

Board of Directors Meeting
 School District 4J, Lane County
 Hybrid Meeting (virtual and
 in-person)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, September 4, 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

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 Agenda Amended on 9/3/2024**
- II. Call to Order, Roll Call, Land Acknowledgment
- 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: 3
 August 1, 2024, Board Summer Retreat
 August 7, 2024, Regular Board Meeting
 - 2. Approve Initiation of the Proposed K-12 Science Adoption 21
 Presenter: Courtney Leonard, Secondary Curriculum Administrator
 - 3. Approve Personnel Actions 22
 Presenter: Brooke Wagner, Assistant Superintendent for Administrative Services

- VIII. **Items for Information**
 - 1. Creating Safe, Inclusive, & Welcoming Learning Spaces 27
 Presenters: Carmen Xiomara Urbina, Chief of Staff; Colt Gill, Interim Superintendent
 20 Minutes
 - 2. Receive Update from Ad Hoc Superintendent Search Board 112
 Subcommittee: Search Firm & Timeline
 Presenters: Tom Di Liberto, Board Vice Chair; Judy Newman, Board Director; Morgan Munro, Board Director
 15 Minutes

IX.	Items for Action	
	1. Adopt Board, Superintendent, and District Goals Presenter; Jenny Jonak, Board Chair 20 Minutes	130
	2. Lines of Authority and Organizational Chart Presenter: Colt Gill, Interim Superintendent 15 Minutes	140
	3. Approve Policy BCFA–Educational Equity Advisory Committee (Second Read) Presenter: Colt Gill, Interim Superintendent 10 Minutes	144
	4. Approve Revisions to Board Policy BBAA – Individual Board Members' Authority and Responsibilities (Second Read) Presenter: Colt Gill, Interim Superintendent 10 Minutes	182
	5. Approve Revisions to Board Policy BDC – Executive Sessions Presenter: Colt Gill, Interim Superintendent 10 Minutes	189
	6. Approve Revisions to Board Policy BDDG – Minutes of Board Meetings Presenter: Colt Gill, Interim Superintendent 5 Minutes	194
	7. Approve for Adoption Policy CB – Superintendent Presenter: Colt Gill, Interim Superintendent 10 Minutes	198
	8. Approve Revisions to Policy CBG–Evaluation of the Superintendent Presenter: Colt Gill, Interim Superintendent 10 Minutes	201
X.	Items for Action at a Future Meeting None	
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.

**MINUTES OF 4J BOARD OF DIRECTORS SUMMER RETREAT
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: August 1, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a summer retreat at 4:30 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was emailed to the media and posted on the 4J website on July 26, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

Chair Jenny Jonak
Vice Chair Tom Di Liberto
Maya Rabasa
Ericka Thessen
Judy Newman
Morgan Munro
Rick Hamilton

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

OTHER GUESTS:

Vince Adams, Board Development Specialist, Oregon School Boards Association (OSBA)

EMPLOYEE ASSOCIATIONS:

None.

MEDIA:

None.

I. CALL 4J BOARD OF DIRECTORS SUMMER RETREAT TO ORDER

Chair Jenny Jonak called the Eugene School District 4J Board of Directors (BOD) summer retreat to order at 4:35 p.m.

II. ROLL CALL

Chair Jonak said the names of the board members and attendees who were present.

III. ITEMS FOR INFORMATION

Board Development Specialist Vince Adams from the Oregon School Boards Association (OSBA) reintroduced himself to the BOD.

1. BOARD MEMBER ROLES AND RESPONSIBILITIES

Mr. Adams introduced the topic of board member roles and responsibilities and outlined the presentation agenda.

Board members responded to two ice breaker questions, “Why are you here?” and “Why does board culture matter?”

Discussion led to exploring the demographics of Eugene School District 4J’s 15,500 plus students, including their racial and ethnic identities, languages spoken, and socioeconomic backgrounds.

Chair Jonak brought up the need for more community support networks for BIPOC students.

Mr. Adams agreed, commenting that it is hard for communities to find affinity.

Regarding the topic of graduation rates, Ms. Munro suggested that an estimated 200 4J students did not graduate high school last year.

Mr. Adams challenged the BOD to think about *why* the students did not graduate. He said that student outcomes can be predicted by social factors; but he asked board members to think about what percentage of students not graduating is acceptable to them.

Board members agreed that any percentage of students not graduating is unacceptable to them.

Ms. Munro responded that 4J offers a modified diploma, so in theory every student should be able to graduate.

Ms. Rabasa offered her perspective that her vision is considering changing district language from “graduating” to “completing.” She said using open language allows for honoring the individual.

Mr. Adams suggested that boards who do not believe that every child can succeed govern fundamentally differently. But when boards do believe that every child can succeed, they live in the realm of possibility.

Mr. Adams presented a graphic showing a district’s leadership team, made up of the school board, superintendent, and an administrative professional. He said if one area is weak, the result is weak leadership efficacy.

Mr. Adams introduced a slide detailing the components of high performing school boards, including vision and goals, climate and resources, data and monitoring, cohesive teaming, community engagement, and policy and accountability. He provided examples of each component.

Mr. Adams introduced a slide detailing the components of low-performing school boards, including that low performing school boards spend less time focusing on student achievement and policy items and its members tend to seek to advance their own agendas.

There are certain responsibilities that a school board has, including: hiring and evaluating a superintendent, developing and adopting policies, tracking district progress, approving a budget, and ministerial functions.

Mr. Adams suggested spending less time on ministerial functions and more time focusing on students.

There was discussion around how recent district history required the board to do more ministerial functions and yet that may shift now as the board builds trust in new leadership positions.

Mr. Adams illustrated that the board provides governance, and the superintendent oversees operations.

Discussion ensued about the governance continuum, including informed oversight (as opposed to micromanaging), strategic goal monitoring, and an instruction and learning focus.

Mr. Adams presented a slide of twelve balanced governance standards:

1. Vision directed planning
2. Community engagement
3. Effective leadership
4. Accountability
5. Using data
6. Cultural responsiveness
7. Culture and climate
8. Learning organization
9. Systems thinking
10. Innovation and Creativity
11. Board Conduct and Superintendent Relationship
12. Budgeting and Finance

Mr. Adams closed the discussion about board members' roles and responsibilities.

2. 2024-25 GOALS FOR THE BOARD, THE DISTRICT, AND THE SUPERINTENDENT

Chair Jonak introduced the topic of reviewing draft board goals, district goals, and superintendent goals for the 2024-25 school year.

Interim Superintendent Gill presented a PowerPoint (along with a handout) detailing his learnings and discoveries, draft superintendent goals, and his focus going forward. Along with the key points, he offered various examples.

Interim Superintendent Gill provided a slide of learnings and discoveries:

- Competent, committed, and caring professionals
- Systems are strained and sometimes failing
- Teaching and learning have not been centered
- Concern about equity being sidelined
- Complaints are crushing leaders, systems, and proactive efforts to improve student outcomes
- Dysfunctional relationships with labor
- Decisions are more focused on emotion and complaints, than data

Interim Superintendent Gill provided a slide of his focus going forward:

- Re-center equitable access
- Build trust and transparency
- Develop systems to create stability
- Honor, maximize, and build the district's leadership
- Name that the permanent superintendent partner with staff, students, and community to set a vision for the district

Interim Superintendent Gill provided a slide of draft superintendent goals:

1. 4J as a Gem – Reaffirm a strong commitment to education excellence through demonstrated community collaboration and policies to support all students
2. Mentor and Affirm the Team
3. Grow Community and Staff Trust and Partnership
4. Secure 4J's Future

Interim Superintendent Gill passionately stated that 4J is a school district which has influenced many other districts in Oregon and nationwide. He said the 4J district is innovative and has shown care because of the equity work the district did early on. He suggested that the board begin celebrating all the district's successes, while working on the challenges behind the scenes. He mentioned the positive praise community members have expressed about the current board, including their transparency. He cited the recent approval of the school levy.

Mr. Adams transitioned the group into a review of draft district goals:

1. Increasing Equitable Outcomes and Achievements
2. Safety and Wellbeing of Students and Staff
3. Proactively Engaging Community

Board members discussed various aspects of the district goals, including ongoing tracking to support the goals.

Interim Superintendent Gill explained that there are interim academic measures that occur regularly throughout the school year which may provide more information. He added that 4J is the seventh largest school district in Oregon and kindergarten through eighth grade is among the top three in performance for academic outcomes; yet by the end of high school, 4J graduation rates are in the bottom two to three percent.

Board members voiced agreement that the academic outcome gap needs attention.

After refining language to reflect intentions of draft district goals, the group transitioned to a brainstorming session for long-term planning and policy areas.

3. BRAINSTORMING FOR LONG-TERM PLANNING AND POLICY AREAS

Interim Superintendent Gill introduced a brainstorming session for long-term planning and policy areas. He clarified that the purpose of the exercise is to identify topics of importance. Nothing is confirmed, and the topics will be further reviewed for ultimate determination. Interim Superintendent Gill reframed the assignment by asking board members to identify the topics that keep them up at night. Each board member was provided with fourteen tags for long term planning, fourteen tags for policy exploration, and seven tags for parking lot items.

The following are examples of topics that board members identified across the three categories: financial stewardship, board elections, districtwide engagement of parents towards student success, pre-k plans to developmental kindergarten, safety plans, community health centers in every region with expanded mental health services, inclusive practices, sustainability, equitable school choice, cultivating joy/play based learning, complaint process, cellphone/social media policies, campus safety improvements, sanctuary district, “no out” district, revolutionize physical education, relationship-based problem solving, and equitable sharing of individual school fundraising.

Board members rated the topics by level of importance. Staff will collate the results and follow up with the BOD.

4. SUPERINTENDENT SEARCH COMMITTEE PREPARATION DISCUSSION

Chair Jonak introduced the topic of developing a superintendent search committee. They discussed the scope of the committee’s work, membership, and other specifications.

Chair Jonak posed six questions to consider for discussion:

1. Who will be responsible for determining candidate qualifications—the BOD or committee?
2. Who will be responsible for selecting a search firm—the BOD or committee?
3. Who will be responsible for creating a position description—the BOD or committee?
4. What will be the process for determining community input?
5. Will committee membership be limited to BOD members, or will it also include community members?
6. Will it be a closed or open interview process for candidates?

Ms. Rabasa advocated for forming a committee. She explained that she was on a previous committee to hire a search firm for a superintendent search. She said in her experience the search firm facilitated the processes, including the job description.

Ms. Newman voiced her support for forming a committee. She suggested that the committee could possibly do the initial screening/interviews. She advised against rotating committee members. She urged that employee groups, and the broader community, be involved in the process.

Ms. Munro said she is in support of forming a committee if it is largely administrative; and the BOD is involved every step of the way and makes the final decision.

The BOD reached consensus for forming a standing superintendent search committee.

Interim Superintendent Gill offered his perspective that setting a proposed timeline is crucial. He explained that the superintendent pool is competitive and being early is key. He also suggested thinking about how the BOD want to use staff—he said they could use him in strategic ways, or not. Typically, a superintendent is not involved in the hiring process, but the circumstances do allow for his input, specifically with the onboarding process.

Ms. Munro voiced encouragement for Interim Superintendent Gill continuing in his district leadership role beyond the currently contracted end date, if he were inclined.

The BOD voiced general support for Ms. Munro’s statement.

5. UPDATE ON EMPLOYEE GROUP MONTHLY MEETINGS

Chair Jonak explained that there is an historical tradition of holding regular monthly meetings with employee groups, specifically the Oregon School Employees Association (OSEA) and Eugene Education Association (EEA). The meetings are poised to begin soon and both employee groups have communicated proposed meeting dates.

She referenced a document of guidelines for the BOD during a bargaining year with EEA. She posed a series of discussion questions for the BOD, such as: should EEA meetings continue leading up to bargaining, should the superintendent be included in the meetings, and identifying the intent and purpose of various meetings.

Vice Chair Di Liberto suggested reviewing what has been tentatively agreed to with employee groups.

Ms. Rabasa shared her perspective that if the superintendent is present during meetings with employee groups, then the likelihood that a topic that should not be discussed is discussed is much lower. She said having experienced the meetings both with and without the superintendent, while she does not think it anybody's intention, it is easy to create habits of triangulation when the superintendent is not present.

Chair Jonak asked Ms. Rabasa a clarifying question: when historically has the superintendent attended meetings of employee groups?

Ms. Rabasa responded that it has largely depended on Chair and BOD preferences.

Ms. Newman responded that the superintendent attended meetings when she first began serving on the BOD.

Group discussion determined that the standard practice has been inconsistent.

Ms. Rabasa added that the only consistency has been one monthly meeting.

Vice Chair Di Liberto urged a discussion with employee group leaders to gain a better understanding of their preferences.

Ms. Munro shared her concern that she rarely has answers to the questions posed in employee group meetings. She said the meetings would potentially have more utility with the superintendent present.

Interim Superintendent Gill suggested that the BOD has work to do restoring a relationship with employee groups. He advised that the superintendent be present at employee group meetings so that they can gain a deeper understanding of the issues. He added that if there are any concerns about the superintendent, the BOD may want to hold separate meetings with employee group leadership to determine their feelings related to the superintendent's performance. He cautioned against board members providing feedback in employee group meetings without the representation of the full board.

Chair Jonak asked Mr. Adams for his feedback pertaining to employee group meeting policies and practices.

Regarding holding meetings during bargaining, Mr. Adams advised against it. He said it invites side bargaining and erodes the authority of the superintendent in negotiations. He

strongly advised having the superintendent present at meetings, adding that meeting with union leadership to discuss district operations violates policy.

Ms. Thessen asked if any other districts use a model where employee groups participate more in BOD work sessions.

Mr. Adams responded affirmatively.

Chair Jonak requested more information about the purpose and intention behind 4J and employee group meetings.

Interim Superintendent Gill responded that there are five regularly scheduled meetings (monthly or bi-weekly) including, but not limited to, one meeting with the superintendent, one meeting with Human Resources, one meeting with the Contract Maintenance Committee (CBA), one meeting with the BOD, one regular BOD meeting, and listening sessions. He stated that 4J is the third largest employer in the county and has 3,500 employees. Interim Superintendent Gill agreed with Chair Jonak about gaining a better understanding of the purpose of the meetings but advised against removing any of them.

Ms. Newman asked if the five regularly scheduled meetings are with both employee groups, resulting in ten separate meetings.

Interim Superintendent Gill responded affirmatively. He added that they also meet with Managers, Administrators, Professionals and Supervisors (MAPS), but their meeting schedule differs.

There was BOD consensus in support of having the superintendent present at employee group meetings.

There was BOD consensus in support of continuing employee group meetings during bargaining so long as the superintendent is present.

Board leadership committed to connecting with employee groups to discuss further.

Interim Superintendent Gill committed to connecting with employee groups to explore the purpose of meetings.

6. EFFECTIVE BOARD MEETINGS

Mr. Adams introduced the topic of effective board meetings. He provided a handout titled “Effective and Efficient Meeting Suggestions” with four steps:

1. Establish Meeting Norms
2. Effective Meeting Facilitation
3. Set Clear Agendas
4. Time Management

Mr. Adams provided key points for each step, such as enforcing norms for meeting conduct, distributing a detailed agenda ahead of time, and good time management.

Mr. Adams presented a slide about formative processes. He said school boards are being tasked with complex issues that a linear process is not equipped to deal with. He explained that there are five steps to utilize: get clear on desired outcomes, build a plan and be prepared to change it, get comfortable with going slow to go fast, do work with care and respect, and expect non-closure.

Mr. Adams provided a handout titled “School Board Work Sessions,” outlining the characteristics and protocols for simple meetings v complex meetings. He said the main difference is how the meetings are managed or facilitated.

Ms. Munro explained that work sessions have felt as if the BOD is receiving information and there is not a lot of discussion. On the other hand, board retreats have allowed for more discussion.

Ms. Newman agreed, adding that work sessions have often preceded a regular meeting with a deadline/decision; but the board does not always have adequate time for discussion.

There was discussion around voting in work sessions, including the value in noticing topics, and using discretion about which topics are appropriate for work sessions v regular meetings.

Mr. Adams provided a handout titled “Role of the Board: The Focus Framework,” a tool that can be used as a framework for having conversations around challenging topics in work sessions. He said if board members stay within the boundaries, they will always remain in their governance role.

Mr. Adams presented a slide about board member reports during regular meetings, emphasizing that board member reports are not for formal information requests, conversations, or impassioned speeches. He encouraged focusing on relevant information aligned with district priorities.

There was discussion about creating a spreadsheet tracking BOD activities and linking it publicly.

Chair Jonak mentioned the possibility of it appearing in a corner of the 4J newsletter.

Ms. Rabasa suggested having one spokesperson report on board activities during a regular meeting.

There was BOD consensus to experiment with committee reports occurring at the end of the meeting and limiting speaking time to two minutes.

There was expressed interest in creating a district policy to properly observe historic celebrations through resolution, such as Black History Month in February.

Mr. Adams closed the discussion by stating it was an honoring working with the Eugene School District 4J BOD and to remember that school boards have a profound impact on student outcomes.

IV. ADJOURNMENT

Chair Jonak adjourned the 4J Board of Directors summer retreat at 9:58 p.m.

DRAFT

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

Date: August 7, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular board meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on August 2, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Lisa Fjordbeck, Operations Coordinator
Arthur Hart, Director of Transportation
Courtney Leonard, Secondary Curriculum and MTSS
Sarah Ruggiero-Kirby, Secondary Science Teacher on Special Assignment (TOSA)
Jill Cuadros, Director of Nutrition Services
Leslie Fisher, Oregon School Board Association (OSBA) Policy Specialist (online)
Brooke Wagner, Director of Human Services
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

Sabrina Gordon, Eugene Education Association (EEA)

OTHER:

None.

MEDIA:

KRVM

I. REGULAR BOARD MEETING

II. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Jenny Jonak called the regular board meeting to order at 6:01 p.m. She said the names of the board members who were present. Interim Superintendent Colt Gill led the flag salute and Chair Jonak read the land acknowledgement statement.

III. AGENDA APPROVAL

Chair Jonak added a superintendent search committee to Items for Action at a Future Meeting. The agenda was approved as amended.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Interim Superintendent Gill praised Eugene School District 4J educators and students engaging in the district’s summer programs.

V. ITEMS RAISED BY THE AUDIENCE

There was no public comment.

VI. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, Eugene Education Association (EEA) listened to a recording of the summer 4J Board of Directors retreat held on August 1, 2024, and responded with comments regarding the discussion of meeting with employee groups throughout the 2024-25 school year. She emphasized that the relationship between the Board of Directors (BOD) and EEA is critical. The decisions the BOD makes depend on them having a clear understanding of the realities in classrooms. She said part of her job as EEA’s elected leader is to relay those to the board. In addition to wanting to have regular communication with the board, EEA also strives to set up opportunities for the board to hear from multiple voices. She referenced listening sessions and the legislative breakfast. Ms. Gordon read EEA’s mission statement: “The EEA empowers professional educators and advocates for strong, vibrant, and equitable public schools that create hope and opportunity for students, their families, and our community.” She added that EEA is the avenue for 4J educators to collectively advocate for students, and students are at the heart of what they do. Ms. Gordon addressed the topic of BOD conversations with association leadership potentially crossing into bargaining territory. She said the laws around that are clear and that EEA would never knowingly or intentionally cross those lines. She said when EEA talks with the BOD about issues over coffee, they know they cannot negotiate, but they want to help the board understand issues impacting students and educators. She thanked the BOD.

VII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE MINUTES FOR JULY 3, 2024 ORGANIZATIONAL MEETING

2. APPROVE CONTRACT FOR NUTRITION AND WAREHOUSE SERVICES

3. APPROVE CONTRACT FOR NUTRITION SERVICES WITH WALTER E. NELSON CO., RFP 24-402

4. APPROVE THE PURCHASE OF SCHOOL BUSES

5. APPROVE RESOLUTION 2024-0807 AUTHORIZING SALE OF FILBERT AVENUE (TAX LOT 17-04-23-44-04000) PROPERTY

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

VIII. ITEMS FOR INFORMATION

1. RECEIVE INFORMATION FROM OREGON SCHOOL BOARDS ASSOCIATION (OSBA) REGARDING THE STEPS THAT GO INTO A SAMPLE POLICY

Interim Superintendent Gill, on behalf of the board policy workgroup, said they are prepared to present policies to the BOD for their consideration and ultimate adoption. He explained that the Oregon School Board Association (OSBA) supports the district by reviewing policy and recent legislation.

Interim Superintendent Gill introduced a PowerPoint presentation, “Behind the Scenes of Policy Update.”

OSBA Policy Specialist Leslie Fisher joined virtually and introduced herself.

Ms. Fisher explained that the OSBA policy team works closely with the legislative team identifying upcoming bills. In some cases, they advocate for changes during the legislative process. The policy team also works with education-related agencies and stakeholders, and they watch agency rule making (public hearings, etc.) closely. They spend time watching the session bills to understand what is developing in the legislature. She provided an example of a bill under revision (Senate Bill 1515) pulled from the Oregon State Legislature website located at www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx.

Ms. Fisher explained that work the Oregon State Board of Education completes appears in Oregon Administrative Rules (OAR) and the largest impact of rules affecting schools is found in chapter 581. After a legislative session ends, OSBA and the Coalition of Oregon School Administrators (COSA) jointly publish a legislative report, located at <http://osba.org/legislative-services/legislative-session-resources/>.

Ms. Fisher said when determining how changes affect policy, the team carefully review the rulemaking authority's available information and begin making connections between law and available model policy. They identify and evaluate current content of policy by linking to its source. She described not just reviewing language for revisions but also reviewing the content for relevancy and effectiveness. During the drafting phase, an equity lens is applied, often by reviewing available equity impact statements.

For relaying updated policy information, Ms. Fisher mentioned two Eugene SD policy subscriptions, Policy Plus and online policy hosting, located at <https://policy.osba.org/eugene/index.asp>. She said OSBA applies the recommended edits to 4J's existing manual where applicable.

Interim Superintendent Gill spoke to the 4J policy update process, which is facilitated by the superintendent in conjunction with the superintendent's board policy workgroup. He provided a description of the scope of the board policy workgroup. He added that there are standalone administrative regulations that the board policy workgroup aligns with current policy. The policy recommendations get brought to the BOD and administrative rules get brought to the 4J executive team. Updated policies and administrative rules are published on the 4J website located at https://4j.lane.edu/30747_2.

Interim Superintendent Gill spoke to the process for developing policy, describing steps such as seeking sample policy, vetting by content specialists, engaging the district's equity committee, legal counsel, and policy workgroup for adequate review before being presented before the BOD for consideration.

He explained how policies are prioritized, emphasizing that it is especially important when the district has a backlog of policies, which it currently does. The first priorities are policies that are already in process (for example policies with alterations which need updating). Secondly are required policies via a legal decision (ORSs/OARs). Next are superintendent initiated policies. He added that the BOD may assign and prioritize a policy review in consultation with the superintendent.

Interim Superintendent Gill provided information about the 4J Educational Equity Advisory Committee, including a definition outlined in section 4 of OAR 581-022-2307. He said a specific function that the equity advisory committee provides is receiving community input for potential policy impacts.

Interim Superintendent Gill responded to questions from the BOD.

IX. ITEMS FOR ACTION

There were no items for action.

X. ITEMS FOR ACTION AT A FUTURE MEETING

1. INITIATE PROCESS FOR K-12 SCIENCE CURRICULUM ADOPTION

Courtney Leonard and Sarah Ruggiero-Kirby introduced the topic of new science curriculum adoption.

Ms. Leonard said the current curricula (a variety across the district) were adopted almost ten years ago and are no longer adequately addressing the needs of students.

They described new curriculum that could help make science education more inclusive, rigorous, authentic, empowering, innovative, and joyful.

Ms. Ruggiero-Kirby emphasized the importance of achieving alignment kindergarten through grade 12 (i.e. vertical articulation) and adopting curriculum that is Next Generation Science Standards (NGSS) aligned. She added that the vision of the science framework is “to create a science program where race, zip code, income, gender, and other demographic categories do not predict educational opportunities and career outcomes.”

They described a four-step adoption process and timeline: reviewing/launching in August 2024, piloting October 2024 through February 2025, adopting in Spring 2025, and implementing during the 2025-26 school year, pending board approval.

Chair Jonak asked if there is any difference in the proposed curriculum versus current curriculum in terms of the number of labs.

Ms. Ruggiero-Kirby responded yes; the hope is there is more student-led learning with the new curriculum.

Ms. Newman stated that K-12 adoption is ambitious; she asked if they have different groups from each age level and if they are looking for something that will align across the ages.

Ms. Leonard said they are proposing one science teacher from each middle school to represent a six eight strand and relying on teachers to bring back information to their teams and administrators. As for the high schools, they are proposing having someone from each of the subject areas—physics, chemistry, biology, etc. They are not expecting to have as large a group K-5.

Ms. Munro stated that it seems currently there are a couple of curriculum providers; she asked if there is an interest in having fewer?

Ms. Ruggiero-Kirby responded affirmatively, she explained that they are moving out of textbook centered curriculum, which was why there were multiple curriculum providers.

2. CONSIDER 2024-25 BOARD MEETING CALENDAR REVISION

Interim Superintendent Gill engaged the BOD in a discussion about a potential 2024-25 board meeting calendar revision. He noted that the previously adopted calendar did not

recognize Rosh Hashanah beginning on October 2, 2024, and suggested moving that BOD meeting to October 9, 2024. He also noted a board scheduling conflict on November 8, 2024, potentially impacting community chats.

There was a brief discussion among board members. Final changes to the calendar will be approved at a later date.

3. CONSIDER FOR ADOPTION POLICY CB – SUPERINTENDENT

Interim Superintendent Gill introduced the topic of policy CB. He explained that the policy is new, based on legislative changes, and the district was informed via OSBA. The policy: 1) Names the superintendent as the board’s administrative agent for operating the schools under the policy the board sets (the superintendent may delegate responsibilities to staff but is ultimately responsible). 2) Names that the board cannot direct the superintendent to take action that is not in alignment with state and federal laws and regulations.

4. CONSIDER FOR APPROVAL REVISIONS TO BOARD POLICY CBG— EVALUATION OF THE SUPERINTENDENT

Interim Superintendent Gill introduced approval revisions to board policy CBG—evaluation of the superintendent. He explained that the changes are rather minor, there are some language changes for clarity, and it provides an option for the board to intervene earlier if a superintendent’s actions do not match the board’s and hopes objectives for the district.

5. APPROVE PROPOSED POLICY BCFA—EDUCATIONAL EQUITY ADVISORY COMMITTEE

Interim Superintendent Gill introduced proposed policy BCFA—Educational Equity Advisory Committee. He explained that the policy relates to Senate Bill 732, requiring school districts to form equity advisory committees, also known as district advisory committees.

