

Board of Directors Meeting
 School District 4J, Lane County
 Hybrid Meeting (virtual and
 in-person)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, September 18, 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.
 Each employee group is invited to speak for up to 3 minutes, focused on a consent, 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 of 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 of an agenda item.
 - EEA (Eugene Education Association)
 - OSEA (Oregon School Employees Association)
 - MAPS (Managers, Administrators, Professional Staff)
- IV. **Consent Group — Items for Action**
 - 1. Approve Board Work Session Minutes for 8/21/2024 3
 - 2. Approve the Purchase of Tyler Technology School Bus Tablets 13
 Presenter: Arthur Hart, Director of Transportation
 - 3. Approve Field Trip for Churchill HS Rachel Carson Academy to Olympic National Park, Washington 21
- V. **Items for Action:** None
- VI. **Items for Information**
 - 1. Receive Information about 4J Student Support Matrix 27
 Presenters: Larry Williams, Assistant Superintendent of Instruction and Access
 Shasta Quigley, MTSS Systems Specialist (Social/Emotional/Behavioral)
 Melissa Barbour, MTSS Systems Specialist (Social/Emotional/Behavioral)
 Kerri Frazee, Prevention Services Administrator
 60 Minutes
 - 2. Develop a Mechanism for Timely Feedback Embedded throughout the year, as a Component of the Superintendent Evaluation 92
 Presenter: Krista Parent, Director of Executive Leadership, Coalition of Oregon School Administrators (COSA)
 75 Minutes
 - 3. Board Committee Reports: 133

- Legislative Board Committee – Presenter: Judy Newman, Committee Chair, Board Director, 15 Minutes
- Community Engagement Board Committee – Presenter: To be Determined, 5 Minutes
- Student Voice Board Committee – Presenter: To be Determined, 5 Minutes
- Superintendent Search Ad Hoc Board Committee – Presenter: Judy Newman, Committee Chair, Board Director, 5 Minutes

VII. Adjourn Work Session

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.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

September 18, 2024

Title

Approve the Board Work Session Minutes for 8/21/2024

Background

The board minutes listed above are in draft form. Once approved, the minutes will be uploaded to BoardBook and available to the public.

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

Date: August 21, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a work session at 6:00 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 August 16, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

Jenny Jonak, Chair

Tom Di Liberto, Vice Chair

Maya Rabasa

Ericka Thessen

Judy Newman

Morgan Munro

Rick Hamilton

STAFF:

Colt Gill, Interim Superintendent

Carmen Xiomara Urbina, Chief of Staff

Matt Brown, Director of Finance

Sherry Moore, Executive Assistant to the Chief of Staff

Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)

OTHER:

None.

MEDIA:

KRVM

I. CALL TO ORDER, ROLL CALL

Chair Jenny Jonak called the work session to order at 6:01 p.m. She said the names of the board members who were present. She provided an update, explaining that on July 3, 2024, the Eugene School District 4J Board of Directors voted to alternate work sessions and regular board meetings on months where two board meetings are scheduled. The BOD also revised policy BD/BDA allowing for decisions to be made during work sessions. This is the first work session conducted given the new format.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. COMMENTS BY EMPLOYEE GROUPS

There were none.

IV. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE THE RENEWAL OF THE RAPIDIDENTITY SUBSCRIPTION FOR USER PROFILE AND USER SECURITY MANAGEMENT

2. APPROVE THE REVISED 2024-25 BOARD MEETING CALENDAR OCTOBER 02, 2024, BOARD MEETING CHANGED TO OCTOBER 9, 2024 OCTOBER 16, 2024, BOARD WORK SESSION CHANGED TO OCTOBER 23, 2024 NOVEMBER 8, 2024, COMMUNITY CHAT CHANGED TO NOVEMBER 15, 2024

MOTION: Vice Chair Di Liberto moved to approve the consent agenda. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Newman, Ms. Thessen, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

V. ITEMS FOR ACTION

1. CONSIDER APPROVAL OF A SUPERINTEDENT SEARCH BOARD SUBCOMMITTEE BEING ADDED TO THE BOARD COMMITTEE LIST

Chair Jenny Jonak initiated a discussion about approving a superintendent search board subcommittee for hiring a permanent superintendent.

Chair Jonak explained that a subcommittee might conduct the logistical work, while decisions like selecting a search firm and hiring a candidate would be left to the BOD.

Ms. Rabasa responded that, in her experience, taking care of logistics is ideal.

Ms. Newman agreed, adding that search firms are helpful during the initial screening process.

Vice Chair Di Liberto voiced that while he supports a superintendent search committee, he feels that it should be largely administrative. He emphasized starting the process soon.

Ms. Newman suggested that if working with a search firm, they consider forming a smaller, nimbler committee.

Interim Superintendent Gill urged making the decision tonight. The BOD is on the same timeline as they were during the previous [interim] superintendent search, and it is important to get the Request for Proposals (RFP) out before the end of the month.

Chair Jonak stated for the public record that Ms. Newman, Ms. Munro, and Vice Chair Di Liberto are assigned to serve on the superintendent search committee, pending approval.

MOTION: Ms. Rabasa moved to approve a Request for Proposals (RFP) to locate and identify a search firm to initiate the process of a superintendent search. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

MOTION: Ms. Newman moved to establish an ad hoc superintendent search committee to locate a search firm and establish an initial timeline. Vice Chair Di Liberto seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

VI. ITEMS FOR ACTION AT A FUTURE MEETING

1. 4J ORGANIZATIONAL CHART AND DISTRIBUTED LEADERSHIP MODEL

Interim Superintendent Gill introduced the 4J organizational chart and distributed leadership model via PowerPoint presentation.

He emphasized the importance of the district not relying on any single leader to make decisions for the entire system. He described a model where decision making is distributed.

Interim Superintendent Gill highlighted the aims of the shared/distributed leadership model:

- 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

He said the purpose of the Executive Leadership Team (ELT) is to create equitable access to high quality, relevant teaching and learning. The purpose of the Superintendent's Leadership Council (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. The three decision making bodies are the BOD, ELT, and SLC.

Interim Superintendent Gill presented the district's Organizational Chart, reflecting the district's leadership model. A version of the chart is expected to be posted on the district website soon.

Ms. Rabasa raised a question about who supervises the ombuds position, as the position is intended to be supervised independent of the superintendent.

Interim Superintendent Gill responded that Ms. Rabasa's question is likely to be addressed soon in the board policy workgroup.

Ms. Newman asked for more clarification around the ELT setting the district's strategic direction. Her understanding was that that is the BOD's responsibility. She asked if it is collaborative.

Interim Superintendent Gill responded that when the BOD sets goals, or a strategic plan or vision, the ELT can assist by providing strategies to accomplish the goals. Their focus is on how to implement.

VII. ITEMS FOR INFORMATION

1. RECEIVE BOARD INPUT REGARDING INVITATION SYSTEM

Interim Superintendent Gill introduced the topic of an invitation system to establish a pathway for staff to invite board members to participate in classroom activities and school events. He explained that the new system includes notifying staff supervisors and the superintendent's office, and tracks board member attendance. He mentioned the BOD goal that every school and program be visited annually by at least one board member. He added that it democratizes the system, because all board members receive invites. He displayed an email draft detailing the new system, communication policy, and site visit form.

Ms. Newman expressed concern about the new system inhibiting people. She said the email feels formal. She suggested providing less information. She added that three weeks is a lot of lead time.

Ms. Rabasa said she does not want to eliminate other types of invitations, for example: if a medical pathway CTE program wants to invite Ms. Thessen or Preschool Promise wants to invite Ms. Newman. The way the email is worded implies that the new system is the only pathway for inviting board members.

Vice Chair Di Liberto agreed with Ms. Newman and Ms. Rabasa and mentioned that sometimes invites come the day before an event. He underscored the importance of conducting visits to every school and program annually.

Ms. Munro said the three weeks' lead time would likely be helpful for her.

Chair Jonak suggested that while helpful, she believes the lead time should not be mandatory. She suggested adding language upfront expressing BOD enthusiasm for invites.

Interim Superintendent Gill said he will make adjustments based on BOD feedback and bring the draft email back to board leadership for review and final approval.

2. RECEIVE UPDATE ON THE WORK OF THE AD HOC CLASSROOM DISPLAYS WORK GROUP

Chief of Staff Carmen Xiomara Urbina provided an update on the work of the ad hoc classroom displays work group via PowerPoint presentation.

The 10-member work group was formed to review existing policies related to classroom displays, gather input from community members in a safe environment, and develop recommendations for potential policy, administrative rule, or practice changes.

Ms. Urbina outlined the work group goals and objectives:

- Review relevant policy and law
- Seek and consider input from community partners
- Provide recommendations for any needed changes to the superintendent

Ms. Urbina outlined the work group scope:

- Focus on understanding policies and gathering input
- Limitations: The group is advisory, not decision-making, and does not discuss personal matters

Ms. Urbina emphasized centering students and described prioritizing student learning and wellbeing by creating an environment where every student feels valued, seen, and supported, and feel that they can show up as their authentic selves. During their sessions, the work group reviewed the charter through the lens of centering students and worked to define best practices related to classroom displays. Interim Superintendent Gill reviewed existing policy. The work group also discussed comfort, risk, and danger, and explored different options for the inclusive feedback sessions.

Next steps include establishing processes for community engagement, refining the proposal, and ultimately making a recommendation to the superintendent.

Vice Chair Di Liberto asked how informed employees are about the work of the ad hoc committee, given that many educators are not engaged in the summertime.

Interim Superintendent Gill responded that the ad hoc work group has not sent out general information to staff nor the community. They wanted to in July, but as Vice Chair Di Liberto pointed out, many educators are not working in the summertime. Interim Superintendent Gill did not initially think of the work group as reporting to the entire staff. He is open to incorporating that if such a recommendation comes forward.

Discussion ensued among members about creating a safe community input space and continuing the work of the ad hoc classroom displays work group.

Ms. Urbina closed her presentation by stating that it is their goal to set the conditions possible for all educators to be successful.

3. POLICY EXPLORATION AND LONG-TERM PLANNING

Chair Jonak initiated a discussion about policy exploration and long-term planning. She explained that during their recent summer retreat, the BOD prioritized their policy and long-term planning ideas. She referenced a document detailing the brain-storming session, which was provided in the board meeting packet.

The BOD reviewed the priorities list (below) and provided their collective input.

- 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)
- Yujin Gakuen secondary paths

Chair Jonak added the topic of “board election districts” to the existing list.

1. Cellphone/social media policy

Interim Superintendent Gill said that the SLC and ELT are researching the topic of cellphone/social media use in school settings. He said that although 4J middle school leadership recently updated their cellphone/social media policies, there are no other districtwide changes pending this school year.

Ms. Newman added that other school boards have passed recent cellphone/social media policies and 4J can learn from them.

Ms. Munro suggested, in order to prepare the BOD, that they receive pertinent information collected during the research process.

Ms. Thessen brought up a concern about unintended consequences, citing cellphones as an accommodation tool for many students.

2. Complaint process

There was discussion about updating the district's complaint process. Interim Superintendent Gill explained that they are looking at other districts for different approaches to problem solving and resolving complaints before they go through a formal complaint process. He said one of the district's challenges is that their formal complaint process is being used to handle complaints that could have been resolved at a lower level. He added that it is not the best system for resolving concerns and building relationships.

Ms. Munro brought up the need to evaluate the complaint process for the BOD and the superintendent.

3. SPED evaluation/qualifications

Chair Jonak raised the need to further refine district standards for proactive and timely SPED supports.

Interim Superintendent Gill offered that he believes the standards exist, however consistency across the district remains a challenge.

4. Student support matrix/disciplinary process

Interim Superintendent Gill described a shift from the discipline matrix to a more proactive model with restorative practices (i.e. student support matrix). The new process has already been piloted. A presentation to the BOD is forthcoming.

5. Equitable sharing of individual school fundraising

Chair Jonak introduced equitable sharing of individual school fundraising, stating that the topic concerns when individual schools have the capacity to fundraise significantly more than other schools and to what extent some of that fundraising gets shared with other schools.

6. Safety plan and safety (personal/emotional)

Interim Superintendent Gill spoke of the need to create more guidance for staff to ensure that the district is creating welcoming spaces for students, responding to disruptions, and utilizing restorative practices.

7. Sustainability (climate change)

Chair Jonak mentioned connecting with the 4J Climate Action Team and relocating their student proposal to review sustainability goals.

8. Competency based grading/proficiency grading pilot in middle school

Interim Superintendent Gill said that some district teachers are using proficiency grading and Kelly Middle School has plans to pilot it. A presentation to the BOD is forthcoming.

9. Next bond

Chair Jonak introduced the topic of the next bond. Board members discussed the necessary steps, including a compression rate review, long-term facilities planning, and robust community engagement.

Interim Superintendent Gill mentioned that there is a webpage detailing how bond funds were spent. He said the challenge is successfully connecting the public with that information.

10. Pilot program – relationship-based approach for students (e.g. CPS)

Chair Jonak introduced the topic of a pilot program focused on collaborative problem solving.

Interim Superintendent Gill explained that the district has trained expertise in CPS and other restorative practices. They are part of a toolbox of multiple models of student support. A presentation to the BOD is forthcoming.

11. Yujin Gakuen Japanese Immersion School secondary paths

Chair Jonak brought up the question of Yujin Gakuen secondary paths. She mentioned that discussion is pending, and the BOD would like to provide an update prior to the school choice deadline.

12. Board election districts

Chair Jonak explained that the topic relates to how board election districts are set up. Currently, all BOD members are at-large, and they do not come from a set region.

Ms. Newman said there is a need to explore if it would be best to go back to regions, mixed, or at-large.

Ms. Munro added that the BOD has the power to decide the process for board election districts. She added that any changes must be conducted six months prior to the election, therefore it is not a topic to address before the next May election.

Ms. Rabasa urged not initiating changes during a campaign year.

Ms. Thessen agreed that the topic should be revisited. She brought up the issue of accessibility and affordability.

There was consensus to receive information pertinent to board election districts in a Friday memorandum.

MOTION: Ms. Munro moved to review the district’s dress code policy. Ms. Rabasa seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

VIII. ITEMS FOR FUTURE DISCUSSION

Ms. Newman requested information about the district’s fiscal stability and review of the reserve percentage.

Mr. Hamilton requested an evaluation of the district’s response to trauma incidences involving educators.

Ms. Thessen requested an update on health centers via Friday memorandum.

IX. ADJORN

Chair Jonak adjourned the work session at 8:41 p.m.

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date

Wednesday, September 18, 2024

Title

Approve the purchase of Tyler Technology school bus tablets.

Action Proposed

Approve the purchase of Tyler Technology school bus tablets including: tablets, RFID readers, RFID cards, equipment and software installation, Software as a Service (SaaS) licensing, and training. Tyler Technologies sales quote # 2024-459202-Q5K4V7. The Sourcewell #11916 contract fulfills state procurement guidelines.

