

Board of Directors Meeting
 School District 4J, Lane County
 Hybrid Meeting (virtual and
 in-person)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, September 20, 2023

NOTICE: The work session at 5:00 p.m. and the regular board meeting at 7:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board?>, and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>

School Board Meeting Request Forms:
 Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting. Requestors will be notified between Tuesday and noon on Wednesday, the date of the board meeting.

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

5:00 PM
5:00 Work Session & 7:00 Regular Meeting

- I. **5:00 p.m. Work Session**
 - 1. Call to Order, Roll Call
 - 2. Agenda Item Type: Action Item
 - a. Board Appointment Selection (Round 1) 3
 - 3. Adjourn Work Session

- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Approval
- V. Introduction of Guests and Superintendent’s Report
- VI. Items Raised by the Audience
- VII. Comments by Employee Groups
- VIII. Comments and Committee Reports by Individual Board Members

- IX. **Consent Group - Items for Action**
 - 1. Approve Work Session and Regular Board Meeting Minutes for August 16, 2023 63
 - 2. Approve Board Policy ECG - Vehicle Idling Policy (2nd Read) 80
 Presenter: Jenna McCulley, Chief of Staff
 - 3. Approve Board Policy IICA - District Represented Group Travel (2nd Read) 82
 Presenter: Jenna McCulley, Chief of Staff
 - 4. Personnel Action, HR 85
 Presenter: Brooke Wagner, Director of Human Resources
 - 5. Secondary Math Curriculum — Initiate Adoption Process 90
 Presenter: Adrienne Pierce, Curriculum Administrator

X.	Items for Information	
1.	Schools' Continuous Improvement Plan (SCIP) Process Update Presenter: Larry Williams, Executive Director Academic Access 10 Minutes	106
XI.	Items for Action	
1.	Resolution Affirming Commitment to Collaboration and Established Policy Presenters: Jenny Jonak, Vice Chair; Jenna McCulley, Chief of Staff 10 Minutes	116
2.	Board of Directors Stipend Decision Presenter: Maya Rabasa, Board Chair 20 Minutes	119
XII.	Items for Action at a Future Meeting	
1.	Board Policy BBBA — Membership of the Board Policy (1st Read) Presenter: Jenna McCulley, Chief of Staff 5 Minutes	125
2.	Board Policy IFE — Curriculum Guides and Course Outlines (1st Read) Presenter: Jenna McCulley, Chief of Staff 5 Minutes	128
3.	Board Policy IKF — Graduation Requirements Policy (1st Read) Presenter: Jenna McCulley, Chief of Staff 5 Minutes	130
4.	Board Policy JGE — Expulsion Policy (1st Read) Presenter: Jenna McCulley, Chief of Staff 5 Minutes	138
XIII.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XIV.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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



Work Session

Date

September 20, 2023

Title

Appointment of Board Member to Fill Position #2

Presenter

Maya Rabasa, Board Chair

Description

Having received the resignation of board member Laural O'Rourke effective July 8, 2023, the board will appoint a community member to serve in Position #2 until June 30 following the next regular district election in May 2025, in accordance with Oregon law and Board Policy BBE.

An online application for appointment to the school board was opened on Thursday, August 7, 2023 and closed on Monday, September 11, 2023. The board will consider applications from the pool and choose finalists to move forward. Finalists will interview individually and the board will vote to select an applicant for appointment in a special meeting of the board on Wednesday, September 27, 2023.

Under Oregon law, the person appointed to the board must be a legally registered voter and a resident within the district for one year immediately preceding the appointment. Eugene School District employees and employees of charter schools within the district are not eligible to serve on the school board.

The qualified applicants that applied for the position and are listed below:

1	Karen	Backman
2	Samuel J.	Balin
3	Alaire	Fajardo
4	Scott	Fellman
5	Alana	Folsom
6	Jensina	Hawkins
7	Daniel J.	Hogan
8	Jay	Jones
	Heidi	Larwick Withdrew
9	Matthew	McLain Lawless

10	Burton	Levenson
11	Steven P.	Litt
12	Jessica C.	Lloyd
13	Ashley	May
14	Danny	McDiarmid
15	Laura	McGinnis
16	Thomas A.	Oommen
17	Cynthus	Scanlon
18	Heidi	Schultz
19	Odessa J.	Siegel
20	Ronald A.	Smith
21	Andy	Stahl
22	Ericka	Thessen
23	Rebecca L.	Watson Trojan
24	Philip L.	Wood

**Board Application – Position 2
September 2023**

Full Name: Karen Backman

Email:

Phone:

Home Address:

Occupation: Retired

Why are you applying to be a 4J school board member?

I am interested in becoming more involved in school leadership/planning/steering.

What strengths do you think you will bring to the school board?

I am a creative problem-solver, an effective communicator, and a passionate believer in the value of public education. I have informally studied social psychology, human behavior, and social-emotional development, especially within organizations.

What are some of your particular interests or concerns?

I am interested in increasing engagement in public education for all stakeholder groups, especially via innovative approaches to education that have yielded positive outcomes in communities similar to ours. I am also interested in amplifying the voices of historically disadvantaged groups, and working collaboratively with them to address issues of concern.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

1. We must address staff retention in substantive ways, by investigating and improving the specific aspects of our district that will help to keep experienced and skilled teachers and support staff in our classrooms.
2. We must create an equitable and inclusive environment in our schools, which necessitates addressing issues (both general and specific) of discrimination and bias, but in a way that cultivates conversations between stakeholder groups who have significantly different perspectives on what behaviors are appropriate within our school communities.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Board members are essentially information gatherers. Each of these stakeholder groups has their own priorities when it comes to our schools. Our job is to listen actively, restate and summarize the views of each of the constituencies, and balance the needs of each as we work with the district staff to maintain and improve our public education system. We may be called upon to act as "translators" between different stakeholder groups, explaining to one the perspectives of another, as we have understood them, for the purposes of moving forward in service of a common goal.

Please describe your connection to Eugene School District 4J.

I am a product of the 4j schools, a former employee of 4j, and a parent of a 4j student.

What does equity mean to you, as it relates to K-12 education?

Equity is the promise of a level playing field, where each individual can reach their full potential if they are willing to invest the effort. It requires the absence of obstacles based in discriminatory beliefs and actions, and the presence of supports that are disproportionately made available to students/families who have been traditionally underserved, or those who have a demonstrated need for such supports/resources.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I am an active listener, a keen observer, and an engaging reporter. I believe that diversity promotes strength and resilience in any population, so I would actively pursue feedback from a wide variety of people (different regions, grade levels, socioeconomic backgrounds, racial groups, etc.) in order to inform my perspectives on goal-setting. As these groups identify obstacles to equity and/or access, I would bring these concerns to the attention of the board as a whole, in order to address and resolve them.

**Board Application – Position 2
September 2023**

Full Name: Samuel J Balin

Email:

Phone:

Home Address:

Occupation: Physician / Doctor

Why are you applying to be a 4J school board member?

I would like to give back to the community and help all children receive an excellent education.

What strengths do you think you will bring to the school board?

I am disciplined, proactive and am an active listener. It is important to be able to hear all perspectives.

What are some of your particular interests or concerns?

I am disciplined, proactive and am an active listener. It is important to be able to hear all perspectives.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

1 Eugene is a growing diverse community. Diversity is important but often brings challenges, especially when navigating and integrating opposing views. I welcome the challenge of hearing different perspectives and trying to integrate them into goals that meet the needs of the 4J students and the community.

2 The world environment is rapidly changing. Children will require strong support in developing new perspectives and approaches in dealing with these changes. The school board will be responsible for helping schools to address these demands and changes in the most proactive and positive way in order to adequately prepare students for navigating their futures. Throughout my career I have navigated many educational structures, curricula, demands and styles / perspectives on learning and teaching. I welcome the idea of integrating my experience with new research and ideas to facilitate teaching children.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

An effective board member will need to listen to all stakeholders, take advice and guidance when prudent and also understand when and how to stand their ground.

Please describe your connection to Eugene School District 4J.

I have two children in the 4J school system currently

What does equity mean to you, as it relates to K-12 education?

Equity melds equality with fairness. An understanding of equity as it pertains to K-12 education necessitates an understanding that children are attending school having come from different backgrounds and with different levels of advantage. From this understanding children can be provided with what they need to succeed.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I would see myself supporting policies that would facilitate the success of student groups by providing them with what they need to succeed.

**Board Application – Position 2
September 2023**

Full Name: Alaire Fajardo

Email:

Phone:

Home Address:

Occupation: Self Employed

Why are you applying to be a 4J school board member?

I recently moved to the 4J district from Junction City where I served on the Junction City School Board for one year. During that time I was actively involved in a complete overhaul of our school board policies, creating a new strategic plan, our equity advisory committee, and during this process I found that I am passionate about helping to create a school environment where all students feel a sense of belonging to they can learn and grow to their full potential. I feel strongly about getting involved with our local community, and now that we are living in the 4J district with 4 children who are attending school here, I am hoping to start getting active in our community.

What strengths do you think you will bring to the school board?

I believe one of my biggest strengths is my communication skills. I understand the school board is a non-partisan seat, and therefore we have people serving from all walks of life. I value listening to others and trying to understand their perspective, even if I do not agree. I believe we are here for the children, teachers, and staff that help make up the district and communication is key to ensuring we work together to create a safe and respected school environment. I am also a strong leader who is not only passionate, but compassionate. I believe in leading by example, and if we want to raise children who are going to be strong leaders, they need to see strong leaders engaging with one another in a way that will get things done. I also have experience on a school board and during that time we were able to make many strides in improving our district.

What are some of your particular interests or concerns?

My interest is in helping to create a safe learning environment where all kids can learn and grow. I have more of a community oriented mindset and believe that perspective is what I can bring to the table. I am new to this district so I don't feel like I have enough information to have any serious concerns, my hope is to be an active participant who can collaborate with the board, superintendent, and community to ensure our students and families feel a sense of relief knowing our school board and district is working hard to ensure their students are getting the best education we can provide.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Being new to this district, I am not sure I have enough information to make an informed response to this question. I do however, believe I can contribute to the conversations that are already being had. If

appointed, I will be a collaborative member who is quick to listen and slow to speak when needed. I will place value on everyone's insights and bring my knowledge and expertise to the table, when I have some!

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

As a board member it's important to understand your role, when in the board room and out of the board room. I am a very relational person, and value community, good communication, respect, and collaboration. My hope is to have a relationship with all stakeholders that upholds these values and allows people to know I am a safe person to communicate with, no matter what the situation is.

Please describe your connection to Eugene School District 4J.

We are new to the 4J district, and have 4 children who are attending schools here. I have a 17 year old niece who came to me this year through foster care and will be attending Sheldon, a 15 year old daughter who is a sophomore at Sheldon, and 13 year old twin boy's who are at Monroe Middle.

What does equity mean to you, as it relates to K-12 education?

Equity means everyone has an opportunity to succeed and receives what is specifically necessary for their situation. It also means everyone has the opportunity to learn in an environment that is safe, and inclusive for all.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

As a Latina woman who was in foster care, adopted at age 10, then had divorced parents at the age of 12, and found myself on the streets and pregnant at the age of 17, and then getting a bachelorette degree in Psychology at the age of 35 with 5 children, I have a unique perspective that will be invaluable to our goals of equity, diversity, and access to education.

**Board Application – Position 2
September 2023**

Full Name: Scott Fellman

Email:

Phone:

Home Address:

Occupation:

Why are you applying to be a 4J school board member?

Public education is the most important service our government provides to a community. It's the way we ensure that all community members have the skills and abilities to make their way in life as contributing young adults. It's the place we set the foundations for future leaders, teachers, and voters to understand our unique system of government. It's where young people and their parents get to build relationships with people who might not otherwise be in their social sphere and learn to see the world through different eyes. It's where we learn about our rights and responsibilities as community members. It's the first chance for many to break generational cycles of poverty or abuse. For many it's the first chance to learn how big and interconnected the world is.

As a recently retired Eugene Police supervisor with a broad range of experiences and education, I'm looking for a way to continue to serve my community. Applying my experience and abilities by supporting our school system as a board member would be a rare opportunity to impact not just today's students, but to build on the hard work of past boards and steer our schools toward ongoing improvement. I want to donate my time and energy where they can have the most positive impact, and education is the best place to do that for my children, and their children's children. I want to give back and to help represent those who can't make the same contributions because they must focus first on just surviving.

What strengths do you think you will bring to the school board?

In my life I have experienced the benefits of privilege, and the challenges of prejudice. I have lived in another country where I had to learn a new language and participated in a different kind of school system. I have benefited from my participation in the public education system and seen as a student and parent where the strengths and challenges of such systems impact the people they serve.

I have unique and broad-based experience with the 4J community. I have lived in Eugene since 1989 and resided in the West University Neighborhood, North River Road, South Eugene, and most recently on the rural outskirts of West Eugene. In my career with the Eugene Police Department I served people from all parts of Eugene. I am familiar with every neighborhood, every school's local community, and people from all walks of life and all demographics. I have comforted crying children when a parent was harmed or arrested. I have helped people overcome unfathomable challenges and struggled to help others to no

avail. I have mentored young people who have gone on to lead healthy productive lives. I haven't lived others' lives, but I'm familiar with the entire community, and this would help me represent otherwise underrepresented people by recognizing where their input and concerns might be impacted by board decisions.

I have strong conflict resolution skills in a broad range of contexts. These include assisting residents in conflict with elected representatives or their neighbors, protesters and police, or people in crisis from emergencies, past trauma, or psychological disorders and substance abuse, as well as parents with their children or co-parents and various family structures.

I have extensive experience in collaborative policy development, and implementation as well as a post graduate degree in Public Administration. This includes practical experience with police and municipal policy development shaped through input from subject matter experts, community stakeholders, and involved labor unions. I have learned the hard way what works and what doesn't work to achieve goals and overcome obstacles in a collaborative environment and how to follow up on such efforts to effect ongoing improvement.

I have a demonstrated ability to work with stakeholders on a wide range of issues to address complex matters including everything from working with unhoused people to working with neighborhoods like Whiteaker or the West University Business District, collaborating with non-profits like Whitebird and supporting organizations like the Midtown and Downtown business organizations, Looking Glass and others.

I know how to participate in, and how to lead inclusive discussions by actively engaging stakeholders and how to learn about issues and help find resources and solutions that work within budgetary constraints.

I have prior board experience as a member and as an external resource. I was a Safe Place board member and served on the Temple Beth Israel board. I have worked with other community advisory boards to develop and implement new city policies, and I know how to adjust such processes to be effective and efficient while ensuring that community values are addressed. I have experience and education relating to managing budgets built from people's tax dollars from my work experience and studies in Public Administration.

I have a broad range of other experiences including community outreach, media relations, budgeting, labor relations, and personnel management. While I'm not a certified teacher, I have extensive teaching experience from my years in police and public outreach training and have been a 4J classroom volunteer and Site Council member.

What are some of your particular interests or concerns?

Some of my particular interests and concerns include ensuring that the quality of public education remains competitive with or exceeds the quality of education available from private education. I am concerned about how we teach our children to behave as members in a larger community, from social responsibility and respect to individual leadership responsibilities we all have a part in. I worry about violence in our communities, and teaching young people how they can resolve conflict. I want everyone to learn to better understand and respect people who are different from them without fearing them, and to understand the underpinnings of our government and society across history.

I want to ensure our students are learning to navigate the modern media world carefully, how to be a critical consumer of information, and how to recognize when someone is playing on their fears for nefarious purposes. The recent rise in racist, anti LGBTQ+ and other discriminatory rhetoric and actions are complex issues, and our young people need to learn how to study and understand the history and future risks of these or other emerging issues for themselves.

I worry that our schools are too focused on college bound students, and don't provide enough opportunities for learning a trade, or pursuing a different career path. I worry that our schools may not

provide enough practical training in life skills like budgeting, navigating government systems, relationship skills, sex education, and preparing for future roles as parents.

Most of all, we know that children who grow up in an abusive home are more likely to be abused or abusers in adulthood. This same cycle applies for drug abuse, racism, poverty or homelessness. Public school is the first place, and perhaps greatest opportunity to help kids break this cycle and set their own paths for success. The most important thing a child can learn in school is how to learn, so they can lead their own learning later in life.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

I think the two most important issues confronting the board in the next two years are guiding the district staff in nurturing and ensuring a culture of continual improvement and using the board influence to collaborate with other leaders in education policy in the county and state to find better funding for public education in the long term.

Budgets are always limited. However, there are usually opportunities through leveraging the experience of our own employees, and programs from other places, to find more efficient ways to use our money. The board is one of several groups in a position to tackle potential systemic efficiencies. For example, what if we could save class time and still get worthwhile standardized testing data by leveraging the results of existing tests so we only had to test once to get actionable performance measures?

Throwing money at problems is not a strategy by itself. And yet, if you'll wander into a vision with me for a moment, imagine what would happen to our existing system if we could reach a funding level that allowed us to limit classes to 16 students and pay staff what they're really worth? The additional time per student alone, would have tremendous positive impacts on students from all backgrounds and make it easier to meet our equity goals. The improved pay would ensure we continue to attract excellent staff and retain them.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

My general philosophy is that elected boards should focus on policy level guidance and budget approval that allows professional staff to do their work to the best of their abilities. A board should base its policy guidance on a synthesis of statutory requirements and inputs from all stakeholders. It is important for individual members to be open to input from anyone, and to be able to ask questions to help them in decision making. A board member should not go so far as to determine exactly how policy is implemented.

Board members should be accessible to all stakeholders and should communicate well about board activities, and reasons for those activities. Board members should set an example for district staff and students in how they handle conflict and support district goals and needs.

With the superintendent the relationship is one of supervisor to employee. While the superintendent is an important participant in board processes, board members should provide guidance in terms of what the stakeholders expect, should solicit input in terms of what the district needs to achieve goals, and should hold the superintendent accountable for meeting expectations. If goals are not being met, board members should provide input and support so the superintendent can meet the goals better. It should be up to the superintendent to implement district goals and policies.

With staff, board members should be seen to be taking an active interest in all levels of the organization while being careful not to undermine supervisory structure or conflicting with labor agreements. It's important for staff to know board members care, are engaged, listening, and are considering their input in

decision making. Board members should be public and positive in their support of all district staff. Board members don't need to become subject matter experts in all the various aspects of district work, but they should know who the key district experts are.

With other board members, the relationship should be supportive, respectful, and collaborative. Board members should be willing and able to disagree with each other respectfully and still focus productively on doing the board's work effectively. Board members should support each other, call each other out in a supportive respectful way when needed, and agree to support board decisions once made. Board members should listen carefully to each other and use the strengths of each to help the group make the best possible decisions. Board members should be comfortable admitting to each other when they could do better.

Board members are the representatives of the district's parents, and though they weren't mentioned specifically in this question, I think it's implied that board members also represent the students. In both of these relationships it's important for members to listen and be accessible for input, and that they ensure board decisions consider the best interests and concerns of all involved. Members should be sure questions are answered and that the board is communicating well what their decisions are and why. Board members can be a place to vent frustrations or ask questions, but not all of those will be appropriate for board action. In those cases, board members should listen to add to their understanding of district matters, and then refer parents or students back to the appropriate staff for support.

The board represents those in the community who are not parents. These people are all impacted at some point by the education provided by the district whether as future employers, co-workers, or neighbors and they should be listened to and communicated with as thoughtfully as with any other stakeholder. It's important for the community at large to see that the district's work is valuable and worth supporting, and that won't happen without deliberate attention and interaction. The board is also a member of a larger community of regional, state, and national school boards as well as other governmental bodies such as City Council. As part of this governing community, board members should be actively communicating with peer groups to build support for board goals and public education in general and to ensure collaborative approaches to policy, funding, and strong intergovernmental collaboration.

Please describe your connection to Eugene School District 4J.

As a local police officer, I worked frequently with schools, staff and parents. I provided bike safety presentations at Gilham Elementary, gave presentations at alternative schools, and spoke to student groups at North Eugene HS. I have seen the challenges students and parents from all walks of life face at home. I have seen what happens when students have to worry first about food and shelter instead of education. I have seen how disruptive students can adversely impact other students, and I have seen how much our teachers and staff give beyond just their time in the classroom. I have helped ensure regional law enforcement are prepared to respond to active shooter events, and I have helped teachers lead elementary school students in their first and subsequent active shooter drills and seen how those young children were impacted by those activities.

That being said, I'm not applying to be a 'police officer' on the school board. I'm applying to be a school board member who happens to have police experiences that help make me a well-informed candidate. I have three 4J students in my blended family who started in 4J schools at kindergarten. I have volunteered in the classroom, served on a PTO and served as a Site Council representative working with School Staff and District Staff on facilities issues. Two of our kids are now in high school with the third in middle school. When I think about my connection to 4J I'm not just thinking about past experience, but the present safety and education of our older kids, and the school system their kids may someday attend. I'm thinking about their friends, and their parents, and all their extended connections as well.

What does equity mean to you, as it relates to K-12 education?

Each child in the 4J district has a different story to tell. Some come from wealth and privilege. Some come from poverty and worse. Some kids find themselves identifying with the more common social norms, some find they don't fit neatly into those old, limited categories. Some come primed to learn, fed, rested, and confident in their ability to succeed. Some come fearful of failure, some are focused on surviving when they get home until they get to the next school day. Some face less common but intensely impactful challenges that may not be well understood by others. From one extreme to the other, and everywhere in between, these kids are our responsibility as a community. Along with their families, we the larger community, and the 4J organization in particular are responsible for helping prepare each child for their futures.

