

Board of Directors Meeting
School District 4J, Lane County
4J Education Center / Hybrid
(in-person or via Zoom)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, August 21, 2024

NOTICE: The Board Work Session will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID 912 2512 8314

The board will not hear public testimony during the work session.
Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations on an agenda item.

**6:00 PM
Board Work Session**

- I. Call Work Session to Order, Roll Call
- II. Agenda Approval
- III. Comments by Employee Groups
Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations on an agenda item.
- IV. **Consent Group - Items for Action**
 - 1. Approve the Renewal of the RapidIdentity Subscription for User Profile and User Security Management 3
Presenter: Steve Menachemson Director of Technology
 - 2. Approve the Revised 2024-25 Board Meeting Calendar 4
October 02, 2024, Board Meeting Changed to October 09, 2024
October 16, 2024, Board Work Session Changed to October 23, 2024
November 8, 2024, Community Chat Changed to November 15, 2024
Presenter: Colt Gill, Interim Superintendent
20 Minutes
- V. **Items for Action**
 - 1. Consider Approval of a Superintendent Search Board Subcommittee 6
Being Added to the Board Committee List
Presenter: Jenny Jonak, Board Chair
20 Minutes
- VI. **Items for Action At A Future Meeting**
 - 1. 4J Organizational Chart and Distributed Leadership Model 8
Presenter: Colt Gill, Interim Superintendent
30 Minutes
- VII. **Items for Information**
 - 1. Receive Board Input Regarding Invitation System 36
Presenter: Colt Gill, Interim Superintendent
20 Minutes

2.	Receive Update on the Work of the Ad Hoc Classroom Displays Work Group	42
	Presenters	
	Carmen Xiomara Urbina, Chief of Staff	
	Colt Gill, Interim Superintendent	
	30 Minutes	
3.	Policy Exploration and Long Term Planning	53
	Presenters: Jenny Jonak, Board Chair; Colt Gill, Interim Superintendent	
	40 Minutes	
VIII.	Adjourn Work Session	

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.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

August 21, 2024

Title

Approve the renewal of the RapidIdentity subscription for user profile and user security management

Presenter

Steve Menachemson Director of Technology

Background

Mission critical to our environment is the ability to manage the thousands of digital profiles representing the thousands of users that access our systems each day.

The RapidIdentity product suite allows us to do this very efficiently. The enhanced security features are the core of our authentication approach and self-help strategy for password reset just to name 2.

We have used this platform for the last several years and are looking to renew our subscription and continue to advance our digital management capability.

Thresholds for spending require board approval and while this is early, the next renewal will cross the threshold.

Recommendation

The Superintendent recommends approval of the renewal of this subscription, funded by the annual technology department budget at 65k per year.



ITEM FOR ACTION—CONSENT AGENDA

Date of Meeting

August 21, 2024

Title

Approve the Revised 2024-25 Board Meeting Calendar

Presenters

Colt Gill, Interim Superintendent

Description

The 2024-25 Board Meeting Calendar was approved at the board's July 3, 2024 meeting. However, the board meeting date of October 2, 2024, conflicted with Jewish holiday, Rosh Hashanah.

At the August 7, 2024 regular board meeting, a revised 2024-25 board calendar was presented as an Item for Action at a Future Meeting. Suggestions were made to move both October dates forward one week, as well as moving the November 8 community chat forward 1 week, to November 15, 2024. All suggested changes are listed below and reflected on the attached draft calendar.

- October 02 board meeting date moved to October 09, 2024
- October 16 board work session meeting date moved to October 23, 2024
- November 08 board community chat moved to November 15, 2024—due to conflict with OSBA (Oregon School Boards Association) Annual Conference,

Recommendation

Interim Superintendent Colt Gill recommends the board approve the revised calendar of board meeting dates.

**2024 - 25 Calendar of Scheduled Board Meetings,
Board Work Sessions, Listening Sessions
& Chats for Eugene School District 4J Board of Directors
July 1, 2024 - June 30, 2025**

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

<u>Meeting Date</u>	<u>Meeting Type</u>	<u>Materials Delivered to Board</u>
Wed., Jul. 03, 2024	Organizational Board Meeting	Fri., June 28, 2024
Wed., Aug. 07	Board Meeting	Fri., Aug. 2
Wed., Aug. 21	Work Session	Fri., Aug. 16
Wed., Sep. 04	Board Meeting	Fri., Aug. 27
Wed., Sep. 18	Work Session	Fri., Sep. 13
Wed., Oct. 09 <i>Proposed option</i>	Board Meeting	Fri., Oct. 04
Wed., Oct. 23 <i>Proposed option</i>	Work Session	Fri., Oct. 18
<i>Thurs., Oct. 24, 6:30-8 p.m.</i>	<i>Listening Session</i>	
Wed., Nov. 06	Board Meeting	Fri., Nov. 01
<i>Fri., Nov. 15 Proposed option</i>	<i>Community Chat</i>	
Wed., Nov. 20	Work Session	Fri., Nov. 15
Wed., Dec. 04	Board Meeting	Fri., Nov. 29
Wed., Jan. 15, 2025	Board Meeting	Fri., Jan. 10, 2025
Wed., Feb. 05	Board Meeting	Fri., Jan. 31
<i>Tue., Feb. 11, 6:30-8 p.m.</i>	<i>Listening Session</i>	
Wed., Feb. 19	Work Session	Fri., Feb. 14
Wed., Mar. 05	Board Meeting	Fri., Feb. 28
<i>Tue., Mar. 11, 6:30-8 p.m.</i>	<i>Community Chat</i>	
Wed., Apr. 09	Board Meeting	Fri., Apr. 04
Wed., Apr. 23	Work Session	Fri., Apr. 18
Wed., May 07	Board Meeting	Fri., May 02
Wed., May 21	Work Session	Fri., May 16
Wed., Jun. 04	Board Meeting	Fri., May 30

- Board meetings are held at 6 p.m. at the Eugene School District Education Center, 200 North Monroe Street.
- Additional meetings may be scheduled and meetings on this list may be rescheduled. Board members and staff are asked to hold all Wednesdays in case an additional meeting is scheduled.

**2024-25 Board Meeting
Calendar**



ITEM FOR ACTION

Date of Meeting

August 21, 2024

Title

Consider Approval of a Board Superintendent Search Subcommittee to be added to the Board Committee List

Presenter

Jenny Jonak, Board Chair

Background or Description

Interim Superintendent Colt Gill has committed to work and serve the Eugene School District 4J through the fiscal year ending June 30, 2025. During the 2024-25 school year, the board will develop a process and work to select a new superintendent to lead the district beginning in the 2025-26 school year. The superintendent search board subcommittee, if approved, will do some research, gather information and report back to the board. The board as a whole, will make decisions during the process of the search and selection of a new superintendent.

The make-up of the committee, **pending approval by the board of such subcommittee**, include Tom Di Liberto, Board Vice Chair; Judy Newman, Board Director; Morgan Munro, Board Director, along with some key 4J staff to provide administrative support. Should the board change the board membership of committee, the names will be adjusted, accordingly.

Recommendation

The superintendent recommends board approval of a Board Superintendent Search subcommittee.

Eugene School District 4J

Code: CBB
Adopted: 8/02/17

Recruitment and Appointment of the Superintendent

The Board considers foremost among its responsibilities, the selection and appointment of a superintendent who can effectively translate into action, the Board's policies and the community's aspirations for its schools.

To provide the most capable leadership available for the district, the Board may engage in a nationwide search for applicants for the position of superintendent whenever a vacancy in that position occurs.

The Board shall develop and adopt the standards (e.g., candidate qualities and work experience), criteria (e.g., application, screening and hiring process) and policy directives (e.g., promote from within, state and/or national search) to be used in hiring the superintendent, or interim superintendent, at a meeting open to the public and at which the public has had an opportunity to comment.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may hire consultants to assist in screening candidates and to encourage the filing of applications by professional educators who meet the qualifications. Final selection will rest with the Board after a thorough consideration of qualified applicants.

The Board will appoint the superintendent by a majority vote of the Board members at a meeting for which notice has been given of the intended action.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(7\)\(d\)](#)

[ORS 332.505](#)

Cross Reference(s):

CBC - Superintendent's Contract



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

August 21, 2024

Title

Eugene 4J Organizational Chart and Distributed Leadership Model

Presenter

Colt Gill, Interim Superintendent

Requested Amount of Time to Present

30 Minutes

Background or Description

Eugene 4J School District is Lane County's third largest employer. It is a complex, multitiered organization that employs more than 2,000 individuals and serves close to 15,000 students. The district is a public entity that operates under a myriad of statutes, rules, and regulations as well as collective bargaining agreements with two public employee unions.

