added another exit door from the auditorium into the courtyard area to enhance board meeting safety for audience members.

The board has met twice in Executive Session to discuss the recommended security measures by Foresight.

Recommendation

The superintendent seeks direction from the board on the security measures they would like to implement based on the recommendations provided by Foresight Security Consulting.

Security Recommendations provided by Foresight Security Consulting

1) Internal doorways

Two partition walls should be placed at the Ed Center Hallways. These walls should completely seal the hallway at the locations and contain double solid doors. These doors should be access-controlled and remain closed during board meetings but can be left open during normal operations if desired. This allows flexibility in physical posture and control of traffic. The locations were chosen specifically to 1) allow access by the public to the main restrooms beyond the main entrance and 2) to protect exit and egress from the boardroom.

Current Status: Permit requests have been submitted to the City of Eugene. The district is requesting board approval to move forward should the district receive permits to do the work.

2) Parr Room door reversal

The two doors should be reversed so that they open inward, increasing defensibility and rapid access. The central door opens in the correct direction already. A “crash bar” should be considered for the north entry door.

Current Status: Cost TBD. The district is requesting board approval for this security enhancement.

3) Replace ID system with metal detectors for meetings

The existing visitor ID and control system, Raptor, is an exceptional tool but may discriminate against people that don't have an ID or don't want to be identified at meetings. The vast preference is to use the Raptor system to track visitors at board meetings. If, however, this is met with resistance, magnetometers (metal detectors) should be deployed and used for public meetings. This is consistent with the current posted “no weapons” policy for the building and district and does not require identification.

Current Status: Estimated costs of metal detector (\$1,500 for a handheld wand and up to \$50,000 for a mobile magnetometer). The district will need board approval to move forward with this security recommendation.

4) Cell expander, radio repeater

A recent study of the Education Center and other district buildings revealed a lack of penetration of emergency responder radio frequencies and poor cellular communication within the walls.

Current Status: Cost would be determined based on the number of buildings that require this feature.

5) Create a secure parking area:

The area to the west of the Wellness Clinic and the Hopper Room should be fenced, with an access-controlled gate and vehicle station installed to allow secure parking for Board Members and staff during after-hours meetings and work sessions. Additional exterior light should be installed to augment this area, and several additional camera views should be added to capture the area to the south of Library Services (from the SW corner of that building), and the interior of the parking area while preserving privacy at the Wellness Clinic entry.

Current Status: Cost will be \$150,000 to \$200,000. The district will need board approval to move forward with this security recommendation.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

March 1, 2023

Title

Book and Instructional Material Challenge Policy

Presenter

Rob Hess, Chief of Staff

Background Information

At the meeting on February 15, 2023, the board voted to approve Instructional Materials IIA-AR(2) (attached) which creates a procedure for stakeholders to Request for Reconsideration of instructional materials used in the district. Since this AR was voted on by the board, it carries the weight and authority of policy. It has been requested by 3 members of the board to consider making this AR a policy. If it is made into a policy, it will be noted as such in our list of policies and be issued its own corresponding number and will be removed from its current location: Instructional Materials IIA-AR(2): Request for Reconsideration Process and Form.

Since this procedure is very detailed and links to multiple forms, it would generally not be labeled among board policies. A legal review determined a procedure of this nature is permissible to exist as a policy.

Recommendation

This item is being requested by three members of the board. If the board votes to make this procedure into a policy, the superintendent recommends that the title be changed to clearly communicate to the public the intent of this policy.

Eugene School District 4J

Code: IIA-AR(2)

Revised/Reviewed: 01/23/2023

Orig. Code: IIA-AR(2)

Request for Reconsideration Process and Form

Request for Reconsideration of Instructional Materials - Informal

While care is always exercised in selecting instructional materials, there will be occasions when a member of the community, staff, or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In such an event, the concerned individual shall first contact the teacher or librarian in an attempt to informally resolve the issue.

Step 1. The concerned individual will contact the teacher or librarian directly to assert their concerns and schedule a meeting.

- Within five working days of the receipt of the concerns, the teacher or librarian shall arrange to meet with the individual and:
 - listen to the concerns;
 - explain the learning resource's selection procedures;
 - explain the particular place the questioned resource occupies in the educational program;
 - explain the resource's intended educational usefulness;
 - and, work with the individual to resolve their concerns;
 - including but not limited to, offering the student, if a student is involved, another agreed upon comparable and acceptable learning resource

Step 2. If the concerned individual is not able to resolve the concerns informally with the teacher or librarian, they shall share their concerns with the building principal. The principal shall try to resolve the matter informally using the [Instructional Materials Conversation Guide for Principals](#). The principal shall acknowledge receipt of all written or verbal requests for reconsideration of the use of instructional materials throughout the process.

