
[4j_announce] Intentional focus

From : Andy Dey <dey_a@4j.lane.edu>

Wed, Nov 02, 2022 01:45 PM

Sender : 4j_announce <4j_announce-bounces@4j.lane.edu>**Subject :** [4j_announce] Intentional focus**To :** 4j announce <4j_announce@4j.lane.edu>

Good afternoon, colleagues,

Today, we reach out in response to the concerns that we have heard regarding the need for additional assistance in our buildings, particularly at the elementary and middle levels. What we hope you'll hear is: your concerns are valid, and heard.

Throughout the past week, district teams have met to strategize ways to help facilitate our school buildings in strengthening and reestablishing our multi-tiered systems of support.

We have heard loud and clear that, especially at our primary grades, students and staff are feeling overwhelmed. More than 60 percent of our students in K – 2 have not experienced a traditional school setting which is contributing to the challenge of establishing routines and resulting in elevated behavior challenges – ultimately hindering learning.

To accommodate this work, we have decided to temporarily shift the focus of our expert coaches and teachers on special assignment to support two key areas:

- 1) Provide important additional adults in buildings in response to staff shortages and absences while we work to hire additional key staff members.*
- 2) Establish system reinforcement teams led by student services specialists to provide in-time support to buildings experiencing high-needs. These teams will come alongside buildings working with administrators and leadership teams to chart a clear path for building staff to strengthen and rebuild the important systems that support high quality teaching and learning.*

Along with the additional licensed teams district-level administrators will be establishing a schedule to provide relief for building administrators from duties such as supervision, so that they can focus on the work of supporting their teams.

We recognize that each building has unique needs that require a different focus and approach. For this reason, buildings and staff are given the flexibility to utilize the professional development time that will have the most impact on their students' success.

Everyone recognizes that the challenges we face this year are complex, however, it is critical that we come together and prioritize strengthening our systems. This intentional focus will set

the foundation and remove the barriers that stand in the way of the important work of teaching and learning for the remainder of the school year.

Thank you all for your hard work and dedication to our students. Together we will continue to make a difference in large and small ways for the students in our system.

Respectfully,

*Andy Dey, Superintendent
Eugene School District 4J*

*Sabrina Gordon, President
Eugene Education Association*

Andy Dey, Ed. D.
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[elem_princi_only] UPDATE - Behavior Support

From : Brooke Wagner <wagner_b@4j.lane.edu>

Thu, Nov 03, 2022 09:53 PM

Sender : elem_princi_only <elem_princi_only-bounces@4j.lane.edu>**Subject :** [elem_princi_only] UPDATE - Behavior Support**To :** principals <principals@4j.lane.edu>**Cc :** Greg Borgerding <borgerding_g@4j.lane.edu>, Jenna McCulley <mcculley_j@4j.lane.edu>, Sebastian Bolden <bolden_s@4j.lane.edu>, Adrienne Pierce <pierce_a@4j.lane.edu>, Cydney Vandercar <vandercar_c@4j.lane.edu>, Thomas Horn <horn_t@4j.lane.edu>, Andy Dey <dey_a@4j.lane.edu>

Good Evening Administrators,

This message is in follow-up to information that was shared regarding our approach to supporting buildings with strengthening systems and addressing staffing shortages earlier this week.

Beginning on Monday, November 7, we will be dispatching teams to the following schools in support of reestablishing systems of support, coming alongside faculty to provide assistance in implementing strategies, as well as providing relief time for building teams to come together and develop plans to support their students. Starting Monday November 14, more complete implementation will begin with support teams.

Elementary Buildings:

Chavez

Gilham

Spring Creek

McCornack

Middle School Buildings:

Kelly

Cal Young

These locations were identified based on feedback from IPBS training self assessments, SWIS and incident reporting data, student observations, along with staffing and absence tracking.

Team support:

Teams of approximately 3 - 6 will report to these buildings beginning on Monday, November 7, to have initial conversations with the building administrators, building leadership teams and other staff members to assess what supports might be most appropriate for their unique challenges. We will send identified schools specific emails tomorrow with additional details and team members.

These teams will work alongside their building counterparts to identify success indicators that will allow for the step down release so that the team members may be redeployed to support other buildings, or return their focus to the important work of their official assignment. The intent of these groups is to scaffold supports but not be permanent positions for the remainder of the year.