He followed up on a couple of questions previously posed by the BOD.

Interim Superintendent Gill provided a description of the purpose and function of the equity advisory committee. The committee advises the board and superintendent about educational equity impacts of policy decisions, informs them when a situation arises in a district or school that negatively impacts underrepresented students, and advises the board on how to best handle such situations.

Ms. Rabasa asked if there are committee member term limits.

Interim Superintendent Gill responded that term limits have not been established yet.

Ms. Rabasa posed a question about the definition “from the district” in the context of committee member qualifications.

Interim Superintendent Gill responded that his assumption is that they are a “patron of 4J.” He said he would follow up with more information.

Chair Jonak brought up the representation requirement in the selection process. She asked for more clarification on how one goes about doing that. She is concerned about tokenizing and said it could be challenging in practice. She added that she is curious if, given a disagreement or dissonance, ODE, OSBA, or COSA would weigh in.

6. SUPERINTENDENT SEARCH COMMITTEE

Chair Jonak introduced the topic of a superintendent search committee for the district’s upcoming search for a permanent superintendent. The topic will be discussed further at the BODs meeting on Wednesday, August 21, 2024.

XI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman mentioned the Eugene Education Foundation (EEF) is in the process of searching for a new Executive Director. She recognized the positive work of former Executive Director Nancy Buffum.

Ms. Rabasa thanked staff and educators who worked throughout the summer. She gave kudos to Interim Superintendent Gill and Chief of Staff Carmen Xiomara Urbina.

Chair Jonak provided a board report including board member’s assignments, some tentative, as follows:

Ms. Rabasa will serve on the following committees: legislative, community engagement, budget, classroom displays work group, and as Lane Council of Governments liaison.

Ms. Newman will serve on the following committees: superintendent search, legislative, student voice, budget, and the policy work group.

Ms. Thessen will serve on the following committees: bond oversight, community engagement, budget, classroom display work group, and charter school work group.

Ms. Munro will serve on the following committees: superintendent search, audit and finance bond oversight, budget, classroom display work group, and policy work group.

Mr. Hamilton will serve on the following committees: legislative, community engagement, student voice, budget, policy workgroup and as EEF liaison.

Vice Chair Di Liberto will serve on the following committees: superintendent search, bond oversight, student voice, and Lane ESD budget.

Chair Jonak will serve on the following committees: budget, audit and finance, and Lane ESD budget.

Chair Jonak thanked board members for their willingness to serve in additional roles.

XII. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING

There were none.

XIII. ADJORN

Chair Jonak adjourned the regular board meeting at 8:06 p.m.

DRAFT



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

September 4, 2024

Title

Approve Initiation of the Proposed K-12 Science Adoption

Presenter:

Courtney Leonard, Secondary Curriculum Administrator

Background

The board received a presentation of the proposed K-12 science adoption at the August 7, 2024 Regular Board Meeting. 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.

Budget/Resource Implications:

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 SY. There are also bond funds earmarked for a full K-12 science curriculum adoption.

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 Interim Superintendent recommends the School Board approve initiation of the process for a K-12 science adoption.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

Sept 4, 2024

Title

Approve Personnel Actions

Presenter

Brooke Wagner D.Ed., Director of Human Resources

Recommended Action

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2024-25 school year:***

Employee ID	FTE
136971	1
160698	1
161376	1
162970	1
164223	1
164696	1
164712	1
171645	1
171702	1
171705	1
171707	1
171726	1

- 2. Approve the employment of the licensed employees listed below for the 2024-25 school year:***

Employee ID	FTE
130979	1
135931	1
160500	0.6
163358	1
163574	1

163622	1
163920	1
164547	1
164933	1
164982	1
165263	1
165295	1
165396	1
166076	1
166217	1
166217	1
166248	1
166607	0.5
166866	1
167337	1
167416	1
167426	0.75
167449	1
167677	1
167743	1
167766	1
170073	0.75
170515	1
170515	1
170518	1
170550	1
170627	1
170670	1
170783	1
170805	1
170849	1
170936	0.5
171131	1
171138	1
171139	0.8
171206	0.7
171266	1
171287	1
171361	1
171459	1
171498	1
171499	1
171539	1
171546	1

171587	1
171620	1
171622	1
171679	1
171680	1
171684	1
171685	1
171686	1
171689	0.8
171690	1
171698	1
171699	1
171699	1
171703	1
171712	0.6
171713	1
171716	1
171717	1
171718	1
171719	1
171720	1
171721	1
171722	0.6
171725	1
171727	1
171729	1
171730	1
171732	1
171733	1
171737	1
171738	1
171739	1
171740	1
171741	1
171742	1
171744	1
171781	1
171787	1
171789	1
171789	1
171790	1
171791	1
171792	1
171803	1

171804	1
171805	0.5
171806	1
171808	1
171819	1
171820	1
171821	1
171822	1
171823	1
171827	1
171857	1

3. Approve the acceptance of the resignations and retirements of the licensed administrators or executives listed below:

Employee ID	Reason	Effective Date
135176	Resignation	7/17/2024
162226	Resignation	6/28/2024
162637	Resignation	8/16/2024
167751	Resignation	6/28/2024

4. Approve the acceptance of the resignations and retirements of the licensed personnel listed below:

Employee ID	Reason	Effective Date
127792	Retirement	7/1/2024
129853	Retirement	9/1/2024
130313	Retirement	7/1/2024
131474	Retirement	9/1/2024
132175	Retirement	8/1/2024
133040	Retirement	8/1/2024
133394	Retirement	7/1/2024
134003	Resignation	6/17/2024
134610	Resignation	6/17/2024
136729	Resignation	8/1/2024
160166	Resignation	6/17/2024
160795	Retirement	7/1/2024
161375	Retirement	9/1/2024
163267	Resignation	6/17/2024
163576	Resignation	6/17/2024
163723	Resignation	6/17/2024
164249	Resignation	6/17/2024

164390	Resignation	6/17/2024
164659	Resignation	6/17/2024
164660	Resignation	6/17/2024
165119	Resignation	6/17/2024
165162	Resignation	6/17/2024
165201	Resignation	6/17/2024
165257	Retirement	7/1/2024
165318	Resignation	6/17/2024
166284	Resignation	8/31/2024
166394	Resignation	6/17/2024
166440	Resignation	6/17/2024
166584	Resignation	6/17/2024
166707	Resignation	6/17/2024
166934	Resignation	6/17/2024
166948	Resignation	6/17/2024
166951	Resignation	6/17/2024
166958	Resignation	6/17/2024
166961	Resignation	6/17/2024
167104	Resignation	6/17/2024
167104	Resignation	6/17/2024
167109	Resignation	6/17/2024
167616	Resignation	6/17/2024
167690	Resignation	6/17/2024
170180	Resignation	6/17/2024
170207	Resignation	6/17/2024
170223	Resignation	6/17/2024
170242	Retirement	9/1/2024
170306	Resignation	6/17/2024
170374	Resignation	6/17/2024
170523	Resignation	6/17/2024
170551	Resignation	6/17/2024
170618	Resignation	6/17/2024
171014	Resignation	6/17/2024
171030	Resignation	6/17/2024
171045	Resignation	6/17/2024
171070	Resignation	6/17/2024



ITEM FOR INFORMATION

Date of Meeting

September 4, 2024

Title

Creating Safe, Inclusive, & Welcoming Learning Spaces

Presenter

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

Requested Amount of Time to Present

20 Minutes

Background or Description

As school begins this fall, we are heading into a contentious political season against the backdrop of continued global conflict and ongoing crises that affect schools, students, staff and communities. As school leaders, past experiences have demonstrated that discontent and disequilibrium in our communities and in online spaces generally finds its way into our school communities, an election year poses additional challenges for school communities. As a school system, we must be prepared for any number of scenarios that may be emotionally fraught, controversial, charged with racism and difficult to navigate.

4J created a guide to outline and provide resources for school leaders when issues arise that disrupt access to education or impact our ability to implement safe, inclusive, and welcoming learning environments.

These are the key resources developed for school leaders:

- [The Full Guidance](#)
- [Quick Guide](#)
- [Presentation Slide Deck](#)

This guide is just a starting point. 4J is actively developing a comprehensive training plan to support our administrators and staff. We recognize the importance of timely and effective leadership in navigating the challenges our educational community faces today.

As the District works to provide additional resources and training, our immediate intention is clear: Silence and inaction are not options. We must intervene to protect students and staff and access to education. Additionally, we are fully committed to providing the necessary resources and connection to community partners to ensure that every administrator is equipped with the tools and knowledge they need.

The scenarios presented in this guide reflect real-life experiences, particularly for those impacted by racism, discrimination, and hate symbols. We recognize that the language and responses may not fully address the complexities of each situation. This document, including all scenarios, will be part of the review and refinement process. We encourage you to view it as a starting point—a framework upon which we can build more robust, compassionate, and effective responses.

Creating Safe, Inclusive, & Welcoming Learning Spaces

AUGUST 26, 2024
PRESENTATION TO
SCHOOL ADMINISTRATORS





INTRODUCTION

This presentation is a walkthrough of some of the key sections of a new guide for times of societal change.

Creating Safe, Inclusive, and Welcoming Learning Spaces in Times of Societal Change

GUIDE FOR SCHOOL LEADERS
AUGUST 2024



The 4J Way

Inside and outside of the classroom, in lounges and on buses, online and in person, let's embody the 4J way in words and actions.

We are student-centered.

We think about the greater good with the intention of making our district better for each and every student.

We move toward hope and resolution.

We enter space with care and curiosity, and we surround one another with love.

We are weathermakers.

We don't accept the storm, the doom, or the gloom. We put our best vision of ourselves, our colleagues, and our system forward.

We hold high expectations.

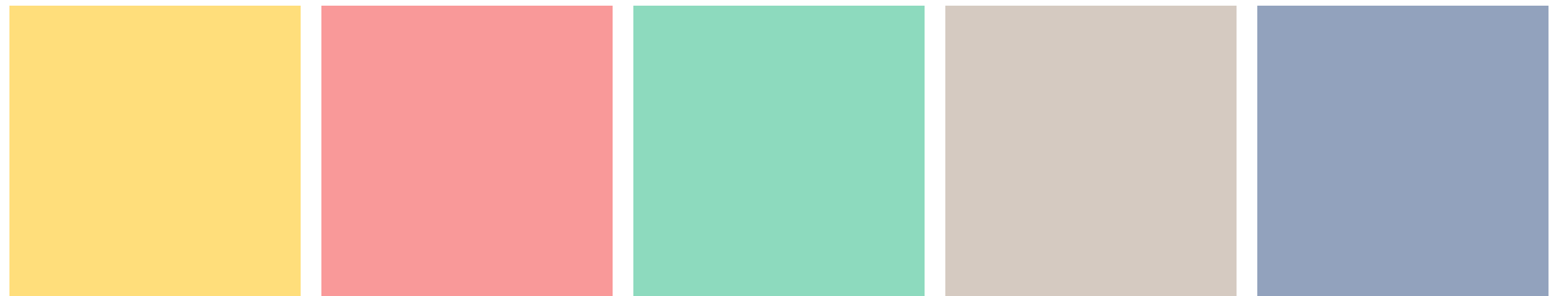
We support and challenge each other to make our district the best it can be—for our students, colleagues, and communities.

The 4J Way

Inside and outside of the classroom, in lounges and on buses, online and in person, let's embody the 4J way in words and actions.

Collective Principles

- Protecting Well-Being
- Collective Responsibility
- Equity in Education
- Safe and Respectful Workplaces
- Commitment to Equity



WHAT CAN WE ANTICIPATE?

Find more topics and recommendations in the [Scenario appendix](#)



- Managing polarized political debates among students while maintaining a neutral environment.
- Addressing potential increases in bullying tied to political rhetoric, particularly toward marginalized groups.
- The display of political symbols, such as campaign buttons, flags, or clothing, could lead to disputes among students or between students and staff.
- *And more...*

CLEAR, REALISTIC, & HOPEFUL EXPECTATIONS



- **Embracing Support:** This guide is here to help, not add stress—think of it as a valuable toolkit at your fingertips.
- **Clear Expectations:**
 - **Builds on What You Know:** Designed to be familiar and easy to use, enhancing your current resources.
 - **Aligned with Policies:** Keeps you compliant and protected while you lead.
- **Realistic Expectations:**
 - **Supports Your Existing Systems:** Helps improve current practices; start small and grow at your pace.
 - **Flexible Use:** Apply it as needed and expand over time—no need to do it all at once.
- **Hopeful Expectations:**
 - **Empowers Your Leadership:** A practical resource to support you in making confident, positive decisions.
 - **Proactive and Ready:** Sets a hopeful tone for the school year, helping you create a safe and inclusive environment.

CLEAR, REALISTIC, & HOPEFUL EXPECTATIONS



This guide is here to empower and support you, helping you protect our students and foster a welcoming, inclusive school community. Together, we're ready to make a positive impact.

APPROACH: MORE THAN INCIDENT RESPONSE

PREVENTION

Objective:

Create a school climate that actively prevents incidents of bias, harassment, and discrimination by fostering inclusivity, respect, and understanding among students and staff.

INTERVENTION

Objective:

Interrupt, communicate, and gather information to obtain a clear and unbiased understanding of the incident to inform appropriate actions. Ensure safety and mitigate further impact.

RESTORATION

Objective:

Prioritize mental health for all involved. Ensure that students, staff, and families can experience resolution and communication in a way that promotes safety and trust.

PREVENTION

- ❑ Create a climate of care and clear expectations with staff, students, and community.
- ❑ Review district protocols and policies such as the [student support matrix](#) to ensure fairness and consistency across schools.
- ❑ Prioritize crisis and incident scenario planning with your team. Use resources like [Crisis Communications Planning Worksheet](#).

INTERVENTION

- ❑ Interrupt if appropriate.
- ❑ Use the [Bias Response Checklist](#).
- ❑ Contact directors in the district office anytime for assistance, clarification, and support.
- ❑ Draw from detailed instructions and template language in the Universal Response Protocol.
- ❑ Maintain confidentiality while communicating with transparency.

RESTORATION

- ❑ Provide supportive measures such as counseling, schedule adjustments, and the Mutual No Contact Agreement for students.
- ❑ Prioritize mental health and crisis support using available resources.
- ❑ Consider and provide support around secondary trauma for persons involved, including educators and staff.



INTERVENTION & RESPONSE

**Consistency in our
responses builds trust
and ensures fairness
across all schools."**

— EUGENE 4J STAFF MEMBER

BIAS INCIDENT RESPONSE CHECKLIST

[Checklist](#) aligns with Every Student Belongs and district Administrative Regulation ACB-AR Hate Symbols and Bias Incident Response.



Incident Response Checklist

Aligns with Every Student Belongs and district Administrative Regulation ACB-AR Hate Symbols and Bias Incident Response.

Action	Checklist
Incident Reporting	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge receipt of any concern, complaint, or report. <input type="checkbox"/> If anonymous, document the incident using the Bias Incident Tracking Form.
Immediate Response	<ul style="list-style-type: none"> <input type="checkbox"/> Interrupt or intervene as appropriate. <input type="checkbox"/> Immediately tend to the safety and well-being of those impacted, considering crisis support for all involved. <input type="checkbox"/> Consider the need for immediate crisis support and refer to 4J Staff Resources for Preventing & Responding to Bias Incidents (available to 4J staff only).
Short-Term Response / Investigation	<ul style="list-style-type: none"> <input type="checkbox"/> Send Written Notice of Investigation to all persons impacted. <input type="checkbox"/> Determine if the incident violates laws or district policies; respond accordingly. <input type="checkbox"/> Investigate with consideration for race, culture, identity, disability, and intersectionality, ensuring due process for those accused of harmful behaviors.
Removing Symbols of Hate	<ul style="list-style-type: none"> <input type="checkbox"/> Remove symbols of hate to reduce ongoing harm. Before removing any symbols, staff should take a picture, document the incident, and inform their level directors.
Safety / Support Planning	<ul style="list-style-type: none"> <input type="checkbox"/> For persons harmed, consult and develop a culturally responsive support plan. <input type="checkbox"/> For persons who caused harm, offer educational opportunities, prioritizing non-punitive measures unless health/safety risks exist. <input type="checkbox"/> For repeated incidents, prioritize the safety and healing of those impacted, and apply appropriate administrative or disciplinary actions if necessary, using a nonpunitive, restorative approach.
Determination & Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Determine if the claim is founded, unfounded, or if there is not enough evidence to make such a determination. <input type="checkbox"/> Provide Written Communication of Outcome to all persons impacted by the incident, including that an investigation has been initiated, actions taken to prevent reoccurrence, findings of the investigation and the final determination based on those findings, to the extent allowed under state and federal law, the actions taken with respect to the person who committed the behavior to remedy behavior and, when applicable, a citation to the law prohibiting release and an explanation of how that law applies.
Consequences for Continued Rule Violation	<ul style="list-style-type: none"> <input type="checkbox"/> If education has been offered and an individual continues to engage in bias incidents, those individuals should be subject to the appropriate administrative action or disciplinary consequence identified under district policy. <input type="checkbox"/> Prioritize the safety and healing of the person(s) impacted by the harm over the intent of the person(s) who caused harm.
Preventative Actions	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the need for educational opportunities for students, staff and/or parents and community members to prevent this action from occurring in the future. <input type="checkbox"/> Identify steps to remediate the hostile climate if it continues to exist.

Action

Checklist

Incident Reporting

- Acknowledge receipt of any concern, complaint, or report.
- If anonymous, document the incident using the [Bias Incident Tracking Form](#).

Immediate Response

- Interrupt or intervene as appropriate.
- Immediately tend to the safety and well-being of those impacted, considering crisis support for all involved.
- Consider the need for immediate crisis support and refer to [4J Staff Resources for Preventing & Responding to Bias Incidents](#) (available to 4J staff only).

Short-Term Response / Investigation

- Send Written Notice of Investigation to all persons impacted.
- Determine if the incident violates laws or district policies; respond accordingly.
- Investigate with consideration for race, culture, identity, disability, and intersectionality, ensuring due process for those accused of harmful behaviors.

BUILDING THE WILL & SKILL TO INTERRUPT

[Click to find more
details in the guide.](#)

- ❑ Leverage In-House Expertise
- ❑ Utilize Scenario-Based Discussions
- ❑ Establish a Staff Resource Library
- ❑ Foster Peer Collaboration
- ❑ Set Clear Expectations
- ❑ Promote Continuous Reflection
- ❑ Encourage Documentation and Reporting
- ❑ Model the Behavior

Action

Checklist

Removing Symbols of Hate

- Remove symbols of hate to reduce ongoing harm. Before removing any symbols, staff should take a picture, document the incident, and inform their level directors.

Safety / Support Planning

- For persons harmed, consult and develop a culturally responsive support plan.
- For persons who caused harm, offer educational opportunities, prioritizing non-punitive measures unless health/safety risks exist.
- For repeated incidents, prioritize the safety and healing of those impacted, and apply appropriate administrative or disciplinary actions if necessary, using a nonpunitive, restorative approach.

Determination & Communication

- Determine if the claim is founded, unfounded, or if there is not enough evidence to make such a determination.
- Provide Written Communication of Outcome to all persons impacted by the incident... (see [checklist](#) and [Universal Response Protocol](#) for detailed information and templates).

Action

Checklist

Consequences for Continued Rule Violation

- If education has been offered and an individual continues to engage in bias incidents, those individuals should be subject to the appropriate administrative action or disciplinary consequence identified under district policy.
- Prioritize the safety and healing of the person(s) impacted by the harm over the intent of the person(s) who caused harm.

Preventative Actions

- Determine the need for educational opportunities for students, staff and/or parents and community members to prevent this action from occurring in the future.
- Identify steps to remediate the hostile climate if it continues to exist.

UNIVERSAL RESPONSE PROTOCOL

[Click here](#) for detailed actions and templates for reporting incidents of bias, harassment, or discrimination.

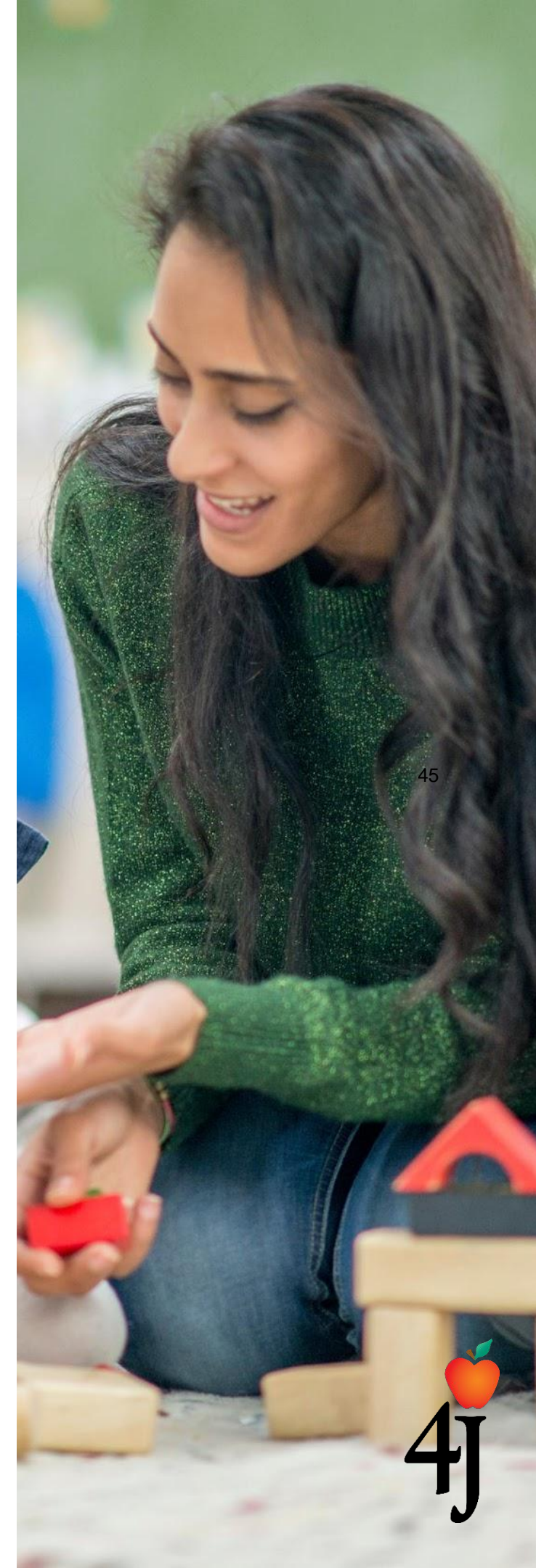


- Phone scripts
- Email scripts
- Notice of Investigation letter
- Outcome letters
- Investigation template
- And more...

SUPPORTING STAFF & COMMUNICATING EXPECTATIONS

The guide has policies, best practices, and resources to support educators, including:

- [Political Activity Guidelines For 4J Employees](#)
- [Teaching Controversial Issues](#)
- [Eugene 4J's bargaining agreement language around academic freedom and personal opinion:](#)
- [Conversation Guidelines: Facilitating Election Discussions](#)
- [Mental Health Resources and Support Systems for Staff](#)



4J STAFF RESOURCES FOR PREVENTING & RESPONDING TO BIAS INCIDENTS

EVERY STUDENT BELONGS



Appendix I: Key Issues & Scenarios for K-12 Schools During Election Periods



[Click here](#) for scenarios and recommendations.

Polarized Classroom Discussions

Managing polarized political debates among students while maintaining a neutral environment.

A student brings up a recent debate from a presidential candidate during a social studies class, leading to a heated discussion where some students feel attacked for their political beliefs. The teacher struggles to mediate the discussion without seeming biased, and the conversation disrupts the learning environment.

During a lesson on government, students start debating gun control, leading to a tense atmosphere. The teacher finds it challenging to keep the conversation balanced and respectful, with some students feeling alienated.

Immediate Response to Interrupt Polarized Classroom Discussions

This immediate response helps de-escalate the situation, giving you the opportunity to refocus and manage the discussion effectively while maintaining a respectful and inclusive classroom environment

- 1. Interrupt and Pause the Discussion:**
 - a. Calmly Acknowledge the Tension:** Politely interrupt the conversation by acknowledging that the discussion is becoming heated or unproductive. For example, say, "I can see this conversation is bringing up strong feelings for everyone. Let's pause for a moment."
- 2. Reset the Environment:**
 - a. Re-establish Ground Rules:** Remind students of the classroom guidelines for respectful discussion. Reinforce the expectation that all voices should be heard without personal attacks or disrespect.
 - b. Take a Breather:** Suggest a brief pause or a few minutes of quiet reflection. This gives everyone time to collect their thoughts and reduces immediate tensions.
- 3. Refocus the Conversation:**
 - a. Reframe the Topic:** Guide the discussion back to the core issue, using neutral language. For instance, "Let's focus on understanding different perspectives rather than convincing others to agree."
- 4. Offer an Alternative:**
 - a. Small Group Discussions:** If tensions remain high, consider breaking the class into smaller groups where students might feel more comfortable sharing in a less intense environment.



SCENARIO EXAMPLE

ISSUE

Navigating political divisions among staff, leading to tension or division within school teams.

RECOMMENDED RESPONSE





SCENARIO DISCLAIMER

We are committed to *continually improving and refining* our approach to ensure that all students, staff, and community members are supported in environments that are truly safe, inclusive, and respectful.

The scenarios presented in this document depict situations that reflect **real-life experiences** for many individuals, particularly those impacted by racism, discrimination, and hate symbols. We recognize that the language used in these scenarios and the recommended responses may **seem too soft, insufficient, or inadequate**, especially for those whose identities and lived experiences are directly affected by these issues.

Our intent in providing these scenarios and responses is to offer a ***starting point for discussion, reflection, and action***. We deeply acknowledge that these responses may not fully address the complexities and nuances of each situation and might not be enough to meet the needs of those affected. We encourage readers to ***view this document as a beginning***—a framework upon which more robust, compassionate, and effective responses can be built.

Acknowledgement

S



Carmen Xiomara Urbina

Casandra Kamens

Chemika Bolden

Colt Gill

Courtney Leonard

Edith Gomez-Navarrete

Erin Gaston

Gene Chism

Jenni Kotting

Joel Lavin

Kerry Frazee

Lisa Fjordbeck

Sebastian Bolden

Sherry Moore

Taylor Madden

QUESTIONS?



KEY RESOURCES, PROTOCOLS, AND FORMS

[Bias Response Checklist](#)

Start here. Use for consistency and to align with Every Student Belongs and district Administrative Regulation ACB-AR Hate Symbols and Bias Incident Response.

