

**NOTICE:** The meeting will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, the internet at [www.4j.lane.edu/stream](http://www.4j.lane.edu/stream), or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRReEpqZ0JxRzVpaVdlQ3h5UFVzd09>

**School Board Meeting Request Forms:**

Provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)

The board will hear public testimony via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment, virtually, at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

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

**7:00 PM  
 5:30 p.m. Work Session and 7:00 p.m. Regular Board Meeting**

I.	<b>5:30 p.m. Board Work Session:</b> Review and Discuss Board Policy ACC–Racial Harassment Presenter: Cydney Vandercar, Interim Superintendent	<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	
VII.	Receive Reports from High School Student Representatives	
VIII.	Items Raised by the Audience	
IX.	Comments by Employee Groups	
X.	Comments and Committee Reports by Individual Board Members	
XI.	Consent Group - Items for Action	
	1. Approve a Resolution Authorizing the Issuance and Sale of One or More Series of General Obligation Bonds in the Aggregate Principal Amount Not To Exceed \$319,300,000; Designating An Authorized Representative, Bond Counsel and Financial Advisor; Authorizing Appointment of a Paying Agent and Bond Registrar; and Authorizing Publishing of a Notice of Sale or Execution of a Purchase Agreement Presenter: Andrea Belz, Director of Financial	8
	2. Select Investment Adviser Presenter: Andrea Belz, Director of Financial Services	12
	3. Outdoor School Presenters: Eric Anderson, Director of Curriculum; Melissa Ibarra, Director of K–5 Instruction; Sarah Ruggiero-Kirby, Science & Outdoor School TOSA	14
	4. Approve Meeting Minutes: February 2, 2022 Work Session and Regular Board Meeting; February 9, 2022 Work Session	15
XII.	Items for Information	
	1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan (30 Minutes) Presented by: Cydney Vandercar, Interim Superintendent	37

	2. Review Budget Committee Meeting Schedule (10 minutes) Prepared by: Judy Newman, Board Chair	63
	3. Receive Update on District Response to COVID-19 (15 Minutes) Presented by: Cydney Vandercar, Interim Superintendent	64
XIII.	Items for Action	
	1. Consider Revisions to Policies ACB – Bias Incidents and AC – Nondiscrimination Consider Adoption of Policy ACC – Racial Harassment (10 minutes) Presenter: Christine Nesbit, General Counsel	65
	2. Consider Approval of Lane ESD 2021-23 Local Service Plan Year Two: (5 minutes) Presenter: Cydney Vandercar, Superintendent	75
	3. Approve Board Working Agreements (10 Minutes) Presented by: Judy Newman, Board Chair	114
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
	1. XIV.1. <b>2021–22 Board Meeting Dates:</b> <b>JULY:</b> <del>Thursday, July 1, 2021—Special Board Meeting</del> <b>AUGUST:</b> <del>Wednesday, August 4 and Wednesday, August 18;</del> <del>Board Retreat Dates: August 25 and August 28</del> <b>SEPTEMBER:</b> <del>Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29</del> <b>OCTOBER:</b> <del>Wed., Oct. 6; Wed., Oct. 13; Wed., Oct. 20; Wed., Oct 27</del> <b>NOVEMBER:</b> <del>Wed, Nov. 3, Tuesday, Nov. 16, and Wed, Nov. 17; Tues, Nov. 23</del> <b>DECEMBER:</b> <del>Wed, Dec. 1; Wed, Dec. 8; Wednesday, December 15</del> <b>JANUARY 2022:</b> <del>Tuesday, January 4, 2022; Wednesday, January 12; Wednesday,</del> <del>January 19; Wednesday, January 26; Monday, January 31</del> <b>FEBRUARY:</b> <del>Wednesday, February 2; Wednesday, February 9; Wednesday,</del> <del>February 16; Wednesday, February 23; Board Training February 26 &amp; 27</del> <b>MARCH:</b> <del>Wednesday, March 2; Monday, March 7; Wednesday, March 9;</del> <del>Wednesday, March 16; Wednesday, March 30</del> <b>APRIL:</b> <del>Wednesday, April 6; Wednesday, April 13; Wednesday, April 20; Wednesday,</del> <del>April 27</del> <b>MAY:</b> <del>Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday,</del> <del>May 25</del> <b>JUNE:</b> <del>Wednesday, June 1; Wednesday, June 8; Wednesday, June 22</del>	
XV.	Adjourn	

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

**INFORMATION FOR THE DEAF AND HARD OF HEARING:**

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



**ITEM FOR INFORMATION – WORK SESSION**

**Date of Meeting**

February 23, 2022

**Title**

Review and Discuss Board Policy ACC–Racial Harassment

**Presenter**

Cydney Vandercar, Superintendent

**Discussion**

The board will review and discuss Board Policy ACC–Racial Harassment

# Eugene School District 4J

Code: ACC  
Adopted: 02/23/22

## Racial Harassment

### Purpose and Scope

All forms of racially oppressing conduct are harmful to the district's mission, values and goals, and combatting expressions of personal racism in district schools is a legal and moral imperative. The district is committed to providing an inclusive educational environment, free from racial oppression. The district also acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice, educating persons who have violated this policy, teaching inclusion, and in creating an inclusive learning and working environment.

This policy applies in all programs and activities of the district, including on school grounds and the area immediately adjacent to school grounds, on district online and remote learning programs and platforms, on school-provided transportation, at an official school bus stop, or at any activity, program, athletic or other event, internship or trip sponsored by the district. This policy may be applied to off campus racial harassment only to the extent that it substantially disrupts the educational environment, or targets particular individuals and is so serious or severe as to deny or limit their ability to participate in or benefit from the educational program.

This policy does not prohibit the display of symbols or language used in the teaching curriculum or other learning opportunities that are aligned to state standards and support the goals of this policy.

### Definitions, Expectations and Consequences

Racially harassing conduct means unwelcome physical, verbal or nonverbal conduct based on the person's actual or perceived race, color, national origin or ethnicity; or physical characteristics historically associated with race, a place of origin, protected class ethnicity or religious or cultural ancestry. It creates a hostile environment when the conduct is so severe, persistent or pervasive so as to interfere with or limit a person's ability to participate in or benefit from the district's educational program or activity or creates an intimidating, threatening, hostile or offensive educational or employment environment.

This policy seeks to prevent, and prohibits, all forms of racially harassing conduct in district programs and activities, even if the conduct does not include an intent to harm; is not directed at a specific target, involve repeated incidents, result in tangible injury or detriment, to or constitute a hostile environment or bias incident.<sup>1</sup> However, context and intent will be factored in the response to the conduct.

Examples of conduct prohibited by this policy, regardless of intent, include, but are not limited to: ~~derogatory language about a person's skin color, accent, appearance or dress when linked to ethnicity or ancestry;~~ racial slurs or epithets ~~such as use of the "N" word regardless of intent;~~ race-based chants or comments ~~slurs~~ against student athletes; unwelcome gestures or acts of physical aggression based on the person's race or ethnicity; derogatory language about a person's skin color, accent, appearance or dress when linked to ethnicity or ancestry; statements or display of graffiti or printed material promoting racial stereotypes; offensive jokes or comments about a religious group when based on actual or perceived shared ancestry, ethnic characteristics or residency in a country with a distinct religious identity; display of symbols of hate as defined by board policy ACB; and verbal or nonverbal slights or insults which communicate hostile, derogatory or negative messages to persons based on their race or ethnicity.

Students are expected to follow the standards for student behavior established in this policy and the Student

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<sup>1</sup> As provided in policy ACB, a "bias incident" means a person's hostile expression of animus toward another person, relating to, among other things, the other person's perceived race, color, religion or national origin, of which criminal investigation or prosecution is impossible or inappropriate. ~~This policy does not prohibit the display of symbols used in the teaching curriculum and other learning opportunities that are aligned to state standards and support the goals of this policy.~~

Rights and Responsibilities Handbook (SRRH) and to hold their peers to the standards established by this policy.

Teachers and other staff who have knowledge of racial harassment are responsible for taking action to stop the behavior, report it that day to the school administrator and prioritize the safety and well-being of persons impacted.

The school administrator has overall responsibility for compliance with this policy at the school, investigations of and responses to racial harassment at the school level. A building administrator will investigate reports of racial harassment as soon as possible and take prompt and effective remedial action.

Students who violate this policy are subject to discipline as provided in the Student Rights and Responsibilities Handbook. Staff members who violate this policy, including by failing to stop or appropriately respond to a report of racial harassment, are subject to discipline. Others who violate this policy may be excluded from district premises.

### **Reporting and Administrative Action Upon Receipt of a Report**

Students and families are encouraged to report their concerns promptly to a trusted school employee. Students may use an optional Student Safety Reporting Form, available from the school and on the district website, or report through Safe Oregon at 1-844-4-SAFE-OR (text or call) or [www.safeoregon.com](http://www.safeoregon.com). Reports by staff members and others are expected to be made promptly to the school administrator or department director.

Any report alleging a violation of this policy by a person to whom a report would ordinarily be made shall instead be made to or filed with the district's Title VI or IX coordinator (students), ~~or the hHuman rResources dDirector~~ (employees), or to the superintendent.<sup>2</sup>

Upon a report or knowledge of a potential racial harassment incident, the school administrator, department director or designee shall, without delay:

1. Acknowledge receipt of the report and inform the person(s) at whom the behavior was directed, the person alleged to have committed the behavior if known, and the parents of such persons that an investigation has been initiated;
2. Take interim actions necessary to maintaining a safe learning environment and commit to preventing further harm against persons impacted;
3. Assess the allegations, consider whether the behavior violates other board policies or civil rights laws, and follow requirements of applicable policies. Potential violations of policy ACB – Bias Incidents and Hate Symbols shall be processed in accordance with regulation ACB-AR in addition to any procedures required by this policy.
4. Conduct a thorough, sensitive and timely investigation of all racial harassment allegations as soon as possible, find facts and determine responsibility. Should an investigation not be completed within 10 work days, an update should be provided to impacted persons.
5. Provide an appropriate response for the offender, ~~and~~ impacted person(s), and school community that is tailored to the circumstances.
  - The response must be reasonably calculated to stop the harassing conduct or discrimination, prevent its recurrence, and include educational components that promote understanding of and respect for human rights and diversity. The administrator will prioritize practices that repair the violator's connection with the school community, and promote social-emotional learning, growth and transformation of the individual who caused harm. When appropriate and voluntarily agreed to by all parties, the response may include structured communication with the impacted person(s).
  - The response must address any continuing effect on the impacted person(s), through means such as offers of counseling, tutoring, safety planning or access to other support structures.
  - The administrator will investigate and implement needed measures in the school community to address

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<sup>2</sup> Reports against the superintendent should be made to the Board chair.

- climate issues, promote transformation in the school culture, and prevent recurrence of incidents
6. Notify parents/guardians of the ~~victim~~impacted person(s) and perpetrator(s) regarding the outcome of the investigation. Communicate that retaliatory behavior of any kind against any complainant or any participant in the complaint process is defined as harassment and will not be tolerated.
  7. Document each racial harassment allegation and investigation and provide documentation required by the district's office in a timely fashion.
  8. Monitor the school climate and promptly address problems that could lead to harassment.

### **Formal Grievance Procedure**

If a person is dissatisfied with the school or district's action or inaction in responding to alleged racial harassment or discrimination, or if the school fails to render a decision within 30 days of the report, they may appeal by filing a formal complaint with the superintendent's office, using the district complaint form available on the district website at [www.4j.lane.edu/contact/complaints](http://www.4j.lane.edu/contact/complaints) or from the superintendent's office. In such a case, the formal complaint procedures and timelines in administrative regulation KL-AR will apply.<sup>3</sup> These procedures provide for an appeal of final district decisions to the Oregon Deputy Superintendent of Public Instruction as provided in OAR 581-002-0001 to 581-002-00231.

### **District Responsibilities**

The district will:

1. Provide an educational program that teaches students to be respectful of others in a diverse society and to understand the impact of racial harassment on students, staff and community; ~~It is expected that on an annual basis, students will receive an~~
- ~~1.2.~~ Provide information and orientation to students every year about ~~on~~ harassment and student their rights and responsibilities under this policy including a variety of safe ways to make reports;
- ~~2.3.~~ Publicize this policy in student and family handbooks and to employees;
- ~~3.4.~~ Provide mandatory training and orientation of staff on the contents of this policy. Training will include teaching staff how to create positive educational environments; and prevent, recognize, discourage and respond to racial harassment;~~;~~
- ~~4.5.~~ Ensure appropriate documentation of reported incidences;
- ~~5.6.~~ Ensure appropriate educational, corrective and remedial measures are implemented; and
- ~~6.7.~~ Conduct an annual review of major incidents of racial harassment ~~violations and make recommendations for improvement~~ and report the information annually to the board.;

### **Retaliation**

Anyone reporting or participating in an investigation into racial harassment shall be free from retaliation. Retaliation includes harassment, intimidation, threats, coercion and discrimination against a person because that person has in good faith reported information that the person believes is evidence of a violation of this policy. Retaliation shall be considered a serious violation of board policy independent of whether a complaint is substantiated.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Any person found to knowingly make false accusations of racial harassment shall be subject to discipline.

END OF POLICY

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

Title VI of Civil Rights Act of 1964

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<sup>3</sup> When a violation of this policy is initially reported through the filing of a formal complaint at step one, the appeal shall be heard by the superintendent at step two.

ORS 659.850  
OAR 581-021-0045  
OAR 581-021-0050



## **ITEM FOR ACTION – CONSENT AGENDA**

### **Date of Meeting**

February 23, 2022

### **Title**

Approve a Resolution Authorizing the Issuance and Sale of One or More Series of General Obligation Bonds in the Aggregate Principal Amount Not To Exceed \$319,300,000; Designating An Authorized Representative, Bond Counsel and Financial Advisor; Authorizing Appointment of a Paying Agent and Bond Registrar; and Authorizing Publishing of a Notice of Sale or Execution of a Purchase Agreement

### **Presenter**

Andrea Belz, Director of Financial Services

### **Background**

On November 6, 2018, voters approved Measure 20-297 “Bonds to Construct, Improve School Facilities, Address Safety, Overcrowding.” This bond measure provides \$319,300,000 to replace three schools (Edison Elementary, Camas Ridge Elementary and North Eugene High School) and fund improvements across the district. These resources will:

- Construct, furnish, replace, renovate, improve, repair and remodel school facilities and other property used for district purposes
- Improve student safety and security across the district
- Acquire textbooks and instructional materials
- Acquire technology to support classroom instruction, and improve infrastructure
- Acquire vehicles for transporting students and enhance access routes to schools
- Acquire equipment and real property
- Pay bond issuance costs.

On February 6, 2019, the Board of Directors of the District adopted Resolution No. 2019-07 authorizing the issuance of one or more series of general obligation bonds in the aggregate principal amount of \$319,300,000 with the first series in an amount not to exceed \$150,000,000.

On April 11, 2019, the District issued general obligation bonds in the principal amount of \$150,000,000, and now desires to proceed with the issuance of bonds under the authorization of Measure 20-297 in the remaining amount not to exceed \$169,300,000.

### **Budget/Resource Implications:**

The resolution presented would authorize the sale of up to \$169,300,000 in general obligation bonds from Measure 20-297 in one or more bond series. This would be the second sale for this bond authorization, and the anticipated impact of this sale would ultimately be incorporated into the proposed budget and related debt service tax rate for the fiscal year beginning July 1, 2022.

**Recommendation**

The superintendent recommends adoption of Resolution No. 2022-12 affirming Resolution No. 2019-07 and authorizing the Director of Financial Services/Deputy Clerk (the "Authorized Representative") to proceed with the issuance and sale of general obligation bonds in the aggregate principal amount not to exceed \$169,300,000. Bonds will be sold in one or more series as determined by the Authorized Representative under the authority of Measure 20-297 and Resolution No. 2019-07.

**RESOLUTION No. 2022-12**

**A RESOLUTION OF EUGENE SCHOOL DISTRICT 4J, LANE AND  
LINN COUNTIES, OREGON AFFIRMING RESOLUTION NO. 2019-07**

WHEREAS, the Board of Directors of Eugene School District 4J, Lane and Linn Counties, Oregon (the “District”) submitted to the voters of the District at an election on November 6, 2018, Measure 20-297 which sought the authorization to contract a general obligation bonded indebtedness in an amount not to exceed \$319,300,000 to finance capital improvements and pay the costs of issuance of the bonds; and

WHEREAS, a majority of the voters of the District voting on Measure 20-297 approved of the issuance of the general obligation bonded indebtedness; and

WHEREAS, on February 6, 2019, the Board of Directors of the District adopted Resolution No. 2019-07 authorizing the issuance of one or more series of general obligation bonds in the aggregate principal amount of \$319,300,000 (the “Bonds”) with the first series in an amount not to exceed \$150,000,000; and

WHEREAS, on April 11, 2019, the District issued general obligation bonds in the principal amount of \$150,000,000; and

WHEREAS, the District now desires to proceed with the issuance of Bonds under the authorization of Measure 20-297 in the remaining amount not to exceed \$169,300,000 and affirm Resolution 2019-07.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF EUGENE SCHOOL DISTRICT 4J, LANE AND LINN COUNTIES, OREGON THAT:

Section 1. Resolution No. 2019-07. The Board of Directors of the District affirms Resolution No. 2019-07. The District authorizes the Director of Financial Services/Deputy Clerk (the “Authorized Representative”), to proceed with the issuance and sale of general obligation bonds in the aggregate principal amount not to exceed \$169,300,000 in one or more series as determined by the Authorized Representative under the authority of Measure 20-297 and Resolution No. 2019-07.

*[Signatures appear on the following page.]*

ADOPTED by the Board of Directors of Eugene School District No. 4J, Lane and Linn Counties, Oregon, this 16th day of February, 2022.

EUGENE SCHOOL DISTRICT 4J  
LANE AND LINN COUNTIES, OREGON

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Chair

ATTEST:

By \_\_\_\_\_  
Superintendent/Clerk



## ITEM FOR ACTION – CONSENT AGENDA

### **Date of Meeting**

February 23, 2022

### **Title**

Select Investment Adviser

### **Prepared by:**

Andrea Belz, Director of Financial Services/Investment Officer

### **Background:**

Eugene School District 4J currently has approximately \$270 million of investable funds, which includes capital project bond funds, debt service funds and operating funds. Additionally, the District is planning to issue bonds this spring to continue projects detailed with the 2018 Bond Measure approved by voters. The Local Government Investment Pool (LGIP) limits our investment account balance to \$52.7 million, so most of these amounts must be placed in other accounts.

Board policy DFA “Investment of Funds” lists its primary objectives in priority order as; preservation of invested capital, liquidity, and return on investment. The objective of hiring a professional investment management firm is to provide timely, well-informed investment recommendations for the District’s investable monies that meet these priorities with the best possible outcomes for the district. Per Board policy, investment advisers may only be hired on a nondiscretionary basis. Essentially, this means that all investment transactions by approved investment advisers must be pre-approved in writing by the Investment Officer and compliant with 4J’s investment policy.

In completing our due diligence regarding the selection of a financial advisor, District staff contacted the investment teams of several financial institutions that already do business with the district. Two firms responded to our inquiries, and a three-person Financial Services team participated in online meetings with these firms. Following these meetings, both firms provided the district with service proposals and financial terms for review. After considering the merits of each firm, staff recommended the selection of Government Portfolio Advisors (GPA) as the District’s investment advisor.

### **Options and Alternatives**

1. Decline to engage an investment advisor and keep current and future funding in excess of LGIP limits within collateralized money market accounts.
2. Direct the Investment Officer to expand their due diligence activities to identify additional investment advisors for Board selection.

### **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 Board approval for the selection of Government Portfolio Advisors (GPA) as the District's investment adviser.



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## ITEM FOR ACTION–CONSENT AGENDA

### **Date of Meeting**

February 23, 2022

### **Title**

Outdoor School

### **Presenters**

Eric Anderson, Director of Curriculum  
Melissa Ibarra, Director of K-5 Instruction  
Sarah Ruggerio-Kirby, Science & Outdoor School TOSA

### **Background**

Since 2016, 4J offered outdoor school to all 5th grade students for free through state grants (funded by Measure 99: Outdoor School for All). Whole Earth Nature School is a local provider that has created the opportunity to serve 4J students this year in brick and mortar, in order to accommodate families that might opt to stay home, or are enrolled in Eugene Online Academy (EOA) or K-5 Connect. Most of our 4J schools have chosen to use Whole Earth - Coyote Outdoor School. The total estimated purchase price of this contract is \$423,492.50 due to the number of schools choosing this option. These costs are covered by the state grant.

### **Options and Alternatives**

Eighteen elementary schools, plus EOA, have chosen Whole Earth. Other options of providers selected by the remaining schools are: OMSI, Camp Wilani, Opal Creek, and Canoe Island. This request allows for individual schools to choose options that work best for their school communities. The alternatives would be either to have the district central office make the selections, or to not offer Outdoor School opportunities, thereby forfeiting 4J's Measure 99 grant funding.

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

For this contract with Whole Earth, a total of 17 Elementary Schools, 1 Charter School PLUS Eugene Online Academy will be served, for a total of 1042 fifth graders. Here is a breakdown of the schools and number of 5th grade students (in parentheses):

River Road/El Camino del Rio Elementary School (40), Coburg Charter School (25), McCornack Elementary School (52), Edison Elementary School (46), Adams Elementary School (74), Fox Hollow Campus (7), Howard Elementary School (104), Chavez Elementary School (51), Twin Oaks Elementary School (37), Buena Vista Spanish Immersion Elementary School (71), Spring Creek Elementary School (48), Gilham Elementary School (90), Holt Elementary School (99), Awbrey Park Elementary School (82), Chinese Immersion Elementary School (15), Family School (20), Willagillespie Elementary School (81), Camas Ridge Elementary School (60), Eugene Online Academy (40). *All students are 5th graders.*

### **Recommendation**

The Superintendent recommends the approval of \$423,492.50 for Whole Earth - Coyote Outdoor School to provide outdoor school to a majority of 4J fifth grade students during the 2021-22 school year.