The Interim Superintendent has worked with input from senior leadership and former superintendents as well as a review of similar sized school districts in Oregon to develop an organizational chart that illustrates lines of authority as well as a model for distributed leadership and informed decision-making in alignment with District Policy [CCB Line and Staff Relations](#) adopted by the Board in 2017.

Organizational Chart

The proposed organizational chart is designed to accomplish three primary aims:

1. **Renewed clarity for everyone** - The organizational chart offers a clear outline of who each employee can look to for support and supervision. This organizational chart should also serve as a tool to help point staff members to our various departments and teams for support.
2. **Restoration of the district's long-standing focus and priority for equity** - With the establishment of the Department of Equity, Inclusion, and Belonging the district is fulfilling a commitment to its students, staff, and community to center the needs of each student and dismantle institutional bias, racism, and ableism. This department and its leadership also provide needed support for our dedicated equity staff who have been serving the district with distinction, sometimes without a coordinated district support system around them.
3. **Recentering the district's efforts on equitable access to high quality, relevant teaching and learning** - This organizational chart ensures that the district administration, from the superintendent on through, is focused on supporting a district's core function: Equitable access to high quality, relevant teaching and learning.

With Board approval, this organizational chart and associated lines of authority is designed to set the district up for success as a permanent superintendent starts in July of 2025. The intention is that the next superintendent will not need to focus on internal management challenges, but that our system is designed and organized to support her or him as they work with the Board, students, families, staff and community to set a vision and plan to support equitable access to high quality teaching and learning for 4J.

Distributed Leadership + Informed Decision Making

No single leader can make the best decisions for our path forward in Eugene 4J, our decisions must be collective and co-owned if they are to be effective and lasting. The model is designed to create a collaborative, coordinated, and transparent space to bring voice from across the district into decision-making. A priority in the model is to better incorporate data analysis and the use of an equity decision tool across the groups represented in this process. In some ways this returns the district to a model that has proven effective for 4J in the past. A model that gives voice to representative leaders across the district and helps to fully inform the decision-making process and provide more clarity to everyone in our system.

4J is home to many important leaders and leadership teams, committees, work groups, councils, boards, etc. Groups like the School Board Committees, Superintendent Work Groups, Instructional Cabinet, Long-Range Facility Planning Committee, Budget Committee, District Equity Committee, District Safety Committee, and several others are needed to accomplish the district's work – these groups will continue to operate. And, it is also necessary and helpful for meetings with our employee partners (EEA, OSEA, and MAPS) to continue and deepen our partnership as we work together to ensure 4J's workforce is heard, appreciated, and fully supported in our efforts to serve our community's children.

The distributed leadership and informed decision-making model adds two additional groups:

(1) The Executive Leadership Team - The purpose of the ELT, until a vision is created for the district, is to create equitable access to high quality, relevant teaching and learning.

The 4J ELT exists to provide strategic direction, foster collaborative decision-making, and ensure the effective implementation of policies and initiatives across the 4J School District. The team's focus is to enhance educational outcomes, promote equity and access, and support the holistic development of every student. An equity, racial equity, and anti-racist lens will be used in all decision-making processes.

The ELT meets weekly and includes representation that oversee all aspects of the district's work, including:

- Superintendent
- Chief of Staff
- Assistant Superintendent of Instruction
- Assistant Superintendent of Student Services
- Assistant Superintendent of Administrative Services
- Assistant Superintendent of Equity, Inclusion, and Belonging
- Chief Operations Officer
- Support: Superintendent's Operations Coordinator

(2) The Superintendent's Leadership Council - The purpose of the SLC is to collaboratively guide and influence the district by testing ideas, clarifying impacts, gathering information, providing a feedback loop, and making recommendations to the ELT and Superintendent.

As a think tank, this inclusive team brings together multiple perspectives from various levels of leadership within the district, from the Superintendent to principal representatives at each level. The council focuses on processing ideas, informing communication plans, clearly highlighting unintentional impacts on the system of decisions, coordinating across departments, identifying risks, proposing solutions, and addressing systems concerns and issues.

The SLC meets at least monthly and includes representation that participate in and lead all aspects of the district's work, including:

- Superintendent
- Chief of Staff
- Assistant Superintendent of Instruction & Access
- Assistant Superintendent of Student Support Services and Well-Being
- Assistant Superintendent of Administrative Services
- Assistant Superintendent of Equity, Inclusion, and Belonging
- Student Services Director
- Federal Programs Administrator
- Elementary School Level Co-Directors
- Middle School Level Director
- High School Level Director
- Curriculum Administrators
- Communication Director
- Human Resources Director
- Chief Operations Officer
- Director of Finance
- Technology Director
- Safety & Risk Administrator
- Ombudsperson
- Director of Research & Planning
- Director of Transportation
- Director of Nutrition & Warehouse
- Director of Facilities
- Prevention and Wellbeing Administrator
- Curriculum Administrator for Extended Learning
- Support: Superintendent's Operations Coordinator
- 1 Rotating Alternative Education Administrator
- Regionally Representative School Administrators from Each Level
 - 1 Rotating HS Administrator
 - 1 Rotating MS Administrator
 - 1 Rotating Elementary Administrator
 - 1 Rotating Dual Language Administrator

The model also highlights the vital role played by the School Board in the function and success of our school district. The Board is a voice for our community and they work to understand their hopes as well as hear the unheard to use that knowledge to set policy for the district, adopt a budget aligned to their goals and steward our financial practices in alignment with our district's values, establish collective bargaining agreements with employee groups, and appoint and evaluate the superintendent who is charged with the general supervision of all district schools, personnel, and departments as well as managing the schools. School Boards have specific responsibilities laid out in ORS 332.075.

Recommendation

The Superintendent recommends action at a future meeting to approve the district's lines of direct authority as shown on the DRAFT district organization chart. This action is in alignment with policy [CCB Line and Staff Relations](#).



Organizing for 2024-25

August 21, 2024



No single leader can make the best decisions for our path forward in 4J, our decisions must be collective and co-owned if they are to be effective and lasting.



Shared/Distributed Leadership...

Our Aims:

- Create a collaborative, coordinated, and transparent space to bring voice from across the district into decision-making.
- Better incorporate data analysis and the use of an equity decision tool across the groups represented in this process.



4J School Board

The Board is a voice for our community and they work to understand their hopes as well as hear the unheard to use that knowledge to:

- set policy for the district,
- adopt a budget aligned to their goals and steward our financial practices in alignment with our district's values,
- Establish collective bargaining agreements with employee groups, and
- Appoint and evaluate the superintendent who is charged with the general supervision of all district schools, personnel, and departments as well as managing the schools.



4J Executive Leadership Team (ELT)

- **The purpose of the ELT is** to create equitable access to high quality, relevant teaching and learning.
- **The 4J ELT exists to** provide strategic direction, foster collaborative decision-making, and ensure the effective implementation of policies and initiatives across the 4J School District.
- **The team's focus is** to enhance educational outcomes, promote equity and access, and support the holistic development of every student. An equity, racial equity, and anti-racist lens will be used in all decision-making processes.

4J Superintendent's Leadership Council (SLC)



- **The purpose of the SLC is** to collaboratively guide and influence the district by testing ideas, clarifying impacts, gathering information, providing a feedback loop, and making recommendations to the ELT and Superintendent.
- **As a think tank**, this inclusive team brings together multiple perspectives from various levels of leadership within the district, from the Superintendent to principal representatives at each level.
- **The council focuses on** processing ideas, informing communication plans, clearly highlighting unintentional impacts on the system of decisions, coordinating across departments, identifying risks, proposing solutions, and addressing systems concerns and issues.



Org Chart: Aims

- **Renewed clarity for everyone** - The org chart offers a clear outline of who each team member can look to for support and supervision. And, serves as a tool to help point staff members to our various departments and teams for support.
- **Restoration of our focus and priority for equity** - With the establishment of the Department of Equity, Inclusion, and Belonging we are fulfilling a commitment to our students, staff, and community to center the needs of each student and dismantle institutional bias, racism, and ableism. This department and its leadership also provide needed support for our dedicated equity staff who have been serving the district with distinction.
- **Recentering the district's efforts on creating equitable access to high quality, relevant teaching and learning** - This org chart also helps ensure that the entire district administration is focused on supporting our core function: Equitable access to high quality, relevant teaching and learning.



Org Chart: Hopes

- **For those that have served in 4J for several years**, I hope it feels a bit like a comforting return to a home that is familiar to you - one where you know where everything is at and can function in safe and effective ways.
- **For those new to the district** (like me), I hope this provides clarity and hope for a coordinated and transparent approach to our work together. ¹⁹
- **The permanent superintendent will not need to focus on internal management issues**, but that our system can support her or him as they work with the Board, students, families, staff and community to set a vision and plan to support equitable access to high quality teaching and learning for 4J.