In the case of advanced learners well suited to current educational approaches, this is a comparatively simple task. In the case of children with special needs, it means providing the extra support, or differentiated teaching approaches that will put them on even footing with their peers. In the case of advanced students, it also means helping them excel and not holding them back from their potential. But the steeper hill to climb is for those who need more from schools to help compensate for challenges at home, in their unique learning abilities, and additional needs.

Success means different things for different kids, but every single student must receive, to the best of our ability, the resources and support they need to fit their particular situation. For some this means getting into college, for some preparation for a trade school, for some a GED, or one of several paths directly into the working world. We should have a system that helps each student meet their own potential, whatever path they may need to take.

For the district this means finding the resources to make this vision a reality and making sure we continue to apply our equity lens when making decisions. For the community it means valuing and supporting people who may not be part of their social sphere. For the students it means learning to support each other, to value differences, and to value learning about life experiences that differ from their own.

Lastly, equity for K-12 education means not assuming that what we're providing is adequate. It means supporting and continuing a culture that constantly strives to do better for everyone. This means listening, considering, and applying input from those who traditionally haven't been heard as well as updating our approach through application of research based best practices.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I know how important it is to have diversity of opinion when making decisions that impact large groups of people. While one person can't represent everyone and all their varied stories, as a board member my prior public service would help me to represent a wider range of 4J residents than most. At a minimum I would bring experience with a wide enough sampling of people of different backgrounds from throughout Eugene 4J to know when I couldn't adequately represent them without getting direct input from them.

This same experience would help me assist the board to develop policy that fits as well as possible for the most people possible, while giving staff the flexibility and resources to fill in the gaps where equity and access are challenged. This is a core value for me because I know from experience how much is at stake in our systems for those historically sidelined or not represented in public services. I could also further the board's work by using my media and public presentation experience to share our efforts with the public, gather input, and build support.

**Board Application – Position 2
September 2023**

Full Name: Alana Folsom

Email:

Phone:

Home Address:

Occupation: Non-profit communications manager

Why are you applying to be a 4J school board member?

I am a mother and community member who sees how important 4J is and I believe that my skills, experiences, and dedication can contribute to the advancement of our schools.

I am dedicated to promoting transparency, collaboration, and accountability within the school district, and am eager to work alongside fellow board members, administrators, and stakeholders to make informed decisions that prioritize student well-being, equity, and academic success..

I am excited about the opportunity to contribute my time, expertise, and energy to the betterment of our education system. I believe that by serving as a 4J school board member, I can help shape policies and initiatives that will positively impact the lives of our students.

What strengths do you think you will bring to the school board?

I think the most valuable skill I can bring is my communications expertise. The school board's first goal, is to increase quality engagement between all involved with 4J. This is work I do on a daily basis -- work I enjoy doing, and excel at. I believe I have the background to help 4J increase opportunities for parent/caregiver -- and student -- engagement, and, importantly, help increasing clarity and transparency of communication from the board and the district to the community. Through more efficient, clear, and empathetic communications, we can ensure that everyone's voices are heard as we work towards the board's important goals of improving equity and belonging and physiological safety, closing the opportunity gap, and make clearer our budgetary decisions.

What are some of your particular interests or concerns?

I am interested in amplifying the voices of underrepresented parents, teachers, and students so we can ensure we are properly meeting their needs. As a new(ish) parent who plans to send her children to 4J schools, I want to do my part to make sure my child has the best and most holistic education possible. I want to make sure that community members feel welcome and able to share their feedback and help to make 4J the best it can be.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

The impacts of COVID are still reverberating across the nation's schools, and Eugene is no exception. Two of the most important issues, exacerbated by the pandemic, are: teacher retention and student success/wellbeing. I can contribute to addressing these concerns by listening to the input of students, teachers, and parents (and my fellow board members) as we grapple with these issues, many of which come down to difficult budgetary decisions. I will work tirelessly to advocate for the programs and opportunities we collectively identify and agree will serve the greatest number of 4J students.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

A board member can only be successful if they have the trust of those around them. This is a volunteer position, embedded within the community, and I look forward to being able to learn and hear from the superintendent, staff, other board members, parents, and my fellow community members. A board member's relationship must be service-oriented. I am applying for this position to serve my community, and very much look forward to the connections I will build.

Please describe your connection to Eugene School District 4J.

I am a parent of an 18 month old who plans to send her child(ren) to 4J schools, as I attended public school my entire life in inner-city Los Angeles. I have two nieces attending 4J schools. I am an involved and interested community member.

What does equity mean to you, as it relates to K-12 education?

Equity in K-12 education means providing every student with fair opportunities to succeed, regardless of their background. It's about acknowledging and addressing the diverse needs and challenges students face, ensuring they have equal access to quality resources, support, and teaching. Equity aims to bridge achievement gaps, create an inclusive learning environment, and promote a just and equitable society. I'll add, too, that equity extends to educators, recognizing that they need the necessary training, resources, and support to effectively teach a diverse range of students.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

If I were on the school board, I would actively contribute to the goals of diversity, equity, and access in education by advocating for:

- Regular dialogue and collaboration with students, parents, and community members to ensure that their voices are heard and their concerns are addressed in the decision-making process.
- A curriculum that reflects diverse perspectives, cultures, and histories
- Fairly distributed resources, including funding, technology, and educational materials.
- Professional development programs for teachers that emphasize culturally responsive teaching practices and strategies for meeting the needs of diverse learners effectively.
- Programs that provide support to students who face barriers to success.
- Data-driven decision making to identify disparities and develop targeted strategies for improvement.
- Accessible facilities

In summary, as a member of the school board, I would work tirelessly to ensure that DEI is at the forefront of our work.

**Board Application – Position 2
September 2023**

Full Name: Jensina Hawkins

Email:

Phone:

Home Address: Yes

Occupation: Yes

Why are you applying to be a 4J school board member?

As a local citizen, parent, and business owner, I'm highly invested in the welfare of our community.

What strengths do you think you will bring to the school board?

I am empathetic, respectful, and an effective communicator. I've been described as having "an intense curiosity" that drives me to seek answers and collaborative solutions.

What are some of your particular interests or concerns?

Civic service is of paramount importance to me, particularly when it relates to shaping the future landscape for my children. I am the vice chair of the Eugene police commission, and I serve on the Community Health Council of Lane Council. As a formerly single mother living in deep poverty in the 4J school district, and as a current married parent of four children, I am wholly committed to advocating for the equitable allocation of resources for all of our future citizens and community leaders.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

The public's perception of the efficacy of the school board took a direct hit in the last year from some turbulent events. I would respectfully engage with fellow board members to present an example of how diversity can still result in solidarity.

Security, both physical and perceived, is prominent in the minds of most 4J citizens. I would request to participate in fact-finding conversations around the absence or presence of SROs, and furthermore I would diligently strive to present the final resolutions in a manner palatable to the majority of the public.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Respect, respect, respect. Respect for the board who makes decisions, respect for the staff who have to carry out those decisions, respect for the parents who may not appreciate those decisions, respect for the community who may not receive a full understanding of those decisions.

Please describe your connection to Eugene School District 4J.

In addition to my daughter at Churchill High School and another daughter in Chinese Immersion School, I also have a son who graduated from Churchill High School and another daughter who will hopefully attend Chinese Immersion School.

What does equity mean to you, as it relates to K-12 education?

The Bush administration made the expression, "No Child Left Behind" trite and cliché, but the underlying philosophy remains. Every child deserves equal and open access to the very best their community can offer to set them up for success.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I am a Korean American woman, raised by White parents, married to a Black man (who is the current president of Lane NAACP), and together we have six children of multiple races. I am a medical software consultant who specializes in assisting Federally Qualified Health Centers with providing equitable, quality care to all the underserved, underprivileged, and underrepresented communities. Hopefully my record speaks for itself.

**Board Application – Position 2
September 2023**

Full Name: DANIEL JOSEPH HOGAN

Email:

Phone:

Home Address:

Occupation: Federal Aviation Administration - Air Traffic Control Supervisor

Why are you applying to be a 4J school board member?

I have 2 children enrolled in 4J schools and I believe in this moment that stability is paramount. After years of covid then a board member departure that we are in a critical and transformative time. I believe more than anything else steady hands and level headedness are what is necessary, especially for an appointed position.

What strengths do you think you will bring to the school board?

I have management experience in the public sector as a manager in the FAA as well as the private sector from running an auto parts store years before. I hold a degree in business administration. I am a quick study in the complex environment a public institution operates in as well as the relationships of the individuals involved in making such organizations function. I am skilled at assessing issues and problems and determining which ones are genuine threats to long term operations vs flash in the pan issues that will resolve themselves. I am comfortable making a decision in time critical circumstances with limited information but will change course as new information becomes available that dictates a change.

What are some of your particular interests or concerns?

Reading and Math scores. Graduation rates. Ensuring our students are ready to stand up on their own when they reach adulthood no matter what kind of adult they want to be.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Issue 1 - fractured community - I think there is a very vocal portion of the community that pays lip service to the values of free speech but when the rubber meets the road the call is regularly for censorship if what they hear does not affirm their beliefs. This leads to disengagement of members of our community and harms the overall diversity of opinions and ideas. My contribution to resolving this issue is a commitment to developing an environment where dissenting voices can be heard or represented, while assessing whether those dissenting voices are even viable.

Issue 2 - Reading and Math skill atrophy - Oregon as a whole and our community specifically takes very seriously the social ills of the day and it is valiant that we try to address them and make the world a better place. However, this appears to have taken so much focus off training the skills that make our kids critical thinkers and productive contributors to society. Our core subjects have been suffering and Covid made it worse. My contribution to resolution will be to regularly assess how any decision we make as a board will improve our students long term success.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

My perception of Board member and Superintendent relationship is - basically that the board gives direction and the superintendent attempts to carry out with regular reporting on progress as well as discovery of issues or new information as well as lessons learned. An environment of open honest communication is the most important.

As for with staff - they are the backbone of all we hope to accomplish. The board should pay attention to feedback and adjust policy accordingly. This does not necessarily mean abandoning something because it is unpopular however.

Other board members - we may not all agree but I assume we all share the common goal of what is best for the students in our community. Even when disagreement is at its max we must remain cordial and civil. And when we find there is one dissenting opinion on an issue we must work to ensure they are heard and included, not isolated. This however does not mean capitulation to the dissenter.

Parents and community - much like with staff. Listen to concerns. Like board members parents should want what is best for their child even if we disagree on how to accomplish that. Listen to feedback and adjust accordingly, the nuance here is to not simply take the word of those that are the loudest but to try to find out what is really going on. In this aspect, checking with ALL the parties listed above on an issue is important. Sometimes the loudest have an excellent point. Sometimes the meekest have insight that can crack a problem wide open.

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What does equity mean to you, as it relates to K-12 education?

Equity means making academic opportunities available to the maximum number of students possible. This includes open advertising of opportunities and clearly stating requirements to apply as well as the assessment process. In general I think 4J excels at this now.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I see myself contributing to the goal of diversity by bringing back that diversity means a lot more than gender identity, religion, race, ethnicity, sexuality etc.... That each division in each of these groups is not a monolith. That diversity of thought and experience is equally important. That all these ingredients together can create phenomenal policy and progress, that ignoring someone because we don't like what they said over some issue harms this diversity.

As far as equity and access in education, I plan on constantly asking how are we advertising "x" program, what is the outreach, how are we communicating how individuals will be selected. Are we doing enough? Secret opportunities generally have no place.

**School Board Application – Position 2
September 2023**

Full Name: Jay Jones

Email:

Phone:

Home Address:

Occupation: Yes

Why are you applying to be a 4J school board member?

My strong passion for the education of our children and the future well-being of our community motivates me to seek a position on the school board. And this desire is grounded in several core principles.

First, I believe that quality public education is the cornerstone of a thriving community. With the lessons I've learned from my business and life experiences, I'm eager to give back and help improve our educational system.

Our community is a tapestry of diverse voices, and these voices need representation. As a board member, I aim to ensure that every segment of our community has its concerns addressed and integrated into the decisions we make. It's not just about being a voice, but about amplifying the voices of teachers, parents, and every stakeholder who cares deeply about our schools.

I also recognize the significant role that school boards play in district budgeting. Every penny counts, especially when it comes to our children's education. My goal is to see to it that our resources are spent judiciously, ensuring the fiscal health of our district while prioritizing the needs of our students and staff.

The key to all of these efforts is communication. By listening to people and genuinely understanding their views, I'll help create a bridge between the board and the community, reinforcing that essential connection.

Lastly, our community needs dedicated and talented school board members. By collaborating with various stakeholders, from parents to local legislators, I'm confident that we can improve education in Eugene.

For me, being on the 4J school board isn't merely a position; it's a significant responsibility and commitment to our children and the entire Eugene community. I am ready and eager to shoulder that responsibility and make a tangible difference.

What strengths do you think you will bring to the school board?

Communication Expertise: With 25 years of experience in communications, I'm well-positioned to foster open and effective dialogue between all stakeholders. I understand the importance of clear messaging,

and I can use my expertise to enhance communication within the board and the community.

Creative Problem-Solving: Running my advertising agency has honed my skills in creative thinking and innovative solutions. I can apply this experience to the school board, developing unique approaches to enhance the educational experience for our students.

Collaborative Leadership: I believe that relationships should start from a position of respect, and I aim to apply this collaborative leadership style to the school board. My approach will help build bridges between different stakeholders, facilitating a cohesive environment focused on helping kids.

Community Engagement: Living and owning a business in Eugene, Oregon, gives me a strong connection to our community. I understand the local culture and needs, and I can help the school board align its goals with community values.

Strategic Vision: My focus on respecting and understanding the goal of helping kids has shaped my vision for education. I can provide strategic direction for the school board, ensuring that our decisions align with the best interests of the students.

Emphasis on Respect and Empathy: I place great value on respect and understanding as the foundation of all relationships. This ethical grounding ensures that I make decisions with integrity, empathy, and a genuine commitment to the welfare of our children.

I am confident that my blend of professional expertise, community connection, creative thinking, and principled leadership will contribute valuable strengths to the school board. Together, we can support and enhance the educational experience for the children in our community.

What are some of your particular interests or concerns?

One of my primary interests lies in the holistic well-being of students, staff, and the overall school community. Over the years, my wife and I have forged close friendships with several educators, and it's through these relationships that I've gained a profound insight into the challenges teachers face on a daily basis. A recurring issue that deeply concerns me is the behavioral challenges presented by some students. I've heard disheartening stories of passionate educators who, after years of dedication, have chosen to leave their positions due to the strain these issues place on them, both emotionally and professionally.

The post-pandemic era has accentuated these challenges, as both students and staff navigate the lingering effects and new dynamics of education. I'm particularly concerned for students who might be struggling to adjust, especially those facing learning gaps due to the disruptions in the traditional learning process. It's crucial for our district to provide ample support, both academically and socio-emotionally, to ensure no child is left behind.

Conversely, I'm equally vested in the future of our high-achieving students. It's imperative that they have access to the resources, tools, and opportunities they need to excel and reach their fullest potential. This involves not just rigorous academic programs, but also extracurriculars, mentorship opportunities, and other avenues that nurture their talents and aspirations.

Lastly, fostering an environment of open communication between the school board, educators, parents, and students is paramount. Only through mutual understanding and collaboration can we effectively address the myriad challenges and opportunities that lie ahead. I am eager to work collaboratively with all stakeholders to create an educational environment where every individual feels valued, understood, and empowered.

In my years immersed in advertising and communications, I've picked up a diverse toolkit of skills that I believe will be invaluable to the 4J school board. One of the most critical aspects of my job has always

been clear and impactful communication. This means not just speaking, but ensuring everyone feels heard and understood — from teachers and students to parents and community members.

Understanding diverse audiences is second nature in my field. I've constantly aimed to resonate with various groups, making sure their unique perspectives are considered. This sensitivity would guide me in ensuring our diverse student and parent populations always have a voice at the table.

I've often had to think on my feet, coming up with creative solutions to unexpected challenges. This has made me adept at out-of-the-box thinking, something I believe will be useful when navigating the multifaceted issues a school board encounters. Moreover, I've learned the importance of grounding decisions in data. Analyzing and interpreting data for insights isn't just for marketing campaigns — it can help shape informed, strategic decisions for our district.

Teamwork is the backbone of successful ad campaigns, and I've always believed in the power of collaboration. I look forward to bringing this spirit of partnership to the board, working hand in hand with other members, administrators, and all stakeholders. Plus, given how crucial a positive image is in advertising, I'm keenly aware of the importance of a strong district reputation. I hope to help communicate our successes, address challenges head-on, and ensure our district shines in the best light possible.

Lastly, the dynamic nature of the advertising world has taught me adaptability, a trait I think will be especially useful as we navigate the shifting sands of education. Together, I believe we can shape a district that's prepared for both the challenges of today and tomorrow.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

In the aftermath of the pandemic, the educational landscape has shifted dramatically. A primary concern is the emotional and educational toll on students stemming from the disruptions brought on by COVID-19. Leveraging my expertise in communications, I believe we can effectively bridge this divide. Clear, empathetic messaging can play a pivotal role in uplifting student morale, providing clarity during transitions, and ensuring that families feel connected and informed every step of the way.

Moreover, as we continue to incorporate technology into the fabric of education, it's essential to ensure that every student has both access to these tools and the guidance to use them effectively. The ability to communicate intricacies of digital learning platforms and rally community support is where my background in communications can truly shine. Through strategic outreach and clear messaging, we can raise awareness about the importance of digital inclusivity and make strides in addressing it.

By melding my communications expertise with the school board's vision, I am confident in our collective ability to navigate and address the challenges that lay ahead for the district.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Superintendent:

A board member's relationship with the superintendent is collaborative and strategic. They need to work closely to ensure the alignment of vision and goals for the education system. The foundation of respect enables a positive working relationship where both parties are receptive to each other's ideas and concerns. The shared mission to help kids will guide decision-making and policy implementation.

Staff:

Board members should engage with staff in an empowering and supportive way. Recognizing the staff's

professional expertise and valuing their contributions will foster a respectful and collaborative environment. Open communication and understanding of their daily challenges will contribute to the development of policies that facilitate the staff's role in supporting the children's growth.

Other Board Members:

Relationships among board members need to be built on trust, cooperation, and a shared commitment to the welfare of children. Disagreements and differences of opinion will arise, but respect ensures that these are handled constructively. Working together in unity towards the common goal ensures that decisions are made in the best interest of the students.

Parents:

The relationship with parents should be transparent, empathetic, and inclusive. Board members must recognize parents as crucial partners in the child's education. By engaging them respectfully and valuing their perspective, a collaborative partnership can be formed. Keeping the focus on the children's needs and the shared goal of their well-being will guide this relationship.

Community:

Board members must be in tune with the needs and expectations of the broader community, as they have a stake in the success of the education system. Community engagement is essential, and this relationship should be approached with openness and a willingness to listen. The community's insights and collaboration can provide valuable support to help children thrive. This relationship also helps in conveying the board's mission and achievements to build trust and alignment with community values.

In conclusion, the key themes that run through all these relationships are respect, understanding, collaboration, transparency, and a shared goal to support children's well-being and success. By approaching each relationship with these principles, a board member can create a positive and effective network of support that places the needs and interests of the children at the forefront of every decision.

Please describe your connection to Eugene School District 4J.

I grew up in the Eugene School District 4J, attending Harris Elementary (now Camas Ridge), Roosevelt Middle School, and South Eugene High School. These schools not only shaped my values and love for learning but also gave me an in-depth understanding of our community.

Today, my connection to 4J continues. My oldest son is about to start at Sheldon High School. This ongoing relationship with the district strengthens my commitment to ensuring quality education for all its students.

What does equity mean to you, as it relates to K-12 education?

To me, equity in K-12 education is a deep commitment to recognize and address the unique challenges each student faces. We need to understand that not every student begins their educational journey with the same advantages due to various socio-economic, cultural, and personal reasons.

Consider the schools in less affluent areas; they often lack the resources available in wealthier districts. By reallocating funds and enhancing resources where they're most needed, we can start to level the playing field.

Let's also talk about the curriculum. Imagine a student finding lessons in their textbook that truly reflect their life and culture. By weaving diverse stories and experiences into our teaching materials, we make learning more relevant and engaging for all students.

Every student's journey is distinct. While some may need counseling, others could use extra tutoring or language support. Offering these specialized services means we're not just instructing students, but

genuinely caring for their well-being.

For our teachers, continuous training is key. Empowering them with knowledge about cultural sensitivity, bias recognition, and innovative teaching methods can drastically improve student-teacher connections.

Schools shouldn't operate in isolation. Collaborating with the local community has its benefits. For instance, teaming up with businesses can provide invaluable internship opportunities for high school students, while partnering with healthcare professionals can promote student well-being through regular check-ups.

And let's not forget the importance of extracurricular activities. Whether it's in sports, arts, or clubs, every student should have a place where they feel included and can explore their passions.

By integrating these ideas, I see a K-12 system where every student is given an opportunity to flourish, both personally and academically.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

As a member of the 4J school board, I would see my role in contributing to the goals of diversity, equity, and access in education as multifaceted. First, I would actively seek to understand the diverse experiences and needs of all students and families in our district by regularly engaging with the community, hosting forums, and soliciting feedback. It's essential to approach these conversations with an open mind and a commitment to listening.

