

**Equity Committee Meetings
Eugene Public Schools
District 4J**

Tuesday, January 24th, 2011
PARR ROOM
200 North Monroe

4:30-6:00pm

AGENDA

I.	Welcome and Introductions	4:30-4:35	All
II.	Public Comment	4:35-4:45	
III.	Student Presentation	4:45-5:15	
IV.	Revised-Budget Strategies Recommendations Review and Update on Equity Committees Recommendations to the Superintendent-Update	5:15-5:20	All
IV.	Student Survey-Harassment and Bullying Review	5:20-6:20	All
V.	Other Business—Guadalupe, Marshall, Raquel Equity Report Sub-Committee Mtg. -2/14-15 or 17 AM	6:20-6:30	All

TOPICS FOR NEXT MEETING

- EEA-Conversation-February
- EYES-PROGRAM-February
- Brad New- Alternative School Presentation for February
- Celia Feres-Johnson / Invite- February
- Update and Data: Equity Data
- EJPR-Update
- TAG program Presentation
- Parent Involvement
- GLBTQ-Sub-Committee
- Taking It Up-Update
- Review presentation to the Board- Equity Committee - Recommendations-What is going to be implemented?

**PLEASE CONTACT CARMEN URBINA'S OFFICE (790-7714)
IF YOU ARE UNABLE TO ATTEND**

EQUITY COMMITTEE MEETING SCHEDULE

FY: 2010-2011

All meetings will be held at the Central Office- 200 North Monroe, Eugene Oregon 97404

If you need more information please call Carmen X. Urbina at 541-790-7714 or e-mail: Urbina_c@4j.lane.edu

Time: 4:30 to 6:30pm

DATE	DAY
December 14 th , 2010	Tuesday
January 24 th , 2011	Monday
February 22 nd , 2011	Tuesday
March 29 th , 2011	Tuesday
April 26 th , 2011	April
May 24 th , 2011	Tuesday
June 14 th , 2011	Tuesday

Board Recommendations:

1. Enhanced Equity System

The Equity Committee sees substantial progress made under the leadership of Carmen Urbina and Carl Hermans. It is our recommendation to expand that capacity with more FTE and expertise in order to sustain and build on a system-wide approach to this portfolio of work.

2. Enhanced PD with focus on Equity/GLBTQ/CFEE

- The CFEE and Taking It Up trainings have had a profound impact on the capacity to move Equity issues to the forefront successfully; we advise the district continue to support these professional development sessions for staffs.
- We recommend one whole day of professional development specific to Equity in the context of harassment and GLBTQ topics
- All PD efforts need to be synchronized as district/site made decisions and equity needs to be embedded in every PD event.

3. School Climate Survey

- The EC feels very strongly that all schools need to be given the climate survey in a small time frame, as simultaneously as possible. EC has been requesting for many years to have data that helps us to benchmark harassment within the district and focus equity resources on improving the climate. In schools that have particularly serious problems.
- The elementary version CODAC is planning should be correlated as closely as possible with the 6-12 survey for comparability and meaningful information.

4. Creation of Sustainable Infrastructure for GSA, BSU, LSU, etc.

- EC recommends that these clubs be created at every school with FTE and structure set. Students should never be responsible to create, sustain, or populate these clubs. The district needs to make this a top priority.

5. Urge focus on middle schools – study how the current configuration is working and explain how it might be improved

- Middle school is where many, many students' achievement begins to drop; we think it is important that the district find out why. Climate survey is part, but we need information that helps understand the transition as student s experience it.

6. Evaluate suspension/Expulsion Policy – get rid of Zero Tolerance

- Current data is extremely inequitable. We think there needs to be a better policy; we hear too often that the current policy is ineffective. We definitely believe better, more frequent and consistent staff training on what the exact policy is *and how one should implement it*.
- There needs to be less room for discretion, and all the areas where discretion is an option need to be evaluated with an eye for equity. Areas of discretion need consistent training.
- The district needs to design and implement policies based on recognition that excluding students from school has a profoundly negative impact on the possibility that they will be academically successful.