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

**Date: February 2, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular board meeting at 7:00 p.m. via zoom Notice of the meeting was mailed to the media and posted in the Education Center on Friday, January 28, 2022 and published in *The Register-Guard* on Monday, January 31, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Martina Shabram, Vice Chair  
Alicia Hays  
Gordon Lafer  
Laural O'Rourke  
Maya Rabasa  
Mary Walston

**STAFF:**

Cydney Vandercar, Superintendent  
Kerry Delf, Chief of Staff  
Brooke Wagner, Assistant Superintendent for Administrative Services  
Jeff Johnson, Director of Elementary Education  
Melissa Ibarra, Director of Elementary Education  
Andy Dey, Director of Secondary Education  
Kat Lange, Director of Educational Support Services  
Christine Nesbit, General Counsel  
Ryan Spain, Director of Facilities Management  
Steve Menachemson, Director of Technology  
Karen Hardin, Director of Human Resources  
Oscar Loureiro, Director of Research and Planning  
Andrea Belz, Director of Finance  
Misael Flores Gutierrez, Director of Equity  
Larry Williams, Director of Equity  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**STUDENT ADVISORY PANEL MEMBERS:**

Violet Neal, International High School  
Joselin Godinez, Churchill High School  
Johanna Gilbert, Sheldon High School  
Teryn Rios, North Eugene High School  
Noa Ablow Measelle, South Eugene High School

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, President, EEA (Eugene Education Association)  
Peter Tromba, MAPS (Managers, Administrators, Professionals, Supervisors)

**MEDIA:**

KLCC

Register-Guard

**I. 5:30 P.M. WORK SESSION**

Receive Update on All Students Belong Assessment

Presenters: Pooja Baht, SeeChange; Aimee Craig, SeeChange

Chair Newman began the work session by giving some background, including ending contracts with School Resource Officers and the ongoing concerns of the pandemic on student well-being. The board had decided to hire SeeChange to research and report their analysis of the data in different areas. This was the second time that SeeChange was returning to report on a work plan that they had developed.

Ms. Craig and Ms. Baht introduced themselves and set the context for their presentation which was also included in the board packet. Ms. Baht reviewed the events that had happened in 2020 and 2021 culminating with the Student & School Safety Assessment report. There had been a lot of transitions because of COVID-19 and staffing shortages and burnout created a lot of stress. In addition, students and staff of color had a lower sense of belonging and safety, and a disproportionately high level of discipline. This, along with the stress from the pandemic, exacerbated the impact of racial trauma. She recognized that the impact of multiple social issues was unprecedented and weighed on everyone, including the board.

Ms. Baht said that in light of the negatives, there was resilience in the form of showing up, creating new paths and continuing the programs that strengthened connections. She highlighted the deepening equity investments and priorities, exploring alternatives to school resource officers and strengthening wraparound support.

Ms. Baht and Ms. Craig explored the idea of how the brain responds to decision-making in certain situations and how it related to learning.

Ms. Craig then moved to the work plan that SeeChange had created. She began by saying that the workplan was structured with the understanding that in the present situation, roles were highly changeable. The overarching goal was to “work toward safety and belonging for all students, strengthening and expanding programs and policies that address inequities in feelings of safety and belonging, and discipline practices that disproportionately impact students of color, LGBTQ students, and students with disabilities.” Ms. Craig reminded the audience that the plan was not laid out by year, but by ability to do the work, so SeeChange had designed the plan by priorities, first being to design the team. Ms. Baht added that the first priority was to work with the staff to design a structure that could pull together representatives from all the teams that existed into an action team which would assess the present situation and determine key questions and steps. She provided six target issues that could be calendared into short projects.

Priority two in the workplan was to revise, adopt, and implement the racial harassment policy. Ms. Baht recognized that work had already begun, and the implementation of the policy would be the responsibility of the Safety and Belonging Action Team.

Ms. Craig introduced priority three which was to develop a vision for the newly relaunched Equity Team, which would focus on and implement a vision around the two questions: What values did the

community hold related to safety and belonging? What should every student experience to strengthen safety and belonging across 4J?

Priority four would be to build school board capacity to lead safety and belonging work at the policy level. SeeChange's recommendation was to build community with each other and then to create new protocols and priorities within the board.

Ms. Craig then reviewed a timeline for all the work and then led the group in discussion. The first questions were: What could help the Board clarify its role in safety and belonging? What is currently getting the way of clarity?

Chair Newman recognized that the board had a policy role and that as the Action Team developed their plan, the board might need to revise or create policies. She added that the board would need to be responsive to the Equity Team and recognize their advisory role.

Ms. Shabram said that the anti-racist training would be crucial. She recognized that the board's role in reshaping the district's response to racism.

Ms. O'Rourke asked whether it would be possible to hire someone to help implement the plan. She referred to the racism that was happening on the board and the district's unwillingness to deal with it. She asked how the anti-racism work could be done when racism was not being recognized. Ms. Baht asked for clarity on the types of assistance needed, such as individual coaching or other trainings. Ms. O'Rourke responded that many types of training would not work because of personal bias. She said that her personal experience was representative of what was happening throughout the district. She said that people did not feel that they could point out the issues because of backlash against them.

Ms. Hays agreed that figuring out a way to do deep work in a public setting would be important. She said that she had also experienced bias. She wanted to have authentic conversation and create a plan to respond to issues at the same time to have the openness to make mistakes.

Ms. Craig continued by asking: when you think about the Board's structures for making decisions, what is working well and what might improve the board's ability to come to decisions?

Vice Chair Shabram responded that outside support had been successful to help the board make decisions.

Ms. Walston said the when the focus was on students, it was easier to make decisions. She added that district staff were highly competent professionals who could be relied upon to assist the board. The board also needed to recognize their role as stewards of the district and the students in it.

Ms. O'Rourke asked whether it would be possible to renew the contract with SeeChange. SeeChange responded that it was the end of their contract but were available if the district decided to continue.

Chair Newman agreed that the board needed assistance in working through issues. She said it might need different kinds of supports. She added her concern about doing personal work in public.

Ms. Rabasa said that the advisory role of the Equity Committee would be valuable in making decisions. She added that having facilitators to assist in the work so that staff could all have the opportunity to be engaged would be valuable.

Superintendent Vandercar thanked Ms. Craig and Ms. Baht and said that Mr. Williams and Mr. Flores-Gutierrez had been in conversation with Ms. Brainard to facilitate the Equity Committee.

Ms. O'Rourke said that Ms. Brainard was not an outside facilitator as she had worked in the district for thirty years and Ms. O'Rourke had found some of Ms. Brainard's comments demeaning. Ms. O'Rourke wanted to have a person who was trained in equity work and would expect to vote on the candidate. There was a discussion about the role of the Equity Committee as defined by the state's new legislation.

There was also additional conversation about how to create conditions in which the board could meet in order to have private and personal conversations. Ms. Baht added her own personal story of working in public organizations. She said that everything felt personal for someone who had a marginalized identity, and she was constantly learning how to work in a social structure into which she had been indoctrinated at birth. Ms. Baht said that learning to work within systems to affect change was helpful. She said the board needed to work together as one body. She said that peoples differences and lived experiences are points of strength for a board. She said she had to learn to work within systems to continue the work of changing systemic racism.

Ms. Craig thanked the staff for their role in developing the work plan.

Chair Newman thanked SeeChange for their plan. Seeing the work required reflected in the work plan was very helpful. She was looking forward to determining the board's role in the plan.

## **II. 7:00 P.M. REGULAR BOARD MEETING**

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

Chair Newman called the meeting to order at 7:01 p.m. Chair Newman noted that all board members were present via video conference. After the board recited the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

### **IV. AGENDA REVIEW**

There were no changes to the agenda.

### **V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

#### **1. Administer Oath of Office to Student Board Representatives**

Superintendent Vandercar announced the names of the student board representatives. From Churchill High School, Joselin Godinez; From North Eugene High School, Teryn Rios; From South Eugene High School, Noa Ablow Measelle; from Sheldon High School, Johanna Gilbert; and from International High School, Violet Neal. Superintendent Vandercar reported that they hoped to get a representative from ECCO soon.

After leading the students in the oath of office, Superintendent Vandercar welcomed the student representatives to their positions.

## 2. Recognize Student Achievement

Superintendent Vandercar introduced Ms. Shira Fadeley, teacher on special assignment for music. Ms. Fadeley reported that it was her honor to introduce and congratulate students who were chosen to perform in honor groups during the 2021-22 school year.

There were four students from Sheldon High School who participated in the Western International Band Clinic under the guidance of Julie Bounds: Karysa McMann, trumpet; Sydney Mercer, flute; Emily Mitchell, flute; and Michael Reed, euphonium.

The all-state honors groups performed as part of the Oregon Music Educators Association Conference. Selected by audition to perform in the jazz band was baritone sax player, Kathleen DeCosta, student of Kim Melby at SEHS. In the all-state mixed choir were Karysa McMahan, second soprano, Harper Wheeler, second soprano, and Meagan Mupunga, first soprano, students of Megan Purdue at Sheldon High School. Selected to perform in the wind ensemble were Kawan Kim and Katherine Wischnowski, clarinet, students of Kim Melby. Selected for the 2022 middle school all-state orchestra were Pearl Carter, cello; Oliver Coelho, string bass; John Harms, cello; Kyla Hurt, cello; Eva Kovachevich, violin; Asher Lewis, violin; and Kepri Sroka, violin, who were students of Karen Doerfert at Roosevelt Middle School.

Performing in the all-state symphony orchestra at the high school level were Daniel Huang, viola; Kaellan Lee, cello; Morgan Osburn, violin; and Elysian Sroka, violin, students of Karen Doerfert at South Eugene High School.

Performing at the national level in the honors performance series at Carnegie Hall was soprano Alex Stringer, a student of Megan Perdue from Sheldon High School.

Ms. Fadeley thanked all the students and the families who supported them to make music at an advanced level.

Chair Newman also congratulated and thanked the students and shared her happiness for being able to focus on student success. Superintendent Vandercar also gave her thanks to the parents and teachers who supported the students.

## 3. Superintendent Remarks

Superintendent Vandercar congratulated Brandy Wormdahl for her ongoing fight to ensure that women's sports had equal access as men's sports. She pushed for equity across the system. In honor of the fiftieth anniversary of Title IX, Ms. Wormdahl, students, Superintendent Vandercar and Assistant Superintendent Brooke Wagner had walked 5 kilometers at North Eugene High School. Superintendent Vandercar urged everyone to continue to push for women's rights.

Ms. Vandercar announced that middle school track and field would start on a modified schedule. Information would be sent to families very soon.

She responded to questions how the end of year budget had been determined. She clarified that the figures were determined for the point in time that they were reported. She said that additional

information would be distributed, which would give a clearer picture of how much funds were in reserve.

Superintendent Vandercar had met with Communities Against Hate in the North Eugene High School region. She gave an update on the district's attempts to determine the person who had instigated the bias incidents in December of 2021 on their Instagram account. The district would continue in their searches and Ms. Vandercar would report as more information became known.

Superintendent Vandercar added that there would be a report on graduation rates later in the meeting. A focus of the presentation would be the drop in attendance for affinity groups.

## **VI. COMMENTS BY BOARD CHAIR**

Chair Newman shared that it was the beginning of the Chinese New Year and reported on the tradition of cleaning house to sweep away the old feelings and thoughts in order to make room for the new. She said that the practice resonated with her. She was committed to cleaning her own house to make room for growth. She reflected on the challenges that the board was having and wanted to ensure that the voices of new board members were welcomed, respected, and carefully considered.

She continued that she was looking for support to continue and was working with the Oregon School Boards Association to develop a training session for the board. She added that she hoped the board would work with a mutually agreed upon mediator and also have training sessions on anti-racism focused on education to identify policies and structures of the district that needed improvement.

She reported that the board had completed their working agreements.

She said that by cleaning her own house, she was creating space for healthy debate and the possibility to work together for the best interest of the district. She thanked the community for answering the survey and sharing their ideas of what they were seeking in a superintendent. She said that of the 3400 responses, 900 were from students. She was looking forward to hearing highlights from all the information compiled in the coming week.

Chair Newman thanked staff for their work and dedication, especially over the last two years.

## **VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

Chair Newman welcomed the students to the meeting and shared how much she was looking forward to hearing from them. She added that the students were welcome to stay for the meeting or leave after their report.

Joselin Godinez from Churchill High School shared her concerns that faculty were not enforcing the masking requirements. Affinity groups and students of color were not feeling supported by faculty as well. The school was starting a mixed basketball team that included students from the Lifeskills program. The Equity Team along with Mr. Chisholm would be promoting events throughout Black History Month. Mental health was a concern in the school: not only for seniors deciding what would be happening after graduation but also for everyone coming back after the year away from the regular classroom.

Teryn Rios from North Eugene High School thanked the board for recognizing issues of racism in the school. The support from school was mostly coming from teachers of color and affinity group leaders, but not from the administration level. She also considered mental health to be very important. She wanted to see more resources made available. She wanted to hear how to make schools feel safer and what had been done in the past. She added that climate education was very important and wanted to do more in the school. She was concerned about the amount of packaging and waste in the cafeteria. She referred to efforts to combat hate and wanted to hear about critical race theory and teaching the importance of white privilege.

Noa Ablow Measelle from South Eugene High School reported that talent shows would start once a week at lunch. Intramural volleyball was also happening during lunch time. The school had held a human rights and community involvement assembly with speakers from different groups so students could form connections with resources in the community. The school's biggest goal was to involve clubs and student unions in planning events. The feminist union and economic justice league was having a hygiene drive with benefits going to South Eugene High School students. Often the gender neutral bathrooms were locked due to misuse. The Gay Straight Alliance was trying to convert some of the regular bathrooms for use by gender neutral students. She also agreed that mental health was a concern because resources were not being taken advantage of.

Johanna Gilbert from Sheldon High School reported that the Mr. and Miss Irish Pageant had begun their plans for a full year. Student leadership had collaborated with clubs and affinity groups to have a good fair and many students signed up for clubs. The school had a successful fundraiser called Snowflakes for Joy to give gift cards to local low income families. She shared that there would be a senior breakfast on Valentine's Day. The school was also planning assembly-in-a-box and Source of Strength. She continued that although the school's recent picture drive against racism was successful, it did not take the place of the work necessary to fight bias and racism in the school. She referred to only two classes that discussed the issues and hoped to improve curriculum choices. ASB had also implemented a poster drive representing different black artists, leaders, and athletes. She continued that there was not enough access to in-person health resources and people on campus equipped to help students with physical and mental health issues. She added that assistance for future planning for seniors was lacking. She concluded that students with IEPs and 504 plans for depression, anxiety and ADHD do not feel their plans are being honored.

Violet Neal from International High School reported that the school was getting ready to launch their merchandise design drive. Everything was student designed. They also were beginning their American Youth for Sexuality plan which involved many students across the grades through peer education. She shared concerns that safety and quarantine policies were not being followed. She wanted more information about how ASB funds were allotted to different groups within schools. She said that many black students were feeling unsupported and this was especially pertinent since it was the month where focus was being given to Black History. There was concern that there were few teachers of color who could support students of color. Students were not feeling safe to share their concerns for the lack of support to marginalized students. Violet did not believe care was being given. She added that it was not always the responsibility of students to advocate for themselves. She said that she had also been approached by students on 504 plans and IEPs which were not being followed or honored.

Chair Newman thanked the students for their reports.

## **VIII. ITEMS RAISED BY THE AUDIENCE**

Chair Newman read the requirements for making comment during a public meeting.

Melody Goodwin was a student at North Eugene High School and addressed the hate speech at her school. She said that there had been white supremacist graffiti at the school and racist attacks on social media. Students had been attacked personally with threats of violence and sexual assault online and personally. Students did not feel supported by staff. Students had gathered with their affinity group leaders to discuss how the investigative process was not being shared. She continued that many students felt that students who engaged in hateful speech should be removed from the school for the safety of all, but the administration had not shared with the students what measure would be taken to hold the perpetrators of the crimes accountable. The right to a safe learning environment were not taken into consideration. Ms. Goodwin asked what the board planned to do to ensure that administration maintained a safe learning environment for all students and to end hate speech.

Marion Malcom thanked the student representatives for their substantive comments. She was glad to see the policy on racial harassment was being developed. She was concerned that an item of such importance was at the end of the meeting. She suggested moving such items to a time earlier in the meeting, when board members were less tired. She added her concerns with some areas of the policy, such as the use of the “n” word. She was also excited about the formation of the hate and bias incident response team. She thanked the district for involving community members in the creation of the team.

Sarah Closser thanked the board and student representatives for their work. She referred with concern to the graduation rates of students with disabilities and those from underserved communities. She said that Eugene School District had the lowest rates amongst local school districts. She was concerned that her student’s transition to kindergarten would not be positive. She asked that the district be transparent regarding the data and also actions taken to address equity. She said the lack of transparency made families less confident about their student’s education. She asked the district to put more effort into creating real equity for students. She also asked the district to use the equity tool for all decisions and to work with a consultant on issues about white supremacy and its impact on marginalized communities.

Harry Sanger asked whether the district was ready to stand up for students in issues related to COVID. He cautioned against biased and unbalanced risk assessments and referred to the Alsea School District which had chosen not to accept funding related to COVID regulations. He said that lead agencies were choosing to ignore the voice of the people, and that children were not required to wear masks. He also referred to the hate and bias crimes happening in the North Eugene region.

## **IX. COMMENTS BY EMPLOYEE GROUPS**

Sabrina Gordon, President of Eugene Education Association, shared her gratitude that the student representatives were present. She reported that licensed staff were working without a contract in spite of the issues and challenges of the year and that the increase in salaries offered was not adequate given the state of the district’s budget, which could afford more. Staff and the community were waiting to hear what the district’s next offer would be, as a reflection of how they valued staff and the jobs they were expected to do.

Peter Tromba, President of MAPS, echoed the excitement that student representatives were present at the meeting. He reflected that his group was not a union and had no bargaining leverage over salaries for its members. He reported that there had been a precipitous loss amongst managers, professionals and supervisors. The group believed that the board could make decisions that would address immediate problems, such as the loss of professionals in technology to other large organizations. He asked the board give policy authority to sustain the retention of personnel who were choosing to leave because of salary inequity.

#### **X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Vice Chair Shabram shared that she and Chair Newman had met to update the working agreements based on the input given during the board's mini-retreat under the facilitation of Brenda Brainard. They planned to have the final document on the agenda for the next meeting. She welcomed the student board representatives and shared her excited to have Teryn as her mentor.

Mr. Lafer shared the issues that teachers were facing to support their students and have connection with them, including having to substantially modify lesson plans, spend their prep time counseling students, and act as mentors and guides to large groups of students. There was a sense of overwhelm because of stagnating wages, increase in the cost of living and a rise in the needs of students. He continued that teachers and other licensed staff felt disrespected and unsupported. He urged the district to use reserves to avoid a cataclysmic loss in educators.

Ms. Rabasa also welcomed the student board representatives. She thanked the students for sharing their concerns. She also thanked the community members for their comments on the racial harassment policy. She acknowledged that everyone in the district was working extra hard to manage responsibilities and were concerned about the results of the contract bargaining. She said that it was imperative to support staff in their negotiations which at the same time would allow them to support students. She said that making a swift and supportive decision would create systemic benefits. Ms. Rabasa said that staff did not have the capacity to contribute to the district in other meaningful ways because they were overwhelmed by their work.

Ms. Hays did not have any committee reports. She asked to review the agenda because it was already late in the meeting and they had not gotten to business. She gave her additional time to Ms. Rabasa.

Ms. Walston congratulated the students who had been recognized for musical accomplishments. She also welcomed all the student representatives. She thanked SeeChange for their work. She applauded Teryn's comments regarding the need for climate change actions in the district. She added that she had met with the North region team and Mr. Lafer to discuss a plan for future actions for buildings and grounds.

Ms. O'Rourke also recognized the music students. She hoped to also celebrate career and technical students at some time in the future. She applauded the comments made by the student representatives and shared her concern that their voices would be undervalued because they were telling the truth instead of pretty lies. She said it was important to see and hear what the students were telling the board and staff. She asked them to continue to speak up and the board would hear them.

## **XI. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve Meeting Meetings: January 12, 2022; January 19, 2022

Vice Chair Shabram moved approval of the consent group, with Ms. Rabasa making a second. **The motion passed 7:0.**

Ms. Rabasa asked for a list of those representing the Equity Committee. Superintendent Vandercar said that they had not heard from everyone yet and would get the list to the board as soon as it was finalized.

## **XII. ITEMS FOR INFORMATION**

1. Receive an Update on Lane ESD 2021-23 Local Service Plan Year Two

Presenter: Cydney Vandercar, Superintendent

Superintendent Vandercar welcomed Tony Scurto, superintendent of Lane Education School District, and Board Chair Linda Hamilton to present the Local Service Plan which would be part of the items for action at a future meeting later in the meeting.

Ms. Hamilton thanked each board member for their service, time and energy, and for the reports of the student representatives. She urged the students to not give up on fulfilling their purpose. She also appreciated that the racial harassment policy was being developed.

Mr. Scurto said that there were not substantive changes to the plan for the upcoming year. He reported on the cooperation amongst the districts of Lane County for their response to COVID. He thanked 4J for including smaller districts in their vaccination efforts.

