

Board of Directors Meeting  
School District 4J, Lane County  
4J Education Center / Hybrid  
(in-person or via Zoom)  
200 North Monroe Street  
Eugene, Oregon 97402  
Wednesday, August 7, 2024

**NOTICE:** The Regular Board Meeting at 6:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID: 912 2512 8314

**School Board Meeting Request Forms:**

Sign up to provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)

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

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

**6:00 PM  
Regular Meeting**

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. Items Raised by the Audience
- VI. Comments by Employee Groups
  
- VII. **Consent Group - Items for Action**
  - 1. Approve Minutes for July 3, 2024 Organizational Meeting 3
  - 2. Approve Contract for Nutrition Services with Spring Valley Dairy, Inc. for Fiscal Year 2025 11  
Presenter: Jill Cuadros, Director of Nutrition and Warehouse Services
  - 3. Approve Contract for Nutrition Services with Walter E Nelson Co., RFP 24-402 13  
Presenter: Jill Cuadros, Director of Nutrition and Warehouse Services
  - 4. Approve the Purchase of School Buses 17  
Presenter: Arthur Hart, Director of Transportation
  - 5. Approve Resolution 2024-0807 Authorizing Sale of Filbert Avenue (tax lot 17-04-23-44-04000) Property 33  
Presenter: Larry Williams, Assistant Superintendent of Academic Access and Advancement
  
- VIII. **Items for Information**
  - 1. Receive Information from Oregon School Boards Association (OSBA) and Superintendent Colt Gill Regarding the steps that go into a Sample Policy 42  
Presenters: Leslie Fisher, OSBA Policy Specialist; Colt Gill Interim Superintendent

45 Minutes

IX. **Items for Action**

None

X. **Items for Action at a Future Meeting**

- |   |    |
|---|----|
| 1. Initiate Process for K-12 Science Curriculum Adoption<br>Presenters: Courtney Leonard, Secondary Curriculum & MTSS<br>Administrator; Sarah Ruggiero-Kirby, Secondary Science Teacher on<br>Special Assignment (TOSA)<br>15 Minutes | 58 |
| 2. Consider 2024-25 Board Meeting Calendar Revision<br>Presenter: Colt Gill, Interim Superintendent<br>10 Minutes   | 88 |
| 3. Consider for Adoption Policy CB – Superintendent<br>Presenter: Colt Gill, Interim Superintendent<br>15 Minutes   | 91 |
| 4. Consider for Approval Revisions to Board Policy CBG—Evaluation of the<br>Superintendent<br>Presenter: Colt Gill Interim Superintendent<br>15 Minutes   | 94 |
| 5. Approve Proposed Policy BCFA – Educational Equity Advisory<br>Committee<br>Presenter: Colt Gill, Interim Superintendent<br>15 Minutes  | 97 |

XI. Comments and Committee Reports by Individual Board Members

XII. Suggestions by the Board for Consideration of Items at a Future Meeting

XIII. Adjourn

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

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



**ITEM FOR ACTION–CONSENT AGENDA**

**Date of Meeting**

August 21, 2024

**Title**

Approve the Board Meeting Minutes for July 3, 2024 Organizational Board Meeting

**Background**

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

**MINUTES OF THE ORGANIZATIONAL BOARD MEETING  
OF THE BOARD OF DIRECTORS  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: July 3, 2024**

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held an organizational board meeting at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on June 28, 2024.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

Jenny Jonak, Chair (newly elected and outgoing Vice Chair)  
Tom Di Liberto, Vice Chair (newly elected)  
Maya Rabasa Chair (outgoing)  
Ericka Thessen  
Judy Newman  
Morgan Munro  
Rick Hamilton

**STAFF:**

Colt Gill, Interim Superintendent  
Matt Brown, Finance Director  
Kat Lange, Student Services Director  
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office  
Sherry Moore, Executive Assistant to the Chief of Staff  
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

**EMPLOYEE GROUPS:**

None.

**OTHER:**

None.

**MEDIA:**

KRVM

**I. CALL TO ORDER, ROLL CALL**

Chair Maya Rabasa called the organizational board meeting to order at 7:43 p.m. She said the names of the board members who were present.

**II. AGENDA APPROVAL**

The agenda was approved as presented.

### III. CONSENT GROUP – ITEMS FOR ACTION

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

**1. APPROVE MINUTES FOR BOARD MEETINGS:  
MAY 08, 2024 BOARD SPRING RETREAT I MINUTES  
JUNE 5, 2024 BOARD WORK SESSION MINUTES  
JUNE 5, 2024 BOARD REGULAR SESSION MINUTES  
JUNE 6, 2024 BOARD SPRING RETREAT II MINUTES**

No discussion was held.

**2. APPROVE OVERNIGHT FIELD TRIP FOR CHURCHILL VARSITY CHEER TEAM**

No discussion was held.

**3. APPROVE OVERNIGHT FIELD TRIP FOR CHURCHILL FOOTBALL TEAM**

No discussion was held.

**4. APPROVE OVERNIGHT FIELD TRIP FOR SOUTH EUGENE CROSS COUNTRY TEAM**

No discussion was held.

**5. APPROVE OVERNIGHT FIELD TRIP FOR SOUTH EUGENE CHEER TEAM**

No discussion was held.

**6. APPROVE OVERNIGHT FIELD TRIP FOR SHELDON CHEER TEAM**

No discussion was held.

**7. APPROVE OVERNIGHT FIELD TRIP FOR SUMMER INTENSIVE PROGRAM**

No discussion was held.

**8. APPROVE OVERNIGHT FIELD TRIP FOR NORTH EUGENE VOLLEYBALL TEAM**

No discussion was held.

**9. APPROVE OVERNIGHT FIELD TRIP FOR NORTH EUGENE VARSITY CHEER TEAM**

No discussion was held.

**10. APPROVE THE NEW TEACHER PROJECT (TNTP) CONTRACT EXTENSION FOR 2024-25 SCHOOL YEAR**

No discussion was held.

**11. APPROVE THE AMERGIS HEALTHCARE STAFFING CONTRACT FOR NURSING SERVICES FOR 2024-25 SCHOOL YEAR**

No discussion was held.

**12. APPROVE MEMORANDUM OF AGREEMENT BETWEEN EUGENE SCHOOL DISTRICT 4J AND OREGON SCHOOL EMPLOYEES ASSOCIATION (OSEA) REGARDING: PAID FAMILY MEDICAL LEAVE ACT (PLO) AND SENATE BILL 283—JUST CAUSE PROVISION**

No discussion was held.

**13. APPROVE PRIVATE ALTERNATIVE EDUCATION OPTION CONTRACTS**

No discussion was held.

**14. APPROVE DELEGATION OF PURCHASING AND SIGNING AUTHORITY**

No discussion was held.

**15. APPROVE RESOLUTION 202407031, DESIGNATION OF AUDITOR, DISTRICT CLERKS, CUSTODIAN OF FUNDS, BUDGET OFFICER, INVESTMENT DEPOSITORIES, LOCAL PUBLIC CONTRACT REVIEW BOARD**

No discussion was held.

**IV. ITEMS FOR ACTION**

**1. APPROVE BOARD WORKING AGREEMENTS**

The Eugene School District 4J Board of Directors (BOD) reviewed a draft of their board working agreements and incorporated final suggestions, largely provided on behalf Ms. Newman, Ms. Munro, and Mr. Di Liberto. Final changes included refining language for clarity and adequately formatting the document.

**MOTION:** Vice Chair Jonak moved to approve the board working agreements with the changes discussed. Seconded by Mr. Hamilton. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor.**

**2. ORGANIZE THE BOARD OF DIRECTORS FOR THE 2024-25 SCHOOL YEAR**

Chair Rabasa stated that she recently had an opportunity to connect with each board member to gauge their interest in performing leadership duties for the BOD. They identified a continuum of interest ranging from “I cannot perform the duties” to “I am

eager to perform the duties.” She reported that all seven board members expressed their “willingness to perform the duties.”

Chair Rabasa outlined the process for open board nominations, following Robert’s Rules of Order for small boards. She explained that nominees may accept or decline a nomination prior to a vote by affirmation. She clarified that if there are multiple nominees, a roll call vote will be conducted. Four votes are required, and the role is effective immediately.

Vice Chair Jonak offered her comments as they relate to board leadership nominations. She said she is enthusiastic about the board and has been honored serving as Vice Chair. She cited personal time commitment concerns about serving as Chair, not due to a lack of enthusiasm, but for personal reasons, including but not limited to, fulltime work and parenting responsibilities. She implied that it would be difficult to put in the amount of time that the current Chair contributed. She explained that if no one else wants to step forward as Chair, she is willing to serve in the role for the next school year. But if someone else is eager to step into the role, she would be honored to serve under any of them. She closed her comments by stating that if serving as Chair she would need to depend heavily upon other board members.

Mr. Di Liberto stated that it was a busy year, and the board was met with many challenges. He reported that he is eager to serve in a leadership role.

Ms. Thessen offered that she is willing to serve as Vice Chair, but not as Chair.

Ms. Newman stated that she feels strongly that leadership succession is stabilizing for a board. She feels that every board member should have an opportunity to serve as board leadership. She pointed out that Chair is an administrative role, and every board member would benefit from seeing the amount of work that is involved. She added that the board would further benefit from experiencing different leadership styles. She suggested that while she admired the amount of time that Chair Rabasa put in, there are many other ways to be a Chair, including delegating responsibilities.

Ms. Munro commented that she thinks it is an equity issue for leadership to be plausible. For example, it should be accessible for people who are not already retired. She said [the board] has people who would be amazing representatives, but it is not plausible for them. She explained that she hopes there is not only one model for Chair and Vice Chair.

Mr. Hamilton stated that this function is very important and there is a lot of responsibility. He likes the idea of having different leadership styles. He explained that he does not intend to take on a leadership role during his first year and feels that he would not be at his best if he tried to do it now. He offered that in a pinch he would. Mr. Hamilton voiced that he is more than willing to support the Chair and Vice Chair and he would be happy to take on delegated tasks.

Chair Rabasa remarked that she agrees that a predictable pattern is helpful. She said at the same time, she advises being realistic about where the district is. She cited four years of unstable times. She said she is hopeful that Vice Chair Jonak hears how much support she would get because having a continuation of at least a portion of [the board's] leadership team moving forward would be extremely helpful. She pointed out that five board members were new during the last school year, and she cautioned two new people having to engage in that learning curve. Chair Rabasa echoed offers of support for Vice Chair Jonak's nomination for Chair, stating that the familiarity of a person who has been serving in the leadership team moving forward would be incredibly impactful to compliment staff work.

Chair Rabasa nominated Jenny Jonak to serve as Chair. The board voted 7:0 to elect Ms. Jonak to serve as Chair for the 2024-25 school year.

Ms. Newman nominated Morgan Munro to serve as Vice Chair. Ms. Newman voted in favor.

Ms. Rabasa nominated Tom Di Liberto to serve as Vice Chair. Ms. Thessen, Mr. Di Liberto, Ms. Rabasa, and Chair Jonak voted in favor thereby electing Tom Di Liberto to serve as Vice Chair for the 2024-25 school year.

### **3. PROPOSED REVISIONS TO POLICY DJ—DISTRICT PURCHASING**

Interim Superintendent Colt Gill stated that adopting proposed revisions to the district purchasing policy brings [the district] into alignment with Senate Bill 1047, increasing the spending procurement dollar threshold from \$150,000 to \$250,000; in this case for district clerks and deputy clerks.

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

### **4. APPROVE REVISIONS TO POLICY BD/BDA—BOARD MEETINGS (2<sup>ND</sup> READ)**

Interim Superintendent Gill stated that during a recent retreat there were alterations to the board calendar, including staggering regular board meetings and work sessions. He explained that the first meeting of the month would typically be a board meeting and the second meeting of the month would typically be a work session. He added that the board expressed the desire to make decisions in work sessions if needed. He said there are a number of other changes to the policy, including adding provisions for requiring board members to receive mandatory public meeting training, expansion of executive session possibilities to include discussion of matters relating to the security of district facilities and meeting spaces, and cyber security; updating the protected class list to include gender

identity, and specifications on how the board works with the Oregon Ethics Commission in the event of complaints.

**MOTION:** Vice Chair Di Liberto moved to approve revisions to policy BD/BDA. Seconded by Ms. Munro. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

##### **5. DETERMINE BOARD MEETING MODEL FOR THE 2024-25 SCHOOL YEAR, ESTABLISH DATES, TIMES, TIMES AND PLACES OF MONTHLY BOARD MEETINGS**

Interim Superintendent Gill introduced the board meeting calendar for the 2024-25 school year. He explained that the calendar aligns with the board meeting policies recently adopted, including staggering board meetings and work sessions.

Ms. Munro added that it also reflects a change in the public meeting start time from 7:00 p.m. to 6:00 p.m.

**MOTION:** Vice Chair Di Liberto moved to adopt the calendar draft. Seconded by Ms. Munro. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

##### **6. DIRECT SUPERINTENDENT TO CREATE A CLASSROOM DISPLAYS POLICY AD HOC WORK GROUP AND RANDOMLY SELECT UP TO THREE INTERESTED BOARD MEMBERS TO PARTICIPATE**

Interim Superintendent Gill introduced the topic of creating a classroom displays policy ad hoc work group and selecting three board members to participate. He explained that the BOD previously requested information about board policies relating to classroom displays from district staff. He said that the second step is creating an ad hoc work group to review the policies more deeply, consider input from community partners, and provide potential recommendations to the superintendent. He explained that the group will conduct their work over the summer and provide a report during the second board meeting in August. The ad hoc work group selection process will be conducted via a random drawing of interested participants.

**MOTION:** Vice Chair Di Liberto moved to direct the Interim Superintendent to create a classroom displays policy ad hoc work group via random selection of interested participants. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

Ms. Thessen, Ms. Newman, Ms. Munro, Ms. Rabasa, and Mr. Hamilton all expressed interest in serving on the classroom displays policy ad hoc work group. Based on a

random draw conducted by district staff, Ms. Thessen, Mr. Hamilton, and Ms. Munro were selected to serve on the ad hoc work group.

**V. ITEM FOR INFORMATION**

None.

**VI. ITEMS FOR ACTION AT A FUTURE MEETING**

Ms. Munro requested finalizing a date for the summer board retreat.

Ms. Rabasa suggested designating 4J as a sanctuary district.

**VII. ADJORN**

Chair Jonak adjourned the organizational board meeting at 8:51 p.m.

DRAFT



## ITEM FOR ACTION-CONSENT AGENDA

### Date of Meeting

August 7, 2024

### Title

*FY25 Dairy 25-004 Approve a Contract for Nutrition Services with Spring Valley Dairy, Inc.*

### Action Proposed

Approve a contract for Nutrition Services with Spring Valley Dairy, Inc. for one year with the option of four annual renewals. [Contract award link](#).

### Presenter

Jill Cuadros, Director of Nutrition & Warehouse Services

### Description

In April 2024 the District issued a Request for Proposals (RFP) for Nutrition Services Dairy products. The current contract with Spring Valley Dairy, Inc. expires June 30, 2024. (For reference purposes, the district spent roughly \$366,581.50 on dairy products through Spring Valley Dairy, Inc. in FY24.) The solicitation process is highly regulated and complex, with the Oregon Department of Education (ODE) requiring a formal solicitation every five years, providing the RFP and contract templates, and reserving final approval of all RFP and contract revisions.

On June 14, 2024 two interested vendors provided Eugene School District 4J's Nutrition Services department their bids (in response to the RFP).

A four-member selection committee comprised of Nutrition Services staff reviewed the proposals according to the following evaluation criteria:

- Cost/Pricing
- Product Quality & Availability
- Service/Deliveries
- Local Business Ties

### Decision

It was determined Spring Valley Dairy, Inc. was local, the most cost effective, and the quality of their products (for the cost) is far superior than their competitor. Their competitor was unable to provide pricing for numerous items which further supported Nutrition Services' decision to request sign-off from the Board to award the bid to Spring Valley Dairy, Inc.

### Recommendation

Approve a contract for Nutrition Services with Spring Valley Dairy, Inc. for one year with a possibility of four annual renewals.



This contract award executed by Eugene School District 4J (“District 4J”) and the following documents incorporated into the contract by reference, shall constitute the full and complete agreement (“Agreement”) between District 4J and Spring Valley Dairy, Inc.:

1. RFP 25-004 dated April 29, 2024 (“RFP”);
2. Spring Valley Dairy, Inc. response to the RFP, dated May 28, 2024 (“Proposal”);

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of District 4J and Spring Valley Dairy Inc.

**Term.** The term of the agreement is from signing date through June 30, 2025. There are four remaining one-year extensions available on this agreement.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

**Eugene School District 4J**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**Spring Valley Dairy, Inc.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



## ITEM FOR ACTION-CONSENT AGENDA

### Date of Meeting

August 7, 2024

### Title

*RFP 24-402: Approve a Contract for Nutrition Services with Walter E Nelson Co.*

### Action Proposed

Approve a contract for Nutrition Services with Walter E Nelson Co. for one year with the option of four annual renewals. [Contract link](#)

### Presenter

Jill Cuadros, Director of Nutrition & Warehouse Services

### Description

In April 2024 the District issued a Request for Proposals (RFP) for Nutrition Services Paper & Packaging products. Currently our broad line distributor, US Foods held the contract for miscellaneous packaging. (For reference purposes, the district spent roughly \$223,378.15 with its primary paper & packaging provider in FY24.). Supply-chain issues have forced procurement from additional sources, creating the need for a formal bid process to align with procurement law. By parsing out Direct Paper and Packaging Products, we will be aligned with procurement law and be provided with a single vendor for all our needs. The solicitation process is highly regulated and complex, with the Oregon Department of Education (ODE) requiring a formal solicitation every five years, providing the RFP and contract templates, and reserving final approval of all RFP and contract revisions.

On May 29, 2024, six interested vendors provided Eugene School District 4J's Nutrition Services department their bids (in response to the RFP).

A four-member scoring committee comprised of Nutrition Services staff reviewed the proposals according to the following evaluation criteria:

- Cost/Pricing
- References
- Return Policy
- Local Business Ties

### Decision

Two clear frontrunners surfaced during the bid review process. In the subsequent weeks Nutrition Services invited representatives from Walter E Nelson Co. and McDonalds Wholesale to come speak with the scoring committee and a member of our Purchasing Department. After these two meetings there was no question in anybody's mind that Nutrition Services would request sign-off from the Board to award the bid to Walter E Nelson Co. due to their pricing, expertise, product-line knowledge & local ties.

**Recommendation**

Approve a contract for Nutrition Services with Walter E Nelson Co. for one year with a possibility of four annual renewals.



**Contract Award: 24-402**  
Direct Paper and Packaging  
Products

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This contract award executed by Eugene School District 4J (“District 4J”) and the following documents incorporated into the contract by reference, shall constitute the full and complete agreement (“Agreement”) between District 4J and Walter E Nelson Company (“Walter Nelson”):

1. RFP 24-402, dated April 18, 2024 (“RFP”);
2. Walter Nelson response to the RFP, dated May 21, 2024 (“Proposal”);

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of District 4J and Walter Nelson.

**Term.** The term of the agreement is from July 1, 2024 through June 30, 2025. There are four remaining one-year extensions available on this agreement.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

**Eugene School District 4J**

\_\_\_\_\_  
Signature

Colt Gill

\_\_\_\_\_  
Printed

Superintendent

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**Walter E Nelson Company**

signature on following page

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



**Contract Award: 24-402**  
**Direct Paper and Packaging**  
**Products**

This contract award executed by Eugene School District 4J ("District 4J") and the following documents incorporated into the contract by reference, shall constitute the full and complete agreement ("Agreement") between District 4J and Walter E Nelson Company ("Walter Nelson"):

1. RFP 24-402, dated April 18, 2024 ("RFP");
2. Walter Nelson response to the RFP, dated May 21, 2024 ("Proposal");

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of District 4J and Walter Nelson.

**Term.** The term of the agreement is from July 1, 2024 through June 30, 2025. There are four remaining one-year extensions available on this agreement.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

**Eugene School District 4J**

\_\_\_\_\_  
Signature

Colt Gill

\_\_\_\_\_  
Printed

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**Walter E Nelson Company**

*Stephen Zahler*  
\_\_\_\_\_  
Signature

Stephen Zahler

\_\_\_\_\_  
Printed

\_\_\_\_\_  
Corporate Accounts VP

\_\_\_\_\_  
Title

\_\_\_\_\_  
7/3/24

\_\_\_\_\_  
Date



## ITEM FOR ACTION – CONSENT AGENDA

### Date

Wednesday, August 7, 2024

### Title

Approve the purchase of School Buses.

### Action Proposed

Approve the purchase of four Type C Propane Adaptive-Use School Buses and five Type D Semi-Adaptive-Use Buses through the Salem Kaiser SD RFP cooperative contract held with Western Bus Sales, Inc. The Salem Kaiser SD cooperative contract fulfills state procurement guidelines.

### Presenter

Arthur Hart, Director of Transportation

### Background

District buses are ideally replaced on a 13-year cycle, which keeps the fleet running in a safe, reliable and economical manner. By the estimated delivery date the District will have ten adaptive-use and five general-use buses that exceed 13 years of age. The district also has four 2015 Thomas propane adaptive-use buses that lack engine manufacturer service support, and are no longer a reliable resource.

Bond funding has been approved for purchasing buses to update the District's school bus fleet, improve efficiency and safety, and decrease maintenance costs.

In 2024, Eugene School District was awarded an EPA Clean School Bus Rebate of \$100,000.00 toward the purchase of four qualifying propane school buses. The terms of the EPA grant requires the destruction of four qualifying diesel school buses to be met by May 31, 2026. The district has retained four qualifying diesel buses from 2009 to meet this requirement.

This request is for four Type C adaptive-use propane buses for \$827,592.00 (less the \$100,000.00 EPA Clean School Bus Rebate) and five Type D semi-adaptive-use diesel buses for \$1,198,145.00. The total requested amount is \$2,025,737.00. However, with the EPA rebate the actual cost to the district will be \$1,925,737.

### Discussion

1. Rationale:

Replacing buses on a regular cycle is necessary in order to maintain the condition of the fleet in reasonable operating condition, increasing the fleet reliability, and reducing maintenance costs. Updating the fleet on a routine basis also ensures that buses are equipped with the latest safety features and emissions standards.

If approved, the purchase order of four Type C and five Type D buses from Western Bus Sales, Inc. will be issued. By ordering the buses now, the District would likely take delivery sometime in the summer of 2025

2. Options and Alternatives:

The District could reduce the number of buses being replaced, or defer the replacement purchases altogether. Deferring the purchases would increase ongoing maintenance costs and decrease fleet reliability. Only buses that are 13 years or older, or those with reliability concerns and excessive maintenance costs are proposed to be replaced.

3. Budget/Resource Implications:

The total cost for the nine buses is \$1,925,737 (after the EPA rebate). Western Bus Sales will supply buses.

If approved, 490 funds will be used to pay for the purchases. There will be no negative impact to the General Fund because of the proposed purchases. Purchase of the new vehicles will likely have a positive impact on the general fund by reducing operating and maintenance costs.

4. Board and Superintendent Goals:

The proposal supports the Board Goal to provide prudent stewardship of district resources to best support student success, educational equity and choice.

**Recommendation**

The superintendent recommends the purchase of nine buses from Western Bus Sales, Inc. in the amount of \$2,025,737.00.



# NEW BUS PROPOSAL

30355 S.E. Highway 212  
 Boring, Oregon 97009  
 (800) 258-2473 westernbus.com

Quote Date		Revision Date		Sales Consultant & Phone	
6/26/2024		7/3/2024		SARAH JONES (503) 905-0011	
Customer/District #					
EUGENE SCHOOL DISTRICT 4J					
Contact Name			Title		
ARTHUR HART,			DIRECTOR OF TRANSPORTATION		
Address		City	State	Zip	
1938 WEST 8TH AVENUE		EUGENE,	OR	97402	
Phone			Email		
541.790.7474			<a href="mailto:hart_a@4j.lane.edu">hart_a@4j.lane.edu</a>		
Purchase QTY	Model Year	Wheelbase	Estimated Delivery		
4	2026	217"	APPROX. 300 DAYS AFTER RECEIPT OF ORDER		
Make	Model	Body Length			
BLUE BIRD	VISION CONVENTIONAL	BBCV2610 (5400)			
Passenger Capacity	Alternate Capacity	Cooperative Contract, if Applicable			
31 + 1 W/C	25 + 2 W/C (10 CRS & 10 LATCH)	SALEM-KEIZER SCHOOL DISTRICT RFP			
Trade Ins? Y/N	Beltline Lettering - Provide Exact Requirements				
<input type="checkbox"/> Y <input type="checkbox"/> N	EUGENE SCHOOL DISTRICT 4J				
Financing? Y/N	Required Fleet Number(s)				
<input type="checkbox"/> Y <input type="checkbox"/> N					
WBS Coordinated? Y/N	Additional Comments / Notes				
<input type="checkbox"/> Y <input type="checkbox"/> N					
Sales Price Per Bus		\$	206,898.00		
Extended Sales Price Total		\$	827,592.00		

Thank you for the opportunity to present this new bus quotation. We look forward to working with you on your transportation needs.