Org Chart: Next Steps

The Superintendent recommends action at a future meeting to approve the district's lines of direct authority as shown on the DRAFT district organization chart. This action is in alignment with policy [CCB Line and Staff Relations](#).

Colt Gill
Interim Superintendent

Carmen Xiomara Urbina
Chief of Staff

Larry Williams
Assistant Superintendent of Instruction and Access

Kat Lange
Assistant Superintendent of Student Support Services and Well-Being

Brooke Wagner
Assistant Superintendent of Administrative Services

Kyle Tucker
Chief Operations Officer

TBD
Assistant Superintendent Equity, Inclusion and Belonging

Matt Brown
Director of Financial Services

Director of Elementary School

Director of Student Services

TBH
Director of Human Resources

Director of Facilities

Equity Managers

Finance

Director of Elementary School

Student Well-Being Administrator

TBH
School Safety & Risk Administrator

Director of Technology

Affinity Coordinators

Procurement

Director of Middle School

Federal Programs Administrator

Director of Nutrition & Warehouse

Director of Transportation

Civil Rights Coordinator

Grants

Director of High School

Extended Learning Administrator

Equity Committee

BIS Team

Director of Research & Planning

Welcome Center

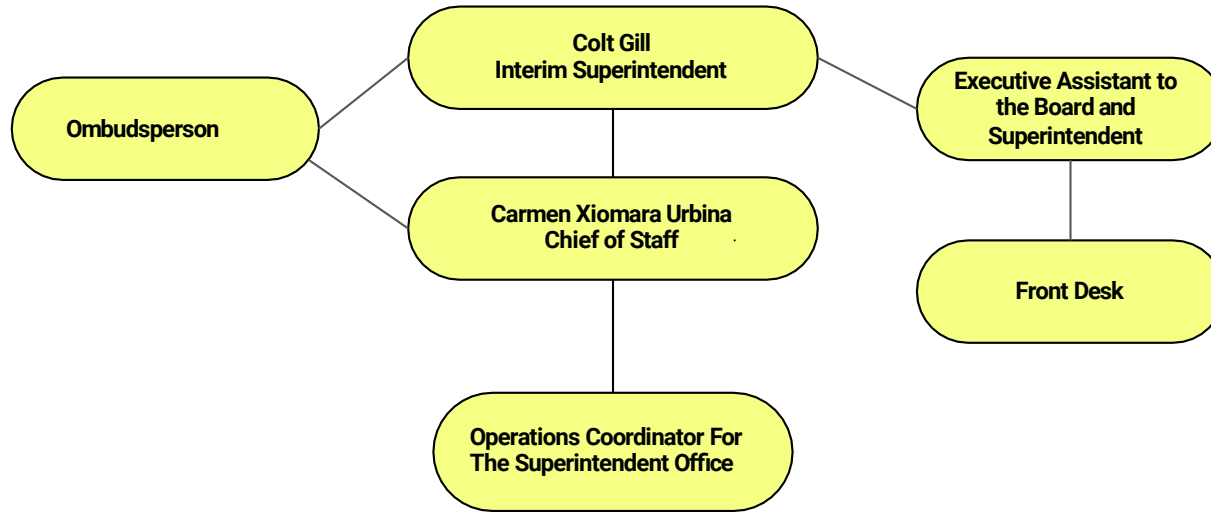
English Language Learners

Administrator on Special Assignment