Mr. Scurto shared some issues that were of concern. The LifeSkills program had been operating only four days a week, but Lane ESD had recruited additional staff and were going to return to having programs five day a week. Mr. Scurto added that they had implemented an advisory position, under the guidance of ODE, who was working with schools to manage the details of reopening schools after COVID closures.

Chair Newman asked if there were any questions. Ms. Hays thanked Ms. Hamilton for her leadership in the community. Chair Newman also thank Ms. Hamilton for serving on the Oregon School Boards Association. Ms. Walston acknowledged that it was tough to see special education students not receiving the services they were legally required to receive and was glad to hear that LaneESD, with the assistance of Ms. Hamilton, was working to make changes. Ms. Rabasa echoed Ms. Walston's thanks that LaneESD was working to ensure that LifeSkills was fully staffed. She asked to receive information on collaborative problem-solving protocols that LaneESD was implementing. Mr. Scurto said that it was a program that Lane School had implementing to increase skills amongst that school's population.

Ms. Hamilton thanked the superintendent for her stance on equity issues and for being present at North Eugene High School on multiple days after incidents had occurred. She continued that the OSBA Caucus of Color strongly supported female superintendents and teachers of colors and asked the board to do the same.

Mr. Scurto added that LaneESD had a youth equity council and offered to provide more information to the student representatives.

Chair Newman thanked Mr. Scurto and Ms. Hamilton for their presentations and comments.

2. Receive Update on Graduation Rates:

Presenters: Oscar Loureiro, Director of Research and Planning and Andy Dey, Director of Secondary Education

Superintendent Vandercar introduced Drs. Loureiro and Dey. Dr. Loureiro reported that the district had received the information on graduation rates in January and referred to the board packet for the summary indicators of graduation outcomes: the 4-year (on-time) and 5-year graduation rates, measuring the percentage of students who received regular or modified diplomas; the 4-year and 5-year completion rates, which also include students earning graduate equivalent degrees (GEDs); and the drop-out rate, which measure the percentage of K-12 students who dropped out of formal education.

Mr. Loureiro continued that in 2021 there was a drop in the 4-year graduation and completion rates compared to 2020, an increase in 5-year graduation and completion rates compared to 2020, and a drop in the drop-out rates for the third year in a row. For both Oregon and 4J there has been long-term growth, but in both cases there was a drop in 2021, mostly due to school closures in the last term. In addition 4J has a lower graduation rate than other districts. Mr. Loureiro pointed out the magnitude of the gaps in graduation rates for groups including economically disadvantaged, American Indian and Alaska Natives, English Learners, and Homeless students. He reported that in spite of the drop in 2021, from 2013-2021 there had been an increase for all groups, especially those who had been typically underserved, with the exception of American Indian students. He added that American Indian students had the most challenging time for continued engagement in learning during the pandemic.

Mr. Loureiro continued that the most important factor for graduation was being on-track by receiving six credits in the ninth grade. He cautioned that students who entered high school during the pandemic had the lowest percentage amongst students on-track to graduate. He added that students who had taken classes in Career Technical Education were more likely to be on track to graduate.

Mr. Loureiro concluded that among Lane County districts, 4J's graduation ranking improved from 8th to 7th (out of 16 districts) from 2020 to 2021; among the ten largest districts in Oregon, 4J's graduation ranking dropped from 8th to 9th from 2020 to 2021; and 4J had a lower 4-year graduation rate than the state, but a higher 5-year completion rate.

Dr. Andy Dey, Director of Secondary Education, shared the steps they were doing to best serve students in high school. He considered the Career and Technical Education programs to be very important. He opined that if the district was to serve students with a wide variety of life goals, CTE should not be seen as a second choice to college, but the primary goal for some students and should be articulated as such. He had been working on this goal for many years.

Dr. Dey continued that students who ended their ninth grade year with six credits had a ninety percent chance of graduating from high school. If they did not earn six credits, they had a fifty percent chance. It was important to track students through their first year to support them in making progress towards earning six credits. In addition to supporting students in their ninth grade, it was important to assist students who fell behind so that they could recover quickly and get back on track. He suggested offering core courses that were relevant to students as well as teaching the relevance of what was taught in regular high school courses. He said that the summer intensives program was

very successful and offered courses in climate change; Latin American studies; Native American studies; Gender and Sexuality; and Beekeeping.

Dr. Dey added that when school was remote, the on-track to graduate rate fell to seventy-seven percent. He lauded teachers in their hard work to assist students to get back on track and adjust to in-person school.

Chair Newman asked the board whether they had any questions for Dr. Dey or Dr. Loureiro.

Ms. O'Rourke said that other districts had career and technical high schools from which students graduated ready to enter the field of their choice and asked whether the district had plans to do the same. Dr. Dey said that the plan was to do it deliberately and incrementally. He said that it was his understanding that Superintendent Vandercar would ask Dr. Dey to return with a three- to five-year plan. He said the state was working hard to have job readiness certification. Each high school had CTE programs. He shared the work of some other districts in Oregon and other states where high schools offered advanced studies and 4J was discussing the potential of those programs. He highlighted the Future Build program and the concept of applied studies: using mathematical or language arts skills on the job.

Mr. Lafer was concerned about the difference between 4J and the state as a whole. He asked Superintendent Vandercar if she could give an explanation. Superintendent Vandercar said that as a result of observation that other districts had focused their efforts to ensure that ninth grade students were on track to graduate, 4J was focusing their efforts to do the same and were planning to give tenth grade students increased support. She had also asked the Special Education department to compare their efforts to those districts with better graduation results than 4J. Superintendent Vandercar said the district was also working to ensure that students and families understood exactly what was required to graduate. Mr. Lafer hoped that the district would be able to visit with districts who were succeeding, as originally planned but postponed by the uprise in COVID.

Ms. Rabasa shared her excitement about Dr. Dey's plans to incrementally develop a school for CTE options. She shared that the Midwest and east coast had more success with CTE programs and that Ms. Margaret Hamilton, recently retired Lane Community College president, had reached out to give support to the envisioning process. Ms. Rabasa continued by sharing her concern about students in groups that traditionally were at risk of not graduating and especially those who might be in multiple groups. She asked for the data from these intersectional examples. She was hoping that staffing would be increased to assist students in the details of being on track to graduate. She finished by asking that the position of Assistant Superintendent of Instruction be filled so that the work of the department could continue. She asked to have a conversation about how the unfilled position might be impacting graduation rates.

Ms. O'Rourke encouraged 4J staff to meet with Bethel and Springfield School Districts to learn about the work they were doing. She gave a personal perspective regarding students who were not able to graduate because they were on individual education plans and asked to have more discussion about working with students in more trauma-informed ways. Chair Newman agreed.

Dr. Dey said that high school had to be relevant for students in their life. He agreed that the district had work to do. Unless there were multiple pathways to graduation, many students would not graduate. He said that the district did not want students to go to college because they did not know what else to do.

Ms. Shabram added that working full-time had been necessary for her survival so that she could graduate on time and go to college. She would have dropped out if it were not for the resources available to her. She said that for some students it was necessary to fit work into high school and hoped that would be recognized in the district.

Chair Newman said that it would be important to hear from ConnectEd Lane County and Lane ESD on their progress with regional high school centers. She thanked Drs. Dey and Loureiro for their presentation.

3. Receive Update on District Response to COVID-19

Presenter: Cydney Vandercar, Superintendent

Superintendent Vandercar introduced Dr. Dawn Strong. Dr. Strong said that in a month's period there had been multiple changes including the quarantine period dropping to a minimum of five days from ten, which means that often the isolation period was over before a person learned that they had tested positive. She said the district was working closely with the county and other districts to navigate the new guidelines.

Dr. Strong added staff who contracted COVID-19 typically returned to work after seven or eight days. 350 staff were absent in January, the majority of which were outside of school, however there was spread in schools because of the contagiousness of the virus.

Ms. Strong reported on changes to the quarantine guidelines for persons who had been vaccinated and were exposed or who had contracted COVID in the last ninety days and were then exposed. In January, the definition of close contact changed to only unmasked eating situations.

Dr. Strong added that students and staff were required to wear masks on buses at all times. She continued by describing testing that was happening at school and through other programs, which helped to catch positive cases quickly. Students and staff were recovering rapidly from the Omicron variant.

Ms. Wagner said that 16,000 KN95 masks had been distributed to schools and 4,000 to staff in other departments. Some teachers did not want to be mandated to wear KN95 masks. They were sourcing masks that fit all face sizes.

Ms. Wagner said that they had explored ways to reduce exposure at athletic events.

Mr. Lafer reported at his daughter's school many students were absent and he wondered how many were because of COVID. Ms. Strong said that staff at schools were tracking the reasons for absences. The data was monitored daily and notifications were sent to families if a student in their cohort had tested positive. She referred to the dashboard available on the district website <<https://www.4j.lane.edu/coronavirus/dashboard/>> and described to the board how the data was displayed. She said that 1.5 percent of students were in isolation at the moment. She added that they were relying on families to relay information, so the data was dependent on what was shared with them.

Ms. Rabasa said that she had personal experience with the process and was very appreciative of the compassion and care. She asked for clarification about the persons that were showing up as in quarantine. Ms. Strong described the factors for quarantine and the changes that were constantly

happening. Ms. Rabasa said she also appreciated the opportunity to take advantage of the University of Oregon testing.

Vice Chair Shabram also thanked Ms. Strong and Ms. Wagner for all their work. Ms. Wagner said that the process created by four district staff was the role model for Lane County. She also appreciated the school nurses and other staff in the buildings. Chair Newman added her gratitude for all staff involved.

Ms. O'Rourke shared that she had received a letter from a school nurse who was overwhelmed. She said that it was important to acknowledge that she had received the letter and heard the concerns of the person who wrote it. Ms. Strong agreed that there were many staff at the breaking point, especially because of the surge in cases after the winter break. Ms. Wagner said that they were looking for additional staff.

Ms. Rabasa encouraged the superintendent to consider giving bonuses to nurses.

Chair Newman thanked Ms. Strong and Ms. Wagner for their presentation.

### **XIII. ITEMS FOR ACTION AT A FUTURE MEETING**

1. Consider Approval of Lane ESD 2021-23 Local Service Plan Year Two:

Presenter: Cydney Vandercar, Superintendent

Chair Newman referred to the earlier presentation by Mr. Scurto and Ms. Hamilton and asked the board to send any questions they might have to Superintendent Vandercar, who would pass them along. They would be voting to approve year two of the Local Service Plan at the next meeting.

2. Consider Revisions to Policies ACB – Bias Incidents and AC – Nondiscrimination  
Consider Adoption of Policy ACC – Racial Harassment

Presenter: Christine Nesbit, General Counsel

Superintendent Vandercar asked Ms. Nesbit to present the two policies and added that Mr. Flores-Gutierrez and Mr. Williams were also available to answer questions.

Ms. Nesbit began by presenting Policy AC which was the district's policy against unlawful discrimination and harassment, including discrimination based on race, national origin, religion, gender identity, sexual orientation, gender, and other legally protected characteristics.

She continued that Legislation enacted in 2021 (the CROWN Act) expanded the definition of "race" for purposes of prohibiting racial discrimination to include physical characteristics that were historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles.

An amendment to policy AC was necessary to reflect the expanded definition of race and to ensure that board policy accurately reflected the law against discriminating against individuals based on protected physical characteristics.

After asking if there were questions about changes to Policy AC, Ms. Nesbit continued with revisions to Policy ACB – Hate Symbols and Bias Incidents by stating that the board had passed Policy ACB fourteen months prior. Policy ACB prohibited hate crimes, hate symbols and bias incidents on school

properties and in school programs and activities. The policy defined symbols of hate as “a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin for which criminal investigation was not appropriate. Ms Nesbit said that Policy ACB covered a subset of protected classes that were covered in Policy AC. Oregon legislature had recently changed the law by narrowing its definitions, which prompted a review of district policy.

The superintendent was proposing a revision that met the requirements of the state statute but did not lose the language that the district and board had considered important in the past.

Ms. Nesbit said that there was an administrative regulation that would be revised as well.

Ms. Rabasa asked for an example of the changes might be to the AR. Ms. Nesbit said that changes would be expanding the reporting, complaints and detailed response procedure.

Ms. Nesbit continued with information regarding the new board policy ACC, which exclusively addressed the subject of combating racial harassment.

After reaching out to the community and staff for suggestions and revisions, changes were made to the draft that had been introduced in January.

If adopted as suggested, the policy would acknowledge the harm of all forms of racially oppressing conduct; that combatting expressions of personal racism would be a legal and moral imperative; and acknowledge the central role that educators would have in recognizing and interrupting demonstrations of personal prejudice and teaching inclusion. The policy was written to ground the district and board in an education and transformational framework. The scope applied to all district events, including athletic events.

Ms. Nesbit continued that while there were legal limits to off-campus conduct, the policy would apply to conduct that limited the safety and educational benefit of students on campus.

The policy defined racially harassing conduct in a manner broad enough to not depend on the intent to cause harm. The emphasis was on education to the persons violating, and applied to a range of circumstances. Examples of misconduct were incorporated.

All persons were required to follow the policy and make reporting as necessary. Ms. Nesbit gave options for reporting including by text to Safe Oregon.

The focus of the policy was emphasis on sensitive and thorough investigation that centered on the impacted person’s safety, healing and access to education, and reparative and transformative response.

The outcome intended by this policy was a common and better understanding about forms of personal racial prejudice and the role and responsibility educators have in recognizing and addressing racial harassment. The policy would broadly prohibit all forms of racially harassing conduct, including forms that did not involve an intent to harm or result in tangible injury or detriment to persons impacted by harassment, and as such, was believed to improve racial equity and inclusion in the district.

Mr. Lafer asked about the privacy of reporting. Ms. Nesbit said that there were alternative ways of reporting so that the person making the report felt safe in doing so. She referred to page two of the policy which outlined the ways in which a person could report concern about their superior.

Ms. Shabram raised question about the zero-tolerance of the use of the “n” word. She also shared her concern about removing harassing images and comments from social media and the internet. She hoped that image facilitated sexual abuse and harassment would be taken up at the federal level.

In response to the issue of zero tolerance of use of the “n” word, Ms. Nesbit said that racially harassing conduct was typically unwelcome conduct. She referred to footnote 1 of the policy which stated that the policy did not prohibit the display of symbols used in the teaching curriculum and other learning opportunities that were aligned to state standards and supported the goals of the policy.

Mr. Williams said that staff had discussed the issue of the use of the “n” word as a term of endearment to some, but not to others. He said the goal was to educate that the word could be construed as derogatory in many circles, and that it might not be tolerated when a student entered the work world.

Ms. Shabram thanked Mr. Williams for his input and for the inclusion of the footnote in the policy.

Ms. Rabasa thanked Ms. O’Rourke for attending the past meeting in which the policy had been discussed. There was a precarious balance between moving forward quickly to adopt a policy and ensuring that the policy was as optimal. The work was ongoing. She added that the conversation about the “n” word should include student input. She appreciated how attentive Ms. Nesbit had been to incorporating the input and using the words suggested. She returned to the issue of adding a reporting ombudsman as Mr. Lafer had suggested, and hoped that it would be discussed further.

Ms. O’Rourke appreciated the work that had occurred. She said it was important to include student voice. African American vernacular was a language that needed to be recognized. Defining a certain word as offensive did not recognize all the other parts of language that could be considered offensive. Ms. Nesbit referred to paragraph three under *Definitions, Expectations and Consequences* and asked for clarification on what might be changed to improve it.

Ms. O’Rourke continued by asking about racial harassment to students by staff and gave an example of student backpacks being searched. She asked whether there was data to record those incidents. Superintendent Vandercar was not sure whether the example given was on the list of data being recorded. Ms. O’Rourke asked to add staff accountability to reporting data. Superintendent Vandercar asked for clarification where it would appear in the policy. Ms. O’Rourke asked for the committee working on the policy to determine where it would be best included.

Ms. Nesbit asked Ms. O’Rourke whether her suggestion might be included in the part of the policy called *District Responsibilities* which said that the district would make an annual report. Ms. O’Rourke said it was necessary to know the demographics of where violations occurred.

Chair Newman asked about the phrase “regardless of intent” as it pertained to racial slurs. Ms. Nesbit said that the language was included as a means to combat the typical response “I didn’t

mean it that way.” She said that staff had made its recommendation and the board could decide whether or not to adopt that part of the policy.

Mr. Williams said that the goal was to protect all students. Some students, regardless of and including certain cultural groups, might find certain terms offensive, which would make the learning environments unsafe. He added that students needed to be educated in school of the expectations of conduct in the work environment. Ms. Nesbit said the board would also need to consider the potential liability to the district. Ms. O’Rourke said that it was an opportunity for education on the damage created by using certain words and phrases. She suggested having an outside group review the policy to ensure that the wording on the topic was appropriate.

Ms. Hays thanked the community for their thoughts on the issue being discussed. She looked forward to further conversation.

#### **XIV. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

Chair Newman shared the list that she already had of items for a future meeting: vote on working agreements; review the order of the agenda; receive an updated list of the Equity Committee; hear a presentation on the Career and Technical Education; and discuss training and support for the board.

Ms. O’Rourke asked that the board and staff discuss who the facilitator for the Equity Committee would be. After further comment by Ms. Hays, Chair Newman said they would discuss it in Leadership.

Ms. Rabasa asked to received more information about the process of filling the Assistant Superintendent for Instruction. Superintendent Vandercar would send more information.

Ms. O’Rourke asked to receive information about the expulsion process.

#### **XV. ADJOURN**

Chair Newman adjourned the meeting at 11:00 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*

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

**Date: February 9, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. via zoom webinar. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, February 4, 2022 and published in *The Register-Guard* on Monday, February 7, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Martina Shabram, Vice Chair  
Alicia Hays (absent)  
Gordon Lafer (absent)  
Laural O'Rourke  
Maya Rabasa  
Mary Walston

**STAFF:**

Kerry Delf, Chief of Staff  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**GUESTS:**

Monica Rosen, Sylvia Flowers, Brian Linn, Alma Advisory Group

**I. 5:30 P.M. BOARD WORK SESSION: UPDATE FROM ALMA ADVISORY GROUP ON THE SUPERINTENDENT SELECTION PROCESS**

Chair Newman opened the work session at 5:35 p.m. Board members Gordon Lafer and Alicia Hays were absent. Ms. Newman welcomed Monica Rosen, Sylvia Flowers, and Brian Linn from the Alma Advisory Group.

Ms. Rosen reported that the original intent of the meeting had been to share the results of the community feedback sessions, but Alma Advisory Group had decided instead to focus their time on the impact that recurring issues with the board were having with the superintendent search.

Ms. Rosen said that the group had been very moved by the passion of the 4J community and their dedication to a bright future for the students in the district. They enjoyed working with the board as well.

Ms. Rosen continued that hiring a superintendent was the most important thing that a board would do. In order to begin the search in earnest, the board would need to address matters of trust and cohesiveness with each other. The diverse points of view of the board were very important as they helped leadership make better decisions to move the district forward. However, given the issues occurring with trust and relatedness between board members, it would be challenging to find a strong leader or any leader. In order to attract a strong pool of superintendent candidates, the board would need to acknowledge their challenges and to work

to reach shared rules of engagement so that candidates would know the board was working to change. Alma Advisory Group would be honored to partner in the work if the board was willing.

Ms. Rabasa appreciated Ms. Rosen's words. She said that the issues impacted all of the decision-making of the board.

Chair Newman also appreciated the direct and honest assessment given by Ms. Rosen and thanked her for being willing to assist in working through the issues. Ms. Newman was interested to hear what that might entail. She agreed that it would be challenging to ask a candidate to become superintendent under the current circumstances.

Ms. Shabram agreed and wondered what kinds of resources or support would be a good next step. She appreciated hearing an outside perspective. Ms. Rosen responded that dedicated time away from the regular work, deliberations, and decision-making, to work through the board's issues would be important to get clear on how the board wanted to do the work of the district, create rules of engagement and shared agreements, and decide what the role of the board was. She added that a monthly check-in would also be valuable. She reflected that public acknowledgement of the board's intent to move forward would also be important.

Ms. O'Rourke said she considered her role to be a black person pointing out what was happening in the district and at the board level. She said that she would not change her role. She was representing students who looked like her. She said that the system was not transparent. She refused to be silent against structural racism. She gave the example of hiring a new Assistant Superintendent of Instruction from within, instead of having a search in which equity could have been a factor. She considered that her fellow board members did not want to hear her "why," but rather wanted her to keep silent. She stated that she only spoke the truth.

Ms. O'Rourke thought that what Ms. Rosen and Alma Advisory Group were doing was white-washing. Ms. Rosen responded that she wanted Ms. O'Rourke to bring her full self to the board and the reality was that the board had to work as one unified body or they would not be able to get the work done. She questioned whether the board had a shared understanding of how to work together, what the role of the board was, and what the role of the staff was. Her comments were directed to the board as a group and represented what they needed to do to attract a candidate who was committed to racial equity and dismantling systems. Superintendents considered the board to be their partner, not adversarial. She said that each person on the board had their own perspective, but needed to respect each other's point of view.

Ms. O'Rourke wished that her voice could be heard and valued. She felt that the board had the ability, but the culture had to change to accommodate new board members. Ms. Rosen said that board members did not have to be alike. The work had to be both internal and external. She said that if the board did the work suggested, they would attract good candidates.

Ms. Rabasa accepted what Ms. Rosen said, but felt that board members were at a stand-off, waiting for the other to give way. She felt it was unfortunate that there had been no time to get to know each other and build community with the new board members. She considered each board member to be strong, but with different understandings of what community looked like. As a new board member, she found that she was often being only tolerated, and not accepted. She felt vulnerable about how she was being received. She reiterated her concerns about the loss of community building that did not occur at the beginning of her tenure.

