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Public comment will be received via email. Send public comment to [board@4j.lane.edu](mailto:board@4j.lane.edu), with "Public Comment" in the email subject line, by 12 p.m. (noon) on the meeting date. The board will read, review and consider all comments received. Public comment received by the specified time will be published in board materials for the meeting, typically within 2 days after the board meeting.

**5:00 PM  
 Work Session at 5:00 p.m. / Regular Board Meeting at 7:00 p.m.**

I.	<b>5:00 p.m. Work Session:</b> Interview Budget Committee Applicants	<b>3</b>
II.	<b>7:00 p.m. Regular Board Meeting:</b>	
III.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
IV.	Agenda Review	
V.	Introduction of Guests and Superintendent's Report	
VI.	Comments by Board Chair	
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IX.	Consent Group - Items for Action	
	1. Approve the State of Oregon Grant Agreement (Grant No. 13635) for the "Student Success Act - Student Investment Account"	34
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	3. Approve Personnel Action	87
X.	Items for Information	
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XI.	Items for Action	
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	3. Select Superintendent Search Firm (20 minutes)	116
XII.	Items for Action at a Future Meeting	
	1. Consider Extension to Interim Superintendent Contract (20 minutes)	117
XIII.	Comments and Committee Reports by Individual Board Members	
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	

**Meetings Dates:**

- ~~September 2020: September 2, 10, 16, 21, 23 (Complete)~~
- ~~October 2020: October 7, October 14 & October 21~~
- November 2020: Wednesday, November 4 & Wednesday, November 18
- December 2020: Wednesday, December 2 & Wednesday, December 16
- January 2021: Wednesday, January 13, 2021
- February 2021: Wednesday, February 3 & Wednesday, February 17
- March 2021: Wednesday, March 3 & Wednesday, March 17
- April 2021: Wednesday, April 21
- May 2021: Wednesday, May 5 & Wednesday, May 19
- June 2021: Wednesday, June 2 & Wednesday, June 16

XV. Adjourn

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## **WORK SESSION**

### **Date of Meeting**

October 21, 2020

### **Title**

Interview Budget Committee Applicants

### **Presenter**

Kerry Delf, Chief of Staff

### **Description**

There are three open positions on the 4J budget committee. The terms of 4J budget committee members Joshua Burstein, Merri Steele and Robert Chandler expired on June 30, 2020. Members with expired terms are invited to apply for reappointment.

These openings were published on the 4J website and through other communications. The application period was September 17–October 14, 2020. State law requires that to be eligible to serve on the budget committee, a candidate must live within the school district boundaries, must be a registered voter, and may not be a district employee.

There are 16 applicants to serve on the budget committee. Each candidate is scheduled for a time during this work session to be briefly interviewed about their interest and qualifications to serve on the budget committee.

In the order of the scheduled interviews, the candidates are:

Jess Tuerk Roshak	Stephen Parac
Carol Babcock	Mollie Billings-Goodson
Gary Campbell	Morgan Munro
Jessica Saydack	Ericka Thessen
Joshua Burstein	Eli Ruth-Cheff
Tatiana Bakhtina	Anna Weinman Gonzales
Trent Spradling	Anne Fifield
Janet Schmidt	Tanya Pitts

At the next regular board meeting on November 4, the board will ballot to select three candidates and take action to appoint them to the budget committee. The committee members appointed this fall will serve three-year terms that run through June 30, 2023.

## **4J Budget Committee Candidates October 2020**

5:00 p.m. Work session begins  
5:00–5:03 Review process  
5:03–5:09 Jess Tuerk Roshak  
5:10–5:16 Carol Babcock  
5:17–5:23 Gary Campbell  
5:24–5:30 Jessica Saydack  
5:31–5:37 Josh Burstein  
5:38–5:44 Tatiana Bakhtina  
5:45–5:51 Trent Spradling  
5:52–5:58 Janet Schmidt  
5:59–6:05 Stephen Parac  
6:06–6:12 Mollie Billings-Goodson  
6:13–6:19 Morgan Munro  
6:20–6:26 Ericka Thessen  
6:27–6:33 Eli Ruth-Cheff  
6:34–6:40 Anna Weinman Gonzales  
6:41–6:47 Anne Fifield  
6:48–6:54 Tanya Pitts  
6:54–6:55 Wrap up

**Name:**

Jess Roshak

**Occupation:**

Teacher

**How long have you lived in the school district?**

14 years

**Please briefly describe your educational background.**

Bachelors in philosophy and political science from Boston University, M. Ed. from University of Pennsylvania

**Please briefly describe your employment history.**

3 years teaching High school in Pennsylvania, 14 years teaching high school in Oregon.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

PTO, Southeast Neighbors board of directors, Lane Transportation District neighborhood watchdog group.

**Why are you interested in serving on the budget committee?**

My two children, ages 6 and 7, are enrolled in 4J and we are property owners. I am interested in supporting the district and it's use of community resources in equitable and efficient ways. I am interested in public and school budgets process and would like to get more experience with them, as well as listening to community input in a public process.

**Name:**

Carol Babcock

**Occupation:**

Retired

**How long have you lived in the school district?**

Two years in November

**Please briefly describe your educational background.**

Bachelor degree in Accounting - Linfield College

Masters degree in Business Administration - Oregon State University

CPA certification, now in retirement status

**Please briefly describe your employment history.**

Prior to retirement I worked at Oregon State University for 13 years as an Accounting Manager for administrative services and earlier as a Business Manager for the distance education program.

Prior to OSU I worked at a public accounting office in Eugene for 3 years.

Prior to the CPA firm employment, I worked for the Sweet Home School District for over 10 years as the Accounting Clerk preceded by a position as Purchasing Clerk.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

I was a Sweet Home School District Board member until I resigned due to my relocation to Eugene.

**Why are you interested in serving on the budget committee?**

I am familiar with the duties of a budget committee member and think I can add value to the committee due to my experience and background.

I also have a grandchild who will be in the school district next year.

**Name:**

Gary Campbell

**Occupation:**

Oregon GEAR UP - School Liaison

**How long have you lived in the school district?**

More than 10 years

**Please briefly describe your educational background.**

Masters Degree in Government, Johns Hopkins University (JHU), Washington, D.C. Campus, August 2009

Bachelor of Arts Degree in Political Science and Social Studies, Western Washington University (WWU), Bellingham, WA, August 2007

Masters Degree in Teaching with a Secondary Social Studies Endorsement, Western Washington University (WWU), Bellingham, WA, August 2005

Bachelor of Arts Degree in Philosophy, Psychology, and Global Studies with a Minor in Global Peace and Security, University of California, Santa Barbara (UCSB), Santa Barbara, CA, December 2002

**Please briefly describe your employment history.**

I have worked in the field of public education for over 17 years, first working as a substitute teacher, then as a certified high school social studies teacher before transitioning into a role of coordinating after school programs for middle and high school students. After that role, I made another transition to helping to manage the ASPIRE program, which is a state-funded state-wide mentoring program for middle and high school students throughout Oregon focusing on supporting students into post-secondary opportunities. Over the past year I have been working for the federally-funded Oregon GEAR UP program to support middle and high schools in rural districts throughout Oregon to help them develop and implement school-wide initiatives to help students and parents as they plan for lives after high school.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

Currently, I volunteer in the community as a parent volunteer at my daughter's school (Adams Elementary) helping with field trips and at school events, serving as a reviewer for the Ford Family Foundation scholarship program (annually since 2016), serving as a member of the 4J Equity Committee (since 2014), serving as a member of the Oregon Career Information System board (since 2014), managing a local coed soccer team (since 2013), serving as a course marshal for the Eugene Marathon (annually since 2012), donating monthly to FOOD for Lane County (since 2012) and by volunteering as a regular blood donor (since 1997).

**Why are you interested in serving on the budget committee?**

I look forward to being part of the discussion and action around ensuring that our families and broader community supports the educational needs and aspirations of all students within our schools and I hope to contribute a voice of reason and knowledge that will help to increase access to educational opportunities for students of all backgrounds and experiences. We must do our best to support all of our students and families through thoughtful and decisive financial decisions, and it is more important than ever that we ensure that we apply equity to each and every decision in order to ensure that our limited resources can help those within the district that need it most.

**Name:**

Jessica Saydack

**Occupation:**

Attorney

**How long have you lived in the school district?**

2 years

**Please briefly describe your educational background.**

HS Diploma - North Salem High School 2001

AAOT - Chemeketa Community College 2003

BA Major Philosophy Minor Spanish - University of Oregon 2006

JD -University of Oregon School of Law 2009

**Please briefly describe your employment history.**

2000-2010 Law Clerk with Salem Capital Defense Lawyers

2010-2017 Staff Attorney with Public Defenders of Lane County

2017-Present Managing Partner Saydack Law LLC

2018-Present Pro Tem Judge Junction City Municipal Court

2019-Present Pro Tem Judge Cottage Grove Municipal Court

**Please briefly describe your volunteer activities with the school district or other community organizations.**

Volunteer Judge - Teen Court 2010-2019

Panelist for Constitutional Law Class - Willamette High School 20011-2013

Volunteer Judge - University of Oregon 2011-2015

Career Day Speaker - Roosevelt Middle School South Eugene High School Willamette High School 2012-2015

**Why are you interested in serving on the budget committee?**

I am interested in participating in the opportunity to address the ongoing struggle of providing our community's future leaders with a sound educational experience within the parameters of the budgetary constraints this district faces.

**Name:**

Joshua Burstein

**Occupation:**

Human Resources Manager at the Lane Council of Governments (LCOG)

**How long have you lived in the school district?**

Over 12 years - since July 2008

**Please briefly describe your educational background.**

Public schools for primary and secondary education

B.A., Harvard University, History, 1993

J.D., New York University School of Law, 1996

**Please briefly describe your employment history.**

1996-2002 – I practiced law in the private sector and at a labor union.

2002-2012 – I worked as a law school administrator (including as an associate dean) mainly in Career Services at three universities, including the University of Oregon.

2014-present – I have worked as the Human Resources Manager at the Lane Council of Governments (LCOG).

**Please briefly describe your volunteer activities with the school district or other community organizations.**

School district:

4J Budget Committee (2014-present), including as Chair for FY20 and FY21

North Eugene Site Council (2016-18)

Adams Elementary School TAG Grant Team (2013) (grant for 2013-14 school year)

Other volunteer activities and honors:

Blue Chip Magazine (Human Resources columnist) (2019-present)

Volunteer for various bond measure campaigns and meeting with legislators with Stand for Children (2018-present)

City Club of Eugene, Board of Directors (2015-present) (currently Secretary)

Lane County Elected Officials Compensation Board (2014-present), including as Chair from 2018-present

City of Eugene Downtown Urban Renewal District Expenditure Review Panel (2012-present)

Leadership Eugene-Springfield (2011-12)

“20 Under 40” Top Leaders, selected by Register-Guard Blue Chip magazine (2010)

**Why are you interested in serving on the budget committee?**

I just finished serving my second three-year term on the Budget Committee, and I have learned a lot – and I also hope that I have added to the discussion and debate. I took my position very seriously, reading through the long budget documents and asking fellow parents, friends, neighbors, teachers, and other school personnel for input. I believe that I still have something to add. This is especially true having had the honor of chairing the Committee for the past two years, including during the ongoing pandemic. My familiarity with and understanding of the Committee and the District in general enable me to offer stability, experience, and good ideas at a time when it is greatly necessary.

In my work life, I have served as the Human Resources Manager at the Lane Council of Governments for over six years. Prior to that, I worked for a decade in university administration, mainly in Career Services. That included running law school career services offices at two universities, where I managed the budget for the office. Before that, I practiced law for six years.

In my civic involvement, I work with budgets often, as a Board Member of the City Club of Eugene, and, in my other volunteer government service - as a member of the Lane County board that advises the Board of Commissioners on compensation for elected officials, and as a member of the City of Eugene panel that reviews the Downtown Urban Renewal District's expenditures.

Most important, I have two children still in the 4J system, one at International High School (IHS) at Churchill and one at Arts and Technology Academy Middle School, and one child who just graduated from North Eugene High School. My family has seen budget issues quite personally for both bad and good, from the needs of the North Region to the closure of our previous elementary school (Crest Drive Elementary School) to the new bond-supported ATA building that, quite unfortunately and inexplicably, lost an amazing class – STEM in the Kitchen – because the construction apparently failed to include the right ventilation.

Even with the hard work done by 4J staff, the Board, and the Budget Committee, we still have unacceptably large classes and fewer school days for instruction than we should. And this was the case even before the pandemic.

A special concern that must be mentioned is reaching all students where they are – this includes English Language Learners, Life Skills and other special-needs students, and TAG-identified youngsters, among others. This takes more funding or perhaps a reallocation of funding. We also need to keep an equity lens close at hand when we consider special programs such as language immersion schools - funding for things such as transportation options or after-school care would allow more children to partake of these highly-popular opportunities.

While we cannot be all things to all people, we need to offer better services, in order to reverse the move by some 4J families toward home-schooling, charter schools, private schools, and other parental opt-out solutions that serve to remove desperately-needed funding from the District.

As a product of public schools myself, I see them as the key not only to our area's education obviously, but also to its equity, economic development, vitality, and social cohesion. It would be an honor to continue to serve my community as a member of the Budget Committee.

**Name:**

Tatiana Bakhtina

**Occupation:**

Budget Analyst Lead

**How long have you lived in the school district?**

16 years

**Please briefly describe your educational background.**

Master of Business Administration, graduated in 2014 from NCU

**Please briefly describe your employment history.**

Currently working at Lane Community College as a Lead Budget Analyst in the Budget Office, prior this position I worked as an Admin Coordinator at LCC. Before public sector I worked as a pharmaceutical sales representative, and a sales consultant for other private companies.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

My volunteer experiences include: the University of Oregon, Russian Studies Department; local Slavic Non Profits; Basketball Fundraisers for SE Athletics; Mobility International USA; City of Eugene Cultural Services; and AIM - Cambodia.

**Why are you interested in serving on the budget committee?**

A budget committee input is significant in the Budget Development Process, it is a big part of the transparent communication between the organization and its stakeholders. In my current role I work on preparing different reports and documents to be presented to the budget committee. I would like to be a part of the other side of the budget process - reviewing the proposed budgets and balancing options. It is an opportunity for my professional growth and a great option to volunteer in my community.

**Name:**

Trent Spradling

**Occupation:**

Retired budget and financial manager

**How long have you lived in the school district?**

5 years (from 2015 to 2020) plus 19 years (from 1990 to 2019)

**Please briefly describe your educational background.**

I have the following degrees:

- Associate in Commerce, major in accounting from Mesa Junior College in Grand Junction, Colorado (1970)
- BSBA, major in accounting from Denver University in Denver, Colorado (1972)
- MSBA, major in management information systems from Denver University in Denver, Colorado (1975)

**Please briefly describe your employment history.**

I have held budget, financial and operational management positions at universities, both general and health science, at hospitals and a municipal agency. Budget development, review and approval processes are activities with which I am very experienced. In the 1990's I was a member of the 4J School District Budget Committee, serving as chair for several years. In my last position, at the University of California San Francisco, I led the development and management of a campus wide 10-year financial plan of a campus with a \$4+ billion annual budget.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

Served on the Eugene School District 4J Budget Committee in the 1990's, acting as chair for several years

In the Eugene Kiwanis Club:

Past PNW District Lt. Governor for two terms

Past President Eugene Kiwanis Club

Past President Eugene Kiwanis Club Foundation

- Developed financial plan resulting in four-fold increase in endowment
- Helped develop investment plan

Initiated and coordinated Safety Town project for 7 years

Initiated and coordinated project to build two ball fields at Willagillespie School

Past President, Board of Directors, Eugene Hearing and Speech Center Foundation

**Why are you interested in serving on the budget committee?**

This is a very challenging time for all of us, especially our schools which are trying to find new, effective methods of delivering educational experiences to our K-12 children. Our son has two grandchildren who are close to entering the 4J system. I have relevant financial and budget skills, prior knowledge of 4J budget processes and the time available to help with the 4J budget activities. I am willing to devote time to help the school district survive and thrive through this time that will doubtless bring changes to our lives and educational systems.

**Name:**

Janet Schmidt

**Occupation:**

retired accountant

**How long have you lived in the school district?**

Since December 2012 - almost 8 years - plus 5 years 1969-1974 while at student and working at UO

**Please briefly describe your educational background.**

I attended UO for four years, majoring in English and Psychology, but graduated with a BS in accounting from PSU. Took some graduate classes through University of Portland through my employer. I was accepted into and began the accounting PhD program at Carnegie-Mellon University's Graduate School of Industrial Administration, and taught undergraduate cost accounting there for one semester, but dropped out for family reasons. Completed an MBA at OSU, and many years later entered the Masters in Education program at OSU. I completed the program, but was advised since I already had a masters degree did not need the degree. I student taught classes at Corvallis High School, and completed an Initial Teachers Licence for the State of Oregon. Because of family reasons and the job market when that was completed, I did not pursue a career as a teacher.

**Please briefly describe your employment history.**

I worked 5 summers in a food processing plant in my hometown of Stayton, Oregon, while a student at UO. I worked for a few years as a secretary for the State of Oregon at UO and two agencies in Portland. After completing my degree at PSU I worked at Tektronix as a cost accountant for a year. I worked as a cost accountant at an office furniture manufacturing company, Haskell of Pittsburgh, for about half a year in Pittsburgh, PA. I worked as an accountant for the Horticulture Dept at OSU for 2.5 years, and was the chief financial officer for the OSU College of Pharmacy for 4 years, until they re-organized business functions at OSU, when I became an accountant at the Health Sciences Business Center for about 4 years until I retired in 2012.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

As a stay-at-home mom with two kids, both of whom were TAG-identified and not neuro-typical, I spent more time volunteering in schools in Corvallis than most people spend at their jobs. Eugene: helped in Adams Elementary kindergarten class 2013, extensive volunteer work with Upstart Crow Studios, a non-profit children's musical theater group 2015-present  
Corvallis School District - I volunteered my time at all grade levels - beginning with kindergarten, through high school in the years between 1989 and 2017. At the elementary level I helped regularly in the classroom, but also was in charge of a yearly program that taught keyboarding for 2 weeks to every student, grades 2-5, at Garfield Elementary for about 5 years. I was one of the principle people who raised funds and implemented and ran the first computer lab at Highland View Middle School. I created, edited, and distributed monthly school newsletters for 6 elementary schools, Highland View Middle School, and Corvallis High School during the years 1989-2004- including creating the first online availability of the information. I served on the Corvallis School District TAG Committee for 10 years during that time. I served on site councils at Garfield Elementary, Highland View Middle School, and Corvallis High School for many years. At CHS I worked with both ESL students and juniors and seniors applying for college. I provided advice, and gentle editing for application essays. I maintained a database for the school of AP exams purchased, taken, and scores for many years (they were still using my spreadsheet in 2018, when I was last consulted on it). I continued much of this assistance at CHS long after both of my own

children graduated. I even continued from a distance after I moved to Eugene.