BODY MODEL		
X	<i>Body Model</i>	BBCV2311, 48 passenger body, 189" wheelbase, 358" overall length
CHASSIS SPECIFICATIONS		
X	<i>Alternator</i>	325 amp Leece Neville brushless alternator, internal regulator
X	<i>Axle, Front</i>	Front spring suspension, Hendrickson Softek, 8,500 lbs. <span style="float: right;">STD</span>
X	<i>Axle, Front</i>	Hendrickson integrated front axle, 12,000 lbs.
X	<i>Axle, Front</i>	Synthetic based oil lubed front & rear wheel bearings, 80W/140
X	<i>Axle, Rear</i>	Rear air suspension, Hendrickson ComfortAir, 21,000 lb. (for 1910, 2311, & 2610 bodies) <span style="float: right;">Inc'd</span>
X	<i>Axle, Rear</i>	Dana S21-140 21,000 lb. rear axle with 6.14 rear axle ratio <span style="float: right;">STD</span>
X	<i>Battery</i>	Three (3) group 31 batteries, Deka dual purpose batteries, 2100 CCA total <span style="float: right;">Inc'd</span>
X	<i>Battery</i>	Battery compartment, chassis mounted, locking, with roll out tray
X	<i>Battery</i>	Battery compartment closeout seal to body <span style="float: right;">Inc'd</span>
X	<i>Battery</i>	Battery disconnect switch, in battery compartment with decal
X	<i>Brakes</i>	Bendix air disc brakes, 22X, 16.9" rotor, BX-275 pad material (synthetic oil hubs recommend)
X	<i>Brakes</i>	Bendix AD-IP heated air dryer, internal purge design
X	<i>Brakes</i>	Heated reservoir automatic drain valve on wet tank
X	<i>Brakes</i>	E-Z Grip soft button cover cushion for parking brake release <span style="float: right;">Inc'd</span>
X	<i>Brakes</i>	Parking brake interlock, service brake must be applied to release parking brake <span style="float: right;">Inc'd</span>
X	<i>Brakes</i>	Brake interlock for entrance door, engages rear service brakes
X	<i>Brakes</i>	Adjustable driver's brake & throttle pedals, 3" total fore and aft adjustment
X	<i>Brakes</i>	Bendix ESC electronic stability control, includes automatic traction control <span style="float: right;">STD</span>
X	<i>Cooling</i>	Rubber cooling hoses with constant torque clamps for Ford gas & propane engines <span style="float: right;">Inc'd</span>
X	<i>Cooling</i>	Long life antifreeze, to -34 degrees, yellow, Phosphated Organic Additive Technology (POAT), Ford
X	<i>Electrical</i>	Standard chassis electrical system includes fuses with multiplex wiring <span style="float: right;">STD</span>
X	<i>Electrical</i>	Power socket accessory with cap for cell phone charging, in LH side panel <span style="float: right;">STD</span>
X	<i>Electrical</i>	Ignition keyed alike, for multiple bus orders only
X	<i>Engine</i>	NO block heater
X	<i>Engine</i>	Ford 7.3L V-8 Propane 350 hp@3900 RPM, 468 lb-ft@3900 RPM w/updated FEAD & .02 Nox certification
X	<i>Engine</i>	Cruise control <span style="float: right;">STD</span>
X	<i>Engine</i>	Engine governor, limits top speed to 70 mph
X	<i>Exhaust</i>	Two ply stainless steel non-flex style exhaust <span style="float: right;">STD</span>
X	<i>Exhaust</i>	Tailpipe exits through rear bumper <span style="float: right;">Inc'd</span>
X	<i>Fuel System</i>	Propane fuel system, mounted between frame rails, 67 usable gallon capacity
X	<i>Fuel System</i>	Euro-style EN12806 propane fuel filling receptacle <span style="float: right;">Inc'd</span>
X	<i>Fuel System</i>	Adapter for Euro-style propane fueling receptacle, one per bus ordered
X	<i>Fuel System</i>	Fuel fill location - RIGHT side <span style="float: right;">STD</span>
X	<i>Fuel System</i>	Locking fuel tank door, spring loaded <span style="float: right;">Inc'd</span>
X	<i>Gauges</i>	Speedometer, tachometer, odometer, and hourmeter <span style="float: right;">STD</span>
X	<i>Gauges</i>	Oil pressure, coolant temp, fuel level, voltmeter, and digital clock <span style="float: right;">STD</span>
X	<i>Gauges</i>	Transmission temperature gauge, included in dash readout <span style="float: right;">STD</span>
X	<i>Gauges</i>	Ametek Dixon instrument cluster & message display center control panel <span style="float: right;">STD</span>
X	<i>Gauges</i>	Front camera + rear back-up camera w/monitor included in dash instrument cluster display <span style="float: right;">STD</span>
X	<i>Gauges</i>	Ammeter, front dash mounted
X	<i>Gauges</i>	Exterior air temperature gauge, Teltek with ice warning
X	<i>Horns</i>	Air horn, roof mounted
X	<i>Lights</i>	Headlights, LED <span style="float: right;">20</span> <span style="float: right;">STD</span>

X	Mud Flaps	Full length front and rear mud flaps	Inc'd
X	Mud Flaps	Rear rubber fenders	
X	Steering	Tilt & telescoping steering column	STD
X	Steps	Cowl step, folding option	Inc'd
X	Tires	Michelin 255/70R22.5 XZE2 hwy tread tires front, XMD traction rear, load range H, low profile	
X	Tow Hooks	Two front and rear tow hooks	Inc'd
X	Traction	OnSpot brand automatic tire chains, factory installed	
X	Transmission	Ford 6R140 HD Torqshift 6-Speed auto transmission for Ford engine w/mechanical T-handle shifter	
X	Transmission	Ford PowerShift calibration, for maximum power, standard on propane & gas engines	
X	Undercoating	Premium undercoating, Sulfonate enhanced direct to metal modified wax coating	STD
X	Wheels	Hub piloted steel wheels, 22.5 X 8.25, black, 5 hand hole	STD
<b>BODY SPECIFICATIONS</b>			
X	Air Conditioning	Air conditioning engine compressor prep kit, inc's dual 13.1 CID compressors, req'd w/Ford engine	
X	Air Conditioning	Electrical compartment skirt mtd, LHMM 6.5"X12"X17", for AC electrical equipment w/no LHMM luggage	
X	Air Conditioning	MCC A/C, 83k btu, front RH side & rear inwall evap, 2 CM-2 skirt condensers, 2 TM-16 compressors	
X	Air Conditioning	Upgrade to skirt mounted condenser stack kit, when skirt space is limited, for MCC only	
X	Air Conditioning	Add ID-10 dash A/C heating & cooling unit, replaces stepwell heater, for MCC only	
X	Compartments	NO electrical compartment under driver due to std equipment change at Blue Bird	STD
X	Compartments	Driver's area glove compartment	STD
X	Compartments	Emergency equipment compartment over windshield, non-locking, emergency equipment installed inside	
X	Compartments	Interior driver's storage compartment over driver's LH shoulder, non-locking	
X	Compartments	Exterior skirt tool compartment, RH, forward of rear wheels	
X	Construction	Body meets Colorado Rack & Load Test & Kentucky Pole Test as STANDARD	STD
X	Doors	Air operated entrance door, outward opening, mechanical actuated switches	Inc'd
X	Doors	Keyed security lock on entrance door	
X	Doors	Entrance door wired battery hot	Inc'd
X	Doors	Rear center emergency door, with upper & lower glass	STD
X	Doors	Vandal lock on rear emergency door, slide bolt	
X	Electrical	Standard body electrical system is fuses for most body circuits, plus body control module	STD
X	Electrical	Front upper inner access plates in front bulkhead area, both sides	STD
X	Fans	6" auxiliary fans, upper left and upper center	Inc'd
X	Floor	5/8" marine "BB" grade plywood flooring, screwed down	\$ 81
X	Floor	Gray rubber flooring with aluminum aisle trim	
X	Floor	Ribbed matching rubber flooring in driver's area (blue floor will be smooth)	STD
X	GPS	Zonar GPS V4 telematic device, installed locally	
X	Grabrail	Left side grabrail in entrance door area, mounted to RH barrier	STD
X	Grabrail	Right side forward grabrail in stepwell	
X	Headroom	77" headroom with 12" split sash windows	Inc'd
X	Heaters	Heavy duty heater pump, Bergstrom, chassis mounted	
X	Heaters	Front 90,000 BTU defroster system	STD
X	Heaters	Rear wall mounted heater, 80,000 BTU, RH next to lift, for special needs	
X	Heaters	EPDM heater hose with Breeze brand constant torque clamps	
X	Horns	Backup alarm, 112 dBA, mounted under bus	Inc'd
X	Insulation	Fiberglass insulation roof, front, rear corners, and sidewalls	Inc'd
X	Insulation	Additional fiberglass insulation in front roof cap area & roof bow cavities	Inc'd
X	Insulation	Sound deadening spray coat	Inc'd

X	Insulation	Insulation on the driver's side external firewall/toe box	Inc'd
X	Insulation	Full length accoustical headliner with polyester body insulation in ceiling	
X	Insulation	Stepwell insulation, NR 3, includes aluminum kick plates	
X	Lettering	6" black, both sides _____	Inc'd
X	Lettering	Bus numbers in standard locations, 6" black _____	Inc'd
X	Lettering	Emergency door/exit lettering for all pushout windows & doors	Inc'd
X	Lettering	6.5" 3M Diamondgrade reflective on beltlines, both sides, below lettering	
X	Lettering	Route changer, 4 digit with hinge, installed locally	
X	Lights	Backlighting of switch panel controlled by rheostat switch	Inc'd
X	Lights	Clearance and cluster lights, LED grommet mounted with LED ID bar	STD
X	Lights	Daytime running lights	STD
X	Lights	Dual row dome lights in wire molding, driver's, LH, RH, & rear on switches, LED	
X	Lights	Front 7", rear 7", & side amber directional lights, LED	Inc'd
X	Lights	Rear 7" & 4" red stop and tail lights, LED	STD
X	Lights	Backup lights, 4" LED, vandal resistant	STD
X	Lights	Auxiliary backup lights behind rear mud flaps, Grote #63611 LED, locally installed	
X	Lights	Eight way warning lights, LED, colored lenses	
X	Lights	Strobing pattern option for LED 8-lights	
X	Lights	Warning lights wired battery hot	
X	Lights	Doran 16 light monitor for warning light system, universal	
X	Lights	NO hoods installed over 8-way warning lights	STD
X	Lights	Stepwell lights, LED, meets ADA requirements, includes light underneath stepwell	
X	Lights	Red interior light mounted over rear emergency door in lieu of blue	
X	Lights	Pre-trip driver light check system	STD
X	Mirrors	Rosco Open View ES Split rearview mirrors, 7 3/8"X10" flat & 7 3/8"X10" convex, htd & remote control	
X	Mirrors	Rosco Eye-Max LP, Asymmetrical Shape, crossview mirrors, heated	
X	Mirrors	Interior rearview mirror, 10" X 30"	
X	Paint	Body and chassis painted school bus yellow w/ black rubrails & bumpers	STD
X	Paint	3" black ABS bezel background around warning lights	Inc'd
X	Paint	Rubrails painted full width profile	Inc'd
X	Paint	Roof painted bright white, white stops 12.5" above rain visor, straight edge at front roof cap	
X	Radio	AM/FM/USB/MP3/SD/MMC/BT/PA with front USB and AUX inputs	Inc'd
X	Radio	Eight (8) interior deluxe speakers	Inc'd
X	Radio	Exterior PA speaker mounted behind grill	Inc'd
X	Radio	Wiring for two way radio system, provides power & ground wires & pull wire	
X	Reflective	3M Diamondgrade SCHOOL BUS signs, front and rear	Inc'd
X	Reflective	3M Diamondgrade reflective, 2" along sides and 1.75" rear outline	Inc'd
X	Rubrails	Four rubrails - window, seat, floor, & skirt level - 16 gauge steel, screwed w/steel end caps	STD
X	Rubrails	Rubrails extend on side lift doors only & seat rail around to rear corner	Inc'd
X	Safety Equip	First aid kit & body fluid kit, mounted either front bulkhead or front overhead compartment	Inc'd
X	Safety Equip	5 lb. fire extinguisher mtd in overhead compartment or floor & triangle kit mtd on floor	Inc'd
X	Safety Equip	Second first aid kit provided and mounted in front overhead compartment	
X	Seat, Barriers	Highback barriers at front RH and LH	STD
X	Seat, Driver's	Adjustable driver's shoulder belt, with in-line "D" ring for 17" adjustment	STD
X	Seat, Driver's	Updated driver's 3 point seat belt, floor mtd w/ emergency locking retractor	STD
X	Seat, Driver's	National Premium air susp seat, w/fabric, dual shocks, triple lumbar, 6-way front cushion adj, black	
X	Seat, Driver's	Driver's console mounted armrest to the left of the driver	Inc'd

X	Seat, Driver's	Driver's seat armrest, for right side of seat only	
X	Seat, Passenger	Modesty panel below front barrier for RH side, behind entrance door	Inc'd
5	Seat, Passenger	IMMI Highback 3 PT Lap/Shoulder Belt seats, 39" wide, 3 passenger	
5	Seat, Passenger	IMMI Highback 3 PT Lap/Shoulder Belt + CRS seats, 39" wide, 2 passenger or 2 CRS	
X	Seat, Passenger	CRS seats located LH seats 2 & 4 and RH seats 1, 2, & 3 (preferred not at pushout window), 10 total CRS	
X	Seat, Passenger	Vinyl covered shoulder pads, below interior window line on both sides, black	
5	Seat, Passenger	LATCH/UCRA seat, has 2 child seat attachments per seat for 36" or 39" wide seats, included in all CRS seats	
X	Seat, Upholstery	Blue fire block seat upholstery, seats & barriers	
X	Side Panels	Exterior side panels, 20 gauge w/beaded smooth side panels, standard 19 3/4" skirts	Inc'd
X	Signs	SMI Transpec Driver Alert #7500 sign, mtd on rear emergency door, installed locally w/rear wall heater	
X	Stepwell	Galvanized G90 stepwell material	STD
X	Stepwell	Vinyl studded step treads, w/white nosing, metal backing, gray	
X	Stop Arm	SMI stop arm, air operated, with LED strobe lights, hi-reflective, w/ wind guard	
X	Stop Arm	Crossing arm, with polycarbonate blade, air operated	
X	Sun Visor	6 1/2" X 30" dark tinted acrylic sun visor, padded edges	Inc'd
X	Switches	Noise suppression "railroad" switch, latching	Inc'd
X	Switches	Warning light & entrance door switches mtd LH switch panel	Inc'd
X	Switches	Child Checkmate warning system, CM1 alarm unit and button on rear bulkhead, local installed	
X	Switches	Wiring to be as follows: Wired to ignition on, Arm system with any transmission gear selection, Disarm with	
X	Switches	engine off, but key on, & 5 minute disarm delay when hazard lights are used	
X	Ventilation	Roof hatch, Transpec Triple Value with power vent, Qty 2	
X	Video System	REI video system based HD5-1200W DVR, 12 channels, 9 cameras, 2TB HD, see chart for camera locations	
X	Video System	86° facing out windshield center dash in wiper area (don't block driver's view), 170° over driver facing door,	
X	Video System	170° over 1st RH seat back, 170° over 3rd LH seat back, 170° over RH 5th seat back, 170° LH over wheelchair	
X	Video System	Plus 3 add'l exterior cameras, 115° LH rear, 113° RH rear, & 113° rear center, all 9 cameras to record to hard drive	
X	Windows	Blue Bird E-Z Window split sash incl. interlocking sashes, weatherstripping	STD
X	Windows	Tinted & tempered side windows, black framed	
X	Windows	Four (4) pushout windows, two per side, vertical hinges	Inc'd
X	Windows	Rear emergency door & rear vision glass, tinted & tempered	
X	Windows	Green tinted & laminated entrance door glass	
X	Windows	Green tint & laminated glass in driver's window, black framed	
X	Windshield	Four piece flat tinted windshield with blue shade band at top	STD
X	Windshield	Grip handles, two, for cleaning windshield	Inc'd
X	Windshield	Single switch, 2 speed, intermittent wet arm windshield wipers	STD
<b>SPECIAL NEEDS SPECIFICATIONS</b>			
	Special Needs	W/C lift pkg, 47" wide door, green pilot, auto door light switch, & wheelchair decal	Inc'd
X	Special Needs	Interior lift door light, qty (2) LED, mounted over lift door	
X	Special Needs	Rubrails extend on side lift doors, seat & floor	Inc'd
X	Special Needs	Flat floor configuration, no rear wheelhousings	
X	Special Needs	Glass in wheelchair lift door to match passenger side windows	Inc'd
X	Special Needs	Exterior boarding light at lift door, LED	
X	Special Needs	Brake interlock for lift door, for rear service brakes, req'd by FMVSS 403/404	Inc'd
X	Special Needs	Wheelchair lift wired hot, to battery, lift will operate with ignition in the OFF state	Inc'd
X	Special Needs	Braun Millennium NL919FIB-2 w/c lift, 34" X 51", 800 lb., hydraulic roll-stop	Inc'd
X	Special Needs	Permanent W/C position, 4 sticks vertical track, no seats installed, LH REAR	
X	Special Needs	Floor tracks for two seats, or one w/c position, seats installed, RH REAR FORWARD OF LIFT	
2	Special Needs	O'Straint QRT Deluxe auto-retracting wheelchair tiedowns, Q-8106-L2, QTY	

WARRANTY COVERAGE

X	Warranty	Extended Blue Bird warranty "Gold 5/10", five year/unlimited miles, Option 31300-24 (L3)	
X	Warranty	Ford automatic transmission warranty for Ford propane engine 5 yrs/unlimited miles	STD
X	Warranty	Ford 7.3L propane engine & Roush fuel system warranty 5 yrs/unlimited miles	STD

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GRAND TOTAL VEHICLE SALES PRICE \$ 206,898.00

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By signing below, I acknowledge the specifications listed above are complete and correct.  
The bus order will be placed from this list of requirements.



Customer's Authorized Representative	Title	Date
Sarah Jon	Director of Sales	7/3/2024
Western Bus Sales, Inc. Authorized Representative		Date

AVAILABLE ALTERNATIVE OPTIONS - NOT INCLUDED IN ABOVE PRICE

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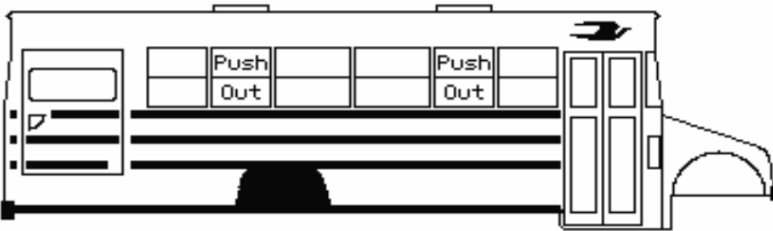
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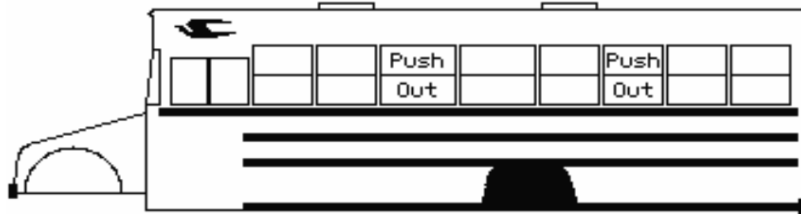
# SEAT & BODY PLAN

Usage : School Bus State: OREGON BP: 5013343

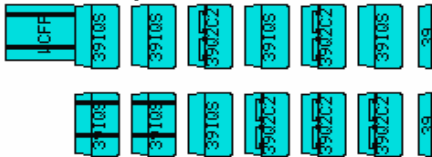
**PLBT:** BBCV  
**Length:** 2311  
**Wheelbase:** 189.0  
**Usage:** School Bus  
**Body Plan #** 5013343



**PLBT:** BBCV  
**Length:** 2311  
**Wheelbase:** 189.0  
**Usage:** School Bus  
**Body Plan #** 5013343



SP: 34376 BBCV 2610, 27 CAP



SP: 34376 BBCV 2610, 27 CAP

O.S. Rear Wall

65" ICFF SPACE

280.25  
Lift Door

#6	#5	#4	#3	#2	#1	
175.00	144.00	113.00	82.00	51.00	20.00	3.25
LH						
#6	#5	#4	#3	#2	#1	
175.00	144.00	113.00	82.00	51.00	20.00	3.25
RH						

CL Front Bow

Row	RH Seats	LH Seats
1	39ICVQ2C2LA	39ICVQ8
2	39ICVQ2C2LA	39ICVQ2C2LA
3	39ICVQ2C2LA	39ICVQ8
4	39ICVQ8	39ICVQ2C2LA
5	39ICVQ8STM	39ICVQ8
6	39ICVQ8STM	39ICVQ8

Dimensions are to center line of front mounting hole.

LH Seat Spacing: 31.00, 31.00, 31.00, 31.00, 31.00  
 LH Knee Clearance: 29.00, 28.50, 29.00, 28.50, 29.00

RH Seat Spacing: 31.00, 31.00  
 RH Knee Clearance: 28.50, 29.00

BBCV2610 ECDR IMMI 3PT/Q2C2 2TH 1WC

BBCV 2610	
Capacity	27
Seat Plan #	34376
Wheelbase	217.0

DO NOT SCALE



# NEW BUS PROPOSAL

30355 S.E. Highway 212  
 Boring, Oregon 97009  
 (800) 258-2473 westernbus.com

Quote Date		Revision Date		Sales Consultant & Phone	
5/22/2024		7/3/2024		SARAH JONES (503) 905-0011	
Customer/District #					
EUGENE SCHOOL DISTRICT 4J					
Contact Name			Title		
ARTHUR HART,			DIRECTOR OF TRANSPORTATION		
Address		City	State	Zip	
1938 WEST 8TH AVENUE		EUGENE,	OR	97402	
Phone			Email		
541.790.7474			<a href="mailto:hart_a@4j.lane.edu">hart_a@4j.lane.edu</a>		
Purchase QTY	Model Year	Wheelbase	Estimated Delivery		
5	2025	245"	SPRING 2025		
Make	Model		Body Length		
BLUE BIRD	ALL AMERICAN REAR ENGINE		T3RE3802 (7800)		
Passenger Capacity	Alternate Capacity		Cooperative Contract, if Applicable		
72 in 3-PT BELTS	8 TOTAL CRS		SALEM-KEIZER SCHOOL DISTRICT RFP		
Trade Ins? Y/N		Beltline Lettering - Provide Exact Requirements			
<input type="checkbox"/> Y <input type="checkbox"/> N		EUGENE SCHOOL DISTRICT 4J			
Financing? Y/N		Required Fleet Number(s)			
<input type="checkbox"/> Y <input type="checkbox"/> N					
WBS Coordinated? Y/N		Additional Comments / Notes			
<input type="checkbox"/> Y <input type="checkbox"/> N		DIESEL			
Sales Price Per Bus		\$	239,629.00		
Extended Sales Price Total		\$	1,198,145.00		

Thank you for the opportunity to present this new bus quotation. We look forward to working with you on your transportation needs.