Reporting Forms

- [Staff Harassment Reporting Form](#)
- [Student Harassment Reporting Form](#)
- [Bias Incident Tracking Form](#)

[Student Support Matrix](#)

Use this to guide your actions for consistent and culturally affirming approaches to respond to and address student behavior. Previously titled 'Student Discipline Matrix'.

[Universal Response Protocol](#)

Go deeper. Find detailed actions and templates for reporting incidents of bias, harassment, or discrimination.

Creating Safe, Inclusive, and Welcoming Learning Spaces in Times of Societal Change

GUIDE FOR SCHOOL LEADERS
AUGUST 2024





As school begins, we are heading into a contentious political season against the backdrop of continued global conflict and ongoing crises that affect schools, students, staff and communities. As school leaders, past experiences have demonstrated that discontent and disequilibrium in our communities and in online spaces generally finds its way into our school communities, an election year poses additional challenges for school communities. We must be prepared for any number of scenarios that may be emotionally fraught, controversial, charged with racism and difficult to navigate. The purpose of this guide is to outline and provide resources for school leaders when issues arise that disrupt access to education or impact our ability to implement safe, inclusive, and welcoming learning environments.

This guide is just a starting point. Our district is actively developing a comprehensive training plan to support our administrators. We recognize the importance of timely and effective leadership in navigating the challenges our educational community faces today.

As we work to provide additional resources and training, our immediate intention is clear: Silence and inaction are not options. We must intervene to protect students and staff and access to education. Additionally, we are fully committed to providing the necessary resources and connection to community partners to ensure that every administrator is equipped with the tools and knowledge they need. As we continue to develop and implement this plan, our priority remains to provide you with the training and support required to lead with confidence and effectiveness.

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Introduction: The 4J Way

Welcome from Interim Superintendent, Colt Gill

As we begin this new school year, we do so with a shared sense of hope and an unwavering commitment to our students and our mission. This year brings not only the usual challenges but also a contentious political season and global events that uniquely impact our students, families, communities, and each of us. These external pressures often find their way into our schools, making our role in creating safe, inclusive, and welcoming environments more crucial than ever. Silence is not an option—we will stand firmly against discrimination, harassment, hatred, racism, or violence. The health and safety of our students depend on our actions.

In these times of societal extremes, the likelihood of harmful or disruptive behavior increases. It's essential to remember that harm is defined by its impact, not by the intent behind it. By prioritizing the experiences and feelings of those affected, we can more effectively address and mitigate the consequences of such behaviors, fostering a compassionate and supportive environment.

Our Collective Principles:

- **Protecting Well-Being:** We are committed to safeguarding the mental, physical, and social health of all students, families, staff, and visitors in our schools. This means removing any barriers that interfere with a student's sense of belonging and ability to thrive.
- **Collective Responsibility:** When one member of our school community is treated poorly, the entire community is affected. Hate based on race, color, religion, gender identity, sexual orientation, disability, or national origin causes harm and significantly disrupts the operation of our schools.
- **Equity in Education:** Every student deserves a high-quality educational experience, free from discrimination or harassment. Everyone benefits from a calm, supportive environment where learning is not overshadowed by fear, hatred, racism, or violence.
- **Safe and Respectful Workplaces:** Our staff and leaders have the right to work in environments free from discrimination or harassment, and visitors should feel safe participating in our school community.
- **Commitment to Equity:** We will actively adopt and implement rules and practices that promote equity and the well-being of each student.



Here in the Eugene School District 4J, we are dedicated to reclaiming what it means to operate in "The 4J Way." Each challenge presents an opportunity to reaffirm our commitment to our collective principles:

We are student-centered.

We think about the greater good with the intention of making our district better for each and every student.

We move toward hope and resolution.

We enter space with care and curiosity, and we surround one another with love.

We are weathermakers.

We don't accept the storm, the doom, or the gloom. We put our best vision of ourselves, our colleagues, and our system forward.

We hold high expectations.

We support and challenge each other to make our district the best it can be — for our students, colleagues, and communities.

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This guide is a call to action. It reflects our collective commitment to equity and inclusion as non-negotiable pillars of our district. This guidance is a crucial step toward achieving these goals. It sets clear expectations and provides the necessary conditions for our administrators to succeed in fostering safe and inclusive school climates across our district.

When education is disrupted, when issues arise that challenge the safety and belonging of our students; silence is not an option. We are ready to advocate actively for our students and staff, ensuring that every action we take reflects our shared responsibility to create a culture of support, safety, and mutual respect.

**Colt Gill,
Interim Superintendent**



Section 1: Prevention

Eugene 4J is committed to equipping staff with the skills, knowledge, and confidence to create inclusive, safe, and welcoming environments for each and every student and staff member. Effective training and support are essential to ensuring that all staff can recognize and interrupt harmful behaviors, address emerging challenges, and maintain a focus on equity. Through comprehensive training and continuous support, the district will create a culture where all staff can thrive and effectively foster equity and inclusion for students.

Setting a Climate of Care and Clear Expectations

Set a school climate and culture of care by building strong relationships with students, staff, and families, prioritizing mental health and well-being, creating spaces for open dialogue, and implementing clear, consistent policies that promote safety, respect, and inclusion across the school.

A climate of care should also include safety zones, mentorship, and affinity groups. Educate staff on the importance of recognizing and addressing stress, cortisol levels, and how to create zones of safety for students. Create peer mentoring and affinity groups to support staff and students of color.

Set clear expectations to ensure staff understand their roles and responsibilities by reviewing protocols and reporting procedures with all staff during in-service week or soon after. This ensures that staff are fully informed and prepared to support students in reporting concerns throughout the school year.

Ensure that staff know whom to contact when additional support is needed, including mental health resources and crisis intervention teams.

Clear Expectation and Consequences

Communicate behavior expectations and consequences clearly to all students and staff. Ensure consequences are consistently enforced and focus on restorative outcomes rather than solely punitive measures. Emphasize restorative practices as part of the disciplinary process.

Best Practices:

1. Review the [Student Support Matrix](#) actions regularly to ensure fairness and consistency across all schools.
2. Ensure that disciplinary and support actions are aligned to the Student Support Matrix to maintain consistency.
3. Ensure all families have access to a [Student Rights and Responsibilities Handbook](#) in their home language at the beginning of the school year. Find ways to incentivize families to review the handbook with their children.
4. Post and teach behavior expectations in common areas around the school.



Crisis Planning

It's a good idea to meet with your staff at least annually to prepare for potential crises. Discuss and write down what you envision might be possible, what you might do to prevent the issue from happening (such as working on school climate and healing activities within your school community), how you'll respond if situations occur, what communication will be, who will lead, and how you might move through short-, mid-, and long-term responses. This planning doesn't ensure that crises won't occur, and it's typically not any one person's fault that causes a major crisis, but it's beneficial to feel prepared.

Meeting Idea: Scenario Planning with Your Team

Early in the year, dedicate time with your team for crisis and incident response planning based on the issues and scenarios below. Consider this process and questions to prepare your team and make decisions before any scenario actually occurs:

1. Pick three scenarios most likely to occur at your school.
2. Based on the scenario, identify the most closely related policies.
3. What available resources will you use to respond to the incident(s)
4. Who would you need to contact?
5. Would disciplinary action be required?
6. How would you support the person who was been harmed/impacted?
7. How will you reach out to family and/or the school community?

Resources:

- [4J Staff Resources for Preventing & Responding to Bias Incidents](#)
- [ODE Planning Worksheet for Communicating About Racial Equity](#)
- [ODE Decision Tools for School Leaders](#)
- [Universal Response Protocol](#)
- [Student Support Matrix](#)



Communicate Expectations and Policies Governing Staff

In alignment with district policy and collective bargaining agreements, staff are expected to adhere to guidelines on political expression, the handling of controversial topics, and response to bias incidents. Framed within the broader context of school safety, culture, and climate, these policies help maintain a supportive environment for all students and staff. The district will communicate expectations which the school administrators will reinforce.

Political Activity Guidelines For 4J Employees

Public employees must be impartial and may not advocate for or against any political candidate or ballot measure in our roles as public employees, or using public resources such as our email system. Political advocacy during work time, district resources or our official capacity is an inappropriate use of our positions as public employees.

Under Oregon elections law, as public employees, we can share factual and impartial information, as appropriate to the setting. We may not promote or oppose any candidate or ballot measure while on work time, speaking as a public employee, or using public resources. This includes use of staff time, copiers, district email, district email lists, staff or parent contact lists, your district computer or the district computer networks (even outside of work hours), and any other district resource.

Please see below for a review of some relevant political activity guidelines for public employees and schools. It's always a good idea to review these "do's" and "don'ts" prior to an election.

The Secretary of State provides a guide on ORS 260.432: Restrictions on Political Campaigning for Public Employees that address additional prohibited and allowable activities.

If you have a question about whether a particular action or communication is allowed, please ask your supervisor or 4J Communications Department at info@4j.lane.edu or 541-790-7707.

Public agencies and public employees cannot use any public time or resources to advocate for or against a ballot measure or a candidate. This includes use of our email system or other school communication channels to send information.

State Law on Political Activity by Public Employees - ORS 260.432(2) states:

"No public employee shall solicit any money, influence, service or other thing of value or otherwise promote or oppose any political committee or promote or oppose the nomination or election of a candidate, the gathering of signatures on an initiative, referendum or recall petition, the adoption of a measure or the recall of a public office holder while on the job during working hours. However, this section does not restrict the right of a public employee to express personal political views."



Examples of Prohibited Activities

- We cannot use 4J email or computers or internet access for political activity, even if it is outside of regular working hours.
- We cannot prepare or distribute written material, post website information, or send email that advocates for or against a candidate or ballot measure.
- We cannot attach to school newsletters or send home with students any materials that advocate or announce a position on a candidate or ballot measure, even if the flyer or material is prepared by an outside group and given to students or staff by a volunteer.
- We cannot include messages such as “Support Candidate Y” or “Vote Yes on Measure X” in email messages, school newsletters, or bulletin boards.
- We cannot provide access to our facilities unless we are providing the same opportunity to groups on either side of a ballot measure or candidates for public office. Access to facilities must follow the facilities rental process.

Examples of Allowable Activities

- Distribution of neutral and objective information is allowed. The district and its employees may only provide factual, neutral, and objective information about elections. When there is a measure on the ballot that directly impacts schools, the district and its employees can provide factual and impartial information about the ballot measure and the impact it would have for the school district—in such cases the district will provide impartial information materials for distribution.
- A school may encourage parents and adult students to vote and may make voter registration materials available.
- A school’s parent group may sponsor a candidate forum if it is open to all candidates. All candidates filed for the same office must be invited to participate. (The forum may still be held even if one or more candidates choose not to attend.)
- A school’s parent group may invite advocates for or against a ballot measure to speak at a school parent group meeting. If a school parent group has an information table at a school activity, they may have information for and/or against ballot measures on the information table. It is important to provide the same opportunities to opposing sides of a ballot measure, if requested.
- When on their own off-duty time, not acting in their role, and not using any public resources, public employees may advocate political positions, send letters to the editor, and participate in any other lawful political activity. Staff are advised to make clear that they are not speaking in their official capacity. Salaried public employees are advised to keep records to verify that such political activity occurred while off duty.
- Staff can wear buttons on their physical persons that endorse particular political candidates, parties or measures, or display a campaign slogan, provided that it is not disruptive to the educational environment, per Oregon Administrative Rule ORS 260.432. This is a narrow, limited exception to the prohibition on political advocacy by public employees in their official roles. (Of course, staff may not distribute buttons, or encourage others to wear them, at work or on work time.)

[Read more on the 4J website.](#)



Teaching Controversial Issues

As outlined in Board Policy INB - **Studying Controversial Issues**, the presentation and discussion of controversial topics will be informative and impartial. Our goal is to help students develop the ability to engage with issues critically, consider multiple perspectives, and reach their own informed conclusions.

Key points of the policy include:

- **Balanced Presentation:** Teachers are expected to present an overall view of controversial issues without giving personal opinions.
- **Student Engagement:** Students should have opportunities to:
 - Find, collect, and analyze factual information.
 - Interpret data without bias.
 - Reconsider assumptions and claims to draw their own conclusions.

By withholding personal views, teachers encourage students to think independently and search for the truth themselves. Before beginning discussions on controversial topics, teachers should consult with their principal to ensure that the topic aligns with state standards, is age-appropriate, and fits the instructional approach.

Eugene 4J's bargaining agreement language around academic freedom and personal opinion:

12.5 ACADEMIC FREEDOM: The District and the Association agree that academic freedom is essential to the fulfillment of the purpose of the District, and they acknowledge the fundamental need to protect unit members from any censorship or restraint that might interfere with their obligation to pursue truth in the performance of their teaching functions. Accordingly, they agree as follows: 12.5.1 Controversial Material: Unit members shall be guaranteed full freedom in classroom presentations and discussions and may introduce politically, religiously, or otherwise controversial material, provided only that said material is relevant to the course content and is not disruptive to the educational process.

12.5.2 Personal Opinion: In performing their teaching function, unit members shall be guaranteed full freedom in expressing their personal opinions on all matters relevant to the course content provided when they do they shall indicate that they are speaking personally and not on behalf of the school, its administration, or the District.



Conversation Guidelines: Facilitating Election Discussions

Here are some general guidelines for facilitating conversations about potentially divisive election topics and outcomes:

1. **Age Appropriateness:** Tailor discussions to your students' developmental levels, ensuring that the conversation aligns with grade-level standards.
2. **Setting the Conditions:** Establish a classroom culture where all students can express their thoughts without fear of shaming. Remind students that while emotions are valid, hate speech or biased statements that target individuals or groups are unacceptable and violate state law.
3. **Focus on Issues, Not Personalities:** Guide students to discuss the issues at stake rather than focusing on specific political figures. Encourage them to explore what these issues reveal about the divide in our community and country.
4. **Identify Concerns:** Give students the opportunity to share their thoughts and concerns about the election. What are the important issues they feel need to be addressed?
5. **Process Next Steps:** Engage students in thinking about how we can come together as a community despite political differences. What can we do to foster unity and support one another through conversations, gatherings, and events that bring diverse groups together?
6. **Social-Emotional Learning (SEL) Response:** Acknowledge and validate the range of emotions your students may feel, whether they are sad, angry, scared, or happy about the election outcome. Consider activities like writing or drawing to help them process their emotions. You might also use exercises like a fishbowl discussion, where students take turns expressing their feelings while others listen and reflect.
7. **Know When to Pause:** If the conversation becomes unproductive—such as when students begin name-calling, shutting down, or targeting individuals—pause the discussion. Let students know that it's okay to revisit the conversation later, but it's essential to reset the classroom environment when needed. Follow up individually with students to check on their well-being.

By fostering a respectful and open classroom environment, we can help our students navigate these challenging times while remaining committed to the Eugene 4J Way: putting students first, promoting understanding, and supporting each other as a community.



Resources and Example Curricula for Educators:

- [iCivics](#): Offers a wide range of resources and lesson plans to teach students about government and civic engagement.
- [Facing History and Ourselves](#): Provides resources on fostering civil discourse and teaching about elections.
- [National Council for the Social Studies C3 Framework](#): Focuses on preparing students for college, career, and civic life through inquiry-based learning.
- [Taking the Heat Out of Politically Charged Classroom Discussions](#) (Edutopia)
- [Anti-racism and equity in schools is empirical, not ideological](#) (K-12 Dive)
- [Speak Up at School](#) (for kids) (Learning for Justice)
- [Teaching Resources for the US Election](#) (Facing History and Ourselves for MS/HS)
- [Helping Youth Build Skills to Interrupt Bias](#)
- American School Counselor Association: Helping Students in Troubling Times
- Anti-Defamation League: [Teaching About Elections](#)
- Facing History and Ourselves: [Fostering Civil Discourse](#)
- CDC: [Guiding Principles to a Trauma-Informed Approach](#)
- New York Times: [Teach the 2020 Election](#)
- PBS: [Election Collection](#)
- Teaching Tolerance: [Teaching the 2020 Election: What Will You Do on Wednesday?](#)
- [Preventing & Responding to Bias and Hate Toolkit](#) (Dept of Justice)



Section 2: Intervention and Response

"Consistency in our responses helps build trust and ensures fairness across all schools." - Eugene 4J Staff Member

This section sets a clear expectation for all K-12 educators to actively address bias, harassment, and other incidents within our school community. Eugene School District 4J has established clear processes for handling these situations, and all employees are expected to follow them diligently. Silence is not an option—we must work together to ensure that our schools are safe and inclusive for all.

It is essential that clear communication from school leaders ensures every staff member will intervene effectively. By adhering to standardized incident reporting protocols and engaging in regular training, staff will be prepared to act promptly and in alignment with both legal and district guidelines.

Consistency and accountability are at the core of maintaining safe and inclusive environments within Eugene 4J. These uniform incident response protocols and to enforce clear consequences, which are key to fostering fairness and building trust throughout our schools. Regularly reviewing collective responses will enable the district to prioritize restorative practices and continually refine our approach.

Every school administrator is warmly invited to participate in transparent communication with families, safeguard confidentiality, and address any resistance to reporting. Your role is crucial in ensuring that we maintain consistency, fairness, and a culture of respect and inclusion across the district. By following the established processes, together we can create and sustain a supportive and welcoming environment where every student can thrive.

Key Resources for Incident Response

- [Staff Harassment Reporting Form](#)
- [Student Harassment Reporting Form](#)
- [Bias Response Checklist](#) (2024 version)
- [Universal Response Protocol](#)
- [ODE Bias Incident Response Guide](#)
- [ODE Decision Tools for School Leaders](#)

If you're unsure of what to do, call a level director to access additional consultation, resources, and/or onsite support from the district.



Incident Response Checklist *Also see [Universal Response Protocol](#) and [one page version](#)*

Aligns with Every Student Belongs and district Administrative Regulation ACB-AR Hate Symbols and Bias Incident Response.

Action	Checklist
Incident Reporting	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge receipt of any concern, complaint, or report. <input type="checkbox"/> If anonymous, document the incident using the Bias Incident Tracking Form.
Immediate Response	<ul style="list-style-type: none"> <input type="checkbox"/> Interrupt or intervene as appropriate. <input type="checkbox"/> Immediately tend to the safety and well-being of those impacted, considering crisis support for all involved. <input type="checkbox"/> Consider the need for immediate crisis support and refer to 4J Staff Resources for Preventing & Responding to Bias Incidents (available to 4J staff only).
Short-Term Response / Investigation	<ul style="list-style-type: none"> <input type="checkbox"/> Send Written Notice of Investigation to all persons impacted. <input type="checkbox"/> Determine if the incident violates laws or district policies; respond accordingly. <input type="checkbox"/> Investigate with consideration for race, culture, identity, disability, and intersectionality, ensuring due process for those accused of harmful behaviors.
Removing Symbols of Hate	<ul style="list-style-type: none"> <input type="checkbox"/> Remove symbols of hate to reduce ongoing harm. Before removing any symbols, staff should take a picture, document the incident, and inform their level directors.
Safety / Support Planning	<ul style="list-style-type: none"> <input type="checkbox"/> For persons harmed, consult and develop a culturally responsive support plan. <input type="checkbox"/> For persons who caused harm, offer educational opportunities, prioritizing non-punitive measures unless health/safety risks exist. <input type="checkbox"/> For repeated incidents, prioritize the safety and healing of those impacted, and apply appropriate administrative or disciplinary actions if necessary, using a nonpunitive, restorative approach.
Determination & Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Determine if the claim is founded, unfounded, or if there is not enough evidence to make such a determination. <input type="checkbox"/> Provide Written Communication of Outcome to all persons impacted by the incident, including that an investigation has been initiated, actions taken to prevent reoccurrence, findings of the investigation and the final determination based on those findings, to the extent allowed under state and federal law, the actions taken with respect to the person who committed the behavior to remedy behavior and, when applicable, a citation to the law prohibiting release and an explanation of how that law applies.
Consequences for Continued Rule Violation	<ul style="list-style-type: none"> <input type="checkbox"/> If education has been offered and an individual continues to engage in bias incidents, those individuals should be subject to the appropriate administrative action or disciplinary consequence identified under district policy. <input type="checkbox"/> Prioritize the safety and healing of the person(s) impacted by the harm over the intent of the person(s) who caused harm.
Preventative Actions	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the need for educational opportunities for students, staff and/or parents and community members to prevent this action from occurring in the future. <input type="checkbox"/> Identify steps to remediate the hostile climate if it continues to exist.



Building the Will and Skill to Interrupt

Professional learning takes time and resources, but the need to interrupt incidents is high priority. School leaders and staff can proactively build the capacity to interrupt harmful behaviors and speech in real-time. This requires both the will to act and the skill to do so effectively. Strengthening this capacity includes professional learning over time, and can also include more immediate actions, such as:

- **Leverage In-House Expertise:** Identify staff members with experience or training in areas such as equity, conflict resolution, or trauma-informed practices. Encourage them to lead short, focused training sessions or share resources during staff meetings.
- **Utilize Scenario-Based Discussions:** Dedicate time during regular staff meetings for scenario-based discussions. Present real-world examples relevant to current societal and political climates, and facilitate group discussions on how to respond effectively.
- **Establish a Staff Resource Library:** Create a shared digital or physical library where staff can access articles, videos, and tools related to equity, inclusion, and conflict resolution. Encourage staff to contribute resources they find valuable.
- **Set Clear Expectations:** Regularly communicate the importance of interrupting harmful behaviors and speech. Remind staff that, even in the absence of formal training, they have a responsibility to act in alignment with district policies and values.
- **Promote Continuous Reflection:** After incidents occur, facilitate debrief sessions where staff can reflect on what happened, discuss what went well, and identify areas for improvement. Use these reflections to inform future practices.
- **Encourage Documentation and Reporting:** Reinforce the importance of documenting and reporting incidents. Ensure that staff are familiar with the district's protocols and understand how to access support when needed.
- **Model the Behavior:** As a principal, consistently model the behavior you expect from your staff. Demonstrate how to navigate difficult conversations and handle incidents with care, conviction, and adherence to district policies.

Resources: [Pocket Card Link](#), [Interrupting Bias: Calling Out vs. Calling In](#)



Roles and Responsibilities

- **Superintendent and District Leadership:** Our primary responsibility in this initial phase of guidance is to create the optimal conditions for the success of our administrators. This includes leading district-wide communication efforts that emphasize the importance of equity and inclusion, providing clear guidance, resources, and immediate consultation as needed. We are committed to being ready to support school leaders with guidance and onsite assistance as situations arise. This foundational phase is focused on setting up our administrators for success, with future professional development opportunities and scenario-based training to be developed and implemented in the next phases.
- **Equity Managers:** Facilitate the implementation of equity and inclusion guidance. Lead professional learning sessions, monitor effectiveness, and provide ongoing support to staff.
- **District Directors of Elementary, Middle, and High Schools:** Ensure all schools are following the guidance, coordinating with Equity Managers to deliver training and provide resources to school leaders.
- **Affinity Group Coordinators and Advisors:** Facilitate affinity groups that provide students with safe spaces to connect, share experiences, and find support based on their identities.

Important Resource: Universal Response Protocol

Eugene 4J's [Universal Response Protocol](#) details the steps for reporting incidents of bias, harassment, or discrimination. This helps to ensure that every school will follow standardized protocols for responding to incidents for reporting and addressing incidents of hate speech, ensuring consistency and fairness. These protocols will guide staff through the steps of reporting and addressing incidents, ensuring consistency and fairness in more detail than the [Bias Incident Response Checklist](#). There are also standardized language and templates for communicating with family, such as:

- Phone scripts
- Email scripts
- Notice of Investigation letter
- Outcome letters
- Investigation template



Informing the School Community

“When the community is informed, they feel more involved and supportive of our efforts.”
- Eugene 4J Staff Member

Transparent communication with families is essential, especially when incidents occur. Schools must establish and follow clear protocols to ensure families are kept informed throughout the process as described in the Universal Response Protocol summarized above. Beyond the immediate family, communicating with the larger school community fosters trust and collaboration between the school and community, ultimately supporting the creation of a safe and inclusive environment.

Eugene 4J uses multiple platforms, such as emails, school websites, and social media, to ensure information reaches all families.

Best Practices for Language and Accessibility:

1. Ensure all communication is culturally sensitive and accessible to non-English-speaking families and those with disabilities.
2. Consider the needs across the school community and provide translation services or alternative formats as necessary.
3. Use a system that includes regular translation services and offers materials in multiple languages.
4. Engage cultural liaisons to ensure that communication is both effective and respectful of diverse backgrounds.

Roles and Responsibilities

- **District Office:** The Executive Leadership Team (ELT) ensures the guidance is effectively implemented across the district, aligns with district policies on equity and inclusion, and provides the necessary support to schools. They oversee the application of the guidance, make adjustments based on feedback, and ensure it fosters a safe and inclusive environment for all students and staff.
- **School Administrators:** Responsible for initiating communication with parents when incidents occur, ensuring that the appropriate steps are followed.
- **Staff Members Designated by Administration:** May be tasked with coordinating follow-up communications, especially when working with non-English-speaking families or those requiring additional support.



Maintaining Transparency While Protecting Student Confidentiality

“Transparency in our methods builds trust within the community and helps everyone understand the importance of our actions.” - Eugene 4J Staff Member

In these challenging times, marked by political tensions and global uncertainties, it is our responsibility as school leaders to be transparent with our community while safeguarding the privacy and well-being of our students. While it is important to be transparent about the actions we are taking, we must do so in a way that protects student privacy. When discussing incidents, our focus should be on the proactive steps the school is taking to address the situation and support all students, rather than delving into the specifics of any individual student’s involvement. This approach not only builds trust but also upholds our legal and ethical obligations to maintain confidentiality.

Best Practices:

- **Handling Sensitive Information with Care:** As we communicate with families, it is vital that we handle all sensitive information with the utmost care. Our transparency should focus on the processes and actions we are taking without compromising any student’s privacy. We must ensure that only the necessary details are shared, and that all communication is conducted with respect for the confidentiality of all individuals involved. This careful approach helps maintain the trust that families place in us.
- **Intentional and Empathetic Communication:** Frequent, empathetic communication with families is essential to alleviating stress and fostering a sense of partnership. By regularly updating families on the steps we are taking to address incidents and support their children, we demonstrate that we are listening to their concerns and that we are fully committed to creating a safe and inclusive environment for every student.
- **Building Trust Through Clear and Compassionate Communication:** Clear and compassionate communication strengthens the trust between the school and our families. By openly sharing the measures we are implementing to ensure the safety and well-being of all students, we reinforce our dedication to handling every situation with care and respect for student privacy.