Secondly, I would advocate for policies and programs that address systemic barriers, ensuring that every student, regardless of their background or circumstances, has an equal opportunity to thrive. This includes supporting professional development for our educators, so they are better equipped to foster inclusive classrooms and recognize and address implicit biases.

In terms of access, I'd push for resources to be allocated in a manner that ensures schools and students most in need receive adequate support. Whether it's access to advanced courses, extracurricular activities, or special education services, every student should have the tools and opportunities necessary to succeed.

Lastly, I would emphasize the importance of continuously evaluating our efforts. This includes setting measurable targets, regularly reviewing progress, and adjusting our approaches when necessary. In doing so, we can ensure that our commitment to diversity, equity, and access is not just aspirational but is realized in tangible outcomes for all our students.

**Board Application – Position 2
September 2023**

Full Name: Matthew McLain Lawless

Email:

Phone:

Home Address:

Occupation: VP - General Counsel of Roseburg Forest Products Co.

Why are you applying to be a 4J school board member?

I am deeply invested in the 4J school district. As a parent with kindergartners currently enrolled at Willagillespie and as an advocate for the holistic development of all students, I recognize the pivotal role of education in determining our children's futures and, by extension, the future prosperity of our community. This motivates me to be an active contributor to this vital mission.

Estoy profundamente comprometido con el distrito escolar 4J. Como padre con niños en el jardín de infantes actualmente inscritos en Willagillespie y como defensor del desarrollo integral de todos los estudiantes, reconozco el papel fundamental de la educación en determinar el futuro de nuestros hijos y, por extensión, la prosperidad futura de nuestra comunidad. Esto me motiva a ser un contribuyente activo a esta misión vital.

What strengths do you think you will bring to the school board?

Throughout my tenure as Vice President and General Counsel of Roseburg Forest Products Co., I've cultivated a mission-focused approach. Upon setting objectives, I channel all strategic and tactical efforts toward achieving them. This determined mindset, combined with my genuine concern for every student, positions me as a valuable addition to the board. My role has honed my analytical abilities, enabling me to adeptly navigate the challenges of aligning various stakeholders towards a shared goal. My history of fostering collaboration and consensus will be crucial in fortifying the school board's collective ethos. Additionally, collaborations like the one with civil rights leader Ben Crump emphasize my commitment to advancing educational equity.

A lo largo de mi mandato como vicepresidente y asesor general de Roseburg Forest Products Co., he cultivado un enfoque centrado en la misión. Al fijar objetivos, canalizo todos los esfuerzos estratégicos y tácticos hacia su consecución. Esta mentalidad decidida, combinada con mi preocupación genuina por cada estudiante, me posiciona como una valiosa incorporación a la junta. Mi función ha perfeccionado mis habilidades analíticas, permitiéndome navegar con destreza los desafíos de alinear a varias partes interesadas hacia un objetivo compartido. Mi historial de fomento de la colaboración y el consenso será crucial para fortalecer el espíritu colectivo de la junta escolar. Además, colaboraciones como la que tuve con el líder de derechos civiles Ben Crump enfatizan mi compromiso con la promoción de la equidad educativa.

What are some of your particular interests or concerns?

Schools have progressively been tasked with a growing list of responsibilities, sometimes detracting from their primary role as centers of learning. While it's undeniable that schools play multiple roles in children's lives, I advocate for an emphasis on educational excellence, ensuring each student can hone essential skills in reading, math, and critical thinking without being overwhelmed by externalities.

Las escuelas progresivamente han sido asignadas con una creciente lista de responsabilidades, a veces restando importancia a su rol principal como centros de aprendizaje. Si bien es innegable que las escuelas juegan múltiples roles en la vida de los niños, abogo por un énfasis en la excelencia educativa, asegurando que cada estudiante pueda perfeccionar habilidades esenciales en lectura, matemáticas y pensamiento crítico sin sentirse abrumado por factores externos.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Foremost, we need to refine the scope of our schools' responsibilities, ensuring that core educational objectives aren't overshadowed. Striking a balance that caters to diverse needs without diluting our foundational purpose is essential. Secondly, as emerging technologies, especially artificial intelligence, gain prominence, they hold the potential to redefine education. My insights into these advancements position me to guide the integration of these tools in ways that bolster personalized learning.

En primer lugar, necesitamos refinar el alcance de las responsabilidades de nuestras escuelas, asegurando que los objetivos educativos centrales no queden opacados. Es esencial encontrar un equilibrio que atienda a diversas necesidades sin diluir nuestro propósito fundamental. En segundo lugar, a medida que las tecnologías emergentes, especialmente la inteligencia artificial, ganan prominencia, tienen el potencial de redefinir la educación. Mis conocimientos sobre estos avances me posicionan para guiar la integración de estas herramientas de manera que potencien el aprendizaje personalizado.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

At the heart of a board member's role is the ability to collaborate. With the superintendent and staff, the relationship should be founded on partnership and empowerment. Among fellow board members, mutual respect and constructive dialogue are imperative. For parents and the community, a board member ought to be an attentive listener and a transparent communicator, ensuring concerns and aspirations are consistently addressed.

En el corazón del papel de un miembro del consejo está la capacidad de colaborar. Con el superintendente y el personal, la relación debe basarse en la asociación y el empoderamiento. Entre los miembros del consejo, el respeto mutuo y el diálogo constructivo son imperativos. Para los padres y la comunidad, un miembro del consejo debe ser un oyente atento y un comunicador transparente, asegurando que las preocupaciones y aspiraciones se aborden de manera consistente.

Please describe your connection to Eugene School District 4J.

To me, 4J is not just a school district—it's a bedrock for my children's futures. As a parent with children enrolled here, I'm intrinsically linked to the daily nuances and overarching challenges and opportunities presented by the district.

Para mí, 4J no es solo un distrito escolar, es la base para el futuro de mis hijos. Como padre con hijos inscritos aquí, estoy intrínsecamente vinculado a los matices diarios y a los desafíos y oportunidades generales presentados por el distrito.

What does equity mean to you, as it relates to K-12 education?

Equity signifies that every student, regardless of their background or specific challenges, is accorded the tools, opportunities, and support they need to achieve their highest potential. It demands the recognition and rectification of systemic disparities, ensuring a conducive environment where success is within reach for all.

La equidad significa que cada estudiante, independientemente de su origen o desafíos específicos, se le otorgan las herramientas, oportunidades y apoyo que necesitan para alcanzar su máximo potencial. Exige el reconocimiento y rectificación de las disparidades sistémicas, asegurando un ambiente propicio donde el éxito esté al alcance de todos.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

My belief in education as a potent instrument for equity has consistently shaped my actions. A notable example is my collaboration with civil rights leader Ben Crump in setting up a college scholarship for students in Weed, California, with an emphasis on supporting the youth from the historically black neighborhood of Lincoln Heights. This exemplified my steadfast belief that education can redress historical injustices. On the board, I'd channel this same commitment to initiate programs and partnerships ensuring that marginalized communities within 4J receive the opportunities they rightly deserve. By championing these tangible endeavors, we can further the cause of diversity, equity, and access in our schools.

Si estuviera en el consejo, ¿cómo se ve contribuyendo a los objetivos de diversidad, equidad y acceso en la educación?

Mi creencia en la educación como un instrumento potente para la equidad ha dado forma constantemente a mis acciones. Un ejemplo notable es mi colaboración con el líder de derechos civiles Ben Crump al establecer una beca universitaria para estudiantes en Weed, California, con énfasis en apoyar a los jóvenes del barrio históricamente negro de Lincoln Heights. Esto ejemplificó mi firme creencia de que la educación puede remediar injusticias históricas. En el consejo, canalizaría este mismo compromiso para iniciar programas y asociaciones asegurando que las comunidades marginadas dentro de 4J reciban las oportunidades que justamente merecen. Al defender estos esfuerzos tangibles, podemos avanzar más en la causa de la diversidad, equidad y acceso en nuestras escuelas.

**Board Application – Position 2
September 2023**

Full Name: Burton Levenson

Email:

Phone:

Home Address:

Occupation:

Why are you applying to be a 4J school board member?

I feel my experience would be a valuable contribution to the Board. My daughter is a student in 7th grade and is likely to graduate High School from 4J. I have always been active and interested in our school systems, being the son of career public school teachers and beginning my career as a teacher. I believe the 4J School System is a rare example of a great public education institution and would very much like to be an active force on keeping its momentum moving forward.

What strengths do you think you will bring to the school board?

I bring a wide brush of experience through my work with dozens of similar institutions and come with no political or personal agenda. I come from a background in diplomacy and consensus. I am experienced in working with boards and management to deliver optimal solutions that present wins for all stakeholders. As a former government contractor with a significant P&L responsibility, I am well versed in the boundaries of various levels of government laws and regulations that effect an institution such as a public school system. I work well in this environment.

What are some of your particular interests or concerns?

I am most interested in helping to assure that the 4J System continues to move forward and be on the forefront of education and development of the principal stakeholder in the System – the students. I am also concerned about achieving a greater degree of equity in the System. The student population is roughly composed of 25% minority (non-white) groups, yet only 15% of the teachers are identified as minority. Diversity is a good thing. Finally, the 4J budget (in excess of \$650M) represents a significant chunk of change. It is incumbent on the board to make sure this is allocated appropriately to achieve the strategic goals of the System, for which the School Boards sets.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Creating an equitable environment for education, where equity means that each child receives what they need to develop to their full academic and social potential. This requires the Board to expand their thinking beyond focusing on achieving high scores on state testing standards and broaden their views on allocating resources to activities and new partners in achieving education equity. Secondly, the Board

needs to think strategically. While day-to-day issues occupy a significant part of the Board's attention, the real value of the Board is to set policy and direction of a slow moving institution in a fast changing world. I would like to see the Board conduct strategic planning with an eye toward being nimble and being able to adjust policies to respond to the rapidly evolving reality of the future. I have experience in doing just this with a Fortune 500 company.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

The Board is the Superintendent's boss. The Superintendent reports to the Board and the Board hires and fires the Superintendent. The two work hand-in-hand to operate the 4J System. The Superintendent has operational responsibility for the school system. The staff of 4J report to the Superintendent, not the Board. Parents, students, and the greater community are constituents of the 4j School Board and the Board serves as their representatives. Board members are equal to each other and must respect and listen to each other. Key to all these relationships is transparency and honesty.

Please describe your connection to Eugene School District 4J.

My daughter is a student in the 4J School System and has been since 2018. She is currently in the 7th grade at SBMS and hopefully will graduate from South Eugene High School. When we moved from Santa Barbara, California we looked and surveyed school systems across the country, since my work was location independent. Our primary concern for relocating from Santa Barbara was a school system that excelled for my daughter. Eugene's 4J School System was one of two at the top of the list and we moved here.

What does equity mean to you, as it relates to K-12 education?

Educational equity means that each child receives what they need to develop to their full academic and social potential. I concur completely with the Board's stated beliefs and values;

"We believe that a student's success in school should be independent of factors such as race, ethnicity, socioeconomic status, disability, gender, gender identity, sexual orientation, native language, and religion."

"We believe that public schools should foster development beyond academics such as character, creativity, resourcefulness, citizenship, respect for diverse cultures, environmental stewardship, an understanding of workplace expectations, and a lifelong love of learning."

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I bring a wide array of experiences and connections from across the globe and, across government and industry. Working collaboratively with other members of the board and within the boundaries encompassing the Board by its own policies and tenets, I would bring my experience to the betterment of the 4J School System. My present day experience of a single parent raising a half-Asian/half-Caucasian daughter provides me direct insight into the current shortcomings of reaching the goals of diversity, equity, and access in the 4J System. At the very least, I would bring a direct stakeholders representative's viewpoint to the other Board members. These goals cannot be achieved through any single sweeping action, but rather through strategic collaboration among the Board members and partnership with the community.

Board Application — Position 2
September 2023

Full Name: Steven P Litt

Email:

Phone:

Home Address:

Occupation: Mortgage Underwriter

Why are you applying to be a 4J school board member?

To help maintain and develop 4j as an exceptional educational system where everyone is a participant.

What strengths do you think you will bring to the school board?

To help maintain and develop 4j as an exceptional educational system where everyone is a participant.

What are some of your particular interests or concerns?

I would like to see us continue to be an inclusive place to raise families.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Dealing with an every changing technological environment. Making sure all people in our schools feel included and there voices heard.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

A board member should be a good listener and be able to balance different visions of the good to benefit the majority of the community.

Please describe your connection to Eugene School District
4J. I have 2 children in 4j entering there sophomore year
at SEHS.

What does equity mean to you, as it relates to K-12 education?

Regardless of background, everyone deserves to be provided with the opportunity for an equal education.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I would work to pass initiatives that promote access and opportunity. I would speak to people about the benefits of an inclusive diverse community.

**Board Application – Position 2
September 2023**

Full Name: Jessica Catherine Lloyd

Email:

Phone:

Home Address:

Occupation: Urologist

Why are you applying to be a 4J school board member?

I feel a strong responsibility to ensure every student in our district achieves success tailored to their individual needs.

What strengths do you think you will bring to the school board?

My professional life demands precision, dedication, and a commitment to the well-being of others. I've honed a proactive, problem-solving approach to challenges. My combined expertise and personal passion as a parent position me to contribute meaningfully to the school board.

What are some of your particular interests or concerns?

My primary concern is the success of every student. "Success" can and should be defined individually for each child, but directionally should aim toward academic achievement and the development of community-focused social skills. I believe our goals should be underpinned by this principle, ensuring that each child's unique journey and success become our paramount focus.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Firstly, the realignment of our principles to emphasize tailored success for each student, and secondly, bolstering community engagement. I advocate for setting high expectations across all stakeholders, fostering active participation and a sense of shared responsibility.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

With fellow board members and superintendents, it's about collaborative decision-making, underpinned by mutual respect. With parents and the community, maintaining an open dialogue is paramount. My approach would be to always foster trust, prioritize clear communication, and ensure that our shared dedication to student success is evident in every interaction.

Please describe your connection to Eugene School District 4J.

I am not only a community member but also a parent with children enrolled in the 4J district. This dual perspective allows me to see the district's strengths and areas for growth both through the lens of an engaged citizen and as a dedicated parent.

What does equity mean to you, as it relates to K-12 education?

Equity in education is about recognizing and catering to the individual needs of every student. It ensures that, irrespective of starting points or backgrounds, each student has the right resources and opportunities to reach their fullest potential. This tailored approach is fundamental for fostering a truly inclusive educational environment.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I am deeply committed to championing programs that genuinely bridge disparities and create environments where every child knows they are included and valued. I bring a results-driven approach, ensuring action over mere deliberation.

Board Application — Position 2
September 2023

Full Name: Ashley May

Email:

Phone:

Home Address:

Occupation: I am not an employee of 4J

Why are you applying to be a 4J school board member?

To learn and be a part of my sons school community

What strengths do you think you will bring to the school board?

To learn and be a part of my sons school community

What are some of your particular interests or concerns?

More time for students to eat their lunch and more trauma informed educators

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

More time for students to eat their lunch and more trauma informed educators

I could provide resources to educate further on trauma and also provide information on the importance and Benefits of slowly eating a meal

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Crucial

Please describe your connection to Eugene School District 4J.

I have two students currently attending 4J schools. I am also a local early education program Director.

What does equity mean to you, as it relates to K-12 education?

Equity in a school, setting to me, means that all children and education staff are receiving the resources that they need to be successful

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I would enthusiastically share any knowledge or ideas I have to improve any area that may lack a new age view

**Board Application – Position 2
September 2023**

Full Name: Danny McDiarmid

Email:

Phone:

Home Address:

Occupation: Child support case manager

Why are you applying to be a 4J school board member?

Child support case manager

What strengths do you think you will bring to the school board?

Knowledgeable in laws and ability to interpret analytical problems

What are some of your particular interests or concerns?

Teacher salary, available resources for students and teachers

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Teacher salary, available resources for students and teachers-address with a function focus on fund distribution access

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Each stakeholder is relevant and not more important than another

Please describe your connection to Eugene School District 4J.

Each stakeholder is relevant and not more important than another

What does equity mean to you, as it relates to K-12 education?

Every person is treated equal on all levels of standing in the community

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

Forward thinking with encouragement of training and function focused hands on in person training and classes for diversity and inclusion

**Board Application – Position 2
September 2023**

Full Name: Laura McGinnis

Email:

Phone:

Home Address:

Occupation: Sr. Manager of Press & Public Relations for PFLAG National

Why are you applying to be a 4J school board member?

I am a parent of 2 students enrolled in 4J schools, the daughter of K-12 educators, a foster-adoptive parent, a professional in the national civil rights movement, and the beneficiary of public school education from preschool through graduate school, (Master of Public Administration). I value public education and recognize the diversity of challenges faced by public school districts to foster a healthy educational ecosystem. I seek to join the 4J school board to use my experience, my training, and my skills to ensure every student can learn and thrive, every educator has the tools and support they need to succeed, and every school is a place of welcome, inclusion, and safety.

What strengths do you think you will bring to the school board?

I bring to 4J a wealth of insight as a parent of students in elementary school, and as a professional with federal, state and local insights into trends and opportunities affecting public education. Professionally, I serve on national federal policy task forces to ensure the rights of every student are protected, no matter where they come from, how much their family makes, their race, genders, disability or religion. I also work with families in all 50 states to help ensure schools adopt enumerated anti-bullying and harassment policies, that school boards protect students' freedom to learn, and that transgender and nonbinary students, faculty, and staff -- like all students and employees -- are treated with dignity and respect.

What are some of your particular interests or concerns?

Much is asked of teachers and administrators, and as the child of two K-12 educators, I recognize their value. I hope to be an advocate for those who do the hard work in the classroom. I also am aware of efforts to undermine public education and seek to be an advocate -- and a vote -- to ensure that every student in 4J has the freedom to learn and to thrive.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

The school district faces a staffing challenge as we look to FY24 and FY25, inclusive of the loss of temporary federal relief that has aided through FY23 and the need to negotiate in good faith with

administrative staff/MAPS. The district also must evaluate options to deal with a persistent General Fund revenue shortfall, recognizing that the current rate of distribution is unsustainable.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

A school board member is a representative voice of the community, and thus must listen with respect to community and parent voices, including those with challenging insights, with the intent to learn. Others who serve on the board do so with the best interests of the students, staff and community at heart. As elected or appointed officials working in a uniquely lonely public space, it is important to develop collegial working relationships that protect the integrity of the school district, its employees, and the board.

Please describe your connection to Eugene School District 4J.

My family lives in the Santa Clara neighborhood in Eugene. Our two children are enrolled at River Road Elementary/El Camino Del Rio. I volunteer at the school in the afternoons, and as parents, we also volunteer for field trips, school events and activities.

What does equity mean to you, as it relates to K-12 education?

Every student, Black, white or brown, Native or newcomer, straight or LGBTQ+, deserves the freedom to learn. Public K-12 education ensures that every student, no matter their income, disabilities, or where they are from, has the tools they need to be their best and to thrive.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

As a professional working in the national Civil Rights Movement, I would use my personal and professional skills and insights to inform my actions as a school board member. However, to ensure my work on the school board is inclusive and representative of the populations that most rely on inclusion of diversity, equity and access throughout 4J, I would rely on the stories and lived experiences of the vulnerable and underrepresented populations among Eugene's students, families, employees and community members.

**Board Application – Position 2
September 2023**

Full Name: Thomas Anil Oommen

Email:

Phone:

Home Address:

Occupation:

Education - Administrator

Why are you applying to be a 4J school board member?

I am a parent of children who have attended Eugene 4j schools. I am an educator who has worked with students at every level. I know what it's like to be a teacher. My current work preparing teachers for the work force in a very challenging time has shown me the importance of strong policy and infrastructure to guide our work of providing free public education centered in equity and focused on learning outcomes. I want to be a board member in this moment because I feel called to serve in this capacity at this time.

What strengths do you think you will bring to the school board?

My work as a teacher educator provides me with unique insights into the experiences of new teachers in the district. I am an advocate of equity and as a member of a minoritized community that understands my privileges and struggles, I believe I can bring a balanced perspective to the 4j school board. Recently, I have engaged in organizing an event that centers the experiences of the South Asian diaspora. The work that my small team has done to create a space for an often invisible "minority within a minority" has drawn attention at the state level and will provide young people a platform for expression that is authentic to their unique experiences as individuals who are part of the South Asian diaspora. What I bring to the school board is the ability to understand the nuances of minoritized groups that are often exoticized or hidden in Eugene. I bring the ability to see the big picture of schooling in Oregon and understand the importance of policy that appropriately addresses the nuances of youth who have a deep understanding of their intersectional identities that include race, gender, class, sexuality, ability, and more. I bring a global perspective and understand the importance of local action.

I am an advocate for youth with a compass that reminds me how to use my privileges for the improvement of the whole community.

What are some of your particular interests or concerns?

We are in an important moment for public schools, one in which our schools need informed, even-tempered, positive leadership that knows how to listen and respond to the issues at hand. I want to be a part of a board that listens to the public and has the courage to make the right decisions for K-12 students and their teachers. I am well informed about educational issues and pragmatic when it comes to the advocacy of students. I want to be sure that the decisions that we make as a board have positive outcomes for the least privileged students and student groups in our school district. I have earned a reputation as a thoughtful and civic-minded

individual through my service in the community serving on advisory boards and cultivating spaces for professional development that is anchored in equity work. I understand that equity is more than providing access to education and resources – it is also about cultivating a sense of belonging in schools and communities.