## BODY MODEL

X *Body Model* T3RE3802, 78 passenger body, 245" w/b, 461" overall length

## CHASSIS SPECIFICATIONS

X	<i>Alternator</i>	350 amp Leece Neville brushless alternator, internal regulator	
X	<i>Axle, Front</i>	Front air suspension, Hendrickson Airtex, 14,600 lbs., includes 4"X60" spring	
X	<i>Axle, Front</i>	Hendrickson NXT 13,200 lb. front axle with 50 degree wheelcut	STD
X	<i>Axle, Front</i>	Synthetic based oil lubed front & rear wheel bearings, 75W/90	
X	<i>Axle, Rear</i>	Rear air suspension, Hendrickson ComfortAir, 23,000 lb.	
X	<i>Axle, Rear</i>	Dana 23,000 lb. rear axle with 5.29 rear axle ratio	
X	<i>Battery</i>	Three (3) group 31 batteries, Deka dual purpose batteries, 2100 CCA total	Inc'd
X	<i>Battery</i>	Battery compartment, chassis mounted, locking, with roll out tray	
X	<i>Battery</i>	Battery compartment closeout seal to body	Inc'd
X	<i>Battery</i>	Battery disconnect switch, in battery compartment, with decal	
X	<i>Brakes</i>	Bendix air disc brakes, 22X, 16.9" rotor, BX-275 pad material (synthetic oil hubs recommend)	
X	<i>Brakes</i>	Bendix AD-IP heated air dryer, internal purge design	
X	<i>Brakes</i>	Heated reservoir automatic drain valve on wet tank	
X	<i>Brakes</i>	E-Z Grip soft button cover cushion for parking brake release	Inc'd
X	<i>Brakes</i>	Parking brake interlock, service brake must be applied to release parking brake	Inc'd
X	<i>Brakes</i>	Brake dust shields, for front & rear brakes, for air disc brakes	
X	<i>Brakes</i>	Brake interlock for entrance door, engages rear service brakes	
X	<i>Brakes</i>	VGT engine brake enabled, includes switch	
X	<i>Brakes</i>	Suspended brake & accelerator pedals w/ optimized spacing	STD
X	<i>Brakes</i>	Adjustable driver's brake & throttle pedals, 3" total fore and aft adjustment	
X	<i>Brakes</i>	Bendix ESC electronic stability control, includes automatic traction control	STD
X	<i>Cooling</i>	Silicone cooling hoses w/Breeze brand constant torque clamps for Cummins diesel engines	STD
X	<i>Cooling</i>	Cummins Fleetguard ES Compleat, Ethylene Glycol, blue 50/50, 2 yr/150k miles/4000 hr	STD
X	<i>Electrical</i>	Standard chassis electrical system includes fuses	STD
X	<i>Electrical</i>	Power socket accessory with cap for cell phone charging, in LH side panel	STD
X	<i>Electrical</i>	Ignition keyed alike, key #601	Inc'd
X	<i>Engine</i>	Air cleaner with pre-cleaner, multi-stage	Inc'd
X	<i>Engine</i>	750 watt engine block heater, rear plug, for B6.7 engines	
X	<i>Engine</i>	Cummins B6.7, 300 hp @ 2600 RPM, 660 lb-ft @ 1600 RPM	
X	<i>Engine</i>	On-board diagnostics (OBD) meeting EPA 2021 emissions	STD
X	<i>Engine</i>	Cummins engines meet U.S. Phase 2 Greenhouse Gas Emissions Stds from CARB & EPA	STD
X	<i>Engine</i>	Cruise control	STD
X	<i>Engine</i>	Top hinged perforated rear engine door with non-locking gas shocks	Inc'd
X	<i>Engine</i>	Engine governor, limits top speed to 75 mph	STD
X	<i>Exhaust</i>	Exhaust package located on left hand side of engine compartment	STD
X	<i>Exhaust</i>	For ISB engines: Tailpipe exits under rear bumper, with turn-down	STD
X	<i>Exhaust</i>	For ISB engines: Minimum DPF regeneration speed set at 5 miles per hour	STD
X	<i>Exhaust</i>	Single exhaust aftertreatment module containing DPF & SCR for 2017 emissions	STD
X	<i>Exhaust</i>	15 gallon Diesel Exhaust Fluid (DEF) tank w/dosing system	STD
X	<i>Exhaust</i>	DEF tank located curbside in front of rear axle with curbside fill	STD
X	<i>Fuel System</i>	Racor heated fuel water separator	STD
X	<i>Fuel System</i>	100 gallon fuel tank, mounted between the frame rails	
X	<i>Fuel System</i>	Fuel fill location - RIGHT side	27 STD

X	Fuel System	Locking fuel tank door, spring loaded	Inc'd
X	Gauges	Speedometer, coolant temp, odometer, transmission temp gauge, & digital clock	STD
X	Gauges	Transmission temperature gauge, included in dash readout	STD
X	Gauges	Ametek Dixon instrument cluster & message display center control panel	STD
X	Gauges	Front camera + rear back-up camera w/monitor included in dash instrument cluster display	STD
X	Gauges	Ammeter, front dash mounted	
X	Gauges	Tachometer and engine control box, mounted in rear engine compartment	Inc'd
X	Gauges	Exterior temperature gauge, Teltek brand with ice warning	
X	Horns	Air horn, mounted under floor	
X	Lights	Headlights, LED	STD
X	Mud Flaps	Full length front and rear mud flaps	Inc'd
X	Mud Flaps	Front and rear rubber fenders	
X	Steering	Tilt & telescoping steering column	STD
X	Tires	Michelin 11R22.5 XZ2 hwy tread tires front & XDN2 traction rear, load range H	
X	Tow Hooks	Two front and rear tow hooks	Inc'd
X	Traction	OnSpot brand automatic tire chains, factory installed	
X	Transmission	Allison PTS 3000 automatic, Gen 5, 6 speed with SEM and updated shift selector	Inc'd
X	Transmission	Allison TCM 2.0 Green House Gas (GHG), w/neutral at stop comparable to prior PERFORMANCE programming	
X	Transmission	Allison TranSynd synthetic transmission fluid	STD
X	Undercoating	Premium undercoating, Sulfonate enhanced direct to metal modified wax coating	STD
X	Wheels	Hub piloted steel wheels, 22.5 X 8.25, black, 5 hand hole	STD

## BODY SPECIFICATIONS

X	Air Conditioning	Air conditioning engine compressor prep kit, inc's dual 13.1 CID compressors	
X	Air Conditioning	MCC A/C, 120k BTU, front RH side mount & rear inwall evaporators, 2 CM-3 skirt condensers, 2 TM-21 compressors	
X	Air Conditioning	Add dash A/C to system above, additional 15,000 btus	
X	Air Conditioning	Upgrade to roof mounted condensers, when skirt space is limited, for MCC only	
X	Air Conditioning	Installed by TransArctic with qty (2) Valeo TM-21 compressors included	
X	Compartments	Electrical access panel below driver window in skirt, locking	Inc'd
X	Compartments	Rear engine compartment door and access panels, non-locking	STD
X	Compartments	Wiper access panels below windshield, non-locking	STD
X	Compartments	Add LL-25 keyed locks to all access panels	
X	Compartments	Emergency equipment compartment over windshield, non-locking, emergency equipment installed inside	
X	Compartments	Interior driver's storage compartment over driver's LH shoulder, non-locking	
X	Compartments	Exterior skirt tool compartment, RH, forward of rear wheels	
X	Compartments	Push through luggage, enclosed framerail, no gas shocks, 94 cu.ft., for 3802 & 3904	
X	Compartments	Side luggage, 20.75" X 23.62" X 56", single, 16 cu.ft., #186-02, LH forward of push through luggage	
X	Compartments	Gas assist springs for push-through luggage, 2 per door, factory installed	
X	Compartments	Gas assist springs for side luggage, 2 per door, single door	
X	Construction	Body meets Colorado Rack & Load Test & Kentucky Pole Test as STANDARD	STD
X	Doors	Air operated entrance door, outward opening, mechanical actuated switches	Inc'd
X	Doors	Keyed security lock on entrance door	
X	Doors	Entrance door wired battery hot	Inc'd
X	Doors	Left side emergency door with telescopic retainer	Inc'd
X	Doors	Vandal lock on side emergency door, slide bolt & rear emergency window, plug lock style	
X	Electrical	Manual resetting circuit breakers for most body circuits, in lieu of fuses	
X	Electrical	Front upper inner access plates in front bulkhead area, both sides	STD

X	Fans	6" auxiliary fans, upper left and upper center	Inc'd
X	Floor	5/8" marine "BB" grade plywood flooring, screwed down	Inc'd
X	Floor	Gray rubber flooring with aluminum aisle trim	
X	Floor	Ribbed matching rubber flooring in driver's area (blue floor will be smooth)	STD
X	GPS	Zonar GPS V4 telematic device, installed locally	
X	Grabrail	Left side grabrail in entrance door area, mounted to RH barrier	STD
X	Grabrail	Right side forward grabrail in stepwell	
X	Headroom	77" headroom with 12" split sash windows	STD
X	Heaters	Heavy duty heater pump, Bergstrom, chassis mounted	
X	Heaters	Front 90,000 BTU defroster system	STD
X	Heaters	Driver's foot warmer heater, 12,000 BTU	Inc'd
X	Heaters	Rear underseat floor mounted heater, 80,000 BTU, LH rear	Inc'd
X	Heaters	EPDM heater hose with Breeze brand constant torque clamps	STD
X	Horns	Backup alarm, 112 dBA, mounted under bus	Inc'd
X	Insulation	Fiberglass insulation roof, front, rear corners, and sidewalls	Inc'd
X	Insulation	Additional fiberglass insulation in front roof cap area & roof bow cavities	Inc'd
X	Insulation	Sound deadening spray coat	Inc'd
X	Insulation	Insulation on the driver's side external firewall/toe box	Inc'd
X	Insulation	Full length accoustical headliner with polyester body insulation in ceiling	
X	Insulation	Stepwell insulation, NR 3, includes aluminum kick plates	
X	Lettering	6" black, both sides _____	Inc'd
X	Lettering	Bus numbers in standard locations, 6" black _____	Inc'd
X	Lettering	Emergency door/exit lettering for all pushout windows & doors	Inc'd
X	Lettering	6.5" 3M Diamondgrade reflective on beltlines, both sides, below lettering	
X	Lettering	Route changer, 4 digit with hinge, installed locally	
X	Lights	Backlighting of switch panel controlled by rheostat switch	STD
X	Lights	Clearance and cluster lights, LED grommet mounted with LED ID bar	STD
X	Lights	Daytime running lights	STD
X	Lights	Dual row dome lights in wire molding, driver's, LH, RH, & rear on switches, LED	
X	Lights	Front 7", rear 7", & side amber directional lights, LED	
X	Lights	Amber rear side directional lights, LED	
X	Lights	Rear 7" & 4" red stop and tail lights, LED	
X	Lights	Backup lights, 4" LED, vandal resistant	
X	Lights	Auxiliary backup lights behind rear mud flaps, Grote #63611 LED, locally installed	
X	Lights	Eight way warning lights, LED, colored lenses	
X	Lights	Strobing pattern option for LED 8-lights	
X	Lights	Warning lights wired battery hot	
X	Lights	Doran 16 light monitor for warning light system, universal	
X	Lights	NO hoods installed over 8-way warning lights	
X	Lights	Exterior boarding light at entrance door, LED	
X	Lights	Stepwell lights, LED, meets ADA requirements, includes light underneath stepwell	
X	Lights	Red interior light mounted over rear emergency window & left side door	
X	Mirrors	Rosco Open View ES Split rearview mirrors, 7 3/8" X 10" flat & 7 3/8" X 10" convex, heated & remote controlled	
X	Mirrors	Rosco Eye-Max LP, Asymmetrical Shape, crossview mirrors, heated	
X	Mirrors	Interior rearview mirror, 10" X 30"	
X	Paint	Body and chassis painted school bus yellow w/ black rubrails & bumpers	STD
X	Paint	3" black ABS bezel background around warning lights	Inc'd

X	Paint	Rubrails painted full width profile	Inc'd
X	Paint	Roof painted bright white, white stops 12.5" above rain visor, straight edge at front roof cap	
X	Radio	AM/FM/USB/MP3/SD/MMC/BT/PA with front USB and AUX inputs	Inc'd
X	Radio	Eight (8) interior deluxe speakers	Inc'd
X	Radio	Exterior PA speaker mounted behind grill	Inc'd
X	Radio	Wiring for two way radio system, provides power & ground wires & pull wire	
X	Reflective	3M Diamondgrade SCHOOL BUS signs, front and rear	Inc'd
X	Reflective	3M Diamondgrade reflective, 2" along sides and 1.75" rear outline	Inc'd
X	Rubrails	Four rubrails - window, seat, floor, & skirt level - 16 gauge steel, screwed w/steel end caps	STD
X	Rubrails	Rubrails extend on side lift doors only & seat rail around to rear corner	STD
X	Safety Equip	First aid kit, body fluid kit, 5 lb. fire extinguisher, triangle kit, & seat belt cutter	Inc'd
X	Safety Equip	Second first aid kit provided and mounted in front overhead compartment	
X	Seat, Barriers	Highback barriers at front RH and LH	STD
X	Seat, Driver's	Adjustable driver's shoulder belt, with in-line "D" ring for 17" adjustment	STD
X	Seat, Driver's	Updated driver's 3 point seat belt, floor mtd w/ emergency locking retractor	STD
X	Seat, Driver's	Driver's seat mounted at floor level (no seat platform)	STD
X	Seat, Driver's	National Premium air susp. seat, w/ fabric, dual shocks, triple lumbar support, 6-way front cushion adj, black	
X	Seat, Driver's	Driver's console mounted armrest to the left of the driver	Inc'd
X	Seat, Driver's	Driver's seat armrest, for right side of seat only	
X	Seat, Passenger	Modesty panel below front barrier for RH side, behind entrance door	Inc'd
22	Seat, Passenger	IMMI Highback 3 PT Lap/Shoulder Belt seats, 39" wide, 3 passenger	
4	Seat, Passenger	IMMI Highback 3 PT Lap/Shoulder Belt + CRS seats, 39" wide, 2 passenger or 2 CRS	
X	Seat, Passenger	Vinyl covered shoulder pads, below interior window line on both sides, black	
X	Seat, Upholstery	Blue fire block seat upholstery, seats & barriers	
X	Side Panels	Exterior side panels, 20 gauge w/beaded smooth side panels, standard 19 3/4" skirts	STD
X	Signs	SMI Transpec Driver Alert model #7500 sign, mounted on rear of bus, factory installed	
X	Signs	SMI Transpec Driver Alert model #7500 sign, mounted on front of bus, installed locally	
X	Stepwell	Stainless steel 304-2S stepwell material	
X	Stepwell	Vinyl studded step treads, w/white nosing, metal backing, gray	
X	Stepwell	Stepwell skid plate for stepwell protection	Inc'd
X	Stop Arm	SMI stop arm, air operated, with LED strobe lights, hi-reflective, w/ wind guard	
X	Stop Arm	Crossing arm, with polycarbonate blade, air operated	
X	Sun Visor	6 1/2" X 30" dark tinted acrylic sun visor, padded edges	Inc'd
X	Switches	Noise suppression "railroad" switch, latching	Inc'd
X	Switches	Warning light & entrance door switches mtd RH switch panel	Inc'd
X	Switches	Child Checkmate warning system, CM1 alarm unit and button on rear bulkhead, local installed	
X	Switches	Wiring to be as follows: Wired to ignition on, Arm system with any transmission gear selection, Disarm with engine off, but key on, & 5 minute disarm delay when hazard lights are used	
X	Ventilation	Roof hatch, Transpec Triple Value with power vent, Qty 2	
X	Video System	Pre-wire for video system, 16 gauge ground wires, + ignition & battery hot wires w/6 amp circu	Inc'd
X	Video System	REI video system based on quote #38250 dated 12/5/23, inc's HD5-1200W DVR, 12 channels, 11 cameras, 2TB HD	
X	Video System	See chart for exact camera: 106° facing out windshield center dash area in wiper area (not blocking driver's view),	
X	Video System	106° over driver facing door, 170° over 2nd RHseat back, 170° over 3rd LH seat back, 170° over RH 6th seat back,	
X	Video System	170° over LH 8th seat back, 170° over RH 10th seat back, 106° over 12LH seat back, 3 additional exterior cameras	
X	Video System	115° LH rear, 115° RH rear, & 115° rear center, all 11 cameras to record to hard drive	
X	Windows	Tinted & tempered side windows, black framed	
X	Windows	Four (4) pushout windows, two per side, vertical hinges	Inc'd

X	Windows	Rear emergency window glass, tinted & tempered, no rear side vision glass	
X	Windows	Green tinted & laminated entrance door glass	
X	Windows	Green tint & laminated glass in driver's window, black framed	
X	Windshield	Two piece, curved bonded windshield, tinted & shaded	
X	Windshield	Grip handles, two, for cleaning windshield	Inc'd
X	Windshield	Single switch, 2 speed, intermittent wet arm windshield wipers	STD

**WARRANTY COVERAGE**

X	Warranty	Extended Blue Bird warranty "Gold 5/10", five year/unlimited miles, Option 31300-24 (L3)	
X	Warranty	Cummins Engine Standard Warranty 5 years/100,000 miles	STD
X	Warranty	Allison Transmission EDGE Ext'd Warranty Coverage, 5 years/unlimited miles, PTS3000	STD

**NOTES/COMMENTS**

X	Notes/Comments	All options listed above the price are included in the sales price to you	
X	Notes/Comments	Pricing quoted is valid for 30 days	

**GRAND TOTAL VEHICLE SALES PRICE \$ 239,629.00**

By signing below, I acknowledge the specifications listed above are complete and correct.  
The bus order will be placed from this list of requirements.



Customer's Authorized Representative	Title	Date
	Director of Sales	7/3/2024
Western Bus Sales, Inc. Authorized Representative		Date

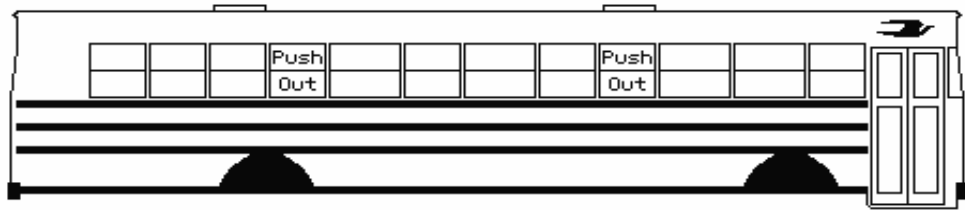
**AVAILABLE ALTERNATIVE OPTIONS - NOT INCLUDED IN ABOVE PRICE**

Change to T3RE3510, 72 passenger body, 217" w/b, 433" overall length	DEDUCT (\$1,450)

# SEAT & BODY PLAN

Usage : School Bus State: OREGON BP: 5011627

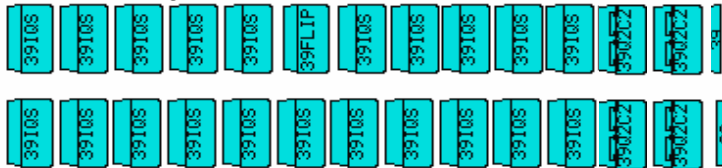
PLBT: T3RE  
 Length: 3802  
 Wheelbase: 245.0  
 Usage: School Bus  
 Body Plan # 5011627



PLBT: T3RE  
 Length: 3802  
 Wheelbase: 245.0  
 Usage: School Bus  
 Body Plan # 5011627



SP: 33864 T3RE 3802, 78 CAP



SP: 33864 T3RE 3802, 78 CAP

	O.S. Rear Wall	Emergency Door FLIP	CL Front Bow
		#13 #12 #11 #10 #9 #8 #7 #6 #5 #4 #3 #2 #1	LH
		349.00 321.75 293.75 265.75 237.75 216.12 179.25 152.75 126.25 99.75 73.25 46.75 7.50	0
	402.38		RH
		#13 #12 #11 #10 #9 #8 #7 #6 #5 #4 #3 #2 #1	RH
		349.00 321.75 294.00 266.25 238.50 210.75 183.00 155.25 127.50 100.00 72.50 45.00 17.50	3.25

Row	RH Seats	LH Seats
1	39ICVQS	39ICVQS
2	39ICVQS	39ICVQS
3	39ICVQS	39ICVQS
4	39ICVQS	39ICVQS
5	39ICVQS	39ICVQS
6	39ICVQS	39ICVQS
7	39ICVQS	39ICVQSFM
8	39ICVQS	39ICVQSFS
9	39ICVQS	39ICVQS
10	39ICVQS	39ICVQS
11	39ICVQS	39ICVQS
12	39ICVQS	39ICVQS
13	39ICVQSDAV	39ICVQSDAV

Dimensions are to center line of front mounting hole.

LH Seat Spacing: 26.50, 28.00  
 LH Knee Clearance: 24.50, 26.00

RH Seat Spacing: 27.50, 27.75  
 RH Knee Clearance: 25.50, 25.75

T3RE3802 SED8L IMMI 3PT

T3RE 3802  
 Capacity 78  
 Seat Plan # 33864  
 Wheelbase 245.0

DO NOT SCALE



## ITEM FOR ACTION – CONSENT AGENDA

### Date of Meeting

August 7, 2024

### Title

Approve Resolution 2024-0807 Authorizing Sale of Filbert Avenue (tax lot 17-04-23-44-04000) Property

### Presenters

Larry Williams, Assistant Superintendent of Academic Access and Advancement

### Summary

In accordance with Policy FB Land Use Decisions and FB-AR Procedures for Land Use Decision Making and Policy DN Disposal of District Property. The Board received information to initiate the purchase of property on June 23, 2021.

The proposed findings were initially made available for public comment on June 30, 2021, presented by staff at the board meeting of July 1, 2021, and republished with revisions on July 30, 2021.

On August 4, 2021 the Board held a public hearing on the superintendent's recommendation to adopt the proposed findings of fact relating to acquisition of two tax lots located between Filbert Avenue and Northwest Expressway on the block between Park Avenue and Cherry Avenue (the Park Avenue lot and the Filbert Avenue lot). At the August 4, 2021 board meeting, the Board approved the purchase of the properties.

The district used the Park Avenue lot in the [Future Build Project](#) to provide high school students CTE (Career Technical Education) experience in home construction under the supervision of a licensed teacher.

The second tax lot 17-04-23-44-04000 (the Filbert Avenue lot) will not be used by the Future Build Project and therefore the district would be best served in selling this vacant lot.

Resolution 2024-0807 authorizes the district's sale of the Filbert Avenue vacant lot, and authorizes the district clerk or deputy clerks to execute the necessary legal documents on the district's behalf.

### Background

Any decision to sell real property requires board authorization.

Through its real property consultant, the district has undertaken due diligence procedures to make the Filbert Avenue lot available for sale.

### Options and Alternatives

The board may approve Resolution 2024-0807, as written or amended, or may decline to do so.

### Budget/Resource Implications:

Following the completion of the Future Build project on the Park Avenue lot, the district intended to sell the property to a community partner that helps economically disadvantaged families transition into home ownership.

The original goal was to apply and proceeds from the sale to make the next real property purchase for the Future Build Project CTE program.

However, focus for the CTE Construction Programs have shifted to the building of tiny homes. Therefore the sale of the Filbert Avenue lot would be made with the intent of being good stewards of district resources. The money from the sale would be placed in the districts property sales fund.

**Recommendation:**

The superintendent recommends approval of Resolution 2024-0807 for the sale of tax lot 17-04-23-44-04000 ("Filbert Avenue lot").

**RESOLUTION 2024-0807**

**EUGENE SCHOOL DISTRICT 4J BOARD OF DIRECTORS**

**Authorizing Purchase of Park Avenue and Filbert Avenue Properties**

**WHEREAS:**

1. The Lane County School District No. 4J (otherwise known as Eugene School District 4J) is governed by a board of directors (“board”) authorized by state law to purchase, acquire and sell real properties;
2. District Policy states that it is the responsibility of superintendent to recommend land use action and present to the Board for consideration and approval;
  - Policy FB Land Use Decisions
  - Administrative Rule FB-AR Procedures For Land Use Decision Making
  - Policy DN Disposal of District Property
3. At a public meeting held on June 23, 2021, the board approved the initiation of its land use decision process regarding the acquisition of one or more properties for use in the Future Build Project and directed staff to identify and make offers on properties subject to board approval;
4. At a public meeting held on August 4, 2021, the board held a public hearing on the proposed findings of fact, considered any public comment, and received information about the proposed property purchase;
5. Two adjacent properties located between Filbert Avenue and Northwest Expressway on the block between Park Avenue and Cherry Avenue were identified for acquisition. Tax lot 17-04-23-42-06402 is referred to herein as the Park Avenue lot, and tax lot 17-04-23-44-04000 is referred to herein as the Filbert Avenue lot;
6. The Park Avenue lot lies within Eugene city limits; the Filbert Avenue lot lies outside Eugene city limits, but may be annexed;
7. The district made an offer to purchase the Park Avenue lot in the amount of \$85,000 contingent upon the school board’s approval;
8. The district made an offer to purchase the Filbert Avenue lot for \$85,000, contingent upon school board approval;
9. At a public meeting held on July 1, 2021, the board received proposed findings of fact related to how each of the properties meet the criteria adopted by the board for property purchase;

10. At a public meeting held on August 4, 2021, the board held a public hearing on the proposed findings of fact, considered any public comment, received information about the proposed property purchase and voted to approve Resolution 2022-08, authorizing the district clerk or deputy clerks to execute the necessary legal documents to purchase the proposed property on the district's behalf;
11. Pursuant to ORS 332.515, Interim Superintendent Colt Gill serves as the district's legally designated clerk, authorized to execute legal documents on behalf of the district and to expend district funds as directed by the board; and
12. Pursuant to ORS 332.515 and board Resolution 202407031, Assistant Superintendent, Chief Operations Officer, Chief of Staff and Director of Facilities have been authorized to serve as the district's board-appointed deputy clerks and may exercise the authority of the clerk on behalf of the district at the clerk's direction.