Additional Recommendations for Staff

The following information is for the protection and benefit of based on our knowledge of policies and laws that could apply to public education professionals. This information can be shared with educators and staff ahead of challenging time periods:

- **Follow District policy, FERPA, and TSPC standards regarding confidential information:** FERPA and District policy prohibit the District and all staff from disclosing any personally identifiable information from a student’s “education records” without the



consent of the student's parent. Given the complexity of FERPA, it is always wise to err on the side of confidentiality when thinking about whether to speak, write, or otherwise communicate about a student or former student. Any violation of FERPA could be grounds for sanctions. Sharing student information with media, on social media, or in the public could also violate these TSPC ethical standards.

- **Be aware of limitations on First Amendment protections for educators:** Public educators have somewhat more limited First Amendment protections for free speech while at work or acting in their capacity as a District employee. When there is a matter of public concern, an educator may retain constitutional protection when they speak out publicly about that subject as a private citizen. However, whether the educator's speech would be deemed speech as a private citizen would depend on when, where, and how the communication was made. For example, speaking to parents, fellow teachers, and others in the school community could be construed as the educator acting in an official capacity or speaking on behalf of the District, in which case the speech might lose some First Amendment protections.
- **Refer media inquiries to the district office:** If you are approached by a media organization to discuss student behavior, HR related issues, or details of specific people in our school community, refer them to the District office so that a response can be provided that is coordinated, consistent, and designed to preserve the confidentiality of student and personnel information and for the benefit of the school community as a whole.
- **Be aware of potential civil liability:** Educators should also be aware that if they reveal to the general public information about a student or their family, or District employees, that is private or offensive or objectionable, they could be sued civilly. For this reason, educators should be cautious about speaking or writing publicly about people in the school community.
- **Be cautious on social media:** When any situation gains media attention, there may be strong emotions and thoughts expressed using social media. Given the current social media ecosystem, any statements you make on platforms such as Facebook, X, Instagram, etc. could be shared beyond your intended audience and preserved forever, including private messages and groups. It may be most beneficial to avoid discussing or commenting on social media about students, staff, or other members of the school community. What happens on social media can enhance or diminish the District's efforts to preserve confidentiality for all involved.
- **Find a safe and confidential outlet:** You may wish to have a safe place to speak about a difficult or emotionally charged situation. Please take advantage of services through the [District's Ombuds Office](#). If you want to process your own feelings or emotional impacts you can connect with the [Employee Assistance Program \(EAP\)](#). Alternatively, you can speak to your own therapist, counselor, or clergy person, all of whom have a legal obligation to keep your communications confidential.



Featured Resources for Every Student Belongs:

[4J Staff Resources for Preventing & Responding to Bias Incidents](#)

The Eugene 4J website provides a comprehensive range of resources designed to support educators in fostering inclusive, safe, and respectful learning environments. Educators can access a variety of tools, including lesson plans, teaching strategies, and printable materials to enhance their classroom instruction. The website also offers topic-specific resources covering critical areas such as race, gender, ability, religion, and bullying, ensuring that all students feel valued and supported, such as:

- Inclusive Environments
- Talking About Bias
- Bullying & Cyberbullying
- Race, Ethnicity & Nationality
- LGBTQ+
- Religion
- Ability
- Democracy, Voting & Civic Engagement
- Resources for Students
- Resources for Families

Key Intervention Resources:

- [Translation & Interpretation requirements / resources](#)
- [Eugene 4J's Universal Response Protocol](#)
- [Eugene 4J's Responding to Bias](#)
- [Responding to Hate & Bias at School](#) (Learning for Justice)
- [Responding to Hate & Bias in Middle & High Schools](#) (Anti-Defamation League)
- [Understanding and Responding to Hate and Bias Slide Deck](#) (Afterschool Alliance)
- [Election 2020 Toolkit](#) (Portland Public Schools)
- [Speak Up at School - for kids](#) (Learning for Justice)



Section 3: Restoration, Repair, and Healing

"Knowing we have the tools and support to handle difficult situations helps us feel more confident and prepared." - Eugene 4J Staff Member

Restorative practices are integral to creating a positive, inclusive, and supportive school environment where students and staff can resolve conflicts, repair relationships, and build a sense of community. The Eugene School District 4J is committed to implementing restorative justice practices that prioritize healing and reconciliation over punishment. This section outlines the implementation of restorative justice practices, the creation of safe spaces for guided discussions, and the emotional support systems in place to address secondary trauma for both staff and students.

Supportive Measures for Students

Remember that supportive measures such as counseling, schedule adjustments, and the Mutual No Contact Agreement. These should be non-punitive and focused on maintaining a safe learning environment for all students involved. Find out more about these measures in Eugene 4J's [Universal Response Protocol](#). Examples include:

- Review student schedules to reduce interaction.
- Provide trusted adult support and regular check-ins.
- Implement breaks during the school day if needed.

Crisis & Mental Health Support

Crisis intervention and mental health resources should be readily available for students and staff involved in bias incidents. Trauma-informed care, racial equity, and culturally responsive approaches must be central to any response plan. The guide emphasizes the importance of addressing the emotional and physical safety of all individuals involved in an incident, ensuring that support plans are tailored to their specific needs.

Mental health support in schools is crucial for several key reasons, despite some claims to the contrary. Incorporating mental health into schools acknowledges the holistic nature of education and the reality that students cannot fully engage academically if their mental health needs are unmet. Here are important reasons that can be shared with school community members:

1. **Academic Success:** Mental health directly impacts students' ability to concentrate, learn, and succeed academically. Addressing mental health needs can help reduce barriers to learning and improve overall academic performance.
2. **Social and Emotional Development:** Schools are not just academic institutions; they play a vital role in the social and emotional development of young people. By



incorporating mental health support, schools can help students develop coping skills, resilience, and emotional intelligence, all of which are essential for life beyond the classroom.

3. **Early Intervention:** Schools are often where early signs of mental health issues first emerge. Having mental health services available allows for early detection and intervention, preventing problems from escalating into more serious conditions.
4. **Safe and Inclusive Environments:** Mental health support contributes to creating a safe and inclusive environment where all students feel valued and understood. This can reduce bullying, improve peer relationships, and foster a positive school climate.
5. **Crisis Response:** Schools are often places where crises, such as trauma, bullying, or discrimination, occur. Having mental health professionals on staff ensures that students receive immediate support during these critical times.
6. **Equity and Access:** Many students may not have access to mental health services outside of school. Integrating mental health into schools ensures that all students, regardless of their background, have access to the care they need.
7. **Reducing Stigma:** By normalizing mental health conversations and support in schools, we can reduce the stigma associated with mental health issues. This encourages students to seek help when they need it, promoting overall well-being.

Here are some resources to provide crisis intervention and mental health resources for students and staff involved in incidents.

- [Eugene 4J Mental Health Resources](#)
- [ODE Care and Connection](#)
- [Mental Health and Social Support Guidance for Administrators, School Counselors, and Other Mental Health Professionals](#)
- [ODE Mental Health Toolkit](#)
- [Oregon Classroom WISE: Mental Health Literacy for All Oregonians](#)
- [Mental Health Talking Points](#)

Creating Safe Spaces

School administrators may choose to establish safe spaces within schools where students can engage in guided discussions and restorative circles. These spaces will provide an opportunity for students to express their beliefs, listen to others, and resolve conflicts in a supportive environment.

A "Safety Zone" in the context of restorative practices is a designated space within the school environment where students and staff can go to feel safe, supported, and able to engage in meaningful conflict resolution. These zones are intentionally created to foster emotional security and are guided by trained facilitators who help individuals express their feelings, work through conflicts, and restore relationships.



Safety Zones can take many forms, including dedicated rooms like "Peace Rooms," quiet corners in classrooms, or scheduled safe-space discussions where students and staff can decompress and process difficult experiences. School leaders should identify a Safety Zone in their building, ensure all students and staff know the location, and how/when to access the space.

To create effective Safety Zones, schools must ensure these spaces are accessible to all, equipped with resources for emotional and mental health support, and maintained as non-judgmental, inclusive environments. Facilitators in these zones should be trained in restorative justice practices and be equipped to guide students and staff through restorative conversations, mindfulness exercises, and other techniques that promote healing and reconciliation.

The district office can support the creation of "Safety Zones" in schools by sharing existing resources and guides, facilitating peer collaboration among school leaders, and leveraging internal expertise from staff experienced in restorative practices to provide informal training and mentoring. Additionally, the district can offer clear guidelines and ongoing support to help schools effectively set up and maintain these safe spaces.

Resources:

- [4J Peace Corner](#) (whole class or individual activities)
- [GLSEN Safe Space Kit](#)
- [Making Space](#) (Affinity Groups) from Learning for Justice
- [Restorative Justice in Schools](#) (Center for Court Innovation)
- [CASEL Peace \(Break\) Area](#) (class break area)
- [CASEL Peace Room \(secondary-high school\)](#)

Support Systems for Staff

"Support from the district, especially for staff of color, is crucial in maintaining a safe and inclusive environment" - Eugene 4J Staff Member

"Having emotional support systems in place helps us manage the stress and trauma that come with our roles." - Eugene 4J Staff Member

The well-being of staff is a critical component of creating inclusive, safe, and welcoming school environments. In particular, staff of color often face unique challenges that benefit from targeted support. 4J is dedicated to ensuring that all staff, especially those who may face discrimination or secondary trauma, have access to the resources and emotional support they need to thrive in their roles. This support includes affinity groups, mentorship programs, and [regular emotional check-ins](#), as well as ensuring that staff have clear pathways to report concerns and seek help.



Best Practices:

1. **Clear Communication of Support:** Consistently communicate a commitment to supporting all staff, especially those who may face discrimination. Emphasize that the school is a place where all voices are valued and that there are avenues for support through district resources.
2. **Recognition and Referral to Affinity Groups:** While not all schools have affinity groups, school leaders can acknowledge the importance of such spaces and refer staff to district-level affinity groups or networks where they can find community and support.
3. **Addressing Potential Challenges:** Principals should be aware of and sensitive to any challenges or backlash that staff may encounter when advocating for equity. They should offer their support and ensure that staff know they have the principal's backing, while referring them to appropriate district resources if needed.
4. **Recognizing the Impact of Secondary Trauma:** Principals should be attentive to the emotional well-being of their staff, particularly those who deal with challenging situations. They can provide a listening ear, acknowledge the stress staff may be under, and refer them to appropriate district services for further support.
5. **Regular Check-Ins:** Principals should regularly check in with their staff to offer support and see how they are doing. These conversations can be informal but should provide staff with an opportunity to express any concerns or needs they might have.
6. **Encouraging Self-Care:** Principals should encourage staff to prioritize self-care and offer flexibility where possible. While they might not be able to provide structured self-care time, they can support staff in finding balance and managing stress effectively.

Support Systems for Secondary Trauma

"When staff of color have asked for support for the racial trauma they are being put through, they have at times been met with, 'We are here to focus on kids, not adults.'" - Eugene 4J Staff Member

Staff who are involved in handling traumatic incidents or supporting students through difficult times will have access to a range of emotional support resources. This includes counseling services, regular check-ins, and peer support networks.



Best Practices:

- Offer confidential hotlines for immediate emotional support, as well as workshops focused on self-care and stress management.
- Ensuring that staff feel supported in managing secondary trauma is crucial to their well-being and ability to continue providing quality care and instruction.
- Confidentiality is key to the success of these support systems. Staff should feel safe and secure when seeking help, knowing that their privacy will be respected.
- Staff involved in handling traumatic incidents should have access to counseling services and peer support networks.
- Offer workshops on self-care and stress management for staff.

Resources:

- [Introducing Families to the Idea of Restorative Justice](#) (Glenview Elementary)
- [Respect Agreement Lesson](#) (Texas Education Agency)
- [Restorative Chats](#) (4J Student Support [Matrix](#))
- [Reentry Protocol - Welcome Circle](#) for those involved in an harmful incident (involves suspension)

Conclusion and Acknowledgements

"Those who practice leadership for equity must confront, disappoint, and dismantle, and at the same time, energize, inspire, and empower." - Sharon Daloz Parks

As we face a challenging political season and the broader crises of our time, our commitment as school leaders remains unwavering. We are more than just responders; we are weathermakers, shaping the future for our students and staff. We have a dual role as leaders—to rise firmly against injustice while inspiring and empowering those we serve.

Silence is not an option. We are who our students have been waiting for. Together, we will create a legacy of equity, compassion, and support for all.

Let us move forward with courage and conviction, knowing that our actions today will leave a lasting legacy for future generations.



Acknowledgments

We want to express our deep gratitude to all the Eugene School District 4J staff and Springfield School District staff who participated in the World Café and Thought Exchange process. Your input, insight, and knowledge are the foundation of this guidance. Your contributions have been invaluable in shaping our collective approach to creating safe, inclusive, and welcoming environments for our students and staff.

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Appendix I: Key Issues & Scenarios for K-12 Schools During Election Periods

This appendix serves as a comprehensive guide to addressing key issues and scenarios that may arise in K-12 schools during politically charged periods, including election seasons. The guidance provided herein covers a range of topics, from managing polarized classroom discussions to addressing racial tensions, ensuring school safety, and responding to community concerns. Each section offers detailed examples, recommended responses, and best practices to support educators, administrators, and staff in fostering a safe, inclusive, and respectful learning environment for all students and staff members. The scenarios presented reflect Oregon based scenarios and challenges and are intended to equip school personnel with the tools and strategies needed to navigate these complex situations effectively.

How to use: Early in the year and regularly, dedicate time with your team for crisis and incident response planning based on the issues and scenarios below — or ones you anticipate that are not listed. Consider this process and questions to prepare your team and make decisions before any scenario actually occurs. Refer back to this resource as needed during the year.

Disclaimer

The scenarios presented in this document depict situations that reflect real-life experiences for many individuals, particularly those impacted by racism, discrimination, and hate symbols. We recognize that the language used in these scenarios and the recommended responses may seem too soft, insufficient, or inadequate, especially for those whose identities and lived experiences are directly affected by these issues.

Our intent in providing these scenarios and responses is to offer a starting point for discussion, reflection, and action. We deeply acknowledge that these responses may not fully address the complexities and nuances of each situation and might not be enough to meet the needs of those affected. We encourage readers to view this document as a beginning—a framework upon which more robust, compassionate, and effective responses can be built.

We are committed to continually improving and refining our approach to ensure that all students, staff, and community members are supported in environments that are truly safe, inclusive, and respectful.



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By Topic or Issue

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5. [Equity Resistance by a Colleague](#)
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By Type of Interaction

1. [Student to Student](#)
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By Topic or Issue

Polarized Classroom Discussions

Managing polarized political debates among students while maintaining a neutral environment.

A student brings up a recent debate from a presidential candidate during a social studies class, leading to a heated discussion where some students feel attacked for their political beliefs. The teacher struggles to mediate the discussion without seeming biased, and the conversation disrupts the learning environment.

During a lesson on government, students start debating gun control, leading to a tense atmosphere. The teacher finds it challenging to keep the conversation balanced and respectful, with some students feeling alienated.

Immediate Response Recommendations:

This immediate response helps de-escalate the situation, giving you the opportunity to refocus and manage the discussion effectively while maintaining a respectful and inclusive classroom environment

1. Interrupt and Pause the Discussion:

- a. **Calmly Acknowledge the Tension:** Politely interrupt the conversation by acknowledging that the discussion is becoming heated or unproductive. For example, say, "I can see this conversation is bringing up strong feelings for everyone. Let's pause for a moment."

2. Reset the Environment:

- a. **Re-establish Ground Rules:** Remind students of the classroom guidelines for respectful discussion. Reinforce the expectation that all voices should be heard without personal attacks or disrespect.
- b. **Take a Breather:** Suggest a brief pause or a few minutes of quiet reflection. This gives everyone time to collect their thoughts and reduces immediate tensions.

3. Refocus the Conversation:

- a. **Reframe the Topic:** Guide the discussion back to the core issue, using neutral language. For instance, "Let's focus on understanding different perspectives rather than convincing others to agree."
- b. **Offer an Alternative, such as Small Group Discussions:** If tensions remain high, consider breaking the class into smaller groups where students might feel more comfortable sharing in a less intense environment.



Increased Bullying or Harassment

Addressing potential increases in bullying tied to political rhetoric, particularly toward marginalized groups. Students who are part of marginalized communities might feel targeted or unsafe due to heightened political tensions.

Following political rhetoric about immigration, a student from an immigrant family is teased and called derogatory names by peers. The targeted student feels unsafe and isolated, leading to a decline in their academic performance and attendance.

A Muslim student is repeatedly asked by classmates if their family supports terrorism after a political figure makes controversial statements. The student begins avoiding school to escape the harassment.

Immediate Response Recommendations:

- **Immediate Response by Adults:** Intervene Immediately with Care
 - Stop the Behavior with Empathy: Address the situation calmly and firmly, saying something like, "This behavior is hurtful and unacceptable. We need to stop and take a moment to think about the impact of our words and actions."
 - Separate and Support: Gently guide the students involved to separate spaces, ensuring that both the targeted student and the perpetrator are safe and feel heard. "Let's take a moment apart so we can talk and understand what's happening here."
- **Acknowledge the Harm and Validate Feelings:**
 - Support the Targeted Student: Acknowledge the harm done and validate the targeted student's feelings, saying, "I'm really sorry this happened. It's important that you feel safe and supported here. We're going to make sure you have the care you need."
 - Address the Class or Group with Compassion: If the incident was public, calmly address the class or group, emphasizing the importance of kindness and respect. "We all have a responsibility to treat each other with care. Let's remember how our words can affect others."
- **Intervention for Students Who Do Not Feel Safe:**
 - Provide Immediate and Ongoing Support:
 - Offer a Safe Space and Listening Ear: Escort the targeted student to a quiet, safe space where they can talk to a trusted adult. "Let's go somewhere quiet so we can talk about how you're feeling and what we can do to help you feel safe."
 - Listen with Empathy: Allow the student to share their experience, acknowledging their feelings. "I'm here to listen. It's okay to feel upset, and we're going to work together to make sure you're supported."
 - Develop a Safety and Support Plan:
 - Create a Circle of Support: Identify trusted adults and peers who can regularly check in with the student. "We're going to create a circle of support around you. You'll have people checking in with you throughout the day to make sure you're okay."



- Adjust Schedules with Care: If necessary, adjust the student's schedule to help them feel safer, ensuring their comfort is prioritized. "We'll work together to adjust your schedule if that helps you feel safer. Your well-being is our top priority."
- **Restorative Practices with Focus on Intent and Impact:**
 - Facilitate a Restorative Conversation: If appropriate and agreed upon by the targeted student, organize a restorative conversation where both parties can express their feelings. "Let's find a way to talk about what happened so everyone can understand the impact of their actions and begin to heal."
 - Educate with Empathy: Provide a learning opportunity for the student(s) who caused harm, focusing on understanding the impact of their actions and developing empathy. "We're going to spend some time learning about how our words and actions can deeply affect others, even if that wasn't our intention."
- **Involve Parents/Guardians with Sensitivity:**
 - Contact Parents/Guardians Thoughtfully: Reach out to the parents/guardians of both the targeted student and the perpetrator, providing a compassionate and clear explanation of what occurred, the steps being taken, and how they can support their child. "I wanted to speak with you about an incident today involving [Student's Name]. We're addressing the situation with care and are here to support your child through this."
 - Collaborate on Support Strategies: Work with the parents/guardians to develop strategies that support the student's well-being at home and at school. "Let's work together to ensure [Student's Name] feels supported both at school and at home. Your insight is valuable as we create a plan moving forward."
- **Follow-Up with Care and Consistency:**
 - Ongoing Check-Ins: Continue to check in with the targeted student regularly, adjusting the support plan as needed based on their feedback. "We'll keep checking in to make sure you're feeling safe and supported. Your well-being is our ongoing priority."
 - Document and Ensure Policy Compliance: Document all incidents and interventions thoroughly, ensuring that all actions align with school policies and are communicated transparently to the families involved. "We're documenting everything to ensure that all steps we're taking are clear, transparent, and in line with our policies."

Key Resources:

[Universal Response Protocol](#) & [Student Support Matrix](#)



Hate Symbols or Offensive Displays in Schools

During election season, someone might deface a school whiteboard or building exterior with racist graffiti related to political rhetoric, escalating tensions and creating a hostile environment on school grounds.

An elementary school educator who identifies as African American returns from lunch to find the N-word written on her whiteboard. After investigation, it's revealed that a student entered the classroom during lunch to write it.

A pile of objects appears on the front lawn of the school. At first glance, it looks like trash, but upon closer inspection it's a series of items that are stereotypically from a specific ethnicity and could be a hate-based form of vandalism.

A high school digital arts teacher assigns a cereal box project. Some cereal boxes target COVID vaccine beliefs and African American politicians. It's discovered that these were exemplars made by the teacher and presented as examples to follow. Despite staff requests, the boxes remain in display cases.

A high school history teacher displays swastikas and Nazi propaganda posters in the classroom year-round, regardless of whether the Holocaust is being taught. Students and educators who identify as Jewish report to the administration that these displays negatively impact their learning and work environment. Despite concerns, the materials remain up.

Response Recommendations:

- **Immediate Area Check and Documentation:** Promptly check the area for any additional offensive displays or symbols, and carefully document everything, including taking photos, to ensure a thorough record.
- **Prompt Removal or Covering:** After documenting the incident, immediately remove or cover the offensive material- taking any necessary safety precautions. If removal isn't possible right away, restrict access to the area to prevent further harm.
- **Clear and Direct Communication:** Communicate the incident and the steps being taken directly to the affected staff, students, and their families, ensuring they understand that the situation is being handled with seriousness and care.
- **Engage Students in Dialogue:** Discuss the incident with students in the affected classroom or school area, explaining why it was wrong and reinforcing the school's values of respect and inclusivity.
- **Reinforce School and District Policies:** Remind students and staff of the school's and district's policies against hate symbols, using newsletters, announcements, or staff meetings to ensure everyone is aware.
- **Visible Support for Affected Individuals:** Offer immediate, visible support to those impacted, such as checking in with them, providing time off if needed, or offering a quiet space where they can feel safe.
- **Parent and Community Communication:** Inform parents and the broader community about the incident, explaining how it's being addressed and what they can do to support a positive school environment.



- **Monitor for Recurrence:** Keep a close watch on the area and other potential hotspots for signs of recurrence, demonstrating a commitment to maintaining a safe environment.
- **Encourage Bystander Reporting:** Urge students and staff to report any concerning behavior, assuring them that their reports will be taken seriously and handled with discretion

Alignment with Oregon's "Every Student Belongs" Policy

The Eugene School District follows Oregon's "Every Student Belongs" policy, which prohibits the display of symbols of hate, including swastikas, nooses, and the Confederate flag, in schools. This policy is integral to maintaining a safe and inclusive environment where all students feel respected and valued. The scenarios provided in this document emphasize the importance of adhering to this policy and taking immediate, appropriate actions when violations occur.

Equity Resistance by a Colleague

During politically charged times, resistance to equity training or discussions may increase as educators feel pressure from external political rhetoric, amplifying reactions to initiatives focused on diversity and inclusion.

A white high school teacher approaches an African American educator and says, "I am the most oppressed person in society today because I am a straight white male. I shouldn't have to attend any equity PD." The African American educator feels uncomfortable, and the administrative team does not address the interaction.

A middle school teacher voices opposition during a staff meeting, stating, "We're spending too much time on diversity and equity. We should focus more on academics instead of catering to political agendas." Other staff members, particularly those who support equity initiatives, feel uncomfortable and unsupported by the administration's lack of response.

Response Recommendations:

- **Immediate Support:** Offer support to the educator(s) who were harmed, ensuring they feel safe and heard.
- **Investigate:** Address the inappropriate comment with educators who were resistant to professional learning or who caused harm, discussing the impact and expectations for professional behavior.
- **Restorative Justice:** If appropriate, facilitate a restorative conversation to address the harm caused and foster understanding.
- **Training:** Provide additional training on equity and inclusivity for all staff, focusing on understanding privilege and oppression.
- **School-Wide Communication:** Reiterate the school's commitment to equity and inclusivity, and ensure that such incidents are taken seriously and addressed promptly.



Student Protests or Walkouts

Students may organize protests or walkouts in response to political events or decisions, such as election outcomes or controversial policies. Schools must address these actions while respecting students' rights to express themselves.

In response to a state law being passed that impacts student rights, a group of students organizes a walkout during school hours. While the administration supports the students' right to protest, they must also address concerns about attendance, safety, and the educational impact of the protest.

A student protest against a proposed policy banning certain books leads to a day-long walkout. The school administration has to balance supporting students' freedom of speech with maintaining order and safety on campus.

A group of students at the school announces their intention to create a "White Student Union" and proposes the Confederate flag as one of their symbols. They argue that this is an expression of their heritage and free speech. In response, the broader student body becomes divided, with some students feeling deeply hurt and unsafe due to the racist history and implications associated with the Confederate flag. Tensions escalate, leading to a planned walkout by the students advocating for the White Student Union, while other students plan counter-protests expressing their opposition to the idea.

"Right-wing" social media outlets call for Trump supporters to protest Juneteenth being recognized as a federal holiday. On the last day of school, a group of high school students protests, recruiting more participants. African American students confront them, leading to escalating tensions. Administration claims it's within the students' First Amendment rights, with no follow-up, and campus monitors try to prevent physical altercations.

Response Recommendations:

- **Immediate Response:** Ensure that school administrators and security are aware of the situation and prepared to intervene if tensions escalate. Increase supervision in areas where the walkout is expected to take place. Intervene to de-escalate tensions and ensure student safety.
- **Preemptive Communication:** Communicate with both groups of students to understand their intentions and concerns. Encourage peaceful and respectful expressions of their views while making it clear that disruptive behavior will not be tolerated.
- **Engage Parents and Guardians:** Inform the parents of students involved in the walkout and those circulating threats about the situation. Seek their support in encouraging their children to engage responsibly.
- **Monitor Social Media:** Work with school staff to monitor social media for any escalating threats or harmful messages. Document any concerning content and take immediate action if necessary.
- **Investigate:** Gather details from students and staff involved, including video footage if available.



- **Facilitate Dialogue:** Consider organizing a facilitated discussion between representatives of both groups to promote understanding and defuse tensions before the walkout.
- **Restorative Conversations:** If the walkout or the opposing group's actions lead to conflict, arrange restorative conversations to address harm, promote healing, and foster a sense of community. Provide support for students and staff impacted by the protest and potential altercations.
- **School-Wide Messaging:** Send a school-wide message reaffirming the importance of respect, inclusivity, and safe behavior during times of political tension. Reinforce the school's values and commitment to student safety.
- **Crisis Support:** Ensure that counselors and crisis intervention teams are available to support students who may be impacted by the rising tensions or any incidents that occur during or after the walkout.

