

Board of Directors Meeting
School District 4J, Lane County
4J Education Center / Virtual
(in-person or virtual)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, April 3, 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 at the 7:00 p.m. Regular Board Meeting 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 4J Board 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. Items Raised by the Audience
- VII. Comments by Employee Groups
- VIII. Comments and Committee Reports by Individual Board Members

- IX. **Consent Group - Items for Action**
 - 1. Approve Board Meeting Minutes for: 4
 - February 21, 2024 Regular Board Meeting
 - February 28, 2024 Special Board Meeting
 - March 6, 2024 Regular Board Meeting
 - March 11, 2024 Special Board Meeting
 - March 13, 2024 Special Board Meeting
 - 2. Memorandum of Agreement between Eugene School District 4J and Eugene Education Association 31
 - Presenter: Brooke Wagner, Director of Human Resources
 - 3. Approve NetApp Storage Replacement and Expansion 34
 - Presenter: Steve Menachemson, Director of Technology

- X. **Items for Information**
 - 1. Receive Report from Western Regional Educators Network (WREN) on Black, Indigenous People of Color (BIPOC) Affinity Groups 35
 - Presenters:
 - Imelda Rodriguez De la Cruz, WREN Team Lead, Kelly Middle School

- Alyssa Nestler, WREN Lead Continuous Improvement Design & Implementation Specialist
 - Jesse Scott, WREN Team Member, Spencer Butte Middle School
 - Gene Chism, WREN Team Member, Churchill High School
 - Josué Honorato, WREN Team Member, LSU Program Coordinator
 - Mia Lu, WREN Team Member, APISU Program Coordinator
 - Chemika Bolden, WREN Team Member, HR Administrator: Grow Your Own
 - Larry Williams, WREN Team Member, Executive Director Academic Access & Advancement
 - Scout Gerdes, WREN Team Member, Executive Assistant to the Executive Director of Youth and Family Support Services 20 Minutes
2. Receive Report of Progress for Center for Applied Learning and Community Impact (CALCI) 54
 Presenters: Ed Mendelssohn, CTE Administrator; Kate Doyle, CALCI Teacher; Andy Hock, 4J Project Based Learning and Community Engagement Specialist; Susan Fricke, Parent of a CALCI Student; John Stapleton, Community Partner
 20 Minutes
3. Receive Updated Report on Incidents Related to 4J Board Policy ACC: Racial Harassment 93
 Presenter: Oscar Loureiro, Director of Research and Development
 10 Minutes
- XI. **Items for Action**
 (None)
- XII. **Items for Action at a Future Meeting**
1. Transportation Supplemental Plan 102
 Presenter: Arthur Hart, Transportation Director; Sarah Mazze, Safe Routes to School Coordinator
 15 Minutes
2. Middle School English Language Arts (ELA) Instructional Materials Adoption 187
 Presenters: Adrienne Pierce, Secondary Curriculum & MTSS Administrator
 Tammy Steeves, Secondary ELA Specialist/Teacher on Special Assignment (TOSA)
 Larry Williams, Executive Director of Educational Access and Advancement
 15 Minutes
3. Mandarin Matrix: K-8 Mandarin Language Arts Curriculum Adoption 212
 Presenters: Jen Hebard, Principal Chinese Immersion
 10 Minutes
4. Proposal for Academic Calendars for the Next Two Years 221
 Presenter: Jenna McCulley, Chief of Staff
 10 Minutes
- XIII. Suggestions by the Board for Consideration of Items at a Future Meeting
- XIV. 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.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 3, 2024

Title

Approve Regular Board Meeting Minutes for 02.21.2024

Approve Special Board Meeting Minutes for 02.28.2024

Approve Regular Board Meeting Minutes for 03.06.2024

Approve Special Board Meeting Minutes for 03.11.2024

Approve Special Board Meeting Minutes for 03.13.2024

Background

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

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

Date: February 21, 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 February 16, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Andy Dey, Superintendent
Jenna McCulley, Chief of Staff
Matt Brown, Finance Director
Arthur Hart, Director of Transportation
Jill Cuadros, Director of Nutrition Services
Steve Menachemson, Director of Technology
Ryan Spain, Director of Facilities Management
Kyle Tucker, Chief Operations Officer
Brooke Wagner, Director of Human Resources
Kat Lange, Executive Director Youth and Family Support
Tana Shepard, Teacher on Special Assignment (TOSA) (online)
Sarah Ruggiero Kirby, Teacher on Special Assignment (TOSA)
Debbie McKim, Executive Assistant to the Superintendent and Board
Sherry Moore, Executive Assistant to the Chief of Staff

OTHER GUESTS:

Sheridan Schilling, Churchill High School
Carmen Gonzalez Valle, Sheldon High School (online)
Parker Anderson, North Eugene High School
Nellie Schmitke-Rosiek, South Eugene High School
Gabriel Aros, ECCO High School

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Counselor Association (OSCA)
Sabrina Gordon, Eugene Education Association (EEA)

MEDIA:

KRVM

KEZI

Eugene Weekly

I. REGULAR BOARD MEETING

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

Chair Maya Rabasa called the meeting to order at 7:09 p.m. She said the names of the board members who were present. Superintendent Dey led the flag salute, and Chair Rabasa read the land acknowledgement statement.