I have a deep commitment to promoting inclusiveness and justice in our communities. I believe that is true of everyone on the board and I want to be a part of the emerging school board. If I were to be appointed to the board, I can guarantee that I will work to understand better the values and principles on which the school district wishes to stand and work to move our work forward with those values in mind. I am interested in centering equity and I am equally concerned that it has become a buzzword.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

We are still recovering from the pandemic. The pandemic pulled back the curtain on many of our societal challenges we face and intensified them. In this context, I see student well-being issues as one of the two most important issues confronting the board. The other one is declining teacher morale, which is contributing to the loss of many good teachers. Extreme views about school curricula, specifically having to do with history, identity, and social studies have intensified in many places around Oregon and the nation. As a board member, I will need to keep the big picture in view as I navigate with other board members the everyday issues like snow days, textbook adoptions, and contract negotiations.

There are many reasons to be optimistic about who this next generation of students is becoming. However, based on my work in schools, I also see reasons to be concerned about student well-being. I don't have a silver bullet to offer to what seems like an intensification of stress and anxiety students appear to be feeling. But I do think our youth would be well-served if we attended to a broader array of educational outcomes. Specific subject matter learning goals are important. But so are things like joy, food security, feeling connected, and experiencing material hope.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

My understanding is that the primary role of the school board is to hire and provide broad direction to the Superintendent. A board's role is not to micromanage a Superintendent, but to provide guidance about district priorities as representatives of the local constituencies the school district serves. The board also plays a role in educating the public about school policy and practices.

As for teachers and staff, the board should listen to district employees to better understand the impact of policy on students and families. It is not, however, a board members role to direct or in any way supervise District employees other than the Superintendent.

Board members relations with one another should be cordial and respectful. Differences of opinion about policy are inevitable. There should be space for disagreement and the voicing of divergent views, but this can and should be done with respect and openness.

Please describe your connection to Eugene School District 4J.

I serve on the district's equity committee had three children go through the 4j school system and support partnerships between the school district and efforts to diversify the teacher work force.

What does equity mean to you, as it relates to K-12 education?

Equity in the K-12 context is anchored in the policy and practice of making sure that all students, regardless of their background or circumstances have equal access and opportunity to reach their academic potential and feel a sense of belonging in the places they choose to inhabit.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I want to focus on policy that ensures equitable outcomes for the least privileged students.

**Board Application – Position 2
September 2023**

Full Name: Cynthius Scanlon

Email:

Phone:

Home Address:

Occupation: Retired

Why are you applying to be a 4J school board member? To positively impact our community

What strengths do you think you will bring to the school board? Educator, foster parent, adoptive parent, over 50 kids in 4j schools, including multiple kids in special Ed, parent of multiple children with special needs, decades living in this community, great team member, good communication skills, researcher, inclusive, creative problem solver, excellent group dynamic skills, high EQ, easy going, extremely patient

What are some of your particular interests or concerns?

Navigation of economic challenges & prioritizing wide collection of opportunities for all students.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Staff shortages & polarization

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Part of a team doing the best we can with the resources available

Please describe your connection to Eugene School District 4J.

Parent, 3 of my kids (& 2 pseudo kids) have graduated from 4j, the most recent during the pandemic. I have friends who are teachers or have been teachers or nurses with 4j

What does equity mean to you, as it relates to K-12 education?

To me, equity means removing barriers & providing opportunities for everyone. To continue to understand needs, assessing & reassessing what the barriers are is important as community changes occur. k-12 education should include improving awareness of barriers impacting opportunities of peers, community members and humanity.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I would contribute through the wide lens I've developed in my service to a diverse population of children throughout my life. I have deep respect for the unique journeys of our community's children & their families. I'm committed to supporting access in creative ways to bring opportunities to all students. I would contribute greatly in my total commitment to this ethic motivating me to going above & beyond to secure our children the best possible outcome.

**Board Application – Position 2
September 2023**

Full Name: Heidi Schultz

Email:

Phone:

Home Address:

Occupation: nurse practitioner

Why are you applying to be a 4J school board member?

To foster collaborative problem solving on behalf of Eugene 4J students and staff in a way that honestly faces the real challenges.

What strengths do you think you will bring to the school board?

Long history of consensus building, successful advocacy, project management, long time community member, 4J parent, and willingness to talk about hard issues with honesty in a way that is respectful and solution-oriented.

What are some of your particular interests or concerns?

Students living in poverty, staff retention, student safety (preventing and responding to true bullying, mass violence incidents), fostering a culture of respect.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

1. Short staffing and staff stress - I would want more information directly from staff to guide ideas for addressing; my contribution would follow that. 2. Increasing numbers of students living in high stress/poverty - collaborate with local partners to provide support, advocate for system level change, enhance schools as safe space for basic needs (unfortunate, yet necessary). A subtopic of this is increasing addiction and fentanyl exposure. I provide addiction medicine, mostly to adults in my setting, but would like to understand what is already offered and make sure kids have access so that their addiction does not prevent them from being students. I do think a lot of this work is already happening.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

I'm a big fan of trying to understand where people/groups are truly coming from - what is the main need, motivation, goal? We start from there. We know that not everyone can get what they want all the time (including me) but solutions come from understanding first which comes from asking the right questions and listening. When people feel understood and heard, the relationship can often be preserved even

when the request isn't possible and hopefully it can lead us to an idea on how to solve a problem or make a policy that does include stakeholder needs.

I don't want to nice-wash this issue. This board, like many school boards across the country, is facing unprecedented polarization. There are demands for policies that are exclusionary, extreme, and that put policymakers in a position where there is no solution. I have come to believe that trying to change people's minds is not always the right path simply because it is not going to happen. I believe that the path is respect - you may not like someone or a group, and I might not be able to change your mind and vice versa, but I can ask you to be respectful and I can support policies that are based in respect. In a situation of unreconcilable philosophical difference with a stakeholder, we would stop trying to change each others minds, admit that we will see it differently, and find the respectful path forward.

Please describe your connection to Eugene School District 4J.

I am a 4J parent and family nurse practitioner.

What does equity mean to you, as it relates to K-12 education?

I like the definition of equity that instead of working toward everyone getting the same, we are trying for everyone to get what they need. The financial definition of equity also applies - having an investment and a share. Directly, equity affects education through the things we do to try to enhance learning and participation for students who may need more support to get there. It affects how we might support a talented and gifted child to get what they need to bring their best to a world that really needs them. It is an opportunity for kids to learn to appreciate what it means to value equity. For staff, it relates also to the opportunity to be in a workplace that values their contribution and is willing to adapt to needs so that staff will want to stay long term.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

The way I operate is to take opportunities that arise and bring them to light, over and over again, so they get the attention they deserve.

There recently was an opportunity to resolve the racial issues that arose with the resigned board member. Although I followed the issue, it was hard to have the background of what happened to think about what could have been done differently so I want to be humble in that respect. It may have been unsolvable. As a board member, I would want to prioritize a path forward from this and ensure that board dynamics grow from what happened.

I understand there have been past efforts to understand the experience of staff who are people of color. I would want more information about that and would like to see staff retention continue to prioritize that and other workplace diversity initiatives that would recruit and retain diverse staff.

I also think that fostering the true pleasure and joy of having a diverse community is within the role of the board, to contribute to events and policies that help us experience being part of a community.

**Board Application – Position 2
September 2023**

Full Name: Odessa J. Siegel

Email:

Phone:

Home Address:

Occupation: Forensic Scientist

Why are you applying to be a 4J school board member?

I want to have a voice in the decisions being made in the district.

What strengths do you think you will bring to the school board?

I am very organized and analytical, but I also am good at creative problem solving.

What are some of your particular interests or concerns?

I am very organized and analytical, but I also am good at creative problem solving.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

1) I think we continue to face learning deficits as a result of COVID. 2) I do not think we have adequate security at schools. I would work to reinforce learning programs. I would support new/novel ideas to improve student engagement. I would work to implement greater security measures (such as panic buttons in all classrooms).

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

I think in any relationship, communication is key. Unfortunately, in our society, we often listen to respond, instead of listening to be heard. I would really focus on gathering data, listening to all of the various perspectives, obtaining group consensus, and then taking time to make the best decision for the students.

Please describe your connection to Eugene School District 4J.

I have three students who are currently enrolled in the district.

What does equity mean to you, as it relates to K-12 education?

To me, equity means giving equal opportunities to all stakeholders no matter the social or economic status.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I think my education, profession, and personal experiences would equip me to be a board member who was open-minded, respectful, and detail oriented no matter what the subject matter was.

**Board Application – Position 2
September 2023**

Full Name: Ronald Allen Smith

Email:

Phone:

Home Address:

Occupation:
Licensed Paramedic

Why are you applying to be a 4J school board member?
Licensed Paramedic

What strengths do you think you will bring to the school board?

I am an educator. I have instructed emergency medical services at the community college level in Oregon both full and part-time and internationally in Indonesia, Timor Leste, and Afghanistan. I understand the challenges a teacher faces teaching students from multi-cultural and religion backgrounds, especially when English is not their first lanugage.

What are some of your particular interests or concerns?

I am concerned with the basic educational opportunities for all students, reading, writing, arithmetic, and basic sciences. I believe this core is critical at the elementary level.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Appropriately addressing the various aspects of the 'woke' agenda. I firmly believe in the family unit and that education is a family matter, not restricted to only the student. Age-appropriate curriculum is key and that parents must be involved. In the past number of years, we have witnessed decreasing parental involvement. That is changing and must change for the benefit of our children. My contribution is my attitude, openness, willingness to consider all views presented.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

All stakeholder relationships must be based in trust. This is not to say that we can agree on every issue with every stakeholder, but we must be willing to work together to achieve the ultimate goal of high-quality education for the students at all levels.

Please describe your connection to Eugene School District 4J.

I am an in-district homeowner and the father of a 5-yr-old daughter, currently enrolled in Yujin Gakuen Japanese Immersion Elementary School. I connect on a personal level to see a high, diverse educational experience for her.

What does equity mean to you, as it relates to K-12 education?

Each student, regardless of any and all other factors and issues, will have the same opportunity to learn, grow and participate in all aspects of the educational experience.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

To a great degree, I have described my personal views and experiences in education. All children have a right to and deserve a high-quality educational experience free from all barriers. My contribution is action in support of these goals.

**Board Application – Position 2
September 2023**

Full Name: Andy Stahl

Email:

Phone:

Home Address:

Occupation: Forester

Why are you applying to be a 4J school board member?

4J could use some help on its governance front, which I would be pleased to help provide.

What strengths do you think you will bring to the school board?

I'm not shy about respectfully asking the hard questions that can help catalyze solutions to difficult problems.

What are some of your particular interests or concerns?

Re-building 4J's academic excellence for every student is job #1.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Restoring rigor, curiosity, and academic leadership for our schools should be the Board's focus.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Respectful and kind, with everyone from every walk of life.

Please describe your connection to Eugene School District 4J.

I am a product of 4J's schools, from Laurel Hill Elementary to SEHS (class of '73). My adopted son and daughter plus two step-children (all adults now) were 4J students.

What does equity mean to you, as it relates to K-12 education?

"Equity" is a process of questioning and listening, followed by actions that promote just and fair outcomes.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

See above: "Restoring rigor, curiosity, and academic leadership for our schools should be the Board's focus." Academically better schools are best for every student.

PS: "Your application has been received. Thank for your interest in serving as a STUDENT representative on the 4J school board." Example #1 -- how hard would it be for the Board to proof its own website? In real life, attention to detail matters.

**Board Application – Position 2
September 2023**

Full Name: Ericka Cralle Thessen

Email:

Phone:

Home Address:

Occupation: Physical Therapist for Sacred Heart Riverbend Hospital

Why are you applying to be a 4J school board member?

I am applying because I believe in public education, I believe in the 4J school district and because I believe in our educators, staff and students. I am applying because I believe that public schools unite us as a community. And most importantly I believe that I have experiences and skills to help bring the focus of the board back to the students and on unity of the board and district leadership. I believe that school board members are advocates for the students and community to educate and nurture our future- the youth of Eugene. I am applying because I have a commitment to service to the 4J school district, our staff and students and to the community at large.

What strengths do you think you will bring to the school board?

I am a compassionate, reliable, transparent and collaborative team member. I believe that all teams and boards must center respect and accountability in all decisions and board work. My leadership roles and styles are being a bridge builder and storyteller that centers the lived experiences and stories of the people we are serving and representing. I am a clinician who values objective data, research, clear policies/procedures and precise communication. I believe in evidence-based research and practices that is also rooted in the human stories and experiences of the students and staff of our district. I will bring a communitarian and service rooted calm leadership to the board. I have been an active volunteer and advocate in the district for the past 12-15 years and am well aware of the history, challenges and difficulties the board has faced and will be facing in the years ahead as well as the time commitment it entails. I have worked hard to build my leadership skills since applying for the open seat in 2019. Board service has been a dream and goal of mine for 5 years, I do not currently have political aspirations beyond service on this board and if appointed I will run for the seat in 2025.

What are some of your particular interests or concerns?

I am interested in improving student engagement and voice. I would like to see more use of site councils and town halls to improve community voice and input. I am a frontline healthcare worker and also a parent of students with disabilities and mental health struggles. I would like to see investment in and growth of the student health centers to include one in each region to improve health outcomes and the mental health of our students and community at large. I also feel it is important to increase the efficiency and process of getting students on IEPs and 504 plans as the process is laborious and students suffer during those long wait times.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

The biggest issue ahead for the board funding, in particular working to restore public trust and faith to renew the nearly \$19 million district levy passed by voters in May 2019. This is critical as it is over 9% of the district's operating budget and helps fund school operations and staffing. I recommend the board have town halls in all the district regions as well as online meetings and surveys to gauge the concerns the public has as well as explain the importance of renewing the levy.

I have direct applicable experience with getting a measure on the ballot successfully passed by voters. I served for 18 months on the Lane County Parks Funding Task Force and we were tasked with assessing the needs, engaging voters and coming up with a funding measure. We enjoyed over 60% voter approval in May 2022. I bring solid experience in working with the public on ballot measures.

The other massive issue the board and district faces is staffing shortages and staffing instability. The board needs to work with district leadership to retain and recruit experienced staff and educators. The board and district need to establish a culture of teamwork, safety, acceptance, excellence and mentorship so that we are a district that people want to come work for and stay for many years contributing growth of the talent and treasure of our workforce.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Communication, transparency, accountability and respect is the key to all of these relationships. The superintendent is the one 4J employee directly recruited, hired and evaluated by the board. The superintendent is responsible for the execution of board policy, vision, goals and expectations both directly and through staff that the superintendent directly oversees. The board-superintendent relationship is one of the most important with continuous engagement, trust and transparency.

The board relies upon staff to get feedback about the effectiveness of policies and curriculum and should be rooted in respect and collaboration. Our staff are our most valuable resource and we need to ensure that staff can give feedback and constructive criticism to the board and district leadership about goals and areas of improvement.

Parents entrust us with their children every day and we must prove that their trust is not misplaced by centering the needs of students in all decisions. The students are why the 4J school district exists. The district needs to always find varied ways to engage with parents where they are and in ways that work in their work and family lives. This means making meetings, official communications and feedback like surveys accessible and meaningful. It does no good to have events to engage the public if it is inaccessible or during most parent's work hours.

The community votes for the board members as well as on bonds and levies that fund our district. The board is responsible for representing the values, views and desires of the people within the district. We owe the public integrity, transparency, engagement, fiscal responsibility and excellence in education. We develop and grow this relationship again with activities like regional town halls, meetings, public comment and surveys.

Please describe your connection to Eugene School District 4J.

I am parent of two former and one current 4J students and I am an engaged and invested 4J district community member.

What does equity mean to you, as it relates to K-12 education?

I believe that equity in education means establishing a district and schools where all students thrive, are safe and belong. Where we build equitable learning communities where all students have dignity, voice and agency. Where we provide academic excellence opportunities in a science based, trauma informed and both restorative and transformative and social-emotional learning rooted practices. It means

providing an education that is equally accessible to all students, especially students of color, students with disabilities, neurodiversity or mental health struggles as well as students with financial, food and housing insecurity. It means “nothing about them without them”: engaging our most underrepresented, historically excluded and marginalized students and community members in decision making that may or will disproportionately affect them.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I am a compassionate leader who is reliable, hardworking and who believes in respectful collaboration rooted in the shared humanity of all I interact with. I operate with the values of integrity, transparency and accountability. I have been a volunteer in 4J schools for over 15 years. I have served on site councils at McCornack Elementary, Kennedy Middle and Churchill High schools. I have served on the 4J Budget Committee for two years now. I applied for the open seat in 2019 and have remained meaningfully engaged in the district and board by often attending meetings and at times testifying during public comment. I have board experience formerly with Whole Earth Nature School and Wiggly Tails Dog Rescue understanding the ethical and legal responsibilities of board service. I volunteered formerly doing street outreach with CORE Eugene and have direct experience and knowledge working with unhoused youth. I am currently board president of a local grassroots 501(c)3 charity, the 86 Hunger Foundation working here in Lane County to reduce food insecurity and food waste to all who need it through food rescue, a free market and Lane county’s first free food truck.

Personally, I am a single working mother of three young people who have disabilities, who are autistic, who experience mental health difficulties and who are LGBTQ. I have watched firsthand how they struggle(d) in public school systems that fall short keeping them safe and meeting their educational needs. I am a mother who will bring the lived experience of raising school aged children with financial, food and housing insecurity. I understand all too well the pressures and stressors of single working parents/guardians and the barriers that hinder their involvement in their student’s education and schools. I have been a frontline healthcare worker for over 26 years here in this community and I understand the unique health disparities in Lane county that negatively impact our students and their families. As a PeaceHealth employee for 23 years, I have perspective and insight on the difficulties on the horizon especially as PH is closing the University District Hospital and some critical services are ending which will negatively affect some of our most at risk students and families. This helps especially bringing experience and insight into the importance of our school nurses and student health centers as well as the importance of improving and growing these resources.

Most importantly, I am committed to the service of our district and community, and I am prepared and ready to serve from day one!

**Board Application – Position 2
September 2023**

Full Name: Rebecca Louise Watson Trojan

Email:

Phone:

Home Address:

Occupation: Retired family doctor, parent

Why are you applying to be a 4J school board member?

I believe that our public schools serve an essential role in our society in general, but more specifically for our local community. The care and education that our children receive plays a large part in how they participate in our society, and how they are able to care for themselves and for others. I'm applying because the direction of that education- leadership and budget- is too important to ignore. I believe that I have a nuanced and broad view of what our schools are and could be.

What strengths do you think you will bring to the school board?

I was trained in Medicine and in Public Health. My interest has always been in adolescents and their development. As a physician, I've been exposed to all sorts of people, from different socio-economic backgrounds, races, ages, gender- identities. As a parent of three very different children, I've also seen a lot of ways of approaching education. I am a very empathetic person, and I am a good listener. I like to look at things from a lot of different angles and hope that I can make sound, well-considered decisions.

What are some of your particular interests or concerns?

I think there are a lot of challenges facing all schools right now. I'm concerned about recruiting and supporting teachers, providing opportunities for all kinds of students, and providing a safe place for our children and our teachers and staff. This is a very tall order.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

Within a fixed budget two huge issues are:

1. How to support student and teacher mental health and provide resources to teachers and students
2. How do we provide a safe and secure environment to a broad and diverse group of students.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Superintendent: the superintendent answers to the board on broad directional questions rather than on more specific administrative decisions. A board member should be a resource to the superintendent at the same time as the superintendent is a source of information to the board.

Staff: I assume this refers broadly to 4j staff? The board is there to receive information from the staff and as a last resource if the superintendent is unable to provide the necessary response to the staff (as in, if there's an issue where the superintendent doesn't do their due diligence in responding to a concern)

Board members: board members must act as a team, sharing information and resources and considering each members perspective.

Parents/community: As a member of the board, I would hope to get a sense from the community and parents of what they are hoping to see from the school and what concerns they have. A board member is a representative of the community and must be able to communicate effectively with that community.

Please describe your connection to Eugene School District 4J.

I have a child that graduated from South Eugene High School this past spring. I also have a sophomore at SEHS now. I've volunteered in a lot of classrooms and in the career and college counseling center at SEHS.

What does equity mean to you, as it relates to K-12 education?

Equity means that all children have the opportunity to achieve their fullest potential. There are children that have faced inequity in the past (and currently) and need to be bolstered. There are also children that are gifted and need to be met where they are as well. There are many ways in which a child may be negatively impacted by their identity— racial, socioeconomic, gender-identity, religious, ability- and we must strive to help ameliorate these in a child's education.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I have been engaged with all sorts of different people in my career and personal life and have had the gift of speaking with people in a deeply personal way. I believe that my experience communicating with people will help me to learn from all sorts of people to come up with ways to improve diversity, equity and access.

**Board Application – Position 2
September 2023**

Full Name: Philip Lee Wood

Email:

Phone:

Home Address:

Occupation: Real Estate Broker

Why are you applying to be a 4J school board member?

My daughter is entering Kindergarten in the district. I feel a sense of responsibility to her, myself and our entire 4J community to participate and contribute to maintaining the strengths and working towards improvements of our local education system.

What strengths do you think you will bring to the school board?