Ms. Rosen agreed that the board had not reached a sense of identity as a group and said that it needed to happen.

Ms. Newman agreed that it was a misstep: knowing what motivated each board member took time which had not been provided at the beginning of the season.

Chair Newman reported that general counsel had been consulted to determine how the board could meet together in a private session to do the work that Ms. Rosen was recommending. Ms. Shabram was struggling to determine how the board would have the time necessary to create community with each other and also do a superintendent search. She recognized that there was a suggested calendar for hiring a superintendent. She asked for a calendar check. Ms. Rosen's advised that the board show they were working on their issues so that a candidate could recognize positive movement. She also suggested creating a public statement reflecting the board's recognition of the problem. She suggested taking a month to work on it. Depending on the progress, Ms. Rosen said that interviews might begin in April. Ms. Shabram appreciated Ms. Rosen's delicate response. She also appreciated the suggestion that the board demonstrate to the community their commitment to a resolution.

Ms. Walston shared her reluctance to speak to an audience that included those asking her to render her resignation. She said that her desire had always been for new board members to succeed because when each succeeded, so did the group. She remembered having the conversation with board members Rabasa and O'Rourke to share what she had learned during her tenure on the board. She recognized that it might have seemed patronizing but her intention was to reach out to new members in mentorship as she had done in the past. She regretted that her health had made it challenging for her to attend meetings in July and August.

Ms. Rabasa asked that the board also take command of the narrative around the board. She said that although she heard the word dysfunctional to describe the board, she wanted to point out all the positive work that the board had done unanimously which was not being brought into the narrative. She said that the difficult moments and disagreements were important and led to greater understanding. She asked the board to reconsider how they saw themselves and presented themselves to the community. Ms. Rabasa continued that she considered the reputation had gotten away from the board and that the board needed to reclaim it. She mentioned how much her meetings with her board mentor mattered to her.

Ms. O'Rourke agreed that she took exception to the word dysfunctional. She did not consider disagreement to be dysfunctional. She said many board members worked well together. She asked Ms. Rosen to describe why she did not consider the board able to do the work. Ms. Rosen acknowledged that as a group, there were issues with organizational trust and the way the board interacted with each other which affected the ability to attract a strong candidate. It would be important for the board to publicly acknowledge the dynamic and work on moving forward.

Ms. O'Rourke said that there would not be enough time to eradicate the structural racism and inequities before they moved forward with hiring a superintendent. She was disheartened to hear that Alma Advisory Group did not consider the board able to continue.

Ms. Rosen reiterated that the issue was about the board working together. The board could choose to move forward without addressing it, but it would have an impact on who they were able to attract. Alma was committed to having a strong pool of candidates who desired to work in the district. She repeated it was not work done overnight but needed to begin as soon as possible. She said it was the board's choice. She agreed that disagreeing and having different viewpoints were not the problem, but rather being able to understand better how to work as a unified group.

Chair Newman agreed that it was not differences of opinion but how to learn better from each other in a different way. She acknowledged how challenging it would be for Ms. O'Rourke to show up for meetings if she felt like people were trying to get rid of her. Chair Newman reflected on the comment regarding the ways in which the board interacted with staff. She recognized that together the board and staff were a team.

Ms. Rosen said that the board needed to determine how to move forward. Vice Chair Shabram did not feel they could make a decision without all board members present. Chair Newman agreed. She said that she would ask the absent board members to listen to the recording of the meeting and together a decision would be made at the next meeting. She added that the board might not be able to change structural racism, but they might be able to decide that it was a focus of their work and to create a plan.

Ms. Walston said that stability for staff was needed. She added that she thought Ms. Rabasa's comments about the positive work that the board had done was true, and referenced the recent meeting with SeeChange. She said it was important to respect the professionalism and integrity of the staff. She was also trying to be practical about the timeline.

Ms. O'Rourke wanted to move forward and to not pause because it left too much up in the air. There were a lot of people with hope and the community was participating. She added that disagreeing with staff was not an attack. She believed that moving forward could happen. She considered that hard work was the most worthy work to do.

Ms. Newman asked for clarity whether Ms. O'Rourke was discussing meeting together as a board, or to stop or continue with the search. Ms. O'Rourke said she would want to meet but would want to know who the facilitator was. Ms. Newman thought she had heard Alma Advisory Group offering to facilitate.

Ms. Rabasa wanted to be thoughtful about where the meeting might be and hoped there would be spaces to retreat to privately. She was also interested in learning more about the time commitment and the activities that would lead the board to a new place. Ms. Rosen gave some examples of the activities and prep work that might happen. She said that over the course of two days, the board would get to know individual priorities and purpose and also determine what the purpose of the board as a group would be. Nothing would be connected to decisions, but to how to work together to be successful.

Ms. Rabasa asked for clarification that the meeting could happen in private. Chair Newman said the board would not discuss current or upcoming decisions that the board would make. General Counsel would coach the board to remain within the boundaries of public meeting laws.

Ms. O'Rourke saw the importance of meeting together and was willing to take the time to connect. She was aware that it would not be easy.

Ms. Walston shared her concerns that the board was discussing plans for a retreat without the input of the full board. She also wanted to be aware of the additional staff time that planning a meeting would take.

Ms. Rosen agreed that the discussion and details would continue when the whole board was together on February 16.

After a comment by Chair Newman in which she agreed with the next steps, Ms. Rosen thanked the board for their willingness to take time together in the future. Ms. Rabasa said that the board would work to ensure that staff were not burdened with additional planning.

Vice Chair Shabram hoped the board would prioritize their work and said they might have to set aside some other issues they were working on. She hoped that doing so would not be called a lack of commitment or caring.

Chair Newman thanked Alma Advisory Group for their honesty and communication. She also thanked the board members present for their honest responses.

## II. **ADJOURN**

Chair Newman adjourned the work session at 7:02 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*



## ITEM FOR INFORMATION

### Date

February 23, 2022

### Title

4J Vision 20/20 Strategic Plan: Key Performance Indicators Update

### Presenters

Cydney Vandercar, Interim Superintendent; Oscar Loureiro, Director of Research and Planning; Jeff Johnson, Director of K–8 Instruction; Andy Dey, Director of Secondary Education; Kerry Delf, Chief of Staff; Karen Hardin, Director of Human Resources; Andrea Belz, Director of Financial Services; Steve Menachemson, Director of Technology, Ryan Spain, Director Facilities Management

### Overview

Staff will provide an update on the Key Performance Indicators (KPIs). This information enables the board to monitor the progress on the 4J Vision 20/20 Strategic Plan.

The 4J Vision 20/20 goals and KPIs that will be addressed are:

#### 4J Vision 20/20:

Vision: Every student connected to community and empowered to succeed

*Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student*

*Goal 2: Multiple Pathways to Student Success*

*Goal 3: Communication and Connection with Community*

*Goal 4: Diverse World-Class Workforce*

*Goal 5: Stable, Sustainable Stewardship*

#### Key Performance Indicators:

##### *Goals 1 & 2:*

- Graduation and completion rates (4 & 5 year)
- Postsecondary success indicators (40-40-20 progress) *DISCONTINUED by State of Oregon*
- Suspension and expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity and achievement gaps in all indicators

#### Key Performance Indicators:

##### *Goal 3*

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

##### *Goal 4*

- Staff retention rates
- Staff diversity compared with student diversity

##### *Goal 5*

- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan



# 4J Vision 20/20 Strategic Plan

## *Update on Key Performance Indicators (KPIs)*

February 23, 2022



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal I: Educational Excellence with Equitable Access and Outcomes for Every Student**

*Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.*

### **Goal II: Multiple Pathways to Student Success**

*Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.*

#### *Key performance Indicators:*

- Graduation & completion rates (4 & 5 year)
- 40-40-20 progress (postsecondary success indicators) *DISCONTINUED by State of Oregon*
- Suspension & expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity & achievement gaps in all indicators



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal III: Communication and Connection with Community**

*Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.*

#### *Key performance Indicators:*

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

### **Goal IV: Diverse World-Class Workforce**

*Ensure every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.*

#### *Key performance Indicators:*

- Staff retention rates
- Staff diversity compared with student diversity



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal V: Stable, Sustainable Stewardship**

*Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.*

#### *Key performance Indicators:*

- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan



## Goals I & II: KPI Graduation and Completion Rates (4 and 5 Years)

### *4-year Graduation Rate by School:*

CLASS OF:	Churchill	EEO	Network	NEHS	Sheldon	SEHS	Twin Rivers	4J	OR
2021	80.9	24.7	53.1	77.1	90.4	90.6	71.4	<b>78.8</b>	80.6
2020	86.3	39.5	43.3	86.2	90.4	92.1	50.0	<b>81.7</b>	82.6
2019	90.1	18.1	46.5	86.4	90.4	91.6	60.0	<b>77.8</b>	80
2018	81.2	20.7	21.7	81.4	88.3	91.4	44.4	<b>74.4</b>	78.7
2017	85.9	18.6	30.8	70.9	88.1	90.0	0.0	<b>73.7</b>	76.7
2016	81.4	28.2	20.0	77.9	88.0	89.4	NA	<b>75.0</b>	74.8
2015	87.7	12.8	37.5	78.3	87.6	90.8	NA	<b>74.2</b>	73.8
2014	82.7	7.6	34.3	71.4	85.4	87.0	NA	<b>71.9</b>	72
2013	72.7	10.3	32.1	61.8	76.6	76.1	NA	<b>64.0</b>	68.7
<b>DIFF. CLASS OF 2021 vs CLASS OF 2013</b>	<b>8.2</b>	<b>14.4</b>	<b>21.0</b>	<b>15.3</b>	<b>13.8</b>	<b>14.5</b>	<b>NA</b>	<b>14.8</b>	<b>11.9</b>

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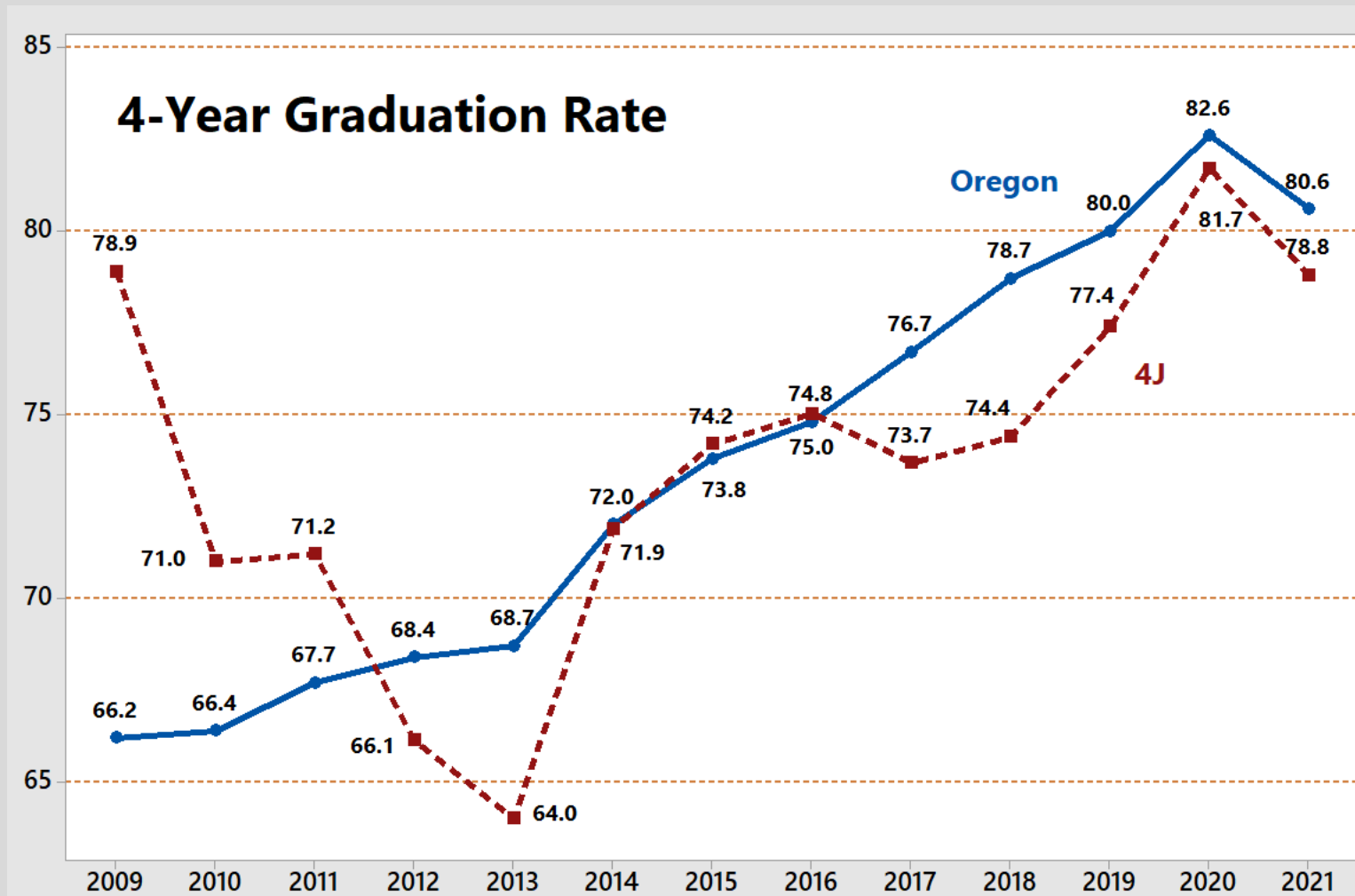


## 4-year Graduation Rate by Student Group:

STUDENT GROUP	2013	2014	2015	2016	2017	2018	2019	2020	2021	GROWTH 2013 TO 2020 (ALL-TIME HIGH)	GROWTH 2013 TO 2021
Black/African American Students	46.0	63.6	65.6	80.6	78.8	63.3	58.8	76.7	75.0	30.7	29.1
Students with Disabilities	29.5	43.3	56.0	54.6	46.0	45.5	53.6	56.3	55.3	26.8	25.8
Hispanic/Latino Students	50.6	59.1	60.7	67.0	64.3	66.0	71.0	74.7	75.9	24.0	25.3
English Learners	52.2	68.0	40.0	41.9	72.2	53.3	52.9	80.8	75.0	28.6	22.8
Economically Disadvantaged Students	46.5	58.4	61.6	62.3	62.0	62.2	66.9	72.5	66.7	26.0	20.2
Male Students	60.3	69.3	70.0	70.6	71.1	69.4	74.5	78.3	76.2	18.1	16.0
White Students	66.2	75.2	75.9	76.2	74.6	76.3	79.0	84.0	81.0	17.9	14.8
All Students	64.0	71.9	74.2	75.0	73.7	74.4	77.8	81.7	78.8	17.7	14.8
Female Students	67.9	74.7	78.5	79.8	76.3	79.9	81.5	85.3	81.6	17.5	13.7
Asian Students	79.0	88.9	89.3	84.1	88.5	95.7	93.9	91.5	87.2	12.5	8.2
Multi-Racial Students	65.0	66.3	78.2	76.1	80.0	68.8	80.3	75.4	71.8	10.4	6.8
Talented and Gifted	88.0	92.4	92.9	88.8	94.4	92.9	92.4	100.0	93.6	12.0	5.6
American Indian/Alaska Native Students	46.7	40.9	52.6	45.5	33.3	69.2	52.4	73.3	35.0	26.7	(11.7)
CTE Participants				85.1	84.1	83.9	87.4	89.0	87.4		
CTE Concentrators				91.7	89.0	87.8	92.6	94.7	93.2		
Former English Learners						68.3	80.0	73.7	77.4		
Homeless Students							30.5	48.9	39.7		