Presenter

Arthur Hart, Director of Transportation

Background

The 4J Transportation department transports thousands of students to over a hundred program sites and field trip destinations daily. Recently the Transportation department has moved to new routing software, Traversa, which is produced by Tyler Technologies. Traversa is a modular suite of Software as a Service (SaaS) products tailored to school bus transportation. Currently with Traversa, we have the capacity to route students, communicate with parents (through the My Ride K-12 app), schedule and bill for field trips, and track all fleet maintenance and shop inventory.

This request is for Tyler Drive tablets including equipment, installation, training, and software configuration. This request also includes a SaaS module to document and track bus driver training.

Discussion

1. Rationale:

Standards for duty of care have changed over the years, and technology has shifted to meet these needs. Specifically, the transport of students is now commonly tracked electronically, and safeguards are programmed into routing systems to ensure that students are always positively identified, that their medical, behavioral, and age-related needs are capable of being met by the assigned equipment and driver, and that their location is tracked in real time while utilizing district transportation.

The current standard expectation of service is that school districts are capable of providing information securely and electronically to parents regarding transportation schedules, ridership, and other critical communications.

Tablets will help drivers meet the standards of care, safety, and service by providing: Instant, automated, and up-to-date information to drivers regarding student route, stop, custodial alerts,

and medical information, route directions, field trip directions and documentation, safety inspection prompts and documentation, and work orders. With the tablets, a substitute driver will have the tools available to ensure that students are positively identified and that they are on the right routes/getting off at the right stops. All protected student data viewable with the tablets is encrypted and may only be accessed by authorized personnel.

Tablets will enable dispatchers to provide timely and targeted push notifications to parents whose students are presently riding on a route or waiting to be picked up. Other automated notifications can be customized by the parent or guardian based on the information that they are seeking in French, Spanish, or English. ETA estimates in the My Ride K-12 app will become much more accurate, and parents will have a log of recent boarding and deboarding for their students.

Tablets will also be tracking a lot of data on bus movements, stop timeliness, ridership, and other data important to understanding and correcting department inefficiencies, creating state reports, and automating parts of our billing procedures.

Training for drivers can be specific to certain students' needs. The new training and documentation software will help close the loop on ensuring that well-trained staff are meeting the specific needs of each student on a route.

If approved, the purchase and installation of driver tablets and sundry materials, SaaS implementation and training, and initial RFID cards will be made as outlined in the Tyler Technologies sales quote # 2024-459202-Q5K4V7. Implementation of the new system is projected to start by December 2024, and rollout of RFID cards to students will be done school-by-school through Spring of 2025.

2. Options and Alternatives:

The District could choose to implement none or some of the recommendations, retaining the current level of capacity and communication. Alternative systems to provide the same level of service may require a new vendor for our routing, trip ordering, and fleet maintenance software.

3. Budget/Resource Implications:

The total cost of this purchase is \$251,179.00, and will have annual recurring fees of \$41,131.00 for SaaS licensing and cellular data for the tablets.

If approved, the 460 Bond Fund will be used to pay for the initial purchases. Recurring fees will be covered by the Transportation budget. Both expenses will be eligible for state reimbursement at the regular established rate. There will be no initial negative impact to the General Fund because of the proposed purchases. Purchase of these new systems will likely have a positive impact on the General Fund by reducing operating costs associated with our current communications, information documentation, and billing systems.

Recommendation

The Superintendent recommends the purchase of Tablets, SaaS, and other equipment/services outlined in the Tyler Technologies sales quote # 2024-459202-Q5K4V7 for the price of \$251,179.00



Quoted By:
 Quote Expiration:
 Quote Name:

Ryan Oakes
 10/31/24
 Sourcewell # 11916

Sales Quotation For:

Eugene School District 4J
 1938 W 8th Ave
 Eugene OR 97402-4367

Software as a Service (SaaS)

Description	QTY	List Price	First Year Cost
Student Transportation			15
Advanced AVL: Vehicles up to 120	1	\$ 6,153	\$ 6,153
Training Module: Vehicles up to 120	1	\$ 4,548	\$ 4,548
Tyler Drive			
Version 4 on the Verizon (US) Network (4G)	100	\$ 315	\$ 31,500
<i>Sub-Total</i>			\$ 42,201
<i>Less Discount:</i>			<i>\$ 1,070</i>
TOTAL			\$ 41,131
Term # of Years	3		

Fixed Fee Services

Description	Units	Price	Maintenance
2024-459202-Q5K4V7			

Student Transportation			
Student Transportation			
Advanced AVL Installation and Overview	1	\$ 1,740	\$ 0
Tyler Drive			
Data Analysis	16	\$ 3,280	\$ 0
Configuration Setup	1	\$ 2,460	\$ 0
Configuration Training	4	\$ 820	\$ 0
TOTAL		\$ 8,300	\$ 0

Hourly Services

Description	Hours	Total
Student Transportation		
Student Transportation		
Additional Student Transportation Training	10	\$ 2,050
-Advanced AVL Training (10)		16
-Training Module Training (10)		
Go Live Assistance Implementation	4	\$ 820
-Advanced AVL Go Live Assistance		
-Training Module Go Live Assistance		
Project Management - Hourly	4	\$ 820
<i>Total</i>		<i>18</i>
		<i>\$ 3,690</i>
Tyler Drive		
End User Training: Drivers up to 110	24	\$ 4,920
Go Live Assistance	16	\$ 3,280
Solutions Orientation - Tyler Drive Implementation	2	\$ 410
<i>Total</i>		<i>42</i>
		<i>\$ 8,610</i>
Telematic GPS		
Project Management - Hourly	38	\$ 7,790

<i>Total</i>	38	\$ 7,790
TOTAL	98	\$ 20,090

3rd Party Hardware, Software and Services

Description	Quantity	Unit Price	Total	Annual
Student Transportation				
Installation				
Telematic Professional Installation	1	\$ 31,048	\$ 31,048	\$ 0
<ul style="list-style-type: none"> - Professional Installation - Tyler Drive, Vehicles up to (122) - Professional Install - Tyler Drive Student Tracking Device, Vehicles up to (122) - Tyler Drive Self-Install Training (1) 				
Student Ridership				
Student Reader Kit for Tyler Drive	122	\$ 205	\$ 25,010	\$ 0
Student Reader for PC (Wedge)	2	\$ 205	\$ 410	1 0
Student RFID Cards, Box of 200	30	\$ 390	\$ 11,700	\$ 0
Accessories				
Shipping and Handling	1	\$ 2,010	\$ 2,010	\$ 0
Tyler Drive				
Version 4 Tablet Kit on the Verizon (US) Network (4G), includes bumper and wall charger for tablet	98	\$ 1,050	\$ 102,900	\$ 0
V3/V4 Ram Mounting Kit (Dock, Arm, Power Cord)	24	\$ 290	\$ 6,960	\$ 0
Version 4 Tablet Only on the Verizon (US) Network (4G), includes bumper and wall charger for tablet	2	\$ 810	\$ 1,620	\$ 0
TOTAL			\$ 181,658	\$ 0

Summary

One Time Fees

Recurring Fees

Total Tyler Software	\$ 0	\$ 0
Total SaaS	\$ 0	\$ 41,131
Total Tyler Annual Services	\$ 0	\$ 0
Total Tyler Services	\$ 28,390	\$ 0
Total Third-Party Hardware, Software, Services	\$ 181,658	\$ 0
Summary Total	\$ 210,048	\$ 41,131
Contract Total	\$ 251,179	

Currency displayed as US Dollar

Comment

Two tablets indicated on the quote will be shipped in advanced (December, 2024) with a fully executed order signed in October, 2024. Travel expenses for trainer and/or project manager to visit the user's site are not included and will be billed at actual costs. Online Training Classes are limited to 5 persons and are delivered in 2 hour increments. Onsite Training Classes are limited to 5 persons and are delivered in 8 hour increments. Travel expenses on installations of 90 and fewer vehicles are not included and will be billed at actual costs. Travel expenses on installations of 91 and more vehicles, a single day of travel expenses will be billed at actual costs.

Client agrees that items in this sales quotation are, upon Client's signature or approval of same, hereby added to the existing agreement ("Agreement") between the parties and subject to its terms. Additionally, payment for said items, as applicable but subject to any listed assumptions herein, shall conform to the following terms, subject to payment terms in an agreement, amendment, or similar document in which this sales quotation is included:

- License fees for Tyler and third-party software are invoiced upon the earlier of (i) delivery of the license key or (ii) when Tyler makes such software available to you (the "Software Access Date").
- Fees for hardware are invoiced upon shipment.
- Fees for year one of hardware maintenance are invoiced upon delivery of the hardware.

- Annual Maintenance and Support fees, SaaS fees, Hosting fees, and Subscription fees are first payable when Tyler makes the software accessible to the Client (for Maintenance) or on the first day of the month following the availability of the SaaS environment (for SaaS, Hosting, and Subscription), and any such fees are prorated to align with the applicable term under the agreement, with renewals invoiced annually thereafter in accord with the Agreement.

Unless otherwise indicated above, fees for annual services are first invoiced upon commencement of the service, with subsequent annual fees, at our then-current rates, invoiced upon each anniversary thereof.

- Fees for services included in this sales quotation shall be invoiced as indicated below.
- Implementation and other professional services fees shall be invoiced as delivered.
- Fixed-fee Business Process Consulting services shall be invoiced 50% upon delivery of the Best Practice Recommendations, by module, and 50% upon delivery of custom desktop procedures, by module.
- Fixed-fee conversions are invoiced 50% upon initial delivery of the converted data, by conversion option, and 50% upon Client acceptance to load the converted data into Live/Production environment, by conversion option. Where conversions are quoted as estimated, Tyler will invoice Client the actual services delivered on a time and materials basis.
- Except as otherwise provided, other fixed price services are invoiced upon complete delivery of the service. For the avoidance of doubt, where "Project Planning Services" are provided, payment shall be invoiced upon delivery of the Implementation Planning document. Dedicated Project Management services, if any, will be invoiced monthly in arrears, beginning on the first day of the month immediately following initiation of project planning.
- If Client has purchased any change management services, those services will be invoiced in accordance with the Agreement.
- Notwithstanding anything to the contrary stated above, the following payment terms shall apply to fees specifically for migrations: Tyler will invoice Client 50% of any Migration Services Fees listed above upon Client approval of the product suite migration schedule. The remaining 50%, by line item, will be billed upon the go-live of the applicable product suite. Tyler will invoice Client for any Project Management Fees listed above upon the go-live of the first product suite. Annual SaaS Fees will be invoiced upon availability of the hosted environment. For the avoidance of doubt, this paragraph does not apply to migrations for Tyler Student Transportation solutions.
- Expenses associated with onsite services are invoiced as incurred, subject to any travel max indicated in the investment summary.

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Any SaaS or hosted solutions added to an agreement containing Client-hosted Tyler solutions are subject to Tyler's SaaS Services terms found here:

<https://www.tylertech.com/terms/tyler-saas-services>

Your use of a certain software, products, or services in connection with a Tyler student transportation transaction may be subject to additional terms found here:

<https://www.tylertech.com/terms/transportation-solution-terms>.

Transportation Solution Fees. Notwithstanding language to the contrary above, fees for Tyler student transportation solution items are invoiced in accordance with the following:

- Implementation and Other Professional Services (including training): Implementation and training fees for transportation solutions are invoiced as follows: (a) Implementation fee is billed and invoiced when the map is available to you in Tyler's data center and (b) Base Training is billed and invoiced upon completion of the Base Training.

- Other Professional Services: Other professional services, such as route building, project management, consulting, additional product training, hardware installation, additional maps and self-installation training, are invoiced as delivered. For the avoidance of doubt, project management priced on a monthly basis is invoiced on a monthly basis, in arrears.
- Third Party Software Maintenance: First year maintenance fees for the Third Party Software, if any, are invoiced when we make that Third Party Software available to you ("Software Access Date") and cover the one (1) year period commencing on the first day of the month following the Software Access Date.
- Third Party Hardware, Installation Services, Self-Installation Training Services and Shipping and Handling: Third Party Hardware, installation services, and shipping and handling costs, if any, are invoiced upon completion of installation, in the event we are performing the installation. Third Party Hardware, self-installation training services and shipping and handling costs, if any, are invoiced upon delivery, in the event you are performing the installation. If Tyler has quoted the installation, it is assumed that the installation will commence at one location unless additional installation locations are included. It is the clients responsibility to consolidate the vehicles for installation to the amount of quoted installation locations.
- Third Party Hardware Maintenance: The first year maintenance fees for the Third Party Hardware are invoiced when installation/shipment takes place commencing as follows: (a) if installation/shipment occurs between the first day and fourteenth day of the month, maintenance shall commence on the first day of that month; or (b) if installation/shipment occurs between the fifteenth day and the last day of the month, maintenance shall commence on the first day of the following month. Subsequent maintenance fees for the Third Party Hardware are invoiced annually in advance of each anniversary thereof.

Customer Approval: _____

Date: _____

Print Name: _____

P.O.#: _____



ITEM FOR ACTION – CONSENT AGENDA

Date

September 18, 2024

Title

Approve Field Trip for Churchill HS Rachel Carson Academy to Olympic National Park, Washington

Itinerary Form

Section I – General Information *(check all that apply)*

First time travel for this group/itinerary OR Annual/Repeated trip (i.e. annual Fall choir retreat)

School: Churchill HS

Name of group: Rachel Carson Academy

Dates of travel: October 22-27, 2023

Initiator: Helen Haberman

Destination: Olympic National Park, Washington

Number of nights of overnight stay: 5

Number of school days students will miss: 5

Rationale for missed school days:

Students in a Natural Resources CTE program of study will spend a week learning about dam removal as a mitigation strategy for critical salmon habitat loss. CTE funds are paying for students to attend. Coordinated by Nature Bridge staff at Olympic NP.

Number of students (if overnight, give gender identity breakdown): 25

Number of chaperones (if overnight, give gender identity breakdown): 2; women; 4J teachers

Background checks will be completed and verified on all chaperones. Fingerprinting is required for chaperones for overnight trips.

What specific responsibilities have been assigned to the chaperones?

We will be accompanying students on all activities, meals and in sleeping quarters. There are two large cabins that have double occupancy rooms so 12 can sleep in each cabin. One teacher will bunk in each cabin, as well.