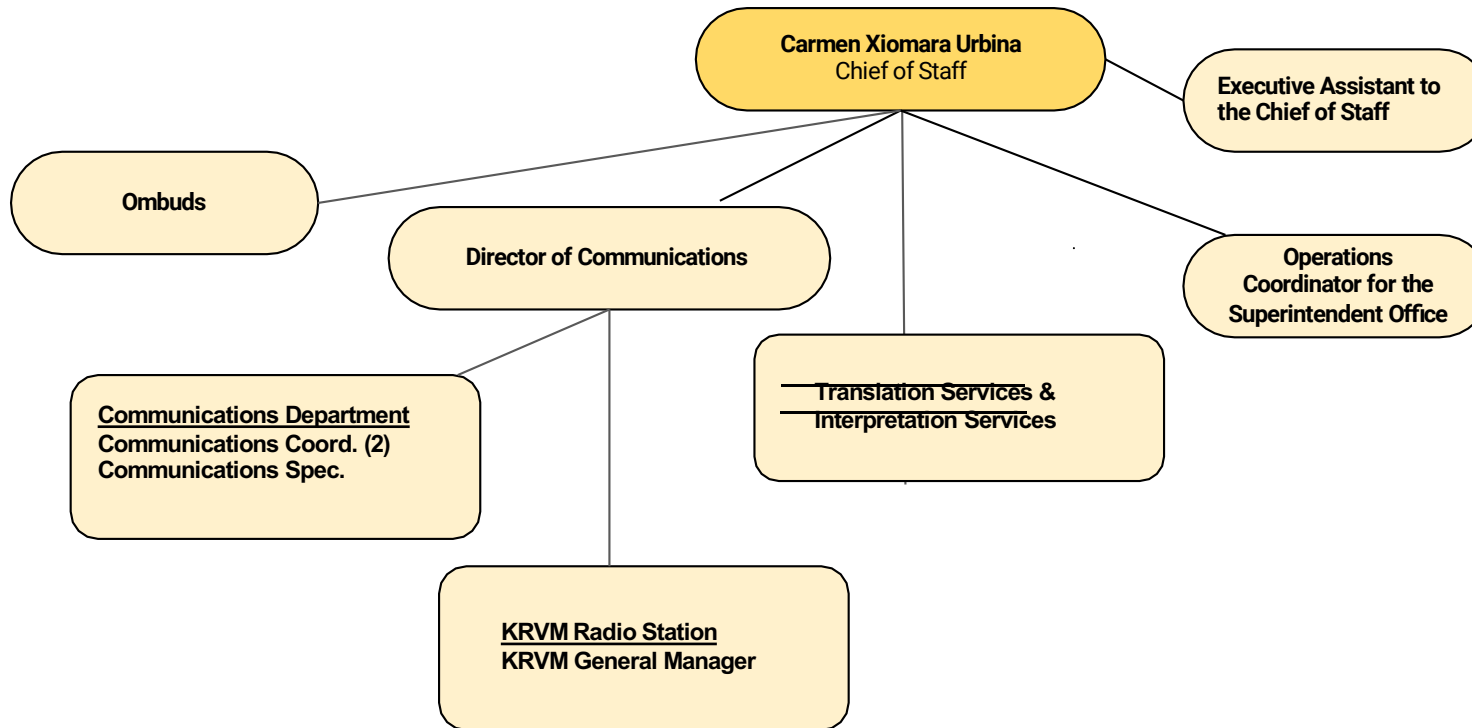
McKinney Vento

Grow Your Own

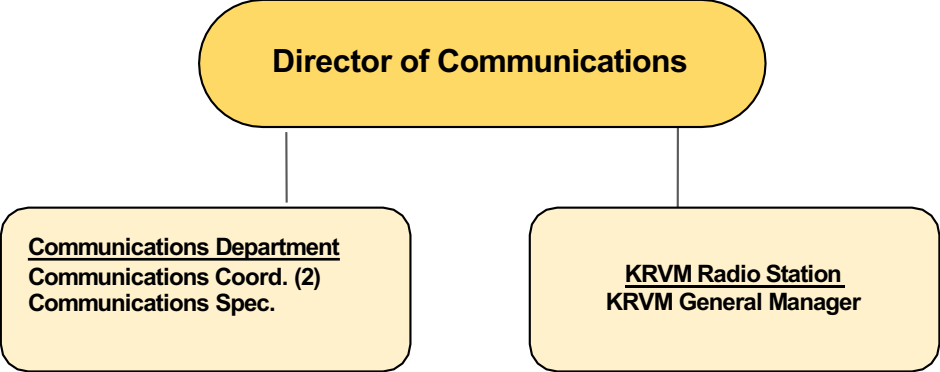
Superintendent



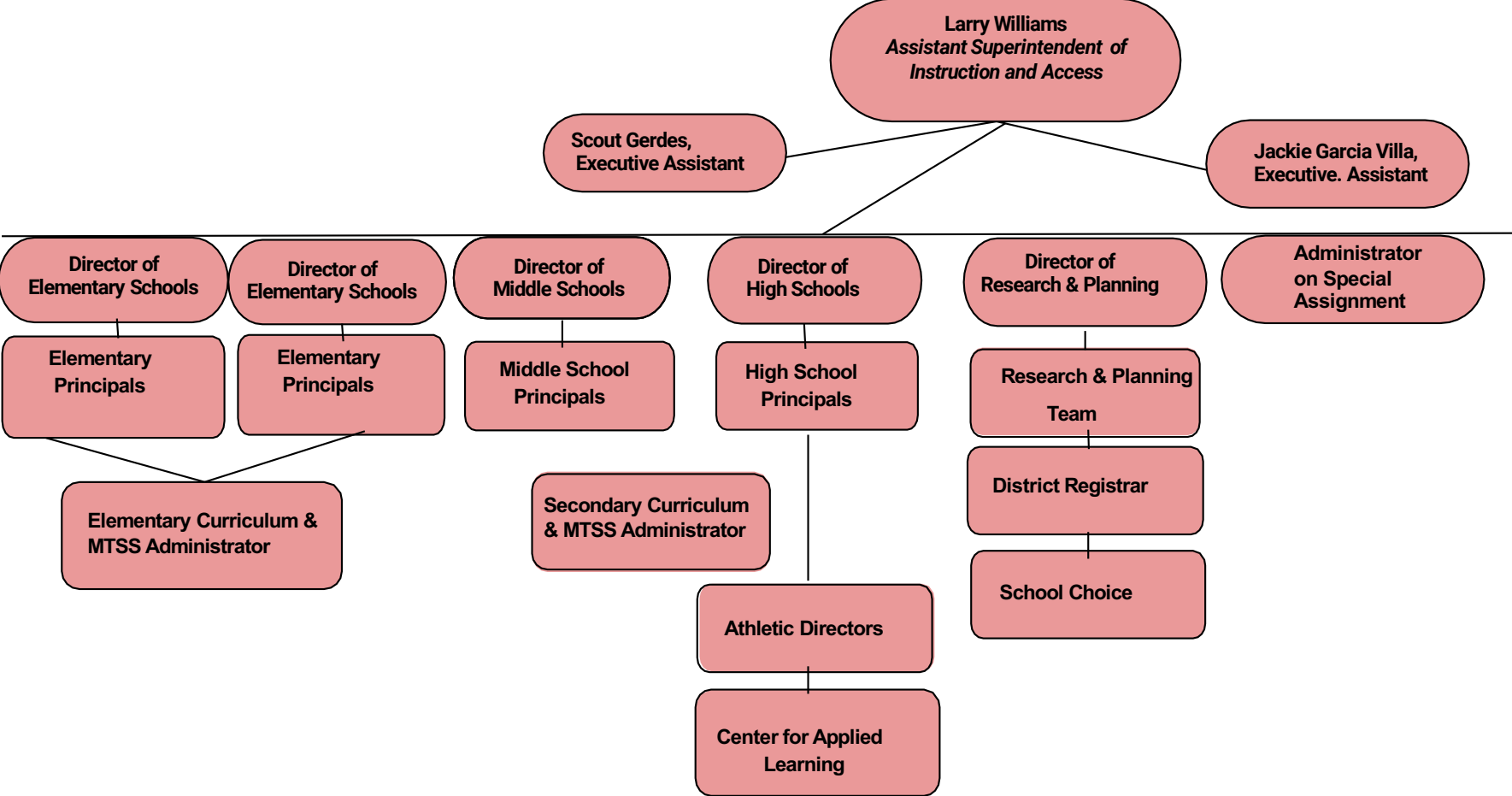
Chief of Staff



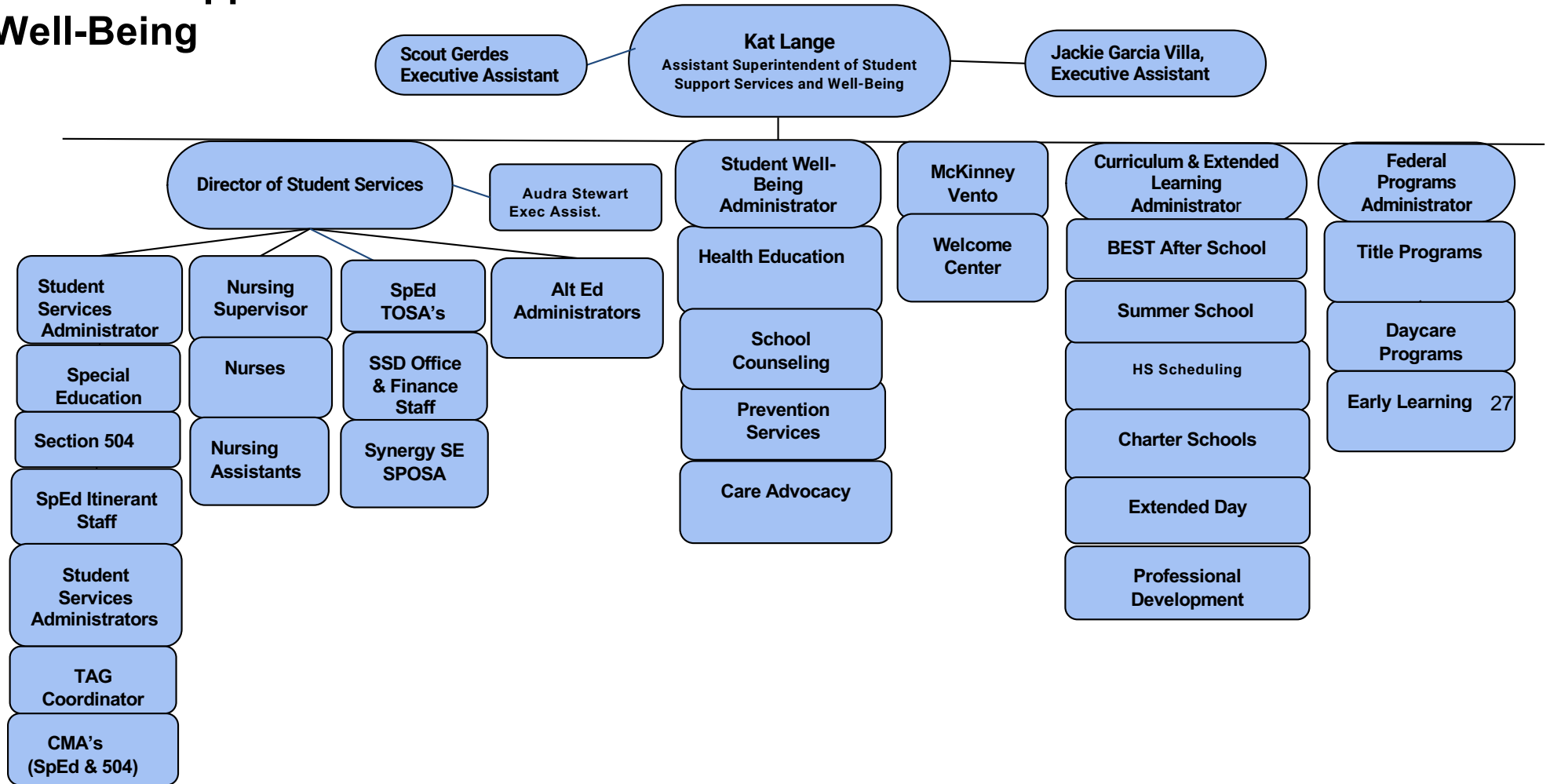
Communications Department



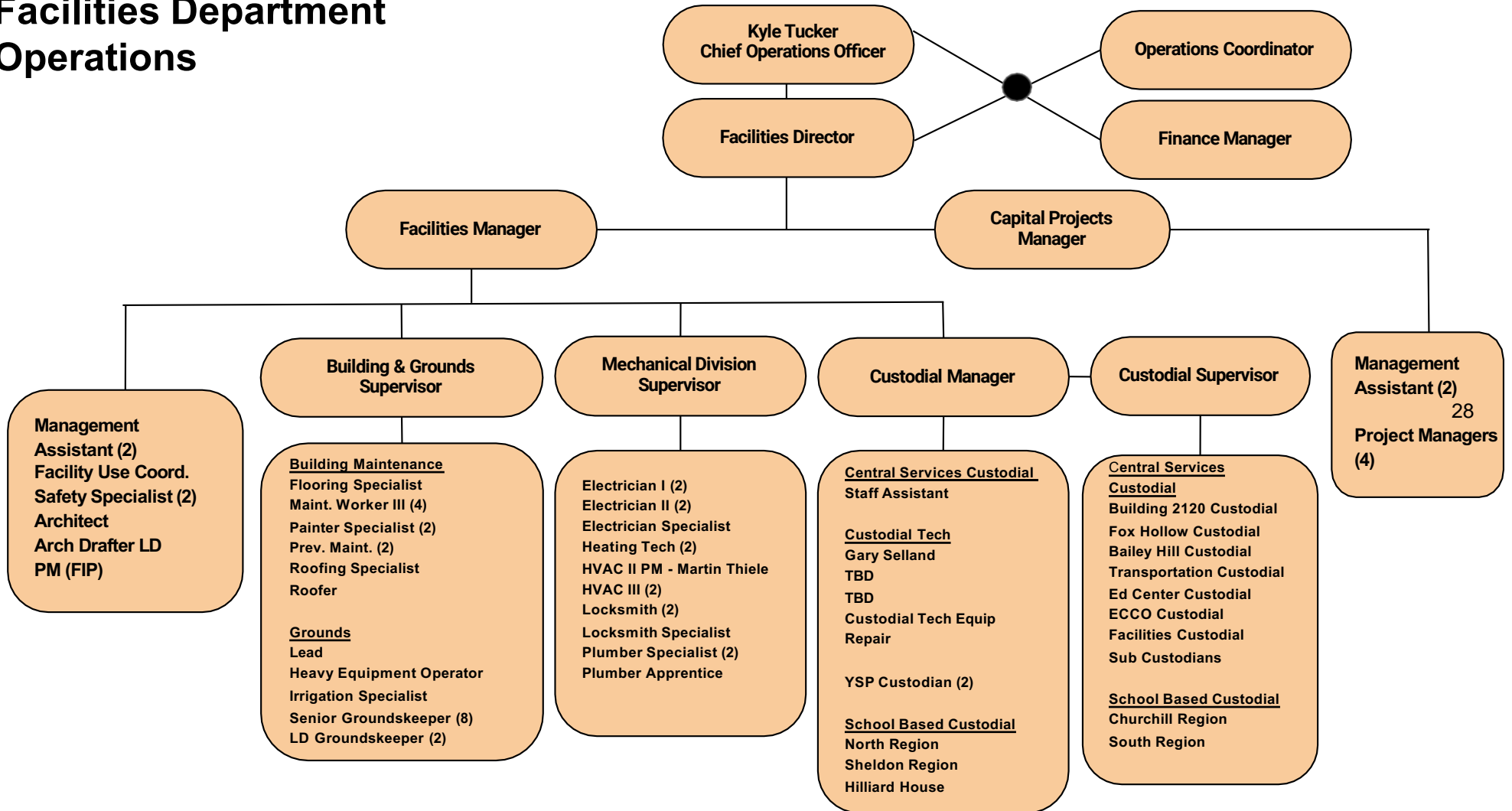
Instruction and Access



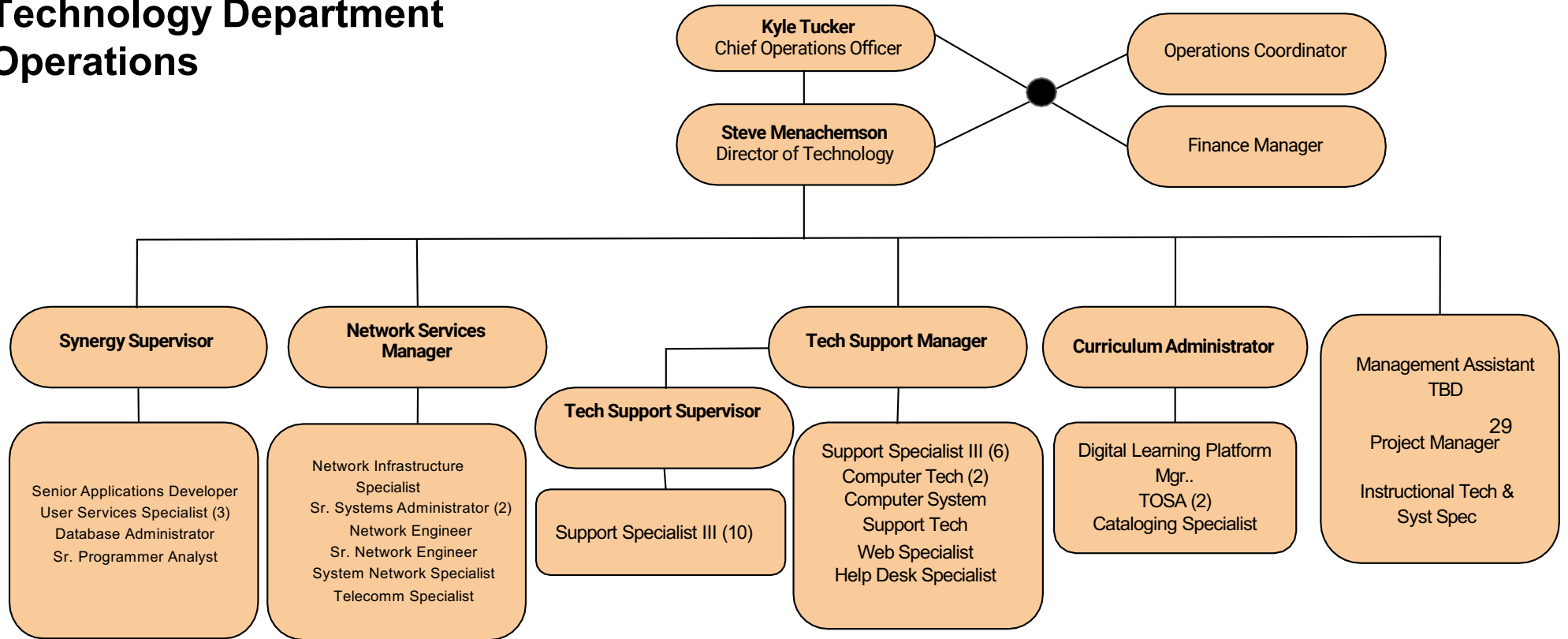
Student Support Services & Well-Being



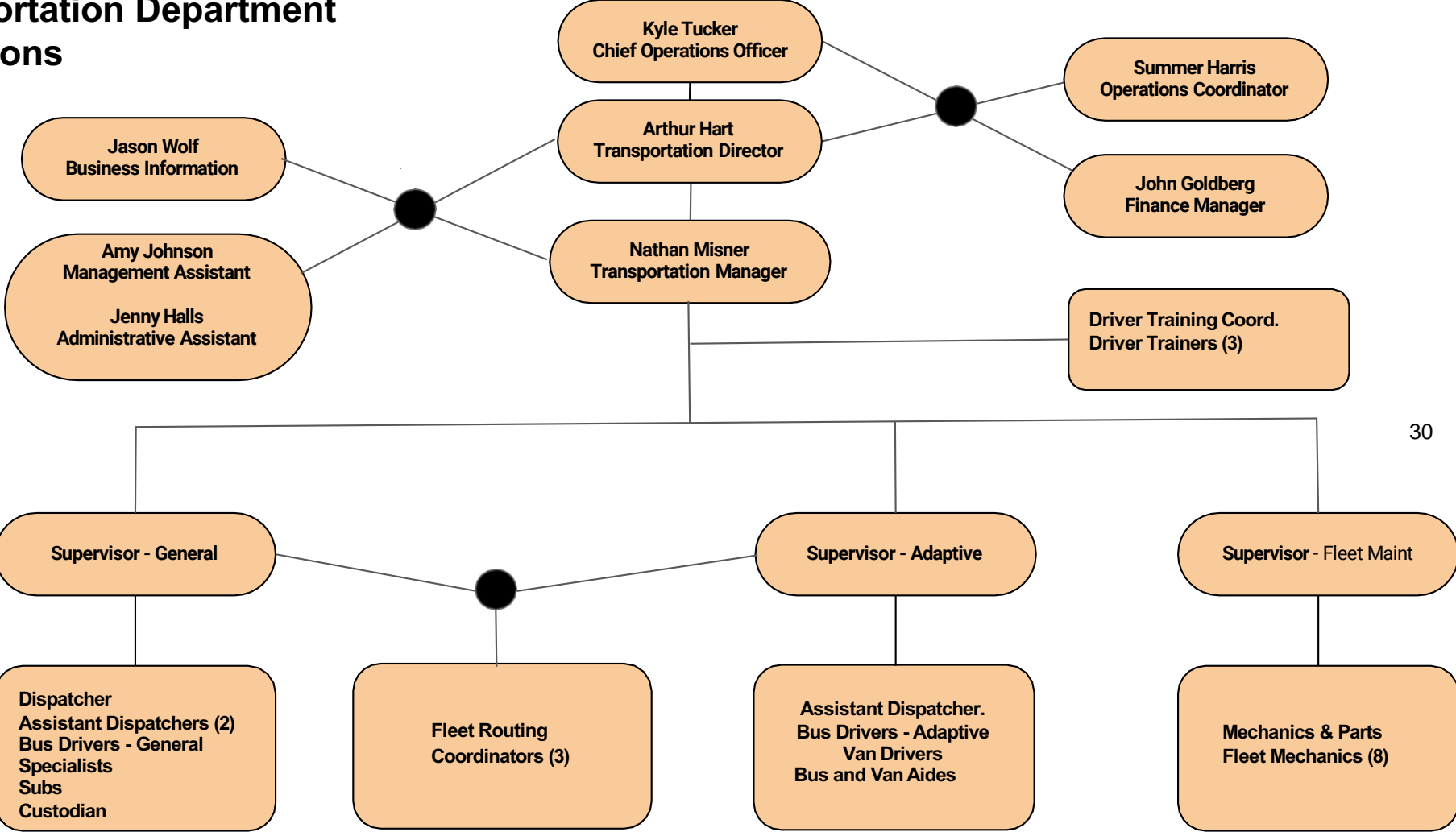
Facilities Department Operations



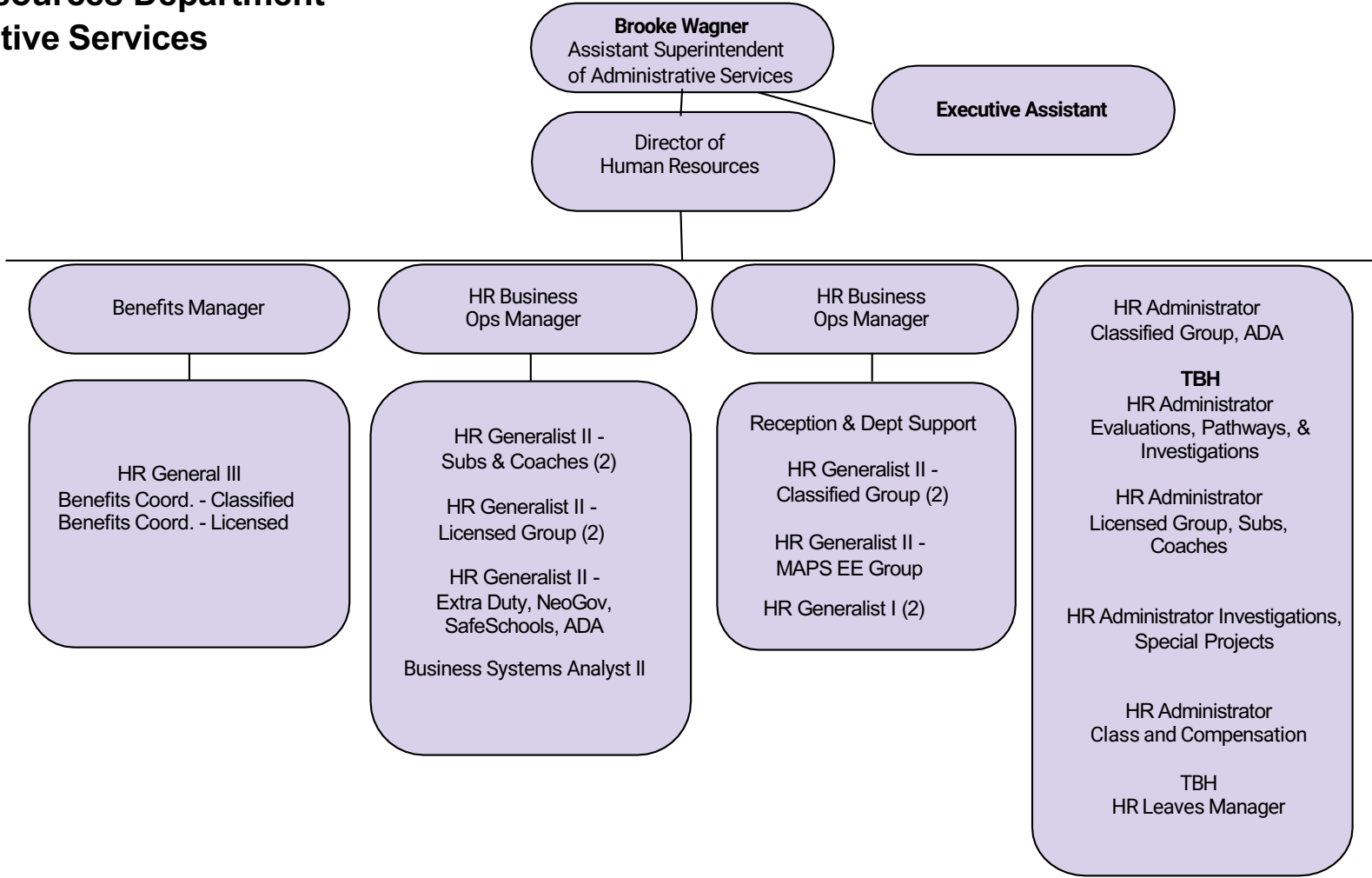
Technology Department Operations



Transportation Department Operations



Human Resources Department Administrative Services



Nutrition and Warehouse Department Administrative Services