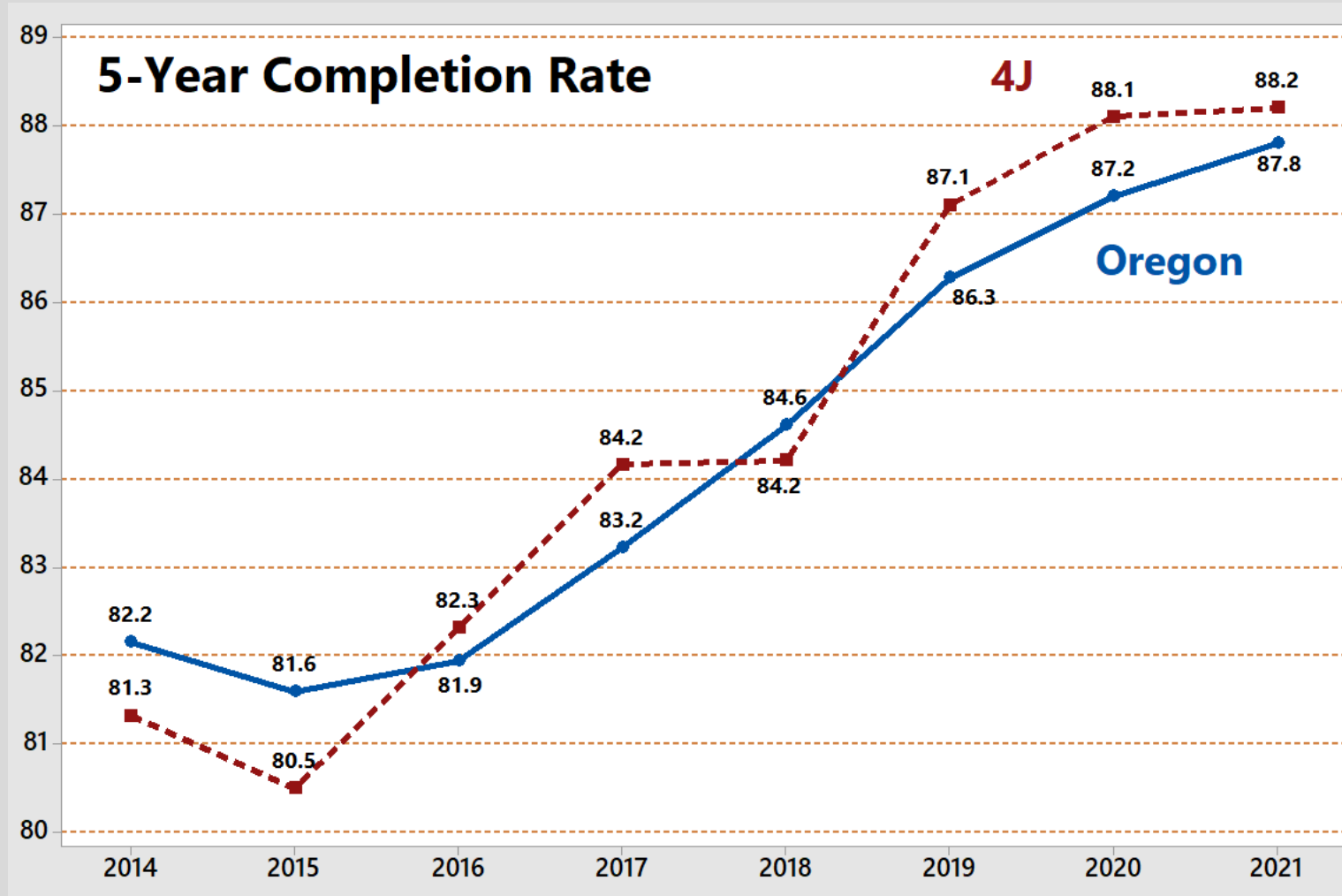


## On-Time Graduation Rates 2009–2021:



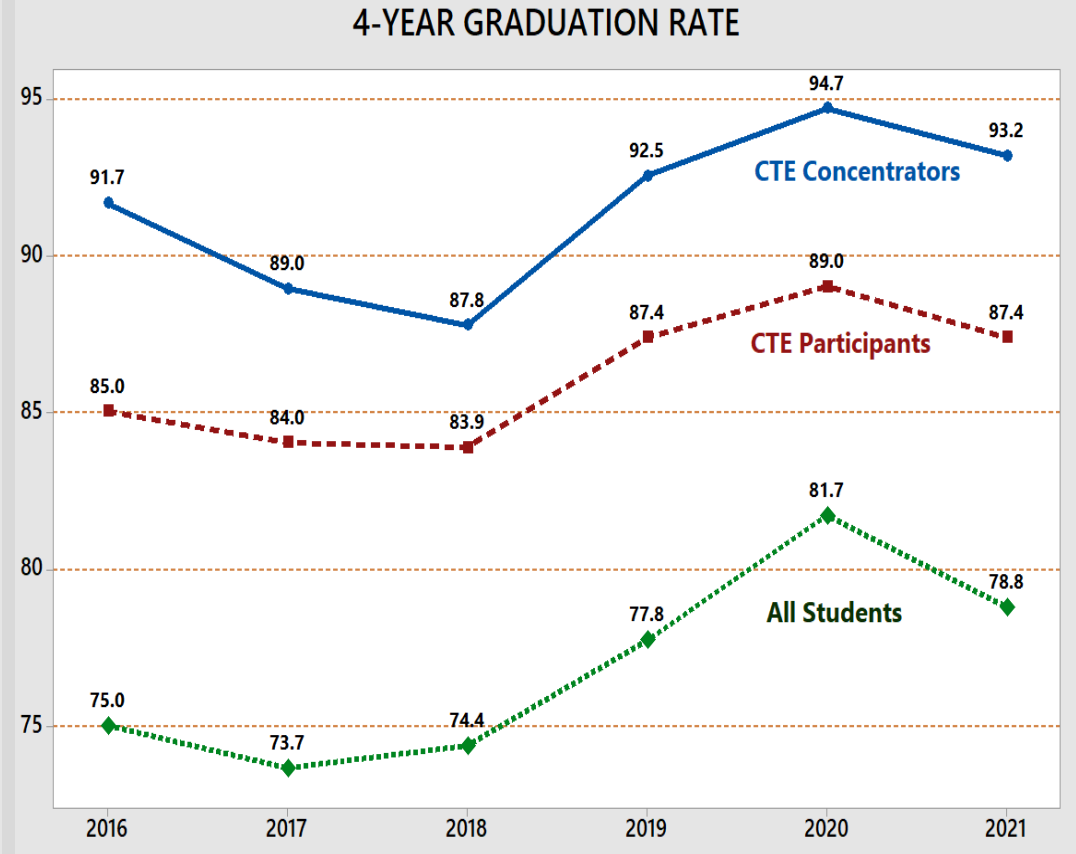
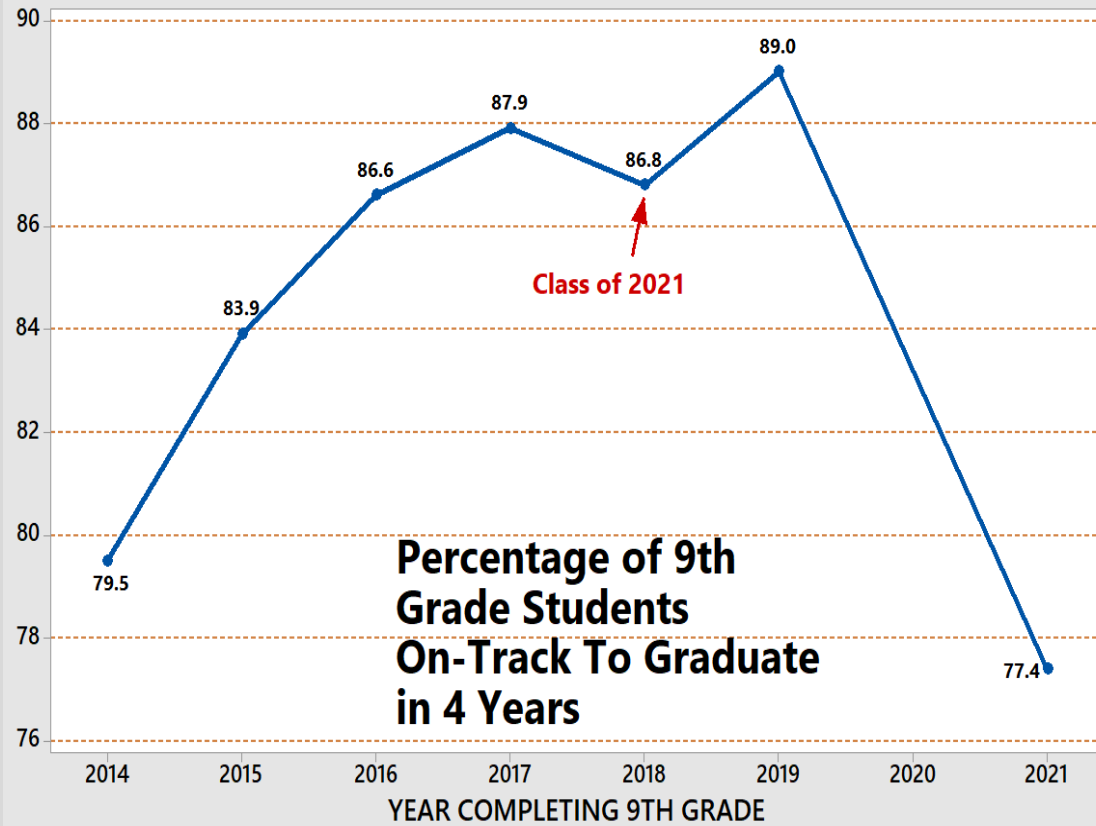


## On-Time Graduation Rates 2009–2021:





## Factors Driving Graduation Outcomes:

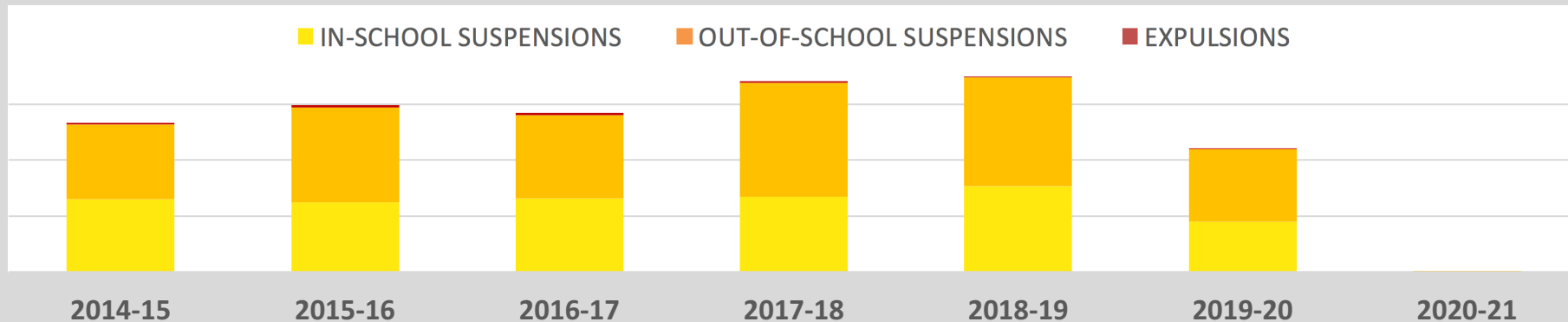




## Goals I & II : KPI Suspension and Expulsion Rates

*Number of suspensions and expulsions*

YEAR	IN-SCHOOL SUSPENSIONS	OUT-OF-SCHOOL SUSPENSIONS	EXPULSIONS	# OF EXCLUSIONS PER 100 STUDENTS
2020-21	1	7	0	0.1
2019-20	451	649	4	6.5
2018-19	766	974	6	10.3
2017-18	669	1028	11	10
2016-17	658	749	16	8.3
2015-16	622	850	23	8.8
2014-15	649	671	15	8





## Goals I & II : KPI Student Attendance

*Percentage of students attending at least 90% of the days:*

YEAR	PERCENTAGE OF REGULAR ATTENDERS	
	4J	OR
2020-21	72.5	71.9
2019-20	87 (*)	NA
2018-19	79.1	79.6
2017-18	78.8	79.5
2016-17	78.4	80.3
2015-16	80.4	81.3
2014-15	80.6	82.6
<b>DIFF. 2020-21 vs 2014-15</b>	<b>(8.1)</b>	<b>(10.7)</b>

(\*) Measured differently in 2019-20



## Goals I & II : KPI 3<sup>rd</sup> Grade Reading

*Proficiency rate in the 3rd grade language arts state tests:*

(\* ) First 4J cohort of students attending full-day KG

(\*\* ) There was no OSAS testing in spring 2020

(\*\*\*) Participation in the 2021 OSAS test was too low to provide reliable proficiency rates

YEAR	PROFICIENCY RATE IN THE 3RD GRADE ELA OSAS	
	4J	OREGON
2020-21 (***)	NA	NA
2019-20 (**)	NA	NA
2018-19 (*)	49.5	46.5
2017-18	50.8	47
2016-17	52	45.2
2015-16	55.7	47.4
2014-15	53.6	45.6
DIFF. 2018-19 vs 2014-15	(4.1)	0.9



## Goals I & II : KPI 9<sup>th</sup> Grade On-Track to Graduate

*Percentage of students earning at least 6 credits in 9th grade:*

YEAR	PERCENTAGE OF STUDENTS ON-TRACK IN 9TH GRADE	
	4J	OR
2020-21	77.4	73.6
2019-20 (*)	84.6	NA
2018-19	89.0	85.3
2017-18	86.5	84.5
2016-17	87.6	83.4
2015-16	86.6	84
2014-15	83.9	80
<b>DIFF. 2020-21 vs 2014-15</b>	<b>(6.5)</b>	<b>(6.4)</b>

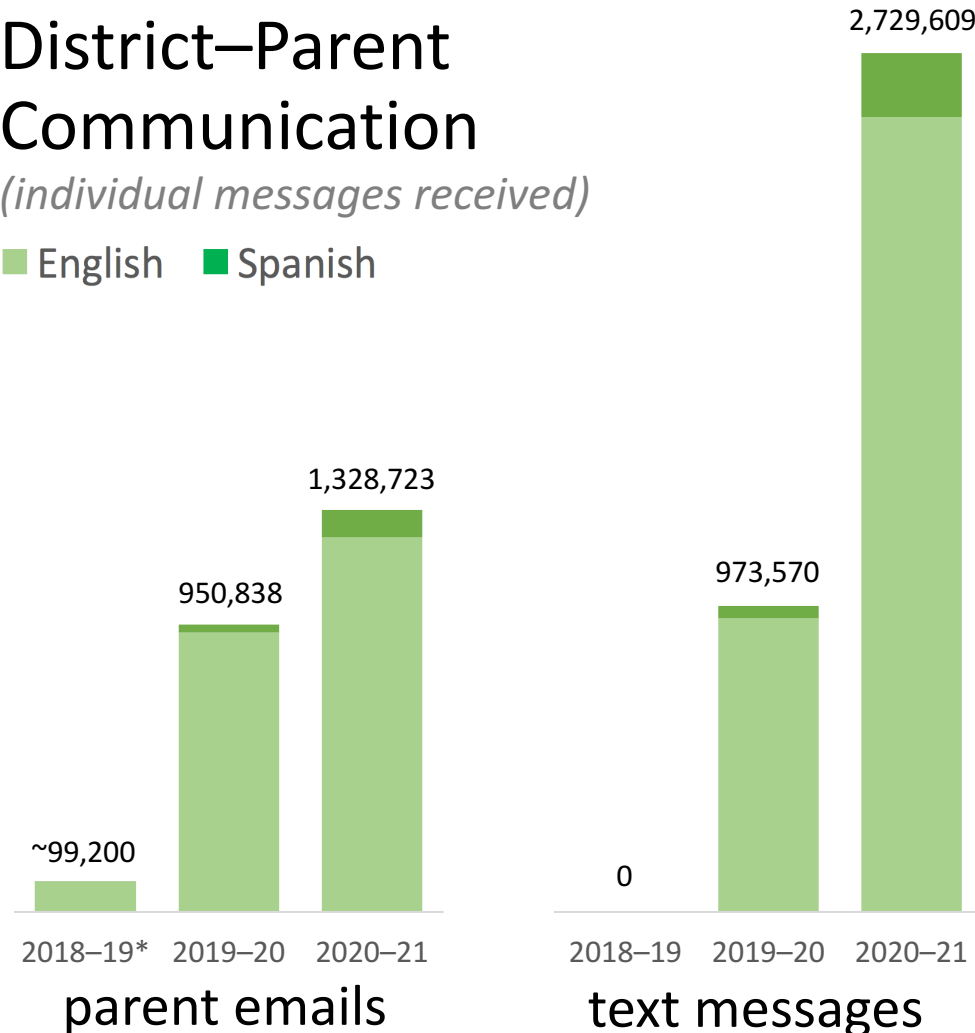
(\*) Measured differently in 2019-20

# Goal III: Parent Communications Metrics

## District–Parent Communication

(individual messages received)

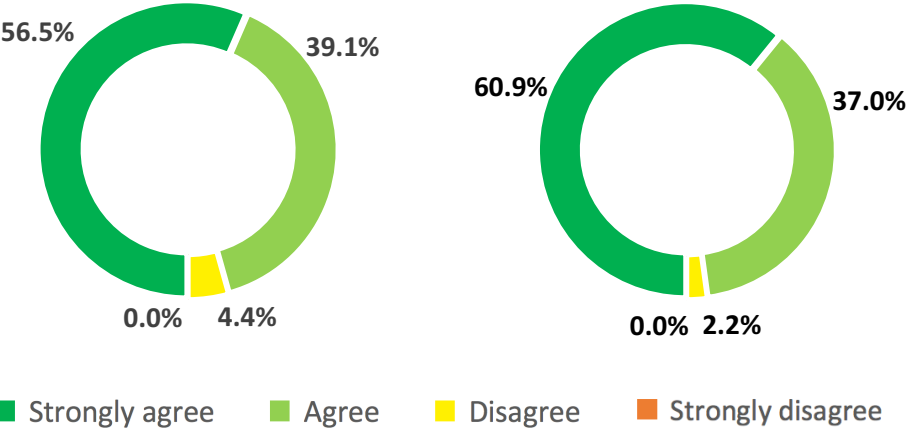
English Spanish



## School–Parent Communication Satisfaction

“My school has a clear two-way channel for communication between school and home” – 95.6% agree\*

“My school regularly and clearly communicates in formats (digital, print, phone, etc.) that meet my needs” – 97.8% agree\*

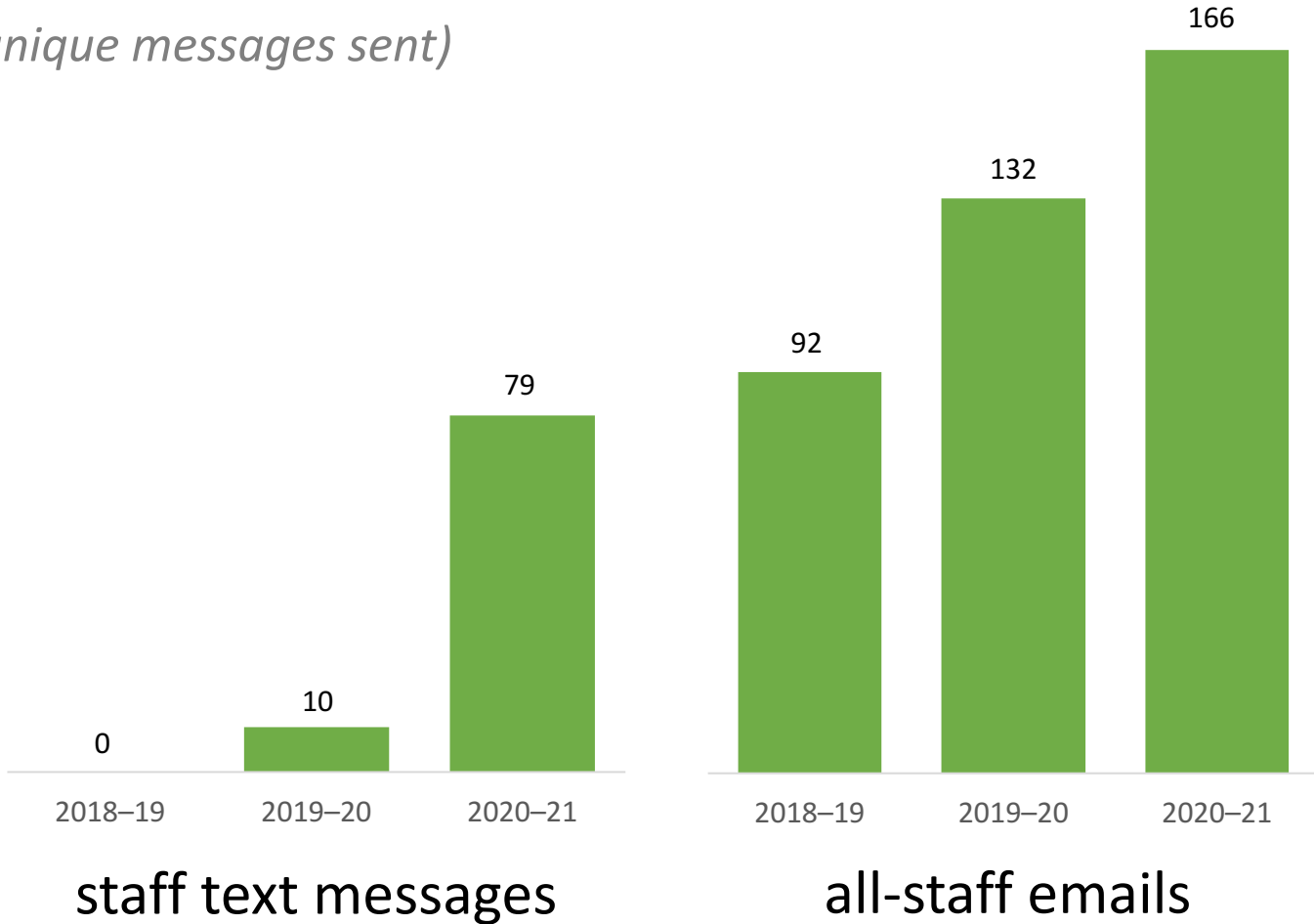


\* Data is from Title I Parent Involvement Survey in 2019, the most recent available

# Goal III: Internal Communications Metrics

## Districtwide Staff Communications

(unique messages sent)



Mar 15, 2020, 6:23 PM

4J: SCHOOLS CLOSED: Oregon schools are closed starting Monday, March 16. Students are planned to return Wed., April 1. [www.4j.lane.edu/coronavirus](http://www.4j.lane.edu/coronavirus) (1/5)

Sep 21, 2020, 8:02 AM

4J: Team, today's the day! After all of your hard work & prep, the first day of school is here. Brief video message: <https://vimeo.com/460067519> -Cydney

Jan 11, 2021, 9:01 AM

4J: Team, our priority is the health & wellbeing of our staff, students & families. Tap here for Superintendent Cydney's Friday video: [bit.ly/38qD9YQ](http://bit.ly/38qD9YQ)

4J: + Please take 2 min. to tell us if you'll want COVID vaccine when available & whether you'll have childcare needs in hybrid model: [bit.ly/3hUnnsx](http://bit.ly/3hUnnsx)

Fri, May 21, 4:24 PM

4J: Happy Friday, team. You've been working hard, and doing hard work. We appreciate you. Superintendent Cydney's weekly message: [bit.ly/3bHGyJA](http://bit.ly/3bHGyJA)

4J: Three opportunities: Get in on summer programs. Weigh in on student support funding priorities: [bit.ly/3wamhOX](http://bit.ly/3wamhOX), and on school safety: [bit.ly/3wtX4zt](http://bit.ly/3wtX4zt)

Jun 23, 2020, 3:48 PM

4J: IMPORTANT: All 4J staff, please take 1 minute to complete this form, to help us plan for our return to school:

Dec 11, 2020, 2:16 PM

4J: Team, everyone is working hard, & our classified staff are the unsung heroes helping make it all happen. Video msg from Supt Cydney: [bit.ly/37bnl6h](http://bit.ly/37bnl6h)

Feb 8, 2021, 6:35 PM

4J: IMPORTANT: [REDACTED], it's time to schedule your COVID vaccine! Please see email for details and respond by 5 p.m. Thursday.