**Why are you interested in serving on the budget committee?**

My grandchildren are students in Eugene School District, and the youngest is doing distance second grade next to me at my dining table on a 4j iPad right now. I have spent a large portion of my life involved at the nuts and bolts level in education, and I am retired now and have skills with budgeting that are going unused. I think my experience volunteering for many years at all levels - albeit in a different school district - and working on both district and school level committees, my work obtaining a teaching license, and my strong sense of public service and working to benefit children, especially those who are in less fortunate circumstances than my own children and grandchildren are in, are what is motivating me to fill out this form and possibly get myself committed to some very hard work.

**Name:**

Stephen Parac

**Occupation:**

COO

**How long have you lived in the school district?**

A total of 12 years

**Please briefly describe your educational background.**

I graduated from Junction City High School. After High School I attended the University of Illinois for 2 years before transferring and graduating from the UO with a bachelors degree in Political Science and minor in Economics.

**Please briefly describe your employment history.**

I've spent the last 14 years as an employee of XS Media. Initially I was a field technician, than Senior Network Engineer, before escalating to COO in 2009 to present. XS Media is an Internet Service Provider serving the State of Oregon.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

I currently serve on several boards as a volunteer including The Eugene Education Foundation, Lane Workforce Partnership, Technology Association of Oregon, and the Willamette Internet Exchange. I also serve in an advisory capacity for Connected Lane.

**Why are you interested in serving on the budget committee?**

I'd like to deepen my involvement with the district. I think I have a unique tech perspective and with children in a 4J elementary school. I'm eager to hear from the community and the board to ultimate gain a better understanding of the budget. I am comfortable distilling a lot of complex information and applying that to the review and approval process.

**Name:**

Mollie Billings-Goodson

**Occupation:**

Office manager

**How long have you lived in the school district?**

5 plus years

**Please briefly describe your educational background.**

I have a 4th grader so whatever she works on I know

**Please briefly describe your employment history.**

Been at the same place 6 years now

**Please briefly describe your volunteer activities with the school district or other community organizations.**

Attended a couple PTO meetings, Girl Scout Leader for my daughters troop

**Why are you interested in serving on the budget committee?**

I want to help make sure the kids get the most out of education they can, I am good at problem solving and think I could be a good addition.

**Name:**

Morgan Munro

**Occupation:**

Business Consultant

**How long have you lived in the school district?**

I was born in Eugene and have spent most of my life here. I moved away for undergrad and graduate school but I've lived in Eugene for over 30 years.

**Please briefly describe your educational background.**

I'm a 4j graduate - I attended Ellis Parker, Roosevelt, and South (where my mom taught for 30 years). After graduating with honors from South, I earned a BA in International Relations with a minor in Economics from Wellesley College. I was a valedictorian in my MBA class at Case Western Reserve University, where I was awarded the Scott S. Cohen Student Leadership Award.

**Please briefly describe your employment history.**

I am a small business owner here in Eugene where I own a management consulting and corporate training firm. We specialize in leadership training and organizational development. Previous to this, I taught leadership and management classes at LCC for five years and worked as an advisor in the Small Business Development Center. I also spent four years working at United Way of Lane County as a Campaign Division Director where my accounts raised just over \$1,000,000 each year. Other jobs I've held include doing fundraising for The Arc of Lane County, International Marketing for McMaster-Carr, and working for Improved Products (a metal stamping and tool & die shop in Springfield).

**Please briefly describe your volunteer activities with the school district or other community organizations.**

My children attend Adams Elementary School and I volunteer at Adams on field trips, for the jog-a-thon, as an OBOB coach, and at other school events. In the community I volunteer as a fill-in driver for Meals on Wheels through LCOG and am a weekly food distribution site volunteer at Catholic Community Services in Eugene.

I am the founding president of the KLCC Public Radio Foundation. The KLCC Public Radio Foundation raises money to support our local NPR station and we are about five years old. We've raised just over \$1,000,000 in support of the station. As the founding president, I was deeply involved with creating this new non-profit (drafting bylaws, creating and managing budgets, leading fundraisers) and I spent a few years serving on every single board committee. This includes serving on the finance committee and chairing the executive committee. KLCC nominated me for the 20 under 40 awards in 2018 and I was honored to be recognized by the Chamber of Commerce with that award.

Some of my earliest volunteer service was with Camp Fire. I served on the local Wilani Council board of directors in high school and I was elected to serve on the national board of Camp Fire when I was 17. I spent five years serving on the national board and for three of those years I served as a Vice President on the board as well as chairing the Youth Advisory Council. With the national board I chaired three national conventions, served on the audit committee, and reviewed multiple budgets. I also served on the planning committee for President Bush's Youth Development Summit.

**Why are you interested in serving on the budget committee?**

Citizen oversight of government bodies is a key tenet of American democracy. This year has been

a dramatic reminder of the importance of participatory democracy and serving on the 4j budget committee seems like a good fit for my skill set. I care deeply about public education; have students in the district; am a 4j grad and a teacher's kid; have years of experience as a volunteer leader; really enjoy and value data, budgets, and finance; and as a small business owner and organizational consultant I have a strong understanding of the power of budgets to either supercharge or torpedo organizational effectiveness.

**Name:**

Ericka Thessen

**Occupation:**

Physical Therapist PeaceHealth RiverBend Hospital

**How long have you lived in the school district?**

since 1997

**Please briefly describe your educational background.**

Bachelor of Science, Master of Physical Therapy University of Evansville 1997

**Please briefly describe your employment history.**

Working as acute care physical therapist since 1997, been working at PeaceHealth Riverbend Hospital from 1997-2008 and 2011-2020. Currently still at PeaceHealth Riverbend Hospital, work on Observation Unit, Emergency Department, Medical Unit and Pediatrics.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

4J Schools Site Councils / Kennedy Middle and Churchill High

2013 - PRESENT, Eugene, OR

Serve on school site councils for my students' middle and high school serving collaboratively with teachers, administration, students and other parents to meet the mission and values of our school.

Planned Parenthood Advocates of Oregon /LAT Political Chair

February 2018 - PRESENT, Lane County, OR

Member of Leadership and Advocacy Team volunteering to spearhead local reproductive rights campaigns, provide educational forums, support grassroots organizing, engage voters, organize fundraisers, participate in Capitol visits and legislator lobbying.

Whole Earth Nature School / At Large Board Member

February 2020 - PRESENT, Eugene, OR

Serving as at large board member for Whole Earth Nature School supporting the WENS mission to mentoring students in the outdoors to foster confidence, resilience and kinship with nature.

Lane County Parks / Parks Funding Task Force

January 2020 - PRESENT, Lane County, OR

Work with the public, key stakeholders, Lane County Parks and Lane County government to address park funding, prioritize strategies for capital projects, ongoing maintenance and other needs of Lane Co Parks.

CORE Eugene / Youth Advocate Outreach Volunteer

April 2020- PRESENT, Eugene, OR

Volunteer with low-barrier outreach program for unhoused, housing unstable and food insecure youth ages 16-24 for programs such as street feed, education and tutoring support and harm reduction.

Wiggly Tails Dog Rescue / Rescue Dog Foster

May 2019- PRESENT, Eugene, OR

Responsible for fostering rescue dogs, providing basic veterinary and health care, facilitating successful adoption of foster dogs.

**Why are you interested in serving on the budget committee?**

I believe the statement that many important local leaders have said before that a budget is a statement of values, morals and goals. I believe that 4J has committed to serving our most underserved students but I do believe that the committee needs current and new members who will commit to using a true equity lens so that the needs of the most marginalized students, families and communities are centered in all choices. In my volunteer work, I serve the local unhoused youth community and can bring to the table that often overlooked group. In my professional life, I treat youth and adolescents at the hospital and bring a health care perspective to the table to focus the needs of chronically ill students, those struggling with mental illness or disabilities. As a single mother I bring the perspective that many of our students and their families face of being a single parent or financially struggling household. And I am the parent of LGBTQ youth and have walked along side their experiences in 4J schools.

**Name:**

Eli Ruth-Cheff

**Occupation:**

Bilingual Research Assistant

**How long have you lived in the school district?**

I have lived in the 4j school district for 27 years.

**Please briefly describe your educational background.**

I am a product of the 4J school district; I attended Patterson Family School, Spencer Butte Middle School and South Eugene High School before receiving my BA from the University of Oregon with a triple-major in International Studies, Latin American Studies, and Spanish.

**Please briefly describe your employment history.**

I have worked for the University of Oregon for over six years as a Bilingual Research Assistant at the Center for Equity Promotion, working to disrupt systemic inequities in education and health, and leveraging cultural-based strengths to promote positive outcomes for students, families, and communities.

I have also worked as a Team Development Facilitator for Edgework Consulting, facilitating a summer leadership program for first-year MBA students at the Massachusetts Institute of Technology (MIT) Sloan Business School.

I worked at the Bailey Hill Instructional Center as a tutor for underachieving elementary school students.

I have also contracted as a Research Consultant with the Farmworkers Housing and Development Corporation (FHDC) and the German international aid organization Deutsche Gesellschaft für International Zusammenarbeit (GIZ).

**Please briefly describe your volunteer activities with the school district or other community organizations.**

I have experience providing translation and interpretation services as well as conducting intake surveys for asylum claims at Valley Immigration Training and Legal Services, an organization that provided affordable legal representation for asylum-seekers.

I used to volunteer weekly at Cesar Chavez Elementary School during their after school program.

I have facilitated at ATA's Latinx Parent Night.

Additionally, I look forward to pursuing coaching (ideally baseball, football, and/or basketball) at Briggs Middle School if and when we return to some form of normalcy.

My main focus has and always will be ensuring that our systems provide equitable opportunities and resources that allow everyone in our community to actualize their potential. One of the most impactful means of ensuring equity in our school district is to ensure that the requisite resources are allocated to ensure that 4J can reduce the achievement gap, stop the school-to-prison pipeline, and ensure that our faculty is representative of our community.

**Why are you interested in serving on the budget committee?**

I am interested in serving on the budget committee because I am grateful to this community and to the 4J school district for the quality education and professional opportunities they provided me. I want to be able to meaningfully contribute to ensuring that everyone in our community can access the high-quality education they are entitled to.

**Name:**

Anna Weinman Gonzales

**Occupation:**

Fund Development Officer, Direction Service

**How long have you lived in the school district?**

1979 – 2003, 2017-present

**Please briefly describe your educational background.**

I grew up in Eugene and attended Willard/Eastside Elementary School, Roosevelt Middle School, and South Eugene High School. I attended my freshman year of college in Israel and then returned to Eugene and attended UO. I graduated with a BS in Business Administration (marketing major, communications minor). I am certified as a Project Management Professional (PMP).

**Please briefly describe your employment history.**

My early career was in the field of sports marketing, where I worked for in college and professional athletics, and then for a trade association for the sporting goods manufacturing industry. I eventually shifted to a career in non-profit development. I spent nearly a decade with the American Cancer Society where I specialized in donor stewardship and cultivation. More recently, I worked as an Associate Development Director and Grant Writer for St. Vincent de Paul of Lane County. In March 2020, I was hired by Direction Service (local nonprofit) to be their Fund Development Officer and oversee agency marketing and communications.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

Volunteerism is incredibly important to me. From 2015-2018, I served on the Board of Directors for the B'nai B'rith Camp out of Lincoln City and Portland. In 2018 and 2019, I helped coordinate Mitzvah Day for the Jewish Federation of Lane County. I am an active and paid member of the Adams Elementary School community group.

**Why are you interested in serving on the budget committee?**

I'm a proud resident of Eugene, and I feel fortunate to have my nine-year-old enrolled in 4J schools. As a full-time working parent, volunteering in the classroom (or virtually) can be difficult. I want to give back and volunteer in the school community in ways that align with my professional skill set, enable me to influence change, and work within my schedule. I want to better understand the local budgeting process and allocations, and I'm passionate about bettering local education. I truly feel I will be an asset to this committee.

**Name:**

Anne Fifield

**Occupation:**

Economic Strategies Manager, City of Eugene

**How long have you lived in the school district?**

26 years

**Please briefly describe your educational background.**

University of Oregon: Master of Science in Economics, with honors, and Master of Community and Regional Planning, 1999

Yale College: Bachelor of Arts in History, 1988

**Please briefly describe your employment history.**

City of Eugene, Economic Development Planner: Eugene, Oregon, January 2015-present

- Manage multiple economic and community development efforts, including constructing a downtown dark fiber network, brownfields grant program, and housing strategy.

Blue Mountain Economics, Principal: Eugene, Oregon, 2014-2015

- Worked with local governments in Oregon, Washington, and California to develop viable redevelopment plans for underused areas and identify redevelopment opportunities and identify potential tools to improve development feasibility.

University of Oregon, Adjunct Instructor: Eugene, Oregon, 2014-2015

- Taught a course on the financial feasibility of real estate development to graduate and undergraduate students.

ECONorthwest, Senior Economist: Eugene, Oregon, 2012-2014

- Evaluated the economic and fiscal impacts of public policies, including financial feasibility analysis for real estate development for private developers and public agencies in Oregon, Washington, Texas, Kansas, and Louisiana.

Evergreen Economics, Consultant: Eugene, Oregon, 2011-2012

- Evaluated residential and commercial/industrial demand-side management programs for electric utilities in California, Pacific Northwest, and Hawaii.

ECONorthwest, Senior Economist: Eugene, Oregon, 2009-2011

- Evaluated economic and fiscal impacts of local and regional policies, including a local income tax and expansion of a landfill.

Johnson Reid, Senior Project Manager: Eugene, Oregon, 2007-2009

- Conducted market analyses for private developers of residential and commercial development and financial feasibility of mixed-use development and fiscal impacts of new development for local governments.

ECONorthwest, Research Analyst and Project Manager: Eugene, Oregon, 1997-2007

- Conducted analyses estimating economic and fiscal impacts to governments and the overall costs and benefits of policy decisions, including constructing a municipal jail, redevelopment of former industrial sites, investments in infrastructure, downtown redevelopment, and others.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

South Eugene High School Debate Team, parent coordinator and treasurer.  
Charlemagne French Immersion Elementary School, Site Council, 20010-11.

**Why are you interested in serving on the budget committee?**

K-12 education is one of Eugene's most important public services. Providing quality education to kids from all socio-economic backgrounds is essential for a healthy democracy and healthy economy. When I first came to Eugene, as a graduate student many years ago, I was deeply impressed by 4J. I had been living overseas, and had seen how other countries teach kids multiple languages . The fact that 4J had long had a commitment to multiple language immersion programs showed me that Eugene was a community that was 'doing it right.' 4J's commitment to foreign languages is one reason I chose to stay here and raise my children here. For this community to continue to retain our educated residents, so they start their businesses and raise their families here, 4J must offer quality education.

I have watched our school have fewer and fewer resources--my kids have experienced class sizes that were unimaginable 40 years ago. I realize that 4J's Budget Committee cannot correct the lack of funds the District has seen, but the Committee can help guide how our limited resources are directed. I am familiar with public budget documents, and the administrative and political process to allocate scarce financial resources.

I have worked as an economist for almost two decades, and now work at the City of Eugene, in a role where I work to expand economic opportunity for Eugenians. I bring that experience to the conversations about resource allocation. I understand how there is a difficult balance for 4J, to address equity issues, and to keep all kids engaged.

**Name:**

Tanya Pitts

**Occupation:**

currently Mom of 5 yr old- Previously electrician and Electrical Project manager

**How long have you lived in the school district?**

3 years

**Please briefly describe your educational background.**

I have a BA in Women's Studies from UC Santa Cruz and I completed a 5 yr apprenticeship in the IBEW- Electrical Union.

**Please briefly describe your employment history.**

I have worked as a union electrician/ Project manager for 12 years- 2005-2017. In this capacity I was responsible for developing and tracking budgets for projects in the 25 million dollar range.

Prior to that I worked as a counselor for emotionally disturbed children. 1998-2005

The last 3 renovating our home and raising my son.

**Please briefly describe your volunteer activities with the school district or other community organizations.**

In Oakland California I was a Housing Commissioner, appointed by the mayor I served for 6 years. Oakland housing authority serves 16,500 families in Oakland and has a considerable budget. I was on the budget committee as part of my work as a commissioner. This was a complex and dynamic budget that covered staff salaries, building renovations, new affordable housing developments, a police department and multiple programs. <http://www.oakha.org/AboutUs/Governance/Pages/default.aspx>

In addition I served as an elected Executive board member for my union and a Trustee for our apprenticeship training center for 7 yrs. I was also on the budget review committee for both of these organizations.

**Why are you interested in serving on the budget committee?**

My son is entering Kindergarten next year and I am interested in getting more involved working with 4J. My history as a project manager and serving as a volunteer on multiple budget committees makes me feel like this is a good fit for my skills. I also enjoy looking at the goals of the board and seeing how staff is translating those goals into budget priorities.

**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

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**From :** Larry Lewin  
<larry@larrylewin.com>  
>

Tue, Oct 20, 2020 05:28 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

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Hello, Board Members,

It is clear now that in-person face-to-face Board meetings are not going to happen anytime soon, so I urge you to incorporate public comments into your meetings.

It is not enough for each of you to say you've read all the submitted emails or to

mention one or two to make a point during the meeting. The public needs to hear what other patrons are thinking. It is a very good way to stimulate democratic give and take. I miss hearing from community members who follow and weigh in on their public schools.

You are now on Zoom with public access, so you have the capacity to give 2 minutes to speakers to comment like you did in meetings in the Ed Center Auditorium.