Section III – Itinerary

Date / Time	Activity
Sun. 10/22	Drive to Olympic NP in mini vans (7 am-4 pm)
	Move into cabins and meet with lead educator. (4 p.m. - 5 pm)
	Welcome and orientation at Storm King Hall (5-6 p.m)
	Dinner at 6 p.m.
	Bed check 9:30 p.m.
Monday 10/23	Breakfast at 8 am; Trail day 9-4 p.m.
	Dinner @ 6 pm
	Night hike 7 p.m
	Bed check @ 9:30 pm
Tuesday 10/24	Breakfast at 8 am; Trail day 9-4 p.m.
	Dinner @ 6 pm
	Program - Extraordinary Elwha in Storm King Hall
	Bed check @ 9:30 pm
Wednesday 10/25	Breakfast at 8 am;
	Trail day 9-4 p.m. - Field trip to the Elwah
	Dinner @ 6 p.m.
	Activity - Town Hall Meeting in Storm King Hall
	Bed check @9:30 p.m.
Thursday 10/26	Breakfast at 8 am
	Trail Day: Barnes Point 9 - 4 p.m.
	Dinner @ 6 p.m
	Activity - Campfire and closing ceremony
	Bed check @9:30 p.m.
Friday 10/27	Departure day
	Breakfast @ 8:00; to-go lunch
	Arrive at CHS 4:00 pm

Field Trip Checklist

Overnight, High Risk, Out of State

Preliminary Field Trip Request completed

Fund Raising (if needed) Plan

Confirm Transportation (deadline 2 weeks prior)

Secretary/Finance Clerk Initial: KLP-

Confirm Substitute (if needed)

Confirm Finance

Secretary/Finance Clerk Initial: KLP

Confirm Nutrition (deadline 2 weeks prior)

Example Permission Slip Uploaded (before sending home with students)

Parent/Guardian Correspondence (emails, notification of Field Trip)

Parental/Guardian meeting

Date: M 9/9/2024

Parent/Guardian Permission Slips / Formularios de Permiso signed

Volunteer/chaperone meeting/communication N/A

Background checks

Fingerprinting (for overnight and carpooling, deadline 30 days prior)

1st Aid Certification/Training

Medication administration training (if needed)

- Epinephrine Training (if needed)
- Glucagon Training (if needed)
- Other certifications and trainings (if needed)

Please List _____

Date: _____

Permission Slips reviewed by Nurse (deadline 2 weeks prior)

- 1st Aid Items Confirmed
- Medical Plan Prepared

Nurse Sign: _____ Date: 9/13/24
Emailed Approval 9/13/24
See attached

Lodging (if overnight)

Sleeping arrangements for students and chaperones

Student groups (need to be made in advance and shared with guardians)

N/A Credit Card from Secretary or Instruction (if needed)

Detailed/finalized Itinerary Form uploaded

Administrator Sign Off

Signature: *Messy* Date 9/13/24

Itinerary Form, Checklist, and Example Permission Form must be uploaded to the provided Google Drive folder 2 weeks prior to trip.



ITEM FOR INFORMATION

Date of Meeting

September 18, 2024

Title

Receive Information about [4J Student Support Matrix](#)

Presenter/s

Larry Williams – Assistant Superintendent of Instruction and Access

Shasta Quigley – MTSS Systems Specialist (Social/Emotional/Behavioral)

Melissa Barbour – MTSS Systems Specialist (Social/Emotional/Behavioral)

Kerri Frazee – Prevention Services Administrator

Background: We will be sharing information on our district's Student Support Matrix

Rationale and Use of the Matrix

Historically, 4J's discipline practices have varied across schools, and our suspension data has shown disproportionate discipline occurring for students of color and for students with disabilities. The goal of the matrix is not to have prescribed or inflexible consequences, but to provide administrators with consistent guidance on a range of appropriate responses and support in their decision making. Because disciplinary responses alone are not likely to change behavior over time, the matrix also includes links to resources for prevention and intervention. Response protocols, safety and wellness resources and board policy are also linked. [Slide Show](#)

4J Student Support Matrix

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Rationale and Use of the Matrix	2	
Use of Exclusionary Practices	2	
Mitigating Factors	3	
Considerations for students with disabilities:	3	
Pre-referral Strategies/Instructional Intervention	5	
Minor/ Classroom Managed Behaviors	5	
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Subjective Behaviors (“3 D’s”)	10	28
Alcohol/ Drugs	11	
Weapons	12	
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Quick Reference Guide: Classroom-Level Responses for Minor Referrals	17	
Quick Reference Guide: Administrator Responses for Major Referrals	18	
ISS Process & Support Plan	20	
OSS- Suspension Consideration Tool: Discipline Referral Considerations	21	
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Student Reintegration Team Agreements	25	

4J Student Support Matrix Overview

Rationale and Use of the Matrix

Historically, 4J's discipline practices have varied across schools, and our suspension data has shown disproportionate discipline occurring for students of color and for students with disabilities. The goal of the matrix is not to have prescribed or inflexible consequences, but to provide administrators with consistent guidance on a range of appropriate responses and support in their decision making. Because disciplinary responses alone are not likely to change behavior over time, the matrix also includes links to resources for prevention and intervention. Response protocols, safety and wellness resources and board policy are also linked.

Use of Exclusionary Practices

Punitive, subjective, and exclusionary approaches to discipline can often be damaging to students and undermine schoolwide SEL implementation. These types of disciplinary approaches include taking away recess, detention, suspension, or expulsion. Studies have consistently revealed that punitive discipline:

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- Is not effective and often does not deter misbehavior (Mendez, 2003; Dupper et al., 2009).
- Often has a negative impact on students, including a loss of connectedness to school and instructional time, greater risk of academic failure, and higher levels of dropout and school violence (Allensworth & Easton, 2007; Allensworth et al., 2014; Fabelo et al., 2011; Balafanz et al., 2015; Skiba & Peterson, 1999; Perry & Morris, 2014). Source: <https://schoolguide.casel.org/focus-area-3/school/establish-discipline-policies-that-promote-sel/>

There will still be times when exclusionary discipline is necessary to maintain safety in the school setting. At these times it is important to consider the time out of class/school as a “pause” and opportunity to plan for the following:

1. Any restorative and re-entry work that needs to occur between the student and others in the community
2. Prevention and intervention to reduce the likelihood of incidents in the future

Mitigating Factors

In considering whether/ and/or for how long to exclude a student for disciplinary reasons, administrators should consider mitigating factors that may help them understand the student's behavior better, decide on appropriate responses, and inform future interventions. These factors include:

- The age and developmental level of the student
- Whether the student has a documented, suspected or history of a disability and the nature of that disability (see below)
- Whether the student is a member of a historically over-suspended and underserved group, including students of color, students with disabilities and students who identify as LGBTQ+
- Whether the student is currently or recently experiencing homelessness, foster care/ adoption or another serious disruption to basic needs/emotional safety
- Whether the behavior itself is a subjective category that is more susceptible to individual bias (defiance, disruption, disrespect)
- Whether the behavior itself was related and/or a response to bullying or harassment of the student
- The student's disciplinary history and previous responses to disciplinary action, including the number of recent incidents of a similar nature
- How the exclusion would impact the student's ongoing education and progress toward graduation

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[LINK TO SUSPENSION CONSIDERATION TOOL](#)

In all instances where ISS or OSS occur, one of the following tools should be used:

- [LINK TO ISS PROCESS/ SUPPORT PLAN](#)
- [LINK TO OSS PROCESS/ SUPPORT PLAN](#)

Considerations for students with disabilities:

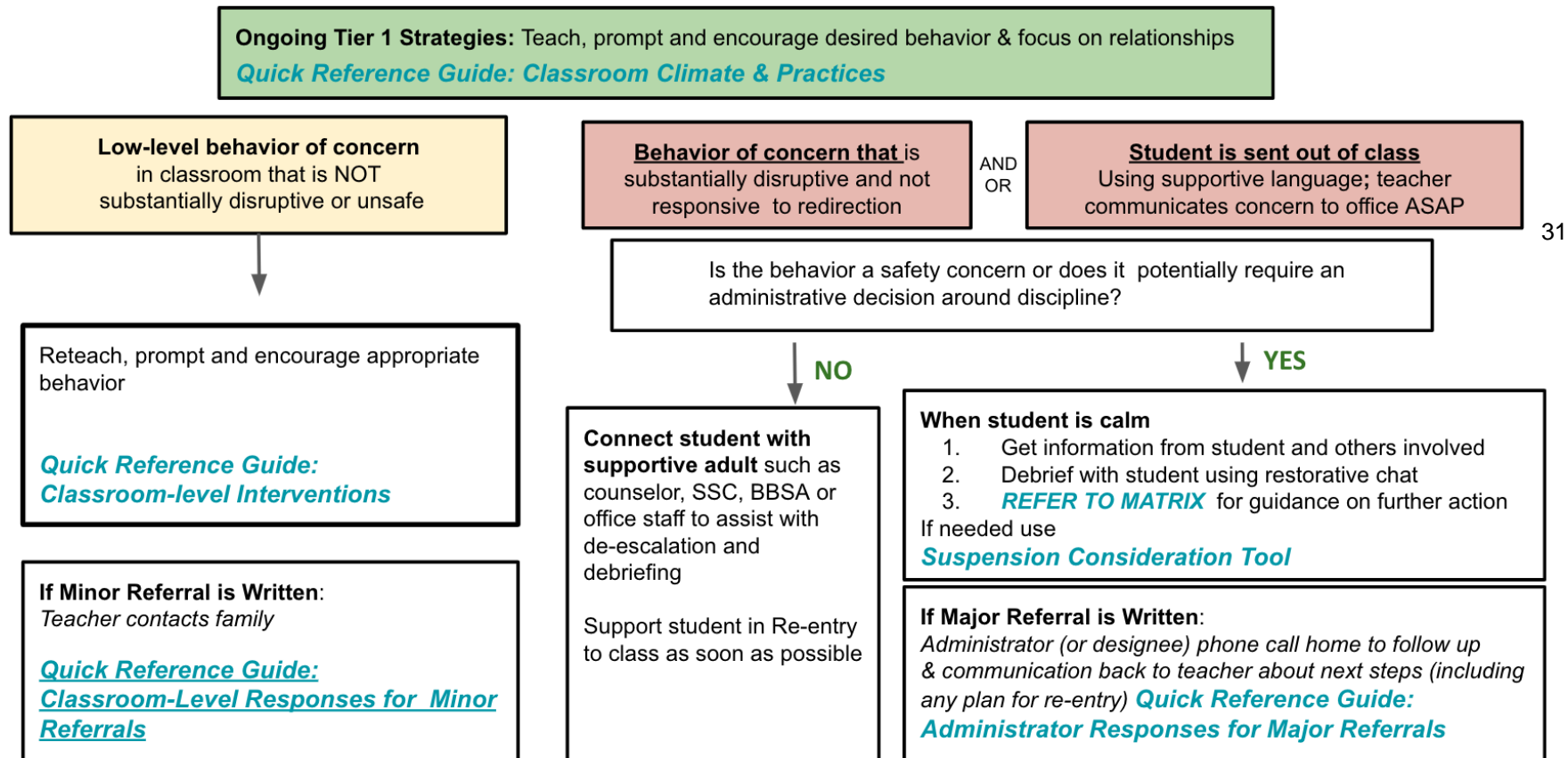
School district disciplinary rules and expectations apply to all students, and behavior infractions sometimes lead to periods of exclusion from school. In order to protect the civil rights of students with disabilities, and ensure that they are not being inappropriately excluded *because* of their disability, specific procedures and requirements are in place. The 4J SpEd Procedural Manual section on [Discipline and Manifestation](#) explains and describes the procedures for proceeding with exclusionary discipline for students with disabilities.

4J Student Support Flowchart & Matrix

The flowchart below outlines general responses for behaviors of concern, including those on the right side (in red boxes) that result in a student being sent out of the classroom. Please refer to Pages 1-2 for guidance on use of the matrix and flowchart by administrators.

Student Support Flowchart For Administrators

[\(Click here to view teacher flowchart\)](#)



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Eugene 4J Student Support Matrix

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Pre-referral Strategies/Instructional Intervention				
Lower intensity incidents OR 1st incident of Type (below)	Revisit/ strengthen: Classroom Climate & Practices Consider: Classroom-level Interventions	No	No	No
Minor/ Classroom Managed Behaviors				
Dress code violation	Continue: Classroom Climate & Practices and/or Classroom-level Interventions Classroom-Level Responses for Minor Referrals (“Action Taken” on referral form) Incidents resulting in Minor ODR should be communicated through a phone call home by the teacher writing the ODR in most situations AND for Repeated Incidents: School’s Intervention team or a student - centered team (eg. 504/IEP) assigns and monitors appropriate intervention	No	No	No
Minor “Disruption”: Ongoing talk-outs, off-task with other students, making noises, out of seat/ area				
Minor Technology violation (e.g. using cell phone in class without permission)				
Minor Inappropriate language/gesture (e.g. insults, casual use of profanity not directed toward others)				
Minor “Disrespect” or “Defiance”: Not following directions; ignoring; walking away from an adult, low level insults or arguing				
Minor physical contact or aggression (horseplay, making light or brief contact with another student with no risk of injury)				
Minor skipping class or repeatedly tardy (6-12) after classroom and attendance interventions (LINK COMING SOON) attempted, may be a minor				
Minor Property Misuse				
Other minor / classroom managed behaviors				

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Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behaviors Physical contact/ aggression/ fighting				
<p>Physical contact/aggression/ fighting that is one of:</p> <ul style="list-style-type: none"> ● Attempt to cause physical injury to another person (not involving weapons) ● Mutual physical altercation ● Instigating the above (3rd party) <p>AND does not involve bullying/ harassment, threats regarding weapons or result in <u>substantial injury</u></p> <p>AND does not involve a direct threat to health and safety</p>	<p>1.Conference/ consultation and/or restorative dialogue with family and student</p> <p>2. One or more Administrator Responses for Major Referrals (recorded on Major ODR under “Action Taken”)</p> <p>AND for Repeated Incidents: School’s Intervention team or a student - centered team (eg. 504/IEP) assigns and monitors appropriate intervention</p>	<p>K-5: No</p> <p>6-12: 0-2 days</p> <p>Suspension Consideration Tool</p> <p>Use <u>ISS/OSS</u> guidance</p>	<p>No</p>	<p>No</p> <p style="text-align: right;">33</p>
<p>Physical contact/aggression/ fighting:</p> <p>One sided aggression (not involving a weapon) that results in minor injuries</p>	<p>1. Conference/ consultation and/or restorative dialogue with family & student</p> <p>2. One or more</p>	<p>K-5: *Possible *See board policy JGD</p> <p>6-12: 0-2 day</p>	<p>No</p>	<p>Not required¹</p>
<p>Physical contact/aggression/ fighting:</p> <p>Caused, or attempted to cause, serious physical injury to another person (including pre-arranged fights with the intent to cause serious physical harm), except in self-defense.</p>	<p>Administrator Responses for Major Referrals (recorded on Major ODR under “Action Taken”)</p> <p>AND for Repeated Incidents: and/or students with a 504 or IEP, consider the need to:</p> <ul style="list-style-type: none"> ● Review, revise or conduct an FBA/develop a BSP ● Implement a safety plan ASAP 	<p>K-5: *Possible *See board policy JGD</p> <p>6-12: 3-5 days</p> <p>Use <u>ISS/OSS</u> guidance</p>	<p><i>Possible</i></p> <p>See 4J Expulsion Procedures</p>	<p>Not required¹</p>
<p>Physical contact/aggression/ fighting:</p> <p>Committed or attempted assault or battery on a school employee</p>	<p>● Review, revise or conduct an FBA/develop a BSP</p> <p>● Implement a safety plan ASAP</p>	<p>Use <u>ISS/OSS</u> guidance</p>	<p><i>Possible</i></p>	<p>Possible</p>

