

Board of Directors Meeting
 School District 4J, Lane County
 4J Education Center / Hybrid
 (in-person or via Zoom)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, May 15, 2024

NOTICE: The Regular Board Meeting at 7:00 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.

**7:00 PM
 Regular Meeting**

- I. **7:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. Receive Reports from High School Student Representatives

- VI. Conduct Public Hearing on Proposed 2024-25 Budget 3
 Presenter: Matt Brown, Finance Director
 30 Minutes

- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups
- IX. Comments and Committee Reports by Individual Board Members

- X. **Consent Group - Items for Action**
- 1. Approve the Board Meeting Draft Minutes for: 22
 April 17, 2024 4J Board Work Session
 April 17, 2024, 4J Board Regular Meeting
- 2. Approve Personnel Actions 40
 Presenter: Brooke Wagner D.Ed., Director of Human Resources
- 3. Approve Memorandum of Agreement (Draft) between Eugene School 41
 District 4J and Eugene Education Association (EEA) Regarding Building
 Leadership Plans and Compensation
 Presenter: Brooke Wagner, Human Resources Director
- 4. Approve High School (Grades 9-10) English Language Arts (ELA) 46
 Instructional Materials Adoption
 Presenters: Adrienne Pierce, Secondary Curriculum Administrator
 Tammy Steeves, Secondary ELA Specialist/TOSA

5.	Approve PowerSchool - BusinessPlus Software Renewal Presenter: Matt Brown, Director of Financial Services	49
6.	Approve Spencer Butte Middle School Office HVAC Replacement Presenter: Ryan Spain, Facilities Director	52
7.	Approve Bond Project—Multi-Site Compactors Presenter: Ryan Spain, Director of Facilities	53
8.	Approve Overnight and Out of State Field Trip for South Eugene HS Speech & Debate Team Presenters: Kyla Schmitt, Head Speech & Debate Team Coach Jim Moore, SEHS Athletic Director	54
9.	Approve Overnight Field Trip for South Eugene Girls Basketball Presenters: Jacob Clark, Varsity Girls Basketball Coach Jim Moore, South Eugene HS Athletic Director	64
XI.	Items for Information	
XII.	Items for Action	
XIII.	Items for Action at a Future Meeting	
1.	Middle School (6-8) Spanish Dual Language and Immersion (DLI) Instructional Materials Adoption Presenters: Adrienne Pierce, Secondary Curriculum & Multi-Tiered Systems of Support (MTSS) Administrator Lynette Williams, DLI & World Language Specialist/TOSA 20 Minutes	72
2.	Board Meeting Calendar Draft for the 2024-25 School Year Presenter: Interim Superintendent Colt Gill 5 Minutes	75
3.	2024-25 Budget Presentation Presenter: Matt Brown, Finance Director 25 Minutes	77
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XV.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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



PUBLIC HEARING

Revised 05/13/2024

Date of Meeting

5/15/2024

Title

Public Hearing for the 2024-25 Budget

Presenter

Matt Brown, Finance Director

Background

A public hearing will be conducted for the board of directors to hear public comment specific to the proposed 2024-25 budget.

There public hearing will take up to 30 minutes and comments will pertain to the stated subject of the proposed 2024-25 budget, only. Speakers are limited to 3 minutes and cannot give their time to another speaker. Individuals may sign up to speak via the comment cards at the front table of the auditorium and/or by filling out an online form at: www.4j.lane.edu/board/publiccomment In addition, individuals wishing to submit written comments to the Eugene School District 4J Board of Directors can email to board@4j.lane.edu or send through the U.S. Mail, to School board, Eugene School District 4J, 200 North Monroe St., Eugene, OR 97402

For fiscal year 2024-25, the overall budget is \$601,767,487, which is a decrease of \$47 million from the current year. A majority of this decrease comes from a lower beginning fund balance from where the district started the 2023-24 budget. Another area of decrease is with federal sources, mainly attributed to the removal of ESSER funds in our budget. The district is anticipating fairly flat revenues in our General Fund related mainly to State School Fund dollars. Typically, we see a little more money for State School fund dollars in the second year of a biennium, however with the decline in enrollment we are seeing at the district, Oregon Dept of Education recalculates as more data becomes available.

Across our district, we are adding 57 FTEs. A majority of these additions are from licensed professional that may consist of counselors, teachers, and other licensed professionals. For the adopted budget, the district is assuming a COLA of 4% for all employee groups. The Classified group's contract will be in its final year, with a 4% COLA already established. The Licensed group is currently in negotiations and the Administration/MAPS employees have followed the Licensed group's COLA in recent history. There are built in increases for items such as anticipated rate increases for utilities across our district along with legislative changes that will have a direct effect on things like unemployment costs.


As a district, our enrollment is in a steady decline that we anticipate continuing into the future.

The district has continued to hire staff though, in turn, allowing the district to have teacher-student ratios that are the lowest they have been in many years along low class sizes. This ultimately will have long term effects as we continue into the future. Enrollment is tied to state school fund dollars and as resources become smaller or even remain flat, our operating costs continue to rise, which will create a paradox as we look to navigate waters in future budget years.

Recommendation

Staff recommends and supports the Budget Committee passage of the district budget with the caveats outlined by the Budget Committee:

1. Seeking clarity from the board on budget/spending priorities
2. Carefully reviewing and considering expenses within the 2024-25 budget
3. Initiating a board discussion and approval of an updated reserve policy
4. Review and improve the budget process for *the next budget cycle*



2024-2025 Eugene 4j Budget

Resources - All Funds

<u>Type of Resource</u>	<u>Description</u>	<u>Amount</u>	<u>PY Notable Changes</u>
Beginning Fund Balance	Beginning balances in all funds	205,957,205	- 22%
Property Taxes	Local property taxes	129,930,352	
Local Option	Local Option Levy (approval)	25,887,000	
Other Local Sources	Interest, Grants, SB	58,968,169	
Intermediate Sources	ESD, County School Funds	2,971,725	6
State Sources	SSF, SIA, HSS, Common SF	138,949,840	
Federal Sources	Perkins, Safe Routes, Title, IDEA	21,325,196	- 181% (ESSER)
Interfund Transfers	Facilities, Nutrition, Curriculum, Res	17,497,000	
Other Other Resources	Fresh Fruit & Veg Program	281,000	
Total Resources		601,767,487	- 8% (\$47M)

Expenditures - All Funds

<u>Type of Expense</u>	<u>Description</u>	<u>Amount</u>	<u>PY Notable Changes</u>
Salaries & PR Costs	People and Benefits	312,390,514	
Purchased Services	Professional Svsc, Travel, Non-Instr. Prof. Svsc	31,552,451	
Supplies & Materials	Consumables, Software, Textbooks	31,020,184	
Capital Outlay	Land, Buildings, Buses	107,365,755	- 45%
Other	Dues, Fees, Insurance, Judgements, Indirect	1,046,423	7
Debt Service	Payments on Debt	45,403,468	
Interfund Transfers	Transfers to other funds	17,497,000	
Contingency	Contingency - may be appropriated later	19,950,000	
Unappropriated	Unappropriated - Not able to touch	35,541,692	
Total Resources		601,767,487	

Specific Increases we anticipate in FY 2024-25

- Nutrition Services
- Additional Counselors
- Middle School Schedule
- Custodial Staffing & Supplies
- Utility Costs
- Unemployment
- Salary Increases



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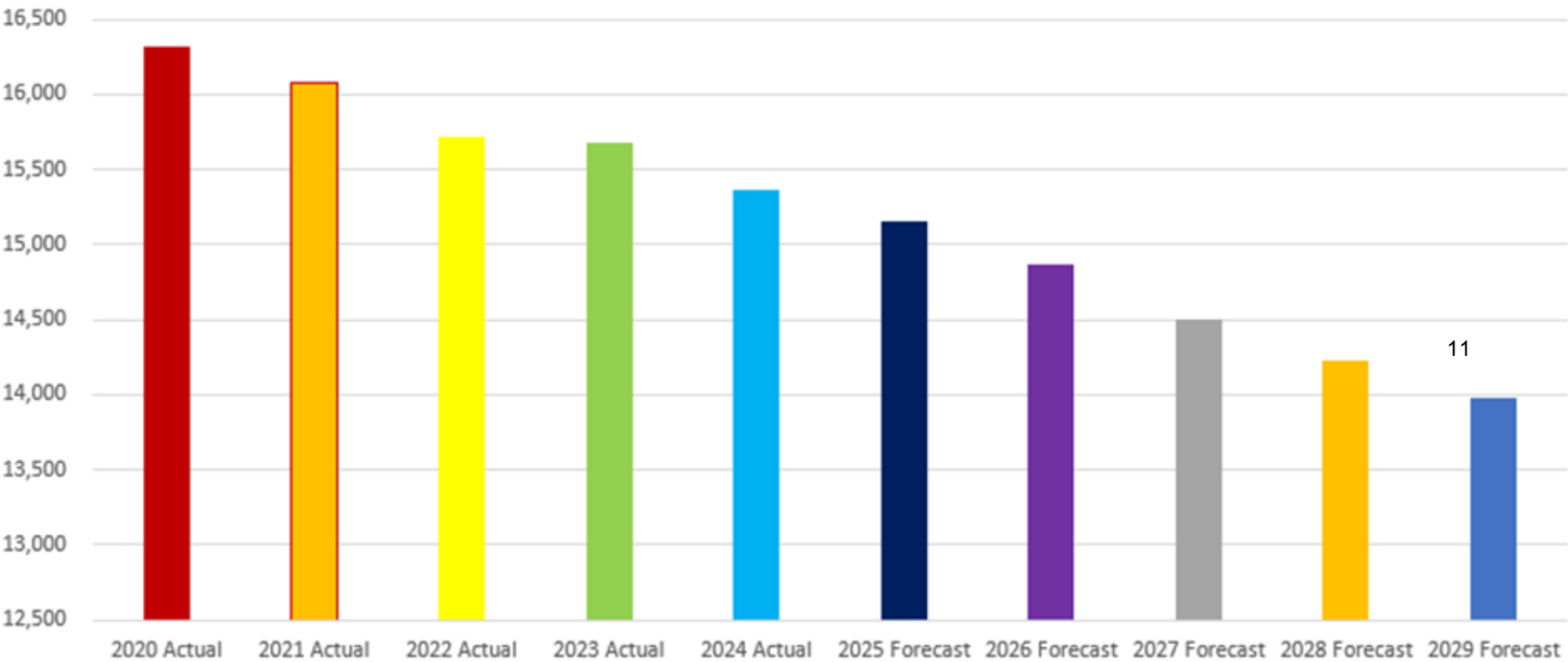
General Fund - Resources

FUND 100 RESOURCES	FY22 Actuals	FY23 Actuals	FY24 Budget	FY24 Estimate YE	FY25 Proposed	<i>FY25 vs. FY24</i>
Local Sources	102,869,037	112,286,485	108,935,000	113,500,000	121,007,000	
Intermediate Sources	3,929,452	3,255,721	3,435,000	2,885,000	2,750,000	
State Sources	97,360,560	109,910,339	111,630,000	112,800,000	111,100,000	
Federal Sources	69,731	350	0	0	0	
Operating Revenue	204,228,781	225,452,895	224,000,000	229,185,000	234,857,000	+ 4.8%
						9
Beg. Balance	64,457,721	66,353,437	72,486,000	75,500,000	64,000,000	- 11.7%
TOTAL RESOURCES	268,686,502	291,806,332	296,486,000	304,685,000	298,857,000	+ <1%