Brooke Wagner
Assistant Superintendent
of Administrative Services

Director of
Nutrition & Warehouse

Executive Assistant

NS Regional Managers
Menus & Titan

NS Regional Managers
Menus & Titan

NS Regional Managers
Menus & Titan

Warehouse Supervisor

Grant Accountant

Elementary Kitchen
Aubrey Park
Buena Vista
Gilham
Holt
Howard
River Road
Spring Creek
Willagillespie
Kelly/YG
Lane School
St. Paul

Elementary Kitchen
Adams
Camas
Charlemagne
Chavez
Edgewood
Family School
Fox Hollow
McCornack
Twin Oaks
Edison
Kennedy/Chinese
O'Hare

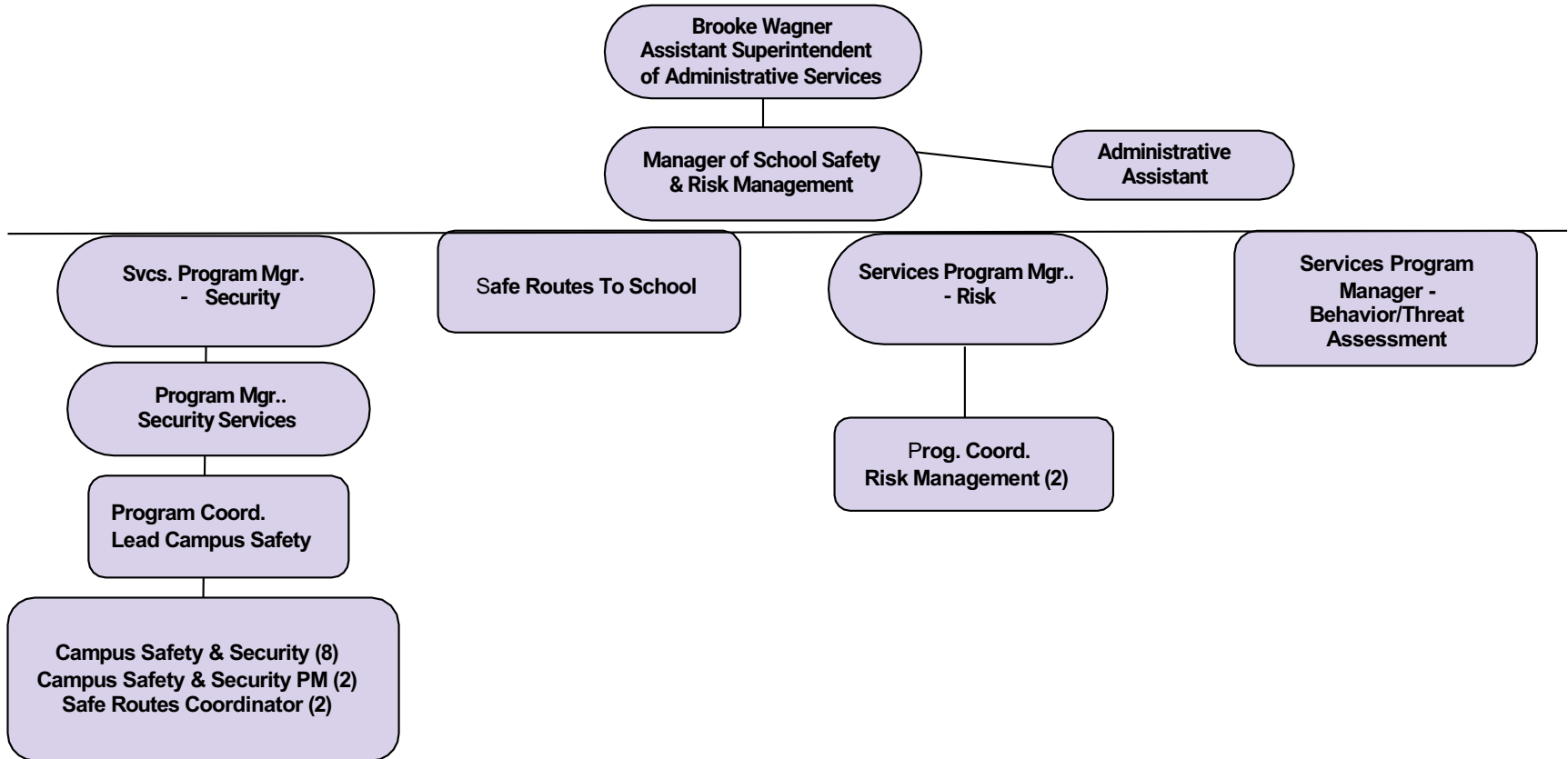
Middle & High Kitchen
ATA
Cal Young
Churchill
Ecco & Cafe
Madison
Monroe
North
Roosevelt
Sheldon
South
Spencer Butte
Catering