**THEREFORE, SO BE IT RESOLVED:**

1. The board authorizes the sale of the Filbert Avenue lot;
2. The board authorizes Interim Superintendent Colt Gill, as the district's clerk, or at his direction an authorized deputy clerk, to execute all legally required documents, and to undertake any additional administrative procedures, necessary for the district to sell Filbert lot consistent with the purposes intended by the board.

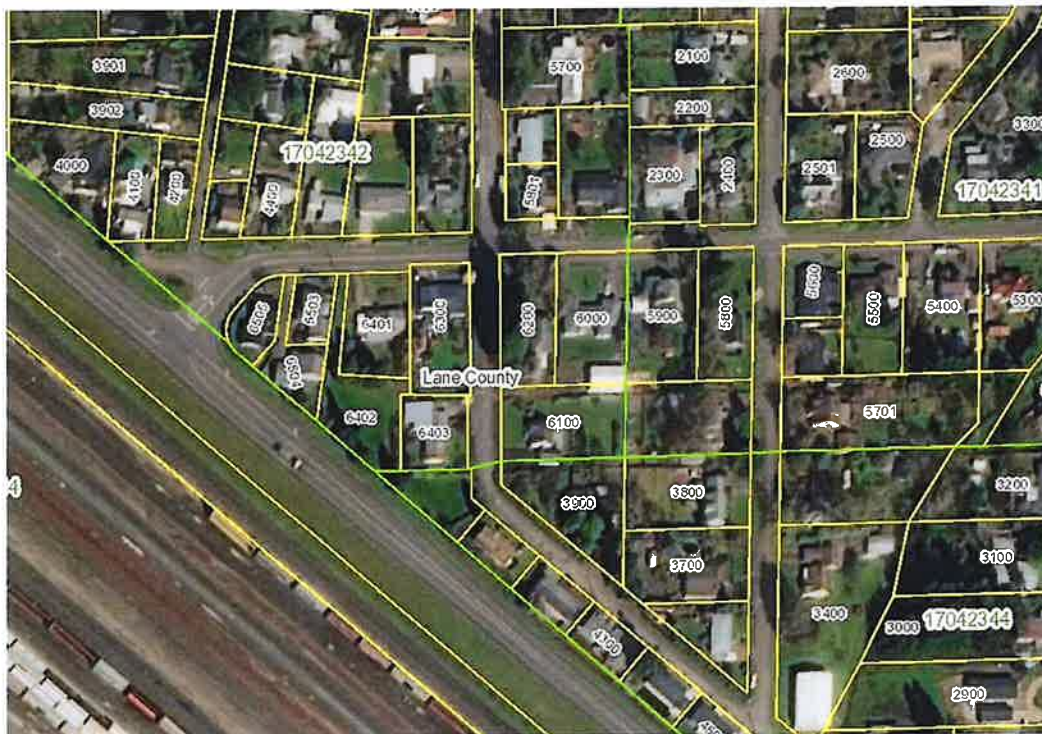
By:

\_\_\_\_\_  
Jenny Jonak, Board Chair  
Board of Directors, Eugene School District 4J

AERIAL PROPERTY VIEW (yellow line is for illustration, not precise property line)



TAX LOT MAP



# Eugene School District 4J

Code: **FB-AR**  
Revised/Reviewed: 4/16/14; 10/03/18  
Orig. Code: FB; 8110; 8120

## Procedures For Land Use Decision Making

### 1. Initiation of Land Use Decision Process

It shall be the responsibility of the superintendent to recommend land use action. If the Board accepts the recommendation, it will set a timeline for the remaining steps and appropriate legal notices will be made.

### 2. Public Agency Referrals

Referral of proposed land use decisions will be made.

### 3. Item for Future Action

The administrative recommendations and proposed findings of fact will be presented at a meeting prior to the public hearing.

### 4. Public Hearings

The Board will conduct a public hearing on the proposed land use decision.

### 5. Revision of Findings of Fact

The administration will revise the findings of fact based on the testimony at the public hearing and information provided by affected public agencies.

### 6. Decision

The Board will accept, reject, or modify the findings of fact and make its decision.

### 7. Implementation

The administration will implement the decision.

# Eugene School District 4J

Code: **FB**  
Adopted: 7/02/73  
Readopted: 5/19/82; 11/20/85; 4/16/14;  
10/03/18  
Orig. Code: FB; 8110; 8120

## Land Use Decisions

The district has legal authority and obligation to locate school properties; purchase, sell and lease school sites; and construct school buildings. The district also has a legal obligation to exercise its land use planning duties in accord with the Lane County Comprehensive Plan and the Metropolitan Area Plan, and with the plans of other affected units of local government; therefore, land use decisions will be considered to be the following:

1. Acquisition of new school sites;
2. Purchase and sale of properties;
3. Change in primary use of district properties to uses other than designated school purposes.

END OF POLICY

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### Legal Reference(s):

[ORS 195.110](#)  
[ORS 197.295](#) to -197.314

[ORS 332.155](#)

[OAR 581-022-2345](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2016).

# Eugene School District 4J

Code: DN  
Adopted: 11/06/85  
Readopted: 4/06/83; 5/21/14; 1/03/18  
Orig. Code: DN

## Disposal of District Property

### District Real Property

The Board may approve the disposition of surplus real property through long-term lease, sale or trade. Real property includes land and any buildings, structures, improvements, machinery, equipment or fixtures erected on, above or under the land the title of which is vested in or controlled by the district.

One or more of the following criteria will be used to determine if a property is suitable for long term lease, sale or trade:

1. Property is not suitable or needed for a school or other district use in the foreseeable future; or
2. Property costs more to operate and maintain than the likely future value to the district; or
3. Selling or trading the property would enable the district to acquire or develop more suitable property; or
4. Property would be sold, traded or leased long-term to an entity that will provide direct services to children and/or families, and the Board determines that there is a significant benefit to district students and the community by making the property available for this purpose.

The Board shall follow the process in Board policy FB - Land Use Decisions to consider whether to dispose of property.

The Board may choose to give preference to other public agencies, when disposing of property. In most cases, the district will use a competitive process to seek offers, but reserves the right to utilize any other process. If the district real property was purchased with bond or grant funds disposal of the property shall be governed by all applicable contractual agreements in force at the time of the disposal.

### District Personal Property

The Board delegates the authority to declare equipment, supplies, furniture and other district personal property obsolete and/or surplus when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete to the superintendent or designee. Efforts will be made to find other uses for items declared surplus.

The superintendent will develop procedures for the sale, trade, rental or disposal of property that is no longer of use in the district. Funds derived from the sale of personal property will be placed in the general fund. Funds derived from the rental or sale of transportation or maintenance equipment will be placed into the capital reserve fund. Data contained on any electronic device shall be removed by industry standard techniques.

In any case, property shall be disposed of at its depreciated cost or fair market value, whichever is greater. Disposition of district property to parties other than public or private schools may take place through a competitive bidding process or after written notice is served.

Assets that are fully depreciated and cannot be sold for more than the cost of disposal through a competitive bidding process should be disposed after written notice in the following order:

1. Students have priority for texts;
2. Other public or private schools;
3. Nonprofit organizations;
4. Recycling companies;
5. Disposal companies.

No items purchased with district funds may be sold or given to employees or private agencies without public notice, with the exception of outdated books.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

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**Legal Reference(s):**

[ORS 279B.055](#)  
[ORS Chapters 279A, 279B and 279C](#)  
[ORS 332.155](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

**Cross Reference(s):**

DID - Inventory and Control of Capital Assets



## ITEM FOR INFORMATION

### **Date of Meeting**

August 07, 2024

### **Title**

Receive Information from Oregon School Boards Association (OSBA) Regarding the Steps that go into Creating a Sample Policy

### **Presenters**

Leslie Fisher, OSBA Policy Specialist (Virtual)  
Colt Gill, Interim Superintendent

### **Description**

Board members have been working with 4J staff on policy changes and revisions, which then are added to a board agenda for approval. This presentation will include—

- How OSBA determines if a policy revision is needed (legislative and rule changes)
- The legal review process
- Connecting with Oregon Department of Education (ODE) on Oregon Administrative Rules (OAR) impacts
- How the district processes the sample policy before it makes it to our local Board for adoption

# Behind the Scenes of Policy Update

For Eugene School District School Board  
by  
Leslie Fisher, Policy specialist



## OSBA Legislative Team

Represents OSBA in developing and maintaining strong relationships with other public education advocacy groups and legislators

Adrienne Anderson

Efren Zamudio

OSBA Legislative specialists





## Policy team

- Works closely with the Legislative team to identify upcoming bills
  - May involve participation in Rules Advisory Committee (RAC)
- In some cases, advocates for changes during the legislative process
  - Provides analysis and comments from policy staff
  - Sometimes identifies already existing law



## Policy team

- Works with education-related agencies, e.g., ODE
  - ODE requests comments from policy staff on proposed new rules and/or changes
  - and vice versa, OSBA looking for comments from ODE
- Works with stakeholders on policy and implementation, e.g., COSA, OASBO, OAESD
- Watches agency rule making, i.e., public hearing process, and board or commission meetings of multiple agencies

# Home of Oregon Revised Statutes

- Site is updated every other year
- To find changes from the published version, must look to the Legislative session records

**Oregon State Legislature**

Search the Legislative Website

Senate House Bills and Laws Committees Get Involved Capitol Offices

**Bills**

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- 2023 Regular Session
- 2022 Regular Session
- Previous Session Bills
- Open Data

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- Current Session Details
- Previous Session Details
- Session Publications

**Oregon Laws**

- 1999-2024 Sessions
- Oregon Revised Statutes

**Oregon Revised Statutes (ORS) 2023 Edition**

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The Oregon Revised Statutes are the codified laws of the State of Oregon.

The 2023 Edition does not include changes to the law enacted during the 2024 regular session of the Eighty-second Legislative Assembly. Changes to the law by the 2024 regular session will be reflected in the 2025 Edition of Oregon Revised Statutes. Because the Acts of the 2024 regular session are not incorporated into the 2023 Edition, examine the 2023 Edition and the 2024 Oregon Laws for the most up-to-date version of the law. See the [Instructions for Using the 2024 Oregon Laws](#) for details on how to determine the current state of the law.

Each ORS chapter below that is affected by an Act of the 2024 regular session contains a notice (directly below the ORS chapter number) describing how the ORS chapter is affected. To see how an entire ORS volume is affected by the 2024 regular session, see the [2024 Oregon Laws](#).

**ORS Documents**

- ORS Preface
- Statutes Affected by Measures
- Table of Titles and Chapters
- Table of Renumbered Statutes

**Statutes Affected by Measures**

- 2024 Regular Session
- 2023 Regular Session
- 2022 Regular Session
- 2021 Regular Session
- 2019 Regular Session
- 2018 Special Session
- 2018 Regular Session



[https://www.oregonlegislature.gov/bills\\_laws/Pages/ORS.aspx](https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx)

# Oregon Bills

**Oregon State Legislature**

Oregon Legislative Information

**2024 Regular Session**

Bill Selection

Senate Bills

House Bills

**2024 Regular Session**

Bill Selection

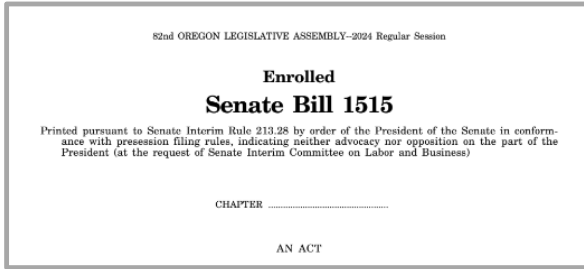
Senate Bills

- SB 1501-1599
- SB 1501  
Introduced  
Senate Amendments to Introduced  
A-Engrossed  
Modifies permissible purposes for amounts he
- SB 1502  
Introduced  
Senate Amendments to Introduced  
A-Engrossed  
Enrolled  
Requires the governing bodies of school distri  
universities to live stream governing body mee  
meetings on their official public body websites
- SB 1503  
Introduced  
45  
Establishes the Task Force on Community Sa  
to the interim committee of the Legislative As



# Reading a bill

- Plain text is original text
- *[italicized text is proposed for deleted text]*
- **Bold text is proposed new text**



... income as defined in section 1402(b) of the Internal Revenue Code as amended and in effect on December 31, 2022; or

(b) An independent contractor as defined in ORS 670.600.

(24) "Serious health condition" *[has the meaning given that term in ORS 659A.150.]* means:

**(a) An illness, injury, impairment or physical or mental condition that requires inpatient care in a hospital, hospice or residential medical care facility;**

**(b) An illness, disease or condition that in the medical judgment of the treating health care provider poses an imminent danger of death, is terminal in prognosis with a reasonable possibility of death in the near future, or requires constant care;**

**(c) Any period of disability due to pregnancy, or period of absence for prenatal care; or**

**(d) Any period of absence for the donation of a body part, organ or tissue, including preoperative or diagnostic services, surgery, post-operative treatment and recovery.**

(25) "Third party administrator" means a third party that enters into an agreement with the Director of the Employment Department to implement and administer the paid family and medical leave program established under this chapter.

(26) "Tribal government" *[has the meaning given that term in ORS 181A.940.]* means:

**(a) A tribal government as defined in ORS 181A.940; or**

**(b) A federally recognized Indian tribe.**

(27)(a) "Wages" has the meaning given that term in ORS 657.105.

(b) "Wages" does not mean contribution amounts paid to the Paid Family and Medical Leave Insurance Fund by an employer on behalf of an employee under ORS 657B.150 (5).

**SECTION 4.** ORS 657B.010, as amended by section 3 of this 2024 Act, is amended to read: 657B.010. As used in this chapter:



# Oregon's State School Board

<https://www.oregon.gov/ode/about-us/stateboard/Pages/StateBoardMeetings.aspx>

## Oregon State Board of Education April 18th, 2023

AGENDA ITEM: Senate Bill 3 Rulemaking; New OAR, OAR 581-022-0102, OAR 581-022-2000, OAR 581-022-2010, OAR 581-022-2030, OAR 581-022-2055

**SUBJECT:** Senate Bill 3 Rulemaking; New OAR, OAR 581-022-0102, OAR 581-022-2000, OAR 581-022-2010, OAR 581-022-2030, OAR 581-022-2055  
**STAFF NAME & OFFICE:** Aujalee Moore, Beth Wigham, Alexa Pearson - Office of Teaching, Learning, and Assessment.

With the passage of Senate Bill 3, beginning with the class of 2027, the Oregon

### EQUITY IMPACT ANALYSIS

The passing of Senate Bill 3 highlights the impact that knowledge and skill-building for future planning and personal finance can have on the success of future generations. Historically, this information has been provided to some students through elective courses which are not offered by all districts. This has led to reported disproportionalities for underserved student groups in postsecondary access and completion, as well as inequalities within workforce systems. The requirements established by SB 3 provide students with access to the key concepts needed for navigating systems that have previously benefited some over others.

SB 3 creates a requirement that applies to all students graduating in the state of Oregon and takes the approach of helping students understand and navigate systems that have privileged white and middle class families for generations. The process of implementing SB 3 includes the creation of content standards related to future planning. Together, the rules and standards provide a baseline for instruction that all students in Oregon are required to receive. Previously, only the schools that had the funding to prioritize offering these courses as electives were providing the full scope of personal financial education to their students. Many other schools have limited personal financial education to the Social Science standards which are not as comprehensive as a full course. Senate Bill 3 and the proposed rule revisions provide more equitable access to knowledge that may have not been available across generations for historically and currently underserved students by establishing requirements regarding Higher Education and Career Path Skills and Personal Financial Education.

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World for Natural Hair (CROWN Act)  
Director of the Oregon Department of Education  
Director's Advisory Council  
Education Update  
Leadership and Office Structure  
News Releases and Executive Numbered Memos  
Notice of Public Meetings and Public Comment  
Public Records Requests  
School Directory

STATE BOARD OF EDUCATION  
State Board Members  
State Board Video Streaming  
State Board Video Archives

Meeting protocols  
The State Board of Education must meet at least six times per year, but usually exceeds that minimum requirement. Since 2016, board members have reduced the amount of paper they use for meetings by posting agendas and meeting materials on Boardbooks.

All documents on this website are required to be accessible. If the records you are seeking are not available here, please make a public records request.

Agendas and materials for regular Board meetings are posted at least 24 hours prior to the board meeting. Minutes are posted to Boardbooks after each meeting. You can access agendas and materials prior to 2016 by going to the State Board Meeting Archive. The State Board of Education complies with Public Meeting laws.

[Boardbook](#)

2023/24 State Board of Education Calendar

August 2023	September 2023	October 2023
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
November 2023	December 2023	January 2024
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
February 2024	March 2024	April 2024
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May 2024	June 2024	July 2024
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Oregon Secretary of State  
Oregon Administrative Rules  
Chapter 581

OAR revisions are  
similarly proposed with  
tracked changes

# OSBA/COSA Legislative Report

<https://osba.org/legislative-services/legislative-session-resources/>

2024  
OSBA/COSA

## Legislative Report

Published: April 8, 2024  
Revised: April 19, 2024



This OSBA/COSA Legislative Report describes the bills enacted during the 2024 regular session of the 82<sup>nd</sup> Oregon Legislative Assembly that affect Oregon students, educators, and public schools. It was prepared jointly by the Oregon School Boards Association (OSBA) and the Coalition of Oregon School Administrators (COSA), whose continuing collaboration ensures that the interests of students, board members, and school administrators are at the forefront when state laws affecting public education are drafted and enacted.

Oregon public schools are represented full time in Salem by Morgan Allen and Parasa Chanramy from COSA and Lori Sattenspiel and Efen Zamudio

## Determining policy changes

- ❖ Making connections between law and model policy
- ❖ Identifying and evaluating current content of policy and linking it to its source, e.g., ORS, OAR, Oregon AG, U.S.C., C.F.R., OGE
- ❖ Determining and reviewing all related law and other policies/administrative regulations
- ❖ Looking for “policy” and how it is used in the law



# Determining policy changes

- ❖ Determining effective date of law or rule to determine when an update needs to be issued
- ❖ Looking at last time the policy or AR was updated
- ❖ Asking, is the policy and/or AR still relevant
- ❖ Ensuring a legal review is completed by the director of policy services prior to publication



# Equity in policy

- ❖ Applying an equity lens created by policy team
- ❖ Reviewing equity analysis accompanying the rule changes
- ❖ Involving stakeholders or agencies before and during policy development, when needed
- ❖ Working interdepartmentally with other OSBA staff



# Who do we work with?

- Members: districts, ESDs, Community Colleges, public charter schools (via districts)
- State entities: ODE, OHA, TSPC, OGEC, Governor's Office
- Membership organizations: COSA, OASBO, OSPA, OAESD, OCCA, PACE
- Labor: OEA, SEA
- National: NSBA, AASPS
- Not an inclusive list

## Eugene SD Policy Subscriptions

- ❖ Online policy hosting:  
<https://policy.osba.org/eugene/index.asp>
- ❖ Policy Plus – add-on subscription  
With Policy Plus, OSBA staff:
  - Identifies the policies/administrative regulations in Eugene's board policy manual affected by updates
  - Applies the recommendations from *Policy Update* using tracked changes
  - Issues the revised policies/administrative regulations to the district for processing





# Board Policy Development

4J School Board Meeting - August 6, 2024



# Outline

- Superintendent's Board Policy Work Group
- Scope of the Board Policy Work Group's Work
- Policy Prioritization
- Work Group Membership



# Superintendent's Board Policy Work Group

4J has established a Board Policy Work Group to identify, prioritize, and recommend policy and administrative rule additions and updates to the Superintendent. Further, this group will facilitate:

- Preparation of policy drafts for Board Leadership scheduling<sup>52</sup> and full Board review, revision, and eventual adoption.
- Preparation of administrative rule (AR) drafts for the 4J Executive Leadership Team (ELT) to process, review, revise, adopt and share with the School Board.
- Work with 4J ELT to provide publication, communication, implementation, and possible training

# Scope of the Board Policy Work Group's Work

## Identification

A determination is made that a policy or AR is needed or needs to be updated and policy needs are prioritized (see next slide). Policy suggestions may come from staff, District Equity Committee, Ombuds Program, or other sources.

## Development

Sample policy is sought, the policy is vetted by internal and external content specialists, potential District Equity Committee engagement, legal counsel is employed as needed, and the Work Group reviews and makes final edits.

## Board Action

The policy is submitted to Board Leadership for scheduling and presented to the full Board for consideration and adoption.

## Implement

Work with 4J ELT to provide publication, communication, implementation, and possible training

# How is Policy Prioritized?

1. Policies in process
2. Required by legal decision, order, or agreement (OCR, court, ODE, PECBA, etc.)
3. Required by changes or updates to Oregon Revised Statutes (ORSs) - legislative action or changes or updates to Oregon Administrative Rules (OARs) - action of an authorized state body, typically the State Board of Education
4. Superintendent initiated policy for efficient and effective district function
5. Liability related policies - typically described as 'highly recommended' and can impact district insurance coverage and rates, bond ratings, audits, or best practices
6. Regular review cycle

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*The full Board may assign and prioritize a policy review in consultation with the superintendent*



# Educational Equity Advisory Committee

Section 4 of [OAR 581-022-2307](#) articulates that the duties of an educational equity advisory committee shall include:

- Advising the school district board and the school district superintendent about the educational equity impacts of policy decisions; and
- Informing the school district board and school district superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how best to support.

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An Educational Equity Advisory Committee *may* prepare an annual report that *may* include recommendations the committee made to the school board and superintendent, and the actions that were taken in response to those recommendations. The report is made available by:

- Distribution to the parents of the students of the school district;
- Posting on the school district's website;
- Presentation to the school district board in an open meeting with adequate opportunity for public comment; and
- Sent to the State Board of Education.



# Who Serves on the Work Group?

## Membership

- Superintendent
- Chief of Staff
- Superintendent's Office
- Operations Coordinator
- Ombudsperson
- Nutrition & Warehouse Services Director
- Up to three Board Directors as appointed
- Others as appointed by the Superintendent

## Key Liaisons

- School Board & Board Leadership
- District Equity Committee
- 4J ELT
- 4J Leadership Team
- Content Specialists
- Legal Counsel
- Students, Staff, & Community

# Questions?



## **ITEM FOR ACTION AT A FUTURE MEETING**

### **Date of Meeting**

August 7, 2024

### **Title**

Initiate Process for K-12 Science Curriculum Adoption

### **Presenter/s**

Courtney Leonard, Secondary Curriculum & MTSS Admin  
Sarah Ruggiero-Kirby, Secondary Science TOSA

### **Background**

Our goal is to adopt curricular and instructional science materials for grades K-12 grades, aiming to implement the process during the 2025-2026 school year. Newly adopted curricular materials will be aligned to ODE standards, science content standards and standards for science practice, as well as science education research.

In 2022, the Oregon Department of Education adopted updated K-12 Science standards. This adoption of new standards triggers Oregon statutes that require districts to engage in a curriculum adoption process for new materials. We are required to start this process before the 2026 school year. While similar in scope to the previous Next Generation Science Standards (NGSS), there are key areas that have been refined and added after multiple years of NGSS standards implementation in Oregon.

Our current science curricula were adopted during the 2015-16 school year: FOSS at elementary, IQWST at middle school, and HMH, CPO, and Pearson for high school science courses (Physics, Chemistry and Biology). The curriculum suites we currently have are outdated and do not adequately meet the needs of all students, particularly those who have been historically underserved in our systems. In addition, they do not align to the most updated NGSS standards that were adopted by ODE in 2022.

Therefore, a curriculum adoption focusing on high-quality guaranteed and viable instructional materials across our K-12 schools is needed to align with our district values of prioritizing equitable access and advancement for all students.

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

- What is our vision for an equitable and rigorous science education for 4J students, grades K-12?

- How can we ensure adopted materials meet the needs of each student, inclusive of students historically underrepresented and underserved?
- What are the NGSS instructional routines and practices we value as a district and what are the curricular and instructional shifts we need to make?
- How can the adopted curriculum support those practices?

### **Options and Alternatives**

Oregon statutes require that we engage in a curriculum adoption process by fall of 2024; however, we have two years of postponement, if necessary. The State of Oregon has given school districts the option to delay an adoption until the year 2025. A short-term alternative to curriculum adoption next year includes continuing to use our current materials, which are outdated and do not meet the current, newly adopted Common Core State Standards.