Triage support:

Additional individuals have elected to be triage supports that will be available to respond to provide additional adults in buildings across our system. Instruction leaders will work with HR to assign these individuals to buildings experiencing high absences in an effort to provide relief of highly qualified additional staff. Also, beginning around Monday, November 14, five roving substitutes will also be assigned to triage absences throughout our system.

Administrative relief:

In addition to the refocusing of the work of our specialists and teachers on special assignments, our licensed administrators will be establishing a schedule that places administrators in buildings during the middle of the day. The goal of their time will be to relieve building leaders of supervision assignments, and routine administrative tasks so that principals can focus on the important work of supporting classroom instruction and/or working with response teams in establishing and strengthening systems.

Early Release Fridays:

We have also paused district led professional development on Fridays. This intent will allow buildings administrators to collaborate with their leadership teams to plan for specific building needs. We know buildings can use more time to address the unique needs based on their own data and staff input.

We know that there is no single fix to a very complex problem, but we are aware that this is a challenging time that has been a barrier to educating our students. I also know that our proposed solution does not come without trade-offs. I would ask that in light of all of these factors you assist us in supporting our colleagues working to alleviate the pressure our system is experiencing. We all strive for welcoming and inclusive schools as we know ultimately we share a goal of supporting our students and one-another.

As we know there are other locations that would benefit from these intentional support opportunities, we have tentatively begun to identify schools that may also receive the support of a response team following the evaluation of this first wave. In addition, we will focus the district administration daily visits on the schools not identified in round 1.

Should you have any building specific questions, please connect with your level director who will work with the instructional leadership team to provide additional clarity.

Respectfully,

Brooke

Brooke Wagner D.Ed.
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[princi_elem] Update - Behavior Support

From : Brooke Wagner <wagner_b@4j.lane.edu> Tue, Nov 01, 2022 11:33 PM
Sender : princi_elem <princi_elem-bounces@4j.lane.edu>
Subject : [princi_elem] Update - Behavior Support
To : principals <principals@4j.lane.edu>
Cc : Cydney Vandercar <vandercar_c@4j.lane.edu>, Kat Lange <lange_k@4j.lane.edu>, Sebastian Bolden <bolden_s@4j.lane.edu>, Greg Borgerding <borgerding_g@4j.lane.edu>

Good Evening Administrators

I apologize for the late email, hoping most of you will read this first thing in the morning. I want to share an update regarding a district-wide shift in resource to help address both the challenges we're experiencing regarding staffing and absences, as well as targeted supports to strengthen and reestablish the important systems that help all students be ready learners in our buildings.

We recognize that the needs of our buildings are complex and that we must prioritize our finite resources as we work to make an impact. For the last week, district level administrators have worked together over many days to develop a strategic plan to provide systematic support to our schools. We have also met multiple times with EEA president Sabrina Gordon to review and revise our proposed plan.

Earlier this afternoon, we shared with our content TOSAs and our SSD teams that we will be shifting their focus to provide both immediate relief and system supports, primarily at the elementary level, with some middle schools receiving support also. We will be offering our TOSAs the opportunity either to provide immediate supports as an additional adult in buildings with a high number of absences, or to serve on a systems team that will be led by SSD staff members. These teams will focus on providing targeted supports, as identified in collaboration with the building administrator and their leadership teams.

Additionally, district-level administrators will create a schedule where they work in buildings approximately between 10 am – 2 pm assisting their building-level colleagues with administrative duties, so that they can focus on their work as building instructional leaders. We will also be pausing district led professional development on Fridays between now and winter break, with the exception of our Choice Fridays. Building administrators will be working with their established building leaderships teams to plan their Fridays on needs of their buildings. Level directors will be working on additional details to be shared later this week.

This plan is temporary and intended to provide immediate relief and space for buildings to expand their own capacity in meeting the needs of their students.

While these supports are primarily focused on our elementary schools and some middle schools, we know that this will impact our whole system. To provide you an opportunity to share thoughts on what those unintended impacts might be, we have established

a [ThoughtExchange](#) platform. The thoughts shared will be used to help ensure that, while solving one concern, we are not creating other challenges.

Details are still being refined, but I want you to know that we hear you, and there are supports on the way. Please connect with your level director with any specific questions and know that we'll provide space for addition processing as this work moves forward.

Thank you for your leadership and work to support all students and staff.

In admiration,

Brooke

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