III. AGENDA APPROVAL

There were no changes to the agenda.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey introduced the Eugene School District 4J Student Climate Justice Team, including four Eugene School District 4J student representatives and two teachers, Sarah Ruggiero Kirby and Tana Shepard.

1. ITEM FOR INFORMATION

The Eugene School District 4J Student Climate Justice Team provided a PowerPoint presentation.

The goal of the Climate Justice Team is to promote climate change education, climate justice, green careers, and ways to apply a sustainable lifestyle; and to empower, educate, and prepare students to adapt for their inherited future on the planet.

The Climate Justice Team highlighted some of their work to date: a student-led 2019 Climate Education Summit, a 2021 presentation to the Council of State Science Supervisors, a 2022 presentation to the City Club of Eugene, collaboration on an annual clothing swap, work on a climate education bill, an alternative transportation lesson, Earth Day activities, partnering with local organizations, and providing support for green clubs across the district.

Student representatives provided insight about climate justice activities at their respective high schools. They expressed appreciation for steps the district has taken: an idle free policy, K-12 composting, and free bus passes as part of the safe routes to school program. They identified Climate Justice Team future goals, including, but not limited to: engaging more students in climate issues and action, meeting with the school board four times per year, forming a collaborative Climate Action Plan, and forming a Climate Youth Advisory Council. The Climate Action Plan includes the following subgoals: honor City of Eugene's Climate Action Plan 2.0 Agreement, promote idle free policy widely, integration of climate change into all subject areas K-12, robust education to support waste stations in K-12 cafeterias, work towards reusables in secondary school cafeterias, coordination across the departments toward sustainable practices for operation.

The Climate Justice Team responded to questions and received comments from the board of directors (BOD).

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Representative Sheridan Schilling provided a report from Churchill High School. She reported that it is Black Excellence Week and many activities, organized by the Black Student Union, have been taking place. The Churchill “Fire and Ice” Winter Formal is on Saturday, February 24. Auditions for the play “Mean Girls” have begun. There is a volleyball tournament happening on March 2 to raise money for the Children’s Miracle Network. Spring athletics are starting up. Ms. Schilling reported concerns about restrooms at Churchill High School. She said vaping and smoking occurring in the bathrooms during all times is creating a hostile environment. She said many students feel as though they cannot enter to use the restrooms. She reported that students are hoping for a strategy. Ms. Schilling expressed her desire for serious action to be taken by the board.

Representative Parker Anderson provided a report from North Eugene High School. February 22 is the Gathering of Champions, a ceremony to honor 250 North students presented with awards for having a GPA of 4.0 or higher, perfect attendance, and other notable accomplishments. The first unified basketball game was held on February 20. Five wrestlers are going to state. Mr. Anderson mentioned the upcoming Future Build program. He said the spring musical “Into the Woods” is opening in May and that the Performing Arts Center reopened after construction was completed from damage from the ice storm. The project was completed weeks before the predicted date, which, Mr. Parker reported, was hugely appreciated.

Nellie Schmitke-Rosiek provided a report from South Eugene High School. Saturday, February 24, is South’s Hall of Fame fundraiser. This semester, lunch was extended by five minutes. She thanked the board for making the change and said students are benefiting from it. Many seniors are currently in the process of applying for Financial Aid. She reported that there is concern about the lack of information about how and when to apply for Free Application for Federal Student Aid (FASFA) and other scholarships. She reported that some seniors are feeling lost, not knowing the standard procedures and deadlines. She requested that information about workshops and tutorials be shared more broadly with students, and earlier, so that students can access them.

Carmen Gonzales Valle provided a report from Sheldon High School. She said their Winter Formal took place in early February. Juniors are currently completing state testing. She said most students who took the test felt discouraged about taking their time because they were missing out on valuable class time. There are concerns about the effectiveness of the new hall policy. The new schedule has not made a great difference; however, students are grateful for the extra five minutes of lunch.

Gabriel Aros provided a report from ECCO High School. He reported that students do not like the lunchroom. He added that ECCO has a different schedule than most, and that their Wednesday activities are completed online.

VI. ITEMS RAISED BY AUDIENCE

Rebecca Gourgey is a Special Education teacher at South Eugene High School. She said this is the season of forecasting and that it is the first time in her fourteen years that she is thrilled to forecast. She works with students who represent the range of all students. She said historically the pathways set up at South have been exclusively for

those who are college bound and academically experienced. For those who do not want that pathway it has been very limiting. Ms. Gourgey said this year the options and opportunities available have validated and honored a wider range of students. She provided an example of two promising art students who are now “thrilled” to plan for the next year. She thanked Superintendent Dey for his vision regarding CTE programs. She thanked the BOD.