### **Budget/Resource Implications**

District-wide science curriculum adoption will encompass elementary, middle and high schools, totaling 34 different schools and programs. Each 4J student will have the opportunity to experience a new science curriculum with a resulting focus on instructional practices to reach every student.

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption process during the 2024-25 school year. There are also bond funds earmarked for the adoption process.

The projected budget for the K-12 science adoption is less than \$2 million. This includes the adoption kick-off, initial professional learning, reviewing pilot materials and supporting learning walks, and support for implementation.

### **Recommendation**

The superintendent recommends the School Board initiate the process for a K-12 science adoption and assign the process facilitators as the Secondary and Elementary Curriculum Administrators.

Process Outline

Phase	Month	Description of Task
<p><b>LAUNCH</b></p> <p>The Board approves the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.</p>	<p>August 2024</p>	<p><b>The Board will approve the initiation of the process and articulate the desired outcome. The superintendent will name a process facilitator.</b></p> <ul style="list-style-type: none"> <li>• Instruction staff recommends a launch for a K-12 Science Curriculum adoption, facilitated by curriculum administrators and secondary and elementary science TOSAS.</li> <li>• The team will consider the Oregon Science Leaders Action Guide: <u>Building an Equitable, NGSS Aligned, K-12 Science Program</u></li> <li>• Email by Superintendent Gill: <u>Agreement to request board approval to Launch Science Spring 2024.pdf</u></li> <li>• Presentation for Board Meeting - <u>Presentation: K-12 Science Instructional Materials Adoption SY 2024-25</u></li> </ul> <p><i>Documentation of Process:</i></p>
	<p>September 2024</p>	<p><b>The process facilitator will direct the adoption process and will form an adoption team.</b> The adoption team will provide professional learning on standards, best practices based on current research.</p> <p>The secondary curriculum administrator and the secondary science specialist (TOSA) will begin the adoption process this fall and the elementary curriculum administrator and elementary science specialist will begin that process in March 2025.</p> <p>At the secondary level, the adoption team will consist of the following staff:</p> <ul style="list-style-type: none"> <li>• 1-2 science teachers/school or program, including Fox Hollow &amp; ECCO</li> <li>• SpEd, Title, ELD, and TAG representatives (5)</li> </ul>

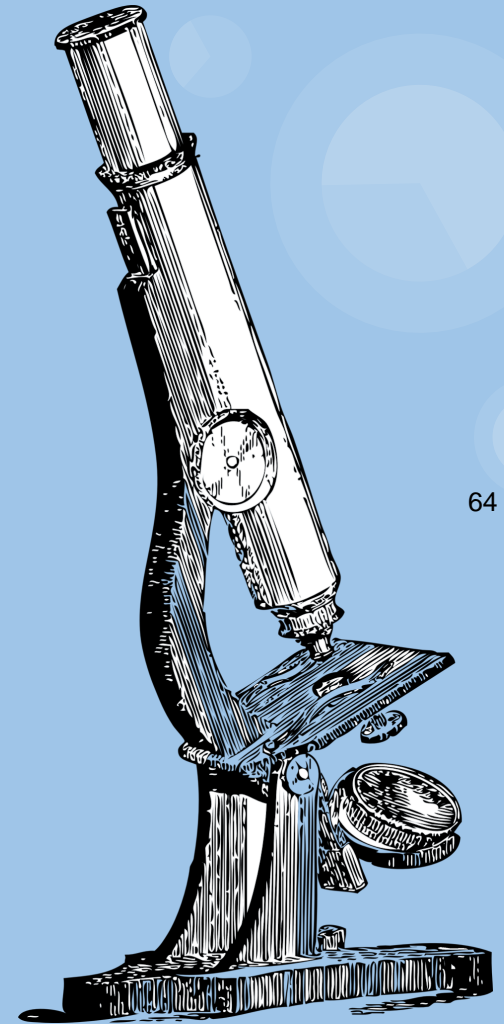
		<ul style="list-style-type: none"> <li>• Assistive Technology Specialist (1)</li> <li>• Instructional Technology/Technology representative (1)</li> <li>• Equity Director or Regional Equity Manager (1)</li> <li>• Building Administrator representation (2-3)</li> </ul> <p>The secondary team size will likely consist of about 30-4J staff members. The elementary team size will be less than 20-4J staff members.</p> <p><u>Documentation of Process:</u></p>
	October 2024	<p>The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. <b>All products will be made available for public comment.</b></p> <p><u>Documentation of Process:</u></p>
	October/November 2024	<p><b>The adoption team will report progress to the instructional leadership team and receive feedback.</b> Meetings to be scheduled based on regular rotation of the team.</p> <p><u>Documentation of Process:</u></p>
<b>PILOT</b>  <b>The materials are piloted and examined using established criteria and data collected.</b>	November/December 2024	<p><b>The adoption team will review available curricula and develop a list of materials to consider.</b> Selected materials will be evaluated using the evaluation rubric including the district’s equity tool.</p> <p><u>Documentation of Process:</u></p>
	January 2025	<p><b>Pilot teachers will receive professional development prior to piloting.</b> The pilot team will evaluate units from the recommended curricula.</p> <ul style="list-style-type: none"> <li>• All members of the pilot team will pilot more than one curriculum.</li> <li>• The adoption team may observe pilot classrooms.</li> </ul> <p><u>Documentation of Process:</u></p>
		<p><b>The adoption team will collect data from the pilot team.</b> The team will inform and receive input from</p>

	February 2025	stakeholders including families, teachers, and administrators.  <i>Documentation of Process:</i>
<b>EVALUATE and REPORT</b>  <b>The data is evaluated, materials are ranked and a report is submitted to the instructional advisory council.</b>	February 2025	<b>Using all data gathered, the adoption team ranks curricula, applying the equity decision tool.</b> The team reports its findings to the Instructional Advisory Council.  <i>Documentation of Process:</i>
	March 2025	<b>The instructional advisory council will review the findings and ensure the adoption process has been followed.</b> <ul style="list-style-type: none"> <li>• The Instructional Advisory Council (IAC) will provide feedback to the Instructional Leadership Team.</li> <li>• The Instructional Leadership Team will review the rankings and IAC feedback.</li> <li>• The Instructional Leadership team will make a recommendation to the superintendent.</li> </ul> <p><b><i>The elementary process will begin in March and will follow a process similar to secondary.</i></b></p> <i>Documentation of Process:</i>
<b>ADOPT</b>  <b>The superintendent makes an adoption recommendation to the Board.</b>	March 2025	<b>The superintendent will make a formal recommendation to the Board.</b> <ul style="list-style-type: none"> <li>• The Board will decide whether to adopt a curriculum.</li> <li>• The decision of the Board is final.</li> </ul> <p>The adoption team requests to present to the Board during a March or April meeting. This will allow for materials to be purchased and shipped in order to teachers to begin planning with the materials over the summer.</p> <p><b>Elementary will begin the adoption process for grades K-5.</b></p>
	April	<b>The adoption team will develop an implementation plan.</b> The plan will include

<p><b>IMPLEMENT</b></p> <p>Schools will implement the materials with professional development and evaluation opportunities.</p>	2025	<p>professional development for teachers and the opportunity to evaluate materials.</p> <p><b>Elementary will begin to meet and consider materials.</b> By May, the adoption committee will have chosen materials for approval.</p> <p><i>Documentation of Process:</i></p>
	Fall 2025	<p><b>Schools will begin using the new curriculum according to the implementation plan.</b></p> <p><i>Documentation of Process:</i></p>
	Spring 2026	<p><b>After a designated implementation period, the Instructional Leadership Team will assess strengths and areas for improvement.</b></p> <ul style="list-style-type: none"> <li>• The adoption team will employ an equity tool to inform the purchase of any supplemental resources to the current adoption as well as future adoption cycles.</li> <li>• This process will include input from building staff, teachers, family members and administrators.</li> </ul> <p><i>Documentation of Process:</i></p>

**4J K-12 Science**  
**Instructional Materials**  
**Adoption Initiation Process**

**August 2024**



# School Board Objectives

## August 7, 2024 - Item for Future Action

- *Review adoption process (IIA-AR)*
- *Answer questions*

## August 21, 2024 - Initial Launch

- *Board grants permission to initiate K -12 Science Instructional Materials Adoption Process*
- *Identify process facilitators - Elementary and Secondary Curriculum Administrators*

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## Spring 2025 - Board Approval

- *Board approves Science instructional materials*
- *Based on recommendation by the adoption team*

# *Why are we adopting new science instructional materials?*

- **2014-15 SY:**
  - FOSS at elementary
  - IQWST at middle school
  - HMH, CPO, and Pearson @ hs science courses (Physics, Chemistry and Biology)
- **Fall 2022**
  - Renewed Oregon State standards adopted
  - Statewide initiative: Next Generation Science Standards<sup>66</sup>
- **Fall 2024**
  - Date of ODE instructional materials for seven- year adoption cycle
  - Postponement request required until adoption is complete

***Must be completed by Fall 2026***

# Why are we adopting new science instructional materials?

[Framework for K-12 Science Education](#)

- **Increased student achievement**
  - *Inclusive, rigorous, authentic, empowering, innovative, joyful*
- **Alignment to NGSS**
  - *All standards for every student ([Appendix K NGSS](#))*
- **Coherence in the system**
  - *Equitable access to core content*
  - *Vertical alignment K-12*
- **Science Literacy**
  - *Neil deGrasse Tyson: Science literacy is an important part of what it is to be an informed citizen of society.*

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*Our 4J students deserve a rich, rigorous science education!*



## The adoption process is framed and guided by four essential questions:

- *What is our vision for an equitable and rigorous science education for all students, grades K-12?*
- *How can we ensure adopted materials meet the needs of each student, inclusive of students historically underrepresented and underserved?*
- *What are the NGSS instructional routines and practices we value as a district and what are the curricular and instructional shifts we need to make?*
- *How can the adopted curriculum support those practices?*

**All the standards are expected of all students. Though this is a foundational commitment of the Framework... it bears repeating here due to its implications for course design.**

**This approach is much more than just a way to refute the common notion that learning physics is only for students in advanced math, or that taking Earth and Space Science is only for students who are not on the college track.**

**All standards, all students.**



## A FRAMEWORK FOR K-12 SCIENCE EDUCATION

Practices, Crosscutting Concepts, and Core Ideas



2012

Science & Engineering Practices

Performance Expectations

Disciplinary Core Ideas

Crosscutting Concepts

**3-LS3 Heredity: Inheritance and Variation of Traits**

**3-LS3 Heredity: Inheritance and Variation of Traits**  
Students who demonstrate understanding can:

**3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** [Clarification Statement: Patterns in the similarities and differences in traits shared between offspring and their parents, or among siblings, or among siblings, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]

**3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.** [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants that with insufficient water, stunted; and, a penguin that is given too much food and little exercise may become overweight.]

The performance expectations above were developed using the following elements from the NRC document, *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<b>Analyzing and Interpreting Data</b> Analyzing data in 3-5 builds on K-2 experiences and progresses by introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. • Analyze and interpret data to make sense of observations.	<b>LS3.A: Inheritance of Traits</b> • Many characteristics of organisms are inherited from their parents. (3-LS3-1) • Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)	<b>Patterns</b> • Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1) <b>Cause and Effect</b> • Cause and effect relationships are

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**MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.**

## 6-12 Science (Current)

<b>Grade 6</b>	IQWST Science 6 (Phys Sci, Life Sci, Intro Chem, Earth Sci)		
<b>Grade 7</b>	IQWST Science 7 (PS, LS, IC, ES)		
<b>Grade 8</b>	IQWST Science 8 (PS, LS, IC, ES)		
<b>Grade 9</b>	Physical Science**	Biology	Chem
<b>Grade 10</b>	Biology**	Chemistry	Biology or Physics
<b>Grade 11</b>	Chemistry or Advanced Courses	Physics and/or Advanced Courses	IB Physics I or IB Biology I
<b>Grade 12</b>	Physics or Advanced Courses	Advanced Science Courses	IB Physics II or IB Biology II

**\*\*Earth and Space Science (ESS) added on as stand alone 0.5 Credit Course**

← Required for graduation

← Required for University application

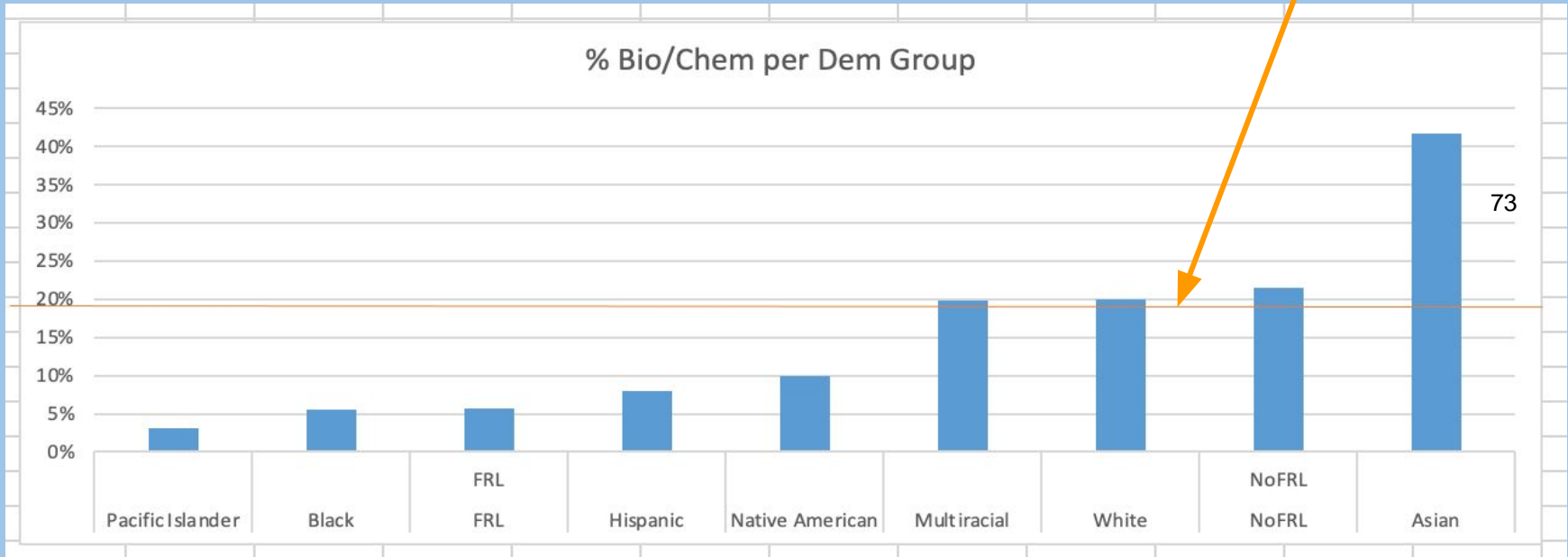
# Enrollment Data

Notice and  
Wonder  
(*Students in G9*)

STUDENT GROUP	% IN THE BIO/CHE PATHWAY	% IN THE PHY SC PATHWAY	% TOTAL
PACIFIC ISLANDER STUDENTS	0.0	100.0	100
EMERGING BILINGUAL STUDENTS	0.0	100.0	100
HOMELESS STUDENTS	5.1	94.9	100
STUDENTS IN SPECIAL EDUCATION	13.3	86.7	100
STUDENTS WITH SPANISH AS HOME LANGUAGE	14.5	85.5	100
LATINO/A STUDENTS	16.9	83.1	100
AFRICAN AMERICAN STUDENTS	19.0	81.0	100
CHURCHILL STUDENTS	20.1	79.9	100
STUDENTS WITH 504 PLANS	21.4	78.6	100
SHELDON STUDENTS	22.2	77.8	72.00
NATIVE AMERICAN STUDENTS	22.7	77.3	100
STUDENTS QUALIFYING FOR FRL	23.2	76.8	100
NEHS STUDENTS	25.9	74.1	100
MULTIRACIAL STUDENTS	29.7	70.3	100
ALL STUDENTS	31.7	68.3	100
MALE STUDENTS	32.2	67.8	100
STUDENTS WITH ENGLISH AS HOME LANGUAGE	33.4	66.6	100
FEMALE STUDENTS	33.5	66.5	100
WHITE STUDENTS	36.1	63.9	100
STUDENTS NOT QUALIFYING FOR FRL	42.5	57.5	100
SEHS STUDENTS	49.3	50.7	100
STUDENTS IN IHS	49.8	50.2	100
ASIAN STUDENTS	56.0	44.0	100
STUDENTS IN TAG PROGRAM	63.3	36.7	100

# Enrollment Data

Orange line represents perfectly proportional data (i.e. zero students over- or under-represented)



**White, Asian, Multi and No FRL are at or above District Average (19%)  
Everyone else = Below**

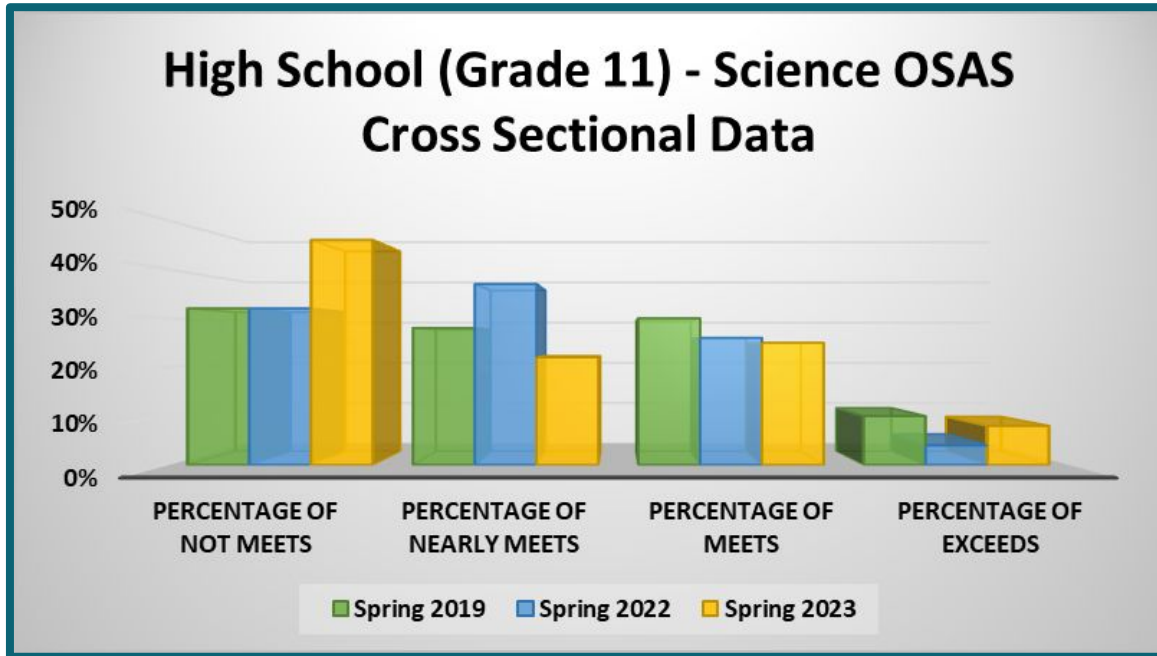
## 6-12 Science (Current)

<b>Grade 6</b>	IQWST Science 6 (Phys Sci, Life Sci, Intro Chem, Earth Sci)		
<b>Grade 7</b>	IQWST Science 7 (PS, LS, IC, ES)		
<b>Grade 8</b>	IQWST Science 8 (PS, LS, IC, ES)		
<b>Grade 9</b>	Physics		
<b>Grade 10</b>	Biology	(IB Bio Pathway) Chemistry	(IB Phys Pathway) Chem and Bio
<b>Grade 11</b>	Chemistry	IB Bio I	IB Physics I
<b>Grade 12</b>	Advance Courses (AP, CN, CTE, etc)	IB Bio II	IB Physics II

**\*\*Earth and Space Science (ESS) Integrated in New Curriculum**

Required for University application

# Science OSAS Cross Sectional Data



[OSAS Statewide Assessment System Science Reporting](#)

75

[Mariela Salas Bao](#),  
Science Assessment Specialist - For Additional Information on [OSAS Science Assessment](#)

# Enrollment Data

Notice and  
Wonder  
(*Students in G9*)

STUDENT GROUP	% IN THE BIO/CHE PATHWAY	% IN THE PHY SC PATHWAY	% TOTAL
PACIFIC ISLANDER STUDENTS	0.0	100.0	100
EMERGING BILINGUAL STUDENTS	0.0	100.0	100
HOMELESS STUDENTS	5.1	94.9	100
STUDENTS IN SPECIAL EDUCATION	13.3	86.7	100
STUDENTS WITH SPANISH AS HOME LANGUAGE	14.5	85.5	100
LATINO/A STUDENTS	16.9	83.1	100
AFRICAN AMERICAN STUDENTS	19.0	81.0	100
CHURCHILL STUDENTS	20.1	79.9	100
STUDENTS WITH 504 PLANS	21.4	78.6	100
SHELDON STUDENTS	22.2	77.8	70.00
NATIVE AMERICAN STUDENTS	22.7	77.3	100
STUDENTS QUALIFYING FOR FRL	23.2	76.8	100
NEHS STUDENTS	25.9	74.1	100
MULTIRACIAL STUDENTS	29.7	70.3	100
ALL STUDENTS	31.7	68.3	100
MALE STUDENTS	32.2	67.8	100
STUDENTS WITH ENGLISH AS HOME LANGUAGE	33.4	66.6	100
FEMALE STUDENTS	33.5	66.5	100
WHITE STUDENTS	36.1	63.9	100
STUDENTS NOT QUALIFYING FOR FRL	42.5	57.5	100
SEHS STUDENTS	49.3	50.7	100
STUDENTS IN IHS	49.8	50.2	100
ASIAN STUDENTS	56.0	44.0	100
STUDENTS IN TAG PROGRAM	63.3	36.7	100



Placeholder—  
additional  
data



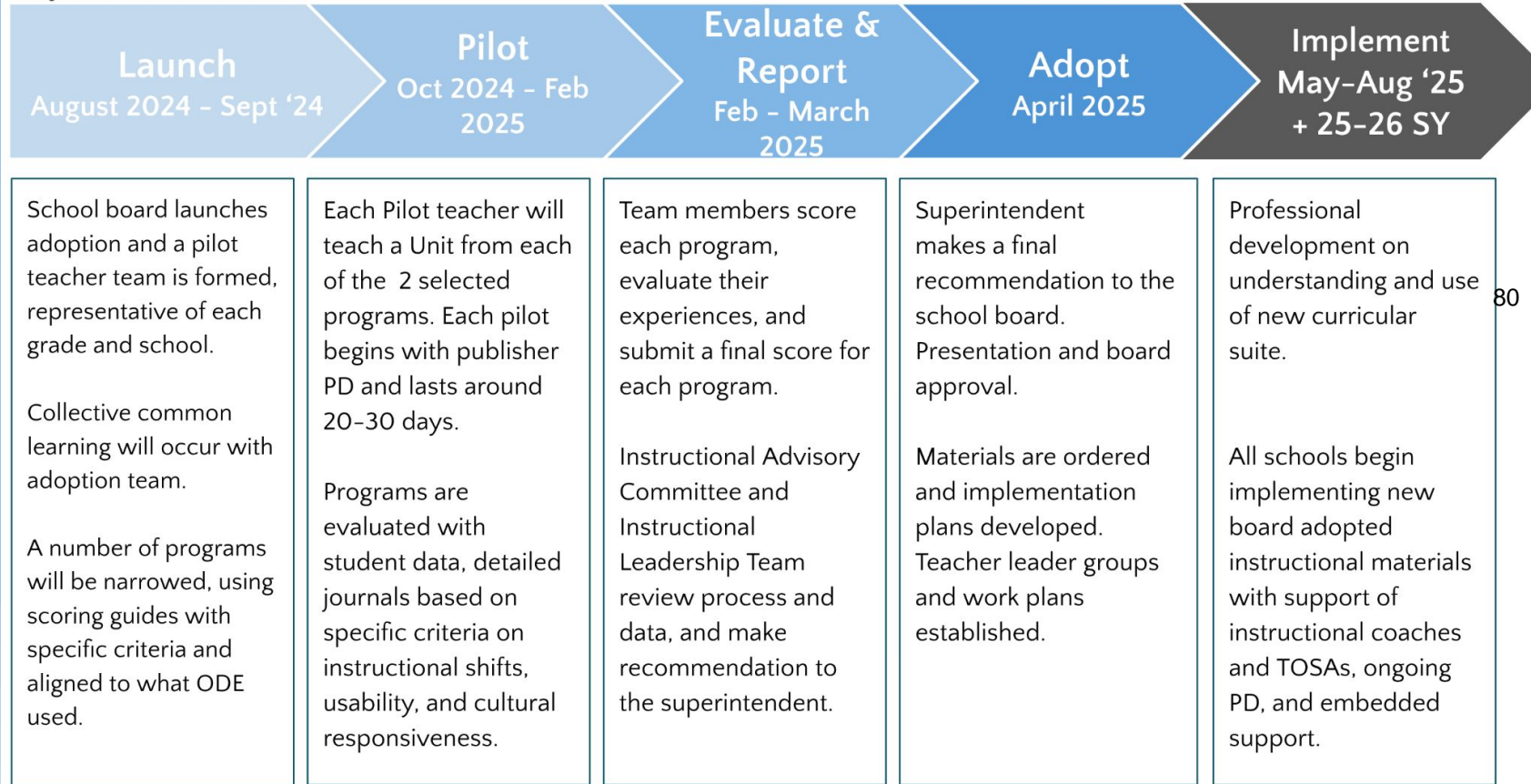
Placeholder—  
additional  
data



Placeholder—  
additional  
data

# Process & Timeline

## 4j Pending Board Approval in August 2024: K-12 Science/STEM Materials Adoption Process Overview



# The Adoption and Pilot Teams



## *Facilitators*

Elementary &  
Secondary  
Curriculum  
Administrator



## *Specialists*

Secondary &  
Elementary  
Science Content  
TOSAs



## *Partners*

Support from  
Lane ESD



## *Team*

50+ elementary &  
secondary  
educators, and  
district staff

# Potential Science Instructional Materials

## K-5

- [Collaborate Science K-5](#)
- [STEMscopes K-5](#)
- [Amplify Science K-5](#)
- [Science Techbook for Oregon K-5](#)
- [PhD Science K-5](#)
- [HMH Into Science K-5](#)
- [Inspire Science K-5 with Actively Learn](#)
- [Twig Science Oregon K-5](#)

# Potential Science Instructional Materials

## 6-8

- [Collaborate Science Middle School](#)
- [STEMScopes Middle School](#)
- [Activate Learning's OpenSciEd Middle School](#)
- [Amplify Science Middle School](#)
- [Carolina Biological Supply Company's OpenSciEd Middle School](#)
- [Science Techbook for Oregon 6-8](#)
- [Educurious Science - Middle School \(includes Earth & Space Science Course, Life Science Course, Physical Science Course\)](#)
- [Green Ninja Middle School Science](#)
- [HMH Into Science Middle School](#)
- [Kendall Hunt's OpenSciEd Middle School](#)<sup>83</sup>
- [Issues and Science by Lab Aids - Middle School](#)
- [Propello Science for Oregon - Middle School](#)
- [Stile Digital - Middle School](#)
- [Twig Science Oregon Middle School](#)
- [Integrated - Twig Science Oregon Middle School](#)

# Potential Science Instructional Materials

## 9-12

- [STEMscopes High School](#)
- [Science Techbook for Oregon HS](#)
- [HMH Science Dimensions](#)
- [Inspire Science High School](#)
- [Savvas High School Science \(Environmental Science, Chemistry, Physics, Biology\)](#)
- [Patterns\\*](#)
- [OpenSciEd\\*](#)

# Vision of the Science Framework

**Goal:** To create a science program where race, zip code, income, gender and other demographic categories do not predict educational opportunities and career outcomes.