My friend in Canby, OR, tells me her School Board includes public comments. They are much smaller than 4J, so they no doubt have fewer. But limiting public comments to 30 min is a fair compromise.

Thank you,

Larry Lewin  
retired 4J teacher  
member of CAPE

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**Re: [board] public comment - religious holidays**

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**From :** Julie Weise <julieweise@gmail.com>

Wed, Oct 21, 2020 08:01 AM

**Sender :** board <board-bounces@4j.lane.edu>**Subject :** Re: [board] public comment - religious holidays**To :** Mary Walston <mwalston@4j.lane.edu>, board@4j.lane.edu**Cc :** Joan M Brown <joanmbrown24@gmail.com>, b bass <barbera1029@gmail.com>, Johanna Seasonwein <jgseason@gmail.com>, Lily Marshall-Bass <l.marshallbass@gmail.com>, Karrie <karrie42@gmail.com>, lara ravitch <Lara\_ravitch@yahoo.com>, Miriam Herrmann <mrostrom@gmail.com>, Paula Luginbuhl <PaulaLuginbuhl@gmail.com>, Samantha Shune <sshune@gmail.com>, Kara Schnoes <karaschnoes@gmail.com>, Elliott Farren <elliottfarren@gmail.com>, Anna Gonzales <annawgonzales@gmail.com>, Rebecca <hartrs@sbcglobal.net>, Matthew Rosenbaum <rosenbaummatthew@gmail.com>, Barry Gordon <bigordon@gmail.com>, michaelcarrigan@protonmail.com, Lesley, Zev, Louis, Meira, Michael Griffel <lesley209@gmail.com>, katierav <katierav@gmail.com>, Naomi <naomikramer@gmail.com>, Ruth E. Tabak <ruthetabak@gmail.com>, Sanford Weintraub <smweintraub@gmail.com>, Jain Elliott <jainelliott@gmail.com>, Johanna Richlin <Johanna.richlin@gmail.com>, Wacks, David <david.wacks@gmail.com>, aya <aamittay@gmail.com>, Talya Horowitz <talyahorowitz@gmail.com>, Caitlin Oppenheimer <cgoppenheimer@gmail.com>, Sheri Konowitz <sherikonowitz@hotmail.com>, Diane Schechter <dsp053@gmail.com>, Erica Silberman <erica\_hauk@hotmail.com>, Bazil Freedman <bazilfreedmanmd@yahoo.com>, Andrea <andrea.graham726@gmail.com>, Laura Johnson <laujoh@yahoo.com>, Michael Griffel <michaelmg100@gmail.com>, Jay Snider <jay@fullcirclefitness Eugene.com>, Alexis Reed <alexis@alexisreed.com>, Jeff Kirtner <jkirtner@hershnerhunter.com>, Nadine Batya <Nadinebatya@yahoo.com>, suebarnhart2@gmail.com,

Emily Heilbrun <ehelbrun@gmail.com>, Deborah  
Strochlic <ashira18@gmail.com>

**Reply To :** julieweise@gmail.com

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Mary and the 4J School Board:

Thank you so much for this response and for your continued attention to this issue. After decades of discussion in our community, we certainly see no harm in extending the discussion by two weeks if that's a great resolution!

And, what a great resolution it is. We now had the chance to review the posted proposal from Superintendent and General Counsel Nesbit as well as the proposed amendments from Board members Lafer and Newman. In reading this proposal correctly, we have the impression that a great number of challenges our children face in the 4J system should not occur in the future if the policy is well implemented. It sounds as though field trips, concerts and major co-curricular or extra curricular activities won't be scheduled on major religious holidays to do so "without making unfair demands on programs or other students." What's more important is that things can be scheduled on a major religious holiday without the review and signoff of an administrator (assistant principal). And if they are scheduled on those days, students who miss them must be "accommodated" on exams, we love that not only will you do district scheduling in a way that takes religious holidays into account, but also in avoiding, for example, last year's situation in which the last day before fall break fell on Yom Kippur. We appreciate that students are allowed to make up exams and assignments that may fall on one of their holidays, they can do that on the day immediately following the holiday. This is a huge deal for us as we have seen our students struggle to make up the work that they have missed on religious holidays, often prompting them to stop observing those holidays as they reach High School.

The proposed amendments from Lafer and Newman only serve to further strengthen the proposal, so we will accept them. It would be wonderful if musical, theatrical, and sports-minded students could know that if they unavoidably fall on their holidays in the future, they will be guaranteed the opportunity to try out at a later date. Similarly, we appreciate knowing that our children and grandchildren will be accommodated somehow if a school activity falls on a major religious holiday.

We are grateful for your continued efforts to make 4J as inclusive as possible for as many students as possible. We are certainly excited about all of the progress you have made on this proposal. We will tune into tomorrow with great anticipation.

Warm regards,

Jay Snider  
Joan Brown  
Johanna Richlin  
Johanna Seasonwein, Temple Beth Israel Board member  
Katie Ravitch  
Karrie Walters  
Sheri Konowitz, Interim Talmud Torah Director, Temple Beth Israel  
Lara Ravitch  
Nadine Batya  
Caitlin Roberts, PJ Library coordinator, Jewish Federation of Lane County  
Paula Luginbuhl  
Ruth Tabak  
Samantha Shune  
Talya Horowitz  
Diane Schechter  
Jeff Kirtner, President, Temple Beth Israel  
Sanford Weintraub, Jewish Federation of Lane County Board member  
Alexis Reed  
Naomi Kramer  
Kara Schnoes  
Barbera Bass  
Jain Elliott  
Andrea (Andi) Graham  
Anna Weinman Gonzales  
Lily Marshall-Bass  
Ayelet Amittay  
Bazil Freedman  
Elliott Farren, Temple Beth Israel Board member  
Emily Heilbrun  
Erica Silberman  
Miriam Herrmann  
David Wacks  
Lesley Griffel  
Susan Barnhart  
Michael Carrigan  
Michael Griffel, Temple Beth Israel Board member  
Barry Gordon  
Laura Johnson  
Deborah Stochlic  
Rebecca Hart  
Matthew Rosenbaum, Temple Beth Israel Board member

On Mon, Oct 12, 2020 at 1:52 PM Mary Walston <[mwalston@4j.lane.edu](mailto:mwalston@4j.lane.edu)> wrote:  
Julie,

30

On behalf of the members of the board, thank you for your message to the board regarding the policy related to religious holidays. The board had a lengthy discussion on the proposed policy revisions on October 7 and will continue the discussion on October 21.

It goes without saying that this is an important policy and we need to take the time required to be certain the proposals are crafted correctly and in the best interests of all 4J students.

I hope you will be able to listen to the meeting on October 21.

Again, thank you for message to the board and your engagement in the work of the school board.

Mary Walston,  
Chair, Eugene School Board

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**From:** "Julie Weise" <[julieweise@gmail.com](mailto:julieweise@gmail.com)>  
**To:** "board" <[board@4j.lane.edu](mailto:board@4j.lane.edu)>  
**Cc:** "Joan M Brown" <[joanmbrown24@gmail.com](mailto:joanmbrown24@gmail.com)>, "b bass" <[barbera1029@gmail.com](mailto:barbera1029@gmail.com)>, "Johanna Seasonwein" <[jgseason@gmail.com](mailto:jgseason@gmail.com)>, "Lily Marshall-Bass" <[l.marshallbass@gmail.com](mailto:l.marshallbass@gmail.com)>, "Karrie" <[karrie42@gmail.com](mailto:karrie42@gmail.com)>, "lara ravitch" <[Lara\\_ravitch@yahoo.com](mailto:Lara_ravitch@yahoo.com)>, "Miriam Herrmann" <[mrostrov@gmail.com](mailto:mrostrov@gmail.com)>, "Paula Luginbuhl" <[PaulaLuginbuhl@gmail.com](mailto:PaulaLuginbuhl@gmail.com)>, "Samantha Shune" <[sshune@gmail.com](mailto:sshune@gmail.com)>, "Kara Schnoes" <[karaschnoes@gmail.com](mailto:karaschnoes@gmail.com)>, "Elliott Farren" <[elliottfarren@gmail.com](mailto:elliottfarren@gmail.com)>, "Anna Gonzales" <[annawgonzales@gmail.com](mailto:annawgonzales@gmail.com)>, "Matthew Rosenbaum" <[rosenbaummatthew@gmail.com](mailto:rosenbaummatthew@gmail.com)>, [michaelcarrigan@protonmail.com](mailto:michaelcarrigan@protonmail.com), "Lesley, Zev, Louis, Meira, Michael Griffel" <[lesley209@gmail.com](mailto:lesley209@gmail.com)>, "katierav" <[katierav@gmail.com](mailto:katierav@gmail.com)>, "Naomi" <[naomikramer@gmail.com](mailto:naomikramer@gmail.com)>, "Ruth E. Tabak" <[ruthetabak@gmail.com](mailto:ruthetabak@gmail.com)>, "Sanford Weintraub" <[smweintraub@gmail.com](mailto:smweintraub@gmail.com)>, "Jain Elliott" <[jainelliott@gmail.com](mailto:jainelliott@gmail.com)>, "Johanna Richlin" <[Johanna.richlin@gmail.com](mailto:Johanna.richlin@gmail.com)>, "Wacks, David" <[david.wacks@gmail.com](mailto:david.wacks@gmail.com)>, "Laura Johnson" <[laujoh@yahoo.com](mailto:laujoh@yahoo.com)>, "aya" <[aamittay@gmail.com](mailto:aamittay@gmail.com)>, "Talya Horowitz" <[talyahorowitz@gmail.com](mailto:talyahorowitz@gmail.com)>, "Caitlin Oppenheimer" <[cgoppenheimer@gmail.com](mailto:cgoppenheimer@gmail.com)>, "Diane Schechter" <[dsp053@gmail.com](mailto:dsp053@gmail.com)>, "Sheri Konowitz" <[sherikonowitz@hotmail.com](mailto:sherikonowitz@hotmail.com)>, "Erica Silberman" <[erica\\_hauk@hotmail.com](mailto:erica_hauk@hotmail.com)>, "Bazil Freedman" <[bazilfreedmanmd@yahoo.com](mailto:bazilfreedmanmd@yahoo.com)>, "Andrea" <[andrea.graham726@gmail.com](mailto:andrea.graham726@gmail.com)>, "Barry Gordon" <[bigordon@gmail.com](mailto:bigordon@gmail.com)>, "Michael Griffel" <[michaeltmg100@gmail.com](mailto:michaeltmg100@gmail.com)>, "Jay Snider" <[jay@fullcirclefitness Eugene.com](mailto:jay@fullcirclefitness Eugene.com)>, "Alexis Reed" <[alexis@alexisreed.com](mailto:alexis@alexisreed.com)>, "Jeff Kirtner" <[jkirtner@hershnerhunter.com](mailto:jkirtner@hershnerhunter.com)>, "Nadine Batya" <[Nadinebatya@yahoo.com](mailto:Nadinebatya@yahoo.com)>, [suebarnhart2@gmail.com](mailto:suebarnhart2@gmail.com), "Emily Heilbrun" <[ehelbrun@gmail.com](mailto:ehelbrun@gmail.com)>, "Deborah Stochlic" <[ashira18@gmail.com](mailto:ashira18@gmail.com)>  
**Sent:** Wednesday, October 7, 2020 1:28:18 PM  
**Subject:** [board] public comment - religious holidays

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J Board members,

We write to you as your constituents, including Jewish 4J past, current, and future parents and grandparents, and as non-Jewish allies. We are thrilled to see that your agenda for this week's meeting includes forward motion on your efforts to make the district more inclusive to all students, including those of minority religious and cultural traditions. We particularly appreciate that you are putting work into this issue at a chaotic time when there are so many urgent matters on your plate. Thank you!

As you know and as many of us have expressed to you in the past, our community's children have struggled with feelings of exclusion and disregard when conflicts have arisen between major Jewish holidays and school exams, exam reviews, field trips, homework, and extracurricular activities. We hope at tonight's meeting to see positive progress on all of these fronts. We will be watching/listening to the meeting with great interest, and with gratitude for your efforts.

We send you warm regards, along with our hope that the Jewish year of 5781, which began just a few weeks ago, will be a more hopeful time for all in our community and our world.

Signed,

Jay Snider  
Joan Brown  
Johanna Richlin  
Johanna Seasonwein, Temple Beth Israel Board member  
Katie Ravitch  
Karrie Walters  
Sheri Konowitz  
Lara Ravitch  
Nadine Batya  
Caitlin Roberts, PJ Library coordinator, Jewish Federation of Lane County  
Paula Luginbuhl  
Ruth Tabak  
Samantha Shune  
Talya Horowitz  
Diane Schechter  
Jeff Kirtner, President, Temple Beth Israel  
Sanford Weintraub, Jewish Federation of Lane County Board member  
Alexis Reed  
Naomi Kramer  
Kara Schnoes  
Deborah Stochlic  
Barbera Bass  
Jain Elliott  
Andrea (Andi) Graham  
Anna Weinman Gonzales  
Lily Marshall-Bass  
Ayelet Amittay  
Bazil Freedman  
Elliott Farren, Temple Beth Israel Board member<sub>32</sub>  
Emily Heilbrun

Erica Silberman  
Miriam Herrmann  
David Wacks  
Lesley Griffel  
Susan Barnhart  
Michael Carrigan  
Michael Griffel, Temple Beth Israel Board member  
Barry Gordon  
Laura Johnson  
Matthew Rosenbaum, Temple Beth Israel Board member

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## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

Wednesday, October 21, 2020

### **Title**

Reduced Student Investment Act (SIA) Plan

### **Presenters/Discussants**

Charis McGaughy, Assistant Superintendent for Instruction

Kat Lange, Student Services Director

Andy Dey, High School Director

Jeff Johnson, PreK–8 Director

Brooke Wagner, PreK–8 Director

### **Background**

The 2019 Oregon Legislature approved the Student Success Act (SSA) to invest more funds in public schools, to be implemented with authentic stakeholder engagement, equity, and shared accountability for student success. About half of these funds will go directly to Oregon school districts and eligible charter schools through the Student Investment Account (SIA). The SIA grants are for two purposes:

1. Meeting students' mental health or behavioral needs; and
2. Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

The district engaged extensive staff and community input to inform development of an investment plan to best support student success. The district's Student Investment Account Plan, approved by the school board on March 18, 2020, included initiatives to improve early reading skills, increase access and inclusion, extend afterschool and summer school learning opportunities, support emergent bilingual students, reduce class sizes in targeted grades, provide full schedules for all high schoolers, and add more mental health, behavioral and wraparound supports for students. The district received confirmation from the Oregon Department of Education on June 23 that 4J had successfully met all application requirements for the Student Investment Account grant.

### **Description**

Due to the economic impacts of the coronavirus pandemic, however, the legislature in August held a special session and reduced the amount of funding available for SIA grants in the first year. It is now expected that the district will receive a total of \$4,347,000 (for both the district and charter schools) for the 2020–21 school year—about one-third of the originally planned for amount of \$13.4 million.

On Monday, October 5, the district received the attached grant agreement from ODE. For school districts that had already met all requirements, like 4J, and are not planning on making amendments but are only reducing planned activities, the district is required to:

- share the grant agreement in an oral presentation at an open public meeting;

- allow for public comment;
- make the grant agreement available on the district or charter school webpage; and
- have the local school board approve the grant agreement before it can be fully executed.

After meeting these requirements, and upon receiving state approval for the grant agreement, the district will be eligible to start drawing down the SIA funds for current year use for expenses incurred starting July 1, 2020.

### **Summary of Student Investment Account Plan Reductions**

This plan was developed in accordance with state requirements, using an equity lens by prioritizing engaging historically underserved students and families to inform our plan, and by disaggregating data to focus on our students in greatest need of additional support and identify the most pressing student needs. The data shows that opportunity and achievement gaps persist for our historically underserved students, including our students experiencing homelessness, Native American students, students experiencing disabilities, English Language Learners, migrant students, students from underserved races and ethnicities, and economically disadvantaged students.

Through this process, the district has sought and collected substantial community input. District staff participated in 49 engagement events and collected over 1400 responses from two surveys. 4J regularly seeks input from staff, families and community members to inform important decisions. What differs about this process was the extent of outreach and engagement with historically underserved communities, including actively seeking out and attending existing community events representing different groups from our community whose voices have not always been heard in the past.

The district's reduced SIA Plan is consistent with the plan originally approved by the board, but is reduced by 2/3 of the original amount. Here is a short summary of the reduced plan:

1. *Improve 3rd Grade Reading:* Develop and begin implementation of a comprehensive plan to provide a full continuum of literacy skills and support, and expand access to early learning and school readiness programs. The major reductions include postponing the hiring of licensed literacy specialists and decreasing the amount of planned literacy PD.
2. *Learning for All Model:* Increase access and inclusion for all students, specifically including students receiving special education services. The major reductions include postponing the hiring of licensed and classified staff, and one administrator, and reducing PD.
3. *Enhancing the NATIVES Program:* By funding a classified staff member through SIA funds, the NATIVES program will be able to increase direct support services for our Native American students, including tutoring, summer camp, and educational and cultural programming. The major reduction was postponing funding the licensed position.
4. *Emergent Bilingual Student Success Plan:* Provide extensive supports and professional learning to meet the needs of our developing multilingual students, migrant students, and recent arrival students and families. The work to support this initiative will be funded by Title III federal funds, and increased district general funds, and has already resulted in increased staffing, PD and instructional materials.
5. *Behavior Framework and Support Services:* Expand and accelerate the implementation of the 4J Behavior Framework, including building out a complete multi-tier system of supports for academic and behavioral needs. Increase staffing and support to improve behavior, social emotional learning, and mental health needs. The major reductions involve postponing the hiring of licensed and classified behavior support staff.
6. *Wraparound Support Teams:* Create regional care teams to provide wraparound supports for students and families experiencing crisis, including mental health, homelessness, chronic absenteeism, new arrivals, and other marginalized groups. The major reductions involve postponing the hiring of classified regional cultural navigators to support the Wraparound Services network.