The informal process may not be used to remove resources from the District instructional curriculum or from campus libraries. Resources may only be removed if that is determined after completing both the informal and formal challenge process outlined.

Reconsideration of Instructional Materials - Formal

If the concern is not resolved after meeting with the principal and/or they want the material removed from the District instructional curriculum, this formal process shall be followed:

Step 1. The concerned individual will complete the [Request for Reconsideration form](#) and submit it to the school principal.

Step 2. The principal shall notify all staff members who are directly involved in the request.

Step 3. The principal shall forward the Request for Reconsideration form, Instructional Materials Conversation Guide for Principals form, and other relevant documentation to an Assistant Superintendent of Instruction. A copy of all requests should also be forwarded to the district librarian, so that the district librarian can share it with the national librarians' association, which tracks book challenges across the country.

Step 4. Upon receipt of a written Request for Reconsideration form, an Assistant Superintendent of Instruction will determine the appropriate course of action:

- If the subject matter in question is Board Approved Curriculum that has been vetted via the Adoption of Instructional Materials in a Core or Non-Core subject area as outlined in School Board Policy IIA-AR within the past 5 years, the Assistant Superintendent of Instruction will determine if any further evaluation needs to be done.
- If the instructional material in question has been evaluated by a review committee within the past 5 years then the finding from the previous evaluation will be presented to the individual requesting reconsideration with no further action.
- Transmit the Request for Reconsideration and any supporting documentation to Legal Counsel for review and guidance as needed.
- If it is determined that the Request for Reconsideration warrants additional attention, then the Assistant Superintendent of Instruction shall convene a review committee within 20 student contact days of receipt of Request for Reconsideration.

*Under no circumstances should the materials and/or library books in question be removed from circulation or classrooms until the challenge process has been completed.

Step 5. The Assistant Superintendent of Instruction and/or designee will contact the individual requesting reconsideration to confirm receipt of the form and either provide a written explanation as to why the Reconsideration will not move forward or explain the review committee process.

Step 6. If the Assistant Superintendent of Instruction decides to move forward with a review committee they, or a designee, will personally contact the teacher or teacher librarian and request they complete the appropriate [Teacher](#) or [Library](#) Response Form to inform the review committee.

Step 7. The review committee shall be appointed by the Assistant Superintendent of Instruction who will then chair and/or designate a district administrator to chair the committee. The review committee may be composed of the following stakeholders:

- School or district librarian (*required*)
- PTO or Site Council parent representative from referring school (if possible based on timeline)
- Building administrator from same level
- Classroom teacher(s) from same grade/content area (*required*)
- Elementary and/or Secondary TOSA (Teacher on Special Assignment) in the content area if applicable
- Level Director
- Curriculum Director or Designee
- Director of Equity, Inclusion & Instruction
 - Rights holder may be added at the Director of Equity Inclusion and Instruction (EII) request

Committee Review Procedure

*The Assistant Superintendent and/or Superintendent may decide to pull challenged material during the process if upon evaluation of the instructional materials they determine it is so egregious in nature that it is damaging to students. (i.e the incitement to hatred, intolerance, discrimination and violence)

- The committee will meet, learn about the process, and will receive a copy of the challenged material;
- Committee members will read/watch/listen and/or view the challenged material in its entirety;
- The committee will receive the Request for Reconsideration Form responses, the [Teacher](#) or [Library](#) Response Forms and Instructional Materials Conversation Guide for Principals form;
- The committee will meet again and discuss the claims. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material;
- The committee will formulate their recommendations and prepare a written report using the Instructional [Materials Reconsideration Review Committee Report](#). This report will present both majority and minority opinions and include a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material.

Step 8. Following a review of the challenged material, the review committee shall submit its report and recommendation to the Assistant Superintendent of Instruction and/or Superintendent for a decision.

Action Taken

Disposition of the request shall be made known to all parties in the action including committee members, the person(s) submitting the request, the principal, the teacher(s) involved, and all site-based teachers in that grade level (for elementary) or subject area (for secondary).



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

March 1, 2023

Title

Consider for Approval the 2023–24 Academic Calendar

Presenter

Andy Dey, Superintendent

Background

State law requires that the school board adopt the district’s annual academic calendar. The calendars are developed in collaboration with instructional leadership, reviewed by district leadership, and shared with all staff and families for their input and feedback

Article 10.2.4 of the district’s collective bargaining agreement with the Eugene Education Association provides that the district will present the draft academic calendar and consult with EEA in advance of the board’s adoption of the calendar. Draft calendars were presented to EEA in January and feedback was received via email.