General Fund - Expenditures

FUND 100 EXPENDITURES	FY22 Actuals	FY23 Actuals	FY24 Budget	FY24 Estimate YE	FY25 Budget	<i>FY25 vs. FY24</i>
Salaries	106,851,825	117,515,831	129,553,000	125,000,000	143,739,762	+ 9.4%
Payroll Costs	66,697,977	71,252,203	80,279,000	77,000,000	85,948,075	
Purchased Services	14,901,504	16,822,110	19,198,000	18,000,000	20,654,991	+ 2.6%
Supplies/Materials	3,917,587	5,411,522	6,051,000	5,000,000	7,437,595	
Capital Outlay	369,879	405,413	138,000	130,000	129,085	
Other Objects	1,795,238	1,445,463	1,551,000	500,000	150,944	
Other Uses	2,266,590	807,729	1,298,000	1,200,000	592,900	10
Transfers	5,533,011	2,929,041	13,925,000	13,925,000	17,497,000	+ 25%
TOTAL OPERATIONS	202,333,611	216,589,312	251,993,000	240,755,000	276,150,352	+ 9.5%
Contingency	0	0	14,844,000	0	6,000,000	- 49%
Unappropriated	0	0	29,649,000	0	16,706,648	
TOTAL EXPENDITURES	202,333,611	216,589,312	296,486,000	240,755,000	298,857,000	+ <1%

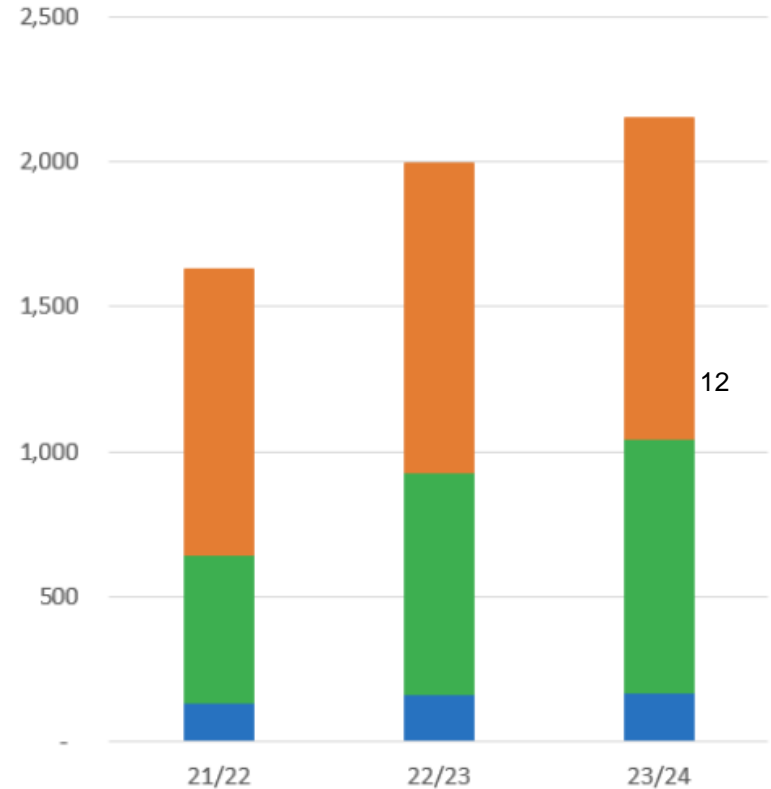
Enrollment Trends



District Staffing

<u>FTE</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>
Licensed	986	1,069	1,111
Classified	507	762	871
Maps/Admin	136	165	170
TOTAL	1,629	1,996	2,152

FY 2024-25 will add 57 FTE



Seth Pfaefflin - Director of Student Services Dept.





2024-2025 Eugene 4j Budget

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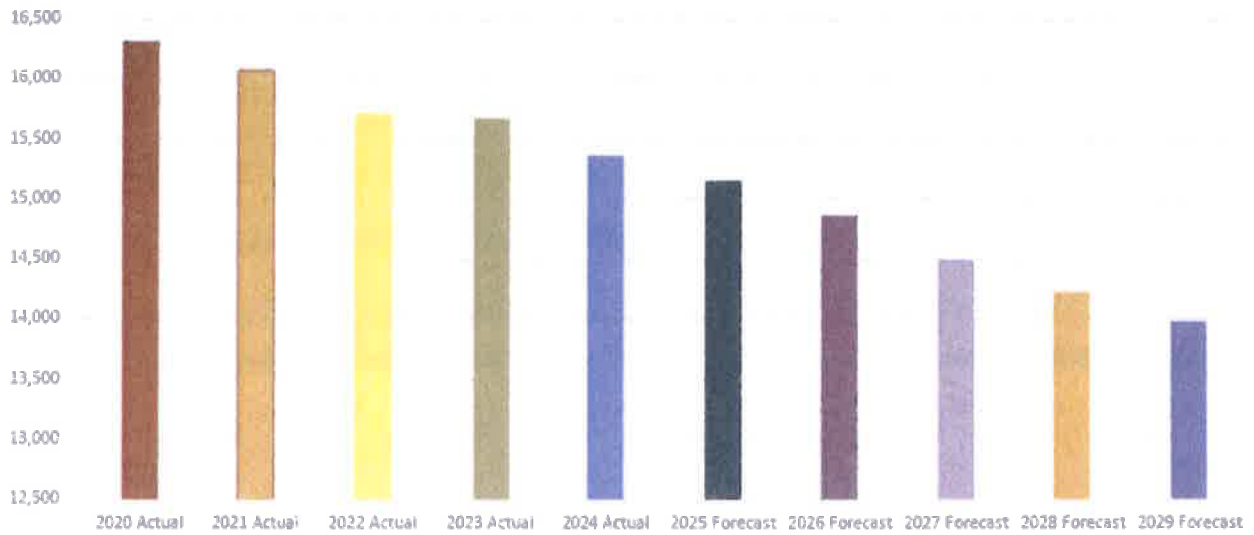
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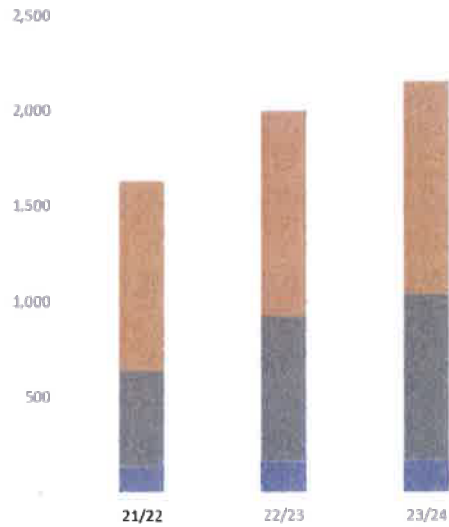
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Seth Pfaefflin - Director of Student Services Dept.



Maintenance of Effort Summary

Fiscal Year	Child Count	LEA State and Local Amount	ESD State and Local Amount	State and Local Total Amount	State and Local Total Shortfall	State and Local Total Result	LEA State and Local Per Capita Amount	ESD State and Local Per Capita Amount	State and Local Total Per Capita Amount
2013-2014	0	\$ 19,870,099.62	\$ 2,191,335.00	\$ 22,061,434.62	\$ -	Met	\$ -	\$ -	\$ -
2014-2015	2174	\$ 21,038,008.31	\$ 2,224,051.00	\$ 23,262,059.31	\$ -	Met	\$ 9,677.10	\$ 1,023.02	\$ 10,700.12
2015-2016	2192	\$ 21,551,726.42	\$ 2,539,935.00	\$ 24,091,661.42	\$ -	Met	\$ 9,831.99	\$ 1,158.73	\$ 10,990.72
2016-2017	2270	\$ 21,814,271.72	\$ 2,928,285.00	\$ 24,742,556.72	\$ -	Met	\$ 9,609.81	\$ 1,289.99	\$ 10,899.80
2017-2018	2301	\$ 23,199,107.48	\$ 3,525,070.00	\$ 26,724,177.48	\$ -	Met	\$ 10,082.18	\$ 1,531.97	\$ 11,614.16
2018-2019	2306	\$ 24,317,067.34	\$ 3,289,348.00	\$ 27,606,415.34	\$ -	Met	\$ 10,545.13	\$ 1,426.43	\$ 11,971.56
2019-2020	2270	\$ 25,492,886.95	\$ 3,555,106.00	\$ 29,047,992.95	\$ -	Met	\$ 11,230.35	\$ 1,566.13	\$ 12,796.47
2020-2021	2283	\$ 25,740,524.88	\$ 3,566,530.00	\$ 29,307,054.88	\$ -	Met	\$ 11,274.87	\$ 1,562.21	\$ 12,837.08
2021-2022	2168	\$ 26,392,061.44	\$ 3,960,405.00	\$ 30,352,466.44	\$ -	Met	\$ 12,173.46	\$ 1,826.76	\$ 14,000.22
2022-2023	2261	\$ 29,732,558.81	\$ 5,293,810.00	\$ 35,026,368.81	\$ -	Met	\$ 13,150.18	\$ 2,341.36	\$ 15,491.54

Year	FTE Licensed (classroom)	FTE Licensed	FTE Classified (classroom)	FTE Classified	Child Count
2023-24	94.8	91.61	233.5	37.85	2112
2022-23	94.4	93.25	215.82	34.4	2261
2021-22	92.7	91	209.974	23.1	2168
2020-21	90.45	85.82	211	22.65	2283
2019-20	92.75	82.04	228.45	19.55	2270



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

May 15, 2024

Title

Approve the Board Meeting Minutes Drafts for:
April 17, 2024 4J Board Work Session
April 17, 2024 4J Regular Board Meeting

Background

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

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

Date: April 17, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:15 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 April 12, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Colt Gill, Interim Superintendent
Seth Pfaefflin, Student Services Director
Dr. Kerry Frazee, Prevention Services Administrator
Rituparna Roy, Licensed Master Social Worker (LMSW), Special Projects Manager, Prevention Services, Student Wellbeing
Kat Lange, Executive Director of Youth and Family Support
Amy McCormick, Parent Advocacy Team
Jaime Hock, Mental Health Specialist
Annette Willsey, Mental Health Specialist
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent & Board

OTHER GUESTS:

None.

EMPLOYEE ASSOCIATIONS:

None.

MEDIA:

KRVM

I. WORK SESSION

II. CALL TO ORDER, ROLL CALL

Chair Maya Rabasa called the work session to order at 5:19 p.m. She said the names of the board members who were present.

III. ITEM FOR INFORMATION

1. RECEIVE REPORT ON OFFICE OF STUDENT WELLBEING

Presenter: Dr. Kerry Frazee, Prevention Services Administrator and Rituparna Roy, Licensed Master Social Worker (LMSW), Special Projects Manager, Prevention Services, Student Wellbeing

Dr. Frazee and Ms. Roy provided a report via PowerPoint presentation from the Office of Student Wellbeing. They were joined by Kat Lange, Director of Youth and Family Support Services, Amy McCormick, Parent Advocacy Team, Jaime Hock, Mental Health Specialist, and Annette Willsey, Mental Health Specialist.