7. *Class Size*: Due to an unanticipated enrollment decline and the creation of the Eugene Online Academy, average class sizes have reduced significantly across the schools. All funds in this area were postponed.
8. *Summer Programs*: Expand our summer school program to include all interested economically disadvantaged students in grades K–8, not only students in Title I schools. The major reduction in this area, due to the pandemic, is delaying the expansion of the BEST afterschool program.
9. *High School Success (HSS) Plan to Fully Schedule All Students*: The initial plan integrated the SIA plan with the HSS plan. The HSS grant received full funding, so all of this plan will be funded by HSS funds.

Additional information in the board packet includes:

- The State of Oregon Grant Agreement (Grant No. 13635) for the “Student Success Act – Student Investment Account.”
- Summary of the Reduced SIA Plan Overview
- ODE Templates for Reduced Strategies, Outcomes, Activities and Expenditures

### **Budget/Resource Implications**

If the Board approves the grant agreement, the district will be eligible to receive over \$4.3 million per year to implement the plan. If the agreement is not approved by the board, the district will not be eligible to receive these funds. The funds designated for the district will be returned to the state fund, and redistributed to eligible school districts throughout the state.

### **Board and Superintendent Goals**

The SIA plan directly aligns to the 4J Vision 20/20 Strategic Plan. The four state required metrics for the SIA plan are also existing Key Performance Indicators in the Vision 20/20 plan, measured both overall across all 4J students, and disaggregated by student group to reduce disparities for historically underserved students. These metrics are:

- Improve 3<sup>rd</sup> Grade Reading
- Reduce Chronic Absenteeism
- Increase 9<sup>th</sup> Grade Students On-Track to Graduate
- Increase 4-year Graduation Rates and 5-year Completion rates

### **Recommendation**

The Superintendent recommends the Board of Directors approve the State of Oregon Grant Agreement (Grant No. 13635) for the “Student Success Act – Student Investment Account.”

# STATE OF OREGON GRANT AGREEMENT

GRANT NO. 13635

## “Student Success Act -Student Investment Account”

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Eugene SD 4J** (“Grantee”), each a “Party” and, together, the “Parties”.

### SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Agency is authorized to distribute funding from the Statewide Education Initiative Account for the purposes described in Section 9 of the Act. Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

### SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs, and increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

### SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2020 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on June 30, 2021.

### SECTION 4: GRANT MANAGERS

#### 4.1 Agency’s Grant Manager is:

Rachael Moser  
Office of Education Innovation & Improvement  
255 Capitol St NE  
Salem, OR 97310-0203  
[SIInfo@ode.state.or.us](mailto:SIInfo@ode.state.or.us)

#### 4.2 Grantee’s Grant Manager is:

Charis McGaughy  
Eugene SD 4J  
200 N Monroe St  
Eugene, OR 97402-4295

mcgaughy\_c@4j.lane.edu

**4.3** A Party may designate a new Grant Manager by written notice to the other Party.

## **SECTION 5: PROJECT ACTIVITIES**

Grantee must perform the project activities set forth on Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending June 30, 2021 (the "Performance Period").

## **SECTION 6: GRANT FUNDS**

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$4,347,341.66 ("Grant Funds") for the Project. Agency will pay the Grant Funds from monies available through its Student Investment Account ("Funding Source").

## SECTION 7: DISBURSEMENT GENERALLY

### 7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Grantee may use the Grant Funds for indirect or administrative costs up to the amount allowed by OAR 581-014-0004 (currently the lesser of five percent of Grantee's total expenditures or \$500,000 per annum). The rates described in OAR 581-014-0004 control over any other verbal or written rate(s) provided by Agency, including in any notice of award provided by Agency's Electronic Grants Management System ("EGMS").

### 7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1** Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
- 7.2.2** No default as described in Section 15 has occurred; and
- 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

### 7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

### 7.4 Suspension of Funding and Project. Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

## SECTION 8: REPRESENTATIONS AND WARRANTIES

**8.1 Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grand Funds for this purpose and is duly organized and validly existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (a) execute this Grant, (b) incur and perform its obligations under this Grant, and (c) receive financing, including the Grant Funds, for the Project;
- 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5 There is no proceeding pending or threatened against Grantee before any court of governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

**8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

**8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

**SECTION 9: OWNERSHIP**

**9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

“Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.

“Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

**9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.

- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.
- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

## SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information, If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-646A.628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600 – 628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.
- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

## SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section). If legal limitations apply to the indemnification ability of Grantee, this indemnification must be for the maximum amount of funds available for expenditure, including any available contingency funds, insurance, funds available under ORS 30.260 to 30.300 or other available non-appropriated funds.
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

## SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

## SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

## SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. If the parties cannot resolve the dispute at the direct management level, it will be resolved as provided in OAR 581-014-0004.

## SECTION 15: DEFAULT

**15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;
- 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
- 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

**15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

## SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (a) termination of this Grant under Section 18.2, (b) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (e) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (f) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

## SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

## SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
- 18.2.1** At Agency's discretion, upon 30 days advance written notice to Grantee;
- 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

**18.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

**18.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

**18.3 By Grantee.** Grantee may terminate this Grant as follows:

**18.3.1** If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

**18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

**18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

**18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

## **SECTION 19: MISCELLANEOUS**

**19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

**19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

**19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

**19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.8.1 FERPA.** The Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g, applies to education records of individual students held by the Agency. If Grantee has access to personally identifiable education records, Grantee shall not disclose them to anyone and upon completion of the education program and expiration of the Grant, Grantee shall destroy the records. Grantee shall comply with all applicable statutes and rules related to FERPA and education records.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.

**19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

**19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

**19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the "Project")
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

**19.16 Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

## SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

### STATE OF OREGON acting by and through its Department of Education

By: \_\_\_\_\_  
Name, Title Date

### GRANTEE Eugene SD 4J

By: \_\_\_\_\_  
Authorized Signature Date

\_\_\_\_\_  
Printed Name, Title

\_\_\_\_\_  
Federal Tax ID Number

### Approved for Legal Sufficiency in accordance with ORS 291.047

By: Cynthia Byrnes, Senior Assistant Attorney General      8/27/2020 via email  
Name, Title Date

## **EXHIBIT A THE PROJECT**

### **SECTION I – BACKGROUND AND GOALS**

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

- 1) Meeting students’ mental or behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

### **SECTION II – PROJECT DEFINITIONS**

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B.

**“Act”** means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

**“Allowable Costs of the Project”** means Grantee’s actual costs that are reasonable, necessary and directly related to the implementation of the SIA Plan and are allowable uses of the Grant Funds under the Act.

**“Baseline Targets”** means the minimum expectations for improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

**“Common Metrics”** means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

**“Disaggregated”** has the meaning give in section 12(a) of the Act.

**“Five-Year Completion Rate”** has the meaning given in section 12(b) of the Act.

## ODE SIA

**“Focal Student Groups”** means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged, students who are homeless and students who are foster children.

**“Foundational Year”** means the first year of Grantee’s three-year SIA Plan.

**“Four-Year on-Time Graduation Rate”** means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

**“Gap Closing Targets” or “Closing Gap Targets”** means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the SIA Plan, based on the December 2019 “Guidance for Eligible Applicants”.

**“Longitudinal Performance Growth Targets (LPGT)”** means the required common metrics and optional locally defined metrics included in Grantee’s SIA Plan.

**“Ninth-grade On-Track Rate”** has the meaning given in section 12(d) of the Act.

**“Optional Local Metrics”** means additional Progress Markers toward the Common Metrics included in the SIA Plan.

**“Progress Markers”** means sets of indicators set forth in the SIA Plan that identify the kinds of changes Agency expects to see in policies, practices and approaches over the next three years that lead to Grantee reaching its LPGT.

**“Regular Attendance Rate”** has the meaning given in section 12(f) of the Act.

**“SIA Account”** means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

**“SIA Plan”** means the plan developed and implemented by Grantee that focuses on increasing academic achievement and, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs.

**“Stretch Targets”** means significant improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

**“Third-Grade Reading Proficiency Rate”** has the meaning given in section 12(g) of the Act.

### SECTION III – PROJECT ACTIVITIES

**This Grant Agreement is for the Foundational Year only.**

#### **Subsection 1. Continuous SIA Plan Implementation**

Agency will disburse Grant Funds for Allowable Costs of the Project that implement Grantee's SIA Plan during the Performance Period in accordance with formula and activities described in the Act.

At the start of the 2020-2021 School Year, Grantee must begin to implement its SIA Plans.

Grantees must use the Grant Funds only for:

(a) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(b) Addressing students' health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(d) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

Grantee must periodically review its progress toward meeting Grantee's Progress Markers and LPGT described in the Exhibit B Common and Customized Framework.

#### **Subsection 2. Foundational Year SIA Plan Refinement and Extension**

During the Foundational Year, Grantee must re-visit each aspect of its SIA Plan and engage with Focal Student Groups, families, staff and community to develop a four-year SIA Plan that will extend from 2021-2024 with two biannual implementation periods.

## **ODE SIA**

Grantee must also revisit its LPGT and develop Baseline Targets and Stretch Targets for each of the five Common Metrics and develop Gap Closing Targets that Focal Student Groups will be expected to meet over a five-year period.

As part of the application process for follow-up funding to this Foundational Year Grant, Grantee must work with Agency to co-develop LPGT, Progress Markers and Optional Local Metrics in the spring and summer of 2021.

## **SECTION IV – REPORTING REQUIREMENTS**

Grantee must submit quarterly financial and performance progress reports as well as a final yearly report on the dates set forth in Section V. This reporting requirement shall survive termination of this Agreement.

### **Financial Reports**

Beginning in January of 2021 and continuing each quarter thereafter, Grantee must submit a financial report detailing its expenditure of Grant Funds to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the fiscal year.

If Grantee does not use the Grant Funds for Allowable Project Costs Agency may exercise the remedies provided in Section 17 of this Grant, including without limitation deducting amounts from future disbursements of Grant Funds.

Any Grant Funds that are not used by Grantee by June 30, 2021 must be returned to Agency for deposit in the Student Investment Account. If Grantee has not used all of its Grant Funds by June 30, 2021, Grantee may submit a request to Agency no later than June 15 for an extension until September 30, 2021 to use the Grant Funds. The Agency may approve the request at its discretion based upon a determination as to whether the extension and proposed use constitute Allowable Project Costs that further Grantee's SIA Plan or targets.

### **SIA Plan Performance Reporting**

The Agency will closely monitor and evaluate Grantee's progress towards its Progress Markers.

Beginning in January of 2021 and continuing each quarter thereafter, Grantee must submit a narrative Performance Progress Report detailing its SIA Plan activities to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the fiscal year.

### **SIA grant monitoring**

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

**ODE SIA**

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; SIA Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board.

Each grant recipient must conduct a performance review every four years as required by standards adopted in board rule.

**SECTION V – DISBURSEMENT and REPORTING PROVISIONS**

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

<u>Disbursement Date</u>	<u>Amount</u>
<u>October 1, 2020</u>	<u>40%</u>
<u>January 1, 2021</u>	<u>30%</u>
<u>April 1, 2021</u>	<u>30%</u>

\*If this Grant is not fully executed by October 1, 2020, Agency will disburse the Grant Funds within 30 days of the Execution Date.

Agency will disburse the Grant Funds in quarterly disbursements in advance of expenditures, not on a reimbursement basis.

Grantee must submit its financial and performance progress reports on the following dates:

- January 31, 2021**
- April 30, 2021**
- August 30, 2021 (Yearly Report)**

## EXHIBIT B COMMON AND CUSTOMIZED FRAMEWORK EUGENE SD 4J

### SECTION I – PROGRESS MARKERS FOR SCHOOL YEAR 2020-2021

The Progress Markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments. The following fifteen Progress Markers are arranged into three categories that represent the advancement in degree of change from minimum to profound as described and listed below:

- A. **“Expect to see”** progress makers represent initial, easy to achieve changes that indicate a recognition of and commitment to SIA plan goals.
- B. **“Would like to see”** progress markers represent longer term likely changes and indicate more active learning and engagement.
- C. **“Would love to see”** progress markers describe the kinds of profound changes ideal for any program or investment to make or contribute towards. Note: In this first year, this would be unusual to see.

#### A. Expect to see

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance. <sup>1</sup>
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.

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<sup>1</sup> Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can’t use funding for the same purpose with both initiatives.

**B. Would like to see**

7	Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. <sup>2</sup>
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

**C. Would love to see**

13	Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.
14	School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time <sup>3</sup> .
15	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.

**SECTION II – APPROVED OPTIONAL LOCAL METRICS (IF APPLICABLE)**

NA

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<sup>2</sup> Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.

<sup>3</sup> ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like for students and how shared competencies are taught in 9th grade Math.

## **EXHIBIT C INSURANCE**

### **INSURANCE REQUIREMENTS:**

Grantee shall obtain at Grantee's expense the insurance specified in this Exhibit C prior to performing under this Grant Agreement and shall maintain it in full force and at its own expense throughout the duration of this Grant Agreement, as required by any extended reporting period or tail coverage requirements, and all warranty periods that apply. Grantee shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. Coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee shall pay for all deductibles, self-insured retention and self-insurance, if any.

### **WORKERS' COMPENSATION & EMPLOYERS' LIABILITY**

All employers, including Grantee, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee shall require and ensure that each of its subcontractors complies with these requirements. If Grantee is a subject employer, as defined in ORS 656.023, Grantee shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident. If Grantee is an employer subject to any other state's workers' compensation law, Grantee shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

### **COMMERCIAL GENERAL LIABILITY:**

**Required**

Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance shall include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Grant Agreement, and have no limitation of coverage to designated premises, project or operation. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000.00 per occurrence. Annual aggregate limit shall not be less than \$2,000,000.00.

### **AUTOMOBILE LIABILITY INSURANCE:**

**Required**     **Not required**

Automobile Liability Insurance covering Grantee's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000.00 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

**EXCESS/UMBRELLA INSURANCE:**

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

**ADDITIONAL INSURED:**

All liability insurance, except for Workers' Compensation, Professional Liability, and Network Security and Privacy Liability (if applicable), required under this Grant Agreement must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee's activities to be performed under this Grant Agreement. Coverage shall be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 07 04 or equivalent.

**WAIVER OF SUBROGATION:**

Grantee shall waive rights of subrogation which Grantee or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee will obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

**TAIL COVERAGE:**

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, Grantee shall maintain either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of this Grant Agreement, for a minimum of 24 months following the later of (i) Grantee's completion and Agency's acceptance of all Services required under this Grant Agreement, or, (ii) Agency or Grantee termination of this Grant Agreement, or, iii) The expiration of all warranty periods provided under this Grant Agreement.

**CERTIFICATE(S) AND PROOF OF INSURANCE:**

Grantee shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Grant Agreement. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Grant Agreement. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Grant Agreement. Grantee must furnish acceptable insurance certificates to: [ode.insurance@ode.state.or.us](mailto:ode.insurance@ode.state.or.us) or by mail to: **Attention Procurement Services, Oregon Department of Education, 255 Capitol St NE, Salem OR, 97310** prior to commencing the work.

**NOTICE OF CHANGE OR CANCELLATION:**

**ODE SIA**

The Grantee or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

**INSURANCE REQUIREMENT REVIEW:**

Grantee agrees to periodic review of insurance requirements by Agency under this Agreement and to provide updated requirements as mutually agreed upon by Grantee and Agency.

**STATE ACCEPTANCE:**

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

**Additional Coverages That May Apply:**

**DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:**

**Required (If Grantee is a Non-Profit or if a first tier contractor or subgrantee is a Non-Profit)**

**Directors, Officers and Organization** insurance covering the Grantee's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions - with a combined single limit of no less than \$1,000,000.00 per claim.

**PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:**

**Required**     **Not required**

Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, investigation, reporting to proper authorities, and retention of any person for whom the Grantee is responsible including but not limited to Grantee and Grantee's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee, and the Grantee's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000.00 per occurrence. Any annual aggregate limit shall not be less than \$3,000,000.00. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

# Our Students. Our Success.



## Student Success Act (SSA) Student Investment Account (SIA) Reduced Plan Overview

Eugene School Board 4J  
Consent Agenda Item  
October 21, 2020



# Total Proposed Investments (Reduced)

Title	Total Cost	Classified FTE	Licensed FTE	MAPS FTE
Improve 3rd Grade Reading	\$ 1,008,339	0.00	1.75	0.00
Learning For All Model	\$ 694,500	0.00	4.00	0.00
Enhancing the NATIVES Program	\$ 93,600	1.00	0.00	0.00
Emergent Bilingual Student Success Plan	\$ 50,000	0.00	0.00	0.00
Behavior Framework and Support Services	\$ 1,011,650	8.00	4.50	0.00
Wraparound Support Teams	\$ 783,500	2.00	4.00	0.00
Class Size Reduction	\$ -0-	0.00	0.00	0.00
BEST After School & Summer Programs	\$ 358,879	0.00	0.00	0.00
Full Schedules for All 9–12 (Funded from HSS Grant)	Funded from HSS Grant	0.00	0.00	0.00
<b>Totals</b>	<b>\$ 4,000,468</b>	<b>11.00</b>	<b>14.25</b>	<b>0.00</b>

# Improve 3<sup>rd</sup> Grade Reading

Summary: Implement research-based full continuum of literacy skills including phonemic awareness, phonics, fluency, vocabulary and comprehension. Includes extensive PD, and expands KITS. In future years, we will add licensed reading specialists across our high-needs elementary schools (in combination with reducing class sizes in grades 1–2).

## Expected Outcomes:

- Students will increase proficiency and close gaps in grade 3 literacy
- Research-based professional development provided for staff in early literacy best practices

Total Cost:  
\$1.0 million

FTE:

- Licensed: 1.75



# Learning For All Model

Summary: The Learning For All model is a proactive way to increase access and inclusion for all of our underserved students by improving our instructional strategies including differentiation and expanding the continuum of services in each school.

## Expected Outcomes:

- Close achievement gaps for our students experiencing disabilities.
- Increase the time students are served in their least restricted environments

## Total Cost:

\$694,500

## FTE:

- Licensed: 4.0



# Enhancing the NATIVES Program

Summary: All 4J's students, particularly Native American students, have long benefitted from the experiences, education and support provided by the NATIVES program. Expanding and enhancing the program increases direct student support services, such as tutoring, summer camp, and cultural programming.