Fri, Apr 9, 4:31 PM

4J: Team, thank you for being here every day for our students & community. You make a difference! Superintendent Cydney's weekly message: [bit.ly/3uygPEM](http://bit.ly/3uygPEM)

Thu, May 27, 9:33 AM

4J: Federal funding is coming to help schools address pandemic's impacts. Share input on student needs & best ways to use funds by May 31 [bit.ly/3hXY5vE](http://bit.ly/3hXY5vE)

# Goal III: External Communications Metrics



239 documented news stories ↓ 176

56 news releases and media alerts ↓ 28

53



12,604

1,850 | 17% ↑



5,287

93 | 2% ↑



1,547

1,239 | 402% ↑



1,770

222 | 14% ↑

348,417

Facebook reach

180,340

Twitter impressions

112,104

Instagram reach

# Goal III: External Communications Metrics



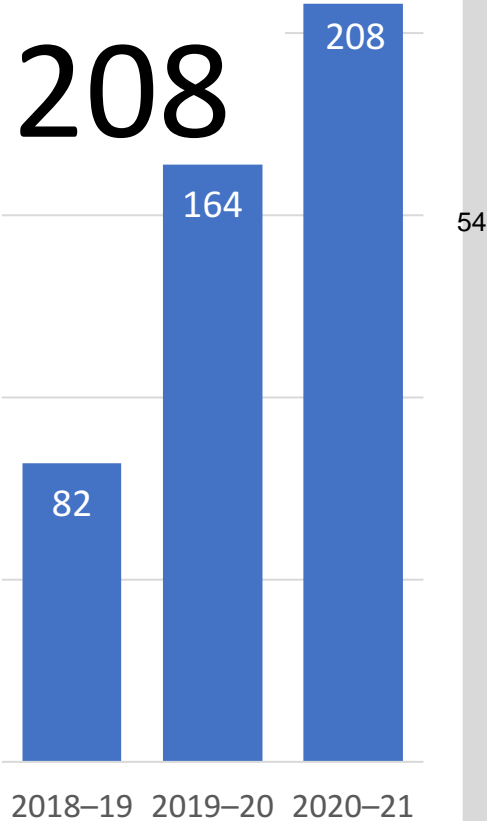
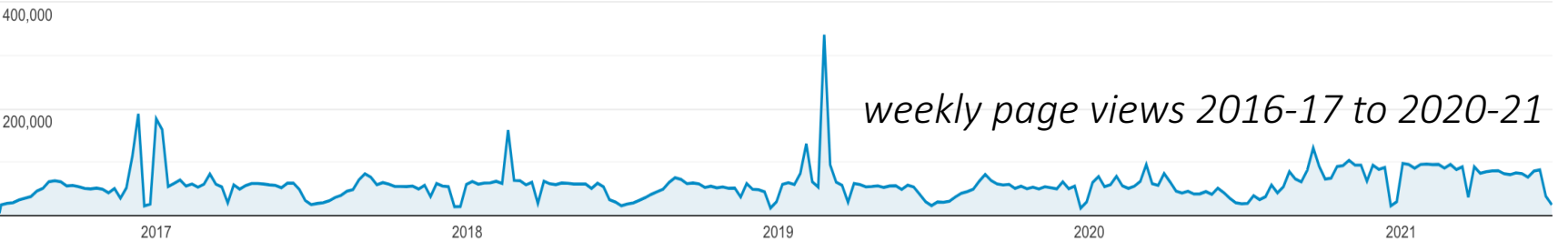
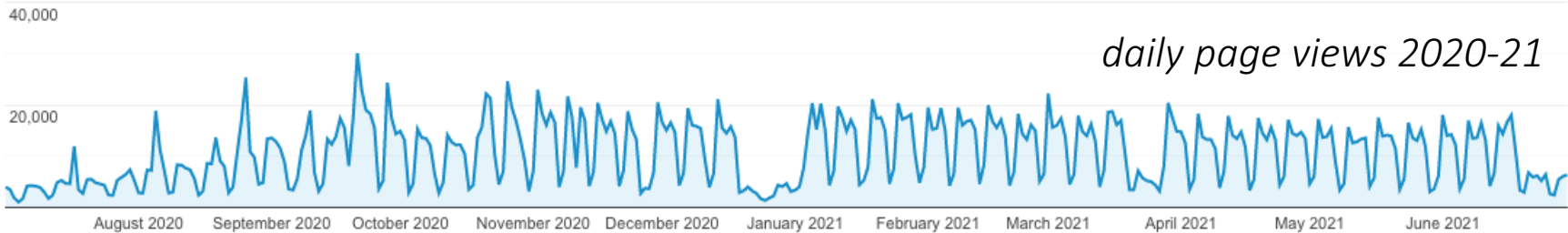
# 3,898,208

## webpage views

↑ 1,264,367 | 48%

## web news articles

# 208





## Goal IV: KPI Staff Attrition Rate

*Percentage of all 4J staff who leave employment with the district for any reason other than retirement (measured in FTE units):*

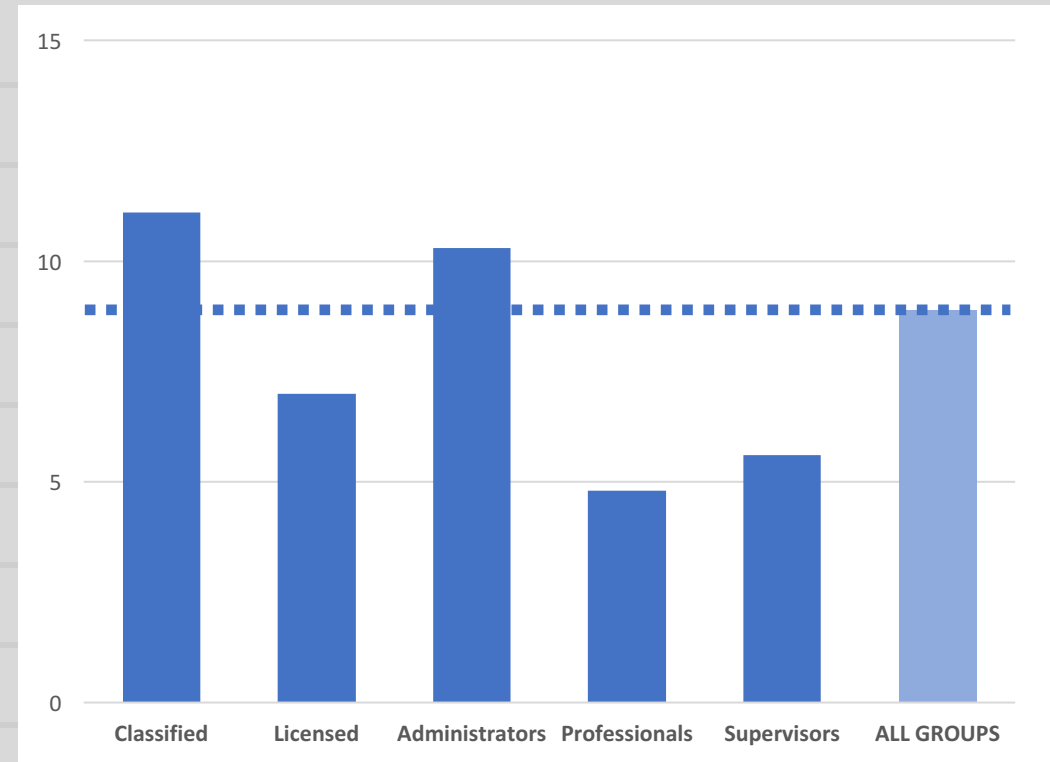
YEAR	4J STAFF ATTRITION RATE
2020-21	8.9
2019-20	8
2018-19	3.8
2017-18	5.7
DIFF. 2020-21 vs 2017-18	3.2

55



*Percentage of 4J staff who left employment with the district in 2020-21 by employee group (measured in FTE units):*

2020-21	4J STAFF ATTRITION RATE
CLASSIFIED STAFF	11.1
LICENSED STAFF	7
ADMINISTRATORS	10.3
PROFESSIONALS	4.8
SUPERVISORS	5.6
ALL GROUPS	8.9

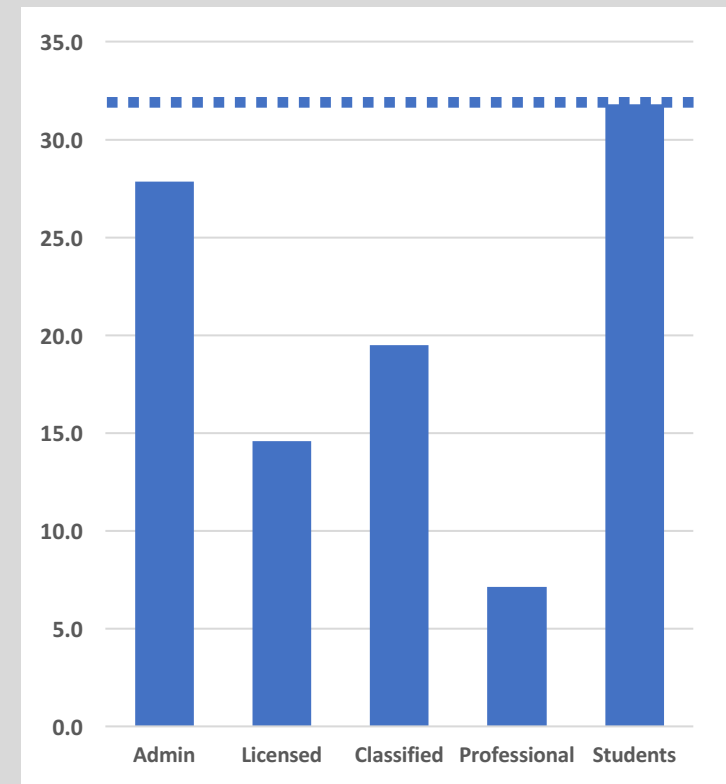




## Goal IV: KPI Staff Diversity Compared With Student Diversity

*Percentage of non-white students and staff members:*

YEAR	% OF NON-WHITE STUDENTS AND STAFF MEMBERS				
	ADMINI-STRATORS	LICENSED STAFF	CLASSIFIED STAFF	PROFESSIONAL STAFF	STUDENTS
2020-21	27.9	14.6	19.5	7.1	31.8
2019-20	30.4	14.1	19.8	7.5	31.1
2018-19	30.8	13.5	18.1	14.3	30.5
2017-18	25.3	13.0	16.6	7.9	30.6
DIFF. 2020-21 vs 2017-18	2.6	1.6	2.9	(0.8)	1.2



57



## Goal V: KPI Reserve Levels (per board policy)

- Section 5d of Board Policy DI “Financial Management Policies” sets the minimum ending fund balance at 5% of current year revenues.
- The Government Finance Officers Association (GFOA) recommends a minimum fund balance of 15% to support the financial stability of the district
- \$21.7 million in reserve (not counting bond-related expenditures) is required to cover a month of normal expenditures; a reserve of about 10.6% in 2021-22 dollars.

YEAR	5% RESERVE LEVEL BUDGETED?	NUMBER OF FURLOUGH DAYS
2020-21	YES	0
2019-20	YES	2*
2018-19	YES	0
2017-18	YES	0
2016-17	YES	0
2015-16	YES	1
2014-15	NO	1
2013-14	NO	9
2012-13	NO	5
2011-12	NO	6
2010-11	NO	7
2009-10	NO	7
2008-09	YES	0

\* In 2019–20 employees took 2 furlough days and were compensated from state and federal unemployment funds through participation in the Oregon WorkShare program, reducing costs for the district without reducing employees’ compensation.



## Goal V: KPI Class Sizes and Staffing Ratios

*Ratio of licensed staff to students by grade level grouping*

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Change
"Represents 1 Licensed FTE for Every ___ Students"						
Kindergarten	22.72	22.72	23.27	23.52	17.17	-5.55
Grades 1-5	26.95	26.77	25.71	25.64	24.67	-2.28
Grades 6-8	27.86	27.92	28.00	26.44	24.34	-3.52
Grades 9-12	29.07	29.20	29.01	29.37	28.86	-0.21

The district has stabilized average elementary class size  $\leq 30$  students and improved teacher staffing to the following target levels:

Kindergarten: 1:23 students

Grades 1-5: 1:26 students

Grades 6-8: 1:27 students

Grades 9-12: 1:29 students



## Goal V: KPI Access and Use of Technology Devices

### Student

- All students have access to a device for take-home learning; headsets available
- CIPA (Children Internet Protection Act) compliant web filtering in place onsite or offsite
- Laptops ordered for all MS and HS at 50% cost subsidized by ECF grant (Emergency Connectivity Fund)
- ~464 active hotspots in use by 4J families
- 4J-sponsored Comcast Internet Essentials subscriptions extended; 84 active family subscriptions

### Staff

- Replaced 974 end-of-life staff devices; issued ~680 iPads to staff to support teaching and learning
- Zoom use for 2021–22 through February 1
  - 1,730 Zoom user accounts, 26 Zoom Webinar accounts, 22 Zoom large meeting accounts
  - 21,294 Zoom Meetings (↓ 90% from 2020–21); 90 Webinars (↓ 20 % from 2020–21)
- Made available microphones, portable voice amplification, cables, technology cleaning wipes etc.

### Building

- Voice enhancement for classrooms/teaching spaces – completed at 5 schools



## Goal V: KPI District Progress on Long-Range Facilities Plan

### *2018 Bond Projects Underway:*

- North Eugene High School Replacement
- Edison Elementary School Replacement
- Equitable Athletic Improvements
- Critical Facility Maintenance & Repairs
- Gilham Elementary School Addition
- Camas Ridge Elementary School





# Discussion Questions Next Steps

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## **ITEM FOR INFORMATION**

### **Date of Meeting**

February 23, 2022

### **Title**

Review Budget Committee Meeting Schedule

### **Presenter**

Judy Newman, Board Chair

### **Discussion**

Review Budget Committee meeting calendar and discuss agenda topics for the meetings that have been added to the schedule.

### **Confirmed Budget Committee Meeting Dates:**

- Monday, February 28, 2022 at 6:00 p.m.
- Monday, March 14, 2022 at 6:00 p.m.
- Monday, March 28, 2022 at 6:00 p.m.
- Monday, April 25, 2022 at 6:00 p.m.
- Monday, May 2, 2022 at 6:00 p.m.
- Monday, May 16, 2022 at 6:00 p.m.



## **ITEM FOR INFORMATION**

### **Date of Meeting**

February 23, 2022

### **Title**

Receive Update on District Response to COVID-19

### **Presenter**

Cydney Vandercar, Superintendent

### **Background**

School districts across Oregon continue to take actions and adjust operations in response to the COVID-19 pandemic, most recently to address the omicron variant surge.

Recent changes and developments have included surging case rates, staff absences and coverage, changes in vaccination, testing, contact tracing, isolation and quarantine requirements, face mask distribution, protocols for athletics, and student shifts between on-site and online programs at the term change.

Staff will provide an update on COVID-related developments and district and school operations.



## ITEM FOR ACTION (Second Read)

### Date of Meeting

February 23, 2022

### Title

Consider revisions to policies ACB – Bias Incidents and AC – Nondiscrimination  
Consider adoption of policy ACC – Racial Harassment

### Presenter(s)

Christine Nesbit, General Counsel

### Policy AC – Nondiscrimination

Board policy AC – Nondiscrimination is the district’s policy against unlawful discrimination and harassment, including discrimination based on race, national origin, religion, gender identity, sexual orientation, gender, and other legally protected characteristics.

Legislation enacted in 2021 (the CROWN Act) expanded the definition of “race” for purposes of prohibiting racial discrimination to include physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles. “Protective hairstyle” means a hairstyle, hair color or manner of wearing hair that includes, but is not limited to, braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists.

An amendment to policy AC is necessary to reflect the expanded definition of race and to ensure that board policy accurately reflects the law against discriminating against individuals based on physical characteristics historically associated with race including hair texture and hair styles.

Adoption of the proposed changes supports educational equity by expanding the definition of prohibited racial discrimination to include physical characteristics historically associated with race including hair and hairstyles.

### Policy ACB – Hate Symbols and Bias Incidents

In 2021, the Oregon legislature passed the “Every Student Belongs” bill, which prohibits symbols of hate and bias incidents on school property and in school programs and activities. Most of the changes recommended by staff are minor but necessary to align with state statute.

The 2021 legislation contains a narrower definition of “symbol of hate” than had previously been adopted by the Eugene School District 4J board of directors. Specifically, state statute now defines “symbol of hate” to mean “nooses, symbols of neo-Nazi ideology or the battle flag of the Confederacy,” while existing board policy defines symbol of hate as “a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including but not limited to the noose, swastika, confederate flag, or other symbol of white supremacy and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.”

The definition of hate symbol in the proposed policy would retain, in revised form, the more expansive coverage of hate symbols, while also meeting the requirements of state statute.

### **Adoption of New Policy ACC – Solely Addressing Racial Harassment**

As discussed at a prior meeting, a number of existing policies address discriminatory harassment, including board policy AC – Nondiscrimination, ACB – Hate Symbols and Bias Incidents, and JFCF – Harassment, Intimidation, Bullying. However, no district policy or regulation is devoted exclusively to the subject of combatting racial harassment. At the January 12 board meeting, the board and members of the public commented on a proposed draft. Prior to and following that meeting, staff have reached out to 4J employees and community members for additional input.

Having considered and incorporated a number of changes in response to community feedback, proposed policy ACC Racial Harassment is presented for a first read by the board on February 2, and is expected to be presented for a final read on February 16.

The policy:

- Acknowledges the harm of all forms of racially oppressing conduct, that combatting expressions of personal racism is a legal and moral imperative, and acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice and teaching inclusion.
- Defines racially harassing conduct as well as illegal racial harassment.
- Prohibits all forms of racial harassment, including behaviors that do not rise to the level of illegal harassment.
- Provides examples of conduct prohibited by the policy.
- Establishes expectations for students, schools and the district.
- Reinforces the vital role of education, connection and transformation when addressing students who violate the policy.
- Centers on the impacted person’s safety, healing and access to education.
- Requires documentation of racial harassment incidents and an annual review of violations and recommendations for improvement.

The outcome intended by this policy is a common and better understanding about forms of personal racial prejudice and the role and responsibility educators have in recognizing and addressing racial harassment. The policy broadly prohibits all forms of racially harassing conduct, including forms that do not involve an intent to harm or result in tangible injury or detriment to persons impacted by harassment, and as such, is believed to improve racial equity and inclusion in the district.

### **Options and Alternatives:**

To be discussed.

### **Recommendation**

The superintendent will make recommendations related to the above-mentioned board policies

# Eugene School District 4J

Code: AC  
Adopted: 4/02/08  
Revised/Readopted: 5/06/15; 8/02/17; 11/06/19; XX/XX/22  
Orig. Code: AC

## Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity<sup>2</sup>, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings. The district also prohibits discriminatory use of a Native American mascot pursuant to OAR 581-021-0047.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act ~~of 1990~~ and Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments ~~of 1972~~, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

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<sup>1</sup> Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

<sup>2</sup> ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 174.100</a>	<a href="#">ORS 659A.003</a>	<a href="#">ORS 659A.321</a>
<a href="#">ORS 192.630</a>	<a href="#">ORS 659A.006</a>	<a href="#">ORS 659A.409</a>
<a href="#">ORS 326.051(1)(e)</a>	<a href="#">ORS 659A.009</a>	<a href="#">OAR 581-002-0001 – 002-0005</a>
<a href="#">ORS 408.230</a>	<a href="#">ORS 659A.029</a>	<a href="#">OAR 581-021-0045</a>
<a href="#">ORS 659.805</a>	<a href="#">ORS 659A.030</a>	<a href="#">OAR 581-021-0046</a>
<a href="#">ORS 659.815</a>	<a href="#">ORS 659A.040</a>	<a href="#">OAR 581-021-0047</a>
<a href="#">ORS 659.850 - 659.860</a>	<a href="#">ORS 659A.103 - 659A.145</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 659.865</a>	<a href="#">ORS 659A.230 - 659A.233</a>	<a href="#">OAR 581-022-2370</a>
<a href="#">ORS 659.870</a>	<a href="#">ORS 659A.236</a>	<a href="#">OAR 839-003</a>
<a href="#">ORS 659A.001</a>	<a href="#">ORS 659A.309</a>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R. Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).

Corrected 11/18/21

# Eugene School District 4J

Code: ACB  
Adopted: 12/02/20  
Revised: 02/XX/22

## Hate Symbols and Bias Incidents

Student safety and inclusion are foundational, necessary conditions for educational equity – a guiding value and core responsibility of the district. All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

Similarly, all employees are entitled to work, and visitors entitled to participate, in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Symbol of hate” means nooses, swastikas and other symbols of neo-Nazi ideology, and the confederate flag. It also includes a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin, ~~including but not limited to the noose, swastika, confederate flag, or other symbol of white supremacy and~~ whose display:

~~is~~ reasonably likely to cause a substantial disruption of or material interference with school activities;

~~is reasonably likely~~ to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior, ~~directed at or about any of the preceding demographic groups.~~

A “hate crime” or “bias crime” is a crime motivated by bias against another person’s race, color, religion, gender identity, sexual orientation, disability or national origin.

The district prohibits the use or display of any symbols of hate<sup>1</sup>, bias incidents and hate crimes on ~~district or school property~~<sup>2</sup> grounds or in an ~~education~~<sup>3</sup> any district or school sponsored program<sup>3</sup>, ~~service, school or activity~~<sup>4</sup> that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned with state standards of education for public schools. ~~to the Oregon State Standards.~~

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<sup>2</sup> “School property” means any property under the control of the district.

<sup>3</sup> “Education program” includes any program, service, school or activity sponsored by the district.

<sup>4</sup> ~~The term district sponsored program or service includes its technology system as defined by administrative regulation IIBGA-AR.~~

The district prohibits retaliation against an individual because that ~~person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an~~ individual has in good faith reported information that the individual believes is evidence of a violation of a state or ~~for exercising any rights guaranteed under state and~~ federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use ~~superintendent is directed to adopt and implement~~ administrative regulation ACB-AR – Hate Symbol and Bias Incident Response procedures to process reports or complaints of bias incidents. ~~of violations of this policy.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 659.850](#)  
[ORS 659.852](#)  
[OAR 581-002-0005](#)

[OAR 581-022-2312](#)  
[OAR 581-022-2370](#)

[House Bill 2697 \(2021\)](#)  
[House Bill 3041 \(2021\)](#)

*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969).  
*Dariano v. Morgan Hill Unified Sch. Dist.*, 767 F.3d 764 (9th Cir. 2014).  
*State v. Robertson*, 293 Or. 402 (1982).

**Cross Reference(s):**

AC - Nondiscrimination  
GBN/JBA - Sexual Harassment  
JBA/GBN - Sexual Harassment  
JFCF - Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence – Student

Corrected 1/7/22

# Eugene School District 4J

Code: ACC  
Adopted: 02/23/22

## Racial Harassment

### Purpose and Scope

All forms of racially oppressing conduct are harmful to the district's mission, values and goals, and combatting expressions of personal racism in district schools is a legal and moral imperative. The district is committed to providing an inclusive educational environment, free from racial oppression. The district also acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice, educating persons who have violated this policy, teaching inclusion, and in creating an inclusive learning and working environment.

This policy applies in all programs and activities of the district, including on school grounds and the area immediately adjacent to school grounds, on district online and remote learning programs and platforms, on school-provided transportation, at an official school bus stop, or at any activity, program, athletic or other event, internship or trip sponsored by the district. This policy may be applied to off campus racial harassment only to the extent that it substantially disrupts the educational environment, or targets particular individuals and is so serious or severe as to deny or limit their ability to participate in or benefit from the educational program.

This policy does not prohibit the display of symbols or language used in the teaching curriculum or other learning opportunities that are aligned to state standards and support the goals of this policy.

### Definitions, Expectations and Consequences

Racially harassing conduct means unwelcome physical, verbal or nonverbal conduct based on the person's actual or perceived race, color, national origin or ethnicity; or physical characteristics historically associated with race, a place of origin, protected class ethnicity or religious or cultural ancestry. It creates a hostile environment when the conduct is so severe, persistent or pervasive so as to interfere with or limit a person's ability to participate in or benefit from the district's educational program or activity or creates an intimidating, threatening, hostile or offensive educational or employment environment.

This policy seeks to prevent, and prohibits, all forms of racially harassing conduct in district programs and activities, even if the conduct does not include an intent to harm; is not directed at a specific target, involve repeated incidents, result in tangible injury or detriment, to or constitute a hostile environment or bias incident.<sup>1</sup> However, context and intent will be factored in the response to the conduct.