Valerie Blood is a parent volunteer in Special Education. She has two children in two different schools within the district. This is her third time presenting to the school board since November 2024. As a parent of two children on the spectrum, Ms. Blood asserted that the district is not meeting the communication needs of students, staff, and teachers. She said the district needs full-time educational assistants and support staff that can support the teachers. Without that, we are going to lose experienced teachers and staff. She stated that the recent approved purchase of a new administrative building baffles her. She said teachers and staff are at an absolute breaking point. Ms. Blood listed some issues currently facing schools: old buildings, inadequate restrooms, leaky roofs, lack of space, old technology, etc. She said that both of her children’s schools have to fundraise for things like field trips and school supplies. She questioned what the board is going to do to fix the many problems that exist right now. She questioned how the board is going to meet the communications needs of students, staff, and teachers. She urged that supports be put in place for teachers and support staff.

Kristina Shaughnessy is a school bus driver for the district. She said that 8 years ago, when she started, there were 150 bus drivers, and now there are just 80 bus drivers. She said the bus driver shortage is expected to be long term, and that staff in the transportation department are exhausted and stressed. She said that due to the shortage, mechanics drive routes. Two out of six mechanics quit as a result. All staff members in the department are in crisis and they are often required to drive. Ms. Shaughnessy reported that although staff want to help in an emergency, the situation is not manageable, as the emergency is not ending. She mentioned that many bus routes have combined and as a result, some students are on the bus for an hour or more. She added that behavior problems occur, and are increasing, which is affecting bus safety. She stated that the transportation department is in crisis with its staffing problems. She urged the board to help find a long-term solution.

Denise Velasco is a guidance counselor and teacher at Network Charter School. The school is celebrating 20 years and wishes to recognize Eugene School District 4J for their support. All school board members are invited to Network Charter School’s 20 Year Celebration on March 8, 2024, for an evening of “food, fun, and friendship” to kick off another 20 years.

Les Phillippo, instructor at Sheldon High School, joined by his wife, voiced concern over the state of mental health in the district and shared their personal experience. The Phillippo’s lost their daughter to suicide three years ago. Today, their daughter would have been a junior at Sheldon High School. This year alone, Mr. Phillippo has witnessed multiple students struggle to the point of attempting suicide. He said it is a stark reminder of the mental health concerns, stating that they’re not just statistics, they are real, and affecting our students. He reported that counselors are doing multiple suicide assessments nearly every day. The current resources for counseling are falling short of

meeting the needs of our students. He cited increasing needs coupled with the same, or less, resources. Students who are cutting and self-harming have been on a list to see counselors for seven weeks. He said there is a school psychologist on campus once per week, but they reportedly do not see students. He stated that Sheldon and South high schools do not have health clinics, as other high schools do. Mr. Phillipou urged securing a full-time mental health counselor, transparency about how to access mental health support in the district, and removal of barriers, such as offering virtual counseling.

Thomas Daniel Goad is a mechanic for the district. He said the transportation department has been in emergency status since before the pandemic. He reported that bus drivers are working 60 to 80 hours per week, 6 days per week. Mr. Goad said he has witnessed several bus drivers leaving to take other transportation jobs due to scheduling and staffing issues within the district. He urged the board to take action before the problem worsens.

Barbara Holmes is a bus driver trainer for the district. She reported working 12-hour days due to lack of bus drivers. She said she and other district personnel, from mechanics to office staff, are currently covering up to 21 routes. She asserted that vehicle maintenance, grounds, and facilities are not getting completed; and that bus driver training is inadequate due to lack of time. She urged action and suggested providing incentives and better wages for district bus drivers.

VII. COMMENTS BY EMPLOYEE GROUPS

Lisa Jenkins-Easton, Oregon School Counselors Association (OSCA) President, addressed the board by stating that she is at a loss at how to support classified employees. She said not just in the transportation department, but with safety in general. She said there are issues with how things get reported when people get hurt. During a recent short legislative session there was a proposed law change for reporting. HB 4077 A establishes an updated, streamlined process for reporting. She said with the current system there is general confusion about the process, and the result is under reporting. In reference to the transportation department's staffing shortages, Ms. Jenkins-Easton urged incentives.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Di Liberto said he went to Churchill High School's Courageous Conversations class and was impressed with the number of skills the students have. He attended a Grow Your Own Ignite program and reported that it was a powerful experience. Mr. Di Liberto attended a Unified basketball game at North Eugene High School. He mentioned that Unified basketball games will be occurring throughout the district.

Ms. Thessen reflected on recent statistics from the New York Times, stating that hate crimes have nearly doubled in schools between 2018 and 2022, affecting Black, LGBTQ, Jewish students the most. The data revealed that schools are the third most common location for hate crimes. She underscored the importance of reporting biased crimes within the district. Ms. Thessen attended the Chinese Language Immersion School's Lunar New Year celebration. Ms. Thessen recently visited McCornack Elementary School.