## Expected Outcomes:

- Close achievement, attendance and graduation gaps for Native American students
- Strengthen relationships with Oregon's recognized tribes

## Total Cost:

\$93,600

## FTE:

- Classified: 1.0



# Emergent Bilingual Student Success Plan

Summary: Increase support for our developing multilingual, migrant & recent arrival students & families by providing school success navigators & systematic English development training & collaboration time for teachers. Reduced plan now funded primarily through district general funds.

## Expected Outcomes:

- Developing multilingual students make adequate yearly growth in English development & toward graduation requirements.
- Developing multilingual students & families experience a sense of belonging in 4J.

## Total Cost:

\$50,000

## FTE:

- Licensed: 3.5  
(General Fund)



# Behavior Framework and Support Services

Summary: This initiative expands the implementation of the 4J Behavior Framework. This increases supports for schools to improve behavior, social emotional learning and mental health by increasing FTE and providing PD so students and staff feel more supported and students develop strong behavioral and social emotional skills.

## Expected Outcomes:

- Increase students' sense of belonging and safety
- Reduce behavior incidents
- Increase instructional time for all students (time in class)

## Total Cost:

\$1,011,650

## FTE:

- Classified: 8.0 (7 hr)
- Licensed: 4.5



# Wraparound Support Teams

Summary: This plan creates Regional Wrap-Around Teams for behavioral & mental health supports for students experiencing crisis, chronic absenteeism and/or other social and emotional needs (including students who are homeless, are gender diverse and/or are part of other marginalized groups). Includes additions of a social worker, 3 nurses, regional navigators, as well as partnering with community providers for mental health crisis support.

## Expected Outcomes:

- Increased graduation rates and attendance rates in our under-served population of students
- A comprehensive holistic system to support students' needs

## Total Cost:

\$783,500

## FTE:

- Classified: 2.0
- Licensed: 4.0



# Class Size Reduction

Summary: Overcrowded classrooms has been a top community concern during the era of declining school funding. Due to the creation of the Eugene Online Academy and an unanticipated enrollment decline, average class sizes have declined significantly this year. Class sizes will continue to be monitored in future years to assess need.

## Expected Outcomes:

- Students will increase proficiency across academic assessment measures
- Reduction of student discipline incidents and improved school climate

Total Cost:  
\$0

FTE:

Licensed: 0  
Classified: 0



# Summer Programs

Summary: Expand Title I summer school to support students from all elementary schools in need of summer reading supports and expand middle school students' summer learning opportunities. Given the significant reduction to SIA we are no longer able to expand BEST.

## Expected Outcomes:

- Increase access to summer programming to our Title I schools
- Improve academic skills and decrease gaps for economically disadvantaged students

## Total Cost:

\$359,000

## FTE:

Summer  
Temporary  
Licensed and  
Classified



# Full Schedules for All 9–12

Summary: Three-year plan to fully schedule all high school students: building off of the efforts to fully schedule 9<sup>th</sup> and 10<sup>th</sup> graders, the plan will extend to fully scheduling to 11<sup>th</sup> and 12<sup>th</sup> graders. Measure 98 High School Success (HSS) funds will be used in year 1, but SIA funds could also be used in years 2 & 3 to reach goal. Below are current efforts and considerations to ensure all students get the experiences they need to succeed in early years and have the benefit of full schedules throughout their four years if they so choose.

## Expected Outcomes:

- Only on-track seniors with parent permission have open period
- Expanded courses offerings such as 9<sup>th</sup> Grade Seminar, CTE & electives
- Manageable pace of advanced credit acquisition
- Formalized internships and pre-apprenticeships as part of the school program

## Total Cost:

\$1 million  
(Year 1: HSS)

## FTE:

- Licensed:  
10.0 (HSS)



## Improve 3rd Grade Reading


<div style="background-color: #e67e22; color: white; padding: 5px; text-align: center; font-weight: bold;">Student Investment Account</div>		Relevant Strategy					
		S1	S2	S3	S4	S5	S6
Outcome	Students in grades K-2 will demonstrate proficiency on literacy measures that are indicative of being on track for grade 3 literacy demands. Grade 3 students will demonstrate proficiency on statewide ELA assessments.	X	X	X	X	X	X
Outcome	All K-3 educators, interventionists, and support staff will be highly trained in emerging and early literacy. Instructional staff in grades 4-5 and all administrators will develop proficiency with literacy development across the K-5 continuum.	X		X		X	X
Outcome	Teachers will utilize a literacy suite(s) that are based on research supported pedagogy, covers the full continuum of literacy concepts for each stage (emergent, beginning, transitional, and intermediate), and allows students to see themselves represented in materials. Dual language immersion programs will implement literacy suites that best meet their needs for target language instruction.	X	X		X		X
Outcome	Literacy instruction will be practiced as a collaborative effort between all instructional staff to ensure that the diverse assets of all students are celebrated, family and community engagement is fostered, and areas for student growth are being met.	X		X	X	X	X
Strategy #1	Provide professional learning for all staff (classified, certified, administrators) focused on early literacy best practices partnered with embedded supports for implementation and refinement at the district and building level.						
Strategy #2	Execute a complete adoption process that aims at providing teachers with a literacy suite of high quality instructional materials aligned to standards, provides research based strategies, and allows all learners to see themselves within the text. Adoption for both English literacy materials and literacy materials for dual language immersion programs will be concurrent.						
Strategy #3	Adopt and implement a full MTSS system that includes examining Tier 1, 2, and 3 in both academics and behavior/social-emotional.						
Strategy #4	Allocate and protect time systematically for educators to support collaboration, planning, implementation, and reflection. Scheduling for students will be responsive to need and aim to ensure all students receive Tier 1 literacy instruction in their classroom.						
Strategy #5	Prioritize and incentivize staffing in K-3 to ensure high quality teachers are hired, on-boarded, and retained. This includes targeted reductions to adult to students ratios by increasing certified staff and educational assistant staffing.						
Strategy #6	Increase quantity of trained reading specialist throughout the district to ensure all buildings have access to at least one specialist to support implementation and refinement of literacy instruction.						

## Improve 3rd Grade Reading

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Provide professional learning for all staff (classified, certified, administrators) focused on early literacy best practices partnered with embedded supports for implementation and refinement at the district and building level.	\$ 527,314	\$ 1,172,073	\$ 1,008,339
Strategy 2	Execute a complete adoption process that aims at providing teachers with a literacy suite of high quality instructional materials aligned to standards, provides research based strategies, and allows all learners to see themselves within the text. Adoption for both English literacy materials and literacy materials for dual language immersion programs will be concurrent.	\$ 367,961	\$ 417,063	
Strategy 3	Adopt and implement a full MTSS system that includes examining Tier 1, 2, and 3 in both academics and behavior/social-emotional.	\$ -	\$ -	
Strategy 4	Allocate and protect time systematically for educators to support collaboration, planning, implementation, and reflection. Scheduling for students will be responsive to need and aim to ensure all students receive Tier 1 literacy instruction in their classroom.	\$ 2,964	\$ 2,964	
Strategy 5	Prioritize and incentivize staffing in K-3 to ensure high quality teachers are hired, on-boarded, and retained. This includes targeted reductions to adult to students ratios by increasing certified staff and educational assistant staffing.	\$ -	\$ -	
Strategy 6	Increase quantity of trained reading specialist throughout the district to ensure all buildings have access to at least one specialist to support implementation and refinement of literacy instruction.	\$ 110,100	\$ 337,005	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Provide professional learning in emergent and early literacy skills for all teacher, EAs, and administrators. A multi-year plan that includes induction for new to 4J hires. Dual Language Immersion (DLI) will have a similar model, with professional learning specific to target language.	S1	x	x	x	\$ 319,858	\$ 536,623	Staff	HIGH
2	Create a core team, with an administrative lead, to develop a detailed multi-year implementation plan and provide ongoing oversight and monitoring.	S1	x	x	x	\$ 13,184	\$ 40,803	Staff	HIGH
3	Adopt (or build) and train on a multi-tiered system of support (MTSS) model that has considerations for multilingual students and traditionally underserved groups. System will incorporate an early warning component. This work will be done in conjunction with the "Learning for All" initiative to increase access and inclusion.	S3		x	x	\$ -	\$ -		LOW
4	Provide professional learning, for all instructional staff, to support multilingual students (example: GLAD, language learning in L2)	S1			x	\$ -	\$ -		LOW
5	Increase additional certified staffing for grades 1 and 2 to match kindergarten. This staffing will be allocated weighted by building needs index. This allocates more staffing to schools with higher needs.	S5	x	x	x	\$ -	\$ -		HIGH
6	Analyze and adjust the use of time in building master schedules. Potential topics to explore: common planning, PLCs, intervention blocks, continuity for students through their entire day, core and support programing alignment, etc.	S4	x			\$ 2,964	\$ 2,964	Staff	HIGH
7	Hire a 1.0 FTE Literacy TOSA to coordinate and support Pre K-3 literacy initiative, and serving as a liaison between district and buildings.	S6	x	x	x	\$ 110,100	\$ 337,005	Staff	HIGH
8	Purchase base classroom library sets for all elementary classrooms with nonfiction and fiction texts that represent the diversity of students and families (gender, race, culture, ethnicity...) so that all students can see themselves within the materials they read. These text sets are designed to stay with the classroom, will be district inventory, and will be updated periodically.	S2	x	x		\$ 367,961	\$ 417,063	Reading Materials	MID
9	KITS - Kids In Transition to School. Pre-K summer program to support students transition to Kindergarten.	S1	x	x	x	\$ 111,772	\$ 342,123	Transportation	HIGH
10	Hire Early Learning Teacher on Special Assignment (TOSA) .75 FTE - braided with Pre-school Promise and KITS	S1	x	x	x	\$ 82,500	\$ 252,524	Staff	HIGH

## Learning For All Model

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	An increased percentage of students attend neighborhood schools (95%+), AND an increased percentage of students with IEPs participating in general education courses for 80% or more of their school day (73%).	X	X	X	X	X
Outcome	Our "Learning for All" model supports diverse learners by increasing access to the least restrictive environment, which includes increased access to and inclusion in general education.		X	X		X
Outcome	Increase in proficiency rates for 3rd and 8th grade ELA and Math.		X		X	
Outcome	Increase in attendance rate to 70%+ / decrease in chronic absenteeism.		X	X		
Outcome	Students with disabilities will be on-track for credits earned (80%) at the end of 9th grade, and graduate with at least 70% receiving their regular diploma alongside their 4-year cohort, AND 80% enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment; or engaged with community disability services.	X	X	X	X	X


Strategy #1	Increase special education licensed teacher staffing to support "Learning for All" in neighborhood school sites.
Strategy #2	Provide professional development to district staff that support equitable "Learning for All" with substrands in the areas of accessible content, inclusive culture, special education, and outcomes monitoring.
Strategy #3	Implement co-teaching for ELA and Math at the secondary level.
Strategy #4	Provide support for systems, structures, and materials to implement "Learning for All" in neighborhood school sites.

## Learning For All Model

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Increase special education licensed teacher staffing and classified staffing to support "Learning for All" in neighborhood school sites.	\$ 524,000	\$ 1,573,200	\$ 694,500
Strategy 2	Provide professional development to district staff that support equitable "Learning for All" with substrands in the areas of accessible content, inclusive culture, special education, and outcomes monitoring.	\$ 170,500	\$ 542,650	
Strategy 3	Implement co-teaching for ELA and Math at the secondary level.	\$ -	\$ -	
Strategy 4	Provide support for systems, structures, and materials to implement "Learning for All" in neighborhood school sites.	\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire District Wide Collaboration Facilitators to support practices and strategies in schools with all staff.	S1	x	X	X	\$ 440,000	\$ 1,321,200	Staff	HIGH
2	Add one additional day for all Educational Assistants in August for beginning of school year training (8 hrs of training) to promote effectiveness of assisting students in the school environment	S1	X	X	X	\$ 84,000	\$ 252,000	Staff	HIGH
3	Provide professional development for all staff and administration at all schools that includes strategies to support implementing the Learning for All model.	S3	X	X	X	\$ 170,500	\$ 542,650	PD	HIGH

## Enhancing the NATIVES Program

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Native American students will benefit from enhanced and targeted services ensuring they are making satisfactory progress towards graduation requirements.	X	X	X	X	
Outcome	Students will significantly improve math and reading skills by increasing targeted instruction time through extended school day learning opportunities offered by professionals and tutors engaged in the district's NATIVES program.	X	X	X	X	
Outcome	Students participating in NATIVES' after school program will experience a deeper program connection to their heritage, their community and their schools due to their work with fellow Native Americans, a sense of belonging, and academic success.	X	X	X	X	
Outcome	All 4J students (Native American and otherwise) will have a greater appreciation for the history of native cultures in the State and will be more familiar with their fellow students/community members who identify with their Native Heritage.	X	X	X	X	
Outcome	Students receiving services through the NATIVES program will maintain regular attendance as defined by the district and state recommendations.	X	X	X	X	


Strategy #1	Provide the resources needed for the two staffing positions (1.0 certified and 1.0 classified) from SIA funds. Doing so will allow all other funds to go directly to student services.
Strategy #2	Provide targeted support and outreach to Native American students whose academic data suggest they would benefit from additional support within and after the regular student contact day.
Strategy #3	Braid efforts between the NATIVES program and the curriculum department to ensure a robust implementation of SB 13 in all of our schools.
Strategy #4	Narrow the attendance and achievement gap between Native American and Non-Native student peers.
Strategy #5	Enhance relationships and opportunities for partnership between the district and the States 9 Federally recognized tribes.

## Enhancing the NATIVES Program

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Provide the resources needed for the two staffing positions (1.0 certified and 1.0 classified) from SIA funds.	\$ -	\$ -	\$ 93,600
Strategy 2	Provide targeted support and outreach to Native American students who's academic data suggest they would benefit from additional support within and after the regular student contact day.	\$ -	\$ -	
Strategy 3	Braid efforts between the NATIVES program and the curriculum department to ensure a robust implementation of SB 13 in all of our schools.	\$ -	\$ -	
Strategy 4	Narrow the attendance and achievement gap between Native American and Non-Native student peers.	\$ 93,600	\$ 286,500	
Strategy 5		\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire new new coordinator to replace retiring coordinator	S1	X	X	X	\$ -	\$ -	Staff	High
2	Formalize plan to ensure students in all of our schools are aware of and enroll in the district NATIVES program who choose to do so.	S2	X	X		\$ -			High
3	Conduct SWOT analysis with NATIVES program with new coordinator and develop a three year set of program improvement efforts.	S2	X	X	X	\$ -			High
4	Procure necessary materials and curriculum for program	S2	X	X	X	\$ -	\$ -	Materials	High
5	Work with curriculum director and adoption committees to develop plan for SB 13 roll-out	S3		X	X	\$ -			HIGH
6	Provide funding source for classified positions with SIA funds	S4	X	X	X	\$ 93,600	\$ 286,500	Staff	HIGH

## Emergent Bilingual Student Success Plan

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	ELD & General education teachers providing time for English learners to learn and practice the language they need in order to navigate the rigorous content instruction outlined in the standards and a myriad of adult and peer interactions, such as discussions and collaborative work occurring in general education classrooms.	X	X	X	X	X
Outcome	English learners making adequate yearly growth in their English language development , meaning students are moving from one proficiency level to the next as outlined in Title III guidelines.	X	X	X	X	X
Outcome	English learners making adequate yearly growth toward graduation requirements.	X	X	X	X	X
Outcome	Teachers providing English learners access to core content and to the skills needed to successfully completing grade level course work.		X	X		X
Outcome	English learners & their families experiencing a sense of belonging in all of our 4J schools.	X	X	X	X	X


Strategy #1	Strategy 1 : Every K - 12 English Language Development (ELD) <b>Teacher Trained &amp; Utilizing Systematic ELD strategies &amp; ELLEVATION Strategies</b> as part of their tool box with some developing the capacity be trainers and Increase in the HS ELD Supports for Recent Arrivals.
Strategy #2	Strategy 2 : <b>Provide collaboration time for ELD teachers to meet and plan with General Education Teachers &amp; Special Education Teachers</b> (during plan time, PLCs and/or grade level meetings). This should include access to ELLEVATION strategies for ELD & General education teachers and scheduled sub time for them to plan and to meet.
Strategy #3	Strategy 3 : Provide a <b>menu of research based Trainings</b> for General Education Teachers: GLAD, AIMS4S3, CLAVES, Constructive Meaning, DALL, SIOP, AVID Excel &/or other Research based best practice models.
Strategy #4	Strategy 4: Develop & Implement Best Practices around Graduation Supports for <b>School &amp; Family Connection</b> (On-track Supports for Migrant students and long term ELD Students & parent nights, Leadership Trainings, information ...).
Strategy #5	Strategy 5: Find ways to support teachers in becoming <b>dual-endorsed in ESOL</b> (&/or Dual Language) & content areas in order to provide dual credit courses.