Examples of conduct prohibited by this policy, regardless of intent, include, but are not limited to: ~~derogatory language about a person's skin color, accent, appearance or dress when linked to ethnicity or ancestry;~~ racial slurs or epithets ~~such as use of the "N" word regardless of intent;~~ race-based chants or comments ~~slurs~~ against student athletes; unwelcome gestures or acts of physical aggression based on the person's race or ethnicity; derogatory language about a person's skin color, accent, appearance or dress when linked to ethnicity or ancestry; statements or display of graffiti or printed material promoting racial stereotypes; offensive jokes or comments about a religious group when based on actual or perceived shared ancestry, ethnic characteristics or residency in a country with a distinct religious identity; display of symbols of hate as defined by board policy ACB; and verbal or nonverbal slights or insults which communicate hostile, derogatory or negative messages to persons based on their race or ethnicity.

Students are expected to follow the standards for student behavior established in this policy and the Student

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<sup>1</sup> As provided in policy ACB, a "bias incident" means a person's hostile expression of animus toward another person, relating to, among other things, the other person's perceived race, color, religion or national origin, of which criminal investigation or prosecution is impossible or inappropriate. ~~This policy does not prohibit the display of symbols used in the teaching curriculum and other learning opportunities that are aligned to state standards and support the goals of this policy.~~

Rights and Responsibilities Handbook (SRRH) and to hold their peers to the standards established by this policy.

Teachers and other staff who have knowledge of racial harassment are responsible for taking action to stop the behavior, report it that day to the school administrator and prioritize the safety and well-being of persons impacted.

The school administrator has overall responsibility for compliance with this policy at the school, investigations of and responses to racial harassment at the school level. A building administrator will investigate reports of racial harassment as soon as possible and take prompt and effective remedial action.

Students who violate this policy are subject to discipline as provided in the Student Rights and Responsibilities Handbook. Staff members who violate this policy, including by failing to stop or appropriately respond to a report of racial harassment, are subject to discipline. Others who violate this policy may be excluded from district premises.

### **Reporting and Administrative Action Upon Receipt of a Report**

Students and families are encouraged to report their concerns promptly to a trusted school employee. Students may use an optional Student Safety Reporting Form, available from the school and on the district website, or report through Safe Oregon at 1-844-4-SAFE-OR (text or call) or [www.safeoregon.com](http://www.safeoregon.com). Reports by staff members and others are expected to be made promptly to the school administrator or department director.

Any report alleging a violation of this policy by a person to whom a report would ordinarily be made shall instead be made to or filed with the district's Title VI or IX coordinator (students), ~~or the~~ hHuman rResources director (employees), or to the superintendent.<sup>2</sup>

Upon a report or knowledge of a potential racial harassment incident, the school administrator, department director or designee shall, without delay:

1. Acknowledge receipt of the report and inform the person(s) at whom the behavior was directed, the person alleged to have committed the behavior if known, and the parents of such persons that an investigation has been initiated;
2. Take interim actions necessary to maintaining a safe learning environment and commit to preventing further harm against persons impacted;
3. Assess the allegations, consider whether the behavior violates other board policies or civil rights laws, and follow requirements of applicable policies. Potential violations of policy ACB – Bias Incidents and Hate Symbols shall be processed in accordance with regulation ACB-AR in addition to any procedures required by this policy.
4. Conduct a thorough, sensitive and timely investigation of all racial harassment allegations as soon as possible, find facts and determine responsibility. Should an investigation not be completed within 10 work days, an update should be provided to impacted persons.
5. Provide an appropriate response for the offender, ~~and~~ impacted person(s), and school community that is tailored to the circumstances.
  - The response must be reasonably calculated to stop the harassing conduct or discrimination, prevent its recurrence, and include educational components that promote understanding of and respect for human rights and diversity. The administrator will prioritize practices that repair the violator's connection with the school community, and promote social-emotional learning, growth and transformation of the individual who caused harm. When appropriate and voluntarily agreed to by all parties, the response may include structured communication with the impacted person(s).
  - The response must address any continuing effect on the impacted person(s), through means such as offers of counseling, tutoring, safety planning or access to other support structures.
  - The administrator will investigate and implement needed measures in the school community to address

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<sup>2</sup> Reports against the superintendent should be made to the ~~board~~ chair.

- climate issues, promote transformation in the school culture, and prevent recurrence of incidents
6. Notify parents/guardians of the ~~victim~~impacted person(s) and perpetrator(s) regarding the outcome of the investigation. Communicate that retaliatory behavior of any kind against any complainant or any participant in the complaint process is defined as harassment and will not be tolerated.
  7. Document each racial harassment allegation and investigation and provide documentation required by the district's office in a timely fashion.
  8. Monitor the school climate and promptly address problems that could lead to harassment.

### **Formal Grievance Procedure**

If a person is dissatisfied with the school or district's action or inaction in responding to alleged racial harassment or discrimination, or if the school fails to render a decision within 30 days of the report, they may appeal by filing a formal complaint with the superintendent's office, using the district complaint form available on the district website at [www.4j.lane.edu/contact/complaints](http://www.4j.lane.edu/contact/complaints) or from the superintendent's office. In such a case, the formal complaint procedures and timelines in administrative regulation KL-AR will apply.<sup>3</sup> These procedures provide for an appeal of final district decisions to the Oregon Deputy Superintendent of Public Instruction as provided in OAR 581-002-0001 to 581-002-00231.

### **District Responsibilities**

The district will:

1. Provide an educational program that teaches students to be respectful of others in a diverse society and to understand the impact of racial harassment on students, staff and community;~~;- It is expected that on an annual basis, students will receive an-~~
- ~~1.2.~~ 2. Provide information and orientation to students every year about ~~on~~ harassment and student their rights and responsibilities under this policy including a variety of safe ways to make reports;
- ~~2.3.~~ 3. Publicize this policy in student and family handbooks and to employees;
- ~~3.4.~~ 4. Provide mandatory training and orientation of staff on the contents of this policy. Training will include teaching staff how to create positive educational environments; and prevent, recognize, discourage and respond to racial harassment;~~;-~~
- ~~4.5.~~ 5. Ensure appropriate documentation of reported incidences;
- ~~5.6.~~ 6. Ensure appropriate educational, corrective and remedial measures are implemented; and
- ~~6.7.~~ 7. Conduct an annual review of major incidents of racial harassment ~~violations and make recommendations for improvement~~and report the information annually to the board.;

### **Retaliation**

Anyone reporting or participating in an investigation into racial harassment shall be free from retaliation. Retaliation includes harassment, intimidation, threats, coercion and discrimination against a person because that person has in good faith reported information that the person believes is evidence of a violation of this policy. Retaliation shall be considered a serious violation of board policy independent of whether a complaint is substantiated.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Any person found to knowingly make false accusations of racial harassment shall be subject to discipline.

END OF POLICY

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

Title VI of Civil Rights Act of 1964

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<sup>3</sup> When a violation of this policy is initially reported through the filing of a formal complaint at step one, the appeal shall be heard by the superintendent at step two.

ORS 659.850  
OAR 581-021-0045  
OAR 581-021-0050



## **ITEM FOR ACTION (Second Read)**

### **Date of Meeting**

February 23, 2022

### **Title**

Approve the Lane Education Service District Local Service Plan

### **Presenter**

Cydney Vandercar, Interim Superintendent

### **Summary**

As required by House Bill 3184, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolutions/core services with the 16 component districts. Through this process component districts had the opportunity to gain knowledge, share and discuss their needs and provide recommendations for the local service plan.

The Local Service Plan contains all services mandated by law. These services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies. This plan includes services for:

1. Students with special needs
2. School improvement
3. Technology
4. Administrative and support
5. Additional services

### **Recommendation**

The superintendent recommends approving the Lane Education Service District Local Service Plan.

**Lane Education Service District**  
**2021-23 Local Service Plan - Year Two**  
Eugene School District 4J Resolution 2022–13

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The 2021–23 Local Service Plan – Year Two was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 5, 2022.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Board of Directors of the Eugene School District 4J has completed their annual review of the Lane ESD 2021–23 Local Service Plan – Year Two which includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2021-23 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

**BE IT RESOLVED** that the Board of Directors of Eugene School District 4J hereby authorizes the approval the Lane ESD 2021-23 Local Service Plan – Year Two and requests the Lane ESD to provide the services described during the 2022-23 (year two) fiscal year in accordance with ORS 334.175.

This resolution adopted this 16<sup>th</sup> day of February, 2022.

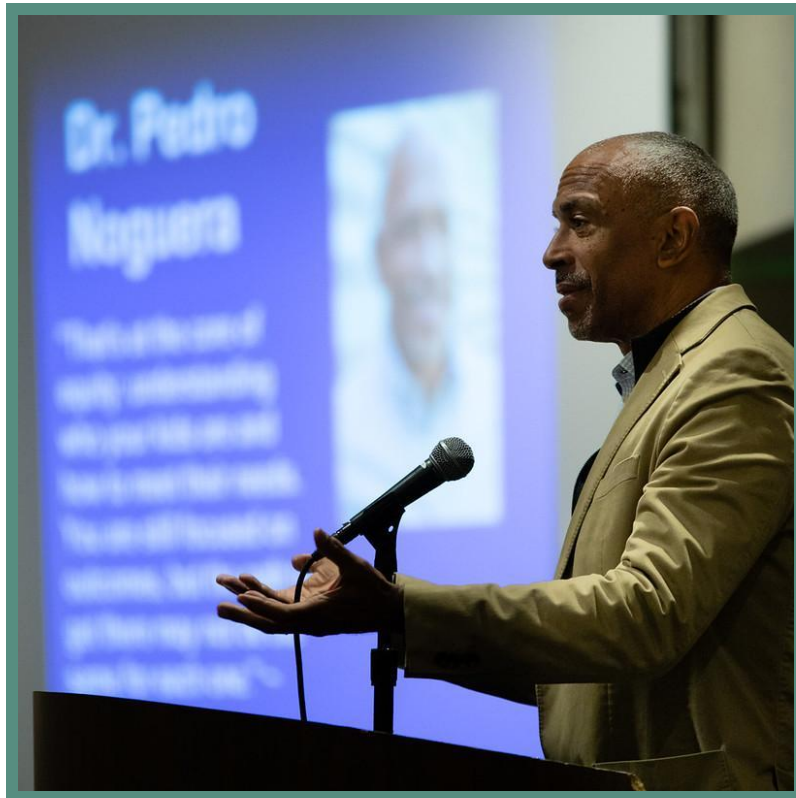
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Judy Newman, Board Chair  
Eugene School District 4J



*Shaping the future:  
Supporting excellence in education*

# Local Service Plan 2021-23 Year Two



**Lane Education Service District**  
1200 Highway 99 North  
Eugene, OR 97402  
Phone: (541)461-8200  
Fax: (541)461-8298



*Purpose*

*Shaping the Future -  
Supporting Excellence in  
Education*

*Values*

*Equity* – We support a respectful work environment and access to educational service to all students

*Commitment* – To districts, student and employee success

*Leadership* – that is informed, responsive, visionary, proactive and planful

*Collaboration* – actively engaged with our partners to achieve success

*Integrity*—approach our work with ethical actions, making and keeping commitments, courage and humility

*Strategic Plan  
5 Bold Steps*

*Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success*

*Supporting Best Instructional Practices*

*Modeling and Promoting Equitable Practice for All*

*Leadership – Leveraging Education and Community Partners*

*Strong Student Centered Advocacy*



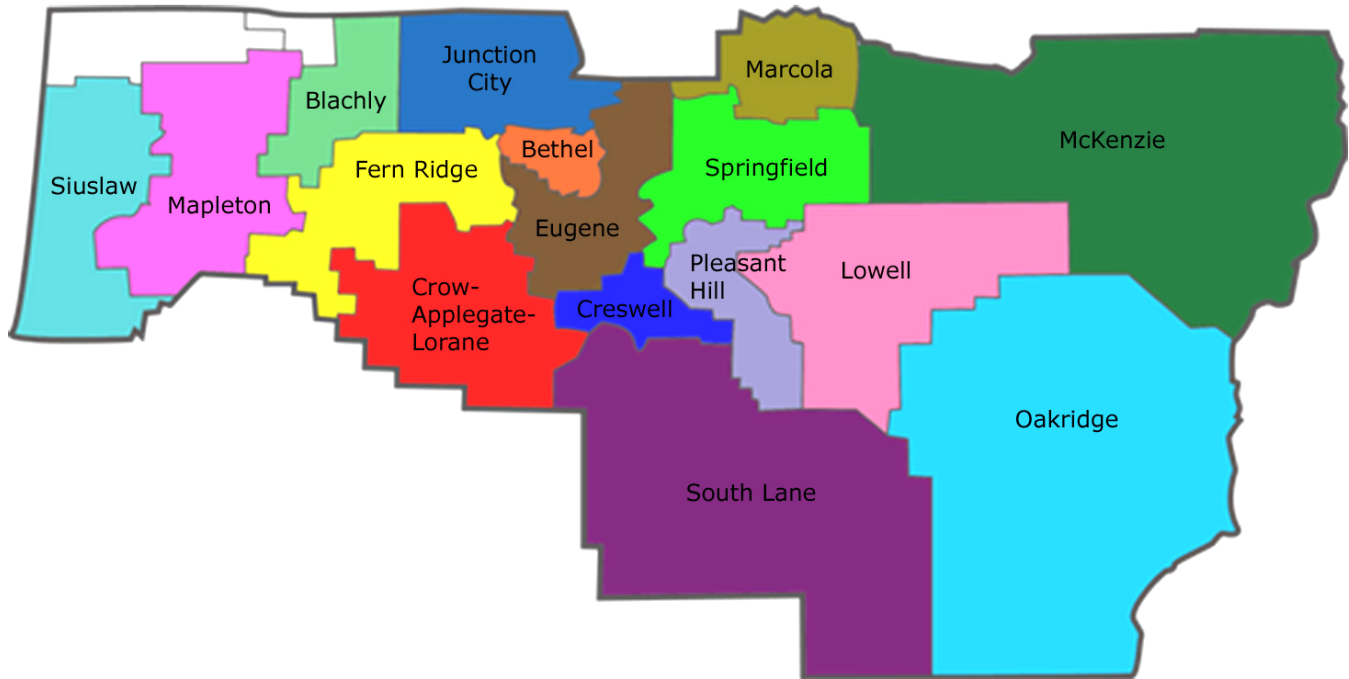
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### Component Districts



**Bethel, #52**

Superintendent – Kraig Sproles

**Blachly, #90**

Superintendent – Adam Watkins

**Creswell, #40**

Superintendent – Mike Johnson

**Crow-Applegate-Lorane, # 66**

Superintendent – Heidi Brown

**Eugene, #4J**

Superintendent – Cydney Vandercar

**Fern Ridge, #28J**

Superintendent – Gary Carpenter

**Junction City, #69**

Superintendent – Troy Stoops

**Lowell, #71**

Superintendent – Johnie Matthews

**Mapleton, #32**

Superintendent – Jodi O'Mara

**Marcola, #79J**

Superintendent – Terry Augustadt

**McKenzie, #68**

Superintendent – Lane Tompkins

**Oakridge, #76**

Superintendent – Reta Doland

**Pleasant Hill, #1**

Superintendent – Scott Linenberger

**Siuslaw, #97J**

Superintendent – Andy Grzeskowiak

**South Lane, #45J**

Superintendent – Yvonne Curtis

**Springfield, #19**

Superintendent – Todd Hamilton



### Core Services and Funding Formula/Allocation Model

Lane ESD's Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD's resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

#### 2021-23 (Year one) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2020, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2021-23 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

#### Withdrawal of Transit Funds

Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

51%-80%	10% service fee
81%-100%	15% service fee

#### The 2021-23 Local Service Plan provides three categories of service:

##### Core Services

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education, Connected Lane County support, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district's needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of supports may vary from district to district and from year-to-year; generally the true value of the service is realized over time.

##### Menu Services

These are services available from a "menu of services" that provides districts with the option to select or order available services. The cost of the services is covered by Flex Funds allocated to districts or district funds.

##### Custom Services



These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2021-23 (Year two) Local Service Plan include the following:

**Core Services and Funding Formula/Allocation Model**

1. Erate support to districts.
2. Communication supports on a fee-for-use basis.

**2021-23 Local Service Plan**

The Superintendents' Council agreed to a two-year Local Service Plan framework, with the intent of aligning with Oregon's K-12 biennium funding structure. Alignment of the Local Service Plan with the two-year fiscal cycle provides stability and opportunity for long-range planning. Lane ESD programs can focus more strategically on implementation of services that support district long-range goals, while maintaining the ability to assess and make program adjustments to meet emerging needs. The Superintendents' Council will annually review and make service and program recommendations. As required, Lane ESD and component districts will follow the formal annual approval process for the Local Service Plan.

**Withdrawal from Lane ESD**

In 2013 amendments to ORS 260.432 and 334.105 expanded the option for component school districts to withdraw from local ESD's state-wide beginning in 2014-15.

To support partnerships within Lane County, Lane ESD's goal is to continue to collaborate and partner with any school district that may withdraw from the ESD. Districts that withdraw from services will:

- Be invited to attend job-alike meetings, including: Superintendents' Council, Special Education Directors, Lane County Technology Advisory Committee, Curriculum Leaders meetings, and any other meetings that are supportive of services and programs county-wide
- Continue as a member of the Life Skills Consortium and other consortium/collaborative program services
- Continue as a member of consortium grants, CTE/Perkins, and Title program collaborations
- Continue to participate in county-wide school improvement efforts
- Be able to purchase ESD menu and custom services

**Potential Changes in Funding**

The 2021-23 Local Service Plan continues to provide districts with the flexibility to access Core



Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

Services funded via contracts or grants are not subject to the 90% expenditure requirement.

#### Process for Selecting Lane ESD Menu Services & Service Levels

Districts select the specific Lane ESD services and service levels from the service menu by mid-March of each year. Requests for services are placed using the Lane ESD Service Order Form. Districts' available funds and the costs for services are listed on the Lane ESD Service Order Form.

#### **Core Service - Decision Making**

Specific services and associated funding levels included in Core Services are agreed upon by the Lane County Superintendents' Council.

#### **District Feedback**

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

#### **Changing Services Included in Core Services**

Core Services change or evolve based on recommendation of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases the proposed change is analyzed and approved by the Superintendents' Council.

#### **Timelines**

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services,



should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

Exceptions to the timeline are made for proposals that do not require additional fiscal resources or re-staffing, as long as the proposal is supported by the Superintendents' Council.

Approved proposals that involve more complex changes (hiring of specialized staff, implementation of new programs) may be implemented either as a pilot or as a general change to Core Services.

When changes are implemented as a pilot, a subcommittee of superintendents will be asked to assist in the development of criteria to use in assessing the pilot and recommendations on whether changes should be incorporated into the Core Services. If a pilot is successful, but is not approved to be included in Core Services it may be offered as a service menu item or custom service.

### **Innovation/Projects**

Proposals for Innovation/Projects may be developed by the Lane County Curriculum Leaders, Lane County Technology Advisory Committee (LCTAC), Special Education Directors, Lane ESD Leadership, or the Superintendents' Council.

Innovation/Project proposals should focus on priorities identified by the Superintendents' Council. It is recommended that proposals outline the specific outcomes for the project, the time frame for implementation, and budget requirements. Lane ESD administrators and component district staff will assist with feasibility aspects of the proposal.

Proposals for accessing Innovation Funds are approved annually by the Superintendents' Council prior to March 30 to provide adequate planning time and effective implementation of the project in the next school year.

For 2021-23, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

### **Student Behavior Assistance Fund**

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations "in the moment."



**High Cost Pool**

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

**Connected Lane County**

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

**Promise Programs**

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

Menu Services – Decision Making

**Adding Services to the Menu**

A Menu Service offering may change or evolve based on recommendations of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases, the proposed change is analyzed and approved by the Superintendents' Council.

**Timelines**

Proposed changes that require establishment of new programs, expansion of specialist services, or an increase in fiscal resources allocated to Core Services should be presented no later than the Superintendents' Council meeting in October so that the Superintendents' Council can determine if the proposal should move forward to formal feasibility assessment by Lane ESD. Timelines for completing the feasibility assessment will be set jointly by the ESD and the Superintendents' Council.

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service. **The following services are menu options: nursing, communication (PIO), legal.**

In some cases, proposals may be implemented as a pilot as described below.

**Elimination of Service**

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.



### **Establishing Pilot/Custom Services**

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2021-23 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

### Service Flexibility

Offerings on the "Menu of Services" are available to all component districts.

### **Service Implications**

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.



## Menu of Services

### Current Menu

Below is the Menu of Services for 2021-23. The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (\*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

2021-23 Menu of Services
<p>Services to Students with Special Needs</p> <ul style="list-style-type: none"> <li>Life Skills ESD and Consortium Placements</li> <li>Lane School (Special School) Behavior Disorder Placements</li> <li>Behavior/Autism Spectrum Disorder Consortium Placements</li> <li>Behavior Disorders – Teacher or Consultant</li> <li>MLK Jr. Education Center</li> <li>School Psychologist Services</li> <li>Speech &amp; Language Pathologist</li> <li>Augmentative Communication</li> <li>Sign Language Interpretation Services</li> <li>Direction Service</li> <li>Custom Services</li> </ul> <p>School Improvement Services</p> <ul style="list-style-type: none"> <li>General Education*</li> <li>Career &amp; Technical Education</li> <li>Connected Lane County</li> <li>Tragedy Response</li> <li>Attendance Advocacy/Truancy</li> <li>Librarian Services</li> <li>Courier Services</li> <li>Regional Promise Program/Dual College and High School Credit Courses</li> <li>Home School</li> <li>Custom Services</li> </ul> <p>Technology Services</p> <ul style="list-style-type: none"> <li>Infrastructural Technology Services*</li> <li>Learn 360</li> <li>eRate Support Services</li> <li>Custom Services</li> </ul> <p>Administrative Services</p> <ul style="list-style-type: none"> <li>Business Services</li> <li>Substitute Teacher List Subscription</li> <li>Communication Support Services</li> <li>Custom Services</li> </ul>



### Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

#### **State School Fund (SSF) Revenue**

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

#### **Menu of Services Funding**

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

#### **Other Services**

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

#### **Grants**

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



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Programs Included in 10% Administrative Revenue

**Home Schooling**

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

**Grant Development**

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



## Federal & State Mandates for Oregon ESDs

Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:

### Services to Children with Special Needs

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

### School Improvement Services

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

### Technology Services

Technology Support for component school districts and the individual technology plans of those districts, including but not limited to:

- Technology infrastructure services
- Data services and distance learning
- Professional development for employees who provide those services.