Dr. Frazee explained that the Office of School Safety and Student Wellbeing is relatively new to Eugene School District 4J. Their focus is on prevention strategies to improve student mental health and wellbeing. She provided a brief history. For the past year, they have been collaborating with Lane County Mental Health and other organizations to empower students with more mental health resources. Beginning in 2023, the department began focusing on prevention services, specifically on suicide prevention. Dr. Frazee pointed out that 4J is one of the first school districts to have specialized positions for suicide prevention and threat assessment.

The vision of their Prevention Services department is for every student in the district to have knowledge, skills, and access to the resources they need to learn and lead happy, healthy lives. Their mission is to provide evidence-based prevention services and mental health supports in order to improve the well-being of all students, with an additional focus on trauma-informed education, harm-reduction, care, and advocacy for those who may be at risk and aim to create a safe, supportive, and inclusive learning environment, empowering students to make healthy choices.

Dr. Frazee explained that their latest approach elevates supports for students by focusing on prevention and targeted “upstream” strategies. She emphasized the importance of district staff working in collaboration together. She added that every elementary school, middle school, and high school has one or multiple counselors assigned to them. Additionally, Helping Out Our Teens in Schools (HOOTS) and Oregon Social Learning Center (OSLC) are in every high school.

Dr. Frazee provided an overview of their Care and Advocacy Team. The team includes professionals with a variety of licensures. The care professionals meet with students one-on-one weekly, provide consultation for school counselors, and build connections with

important partners in the community. This year, they increased their support for district high schools.

Dr. Frazee provided an overview of Prevention Services strategies. The three big pillars of prevention strategies are: suicide prevention, prevention of substance abuse, and prevention of sexual violence.

Ms. Roy explained that part of her role is finding systems-level ways of addressing issues. She shared national data from 2021 stating that suicide was the second leading cause of death for youth ages 10-14 and the third leading cause of death for youth ages 15-19. Other national data reveals that the pandemic has impacted (i.e. increased) homicide and suicide. In 2020, the Center for Disease Control (CDC) found that firearm mortality has overtaken motor vehicle crashes as the leading cause of death for adolescents ages 1-18.

Ms. Roy shared the primary risk factors for suicide: previous attempt, mental illness and substance use, relationship problems, social isolation, distress at school, PTSD, abuse by an adult, oppression and prejudice, bullying, gender norms, and more. She mentioned that just because a student has these risk factors does not mean they may be thinking of suicide, and that students who do not have these risk factors may still be at risk of suicide. She said the most comprehensive longitudinal study of people who have experienced a suicide attempt found that if their suicide attempt was intervened, nine out of ten times, that person went on to live their life and not die by suicide.

Dr. Frazee introduced the 4J Suicide Prevention Plan. The plan is an accessible, living document, posted on the 4J website, located at 4j.lane.edu/suicidepreventionplan. The plan includes policies and procedures for prevention, intervention, and postvention. Adi's Act, or Senate Bill 52 (Oregon Alliance to Prevent Suicide), is also integrated into the plan. She encouraged the BOD to view the plan.

Ms. Newman asked if the district is involved in cross systems communication.

Dr. Frazee responded yes. They have a few systems of care including 4J Care Team, Direction Service, OHP, etc.

Chair Rabasa asked if in the definition of community partners, they are also including the parents of children who have committed suicide. She said community members who identify as the parents of children who have committed suicide have been reaching out to her for years. She requested permission to share Dr. Frazee and Ms. Roy's contact information with the bereavement group.

Dr. Frazee responded affirmatively. She shared an additional statewide resource, parentplace.care.

Ms. Roy introduced the strategy Sources of Strength: adult advisors + peer leaders x strategic messaging campaigns = positive cultural change. The goal is connecting students to their school through messages of hope, health, and strength. One example of the strategy working well is Sheldon High School's Sources of Strength podcast.

The Sources of Strength model amplifies mental health, family support, positive friends, mentors, healthy activities, generosity, spirituality, physical health, and mental health.

Ms. Newman asked if all high schools and middle schools have Sources of Strength.

Ms. Frazee responded that Sources of Strength is not yet in all middle schools.

Chair Rabasa shared her perspective that many models of upstream prevention tend to target individuals, but the Sources of Strength model, if introduced in kindergarten, has the potential to create a cultural shift. She said it is moving to do such deep work in a way that also holds space for joy.

Dr. Frazee highlighted intervention, stating that the intervention stage is where they focus a lot of their training. She described the process for when there is a concern for suicide. The first point of contact is often a trusted adult. The second point of contact is a trained specialist. The specialist does a screening to determine the level of risk. Adi's Act requires the district to contact parents and/or guardians to make them aware of the risk. When the risk exceeds the capacity of the district specialist, they follow up with community providers such as 911, 988, or the emergency room. The district uses a secure platform known as Data Port for the documentation process. The final step is following up (twice) with the student at risk. Sometimes a re-entry screening is also necessary.

Dr. Frazee explained that there is an AI filter installed on all district computers that helps identify students at risk. When an alert comes in, qualified school staff follow up with the student.

Other department goals are developing protocol for supporting students outside of school hours and supporting the mental health of staff and administration.

Dr. Frazee closed by saying that there is more strategic planning on the horizon to promote mental health and wellbeing in the district. The information will be shared during their next meeting with board members.

IV. ADJORN

Chair Rabasa adjourned the work session at 6:34 p.m.

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

Date: April 17, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a regular board meeting at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on April 12, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Colt Gill, Interim Superintendent
Jill Cuadros, Director of Nutrition Services
Ryan Spain, Director of Facilities Management
Brooke Wagner, Director of Human Resources
Steve Menachemson, Director of Technology
Kee Zublin, South Eugene High School Principal
Jason Floyd, Regional Equity Manager
Jen Hebard, Chinese Immersion Principal
Melissa Ibarra, Director of Dual Languages
Sherry Moore, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

OTHER GUESTS:

Parker Anderson, North Eugene High School
Sheridan Schilling, Churchill High School (online)
Nancy Buffum, Director of Eugene Education Foundation (EEF)

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, President of Eugene Education Association (EEA)
Lisa Jenkins-Easton, President of Oregon School Employees Association (OSEA)

MEDIA:

KRVM

Register Guard

I. REGULAR BOARD MEETING

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

Chair Maya Rabasa called the regular board meeting to order at 7:06 p.m. She said the names of the board members who were present. Interim Superintendent Colt Gill led the flag salute, and Chair Rabasa read the land acknowledgement statement.

III. AGENDA APPROVAL

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Colt Gill provided a report. In his first days serving as Interim Superintendent, he has spent time in meetings with district staff, deepening his understanding of the district's financial health, learning the communication and coordination systems, academic programs, initiatives, and more. Interim Superintendent Gill reported visiting Edgewood Elementary and Monroe Middle School.

He added that the board of directors (BOD) held a work session on April 17 discussing the state of the district's mental health programs. He was impressed with the depth of the programs and the professionalism and dedication of the staff.

He mentioned the Coalition of School Administrators (COSA) Mental Health Summit at The Graduate in Eugene on April 19.

V. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

North Eugene High School representative Parker Anderson provided a report. He stated that their attendance rate is 87%, the same it was at the end of semester one. This represents a 30% in attendance from last school year. Graduation rates are higher. 89% of ninth grade students are on track to graduate their senior year. 84% of seniors are on track to graduate. The theatre is debuting their spring musical Into The Woods mid-May. Prom happens in May. Spring sports are all underway.

Churchill High School representative Sheridan Shilling provided a report via Zoom. The annual Lancer Pageant Children's Miracle Network Fundraiser is on April 19. Track and tennis are underway. Churchill thespians are opening Mean Girls on May 9. Prom is at the Ford Alumni Center on May 4. Churchill students forecasted for next year and discussed zero periods. All zero periods except band ended at the beginning of the 2023-24 school year. She said students are reflecting on the fact that it was considered inequitable to hold zero periods for classes such as leadership. Yet leadership is responsible for coordinating dances, assemblies, and many other activities. This year,

leadership is first period. The problem with this is its equity and inaccessibility of students. Leadership used to have 40 participants, now there are 10. One conflict is that AP Government is only first period. Meeting during first period is almost more inequitable than meeting during zero period. She pointed out that band is allowed as a zero period, but other classes are denied. She urged the board to consider this. Ms. Sherriden said fights are happening more frequently. She referenced a fight on April 16 amongst five students, stating that students have reported feeling a serious shift from last school year to this one.

Ms. Newman provided a report on behalf of Sheldon High School representative Carmen Valle Gonzalez. She stated that last week eight graders from Cal Young and Monroe Middle Schools were given tours by Sheldon students. Mama Mia is opening April 26. Wind ensemble and varsity choir both qualified for state. The golf team had its third competition, which they won. The lacrosse team has a game on April 19. The Asian Student Union had a conference. Prom is April 20. She added that as the school year comes to an end, students are questioning if there will be any change to C days next year.

VI. ITEMS RAISED BY THE AUDIENCE

Kelly Briggs, Food Service Coordinator at Edgewood Elementary School, asked the board for help getting a classification upgrade for Food Service Coordinators. She said other coordinator positions at a higher grade have the same responsibilities. Food Service Coordinator jobs are directly related to the health of the students. They are responsible for the food served to the students, including allergies and nutritional requirements. They are sometimes required to be in the cafeteria with the kids unsupervised. She said their eight-hour position was reduced to seven hours, but they still have to accomplish the same tasks. She reported that Food Service Coordinators have tried to initiate a conversation with the district. She asked the board to encourage the district to respond to the issue.

Jocelyn Stimac, Edgewood Elementary School parent, brought two topics to the board. First, she expressed her concern about Edgewood Elementary School. She said the magic of Edgewood Elementary School is being threatened due to a lack of support for teachers, special education (SPED) students, and families. Secondly, she asked if the board understands how Title I funding is assessed and allocated within the district now that the community eligibility provision is in place. She said she has been asking that question to the district but to no avail. She urged that it be made clear district wide.

Alia Nickel urged more support and assistance for students at Edgewood Elementary School. She said there are students communicating on a daily basis that their needs aren't being met. She said this year has felt different than past years. She cited poor communication and said there were promises made that have not been fulfilled. She explained that the reason her and other teachers are speaking out, is because it is the last

regular school board meeting before expo ends, where teachers can request to be transferred to another school. She said that many Edgewood Elementary School teachers have put in for expo already. She added that Edgewood Elementary School qualifies for Title I funding. She provided some data illustrating community need. She said Edgewood Elementary School is losing out on critical funding because families are not completing the forms for free or reduced lunch due to the community eligibility provision. She said if Edgewood Elementary School had Title I funding then they would be able to have smaller class sizes, more staffing, an assistant principal, a larger library, and a chance to grow. She urged the BOD to listen to union representatives. She provided hardcopy statements collected from numerous community members.

Rachel Stroh, Edgewood Elementary School parent, expressed that there has been a dramatic shift in morale at the school because the professional knowledge of their dedicated staff is being dismissed. She cited staffing shortages impacting teachers and trickling down to students. She said teachers have earned the right to be trusted, listened to, and supported.