*By 12th grade all students have appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology.*

# Board Objectives for August 21, 2024

## Consent to Initiate Launch

- Board will grant consent to initiate K-12 Science Instructional Materials Adoption Process
- Superintendent will identify the Process Facilitators
  - Elementary and Secondary Curriculum Administrators



# QUESTIONS?

Maggie Frassetto-Cline, Elementary Science TOSA  
Erin Gaston, Elementary Curriculum & MTSS Admin

Courtney Leonard, Secondary Curriculum & MTSS Admin

Sarah Ruggiero-Kirby, Secondary Science TOSA

*Thank  
you!*



## **ITEM FOR ACTION AT A FUTURE MEETING**

### **Date of Meeting**

August 07, 2024

### **Title**

Consider 2024-25 Board Meeting Calendar Revision

### **Presenter**

Colt Gill, Interim Superintendent

### **Description**

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

### **Recommendation**

The board will consider one or more revisions to the approved 2024-25 Board Meeting Calendar. In addition to moving the October 2, 2024 board meeting, the board may consider moving the November 8, 2025 Community Chat, which conflicts with the Oregon School Boards Association (OSBA) Annual Convention. Some board members, along with some 4J staff usually attend the OSBA Annual Convention to receive training on various board related items.

The 2024-25 Board Meeting Calendar will be revised according to the board's direction, and presented at a future meeting for board approval.

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

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

<u>Meeting Date</u>	<u>Meeting Type</u>	<u>Materials Delivered to Board</u>
Wed., Jul. 03, 2024	Organizational Board Meeting	Fri., June 28, 2024
Wed., Aug. 07	Board Meeting	Fri., Aug. 2
Wed., Aug. 21	Work Session	Fri., Aug. 16
Wed., Sep. 04	Board Meeting	Fri., Aug 27
Wed., Sep. 18	Work Session	Fri., Sep. 13
Wed., Oct. 02	Board Meeting	Fri., Sep. 27
Wed., Oct. 16	Work Session	Fri., Oct. 11
<i>Thurs., Oct. 24, 6:30-8 p.m.</i>	<i>Listening Session</i>	
Wed., Nov. 06	Board Meeting	Fri., Nov. 01
<i>Fri., Nov. 08</i>	<i>Community Chat</i>	
Wed., Nov. 20	Work Session	Fri., Nov. 15
Wed., Dec. 04	Board Meeting	Fri., Nov. 29
Wed., Jan. 15, <b>2025</b>	Board Meeting	Fri., Jan. 10, <b>2025</b>
Wed., Feb. 05	Board Meeting	Fri., Jan. 31
<i>Tue., Feb. 11, 6:30-8 p.m.</i>	<i>Listening Session</i>	
Wed., Feb. 19	Work Session	Fri., Feb. 14
Wed., Mar. 05	Board Meeting	Fri., Feb. 28
<i>Tue., Mar. 11, 6:30-8 p.m.</i>	<i>Community Chat</i>	
Wed., Apr. 09	Board Meeting	Fri., April 04
Wed., Apr. 23	Work Session	Fri., April 18
Wed., May 07	Board Meeting	Fri., May 02
Wed., May 21	Work Session	Fri., May 16
Wed., Jun. 04	Board Meeting	Fri., May 30

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

**2024-25 Board Meeting Calendar**

*Approved: July 3, 2024*

**2024 -25 Calendar of Scheduled Board Meetings,  
Board Work Sessions, Listening Sessions  
& Chats for Eugene School District 4J Board of Directors  
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Wed., Sep. 04	Board Meeting	Fri., Aug. 27
Wed., Sep. 18	Work Session	Fri., Sep. 13
<del>Wed., Oct. 02</del> <i>Rosh Hashanah begins</i>	Board Meeting	Fri., Sep. 27
Wed., Oct. 09 <i>Proposed option</i>	Board Meeting	Fri., Oct. 04
Wed., Oct. 16	Work Session	Fri., Oct. 11
<i>Thurs., Oct. 24, 6:30-8 p.m.</i>	<i>Listening Session</i>	
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**2024-25 Board Meeting Calendar**



## ITEM FOR ACTION AT A FUTURE MEETING (First Read)

### Date of Meeting

August 7, 2024

### Title

Consider for Adoption Policy CB—Superintendent

### Presenter

Colt Gill, Interim Superintendent

### Background:

With the passage of Senate Bill 283 (2023), the law was revised regarding superintendent contracts to remove mention of laws relevant to education service district boards added by Senate Bill 1521 in 2022 to ORS 332.505.

The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law that applies to school districts. (*Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.*)

Policy CB is not currently included in the Eugene School District 4J policy manual. However, the Oregon School Board Association (OSBA), highly recommends that school boards adopt policy CB—Superintendent.

Code: CB  
Adopted: XX/XX/XX

### Proposed Revisions Format:

Revised content presented in **RED Font**;  
Deleted content presented in **GREEN Font**;  
Continuing policy content in **BLACK Font**

### Options and Alternatives:

The Board may choose to accept proposed policy CB–Superintendent. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

**Recommendation:** The superintendent recommends the Board approve policy CB-Superintendent.

## Eugene School District 4J

Code: CB  
Adopted: XX/XX/XX

### Superintendent

The superintendent<sup>1</sup> is designated as the district's chief executive officer. Under the Board's direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to school districts.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

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<sup>1</sup>The term "superintendent" includes an interim superintendent

<sup>2</sup>"Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government

END OF POLICY

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Legal Reference(s):

ORS 332.505  
ORS 332.515

OAR 581-022-24-5  
OAR 584-005-005(51)



## ITEM FOR ACTION AT A FUTURE MEETING (First Read)

### Date of Meeting

August 7, 2024

### Title

Consider for Approval Revisions to Policy CBG – Evaluation of the Superintendent

### Presenter

Colt Gill, Interim Superintendent

### Background:

The Board will formally evaluate the superintendent's job performance at least once each year as per the timelines set forth in the superintendent's employment contract.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The annual evaluation provides the opportunity for the Board to assess the district's progress.

### Summary:

There are no significant changes to policy CBG - Evaluation of the Superintendent. However, the minor changes serve as a reminder to the Board to review this policy to ensure current practice and contract language align.

The proposed language provides the Board the opportunity to notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s).

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

The revised policy language is a recommendation from the Oregon School Board (OSBA) attorneys. Policy CBG Superintendent Evaluation was last updated in 2017 and

the revised language is intended to provide guidance for situations when an evaluation is not addressed in the Superintendent's contract. However, best practice is to ensure the Superintendent's contract language aligns with policy language.

Code: CBG  
Adopted: 2/17/16  
Revised/Readopted: 8/02/17;

**Proposed Revisions Format:**

Revised content presented in **RED Font**;  
Deleted content presented in **GREEN Font**;  
Continuing policy content in **BLACK Font**

**Options and Alternatives:**

The Board may choose to accept proposed policy CB–Superintendent. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

**Recommendation:** The superintendent recommends the Board approve revisions to policy CBG-Evaluation of the Superintendent.

# Eugene School District 4J

Code: CBG  
Adopted: 2/17/16  
Revised/Readopted: 8/02/17; ~~XX/XX/XX~~  
Orig. Code(s): CBG

## Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least **once each year annually** as per the timelines set forth in the superintendent's employment contract. The evaluation will be based on the **superintendent's** job duties described in the superintendent's contract, **any applicable standards of performance**, Board policy and progress in attaining any goals for the year established by the Board and/or superintendent.

The Board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in a Board meeting open to the public. The superintendent will be notified of the additional criteria prior to the evaluation.

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

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

END OF POLICY

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### Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)  
[ORS 332.107](#)

[ORS 332.505](#)

[OAR 581-022-2405](#)

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



## ITEM FOR ACTION AT A FUTURE MEETING (First Read)

### Date of Meeting

August 7, 2024

### Title

Approve Proposed Policy BCFA – Educational Equity Advisory Committee

### Presenter

Colt Gill, Interim Superintendent

### Background:

In 2021, the Oregon Legislature passed Senate Bill 732 (ORS 329.711) and amended Oregon Revised Statutes 328.542 and 329.095. The laws require each school district to establish what in statute is described as an “educational education advisory committee.”

District Equity Committees (DEC) are meant to help school leaders identify what helps or hinders the success of students who Oregon’s educational systems have historically excluded, impacted, marginalized, or underserved. They are intended to advise school boards and superintendents on the educational impacts of policy decisions, the larger district-wide climate, issues impacting underserved student groups, and additional topics necessary to fully elevate student experience.

### Section 4 of OAR 581-022-2307 articulates that the duties of a DEC shall include:

- Advising the Board and the superintendent about the educational equity impacts of policy decisions; and
- Informing the Board and superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how best to support.
- The Board, in consultation with the District Equity Committee, must select at least one member of the DEC to serve on the school district budget committee.

### Membership and Participation

A District Equity Committee represents a partnership between local communities and local district leaders. Underrepresented parents, employees, students, and community members are the core of a District Equity Committee.

### Requirements Section 2 of OAR 581-022-2307 articulates that:

- A DEC [Educational Equity Advisory Committee] shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district.
- The superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.
- The Board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.
- For the purpose of selecting members, the Board and superintendent:
  - May not deny members based on protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
  - May not appoint a voting member of the school board or the school district superintendent to an educational equity advisory committee; and
  - Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.
- The Board and superintendent, in consultation with the educational equity advisory committee, shall fill vacancies on the committee in the same manner as original appointments

#### Nomination & Appointing Process

The superintendent and district staff design the application and candidate selection process. The Board is responsible for appointing candidates who are nominated by the superintendent based on applications submitted. The Board and superintendent must ensure that membership is primarily representative of underserved student groups.

During this process, it is recommended to anchor in this guidance and to apply the district's equity lens and/or decision tool.

#### **Summary:**

Senate Bill 732 was passed in the 2021 Legislative session requiring districts to establish an educational equity advisory committee. The bill outlines the responsibilities and makeup of the committee. For districts with an ADM over 10,000 the committee must convene no later than September 15, 2022. For districts with an ADM of 10,000 or less, the committee must convene no later than September 15, 2025. At least one member of the educational equity advisory committee needs to be appointed to the budget committee. This would happen when

a position becomes open, it does not establish an additional budget committee member.

**Policy Work Group Recommendation:**

The Policy Work Group reviewed the Oregon School Board Association (OSBA) proposal to include language about the Educational Equity Advisory Committee in policy BCF-Advisory Committees To The Board. However, the members of the Policy Work Group suggest that the Educational Equity Advisory Committee be its own policy, just as the Budget Committee (policy DBEA) is its own policy.

The August 2022 Policy Update from OSBA recommended that School Boards review proposed policy language for Educational Equity Advisory Committee. Policy language suggested by OSBA has been included in the stand alone policy BCFA-Educational Equity Advisory Committee.

Code: BCFA  
Adopted: XX/XX/XX

**Proposed Revisions Format:**

Revised content presented in **RED Font**;  
Deleted content presented in **GREEN Font**;  
Continuing policy content in **BLACK Font**;

**Options and Alternatives:**

The Board may choose to accept proposed policy BCFA- Educational Equity Advisory Committee. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

**Recommendation**

The superintendent recommends the board approve proposed policy BCFA - Educational Equity Advisory Committee

# Eugene School District 4J

Code: BCFA  
Adopted: XX/XX/XX  
Orig. Code(s): BCFA

## Educational Equity Advisory Committee

The district is committed to providing an inclusive educational environment, free from oppression. The district also acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice, teaching inclusion, and in creating an inclusive learning and working environment.

Educational Equity Advisory Committees are meant to help school leaders identify what helps or hinders the success of students who Oregon's educational systems have historically excluded, impacted, marginalized, or underserved.

The Educational Equity Advisory Committee is intended to advise the school board and superintendent on the educational impacts of policy decisions, the larger district-wide climate, issues impacting underserved student groups, and additional topics necessary to fully elevate student experience.

Educational Equity Advisory Committees is a powerful mechanism to engage community voices, especially those communities that have been or are marginalized and underserved by the school system in Oregon and advance equity in Oregon's school districts.

As a committee that advises both the school board and superintendent, the Educational Equity Advisory Committee shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The Educational Equity Advisory Committee can inform and advise the school board and superintendent on a number of topics, including the experiences of historically-underserved student groups, the educational equity impacts of policy decisions, and the larger district-wide climate. Educational Equity Advisory Committees are responsible for highlighting school-specific situations that impact underrepresented students, and considering whether such situations are unique or systemic. Educational Equity Advisory Committees are meant to supplement and support local leadership in understanding how their decisions have affected students, and what they can do to make positive impacts.

The duties of the Educational Equity Advisory Committee **shall** include:

1. Advising the Board about the educational equity impacts of policy decisions;
2. Advising the superintendent about the educational equity impacts of policy decisions; and

3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.

The educational equity advisory committee *may* prepare an annual report that:

1. Contains the following information:
  - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
  - b. Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and
2. Is made available by being:
  - a. Distributed to parents of district students;
  - b. Posted on the district's website;
  - c. Presented to the Board in at a board meeting with adequate opportunity for public comment

The Educational Equity Advisory Committee membership shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district. Underrepresented parents, employees, students, and community members are the core of the Committee. The school board and superintendent must ensure that membership is primarily representative of underserved student groups. During this process, it is recommended to anchor in this guidance and to apply the district's equity lens and/or decision tool.

The school district superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.

The goal of coordinating the membership nomination process is to provide opportunities. School leaders can ask key interested parties, students, and community leaders to nominate people who represent the community and school; this would be followed up with an invitation to apply and participate.

The educational equity advisory committee shall be appointed by the Board and nominated by the superintendent and must be composed of parents, employees, students and community members from the district.

For the purposes of selecting members, the superintendent:

1. Shall solicit name of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude members based on immigration status; and
4. Must comply with any other requirements established by the State Board of Education.

In the case of disagreement or dissonance between the nominations of the superintendent and the appointments of the School Board, the district shall seek technical assistance from their legal counsel, the Oregon Department of Education, the Oregon School Boards Association, and/ the Coalition of Oregon School Administrators.

A member of the educational equity advisory committee must also serve as a fully appointed member of the school district budget committee.

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{District with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.}

Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.

The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-school board member vacancy on the budget committee.

**END OF POLICY**

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Legal Reference:

[ORS 329.711](#)

[OAR 581-022-2307](#)

DBEA – Budget Committee

BCF – Advisory Committees to the Board

# Establishing District Equity Committees for Senate Bill 732

ODE Guidance

July, 2023



## Table of Contents

### [A note from State Board Chair Guadalupe Martinez-Zapata](#)

### [Introduction](#)

#### **Section 1: [Getting Started](#)**

*This section supports the start-up phase of planning to implement Senate Bill 732 ([ORS 327.711](#)), including how to create conditions for success, what to consider in your process, where to look within your district for pre-existing work, and variables you may need to consider as you think about the membership, structure, and purpose of your equity committee.*

#### **Section 2: [Purpose and Duties of a District Equity Committee](#)**

*This section describes the core purpose and duties of an educational equity advisory committee, also referred to as a District Equity Committee (DEC), including suggestions and recommendations for topics and issues that could be addressed. It also provides information on the option for DEC members to select a single member to serve as an advisor to the school district board; to prepare an annual report; and the requirement that the school district board must select at least one member of the DEC to serve on the school district budget committee.*

#### **Section 3: [Membership and Participation](#)**

*This section describes the process of nominating and selecting DEC members, including statutory requirements for DEC membership composition. It also provides best practices to consider implementing that will support greater health, equity, diversity, and inclusion on the DEC.*

#### **Section 4: [Structure and Organization](#)**

*This section goes through key operational questions such as: how decisions get made on the DEC; what meeting protocols & processes could guide the DEC; and an example first meeting of the DEC. These are considerations intended to support a situated DEC design for each school district.*

#### **Section 5: [Empowering and Resourcing Your District Equity Committee](#)**

*This section discusses important opportunities and ways to empower the DEC so they have what they need to support the school district. It also looks at how public meeting law applies to the DEC, and how districts are expected to complete assurances of compliance with the minimum requirements of SB732 as they do with all requirements under Division 22.*

## A note from State Board Chair Guadalupe Martinez-Zapata

**June 21, 2023**

Two years ago, the State Board of Education began to develop the idea of supporting a law that could support a meaningful avenue for every school district to benefit from the strengths and leadership within its community. The requirements and recommendations in this guidance come from years of learning. They are the fruit of decisions made by the Oregon Legislature to codify an expectation for how school districts are governed in relationship to their community and how the community can lead and offer counsel and insights to school districts.

I'm so pleased with how this guidance has been brought to life as it marks what is required and what is encouraged in ways that are both practical and intentional.

I'm honored to give voice to the importance of this effort and the way it can continue our statewide journey towards realizing the promise of an excellent education for each and every child in relationship to connected, engaged, and whole communities.

Con respeto,



Guadalupe Martinez-Zapata  
Chair  
Oregon State Board of Education

## Introduction

In 2021, the Oregon Legislature passed Senate Bill 732 ([ORS 329.711](#)) and amended Oregon Revised Statutes 328.542 and 329.095. The laws require each school district to establish what in statute is described as an “educational education advisory committee” and for this guidance will be referred to as a District Equity Committee (DEC).

**DECs are meant to help school leaders identify what helps or hinders the success of students who Oregon’s educational systems have historically excluded, impacted, marginalized, or underserved.** They are intended to advise school boards and superintendents on the educational impacts of policy decisions, the larger district-wide climate, issues impacting underserved student groups, and additional topics necessary to fully elevate student experience. DECs are a powerful mechanism to engage community voice and advance equity in Oregon’s school districts.

SB 732 sets minimum requirements for DECs. The bill directs the State Board of Education to adopt complementary rules, which have been set forth in Oregon Administrative Rule (OAR) [581-022-2307](#).

**This guidance document brings together into one place the law’s requirements, the recommendations enshrined in law<sup>1</sup>, the administrative rules, and the Oregon Department of Education’s guidance on implementation.**

### Explaining the Term “District Equity Committee”

While the term “educational equity advisory committee” is used in the ORS and OAR, for the purposes of this guidance, ODE uses the term “District Equity Committee” (or DEC) as a substitute term. This is done with the understanding that the work presented in this guidance is important by any name.

DEC is an efficient, shorthand acronym and helps to avoid confusion that might occur in trying to distinguish between the state level Educator Advancement Council (EAC) and this body of work. Therefore, the term District Equity Committee fulfills the function as written in statute and rule. Your district may choose to use “District Equity Committee” or you may find that another name will make more sense for your particular community and context. This guidance will support you to develop that understanding.

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<sup>1</sup> Section 2 of this guidance provides a more in-depth explanation of the difference between the law’s requirements and recommendations.

## Section 1: Getting Started & Identifying Existing Work

This section supports the start-up phase of planning for your DEC – how to create conditions for success, what to consider in your process, where to look within your district for pre-existing work, and variables you may need to consider as you think about the membership, structure, and purpose of your DEC.

**VERY IMPORTANT:** For ease of use - this document will use the following symbols to track distinctions between **requirements** in rule or statute and **recommendations** enshrined in statute or rule.

- **Requirement:** What is required of districts to implement as part of SB 732 and adopted into OAR Chapter 581, Division 22.
- **Recommendation:** What is outlined in statute or rule as a recommended function that districts can choose for the DEC to implement, but is not required.

Where left un-noted, what is offered is guidance from ODE on implementation.

### Requirement

- Districts with an average daily membership of 10,000 or less are required to first convene a District Equity Committee by September 15, 2025.<sup>2</sup> [OAR 581-022-2307](#) states that a DEC “shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district.” In addition, “the school district superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.”

**Responsibility for tending to the start-up and development of a District Equity Committee begins with the district superintendent.**

Launching a DEC will, in many cases, mean identifying existing work and teams in your district that can seamlessly tie in, overlap, or be moved to work with your DEC. As you begin the process, ODE recommends that you:

1. Form/delegate a team or staff to help coordinate the DEC membership nomination process.
2. Start to identify existing groups, teams, and work that could be involved in the development or functionality of your DEC.
3. Begin communicating the SB 732 criteria and your plan/process to your school board and community.

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<sup>2</sup> Districts with an average daily membership of 10,000 or more were required to first convene a District Equity Committee by September 15, 2022.

## **Step One: Form a team or delegate staff to help coordinate the DEC membership nomination process**

While the superintendent has accountability and authority by law to coordinate the membership nomination process for the DEC, ODE recognizes the myriad of responsibilities on superintendents' plates as well as the importance of bringing key staff in at the ground level to help strategize and implement SB 732.

For small and rural schools where capacity is smaller, superintendents can invite instructional assistants, custodial staff, nutrition staff, or counselors onto the team. Perhaps a principal or teacher leader with strong stewardship and capacity can lead the effort in conjunction with superintendent consultation. Other groups that may have members with the capacity to take on this work include, but are not limited to: Education Service Districts (ESDs), Community Based Organizations (CBOs), Culturally-Specific Organizations (CSOs), and other organizations that regularly partner with school districts to assist students with meeting state and local standards and/or prepare them for post-high school transitions. ESDs can also be key partners to help districts strategize and develop the District Equity Committee.

What's noted for smaller districts and schools is just as valuable for medium and larger schools and districts. In addition, medium and larger districts might engage assistant superintendents, equity/literacy TOSAs, senior advisors, directors of services (equity, inclusion, diversity; multilingual services; special education), district community and partnership coordinators, family engagement specialists, academic language specialists, or district emerging bilingual specialists. This is an opportunity to already think about diversifying the team that can help on-ramp and coordinate the membership nomination process for the DEC. A diversity of roles and backgrounds involved in this initial planning window will lend itself to a more inclusive and equitable DEC down the road.