My daughter is entering Kindergarten in the district. I feel a sense of responsibility to her, myself and our entire 4J community to participate and contribute to maintaining the strengths and working towards improvements of our local education system.

What are some of your particular interests or concerns?

Inclusion, safety in technology and AI, safety in sports/activities, education for neurodivergent students.

What do you think are the two most important issues confronting the board in the next two years, and how can you contribute to addressing them?

1. Increase in artificial intelligence use in schools; engaging in resources such as higher education studies, technology companies based in and around Oregon, and government entities from local to federal level resources
2. Safety for students i.e. bullying, violent threats and actions; having open conversations and leading community engagement focused on mental health and creating an environment of growth, inclusion and understanding differences

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

There should be a level of equal accessibility, professionalism, compassion and personal connections available to each of these stakeholders. If perceived that one stakeholder has a more elite connection of relationship to board members, it will alienate the other stakeholders and create a division that can lead to unnecessary competition or isolation.

Please describe your connection to Eugene School District 4J.

I have a daughter that has just started kindergarten at Camas Ridge. She also was enrolled in the K.I.T.S. program this summer. I originally moved to Eugene in 2004 for college and immediately found myself connecting deeply with many former students of the 4J district, many of whom I am still close to today. I have deep level of respect for the district that helped shaped many of the people I call my closest friends to this day.

What does equity mean to you, as it relates to K-12 education?

Equity, as it relates to K-12 education, means access to quality opportunities and resources for all with a focus on availability to the children that need it most advocated for them.

If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?

I see myself as a leader that can direct focus towards others, especially those who have the hardest time advocating for themselves. Whether cultural, alter ability, or those with conventional and nonconventional hurdles to quality education access, I can champion a sense of comfortable inclusion and belonging that reinforces the feeling of an enriched entitlement to education that deserve to share in.



Eugene School District 4J
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541-790-7700
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ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting
September 20, 2023

Title
Approve Work Session and Regular Board Meeting Draft Minutes for August 16, 2023

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

Date: August 16, 2023

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session from 5:05 to 6:12 p.m. and a regular Board of Directors (BOD) meeting at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on [date].

ROLL CALL

BOARD MEMBERS PRESENT:

Maya Rabasa, Chair
Jenny Jonak, Vice Chair
Tom Di Liberto
Rick Hamilton
Judy Newman

STAFF:

Andy Dey, Superintendent
Collina Beard, Chief Administrative Services Officer
Matt Brown, Director of Finance
Jenna McCulley, Chief of Staff
Debbie McKim, Executive Assistant / Board Secretary
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Manager
Brooke Wagner, Director of Human Resources

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon
Imelda Cortez
Lisa Jenkins-Easton

MEDIA:

KVRM

I. WORK SESSION

II. CALL WORK SESSION TO ORDER AND ROLL CALL

Chair Rabasa called the work session to order at 5:05 p.m. She said the names of those in attendance. A quorum was established.

III. REVIEW PROCESS AND POLICY FOR COMPLAINTS BROUGHT AGAINST THE BOARD OR BOARD MEMBERS

Chair Rabasa explained the process and advised that the board did not review complaints for the majority of the complaints the district received as they were routed to the appropriate level. The board reviewed complaints against the superintendent, the board as a whole, or specific board members. The board chair received complaints from the district and would conduct a work session to review the complaint(s). When a complaint

was against the board chair, the vice chair would receive the complaint and present it to the board.

The board had 90 calendar days within receipt of the complaint to meet in public session. The board could discuss the complaints in the work session; however formal action could not be made until the regular board meeting following that session. The board could request an extension if more time was needed to process the complaint.

Once a resolution was made the board chair or vice chair would provide a written notice of action. Based on the nature of the complaint, the board could dismiss a complaint; order investigation; hold a hearing and request more information be provided by both parties; issue a statement of censure against a board member. The board did not have authority to remove a board member.

IV. DISCUSS RESPONSE TO COMPLAINTS INVOLVING THE BOARD OF DIRECTORS OR INDIVIDUAL BOARD MEMBERS

Chair Rabasa advised complaints were labeled one (1) through four (4) by the order in which they were received. She noted some complaints were outside of the 90-day window and extensions were pursued to conduct an investigation. Chair Rabasa was named in complaints one through three and Vice Chair Jenny Jonak led those discussions.

The board discussed Complaint 4.

Chair Rabasa clarified that names associated with the complaints were public record however were omitted as a courtesy.

Ms. Newman noted the remedy asked for in this complaint was now moot and suggested no further action.

Mr. Hamilton noted that the person was no longer seated on the board and was a resolution in itself.

Vice Chair Jonak agreed with Ms. Newman and Mr. Hamilton about the primary remedy. She stated she was unsure if the second remedy was intended to be a public apology from the person themselves or the board as a whole and acknowledged difficulty responding at this stage if requested from the person themselves.

Chair Rabasa asked if the board had purview of the complaint against the person as they were no longer on the board.

Ms. Newman clarified the board was not dismissing the complaint but that it had resolved.

Vice Chair Jonak affirmed the role board members should take in the community in terms of conduct, whether on social media or not.

The board discussed Complaint 1.

Ms. Newman stated the investigation recommended allegations were unfounded from the perspective of the investigator. She felt this investigation was incomplete and not as thorough as she would have liked to see and proposed conversation of how an investigation was selected.

Mr. Di Liberto noted the complainant was asked for cooperation or more information and refused to participate further.

Mr. Hamilton agreed there was not sufficient information to consider.

Vice Chair Jonak noted overlap with Complaint 3 and agreed with Ms. Newman's point on thoroughness.

Chair Rabasa noted mediation was declined and paid security was ambiguous and there were not enough details. She found the report to be thorough and the security resolution to be moot as the person was no longer a board member and security would not be provided to community members.

Mr. Hamilton felt timeliness would have been beneficial and noted there were new members on the board who were not present or familiar with what occurred.

The board discussed Complaint 3.

Ms. Newman said she was unsure what would be gained by pursuing another investigation, and she was prepared to accept recommendations in investigation.

Vice Chair Jonak noted the complaint was unusual as the complainant was not the person who suffered the alleged harm.

Chair Rabasa clarified this complaint was accepted because discrimination or harassment was selected on a legally protected class which superseded code KL-AR.

The board discussed Complaint 2.

Vice Chair Jonak noted this complaint could also fall into Complaint 4 and remedy sought was board discussion about parliamentarian or external lawyer to remove current leadership. She asked if this was moot as the complainant was no longer in said role.

Ms. Newman stated recommendations were clear from the report and felt the investigation could have been more thorough given the number of witnesses and activity in this situation. She questioned if the investigator had the appropriate skills and what the board's expectations are from an investigation.

Mr. Hamilton said the investigation did not address the racial discrimination or harassment allegation and was not thorough and expressed concern of leaving avenues to future litigation.

Mr. Di Liberto asked to clarify if the complainant was asked to provide further details and they declined; Vice Chair Jonak affirmed. Mr. Di Liberto did not feel further investigation was needed if the complainant declined to participate.

Vice Chair Jonak asked what would be investigated if further investigation occurred. She said events would be documented on video recording of meeting and that a larger timeframe would have to be reviewed to prove or disprove allegations.

Chair Rabasa asked Vice Chair Jonak if this would be evidence to support the claim or if the investigator would also seek evidence to respond against the complainant.

Vice Chair Jonak cautioned that the board was not a judicial body and should dispassionately look at events.

Mr. Hamilton further expressed concern of litigation if the complainant was not satisfied with findings.

Ms. Newman shared the option to dismiss or the option to request further investigation, in which case different scrutiny would be needed.

Chair Rabasa stated investigation reviewed Robert's Rules of Order, policy and statute, and asked if the board was questioning policy review or whether use of mechanisms was done to silence someone.

Mr. Hamilton asked if a person was not cooperative with investigation who had the burden of proof and stated if the board moved to dismiss it would be based off the information they had.

The board further discussed Complaint 3.

Ms. Newman stated the board made a commitment to review the racial harassment policy and had been given advice that a person not of color, though making complaint of racial discrimination, had the right to investigation. Ms. Newman proposed to request an extension.

Mr. Di Liberto agreed more investigation was needed.

Mr. Hamilton stated there was inadequate investigation on the complaints and it was important that a skilled person handle the investigation.

Chair Rabasa said a community member shared evidence they gathered and arguments they made from the evidence, and she would not be comfortable dismissing the complaint.

Mr. Hamilton and Vice Chair Jonak agreed on the importance of board member conduct as public officials.

Ms. Newman stated this was a serious allegation due to board behavior and recommended a thorough and independent investigation.

The board discussed possible actions to be taken at a board meeting.

Chair Rabasa advised that complaints were usually final at the board level and that two may be sent to the Oregon Education Department (OED) because they alleged racial or sexual harassment. She shared the complainant did have pathways if they were displeased with outcome.

Mr. Hamilton expressed he did not want any complainant to feel their complaint wasn't given due diligence or taken seriously.

V. ADJOURN WORK SESSION

Chair Rabasa closed the work session at 6:12 p.m.

VI. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:03 p.m. She said the names of the board members who were present. Superintendent Dey led the flag salute, and Chair Rabasa read the Land Acknowledgement.

VIII. AGENDA REVIEW

MOTION: Chair Rabasa motioned to add Item for Action 1466 Park Avenue Surplus Property and Item for Action Complaint Review. No objection, motion sustained.

IX. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey shared the 4J team was busy laying the foundation for a successful return to learning. Earlier that week, administration returned to the office, and met to discuss changes impacting the coming year, and met with teams at the Education Center to support their work. He shared excitement for teachers, classified staff, and students to return. He acknowledged feedback from roles in direct student support, the impact and desire for time for focused collaboration on the best ways to serve students, and stated the district team was anchored in building sustainability across the system by design of space for staff to collaborate and address their students' needs.

Superintendent Dey shared the challenges of wildfire season and the accompanying smoke and poor air quality. He shared when smoky conditions presented themselves, the facility teams monitored air quality beginning at 4:30 a.m. to allow them to flush the building with outdoor air and/or close systems to keep them from drawing in outdoor air as appropriate based on the conditions and forecast. He shared that last spring Eugene 4J applied for and received 991 air filtration devices from the Oregon Department of Education to support healthy air quality in all its classrooms. In accordance with OS88 guidelines, the district wanted to reassure the community that they were working to the

greatest degree possible towards ensuring healthy and safe learning and working environments.

Superintendent Dey expressed gratitude for the board and their time and support, particularly for everyone who was able to attend the Oregon School Boards Association conference and that he was hopeful they left with the same great sense of optimism for the coming year. He thanked the board for their time and the community support.

X. ITEMS RAISED BY THE AUDIENCE

Kelly Stroh expressed the board decision to remove the Yujin Gakuen (YG) program from 15 Howard, Kelly Middle School, was a surprise and not what had been messaged. Ms. Stroh spoke to the destabilization students experienced and disappointment that YG was not included in decision making. She acknowledged the board sought new members and suggested selecting a community member who would challenge the ways of thinking. She shared YG was already in a temporary location and suggested the program only be moved once. Ms. Stroh spoke of impact on attendance and accessibility and difficulty recruiting new families to the program. She requested a timeline before school choice occurred in January 2024.

Brian Middlestetter was absent for public comment.

Marion Malcolm commented on the district racial harassment policy adopted unanimously by the 4J board in March 2022. She shared she participated in the Community Alliance of Lane County and was a member of the justice action team, and she had followed the adoption and implementation of the policy closely. She said even excellent policies were only of value if they were implemented and expressed hope for the board to continue review of the policy. She proposed questions about the implementation of the policy, including if there was mandatory training for all staff, if it had occurred, when, and who provided the training, and if it would be offered this fall for new employees. She asked if students received annual orientation to the policy and if there was annual review of major incidents of harassment with an annual report to the board. She asked who was responsible for preparing this report and when they could expect it be delivered to the board. She asked if the district was committed to a mobile reporting number beyond the state safe reporting number. She noted the English Language Learners (ELL) report had disparities documented and requested it was included as a subject of a work session in the near future with key focus on how 4J was serving ELL students.

XI. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton introduced herself as the new Oregon School Employees Association (OSEA) chapter president. Ms. Jenkins-Easton shared her experience as a parent of 4J students and as a classified sub, high school scheduler, and formerly a 504 coordinator. She shared her work history to better inform an understanding that her lens was likely different and unique but beneficial as a leader. As Union President, she came to the board as a problem solver and collaborator who believed positive relationships were the basis to have a workplace and school that people enjoyed showing up to. Ms. Jenkins-Easton said she was committed to making employees feel appreciated for the work they did and to classified staff's diversity and equity education and training. She expressed worry about

perception of entry level positions being easily replaced by others. Ms. Jenkins-Eaton said she would like to shift the perception so 4J was known as a great place to work. She noted the historic wage increase was a fantastic first step to achieve this goal and was encouraged by the robust applicant pool and the relief this would bring to students and staff. Ms. Jenkins-Eaton said she would encourage ideas about how classified employees could be included in school leadership plans, including site councils that were fully filled with representation, including employee groups, the voices of students, and the community.

XII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Di Liberto spoke of the Oregon School Board Association (OSBA) conference and said he found this conference very useful. He said people from all over the state and in rural districts shared challenges they faced and found a lot of commonalities. He learned from other board members and superintendents from other districts and noted other districts were facing similar challenges in regard to community outreach, training, and finance. He appreciated being able to get to know colleagues on the board better and in an educational setting.

Vice Chair Jonak shared appreciation for different trainings provided recently, as well as focused meetings on students and effort to align work with strategic goals. She shared everyone present at the meeting attended the trainings and its impact would show up in work in the future year.

Ms. Newman hoped everyone was staying hydrated and breathing clean air. She expressed a shared heightened anxiety about climate throughout the community. She shared an antidote to this feeling of hopelessness was to take positive actions and support positive actions to address root causes. Ms. Newman highlighted success of the Childrens Trust in a Montana Climate Case and recognized this started in Oregon and 4J students were included. She shared the vision, passion, and example had grown and was proud of the 4J students and hoped students in schools could understand science and consequences related to climate issues. Ms. Newman shared the OSBA conference classes were informative, and the keynote speaker was inspiring, and she appreciated spending time with other school board members throughout Oregon. She shared five board members attended and three district staff, and they had an opportunity to discuss what was important to each of them, which included collaborative governance for student success and working together as a team with district leadership. She said a focus was for all students to learn and that night would continue conversation about the process to appoint a new board member to serve over the next two years. She expressed importance to make important decisions alongside the board and not to hurry discussion for expediency; she was comfortable with a process that was thorough and fair.

Mr. Hamilton said he enjoyed the OSBA conference, and he learned a lot. He said some content was overwhelming and it was inspiring that speakers focused on every child's ability to learn and achieve. He said he could identify with the key speaker in certain areas and could identify with a lot of the characters he spoke of. Mr. Hamilton shared that as a board they had the opportunity to spend time with each other and learn each other's character and know more about one another. He said it should have been a goal of the

board and community that they would make ties and socialize in order to make crucial decisions when they came up and, he felt in the next year the board would achieve goals being set and a difference would be seen. He said most differences would not happen overnight, but the majority of board members wanted to prove their intentions.

Chair Rabasa shared the OSBA conference was an opportunity to connect and grow as a group and that the growing connection would serve as importantly as information gleaned in the sessions. She thanked Debbie McKim for her thoughtfulness for the experience to be successful. She acknowledged the tremendous lift getting the school year off to a successful start and wished to acknowledge transportation for bus lists and scheduling routes and folks crafting class schedules, especially as the district embarked on a new high school schedule this year. She said without the work of both types of scheduling, countless students would not arrive at schools or have classes to attend and that this unseen labor is critical, and she shared a deep appreciation for their efforts.

XIII. CONSENT GROUP

XIV.1. Approve Revised Board Meeting Minutes for June 7, 2023, and June 21, 2023.

MOTION: Vice Chair Jonak motioned to approve consent agenda. Mr. Di Liberto seconded. **Motion passed unanimously (5:0:0)**

XIV. ITEMS FOR INFORMATION

XV.1. Steering Committee for Retreat: Receive Information

Presenters: Judy Newman, Director and Jenna McCulley, Chief of Staff

Ms. Newman said she, Superintendent Dey, and Ms. McCulley met with the steering committee along with three of the consultants. She advised the dates of the retreat had changed to October 5, 2023, from 2:30 to 9:00 p.m. and October 6, 2023, from 8:30 a.m. to 4:00 p.m. She said two consultants would attend in person and one would handle logistics. She said the location was not finalized and the agenda was set. The first day of the retreat would cover relational work, and the second day would cover general governance. Ms. Newman said Ms. Munro would work more closely with the consultants for a two-hour block in the retreat for items they would like to bring to the agenda. She said next steps were to meet with the consultant, Jake, and that Tom would reach out to schedule individual interviews with board members for consultants and to schedule the next steering committee meeting.

Vice Chair Jonak thanked Ms. Newman and Ms. McCulley for organizing.

XV. ITEMS FOR ACTION

XVI.1. Receive Assignments for Board and Superintendent Committees

Presenter: Maya Rabasa, Board Chair

Chair Rabasa advised the work of assigning board members to committees was done collaboratively by herself and Vice Chair Jonak. She said the benefits of committee work were twofold in that board members had the opportunity to engage in areas of interest and to learn more about the district through this work. She said ad hoc committees would be

discussed alongside goals. She checked with a board member who agreed to take a third committee. Chair Rabasa shared intent to assign open positions in audit and finance and serve as alternate to the Lane ESD budget committee. She said working agreements stipulated that assignments would be made by the chair but nullified by the board and that positions could still be assigned and revisited. She asked if everyone reviewed the assignments.

Mr. Hamilton asked that the assignments be read aloud.

- Audit and Finance – Morgan Munro and appointee.
- Bond Oversight – Tom Di Liberto and Judy Newman
- Budget – All Board of Directors
- Charter School Council – Morgan Munro
- Eugene Education Foundation – Judy Newman
- Lane Council of Governments (LCOG) – Jenny Jonak
- Lane ESD Budget – Rick Hamilton and appointee as alternate
- Legislative – Jenny Jonak, Judy Newman, and Maya Rabasa
- Student Voice – Tom Di Liberto, Rick Hamilton, and Maya Rabasa

MOTION: Vice Chair Jonak motioned to ratify committee assignments. Ms. Newman seconded, no discussion. **Motion passed unanimously (5:0:0).**

XVI.2. Receive Update on School Board Vacancy Appointment Process Presenter: Jenna McCulley, Chief of Staff

Ms. McCulley shared this was an opportunity to clarify the process in which the board would select the member to fill position two. She said at the last meeting there was feedback around a proposed process with robust discussion about a letter of recommendation that followed conversation about reference checks. She said two options were provided, one of which included reference checks and one which did not and asked for clarity around reference checks. Ms. McCulley advised the application process closed September 11, action was not required that night, and further refinement was needed for September 6 meeting, so applicants were clear on the process before it closed.

Vice Chair Jonak asked for clarification on whether it was considered a qualifying condition that applicants attend the board retreat and if the retreat dates had been updated.

Ms. McCulley said yes, and she reached out to the two applicants with information that the dates had changed.

Ms. Newman asked to clarify that after the board reviewed the materials they would meet on September 20 and vote via hashmark for three candidates they would support moving forward. Ms. Newman supported this process, however materials talked about ranking candidates, and she did not feel this was needed because the board would vote via hashmark and criteria was clear on how to move forward. She suggested to keep the original process.

Vice Chair Jonak agreed with Ms. Newman and said she liked the idea of having anyone with three votes move to the second round. She asked for clarity around second choice rank voting on how the process would work. She shared one proposal where if the candidate had the majority, or more than 50 percent of the first-choice votes, they would win outright, and if no candidate received 50 percent, they would start a new counting process. She said in this process, the candidate who did the worst would be eliminated and the vote would be moved to the board member's second choice candidate; the process would continue until there was a candidate with a majority vote.

Ms. Newman said this was a good process for large numbers. She said if people needed to get three hashmarks to move forward, it was not likely there would be more than three candidates and the cleanest choice was to vote for top choice and eliminate anyone who did not receive 4 or more votes.

Mr. Di Liberto asked to clarify if something should be put in place if there were a large number or small number of candidates.

Ms. Newman stated she was trying to do that math and did not find a mathematical way for people to move forward with only three votes.

Chair Rabasa asked if that could put the board in a position where they had so many candidates, they did not end up with a significant number moving forward if spread across a large number.

Vice Chair Jonak said her understanding of the first-round process was that to have a robust field for the second choice, they would put up a candidate name, and if three people thought they should advance then they would advance. She said they could mathematically wind up with more.

Ms. Newman said she understood it as a three votes period and was open to different process.

Ms. McCulley interpreted the previous discussion of rank voting to be like top three, and whoever had three hashmarks at each step would progress. Ms. McCulley responded to Mr. Di Liberto and said because of the change in schedule to the retreat, the original board wanted to complete the process in time for the individual to join the retreat. She suggested the first round could spread over two meetings for robust conversation.

Vice Chair Jonak said she liked the idea of extra time for a thoughtful process.

Chair Rabasa asked to consider a minimum number of finalists in the first round. She asked if the first round only yielded two people, did the board return and do it again.

Vice Chair Jonak said she liked the idea of ranked choice voting for the second round.

Chair Rabasa said her understanding of this proposal was that it was based on a district with five board members. She asked if there was a reason the board might want to add a fourth hashmark vote because they were a seven-member district.