Jayne Sloan, Edgewood Elementary School parent, informed the board that this year her son has had anxiety at school. She said he has benefited from supportive teachers and staff, yet he is still often overstimulated in the school environment and does not always have a quiet space to be. She said the school climate has changed significantly this year. Teachers and support staff are spread thin and working beyond their means to keep children safe at school leaving the day-to-day tasks and student learning to suffer. There are frequently unfilled teacher absences. She urged for more support staff at Edgewood Elementary School.

Larry Lewin (online), retired 4J educator and Community Alliance for Public Education (CAPE) member raised concern about district staff turnover. He continues to be concerned that the district is losing teachers, EAs, administrators, and support staff at a dangerous rate. He said the entire country is facing educational burnout. He cited a recent New York Times article, "Employees are also putting more focus on their own mental health. That is especially relevant for teachers who have faced increased demands and political pressures over the last years while being paid less than similarly educated professionals and having less flexibility to work remotely." Mr. Lewin urged the 4J Human Resources Department to gather data on staff attrition. He urged the district to figure out the specific causes and provide analysis to find a solution.

Harry Sanger (online) referenced the April 3 BOD meeting and the topic of a recent event at Spencer Butte Middle School. He shared his opinion that the district's initial response was correct, stating that keeping a controversial cause out of the classroom is a commonsense approach. He said he finds it abhorrent that the ideal of inclusion would allow for an identity group to exist in a public school that could foster an unsafe

learning environment for Jewish 4J students. He asserted that teachers standing in a privileged position of authority should not be using symbols (i.e. flags) to promote their individual identities or politics in an inclusive learning environment.

Kara Mayer, Nutrition Services Coordinator at Spencer Butte Middle School, urged the district to engage in a conversation about job reclassification for Nutrition Services Coordinators. She said the starting wage was raised to eighteen dollars per hour, which is wonderful. But now the wage gap is compressed for supervisors, etc. She said when she first got hired as Coordinator it was a coveted position. Now, few want to take on the responsibility for the pay. She urged the district to negotiate.

Katie Jacobson, Edgewood Elementary School parent, expressed that at Edgewood Elementary School they are still struggling to fill vacancies. A former substitute teacher, Ms. Jacobson said substitutes will not fill in at a school with a reputation. She is concerned that the reputation at Edgewood Elementary School has changed in a short amount of time. She said teachers and support staff are often stretched thin managing unfilled vacancies. Although school climate and culture are at a low, she sees a strong community. She urged the district to reveal how Title I funding is determined, and to provide transparency and assistance with the process.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President, voiced her concern about challenge of paying the coordinators a better wage and getting them back to 8 hours. She urged the BOD to look more closely at if they are missing out on Title I funds by not following some guidelines. She expressed frustration on behalf of OSEA. They bring questions to meetings with the district and want dignified, real answers. She pointed out that it has been several months since the bus drivers came and spoke. Now, it is Nutrition Services. She doesn't understand why it takes so long to meet critical need when it is brought to the district. Ms. Jenkins-Easton brought attention to current classified staff displacements (an estimated 45). She said the district is in a special education crisis, and she is shocked to see any movement of educational assistants (EAs). She worries about losing the employees altogether.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman provided recent highlights. She attended the Eugene Education Foundation (EEF) gala, visited a pilot developmental kindergarten, Sheldon High School's Leadership class, and a long-range Facilities Advisory and Bond Oversight Committee meeting. She said that in 2019, the district passed the largest bond ever. At the end of this school year the district will have spent 74% of the bond funds; and are within budget, and within timeline. She acknowledged the team and Eugene taxpayers. Ms. Newman mentioned Advancement Via Individual Determination (AVID), a program that will

gradually become schoolwide. She announced that there are still openings for the April 19 Mental Health Summit. Registration is on the Coalition of School Administrators (COSA) website.

Mr. Di Liberto shared comments in reference to Edgewood Elementary School, stating that it is concerning to him. He has been monitoring the attention staff have been giving and will continue to do so. It is important to him that [Edgewood] gets the help it needs. Mr. Di Liberto visited that Latinx Student Union at Sheldon High School, two community circles at district middle schools, and a Facilities Advisory and Bond Oversight Committee meeting.

Ms. Thessen highlighted Occupational Therapy Month in April. She attended a Churchill v North unified basketball game and visited the Chinese Immersion School, describing it as an incredible and growing program. Ms. Thessen brought attention to mental health, sharing statistics that 82% of children are being seen for anxiety, 60% for depression, and 15% for suicidal thoughts. She strongly advocated for more school-based health centers.

Ms. Munro went on a ride along with the Transportation Department and she better understands the complexities of getting students to and from school. She congratulated Network Charter School's culinary art students for a successful Chef's Night Out, adding that they won the People's Choice Award.

Vice Chair Jonak thanked public commenters, stating that she cannot imagine anything more important than ensuring students are feeling safe and in an appropriate learning environment.

Mr. Hamilton offered that he is humbled to be in front of [public commenters] and hoping somehow to help resolve the issues.

Chair Rabasa reflected on public comment, stating that the wellbeing of students has a symbiotic relationship with the wellbeing of staff. She announced that, after the BOD directed them to do so two years ago, the district is bringing back Certified Teacher Librarians. Next school year, every elementary school in the district will have one. She urged that the district does not displace classified staff, but rather each library should have a Library Assistant. She highlighted School Library Month in April.

IX. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE SPECIAL BOARD MEETING MINUTES FOR MARCH 20, 2024 AND MARCH 22, 2024

2. APPROVE MIDDLE SCHOOL ENGLISH LANGUAGE ARTS (ELA) INSTRUCTIONAL MATERIALS ADOPTION

3. APPROVE TRANSPORTATION SUPPLEMENTAL BUSING PLAN

4. APPROVE BOND PROJECT – EQUITY, ACCESS, AND HEALTH

5. APPROVE BOND PROJECT – CHURCHILL HIGH SCHOOL ROOFING

6. APPROVE BOND PROJECT – YUJIN GAKUEN ELEMENTARY SCHOOL FURNITURE

7. APPROVE TRANSPORTATION BUS WASH INFRASTRUCTURE

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

X. ITEM FOR INFORMATION

1. RECEIVE PRESENTATION OF STUDENT CONTINUOUS IMPROVEMENT PLAN FOR SOUTH EUGENE HIGH SCHOOL

Presenter: Kee Zublin, South Eugene High School Principal and Jason Floyd, Regional Equity Manager

Mr. Zublin and Mr. Floyd presented the South Eugene High School Student Continuous Improvement Plan (SCIP) via PowerPoint presentation.

Mr. Zublin provided a SCIP overview. The focal group is made of up to 55 Native American students. Their tribal identification is from all over the Americas. SCIP overarching goals are: 1. On track to graduate. 2. Timely communication. 3. Belonging.

Their continuous improvement process includes: 1. What is working and what needs to change. 2. Establish a process to engage stakeholders. 3. Leverage effective practices to implement a plan. 4. Use data to monitor and make timely adjustments to improve outcomes.

Their measure of goal number one, on track to graduate, include: 1. Grades at semester one. 2. Grades at quarter three. 3. Attendance. Mr. Zublin pointed out that focal group average attendance is slightly *higher* than average attendance (average attendance = 84.9%, focal group attendance = 85.3%). He added that their SCIP goal is 86.1%. Mr. Zublin explained there are data teams to track progress and ensure that students are passing their classes. These include the Student Support Team, 9th Grade Success Team, counselors, and administration. Recent data revealed that fewer students who are native identified are earning As, and more are earning Fs. Mr. Zublin called it a cause for concern and something they are paying close attention to.

Regarding goal number two, timely communication, Mr. Zublin said they have created the Parent Square Native Family Group. Participants receive early access to parent

conferences. Additionally, they partner with the Natives program to table at various events.

Regarding goal number three, belonging, Mr. Zublin said that the most important place to cultivate student belonging is in the classroom. He said that occurs in Tier 1. They encourage all district classrooms to cultivate belonging for all students, in particular for marginalized students.

Mr. Floyd noted that belonging is paramount. He introduced student interviews. He said the team has been conducting one-on-one interviews to get a firsthand account of student experiences. A quarter of focal group students have been interviewed. On a positive note, data collected so far indicates that the number of trusted adults on campus is seven per student. Those trusted adults are often mental health professionals, club advisors, and coaches. He added that the Native American Student Union (NASU) is a resource celebrating identity and culture and NATIVES programming is frequently provided.

Mr. Zublin introduced NASU's future native garden, which is to be planted in one of the four campus courtyards, near Kids Down South. He stated that they imagined they could increase belonging for students by giving them a piece of land. Mr. Zublin revealed a draft design of the garden, including a dry creek, native vegetation, and a green, biodiverse landscape.

Mr. Zublin described next steps. He said their focus now is on quarter 4 and on-time graduation. They will continue to focus on student belonging, Sources of Strength programming, curriculum and pedagogy that meaningfully reflects deep culture, staff professional develop on inclusive practices, and culturally sustaining pedagogy.

Ms. Thessen asked if there is there a dedicated space at South for neurodiverse students, such as a decompression room.

Mr. Zublin responded that they have the "Chillax Space," the "Amazon Room," and the "Mind Body Alliance," all serving as a hospitable space for neurodivergence students.

Ms. Newman asked if the AVID program is a support for the Native affinity group.

Mr. Zublin responded affirmatively.

Vice Chair Jonak asked what level of participation they are getting with student surveys.

Mr. Floyd commented that no one has turned them down yet. They have received positive feedback from the students. He added that the interviewees reflect the cultures that the kids represent.

Vice Chair Jonak asked what other focal groups they are working with and the extent to which it includes students with disabilities, etc.

Mr. Zublin responded that, other than the Native American focal group, there are many others in need of similar levels of care and every one of them deserves attention. He said their goal is to center all experiences in planning.

Vice Chair Jonak asked if every year they focus on a different focal group.

Mr. Floyd responded that they focus on the highest needs first, but they are going to get to everyone. He clarified that eventually they will expand and include another identifying group, in addition to the Native American focal group.

Ms. Munro asked what is something they intended to be part of their plan but has changed.

Mr. Zublin responded cultural celebrations. They discovered that hosting cultural celebrations can be hard. It is difficult to regain trust that has been broken. He said people do not always want to come in and provide their input as stakeholders. They are seeking a more authentic way to engage them.

Chair Rabasa asked if they have made the data collected available to staff and educators.

Mr. Zublin replied that it is a good idea they will take into consideration.

XI. ITEMS FOR ACTION

1. MANDARIN MATRIX: K-8 MANDARIN LANGUAGE ARTS CURRICULUM ADOPTION

Presenter: Jen Hebard, Chinese Immersion Principal and Melissa Ibarra, Dual Languages Director

Ms. Hebard introduced the Mandarin Matrix: K-8 Mandarin Language Arts Curriculum Adoption via PowerPoint presentation. The objective is to adopt the curriculum starting in fall 2024. The curriculum is aligned to the American Council on the Teaching of Foreign Languages (ACTFL). The curriculum is expected to deliver students multiple opportunities in target language foundational skills, provide content learning and comprehension, and support writing and literacy development.