Ms. Newman said she is committed to ensuring that all high schools in the district have school-based health centers. She acknowledged the transportation department issues,

stating that she recognizes the crisis they are having. Ms. Newman reported from the legislative committee that their focus has been on the summer funding bill and they are hoping the 50 million dollars will be funded this short session, with \$4.14 million for the district. Ms. Newman attended the Chinese Language Immersion School's Lunar New Year celebration. In honor of Black History Month, she shared a brief history about the influential Carter G. Woodson.

Mr. Hamilton attended the Chinese Language Immersion School's Lunar New Year celebration. In reference to Black History Month and the Martin Luther King Jr. march, he expressed that he would love to see his community strive to do more. He reminded the audience that historically, individuals were literally putting their lives on the line. He acknowledged that the district has had a history of having racial issues. He said he looks forward to better communication, respecting differences, and moving forward. In response to the evening's public comments, Mr. Hamilton said we hear you and we really do care.

Chair Rabasa acknowledged the transportation department issues. She reported that she attended the Courageous Conversations class, the Chinese Language Immersion School's Lunar New Year celebration, and the Grow Your Own Ignite program. She acknowledged the need to engage more with professionals given the current mental health crisis in the district.

IX. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE SPECIAL BOARD MEETING AND WORK SESSION MINUTES FOR 01.10.2024, REGULAR BOARD MEETING MINUTES FOR 01.24.2024 AND BOARD WORK SESSION AND REGULAR BOARD MEETING MINUTES FOR 02.07.2024

No discussion was held.

2. SHELDON HIGH SCHOOL COUNSELING/COLLEGE AND CAREER CENTER

No discussion was held.

3. CONFIRMATION OF LEGISLATIVE PRIORITIES FROM THE 2023 SESSION (2ND READ)

No discussion was held.

4. APPROVE MEMORANDUM OF AGREEMENT (MOA) BETWEEN EUGENE SCHOOL DISTRICT 4J AND OREGON SCHOOL EMPLOYEE ASSOCIATION EUGENE CHAPTER 1 (OSEA)

No discussion was held.

5. POSTPONEMENT OF WORLD LANGUAGE ADOPTION

No discussion was held.

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

X. ITEMS FOR INFORMATION

1. RECEIVE MID-YEAR/QUARTERLY FINANCE REPORT

Finance Director Matt Brown presented the mid-year/quarterly finance report. He explained that overall, the district is on a good trajectory. They expect to see some savings by the end of the school year due to vacancy rates and underspending.

XI. ITEMS FOR ACTION

1. PROPOSED BOARD MEETING DATE CHANGE FROM MARCH 20, 2024 TO APRIL 03, 2024

Chief of Staff Jenna McCulley proposed a board meeting date change from March 20, 2024 to April 3, 2024.

Chair Rabasa explained that a vote for the proposed change will take place at their next board meeting.

2. COMPLAINT RESOLUTION

Chair Rabasa presented a complaint resolution.

MOTION: Vice Chair Jonak moved that for the complaint dated October 11, 2023, the board finds that there was insufficient evidence presented to prove a finding of racial or gender discrimination, but the allegations of retaliation following protected activity are sustained, and a letter of reprimand will be placed in the responding parties personnel file, and responding party will be required to attend training on retaliation. Seconded by Ms. Newman. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor, 7:0:0.**

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. COMMUNITY ENGAGEMENT WITH THE 4J BOARD OF DIRECTORS

Vice Chair Jonak introduced a discussion about community engagement with the 4J BOD, stating that they have wanted to find ways for the board to engage with the community. Some of the ideas exchanged are having a format for the board to meet with the community other than just at the regular board meeting. The location would rotate throughout the community. They are proposing having four opportunities in the month of April for the public to meet with board members at local coffee shops, restaurants, and 4J schools. The meetings would not have a designated topic, but rather be an opportunity to meet with board members and have casual conversations. She noted that there may be other formats they may want to consider for the Community Engagement Committee.

Ms. Newman asked if they are going to approve a Community Engagement Committee to do said work.

Chair Rabasa responded that they are hoping to approve a committee, and if not then they will appoint board members to take on the task.

Ms. Newman asked if the meetings are going to be publicly noticed.

Chair Rabasa responded that the meetings will not be publicly noticed, but they will be publicized. She added that the listening sessions will be publicly noticed.

Ms. Munro suggested offering two to four, instead of four, opportunities in the month of April. She shared her perspective that the turnaround time might be more realistic by picking fewer things and doing them well.

Chair Rabasa clarified that one reason they specified four is so that they'd have one opportunity per region.

Ms. Newman added that the topic is new to her, and voting on it feels like a lot, however she is in favor of forming a committee.

Chair Rabasa responded that what they are discussing is the concept, the details will be the responsibility of the committee. This would be voting on giving the committee permission to start the process.

2. BOARD COMMITTEES: ESTABLISH AND ASSIGN REPRESENTATIVES

Chair Rabasa introduced the topic of establishing and assigning representatives for board committees.

She said that at the February 7, 2024, work session, the board discussed various committees that they might want to add, including a Community Engagement Committee, Policy Committee or a district work group. Through that conversation, board members indicated which board, if any, they were interested in serving as a representative.