Ms. McCulley said this was a question that came up and this scenario would put it into a quorum vote, so it is easier to stay at three.

Ms. Newman asked if there was a problem with having four votes.

Ms. McCulley clarified she answered the question of could they have four people identify the same candidate, not how many votes.

Chair Rabasa clarified she asked about four hashmark votes and if three was proposed in relation to the size of the board.

Ms. McCulley clarified it was in relation to the size of the applicant pool. She acknowledged it was a smaller board in a smaller community who had fewer applicants than this board would have.

Chair Rabasa asked if reference checks were moot because expectations were already stated for this application and references were not requested.

Ms. McCulley clarified that the previous decision was for a letter of recommendation to not be included in application. She said if the board decided they wanted to conduct reference checks, it could be added.

Chair Rabasa asked to clarify if it would be a two-step application.

Vice Chair Jonak expressed concern about Ms. Munro's previous statement of potential liability with reference checks. She was less inclined to have special board members perform reference checks.

Ms. Newman also acknowledged reference checks were not included in the application. She said she liked having another dimension as people become familiar with the candidates through their campaign and they could be people the board did or did not know. She said a request came out via Friday memo not to meet with applicants and while it was not discussed as a board, it seemed they may have agreed not to meet with applicants. She said there was an issue of having people email or call the board or run into them in the community and it was unavoidable in any community. She said transparency was needed so people knew this went on, and by giving people an opportunity to provide references it signaled this transparency. Ms. Newman considered feedback she had received to create a more equitable and transparent process and suggested having a third-party conduct a reference check.

Mr. Di Liberto asked if one board member or a designated staff member would conduct a reference check, and if so, expressed that information would be based on one person's

interpretation of their interaction. He said important things could fall through the cracks and provide false information.

Superintendent Dey cautioned against staff being involved in any process that would provide the board information about applicants. He said this was entirely a board process and staff involvement could have presented confusion and problems.

Chair Rabasa said she appreciated Ms. Newman's thoughtfulness. She said she considered how to commit to a process rooted in anti-bias efforts by balancing out differences in the interviews from each board member. She said she appreciated Superintendent Dey's comment not to include staff. She said over the past five years on a state and national level, the focus was on a need to dig deep into what was in place that kept boards looking the same and made up of the same people with privileges. Chair Rabasa said she was uncomfortable adding a barrier to applicants when discussion was around removing barriers. She supported the position to have only one person who was not a board or staff member perform the reference checks and her preference was for no reference check.

Vice Chair Jonak said she preferred no references. She said she liked the idea of an independent person well-grounded in anti-bias training to perform reference checks and asked if they would receive the name of the person giving the reference or if it would be redacted. She said the name could become a barrier and obstacle.

Chair Rabasa suggested someone who was bicultural and biliterate as it was difficult when someone did not know the applicants and what culture or language they needed to cover.

Ms. Newman agreed to have anti-bias in hiring training. She suggested to hire someone to provide training but not be employed by 4J and to include reference checks in their contract. She said the board needed to figure out a way not to discuss candidates regardless of the avenue they made to connect.

Chair Rabasa asked for further questions or a motion to be made.

MOTION: Mr. Di Liberto motioned to continue pathway with no reference checks at any point in the process. Vice Chair Jonak seconded, no discussion. **Motion passed 4:1, Ms. Newman dissenting.**

Chair Rabasa said she was willing to look at the process over the next two weeks.

Ms. Newman said she would like to think through the voting process.

Vice Chair Jonak said her decision would be influenced by the number of applications received, and she agreed to give the process more thought and time.

Chair Rabasa said she would discuss with Vice Chair Jonak and Ms. Newman and bring material back to September 6 meeting. No objection.

Vice Chair Jonak asked to determine interview questions.

Ms. McCulley asked that voting suggestions and interview question suggestions be solidified before the September 6 meeting.

XVI.3. Determine Board Meeting Calendar for June, 2024

Presenter: Maya Rabasa, Board Chair

Chair Rabasa advised the board was scheduled to meet on June 19, which was the Juneteenth holiday. The district proposed to reduce the number of meetings in the month of June to first meeting of June only.

MOTION: Vice Chair Jonak motioned to approve calendar as suggested. Mr. Hamilton seconded, no discussion. **Motion passed unanimously (5:0:0).**

XVI.4. 1466 Park Avenue Surplus Property

Presenter: Andy Dey, Superintendent

Superintendent Dey shared two years ago the district purchased a piece of property at 1466 Park Avenue as part of the district's Future Build Program in collaboration with Dev Northwest (DevNW) to discharge the home to a family who had previously been navigating homelessness.

Vice Chair Jonak asked if everyone was familiar with DevNW.

Superintendent Dey said DevNW was a local non-profit organization who helped with personal finance, worked with entities to find affordable rates and provided education to families for first-time homeownership. He said students in the Future Build Program had completed projects and the property now needed to be declared surplus.

MOTION: Vice Chair Jonak motioned to declare 1466 Park Avenue property surplus. Mr. Di Liberto seconded, no discussion. **Motion passed unanimously (5:0:0).**

XVI.5. Complaint Review

Presenter: Jenny Jonak, Vice Chair

MOTION: Vice Chair Jonak motioned to dismiss Complaint 1. Ms. Newman seconded, no discussion. **Motion passed unanimously (5:0:0).**

MOTION: Vice Chair Jonak motioned to dismiss Complaint 2. Mr. Hamilton seconded, no discussion. **Motion passed unanimously (5:0:0).**

MOTION: Vice Chair Jonak motioned to seek an extension for Complaint 3 to respond to complainant and requested the district conduct a thorough and independent investigation. Ms. Newman seconded, no discussion. **Motion passed unanimously (5:0:0).**

MOTION: Vice Chair Jonak motioned to dismiss Complaint 4 as remedy sought was now moot. Mr. Di Liberto seconded, no discussion. **Motion passed unanimously (5:0:0).**

Ms. Newman shared the board held robust conversation about complaints in the work session. She said discussion was held regarding a thorough review of racial harassment policy, and she moved that the board commit to reviewing racial harassment policy to make sure it was clear and concise and able to follow through.

Vice Chair Jonak agreed with Ms. Newman and proposed this be a future agenda item for a work session. She appreciated audience testimony on this item and said it related to the hate and bias incident report. She suggested to consider policy in this area to make actionable.

Ms. Newman agreed and there was not enough clarity about proceeding with investigations and what those might look like as well as reporting and definitions.

Mr. Hamilton said it was not clear and there was a need to revisit the policy, so investigations were done thoroughly. These issues should not have been taken lightly.

Chair Rabasa agreed the work was important and understood the board to have already committed to doing this work. She asked if a motion was needed.

Superintendent Dey shared some changes were made to implementation but not the policy itself. He said there was not active work on changing language within policy, and it was agreed last year it was pertinent for the board to review. If the board did not make a motion, it would be taken to the board anyway.

Vice Chair Jonak suggested scheduling a work session, so the community had more insight on what the board was doing and reporting. She expressed concern how actionable some of the data was that was tracked, and lack of disability bias included in the report.

Superintendent Dey agreed the work session would be more valuable and beneficial to the board and interested members of the community.

MOTION: Vice Chair Jonak made a motion to resolve to communicate to the public the boards' commitment to 4J policies pertaining to how it worked together and to the community. Seconded by Mr. Hamilton, no discussion. **Motion passed unanimously (5:0:0).**

Superintendent Dey asked what constituted thorough for Complaint 3 motion and what should be kept in mind when vetting possible investigators.

Ms. Newman said the investigations were limited in scope, and this particular complaint had a broad reach. She requested enough people be interviewed to give a broad view of what happened.

Mr. Hamilton said the investigator should have had information pertinent to the accusation and that information was not diluted. He said the investigator appeared not to directly ask or make inquiries regarding elements of violation, and all involved persons needed to be contacted depending on the severity of the violation.

Chair Rabasa advised the meetings referenced in Complaint 3 were available for review and media was referenced as well, such as a Register-Guard article.

XVI. ITEMS FOR ACTION AT A FUTURE MEETING

Direct Items for Action were not discussed.

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

Mr. Di Liberto proposed the Hate and Bias report and noted 711 incidents were included. He asked what that meant historically and personally to the community and would like to know more about the numbers mean.

Vice Chair Jonak proposed recently approved legislation to allow the board to ratify a stipend. She noted this might help remove a barrier to diversification of the board.

Vice Chair Jonak noted emphasis at the OSBA training to set strategic goals for year. She proposed to schedule two work sessions to set strategic goals and be aligned and prioritize work.

Mr. Hamilton proposed the Safety Plan.

Chair Rabasa proposed including the safety plan in the onboarding process and said there were limitations on what could be discussed because safety included security, which was often discussed in executive session.

Ms. Newman asked for clarification if Mr. Hamilton meant physical safety of the building or safety in schools.

-Mr. Hamilton clarified safety in schools and facilities.

Superintendent Dey said it would be helpful to provide the safety plan to refine what to discuss in work session.

Ms. Newman proposed reviewing equity committee for districts advising boards and superintendents.

Vice Chair Jonak proposed additional funds from the legislative session and suggested a work session for priorities and additions to future agendas to approve.

Superintendent Dey said he would need the board to appropriate funds and hear board priorities. He stated he could return to the board with a proposal to make best use of funds in alignment with priorities.

Chair Rabasa proposed a Friday Memo process for YG and sent directly to YG.

Vice Chair Jonak proposed concerns of impact of YG attendance and future of YG program.

Chair Rabasa said the next regular board meeting was scheduled for September 6, 2023.

There were no other comments or questions.

XVIII. ADJOURN

Chair Rabasa adjourned the meeting at 8:48 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Jackie Low, LCOG)



ITEM FOR ACTION – CONSENT AGENDA (Second Read)

Date of Meeting

September 20, 2023

Title

Adopt Board Policy ECG–Vehicle Idling

Presenter

Jenna McCulley, Chief of Staff

Background:

The district recognizes it can play an important role in reducing environmental pollutants, and reduce the exposure to those pollutants for our students, staff and community members, by limiting unnecessary engine idling of school buses and other vehicles on campuses.

There is extensive documentation of the negative health impacts of vehicle exhaust - and a visit to any school at the end of the school day reveals many vehicles idling in the pause parking line. The United States Environmental Protection Agency (EPA) has an extensive collection of research [linked here https://www.epa.gov/mobile-source-pollution/research-health-effects-exposure-risk-mobile-source-pollution](https://www.epa.gov/mobile-source-pollution/research-health-effects-exposure-risk-mobile-source-pollution), including databases of studies linking air pollution from vehicle exhaust and negative health outcomes, which has a connection to attendance. The Oregon Department of Environmental Quality website [linked here https://www.oregon.gov/deg/aq/Pages/Pollution-Near-Schools.aspx](https://www.oregon.gov/deg/aq/Pages/Pollution-Near-Schools.aspx), is also one of many places that shares information on this topic.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board adopt board policy ECG – Vehicle Idling

Eugene School District 4J Policy

Code: ECG
Adopted: XX/XX/XX

Vehicle Idling

The district recognizes that it can play an important role in reducing environmental pollutants.

This policy is intended to reduce student, staff and community exposure to vehicle exhaust pollution by limiting unnecessary engine idling of school buses and other vehicles to reduce negative health impacts of localized pollution to students and others on school campuses.

Exhaust from idling school buses, delivery and personal vehicles accumulates in vehicles and around schools, posing a health risk to children, drivers and the community at large. Exposure to exhaust pollution can cause lung damage, respiratory problems and exacerbate asthma and existing allergies, particularly for young children, whose lungs are still developing. Long-term exposure to these pollutants is thought to increase the risk of lung cancer. Automobile exhaust leads to ground-level ozone formation, acid rain, and other forms of air pollution. This policy is in keeping with the district's Climate Resolution and supports financial goals to reduce fuel, vehicle maintenance and other financial costs.

The superintendent shall develop administrative regulations consistent with this policy. See administrative regulation ECG-AR - Limit Vehicle Idling

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 825.601 - 825.605](#)

Consolidated Appropriations Act, 2005, Pub. L. No. 108-447, 118 Stat. 2809



ITEM FOR ACTION – CONSENT AGENDA (Second Read)

Date of Meeting

September 20, 2023

Title

Approve revisions to Board Policy IICA – District Represented Group Travel

Presenter

Jenna McCulley, Chief of Staff

Background:

The proposed revisions to Board Policy IICA – District Represented Group Travel were made to better align the policy with current district practice. In addition, the revisions provide greater clarity for 4J staff and families regarding field trips.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve revisions to board policy IICA – District Represented Group Travel

Eugene School District 4J

Code: IICA
Adopted: 7/02/73; 6/16/75
Readopted: 11/07/18; XX/XX/XX
Orig. Code: IICA; 7520; 5640.2

~~Field Trips and Special Events-~~ **District Represented¹ Group Travel**

~~The Board recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.~~ **In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent/guardian and community volunteer pool.**

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals. **Written parental permission must be obtained for each trip. The signed form showing parental approval, acknowledgment of student conduct guidelines, and student medical information will be maintained on file for each trip.**

~~In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.~~

~~Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines, and student medical information will be maintained on file for each trip. will be maintained on file for a period of one year.~~

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco, **inhalant delivery systems**, and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents/**guardians** in discipline and emergency situations.

All volunteers (chaperones) are subject to district volunteer requirements including criminal history checks and finger- printing.

Permission for travel must be granted by the principal prior to making travel arrangements, collecting funds, or depositing money.

District-represented groups seeking permission for travel must make every effort to incorporate non student contact days into travel plans. Every effort must be made to limit the number of school days students will miss.

Groups/advisors must make every effort to minimize personal/family expenses associated with district represented group travel.

¹Staff, students, drivers and chaperones are traveling under the authorization of Eugene School District 4J and therefore must follow all district policies, administrative regulations and applicable state and federal laws.

~~All out-of-state travel must have prior superintendent approval. Such approval is predicated on an~~

~~acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).~~

Travel Requiring Board of Directors Approval

Travel by district-represented groups other than OSAA-scheduled or sponsored events which meet any of the following criteria must have prior approval of the principal, the executive director of elementary programs or secondary programs, the Superintendent, and the Board:

1. Travel dates which require students to stay overnight for more than two nights;
2. Travel which takes students outside the continental United States.

All Applications for Permission to Travel requiring Board approval will be submitted to the executive director of elementary programs or secondary programs at least 30 days prior to the event. District-approved outdoor school programs are exempt from seeking Board approval.

Travel Requiring Superintendent Approval

Travel by district-represented groups other than OSAA scheduled or sponsored events which meet any of the following criteria must have prior approval by the superintendent or designee:

1. Travel dates which require students to stay overnight for less than three nights;
2. Total travel costs, including substitutes, exceed \$3,500;
3. Travel out of state.

The superintendent may report such trips to the Board as an information item.

Approval for all Other Travel

All other student travel must be approved by the unit principal.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.014](#)

[ORS 339.155](#)
[ORS 339.240 to -339.250](#)

[OAR 581-021-0050](#)
[OAR 581-021-0070](#)

Cross Reference(s):

EEAE - Student Transportation in Private Vehicle

KI - Public Solicitation in District Facilities

ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

September 20, 2023

Title

Approve Personnel Actions

Presenter

Brooke Wagner D.Ed., Director of Human Resources

Recommended Action

The superintendent recommends that the board of directors:

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

Employee ID	FTE
165276	1.0
160541	1.0
162226	1.0
170935	1.0
160088	1.0
131453	1.0
166202	1.0
170931	1.0
163263	1.0
135365	1.0
165272	1.0
170884	1.0
163707	1.0
162894	1.0
163230	1.0
166909	1.0
170932	1.0
130000	1.0
133372	1.0
170885	1.0

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

Employee ID	FTE
167690	1.0
166218	1.0
161105	.80
171032	1.0
160349	1.0
170963	1.0
161309	1.0
170374	1.0
170218	1.0
166865	1.0
171053	1.0
171061	.65
164768	.50
170949	1.0
171045	.70 & .30
164786	1.0
170966	1.0
165486	1.0
170532	1.0
170953	1.0
171055	1.0
170181	1.0
160906	1.0
170955	1.0
171048	1.0
170928	1.0
170956	1.0
167616	.50
166011	1.0
170965	1.0
171042	1.0
167634	1.0
170796	1.0
171035	1.0
170503	1.0
167456	1.0
164544	1.0
170690	1.0
167737	1.0
170933	1.0
170969	1.0
171043	1.0

167140	1.0
170223	1.0
170551	1.0
167756	1.0
170972	1.0
160318	1.0
171033	1.0
170973	1.0
166053	1.0
170974	.50
167395	1.0
170977	1.0
170982	1.0
171046	1.0
171067	.60
170978	1.0
170384	1.0
165619	1.0
170523	1.0
171088	1.0
166797	1.0
170950	1.0
135449	1.0
170199	1.0
171056	1.0
170970	1.0
160881	.50
170957	1.0
166877	1.0
171066	.50
170618	1.0
170506	1.0
170975	1.0
171025	1.0
170976	1.0
164570	.50
170983	1.0
131954	1.0
171054	1.0
170191	1.0
166318	1.0
171071	1.0
170990	1.0
171030	1.0
167191	1.0
171120	1.0
167148	1.0
170993	1.0

171069	1.0
170854	1.0
171095	1.0
165541	1.0
171014	1.0
170583	1.0
137180	1.0
167552	1.0
161815	1.0
167388	1.0
170272	1.0
166773	1.0
170999	1.0
166337	1.0
136788	.50
162521	.50
163411	1.0
166654	.50
162388	1.0
171070	1.0
171086	.60

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

Employee ID	Reason	Effective Date
132264	Retirement	9/1/2023
129779	Retirement	10/1/2023 (working through June 2024)
128012	Retirement	7/1/2023
164962	Retirement	9/1/2023
133314	Retirement	9/1/2023
133415	Retirement	7/1/2023
162791	Retirement	9/1/2023
125998	Retirement	7/1/2023
166973	Resignation	6/30/2023
167755	Resignation	6/30/2023
166800	Resignation	6/30/2023
135096	Resignation	6/30/2023
165287	Resignation	6/30/2023
166034	Resignation	6/30/2023
165956	Resignation	6/30/2023
170117	Resignation	6/30/2023
131064	Retirement	9/1/2023
127839	Retirement	7/1/2023

164887	Resignation	6/30/2023
162317	Resignation	6/30/2023
131378	Resignation	6/30/2023
137509	Retirement	9/1/2023
161458	Resignation	8/25/2023
164679	Resignation	6/30/2023
137014	Retirement	7/1/2023
164679	Resignation	6/30/2023
166387	Resignation	6/30/2023
166743	Resignation	6/30/2023
166378	Resignation	6/30/2023
133936	Retirement	8/1/2023
132630	Retirement	9/1/2023
127312	Resignation	6/30/2023
165599	Resignation	8/04/2023



ITEM FOR ACTION — CONSENT AGENDA

Date of Meeting

September 20, 2023

Title

Approve Initiation of Process for Selection of Secondary Math Curriculum Adoption

Presenter

Adrienne Pierce, Secondary Curriculum Administrator

Background

In 2021, Oregon Department of Education adopted updated K-12 Mathematics standards. This adoption of new standards triggers Oregon statutes that require districts to engage in a curriculum adoption process for new materials. We are required to start this process before the 2025 school year. While similar in scope to Common Core State Standards (CCSS), there are key areas that have been refined and added after multiple years of CCSS standards implementation in Oregon.

Our current mathematics curriculum (CPM) was adopted during the 2012-13 SY as a short-term solution to the alignment of CCSS. This adoption did not go through a full adoption process, thus there was not pilot phase, nor thorough stakeholder input. Around 2018, a team was formed to adopt Illustrative Math for Middle school teachers, as most middle school math teachers were not using CPM.

The curriculum suite we currently have is extremely outdated and does not adequately meet the needs of all students, especially those who have been historically underserved. In addition, it does not align to the current Math standards that were adopted by ODE in 2021. Therefore, a curriculum adoption focusing on high-quality guaranteed and viable instructional materials across our 6-10 schools is needed to align with our district values of prioritizing equitable access and advancement for all students.