Political Symbolism in Schools

Political symbolism in schools can lead to tensions, misunderstandings, and disruptions in the learning environment. While students have the right to express their views, the school must balance this with the need to maintain a respectful and inclusive atmosphere for all students. Clear policies and consistent enforcement are crucial to managing these situations effectively.

A student wears a T-shirt supporting a controversial political candidate, sparking an argument with other students who find the message offensive. The school is forced to address the situation, determining whether to enforce dress code policies or allow the expression of political beliefs.

After several students start displaying political flags on their backpacks, the school is pressured to clarify its policies on political expression to avoid conflicts between students.

Response Recommendations:

- **Addressing Intent and Impact**
 - Acknowledging Rights: "I understand your right to express political views, and it's important that you feel free to share your opinions. However, we must consider how your expression might impact others in our school community."
 - Highlighting Impact: "When political symbols or messages cause disruption or make others feel uncomfortable or unsafe, it becomes a concern that we need to address. Our goal is to ensure a learning environment where everyone feels respected and included."
- **Taking Immediate Action**
 - De-escalating Conflicts: "Let's take a moment to pause this argument. It's crucial that we treat each other with respect, even when we disagree. Remember, while expressing your views is your right, it should never come at the expense of someone else's sense of safety and belonging."



- Reviewing Dress Code Policy: "Our school has a dress code policy designed to prevent disruptions. I will review your T-shirt to determine if it aligns with our policy and will communicate any necessary actions to you and your parents."
- Encouraging Constructive Dialogue: "If you have concerns about how political views are expressed in our school, I encourage you to talk with me or another school leader. We can discuss how to express your views in a way that doesn't disrupt the learning environment or harm others."
- **Clarifying Policies and Enforcement**
 - Reviewing and Communicating Policies: "We will be reviewing our current policies on political expression to ensure they are clear and fair. I will work with our leadership team to clarify these policies and communicate them to all students and staff."
 - Consistent Enforcement: "Once policies are clarified, they will be consistently enforced. Any political symbols or messages that violate policy or disrupt the school environment will be addressed according to our procedures."
- **Engaging the School Community**
 - Facilitating Dialogue: "I invite students, staff, and parents to participate in a school-wide dialogue about political expression. This is an opportunity for us to discuss how we can respect each other's views while maintaining a positive and inclusive environment."
 - Providing Educational Resources: "We will also offer resources and workshops on how to engage in respectful political discussions. Our school should be a place where diverse perspectives can be shared constructively and respectfully."
- **Responding to Escalations or Resistance**
 - Firm Action: "I understand political expression is important to you, but when it disrupts the school environment, we must take action. We have clear policies, and they will be enforced to ensure all students feel safe and respected."
 - Enforcing Policies: "If any symbols or messages violate our policies, they must be removed or altered. This is about maintaining a respectful and productive learning environment for everyone."
 - Concluding with Authority: "This conversation is now concluded. The school's policies are clear, and I expect everyone to adhere to them. Further disruptions will result in disciplinary action as outlined in our policy."



Mental Health and Wellbeing

The stress and anxiety associated with political uncertainty can affect both students and staff, potentially leading to an increased need for mental health support.

The stress of a contentious election cycle leads to increased anxiety among students, particularly those from marginalized communities. School counselors notice a rise in students seeking help for stress-related issues, and teachers report more frequent disruptions in class due to heightened emotions.

After a particularly divisive political debate, several students begin to exhibit signs of anxiety and depression, requiring additional support from the school's counseling staff.

Response Recommendations:

- **Acknowledging and Validating Feelings**
 - Empathy: "I know this election cycle has been stressful, and it's understandable to feel anxious. Your feelings are valid, and it's okay to ask for help."
 - Wellness Focus: "Our priority is your well-being. We're here to support you through this time and provide the resources you need to manage stress."
- **Providing Immediate Support**
 - Connecting with Resources: "Counselors are available if you're feeling stressed or need someone to talk to. Please reach out—your mental health is important to us."
 - Creating Safe Spaces: "If you need a break, we've designated safe spaces where you can relax and gather your thoughts."
- **Promoting Belonging and Community**
 - Fostering Inclusivity: "This school is a place where everyone belongs, regardless of background or views. We're committed to making sure you feel safe and valued."
 - Encouraging Peer Support: "Supporting each other makes a difference. Remember, we're all in this together."
- **Proactively Addressing Mental Health**
 - Anticipating Needs: "We know recent events may have heightened stress. Our counseling team is ready to help."
 - Immediate Access: "If you're feeling anxious or need support, visit our counseling office. We're here to listen and help."
- **Building a Supportive Environment**
 - Promoting Wellness: "We're introducing wellness activities like mindfulness sessions and peer support groups to help manage stress. We encourage you to participate."
 - Ongoing Care: "We'll continue to monitor everyone's well-being and adjust our support services as needed."
- **Reinforcing Community and Encouraging Unity:** "In uncertain times, it's more important than ever to come together as a school community. Let's support one another to create a positive, inclusive environment."
- **Responding to Continued Stress and Setting Boundaries:** "If political discussions become overwhelming, it's okay to step away or ask for a pause. Our spaces should remain respectful and safe for everyone."



Social Media and Misinformation

Students may be exposed to misinformation or politically biased content on social media, which they might bring into the classroom. Schools may need to guide students on evaluating information and critically navigating political content online.

Students share politically charged memes, deep fakes, and misinformation from social media during class discussions, leading to confusion and arguments. Teachers struggle to correct false information without appearing to take sides, and students are unsure how to discern credible sources.

A history teacher notices students increasingly cite dubious sources during class debates. The school implements a program to teach students to identify credible sources and critically assess online information.

Response Recommendations:

- **Define Ways to Identify Credible Sources:**
 - Expertise: Credible sources are typically written or produced by experts in the field who have relevant qualifications and experience. These are people who have studied and worked extensively on the topic and are recognized by others in their field.
 - Evidence: Credible sources back up their claims with verifiable evidence. This means they cite data, research, or examples that can be checked and confirmed by others.
 - Objectivity: Credible sources aim to present information fairly and without bias. They show multiple perspectives on an issue rather than promoting one-sided or emotionally charged arguments. Reliable sources prioritize the truth over any particular agenda.
- **Empathizing and Educating**
 - Acknowledging the Challenge: "It's easy to encounter different opinions online, especially during politically charged times. Remember, not everything we see online is accurate."
 - Encouraging Critical Thinking: "In this classroom, we focus on thinking critically. Let's examine where this information is coming from and how to tell if it's credible."
 - Guiding Students: "Navigating online information can be overwhelming. Our school is here to help you develop skills to evaluate information critically and identify credible sources."
 - Supporting Growth: "We're introducing a program to help you think more deeply about online information. It's a skill that will serve you well in and beyond school."
- **Taking Immediate Action**
 - Intervening to De-escalate: "Let's pause this argument. Respecting each other is key, even when we disagree. Expressing views is important, but not at the cost of others' safety."
 - Reviewing Dress Code Policy, if Needed: "Our school's dress code aims to prevent disruptions. I'll review your T-shirt and communicate any actions needed with you and your parents."
- **Encouraging Constructive Dialogue**
 - Creating a Safe Space: "It's okay to share what you've seen, but let's discuss where it was sourced and whether it's reliable information. We want everyone to feel safe while exploring how to find and interpret information online."



- Encouraging Evidence-Based Discussions: "I appreciate you bringing in information from social media, but let's examine its credibility. Moving forward, we'll focus on verifying facts before sharing."
- Providing Tools: "I'll share tools for checking credibility online. This way, we can all become more informed and responsible with the information we encounter."
- **Promoting Critical Media Literacy**
 - Correcting Misinformation: "It's important to discuss current events based on accurate information. Spreading misinformation can be harmful [be specific about how in this particular case], and we need to ensure we rely on credible sources."
 - Setting Expectations: "In this classroom, we expect everyone to evaluate the information they bring to discussions. Let's focus on reliable sources and avoid unverified content."
 - Limiting Misinformation: "If information cannot be verified, I'll ask that it not be shared in our discussions to keep our conversations productive and fact-based."
 - Engaging Students: "I encourage you to actively participate in this program. Developing these skills will help you make informed decisions in the future."
 - Providing Ongoing Support: "If you're unsure about a source, don't hesitate to ask questions. We're here to help you grow in this area, and we'll work together to build these skills."
- **Establishing Clear Expectations for Classwork:** "Moving forward, credible sources are required for discussions and assignments. Using unverified sources won't be acceptable, as it undermines our learning."
- **Use Metaphor to Further Explain:**
 - Bridge Metaphor: Think of credible sources as a well-built bridge. If you want to cross safely, you need a bridge that's designed by an experienced engineer (expertise), constructed with strong materials (evidence), and free from hidden flaws (objectivity). A biased source might look like a bridge, but it's made from weak materials and built on shaky ground. It might seem sturdy at first glance, but when you try to cross, you risk falling through because it wasn't built with the right foundation.
 - Athlete Metaphor: Think of credible sources like a star athlete's performance. A top athlete isn't just great because they wear bright colors, start fights, or yell the loudest to get attention on the court—they're great because they've trained with expert coaches (expertise), they have a consistent track record of winning games (evidence), and they stay focused on the game rather than letting personal biases get in the way (objectivity). A biased source is like a player who talks a big game but only performs well against weaker opponents, or only when the conditions are perfect. They may be entertaining and catch your attention in highlight reels, but when you check the stats, they don't have the consistent performance or depth to back it up.
 - Friend Metaphor: Think of credible sources like trustworthy friends. A reliable friend is someone who's been there for you consistently, gives you honest advice based on experience, and doesn't just tell you what you want to hear (objectivity). They've proven over time that you can count on them, even when things get tough (evidence). A biased source is like a friend who only shows up when it's convenient for them or when they want you to do or think something. They might tell you stories that sound good, but when you really need the truth, they don't come through. They might even outright lie to you and confuse you for a time until you ask around and talk to other friends you trust to find out what's really going on. Just like you wouldn't trust a friend who's unreliable, tries to manipulate you, or only gives you half the story, you wouldn't benefit from relying on sources that can't back up their claims with solid facts and expertise.



Safety and Security Concerns

In extreme cases, politically motivated violence or threats could affect school safety, requiring additional security measures or lockdown protocols. Schools might need to be prepared to handle disruptions or threats arising from politically charged situations.

Following a politically motivated attack in a nearby city, the school receives anonymous threats related to the election. The administration increased security measures, including lockdown drills and enhanced monitoring of school grounds, causing anxiety among students and staff.

After a politically charged rally in the local area, the school increases security and prepares a communication plan in case any threats or disruptions occur on campus.

Response Recommendations:

- **Proactive Planning and Preparedness:**
 - Preemptive Security Measures: "In light of recent events, we have decided to increase our security presence around the school to ensure the safety of all students and staff. This is a precautionary measure, and we want to assure you that there is no immediate threat."
 - Clear Communication Strategy: "We have a communication plan in place to keep everyone informed should any disruptions occur. We will communicate promptly through our established channels, and we encourage you to stay connected with us for updates."
- **Prioritizing Safety and Communication:**
 - Immediate Action: "The safety of our students and staff is our top priority. We are taking these threats seriously and have implemented additional security measures to ensure everyone's safety. This includes increased monitoring and, if necessary, lockdown drills."
 - Fostering Trust and Confidence: "We understand that these situations can be unsettling, but please know that we are fully prepared to handle any potential issues. Our priority is to maintain a safe and secure learning environment for all students and staff."
 - Transparent Communication: "We understand that these measures may cause anxiety, and we are committed to keeping you informed. We will provide regular updates and are here to answer any questions you may have. It's important that everyone knows what steps we're taking and why they are necessary."
 - Offering Support: "We recognize that this situation is stressful, and we have resources available for anyone who needs support. Our counselors are here to help students and staff navigate any feelings of fear or anxiety during this time."
 - Offering Reassurance: "If you have any concerns or questions, please don't hesitate to contact the administration. We are here to provide reassurance and ensure that everyone feels safe during this time."
- **Fostering a Sense of Calm and Control:**



- Maintaining Normalcy: "While we are enhancing security, we are also committed to maintaining a sense of normalcy within the school. It's important that we continue with our daily routines as much as possible to help reduce anxiety."
- Encouraging Open Dialogue: "If you or your child are feeling anxious, please reach out. We want to ensure that everyone feels supported and understands the steps we are taking to keep our school community safe."
- **Addressing Escalating Situations — Firm and Direct Response (if needed):**
 - Taking Control of the Situation: "Our primary focus is the safety and security of our school community. We have implemented necessary measures, and at this point, the conversation about security changes is concluded. We will continue to act in accordance with district policies and law enforcement guidance to ensure everyone's safety."
 - Firm Boundaries: "It's important to understand that these measures are non-negotiable. Our actions are guided by the need to protect all students and staff, and we expect full cooperation from everyone in the school community."
 - Finalizing the Communication:
 - Ending the Discussion: "We have communicated all the necessary information regarding the steps we're taking. If there are further concerns, they will be addressed privately, but the focus must now be on maintaining safety and continuing our educational mission."



Impact on School Policies

Election outcomes might lead to state or federal education policy changes, requiring schools to adapt to new regulations quickly. Schools may need to communicate policy changes effectively to staff, students, and parents to avoid confusion or conflict.

After a new state law restricting certain educational content is passed, the school district must quickly revise its curriculum and communicate these changes to staff and parents. The sudden shift leads to confusion and frustration among teachers who are unprepared to implement the new guidelines.

The school administration must clarify and disseminate information about new state regulations on student privacy, ensuring that all staff understand and comply with the changes to avoid legal issues and parental complaints.

Response Recommendations:

ANTICIPATED DISTRICT RESPONSE

- **Policy Review:** The district will quickly assess and revise affected policies to comply with new state or federal regulations.
- **Communication:** A clear plan will be implemented to inform all stakeholders—staff, students, and parents—about the changes.
- **Timely Updates:** Administrators will receive prompt information and guidance on implementing policy changes.
- **Training:** Professional learning will be provided to help staff understand and apply the new guidelines.
- **Support:** Ongoing support, including a hotline and on-site assistance, will be available to address concerns.

ADMINISTRATOR EXPECTATIONS

- **Family and Staff Communication:** Administrators will communicate changes to parents and coordinate with staff to ensure consistency.
- **Staff Training:** Administrators will facilitate training sessions and ensure staff are prepared to follow new policies.
- **Conflict Management:** Administrators should address concerns and monitor compliance, seeking district support as needed.



By Type of Interaction

Student to Student

Heightened political rhetoric around race can lead to increased racial tensions and bias incidents among students.

After a national political leader makes derogatory remarks about a specific racial group, students from that group experience increased bullying, including racial slurs and exclusion from peer activities.

Response Recommendations:

- **Immediate Intervention:**
 - Action: Ensure the safety of all students by intervening in the conflict and separating the groups involved.
 - Suggested Language: "Let's pause and step away from this situation for a moment. It's important that everyone feels safe and respected, and we need to address what just happened."
- **Information Gathering:**
 - Action: Speak with each student individually to understand the incident's details.
 - Suggested Language: "I want to hear your perspective on what happened. This is a safe space to share your thoughts so we can address the situation fairly."
- **Request Assistance:**
 - Action: Contact the Equity Manager, principal, or relevant support staff for guidance.
 - Suggested Language: "I'm going to reach out to our Equity Manager/Principal to ensure we handle this situation with the attention and support it needs."
- **Reporting:**
 - Action: Document the incident using standardized reporting forms.
 - Suggested Language: "I'm documenting this incident to make sure we follow the right steps and provide the support that everyone involved needs."
- **Family Communication:**
 - Action: Inform the families of the students involved, using accessible and inclusive communication.
 - Suggested Language: "I want to let you know about an incident involving your child today. We're taking steps to address it and to ensure your child is supported. I'm here to discuss any concerns you might have."
- **Restorative Action:**
 - Action: Facilitate a restorative circle to address the impact of the incident and promote understanding.
 - Suggested Language: "We're going to have a conversation where everyone involved can share how they've been affected. The goal is to understand each other better and to learn how to move forward with respect."
- **Follow-Up and Support:**
 - Action: Check in with the students and staff involved, adjust plans if necessary, and continue monitoring the situation.
 - Suggested Language: "I wanted to check in with you to see how you're feeling after what happened. If there's anything more we can do to support you, please let us know."



- **Handling External Situations:**

- Action: Address incidents outside the classroom (e.g., on school buses) by preserving evidence, reporting promptly, and following up on any required changes.
- Suggested Language: “What happened on the bus is serious, and we’re going to make sure it’s addressed. I’ve reported the incident, and we’re looking into how we can prevent something like this from happening again.”

Staff to Staff

Staff members may have differing views on race-related issues, leading to conflicts and a divided work environment. Implicit biases may affect interactions and collaboration among staff members.

During a professional learning session on racial equity, some teachers express frustration or dismissiveness toward the topic, creating tension and resentment among colleagues who feel strongly about addressing racial issues in education. Tensions are heightened due to the changes in the political landscapes.

A teacher of color notices that their suggestions and contributions are frequently overlooked or dismissed during staff meetings, leading to feelings of alienation and frustration. In the past, it was barely noticeable but recently it’s gotten worse and, based on a comment they overheard, it sounds like the change is based on recent political events.

Response Recommendations:

- **Ensure Immediate Safety and Well Being:** Check in with the affected staff member to ensure they feel safe and supported.
- **Investigate:** Gather details from the involved parties.
- **Document and Report:** Follow district protocols for documenting the incident as a bias-related issue and report it if appropriate to do so based on protocol.
- **Address the Behavior:** Meet with those involved who caused harm to discuss the impact of their words and the expectations around professional conduct.
- **Restorative Conversations:** Facilitate a restorative conversation between the staff members, if appropriate, focusing on repairing harm and fostering understanding.
- **Professional Learning:** Reiterate the importance of equity-focused professional learning and provide/require additional resources or training as needed.
- **Support the Targeted Staff Member:** Offer ongoing support, including one-on-one follow up meetings, peer support, or counseling, to the affected staff member.
- **School-Wide Reinforcement:** Communicate the district’s commitment to equity and respect, emphasizing the importance of participation in professional development.
- **Know Your Rights and Policies:** Ensure that all staff members are informed of their rights under district policies, including those related to harassment, discrimination, and workplace conduct. Encourage the affected staff member to review these policies and understand their right to report any violations.



Staff to Student

Implicit or explicit racial bias by staff members can negatively impact students' educational experiences. Cultural misunderstandings can exacerbate racial tensions between staff and students.

A teacher noticeably disciplines students of color more harshly for similar behaviors than their white peers, resulting in a disproportionate number of students of color being sent to the principal's office or receiving detentions.

A teacher incorrectly assumes a student's use of a cultural phrase or gesture is inappropriate or disrespectful, leading to unnecessary disciplinary action and further alienation of the student.

Response Recommendations:

- **Investigate:** Gather information from the educator, witnesses, and the student involved.
- **Address the Concern:** Meet with the teacher to discuss the importance of inclusive education and the negative impact of excluding topics related to race and identity.
- **Document and Report:** Follow district protocols for documenting and reporting the incident as a bias incident.
- **Provide Support:** Offer professional learning on inclusive practices and age-appropriate ways to address race and cultural diversity in the classroom.
- **Follow Up:** Monitor the classroom environment for improvements and ensure that students feel included and supported.
- **Communicate with Families:** Update families on the steps being taken to address the concerns and create a more inclusive classroom environment.

Student to Staff

Students influenced by racially charged political rhetoric may direct racial hostility toward staff members.

A student openly disrespects a teacher of color, using racially insensitive language or questioning their authority, reflecting biases they have absorbed from media or home environments.

Response Recommendations:

- **Ensure Immediate Safety:** Check on the well-being of the educator and support the removal of offensive content, if needed.
- **Investigate:** Gather information from the educator, witnesses, and the student involved.
- **Document and Report:** Follow district protocols for documenting and reporting the incident as a bias incident.



- **Notify Stakeholders:** Inform school leadership and the student's family, while maintaining confidentiality.
- **Disciplinary Action:** Apply appropriate consequences, using a non-punitive, restorative justice approach.
- **Support the Educator:** Provide ongoing emotional and peer support, and information, for the educator.
- **School-Wide Reinforcement:** Reiterate the importance of respect and inclusivity to the broader school community through assemblies, classroom discussions, or school-wide communications. Emphasize the district's commitment to creating a safe and supportive environment for all staff and students.
- **Ongoing Monitoring and Follow-Up:** Ensure that the situation is monitored over time to prevent recurrence. Schedule follow-up meetings with the educator and review the student's progress to ensure the issue is being addressed effectively.

Administrator to Staff

Students influenced by racially charged political rhetoric may direct racial hostility toward staff members. Lack of support from administrators for staff facing racial discrimination.

A principal consistently passes over teachers of color for leadership roles or professional development opportunities, leading to a lack of diversity in decision-making positions within the school.

A teacher reports experiencing racial harassment from students or colleagues, but the administration fails to take meaningful action, leading to a hostile work environment.

Response Recommendations:

- **Immediate and Ongoing Commitment to Equity:**
 - Action: Administrators must act quickly and decisively when racial bias, microaggressions, or discrimination issues arise. Focus on the impact of actions, not just the intent, and ensure affected staff feel supported.
 - Suggested Language for Administrators: "We take your concerns seriously and are committed to creating a supportive and inclusive environment. Here's the plan..."
- **Transparency and Documentation:** Address incidents transparently, follow district policies, and provide resources like counseling and connection to affinity groups.
- **Communication:** Communicate openly about steps taken to promote equity, and enforce stronger measures if needed to uphold a culture of inclusivity.
- **Empowerment Through Documentation and Advocacy:** Staff experiencing racial bias or lack of support should document incidents thoroughly and report them to HR.



Parent/Family/Caregiver to Staff

Parents or other family members may direct racially biased comments or behaviors toward staff members, particularly in response to politically charged topics. Racially motivated challenges to curriculum or teaching methods.

During a parent-teacher conference, a parent makes derogatory remarks about a teacher's ethnicity or questions their qualifications based on their race.

A parent objects to a teacher of color discussing race and social justice issues in the classroom, accusing the teacher of pushing a political agenda rather than focusing on academics.

Response Recommendations:

- **Provide Immediate Emotional Support:** Offer the teacher immediate emotional support, such as a private space to decompress, discussing the situation with a trusted colleague, or accessing counseling services if needed.
- **Review the Context:** Meet with the teacher to understand the nature of the meeting or classroom conversations about race and identity, ensuring they align with district policies and educational goals. Offer ongoing support to the teacher, ensuring they feel safe in continuing to be in contact with the family member in the future and are confident in their curriculum.
- **Documentation of Incidents:** Have the teacher document the incident thoroughly, including details such as the date, time, and nature of the comments or behavior for official records and follow-up actions.
- **Provide De-escalation Techniques:** Provide the teacher with strategies for de-escalating future tense interactions, including suggested language or approaches that maintain professionalism.
- **Offer Legal and Policy Guidance:** Ensure the teacher is informed about their rights and the district's policies regarding discrimination and harassment, and offer to connect them with legal counsel or HR for further advice.
- **Express Full Administrative Support:** As the administrator, reassure the teacher that they have your full support in handling the situation, and that you stand behind them in all interactions with the parent or family.
- **Follow-Up with the Teacher:** Check in with the teacher regularly after the incident to ensure they are doing okay and to offer continued support as needed.



Parent/Family/Caregiver to Student

Students may feel pressure from family members to adopt politically charged or racially biased views, leading to conflicts with peers or internal struggles.

A student begins expressing racially insensitive views in class, reflecting attitudes they have heard at home. This behavior leads to tension with classmates, particularly students from marginalized groups.

A parent complains that their child is being exposed to "divisive" topics in history class, such as the civil rights movement or discussions of systemic racism, and demands that the school remove such content from the curriculum.

Response Recommendations:

- **Immediate Action:** Engage with the student or family member to address the situation and provide appropriate support.
- **Family Engagement:** Discuss the school's educational goals and the importance of inclusive learning environments with the family.
- **Ongoing Monitoring and Support:** Monitor the situation to ensure that the student or family receives ongoing support and that any conflicts are resolved in a manner consistent with the school's commitment to equity.
- **Clarify School Policies:** Clearly communicate the school's policies on curriculum content and the district's commitment to providing a well-rounded, inclusive education. This helps set expectations and reinforces the school's stance on the importance of diverse perspectives.
- **Facilitate Constructive Dialogue:** Offer to mediate a conversation between the family and the teacher to discuss concerns in a respectful manner. This can help bridge misunderstandings and reinforce the school's educational objectives.
- **Provide Alternative Resources:** If a family disagrees with specific content being taught, offer additional resources that explain the importance of the topics within the curriculum, allowing them to better understand the educational value of these discussions.
- **Communicate with Other Staff:** Inform relevant staff members about the situation to ensure a unified approach in supporting the student and maintaining a consistent message across the school.
- **Address Potential Conflicts:** If the student's views are causing tension with classmates, facilitate a restorative conversation to address the issues, promote understanding, and restore a positive classroom environment.
- **Enforce School Policies:** If the behavior continues, follow the school's policies on addressing racism and bias. Take appropriate disciplinary actions and provide support to students impacted by racist behavior to ensure their safety and well-being.



Community to Staff

Local community members may direct racially biased comments or behaviors toward school staff, particularly in response to politically charged topics.

During a school board meeting, a community member makes derogatory remarks about the ethnicity of a teacher who has been vocal about equity issues.

A member of the school community who is a business owner, but who does not have a child in the school, is often seen on school grounds and in the school building due to relationships through events and volunteer activities. However, this individual has started coming to the school building and aggressively questioning staff about what they are teaching.

Response Recommendations:

- **Immediate De-escalation:**
 - Intervene Promptly: If a community member makes derogatory remarks during a school board meeting or while interacting with staff, school leaders must intervene immediately to stop the inappropriate behavior and ensure the safety and well-being of all staff members present.
 - Set Clear Boundaries: Politely but firmly inform the individual that the school has a zero-tolerance policy for discriminatory behavior, and that respectful communication is required at all times.
- **Acknowledge the Situation:**
 - Validate Concerns: Acknowledge that discussions around equity and race can be challenging for some community members but emphasize that the school's commitment to inclusivity is non-negotiable.
 - Reinforce District Values: Remind the community member that the school is committed to fostering an inclusive environment, and that all interactions, whether at meetings or in the school building, must align with these values.
- **Support the Staff Member:**
 - Follow Up: After the incident, check in with the targeted staff member to offer support. Ensure that they feel safe and valued in their role, and reassure them that the administration stands behind them.
 - Provide Emotional and Professional Support: Offer resources such as counseling or peer support to help the staff member process the incident. If needed, arrange for additional professional development on handling such situations.
- **Document the Incident:**
 - Record the Details: Ensure that the incident is documented according to district protocols. Include information about what was said, how it was addressed, and any follow-up actions taken.
 - Report the Incident: Submit a report to the appropriate district officials to ensure that the incident is handled in accordance with district policies on bias and harassment.
- **Engage in Constructive Dialogue:**
 - Offer a Private Conversation: Suggest a follow-up conversation to address any concerns the community member may have in a more productive and private setting. This shows a willingness to listen but within the appropriate boundaries.