## Emergent Bilingual Student Success Plan

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Strategy 1 : Every K - 12 English Language Development (ELD) Teacher Trained & Utilizing Systematic ELD strategies & ELLEVATION Strategies as part of their tool box with some developing the capacity be trainers and increase in the HS ELD Supports for Recent Arrivals.	\$ -	\$ -	\$ 50,000
Strategy 2	Strategy 2 : Provide collaboration time for ELD teachers to meet and plan with General Education Teachers & Special Education Teachers (during plan time, PLCs and/or grade level meetings). This should include access to ELLEVATION strategies for ELD & General education teachers and scheduled sub time for them to plan and to meet.	\$ -	\$ -	
Strategy 3	Strategy 3 : Provide a menu of research based Trainings for General Education Teachers: GLAD, AIMS4S3, CLAVES, Constructive Meaning, DALL, SIOP, AVID Excel &/or other Research based best practice models.	\$ -	\$ -	
Strategy 4	Strategy 4: Develop & Implement Best Practices around Graduation Supports for School & Family Connection (On-track Supports for Migrant students and long term ELD Students & parent nights, Leadership Trainings, information ...).	\$ -	\$ -	
Strategy 5	Strategy 5: Find ways to support teachers in becoming dual-endorsed in ESOL (&/or Dual Language) & content areas in order to provide dual credit courses.	\$ 50,000	\$ 153,045	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	EL Achieve SUMMER Teacher Leader Strand & Administrative Strand	S1			X	\$ -	\$ -	PD	HIGH
2	Systematic ELD APPRENTICE INITIAL INSTITUTE @ IN 4J For ELD Teachers & 35-Building Administrators & 5-TOSAs	S1	X			\$ -	\$ -	Training the Trainer	HIGH
3	EL Achieve Ongoing Costs ( website, Symposium for continued certification & Supports for Implementation	S1	X	X	X	\$ -	\$ -	Ongoing Costs	HIGH
4	School schedules with collaboration time for grade level teams to meet	S2	X			\$ -	\$ -	Scheduling	HIGH
5	Collaboration Time for ELD Teachers to meet with General Education Teachers & Sped Teachers (20 ELD TEACHERS - 9 SUB DAYS/ELD Teacher)	S2	X	X	X	\$ -	\$ -	Sub Costs for Collaboration	HIGH
6	School Class Placements where ELD students are grouped together in schools with smaller number of ELL students & somewhat grouped when larger number of ELD students are part of a grade level	S2	X	X	X	\$ -	\$ -	Class Placement	HIGH
8	GLAD Training for 25 Elementary Teachers -SUMMER	S3	X			\$ -	\$ -	PD	MID
9	GLAD Trainer Certification (2-Yr Process) for four teachers	S3	X	X		\$ -	\$ -	Train the Trainer	MID
10	GLAD Collaboration Days for 25 Teachers & two-Trainers - 1 per trimester/3 - Summer Days	S3	X	X	X	\$ -	\$ -	Sub Costs for Collaboration	MID
11	AIMS4S3 Trainer Certification (2-Yr Process)	S3	X	X	X	\$ -	\$ -	Train the Trainer	HIGH
12	CLAVES Training per Middle School - 8 days of training - 12 to 18 months (6 weeks between day 4 and 5, six weeks between day 6 and 7, six weeks between day 7 and 8)	S3	X	X	X	\$ -	\$ -	PD	MID
13	CLAVES Collaboration per Middle School 1-Day/ Trimester: 3-Sub Days per year for 20/40/# of teachers to continue the work	S3	X	X	X	\$ -	\$ -	Sub Cost for Collaboration	MID
14	K-3 Spanish Literacy Professional Development for Dual Language Teachers	S5	X	X	X	\$ 50,000	\$ 153,045	PD	HIGH
15	K-12 ELD & Migrant Education Graduation Specialist & Student/Parent Liaison (191-day Classified)	S4	X	X	X	\$ -	\$ -	Staffing	HIGH
16	Budget for Parent Meetings (consultant, food, day care, food, bus)	S4	X	X	X	\$ -	\$ -	Materials	HIGH
17	Include AVID EXCEL Training & Class @ Kelly, Monroe & Cal Young	S3	X	X	X	\$ -	\$ -	PD	MID
18	Include AVID Training for ELD Teachers (AVID FUNDS ?)	S3	X	X	X	\$ -	\$ -	PD	MID
19	Additional .50 FTE Certified - ELD Teacher for North & Sheldon- To Provide a second period of ESL for Newcomers	S1	X	X	X	\$ -	\$ -	HS Staffing	HIGH
20	Additional 2.25 FTE Classified - ELD Educational Assistant (.75 North, .75 Sheldon & .75 Churchill) - To Support Recent Arrivals In Content Classes	S1	X	X	X	\$ -	\$ -	HS Staffing	HIGH
21	Migrant Ed K-5 Literacy Development Plan	S2	X			\$ -	\$ -	Staffing	HIGH
22	Migrant Ed K-5 Literacy Materials	S5	X	X	X	\$ -	\$ -	Materials	HIGH

## Behavior Framework and Support Services

		Relevant Strategy						
		S1	S2	S3	S4	S5	S6	S7
Outcome	4J has a complete MTSS that clearly defines behavior intervention for Tiers 1, 2 and 3.	X	X	X	X	X		
Outcome	Every K-12 school has PBIS in place, and implements tiered interventions with fidelity. (K-5, Tiers 1-3), (6-8, Tiers 1-2), (9-12 Tier 1) measured by using the TFI and other resources.	X	X		X	X	X	
Outcome	As part of a positive and supportive school climate, systems are in place to support the mental health needs of all students.	X	X	X	X	X	X	
Outcome	Data sources are defined by the district and used to make all behavior instruction and intervention decisions.	X	X		X	X		X
Outcome	Every K-12 educator has access to a range of professional development including topics such as behavior management and intervention, de-escalation, trauma informed practices, disproportionality, and implicit bias.	X	X	X	X	X	X	X
Outcome	The district will reduce instructional time lost by reducing exclusionary discipline practices	X	X		X	X		X


Strategy #1	Develop , disseminate and train staff on a 4J Behavior Handbook that defines tiered interventions for PBIS, SEL, Mental Health and Attendance.
Strategy #2	Implement Tier 1 for high school, Tier 2 for Middle School, and Tier 3 for Elementary school, with a baseline of having a PBIS team in place for every school district-wide. Every school has a dedicated team at each tier to monitor individual outcomes (like IPBS). Develop a comprehensive professional development plan that is specific or differentiated by each roll played (teachers, counselors, administrators, etc.).
Strategy #3	Research and adopt a K-12 SEL Framework to incorporate into the district MTSS, and train staff who provide or support SEL instruction.
Strategy #4	Create a system that supports restorative practices and alternatives to exclusionary practices, that minimize suspension and expulsion, with training and guidance for administrators and all staff.
Strategy #5	Provide supports to increase success for students receiving Tier 2 and 3 behavioral support services, including data systems, coaching, and district wide training on conducting FBAs to write and implement high quality Behavior Support Plans.
Strategy #6	Create professional development archive and resources for staff -include collaborating across district departments and with outside resources, U of O, Direction Services, Etc...
Strategy #7	Use tools provided by UO to examine discipline practices within the district

**Behavior Framework and Support Services**

		<b>YEAR 1 BUDGETED COST</b>	<b>PROJECTED 3-YEAR COST</b>	<b>Total YEAR 1 Budget</b>
<b>Strategy 1</b>	Develop , disseminate and train staff on a 4J Behavior Handbook that defines tiered interventions for PBIS, SEL, Mental Health and Attendance.	\$ 14,000	\$ 42,000	\$ 1,011,650
<b>Strategy 2</b>	Implement Tier 1 for high school, Tier 2 for Middle School, and Tier 3 for Elementary school, with a baseline of having a PBIS team in place for every school district-wide. Every school has a dedicated team at each tier to monitor individual outcomes (like IPBS). Develop a comprehensive professional development plan that is specific or differentiated by each roll played (teachers, counselors, administrators, etc.).	\$ -	\$ -	
<b>Strategy 3</b>	Research and adopt a K-12 SEL Framework to incorporate into the district MTSS, and train staff who provide or support SEL instruction.	\$ -	\$ -	
<b>Strategy 4</b>	Create a system that supports restorative practices and alternatives to exclusionary practices, that minimize suspension and expulsion, with training and guidance for administrators and all staff.	\$ 11,650	\$ 22,850	
<b>Strategy 5</b>	Provide supports to increase success for students receiving Tier 2 and 3 behavioral support services, including data systems, coaching, and district wide training on conducting FBAs to write and implement high quality Behavior Support Plans.	\$ 986,000	\$ 4,911,784	
<b>Strategy 6</b>	Create professional development archive and resources for staff -include collaborating across district departments and with outside resources, U of O, Direction Services, Etc...	\$ -	\$ -	
<b>Strategy 7</b>	Use tools provided by U of O to examine discipline practices within the district.	\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Development of resources and systems to implement social/emotional learning at all schools and implement strategies to assist schools in dealing with behavior.	S4	x	X	X	\$ 11,650	\$ 22,850	Materials	HIGH
2	FTE to support systems and practices regarding behavior and mental health of all students.	S5	X	X	X	\$ 474,000	\$ 1,508,600	Staff	HIGH
3	Professional Development for staff to assist with support and identification of strategies for assisting students struggling with mental health and behavioral needs.	S1	X	X	X	\$ 14,000	\$ 42,000	PD	HIGH
4	Provide Student Behavior Support Coordinators to largest and highest need elementary schools to directly support Tier 1, 2 and 3 behavioral needs and interventions. These coordinators will also support maintaining a positive school climate through facilitation of PBIS, academic interventions, and informal student discipline.	S5	X	X	X	\$ 512,000	\$ 3,403,184	Staff	HIGH

## Wraparound Support Teams

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Increase graduation rates and attendance rates in our underserved population of students, as well as look at 5 year outcomes prepared for post-secondary transition goals by providing support in schools to address mental health and behavioral needs.	X	X			
Outcome	Create a monitoring system for on track collaboration and access to information to assist staff in their ability to track students needs. This system would include a way to network students with available resources and community support.	X	X	X		
Outcome	Professional development and resources that will support staff and administrators in using data on culture and climate to provide support for students and increase attendance, sense of belonging, and access to resources (as determined by a culture and climate survey).	X	X		X	
Outcome	Develop a comprehensive school mental health system that provides a full array of culturally responsive supports and services that promote positive school climate, social emotional learning, mental health, and well-being, while reducing the prevalence and severity of mental illness. Comprehensive school mental health systems include district-community partnerships that provide a continuum of mental health services and supports for students, families, educators, and the school community.	X	X		X	


Strategy #1	Create a Coordinate District Level Care Team, that includes regional support staff, to address the Mental, Health, Emotional, Safety and Basic needs of our students K-12 -- with a special focus on supporting our , gender bias, chronic absenteeism and identifies tools and strategies needed to work with schools on culture and climate.
Strategy #2	Create a Professional Development Plan in year one to be implemented in Years 2+ that will equip the adults in the 4J system (administrators, teachers and support staff ) with the skills needed create positive school cultures and climates. That is to say, spaces where our gender-diverse students, our students experiencing housing insecurities, students living with a disability and our students from racially, culturally and linguistically diverse populations will feel experience a sense of belonging, safety and respect.
Strategy #3	Create a plan for addressing District and School barriers causing the Chronic Absenteeism results for the groups of students who are currently showing the highest absenteeism rates.

Wraparound Support Teams

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Create a Coordinate District Level Care Team, that includes regional support staff, to address the Mental, Health, Emotional, Safety and Basic needs of our students K-12 -- with a special focus on supporting our , gender bias, chronic absenteeism and identifies tools and strategies needed to work with schools on culture and climate.	\$ 732,500	\$ 2,331,328	\$ 783,500
Strategy 2	Create a Professional Development Plan in year one to be implemented in Years 2+ that will equip the adults in the 4J system (administrators, teachers and support staff ) with the skills needed create positive school cultures and climates. That is to say, spaces where our gender-diverse students, our students experiencing housing insecurities, students living with a disability and our students from racially, culturally and linguistically diverse populations will feel experience a sense of belonging, safety and respect.	\$ 20,000	\$ 60,000	
Strategy 3	Create a plan for addressing District and School barriers causing the Chronic Absenteeism results for the groups of students who are currently showing the highest absenteeism rates.	\$ 31,000	\$ 132,218	

	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire additional licensed staff to support health, wellness, safety and mental health initiatives in all schools.	S1	x	x	x	\$ 534,500	\$ 1,701,153	Staff	HIGH
2	Professional Development to strengthen Mental-health and behavior support and attendance in all buildings and support our underserved populations of students which include: McKinney Vento, foster, bi-lingual, students with disabilities, trans-gender, etc.	S2	x	x	x	\$ 20,000	\$ 60,000	Professional Development	HIGH
3	Develop/Strengthen Building Wrap Around Teams and support for teams in buildings.	S3	x	x	x	\$ 11,000	\$ 11,000	Extended/Release Time	HIGH
4	Student and family emergency supports.	S3	x	x	x	\$ 20,000	\$ 121,218	Materials	HIGH
5	Mental health contracted supports.	S1	x	x	x	\$ 198,000	\$ 630,175	Services	HIGH

## Summer Programs

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Students in grades 1-8 will demonstrate growth in reading proficiency as a result of summer learning opportunities	X	X			
Outcome	4J will close the opportunity gap for middle school students and summer enrichment experiences		X	X		X
Outcome	Historically underserved student groups will have increased access to ongoing reading instruction and enrichment regardless of whether or not they attend a school with Title 1 funded intervention or enrichment programs	X	X	X	X	X
Outcome	Students will receive reading instruction while continuing to develop social skills and build meaningful relationships in a supportive, nurturing, enriched learning environment, all with the intent of mitigating summer slide in academics, relationships, and resilience factors.	X	X	X	X	
Outcome	More students will participate in summer learning and enrichment programs, which will provide more instructional time and a more well-rounded education.			X	X	X

Strategy #1	Increase instructional time for students in 4J who read below the 30th percentile based on current Easy CBM spring benchmark data for students entering 1st-5th grade for the upcoming
Strategy #2	Increase instructional time for students in 4J who read below the 50th percentile based on current Easy CBM spring benchmark data for students entering 6th-8th grade for the upcoming school year
Strategy #3	Improve the health and safety of students through summer programming for students entering 6,7, and 8th grade through and social-emotional learning opportunities
Strategy #4	Provide well-rounded learning opportunities for 4J students on who would not otherwise have access to summer learning or summer camp experiences
Strategy #5	Expand community partnerships to include year round programming for after-school and summer extended learning for children entering grades 1-8 in 4J.

## Summer Programs

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total YEAR 1 Budget
Strategy 1	Increase instructional time for students in 4J who read below the 30th percentile based on current Easy CBM spring benchmark data for students entering 1st-5th grade for the upcoming	\$ 358,879	\$ 1,144,856	\$ 358,879
Strategy 2	Increase instructional time for students in 4J who read below the 50th percentile based on current Easy CBM spring benchmark data for students entering 6th-8th grade for the upcoming school year	\$ -	\$ -	
Strategy 3	Improve the health and safety of students through summer programming for students entering 6,7, and 8th grade through and social-emotional learning opportunities	\$ -	\$ -	
Strategy 4	Provide well-rounded learning opportunities for 4J students on who would not otherwise have access to summer learning or summer camp experiences	\$ -	\$ -	
Strategy 5	Expand community partnerships to include year round programming for after-school and summer extended learning for children entering grades 1-8 in 4J.	\$ -	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Establish a Summer School Expansion Team to develop a detailed plan for implementation	S1				\$ -	\$ -	Staff	high
2	Hire a Middle School Summer School Coordinator as a member of the Summer School Expansion Team	S2	X	X	X	\$ -	\$ -	Staff	high
3	Allocate TOSA and administrator FTE to program development and management	S1	X	X	X	\$ -	\$ -	Staff	high
4	Expand the current Title 1 Summer School K-4 Model to include all elementary students for 4 weeks, increasing by 200 seats for a total of 600 students, including administrator, certified and classified staffing, transportation, custodial care, supplies, and curriculum)	S1	X	X	X	\$ 358,879	\$ 1,144,856	Staff	low
5	Expand the current Middle School BEST program model to provide 4 weeks of hands-on learning and academic instruction in reading for 300 students	S3	X	X	X	\$ -	\$ -	Staff	low



## CONSENT AGENDA – ITEM FOR ACTION

### Date of Meeting

October 21, 2020

### Title

Approve Request for State Revenue from Lane Education Services District (ESD)

### Presenters

Andrea Belz, Director of Financial Services

### Background

Education Service Districts (ESD) receive 4.50 percent of the State School Fund (SSF) formula revenue. Under Oregon Revised Statute 334.177, an ESD must spend at least 90 percent of these funds on programs or services approved by the component school districts served by the ESD. However, a school district may elect to request a portion of these funds be distributed to the district in lieu of services provided by the ESD.

### Options and Alternatives

1. Request up to 50% (percent) of the available revenues. For fiscal year 2020, this generated approximately \$2.75 million for the district's general fund while retaining the ability to participate in the formal governance of Lane ESD and the ability to receive services from the ESD.
2. Approve more than 50% and up to 75% of the available revenues. This option would generate additional funding for the district's general fund, but the district would only be able to act in an advisory capacity in the governance of Lane ESD. Further, the district would need to establish programs and services to replace the purchased services it currently receives from Lane ESD.
3. Approve more than 75% and up to 85% of the available revenues. This option would generate even more funding for the district's general fund. However, in addition to the impact listed in option 2, the district would need to purchase services from another ESD, not Lane ESD, for the amounts over 75%.
4. Decline to request any revenue share from Lane ESD. While services could be purchased from Lane ESD with these dollars, the district would need to reduce its direct expenditures for staff and services in the upcoming 2021-22 proposed budget.

### Budget/Resource Implications

Any change to the current practice of requesting up to 50% of available revenues would necessitate a budgetary change in staffing and/or contracted services, either increasing or decreasing these resources to match the district's available funding.

### Board and Superintendent Goals

The recommendation supports the strategic goal of providing effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

### Recommendation

The superintendent recommends requesting up to 50% of the state formula revenue from Lane Education Service District.