Outline of Process

[Secondary Math Curriculum Adoption Proposal](#)

Phase	Month	Description of Task
	September 2023	<p>a. The Board will approve the initiation of the process and articulate the desired outcome. The superintendent will name a process facilitator.</p> <p>Instruction staff recommends a launch for a</p>

<p>LAUNCH</p> <p>The Board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.</p>		<p>K-5 Mathematics Curriculum adoption, with a process facilitator named by Superintendent Dey.</p> <p><u>Documentation of Process:</u> Presentation for Board Meeting - Math Adoption Secondary Launch_FALL_2023</p>
	September 2023	<p>b. The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</p> <p>The Curriculum Director, Elementary Curriculum Administrator, and Elementary Math Specialist (TOSA) will lead the adoption team consisting of the following staff members.</p> <ul style="list-style-type: none"> • 1-2 math teachers per school, including Fox Hollow and EOA • SpEd, Title, ELD, and TAG representatives (5) • Assistive Technology Specialist (1) • Instructional Technology/Technology representative (1) • Equity Director or Regional Equity Manager (1) • Building Administrator representation (2-3) <p>The total team size will likely consist of 50 building based staff members.</p> <p><u>Documentation of Process:</u></p>
	September - December 2023	<p>b. The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</p>

		<u>Documentation of Process:</u>
	January 2024	<p>c. The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.</p> <p><u>Documentation of Process:</u></p>
	February 2024	<p>c. The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.</p> <p><u>Documentation of Process:</u></p> <p>d. The adoption team will report progress to the instructional leadership team and receive feedback.</p> <p><u>Documentation of Process:</u> The adoption team plans to report progress during the scheduled ILT meetings on _____</p>
	Spring 2024	<p>a. The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district’s equity tool.</p> <p><u>Documentation of Process:</u></p>
	Pilot #1 September - October 2024	<p>b. Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All</p>

<p>PILOT</p> <p>The materials are piloted and examined using established criteria and data collected.</p>	<p>Pilot #2 January - February 2025</p>	<p>members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</p> <p><u>Documentation of Process:</u></p>
	<p>December - March 2025</p>	<p>c. The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers, and administrators.</p> <p><u>Documentation of Process:</u></p>
<p>EVALUATE and REPORT</p> <p>The data is evaluated, materials are ranked and a report is submitted to the instructional advisory council.</p>	<p>April 2025</p>	<p>a. Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council.</p> <p><u>Documentation of Process:</u></p>
	<p>April 2025</p>	<p>b. The instructional advisory council will review the findings and ensure the adoption process has been followed, The instructional advisory council will provide feedback to the instructional leadership team.</p> <p><u>Documentation of Process:</u></p> <p>c. The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent.</p> <p><u>Documentation of Process:</u></p>
<p>ADOPT</p> <p>The superintendent makes an adoption recommendation to the Board.</p>	<p>April 2025</p>	<p>a. The superintendent will make a formal recommendation to the Board to adopt a curriculum.</p> <p>b. The decision of the Board is final.</p>

		The adoption team requests that the superintendent present to the Board during one of the April meetings. This will allow for materials to be purchased and shipped in order to teachers to begin planning with the materials over the summer.
<p style="text-align: center;">IMPLEMENT</p> <p style="text-align: center;">Schools will implement the materials with professional development and evaluation opportunities.</p>	May - June 2025	<p>a. Once the Board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.</p> <p><u>Documentation of Process:</u></p>
	September - June 2025-2026	<p>b. Schools will begin using the new curriculum according to the implementation plan.</p> <p><u>Documentation of Process:</u></p>
	Winter 2026	<p>c. After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impact, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and administrators.</p> <p><u>Documentation of Process:</u></p>

Objective:

To adopt instructional materials for 6-8 and 9-10, aiming to implement during the 2025-2026 school year. These curricular materials will be aligned to ODE standards, both math content standards and standards for mathematical practice, as well as mathematics education research.

The work of the adoption team will be framed and guided by the following essential questions:

- What is our vision for mathematics instruction as a district?
- What are the instructional routines and practices that we value as a district? How can the curriculum support those practices?
- How can we ensure that adopted materials meet the needs of ALL students, especially those who have been historically underserved, and other stakeholders?

Team:

Process Facilitator: Secondary Curriculum Administrator, Adrienne Pierce
Teacher Lead (Math): Secondary Math Specialist Teacher on Special Assignment, TBD
External Team Advisors: K-12 Math Specialist from Lane ESD, Krista Hocker.

Adoption & Pilot Team: The team will be composed of 1-2 math teachers per school, including ECCO, EOA, etc. It's essential that our team has an even distribution between regions and grade levels. In addition to classroom teachers, SPED, Title, ELD, Equity Managers, Assistive Technology and Instructional Technology representatives will also be asked to participate. The team will also include building principal representatives. The anticipated team size is no larger than 30 building-based staff members.

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

The Secondary Mathematics Curriculum adoption will impact all middle and high schools, a totaling 14 different programs/sit. Each and every one of our secondary students will have the opportunity to be served with a new math curriculum.

Options and Alternatives

Oregon statutes require that we engage in a curriculum adoption process by fall of 2025. If we delay the start of the adoption until then 4J will once again be out of compliance with Division 22 standards. The State of Oregon has given school districts the option to delay an adoption until the year 2025. A short-term alternative to curriculum adoption next year includes continuing to use our current materials, which is outdated and does not meet the current newly adopted Common Core State Standards.

Budget/Resource Implications:

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption process, however only for the remainder of the 2023-2024 school year. There are an estimated \$2,000,000 in bond funds that have been earmarked for a full K-12 math curriculum adoption.

Board and Superintendent Goals

- Timely communication and meaningful engagement.
 - We are in the middle of ODE's recommended adoption cycle, promoting a timely adoption. In addition, we will be including stakeholder and community voice & involvement throughout the adoption process.
- Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
 - Objective 1: Support student mathematics learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning across the district.
 - Objective 2: Promote district-wide the value and effectiveness of [Multi-Tiered System of Supports](#) (MTSS), through a guaranteed and viable curricula that includes UDL strategies and supports.
 - Objective 3: Provide opportunities for equitable mathematics instruction at all secondary schools.
- Safety and well-being for all students and staff.

Recommendation

The Superintendent recommends the School Board direct staff to initiate the process for a Secondary Math Instructional Materials adoption.



4J Secondary Math Instructional Materials Adoption Initiation Process

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September 2023

$$\sqrt{\frac{3}{4}} = (a^2)$$

School Board Objectives



September 6th, 2023 - Item for Future Action

- Review adoption process (IIA-AR) and answer questions



September 20th 2023 - Initial Launch

- Board grants permission to initiate K-5 Math Instructional Materials Adoption Process
- Identify a Process Facilitator - Secondary Curriculum Administrator

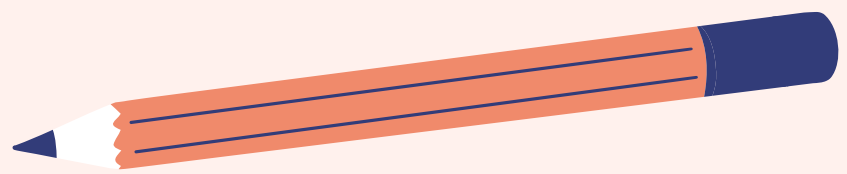


Spring 2025 - Board Approval

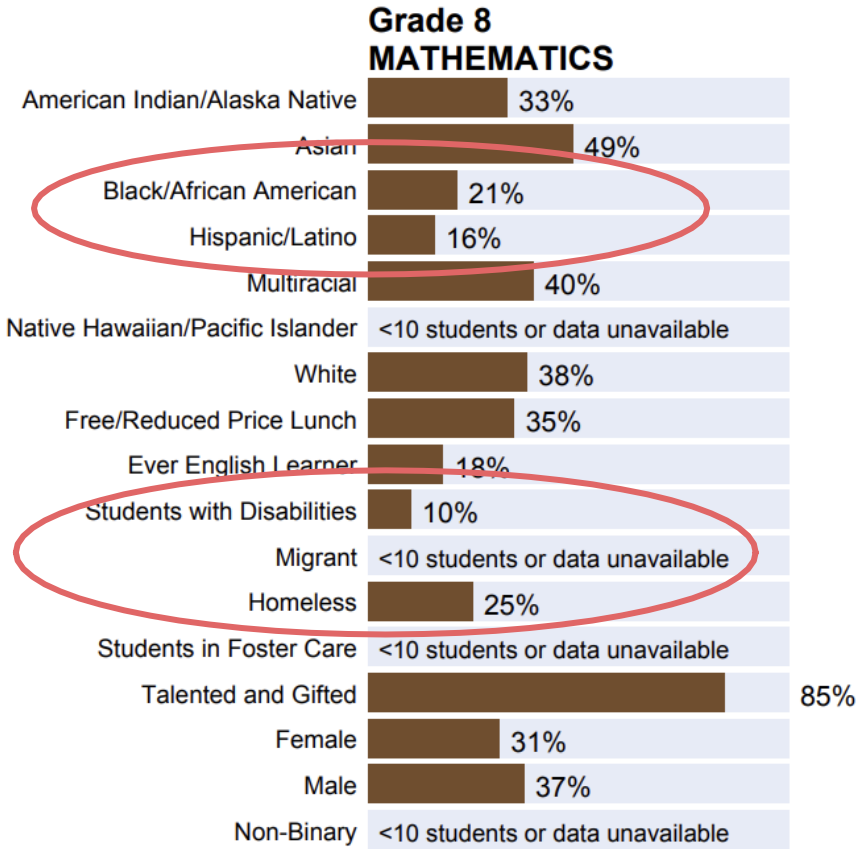
- Board approves Instructional Materials that are recommended for adoption by the Adoption Team



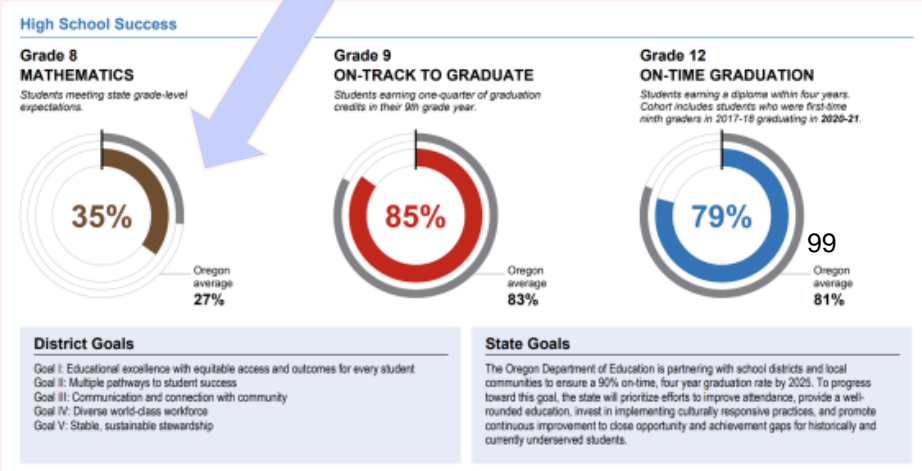
Why are we adopting new instructional materials?



- **2012-2013 SY:**
 - 4J Adopted College Preparatory Math as the 6-12 Math Instructional Materials
 - 2018 Middle Schools choose to add Illustrative Math through an informal math adoption*
- **Fall 2021**
 - New Oregon State standards adopted and statewide initiative - Oregon Math Project
- **Fall 2022**
 - ODE approves instructional materials for 7 year adoption cycle

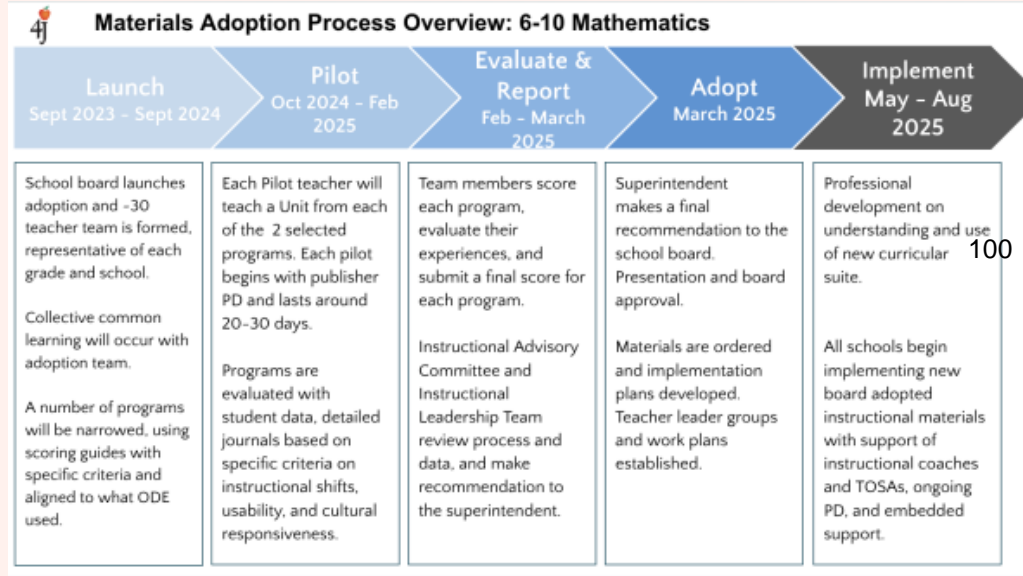


Only 35% of our students meet grade level standards/expectations



Process & Timeline

- Launch
- Pilot
- Evaluate
- Adopt
- Implement



The Adoption and Pilot Team



**Process
Facilitator**



**Secondary
Curriculum
Administrator**



**Secondary &
Elementary Math
Specialists
(TOSAs)**



**Support
from
Lane ESD**



**Up to
30 secondary
educators,
in addition to
district staff**



Materials Adoption Process Overview: 6-10 Mathematics



School board launches adoption and -30 teacher team is formed, representative of each grade and school.

Collective common learning will occur with adoption team.

A number of programs will be narrowed, using scoring guides with specific criteria and aligned to what ODE used.

Each Pilot teacher will teach a Unit from each of the 2 selected programs. Each pilot begins with publisher PD and lasts around 20-30 days.

Programs are evaluated with student data, detailed journals based on specific criteria on instructional shifts, usability, and cultural responsiveness.

Team members score each program, evaluate their experiences, and submit a final score for each program.

Instructional Advisory Committee and Instructional Leadership Team review process and data, and make recommendation to the superintendent.

Superintendent makes a final recommendation to the school board. Presentation and board approval.

Materials are ordered and implementation plans developed. Teacher leader groups and work plans established.

Professional development on understanding and use of new curricular suite.

All schools begin implementing new board adopted instructional materials with support of instructional coaches and TOSAs, ongoing PD, and embedded support.

SECONDARY

ODE Approved Instructional Materials



- Big Ideas: Oregon Math
- CCSS Math 6-9
- Amplify Math
- enVision 6-8 & AGA/Integrated
- Illustrative Mathematics (iL Classroom)
- OURS HS Math
- iReady Classroom Math
- On-level Stats
- OpenUp
- Origo Stepping Stones
- STEMscopes
- Reveal

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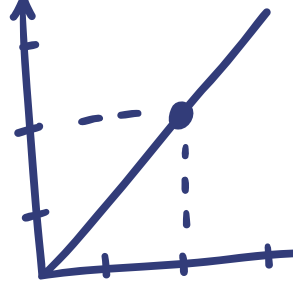
[ODE Approved Curriculum Full List](#)

Board Objectives for SEPTEMBER 20th, 2023



Consent to Initiate Launch

- Board will grant consent to initiate 6-10 Math Instructional Materials Adoption Process
- Board will Identify a Process Facilitator - Secondary Curriculum Admin



QUESTIONS?

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Adrienne Pierce
&
Sebastian Bolden*

$$\sqrt{\frac{3}{4}} = (a^2)$$



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ITEM FOR INFORMATION

Date of Meeting

September 20, 2023

Title

Update on the new School Continuous Improvement Plan Process (SCIP)

Presenter

Larry Williams – Executive Director of Educational Access and Advancement

Time Requested

10 Minutes

Board and Superintendent Strategic Focus Area/s

Provide information regarding which board goals (TBD for 23-24) and/or Superintendent’s strategic focus areas (below) are supported by this action, if applicable. If not applicable, delete the heading of “Board and Superintendent Focus Area/s.”

Superintendent Strategic Focus Areas:

1. Timely communication and meaningful engagement.
2. Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
3. Safety and well-being for all students and staff.

SCIP Objective

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

- align with each the superintendent’s three “Strategic Focus Areas;”
 - Timely communication and meaningful engagement.
 - Having a coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.
 - Safety and well-being for all students and staff.
- are based on analysis of site-based data that include attention to focal student groups;
- if applicable, build on work from the previous year.

A SCIP **is not** an opportunity to showcase high performance. It is a chance to reflect on what needs to change and receive support toward that end

Continuous Improvement Process and Plan

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



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

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

The “WHY”

Our guiding foundation

Grounding our work in three big rocks:

- Meaningful engagement and timely communication
- A coordinated focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved
- Safety and wellbeing for students and staff



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Agenda

- School Continuous Improvement Plans
 - Background
 - Process: SCIP Guide
 - Focal Student Groups
 - Reporting Timeline

The "WHAT"

1. In 2022 the Superintendent asked the Equity & Inclusion Department to look at the current school improvement plan process.
2. We saw many well written plans but we also saw some that could have been more planful using data.
3. We are now moving from a School Improvement Plan to a School Continuous Improvement Plan.
4. The continuous improvement will require the use of data throughout the year.
5. The continuous improvement plan goals will need to be written as SMART goals.

The "HOW"

By aligning the building's efforts with the goals of the Superintendent's three big rocks.

By having Building SCIP and Department CIP driven by data.

By having a new Leadership Plan design to align and support your SCIP.

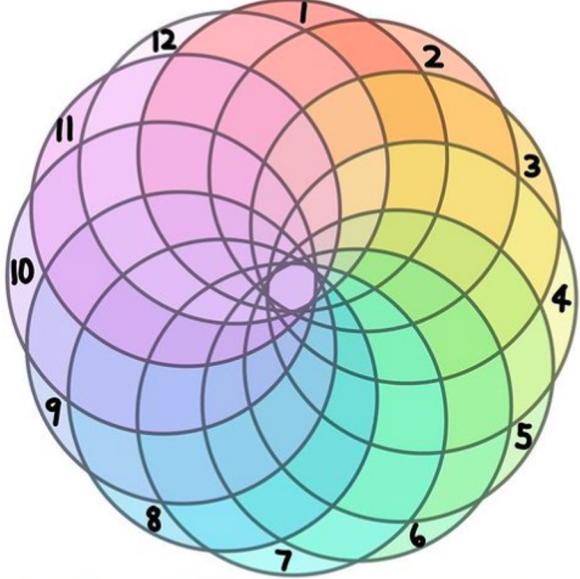


School Continuous Improvement Plans

Focal Student Groups

- Students of color;
- Students with disabilities;
- Emerging bi/multilingual students;
- Students navigating poverty*, homelessness, and foster care;
- Other students who have historically experienced disparities in our schools

INTERSECTIONALITY



- 1 Race
- 2 Ethnicity 113
- 3 Gender identity
- 4 Class
- 5 Language
- 6 Religion
- 7 Ability
- 8 Sexuality
- 9 Mental health
- 10 Age
- 11 Education
- 12 Attractiveness
(...and many more...)

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

@sylviaaduckworth

Focal Student Groups and Subgroups

Focal Student Group	Subgroups
Students of Color	African American/Black
	American Indian/Alaska Native/Non-US Native American
	Asian
	Hispanic/Latino
	Native Hawaiian/Pacific Islander
	Multiple (4J) Multiracial (ODE)
	Historically Underserved Races
Students with Disabilities	Students in Special Education (Students with IEPs)
	Students with 504 Plans* ODE considers only IEPs in calculating "Students with Disabilities"
Emerging Bi/Multilingual Students	Recent Arrivers/Newcomers
	Long Term English Learners (LTELs)
	SIFE/SLIFE Students (Students with Limited/Interrupted Formal Education)
	Migrant Education Program
Students Navigating Poverty	*not available for 23-24
Students Navigating Homelessness	
Students Navigating Foster Care	
Other Groups: Historically experienced disparities in schools	LGBTQSIA+ Students
	NATIVES Program Members

SCIP Completion Guide and Template

SCIP Timeline 23-24				
Month	Day	Action	Location	Time
April	28th	SCIP Draft Plan Due		5pm
June	1st	Building Leadership Plans Draft Due		5pm
SUMMER				
September	22nd	SCIP Final Plan & Building Leadership Final Plan Due		5pm
November	9th	Mid-Semester Grading		
November	27th	Principal Update Progress Share	Auditorium	3-5pm
February	1st	Grading Day		
February	12th	Principal Update Progress Share	Auditorium	3-5pm
April	12th	Mid-Semester Grading		
April	22nd	Principal Update Progress Share	Auditorium	3-5pm
June	20th	Principal's SCIP End of the Year Report Presentations	Auditorium	3-5pm



ITEM FOR ACTION

Date of Meeting

September 20, 2023

Title

Resolution affirming commitment to collaboration and policy

Presenter

Jenny Jonak, Vice Chair
Jenna McCulley, Chief of Staff

Background

During the August 16, 2023 regular business meeting of the Eugene School District 4J Board of Directors the board indicated an interest in publicly affirming through a formalized resolution its collective commitment to positive and collaborative debate as well as adherence to established board policy.

Recommendation

District staff recommend that the board adopt the attached resolution.



Eugene School District 4J Board of Education

Resolution No. XXX

WHEREAS, the Eugene School District 4J Board of Directors, as individually elected members and as a governing body for Eugene School District 4J, are accountable to the community for operating schools that support student achievement;

WHEREAS, research demonstrates that student achievement is directly tied to successful and collaborative relationships between individually elected members, district leadership, staff and the community they represent;

WHEREAS, the Eugene School District 4J Board of Directors has a long history of prioritizing collaborative conversations that honor the many voices and perspectives of our community;

AND WHEREAS, the Eugene School District 4J Board of Directors has well established policies that prioritize values of inclusion, respect and individual responsibility;

BE IT THEREFORE RESOLVED, that the members of the Eugene School District 4J Board affirm their commitment to collaborative, respectful discussions that demonstrate the type of productive debate that honors individual perspective and models district values;

BE IT FURTHER RESOLVED, that the members of the Eugene School District 4J Board of Directors affirm their commitment to district policies governing their actions as individuals and as a collective;

APPROVED by the Eugene School District 4J Board of Directors, Lane County, Oregon, at the regular open public meeting thereof, held this [XX] day of [XX], 2023.