Warehouse Ops Asst. (5)
Warehouse Laborer

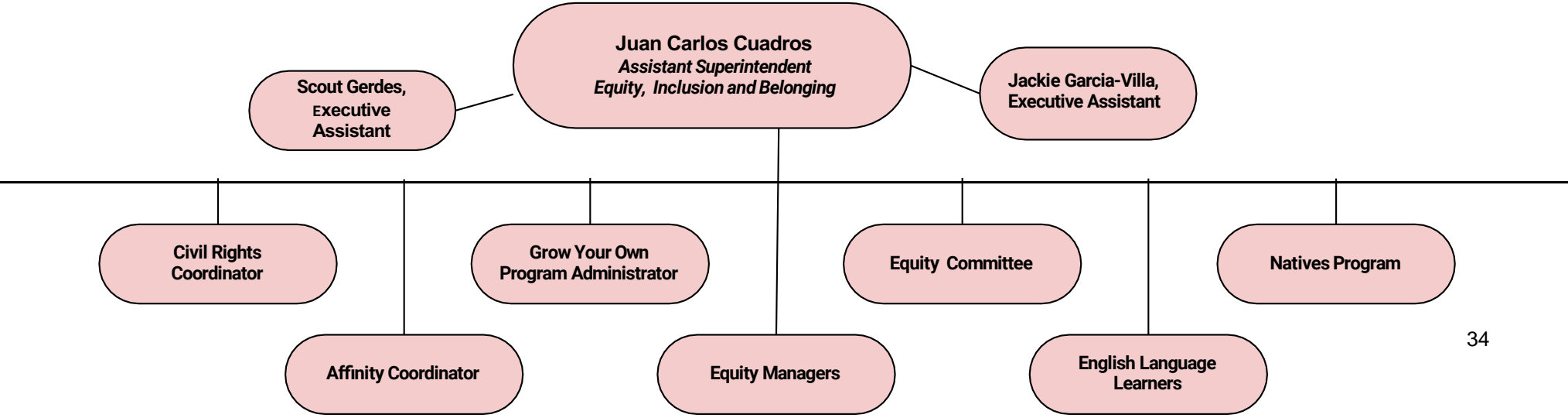
Administrative
Assistant

Warehouse General
Laborer

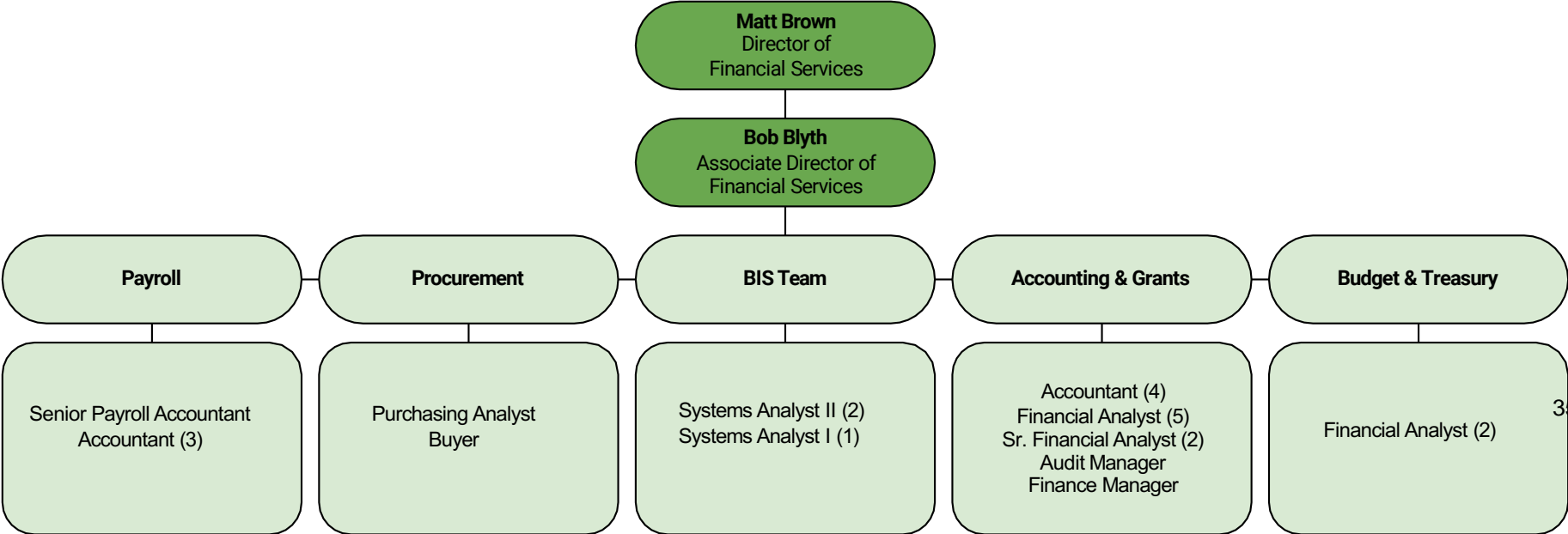
School Safety & Risk Management Department Administrative Services



Equity & Inclusion Department



Financial Services Department





ITEM FOR INFORMATION

Date of Meeting

August 21, 2024

Title

Board Input Regarding Invitation System

Presenter

Colt Gill, Interim Superintendent

Requested Amount of Time to Present

20 Minutes

Background or Description

At the Summer Retreat the Board set a goal to ensure every school and program in the district receives at least one visit by at least one Board Director during the 2024-25 school year.

To help the Board function as effectively as possible in service of their community, the Board has established working agreements/norms that provide a set of guidelines, shared understandings, and expectations of how they will work with each other, district staff, and the community. Two of these working agreements touch on how the Board will engage in school and program visits:

Board members will act as ambassadors to the schools, the community, and the district by observing the following:

- a. As able, strive to stay connected to schools and their events*
- b. Represent the board and district in the community by receiving input from constituents and partners, and sharing information on district programs and progress*
- c. Hold oneself to a high standard of behavior, reflecting open and collaborative discourse, ethical conduct, and speaking responsibly to support students, district, and board*
- d. Serve as an essential interface between the district and the community in support of the district in achieving its mission*
- e. Be open and collaborative as they conduct their work with care*

Board members will coordinate with the superintendent and alert the building administrator before visiting a school, except in the cases of routine parental visits, scheduled volunteer shifts, or in a professional, non-district role.

To better accomplish the goal to ensure visits to every school and program, as well as adhere to these working agreements and [Policy BG/GBD Board-Staff Communications](#), the district has developed a format and communication that will allow all staff and community to invite all Board Directors to visit sites and attend events.

The hope is to create a model for invitations that is inclusive of all Board Directors and meets the requirements of Board Policy, *“Visits by Board members will be carried out only under superintendent authorization and with the full knowledge of staff principals and other supervisors. School visits by Board members will be regarded as informal expressions of interest in school affairs and not as ‘inspections’ or visits for supervisory or administrative purposes.”*

The district welcomes input from Board Directors at this Work Session to improve this model and help define how it is communicated.

Recommendation

Input for improvement is requested, no official action is required.

To: All Staff
From: Colt Gill
Date: August 26, 2024
RE: Connecting with the 4J School Board

Hello All-

Our School Board plays a vital role in the function and success of our school district. *The Board sets policy for the district, it adopts a budget aligned to our district values, it establishes collective bargaining agreements with employee groups, and it appoints and evaluates the superintendent.*

Public Comment

In 4J we are lucky to have a deeply engaged Board that invites public comment and reviews all comments thoughtfully. The 4J School Board looks forward to connecting with the school community.