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

*Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.*

*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board **no later than November 1, 2020**. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Eugene School District 4J

Date of Board Action: October 21, 2020

District Representative: Cydney Vandercar, Interim Superintendent

Signature: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Select One

<b>X</b>	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p><b>More than 50% to 75%</b> <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p><b>More than 75% to 85%</b> <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>



**ITEM FOR ACTION – CONSENT AGENDA**

**Date of Meeting**

October 21, 2020

**Title**

Approve Personnel Actions

**Presenter**

Karen Hardin, Director of Human Resources

The superintendent recommends that:

**1. The following teachers and licensed employees listed below be elected for the 2020/2021 school year:**

<b>Name</b>	<b>Title</b>	<b>Location</b>	<b>FTE</b>	<b>Hire Date</b>
Jamie Archer	Social Studies	I.H.S.	1.0	09/01/2020
Allix Baker	Physics	Sheldon High School	1.0	09/01/2020
Ron Beick	Financial Management Analyst I	Instruction Department	0.5	09/18/2020
Curtis M. Bineham	Science	Instruction Department	1.0	09/01/2020
Misty Bisby	Title I and Data Coordinator	Kelly Middle School	1.0	09/21/2020
Michael Bova	Computer Science	Sheldon High School	1.0	09/01/2020
Christine Butler	Math	Arts and Technology Academy	0.6	09/25/2020
Leah Cruzen	Spanish & ELD	Kelly Middle School	0.8	09/01/2020
Carmen Duato	Language Arts & Social Studies	Cal Young Middle School	0.6	09/01/2020
Lancelot Falcon	Assistant Principal	Churchill High School	1.0	08/06/2020
Kelly Ferguson	Math and Science	Cal Young Middle School	1.0	09/01/2020
Cody Gulewich	Math and Science	Madison Middle School	1.0	09/01/2020
Mark Hewitt	Advanced Math	Eugene Online Academy	1.0	09/01/2020
Kyle Hook	Math	Kelly Middle School	1.0	09/01/2020
Joseph Irving	Special Education	North Eugene High School	1.0	09/01/2020
ErinMarie Langsdorf	Physical Education	Charlemagne Elementary	0.6	09/01/2020
Aubrey Massey	Music	Edison Elementary	0.8	09/01/2020

Davina Mattox	French Immersion	Roosevelt Middle School	1.0	09/01/2020
Maria Navarrete-Gonzalez	Math	Kelly Middle School	1.0	09/01/2020
John Monteverde	Drama	South Eugene High School	1.0	09/01/2020
Noelle Nercessian	Language Arts	North Eugene High School	1.0	09/01/2020
Christopher Noel	Music	North Eugene HS & Sheldon HS	.50/.25	09/01/2020
Daniel Perry	Physical Education	Family School and Student Services Dept.	1.0	09/01/2020
Erika Peterson	Health	I.H.S.	0.67	09/01/2020
Mahira Shamsuddin	Integrated Outdoor Program	South Eugene High School	0.5	09/01/2020
Elly Steinbaugh	Language Arts & Social Studies	Cal Young Middle School	0.8	09/01/2020
Katie Teeler	Advanced Math	ECCO	1.0	09/01/2020
Alex M. Thies	Advanced Math	South Eugene High School	1.0	09/01/2020
Jessica Thomas	Career Technical Education (CTE)	Instruction Department	1.0	09/01/2020
Matthew Trent	Math	Monroe Middle School	1.0	09/01/2020
Melanie Williams	French Immersion	Roosevelt Middle School	0.8	09/01/2020
Alan Wood	Music	Arts and Technology Academy	0.6	09/21/2020

**Eugene School District 4J**  
**Division 22 Standards for Public Elementary and**  
**Secondary Schools 2019–20 Assurances Report**

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: Operating Policies and Procedures to report to their school board the district’s standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22. For the 2019–20 school year, the State Board of Education adopted OAR 581-022-0103: State Standards for the 2019–20 School Year. This rule established a streamlined set of Division 22 standards in effect for the 2019–20 school year, accommodating for the shift to emergency distance learning in response to the COVID-19 pandemic. For the 2019–20 school year, school districts are required to report on the Division 22 standards included in OAR 581-022-0103; any standard not included in this rule is waived for the 2019–2020 school year.

Below is a summary of Eugene School District 4J’s compliance with each of the standards included in OAR 581-0103: State Standards for the 2019-20 School Year. For each standard reported as out of compliance, Eugene School District 4J has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance by the beginning of the 2021–22 school year.

Requirements	OAR Number	Was your district in compliance for the 2019-20 school year? Yes/No	If no, please provide an explanation of why the school district was out of compliance during the 2019-20 school year:	If no, please provide a description of the school district’s proposed corrective action plan to come into compliance by the beginning of the 2021-22 school year:
Diploma Requirements	<a href="#">581-022-0103</a>	Yes		
Credit Options	<a href="#">581-022-0103</a>	Yes		
Distance learning for all	<a href="#">581-022-0103</a>	Yes		
Special education for children with disabilities	<a href="#">581-022-0103</a>	Yes		
Emergent bilinguals	<a href="#">581-022-0103</a>	Yes		
Talented and gifted	<a href="#">581-022-0103</a>	Yes		
Alternative education programs	<a href="#">581-022-0103</a>	Yes		
Equal educational opportunities	<a href="#">581-022-0103</a>	Yes		
School counseling	<a href="#">581-022-0103</a>	Yes		
Student safety	<a href="#">581-022-0103</a>	Yes		
Personnel	<a href="#">581-022-0103</a>	No	Over the 2019/20 school year, we had a number of licensed staff working after their grace period had expired. TSPC's information to districts was not accessible for an extended period of time. Additionally, once we entered the school closures, HR did not have the capacity to stay current with licensure issues.	We have reestablished the data connection with TSPC's system. We are changing our HRIS system in hopes of an improvement to this issue. Additionally, we are restructuring our HR processes/procedures to ensure licensure is a high priority.

**Eugene School District 4J**  
**Division 22 Standards for Public Elementary and**  
**Secondary Schools 2019–20 Assurances Report**

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: Operating Policies and Procedures to report to their school board the district’s standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22. For the 2019–20 school year, the State Board of Education adopted OAR 581-022-0103: State Standards for the 2019–20 School Year. This rule established a streamlined set of Division 22 standards in effect for the 2019–20 school year, accommodating for the shift to emergency distance learning in response to the COVID-19 pandemic. For the 2019–20 school year, school districts are required to report on the Division 22 standards included in OAR 581-022-0103; any standard not included in this rule is waived for the 2019–2020 school year.

Below is a summary of Eugene School District 4J’s compliance with each of the standards included in OAR 581-0103: State Standards for the 2019-20 School Year. For each standard reported as out of compliance, Eugene School District 4J has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance by the beginning of the 2021–22 school year.

Requirements	OAR Number	Was your district in compliance for the 2019-20 school year? Yes/No	If no, please provide an explanation of why the school district was out of compliance during the 2019-20 school year:	If no, please provide a description of the school district’s proposed corrective action plan to come into compliance by the beginning of the 2021-22 school year:
Fingerprinting of subject individuals in positions not requiring licensure as teachers, administrators, personnel specialists, school nurses.	<a href="#">581-022-0103</a>	Yes		
Individual student assessment and reporting	<a href="#">581-022-0103</a>	Yes		
Student education records	<a href="#">581-022-0103</a>	Yes		
Record and reports	<a href="#">581-022-0103</a>	Yes		
Complaint procedures	<a href="#">581-022-0103</a>	Yes		
Assurances	<a href="#">581-022-0103</a>	Yes		



## **ITEM FOR INFORMATION**

### **Date of Meeting**

October 21, 2020

### **Title**

Receive a Report on the Division 22 Standards for Public Elementary and Secondary Schools 2019–20 Assurances

### **Presenter**

Charis McGaughy, Assistant Superintendent for Instruction

### **Description**

Annually, superintendents are required to report the district's status with respect to the Standards for Public Elementary and Secondary Schools from OAR Chapter 581, Division 22. This year, due to the emergency conditions caused by the pandemic, the number of requirements has dropped from 52 to 17. In addition, the state moved up the deadline for completion by three months. By November 1, 2020, the district must share the report to the school board in a public meeting and post the report to the school district's web page. The district must then submit the report to the Oregon Department of Education by November 15, 2020.

We have compiled the Annual Report on Compliance with Oregon Standards and the district is in compliance with all but one item. The one item the district is taking corrective action on is a personnel issue related to licensure delays because of connection issues with the Teacher Standards and Practices Commission (TSPC). A copy of the report is included in the board packet.



## ITEM FOR INFORMATION

### **Date of Meeting**

October 21, 2020

### **Title**

Receive Update on COVID-19 and Return to Learning

### **Presenter**

Cydney Vandercar, Superintendent

### **Background**

School districts across Oregon have returned to learning for the 2020–21 school year. Eugene School District 4J's return-to-learning plan, which aims to support students' well-being and academic progress while protecting students and staff from the spread of COVID-19, has been established in alignment with state requirements issued by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority.

The start of the school year was delayed by one week due to impacts of the McKenzie Wildfire near Eugene–Springfield, which displaced some staff and students, caused exceptionally hazardous air quality for a prolonged period, and delayed the distribution of technology to thousands of the district's students.

School began on Sept. 21, with all 4J students learning online in a "Comprehensive Distance Learning" instruction model, which will continue at least through winter break. If public health conditions allow, schools will resume in-person instruction in a hybrid of online and on-site learning in January or later.

While students are learning online, the district is working to open school campuses for limited in-person instruction and supports for individual students or small groups, as public health metrics permit. One of the restrictions on opening school campuses for limited in-person instruction is that there must have been no new cases of COVID-19 in the past 14 days among any of the school's students or staff, regardless of whether they have been on campus. Limited in-person instruction includes services such as special education evaluation and internet hubs for students who can't access online instruction at home.

Staff will provide an update on the district's return to learning for the 2020–21 school year, including information on student enrollment and attendance, health and safety measures, technology and internet supports, community childcare partnerships, and food services and home delivery of school meals.

**BOARD GOAL DEVELOPMENT  
STUDENT SAFETY PLAN**

4J School Board Work Session  
October 14, 2020

**WORK SESSION GOAL**

Agree to a framework/scope and road map for developing the new 4J Safety Plan including:

- Goals
- Key Components and Timeline
- Role of the Board
- Accountability

## CONTEXT FOR DISCUSSION

- June 2: Superintendent Balderas and incoming Superintendent Vandercar shared a message of solidarity and support for Black lives and communities
- June 17: Board voted to eliminate SROs stationed in high schools and committed to review and address safety in schools
- June 24: Board unanimously passed Resolution on Anti-Racism and Equity
- August 28: Board retreat identified adoption of a district-wide safety plan as a Board goal
- September 17: State Board of Education unanimously approved the All Students Belong administrative rule focused on the health and safety of students and educators and banning symbols of hate from schools
- October 2: Superintendent Vandercar sent a message to 4J staff affirming Black Lives Matter and permitting displays of BLM in schools

## STUDENT SAFETY REVIEW & A NEW SAFETY PLAN FOR 4J

- What are we trying to accomplish?
- What is the road map to developing the plan? (information review, community voice)
- What are the key components of the plan?
- What is the board's role in this work in the next year?
- As we implement the plan, how will we, as a board, hold ourselves and the district accountable for this work? (tools, measures)

## WHAT ARE WE TRYING TO ACCOMPLISH

- Provide safe learning environments; support meaningful, equitable and highly effective instruction so that all students thrive socially, emotionally, and academically; and reduce the disparity of outcomes for students of color and students with disabilities.
- We are making a long-term commitment!!!! (not a bumper sticker) - Every year we are going to do something.

## DRAFT ROAD MAP TO A NEW SAFETY PLAN

- Systems Review
- Community Voice
- Board Direction
- Action Plan
  - *What data resources exist and what is needed?*
  - *What systems and supports do we have in place?*
  - *Do our students, families and staff feel safe and supported at school?*
  - *Do our current systems and supports lead to equitable outcomes for students?*
  - *What changes to our systems are needed to reduce disparities?*

## DRAFT ROAD MAP TO A NEW SAFETY PLAN: SYSTEMS REVIEW

**Systems Review: Key information: (included by not limited to)**

- Review of relevant board policies
- Student discipline system
- Student behavior expectations and supports
- Available counseling and mental health supports – 4j and community partners
- Existing safety staff roles
- Data on school climate, student discipline, and student arrests
- Key research on school discipline and safety models
- Alternate safety models, alternatives to exclusionary discipline and adjudication

Source: SSA planning; staff development trainings; curriculum

**Questions:** Ask others about information they would like to see analyzed. We need to apply the equity lens to the systems review equity lens – how apply? how do we see information through other eyes?

## DRAFT ROAD MAP TO A NEW SAFETY PLAN: COMMUNITY VOICE

### Community Voice

**Purpose:** Engage community input to hear the voices of students, families, staff, community members who experience or are impacted by current systems in place

**Format:** Could include small group dialogue with feedback shared to the board, public listening sessions, written comments, community conversations jointly with other orgs

**Key communities** include:

- Students and communities of color
- Students and community members experiencing disabilities
- 4j parents and students
- Teachers, specialists and classified staff
- School administrators

## COMMUNITY VOICE PRINCIPLES

### Community Voice: General Principles

- Explore what makes people feel safe; not polarized sides; truly examine what the best options are
- Include internal and external community members
- Embed the Equity Lens focus throughout
- Consider those who have been harmed; Be open to healing piece
- Community voice process should be organized and directed by the board as a whole
- Start now – Learn as we go

## COMMUNITY VOICE QUESTIONS AND PROCESS

### Community Voice:

- How do we invite diverse voices? Life is hard right now
- Include internal and external community members (e.g. (EC, MAPS, staff, student voice etc.)
- What existing groups do we have and who are we missing?

### Process/First Steps:

- Go deep: Consider a advisory/working group where people can engage in dialogue and problem solving AND go broad (make space for community voice); honor Equity Committee – start with joint meeting – (Make sure EC knows what the board is discussing)  
Purpose/outcome of joint meeting : How would a working group be formed?
- Follow the draft timeline. It is critical to start. Take first steps and adjust. We may focus in this year on a component –Where do we focus our efforts? – Scope of what we want to look at.

## DRAFT ROAD MAP TO A NEW SAFETY PLAN

### Draft Timeline

ANALYSIS: Fall–Winter	Systems review and community voice
BOARD DIRECTION: By February 2021	Identify guiding values and areas to address Direct supt to develop safety plan framework
PLAN FRAMEWORK: Spring 2021	Superintendent develops safety plan framework
REVIEW: Late Spring 2021	Board discussion and community feedback
ACTION PLAN: Spring–Summer	Superintendent develops, presents final action plan
IMPLEMENTATION: Fall 2021	Implementation and ongoing evaluation

## WHAT IS THE BOARD’S ROLE IN THIS WORK IN THE NEXT YEAR?

- Solicit Community Voice – Join with Equity Committee as a partner; Formalize working group; look at data and identify priority – place to start
- Accountability – Hold board and superintendent accountable for progress
- Advisory – Advise the superintendent in plan development
- Decision Making – How we will make decisions depends on what we are moving forward on – Need to be clear what are board’s decisions and what are staff decisions? Different ways to move things forward. The board will need to affirm the plan. There may be policies to be developed/ revised.

AS WE DEVELOP AND IMPLEMENT THE PLAN,  
HOW WILL WE, AS A BOARD, HOLD  
OURSELVES AND THE DISTRICT  
ACCOUNTABLE FOR THIS WORK?  
(TOOLS, MEASURES, TIMELINES)

- Check-ins on safety plan development – monthly superintendent’s report?
- Monitoring of implementation
- Evaluation of safety plan efficacy – what are our metrics?

IMMEDIATE NEXT STEPS?

- Convene joint Equity Committee and Board
- Begin discussion of formation of working group
- Adopt a policy related to All Students Belong – ODE rule
- Begin system analysis – Supt

## **Background: Student Safety Review Process**

On June 24, the board approved a resolution affirming the board's dedication to identifying and correcting practices and policies that perpetuate opportunity and achievement gaps and institutional racism, and committing to conducting a thorough review of the district's current model of providing for safety in schools.

This will require time and attention to undertake to understand our district's current systems and supports, identify values and chart a direction for key improvements for our district's students.

The process outlined for the student safety review this year provides a framework for a critical review of the district's current systems for student conduct and school safety.

### **Key questions include:**

- What systems and supports do we have in place?
- Do our students, families and staff feel safe and supported at school?
- Do our current systems and supports lead to equitable outcomes for our students?
- What changes to our systems are needed to reduce disparities?

**Information review:** The student safety review process begins with a dive into information about the district's current systems, practices and outcomes. The board this fall and winter will schedule a series of items for information, work sessions with the 4J Equity Committee, and work sessions of the board, to review and discuss key information.

Key information includes:

- Review of relevant board policies
- Student discipline system
- Student behavior expectations and supports
- Available counseling and mental health supports
- Role of the public safety director, campus monitors, school resource officers, and others
- Data on school climate, student discipline, and student arrests
- Key research on school discipline and safety models
- Information on alternate safety models and alternatives to exclusionary discipline, and to arrest and adjudication for conduct that could have criminal consequences

**Community voice:** Also this fall and winter, the district would engage community input to hear the voices of students, parents, teachers, school administrators, and community members who experience or are impacted by the current systems we have in place. This could include a combination of board listening sessions held as public forums, small group dialogue with feedback shared to the board, and potentially guided community conversations held jointly with other local organizations.

Key communities to engage include:

- Students and communities of color
- Students and community members experiencing disabilities
- 4J parents and students
- Teachers, specialists and classified staff
- School administrators

## **Revised Timeline (specific dates to be scheduled):**

### **ANALYSIS: FALL–WINTER**

- Systems review and
- Community voice

### **BOARD DIRECTION: FEBRUARY 2021**

- Identify guiding values
- Identify areas to address
- Direct superintendent to develop framework to support student safety

### **PLAN FRAMEWORK: SPRING 2021**

- Superintendent develops action plan framework
- Presented to school board

### **REVIEW: LATE SPRING 2021**

- Board discussion and community feedback

### **ACTION PLAN: SPRING–SUMMER**

- Superintendent develops final action plan
- Presented to school board

### **IMPLEMENTATION: FALL 2021**

- Implementation
- Ongoing evaluation



## ITEM FOR INFORMATION

### **Date of Meeting**

October 21, 2020

### **Title**

Student Safety Review Process

### **Presenter**

Cydney Vandercar, Superintendent  
Kerry Delf, Chief of Staff

### **Background**

On June 24, the board unanimously approved a resolution affirming that the board is dedicated to identifying and correcting practices and policies that perpetuate opportunity and achievement gaps and institutional racism in all aspects of the functioning of the school district. The board committed to conducting a thorough review of the district's current model of providing for safety in schools.

At this meeting board leadership and staff will discuss the framework and next steps for the student safety review process to be undertaken during the 2020–21 school year, including a systems review, student and community voice, and board direction to the superintendent to develop an action plan.



## **ITEM FOR ACTION**

### **Date of Meeting**

October 21, 2020

### **Title**

Approve Revisions to Board Policy JEF, Release Time for Religious Instruction

### **Presenter**

Cydney Vandercar, Superintendent  
Christine Nesbit, General Counsel

### **Background**

In February 2020, the board received information about how the district accommodates students' individual right to observe religious holidays and how board policies on religious accommodation could be strengthened. Proposed revisions to board policy JEF respond to the articulated goal of the board to strengthen its religious accommodations policies and practices.