ATTEST: Board of Directors:

(Signatures of all board members follow)

Maya Rabasa, Board Chair

Jenny Jonak, Board Vice-Chair

Judy Newman, Director

Morgan Munro, Director

Rick Hamilton, Director

Tom Di Liberto, Director

DRAFT



ITEM FOR ACTION

Date of Meeting

September 20, 2023

Title

Board Stipend Decision

Presenter

Maya Rabasa, Board Chair

Background

In the 2023 Legislative Session, the Oregon State Legislature passed House Bill 2753 removing the prohibition on compensation and allowing school district boards to provide “each voting member of the board with a stipend in an amount determined by the board, not to exceed \$500 per month.”

Each school district must address whether they wish to approve the stipend.

To support conversation the Oregon School Board Association has provided the following resources to school boards discussing the authorization of stipends.

[Board Member Stipend Frequently Asked Questions](#)

Board Policy BDH – Board member compensation and reimbursements

Board Resolution – Sample Resolution

Recommendation

It is recommended that the school board discuss the new legislation and come to a decision on extending stipends to board members.

Should the board approve the decision to extend stipends to board members it is recommended that the board modify policy BDH – Board member compensation and reimbursements including modifying the attached policy, and formalizing the recommended attached resolution.

Board Member Stipend Frequently Asked Questions

What does the change in statute allow districts to do?

Previously, ORS 332.018 prohibited board members from receiving any compensation from the district. During the 2023 Legislative session, House Bill 2753 was passed. This law removes the prohibition on compensation and allows school district boards to provide each “voting member of the board with a stipend in an amount determined by the board, not to exceed \$500 per month.”

What is the procedure for a board to take up this topic? If the board wants to authorize a stipend for members, what would be a sample motion?

The statute does not specify a required procedure, but the board would need to vote to approve the stipend. The following process could be used:

1. Board amends, deletes or suspends policy BHD to allow for board member compensation;
2. Board ensures that the budget includes adequate funds;
3. Board approves resolution establishing the amount of the stipend;
4. District business office follows existing procedures to make payments to participating board members.

OSBA will be releasing an update to sample board policy BHD in August 2023. OSBA also has a sample resolution that the board can use.

If the board authorizes stipends, can a member choose not to take the funds? How do we handle that?

HB 2753 specifically requires the board to “allow individual directors¹ to choose to not receive the stipend.” Board members should be made aware of the procedure to decline any stipend. Unused funds remain in the budget unless reallocated.

Aren't board members not supposed to materially benefit from their position? What are the ethical implications of authorizing stipends?

Yes, ORS 244.040 prohibits board members from using their official position to receive a financial benefit. However, board members are allowed to receive official compensation and HB 2753 classifies the stipend as “part of the director’s official compensation package.” Reimbursements are also considered to be part of the official compensation package under ORS 244.040(2)(c).

Do stipends violate the non-employment requirement of board service? If not, how does that work?

ORS 332.016(1) provides:

“A person who is an employee of a school district may not serve as a member of the district school board for the district by which the employee is employed.”

HB 2753 does not change this and specifically states “a director who receives a stipend is not considered an employee of the school district.”

¹ HB 2753 uses the term “director” in place of board member.



If a board member accepts a stipend, can the district place any specific expectations on that member with regard to their board service?

While it may depend on the expectations, likely not. HB 2753 states:

“A district school board may choose to provide *each director who is a voting member of the board* with a stipend...” (Emphasis added).

If the board implements stipends, then later decides they are not working out, how does the board remove the payment of stipends?

This depends on the method of approval used. If the board uses an annual resolution to approve the stipends but wants to discontinue at the end of a budget year, it could simply not approve the resolution for the following year. If the board adopts a policy stating that stipends will be paid every month, the board would need to amend the policy.

The board can also use the annual budgeting process to determine how funds will be used. Failure to allocate funds for stipends would halt those payments. In this case, the board should ensure that policy and resolution language match the budget.

Is there a sample OSBA policy on stipends? Is it required?

OSBA sample policy BHD includes language regarding compensation (previously a prohibition on compensation). An update will be included in the August 2023 Policy Update. It is not a required policy as nothing in the stipend law requires a board to have a policy. However, the policy can help organize the board to ensure that the proper process has been followed.

Does the board have to vote on it?

Yes, the board is the decision maker regarding stipends and all board decisions require a vote in a public meeting.

Is it taxable income?

Yes. Consult with your district’s business professionals for more information.

How much can the stipend be?

Initially, the stipend is capped at \$500 per month. This amount will be revised based on changes in the Consumer Price Index. The first adjustment to the amount can occur after July 1, 2024.

Can I still be reimbursed for board expenses?

If the board allows a stipend, the board can still allow for reimbursement of actual and necessary expenses (reimbursement in addition to the stipend). If the board does not allow a stipend, the board must allow reimbursement for actual and necessary expenses. Boards can continue to require approval and documentation for reimbursements.

Should the board discuss with administration before enacting?

Yes, it can be very beneficial to discuss the budget and any accounting procedures before approving stipends.



Where does this money come from?

No additional funds are being provided for these stipends. Funds will have to come out of the existing budget.

Does the board need to adopt any budget adjustments?

The funds for the stipends need to be included in the district's budget. Each year when the board is going through the budgeting process, it should ensure that sufficient funds are allocated to cover the stipends. For the 2023-24 school year, adjustments may need to be made to the current budget. The board must follow legal requirements for amending the budget.

Will the public know which board members receive the stipend?

While individual board members are not required to make a public statement about whether they will accept the stipend, this information would be considered a public record and would be available upon request.

What about ESD, community college and charter school board members?

HB 2753 is codified in ORS 332 and only applies to school district boards. ESD board members (ORS 334.100(3)) and community college board members (ORS 341.283(6)) are still prohibited from receiving any compensation.

What if the board only wants to do a stipend for childcare? Can we do that? If so, how?

Providing a stipend for a single purpose sounds more like a reimbursement than a stipend. If the board approves a stipend, it should be provided to "each director who is a voting member of the board" unless that board member indicates that they do not want to receive the stipend. If the board wants to limit what payment can be used for, reimbursement may be a better option.

When is this effective?

HB 2753 included an emergency clause and became effective July 18, 2023. Subject to proper budget allocations, the board could authorize board members to receive payment for the stipend starting in July (back payments for July 2023 are allowable).

Does this mean board members can be paid for coaching and other positions?

No. ORS 332.016 still prohibits board members from being employees, consequently, board members cannot be paid for other positions. The difference between a coaching stipend and the board member stipend is that HB 2753 specifies that receipt of the board member stipend does not make the board member an employee.

Can we make this effective at some time in the future?

Yes, the board could decide to hold off on implementation of the stipends until next year, after the next election or another time in the future. OSBA recommends that the stipend be available for all board members at the same time.

This document was created by the Oregon School Boards Association as a resource for member school boards and their members. It is not intended as legal advice. If you have legal questions, please contact your legal counsel.



OSBA Sample Resolution for Board Stipend Approval

[] School District Board of Education

Resolution No. 2023-

WHEREAS, board members provide many hours of valuable service to the district;

WHEREAS, the Oregon Legislature authorized payments of stipends to be paid to voting board members by passing [HB 2753 \(2023\)](#), amending ORS 332.018;

WHEREAS, individual board members may opt out of receiving the stipend by notifying the business office in writing;

WHEREAS, the district's adopted budget includes funds to cover the cost of the stipend;

[WHEREAS, board members will still be eligible for reimbursement of actual and necessary expenses incurred or paid by the board member in the performance of the duties of the board member in accordance with district policies;] *{If stipends are being provided, the district can, but is not required to provide reimbursement for actual and necessary expenses. If choosing to provide reimbursement in addition to the stipend, include this bracketed language. If the district does not provide a stipend, the district is required to reimburse for actual and necessary expenses. See ORS 332.018(3)(b)(B) as amended by HB 2753.}*

AND WHEREAS, board members do not become employees of the district by acceptance of the stipend;

BE IT THEREFORE RESOLVED that the [] School District Board authorizes a monthly stipend be paid to all board members in the amount of [\$500¹] for the fiscal year 2023-24.

ADOPTED by the [] School District Board, [] County, Oregon, at the regular meeting thereof, held this [1st] day of [August, 2023].

ATTEST: Board of Directors:

(Signatures of all board members follow)

Notes (to be removed prior to approval)

- *Coordinate with board policy BHD - Board Member Compensation and Expense Reimbursement. An update to BHD will be released in the August 2023 update. It is an optional policy;*
- *OSBA recommends the board to adopt this resolution annually after the budget has been adopted and the maximum amount has been adjusted (after July 1).*

¹ The maximum amount per month is \$500 for the fiscal year 2023-24. Beginning July 1, 2024, this amount may be adjusted in accordance with the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor Statistics of the United States Department of Labor.





ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 20, 2023

Title

Approve revisions to Board Policy BBBA – Membership of the Board

Presenter

Jenna McCulley, Chief of Staff

Background:

The revisions to BBBA are made to better align with the criteria stated in statute and in the Oregon Constitution, to be an elector for a member of a school board.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve revisions to board policy BBBA – Membership of the Board

Eugene School District 4J

Code: BBBA
Adopted: 7/02/73
Revised/Readopted: 11/02/83; 12/11/02; 8/02/17; ~~XX/XX/XX~~
Orig. Code(s): BBBA; 1300; 1310

Membership of the Board

A person is eligible to serve as a Board member if ~~the person is a~~ ~~he/she is an~~ elector of the district. An “elector” means an individual qualified ~~elector of the district~~ to vote under Section 2, Article II of the Oregon Constitution. ~~The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and~~ ~~has~~ must have been a resident within the district for one year immediately preceding the election or appointment.

~~A~~ No person who is an employee of the district is ~~not~~ eligible to serve as a Board member while so employed.

A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)

[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)

[ORS 332.124](#)
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board

Eugene School District 4J

Code: BBBA
Adopted: 7/02/73
Revised/Readopted: 11/02/83; 12/11/02; 8/02/17
Orig. Code(s): BBBA; 1300; 1310

Membership of the Board

A person is eligible to serve as a Board member if he/she is an elector of the district. An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have been a resident within the district for one year immediately preceding the election or appointment.

No person who is an employee of the district is eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)

[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)

[ORS 332.124](#)
[ORS 332.126](#)

Oregon Constitution, Article II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 20, 2023

Title

Approve revisions to Board Policy IFE–Curriculum Guides and Course Outlines

Presenter

Jenna McCulley, Chief of Staff

Background:

Removed “*Essential Skills*” from policy IFE–Curriculum Guides and Course Outlines so as to better align with board policy IKF-Graduation Requirements and with state law.

Options and Alternatives:

To be discussed.

Recommendation:

The superintendent recommends the board approve revisions to board policy IFE – Curriculum Guides and Course Outlines

Eugene School District 4J

Code: **IFE**
Adopted: 11/07/18; ~~XX/XX/XX~~

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic Content State Standards ~~and Essential Skills~~ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

Legal Reference(s):

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 20, 2023

Title

Approve revisions to Board Policy IKF–Graduation Requirements

Presenter

Jenna McCulley, Chief of Staff

Background:

There have been additional changes to graduation requirements in Oregon as a result of Senate Bill 1522 (2022). The bill provided a new definition for “an educational program in this state” and modified what credits the district shall accept from other educational programs in this state to satisfy credit requirements for a student to graduate.

An additional change modified the definition of “world language” in graduation requirements to include sign language, heritage language and languages other than a student’s primary language.

Options and Alternatives:

To be discussed.

Recommendation:

The superintendent recommends the board approve revisions to board policy IKF – Graduation Requirements

Eugene School District 4J

Code: **IKF**
Adopted: 8/26/15
Revised/Readopted: 9/09/15; 11/07/18; 11/06/19;
10/06/21; **XX/XX/XX**
Orig. Code: IKF; IKFA

Graduation Requirements**

The district will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate that meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in **an educational program² in this state** ~~another district or public charter school~~, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that **educational program in this state** ~~other district or public charter school~~.

Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

1. Three credits ~~in~~of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I)³;
2. Four credits ~~in~~of language arts (shall include the equivalent of one unit in written composition);
3. Three credits ~~in~~of science⁴;
4. Three credits ~~in~~of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and
8. Six OS (Other Subjects) credits.

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must^[5]:meet three additional requirements:

1. Education Plan and Profile: Students develop an education plan and profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals. The process should begin no later than grade 7 and continue through grade 12, with regular reviews and updates.
2. Career-Related Learning Experiences: Students participate in career-related experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan.
3. Extended Application: Students apply and extend their knowledge in new and complex situations related to the student’s personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated ~~the~~an inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. To be eligible for a modified diploma, a student must

³ Applied and integrated courses aligned to mathematics standards can meet credit requirements.

⁴ Lab experiences can take place outside of the school in field-based experiences.

⁵ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

1. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will only be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated **thean** inability to meet the full set of academic **content** standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits ~~in~~ mathematics;
 - b. Two credits ~~in~~ language arts;
 - c. Two credits ~~in~~ science;
 - d. Three credits ~~in~~ history, geography, economics or civics;
 - e. One credit ~~in~~ health;
 - f. One credit ~~in~~ physical education; and
 - g. One credit ~~in~~ the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificate

An alternative certificate will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet all of the following minimum requirements established by the district:

1. Student has an active education plan and profile that has been reviewed and updated within the past 60 days.
2. Student has met minimum number of high school credits and been considered for a standard, modified or extended diploma and is not eligible for any of the three.
3. Student has completed the Work Keys Assessment in both reading and math.
4. Student has been in high school for not less than 4 years, unless there is a waiver submitted for gaining the alternative certificate within 3 years by parent/guardian or adult student.
5. Student has not been dropped for non-attendance or referred for truancy.
6. Student has been advised and counseled on all available alternative education options.
7. Student has a class schedule and a graduation plan that starts in 11th grade that culminates in the alternative certificate.
8. Student has completed the district application for the alternative certificate.

Alternative certificates will be awarded based on individual student needs and achievement.

Beginning in grade five or beginning after a documented history to qualify for an **alternative certificate**~~extended diploma~~, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Diploma Awarded to Veterans

The district will issue a high school diploma, upon request, to a person who resides within the boundaries of the district or resides in Oregon and attended a high school in the district, if the person:

1. Attended a high school before serving in the U.S. Armed Forces;
2. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions; and
3. Served in the U.S. Armed Forces at any time during World War I, World War II, The Korean Conflict or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Iraq), or served in the U.S. Armed Forces in an area designated as a combat zone by the President of the United States.

Each veteran receiving a diploma shall have the option of participating in the high school graduation ceremony. A representative of a deceased person who meets the requirements for the award of a diploma may make a request on behalf of the deceased person if the deceased person resided within the boundaries of the district at the time of death or was a resident of Oregon at the time of death and attended a high school in the district.

4J Honorary Diploma

The district will issue a 4J honorary diploma certificate, at the request of a parent or guardian, for a deceased student who died while enrolled in 11th or 12th grade before completing graduation requirements.

To be eligible for an honorary diploma certificate, the student must have attended a district high school, completed the prior school year, and been enrolled in 11th or 12th grade at the time of their death.

The honorary diploma certificate will be issued on or after the graduation date of the class in which the student was enrolled at the time of death.

Issuance of an honorary diploma certificate may be withheld at the superintendent's discretion.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified diploma or extended diploma requirements above.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in ~~the later of either~~ 4 years after starting the ninth grade, or until the student reaches the age of 21; if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of instructional hours and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or

alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form⁶⁷ and submitting the form to the district.

Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the Board and other interested individuals.

~~The district shall establish conduct and discipline consequences for student initiated test impropriety.~~
The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2015
ORS 329.045	ORS 339.505	OAR 581-022-2020
ORS 329.451	ORS 343.295	OAR 581-022-2025
ORS 329.479		OAR 581-022-2030
ORS 332.107	OAR 581-021-0009	OAR 581-022-2115
ORS 332.114	OAR 581-022-0102	OAR 581-022-2120
ORS 339.115	OAR 581-022-2000	OAR 581-022-2505
ORS 336.585	OAR 581-022-2005	
ORS 336.590	OAR 581-022-2010	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
[Senate Bill 1522 \(2022\)](#).

⁶ www.ode.state.or.us; or navigate to Educator Resources > Student Assessment > Test Administration > Forms > 2028-19-30 day notice and opt out form

⁷ Oregon Department of Education page for: 30-day notice and opt-out form



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 20, 2023

Title

Approve revisions to Board Policy JGE–Expulsion

Presenter

Jenna McCulley, Chief of Staff

Background:

ORS 339.250(2) and OAR 581-021-0070 require school districts to have a policy on expulsion. State law provides that the expulsion of a student will not exceed one (1) calendar year.

There has been some confusion on a Board’s role in expulsions, especially related to the expulsion hearing. The Oregon School Board Association (OSBA) has provided the *required* revisions to board policy JGE. These revisions clarify the Board’s role and gives the Board the option of delegating the hearings officer role in the policy, thus relieving the Board of the obligation to meet every time there is a recommendation for expulsion to designate a hearings officer. The Board retains authority on appeal.

Past practice in 4J has been to delegate the authority to decide on an expulsion to the superintendent or designee.

The superintendent is responsible for implementing the expulsion process. The superintendent also ensures that the expulsion process is in compliance with state law, board policy and the student’s due process rights, including the right to appeal the superintendent’s decision to the Board.

The district may only expel a student for the following reasons:

- When a student’s conduct poses a threat to the health or safety of students or employees;
- When other strategies to change the student’s conduct have been ineffective;
- When required by law

The district carefully considers the rights and needs of the individual student as well as the best interests of other students and the school program as a whole.

The expulsion of a student is a serious matter and the district does not, has not and will not, take this action lightly. Usually multiple steps of intervention, involving several staff members, will have taken place before an administrator recommends expulsion.

Duties of the Board:

If the student and parent or guardian appeals the superintendent or designee’s decision, the board of directors will review the expulsion during an executive session, no less than five (5) nor more than twenty-one (21) calendar days after the close of the hearing. At the executive session, the board will

confine its review to the record of the hearing officer (the superintendent or designee) and, in particular, to the following:

- The charges against the student and the evidence used to support or oppose the charges.
- The decision of the hearing officer and the reason for the decision.

A written statement of the Board's decision will be sent by certified mail to the student and the parent or guardian, their representative, and the principal or assistant principal by the superintendent or designee. This statement will be mailed within five (5) school days after the Board's decision. The decision of the Board shall be final.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve revisions to board policy JGE – Expulsion

Eugene School District 4J

Code: JGE
Adopted: 6/19/96
Revised/Readopted: 5/21/14; 11/28/18; 12/18/19; ~~XX/XX/XX~~
Orig. Code: JGE; 5225

Expulsion**

Expulsion is exclusion from regular school program and all school activities. Expulsion of a student shall not extend beyond one calendar year.

A student Students may **only** be expelled for ~~any of~~ the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **conduct behavior** have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the expulsion. The district will ensure careful consideration of the rights and needs of the individual concerned as well as the best interests of other students and the school program as a whole. The use of expulsion for discipline of a student in ~~the~~ fifth grade or **lower below** is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's **observations observation** or upon a report from **an a-school** employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the ~~suspension or~~ expulsion is required by law.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent. ^{1} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a

^{1} The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service² or by certified mail³ at least five days prior to the scheduled hearing. Notice shall include:

- a. The specific charge or charges and the specific facts that support the charge or charges;
- b. ~~The conduct constituting the alleged violation, including the nature of the evidence of the violation, including the nature of the evidence of the violation and reason for expulsion;~~
A statement of intent to consider the charges as reason for expulsion;
- c. The student's right to a hearing;
- d. When and where the hearing will take place; and
- e. The ~~right to representation~~ student may be represented by counsel or other persons.

~~(2.) The Board delegates the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The hearings officer will conduct the hearing and will be neutral;~~

~~(3.) Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;~~

~~(4.)~~ 2. If ~~In case~~ the parent or student ~~has difficulty understanding~~ does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student ~~a translator~~;

~~(5.)~~ 3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or~~ parent or other person. The district's attorney may be present;

~~(6.)~~ 4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

~~(7.)~~ 5. The student shall be permitted to be present and to hear the evidence presented by the district;

~~(8.)~~ 6. The hearings officer or the student may record the hearing;

² The person serving the notice shall file a return of service. (OAR 581-021-0070)

³ When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

(9.) 7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

~~10. The decision of the superintendent or designee serving as the hearings officer is final. However, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over, as provided by procedures developed by the superintendent, which shall include an appeal to the Board for review.~~

~~11. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the and the hearings officer's decision will be submitted to the Board and will be available in identical form to the Board, the student and the student's parents at the same time. The parent or eligible student may prepare a written statement to accompany the record provided to the Board. A new evidentiary hearing will not be held unless the Board in its sole discretion so directs. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or rescind the decision;~~

(12.) 8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing is held by the hearings officer, the following will not be made public:

- The name of the minor student;
- The issues involved, including a student's confidential records;
- The discussion;
- The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation and document this notification. ~~The district must document to the parent of the student that proposals of alternative education programs have been made.~~

The superintendent shall adopt develop administrative rules to ensure compliance with state law and the student's due process rights, including the right to appeal the superintendent's decision to the Board.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615 - 336.665](#)

[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)