¹ If victim/ family choose to pursue criminal charges, the district may provide supporting documentation to law enforcement

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behaviors Bullying & Harassment* <i>All these fall under Bullying/ Harassment subcategories in Synergy</i>				
Inappropriate/ Abusive Language Student delivers verbal messages with an intent to hurt. Could include swearing, name calling etc. <i>If behavior becomes severe, pervasive and/or persistent (see URP for definition), see below (bullying/harassment/intimidation).</i>	1. Conference/ consultation and/or restorative dialogue with family and student 2. One or more Administrator Responses for Major Referrals (Major ODR under “Action Taken”)	No	No	No
Bullying/Harassment/Intimidation: (URP) An act that is severe, pervasive and/or persistent 1. Substantially interferes with a student’s educational benefits, opportunities or performance AND 2. Has the effect of physically harming a student or endangering a student’s property 3. Knowingly places a student in reasonable fear of physical harm to the student or damage to the student’s property 4. Creates a hostile educational environment, including interfering with the psychological well-being of a student Policy link: <ul style="list-style-type: none"> • Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence – Student - JFCF 	1. Follow Universal Response Protocol 2. At the conclusion of the URP, and if the complaint was founded, write the major referral and document actions taken Ensure supportive measures are in place for all involved parties Provide explicit instruction in area of bullying/ harassment that are relevant (<i>may occur during ISS or as part of re-entry from OSS and/or as part of a Tier 2/ 3 intervention plan</i>) For additional guidance on cyberbullying, including specific response guidance, see this link	Possible ² Use ISS/OSS guidance	Possible See URP and See 4J Expulsion Procedure	Possible 34 See URP

² See [board policy JGD](#)

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behaviors Bullying & Harassment* <i>All these fall under Bullying/ Harassment subcategories in Synergy</i>				
<p>Bullying/ Harassment: Hate and bias incidents: (URP) Based on one of the following:</p> <ul style="list-style-type: none"> ● Disability ● Race/ Ethnicity (See board policy ACC: Racial Harassment for specific guidance) ● Religion ● Socio-economic ● Age ● Physical characteristics ● National Origin ● Sexual orientation/ gender identification ● Gender - <i>harassment that is gender or sex based no may need to be addressed under the 2024 Title IX Grievance Procedures. Contact the Title IX office for consultation.</i> <p>Policy links:</p> <ul style="list-style-type: none"> ● Hate Symbols and Bias Incidents - ACB ● Hate Symbol and Bias Incidents Response ACB-AR ● Racial Harassment - ACC 	<p>1. Follow Universal Response Protocol</p> <p>2a. ACB_Bias Incident Response Checklist</p> <p>AND</p> <p>2b. ACC checklist AND</p> <p>2c. Hate Symbol and Bias Incident Response Form</p> <p>3. At the conclusion of the URP, and if the complaint was founded, write the major referral and document actions taken</p> <p>Ensure supportive measures are in place for both all involved parties</p> <p>Provide explicit instruction in area of bullying/ harassment that are relevant <i>(may occur during ISS or as part of re-entry from OSS and/or as part of a Tier 2/ 3 intervention plan)</i></p> <p>LINK TO BANK OF LESSON PLANS:</p> <ul style="list-style-type: none"> ● LEARNING FOR JUSTICE ● ANTI-DEFAMATION LEAGUE (ADL) 	<p>Possible, pending results of investigation</p> <p>Use ISS/OSS guidance</p>	<p>Possible</p> <p>See URP and See 4J Expulsion Procedure</p>	<p>Possible</p> <p>See URP</p> <p style="text-align: center;">35</p>

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behaviors Subjective Behaviors (“3 D’s”) *Students of color, and students with disabilities, are more likely to be given referrals for subjective behaviors (e.g. defiance, disrespect, disruption), and more likely to receive harsher discipline (e.g. exclusionary discipline) for these behaviors compared with their white peers. ³ Administration are encouraged to use the SUSPENSION CONSIDERATION TOOL before determining action taken.				
Inappropriate language (e.g. profanity directed toward others) <i>If behavior becomes severe, pervasive and/or persistent (see URP for definition), see bullying/harassment section</i>	1. Conference/ consultation and/or restorative dialogue with family and student to get input/ perspective and problem solve	Possible ISS Use ISS guidance	No	No
Major “Disrespect” Targeted messages or insults toward a person that are disruptive to instruction or other school activities.	2. One or more Administrator Responses for Major Referrals (recorded on Major ODR under “Action Taken”)	Possible ISS Use ISS guidance	No	No
Major “Defiance”: Continued refusal to follow directions or arguing, after attempts to offer support or intervention that is disruptive to instruction or other school activities and can not be managed in the setting.	3. Staff- facilitated reconnection with classroom teacher as appropriate (if not already done)			37
Major “Disruption” Student behavior that disrupts instruction or other schools activities, cannot be managed within the setting and: <ul style="list-style-type: none"> ● Presents a reasonable risk of imminent and substantial physical or bodily injury (to self or others) AND/OR <ul style="list-style-type: none"> ● Is severe, pervasive and/or persistent and/or ongoing after intervention 	PREVENTION: Schools and classrooms should be intentional about teaching and co-creating shared definitions of terms such as “respect”. LINK TO SAMPLE LESSON PLANS: <ul style="list-style-type: none"> ● RESPECT AGREEMENT CIRCLE ● RESPECT AGREEMENT LESSON 	Possible depending on safety issues Use ISS /OSS guidance	No	No

³ Cruz, R. A., Firestone, A. R., & Rodl, J. E. (2021). Disproportionality Reduction in Exclusionary School Discipline: A Best-Evidence Synthesis. Review of Educational Research, 91(3), 397–431. <https://doi.org/10.3102/0034654321995255>

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behaviors Alcohol/ Drugs				
Possessed or used nicotine	Conference/ consultation and/or	No	No	No
Drugs/ Alcohol: Intoxication and/or possession for personal use ⁴	restorative dialogue with family and student and confiscation of items Possible referral to outside agency RESOURCES INCLUDE: ● ODI Clinic/Oregon Social Learning Center (OSLC): Adolescent & Family Services (AFS) w: odclinic.org/afs p: 541-284-7560 <i>Provides no-cost treatment for youth addiction (12-18) with active parent involvement.</i>	Possible ISS Expected that students who are intoxicated will need to leave campus for the day (typically in care of family).	No	No
Drugs/ Alcohol/ Nicotine Paraphernalia: Selling or possession of paraphernalia for the purpose of selling/ distributing	● Insight Northwest w: insightnorthwest.com p: 541-357-9433 <i>For individuals, couples, teens, and families to seek mental wellness: through counseling, psychiatric medication management, or psychological testing.</i>	K-5: No 6-12: 0-2 day ISS/OSS Use ISS/OSS guidance	No	No 38 Notify campus monitors
Drugs/ Alcohol: Possessing and distributing nicotine, cannabis or alcohol (with no intent to sell)	● Looking Glass Alcohol & Other Drug (AOD) Services: w: lookingglass.us/counseling p: 541-484-4428 <i>Individual, family, and group services for ages 13-24; 1:1 support with drug and alcohol treatment; same day assessments through BHRN, AOD peer</i>	K-5: Possible ISS 6-12: 0-2 day ISS/OSS Use ISS/OSS guidance	No	No

⁴ For guidance on quality that indicates “personal use” contact Safety/ Wellness department

	<p>services; UA's not required, but an available part of treatment.</p> <ul style="list-style-type: none"> Center for Family Development Outpatient Substance Use Recovery w: c-f-d.org p: 541-342-8437 <p>Individual and group therapy, family therapy, peer support, urine analysis, and collaboration with referring agencies.</p>			
<p>Alcohol/ Drugs (Controlled substances): Possessing/distributing and/or using a controlled substance other than nicotine/ cannabis/ alcohol (with no intent to sell)</p>	<p>Parent conference and possible referral to mental health, substance abuse or other service (see above for service information)</p>	Expected 1-5 days	<p>Possible See 4J Expulsion Procedures</p>	?
<p>Alcohol/ Drugs (Controlled substances): Selling a controlled substance</p>		<p>Expected up to 5 days Use ISS/OSS guidance</p>		Yes

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Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behaviors				
Weapons				
<p>Weapons: Possession of a toy/ imitation weapon/ dangerous item (such as a pocket knife, mace or lighter) for non-violent/ personal use with no intent of harm</p>	<p>1. Conference/ consultation and/or restorative dialogue with family and student</p> <p>2. One or more Administrator Responses for Major Referrals (recorded on Major ODR under "Action Taken")</p>	No	No	No
<p>Weapons: Possession (with the intent to cause harm) of a knife, taser, stun gun, or</p>	<p>1. Follow Behavioral Safety Assessment process AND</p>	5 Days ISS and/or OSS	Expected, unless superintendent-	Yes

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behaviors Weapons				
other dangerous object (brandishing a knife and possessing firearm/explosive listed separately)	Universal Response Protocol 2. At the conclusion of the URP, and if the complaint was founded, write the major referral and document actions taken *For more information on the Behavioral Safety Assessment system contact the office of Student Wellness & School Safety	Use ISS/OSS guidance	ent determines expulsion should not occur Per board policy JFCJ See 4j Expulsion Procedures	
Weapons: Possessing, selling, or furnishing a firearm				
Weapons: Brandishing a knife or other weapon (or item that looks/ is believed to be a weapon) <i>with intent to intimidate and/or cause harm</i>				
Weapons: Possession of an explosive				

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Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behavior All Other				
Property damage/vandalism Not hate/ bias-related or to the extent of involving law enforcement	1. Conference/ consultation and/or restorative dialogue with family and student	No	No	No
Theft Stole or attempted to steal school or private property (not directly from a person but from an unattended location such as a backpack)	2. One or more Administrator Responses for Major Referrals (recorded on Major ODR under “Action Taken”)	No	No	No

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behavior All Other				
Theft: Stole item(s) from an individual or district employee/ district (taking property directly from someone)	<i>Determine extent of damage and consider restitution</i>	K-5 No 6-12: Possible 0-5 days ISS and/or OSS Use ISS/OSS guidance	No	Not required ⁵
Threat/ Intimidation: Threat to cause physical injury to another person (not involving threat involving weapons)	1. Follow Behavioral Safety Assessment process AND Universal Response Protocol	K-5: Possible (* for direct threat to health/ safety only)	No	Possible 41
Threat/ Intimidation: Committed harassment, threats, intimidation against a student witness or reporter, or retaliation for reporting.	2. At the conclusion of the URP, and if the complaint was founded, write the major referral and document actions taken See page 1 of URP for additional Policy information/ guidance	6-12 Possible 0-5 days ISS/OSS for serious threats of harm/ violence or immediate safety concerns	Possible See 4j Expulsion Procedures	Yes
Threat/ intimidation: Threatening to cause physical injury with a weapon	*For more information on the Behavioral Safety Assessment system contact the office of Student Wellness &			No, unless in possession of weapon at the time of the threat ⁶

⁵ If victim/ family choose to pursue criminal charges, the district may provide supporting documentation to law enforcement

⁶ If victim/ family choose to pursue criminal charges, the district may provide supporting documentation to law enforcement

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behavior All Other				
Threat/ intimidation Threatening an assault or battery on a school employee	School Safety	Use ISS/OSS guidance Follow Behavioral Safety Assessment process		
Major Tech Violation Serious misuse of technology that does NOT meet the criteria for bullying/ cyberbullying: <ul style="list-style-type: none"> ● Accessing pornography at school* ● Recording fights or other sensitive content on school grounds ● Using district technology to engage in behavior that is disruptive to the learning environment and/or illegal <i>*Pornography and/ or nude images that are shared, distributed or used to inflict emotional harm: see bullying/ harassment</i>	1. Immediate parent contact AND Depending on student’s understanding of impact, consider restorative dialogue with impacted parties 2. One or more Administrator Responses for Major Referrals (recorded on Major ODR under “Action Taken”)	K-5: No 6-12: 0-2 ISS Use ISS guidance	No	No 42
“Other” Eloping from campus	1.Immediate parent contact AND Notify campus safety and Student Wellness and School Safety ASAP 2. Depending on the developmental level/age of the student, consider one or more Administrator Responses for Major Referrals (recorded on Major	No	No	Only for safety response based on age, special needs, medical needs.

Problem Behavior/ Referral Type	Resources for Prevention/Intervention	Allowable Suspension <i>Not to exceed</i>	Referral for Expulsion	Required Notice to Police
Major/ Administrator-Managed Behavior All Other				
	ODR under “Action Taken”) 3. Individual safety plan and/or function-based support plan for more than 1 incident, including instruction in replacement behaviors			If needed, contact immediately
“Other” False alarms (calling 911, activating fire alarms)	1. Immediate parent contact AND 2. Depending on student’s understanding of impact, consider restorative dialogue with impacted parties 3. One or more Administrator Responses for Major Referrals (recorded on Major ODR under “Action Taken”)	K-5: No 6-12: 0-2 ISS Use ISS guidance	No	No 43
“Other” Engaging in consensual sexual behavior on campus	Conference/ consultation with family/student for first incident, as appropriate Referral to individual student support team for multiple incidents	K-5: No 6-12: 0-2 ISS Use ISS guidance	No	No

Quick Reference Guide: Classroom-Level Responses for **Minor Referrals** (“Action Taken” on Referral form/ in SWIS)

Action Taken

Individualized Instruction (Reteach, Practice, & Reinforce)

Systematic review, practice, and feedback of classroom/school shared agreements.

Resource: [Re-teaching Desired Skills](#)

Problem Solving Conference with student (*private, not in front of peers; with student and/or family*)

A problem-solving conference is a technique for addressing a specific problem that a child is having at school. *What makes it powerful is that it invites the student into a conversation and asks for the student’s input on the situation.*

Resource: [Problem Solving Conference](#)

Caregiver/ Guardian Contact (Family Consultation)

Consultation can be through a telephone call or in-person conference to seek input about how best to address a specific behavioral issue. The family is consulted as the expert on their child; the teacher begins by naming one of the student’s strengths.

Resource: [Family Consultation](#)

Restorative Practice (training recommended)

Restorative options include:

- Impromptu Circle
- [Restorative Chat](#)
- Restorative Conference

Restitution

The restoration of something lost or stolen to its proper owner or compensation for a loss. This can be decided collaboratively as a result of a problem-solving conference or restorative chat OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping to replace a stolen item with the student’s own money)

Community Service

Similar to restitution, but an action or contribution to the community or learning environment that helps to restore something that was damaged or lost. This can be decided collaboratively as a result of a problem-solving conference or restorative chat OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping remove graffiti after tagging a wall)

“Other” may include

- Follow/[review individual IEP, 504](#) or BSP (no additional action taken)
- Agreed-upon solution from problem solving or family conference
- Repeated incidents: refer to Intervention/ Data team

NOT encouraged for Minor ODRs:

Classroom exclusion/ time out (student is asked to leave the instructional setting)

Detention (preplanned time away from peers during non-instructional period such as lunch)

Loss of privilege (may not include loss of PE/ specials or recess)

Quick Reference Guide: Administrator Responses for Major Referrals

(“Action Taken” on Referral form/ in Synergy)

Action Taken

Individualized Instruction (Reteach, Practice, & Reinforce)

Systematic review, practice, and feedback of classroom/school shared agreements.