The following board members indicated their interest in the Community Engagement Committee: Ms. Thessen, Mr. Di Liberto, and Chair Rabasa.

The following board members indicated their interest in the District Policy Work Group: Ms. Munro, Mr. Hamilton, and Ms. Newman.

MOTION: Vice Chair Jonak moved that the board designate Mr. Hamilton, Ms. Munro, and Ms. Newman to serve as liaisons for a district work group on policy. Seconded by Ms. Thessen. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor, 7:0:0.**

MOTION: Vice Chair Jonak moved that the board form a Community Engagement Committee that will be an ongoing committee, in the current year, comprised of members Ms. Thessen, Mr. Di Liberto, and Chair Rabasa. Seconded by Mr. Hamilton. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor, 7:0:0.**

MOTION: Ms. Munro moved the Community Engagement Committee be charged with implementing the board goals previously approved. Seconded by Ms. Newman. **The motion passed unanimously with Chair Rabasa, Vice Chair Jonak, Ms. Newman, Ms. Thessen, Mr. Di Liberto, Ms. Munro, and Mr. Hamilton all voting in favor, 7:0:0.**

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

Ms. Thessen suggested an update (i.e. item for information) about the state of mental health in the district.

Superintendent Dey suggested holding the mental health discussion in a work session.

Ms. Munro requested information about the inclement weather replacement days. She suggested a Friday memo.

XIV. ADJOURN

Chair Rabasa adjourned the regular meeting at 9:29 p.m.

DRAFT

**MINUTES OF THE SPECIAL BOARD MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON
Date: February 28, 2024**

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a special board meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on February 23, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Andy Dey, Superintendent
Jenna McCulley, Chief of Staff
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary
Sherry Moore, Executive Assistant to the Chief of Staff

EMPLOYEE ASSOCIATIONS:

None.

MEDIA:

KRVM

I. SPECIAL BOARD MEETING CALL TO ORDER AND ROLL CALL

Chair Rabasa called the meeting to order at 6:00 p.m.

II. AGENDA APPROVAL

There were no changes to the agenda.

III. BOARD RECESS TO EXECUTIVE SESSION

MOTION: Chair Rabasa moved to recess for Executive Session to review and evaluate the employment related performance of the Chief Executive Officer pursuant to ORS 1920.6602 I, and to consider the dismissal or disciplining of or to hear complaints or charges brought against a public officer employee, staff member, or individual agent pursuant to ORS 1920.6602 BF, reconvening upon the close of the Executive Session. Seconded by Vice Chair Jonak. **The motion passed, 6:0:1; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor. Mr. Hamilton was not present.**

IV. RECONVENE SPECIAL BOARD MEETING

V. ITEM FOR ACTION

1. DETERMINE THE BOARD'S COURSE OF ACTION IN RESPONSE TO COMPLAINT/S RECEIVED

MOTION: Vice Chair Jonak moved to tender the complaint that was submitted on February 24, 2024 to the Director of Human Resources for consideration of Title IX status. Seconded by Ms. Thessen. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Ms. Newman, Ms. Thessen, Mr. Hamilton, and Ms. Munro all in favor.**

VI. ADJOURN SPECIAL BOARD MEETING

Chair Rabasa adjourned the special board meeting at 11:32 p.m.

DRAFT

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

Date: March 6, 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 March 2, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Andy Dey, Superintendent
Jenna McCulley, Chief of Staff
Matt Brown, Finance Director
Jeff Johnson, Director of Elementary Education
Steve Menachemson, Director of Technology
Brooke Wagner, Director of Human Resources
Chris Mitchell, Cal Young Middle School Principal
Chris Dobson, South Eugene High School Music Teacher
Hobie Blackhorn, Camas Ridge Elementary School Principal
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary
Sherry Moore, Executive Assistant to the Chief of Staff

OTHER GUESTS:

Sheridan Schilling, Churchill High School
Carmen Gonzalez Valle, Sheldon High School
Parker Anderson, North Eugene High School
Melanie Mack, Eugene International High School
Gabriel Aros, ECCO High School (online)

Katie Carroll, Housing Analyst, City of Springfield
Nancy Buffum, Eugene Education Foundation (EEF)

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Counselor Association (OSCA)
Sabrina Gordon, Eugene Education Association (EEA)

MEDIA:

KRVM

KVAL

Register Guard

Eugene Weekly

I. REGULAR BOARD MEETING

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

Chair Maya Rabasa called the meeting to order at 7:03 p.m. She said the names of the board members who were present. Superintendent Dey led the flag salute, and Chair Rabasa read the land acknowledgement statement.

III. AGENDA APPROVAL

Ms. Newman requested to add an Item for Action to vote to approve the cost of the Eugene voter's pamphlet for the levy.

Chair Rabasa proposed to move the Item for Action at a Future Meeting to follow the Consent Agenda.