- Provide Educational Resources: Offer materials that explain the importance of equity initiatives and culturally responsive teaching, and how these efforts benefit all students and the broader community.
- **Address Ongoing Issues:**
 - Monitor the Situation: If the community member continues to engage in aggressive or inappropriate behavior, consider taking further action, such as limiting their access to school grounds or involving legal authorities if necessary.
 - Set Clear Expectations: Clearly communicate to the individual that their behavior must change to continue participating in school activities. Outline the consequences for any future incidents.
- **Engage the Broader Community:**
 - Communicate School Policies: Reinforce the district’s policies on equity, inclusion, and respectful communication to the broader community. This can be done through newsletters, social media, or public meetings.
 - Host Community Dialogues: Consider organizing forums or town hall meetings to discuss equity initiatives and address any community concerns in a constructive and educational manner.

Community to Students

Students may be in shared spaces with community members and experience conflict or a sense of being unsafe.

A local law enforcement officer comes to a public school meeting in plain clothes, claiming to be there just as part of the school community, but he is wearing a gun. A student sees it and reports it to an educator.

A student speaks at that meeting, sharing their positive experience as part of an affinity group. During the comment section of the meeting, a local parent uses derogatory comments about the student’s identity. They are cut off immediately, but the student is badly shaken by the incident.

Response Recommendations:

- **Ensure Immediate Safety:**
 - Intervene Quickly: Address the situation by calmly but firmly asking the law enforcement officer to comply with school policies, which may include leaving the gun outside or in their vehicle, regardless of their status as part of the community.
 - Remove the Student from Harm: In the event of a derogatory comment directed at a student, immediately ensure the student’s physical and emotional safety by guiding them to a secure space away from the confrontation.
- **Acknowledge and Validate:**
 - Validate the Student’s Experience: If a student reports seeing a gun or is the target of derogatory comments, validate their feelings and reassure them that their safety and well-being are the top priority.



- Show Immediate Support: In the event of derogatory remarks, provide immediate emotional support to the student. Offer a quiet space where they can decompress and be supported by a counselor or trusted staff member.
- **Address the Incident Publicly:**
 - Reaffirm School Policies: During the public meeting, reiterate the school's commitment to providing a safe, inclusive environment for all students. State that hate speech or intimidation of any kind will not be tolerated.
 - Ensure Transparency: Acknowledge the incident publicly while maintaining the confidentiality of the student involved. Let the community know that the situation is being addressed in accordance with district policies.
- **Reinforce and Follow Security Protocols:**
 - Ensure meeting participants and community members on school grounds understand the boundaries of their participation in a school event, including adherence to safety and security protocols. Consult with district or local law enforcement officials if necessary.
 - Provide Staff with Clear Instructions: Ensure all staff members know how to handle such incidents by reviewing safety protocols in advance and knowing who to contact for immediate security concerns.
- **Follow Up with the Student and Family:**
 - Offer Continued Support: Ensure that the affected student has access to ongoing emotional and mental health support. Provide regular check-ins with counselors to monitor the student's well-being.
 - Engage the Family: Communicate with the student's family about the incident, the steps taken to address it, and the support being offered. Maintain open lines of communication to reassure the family that the situation is being handled with care.
- **Address the Community Member:**
 - Set Clear Boundaries: If the derogatory comments came from a parent or community member, follow up with them directly. Make it clear that such behavior is unacceptable and will not be tolerated in school settings. Consider restricting their access to future meetings if necessary.
 - Follow District Protocols: Document the incident, report it to the appropriate district officials, and consider any legal or administrative actions that may need to be taken against the community member for violating school policies.
 - If it was a public meeting, send out a communication making it clear that such behavior is unacceptable and will not be tolerated in school settings.
- **Provide Restorative Opportunities:**
 - Encourage Healing: Offer restorative practices that allow the student to share their experience and participate in healing processes, if they choose. This could include facilitated discussions or support group participation.
 - Promote Community Dialogue: Consider organizing a broader community dialogue on inclusivity and safety to reinforce the district's values and foster a more supportive environment for all students.



Staff and Community

Navigating political divisions among staff, leading to tension or division within school teams. The broader school community, including parents and local residents, might bring political disputes into school meetings or events.

Teachers in a school express opposing political views in the staff lounge, leading to a rift among colleagues. This division extends to interactions with parents, where some staff members are accused of pushing political agendas, further straining community relations.

During a PTA meeting, a heated argument erupts between parents over the school's decision to host a voter registration drive, causing a divide within the school community.

Immediate Response Recommendations:

FOR COLLEAGUES (TEACHERS & STAFF)

- **Navigating Political Divisions Among Staff — What to Say (Warmth, Empathy, and Firmness):**
 - Acknowledging and Diffusing the Situation: "I can see that this conversation is bringing up strong feelings, and I want to acknowledge that we all care deeply about our students and our work. However, it's important for us to keep our focus on creating a supportive and inclusive environment for everyone."
 - Redirecting the Conversation: "To maintain a positive atmosphere, let's focus on our shared goals as educators. If this conversation continues to feel divisive, I recommend we pause and discuss these concerns with our principal, who can help guide us in a way that keeps our team unified and focused on our students."
 - Referring to the Principal: "I believe our principal would be the best person to facilitate further discussion if needed. Let's bring this to their attention so we can address any concerns in a way that supports all of us as a team."
- **Addressing Persistent Disruption — What to Say (Direct and Firm):**
 - Setting a Clear Boundary: "I understand that this is a sensitive topic, but it's clear that this discussion is becoming unproductive. We need to stop this conversation now, as it's affecting our ability to work together effectively."
 - Redirecting to Leadership: "If there are still concerns, I suggest we bring them to the principal for further guidance. For now, let's focus on our shared commitment to supporting our students."

FOR PRINCIPALS

- **Responding to Political Divisions Among Staff — What to Say (Empathy, Firmness, and Policy-Driven Action):**
 - Acknowledging the Impact on Staff and Students: "I understand that there are strong feelings around these issues, and I appreciate that everyone is committed to their principles. However, it's critical that our focus remains on our students and maintaining a professional, inclusive environment for everyone."
 - Engaging in Listening and Conversation: "I want to hear your concerns and ensure that everyone feels supported. Let's have an open conversation about how these tensions are impacting our work environment and our students. However, we must all agree to keep this conversation productive and centered on our shared goals."



- Referring to Policy and Taking Further Actions: "Our school policies are clear about maintaining a nonpartisan, inclusive environment for staff and students. If these discussions are affecting our ability to work together effectively, we need to revisit those policies and make sure everyone is aligned. I will work with you to address any concerns, but moving forward, it's important that we focus on our mission to serve every student without letting political divisions interfere."
- **Handling Political Disputes in Community Settings — What to Say (Empathy, Clarity, and Policy Enforcement):**
 - Acknowledging the Passion and Concerns of the Community: "I appreciate how much everyone here cares about our school and our students. Your passion and involvement are what make our community strong."
 - Engaging in Dialogue with Firm Boundaries: "However, it's important that we conduct our discussions in a way that respects all viewpoints while keeping our focus on what's best for our students. If we find that these conversations are becoming divisive, we need to take a step back and refer to our school's policies to guide us."
 - Referring to Policy and Stopping Disruptions: "Our school is committed to maintaining a neutral and inclusive environment, especially during politically sensitive times. If this issue continues to cause tension, I will step in to ensure that we are adhering to our policies and protecting the well-being of our students and staff. I encourage everyone to reach out to me directly if there are concerns, and we will address **them in a way that aligns with our commitment to equity and respect.**"
- **Addressing Persistent Disruption in Staff or Community Meetings — What to Say (Very Firm and Direct):**
 - Setting a Firm Boundary: "This conversation is no longer productive, and it's beginning to disrupt the positive environment we are committed to maintaining. We need to end this discussion now."
 - Finalizing with Authority: "If anyone has further concerns, they should be brought directly to me outside of this meeting. We are done with this conversation, and it's time to refocus on our shared mission of supporting all of our students and staff."
- **Additional Recommendations:**
 - Clear Communication of Expectations: Before meetings or discussions that might become heated, it can be helpful to set clear expectations at the beginning. Remind everyone of the shared goals and the importance of respectful dialogue. Reinforce that the focus should always be on supporting students and maintaining an inclusive, respectful environment.
 - Follow-Up After Disruptions: If a meeting or discussion becomes particularly tense, follow up with the individuals involved afterward. This can help to ensure that any lingering issues are addressed and that everyone feels supported in moving forward constructively.
 - Create Safe Spaces for Dialogue: Consider creating forums or safe spaces where staff and community members can discuss sensitive issues in a more controlled and moderated environment. This can help to prevent tensions from spilling over into inappropriate settings.



Appendix II: Relevant Policies and Resources

Policies

Our actions are guided by Eugene School District 4J policies, state laws, and federal regulations. This includes the following policies:

- AC – [Nondiscrimination](#)
- AC-AR – [Discrimination Complaint Procedure](#);
- ACB – [Hate Symbols and Bias Incidents](#)
- ACB-AR – [Hate Symbol and Bias Incident Response](#)
- ACC – [Racial Harassment](#)
- AR-G1140 – [Prohibition Against Harassment and Discrimination](#)
- AR-G2120 – [Respectful Workplace](#)
- G2300 – [Public Employment Expectations](#)
- GBCA – [Staff Religious Dress](#)
- GBCB – [Selling, Promoting, or Use of District Property](#)
- GBEA – [Workplace Harassment](#)
- GBG – [Political Activities of Employees](#)
- GBMA – [Whistleblower](#)
- IIAA – [Request for Reconsiderations about Curriculum / Instructional / Library Materials](#)
- IIA-AR – [Request for Reconsideration Process and Form](#)
- IB – [Freedom of Expression](#)
- IIBGA-AR – [Electronic Communications System/Technology Appropriate Use Guidelines](#)
- IGDA – [Student Organizations](#)
- INB – [Studying Controversial Issues](#)
- JF/JFA – [Student Rights & Responsibilities](#)
- JFCF – [Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence – Student](#)
- JFCM – [Threats of Violence](#)
- JO/IGBAB-AR – [Education Records/Records of Students with Disabilities Management](#)
- JOA – [Directory Information](#)
- JOB – [Personally Identifiable Information](#)
- JBC-AR – [Transgender and Gender Nonconforming Students](#)
- JFCM – [Threats of Violence](#)
- KAB – [Parental Rights; Personal Conduct and Respectful Workplace](#)
- KBE – [Political Campaigns](#)
- KGB – [Public Conduct on District Property](#)
- KI – [Public Solicitation in District Facilities](#)
- KJA – [Materials Distribution](#)
- KK – [Visitors to School and Properties](#)
- ORS 260.432 – [Quick Reference: Restrictions on Political Campaigning for Public Employees](#)



4J Practices

- [Bias Incident Response Checklist \(2024 version\)](#)
 - [Bias Response Procedures](#)
 - [Student Support Matrix](#)
 - [Universal Response Protocol](#)
 - [Staff Harassment Reporting Form](#)
 - [Student Harassment Reporting Form](#)
 - [Every Student Belongs Bias Incident Response Guide](#)
- [Political Activity Guidelines for 4J Employees](#)
- [Staff FAQ – Supporting Undocumented Students](#)
- [Racial Harassment Board Policy Presentation](#)
- [Hate & Bias Resources](#)
- [Interrupting Bias: Calling Out vs. Calling In](#)
- [Equity and Inclusion in Eugene School District 4J: Implementation Guidance](#)
- [Empowerment and Collective Commitment](#)

Resources

- [ODE Decision Tools for School Leaders](#)
- [Election 2020 Toolkit](#) (Portland Public Schools)
- [Introducing Families to the Idea of Restorative Justice](#) (Glenview Elementary)
- [Preventing & Responding to Bias and Hate Toolkit](#) (Department of Justice)
- [Responding to Hate & Bias at School](#) (Learning for Justice)
- [Responding to Bias Incidents in Middle and High Schools](#) (Anti-Defamation League)
- [Speak Up at School](#) (Learning for Justice — A Teaching Tolerance Publication)
- [Speak Up Pocket Card](#) (Learning for Justice)
- [Understanding and Responding to Hate & Bias](#) (Afterschool Alliance)
- [Safe and Welcoming Public Meetings to Bridge Divides](#) (Partnership for the Future of Learning)
- [Communicating About Racial Equity in a Charged Environment: Presentation](#) (ODE/COSA)
- [Communicating About Racial Equity in a Charged Environment: Toolkit](#) (ODE/COSA)



Quick Guide for District and Building Administrators

Creating Safe, Inclusive, & Welcoming
Learning Spaces in Times of Societal Change
August 2024

As school begins, we are heading into a contentious political season against the backdrop of continued global conflict and ongoing crises that affect schools, students, staff and communities. We must be prepared for any number of scenarios that may be emotionally fraught, controversial, charged with racism and difficult to navigate. Silence and inaction are not options.

This quick guide and implementation plan contains the basics from the full guide, [Creating Safe, Inclusive, & Welcoming Learning Spaces in Times of Societal Change](#), in order to support your timely and effective leadership in navigating the challenges our educational community faces today. You might need to be prepared for incidents related to:

- Managing polarized political debates among students while maintaining a politically neutral environment.
- Addressing potential increases in bullying tied to political rhetoric, particularly toward marginalized groups.
- Students may organize protests, teach-ins, or walkouts in response to political events or decisions, such as election outcomes, certain policies, or global events.
- The display of political symbols, such as campaign buttons, flags, or clothing, could lead to disputes among students or between students and staff.

[Appendix I: Scenarios](#) for more information and recommended responses in the Guide

Key Resources for Incident Response

- [Bias Response Checklist](#) (2024 version)
- [Staff Harassment Reporting Form](#)
- [Student Harassment Reporting Form](#)
- [Bias Incident Tracking Form](#)
- [Student Support Matrix](#)
- [Universal Response Protocol](#)

If you're unsure of what to do, call a level director to access additional consultation, resources, and/or onsite support from the district.



In the Eugene School District 4J, we are dedicated to reclaiming what it means to operate in "The 4J Way." Each challenge presents an opportunity to reaffirm our commitment to our collective principles:

We are student-centered.

We think about the greater good with the intention of making our district better for each and every student.

We move toward hope and resolution.

We enter space with care and curiosity, and we surround one another with love.

We are weathermakers.

We don't accept the storm, the doom, or the gloom. We put our best vision of ourselves, our colleagues, and our system forward.

We hold high expectations.

We support and challenge each other to make our district the best it can be — for our students, colleagues, and communities.

[Download a Printable Version](#)

The guide has three sections: Prevention, Intervention, and Restoration. Here are the most important ways you can advance each integral component:

Prevention

- Create a climate of care and clear expectations with staff, students, and community.
- Review district protocols and policies such as the [student support matrix](#) to ensure fairness and consistency across schools.
- Prioritize crisis and incident scenario planning with your team. Use resources like [Crisis Communications Planning Worksheet](#).

Intervention

- Use the Bias Response Checklist (next page).
- Contact directors in the district office anytime for assistance, clarification, and support.
- Draw from detailed instructions and template language in the Universal Response Protocol.
- Maintain confidentiality while communicating with transparency.

Restoration

- Provide supportive measures such as counseling, schedule adjustments, and the Mutual No Contact Agreement for students.
- Prioritize mental health and crisis support using available resources.
- Consider and provide support around secondary trauma for persons involved, including educators and staff.



Incident Response Checklist *Also see [Universal Response Protocol](#) and [one page version](#)*

Aligns with Every Student Belongs and district Administrative Regulation ACB-AR Hate Symbols and Bias Incident Response.

Action	Checklist
Incident Reporting	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge receipt of any concern, complaint, or report. <input type="checkbox"/> If anonymous, document the incident using the Bias Incident Tracking Form.
Immediate Response	<ul style="list-style-type: none"> <input type="checkbox"/> Interrupt or intervene as appropriate. <input type="checkbox"/> Immediately tend to the safety and well-being of those impacted, considering crisis support for all involved. <input type="checkbox"/> Consider the need for immediate crisis support and refer to 4J Staff Resources for Preventing & Responding to Bias Incidents (available to 4J staff only).
Short-Term Response / Investigation	<ul style="list-style-type: none"> <input type="checkbox"/> Send Written Notice of Investigation to all persons impacted. <input type="checkbox"/> Determine if the incident violates laws or district policies; respond accordingly. <input type="checkbox"/> Investigate with consideration for race, culture, identity, disability, and intersectionality, ensuring due process for those accused of harmful behaviors.
Removing Symbols of Hate	<ul style="list-style-type: none"> <input type="checkbox"/> Remove symbols of hate to reduce ongoing harm. Before removing any symbols, staff should take a picture, document the incident, and inform their level directors.
Safety / Support Planning	<ul style="list-style-type: none"> <input type="checkbox"/> For persons harmed, consult and develop a culturally responsive support plan. <input type="checkbox"/> For persons who caused harm, offer educational opportunities, prioritizing non-punitive measures unless health/safety risks exist. <input type="checkbox"/> For repeated incidents, prioritize the safety and healing of those impacted, and apply appropriate administrative or disciplinary actions if necessary, using a nonpunitive, restorative approach.
Determination & Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Determine if the claim is founded, unfounded, or if there is not enough evidence to make such a determination. <input type="checkbox"/> Provide Written Communication of Outcome to all persons impacted by the incident, including that an investigation has been initiated, actions taken to prevent reoccurrence, findings of the investigation and the final determination based on those findings, to the extent allowed under state and federal law, the actions taken with respect to the person who committed the behavior to remedy behavior and, when applicable, a citation to the law prohibiting release and an explanation of how that law applies.
Consequences for Continued Rule Violation	<ul style="list-style-type: none"> <input type="checkbox"/> If education has been offered and an individual continues to engage in bias incidents, those individuals should be subject to the appropriate administrative action or disciplinary consequence identified under district policy. <input type="checkbox"/> When considering the appropriate response to repeated bias incidents, prioritize the safety and healing of the person(s) impacted by the harm over the intent of the person(s) who caused harm.
Preventative Actions	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the need for educational opportunities for students, staff and/or parents and community members to prevent this action from occurring in the future. <input type="checkbox"/> Identify steps to remediate the hostile climate if it continues to exist.



Roles and Responsibilities

- **Superintendent and District Leadership:** Our primary responsibility in this initial phase of guidance is to create the optimal conditions for the success of our administrators. This includes leading district-wide communication efforts that emphasize the importance of equity and inclusion, providing clear guidance, resources, and immediate consultation as needed. We are committed to being ready to support school leaders with guidance and onsite assistance as situations arise. This foundational phase is focused on setting up our administrators for success, with future professional development opportunities and scenario-based training to be developed and implemented in the next phases.
- **Equity Managers:** Facilitate the implementation of equity and inclusion guidance. Lead professional learning sessions, monitor effectiveness, and provide ongoing support to staff.
- **District Directors of Elementary, Middle, and High Schools:** Ensure all schools are following the guidance, coordinating with Equity Managers to deliver training and provide resources to school leaders.
- **Affinity Group Coordinators and Advisors:** Facilitate affinity groups that provide students with safe spaces to connect, share experiences, and find support based on their identities.

Political Expression, Academic Freedom, and Personal Opinion

State Law on Political Activity by Public Employees - ORS 260.432(2) states:

“No public employee shall solicit any money, influence, service or other thing of value or otherwise promote or oppose any political committee or promote or oppose the nomination or election of a candidate, the gathering of signatures on an initiative, referendum or recall petition, the adoption of a measure or the recall of a public office holder while on the job during working hours. However, this section does not restrict the right of a public employee to express personal political views.”

Eugene 4J’s bargaining agreement language around academic freedom and personal opinion:

12.5 ACADEMIC FREEDOM: The District and the Association agree that academic freedom is essential to the fulfillment of the purpose of the District, and they acknowledge the fundamental need to protect unit members from any censorship or restraint that might interfere with their obligation to pursue truth in the performance of their teaching functions. Accordingly, they agree as follows: 12.5.1 Controversial Material: Unit members shall be guaranteed full freedom in classroom presentations and discussions and may introduce politically, religiously, or otherwise controversial material, provided only that said material is relevant to the course content and is not disruptive to the educational process.

12.5.2 Personal Opinion: In performing their teaching function, unit members shall be guaranteed full freedom in expressing their personal opinions on all matters relevant to the course content provided when they do they shall indicate that they are speaking personally and not on behalf of the school, its administration, or the District.



Building Our Will and Skill to Interrupt

School leaders and staff must build the capacity to interrupt harmful behaviors and speech in real-time. This requires both the will to act and the skill to do so effectively. Strengthening this capacity means:

- **Leverage In-House Expertise:** Identify staff members with experience or training in areas such as equity, conflict resolution, or trauma-informed practices. Encourage them to lead short, focused training sessions or share resources during staff meetings.
- **Utilize Scenario-Based Discussions:** Dedicate time during regular staff meetings for scenario-based discussions. Present real-world examples relevant to current societal and political climates, and facilitate group discussions on how to respond effectively.
- **Establish a Staff Resource Library:** Create a shared digital or physical library where staff can access articles, videos, and tools related to equity, inclusion, and conflict resolution. Encourage staff to contribute resources they find valuable.
- **Set Clear Expectations:** Regularly communicate the importance of interrupting harmful behaviors and speech. Remind staff that, even in the absence of formal training, they have a responsibility to act in alignment with district policies and values.
- **Promote Continuous Reflection:** After incidents occur, facilitate debrief sessions where staff can reflect on what happened, discuss what went well, and identify areas for improvement. Use these reflections to inform future practices.
- **Encourage Documentation and Reporting:** Reinforce the importance of documenting and reporting incidents. Ensure that staff are familiar with the district's protocols and understand how to access support when needed.
- **Model the Behavior:** As a principal, consistently model the behavior you expect from your staff. Demonstrate how to navigate difficult conversations and handle incidents with care, conviction, and adherence to district policies.

Resources: [Pocket Card Link](#), [Calling in and Calling Out](#)



ITEM FOR INFORMATION

Date of Meeting

September 4, 2024

Title

Ad Hoc Superintendent Search Board Subcommittee: Search Firm & Timeline Update

Presenters

Tom Di Liberto

Judy Newman

Morgan Munro

Requested Amount of Time to Present

15 Minutes.

Background or Description

Ad Hoc Superintendent Search Board Subcommittee Members will share information about the Informal Request for Proposals (IRFP) released August 26, to seek search firms for the Board's consideration. The Members will share key aspects of the IRFP and the process for selecting a firm.

The Members will also share a proposed timeline for the search process. This timeline will evolve as a search firm is selected and begins to advise the Board on the process moving forward.

Superintendent Search *Proposed Timeline*

Process Dates	Subcommittee Meets	Board Activity
Date		Activity
<i>Fall</i>		
Week of August 26, 2024	Ad Hoc Superintendent Search Board Subcommittee - Review timeline and plans, prepare for Board Meeting Report	
September 3, 2024	IRFP distributed	
September 4, 2024	Board Meeting	
September 10, 2024	Deadline for submission of questions about the IRFP	
Week of September 11 or 12, 2024	Ad Hoc Superintendent Search Board Subcommittee – Review and respond to IRFP questions, plan for initial screening of proposals	
September 18, 2024	Board Work Session	
Week of September 23, 2024	Ad Hoc Superintendent Search Board Subcommittee – Finalize IRFP screening process	
September 23, 2024	Responses to IRFP due at 5:00 p.m. local time	
September 25, 2024	Initial screening of proposals	
Week of September 30, 2024	Ad Hoc Superintendent Search Board Subcommittee & Board Members – Screen IRFP responses	
Week of October 7, 2024	Ad Hoc Superintendent Search Board Subcommittee – Plan screening firm interviews	
October 9, 2024	Board Meeting	
October 9, 2024	Board selection of finalist firms to be interviewed	
October 11–23, 2024	Interviews with finalist firms conducted	
October 16, 2024	Special Board Meeting to interview finalist firms	
October 23, 2024	Board Work Session	
October 23, 2024	Board approves selection of search firm	

Superintendent Search

Proposed Timeline

October 24, 2024	Board Listening Session
October 24-28	Ad Hoc Superintendent Search Board Subcommittee – Meet with selected firm and finalize timeline and steps, set-up weekly or bi-weekly meetings with the search firm
October 28, 2024	Search firm begins the process
November 6, 2024	Board Meeting
November 7-9, 2024	OSBA Annual Conference
November 15, 2024	Board Community Chat
November 20, 2024	Board Work Session
December 4, 2024	Board Meeting
December 6, 2024	Community, staff, and student engagement complete for informing the superintendent profile
December 13, 2024	Profile complete, position posted and recruitment underway
<i>Winter</i>	
January 15, 2025	Board Meeting
January 27, 2025	Posting closes, candidate screening begins
February 5, 2025	Board Meeting
February 10, 2025	Screening complete
February 11, 2025	Board Listening Session
February 19	Board Work Session
March 5, 2025	Board Meeting
March 5, 2025	Interviews complete, offer made to top candidate
March 10, 2025	Candidate selected/announced
March 11, 2025	Board Community Chat
<i>Spring</i>	
March-June, 2025	Ongoing New Superintendent onboarding and engagement
April 9, 2025	Board Meeting

Superintendent Search*Proposed Timeline*

April 23, 2025	Board Work Session
May 7, 2025	Board Meeting
May 21, 2025	Board Work Session
June 4, 2025	Board Budget Hearing and Meeting
<i>Summer</i>	
July 1, 2025	New superintendent begins



EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193

**Executive Search and Recruitment Services for
Superintendent of Schools**

Proposals due September 23, 2024, 5:00pm local time

Pre-Proposal Questions due by September 10, 2024, 5:00pm local time

Contact Information

Dustin Hayden, Purchasing Analyst
Eugene School District 4J, Financial Services
200 North Monroe Street
Eugene, OR 97402

solicitations@4j.lane.edu (541) 790-7620

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

1. Introduction

The Board of Directors (“Board”) for Eugene School District 4J (“District”) seeks written, informal proposals from experienced executive search firms or individuals to provide consulting services for a national search for a superintendent.

The District is a preK–12 public school district serving the area in and around Eugene, Oregon. The district spans 155 square miles in Oregon’s southern Willamette Valley. The District encompasses more than 16,000 students: 19 elementary schools, eight middle schools, four comprehensive high schools, an alternative high school program, an international high school program on multiple campuses, and life skills and transition programs. Among these programs are five K–12 language immersion programs in Chinese, French, Japanese, Spanish, and Spanish/English dual immersion. There also are five public charter schools located in the district. The District strives to ensure equitable access to high quality, relevant teaching and learning in safe, welcoming, and inclusive schools and programs. The seven-member Board of Directors is the policy-making body of the school district. The school board typically meets in regular public sessions on the first and third Wednesdays of each month in the evening.