They have been using the Better Chinese curriculum, but teachers are spending a lot of time modifying it, resulting in a lot of time and extra effort on their part. Ms. Hebard provided a slide detailing rationale for adopting Mandarin Matrix.

Mandarin Matrix will create a vertical alignment from grade to grade, better preparing students for advancing their skills in reading, writing, speaking, and listening as they progress through the proficiency standards at all grade levels. The curriculum provides resources for parents to support students at home. The curriculum will monitor and track students' progress and provide informative data that can be used to adjust instruction as needed. She went over some of the negative impacts if the curriculum is not adopted:

and it could potentially impact students' seamless progression of skills across grade levels and impede their overall learning experience and would require teachers to continue modifying the existing curriculum, among other factors.

Ms. Ibarra highlighted the cost of adopting the K-8 Mandarin Matrix curriculum. For a six-year site license, the total cost is \$162,500. That includes books, materials, and targeted professional development.

Ms. Thessen asked if there are plans for increasing counselors at Chinese Immersion. She noted that there is a part-time counselor, but most schools have full-time counselors.

Ms. Hebard responded that they are interested in a full-time counselor.

Ms. Thessen asked if Chinese Immersion have affinity groups.

Ms. Hebard responded that middle schoolers have access to affinity groups, such as the Asian Club. Elementary students do not have an affinity group. There has been discussion about starting something up.

Ms. Munro asked if parents have been asking for more support at home, as the new curriculum has the promise of delivering.

Ms. Hebard replied that teachers have observed parents being very engaged in their child's education, and this would provide more opportunity for that. It would also deliver on their SCIP communication goals.

Ms. Newman asked about the source of funding.

Ms. Ibarra responded that the funding source has been identified.

Interim Superintendent Gill added that he recently met with relevant staff and they identified the various funds that will support the adoption of the Mandarin Matrix curriculum.

MOTION: Vice Chair Jonak moved to approve the Mandarin Matrix language arts curriculum. Ms. Newman seconded. **The motion carried unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. TWO-YEAR ACADEMIC CALENDAR

Presenter: Interim Superintendent Colt Gill

Interim Superintendent Gill highlighted that they are being asked to approve a two-year academic calendar cycle. Next spring they will have the opportunity to review and decide whether to continue with same model for the 2025-26 school year. He pointed out that the calendar still results in significantly more student contact time than the previous

calendar. He suggested the calendar does a better job of seeking a balance of educator planning and professional development opportunities.

Vice Chair Jonak asked if there is an easy comparison for total instructional time versus the past year or two.

Interim Superintendent Gill responded that they break out the instructional time per level because there are different requirements at each level. Over the course of the year compared to current year calendar, an elementary school would receive an additional 14 hours of instructional time, middle school would receive eight and a half hours, and high school would receive nine hours.

Vice Chair Jonak suggested that, regarding a possible make up day for Presidents Day, it would be great to put in an automatic shift into that being a makeup day if there's a closure so that families and staff know as soon as possible.

Ms. Munro mentioned that previously there was an optional calendar option from Eugene Education Association (EEA). She asked if they are still submitting an alternate calendar.

EEA President Sabrina Gordon clarified that through conversations with Superintendent Gill, almost everything that was submitted in the alternate calendar is reflected. The only thing that is not reflected is eight hours for grading on mid-semester grading days. Ms. Gordon said they are okay with withdrawing their previously submitted academic calendar.

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton commented that for their employee group having such short notice was difficult. She requested that if they include President's Day to provide at least two weeks lead.

MOTION: Vice Chair Jonak moved to approve the two-year academic calendar as proposed. Ms. Munro seconded. **The motion carried unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor.**

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. SELECTION PROCESS TO REVIEW POLICY RELEVANT TO MATERIALS DISPLAYED IN CLASSROOMS

Presenter: Chair Maya Rabasa

Chair Rabasa introduced the selection process to review policy relevant to materials displayed in classrooms. She provided a handout—a synopsis of what was discussed in leadership. She recommended having a small group of board members meet with staff for a preliminary review then bring the materials back to the board with a recommendation. They could either go with their established district work group already tasked with policy or form an ad hoc work group specifically for the purpose of a preliminary review.

Vice Chair Jonak noted that given the various legal implications, she thinks the work group should have the benefit of legal counsel, preferably with constitutional expertise.

Mr. Di Liberto said he is curious how other districts are dealing with the issue.

Ms. Thessen advocated for gathering insight from community partners and people with lived experience.

There was more discussion about whether to have the existing policy workgroup do the review or an ad hoc workgroup. Chair Rabasa recommended a third option, to do the work collectively and ask district staff to gather relevant policy.

Ms. Munro suggested that the policy workgroup would be well positioned to figure out what should be included in a work session, if scheduled. She said that the policy workgroup has been facing a significant backlog and statutory requirements may preclude them from putting the issue first on the list. Ms. Munro added that writing policy about one thing generally results in bad policy.

Ms. Newman responded that she believes the district has a policy that is not just focused on flags but is more comprehensive. She suggested they start there and build on the work that has been done.

Interim Superintendent Gill agreed that starting with policy makes a lot of sense. And as the work group starts to think about recommendations going, they will want to see how they stand up against other policies to avoid not creating something that is counter to a different policy.

Mr. Di Liberto is in favor of a work session preceded by something in brief form. He does not advise leading with policy review.

Chair Rabasa asked if there are members not on the policy workgroup who want to be part of the review work.

In addition to Chair Rabasa, Ms. Thessen and Mr. Di Liberto indicated interest.

Ms. Newman emphasized the importance of creating a safe space while conducting the review. It is important for individuals like herself who are personally impacted by the issue due to their background.

Mr. Hamilton suggested that as a group they review the policy and know exactly what the policy was established for, what it covers, what it doesn't cover, and suggested they deal with the writing first and foremost. He suggested targeting what the problem is with the policy that created such an uproar.

Ms. Munro proposed that the policy workgroup collect current policy for review. She noted that the workgroups cannot make recommendations.

Ms. Newman requested that they include information about what community groups provided input informing the current policy.

Chair Rabasa proposed that she and Interim Superintendent Gill put together two proposals to present to the BOD at the next meeting.

There was consensus to bring forward the two suggested proposals at the next meeting.

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

Ms. Thessen suggested an update on when the equity committee is meeting and if they've been meeting this year.

Ms. Newman suggested a weekly memorandum about the mechanism for determining requirements for a Title school.

XIV. ADJORN

Chair Rabasa adjourned the regular board meeting at 10:24 p.m.

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

May 15, 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 2023-24 school year:**

Employee ID	FTE
171567	1.0

2. **Approve the employment of the licensed employees listed below for the 2023-24 school year:**

Employee ID	FTE
125153	1.0
135618	1.0
137491	1.0
160286	1.0
163519	1.0
164810	1.0
164913	1.0
164933	1.0
165165	1.0
170413	1.0
170733	1.0
170852	1.0
171418	0.5
171424	1.0
171438	1.0
171481	0.4
171483	0.6
171497	1.0

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

Employee ID	Reason	Effective Date
170714	Resignation	04/09/2024



ITEM FOR ACTION — CONSENT AGENDA

Date of Meeting

May 15, 2024

Title

Memorandum of Agreement between Eugene School District 4J and Eugene Education Association (EEA) regarding Building Leadership Plans and compensation.

Presenter

Brooke Wagner, Human Resources Director

Description

The District and EEA have reached a tentative agreement regarding Building Leadership Plans, once approved by the Eugene School Board and EEA's ratification vote. EEA's ratification vote will occur from May 14-16, 2024. This MOA replaces Articles 5.5.3, 5.5.4, 5.5.6, and 5.5.7 of the Collective Bargaining Agreement. All other provisions of the parties' Collective Bargaining Agreement not expressly modified by this Memorandum shall remain in full force and effect.

Recommendation

The Superintendent recommends approval of the MOA with EEA regarding building leadership plans and compensation.

PROPOSED MEMORANDUM OF AGREEMENT
EUGENE EDUCATION ASSOCIATION AND EUGENE SCHOOL DISTRICT 4J
April 29, 2024

This Memorandum of Agreement (MOA) is hereby entered into by and between the Eugene School District 4J (District) and the Eugene Education Association (Association) for the purpose of establishing compensation for staff who fill Leadership Positions.

1. Leadership Plans will include district-required teams/positions and teams/positions created jointly by the licensed staff and administrator in each building.
2. The annual budget for teacher building-created Leadership positions will increase each year by the applicable negotiated EEA/4J COLA. This increase will then be reflected in an increased stipend for each Leadership level.
3. District-required teams/positions will be compensated according to the Leadership level that matches the expectation of time required to carry out each role. The compensation level for each position is determined by the District, according to the agreed upon compensation levels (see Table below), and shall be the same for every school. SSD, IHS, ECCO, and Fox Hollow will each receive Leadership allocations. District-required teams may function differently in these programs.
4. The district will also determine a minimum number of staff to be assigned to these district-required positions in each building based on the number of students at the school. The district will provide a job description for each position to administrators, licensed staff, and EEA.
 - a. **District-required teams/positions include the following:**

Equity & Inclusion Team
Climate & Culture Team
Student Intervention Team
TAG Coordinator (Elementary)
AVID Coordinator (in AVID schools)

5. Building-created Leadership positions, which will be funded at no less than 70% of the total Leadership allocation each year, will be compensated according to the Leadership level that matches the expectation of time required to carry out each role, above and beyond the regular work week. Determination of level of compensation for these roles is determined jointly by the licensed staff and administrator in each building.

6. The district will allocate funds for building-created Leadership positions based on the number of licensed staff in each building, regardless of FTE. For the 2024-25 school year, the allocation for building-created positions will be no less than \$900,200 plus the negotiated increase to the 2024-25 salary schedule.
7. Licensed staff receiving stipends may exchange stipend pay for up to 3 paid release days at the rate equivalent to the Level 1 stipend amount per day provided they notify the district of their intent prior to November 1. These release days can be taken on days selected by the licensed staff member with reasonable advance notice to the administrator and substitute availability including days before and after weekends, vacations, and holidays, except for scheduled professional development days.
8. The building administrator and the EEA building representative(s) will collaboratively facilitate all conversations around the creation of the building's leadership plan.
9. Licensed staff and building/program administrators will work collaboratively to propose to the Joint Contract Administration Committee (JCAC, see Article 16.2) a Leadership structure for building-created positions, provided they have consensus or formal approval by secret ballot of at least seventy-five percent (75%) of the licensed unit members voting at the site and approval of the site administration. The compensation cannot exceed the funds budgeted in Article 6 of this MOA. The JCAC will review and approve a proposal or refer it back to the site for modification.
 - A. If a proposal is sent back, the school or department will consider the recommended changes and submit a final proposal to the JCAC.
 - B. If the JCAC does not approve the structure and compensation as proposed, the Association can grieve the compensation terms on the basis that the compensation is not reasonable and equitable for the leadership responsibilities as assigned and carried out by the unit member.
 - C. When final approval is given, all elements of the proposed change, including compensation proposals, can be implemented.
 - D. If the compensation portion(s) of a proposal is not approved by the JCAC, the site may implement the new leadership structure, but may not compensate participants until 4J and the EEA resolve the compensation issue by agreement or grievance award.
 - E. The District shall provide annually to the JCAC a description of all Leadership structures and compensation for teacher Leadership responsibilities. This report will include an accounting of unspent Leadership funds.
 - F. Use of unspent funds will be determined by JCAC.