The goal of coordinating the membership nomination process is to provide opportunities - a kind of clarion call for community members' voices - in order to engage those that have or might currently be marginalized. School leaders can ask key interested parties, students, and community leaders to nominate people who represent the community and school; this would be followed up with an invitation to participate. Deeply-rooted community members with context of the local landscape are paramount in providing the District Equity Committee with strategies to connect and identify unintentional educational equity impacts and remove barriers to student success.

### **Use of Equity Lens and Tools**

An equity lens is a tool that helps center core values and commitments when working towards shared goals. It includes a series of questions that help leaders intentionally account for the end impact of their decisions. The use of an equity lens is a valuable tool in identifying local needs and how DEC's can best reflect communities served, including the voices of those who have historically been excluded.

An equity lens is most useful when it accurately represents the aims of local leadership. Within ODE's guidance, *Aligning for Student Success*, Appendix E: [Equity Lens and Tools](#) offers a foundation for districts that can be expanded through reflection and intentional community engagement.

## **Step Two: Start to identify existing groups, teams, and work that could be involved in the development or functionality of your DEC**

Although every District Equity Committee will share certain similarities, that does not mean they should all be the same. Districts will need to work closely with their local communities in determining how best to engage in this work. For some, this may feel like an entirely new venture. For others, it may feel familiar and can be built upon similar bodies of work and existing community relationships. District equity groups and similar student, parent, or community advisory committees may be good candidates for adaptation into a District Equity Committee. Districts should closely consider the functions of their current groups, and the adjustments that might be necessary to perform the duties of a District Equity Committee. Districts should work closely with such groups to gather feedback and consider impact. A DEC that advises both the school board and superintendent and may be subject to public meeting requirements. Below are examples and types of groups to consider adapting or asking to help support the creation of the DEC:

- Site Committees
- Parent-Teacher or Family Organizations
- Existing equity and/or constituency groups
- SIA Advisory or other Community Advisory Groups

### **Organizing Your Thinking**

Some districts have robust strategies and structures in place to support the ongoing needs of their focal student groups<sup>3</sup> and school communities in equitable and culturally-sustaining ways. ODE has developed a simple [Mapping Existing Equity Efforts](#) worksheet that may provide districts a starting point for evaluating the equity work already in progress with consideration for next steps.

#### **A Thought Experiment: Sketching what it might look like to adapt and link with existing efforts**

You've already created important groups of students, parents, educators, thought leaders and community partners who gather in a variety of ways and formats. This is based on the promise of realizing an excellent education for each and every child in relationship to connected, engaged, and whole communities.

Think about how the following questions might help you connect your existing efforts with the functions and aims of the District Equity Committee:

- What are the district equity groups, student, parent, or community advisory committees that are honoring diversity, amplifying voices in your community, examining historical educational impacts on focal groups, and delivering outcomes for student-centered learning?
- What persons/organizations are concerned about student advocacy and voice, shared experience and connections with teachers, and community involvement in the reimagining of how school systems affect students positively?
- From a small school/district perspective, are there community members, educators, culturally-based organizations, student advocacy groups within the region willing to create a consortium of members to advance a District Equity Committee?

<sup>3</sup> The [Aligning for Student Success Integrated Guidance](#) outlines the following as focal student groups: students experiencing poverty, students of color, students with disabilities, students who are emerging bilinguals, students experiencing homelessness, students experiencing foster care, LGBTQ2SIA+ students, students recently-arrived, migrant students, and students with experience of incarceration or detention.

## **Suggested approaches for implementation of the District Equity Committee**

Oregon's districts are at different points of implementation when it comes to District Equity Committees. We have outlined two different implementation approaches that districts might use as a resource to set their own implementation plans. A combination of both approaches may also be very helpful.

### Approach A - Detailed implementation timeline

This approach to implementation uses the backward mapping strategy to identify key processes and procedures in order to fully enact District Equity Committees by September 15, 2025.

#### **1: Getting Ready** (leading up to Feb 2024)

- Form or delegate a team/staff to help coordinate the DEC membership nomination process
- Start to identify existing groups, teams, and work that could be involved in the development or functionality of your DEC

#### **2: Understand and Prepare** (February - June 2024)

- "SB 732: District Equity Committee" to be added as an ongoing agenda item in local school board meetings.
- Superintendent discusses SB 732 and its components with their school board.
- Superintendent reviews SB 732 guidance with board members.
- Superintendent and board develop an implementation plan.

#### **3: Assess and Plan** (July - August 2024)

- Superintendents and designated planning teams design the application and candidate selection process.
- Develop an understanding of the desired composition of the DEC in order to match demographics and needs of students and the broader school community. Design outreach to meet desired membership.

#### **4: Engage** (September 2024 - February 2025)

- Find potential members to serve on the DEC through Community Engagement events.
- Post information about the DEC on the district website.

#### **5: Committee Member Application Period** (March-July 2025)

- Continue to seek applicants via intentional outreach and utilizing ESD partners.
- Superintendent reviews applications and finalizes DEC appointee recommendations.

#### **6: Local Approval** (August 2025)

- School board appoints members of the District Equity Committee at the recommendation of the superintendent.
- The new DEC meets with the superintendent to collaborate on creating a shared understanding of the role of the DEC and supports needed.

#### **7: Ongoing Implementation** (September 15, 2025 and beyond)

- First Meeting of the District Equity Committee is set and the work begins.

Approach B - Make use of organic opportunities to build momentum over time

This approach to implementation seeks to more organically develop the design and plans for the DEC. Because the DEC offers flexibility for what it looks and feels like, seeking multiple viewpoints and design inputs can support a DEC that is uniquely situated and tailored to your district's and community's needs. While the largest districts in Oregon began implementing SB 732 in September 2022, many smaller and mid-size districts have time to foster teaching and learning opportunities around shared understanding of how best to implement District Equity Committees. What follows are some of the innovative and creative approaches that the larger districts have used and that could be of support to districts who are still in the beginning stages of this work:

- Utilizing sporting events, community engagement activities, and school-based activities as a platform to have preliminary informal conversations with community members, parents, students, and staff with the intention to provide shared understanding of District Equity Committees and start to identify individuals interested in serving on the DEC.
- Gathering a small cadre of interested parties as a means to listen and learn about the implementation of District Equity Committees. This cadre can serve as a voice to teach other groups and support in recruitment of potential District Equity Committee members.
- Encouraging school boards to learn about the implementation of District Equity Committees during board meetings and to help generate shared intentionality behind implementation.
- Dialogue around implementation of the DEC between administrators and students; administrators and staff; staff and students; and administrators and students.
- Attend community based organization meetings and/or civic organizational meetings to both provide information about the DEC and to potentially garner interest in serving on the DEC.
- Create a design/implementation committee to begin to structure the operationalizing of the DEC.

**Small and Rural Accommodation (School districts with less than 1650 ADMw):** For small and rural districts, implementation of DECs may emerge in partnership with local ESDs or other small/rural schools where geography, distance, and population size is a potential barrier. As districts in these rural and remote areas wish to develop a DEC utilizing a regional approach in partnership with their ESDs, districts may apply for the accommodation and gain approval by:

1. Developing an initial plan with the ESD partner or additional partnering districts and outlining the architecture of how the DEC will be implemented along with how requirements set forth in [OAR 581-022-2307](#) will be met<sup>4</sup>.
2. Submitting the initial plan by emailing responses to the questions below to [ODE.EII@ode.oregon.gov](mailto:ODE.EII@ode.oregon.gov):
  - i. Who is partnering? List relevant entities
  - ii. Who will be the primary point-of-contact for this partnership?
  - iii. How is this benefiting students, families, and communities? Describe how the assets and experiences of students and families who have been historically marginalized by our education systems will be able to inform and strengthen the DEC proposed?

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<sup>4</sup> This accommodation does not create new requirements, it provides ODE a way to see how the actual work being proposed would meet the requirements of existing laws and rules.

- iv. What is the geographic range the partnership would cover?
  - v. Please share how this partnership makes sense from a community sensibility?
  - vi. Any information that is ready that describes any agreements on how the requirements of SB 732 will be made across the partnership districts (i.e. liaisons to budget committee, member nominations, appointments, optional annual report, etc.)
3. ODE will review the initial plan and provide feedback if needed; ODE will make a determination on the accommodation and partner with districts to ensure implementation is both supported and successful. Additional documentation may be needed to formalize the plan.

### **Step Three: Begin communicating DEC criteria and your plan to your school board**

While the appointments to the DEC will move through the school board, ODE encourages superintendents to explain the functions and vision the district has for the DEC to the school board ahead of time, before you seek their approval and formal engagement in the process.

This could come through an item in a work session or as part of retreat planning and engagement at the start of the 2023-24 school year. Another approach to begin communicating SB 732 implementation is through any strategic planning that is happening in the district.

One encouragement to superintendents is to add “SB 732: District Equity Committee” as a recurring agenda item to keep the board apprised of the ongoing work to implement District Equity Committees. This not only provides transparency, but also demonstrates the prioritization, as a district, to implement DEC with care.

## Section 2: Purpose and Duties of a District Equity Committee

A DEC can inform and advise their school board and superintendent on a number of topics, including the experiences of historically-underserved student groups, the educational equity impacts of policy decisions, and the larger district-wide climate. DECs are responsible for highlighting school-specific situations that impact underrepresented students, and considering whether such situations are unique or systemic. DECs are meant to supplement and support local leadership in understanding how their decisions have affected students, and what they can do to make positive impacts.

SB 732 outlines core requirements for a DEC as well as additional recommended, but not required, functions that a DEC can play in the district.

### Requirements

Section 4 of [OAR 581-022-2307](#) articulates that the duties of a DEC [*educational equity advisory committee*] shall include:

- Advising the school district board and the school district superintendent about the educational equity impacts of policy decisions; and
- Informing the school district board and school district superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how best to support. This includes:
  - Informing the school district board and school district superintendent when a situation arises in a school of the school district that *negatively* impacts underrepresented students, and advising the board and superintendent on how best to handle that situation.
  - Informing the school district board and school district superintendent when a situation arises in a school of the school district that *positively* impacts underrepresented students, and advising the board and superintendent on how best to replicate within the district.
  - Considering whether such situations are unique to the school or indicative of a district-wide trend, and advising on how best to handle that trend.
- The school district board, in consultation with the District Equity Committee, must select at least one member of the District Equity Committee to serve on the school district budget committee. A budget committee is not required to include a member of the District Equity Committee of the school district until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

## Additional Recommendations

Section 5 of [OAR 581-022-2307](#) outlines additional functions and roles that a District Equity Committee may fulfill. Listed below are those recommendations paired with guidance, suggestions and best practices for consideration.

### SB 732 Recommendations:

- **A District Equity Committee [*educational equity advisory committee*] may consider topics that the DEC deems critical to its ability to represent and elevate educational equity impacts to student experiences in the district.**
- **A District Equity Committee may consider topics submitted by the school district board or school district superintendent.**
  - **It is recommended that school boards add a standing agenda item to discuss potential issues they would like the DEC to consider and provide feedback on. The DEC liaison would report back to the board on recommendations from the DEC.**

### Considerations:

District Equity Committees are intended to support a wide range of equity-related issues, topics and dynamics. They should be seen as a core ally and resource for your district to help address concrete issues. As you create your DEC, consider what topics/issues are alive in your district.

These could include:

- Reviewing disaggregated student data and the district needs assessment as an input into long-term strategic planning (aligns with ODE's [Integrated Guidance](#)).
- Consulting on equitable hiring practices<sup>5 6</sup>
- Providing feedback and input on federal-program implementation (which often requires community engagement) - including but not limited to:
  - Migrant Education
  - Multilingual and/or Emergent Bilingual Learning
  - Federal school improvement efforts in high-poverty schools
  - Improved [Tribal Consultation](#)
  - Reviewing disproportionate disciplinary actions
- Improving partnerships with local and regional business partners and community-based organizations
- Focusing on student engagement, school culture, student safety, student mental health, and addressing the root causes of chronic absenteeism
- Student safety & belonging; inclusive communication practices
- Youth mental health; patterns of participation (or not) for focal groups
- Supporting improved community engagement efforts year-over-year

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<sup>5</sup> Fricano, C., Kim-Gervey, C., Lien, L., Gregory, R. (2021). "Just Not Ready for a Female." Coalition of Oregon School Administrators, Oregon Commission for Women, Oregon Department of Education, Oregon Office of the Governor. [https://www.oregon.gov/oac/Documents1/Just\\_Not\\_Ready\\_for\\_a\\_Female\\_FINAL.pdf](https://www.oregon.gov/oac/Documents1/Just_Not_Ready_for_a_Female_FINAL.pdf)

<sup>6</sup> [Oregon's Educator Equity Report \(2022\)](#)

## Establishing District Equity Committees for Senate Bill 732

- Informing teacher & staff training and professional development by sharing short-, mid-, and long-term goals
- Curriculum adoption: As the schools and district create curriculum adoption committees, consider inviting the DEC members to participate in the process and provide feedback
- Discussing and informing district budget priorities
- Review of board policy and administrative regulations
- Reviews of student and staff handbooks
- Review, reflection, and recommendations on local district policy. Race Forward's [Equity Policies Toolkit for School Boards](#) offers useful resources, tools, and case studies.

### **SB 732 Recommendation:**

- **A District Equity Committee *may* select a single member to serve as an advisor to the school district board, for the purpose of providing updates and acting as a liaison between the District Equity Committee and the school district board and school district superintendent.**

### **Considerations:**

It is advantageous to each school district to create conditions whereby each DEC operates with a designated liaison. The DEC liaison, superintendent, and school board working together provides coordination between the three entities ensuring that the DEC's updates and recommendations are heard. In addition, district goals and priorities are centered when all three entities come together for the good of students. When there is a potential change in leadership and/or school board members, this collaborative structure provides a foundation for continued positive movement and cohesion of both the DEC's ongoing work along with district goals. Note: A meeting between one elected board member, a superintendent, and a non-elected DEC liaison (even if the local legal committee determines a DEC to be a public body) meeting together does not create a public meeting body.

### **SB 732 Recommendation:**

- **A District Equity Committee may prepare an annual report that:**
  - **May include, but is not limited to the following information:**
    - **The successes and challenges the school district has experienced in meeting the educational equity needs of students in the school district; and**
    - **Recommendations the committee made to the school district board and school district superintendent, and the actions that were taken in response to those recommendations;**
  - **Is made available by being:**
    - **Distributed to the parents of the students of the school district;**
    - **Posted on the school district's website;**
    - **Presented to the school district board in an open meeting with adequate opportunity for public comment; and**
    - **Sent to the State Board of Education.**
  - **The Oregon Department of Education shall review all submitted reports and annually prepare a summary for the State Board of Education. Members of the State Board of Education shall have access to all submitted reports.**

**Considerations:**

The DEC’s success will be supported by greater working knowledge of how it contributes to positive district climate, culture and operations. Although the production of an annual report is not required, the intent behind that possibility is for the district to have a consistent way to keep families, communities, and state leaders updated on the key information that the District Equity Committee has worked and deliberated on.

**Sharing DEC Work with the Community**

Whether or not you decide to produce an annual report, consider how you can create consistent and transparent communication pathways with the community. Small districts with limited capacity could consider: informal town halls, regular presentations at the school board or in the district, tagging onto any district/school newsletters, and/or asking their ESD for support. It is highly recommended that there be some mechanism(s) for communicating this kind of information to the public. An annual report is one way that the DEC can share its findings and work, and it should be seen as an aid to equity work, allowing district staff, families, and communities to better understand key equity challenges and opportunities within the district.

At the end of the day, the work of the DEC is meant to support healing and equity work in your district and communities, and that work will be aided with more transparency and communication with students, families and communities.

**Financial Stewardship and Budgeting Requirement**

The District Equity Committee is also intended to help center equity in district budgeting and fiscal processes.

Section 3 of [OAR 581-022-2307](#) states that:

- **The school district board, in consultation with the District Equity Committee [*education equity advisory committee*], must select at least one member of the District Equity Committee to serve on the school district budget committee. A budget committee is not required to include a member of the District Equity Committee of the school district until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.**

The DEC budget committee member can offer deeper alignment between a school district’s equity lens and its operational, budget, and financial processes. The participation of a DEC member in the budget committee provides an opportunity to increase understanding of emerging or ongoing fiscal-and-community priorities and to strengthen voices that have not been included in district financial decision-making processes. Ensuring that district budgets reflect the district’s equity priorities will offer greater alignment and accountability to students, families and communities.

## Establishing District Equity Committees for Senate Bill 732

Examples of ways that the DEC can support the budget committee could include the DEC budget committee member working with the entire DEC to:

- Review budgets, documents, and processes to ensure alignment with district equity goals and priorities.
- Consider the braiding and blending of funding streams to target key strategic equity areas and focal groups.
- Offer feedback to the superintendent regarding district planning and investments for all strategies and activities, including multi-year planning for target focal groups.
- Look at a district's Integrated Planning and Budgeting Template for the ODE Integrated Guidance and provide feedback.
- [Section 3 of the Aligning for Student Success guidance on Financial Stewardship](#) could offer a starting point for the DEC budget committee member to understand how their district's budgeting processes are tied to educational equity.

## Section 3: Membership and Participation

A District Equity Committee represents a partnership between local communities and local district leaders. It is an opportunity for individuals who educational systems have excluded, impacted, marginalized, or underserved to provide regular and consistent feedback to district leadership.

Underrepresented<sup>7</sup> parents, employees, students, and community members are the core of a District Equity Committee. The focus of the DEC should be rooted in local community voice<sup>8</sup> and need, and it is important that these spaces remain safe and protected for members to review and reflect on their experiences within the district, and then provide meaningful feedback to their school board and superintendent. DEC's themselves should work with school leaders on how best they can be supported, how to deliver feedback, and what additional work is necessary to fully elevate student experience.

### Requirements

Section 2 of [OAR 581-022-2307](#) articulates that:

- A DEC [*Educational Equity Advisory Committee*] shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district.
- The school district superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.
- The school district board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.
- For the purpose of selecting members, the school district board and school district superintendent:
  - May not deny members based on language;
  - May not deny members based on immigration status;
  - May not deny members based on protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
  - May not appoint a voting member of the school board or the school district superintendent to an educational equity advisory committee; and
  - Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.
- The school district board and school district superintendent, in consultation with the educational equity advisory committee, shall fill vacancies on the committee in the same manner as original appointments.

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<sup>7</sup> "Underrepresented" refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.

<sup>8</sup> "Community Voice" means that members representing the community served by the [project/plan/initiative] will be involved in co-constructing the project design, implementation, evaluation and/or providing strategic guidance in final decision-making.

### **Nomination & Appointing Process**

Superintendents design the application and candidate selection process, which can vary greatly. One of the responsibilities superintendents hold in the nominating process is to put forward candidates who are ready, willing, and open to engaging meaningfully with each other in support of the aims set forth in statute.

The design of the application process can be by intentional outreach, an application or nomination process, or a combination. Designing this process should take into account how existing equity work can be restructured to meet the requirements of the DEC, as well as the ideal size of the group. The following sections include suggestions and guidance for locating potential District Equity Committee candidates, avoiding tokenization, as well as determining roles and ideal group size.

### **Finding Members through Community Engagement**

A recommended practice for finding members begins with authentic community engagement. Authentic Community Engagement provides a critical foundation with students, parents, employees, and community members from underserved and underrepresented communities within the district. Developing a strategy of engagement and outreach to specific focal populations can begin by completing the [Mapping Existing Equity Efforts](#) worksheet which includes an example School & Community Partners Asset Map. The Asset Mapping process documents existing community connections and resources, such as key staff, affinity groups, tribal partners, local leaders, community-based organizations, and culturally-specific organizations. As the impacts of the developing committee will land on students, consider student involvement early on in this process. Solicit student feedback on trusted staff, parents, and community members to include in the School & Community Partners Asset Map. Returning to this Asset Map as a list of contacts to invite will support outreach efforts. To truly broaden support and outreach to underrepresented voices, return to community engagement regularly to expand connections with insights from focal group populations.

### **Outreach**

Outreach and messaging about the development of the District Equity Committee can be an excellent opportunity to find potential members and also to raise community awareness about how to get involved to support the DEC beyond membership. Consider accessibility along with the languages spoken and practiced within the district during outreach.

Outreach will likely vary depending on the method of appointing applicants, ranging from intentional-and-selective outreach to a broad search. During a broad search for interested applicants, multiple methods of communication and outreach are encouraged. For small and rural regions, connecting with the Education Service District as a hub to foster partnerships is encouraged. Consider what is shared in messaging about the role of the DEC member, the Member Terms of Service (if opting to implement), time capacity required, and skill sets sought, along with a basic outline of the application & appointment process.

Further outreach to raise general community awareness is recommended to provide an opportunity to introduce the DEC, and to invite in student, family, and affinity group involvement. This [District Equity Committee Introduction Message Template](#) could offer some recommendations on how to frame the DEC and extend the opportunity for involvement.

### **Skill Sets & Lived Experiences**

Members are responsible for advising the school board and superintendent on the educational equity impacts of policy decisions. Members should inform the school board and superintendent when a school-based situation arises that negatively impacts underrepresented students, and be able to advise on the proper response.

Additionally, members can highlight effective strategies that support underrepresented students in overcoming barriers to acknowledge and celebrate progress. Ideally, members who hold this responsibility will have direct knowledge of the complexities, dynamics, and nuances of your district. Members should be able to provide guidance on these issues by bringing valuable insights from lived experiences, advocacy work, career history, and community involvement. Members who possess contextual knowledge of public education locally and statewide and who represent the various needs and demographics of your district community will likely have valuable perspectives to offer.

These considerations are recommended:

- When considering member applicants, return to the Equity Lens & short, mid, and long-term goals to ensure a connection between what the member may be able to offer in relationship to the district's equity vision.
- When assembling a new group of DEC members, consider candidates in relationship to one another to foster a supportive and balanced composition.
  - For example, a trusted staff member working alongside students may be supportive in further elevating student voice.
  - As the skills of collaboration and deep listening will be vital to this role, selecting members who either have a history utilizing said skills or who demonstrate their ongoing commitment to collaboration in diverse settings will be important.

### **Avoid Tokenism**

The Oxford English Dictionary defines tokenism as “the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce.” While ensuring the composition of the District Equity Committee elevates underrepresented voices, avoiding the tokenism of individuals from underrepresented populations during the nomination & appointment process is critical.<sup>9</sup> This is particularly true for regions where diverse populations can be limited. Recommendations include:

1. Frame appreciation for the valuable perspective specific to the experience individuals with underrepresented identities can bring.
2. Build and sustain relationships based on reciprocity and follow-through.

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<sup>9</sup> Statute names that DEC membership should be primarily representative of underserved student groups. This guidance is provided to make this effort authentic and to try to avoid a phenomenon where a member might be nominated with the intent of “checking the box”. DEC membership is a meaningful opportunity to recognize and build appreciation for a range of life experiences and perspectives.

3. Foster environments that allow each member to bring the multifaceted and intersectional identities they hold as individuals. Consider factors of culturally-responsive care and hospitality to foster inclusivity:
  - o These factors include considerations for safety, comfort, scheduling needs, child care, food and fulfillment of ADA requirements in meeting spaces in order to meet the needs of every member and allow them to participate.

**Group Size**

When designing and adapting the DEC, the size of the group can impact the efficacy of what the group is able to accomplish while working in collaboration. Ideally, the group is large enough to accomplish the tasks needed, yet still small enough to communicate effectively with opportunities for each voice to be heard. A recommended range is anywhere from 8 to 14 people. An effective DEC could function well with as few as five members for small and rural districts. This is not a dictate, rule, or requirement and the size of the group can be set within each district’s policy formation. Here’s information to help inform your decision-making:

Size of DEC	Pros	Cons
Less than 8 members	Decision-making process is much easier with fewer people.  Cost of managing the DEC is lower.  Recruitment process may be easier.  A smaller team may be more nimble and develop more efficient collaboration skills.	Less diversified due to reduced numbers.  DEC operations may be impacted due to attendance issues.  Greater workload for individual members, potential for burn out.  Potential for less analysis and discussion on key issues due to lack of different perspectives.  Greater potential for “groupthink”.  Desired skill set may not be achieved.  Less flexibility in turnover & succession planning.
Greater than 10 members	Greater opportunity for genuine diversity.  Broader range of skill sets.  Workload may be shared across greater numbers.  Potential for enhanced analysis and deliberation.  Able to cope with absence of members.  More effective for turnover & succession planning.	Less time for each DEC member to weigh-in.  Greater potential cost to fund DEC.  Potential for cliques to develop.  Not enough work to keep members stimulated and interested.  Potential for reduced commitment (i.e. plenty of people to do the work).  Increased numbers do not necessarily mean better decisions.