Considerations in developing the calendar include student and family needs, winter and spring break periods for the Oregon University System, requirements of labor contracts, Oregon statutes and regulations relating to instructional time and holidays, the instructional minutes requirements adopted by the board, and feedback from stakeholders.

Options and Alternatives

The draft 2023–24 academic calendar may be adopted as presented or as modified following comment.

Budget/Resource Implications:

The proposed calendar will not result in new costs.

Recommendation

The superintendent recommends the adoption of the 2023–24 calendar at a future meeting.

2023 - 24 District Calendar

Eugene School District 4J



2023

July					August					September				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	1	2	3	4					1	
10	11	12	13	14	7	8	9	10	11	4	5	6	7	8
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22
31	28	29	30	31	25	26	27	28	29					

October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31	27	28	29	30	25	26	27	28	29				

2024

January					February					March				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2					1
8	9	10	11	12	5	6	7	8	9	4	5	6	7	8
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15
22	23	24	25	26	19	20	21	22	23	18	19	20	21	22
29	30	31	26	27	28	29	25	26	27	28	29			

April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	4	5	6	7	8	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30	27	28	29	30	31								

- School not in session
- First/Last Day of School
- No School: Grading/Professional Development Day
- Parent/Teacher daytime conferences (varies by school)
- No School - Elementary Only
- └ End of Semester

August	29	Teachers report
September	4	Labor Day
	6	First day, grades
	7	First day, grades
October	13	Professional Deve
November	9	Mid-term grading
	10	All schools close Veteran's Day Obs
	20-22	Parent/teacher co days identified b
	23-24	Thanksgiving brea
December	18-31	Winter break
January	2	Professional deve
	3	Student's return
	15	Martin Luther Kir
February	8	Semester grading
	9	Transition day
	12	Start of 2nd seme
	19	President's Day
March	25-29	Spring break
April	1	Professional deve
	12	Mid-term grading
May	27	Memorial Day
June	7	Elementary gradin
	13	Last day for stud
	14	Teacher grading o

This calendar may be altered at the discretion of the Eugene School District 4J Board of Education.

Adopted by the Eugene School District 4J Board of Education XX/XX/XXXX.

2023-2024 School Calendar by Semester

SEMESTER 1

Tue	Aug 29	Teachers report – planning	
Wed	Aug 30	School improvement and planning	
Thu	Aug 31	School improvement and planning	
Fri	Sep 1	School improvement and planning	
Mon	Sep 4	Labor Day	
Tue	Sep 5	Planning	
Wed	Sep 6	Tiered start with K, 6, 9	
Thu	Sep 7	All grades begin	SEPT: 17 student days
Fri	Oct 13*	Professional Development/Planning	OCT: 21 student days
Fri	Nov 9	Midterm grading	
Fri	Nov 10	Veteran’s Day	
Mon	Nov 20	No school – Parent-Guardian/Teacher Conference	
Tue	Nov 21	No school – Parent-Guardian/Teacher Conference	
Wed	Nov 22	No school – Parent-Guardian/Teacher Conference	
Thu	Nov 23	Thanksgiving – no school	
Fri	Nov 24	No school	NOV: 15 student days
M-F	Dec 18-29	Winter Break	DEC: 11 student days
Mon	Jan 1	New Year’s Day – no school	
Tue	Jan 2	School improvement and planning	
Mon	Jan 15	MLK Jr. Day	JAN: 20 student days
Wed	Feb 7	Last day of Semester 1	
Thu	Feb 8	Grading day	TOTAL SEM 1: 84 days
Fri	Feb 9	Transition day	

SEMESTER 2

Mon	Feb 12	Semester 2 begins	
Mon	Feb 19	President’s Day – possible school closure make-up day	FEB: 18 student days
M-F	Mar 25-29	Spring Break	MAR: 16 days
Mon	Apr 1*	Professional Development/Planning	
Fri	Apr 5	Midterm grading, no school	APR: 20 days
Mon	May 27	Memorial Day	MAY: 22 days
Fri	Jun 7	Elementary grading (elementary no school, mid/high in school)	
Thu	Jun 13	Students’ last day	JUN: 8 elem. days
Fri	Jun 14	Teachers’ last day	9 secon. days
Mon	Jun 17	Possible school closure make-up day	
Tue	Jun 18	Possible school closure make-up day	TOTAL SEM 2: 84 elem.
			85 secon.

***5.5 hours professional development/2 hours uninterrupted planning**