Chair Rabasa proposed to add an Item for Action to authorize two board members to be liaisons with an attorney for the investigation processing a complaint received on February 24, 2024.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey shared a message of appreciation for classified employees during Classified Employee Week, the first week in March. He said the school district could not function without the dedication, care, and professionalism of classified employees, stating that they serve as educators, as mentors, and sometimes as miracle workers. He added that classified staff are a vital part of the organization and thanked them for their commitment to the mission of public education.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Representative Sheridan Schilling provided a report from Churchill High School. She reported that more than sixty students visited the state capital in Salem to observe the house and senate during their session. During their visit, students toured the capital, witnessed bills being passed, and met Senator James Manning JR. She gave an update about winter athletics, stating that five of their winter sports teams ranked in the Oregon School Activities Association (OSAA) 5A academic all-state teams for grades. Boys' and girls' swimming ranked number two in the entire state with a GPA average of 3.93 and 3.73, respectively. Three boy wrestlers did well at state. Both choir and drama will be sending students to state. She mentioned that Mr. Hamilton attended Courageous Conversations at Churchill. Ms. Schilling thanked classified employees, stating "students at Churchill recognize all that you do."

Representative Carmen Gonzales Valle provided a report from Sheldon High School. Last week was the end of Black History Month and they held Spirit Week to honor it. They are currently recognizing staff during Classified Employee Week. There is a unified basketball game on March 8, a Run for the Shamrock Fundraiser on March 9, a Choir Concert on March 13, and a Neurodivergent Festival on March 15. She reported that

Sheldon has been providing grab and go snacks between first and second periods. Ms. Gonzales Valle said she visited Monroe Middle School. She reported connecting with students. She learned about their activity night, held in February. Students reported that because it was not a dance, they felt less pressure. She noted that middle school affinity clubs happen on Wednesday's in-between different periods, and that the school is taking measures and providing more education to stop racial slurs. Students reported feeling that there should be more school sponsored sports for students in need.

Representative Parker Anderson provided a report from North Eugene High School. The boys' basketball team is headed to playoffs and hopefully to state. Students are being given the opportunity to ride on roter bus to support the teams. The corridor program theatre production has shows March 14-16. North seniors are finalizing their college plans. Mr. Anderson thanked the college and career center and counselors.

VI. ITEMS RAISED BY AUDIENCE

Shira Fadely, a teacher on special assignment for K-12 music, highlighted March as Music in our Schools Month. She described the impact that music, and music instructors, have in the district. She noted that historically, every middle school had a band, choir, and orchestra. Due to resource problems that changed, but they are trying to get back. Music now happens twice per week at the elementary school level, and they have a partnership with Eugene Symphony.

Valerie Blood is a 4J parent volunteer of two children in a special education program. She thanked Superintendent Dey and Director of Student Services Seth Pfaefflin for meeting with her earlier in the week. She reiterated her concern that the district is not currently meeting the needs of neurodivergent children due to lack of staffing and space. She stated that it violates the rights of students and does not meet the requirements of section 504. She provided examples of recent interactions that resulted in disrupted instruction time. Ms. Blood urged the district to listen to the requests of special education teachers and put supports in place for our students.

Katie Jacobson is a 4J parent of one child at Edgewood Elementary. She cited safety and leadership concerns at Edgewood. She thanked the board for prioritizing their safety. She urged the board to take careful consideration when looking at next year's budget, specifically around school support staff and their training. She said the struggles to get funding for support staff training is a serious problem throughout the district. She suggested an incentive program for Educational Assistants (EAs). She urged significantly increasing the allotment for more training and trained support staff in elementary schools.

Roscoe Caron is a retired 4J middle school teacher and a member of the Community Alliance for Public Education (CAPE). He referenced two recent presentations in Eugene by researcher and author Rick Stiggins. He shared Mr. Stiggins perspective that 20 years of standardized testing has been damaging to students. He cited Mr. Stiggins latest book, "Give Our Students the Gift of Confidence." After ten years of working on the issue, Mr. Roscoe feels hopeful that 4J is turning a corner. He said he appreciates the open mindedness and support he's gotten regarding the possibility of a proficiency-based pilot school at Kelley Middle School, modeled on Ashland Middle School.

Carrie Copeland spoke on behalf of Superintendent Dey. She requested the board share information more transparently. She cited lack of trust in the process and decision-making. Ms. Copeland explained that twenty-five years ago Superintendent Dey was her supervisor. She found him to be a champion for her and other female staff. She noted many improvements within schools: scheduling, innovative content and programming, better communications, social and mental health services, and food assistance programming. She requested that the board release the contents of the investigation into Superintendent Dey and clarify their process to the community.

Megan Shultz referred to several letters she sent to the board in support of Superintendent Dey. Since 2017, she has witnessed positive changes in the district under Superintendent Dey's leadership, including, but not limited to, Fifteenth Night, a student resource room at South Eugene High School, enhancing mental health services, partnering with Court Appointed Special Advocate (CASA), partnering with Eugene Public Library, and his vision for the CTE program, Future Build. She thanked Superintendent Dey.

VII. COMMENTS BY EMPLOYEE GROUPS

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton stated that their association will continue bringing forth the same issues. They held a recent listening session for employees who shared their struggles and hope for things to be better. She said that during Classified Employee Week, they will visit a record 27 district sites.