Resource: [Re-teaching Desired Skills](#)

Conference with student (problem solving conference)

Should be private, not in front of peers and may include family

A problem-solving conference is a technique for addressing a specific problem that a child is having at school. *What makes it powerful is that it invites the student into a conversation and asks for the student’s input on the situation.*

Resource: [Problem Solving Conference](#)

Parent Contact (Family Consultation)

Consultation can be through a telephone call or in-person conference to seek input about how best to address a specific behavioral issue. The family is consulted as the expert on their child; the teacher begins by naming one of the student’s strengths.

Resource: [Family Consultation](#)

Restitution

The restoration of something lost or stolen to its proper owner or compensation for a loss. This can be decided collaboratively as a result of a problem-solving conference or restorative chat OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping to replace a stolen item with the student’s own money)

Community Service

Similar to restitution, but an action or contribution to the community or learning environment that helps to restore something that was damaged or lost. This can be decided collaboratively as a result of a [problem-solving conference](#) or [restorative chat](#) OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping remove graffiti after tagging a wall).

Time in Office or Detention (include [Restorative Chat](#) when possible/ appropriate)

Referral to (may include the following):

- MTSS (Data) Team
- Individual Student Team (including [IEP or 504 team](#) for review if applicable)
- FBA Process
- School-based Safety Assessment Team (Level 1)
- Mental health counseling
- Substance abuse counseling

In School Suspension process

- Use [OSS Suspension Consideration Tool](#)
- [ISS Process & Support Plan](#)
- Recommended: [OSS- Suspension Consideration Tool: Discipline Referral Considerations](#)
- Use of [Re-entry Plan](#)

Out of School Suspension process

- Use [Suspension Consideration Tool](#)
- Use [OSS Process & Support Plan](#)
- Mandatory [Reentry Plan](#)

“Other” may include

- Follow/review individual [IEP, 504](#) or [FBA/BSP](#) (no additional action taken)
- [Restorative Chat](#) or ISLA conference
- Other Restorative Practice **(FACILITATOR TRAINING REQUIRED, OR REQUEST A TRAINED FACILITATOR)**
 - Restorative conference
 - Restorative circle

ISS Process & Support Plan

Overview

ISS can utilize CASEL's three signature practices of Welcoming, Engaging Pedagogy, and Optimistic Closures, which are evidence-based practices that promote safety and consistency and create optimal conditions for learning. These practices can be applied to the discipline process as a way to create emotional safety and opportunities for discussion and reflection. *By structuring ISS in this way, it should send a message that the student is welcome and belongs in the school community.*

Steps:

1. Welcoming/ Inclusion Activity

Preferably with a safe or preferred adult. The goal is to set a supportive tone for the day and preview what will happen.

2. Engagement Strategies

Several options for proactive, supportive engagement are listed here. The goal is to help the student be ready to re-enter the classroom setting ready to learn and feeling supported. Any behavior interventions are aimed at improving future behavior, addressing unmet needs and teaching lagging skills.

Any combination of the following may or may not be applicable and appropriate:

- Engagement in academic work being missed
- [Restorative chat](#) (initiate, or review if already completed; see next page for template)
- Specific lessons for anti-racism/bullying/ bias incidents
 - LINKS TO BANKS OF LESSON PLANS:
 - [LEARNING FOR JUSTICE](#)
 - [ANTI-DEFAMATION LEAGUE \(ADL\)](#)
- Individual instruction in skills and areas identified in a student's IEP, Behavior Support Plan or replacement behaviors identified during the disciplinary process.
- Development of a [re-entry plan](#)
- Plan for repair & reconnection with teacher(s)

3. Optimistic Closure

This should be an optimistic send-off with a focus on what went well during the day and reminders about the next day's plan.

OSS- Suspension Consideration Tool: Discipline Referral Considerations

School District 4J’s data shows a history of discrimination in our disciplinary practices. Students of color and SpEd students are suspended at disproportionately higher rates than white students not on an IEP. Implicit bias is heavily implicated as a contributing factor when analyzing the causes of racial disproportionality in school discipline nationwide. Because this cognitive process functions in our unconscious mind, we are typically not consciously aware of the negative racial biases that we develop over the course of our lifetime. Our District’s data shows that African American male students are disciplined 7% more often than white male students not on an IEP. Latinx male students are disciplined 2% more often while male students on an IEP are disciplined 14% more often than white male students not on an IEP. These groups of students also receive more out-of-school suspensions and expulsions than white male students not on an IEP. It is important to note that African American students make up only 1.5% and Latinx students make up only 15.9% of our total student population. Racialized disproportionality in the administration of school discipline is a national crisis. Nationally 70 percent of students arrested or referred to law enforcement for disciplinary problems are black or Latino.

Please view the form below, each and every time, as a pause button and an opportunity for you to look at your unconscious bias face to face before moving forward with your disciplinary actions.

Before considering exclusionary discipline on a Discipline Referral, first consider:

<p>Does this behavior meet one of the following criteria (Mark all that apply):</p> <ul style="list-style-type: none"> ● Immediate safety concern ● Legal requirement to suspend or expel (not discretionary) ● The behavior is ongoing, severe, not responding to intervention and the family needs to be consulted on further action before the student returns?
--

If “YES” to all of the above, please consider each of the following:

Consideration		If yes, please explain:
Does this student have a disability?	Yes No	
	<i>If yes, does Manifestation Determination need to occur?</i>	
Is the student a member of a historically over-suspended group?	Yes No	
Is the student currently experiencing homelessness, foster care or another serious disruption to basic needs/ emotional safety?	Yes No	
Is this behavior a subjective category: <i>Defiance, disruption or disrespect (or similar)?</i>	Yes No	
Are you regulated/ calm enough to make this decision right now?	Yes No	

<p>If suspension is decided on:</p> <ol style="list-style-type: none"> 1. A level director must be notified if the student will miss more than one full day of instruction 2. A re-entry plan must be developed that addresses both academic and social/ emotional support 	<p># of days: _____</p>
---	--------------------------------

OSS Process & Support Plan

Overview

It is important to consider the time out of class/ school as a “pause” and opportunity to plan for any restorative work that needs to occur between the student and others in the community, as well as for re-entry. During the time before the student returns to school, the following steps should be followed to ensure a positive transition back to school.

Re-entry Conference Guidelines

This should include both school staff and family/ community members who are a support to the student. It may include other impacted parties and take the form of a restorative conference if a trained facilitator is able to be part of the team.

All conferences should include the following:

1. Pre-meetings between the facilitator and the student/ family and (if applicable) other parties invited who were involved in the incident (teacher, other students, etc.) to gather more information and set up expectations for the conference.
2. At the conference itself:
Agreement about follow up actions and needs, including supports for the student and and reconnection with the classroom and school community using the next 2 steps.
 - **ISS/OSS Re-entry Plan including:**
 - **Student Reintegration Team Agreements**
Description of actions that will be taken to prevent future incidents and provide the student with any needed support or intervention. This should be agreed to at the conference. It should clearly state who will check back in on the agreements.

ISS/OSS Re-Entry Plan

*Note: The goal is to provide an opportunity for family, student, and staff to repair relationships and make a supportive plan moving forward.

Today's Date: _____

Date of Next Meeting: _____

Student Name: _____

Facilitator: _____

School & Family members attending:

Who will be the "go-to" person for the student?

How will the student contact them?

Student is re-entering from:

- Out of school suspension (2 or more days)
- Alternate School Placement
- Juvenile Justice System
- Other: _____

If alternate site: What supports (academic and behavioral) have been beneficial to the student's success?

Academic:	Behavioral:
-----------	-------------

Questions for adults- what can be done to support the student's success moving forward?

What are your hopes for this student?

What would success look like for this student?

Questions for the student- what do you need moving forward?

What are your triggers? What space/supports do you need when you feel triggered?

Is there anything in your life that we should be aware of? What is new, has changed, or been different?

Describe what your best day at school looked/felt like.

How can the adults best support you?

Are there teachers or other staff who the student needs support in reconnecting with (and/or re-entering their classroom?) Some questions to consider are:

- How is the student planning to repair harm done?
- How can the teacher work to restore the relationship (or build/ repair?)
- What support does the student need in rejoining the setting with that adult?

Student Reintegration Team Agreements

Student:

Date:

Support Team Members:

Note: The intention of this form is to record the agreements made during re-entry or post-suspension conferencing with the student and support team members (family, school staff, other supportive people; all staff directly involved -including classified staff- should have the opportunity to participate in re-entry planning..

Identified NEEDS of Student leading to incident		Identified IMPACT of incident on others	
<i>Action agreements, whenever possible, work best when stated positively and concretely, so that completion or progress is observable, and when connected directly to Needs and Impacts listed above.</i>			
Actions to be taken by student (<i>stated positively and concretely wherever possible, so that completion or progress is measurable</i>):		Actions to be taken by other parties:	
Action:	Timeline/ details:	Action:	Timeline/ details:
For supporting staff and faculty			
Words/ actions to USE to remind parties of agreements		Words/ actions to AVOID to remind parties of agreements	

List any attached/ supporting documents (eg. no-contact agreement, safety and/or behavior support plan, academic or attendance support plan):

Staff responsible for monitoring/ checking in on these agreements:

Preferred method of Contact:

Date(s) of check ins/ progress notes:

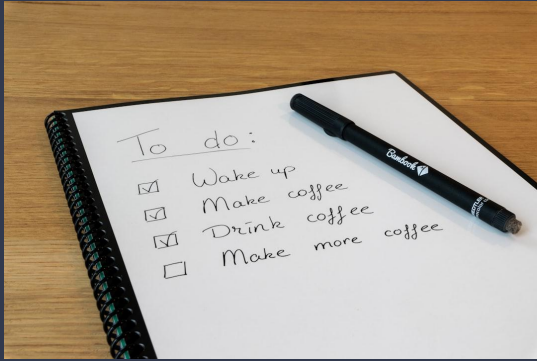
Scheduled Check-in Date	Completed?	Notes

Additional plans for welcoming and reconnecting the student with adults, students and/or school community (can use information from above questions to inform plan):

Introduction to Eugene 4J Student Support Matrix

Overview of Years 1 & 2
(2022-23 & 2023-24)

Agenda



- Quick introductions
- Review of the data and the “why”
- Process & Timeline
- Year 1 (2022-23) Review
- Year 2 (2023-24) Review
- Next steps

Rationale and Summary

*Historically, 4j's **discipline practices have varied across schools**, and our suspension data has shown **disproportionate discipline** occurring for students of color and for students with disabilities.*

*The goal of the discipline matrix is not to have prescribed or inflexible consequences, but to provide administrators with **consistent guidance on a range of appropriate responses and support in their decision making**.*

*Because disciplinary responses alone are not likely to change behavior over time, the matrix also includes **links to resources for prevention and intervention**. Response⁵⁶, protocols, safety and wellness resources and board policy are also linked.*

Review of Disproportionate Discipline Issues



Disproportionate Discipline: WHAT DO WE KNOW?

Exclusionary practices are most frequently used with:

○ **Students of color**

- 7% of White students were suspended, but 11% of Hispanic/Latino students, 12% of American Indian students, and 23% of Black students were suspended (Losen et al., 2015).

○ **Students with disabilities**

- 18% of students with disabilities were suspended.
- One in 5 districts in the country suspended over 50% of its Black male students with disabilities (Losen et al., 2015).

○ **Students in poverty and struggling academically**

- Race remains a significant predictor, even when controlling for poverty (Anyon et al., 2014; Lee et al., 2011).
- Bias in disciplinary decision persists, particularly for more subjective behaviors (Skiba et al., 2002; Smolkowski et al., 2015).

What Do We Know?

- Schools with high rates of OSS have lower school-wide achievement and lower perceptions of school safety by the student body (American Psychological Association, 2008).
- Schools commonly use OSS in response to non-threatening unwanted behaviors. For instance, approximately 34% of OSS were issued for non-violent behaviors, such as disruption or willful defiance (Losen et al., 2014).



What Do We Know?

- A **SINGLE OSS** in 9th grade is associated with a:
 - **50% increase in dropping out**
 - **19% decrease in enrollment in postsecondary education** (Balfanz et al., 2015)
- Controlling for other risk factors (antisocial behavior, deviant peer group), receipt of an OSS is a significant predictor of future antisocial behavior (Lee et al., 2011).



Subjective Behaviors: The 3 D's

Defiance, Disruption, and Disrespect:

Students of color, and students with disabilities, are more likely to be given referrals for these **subjective** behaviors, and more likely to receive **harsher discipline** compared with their white peers.



Research indicates that **subjective behaviors** more often result in disproportionate discipline for students of color.

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(Girvan, Gion, McIntosh, & Smolkowski, 2017; Skiba et al., 2011).

What do we know about exclusionary discipline?

In general, suspension does not improve behavior

Students miss:

- Academic instructional time
- Social skill building time
- Being a part of a large community

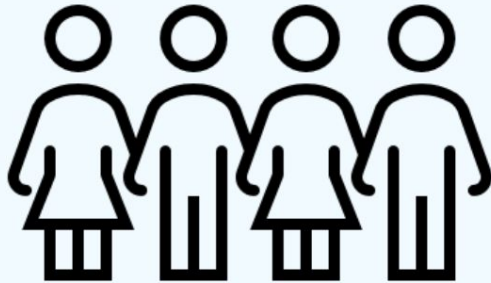
Harsh & disproportionate discipline in schools for *non-threatening behaviors* linked to:

- School failure
- Drop-out
- Substance use
- Incarceration



Oregon and 4J Discipline Data

Who Received Exclusionary Discipline in Oregon 2021-22?