On occasion you may want to provide public comment to our elected officials. Your comments are welcome as an employee, parent, or community member. Each regular School Board Meeting normally has time set aside for public comment; this is listed on the agenda as “Items Raised by the Audience.” Board Members also read emails with written comments sent to <mailto:board@4j.lane.edu>.

To request to speak to the board in the next public comment period in a Board Meeting, [submit a request](#) by 5 p.m. on the Monday before the meeting. Up to 10 community members will be scheduled to provide public comment at each meeting, with a 3-minute time limit per speaker. If more than 10 people request to speak, priority will be given to residents who did not provide public comment during the previous two meetings, then the selection of speakers will be determined randomly.

- [Request to speak](#) (by 5 p.m. the Monday before the board meeting)
- [Email the School Board](#) (anytime)

The School Board Chair, or designee, will acknowledge receipt of any public comment emailed to the Board. All Board Members will read all public comments mailed to the School Board and will hear public comment offered during Board Meetings. Public comment is not a topic for Board discussion. The Board wishes to hear your comments, but will not engage in discussion. Public comment, especially when it relates to items before the Board or items within their purview, can be helpful in the ongoing work and decisions of the Board.

This year the Board will also advertise specific meetings designed solely for gathering public comment. Work Sessions and Special Board meetings typically do not include time for public comment.

Board-Staff Communications

As the School Board works at the policy level and only directly evaluates the superintendent. Communications with the School Board are governed by [4J School Board Policy BG/GBD](#).

This policy states that all official Board communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will provide appropriate communication to keep staff fully informed of the Board's policies, priorities and actions.

Additionally, all formal communications or reports to the Board, or any Board committee, from staff members will be submitted through the superintendent. This does not preclude staff from providing public comment (see above) to the Board.

Finally, our School Board would love to connect with you in our schools and programs. This policy states that school visits by Board members will be carried out after informing the superintendent and principals or supervisors. School visits by Board members should be regarded as informational and informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Invite the School Board to Your School or Program

You can use [this form to invite School Board Members to visit your school or program](#). This may be to see a special event or presentation and it can also be an opportunity to see you at work with our students. *Our Board has a goal to visit every school and program in the district each school year.* Your invitations help them reach their goals and provide them with an opportunity to connect directly with our staff and the students and communities we serve. To provide the Board Directors with opportunity to arrange their calendars, please submit your invitation 3-6 weeks prior to the event or visit.

Thank you for all you do for our students. I hope you have the opportunity to connect with our Board or invite them to see you in action with our students!

Thank you,

Colt Gill

[\(he_him\)](#)

Interim Superintendent


Eugene 4J School District

4J School Board Site Visit Invitation

Thank you for inviting 4J School Board Members to visit. For planning purposes, we ask that you complete this invitation at least three-weeks prior to the date of the visit request.

Once this form is completed it will be shared with all 4J Board Members and the Superintendent. The Board and Superintendent's Executive Assistant, Debbie McKim may contact you to ask additional questions. She will also let you know who from the Board may be able to attend.

For support contact [Debbie McKim](#)

 Not shared



* Indicates required question

Your name *

Your answer _____

Your position *

Your answer _____

Email *

Your answer _____

Your School, program, or site *

Your answer _____

Date(s) and time(s) for this request *

Your answer _____



Brief Description of the focus of the visit *

Your answer

My principal or supervisor is aware that I have offered this site visit invitation *

Yes

No

Other: _____

Any other information or special instructions (parking, entry directions, etc.) that would be helpful

Your answer

Submit

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ITEM FOR INFORMATION

Date of Meeting

August 21, 2024

Title

Update on the Work of the Ad Hoc Classroom Displays Work Group

Presenter

Carmen Xiomara Urbina, Chief of Staff
Colt Gill, Interim Superintendent

Requested Amount of Time to Present

30 Minutes

Background or Description

The Board previously directed the superintendent to create a classroom displays policy ad hoc work group to review relevant policy and law gathered by the superintendent's Board Policy Work Group, seek and consider input from community partners, and provide recommendations to the superintendent on any needed policy, administrative rule, or practice changes. This group would convene over the summer. The superintendent was directed to work with staff to create a space for community partner input, where individual and group views and opinions can be shared and considered in a safe and respectful manner. After hearing recommendations from the work group and community partner input, the superintendent may take action on administrative rule and practices and may work with the Superintendent's Board Policy Work Group to make policy change recommendations to the Board. The superintendent was also directed to report progress to the Board at the second meeting in August.

This report will provide an update on the formation of the ad hoc work group on classroom displays and their work to date.

Recommendation

No recommendation at this time.



Update on Classroom Displays Ad Hoc Work Group

Presented to the Board of Directors



Introduction & Background

Purpose of the Update:

To provide a status report on the progress of the Superintendent's Classroom Displays Ad Hoc Work Group.

Board's Initial Request:

The Board directed the Superintendent to form a Classroom Displays Ad Hoc Work Group to review existing policies, gather input from community partners in a safe environment, and develop recommendations for potential policy, administrative rule, or practice changes.

Formation of the Ad Hoc Work Group



- **Charter Creation**
- **Goals & Objectives:**
 - Review relevant policy and law.
 - Seek and consider input from community partners.
 - Provide recommendations for any needed changes to the superintendent.
- **Scope:**
 - Focus on understanding policies and gathering input.
 - Limitations: The group is advisory, not decision-making, and does not discuss personnel matters.



Membership

- Colt Gill, Superintendent
- Morgan Munro, School Board Director
- Ericka Thessen, School Board Director
- Maya Rabasa, School Board Director
- Carmen Xiomara Urbina, Chief of Staff
- Heather Kliever, EEA Representative
- Emma Burstein, Jewish Affinity Coordinator
- Talatou Maiga, Ombudsperson
- Sebastian Bolden, Middle-Level Director
- Courtney Leonard, Secondary Curriculum Administrator
- Support: Sherry Moore, Executive Assistant to the Chief of Staff

Centering Students in Decision-Making



Introduction:

The impact on students' sense of safety and access to learning sparked the need for this Work Group.

Understanding DI and DII:

- **DI (Defer to Individuals):** Focuses on maintaining adult comfort.
- **DII (Defer to Impact):** Shifts focus to the needs and well-being of students.

Why DII Matters:

- **Student-Centered:** Prioritizes student learning and well-being.
- **Equity and Inclusion:** Creates an environment where every student feels valued.
- **Long-Term Impact:** Leads to meaningful and lasting improvements in education.

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Progress to Date: Session 1 Summary



Session 1: Overview and Key Actions

- I. Welcome and Introductions
- II. **Setting Agreements:** Established principles and norms.
- III. **Charter Review:** Discussed and clarified the mission.
- IV. **Centering Students:** How we prioritize student needs.
- V. **Policy Review:** Overview of existing policies and gaps.
- VI. **Best Practices:** Defined what best practices mean for classroom displays.

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Progress to Date: Session 2 Summary



Session 2: Deeper Exploration and Recommendations

- I. Discussion on Comfort, Risk, and Danger
- II. **Timeline Review:** Confirmed key dates and upcoming events.
- III. **Recommendations Development:** Identified key questions and challenges.
- IV. **Proposal Discussion:** Considered options for community input.
- V. **Community Engagement:** Planned for inclusive feedback sessions.

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Next Steps & Timeline



1. Focus on refining the proposal for community input.
2. Develop a process for community feedback with expert and community member sessions.
3. **Timeline:** Outline the finalization of recommendations and submission to the Superintendent.
4. Plan for the involvement of community expertise in the refinement of recommendations.

Summary & Closing



1. Recap of the Work Group's formation, progress, and next steps.
2. Final recommendations will be shared with the Superintendent for consideration.
3. Appreciation for the Board's guidance and collaborative efforts of all Work Group members.



Thank You & Questions

Thank you for your dedication to prioritizing student needs.

Any questions?



ITEM FOR INFORMATION

Date of Meeting

August 21, 2024

Title

Policy Exploration and Long-Term Planning

Presenters

Jenny Jonak, Board Chair; Colt Gill, Interim Superintendent

Background

At the Board's Summer Retreat on August 1, 2024, Board Directors had an opportunity to brainstorm long-term planning and policy areas. The board then engaged in an activity to prioritize the topics. The results are below.

- Cell phone/social media
- Complaint process
- SPED evaluation/qualifications (policy for consistent standard, proactive, timely)
- Student support matrix/disciplinary process
- Equitable sharing of individual school fundraising
- Safety plan + safety (personal/emotional)
- Sustainability (climate change)
- Competency based grading/proficiency grading pilot in MS
- Next bond
- Pilot program - relationship based approach for students (e.g. CPS)
- YG secondary paths