10. If there are significant changes to an existing job description that alter the time requirements of the specific job, the parties will review the new duties to determine proper Compensation Level.

11. This MOA replaces Articles 5.5.3, 5.5.4, 5.5.6, and 5.5.7 of the Collective Bargaining Agreement. All other provisions of the parties' Collective Bargaining Agreement not expressly modified by this Memorandum shall remain in full force and effect.

Stipend Levels				Stipend = # of units x \$500	
Stipend Level	Expected Commitment and Responsibilities			23-24 Stipend	24-25 Stipend
Level 1 (1 unit)	<i>1 hour per month or 10 hours per contract year on average</i> Team Member: Attend the team's monthly meeting and engage in little to no additional responsibilities outside of team meetings. (Average of one hour per month) Individual Role: Average of an hour or so per month or 10 hours per year			\$500	
Level 2 (2 units)	<i>2 hours per month or 15-20 hours per contract year on average.</i> Team Member: Attend the team's monthly meeting and engage in less than an hour of additional responsibilities outside of meetings (Average of 2 hours per month for meetings & responsibilities) Individual Role: Average of 2 hours per month or 20 hours per year			\$1,000	
Level 3 (3 units)	<i>3 hours per month or 25-30 hours per contract year on average.</i> Team Member: Attend the team's monthly meeting and engage in 1-2 hours of additional responsibility outside of meetings (Average of 3 hours per month for meetings & responsibilities) Individual Role: Average of 3 hours per month or 25-30 hours per year			\$1,500	
Level 4 (4 units)	<i>4 hours per month or 35-40 hours per contract year on average.</i> Team Member: Attend the team's monthly meeting and engage in an average of 3 hours of additional responsibility outside of meetings (Average of 4 hours per month for meetings & responsibilities) Individual Role: Average of 4 hours per month or 35-40 hours per year			\$2,000	
Level 5 (5 units)	<i>5 hours per month or 45-50 hours per contract year on average.</i> Team Member: Attend the team's monthly meeting and engage in an average of 4 hours of additional responsibility outside of meetings (Average of 5 hours per month for meetings & additional responsibilities) Individual Role: Average of 5 hours per month or 45-50 hours per year			\$2,500	

Level 6 (6 units)	6 hours per month or 55-60 hours per contract year on average. Team Member: Attend the team's monthly meeting and engage in an average of 5 hours of additional responsibility outside of meetings (Average of 6 hours per month for meetings & additional responsibilities) Individual Role: Average of 6 hours per month or 55-60 hours per year			\$3,000	
AVID Coordinator Stipend Levels	Elementary = Level 3	Middle School = Level 4	High School = Level 6		
TAG Coordinator (Elementary only)	Less than 200 students = Level 2	201-350 students = Level 3	351-500 students = Level 4		501+ students = Level 5

Eugene Education Association

Eugene School District 4J

For the Association

Date

For the District

Date

For the Association

Date

For the District

Date



ITEM FOR ACTION — CONSENT AGENDA

Date of Meeting

May 15, 2024

Title

Approve High School (HS) (Grades 9-10) English Language Arts (ELA) Instructional Materials Adoption

Presenters

Adrienne Pierce, Secondary Curriculum Administrator

Tammy Steeves, Secondary ELA Specialist/Teacher on Special Assignment (TOSA)

Background

This item was presented as an Item for Action at a Future Meeting on May 1, 2024. Currently, 4j secondary ELA education does not have a viable, aligned, comprehensive curriculum. Compliance with the OARs Chapter 581, Division 22 standards requires a curriculum to be in place so teachers can provide up-to-date instruction that aligns with the current [Oregon ELA Education Standards](#). Reintroducing an ELA curriculum at the high school level will result in students' growth in reading, writing, speaking, and listening skills, as well as enhancement their overall English language literacy skills.

Best practices in ELA education demand we provide high-quality instructional materials emphasizing the three shifts in secondary ELA standards, which emphasize text complexity, knowledge building, and grounding work in evidence from the text, in addition to being culturally inclusive. Equitable access to comprehensive ELA courses across our K-12 schools aligns with our district value of prioritizing equity.

A HS ELA adoption pilot team was organized, composed of 2 administrators, 15 HS ELA teachers, 1 ELA TOSA and 2 Student Services department specialists. The pilot team followed the process in the current Administrative Rules for Instructional Materials Adoption for Core Curriculum. After rigorous review, 100% of the adoption pilot team came to a unanimous recommendation for the district's purchase of Houghton Mifflin Harcourt (HMH) *Into Literature* for grades 9-10 to be used in all 4J high schools, including Fox Hollow and HMH Writable for grades 9-12.

The estimated total purchase price of this contract is \$1,100,832.21.

The HMH *Into Literature* purchase includes teacher's editions for each 9-10 ELA teacher; an Implementation Guide; student materials for each student that are updated yearly; a 7-year digital student (and teacher) license with access to all curriculum

components, including some audio-versions of the student texts; Writable for grades 9-12; and on-going, flexible, annual professional development for the life of the contract at \$1,100,832.21.

We will purchase the program as soon as possible, in order to have materials barcoded and in classrooms before staff return in the fall of 2024 and to ensure materials are made available for community viewing.

Options and Alternatives

Without the purchase of an aligned, comprehensive ELA curriculum, 4J will be out of compliance with Division 22 standards. Without a viable, updated ELA curriculum teachers may feel the need to resort to using materials from TeachersPayTeachers or other unverified sites. If purchased, the district will successfully provide aligned, high-quality materials for use throughout the district.

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

For the 7-year contract with HMH, a total of 5 in-person high schools + Fox Hollow will be served, with an approximate total of 2,521 9th and 10th grade students.

Budget/Resource Implications:

Materials Purchase		
Product	Product Description	Unit Price
<i>HMH Into Literature Student & Teacher Editions (7 Years)</i>	Grades 9-10 Teacher Edition, Digital Platform, Student Editions, HMH Ed Student & Teacher Digital Platform, Novel Long Reads	<i>\$673,427.08</i>
<i>HMH Writable</i>	Writable Platform (Grades 9-12)	<i>\$409,222.80</i>
<i>HMH Professional Development</i>	1 year Professional Development	<i>\$18,560.00</i>
	<i>Shipping & Handling</i>	<i>~\$18,182.53</i>
Total -		~\$1,119,392.41

Recommendation

The Superintendent recommends the approval of \$1,119,392.41 for the purchase of HMH Into Literature, to provide access to an approved ELA curriculum for 9th and 10th grade.



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
www.4j.lane.edu

ITEM FOR ACTION - CONSENT AGENDA

Date of Meeting

May 15, 2024

Title

PowerSchool - BusinessPlus Software Renewal

Presenter

Matt Brown, Director of Financial Services

Background

This is a software renewal for our financial/HR software known as BusinessPlus, which is owned/operated by PowerSchool. This is a renewal of services through June 2025.

Budget/Resource Implications:

The district budgets for this expense out of the Business Services Department that oversees Financial Services and Human Resources.

Recommendation

Staff recommends to continue services with BusinessPlus through June 2025.

Sales Quote - This is Not An Invoice

Prepared By: Renee Shelor
 Customer Name: Eugene School District 4j
 Contract Term: 12 Months
 Start Date: 1-JUL-2024
 End Date: 30-JUN-2025
 Billing Frequency: Annually

Customer Contact: Matt Brown
 Title: Director of Financial Services
 Address: 200 N. Monroe St.
 City: Eugene
 State/Province: Oregon
 Zip Code: 97402-4295
 Phone #: (541) 790-7608

Product Description	Quantity	Unit	Unit Price	Extended Price
Initial Term 1-JUL-2024 - 30-JUN-2025				
License and Subscription Fees				
BusinessPlus Purchasing SaaS		15,338.00	Students	USD 5,981.82
BusinessPlus Stores Inventory SaaS		15,338.00	Students	USD 5,214.92
BusinessPlus Click, Drag and Drill Annl SaaS		15,338.00	Students	USD 6,748.72
BusinessPlus Form Printing SaaS		15,338.00	Students	USD 1,380.42
BusinessPlus Documents Online SaaS		15,338.00	Students	USD 4,448.02
BusinessPlus Employee Online SaaS		15,338.00	Students	USD 4,448.02
BusinessPlus Accounts Payable/Bank Recon SaaS		15,338.00	Students	USD 5,981.82
BusinessPlus General Ledger SaaS		15,338.00	Students	USD 149,852.26
BusinessPlus Regulatory Reporting SaaS		15,338.00	Students	USD 0.00
BusinessPlus Fixed Assets SaaS		15,338.00	Students	USD 5,214.92
BusinessPlus Human Resources SaaS		15,338.00	Students	USD 7,055.48
BusinessPlus Budgeting SaaS		15,338.00	Students	USD 5,981.82
BusinessPlus Payroll SaaS		15,338.00	Students	USD 7,055.48
BusinessPlus Accounts Recvble/Cash Recpt SaaS		15,338.00	Students	USD 4,448.02
BusinessPlus SubTracker SaaS		15,338.00	Students	USD 3,374.36
Analytics and Insights Operations (Cognos MDS) M/S		15,338.00	Students	USD 5,061.54
Analytics eFinancePlus M/S		1.00	Students	USD 0.00

License and Subscription Totals: **USD 222,247.62**

Quote Total

Initial Term	1-JUL-2024 - 30-JUN-2025
Amount To Be Invoiced	USD 222,247.62

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at https://www.powerschool.com/MSA_Feb2022/, as may be amended.

By either (i) executing this quote or (ii) accessing the services described herein, Customer agrees that the subscription for such services will continue for succeeding subscription periods on the same terms and conditions as set forth herein (subject to a standard annual price uplift) unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the current subscription period.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Eugene School District 4j

Signature:

Signature:



Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Job Title:

Date: 21-MAR-2024

Date:

PO Number: _____



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

May 15, 2024

Title

Spencer Butte Middle School Office HVAC Replacement

Presenter

Ryan Spain – Director of Facilities

Background

Spencer Butte Middle School HVAC system recently failed and requires replacement. Upon review the existing system cannot be reasonably repaired with any guarantee of extending its useful service life. The system has been problematic for many years requiring constant service. Design has been completed and project bid to replace the existing system over the summer 2024.

Budget/Resource Implications:

Multiple bids were received with the successful bid to FM Sheet Metal for \$238,214.

Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

Recommendation

The superintendent recommends the award to FM Sheet Metal for Spencer Butte Middle School Office HVAC replacement in the amount \$238,214 funded from available general and/or capital reserve funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

May 15, 2024

Title

Bond Project – Multi-Site Compactors

Presenter

Ryan Spain – Director of Facilities

Background

Trash compactors and trash can tippers provide a safer work environment by avoiding back strains associated with daily facility trash removal. Some existing equipment is at the end of its useful life and other sites do not have similar equipment. This project provides replacement equipment, new equipment, and associated code required canopies, fencing, drains, and associated power. Includes work at Awbrey Park, Gilham, Holt, Willagillespie, Edgewood, and the Ed Center. Work has been scheduled for the summer of 2024.