[LINK](#) to Guidance Regarding Discipline of Special Education Students under IDEA 2004

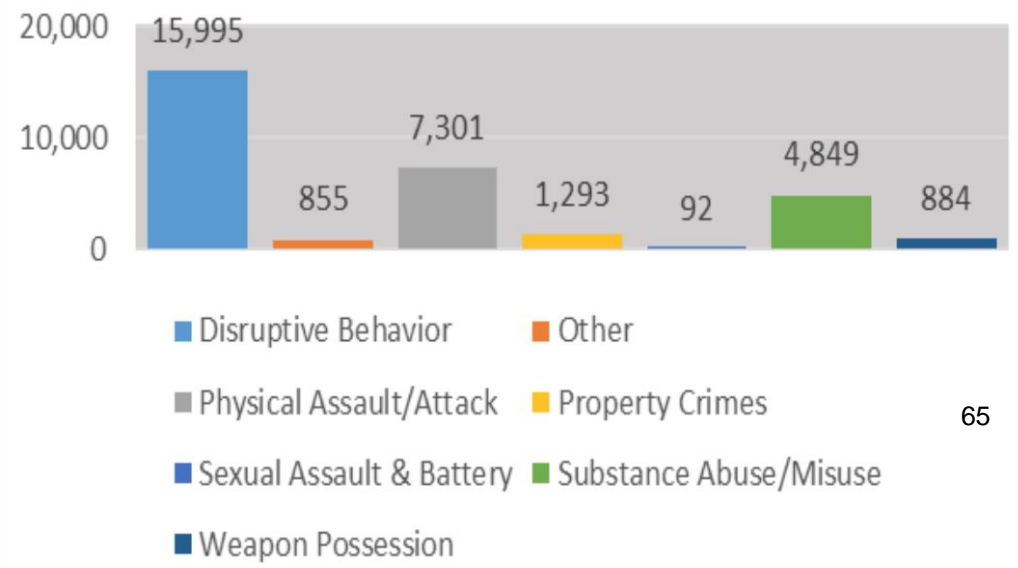
Student Group	Percent of Students enrolled on May 1, 2022 with One or More Discipline Incidents in the 2021-22 School Year
Total	5.7%
Gender	
Male	7.7%
Female	3.6%
Non-Binary	6.8%
Race/Ethnicity	
Asian	1.6%
Black/African American	11.0%
Hispanic/Latino	6.6%
American Indian/Alaska Native	9.6%
Multi-Racial	6.2%
Native Hawaiian/Pacific Islander	8.3%
White	5.2%
Other Groups	
Economically Disadvantaged ¹	6.0%
Not Economically Disadvantaged	5.0%
TAG	2.3%
Not TAG	5.9%
English Learners	6.2%
Not English Learners	5.7%
Special Education ²	9.6%
Not Special Education	5.1%

Source: 2021-22 Spring Membership, Discipline Incidents Collection.

Reasons Why Oregon Students Received Exclusionary Discipline in 2021-22?



Statewide Number of Offenses by Category 2021-2022



Eugene SD 4J Exclusionary Discipline Data (2018-2019)

District Composition



DISCIPLINE

School districts differ in how they discipline students. Explore how often this district punishes its students with suspensions, expulsions and corporal punishment.

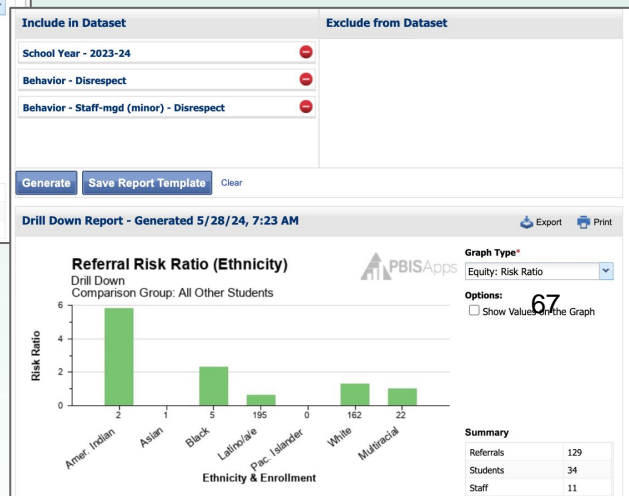
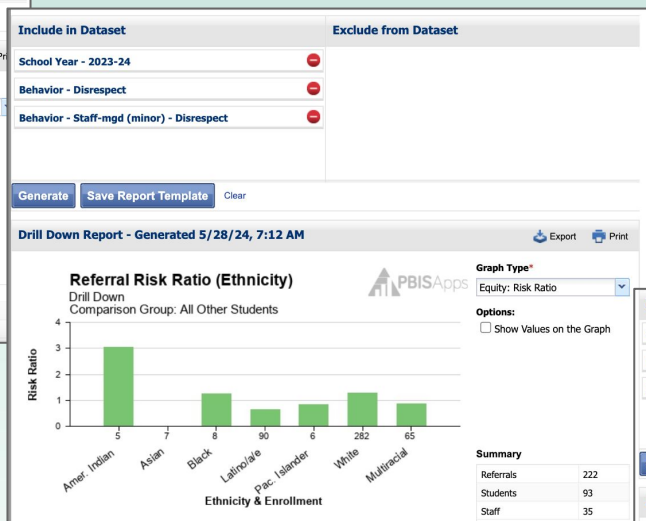
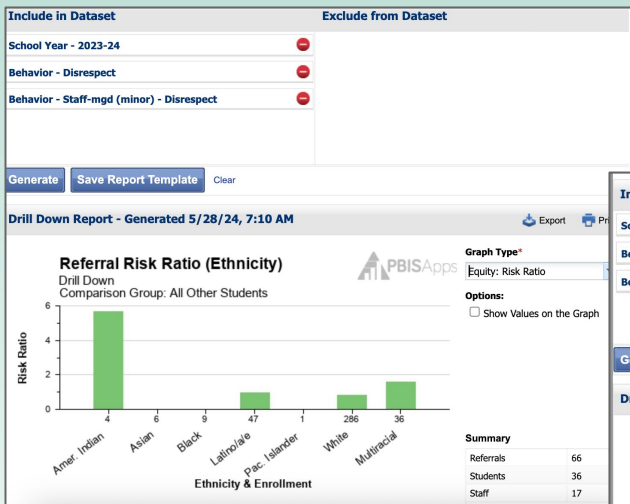
Out-of-School Suspension Composition



Expulsion Composition



Data from 4J Schools – ODR's for Respect



Sample Elementary Schools

Data pulled from SWIS database May 2024

Data from 4J Schools – ODR's for Respect

Include in Dataset

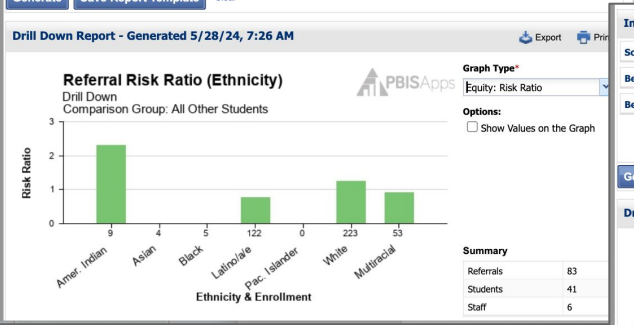
School Year - 2023-24

Behavior - Disrespect

Behavior - Staff-mgd (minor) - Disrespect

Exclude from Dataset

Generate Save Report Template Clear



Include in Dataset

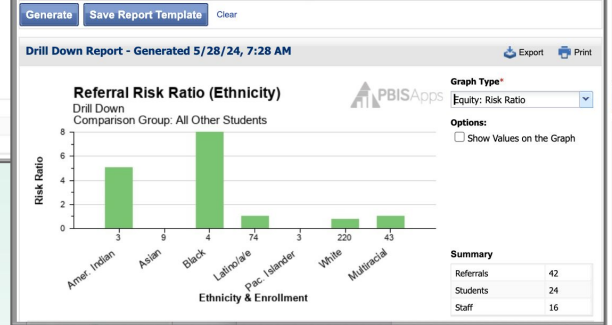
School Year - 2023-24

Behavior - Disrespect

Behavior - Staff-mgd (minor) - Disrespect

Exclude from Dataset

Generate Save Report Template Clear



Include in Dataset

School Year - 2023-24

Behavior - Disrespect

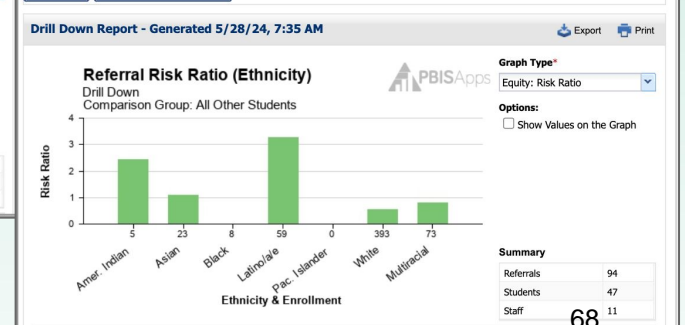
Primary Only

Behavior - Staff-mgd (minor) - Disrespect

Primary Only

Exclude from Dataset

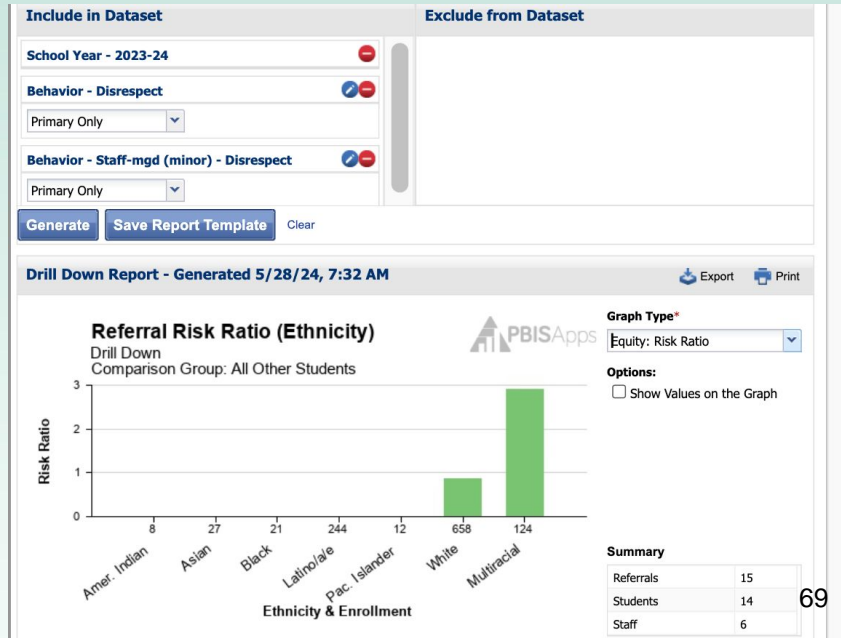
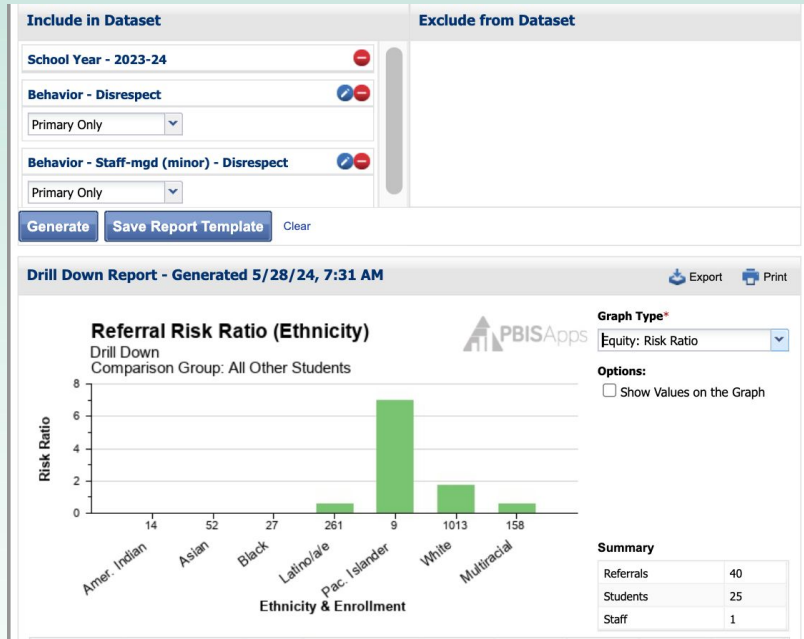
Generate Save Report Template Clear



Sample Middle Schools

Data pulled from SWIS database May 2024

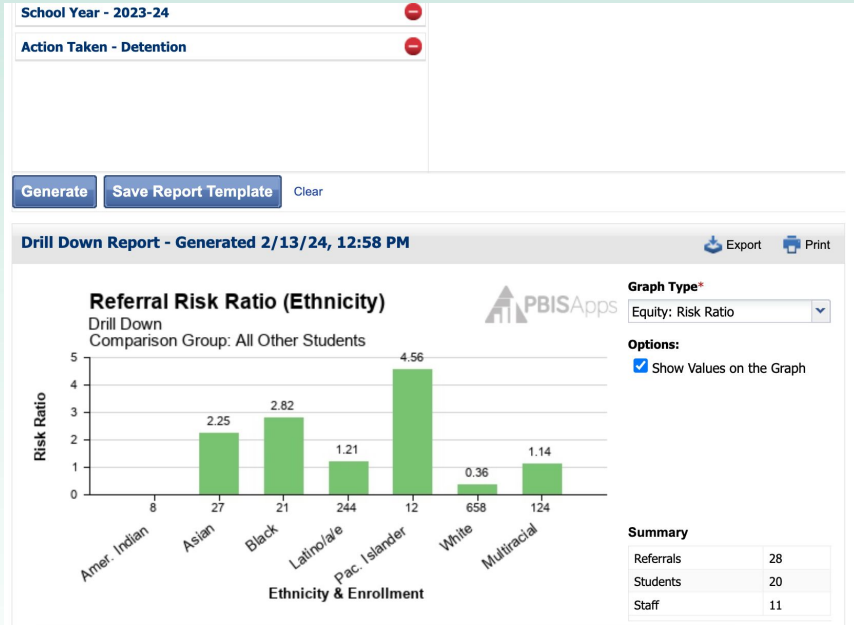
Data from 4J Schools – ODR's for Respect



Sample High Schools

Data pulled from SWIS database May 2024

Data from 4J High Schools On Use of Detention Programs to Address Tardies



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School Environment

What is the nature of the district's culture around the academic and disciplinary environments and who is most impacted?

- Schools disproportionately discipline students of color and students with disabilities according to an analysis of two years of data.
- Discipline policies and routines are inconsistent across schools and classrooms and leave room for educators' implicit bias and/or considerable discretion.
- A districtwide culture of excluding students from classrooms and schools disproportionately affects students of color and students with disabilities.

In focus groups and interviews, educators shared that due to sparse and inconsistent guidance, training, and accountability from their schools and the district, disciplinary decisions are left up to individual educators.



"There has been a years long debate over hoodies...but some colleagues draw a line in the sand. It's the more subjective stuff in teacher practices and policies. Those policies aren't going to help.

- Teacher of Color

"The three Ds [defiance, disrespect, disruption] are all extremely cultural and dependent on tone and the size of a child's body. "

- Educator

Elementary and middle schools are more likely to discipline students with disabilities; all school types are disproportionately disciplining Pacific Islander students.