<p>Between 8-10 members</p>	<p>Potentially large enough to meet diversity and skill base needs.</p> <p>Adequate numbers to “spread the workload” and retain interest at the same time.</p> <p>Cost to fund DEC is not excessive.</p> <p>DEC member engagement can be maximized without impact on the decision making process.</p> <p>Orderly succession can be managed.</p> <p>Attendance issues are mitigated.</p>	<p>At 8 members, if 2 or more are absent, DEC effectiveness and diligence may be negatively impacted.</p> <p>Requires full commitment of all members as numbers do not allow individuals to take an extended leave of absence.</p> <p>Lower numbers may impact community perceptions of appropriate representation and governance.</p> <p>Even numbers may be problematic in a 4 - 4 vote.</p>
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**Roles**

Your DEC’s design may include leadership and role titles. If this is the case, it is advised to document any authority that is delegated. In general, it is helpful to define roles, duties, and responsibilities early on for all members. Consider how roles can be designated to foster efficacy and collaboration. Some roles may best be suited to individuals with specific skill sets, and some may rotate. Responsibilities to consider include:

- Facilitation
- Note Taking<sup>10</sup>
- Liaison to the Board Budget Committee
- Time keeper
- Agenda Coordinator
- Schedule Coordinator
- Liaison between the DEC and the school board

**DEC Member Appointment**

The School Board is responsible for appointing candidates who are nominated by the superintendent based on applications submitted. **The school board and superintendent must ensure that membership is primarily representative of underserved student groups.** During this process, it is recommended to anchor in this guidance and to apply the district’s equity lens and/or decision tool.

In the hypothetical case of disagreement or dissonance between the nominations of the superintendent and the appointments of the School Board, districts are encouraged to seek technical assistance from their legal counsel, education service district, OSBA, and COSA.

<sup>10</sup> In consultation with your legal counsel, note taking may be best completed by a trained volunteer, DEC member, or district staff person who has access to information about best practices for keeping notes when or if a discussion is considered to be a public meeting.

## Member Terms of Service

While not required, districts may consider establishing Member Terms of Service that clearly outlines the roles, responsibilities, and commitments of each member. This could be a collaborative opportunity for boards, district leaders, and DEC members to develop a Member Terms of Service agreement together (formal or informal), if desired. Since a school board selects the DEC, it may want to establish these terms in board adopted policy. If Member Terms of Service are established, ODE guidance on best practices includes:

- Determining what is most appropriate for the district’s need and context, whether an informal document to be shared amongst members, or a more formal contractual document.
- If informal, consider:
  - Collaboratively developing the Member Terms of Service with the DEC; possibly including:
    - Commitments expected of individual members;
    - The process for leaving or being asked to leave the position.
- Communicating the Member Terms of Service to potential members interested in joining before they begin the application process.
- Ensuring the Member Terms of Service is accessible and available as a translated document.
- Considering general term of service variables, including:
  - Does a member’s term of service extend beyond their enrollment in the district, such as when a student graduates?
  - Does a member’s term of service continue if they leave their status of employment within the district?

## Addressing Barriers to Participation

Longstanding barriers may impact participation from underserved or marginalized communities. These could include easily fixable variables such as making these meetings in a place, time, and way of doing business that is accessible and less rooted in protocols that are difficult to follow (e.g. Robert’s Rules). This could also include deeper variables such as relationships that have not been built with communities. If the district has created a team tasked with coordinating the membership nomination process, this team could also address these kinds of barriers.

Again, consider factors of culturally-responsive care and hospitality to foster inclusivity for each member: safety; scheduling needs; child care; food; transportation, translation, interpretation, and fulfillment of ADA requirements in meeting spaces. Considering these factors will help reduce barriers to participation and support the needs of every member.

## Section 4: Structure and Organization

The structure and organization of your District Equity Committee will vary depending on your district's needs and variables like district size, existing equity teams, and bandwidth to staff the DEC.

### Guiding Questions

*Once your DEC's membership has been set, here are some key questions that can guide the launch of the group.*

1. Why are you meeting? What's the group's purpose?
2. Who sits at the table? How are guests treated? Can visitors audit meetings?
3. Who provides initial leadership?
4. How will the DEC be supported? Consider how notes are taken, food and drinks, communication of action items, and the role of any staff or volunteers to support the group.
5. Will the group use committees to get work done? How will the DEC keep committees accountable for doing the right work?
6. Does the committee see benefits or drawbacks from establishing a quorum to meet, deliberate, or make recommendations?
7. How will the group meet its responsibilities, including responding to concerns, records requests, or questions about public meeting law?

## Structure & Processes

As you consider the size of your District Equity Committee, you will also want to plan for key structural, operational, and logistical questions, including: how decision-making will work; what meeting protocols & processes will support DEC dialogue and operations; how frequently the DEC meets; and where the DEC will meet.

### Decision-making<sup>11</sup>

How decisions get made is a common part of an organizational document and of a governance structure. **One-person-one-vote** with majority prevailing is certainly one way of making decisions and is quite common, but there are other effective methods, as well. In a **collaborative decision-making** process, the group may decide that reaching a decision by consensus would be best. Then, the governing document would define consensus and define what happens if consensus cannot be reached. The governing document usually also defines how many members of a governing body must be present in order for the decision to be made—called a quorum. Regardless of what method you choose, DEC members will ideally agree with the choice the group sets on decision-making and “own” it for some length of time. Of course, you can change the decision-making method at a specified juncture, particularly if it is not working for the group.

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<sup>11</sup> Work in this section comes from Portland State University and the National Policy Consensus Center's [“Creating a Collaborative Governance Framework: Supporting Oregon's STEM Hubs”](#)

One example of language related to decision-making:

**The Deschutes Water Alliance (DWA)**

1. “The DWA will use a consensus decision-making process and will foster a collaborative approach to problem solving. ‘Consensus decision-making’ means that every voting member present at the meeting votes yes or abstains. Each decision arising from an agenda item will be structured as follows:
  - a. **Discussion of the Item:** The item is discussed with the goal of identifying opinions and information on the topic at hand. The general direction of the group and potential proposals for action are identified during the discussion.
  - b. **Formation of a Proposal:** Based on the discussion, a formal decision proposal on the issue is presented to the group.
  - c. **Call for Consensus:** The facilitator calls for consensus on the proposal. Each member of the group actively states their agreement with the proposal.
  - d. **Identification and Addressing of Concerns:** If consensus is not achieved, each dissenter presents his/her concerns on the proposal, potentially starting another round of discussion to address or clarify the concern.
  - e. **Modification of the Proposal:** The proposal is amended or rephrased in an attempt to address the concerns of the decision-makers. The process then returns to the call for consensus and the cycle is repeated until a satisfactory decision is made.
2. Members are encouraged to voice and have recorded all views. If any member sees the need to stand in the way of consensus on a decision, he/she will explain his/her concern with the proposed decision to the group, and the group will make every attempt to understand the concern and the underlying interests. Members may choose not to block the consensus even though they do not fully agree with the decision. Once a consensus decision has been reached, all members agree not to oppose that decision.
3. Sufficient time will be provided for the members to seek advice from the entities they represent, constituents, agencies, or other experts, when desired, before a decision is adopted. All members present at the meeting are included in the consensus process. Any member may abstain from the consensus and may request to be acknowledged as abstaining in the publication of the consensus. Abstaining is a choice not to block or support the decision.
4. The group may decide to delegate an issue to a working group for further exploration, development or recommendation to the full group.
5. The group may delegate decisions on administrative matters to a smaller group, such as the executive committee.”

## Meeting Protocols & Processes

While establishing a DEC, it is as important to talk about the kind of dialogue the group wants to have and how it wants to have it, as it is to set the technical roles and logistical needs. Because the larger purpose of a DEC is to help a diverse community come into relationship and identify both community assets and solve challenges, the methods used for agenda setting, discussion and supporting member participation are essential. As DECs set their agendas and agree on how meetings should be facilitated, ODE suggests that time should be spent building relationships and determining an approach both to participatory decision-making and how the group engages with tension in a way that supports different perspectives.

### Fostering a Generative Space

DECs are meant to support deeper equity reflection and response in the district. As such, they are meant to be able to hold sensitive, tender, and sometimes contentious discussions on issues that matter deeply for students, families, and staff. There are many approaches to holding a space that is conducive for this. You should consider your own community and culture, what frameworks (e.g. Courageous Conversations; Critical Friends Protocols) that are already in place or understood, and what you could build on to foster a generative space for the DEC. As an example, Arao & Clemens's ["From Safe Spaces to Brave Spaces"](#) offers five equity-centered alternatives to some common "ground rules" that can engender a generative space:

1. Instead of "agreeing to disagree," center "controversy with civility," a "value whereby different views are expected and honored with a group commitment to understand the sources of disagreement and to work cooperatively toward common solutions"
2. Instead of "Don't take things personally," an agreement around "own your intentions and your impact" supports an understanding that "the impact of our actions is not always congruent with our intentions and that positive or neutral intentions do not trump negative impact."
3. Rather than simply asking others to "Challenge by choice," instead interrogate and name the factors that inhibit comfort (e.g. power, privilege, race, class, gender) to being comfortable with challenging others in the space.
4. While "respect" is often understood as a universal value, what is less discussed is the different ways that respect looks across cultures and communities. "The objective here is not to lead participants to consensus but rather to support them in maintaining increased mindfulness of the different ways they can demonstrate respect to one another.
5. Finally, a common ground rule says there should be "No attacks." Rather than accept this rule casually, Arao & Clemens "ask [their] participants to describe the differences between a personal attack on an individual and a challenge to an individual's idea or belief or statement that simply makes an individual feel uncomfortable." This can lead to deeper nuance around what is underneath the perceived threat.

### Frequency

Each DEC will have the autonomy to decide the frequency of meetings based on their context and needs. It might make sense for the DEC to meet more frequently (e.g. weekly or bi-weekly) as it first gets going to create conditions for relationship, purpose, and clarity of structure. ODE recommends a regular meeting rhythm of at least one time per month. There are likely times when the DEC needs to gather to be responsive to community needs or to support more significant engagement in planning efforts or budgeting.

## Location

The DEC can work in conjunction with the superintendent to determine a central location (either on a school campus or other community location) so that all members have access (thinking about distance and time). Meeting location may be in a virtual setting in order to provide accommodations for distance, travel, or other considerations.

### **The Very First Meeting**

As you plan the very first District Equity Committee meeting, here are some considerations that could be structured into the first agenda:

- Ideally, the superintendent would attend the first meeting to help provide purpose, background, and lay a foundation for why the committee is critical. The first meeting will set the stage for the function, spirit, and trajectory of the District Equity Committee and the superintendent can help reinforce the value and the need for the DEC.
- The DEC should spend time building relationships, sharing stories, and offering mutual connections. The DEC is composed of individuals, each with their own unique experiences, voices, and perspectives, and will be nourished by the degree to which these can be fully expressed.
- If key logistical/operational details have been decided already (such as the variables previously outlined: leadership & decision making; meeting protocols & processes; frequency; location), spend time walking the DEC through those decisions and why those have been made. If some/all of those have not yet been deliberated, those details are themselves valuable to dedicate intentional time to.
- Offer visioning/strategy space: the District Equity Committee is intended to be a long-term support for the district while also being able to be responsive to short-term needs/issues that arise. Creating conditions for success over the long haul may involve dedicating time upfront to shared visioning, collective brainstorming/whiteboarding, free-flowing discussion, and activities that allow the DEC to envision what might be possible for the group.
- Begin an initial conversation about how the DEC will keep the community informed and if the DEC will exercise its ability (the statute reads *may*) to generate and share an annual report. ODE recommends districts and the DEC discuss any implications of this choice with legal counsel.

## Section 5: Empowering and Resourcing Your District Equity Committee

The DEC brings people together to have honest conversations and to create action plans that work to dismantle current and historical inequities and continuous improvement. As a new entity, the DEC will navigate many new relationships, systems, and issues. Many of these will span across streams of work areas of the district that will need support from the superintendent and other district staff so that the DEC can carry out their mission and do their work effectively. In particular, as the DEC is meant to reflect the demographics of the communities and families that the district serves, DEC members may encounter issues and tensions related to positionality and power within the district. For small-and-rural districts where personnel is limited, perhaps consider engaging your ESD for training and support for the District Equity Committee members. Consider the training needs that will collectively best support members to work in alignment towards the district's equity goals.

### Requirements

Empowering the District Equity Committee with the right tools, conditions, context, and resources is crucial for its long-term success. Section 3 of [OAR 581-022-2307](#) states that:

- **Each school district, in consultation with the District Equity Committee [*Educational Equity Advisory Committee*], is required to provide sufficient support to District Equity Committee members to participate in meetings, including, but not limited to, access to district-managed emails, translation and interpretation services, and relevant public meeting and security trainings.**

### Supporting the DEC to do their best work

Beyond the requirements around what a district is required to provide for the DEC are a number of additional supports that you could offer the District Equity Committee to best serve your district. In most cases, DEC members are volunteering their time and capacity to support the district. Putting them in the best position to succeed and ensuring that their work makes a meaningful impact will help create a long-lasting District Equity Committee. Here are best practices and considerations for how you can support the DEC to do their deepest work in service to your district and community:

- Designating a district staff member to the DEC specifically for administrative, operational, and coordination support. If the DEC is unpaid, then supporting DEC members to spend their time discussing equity issues rather than engaging in administrative work will help with their time and bandwidth.
- The superintendent and district staff can support the DEC by providing context, story, and knowledge related to: district/school/community history; knowledge of operational budgets and state/federal plans; key anecdotes, vignettes and stories to help paint a picture of the district landscape; and other helpful insights that will allow the DEC to have as informed a discussion as possible. Think of this like the way in which some school boards or a site committee is staffed and supported with any inquiries.
- A meaningful practice is for the superintendent to simply be responsive to the DEC's requests and needs. Whether it is a request for follow-up, to attend certain meetings or contact specific staff, if the DEC feels like the superintendent is a cheerleader for their work and backs that with action, they will feel more empowered to do deeper work on behalf of the district.
- Allocating funding for the District Equity Committee. Supporting a DEC could be an allowable use of several grant programs (such as the Student Investment Account in the Aligning for Student Success

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Integrated Guidance) or the general fund. If funding allowed, a partial staffing of FTE could ensure the DEC has steady operational momentum that could be used to help cover: DEC gatherings/retreats (to support relationship-building and deeper strategic vision); professional development for the DEC; travel/food costs to help DEC members meet communities and families (especially in rural areas).

- Offering professional development, team-building activities, training or other opportunities to the DEC that can help them create shared equity frameworks, consciousness, and knowledge. Also making sure to attend to jargon, highly technical language, or “edu-speak” that may not be familiar for DEC members.

### **Supporting the DEC with Local, District Policy**

SB 732 allows for a range of approaches to a District Equity Committee, including numerous recommendations such as developing an annual report to share with the district community and selecting a single DEC member to serve as an advisor to the school district board. Some districts, however, may wish to institutionalize their own local board-adopted policies and/or create resolutions that can make even more explicit the equity-driven goals that a district has for its DEC. For example, SB 732’s recommendations could be codified into local district policy.

If districts would like support with the creation or review of equity policies that can enhance the work of the DEC, they may contact the Policy Team at the [Oregon School Boards Association](#). For another key resource on equity and local district policy, see Race Forward’s [Equity Policies Toolkit for School Boards](#).

## **Key Connection Points**

Creating conditions for the success of the District Equity Committee involves connecting the DEC with critical work in the district. Establishing touchpoints for DEC members to engage work across the district – or for district staff that aren’t on the DEC to engage in DEC work – will support the DEC to more effectively advise on important equity issues. Consider how to ensure that the DEC has as much context about the district’s ongoing equity work as possible. This could include:

- Regular briefings from the superintendent, district staff, community members, and other key equity teams in the district.
- Sharing the [Mapping Existing Equity Efforts Worksheet](#) with the DEC and creating standing agenda items in DEC meetings for presentations about other district equity work.
- Identifying what other meetings and teams DEC members can attend (either regularly or on an ad-hoc basis).

## Safeguarding Transparency, Accountability and Safety

### District Determinations on DEC's and Public Meeting Laws

For the District Equity Committee to do its work effectively, the district should plan for how they can account for the DEC's safety and well-being while upholding any relevant aspects of [Oregon's Public Meetings Law](#) it determines must be met.

Requirements like Public Meetings Law and responding to requests for public records are intended to support transparency and accountability. They can create greater public understanding and confidence in the DEC's work, as well as present the DEC opportunities to learn more from the public about what is occurring in the district. However, these requirements can also present challenges, tensions, and even hostility as the DEC touches on issues or dynamics in the district that could be sensitive or potentially polarizing. DEC members are volunteers and may not be trained in public relations or sensitive communications, let alone facing adversity from the public. This adversity could take the form of racial (or other identity-based) attacks/abuse, harassment, and repeat disturbances. These can cause impact and trauma for DEC members.

#### **Consult with Legal Counsel on Local Application of Public Meetings Law**

Public Meetings Law applies to any governing body of a public body. So, what is a governing body?

**According to the [Department of Justice's Public Meeting Manual](#) a body that has authority to make recommendations to a public body on policy or administration is a governing body.** All meetings of a governing body must be open to the public, unless Public Meetings Law permits the body to meet in executive session or otherwise provides an exception. These laws apply regardless of whether the governing body members are private citizens or not. The public meeting manual specifically provides, as an example of a public body, a "school board advisory committee consisting of private citizens who meet with and make recommendations to the board on school matters." **ODE is not able to provide legal advice on the applicability or requirements of the public meetings laws. Districts should consult with their legal counsel to determine whether the laws apply to the DEC.**

Throughout the rulemaking process, ODE heard significant discussion, questions, and concerns regarding the applicability of public meeting law to these equity committees. Given the composition and responsibilities of these committees, supporting the safety and wellbeing of members is both critical and difficult in a public meeting setting.

Districts may create meaningful designs and approaches to meeting SB 732 that meet the laws requirements, support high-quality DEC member participation, and adhere to public meeting law. ODE is not able to offer legal counsel or advice on any given design. Questions regarding how a proposed design does and doesn't interact with public meeting law needs to be addressed by local legal counsel. Districts may also review the information in the Department of Justice Public Meetings Manual and seek guidance from organizations like the Oregon School Boards Association (OSBA) and the Coalition of Oregon School Administrators (COSA) when considering what is allowable.

## Establishing District Equity Committees for Senate Bill 732

Asking vulnerable community members to step into a space that does not account for the different ways that transparency is felt by the different types of Committee members is a significant implementation challenge. The department has partnered with both COSA and OSBA on resources for holding safe and effective meetings, and we want to make those available to folks as we move forward.

### Supporting the safety and well-being of DEC members

ODE recognizes the challenging reality that community leaders stewarding work focused on educational equity have been and could be impacted by threats, harassment, or intimidation. Districts should make pragmatic assessments about how to navigate these challenges in relationship with DEC members, and in ways that keep this important work moving.

#### **It is vital to plan for the safety and well-being of DEC members.**

There are limitations to what state guidance can offer to adequately ensure the safety and well-being of DEC members. For additional guidance in this regard, school administrators will benefit from connecting with the [Coalition of Oregon School Administrators](#) (COSA). COSA can provide proactive and responsive resources related to risk management, safety planning, and providing protocols for use with students, staff, and volunteers. COSA and OSBA are resources in the scenario where DEC members may be targeted or where public records requests could be used as a harassing tactic to unwind the goals of the DEC.

COSA can be reached at [support@cosa.k12.or.us](mailto:support@cosa.k12.or.us)

Districts are encouraged to consider:

- Creating and implementing documented working agreements between the superintendent, school board, and DEC that include clear safety plans and risk management protocols for students, staff and volunteers.
- Partnering with your local education service district (ESD) to support training and share resources within a given region.
- Providing an orientation and onboarding process and materials that set up DEC members for success. Examples of materials might include: current budget, initiatives that the district is focusing on, attendance data, discipline data, strategic plans.
- Consulting this ODE resource on [Ensuring focal student group safety and privacy](#).

ODE will listen to early implementation efforts and continue to develop tools or frameworks that can support the important community dialogues these new laws animate while also seeking solutions to complex questions about student privacy.

### **Assuring the responsibilities, opportunities, and obligations of SB 732 are met**

Senate Bill 732 sets minimum requirements for the implementation of District Equity Committees (DEC) and is set forth in Oregon Administrative Rules, Chapter 581 under Division 22 ([OAR 581-022-2307](#)). Annually, school districts are expected to complete assurances of compliance with the minimum requirements of SB732 just as they do with all requirements under Division 22. Signed assurances are submitted to the Oregon Department of Education.

The assurance process is constructed to be a supportive model for districts. Should a district not be in compliance with the DEC Rules, the assurance process provides districts opportunities to seek Technical Assistance in support of implementation. If districts know they are not in compliance, they may take a proactive approach and inform ODE. After which, they could begin the corrective-action process. If the district continues to be out of compliance following corrective action, ODE may withhold State School Funds as a final measure of accountability. Again, this process is designed to come alongside districts in the implementation of DECs and is not constructed to be punitive in nature. For more information on Division 22, please review the [Division 22 Standards For Public Elementary and Secondary Schools](#).

As with all laws, there is the letter and the spirit. The aim of this guidance is to speak to both. A thriving education for each and every student in Oregon can be brought to life through meaningful engagement and the establishment of strong and well-supported District Equity Committees.

## Responses to Board Questions from the October 4, 2023 Board Meeting

The Board first received the proposed revisions to policy **BCF-Advisory Committees to the Board** at their October 4, 2023 meeting. At that meeting, the Board had several questions regarding the revised language provided by OSBA (Oregon School Board Association), as well as questions about the intent of the policy.

Staff captured the questions asked by board members at the October 4th meeting. Staff then worked with OSBA to provide answers. Included in the agenda packet is a document that addresses each question asked by board members and with answers.

**Board Question:** Why did the Equity Advisory Committee language get lumped into BCF instead of a new stand-alone policy? The budget committee has its own policy?

**Answer:** The new requirement is for an equity advisory committee and after discussion among OSBA staff, the language was added to BCF, which topic is 'advisory committees'. *The district may choose to put the language in a separate policy.*

**Board Question:** Why can't a board member sit on the equity advisory committee? Can board members be liaisons on the committee?

**Answer:** In addition to statute (see below), see [OAR 581-022-2307](#), these are the rules adopted by the State Board governing equity advisory committees. In (3)(d)(D), it states no voting member of the board may sit on the committee. These meetings must comply with public meetings law, so a board member could attend, but would not be a member of the committee, and therefore generally would only participate if invited to do so, and should be cautioned against taking over a meeting of this committee.

According to the presented docket for adoption to the State Board, one of the driving purposes of the equity advisory committee:

"Legislative intent was clear that these educational equity advisory committees are meant to provide space for elevation and inclusion of underrepresented community voice in local decision making."

Accessed [10/20/23](#): **ORS 329.711 Educational equity advisory committees; rules.** (1)

Nothing in this section shall interfere with the duties, responsibilities and rights of duly elected school district boards. There shall be established at each school district an educational equity advisory committee.

(2) The duties of an educational equity advisory committee shall include:

- (a) Advising the school district board about the educational equity impacts of policy decisions;
- (b) Advising the school district superintendent about the educational equity impacts of policy decisions; and
- (c) Informing the school district board and school district superintendent when a situation arises in a school of the school district that negatively impacts underrepresented students and advising the board and superintendent on how best to handle that situation.

(3) The educational equity advisory committee may prepare an annual report that:

- (a) Contains the following information:
  - (A) The successes and challenges the school district has experienced in meeting the educational equity needs of students in the school district;

- (B) Recommendations the committee made to the school district board and school district superintendent, and the actions that were taken in response to those recommendations; and
- (C) Any other information required by the State Board of Education by rule.
- (b) Is made available by being:
  - (A) Distributed to the parents of the students of the school district;
  - (B) Posted on the school district's website;
  - (C) Presented to the school district board in an open meeting with adequate opportunity for public comment; and
  - (D) Sent to the State Board of Education.
- (4)(a) An educational equity advisory committee shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district.
- (b) For the purpose of selecting members, the school district board and school district superintendent:
  - (A) Shall solicit names of possible members from the community;
  - (B) Must ensure that membership is primarily representative of underserved student groups;
  - (C) May not exclude members based on immigration status; and
  - (D) Must comply with any other requirements established by the State Board of Education by rule.
- (5) The State Board of Education shall adopt any rules necessary for the administration of this section. [2021 c.493 §2]