Budget/Resource Implications:

Compactors/Tipplers will be sourced through Wessco Waste and Recycling, a Sourcewell-Marathon Equipment Company contract #040621-MEC for \$169,387. Multiple bids were received for the installation of the supporting compactor/tipper infrastructure. The winning bid by Bridgeway Construction was \$698,000 and will be funded from available General Obligation Bond funds. Total for equipment and supporting infrastructure \$867,387.

Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

Recommendation

The superintendent recommends the award to Wessco Waste and Recycling for the compactors and tippers and to Bridgeway Construction for the infrastructure construction in the amount of \$867,387 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

5/15/2024

Title

Overnight & Out of State Field Trip for South Eugene Speech & Debate

Presenter/s

Kyla Schmitt – Head Speech & Debate Team Coach
Jim Moore – SEHS Athletic Director

Background

This is a trip for the South Eugene HS for the Speech & Debate Team going to the National Competition at the Iowa Events Center in Des Moines, IA. The trip will occur June 16, 2024 - June 22, 2024. This will be a chance for the team to attend and learn from Nationally Selected teams.

Budget/Resource Implications:

Paid out through Fundraising and Parent/Guardian contributions.

Recommendation

The Superintendent recommends the approval of this request

(Itinerary is attached)

Field Trip Checklist

- Preliminary Field Trip Request completed
- Fund Raising (if needed) Plan N/A - families paying.
- Draft Itinerary
- Confirm Transportation
Tickets and rentals purchased.
- Secretary/Finance Clerk Initial: _____ N/A - district not responsible for transportation
- Confirm Nutrition 3 weeks prior
1 of the 2 options must be initialed:
 - In-House Nutrition Initial: _____
 - Commercial Nutrition Initial: KS District not responsible for nutrition.
- Confirm Finance
N/A - district not responsible for finance.
 - Secretary/Finance Clerk Initial: _____
- Parent/Guardian Correspondence (emails, notification of Field Trip)
- Parental/Guardian meeting
- Date: 4/30/24
- Parent/Guardian Permission Slips / Formularios de Permiso signed
- Volunteer/chaperone meeting/communication
 - Background checks
 - Fingerprinting (for overnight)
 - 1st Aid Certification/Training In progress.
 - Medication administration training (if needed) N/A
 - Epinephrine Training (if needed) N/A
 - Glucagon Training (if needed) N/A

6-16 - 6-22 - Nationals -

Debra -

Other certifications and trainings (if needed) N/A

Kyla Schmitt

Please List _____

Sent email & Field Trip

Med Auth to Kyla

APW/PW

Date: 5/10/24

Permission Slips reviewed with Nurse

1st Aid Items Collected

Medical Info Prepared

Nurse Sign: _____

APW/PW

Date: 5-10-24

Lodging (if overnight)

Sleeping arrangements for students and chaperones

Student groups (need to be made in advance and shared with guardians)

Credit Card from Secretary or Instruction (if needed) N/A

Detailed/finalized Itinerary

Administrator Sign Off

Signature: _____

Jim Moore

Date: 5/13/24

Documentation (Included this scanned checklist) uploaded to Drive

Itinerary Form

Section I – General Information *(check all that apply)*

First time travel for this group/itinerary OR Annual/Repeated trip (i.e. annual Fall choir retreat)

School:

Name of group:

Dates of travel:

Initiator:

Destination:

Number of nights of overnight stay:

Number of school days students will miss:

Rationale for missed school days:

Number of students (if overnight, give gender identity breakdown):

Number of chaperones (if overnight, give gender identity breakdown):

Background checks will be completed and verified on all chaperones. Fingerprinting is required for chaperones for overnight trips.

What specific responsibilities have been assigned to the chaperones?

Speech & Debate Nationals Itinerary

June 16

5:00 a.m. *Meet in front lobby of Portland International Airport at Delta Airlines desk. Form group. Go through security and board plane.*

6:22 a.m. *Flight departs.*

1:00 p.m. *Lunch en route.*

4:00 p.m. *Arrive in Iowa. Check into rooms at Wildwood Lodge Clive.*

5:00 p.m. *Leave for registration at Iowa Events Center. Check in for speech and debate events.*

7:00 p.m. *Team dinner.*

8:00 p.m. *Return to Wildwood Lodge Clive.*

8:30 p.m. *First room check. Kyla Schmitt checks on female students (Madison Chimenti, Lily Yao, Jill Chihorek, and Leah Nosce). Louis Nosce checks on male student (Zev Wacks).*

9:30 p.m. *Second room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

June 17

7:00 a.m. *Wake-up call.*

7:30 a.m. *Hotel breakfast. Split into debate group (Kyla Schmitt, Lily Yao, and Zev Wacks) and speech group (Louis Nosce, Madison Chimenti, Jill Chihorek, and Leah Nosce).*

7:55 a.m. *Depart Wildwood Lodge Clive in rental vehicle.*

8:10 a.m. *Debate group arrives at Johnston High School. Preparation.*

8:30 a.m. *Speech group arrives at Waukeez High School. Preparation.*

9:00 a.m. *Debate round one.*

9:00 a.m. *Speech round one.*

11:30 a.m. *Debate round two. Lunch on site.*

11:30 a.m. *Speech round two. Lunch on site.*

2:15 p.m. *Debate round three.*

2:00 p.m. *Speech round three.*

5:00 p.m. *Debate round four.*

4:00 p.m. *Speech round four.*

6:30 p.m. *Rounds conclude. Debate group and speech group reconvene.*

7:00 p.m. *Team dinner.*

8:00 p.m. *Return to Wildwood Lodge Clive.*

8:30 p.m. *First room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

9:30 p.m. *Second room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

June 18

6:30 a.m. *Wake-up call.*

7:00 a.m. *Hotel breakfast. Split into debate group (Kyla Schmitt, Lily Yao, and Zev Wacks) and speech group (Louis Nosce, Madison Chimenti, Jill Chihorek, and Leah Nosce).*

7:25 a.m. *Depart Wildwood Lodge Clive in rental vehicle.*

7:40 a.m. *Debate group arrives at Johnston High School. Preparation.*

8:00 a.m. *Speech group arrives at Waukee High School. Preparation.*

8:00 a.m. *Debate round five.*

8:30 a.m. *Speech round five.*

10:30 a.m. *Debate round six. Lunch on site.*

10:30 a.m. *Speech round six. Lunch on site.*

2:00 p.m. *Debate round seven.*

2:00 p.m. *Speech round seven.*

4:30 p.m. *Debate round eight.*

4:00 p.m. *Speech round eight.*

6:00 p.m. *Rounds conclude. Debate group and speech group reconvene.*

7:00 p.m. *Team dinner.*

8:00 p.m. *Return to Wildwood Lodge Clive.*

8:30 p.m. *First room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

9:30 p.m. *Second room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

June 19

6:45 a.m. *Wake-up call.*

7:15 a.m. *Hotel breakfast.*

7:45 a.m. *Depart Wildwood Lodge Clive in rental vehicle.*

8:00 a.m. *Arrive at East High School/Johnston High School (final location TBA by tournament).*

8:30 a.m. *Supplemental round one.*

12:00 p.m. *Supplemental round two.*

2:00 p.m. *Lunch on-site.*

3:00 p.m. *Supplemental round three.*

4:30 p.m. *Rounds conclude.*

5:00 p.m. *Team dinner.*

7:00 p.m. *Return to Wildwood Lodge Clive. Team bonding time.*

8:30 p.m. *First room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

9:30 p.m. *Second room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

June 20

10:30 a.m. *Wake-up call.*

11:00 a.m. *Team breakfast.*

11:30 a.m. *Depart Wildwood Lodge Clive in rental vehicle.*

12:00 p.m. *Arrive at Iowa Events Center.*

12:30 p.m. *Spectate and take notes on Informative Speaking finals.*

1:30 p.m. *Lunch on-site.*

2:00 p.m. *Spectate and take notes on Humorous Interpretation finals.*

3:30 p.m. *Spectate and take notes on Dramatic Interpretation finals.*

5:30 p.m. *Spectate and take notes on Program Oral Interpretation finals.*

7:00 p.m. *Team dinner. Debrief and discuss our observations from watching finals.*

8:00 p.m. *Return to Wildwood Lodge Clive.*

8:30 p.m. *First room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

9:30 p.m. *Second room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

June 21

6:15 a.m. *Wake-up call.*

6:45 a.m. *Hotel breakfast.*

7:15 a.m. *Depart Wildwood Lodge Clive in rental vehicle.*

7:30 a.m. *Arrive at Iowa Events Center.*

8:00 a.m. *Spectate and take notes on World Schools Debate finals.*

9:30 a.m. *Spectate and take notes on Public Forum Debate finals.*

11:00 a.m. *Spectate and take notes on Lincoln-Douglas Debate finals.*

12:30 p.m. *Spectate and take notes on Policy Debate finals.*

2:00 p.m. *Lunch on-site.*

2:30 p.m. *Spectate and take notes on United States Extemporaneous Speaking finals.*

3:45 p.m. *Spectate and take notes on International Extemporaneous Speaking finals.*

5:00 p.m. *Spectate and take notes on Original Oratory finals.*

6:30 p.m. *Team dinner. Debrief and discuss our observations from watching finals.*

8:00 p.m. *Return to Wildwood Lodge Clive.*

8:30 p.m. *First room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

9:30 p.m. *Second room check. Kyla Schmitt checks on female students. Louis Nosce checks on male student.*

June 22

11:00 a.m. *Wake up call.*

11:30 a.m. *Team breakfast.*

12:00 p.m. *Check out of Wildwood Lodge Clive. Head out toward airport.*

1:00 p.m. *Team lunch and bonding time.*

4:45 p.m. *Arrive at airport.*

6:15 p.m. *Dinner on-site.*

6:50 p.m. *Flight departs.*

8:30 p.m. *Flight arrives at Portland International Airport. Group parts ways.*



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

5/17/24

Title

Overnight Field Trip for South Eugene Girls Basketball

Presenter/s

Jacob Clark – Varsity Girls Basketball Coach
Jim Moore – SEHS Athletic Director

Background

This is a trip for the Varsity Girls Basketball Team from South Eugene HS to attend the Meek Basketball Camp at the University of Portland from 6/16 to 6/20. This is an opportunity for team building and learning more about the sport.

Budget/Resource Implications:

Paid out of the South Eugene Girls Basketball budget and Fundraising.

Recommendation

The Superintendent recommends the approval of this request

(Itinerary is attached)

Itinerary Form

Section I – General Information *(check all that apply)*

Yes First time travel for this group/itinerary OR Annual/Repeated trip (i.e. annual Fall choir retreat)

School: South Eugene High School

Name of group: South Eugene Girls Varsity Basketball

Dates of travel: June 16-20th

Initiator: Jacob Clark

Destination: University of Portland

Number of nights of overnight stay: 4

Number of school days students will miss: 0

Rationale for missed school days: _____

Number of students (if overnight, give gender identity breakdown): 13 Girls

Number of chaperones (if overnight, give gender identity breakdown): 1 male

Jacob Clark (head coach), Hannah Hankel (assistant coach)

Background checks will be completed and verified on all chaperones. Fingerprinting is required for chaperones for overnight trips.