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Overview of Year 1 (2022-23)

Timeline

Feb-June 2022

- **Development**
- **Input from Building Admin**
- **Reformatting**

Fall 2022

- **Building admin training on “Year 1” and limited linked resources**

Fall 2023

- **Expectation for all schools to use matrix as guiding discipline document with opportunities for input**

Summer 2024 Emphasis

- **Integration of input from administrators**
- **Collaboration with MH/ prevention, Title IX etc**

Concurrent emphasis from equity department on examining discipline data, self- check on exclusionary discipline and increased training for Equity Managers in Restorative Practice

Spring 2022

After initial draft, input from:

- **Student groups**
- **Building & district admin**
- **Experts in RP & discipline**
- **Title IX Administrator**
- **Equity directors & staff**

2022-23 School Year

- **Refinement & updates based on admin feedback**
- **Drafts of prevention & intervention resources (and other supporting documents) completed**

Winter/ Spring 2024

Ongoing input, including focus interviews on specific areas of behavioral concern (engagement, technology use racial harassment)

Year 1 Resources: Input Gathered

Input was gathered from the following groups of interested parties:

- *Work group of K-12 Administrators from across regions*
- *Work groups from staff with specialized expertise in:*
 - *Behavior Support*
 - *SEL*
 - *Restorative Practices*
 - *Disproportionate Discipline*
- *Student representatives from high school affinity groups*

Year 1 Roll-Out

Resources provided for FIRST YEAR (next slides):

Plan is for matrix/ supporting documents to be updated for Year 2 with any substantial changes and additional resources

YEAR 1 FOCUS:

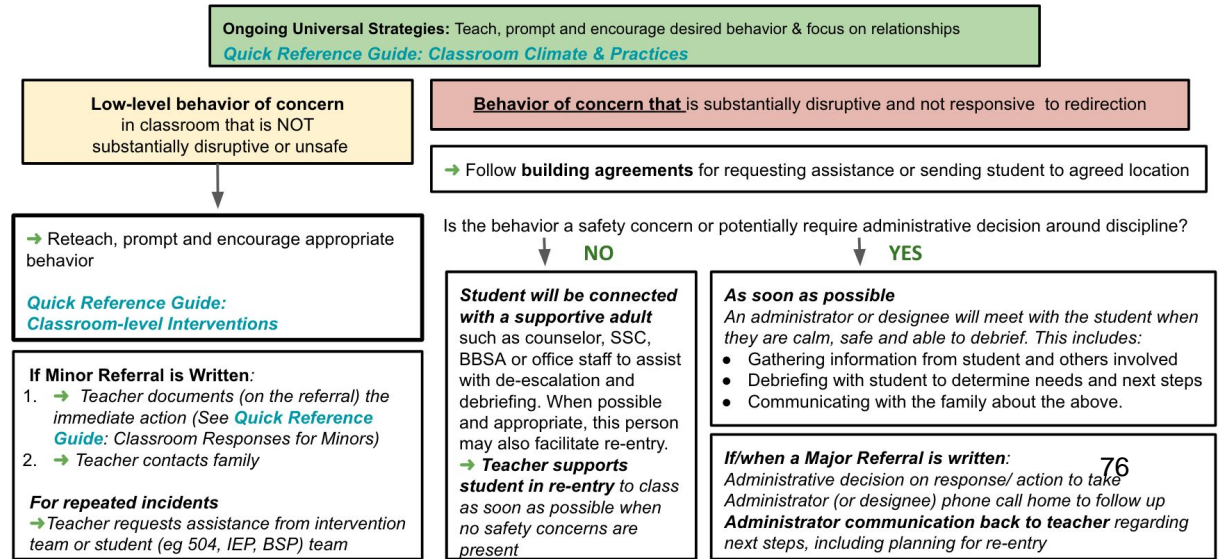
- Using the matrix to ensure more equitable & consistent discipline practices
- Using a few of the supporting documents to guide discipline decisions and practices (such as how ISS is experienced by students)
- Building fluency among all staff in the 3 Signature SEL Practices including use during ISS and in staff pd

Year 1 Student Support Flowchart

Also included at beginning of matrix. Outlines general responses for behaviors of concern, including those on the right side (in red boxes) that result in a student being sent out of the classroom.

Student Support Flowchart For Teachers

[\(Click here to view Administrator flowchart\)](#)



[Click here for 4J Minor/Major Behavior Definitions for Staff](#)

Year 1 Student Support Matrix

<u>Problem Behavior/ Referral Type</u>	<u>Recommended Intervention</u>	<u>Allowable Suspension</u>	<u>Referral for Expulsion</u>	<u>Notice to Police</u>
Major/ Administrator-Managed Behaviors Subjective Behaviors (“3 Ds”) including language				
Inappropriate language (e.g. profanity directed toward others)	1. Conference/ consultation with student to get input/ perspective and problem solve	No	No	No
Major “Disrespect” or “Defiance”: Student behavior that disrupts instruction or other school activities and cannot be managed within that setting	2. One or more Administrator Responses for Major Referrals	No	No	No
Major “Disrespect” or “Defiance”: Student behavior that disrupts instruction or other schools activities AND presents a reasonable risk of imminent and substantial physical or bodily injury	(recorded on Major ODR under “Action Taken”) 3. Staff- facilitated reconnection with classroom teacher as appropriate (if not already done)	Case-by-case basis depending on safety issues	No	No

*Per [board policy JGD](#) K-5 suspension is only allowable in cases of non-accidental serious physical harm **OR** if deemed a direct threat to health or safety

Example of Year 1 Resources

**Quick Reference Guide:
Classroom-Level Responses for Minor Referrals**

**Quick Reference Guide:
Administrator Responses for Major Referrals**

**ISS Process Guide:
Including Restorative Chat guidance**

Suspension Consideration Tool

Action Taken	
Individual Instruction: Reteach, Practice, & Reinforce Systematic review, practice, and feedback of classroom/school shared agreements. Resource: Re-teaching Desired Skills	
Problem Solving Conference with student (<i>private, not in front of peers; with student and/or family</i>) A problem-solving conference is a technique for addressing a specific problem that a child is having at school. <i>What makes it powerful is that it invites the student into a conversation and asks for the student's input on the situation.</i> Resource: Problem Solving Conference	
Family Consultation Consultation can be through a telephone call or in-person conference to seek input about how best to address a specific behavioral issue. <i>family</i> is consulted as the expert on their child; the teacher begins by naming one of the student's strengths. Resource: Family Consultation	
Restitution The restoration of something lost or stolen to its proper owner or compensation for a loss. This can be decided collaboratively as a result of a problem-solving conference or restorative chat OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping to replace a stolen item with the student's own money)	
Community Service Similar to restitution, but an action or contribution to the community or learning environment that helps to restore something that was damaged or lost. This can be decided collaboratively as a result of a problem-solving conference or restorative chat OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping remove graffiti after tagging a wall)	
"Other" may include <ul style="list-style-type: none">• Follow/review individual IEP, 504 or BSP (no additional action taken)• Agreed-upon solution from problem solving or family conference• Restorative Chat	78
NOT encouraged for Minor ODRs: Time in office Time out or detention Loss of privilege (may not include loss of PE/ specials or recess)	

Example of Year 1 Resources

**Quick Reference Guide:
Classroom-Level Responses for Minor Referrals**

**Quick Reference Guide:
Administrator Responses for Major Referrals**

**ISS Process Guide:
Including Restorative Chat guidance**

Suspension Consideration Tool

Action Taken
Individual Instruction: Reteach, Practice, & Reinforce Systematic review, practice, and feedback of classroom/school shared agreements. Resource: Link to Re-teaching Desired Skills
Conference with Student / Problem Solving Conference <i>Private, not in front of peers; with student and/or family</i> A problem-solving conference is a technique for addressing a specific problem that a child is having at school. <i>What makes it powerful is that it invites the student into a conversation and asks for the student's input on the situation.</i>
Family Consultation Consultation can be through a telephone call or in-person conference to seek input about how best to address a specific behavioral issue. The family is consulted as the expert on their child; the teacher begins by naming one of the student's strengths. Resource: Link to Family Consultation
Restitution The restoration of something lost or stolen to its proper owner or compensation for a loss. This can be decided collaboratively as a result of a problem-solving conference or restorative chat OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping to replace a stolen item with the student's own money)
Community Service Similar to restitution, but an action or contribution to the community or learning environment that helps to restore something that was damaged or lost. This can be decided collaboratively as a result of a problem-solving conference or restorative chat OR may be assigned as a logical consequence (consequence is linked to the behavior) in some situations (eg. helping remove graffiti after tagging a wall).
Time in Office or Detention (include Restorative Chat when possible/ appropriate)
Referral to: <ul style="list-style-type: none">• IPBS or Data Team• Individual Student Team (including IEP or 504 team for review if applicable)• FBA Process• School-based Safety Assessment Team (Level 1)• Mental health counseling• Substance abuse counseling
In School Suspension (protocol linked) <ul style="list-style-type: none">• Only after using OSS Suspension Consideration Tool• Recommended use of Re-entry Tool

Example of Year 1 Resources

*Quick Reference Guide:
Classroom-Level Responses for Minor Referrals*

*Quick Reference Guide:
Administrator Responses for Major Referrals*

*ISS Process Guide:
Including Restorative Chat guidance*

Suspension Consideration Tool

ISS PROCESS

Overview

ISS can utilize CASEL's three signature practices of Welcoming, Engaging Pedagogy, and Optimistic Closures, which are evidence-based practices that promote safety and consistency and create optimal conditions for learning. These practices can be applied to the discipline process as a way to create emotional safety and opportunities for discussion and reflection. By structuring ISS in this way, it should send a message that the student is welcome and belongs in the school community.

Steps:

1. Welcoming/ Inclusion Activity

Preferably with a safe or preferred adult. The goal is to set a supportive tone for the day and preview what will happen.

2. Engagement Strategies

Several options for proactive, supportive engagement are listed here. The goal is to help the student be ready to re-enter the classroom setting ready to learn and feeling supported. Any behavior interventions are aimed at improving future behavior, addressing unmet needs and teaching lagging skills.

Any combination of the following may or may not be applicable and appropriate:

- o Engagement in academic work being missed
- o Restorative chat (initiate, or review if already completed; see next page for template)
- o Specific lessons for anti-racism/bullying/ bias incidents: [LESSONS LINK](#)
- o Individual instruction in skills and areas identified in a student's IEP, Behavior Support Plan or replacement behaviors identified during the disciplinary process.
- o Development of a re-entry plan
- o Plan for repair & reconnection with teacher(s)

3. Optimistic Closure

This should be an optimistic send-off with a focus on what went well during the day and reminders about the next day's plan.

Example of Year 1 Resources

**Quick Reference Guide:
Classroom-Level Responses for Minor Referrals**

**Quick Reference Guide:
Administrator Responses for Major Referrals**

**ISS Process Guide:
Including Restorative Chat guidance**

Suspension Consideration Tool

School District 4J's data shows a history of discrimination in our disciplinary practices. Students of color and SpEd students are suspended at disproportionately higher rates than white students not on an IEP. Implicit bias is heavily implicated as a contributing factor when analyzing the causes of racial disproportionality in school discipline nationwide. Because this cognitive process functions in our unconscious mind, we are typically not consciously aware of the negative racial biases that we develop over the course of our lifetime. Our District's data shows that African American male students are disciplined 7% more often than white male students not on an IEP. Latinx male students are disciplined 2% more often while male students on an IEP are disciplined 14% more often than white male students not on an IEP. These groups of students also receive more out-of-school suspensions and expulsions than white male students not on an IEP. It is important to note that African American students make up only 1.5% and Latinx students make up only 15.9% of our total student population. Racialized disproportionality in the administration of school discipline is a national crisis. Nationally 70 percent of students arrested or referred to law enforcement for disciplinary problems are black or Latino.

Please view the form below, each and every time, as a pause button and an opportunity for you to look at your unconscious bias face to face before moving forward with your disciplinary actions.

Before considering exclusionary discipline on a Discipline Referral, first consider:

<p>Does this behavior meet one of the following criteria (Mark all that apply):</p> <p><input type="checkbox"/> Immediate safety concern</p> <p><input type="checkbox"/> Legal requirement to suspend or expel (not discretionary)</p> <p><input type="checkbox"/> The behavior is ongoing, severe, not responding to intervention and the family needs to be consulted on further action before the student returns?</p>
--

If "YES" to all of the above, please consider each of the following:

Consideration	If yes, please explain:	
Does this student have a disability?	Yes No	
	<i>If yes, does Manifestation Determination need to occur?</i>	
Is the student a member of a historically over-suspended group?	Yes No	
Is the student currently experiencing homelessness, foster care or another serious disruption to basic needs/ emotional safety?	Yes No	
Is this behavior a subjective category: <i>Defiance, disruption or disrespect (or similar)?</i>	Yes No	81
Are you regulated/ calm enough to make this decision right now?	Yes No	

If suspension is decided on:

- # of days:** _____
1. A level director must be notified if the student will miss more than one full day of instruction
 2. A re-entry plan must be developed that addresses both academic and social/ emotional support

Year 2 Overview (2023-24)

Mitigating Factors

In considering whether/ and/or for how long to exclude a student for disciplinary reasons, administrators should consider mitigating factors that may help them understand the student's behavior better, decide on appropriate responses, and inform future interventions. These factors include:

- Whether the student has a disability and the nature of that student's disability (see below)
- Whether the student is a member of a historically over-suspended and underserved group, including students of color, students with disabilities and students who identify as LGBTQ+
- Whether the student is currently or recently experiencing homelessness, foster care/ adoption or another serious disruption to basic needs/emotional safety
- Whether the behavior itself is a subjective category that is more susceptible to individual bias (defiance, disruption, disrespect)
- Whether the behavior itself was related and/or a response to bullying or harassment of the student
- The student's disciplinary history and previous responses to disciplinary action, including the number of recent incidents of a similar nature
- How the exclusion would impact the student's ongoing education and progress toward graduation

Considerations for students with disabilities

School district disciplinary rules and expectations apply to all students, and behavior infractions sometimes lead to periods of exclusion from school.

In order to protect the civil rights of students with disabilities, and ensure that they are not being inappropriately excluded *because* of their disability, specific procedures and requirements are in place.

The 4J SpEd Procedural Manual section on [Discipline and Manifestation](#) explains and describes the procedures for proceeding with exclusionary discipline for students with disabilities.

Mid-year (Year 2) Student Support Matrix Updates At-A-Glance

- Clarified language re: weapons/ brandishing
- Clarified language re: nicotine vs tobacco
- Clarified nicotine use (Major K-12)
- No contact “order” changed to “agreement” (reflected in URP)
- Added age & developmental level to mitigating factors
- Updated expulsion process link
- Added major tech violations that include filming fights, accessing pornography, using school equipment to engage in illegal activity
- Added link to teacher facing flowchart

Student Support Matrix Updates

<p>Weapons: Possession (with the intent to cause harm) of a knife, taser, stun gun, or other dangerous object (brandishing a knife and possessing firearm/explosive listed separately)</p>	<p>1. Follow Behavioral Safety Assessment process AND Universal Response Protocol LINKED HERE</p>	<p>5 Days ISS and/or OSS Use ISS/OSS guidance</p>	<p>Expected, unless superintendent determines expulsion should not occur</p>	<p>Yes</p>
<p>Weapons: Possessing, selling, or furnishing a firearm</p>	<p>2. Follow up with one or more Administrator Responses for Major Referrals</p>		<p>Per board policy JFCJ</p>	
<p>Weapons: Brandishing a knife or other weapon (or item that looks/ is believed to be a weapon) with intent to intimidate and/or cause harm</p>	<p>(recorded on Major ODR under “Action Taken”)</p>		<p>See 4j Expulsion Procedures</p>	
<p>Weapons: Possession of an explosive</p>	<p>3. At the conclusion of the URP, and if the complaint was founded, write the major referral and document actions taken</p> <p>*For more information on the Behavioral Safety Assessment system contact the office of Student Wellness & School Safety</p>			<p>86</p>

Student Support Matrix Updates

<p>Major Tech Violation</p> <p>Serious misuse of technology that does NOT meet the criteria for bullying/ cyberbullying:</p> <ul style="list-style-type: none"> ● Accessing pornography at school ● Recording fights or other sensitive content on school grounds ● Using district technology to engage in behavior that is disruptive to the learning environment and/or illegal 	<p>▼</p> <p>1. Immediate parent contact AND Depending on student’s understanding of impact, consider restorative dialogue with impacted parties</p> <p>2. One or more Administrator Responses for Major Referrals (recorded on Major ODR under “Action Taken”)</p>	<p>K-5: No</p> <p>6-12: 0-2 ISS</p> <p>Use ISS guidance</p>	<p>No</p>	<p>No</p>
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CBA Language for student discipline procedures:

From Certified/ EEA Contract:

12.13 STUDENT DISCIPLINE PROCEDURE:

The District will provide each unit member with a written student discipline procedure at the beginning of each school year.