Eugene Education Association (EEA) President Sabrina Gordon gave a shout out to classified employees. She recognized the incredible work of OSEA elevating issues and appreciates the willingness to collaborate with them. She said they are talking about the tremendous need for better systems to support students' social and emotional health. She said together they can more effectively elevate the needs of students.

Eugene Education Foundation (EEF) Executive Director Nancy Buffum stated their unanimous endorsement of the levy renewal, stating that investing in community support in 4J schools is EEF's mission. She clarified that the renewal is not a new tax, and it provides an estimated \$25 million per year to district schools. She urged everyone to vote in support of the levy. Ms. Buffum announced that applications to next year's educator project will open April 8. The grantees will be able to apply for funding for next year's programs in the spring and receive awards to begin their projects in the fall. She mentioned the EEF Gala on March 21.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Di Liberto recognized Classified Employee Week, acknowledging the efforts of classified employees. He expressed deep gratitude and admiration.

Ms. Newman echoed an enthusiastic message of appreciation and gratitude for classified staff: food workers, transportation, grounds, maintenance, technology, teaching, and reception. She recently attended many groups and PTOs, noticing a strong commitment and interest in public education. She thanked the community for their support of schools.

Ms. Thessen reflected on her visit to Creative Currents, a digital media and graphic design CTE program, where she engaged with students by asking questions. She said the students described the program as “lifechanging” for them. Ms. Thessen said she cannot speak highly enough of the district’s CTE programs.

Mr. Hamilton shared that he went to unified basketball game at South Eugene High School. He cited the importance of special needs students participating in athletic activities. Mr. Hamilton and Vice Chair Jonak met with KidSports. He visited Churchill High School and participated in Courageous Conversations.

Chair Rabasa acknowledged Classified Employee Week and encouraged everyone to celebrate classified employees not only during the designated time.

IX. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE MEMORANDUM OF AGREEMENT BETWEEN EUGENE SCHOOL DISTRICT 4J AND EUGENE EDUCATION ASSOCIATION

No discussion was held.

2. APPROVE CONTRACT FOR INSURANCE BROKER/AGENT OF RECORD

No discussion was held.

3. APPROVE ANNUAL PERSONNEL ACTIONS

No discussion was held.

4. APPROVE OUT OF STATE FIELD TRIP FOR 2 MIDDLE SCHOOL STUDENTS TO ATTEND THE NATIONAL ORATORY RETREAT THROUGH FORD THEATRE EDUCATION PROGRAM IN WASHINGTON D.C.

No discussion was held.

5. APPROVE OUT OF STATE FIELD TRIP FOR THE SOUTH EUGENE CONCERT CHOIR AND DORIAN'S JAZZ CHOIR TO DISNEYLAND PARK IN ANAHEIM, CA FOR MUSICAL PERFORMANCES AND EDUCATION

No discussion was held.

6. APPROVE CHANGE TO THE CURRENT BOARD MEETING CALENDAR DATE OF MARCH 20, 2024 TO APRIL 03, 2024 AND REVISION OF THE JANUARY 17, 2024 BOARD MEETING DATE TO JANUARY 24, 2024, DUE TO ICE STORM

No discussion was held.

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

X. ITEMS FOR INFORMATION

1. CITY OF SPRINGFIELD HOUSING DIVERSITY TAX EXEMPTION (HDTE)

Housing Analyst for the City of Springfield Katie Carroll introduced a tax exemption via PowerPoint presentation. She said the tax exemption that the city council is considering adopting is to incentivize the development of multiple unit housing in Springfield. If adopted, there are implications for Eugene School District 4J. Known as the Housing

Diversity Tax Exemption, it is one of several property tax exemptions to incentivize development of housing. She reported that eight other cities in the state have adopted it, including Eugene, Cottage Grove, and Florence.

Program applicants must meet several minimum criteria. She explained that by exempting some property taxes for the first ten years of a project's operation, it allows more projects to become financially feasible. She cited the current high cost of land, construction costs, and high interest rates. Incentives are becoming more important to increase supply and diversity of housing and promote growth and revenue generation. She said the latest data revealed a 1.6% rental vacancy in Springfield. A healthy vacancy rate is around 5%.

She explained the tax exemption would only apply to the City's share of taxes, unless at least 51% of the levy signs on to support the program. She reminded the board that 4J supported their Low-income Rental Housing Property Tax Exemption (LIRHPTE) in 2018.

Ms. Carroll revealed a map of Springfield, including where the boundaries where the tax exemption would exist. She pointed out the Glenwood region, which overlaps with a 4J tax code; the reason for the school district being implicated, she explained. She pointed out that the impact on the school district is expected to be reduced compared to the impact on the city or other taxing districts.

Ms. Carroll responded to questions from the BOD.

2. CAMAS RIDGE SCHOOL CONTINUOUS IMPROVEMENT PLAN (SCIP) PRESENTATION

Camas Ridge Community Elementary School Principal Hobie Blackhorn presented their School Continuous Improvement Plan (SCIP) via PowerPoint presentation.