2. Timeline

The following schedule will be used for the implementation of this IRFP.

Date	Activity
August 27, 2024	IRFP distributed
September 10, 2024	Deadline for submission of questions about the IRFP
September 23, 2024	Responses to IRFP due at 5:00 p.m. local time
September 25, 2024	Initial screening of proposals
October 9, 2024	Board selection of finalist firms to be interviewed
October 11–23, 2024	Interviews with finalist firms conducted
October 23, 2024	Board approves selection of search firm
October 28, 2024	Search firm begins the search process
Winter & Spring 2025	Selected candidate, as available, begins working with current Superintendent to ensure an orderly transition
July 1, 2025	Selected candidate becomes Superintendent

3. Scope of Work

The District is beginning its search for a qualified candidate to become its new superintendent of schools as of July 1, 2025. In order to ensure an orderly transition, the Board plans to finalize a selection for the new superintendent by the end of March 2025. An executive search firm or

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

individual with experience in the recruitment of superintendents for large to mid-sized school districts will work with the Board in the search for the most qualified candidate.

3.1. Contractor Deliverables

The Board will work with the selected firm or individual to develop a superintendent search process and a timeline for the search activities. At a minimum, the activities will include:

1. Through staff, student, and community engagement - develop, to be considered for board adoption, a profile of desired characteristics for superintendent that incorporates the District's goals and the leadership characteristics that the Board and community consider requisite for success.
2. Demonstrate a candidate identification process that identifies a diverse pool of experienced, highly qualified and competent candidates from districts with a similar achievement and community context, reflecting a familiarity with our students' needs.
3. Advise the Board on a compensation package that facilitates successful recruitment of the quality and experience of Superintendent desired.
4. Solicit applications from candidates serving in Oregon and, potentially, regionally and nationally.
5. Develop, for board approval, hiring procedures to be used for the position.
6. Advise the Board regarding identification and assessment of candidates.
 - a. Develop and distribute recruitment materials that will encourage qualified candidates to apply
 - b. Engage the current interim superintendent in the recruitment process
 - c. Conduct a search that will include advertising the position broadly in print media as well as through an effective web-based strategy
 - d. Conduct personal outreach recruiting to ensure that the applicant pool includes highly qualified candidates with diverse backgrounds and experiences
 - e. Collect all relevant background information on potential candidates so that the strengths and weaknesses of each applicant can be assessed
 - f. Assist the Board with prescreening candidates based on clearly delineated criteria
 - g. Assist the Board (or possible advisory committee on the board's behalf) in evaluating the applicants against the qualifications and criteria developed to create a group of candidates for interviews
 - h. Assist the Board with reference and related background checks
7. Assist with logistics of finalist interviews.
 - a. Assist the Board in determining the process (public or closed or hybrid) that will secure the best pool of finalist candidates
 - b. Potentially, facilitate visits by the Board to the communities of the finalists
 - c. Potentially, facilitate community forums and interviews with the finalists
8. Ensure a satisfactory conclusion to the search.
 - a. Assist the Board in contract negotiations with the selected candidates

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

Understanding that discretion is of utmost importance to our district, as well as to many candidates, the search firm must maintain the confidentiality of all information collected as appropriate.

3.2. Contractor and Subcontractor Fingerprint-Based Criminal History Verification

The Contractors and individuals employed or contracted by Contractor, who will have direct, unsupervised contact with students, shall also be required to submit fingerprints and to undergo a state and nationwide fingerprinting and criminal history records check, in accordance with the provisions of ORS 326.603 and ORS 326.607. The Oregon Department of Education provides fingerprinting services for Contractors pursuant to ORS 326.603 and ORS 326.607. Individuals or the Contractor, and not the District, shall be responsible for the fees associated with fingerprinting and the criminal history records check, not to exceed the actual costs. Contractor will follow the instructions on the district website at www.4j.lane.edu/hr/icbackgroundprocess.

3.3. RFP Questions, Clarifications and Changes

Changes, additions, deletions or clarifications to this IRFP will be supplied by email.

Any Proposer requiring clarification of the information provided in this solicitation must submit specific questions or comments in writing to the Procurement Contact shown on page 1 of this document. Email is the preferred form of written communication. The deadline for submitting such questions is shown on page 1 of this document.

If selected for award, a proposer will be expected to execute a contract with the material terms and conditions of the sample contract included with the solicitation documents. The material terms and conditions of the sample contract may be modified at the sole discretion of the District upon determination that the modification is in the best interest of the District.

If the proposer selected for award as a result of this IRFP fails to agree to a contract with the material terms and conditions of the sample contract attached, the District may terminate negotiations with the proposer and commence negotiations with the next highest ranked proposer.

4. Proposal Format, Content, and Submission

4.1. Proposal Format

District proposal standards:

- a) Proposal includes Attachment A, Proposer Certifications and Representations Form, signed.
- b) Proposal addresses all evaluation criteria in 4.3.
- c) Proposal is complete and succinct; it does not include extraneous information.

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

4.2. Proposal Content

Address all Evaluation Criteria listed in Section below and in the order provided; include reference and cost attachments if requested. Include a completed Attachment A: Proposer Certifications and Representations.

4.3. Proposal Sections and Evaluation Criteria

Criteria	Points
1. Executive Summary. Provide a short summary (350 words or less) that demonstrates your understanding of the scope of services required by the District and why your firm is best able to provide that scope of service, including the expertise and types of searches performed by your firm.	10
2. Experience. <ul style="list-style-type: none"> a) Describe the capacity of your firm to perform the scope of work provided in Section 2. Describe how many superintendent searches for comparable districts your firm has completed in the last six years, and how many were in Oregon. Provide the names of the districts you provided services to in Oregon. b) Share the practices and track record behind the firm’s diversity, equity and inclusion efforts. c) List the key staff proposed to perform the work, if contracted. Describe the role of each key staff proposed and the percentage of their time allotted to the project. Note any staff or consultants connected to the region who would be serving a role in the search. d) For each member of the project team, please provide a description of their experience and education, time with the company, and how their experience suits their role on the team. Include experience of staff with recruitment for a position in Oregon. e) Specify the number of superintendent searches in which each member has participated and in what capacity. Note the longevity of superintendents hired by members of this team or firm over the past six years. Describe any particularly noteworthy accomplishments of the superintendents placed. f) Share any relevant or lived practical or cultural knowledge, beyond length or breadth of the organization’s experience, that makes your firm unique in its ability to serve the District. 	35
3. Work Plan. Provide details on the following: <ul style="list-style-type: none"> a) The search activities and approach. Describe how your firm would recruit for the Oregon region. Describe your understanding of what is unique or particular about education and school finance in Oregon. 	35

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

<ul style="list-style-type: none"> b) Methods you will use to communicate and work with the Board. c) Methods you will use to recruit a diverse pool, to identify prospective candidates and promote their interest to apply. Include how you would ensure that the recruitment process is equitable and accessible, particularly to candidates from communities that have been historically marginalized. Describe how you address implicit bias in building and screening the applicant pool. d) Describe how you will assist the board in effectively engaging stakeholders (staff, students, families, and the broader community) both in terms of collecting information to develop the initial position qualifications and evaluation criteria and in providing a meaningful way to generate, receive, and use their input in the evaluation of final candidates. Describe the firm’s philosophy about what role these stakeholders play in selecting a superintendent. Describe how your firm has adapted its practices, policies, and environment in light of changing notions of institutional bias and systemic oppression. e) Describe the major challenges to a successful superintendent search and how the project team will address them. f) Every board is unique and has unique goals. How have you in past searches recruited candidates whose experience and skillsets align with a board’s specific goals? g) Develop an ambitious and thoughtful DRAFT timeline that will ensure the District is well positioned to review an interview high quality candidates before they have accepted positions with other employers. h) Describe the Information, services and assistance you will require from the board, interim superintendent and district staff to enable you to conduct the search. 	
<p>4. Budget. Provide a clear budget with total not to exceed cost of services and payment terms. The budget should provide a breakdown of costs in the following areas:</p> <ul style="list-style-type: none"> a) Estimated cost by each scope of work section b) Estimated hours spent by each member of the project team and their fees c) Estimated travel expenses d) Estimated advertising and postage expenses required to distribute information regarding the vacancy e) Any other expenses f) For budget items that may vary based on the board’s preferred approach, please provide as much clarity as possible regarding variable costs. 	20
Total Points	100

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

4.4. References

On Attachment B, list a minimum of three school districts (of similar size and academic quality to the District, if possible), preferably from Oregon, that have used your services for a superintendent search within the past three years. References should be prepared to address firm's ability to meet deadlines, accuracy of estimates, and quality of work. The District may independently reach out to former customers as well.

4.5. Litigation Record

Include statement of litigation record, indicating if within the last five years firm has been involved in litigation with any clients. If so, please give the name, date, and jurisdiction of each such matter, and a brief description of the nature of the dispute and the outcome.

4.6. Proposal Submission

All proposals must be received by email prior to 5:00 p.m. on September 23, 2024.

Submissions shall be prepared as standard 8-1/2 X 11 letter size and shall not exceed 20 pages, exclusive of required attachments. Adherence to the maximum page criterion is critical and each page side with criteria information will be counted toward the maximum number of pages. Front and back covers, table of contents pages, and tabbed divider pages will not be counted if they do not contain submission information.

Email signed proposal to the contact shown on the cover of this IRFP. Include the IRFP title and the name of the proposing firm in the subject line of the email. District will send any correspondence regarding this IRFP to the email address from which the proposal was received, unless otherwise indicated on Attachment A.

Proposals should be sent to:

Dustin Hayden, Purchasing Analyst
Eugene School District 4J
200 North Monroe Street, Eugene OR 97402
Email: solicitations@4j.lane.edu

Late proposals will not be accepted under any circumstance, and any proposal so received shall be returned to the proposing firm or filed without review by the district. Any questions or requests for clarification regarding this RFP should be directed in writing to the contact named above prior to 5:00 p.m. on September 10, 2024.

5. Proposal Evaluation and Award

5.1. Proposal Evaluation

IRFP: Superintendent Search Firm

Page 7 of 14

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

An evaluator, or evaluation committee, will evaluate the proposals. Each evaluator will independently evaluate and score proposals in accordance with the Evaluation Criteria. The first evaluation will result in two or more firms selected to interview, based on highest evaluation score from Section 4.3 Evaluation and Score. The Board will hold interviews between October 8 and 18, 2024. The Board will determine selection of the successful firm based on the overall evaluation of the proposal and interview.

5.2. Negotiation

The District will commence serial negotiations with the highest-ranked eligible Proposer. At any time during negotiations, the District may terminate negotiations with the highest ranked Proposer, or the eligible Proposer with whom it is currently negotiating if the District believes that:

- a) The eligible Proposer is not negotiating in good faith; or
- b) Further negotiations or negotiations with the eligible Proposer will not result in the parties agreeing to the terms and conditions of the final Contract in a timely manner.

If the District terminates negotiations with an eligible Proposer, the District may then commence negotiations with the next highest-ranked eligible Proposer.

The District reserves the right to negotiate final contract terms with the selected Proposer(s) to the fullest extent allowed by law and as in the best interest of the District.

5.3. References

The District reserves the right to investigate references, including customers other than those listed in a Proposer's submission. This inquiry may include without limitation investigation of past performance of any Proposer with respect to its successful performance of similar projects, compliance with specifications and contractual obligations, completion or delivery of a project on schedule, and its lawful payment of employees and subcontractors.

6. IRFP Terms and Conditions; Protest of Solicitation or Award

6.1. Proposer Cost of Response Preparation

Proposers will bear sole responsibility for all costs incurred in preparing and providing their proposals in response to this IRFP.

6.2. Submitted Materials are District Property

All materials submitted for any proportion of a Proposal in response to this IRFP, or during any tier of this solicitation, will become the property of the District and will not be returned to proposers.

6.3. Proposal Validity

EUGENE SCHOOL DISTRICT 4J

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Proposals will remain valid for a period of 60 days following the Proposal submission deadline.

6.4. Solicitation Cancellation, Rejection of a Proposal or All Proposals

The District may cancel the Procurement or reject any or all Proposals in accordance with ORS 279B.100. The District is not liable to any Proposer for any loss or expense caused by or resulting from the cancellation of a solicitation or rejection of a Proposal.

6.5. Disputes

In case of any doubt or difference of opinion as to the items or service to be furnished under this IRFP, or the interpretation of the provisions of the IRFP, the decision of the District will be final and binding upon all parties.

6.6. Publicity

News releases relating to this IRFP will not be made without prior approval by, and in coordination with the District.

6.7. Confidentiality

- 6.7.1. The District is subject to the Oregon Public Records Law (ORS 192.410 to 192.505), which requires the District to disclose all records generated or received in the transaction of District business, except as expressly exempted in ORS 192.501, 192.502, or other applicable law. Examples of such exemptions are: trade secrets (ORS 192.501 (2)) and computer programs (ORS 192.501 (15)).
- 6.7.2. The District will not disclose records submitted by a proposer that are exempt from disclosure under the Oregon Public Records Law, subject to the following procedures and limitations:
 - a) The Proposer shall mark all proposal pages containing the records it has determined as confidential under Oregon Public Records Law and shall segregate those pages in the following manner:
 - i. Such pages will be clearly marked "Confidential" on each page of the confidential document.
 - ii. Proposer will separate confidential pages from its other Proposal pages by providing the confidential pages to the District in a separate document.
 - iii. In its proposal, Proposer will cite the specific statutory exemption in Oregon Records Law exempting such pages from disclosure.
 - iv. Items above will prevail in the event these provisions conflict with formatting or response instructions elsewhere in this document.
 - v. Proposers may not mark an entire Proposal confidential. Should a proposal be submitted in this manner, the District will hold no portion of the

EUGENE SCHOOL DISTRICT 4J

IRFP 25-193: SUPERINTENDENT SEARCH FIRM

proposal as confidential, unless such a portion is segregated as per this section and is determined exempt from Oregon Public Records Law.

6.7.3. Notwithstanding the above procedures, the District reserves the right to disclose information that the District determines, in its sole discretion, is not exempt from disclosure or that the District is directed to disclose by the Lane County District Attorney or a court of competent jurisdiction.

6.7.4. Prior to disclosing such information, the District will make reasonable attempts to notify the proposer of the pending disclosure.

7. Contract Terms and Conditions

7.1. Contract Award and Term

The District intends to award a single contract as a result of this IRFP. The contract term will be one year, with up to four additional one-year renewals as agreed by both Parties.

7.2. Sample Contract

Proposers are advised to thoroughly review and familiarize themselves with the District sample standard contract incorporated as Attachment C. The successful proposer will be invited to enter into a contract in substantially the form attached hereto as Attachment C. Any contract resulting from this IRFP shall be based on the IRFP documents and in compliance with Eugene School District Public Contracting Rules and the Public Contracting Code.

7.3. Insurance

Proposers are advised to carefully review the insurance requirements contained in the sample standard contract. Contractor will promptly provide Certificates of Insurance at the District's request.

7.4. File Review

After an Intent to Award has been issued, all Offerors are welcome to view the solicitation and evaluation file at District offices. However, a debrief and/or copies of documents in the solicitation file will not be available until after a contract has been fully executed.

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

FAILURE TO SIGN AND SUBMIT THIS FORM MAY BE CAUSE FOR PROPOSAL REJECTION

**EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193
Superintendent Search Firm**

The undersigned hereby certifies that Proposer:

1. Has the authority to submit a proposal and to represent the organization in all phases of this IRFP process.
2. Has submitted information that is true and accurate to the best of their knowledge and understands that any false statement may disqualify this proposal from further consideration or be cause for contract termination.
3. Is one of the following, as defined in ORS 279A.120, of the State of Oregon.
 - Resident bidder: a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state, and has stated in the bid whether the bidder is a "resident bidder". (ORS 279A.120 (b))
 - Non-resident bidder: a bidder who does not meet the definition above. (ORS 279A.120 (a))

ORS 279A.120 (2) states for the purposes of awarding a public contract, a contracting agency shall: give preference to goods or services that have been manufactured or produced in this state if price, fitness, availability and quality are otherwise equal; and add a percent increase to the bid of a nonresident bidder equal to the percent, if any, of the preference given to the bidder in the state in which the bidder resides.
4. Has not discriminated and will not discriminate, in violation of subsection (1) of ORS 279A.110, against a disadvantaged business enterprise, a minority-owned business, a women-owned business, a business that a service-disabled veteran owns or an emerging small business in obtaining any required subcontracts.
5. Attests in writing that they have complied with the tax laws of this state and of any political subdivision of this state for no fewer than six years preceding the date of the solicitation closing. Applicable tax laws include, but are not limited to, ORS 305.620, ORS Chapters 316, 317, and 318, any tax provisions imposed by a political subdivision that apply to the Proposer or to the performance of the Contract, and any rules and regulations that implement or enforce those tax laws.
6. Certifies to the best of its knowledge and belief that neither it nor any of its principals:
 - 6.1. Are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency;

ATTACHMENT A: PROPOSER CERTIFICATIONS AND REPRESENTATIONS

- 6.2. Have within a five-year period preceding the date of this certification been convicted of fraud or any other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- 6.3. Are presently indicted for or otherwise criminally charged with commission of any of the offenses enumerated in paragraph 6.2. of this certification;
- 6.4. Have, within a five-year period preceding the date of this certification had a judgment entered against proposer or its principals arising out of the performance of a public or private contract;
- 6.5. Have pending in any state or federal court any litigation in which there is a claim against proposer or any of its principals arising out of the performance of a public or private contract; and
- 6.6. Have within a five-year period preceding the date of this certification had one or more public contracts (federal, state, or local) terminated for any reason related to contract performance.

7. Acknowledges Receipt of Addenda No's. _____ through _____ inclusive.

Where Proposer is unable to certify to any of the statements in this certification, Proposer shall attach an explanation to their offer. The inability to certify to all of the statements shall not necessarily preclude Proposer from award of a contract under this procurement.

Signature

Date

Printed Name and Title

Federal Tax Identification Number

Company Name

Street Address

City, State, Zip

Phone

Email

ATTACHMENT B: PROPOSER REFERENCE SHEET

**EUGENE SCHOOL DISTRICT 4J
INFORMAL REQUEST FOR PROPOSAL (IRFP)
Solicitation # 25-193
Superintendent Search Firm**

The District will attempt to contact references via phone, email, or both. If the District is unsuccessful in contacting any of your references or if it does not receive a response from any reference after three (3) attempts, your proposal may receive a lower score or be rejected. You are encouraged to notify your references that they may be contacted by the District.

The number of references required by this solicitation is 3.

REFERENCE 1	
_____ Name of Company	
_____ Contact Name and Title	
_____ Phone	_____ Email
_____ Contract Start & End Date	_____ Contract Amount
Description of Services or Items Provided:	

REFERENCE 2	
_____ Name of Company	
_____ Contact Name and Title	
_____ Phone	_____ Email
_____ Contract Start & End Date	_____ Contract Amount
Description of Services or Items Provided:	

ATTACHMENT B: PROPOSER REFERENCE SHEET

REFERENCE 3

Name of Company

Contact Name and Title

Phone

Email

Contract Start & End Date

Contract Amount

Description of Services or Items Provided:



ITEM FOR ACTION

Date of Meeting

September 4, 2024

Title

Adopt Board, Superintendent and District Goals

Presenter

Jenny Jonak, Board Chair

Requested Amount of Time to Present

20 Minutes

Background or Description

At the August 1, 2024 Board Summer Planning Retreat, the Board reviewed and shaped Board, Superintendent, and District Goals.

Recommendation

Adopt Board, Superintendent and District Goals as presented.

Board Goals:

GOAL # 1: FOSTER AN INCLUSIVE AND PROFESSIONAL BOARD CULTURE

In order to maximize the potential leadership and success of our Board as a whole, the Board will engage in the following to grow as district leaders.

- Internal (within the board membership)
 - Create, adopt, and honor a Board working agreement.
 - Engage in Board retreats: at least 1-2 per year.
 - All board members will attend training on best practices for board service, communication, and/or governance, including one annual OSBA conference(s) where possible.
 - The Board will engage in relationship-building/social events for members to get to know each other (outside of official Board business).
 - New board members will receive support through mentorship with existing board members.
 - The Board will consider other ideas for future (such as a book club related to topics on education, equity, community, etc.).
- External (between the Board and our stakeholders/community)
 - Schools: Board members will attend school events and keep themselves up to date on schools throughout our region.
 - Board members will understand the value of touring schools in each region of the District and school/district programs (such as a CTE

- program or other district or school program) so they can be informed about the schools and programs in the district.
 - The Board will strive to have a presence at district school events/programs brought to the Board's attention.
 - Each Board member will be matched with a student representative for at least half the time of the Board member's service.
 - Staff: Board members will regularly rotate attendance at staff listening sessions and meetings with representatives of staff employee groups. The Board will explore interest and a possible framework for meeting with leadership from the three employee groups and district leadership (which might be topical or might be 2-3 times a year).
 - Community presence
 - The Board will strive to have a presence at community events to learn about and hear from our stakeholders and community, demonstrate our presence and approachability, build and strengthen community connections, and be visible.
 - Board will set the stage for a district strategic planning process to begin in the next 12-18 months.

GOAL # 2: Communications and Community Engagement

Better quality communications and engagement will help the Board understand, appreciate and address the diversity of issues that affect our district.

- Listen better:
 - Hold community listening session(s) in different regions of the district that are open to the public. Explore additional listening sessions focused on different programs/schools (e.g. SPED, EOA).
 - Partner with community organizations to expand access to diverse or under-represented community voices
 - Update our Public Comment process to make it as accessible as possible, including soliciting feedback from the community.
- Talk better
 - Explore a possible communication channel for the Board (e.g. newsletter, blog, or dedicated website page).
 - Honor our Working Agreements for how the Board works together and speaks during meetings, with each other, and in the community
 - Include agenda items on regular meetings than inform our community about key issues in the district in proactive or responsive ways
- Better board meetings
 - Hold regular Board Meetings that prioritize the community's time and interests
 - Explore ways to structure board meetings to allow for more in-depth work while respecting reasonable ending times (e.g. 10:00 pm).
 - Use work sessions and committees for longer board conversations, informative presentations, editing, and work
 - Build regular meeting agendas that focus on student outcomes and experiences
 - Explore alternatives to the dais structure for board meetings

- Create a flyer/graphics that orient community members to the mechanics of Board meetings and helps them understand ways to bring their ideas, concerns, suggestions, solutions and what's going well to the district (within and outside of board meetings). Explore the possibility of volunteer greeter(s) to help orient and welcome people to board meetings.

ONGOING BOARD WORK:

In addition to our identified goals for the year, the Board will continue to engage in ongoing Board duties and work, including:

- Financial oversight for the district
 - Budget Committee
 - Budget approval
- Supporting and supervising the Superintendent
 - Superintendent evaluation
- Strategic leadership of the district
 - Setting district vision and goals
- Representing our community and community's interests to the district
- Policy review and development

Interim Superintendent Goals:

- **4J as a Gem** - Maintain and reaffirm a strong commitment to education excellence through demonstrated community collaboration and implementation of antiracist, racial equity, equity, and inclusion (anti-ableist) policies and practices to support all students, staff, families, and 4J community.
- **Mentor and Affirm the Team** - Coach, empower, and support district leadership and staff toward quality, focused, and effective financial management and operations to lead for teaching, learning, and equity and to better support school staff serving students and families.
- **Grow Community and Staff Trust and Partnership** - Reconnect and build internal and external community collaboration and relations through transparency, invitation and partnership across entities.
- **Secure 4J's Future** - Support the Board in living into their stated values, operating within their working agreements, focusing on policy development, budgeting, and, most critically, the hiring and onboarding of the next superintendent.

District Goals:

Great education for each student

Our district is charged by the state of Oregon and the members of our community to provide each student with a great education that prepares them for life.

Current Board measures of success:

- On-time four-year graduation rate
- Five-year completion rate (diploma or GED)
- Third grade reading state scores
- Middle school measurements
- 9th grade on-track
- Attendance rates

- Participation rates
- Class offerings/clubs
- Other measures as suggested by the district

Other potential benchmarks to explore for success:

- *Teacher assessments of students*
- *Staff satisfaction*
- *Student inclusion and satisfaction*

GOAL # 1: Increasing equitable outcomes and achievements

Equity: Making it so that a student's demographic characteristics and where a student begins life doesn't negatively determine or limit that student's success in school/life.

Public Education plays an important role in setting each student up for success in their life. Accordingly, our district must allocate efforts and resources in ways that support equitable student access and opportunity. Our district should take a proactive approach, rather than waiting for complaints or failure, including with literacy, SPED (special education), and racial harassment issues.

Performance Metrics:

- State test scores for historically marginalized groups
- Explore a framework for assessment that is more comprehensive (totality of subjects and skills)
- Staff retention and experience feedback for staff from historically marginalized groups
- Attendance for historically marginalized groups
- Safety and bullying complaint rates and topics

Priority Efforts:

- *Inclusion model, including improving and implementing timely, proactive identification and relationship-based support of disabled students. Ensure that the inclusion model prioritizes input from those with lived experience.*
- *Literacy efforts – implementation and improvement*
- *Bullying and harassment prevention and response*
- *Professional development and training for staff to support these efforts*

Ongoing efforts:

- Classroom materials that are inclusive and representative
- DEI efforts and leadership
- Affinity groups
- District Equity Committee
- Equity Lens and Equity Budgeting
- Restorative and transformational justice efforts
- Safe and effective reporting structure and efforts for students, staff, families

GOAL # 2: Safety and Well Being of Students and Staff

We should cultivate the safety, belonging and wellness of our students and staff in our schools.

Performance Metrics:

- Retention rates for educators/staff
- Survey data from staff

- Student SEED survey data
- Exit interview data

Priority Efforts:

- *Exit data for staff with information compiled and reviewed on a regular basis*
- *Safe and effective report structure for staff, students and families for complaints or issues*
- *Safety planning with feedback from the community, including extreme incident planning*

Ongoing Efforts:

- School Based Health Centers
- Mental and Behavioral Health support and efforts
- A focus on being fully staffed
- Access by all employees to options for quality professional development

GOAL # 3: Proactively engaging our community

The quality of communication and engagement with our district is integral to the success of our shared work, and in order to maximize success, we must improve our communication and engagement.