What specific responsibilities have been assigned to the chaperones?

Wellness checks, night time lights out/room checks, coordination for lunch/dinner, coaching girls and overall welfare checks.

For all travel requests, transportation details and a pre-trip driver requirements forms (If driving a Type 20 NCSD minibus must be included).

Section III – Itinerary

Date / Time	Activity
Jun 16, 2024	Departure time not known yet. More info to come from Team camp
Jun 16, 2024	Arrive and check in to dorms
	Begin play-practice
	Lunch Provided
	More Play and Practice
	Dinner Provided
	More play and Practice
9:00pm	Room checks and Lights out
Jun 17, 2024	Breakfast provided, time not known
	Repeat schedule from Day 1
Jun 18, 2024	Repeat schedule from previous day
Jun 19, 2024	Repeat schedule from previous day
Jun 20, 2024	Leave University of Portland. Time ⁶⁷ not known yet
	Arrival time not know, parents will be notified.

Field Trip Checklist

- Preliminary Field Trip Request completed
- Fund Raising (if needed) Plan
- Draft Itinerary
- Confirm Transportation
- Secretary/Finance Clerk Initial: KME
- Confirm Nutrition 3 weeks prior
1 of the 2 options must be initialed:
 - In-House Nutrition Initial: N/A
 - Commercial Nutrition Initial: School (Portland) provided
- Confirm Finance
- Secretary/Finance Clerk Initial: KME
- Parent/Guardian Correspondence (emails, notification of Field Trip)
- Parental/Guardian meeting
- Date: 4/26/24
- Parent/Guardian Permission Slips / Formularios de Permiso signed
- Volunteer/chaperone meeting/communication
 - Background checks
 - Fingerprinting (for overnight)
 - 1st Aid Certification/Training
 - Medication administration training (if needed)
 - Epinephrine Training (if needed)
 - Glucagon Training (if needed)

Other certifications and trainings (if needed)

Please List _____

Date: _____

Permission Slips reviewed with Nurse

1st-Aid Items Collected

Medical Info Prepared

Nurse Sign: AM Date: 5-2-24

Lodging (if overnight)

Sleeping arrangements for students and chaperones

Student groups (need to be made in advance and shared with guardians)

Credit Card from Secretary or Instruction (if needed)

Detailed/finalized itinerary

Administrator Sign Off

Signature: [Signature] Date 4/24/24

Documentation (Included this scanned checklist) uploaded to Drive



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

May 15, 2024

Title

Middle School (6-8) Spanish Dual Language and Immersion Instructional Materials Adoption

Presenters

Adrienne Peirce, Secondary Curriculum & MTSS Administrator

Lynette Williams, DLI & WL Specialist/TOSA

Background

Currently in 4j our Spanish Dual Language and Immersion Programs at Kelly and Monroe MS do not have a viable, aligned, comprehensive curriculum. Compliance with the OARs Chapter 581, Division 22 standards requires us to have a curriculum in place so teachers can provide up-to-date instruction that aligns with the current Oregon [World Language](#) and [\(E\)LA Education Standards](#). Introducing a GVC Spanish Dual Language and Immersion curriculum for middle school level will result in our students growing in their reading, writing, speaking and listening skills, preparing them for high school level ELA coursework, and enhancing their overall English language literacy skills.

Best practices in Dual Language Immersion Education demands we provide high-quality instructional materials emphasizing the alignment to our World Language standards and three shifts in (E)LA standards which emphasize text complexity, knowledge building, and grounding work in evidence from the text, in addition to being culturally inclusive.

After a rigorous review, 100% of our 6-8 MS Spanish Dual Language Immersion Adoption Pilot Team (which is composed of 1 Admin, 2 MS DLI teachers and 1 DLI TOSA) has followed the current Board ARs for Instructional Materials Adoption for core curriculum and unanimously recommends the district purchase Benchmark Adelante for 6th grade and Galaría for 7th and 8th to be used for the Spanish Dual Language and Immersion Programs at both Kelly and Monroe Middle School

The estimated total purchase price of this contract is ~ \$137,000

The Benchmark purchase includes teacher's editions for each 6th grade DLSI teacher, an Implementation Guide, student materials for each student that are updated yearly, a 7-year digital student (and teacher) license with access to all curriculum components, including audio-versions of the student texts for the life of the contract, and on-going, flexible professional development at \$47,000.

In addition the Galaría purchase will also include teacher's editions for each 7th and 8th grade DLSI teacher, an Implementation Guide, student materials for each student that are updated yearly, a 7-year digital student (and teacher) license with access to all curriculum components, including audio-versions of the student texts for the life of the contract, and on-going, flexible professional development at \$90,000

We will purchase the program as soon as possible so that we can have materials barcoded and in classrooms before staff return in the fall of 2024; as well as ensuring materials are available for community viewing.

Options and Alternatives

Without the purchase of the first ever aligned, comprehensive middle school Spanish Dual Language and Immersion curriculum, 4J will continue to be years out of compliance with Division 22 standards for several of our DLI programs. Without a viable, aligned, updated Spanish Immersion curriculum teachers will likely continue to need to build and translate their own materials, which although meaningful puts additional work on our teachers and does not provide an opportunity for better alignment across each program. The alternative to purchasing an SI curriculum is to maintain the status quo of not providing aligned, high-quality materials throughout the district.

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

For this 7-year contract with Benchmark and Galaría a total of 2 Spanish Immersion Middle School Programs will be served, with an approximate total of ~360 students.

Budget/Resource Implications:

Materials Purchase		
Product	Product Description	Unit Price
Benchmark Adelante	Grade 6 Dual Language and Immersion Spanish Language Arts Curriculum (All physical and digital components as well as professional	\$47,000.00

	development)	
Vista Higher Learning Galería	Grade 6 Dual Language and Immersion Spanish Language Arts Curriculum (All physical and digital components as well as professional development)	\$90,000

Funding: all materials purchased comes from instructional reserve or bond funds.

Recommendation

On behalf of the Superintendent, Instructional Leadership recommends the approval of purchasing Benchmark and Galería , to provide access to our approved Spanish Immersion curriculum for Kelly and Monroe Middle School SI programs.

Resources

[IAC/IC Presentation MS Spanish DLI Adoption](#)

[MS Spanish DLI Instructional Materials Selection Process Documentation - IAR-AR](#)



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

May 15, 2024

Title

Board Meeting Calendar Draft for the 2024-25 School Year

Presenters

Colt Gill, Interim Superintendent

Description

The Board of Directors traditionally meet on the first and third Wednesday of the month. Agenda and materials related to the meeting agenda will be provided to the board on the Friday preceding the Wednesday meeting. Special board meetings, board work sessions and board executive sessions may also be scheduled during the year; board members typically set aside every Wednesday evening for that purpose, should a meeting be called.

A copy of the proposed calendar of the regular board meetings for the 2024-25 school year is included in the packet. The proposed calendar has been reviewed and it does not interfere with major holidays and the winter break schedule.

Recommendation

The superintendent recommends approval of the proposed 2024-25 board meeting calendar.

**2024 – 25 Calendar of Scheduled Meetings for
Eugene School District 4J Board of Directors
July 1, 2024 – June 30, 2025**

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

Meeting Dates

Materials Delivered to Board

Wednesday, August 07, 2024	Regular Board Meeting	Tue., Jul. 30, 2024
Wednesday, August 21	Regular Board Meeting	Tue., Aug. 13
Wednesday, September 04	Regular Board Meeting	Tue., Aug 27
Wednesday, September 18	Regular Board Meeting	Tue., Sep. 10
Wednesday, October 02	Regular Board Meeting	Tue., Sep. 24
Wednesday, October 16	Regular Board Meeting	Tue., Oct. 08
Wednesday, November 06	Regular Board Meeting	Tue., Oct. 29
Wednesday, November 20	Regular Board Meeting	Tue., Nov. 12
Wednesday, December 04	Regular Board Meeting	Fri., Nov. 21
Wednesday, January 15, 2025	Regular Board Meeting	Tue., Jan. 07, 2025
Wednesday, February 05	Regular Board Meeting	Tue., Jan. 28
Wednesday, February 19	Regular Board Meeting	Tue., Feb. 11
Wednesday, March 05	Regular Board Meeting	Tue., March 25
Wednesday, April 09	Regular Board Meeting	Tue., April 01
Wednesday, April 23	Regular Board Meeting	Tue., April 15
Wednesday, May 07	Regular Board Meeting	Tue., April 29
Wednesday, May 21	Regular Board Meeting	Tue., May 13
Wednesday, June 04	Regular Board Meeting	Tue., May 27

- If needed, a Work Session and/or Executive Session will be added to Regular Board Meetings.
- Board meetings are normally held the first and third Wednesdays of each month at 7 p.m. at the Eugene School District Education Center, 200 North Monroe Street. Meeting materials are typically delivered to board members on the Friday preceding each meeting.
- Additional meetings may be scheduled and meetings on this list may be rescheduled. Board members and staff are asked to hold all Wednesdays in case an additional meeting is scheduled.



ITEM FOR ACTION AT A FUTURE MEETING

Revised 05/13/2024

Date of Meeting

5/15/2024

Title

2024-25 Budget Presentation

Presenter

Matt Brown, Finance Director

Background

The Budget Presentation is in the process of being finalized and will be added to the packet upon completion.

The information below is pasted from this (May 15, 2024) agenda's budget hearing document, providing basic budget information; to be replaced with a more detailed budget presentation.

For fiscal year 2024-25, the overall budget is \$601,767,487, which is a decrease of \$47 million from the current year. A majority of this decrease comes from a lower beginning fund balance from where the district started the 2023-24 budget. Another area of decrease is with federal sources, mainly attributed to the removal of ESSER funds in our budget. The district is anticipating fairly flat revenues in our General Fund related mainly to State School Fund dollars. Typically, we see a little more money for State School fund dollars in the second year of a biennium, however with the decline in enrollment we are seeing at the district, Oregon Dept of Education recalculates as more data becomes available.

Across our district, we are adding 57 FTEs. A majority of these additions are from licensed professional that may consist of counselors, teachers, and other licensed professionals. For the adopted budget, the district is assuming a COLA of 4% for all employee groups. The Classified group's contract will be in its final year, with a 4% COLA already established. The Licensed group is currently in negotiations and the Administration/MAPS employees have followed the Licensed group's COLA in recent history. There are built in increases for items such as anticipated rate increases for utilities across our district along with legislative changes that will have a direct effect on things like unemployment costs.

As a district, our enrollment is in a steady decline that we anticipate continuing into the future. The district has continued to hire staff though, in turn, allowing the district to have teacher-student ratios that are the lowest they have been in many years along low class sizes. This ultimately will have long term effects as we continue into the future. Enrollment is tied to state school fund dollars and as resources become smaller or even remain flat, our operating costs continue to rise, which will create a paradox as we look to navigate waters in future budget years.

Recommendation

Staff recommends and supports the Budget Committee passage of the district budget with the caveats outlined by the Budget Committee:

1. Seeking clarity from the board on budget/spending priorities
2. Carefully reviewing and considering expenses within the 2024-25 budget
3. Initiating a board discussion and approval of an updated reserve policy
4. Review and improve the budget process for *the next budget cycle*