This procedure will specify the rights, duties, and responsibilities of unit members in the student discipline procedure.

Student Support Flowchart For Teachers

[\(Click here to view Administrator flowchart\)](#)

Ongoing Universal Strategies: Teach, prompt and encourage desired behavior & focus on relationships

Quick Reference Guide: Classroom Climate & Practices

Low-level behavior of concern
in classroom that is NOT
substantially disruptive or unsafe

→ Reteach, prompt and encourage appropriate behavior

Quick Reference Guide:
Classroom-level Interventions

If Minor Referral is Written:

1. → Teacher documents (on the referral) the immediate action (See **Quick Reference Guide: Classroom Responses for Minors**)
2. → Teacher contacts family

For repeated incidents

→ Teacher requests assistance from intervention team or student (eg 504, IEP, BSP) team

Behavior of concern that is substantially disruptive and not responsive to redirection

→ Follow **building agreements** for requesting assistance or sending student to agreed location

Is the behavior a safety concern or potentially require administrative decision around discipline?

↓ **NO**

Student will be connected with a supportive adult such as counselor, SSC, BBSA or office staff to assist with de-escalation and debriefing. When possible and appropriate, this person may also facilitate re-entry.
→ **Teacher supports student in re-entry** to class as soon as possible when no safety concerns are present

↓ **YES**

As soon as possible

An administrator or designee will meet with the student when they are calm, safe and able to debrief. This includes:

- Gathering information from student and others involved
- Debriefing with student to determine needs and next steps
- Communicating with the family about the above.

If/when a Major Referral is written:

Administrative decision on response/ action to take
Administrator (or designee) phone call home to follow up
Administrator communication back to teacher regarding next steps, including planning for re-entry

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[Click here for 4J Minor/Major Behavior Definitions for Staff](#)

Matrix Slide #3 : Copy to be completed by school teams with staff agreement

Building Agreements for getting assistance with major behavior concerns

Behavior of concern that is **substantially disruptive** & not responsive to redirection

Is the behavior a safety concern and/or likely to require an adult to assist?

NO, STUDENT CAN SAFELY TRANSITION

Use a calm, supportive tone and words to direct student to the following:

- Location (s):
- Documentation to send with student:
- Other procedures:

YES, STUDENT MAY NEED ADULT TO MAINTAIN SAFETY

Use a calm, supportive tone and words, call for assistance:

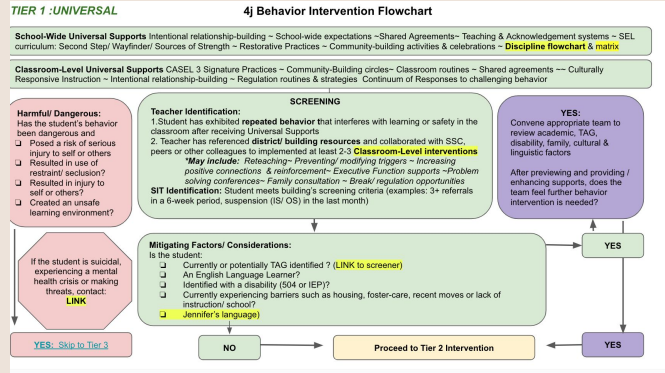
- Person to call:
- Information to provide:
- Any agreements about followup:

Use additional slides as needed to clarify related school procedures

Future Steps:

- Establish and maintain a more efficient system for reviewing and making updates, including:
 - Input from interested parties in a variety of formats
 - System to field concerns about intervention practices that are potentially harmful
- Share discipline practices and intervention resources more widely with community
 - Version for community/ families without the extensive links?
- More explicit linkage to Overall MTSS structures and Systems
 - Move Quick Reference Guides & descriptions of prevention & intervention practices to website or MTSS manual

Examples:





ITEM FOR INFORMATION

Date of Meeting

September 18, 2024

Title

Develop a Mechanism for Timely Feedback Embedded throughout the year, as a Component of the Superintendent Evaluation

Presenter: Krista Parent, Director of Executive Leadership, Coalition of Oregon School Administrators (COSA)

Dr. Parent will walk through the evaluation tool and respond during board discussion of building a feedback process into the superintendent evaluation, that is more frequent than the standard, annual, process.

Once a model is defined, there is interest it practicing it in the current year with the interim superintendent.



OSBA

SUPERINTENDENT EVALUATION WORKBOOK

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
 - reviewing past performance
 - communicating future expectations and goals
 - determining future professional development for the superintendent
 - making ongoing employment decisions (contract extension and compensation)
-

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.
- **PART 5 EVALUATION SUMMARY. (Appendix E)**
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.

EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING



COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

SUMMARY RATING — GOAL 1: *(check one)*

4 3 2 1 N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision. • Implements the district’s continuous improvement plan and communicates its progress. 	<ul style="list-style-type: none"> • Evidence of how you have constructed and enacted an equity vision and mission across the district and community: <ul style="list-style-type: none"> • Newspaper, school banners, website, photo, or other media • Actions communicating clear and coherent vision: newsletter, professional development, etc. • Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: <ul style="list-style-type: none"> • Budget examples of how funds support the vision/strategic initiatives • Staffing patterns that reflect where there is an identified need • Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

ARTIFACTS

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome data, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative "calendar" – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

ARTIFACTS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



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2021-22 Superintendent Evaluation Report – Superintendent Name, XXXXX School District

Key: 4 = Accomplished 3 = Effective 2 = Developing 1 = Needs Improvement

The 2021-22 evaluation of Superintendent XXX includes two data sources – 1) the Superintendent’s self-evaluation, and 2) the board’s direct observations and experiences with the Superintendent.

The Table below shows board members’ ratings on the Superintendent goals and the eight national performance standards for superintendents and the average score for each. The highest rated standard was XXXXX with a consensus score of XXX. The lowest rated standard was XXXXX with a consensus score of XXX. All other standards, and both goals, had consensus ratings of XXX.

Standard, Goal or Performance Indicator	4	3	2	1	Ave.
<p>Standard 1 – Visionary District Leadership</p> <ul style="list-style-type: none"> Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision. Implements the district’s continuous improvement plan and communicate its progress. 					
<p>Standard 2 – Ethics and Professional Norms</p> <ul style="list-style-type: none"> Develops and maintains a supportive, equitable, culturally responsive, and inclusive district culture. Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student. Ensures equitable, inclusive and culturally responsive instructional and behavior support practices among teachers, administrators and staff. 					
<p>Standard 3 – Inclusive District Culture</p> <ul style="list-style-type: none"> Develops and maintains a supportive, equitable, culturally responsive, and inclusive district culture. Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student. Ensures equitable, inclusive and culturally responsive instructional and behavior support practices among teachers, administrators and staff. 					

<p>Standard 4 – Culturally Responsive Instructional Leadership</p> <ul style="list-style-type: none"> • Evaluates, designs, fosters, and implements coherent systems of curriculum instruction supports, assessment and instructional leadership. • Implements coordinated systems of support, coaching and professional development for staff. • Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. • Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained. 					
<p>Standard 5 – Communication and Community Relations</p> <ul style="list-style-type: none"> • Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. • Engages and effectively communicates with diverse families, community partners, and other constituencies to strengthen student learning. • Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. • Goes beyond the district and local community to advocate for students at the county, regional and/or state level. 					
<p>Standard 6 – Effective Organizational Management</p> <ul style="list-style-type: none"> • Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contracts effectively. • Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership activity. 					
<p>Standard 7 – Effective Financial Management</p> <ul style="list-style-type: none"> • Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget. 					

<p>Standard 8 – Policy, Governance and Advocacy</p> <ul style="list-style-type: none"> • Develops relationships, leads collaborative decision making and governance, and represents and advocates for district needs in local, county and state policy conversations. • Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district. • Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders. 					
<p>Goal #1 4J as a Gem - Maintain and reaffirm a strong commitment to education excellence through demonstrated community collaboration and implementation of antiracist, racial equity, equity, and inclusion (anti-ableist) policies and practices to support all students, staff, families, and 4J community.</p>					
<p>Goal #2 Mentor and Affirm the Team - Coach, empower, and support district leadership and staff toward quality, focused, and effective financial management and operations to lead for teaching, learning, and equity and to better support school staff serving students and families.</p>					
<p>Goal #3 Grow Community and Staff Trust and Partnership - Reconnect and build internal and external community collaboration and relations through transparency, invitation and partnership across entities.</p>					
<p>Goal #4 Secure 4J’s Future - Support the Board in living into their stated values, operating within their working agreements, focusing on policy development, budgeting, and, most critically, the hiring and onboarding of the next superintendent.</p>					

Board Member Comments:
XXXXX

Sample Statement by the Board in Public Meeting:

The XXX board of directors has completed the annual evaluation of Superintendent XXX. Superintendent XXX has been on the job since XXX and we are extremely pleased with the leadership and stability he has provided the district in yet another unprecedented year.

The evaluation process included multiple reports to the board by the superintendent on progress toward meeting the goals and standards mutually agreed upon in August. The process also included a mid-year report and final self-evaluation to the board by the superintendent. Finally, individual board members rated the superintendent on each of the standards and goals, and a consensus rating was achieved for each and is contained in this summary document.

The board speaks with one voice and provides one evaluation for the superintendent. This years' evaluation focused on three superintendent goals and eight national standards of performance for superintendents. The district utilized an independent consultant to administer the evaluation tool and report the summary response back to the board of directors.

The XXX board rated Superintendent XXX "Accomplished" on the standards XXX and XXX and XX of XX superintendent goals. On the other five standards and one goal, all were rated as "Effective". Insert Board quote here about overall superintendent performance.



ITEM FOR INFORMATION

Date of Meeting

September 18, 2024

Title

Board Committee Reports:

- Legislative Board Committee – Presenter: Judy Newman, Committee Chair, Board Director, 15 Minutes
- Community Engagement Board Committee – Presenter: To be Determined, 5 Minutes
- Student Voice Board Committee – Presenter: To be Determined, 5 Minutes
- Superintendent Search Ad Hoc Board Committee – Presenter: Judy Newman, Committee Chair, Board Director, 5 Minutes

Receive Updates from Four Board Committees

Legislative Board Committee.

Receive information from the committee meeting, review examples of previous years'

Legislative Priorities and begin to think about priorities for the upcoming 2025 session.

15 Minutes

Community Engagement Board Committee

Receive update from the committee's first meeting, held on September 17.

5 Minutes

Student Voice Board Committee

Report on where the committee is in the process of high school student board representatives.

5 Minutes

Superintendent Search Ad Hoc Board Committee

Update on the progress on the search for a permanent superintendent.

5 Minutes

30 Minutes, total

Eugene School District 4J / Board of Directors Legislative Priorities for 2023 Session



The Eugene School Board encourages the 2023 Oregon Legislature to support schools by taking the following actions:

Funding

- Ensure stable funding in basic school support that reflects actual roll-up costs.**
- Ensure continued full funding of the Student Success Act (SSA).

Student and Workforce Supports

- Recruit and retain a diverse and qualified workforce. This can include addressing pay issues.
- Expand the definition of what is allowable as instructional hours to include such activities as one on one connecting with staff, participation in an affinity group participation in a club, etc.
- Expand and support mental health and social emotional supports for students and staff.
- Expand and deepen “All Students Belong.”
- Align early learning and K-12 systems with the support of comprehensive community services and supports including free high quality publicly funded preschool available to all children in Oregon.

Programming and Infrastructure

- Support Career Technical Education (CTE) and workforce initiatives and funding.
- Support environmental and climate change initiatives and education. These may relate to school facilities, transportation, operational practices and curriculum for students.
- Ensure that all existing and new mandates include funding for implementation.

School Boards

- Allow compensation for school board members to remove inequities and support ability to diversify school board membership. This can open up the option to offer stipends or pay or other supports for school board members as an equity issue. (This requires the elimination of section 3 in ORS 332.018)
- Training for school board members- onboarding of new members to give them the tools for success.
- Annual self-assessment for school boards and training to address needs and priorities identified by school board members

Testing

- Work with local, state, and legislative partners on long-term solutions that will reduce standardized testing requirements.



Eugene 4J School District's Legislative Priorities for 2021 Session

- Ensure stable funding in basic school support.
- Continue and expand support for the roll out of the Student Success Act (SSA).
 - What results will demonstrate efficacy and accountability in the short (1-3 year) term?
 - Limit the costs of administering SSA by the Oregon Department of Education.
- Ensure that any new mandates that we support include funding for implementation and success.
- Support the Oregon Department of Education's application for a state waiver from the federal Department of Education that reduces the amount of standardized testing this year.
- Minimize the financial and resource consequences of ADM fluctuations due to COVID 19 circumstances.
- Support the limited liability bill related to schools during the Governor's Emergency orders period and then expire. The bill would protect public schools and community colleges from lawsuits alleging that someone contracted the COVID-19 virus on school property or at a school event if school staff are making reasonable efforts to comply with COVID-19 guidance. The bill will not alter:
 - the right of staff to make claims through worker's compensation;
 - the rights of students and staff to file discrimination claims;
 - protections for whistle-blower;
 - protections against violations to special education regulations

See attached document about what the bill does and does not do.

Support legislation and other statewide efforts that work towards the following:

- Continue to work with local, ODE, and legislative partners on longer-term solutions that will reduce standardized testing requirements.
- Do not support raising the 3% enrollment cap on public on-line charter schools.
- Create a fund or other incentives as a part of the state's carbon reduction plan to encourage local districts to purchase electric buses. such as a state match of local funds.
- Align early learning and K-12 systems with the support of comprehensive community services and supports.
- Solve issues and remove barriers to recruiting and retaining teachers, administrators and other staff of color.
- Expand and deepen the "All Students Belong Act" to eliminate acts of hate and bias in schools and continue to work to eliminate systemic oppression in our schools.