In June 2020, the board received a first read of proposed revisions to board policy JEF, and on October 7, 2020 had an extended discussion of the proposed policy and potential amendments to the policy.

Based on board discussion, the superintendent is recommending that the board adopt version 2 of the proposed revisions to policy JEF. Version 2 incorporates the following new changes:

- minor language changes to clarify the policy's intent and scope
- an administrator approval process in advance of scheduling a major co-curricular or extra-curricular activity on a major religious holiday, when scheduling is within the control of the school or district
- information including a list of major religious holidays will be available on the district website and more readily available to parents

Extensive background information and explanatory material about the proposed policy has previously been provided and will not be repeated here. For further information see meeting materials for the board meetings of June 24, 2020, and October 7, 2020 at

<http://tinyurl.com/4jboardmeetings>.

The board packet contains potential amendments to version 2 of the policy, which may be discussed at the board meeting.



### **Options and Alternatives**

The board may adopt revisions to policy JEF as proposed or as amended, may direct staff to conduct additional research or draft alternative language, or decline to make any changes. Additional potential amendments raised at the board meeting, depending on complexity, may require staff work and setting the matter over for a future meeting.

### **Board and Superintendent Goals**

Maintaining and updating policies constitutes prudent stewardship of district resources to best support student success, educational equity and choice. The board's adoption process allows for comment by members of the public and reflects the engagement of district stakeholders.

### **Recommendation**

The superintendent recommends that the board approve the proposed version 2 revisions to board policy JEF.

# Eugene School District 4J

Code: JEF  
Adopted: 7/02/73  
Revised/Readopted: 6/16/10; 11/28/18;  
XX/XX/20  
Orig. Code: JEFB; 7610

## **Release Time Accommodation for Religious Instruction and Observance** **(Proposed Version 2)**

The district recognizes each student's individual right to free exercise of religion. The district also recognizes its responsibilities to make reasonable accommodations for students' religious observance, while neither promoting one religion over another nor preferring religion over non-religion.

Requests for religious accommodation should be directed to the student's teacher or principal.

### **Release Time for Religious Instruction and Holidays**

The district will permit elementary and secondary school students to be released from school each week consistent with Oregon law for religious instruction. A written request must be signed by parent or guardian.

Religious teachers will not be permitted to promote student participation by directly contacting students on school premises or by involving students in the released time program to recruit their friends who remain in the classroom.

Students not attending religious instruction will continue with the regular school program.

The administration shall have procedures for dismissing and recording excused absences for students attending religious instruction or observing religious holidays.

### **Accommodation of Absences for Religious Reasons**

Any student unable to attend classes on a particular day due to religious beliefs shall be excused from attendance requirements for that day. No such absence shall be counted against a student in determining exclusion, failure or reduction of grades.

### **Scheduling**

School and Grade-Wide Events: Schools should avoid scheduling important events that by their nature cannot be made up, such as picture day, open house, prom, graduation, and Outdoor School, on days that conflict with major religious holidays that may impact student attendance or participation. Such events can be scheduled on major religious holidays only if such scheduling is reasonably necessary to carry out the proper functioning of a school program or course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

Field Trips, Co-Curricular and Extra-Curricular Activities: When scheduling other special events such as field trips, try-outs, plays, concerts and major co-curricular and extra-curricular activities, staff must consider the potential for students to experience conflicts on major religious holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with religious observances

can be avoided, if possible to do so without making unfair demands on programs or other students, and otherwise accommodated if not. Parents and students are encouraged to communicate their need for religious accommodation to the school.

The field trip approval process will include a question about scheduling and major religious holidays. In order for a field trip to be scheduled on a major religious holiday, an administrator must review and approve the request. Administrator approval is also required to schedule a major co-curricular or extra-curricular activity on a major religious holiday, when scheduling is within the control of the school or district.

Tests and Assignments: Any tests and assignments a student misses because of religious instruction or observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests and quizzes, and to complete homework due on that day or the following school day. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious holiday.

Final Exams: Final exams are scheduled based on the district-adopted calendar. The board should consider the likely resulting exam schedule and possible conflicts with major religious holidays as they consider calendar options.

### **Communication**

The superintendent will prepare guidelines implementing this policy, including a list of major religious holy days, which will be communicated to staff.

School staff will be informed at least twice per year of dates of major religious holidays, the observance of which may impact student attendance or participation.

Parents will be informed at least annually about this policy and their student's right to request religious accommodation. Information including a list of major religious holidays will be made available on the district website. Parents are encouraged to communicate their student's need for religious accommodation to the school.

For purposes of this policy, a major religious holiday means a religious observance that precludes school attendance or participation in an important school event for adherents of the religious tradition. The district will make a good faith effort to identify major religious holidays observed in the local community by consulting generally accepted, religiously neutral sources of information. Students and families may request that one or more holidays from their religious tradition be included on the district's list of major religious holidays under this policy.

The superintendent shall reconsider the scope of this policy and recommend changes to the board as needed if the total number of school days identified as major religious holidays is likely to impose an unreasonable burden on the district or schools' ability to schedule important school events.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 339.420](#)

[ORS 659.850](#)

[OAR 581-021-0046\(5\)](#)

Dilger v. Sch. Dist. 24CJ, 222 Or. 108 (1960).  
U.S. Const., Amend I



**POTENTIAL AMENDMENTS  
RELIGIOUS ACCOMMODATIONS POLICY  
October 21, 2016 Board Meeting**

**Proposed Amendment 1 – to add a paragraph about try-outs to the Scheduling section:**

**Scheduling**

School and Grade-Wide Events: Schools should avoid scheduling important events that by their nature cannot be made up, such as picture day, open house, prom, graduation, and Outdoor School on days that conflict with major religious holidays that may impact student attendance or participation. Such events can be scheduled on major religious holidays only if such scheduling is reasonably necessary to carry out the proper functioning of a school program or course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

Field Trips, Co-Curricular and Extra-Curricular Activities: When scheduling other special events such as field trips, try-outs, plays, concerts and major co-curricular and extra-curricular activities, staff must consider the potential for students to experience conflicts on major religious holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with religious observances can be avoided, if possible to do so without making unfair demands on programs or other students, and otherwise accommodated if not. Parents and students are encouraged to communicate their need for religious accommodation to the school.

The field trip approval process will include a question about scheduling and major religious holidays. In order for a field trip to be scheduled on a major religious holiday, an administrator must review and approve the request. Administrator approval is also required to schedule a major co-curricular or extra-curricular activity on a major religious holiday, when scheduling is within the control of the school or district.

Students who miss try-outs for co-curricular or extra-curricular activities due to observance of a major religious holiday will be provided an opportunity to try out on a different day.

Tests and Assignments: Any tests and assignments a student misses because of religious instruction or observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests and quizzes, and to complete homework due on that day or the following school day. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious holiday.

Final Exams: Final exams are scheduled based on the district-adopted calendar. The board should consider the likely resulting exam schedule and possible conflicts with major religious holidays as they consider calendar options.

**Proposed Amendment 2 – to modify the paragraph on Tests and Assignments as follows:**

Tests and Assignments: Any tests, ~~and~~ assignments or final exam reviews a student misses because of religious instruction or observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests and quizzes, and to complete homework due on that day or the following school day. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious holiday.



**ITEM FOR ACTION (Second Read)**

**Date**

October 21, 2020

**Title**

Consider Approval Board Working Agreements

**Presenter**

Mary Walston, Chair

**Background**

The board annually reviews, affirms or revises Board Working Agreements.

## **WORKING AGREEMENTS**

Approved January 15, 2020

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The Board of Directors is the educational policy making body for Eugene School District 4J. The board's primary responsibility is to establish policies for the 4J School District to guide practices, processes and programs with the goal of producing the highest educational achievement. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources.

The board must fulfill these responsibilities by:

- Functioning primarily as a legislative body to formulate and adopt policy
- Hiring and managing a superintendent to implement policy and run the district
- Evaluating the results of the work of the district
- Carrying out its functions openly and seeking the involvement of students, staff and the public during its decision-making processes
- Honoring and respecting the trust and faith the community has placed in the board as individually elected officials by encouraging and soliciting participation and engagement of the community

To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team.

These working agreements do not seek or intend to restrict the rights of an individual board member, but rather to provide a set of guidelines, shared agreements and expectations among and between the individual members, the superintendent and district staff. As a board, there is accountability for these shared agreements in an effort to focus the work of the district. These agreements are intended to augment and detail section A and B of the Eugene School District 4J Policies. (See <http://www.4j.lane.edu/board/policies/>)

### **Board Organization and Governance**

1. The board will work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
2. The board will focus on the responsibilities of policy making, planning and evaluation of the superintendent, and fiscal oversight.
3. The board will make decisions in the best interest of students and the district as a whole.
4. The board will actively solicit input, listen to all perspectives and give careful consideration to all issues presented to the board.
5. Individual board members have no authority to take individual action regarding policy or district and school administrative matters.
6. Individual board members will respect decisions of the board. Each board member should express viewpoints, and then respect and abide by the vote of the majority.
7. Each year the board will select a chair and vice chair, and this constitutes "Board Leadership".
8. Newly elected or appointed board members will be offered and expected to participate in orientation sessions to be provided by Eugene 4J staff and supplemented by outside training as deemed appropriate.

### **Meeting Agreements**

## **WORKING AGREEMENTS**

Approved January 15, 2020

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1. Board members will arrive in advance of the start time of meetings and will carefully review all meeting materials in advance of the meeting.
2. Board meetings will begin at the designated start time and members will work to end meetings on time.
3. Board members will attend all regular meetings of the board. Members will contact board leadership and the superintendent, in advance of the meeting if unable to attend. Calling in to meetings is an option but should be used only in rare occasions when in-person attendance is not possible.
4. Board members will cast a vote on all matters before the board, except when a conflict of interest is identified. Abstentions are not allowed.
5. Board meetings will be held only at accessible locations.
6. Board meetings will be properly noticed and adhere to Oregon Public Meeting Law requirements as per Oregon Revised Statutes 192.610–192.690.
7. The Board may hold an executive session as defined in ORS 192.660 and ORS 332.061. Board members must respect and adhere to the confidentiality of all matters and all materials discussed within an executive session of the board. Information shall not be shared with anyone outside of an executive session.

### **Duties, Responsibilities and Role of Board Leadership**

1. Board leadership is the annually elected chair and vice chair of the board. Terms for these roles begin on July 1 and end on June 30.
2. The board chair and vice chair will meet regularly with the superintendent to develop, set, and review agendas for board meetings. A single board member will attend each leadership meeting and agenda review in a rotation format. The schedule of attendance at leadership will be included in the board calendar.
3. Board leadership, in conjunction with the superintendent, will provide a list of board meetings and topics at least once a month.
4. Board leadership will informally survey each member of the board to determine preference and interest for the various board committees. The chair will present the annual board assignments during a regular meeting of the board of directors and will seek ratification of these assignments at that same meeting. When making committee assignments, the chair will consider the preferences expressed by individual board members, and will strive to rotate assignments to maximize opportunities to gain a broader understanding of the district. At the same time, the board chair will assign mentor relationships with the student board representatives. The chair retains the right to make these assignments should ratification not occur.
5. Board members who are not the official appointee to a committee may attend meetings of any committee, but the board member(s) should take caution and be aware that four members of the board constitute a quorum of the board.
6. Board leadership will be responsible for the board self-assessment.
7. Board leadership will be responsible to ensure the annual evaluation of the superintendent occurs in a timely manner and is consistent with the superintendent's contract.

## WORKING AGREEMENTS

Approved January 15, 2020

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### Communication by Board Members

1. Board member communication is subject to the Oregon Public Meetings Law as defined and established in ORS 192.610–192.690. Board members should not deliberate toward any public decisions in any format except for public meetings. A discussion by more than three board members in a non-public meeting on any board matter is not allowed.
2. Board members will communicate directly with the superintendent when relaying a concern, complaint or problem received from a community member, Eugene 4J School District staff member or another stakeholder. Any request for information, data or reports, other than a simple distribution of an existing document or report, must be made through the superintendent.
3. Information requests which require 15 minutes or more of staff work or staff resources will be referred by the superintendent to board leadership or the full board to determine if the request to use resources aligns with board and district priorities.
4. When attending meetings or speaking directly to district staff, board members are expected to respect and understand their status as the elected leaders of the school district and how this position will be perceived. It is important to keep communication on district issues focused to the superintendent.
5. Board members will communicate questions or concerns about agenda items to the superintendent and board leadership.
6. The board chair or designee is the official spokesperson for the board. If a media request is made to another member who is not the chair, that member may speak with the media as an individual member, and, should inform the board as a whole.
7. The board chair will be responsible to answer in writing all correspondence sent to the board. All board members will be copied on responses. However, board members should be cautious to abide by the Oregon Public Meetings Law (ORS 192) with regard to serial meetings via electronic communication; avoid the use of “reply to all”. The board chair will strive for a response timely response to correspondence.
8. In some instances, board members may have an existing professional relationship or volunteer relationship with schools, programs or Eugene 4J staff that necessitates interactions in the board member’s capacity as a private citizen or volunteer. The board member must clearly state the visit or interaction has no official board-related purpose. The board member should inform the superintendent and building administrator of this visit or interaction. When visits or interactions are as a part of a work or volunteer schedule, the board member should inform the superintendent, to the extent possible, of the schedule of meetings.
9. Board members, at times, may wish to learn more about a specific topic, issue or program within the school district. These requests should first be made to the superintendent (see #2 above). If a site or program visit is requested, this should also be made first to the superintendent who can inform the building administrator and or program staff. Further, from time to time, building administrators or program staff may proactively invite board members to a site or program visit as learning opportunities; these are encouraged. Again, board members should be in communication with the superintendent when such requests are received and should be mindful of the Oregon Public meetings Law.

## **WORKING AGREEMENTS**

Approved January 15, 2020

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10. With the popularity and availability of photography for social media purposes, photos of students in which students can easily be identified should not be posted without prior and explicit consent of the parent or guardian of the student.

### **Agenda Planning**

1. The agenda of each regular board meeting is developed in collaboration between the superintendent and board leadership and is based on an annual calendar and board goals set by the board at the summer board retreat.
2. At each regular meeting of the board there will be an opportunity for members to request an item to be considered by the board. In order to better plan and manage staff and district resources, the request must be supported by at least three members of the board. There will be a verbal vote on such requests to ascertain if there are three members in support of the request. The first step for staff response will be information included in the superintendent's weekly memo. If, at this point, a member would like to ask for a work session or "item for information" at a regular meeting of the board, support of at least three members will be needed to place it on the agenda at a future meeting. When the intent is to eventually create or amend board policy, the item will be researched and vetted by staff, and presented at the next reasonably available meeting as an "item for information". The proposed policy or proposed amendment will then be placed as an "item for future action" so as to ensure sufficient time to inform and receive comments from community members. The next step, if the item is to be moved forward, will be the consideration of the matter as an "item for action."
3. When a work session, new policy or policy amendment request has been supported by at least four board members, the request will be reviewed by board leadership and will be placed on a future meeting agenda.
4. The board chair will report to the body the status of agenda requests at the next regularly scheduled meeting, provided that there has been sufficient time to review the request with the superintendent and staff. In addition, the weekly memo from the superintendent will also include the "Working Calendar and Draft Agenda".
5. At the end of regular meetings at which there have been requests for more information or a work session on a topic, the chair will offer a summary of items which have been moved forward.
6. Regular meeting agendas will include a short verbal report by the chair to preview upcoming meetings and the major topics to be considered.

### **Planning and Evaluation**

1. Board members will conduct an annual self-assessment of the board's performance; the annual review ideally should be completed within the context of the board's spring retreat.
2. Board members will review the "Board of Director's Guiding Beliefs and Values" statement and "Working Agreements" at least annually.
3. Board members will participate in establishing annual expectations and goals for the superintendent.

## WORKING AGREEMENTS

Approved January 15, 2020

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4. Board members will objectively evaluate the superintendent's annual performance and provide appropriate feedback.
5. The board will annually set goals for itself, which will be reviewed and evaluated within the agenda of the summer board retreat.

I \_\_\_\_\_ have read and understand these working agreements. I agree to work under these agreements during my term as an elected school board member.

\_\_\_\_\_  
(Signature)

Attachments:

1. [Board Policy Sections A and B](#)
2. List of Board Committees
3. Role of Student Representatives ([Board Policy BCBA](#))
4. ORS 192.610-690, (Oregon Public Meetings Law) <https://www.doj.state.or.us/oregon-department-of-justice/public-records/attorney-generals-public-records-and-meetings-manual-2014/> OSBA: Public Meetings [http://www.osba.org/Resources/Article/Board\\_Operations/PublicMeetings.aspx](http://www.osba.org/Resources/Article/Board_Operations/PublicMeetings.aspx)



## ITEM FOR ACTION

**Date**

October 21, 2020

**Title**

Select Superintendent Search Firm

**Presenter**

Christine Nesbit, General Counsel

**Background**

The services of a consultant are needed to assist the school board with the search plan and recruitment process for a permanent superintendent of schools.

The district received six proposals in response to the RFP. At the September 23 board work session, the board interviewed four search firms.

At the October 21 meeting, the board is scheduled to make their final selection and choose the firm that will support the board with the recruitment process for a permanent superintendent of schools.



## **ITEM FOR FUTURE ACTION (First Read)**

### **Date of Meeting**

October 21, 2020

### **Title**

Consider Extension to Interim Superintendent Contract

### **Presenters**

Mary Walston, Board Chair

### **Background**

In Spring 2020, the board declared the superintendent position vacant, established criteria and a profile for hiring an interim superintendent, and engaged in a recruitment process, ultimately leading to the selection of Cydney Vandercar as Interim Superintendent for Eugene School District 4J and approval of a one-year contract.

In the August 3 board meeting, the board approved the Informal Request For Proposal (IRFP) for a consultant firm to assist in the recruitment and selection of the permanent superintendent, and subsequently screened and interviewed multiple search firms.

At the October 21 board meeting, the board will consider whether to postpone the search for a permanent superintendent for the 2021-22 school year, and alternatives to doing so, including an extension of the contract of the current interim superintendent. Action on a contract extension would be made at a future meeting.