Performance Metrics to explore:

- District Newsletter open rates
- District Survey response rates
- School newsletter open rates
- Website visitors and engagement
- District Social Media engagement

Priority Efforts:

- *District Website – make it accessible with timely, meaningful content*
- *Create community engagement events that are well attended in each region, including among historically disadvantaged groups*
- *Consider alternative forms of communication (not just newsletters or written content)*

Ongoing Efforts:

- Useful newsletters
- Ombudsperson
- Podcast



Approved by 4J Board of Directors September 4, 2024

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Ongoing Efforts:

- Useful newsletters
- Ombudsperson
- Podcast



ITEM FOR ACTION

Date of Meeting

September 4, 2024

Title

Lines of Authority and Organizational Chart

Presenter

Colt Gill, Interim Superintendent

Requested Amount of Time to Present

15 Minute

Background or Description

At the August 21 Board Work Session Interim Superintendent Gill presented an item for future action regarding how the district leadership is creating a collaborative, coordinated, and transparent space to bring voice from across the district into decision-making and better incorporate data analysis and the use of an equity decision tool across the groups represented in this process.

As part of this presentation the Interim Superintendent shared a detailed organizational chart for the District and each department, representing the layout of the system designed to serve more than 3,000 employees and 16,000 students.

The Organizational Chart and illustrated lines of authority aims to provide:

- **Renewed clarity for everyone** - The org chart offers a clear outline of who each team member can look to for support and supervision. And, serves as a tool to help point staff members to our various departments and teams for support.
- **A restoration of 4J's focus and priority for equity** - With the establishment of the Department of Equity, Inclusion, and Belonging we are fulfilling a commitment to our students, staff, and community to center the needs of each student and dismantle institutional bias, racism, and ableism. This department and its leadership also provide needed support for our dedicated equity staff who have been serving the district with distinction.
- **A centering 4J's efforts to create equitable access to high quality, relevant teaching and learning** - This org chart also helps ensure that the entire district administration is focused on supporting our core function: Equitable access to high quality, relevant teaching and learning.

The organizational chart is also designed to serve the permanent superintendent, so that she or he will not need to expend time and energy on internal organization, but can focus on work with the Board, students, families, staff and community to set a vision and plan to support equitable access to high quality teaching and learning for 4J.

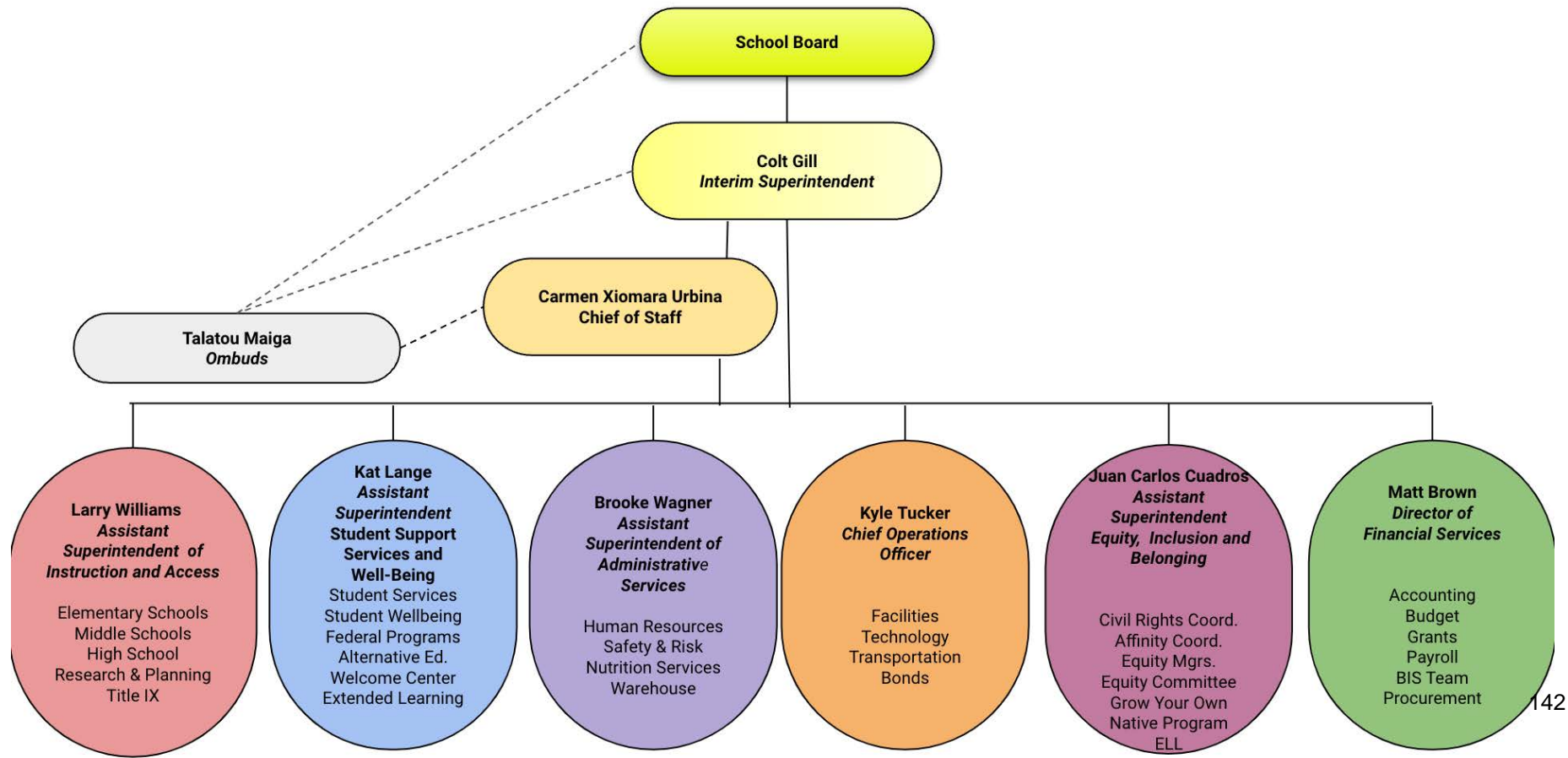
The organizational chart does not increase the staffing footprint of the district leadership. Titles have been changed to more clearly reflect the work of the individuals leading departments. Additionally, established leadership groups have been developed to help ensure better cross-departmental communication and coordination.

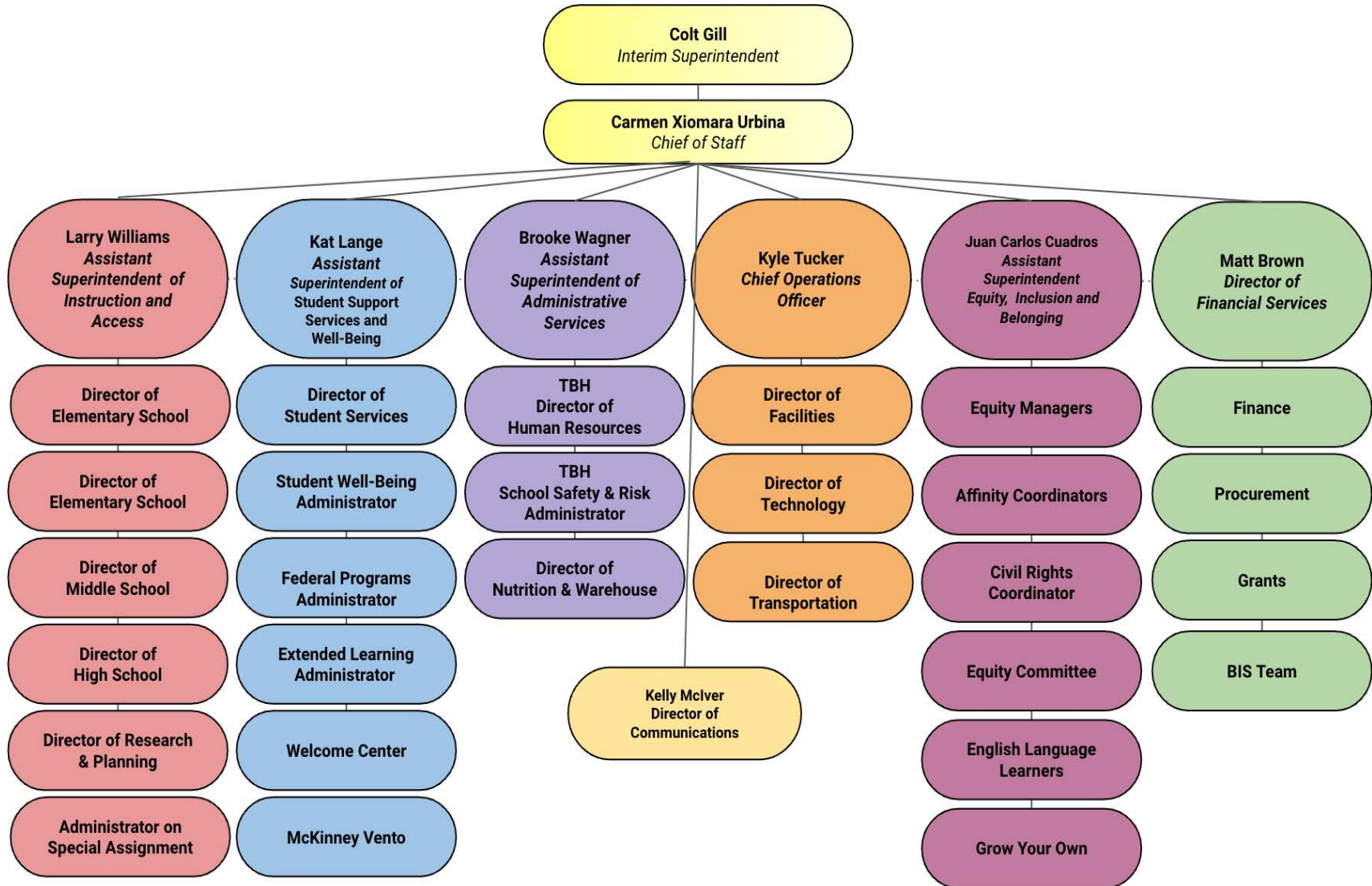
Board Policy [CCB Line and Staff Relations](#) requires the Board to approved lines of direct authority as shown on the organizational chart. This action will help ensure the Board affirms the district's commitment to a Department of Equity, Inclusion, and Belonging with leadership that directly reports to the Superintendent. Change in this commitment, goal, and design would require future Board action.

It is important to note that there are dotted lines between the Board, Superintendent, Chief of Staff and the Ombudsperson. This designates the independence of the Ombuds Office as well as support and reporting relationships that will be further clarified by Board policy.

Recommendation

Approve Presented Lines of Authority (position titles and supervision and support relationships) as presented in the organizational charts below. This action is in alignment with policy [CCB Line and Staff Relations](#).







ITEM FOR ACTION (Second Read)

Date of Meeting

September 4, 2024

Title

Approve 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 Equity Advisory Committee.”

At their meeting on Wednesday, August 7, 2024, policy BCFA – Educational Equity Advisory Committee was presented to the Board as a first read “Item for Action at a Future Meeting” (see document #ONE attached). During discussion, the Board suggested several grammatical revisions be made to the policy and requested the revised policy be brought back for consideration.

The superintendent reviewed the revised grammatical changes made to policy BCFA – Educational Equity Advisory Committee with the Policy Work Group on August 21, 2024. Policy language suggested by OSBA has been included in the stand-alone policy BCFA-Educational Equity Advisory Committee.

Policy BCFA – Educational Equity Advisory Committee is included on the September 4, 2024 Board Meeting Agenda as a second read “Item for Action” (see document #TWO attached). The revisions suggested by the board noted in green font for deleted language and red font for added language.

Summary:

The August 2022 Policy Update from OSBA recommended that School Boards review proposed policy language for Educational Equity Advisory Committee.

Senate Bill 732 outlines the responsibilities and makeup of the Educational Equity Advisory 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.

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.

{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

Legal Reference:

[ORS 329.711](#)
[OAR 581-022-2307](#)

DBEA – Budget Committee
BCF – Advisory Committees to the Board

ONE

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 whom Oregon's educational systems is currently or have has historically excluded, impacted, marginalized, or underserved.

The 4J 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 are 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 4J 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 4J 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 4J 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 4J 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 4J Educational Equity Advisory Committee membership shall be selected through a collaboration of 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 the selection 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 Board will vote on candidates nominated by the superintendent.

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 names of possible members from the community¹
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.

The Board and superintendent, in consultation with the 4J Educational Equity Advisory Committee, shall fill vacancies on the committee in the same manner as original appointments.

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

{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.

¹ As per OAR 581-022-2307

(c) “Community Member” means:

(A) a representative of a community-based organization that serves the local community;

(B) a representative of a culturally specific organization that serves the local community;

(C) a representative of an organization that regularly partners with the school district to network resources and assist students in meeting state and local standards, and prepare students for post high school transitions; or

(D) a resident of the local community capable of representing underserved community voices

END OF POLICY

Legal Reference:

ORS 329.711

OAR 581-022-2307

DBEA – Budget Committee

BCF – Advisory Committees to the Board

TWVO

Establishing District Equity Committees for Senate Bill 732

ODE Guidance

July, 2023



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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 DECs 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 equity 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 law¹, 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.

¹ 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, 2025.² [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.

² 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 groups³ 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?

³ 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 DEC's 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 met⁴.
2. Submitting the initial plan by emailing responses to the questions below to 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?

⁴ 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^{5 6}
- 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

⁵ 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

⁶ [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.

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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.

Underrepresented⁷ 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 voice⁸ 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. DECs 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.

⁷ “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.

⁸ “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.⁹ 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.

⁹ 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 Taking¹⁰
- 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.

¹⁰ 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-making¹¹

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.

¹¹ 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

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.



ITEM FOR ACTION (Second Read)

Date of Meeting

September 4, 2024

Title

Approve revisions to Board Policy BBAA – Individual Board Members’ Authority and Responsibilities

Presenter

Colt Gill, Interim Superintendent

Background:

The Board first received the proposed revisions to policy BBAA at their October 4, 2023 meeting as an Item for Action at a Future Meeting (First Read). 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.

The proposed revisions to Board Policy BBAA – Individual Board Member’s Authority and Responsibilities has been placed on the agenda as an Item For Action (second read).

Summary:

The revised language is a recommendation from OSBA’s Board Development Services to provide clarity to Board Member’s individual authority.

There are many instances when a district board needs to consult with legal counsel prior to making a decision. This policy change clarifies when board chairs are authorized to seek legal counsel and incur legal costs for the District.

OSBA recommends that School Boards review proposed changes to policy BBAA – Individual Board Member’s Authority and Responsibilities, for readoption. BBAA is an optional board policy. Policy BBAA has been part of the district’s policy manual since 1975 and has undergone several revisions since origination.

Code:	BBAA
Adopted:	8/02/14
Revised/Readopted:	5/15/19
Orig. Code:	BBAA

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 revisions to board policy BBAA – Individual Board Member’s Authority and Responsibilities

Eugene School District 4J

Code: BBAA
Adopted: 8/02/17
Revised/Readopted: 5/15/19; ~~XX/XX/XX~~
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions.~~ When expressing **personal** ~~such~~ opinions in public, the Board member **should must** clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal **advice or** opinions by a Board member **that will incur a cost for the district**, must be approved by a majority vote of the Board **or Board leadership** **before the request is made to legal counsel.** **The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without need for Board approval.** **If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.** Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the

appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.057](#)

[ORS 332.055](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events

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

The Board first received the proposed revisions to policy BBAA – Individual Board Member’s Authority and Responsibilities 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: The board would prefer the word “must” over the word “should.” Why did OSBA change from must to should?

Policy language says:

~~A Board member has the right to express personal opinions.~~ When expressing **personal** ~~such~~ opinions in public, the Board member **should** ~~must~~ clearly identify the opinions as their own.

Answer: The board member can’t be made to do this; therefore, the recommended language is “should” in board policy.

Board Question: When does the chair have permission to ask for legal counsel? What is “advantageous” to asking for legal counsel mean? Would appreciate tightening up the language around when a board chair can make this decision or be given the permission to contact legal counsel.

Policy language says:

Requests for Legal Opinions –

Requests for legal **advice or** opinions by a Board member **that will incur a cost for the district**, must be approved by a majority vote of the Board ~~or Board leadership before the request is~~ **made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without need for Board approval. If the legal opinion sought involves the superintendent’s employment or performance, the request should be made to the board chair. Legal counsel is responsible to the Board.**

Answer: As a general rule and best practice, Board Chairs generally have always been able to reach out to counsel in preparation for meetings, since this is their responsibility – it was just never stated in policy. High turnover in board members created circumstances for which more defined language was needed, which is how we came to the proposed language. It’s tough to create policy language for every circumstance. If

the board chair needs help to prepare and guidance on how to run the meeting appropriately and efficiently, it may be “advantageous” for them to seek help.

Board Question: Complaints made about board members or about the board. What does OSBA see in other districts how they handle complaints against board members or the whole board. There is concern that the complaint is decided by the very body of whom the complaint is made. If the whole board is subject of the complaint, why is it OK for the whole board to take action on the complaint? It doesn't seem very transparent. There is also desire to separate board members and the whole board out of policy KL and policy ACC and create whole new policies just for board complaints. What does OSBA say about that?
If the complaint is about an individual board member, does that member get to vote on the action the board will take?

Policy language says:

Action on Complaints or Requests Made to Board Members –
When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

Answer: Complaints against the board or a board member must be held in public; there is not a qualifying executive session reason. There used to be separate policies, but as new rules were adopted, and continue to be adopted around complaint procedures, it became best practice to have consistent procedures to meet rule requirements. There are provisions in recommended language that indicate the board may hire a third party to investigate and present findings to the board, again, in a public meeting, and legal counsel is encouraged. It is up to the board to govern itself. This type of circumstance is a good example of the board chair (or the vice chair if the board chair is the subject of the complaint) needing to access counsel in preparation for a meeting at which a complaint will be heard or decided on. It's tough to say whether an affected board member could vote without knowing the complaint or proposed actions of the board, hence the board chair having permission to access counsel. The district could decide to create a separate policy, and best practice would be to still align procedures with the rules in place, which are already represented in KL and referred to in ACC -- one stop shopping if you will.

Board Question: Which contracts are approved by the board? Which contracts do they delegate? Is it just the dollar amounts – contracts above certain amounts would be board approved and contracts below are delegated to staff? The board is aware of the approval process for licensed staff contracts and labor agreements. Having a better understanding of the contracts other district board are responsible for would be helpful.

Policy language says:

Contracts or Agreements –

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

Answer: Yes, the board must approve contracts for licensed staff and collective bargaining agreements, and that of the superintendent, and for contracts for which the superintendent is not authorized by board policy to sign. Please refer to policy DJ.

Board Question: The board has expressed interest in having a policy committee. Do other districts have policy committees? What does that look like? Would it have to be a board committee or a superintendent/district committee?

Answer: Many districts have a policy committee, and they can be either a board committee or a superintendent committee. If either of these types of committees has the responsibility to recommend to the board AND has two or more board members on the committee, generally, meetings must follow public meetings law. If the committee comes under governance by either policy BCE or BCF, it needs to follow policy, which includes following public meetings law. If it's a superintendent's committee with at least one board member, generally the committee would not need to comply with public meetings law, however it may and could depend on how the superintendent's committee was directed. These committees meet separately from regular board meetings.



ITEM FOR ACTION (Second Read)

Date of Meeting

September 4, 2024

Title

Approve revisions to Board Policy BDC – Executive Sessions

Presenter

Colt Gill, Interim Superintendent

Background:

The Board first received the proposed revisions to policy BDC at their October 4, 2023 meeting.

The proposed revisions to Board Policy BDC–Executive Sessions has been placed on the agenda as an Item For Action (second read).

Summary:

[House Bill 2806](#) (2023) added new provisions to Public Meetings Law and executive sessions.

The new public meetings law provisions for executive sessions (HB 2806) now include considering matters relating to the safety of the board, district staff and volunteers and the security of district facilities and meeting spaces, as well as considering matters relating to cyber security infrastructure and responses to cyber security threats, are effective now.

The proposed revisions update information in policy to reflect that any record related to students is now described as "confidential records"; there is now no distinction to "medical records" or "student educational programs" to be made. ([ORS 332.061](#))

Revisions delete the language limiting to *medical records* and *student educational programs* changing to simply "confidential records of a student."

OSBA recommends that School Boards review proposed changes to policy BDC – Executive Sessions, for readoption. BDC is an optional board policy. Policy BDC has been part of the district's policy manual since 2017 and has undergone several revisions since origination.

Code: BDC
Adopted: 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 revisions to policy BDDG as proposed and re-adopt the policy. The Board may wish to direct staff to make further revisions.

Recommendation

The Superintendent recommends the Board approve revisions to board policy BDC–Executive Sessions

Eugene School District 4J

Code: BDC
Adopted: 8/02/17; XX/XX/XX

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student **students** and matters pertaining to or examination of the confidential **medical** records of a student. ~~, including that student's educational program.~~

An executive session may be **included as an agenda item of an existing meeting or held as its own meeting. Proper notice is required. convened by order of the Board chair, upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting. The presiding officer will announce the executive session by identifying the authorization under ORS 192.660 for holding such session and by noting the subject of the executive session.**

If regular business meeting agenda items are processed prior to the executive session, the presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent¹. (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o)). ~~(9) To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))~~
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p)). ~~(10.) To discuss matters pertaining to or examination of the confidential medical records of a student, including that student's educational program. (ORS 332.061(1)(b))~~
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor students or examination of the confidential **medical** records of a student ~~including, that student's educational program;~~ and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential **medical** records ~~and educational program;~~ the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential ~~except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.~~

END OF POLICY

~~This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure~~

- ~~a. The vacancy has been advertised;~~

- b. Regular hiring procedures have been adopted;
 - c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
 - d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.
- To determine whether the individual involved is considered a public officer, consult with legal counsel.
-

Legal Reference(s):

[ORS 192.610 to -192.710](#)

[ORS 332.045](#)

[ORS 332.061](#)

Cross Reference(s):

OR ATTY. GEN. Public Records and Meeting Manual

Oregon Government Ethics Commission, Staff Advisory Opinion No. 22-1065

House Bill 2806 (2023)

~~BD/BDA – Board Meetings~~

~~BDDG – Minutes of Board Meetings~~

~~CBG – Evaluation of the Superintendent~~



ITEM FOR ACTION (Second Read)

Date of Meeting

September 4, 2024

Title

Approve revisions to Board Policy BDDG – Minutes of Board Meetings

Presenter

Colt Gill, Interim Superintendent

Background:

The Board first received the proposed revisions to Policy BDDG – Minutes of Board Meetings at their October 4, 2023 meeting. At that meeting, a board member requested that the word “tape” be removed from policy language in paragraph three.

Policy Language: 3. The clerk shall prepare the minutes of all meetings, except executive sessions, in a timely manner and mail or deliver them to the members of the Board at least 48 hours before the regular meeting at which they will be approved. The clerk will maintain **tape** recordings of all executive sessions;

The proposed revisions to Policy BDDG – Minutes of Board Meetings has been placed on the agenda as an Item For Action (second read).

Summary:

House Bill 2514 (2019) expands the privacy of student records allowed in executive session to include “confidential records of a student” deleting the language limiting to “medical records” and “student educational programs.”

Revisions also include the suggestion by the board member to delete the word “tape” from paragraph three.

OSBA recommends that School Boards review proposed changes to policy BDDG – Minutes of Board Meetings, for readoption. Policy BDDG – Minutes of Board Meetings is an optional board policy. Policy BDDG – Minutes of Board Meetings has been part of the district’s policy manual since 1975 and has undergone several revisions since origination.

Code: BDDG
Adopted: 6/16/75
Revised/Readopted: 11/02/83; 9/17/97/ 12/11/02; 8/02/17
Orig. Code: BDDG; 1930; 1930.1

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 revisions to Policy BDDG – Minutes of Board Meetings as proposed and readopt the policy. The Board may wish to direct staff to make further revisions.

Recommendation

The Superintendent recommends the Board approve revisions to board policy BDDG – Minutes of Board Meetings

Eugene School District 4J

Code: BDDG
Adopted: 6/16/75
Revised/Readopted: 11/02/83; 9/17/97; 12/11/02;
8/02/17; ~~XX/XX/XX~~
Orig. Code: BDDG; 1930; 1930.1

Minutes of Board Meetings

Minutes of the proceedings of all Board meetings shall be maintained as follows:

1. The district clerk shall record all the proceedings of the Board meetings;
2. The minutes of any meeting shall be approved by the Board at a regular meeting;
3. The clerk shall prepare the minutes of all meetings, except executive sessions, in a timely manner and mail or deliver them to the members of the Board at least 48 hours before the regular meeting at which they will be approved. The clerk will maintain **tape** recordings of all executive sessions;
4. After the minutes have been approved they become the official minutes and shall be signed by the chair and the clerk.

The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the administration office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy¹ of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in

¹ Oregon Administrative Rule 166-400-0010(9)

the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential **medical** records ~~and that student's educational program~~; the discussion; and each Board member's vote on the issue.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.710](#)

[ORS 332.061](#)

[House Bill 2514 \(2019\)](#)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

Cross Reference(s):

[BDC – Executive Sessions](#)



ITEM FOR ACTION (Second Read)

Date of Meeting

September 4, 2024

Title

Approve for Adoption Policy CB–Superintendent

Presenter

Colt Gill, Interim Superintendent

Background:

Policy CB–Superintendent was an Item for Action at a Future Meeting (First Read) on the August 7, 2024 Board Meeting Agenda.

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.

Policy CB–Superintendent is listed on the September 4, 2024 Meeting Agenda as an Item for Action. The Board is being asked to approve policy CB–Superintendent as presented.

Summary:

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.)

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 superintendent¹ 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 law² 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.

¹The term "superintendent" includes an interim superintendent

²"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

Legal Reference(s):

ORS 332.505
ORS 332.515

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



ITEM FOR ACTION (Second Read)

Date of Meeting

September 4, 2024

Title

Approve Revisions to Policy CBG–Evaluation of the Superintendent

Presenter

Colt Gill, Interim Superintendent

Background:

Policy CBG–Evaluation of the Superintendent was presented as a first read “Item for Action at a Future Meeting” (see document #ONE attached) on the August 7, 2024 Board Meeting Agenda.

During discussion, the Board suggested several grammatical revisions be made to the policy and requested the revised policy be brought back for consideration.

The superintendent reviewed the revised grammatical changes made to policy CBG–Evaluation of the Superintendent with the Policy Work Group on August 21, 2024.

Policy CBG–Evaluation of the Superintendent is included on the September 4, 2024 Board Meeting Agenda as a second read “Item for Action” (see document #TWO attached). The revisions suggested by the board noted in green font for deleted language and red font for added language.

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).

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; 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 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

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).

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 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 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 **and/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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