### Administrative Support Services

Administrative and Support Services for component school districts, including but not limited to:

- Services designed to consolidate component school district business functions.
- Liaison services between ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

### Other Services

Other Services that ESDs are required to provide by state or federal law, including but not limited to:

- Compulsory Attendance required under ORS 339.005 to 339.090.

### Performance Measures

In addition to providing these "core" services, Lane ESD's services must also be equitable, cost effective, of high quality and meet local district needs. Services must also be evaluated using the following performance measures:

- Improving student learning
- Enhancing the quality of education for all students
- Providing quality professional development for district staff
- Providing districts and their students equitable access to resources
- Maximizing operational efficiencies and providing economies of scale



## Services to Children with Special Needs

### Life Skills Consortium Services

**Service Description**

Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".

The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City, Springfield and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.

#### Kindergarten to Grade 12

- Highly individualized instruction in functional academics, daily living skills, and social/communication skills
- Inclusion support
- Secondary students also receive instruction in vocational skills and community accessibility.

#### Intensive Services Class

- This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus.

#### Transition Classes

- Students learn independent living skills to help transition to adulthood.
- Students explore community options such as public transportation, leisure and recreation, and employment opportunities.

**Goals**

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.

**Budget**

The annual budget allocation for this service is based on the districts' annual service orders for the service.

## Services to Children with Special Needs

### Behavior Disorder Services

**Service Description** Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.

#### Lane School

Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.

Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.

#### Goals

- Assist component districts in meeting the requirements of IDEA and Rules.
- Implement evidence-based practices in the education of student disabilities to improve student learning.
- Assist districts with targeted interventions addressing the needs of behavioral/emotional disabilities.
- Enable component districts and the students they serve to have e in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.



#### Budget

- The annual budget allocation for this service is based on the districts' annual service orders for the service.



## Services to Children with Special Needs

### Behavior Disorder –Consultants

**Service Description** Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
  - Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.
  - Enable component school districts and the students they serve to have equitable access to resources in special education.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

### Martin Luther King, Jr. Education Center

**Service Description** Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
  - Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.

**Budget** The annual budget allocation for this service is based on anticipated student enrollment.



Services to Children with Special Needs

School Psychology Services

<b>Service Description</b>	<p>School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include:</p> <ul style="list-style-type: none"> <li>• Psycho-educational assessments provided to assist districts in determining student eligibility for special education.</li> <li>• Development and monitoring of student behavior support plans.</li> <li>• Consultation with school staff and parents on behavioral and educational concerns.</li> <li>• Service coordination assistance to district staff, parents and other professionals to ensure student success.</li> </ul>
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Assist component school districts in meeting the requirements of state and federal laws for IDEA.</li> <li>• Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services.</li> <li>• Improve student learning in special education for at-risk youth by providing consultation to district personnel.</li> <li>• Provide professional development to component district employees in the area of special education and at-risk youth.</li> <li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li> <li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.</li> </ul>
<b>Budget</b>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



## Services to Children with Special Needs

### Speech Services

**Service Description** Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
  - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
  - Enable component school districts and the students they serve to have equitable access to resources in special education.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

### Augmentative Communication

**Service Description** Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
  - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
  - Enable component school districts and the students they serve to have equitable access to resources in special education.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.



## Services to Children with Special Needs

### Sign Language Interpreting Service

**Service Description** Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families.

- Goal**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders.
  - Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed.
  - Enable component school districts and the students they serve to have equitable access to resources in special education.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education.
  -

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for this service.

### Direction Service

**Service Description** Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.

- Goal**
- Provide districts and parents of students with special needs access to cost effective referral and mediation services.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.



2021-23 Grant and Contract Services

**Early Intervention/Early Childhood Special Education**

Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.

**Lane Regional Program**

Lane Regional Low Incidence Program provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.

**State Hospital**

Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.

**Juvenile Detention Education Program**

Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.

**Phoenix Treatment Program**

Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.

**System Performance Review & Improvement (SPR&I)**

SPR&I sub grant awards assist with annual performance data collection and reporting for special education.

**Extended Assessment**

Supports training and professional development around the statewide assessment of students with disabilities.

**IDEA Enhancement**

Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.

**Employment Support Facilitator**

The position supports the implementation of Youth Transition Programs (YTP) designed to meet the needs of students enrolled in the Life Skills Transition program. The Employment Support Facilitator coordinates with the Vocational Rehabilitation (VR) office, Oregon Developmental Disability Services (ODDS), and local County Service Coordinators to provide services to eligible students.

## Services in School Improvement

### Service Description

#### **Instruction**

General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students. Component districts have prioritized supporting and improving instruction. Since 2014 Lane ESD and component districts have invested in implementing a strong instructional framework that is supported by 1) the Research for Better Teaching/Studying Skillful Teacher trainings for classroom teachers and administrators and 2) content and standards-based professional development. In addition for 2016-18, the Superintendents' Council has identified a priority for integrating culturally sustaining instructional practices in all content areas, including supporting districts in developing awareness and basic understanding of the continuum of equitable education practices in schools.

Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.

Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.

#### **Professional Development**

Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.

#### **Consultation/Coaching**

Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.

#### **Learning Resources**

Lane ESD provides an array of materials for Lane County public school educators, including over 200 hands-on educational models and kits and textbooks for review. Support is provided for textbook review and curriculum adoption.

#### **Equity**

While Lane ESD is focused on identifying and addressing barriers to equity and access for all students, many equity issues exist in our schools, community, and college/university. Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty, and students with disabilities. This requires strong collaborative efforts and determination from the ESD and partner organizations to develop and invest in initiatives across Lane County which will systematically eliminate opportunity gaps, improve and expand access to services and supports, and build upon the assets of each student and family.

Lane ESD is a member of the Equity and Community Consortium (representatives from 13 Eugene/Springfield area public agencies collaborating on equity and human rights issues). Lane ESD collaborates with equity and community organizations such as NAACP, Blacks In Government (BIG), Centro Latino Americano and Connected Lane County member organizations to strengthen, expand and integrate our efforts to address equity issues in our community. Collaborative efforts may include active participation in grants, initiatives, and community-based activities.



Current priorities are using culturally sustaining instructional practices for the implementation of professional development and supporting the development and enhancement of teacher pathways programs for diverse students interested in the field of education.

### **Partnerships**

Lane ESD is active in state-wide, regional and community partnership to further the identified instructional improvement goals of component districts. Lane ESD is a member of the ODE-OAESD Program Cabinet whose goal is to support effective communication and implementation of ODE initiatives. In addition Lane ESD serves as the backbone organization for the Regional Achievement Collaborative (Connected Lane County) and the STEM Hub (Lane STEM).

The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.

### **Goals**

The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:

- Create and implement innovative initiatives that directly influence student success
- Supporting best instructional practices
- Modeling and promoting equitable practice for all

### **Budget**

For 2021-23 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.

## Services in School Improvement

### Career & Technical Education

**Service Description**

Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21<sup>st</sup> century technical skills, career exploration, and successful transition to work or extended schooling.

LESD Specialists and staff provides technical assistance to instructors, counselors, and administrators on:

- innovative curriculum;
- employment preparation;
- alignment with secondary graduation requirements;
- services to reduce duplication given limited resources.



### Partnerships with Colleges & Districts

CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.

### Career Counseling and Guidance

Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.

**Goals**

- Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.
- Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.
- Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.
- Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.

**Budget**

The annual budget allocation for this service is based on the districts' annual service orders for the service.



**Connected Lane County**

**Service Description** Connected Lane County (RAC) is the evolution of an early collaborative called the Education Partnership established in 2010. The Education Partnership was an outcome of a long-held goal of Lane Community College President Mary Spilde and was initially based on the Mid-Valley Partnership sponsored by Oregon State University. This Lane County K-16 coalition was made up of the superintendents and presidents of local school districts, Lane CC, and UO. The initial purpose of the coalition was to share information increase cooperation and support Lane County students in their education transition by: identifying shared strengths, issues, and concerns across education institutions; addressing barriers to equity and accessibility for all students; exploring opportunities for cooperation; discovering resources to benefit partners; and utilizing the resources and inspiration of Lane CC and the UO to support aspirations for higher education for all Lane County students.

Connected Lane County partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit partners such as grants, donations, knowledge and experience.

- Goals**
- Increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations.
  - Create pathways for all students to enter kindergarten ready to learn and be prepared for higher education or careers.
  - Build programs and work utilizing an equity lens that ensures cultural appropriateness.

**Budget** For 2021-23 funding to support CLC includes partner dues, Oregon Department of Education/Chief Education Office Regional Achievement Collaboratives grants, and Superintendents' Council Core Services funding.

**Tragedy Response**

**Service Description** Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.

- Goals**
- Provide districts with cost effective training.
  - Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

**Librarian Services**

**Service Description** Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services.

- Goals**
- Provide training to classified staff assigned to school libraries
  - Assist with culling library collections and selecting materials
  - Assist districts in meeting Division 22 standards.



**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

**Attendance/Truancy and Advocacy Services**

**Service Description** Lane ESD provides truancy officers and advocates to assist parents and districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.

This is a state mandated service to districts with less than 1,000 students.

Lane ESD also coordinates the work of Conference Officers on behalf of local districts.

- Goals**
- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.
  - Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding.
  - Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

**Budget** Attendance/Truancy Services are fee-based.

**Lane ESD Student Success Act Comprehensive Support Plan<sup>1</sup>**

**Service Description** The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.

Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.

1. See appendix



2021-23 Grant and Contract Services

**Carl Perkins Consortium Services**

Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.

**Advanced Manufacturing and Construction**

This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.

**Apprenticeship Trades Academy**

Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.

**Connected Lane County/Regional Achievement Collaborative**

Lane ESD serves as the fiscal agent on behalf of Connected Lane County/Regional Achievement Collaborative, which was selected as one of 11 regional partnerships across the state of Oregon to receive Regional Achievement Collaborative grants. Connected Lane County was chosen based on the depth of its partnerships, commitment to the success of students from prenatal to age 22 (P-22), and the potential for implementing innovating and effective projects. Because of the depth and breadth of partnerships already developed since educational partners in Lane County partners first came together to work on K-12/higher education outcomes in 2010. Previously, Connected Lane County/RAC was chosen by the OEIB to serve as a mentor and leader to other Regional Achievement Collaboratives.

**Lane African American Black Student Success**

The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.

**Lane Regional Promise**

The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.

**Lane STEM (Hub)**

Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

**Migrant Education – Title IC**

Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

**Multi-Tiered System of Supports (MTSS) Regional Coaching**

The focus of the Oregon Multi-Tiered System of Supports (MTSS) project is the implementation of a cohesive evidence-based professional development and coaching network to support the implementation of MTSS for academics and behavior. Through integrated supports, Oregon has a statewide network of high quality coaches, and is increasing the number of districts implementing MTSS with fidelity, ultimately increasing student outcomes for students with disabilities.

**English Language Learners – Title III**

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

**Curriculum Directors and Rural School Network**

This network is composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

**Western Regional Educator Network (WREN)**

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

**Youth Transition Program**

The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.

**Grow Your Own Education Pathways Program**

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.



## Technology Services

### Infrastructural Technology

#### Service Description

Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:

- Managed network connectivity, including CIPA compliant filtering, and intrusion protection;
- Coordination and engineering support to district initiatives, including securing new implementations;
- Hosted services, e.g. email, web, and library services;
- Professional development to district technology support staff;
- Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;
- Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;
- Internship hiring and placement for college students into an education technology environment;
- E-rate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services.

Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.

#### Goals

- Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner.
- Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.

#### Budget

2021-23 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.



Technology Services

2021-23 Grant and Contract Services

**LCC Contract**

LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LESD and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 14 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



## Administrative Services

### Business Services

**Service Description** Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include:

- Payroll
- Accounts Payable
- Budget Preparation
- Audit preparation
- Financial reporting and management for grants
- Monthly financial reports to Boards
- Financial reporting to the Oregon Department of Education
- **Communication Support Services**

**Goals**

- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles.
- Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services.
- Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.
- Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.



## Administrative Services

### Courier Services

**Service Description** Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.

- Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts
- Secure and confidential delivery of Student Records, including Special Education records
- Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems
- Movement of specialized equipment for special education classrooms
- Customized services to Eugene and Springfield Schools Districts to interface with district courier.

**Goals** • Provide cost-effective, timely, accurate and courteous courier services to all component school districts.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

### Substitute Teacher List Subscription

**Service Description** Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.

- Goals**
- Provision of annual application process to register new teacher substitutes
  - Provision and monitoring of annual training requirements
  - Completion of annual "intent to return" and usual and customary break periods notice
  - Verification of valid teacher licensure

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

## Administrative Services

2021-23 Grant and Contract Services	
<b>Inter-Library Courier</b>	Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.
<b>Substitute Teacher List Subscription</b>	Lane ESD Substitute Teacher List subscription services to private and alternative schools.
<b>ODOT Teens Driving Safely Grant</b>	Supports increasing the number of trained driver education instructors and increasing course offerings in Lane County.
<b>State Farm Grant</b>	Supports access to ODOT approved Driver Education courses.





**Appendix**  
**1. Student Investment Account**

<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
Outcome	Lane County districts engage in quarterly continuous improvement self-monitoring routines (SIA, CIP, HSS, CTE alignment).		X	X		
Outcome	Youth, families, and community members representative of the four focal groups are empowered to inform district continuous improvement planning and implementation.	X	X	X	X	X
Outcome	Networked Learning communities can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate.	X	X	X	X	X
Outcome	District educators and administrators have access to high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.	X	X	X	X	X
Strategy #1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.					
Strategy #2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.					
Strategy #3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.					
Strategy #4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.					
Strategy #5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.					



		YEAR 1 BUDGETED COST			PROJECTED 3-YEAR COST				
Strategy 1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.	\$	155,300.00	\$	-				
Strategy 2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.	\$	155,300.00	\$	-				
Strategy 3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.	\$	524,500.00	\$	-				
Strategy 4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.	\$	150,100.00	\$	-				
Strategy 5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.	\$	95,000.00	\$	-				
#	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 1.0 Data Coordinator to support quantitative and qualitative evaluation of continuous improvement process and activity implementation	S3				\$ 98,100.00			HIGH
2	ODS/Oregon Data Suite: Purchase/Support Data Dashboard System which provides access to make informed decision for instruction, student success, with special attention to focal groups	S3				\$ 80,000.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
3	Hire .5 Program Assistant to support communication and planning of SIA district engagements and networked learning events	S3				\$ 50,700.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
4	Hire 1.0 bilingual/multicultural Community and Family Engagement Liaison to increase ongoing engagement and partnership with Latinx students and families with attention to identification of SEL/Mental Health needs	S2				\$ 98,100.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
5	Professional Learning for Improvement Science and Networked Learning (i.e. Carnegie/NW Region Experts) for ESD and district leaders	S3				\$ 140,000.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
6	Continue funding of 1.0 Student Success Act Administrator to lead continuous improvement processes, SIA plan implementation, and networked learning communities	S3				\$ 155,700.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
7	Hire 1.0 Education Specialist to support mental health networked learning communities and communities of practice, with attention to trauma informed practices, restorative practices, and suicide prevention systems and curriculum	S4				\$ 98,100.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								



8	Hire 1.0 Education Specialist to support writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content	S1				\$ 98,100.00			HIGH
9	Hire .5 Education Specialist/Instructional coach to support and train districts in the writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content	S1				\$ 55,100.00			
Person/Team Responsible									
8	Hire a .5 Youth Equity Council/Youth Voice Coordinator to oversee countywide youth governance model and connections to cultural organizations	S2				\$ 57,200.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
9	Implement Train the Trainer and community of practice model for Patterns Science professional learning and curriculum implementation.	S4				\$ 52,000.00			HIGH
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
10	Partnership with local post-secondary institutions to design and implement a community of practice for EAs/IAs to learn and implement trauma informed and culturally-responsive instructional strategies.	S5				\$ 95,000.00			HIGH
12	Support district capacity building (mitigating implicit bias in hiring practices, application of equity lens, two-way communications)	S5							HIGH
13									
Person/Team Responsible	<b>Outputs: Measures/Artifacts/Evidence of Successful Implementation</b>								
<b>Total Budget</b>									

\$ 1,080,200.00



**ITEM FOR ACTION**

**Date**

February 23, 2022

**Title**

Approve Board Working Agreements

**Presenter**

Judy Newman, Board Chair

**Background:**

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

## School Board Working Agreements - 2021-2022

The Board of Directors is the educational policy making body for Eugene School District 4J. The Board is responsible to guide practices, processes, and programs with the goal of producing the highest educational achievement for all students. The board is charged with accomplishing this goal while also being responsible for prudent management of available resources. To ensure student success, members of the school board and the superintendent agree to function together with integrity and commitment as a leadership team. To help the Board function together effectively and efficiently, the Board establishes Working Agreements that provide a set of guidelines, shared agreements and expectations and hold each other accountable to follow them.

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 seek to 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 carefully consider 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. The Board will respect each individual member's right to express opposing viewpoints and vote their convictions, whether they are in the minority or the majority. Individual Board members will abide by decisions made by the Board and will not interfere with action on settled decision.
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. And Board leadership will work with staff to develop a list of topics and resources for orientation and onboarding. The list will be given to new board members before July 1<sup>st</sup> and the new board members will complete the onboarding before the first Board meeting in August. Board Leadership and staff will help new Board members connect with resources.
9. The Board follows Robert's Rules of Order to structure meetings. A copy of Robert's Rules will be offered to any new Board member during the orientation process.

## **Meeting Agreements**

1. Board members will arrive on time for 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. Attending meetings via phone or web conference (i.e. Zoom) 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 board member must recuse themselves from the vote, such as in circumstances of a conflict. 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 except if the document has already been published.

## **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. A confirmation vote will take place at the first Board meeting on or after July 1<sup>st</sup> in those years when incoming new Board members are unable to vote for leadership.
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. Leadership will take extra care to prioritize items that have been supported by at least three members of the Board. This list is subject to change by a majority vote of the Board.
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.

### **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 a quorum in a non-public forum on any board matter is not allowed.
2. When a board member receives information about a concern or complaint from a stakeholder, they will not seek to act upon or resolve those issues directly with staff members (such as by requesting reports or further investigation). When possible, Board members should relay information to the level of the Superintendent's office, particularly when stakeholders seek out Board members about issues of public concern. This does not imply that a board member must relay information to the superintendent from confidential or informal conversations that board members participate in their roles as a 4J community members, etc.
3. Information requests by individual Board members that can be expected to require roughly 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, speaking publicly, or speaking directly to staff, board members are expected to be mindful of their status as elected leaders and how they may be perceived.
5. As a courtesy, board members may communicate with leadership and/or the superintendent about actions they intend to take.
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 they should inform the chair or 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) regarding serial meetings via electronic communication; avoid the use of "reply all." The board chair will strive for a 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. This does not apply when 4J Board members are acting as parents, grandparents, or other trusted adults in relationship to 4J students.

9. Occasionally, 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 will communicate with the superintendent when such requests are received and should be mindful of the Oregon Public meetings law.
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 a summer retreat.
2. At each regular meeting of the board there will be an opportunity for any member to request an item to be considered for further information or inclusion on the agenda for an upcoming meeting. Board leadership will assess interest or agreement by other members of the board with a straw poll. In order to better plan and manage board time and staff and district resources, the request will be considered if it is supported by at least three members of the board. Each request will be reviewed by board leadership and will be considered for next steps, which may be information provided to the board in the superintendent's weekly memo, an item for information or an item for future action on an upcoming board meeting agenda. Leadership will communicate the next steps decided for the proposed topic to the requesting board member.
3. Regular meeting agendas will include a short verbal report by the chair to preview upcoming meetings and the major topics to be considered. The weekly memo from the superintendent will also include the working calendar of agenda topics for upcoming meetings.
4. In general, agendas will not be changed after they have been published.
  - On occasion, an item may be removed, postponed, or changed by board leadership with proper notice to the board and the public in advance of the meeting.
  - On occasion, with a majority vote of the board during agenda review at the beginning of the meeting, an agenda may be changed to remove, postpone, or change an item. During a meeting, an item may be postponed due to time or other constraints, with consent of the Board.
  - In exceptional circumstances, during agenda review at the beginning of the meeting a majority vote of the board may change an agenda, either to add an item or to change an item from information to action. This is discouraged, as it reduces the possibility for public comment and does not allow for staff preparation. It should be done only for a time-sensitive matter under circumstances that could not have been foreseen.

- This will not lead to a board action in the same meeting in which it is raised except under true emergency conditions. An emergency condition would be one where:
  - Acting immediately is critical for the operations of the district, *and*
  - not acting immediately would threaten health and safety or create either an unacceptable financial consequence or timing problem for operations.

## 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.
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.

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(Signature)

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/5regon-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)

Updated 1/29/22

DRAFT