He said their values are placed on project-based learning and community. He reported that they looked at various sources of data and discussed the unique opportunity to create growth and movement for Latinx students.

During year one of implementation, Mr. Blackhorn explained that they are focused on family engagement. Their Community Time offering is a half an hour once per week. Their goal is to get it back to four days per week, as it was pre-pandemic. Other goals include improving growth and literacy in reading and creating a safe and welcoming environment.

Mr. Blackhorn responded to questions from the BOD.

MOTION: Chair Rabasa moved to pause for Executive Session. Seconded by Vice Chair Jonak. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.**

XI. ITEMS FOR ACTION

1. LEVY ON BALLOT FOR MAY – DIRECT DISTRICT TO APPROVE UP TO \$12,000 EXPENDITURE TO GO INTO VOTERS PAMPHLET

MOTION: Ms. Newman moved to direct the district to approve a payment of up to \$12,000 to include a local option levy statement in the voter's pamphlet for May 2024. Seconded by Ms. Thessen. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.**

2. AUTHORIZATION OF TWO BOARD MEMBERS TO SERVE AS LIASONS TO THE ATTORNEY AND INVESTIGATION TEAM PROCESSING THE FEBRUARY 24, 2024 COMPLAINT.

MOTION: Vice Chair Jonak moved to designate the Chair and Vice Chair as liaisons with outside counsel for the complaint dated February 24, 2024. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.**

3. DECISION ON SUPERINTENDENT CONTRACT

Chair Rabasa introduced the topic of the Superintendent contract, stating that the district and the Superintendent have discussed an agreement for the mutual separation of the Superintendent from his position with the district effective June 30, 2024.

Chair Rabasa shared a joint statement from the Superintendent and the board:

"[We] have carefully considered present circumstances and it is our mutual and considered decision to separate at this time. As the Superintendent and locally elected school board members, all of our number one priority is securing the interests of our more than 16,000 students. Our students and their families get up every weekday morning for school, and they have placed their trust in us to provide the very best educational experience we can. In navigating the complexities of this transition, we acknowledge the constraints imposed by personnel and legal matters. We appreciate the community's understanding and patience as we adhere to these necessary protocols, always striving for fairness and transparency. Meeting that responsibility often requires difficult and thoughtful decisions. We have many responsibilities as an administration and a board, including ensuring that leadership and staff can work together to better student's futures. We know that Eugene School District 4J is a large and very complex district that requires deep experience and proven skills as an executive. We appreciate the thought that the Superintendent and the board members have put into this difficult decision. As district leaders, we will continue to work towards accountability, effective leadership, and community engagement to live up to the expectations of our students, staff, and community. The board and staff will continue to work on next steps in the coming days and weeks."

Chair Rabasa, on behalf of the board, thanked Superintendent Dey for his long service as a teacher and administrator, stating that he has had a positive impact on many young lives.

MOTION: Vice Chair Jonak moved to approve the agreement for mutual separation of the Superintendent from the district. Seconded by Mr. Hamilton. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak,**

Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.

MOTION: Vice Chair Jonak moved to approve the initiation of the search for a new Interim Superintendent. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Mr. Hamilton, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor.**

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

There were none.

XIV. ADJOURN

Chair Rabasa adjourned the regular meeting at 10:01 p.m.

DRAFT

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

Date: March 11, 2024

The Board of Directors (BOD) of School District 4J, Lane County, Eugene, Oregon, held a special board meeting at 5:45 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 March 8, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Debbie McKim, Executive Assistant to the Superintendent/Board

OTHER GUESTS:

None.

EMPLOYEE ASSOCIATIONS:

None.

MEDIA:

KRVM
KVAL
Register Guard

I. SPECIAL BOARD MEETING

II. CALL TO ORDER, ROLL CALL

Chair Maya Rabasa called the meeting to order at 5:50 p.m. She said the names of the board members who were present.

III. CONSENT GROUP – ITEM FOR ACTION

1. APPROVE UPDATED WORDING FOR PERSONNEL ACTION UNDER SECTION 1, TEMPORARY EMPLOYEES

Vice Chair Jonak asked if people knew when they were hired that it was only for that school year, and that it might not be renewed.

Chair Rabasa responded that temporary positions are always noticed that they are temporary.

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

IV. ITEM FOR ACTION

1. DETERMINE PATHWAY FOR SELECTION OF INTERIM SUPERINTENDENT

Chair Rabasa introduced the topic of determining a pathway for the selection of an interim superintendent. She explained that hiring a permanent superintendent, the board would engage the community for their input; but because of the urgent need for a temporary superintendent, and because there are four other large districts in the state who also need superintendents, it is something the board needs to act on quickly. Chair Rabasa suggested using the Coalition of Oregon School Administrators (COSA) short list of retired superintendents who have an interest and willingness in filling the temporary position. She advised securing the district's Director of Human Resources to help with the administrative components of the process.

Ms. Munro commented that this is something COSA does on a regular basis, and it serves our district well to work with people who know what they are doing in this regard and are doing it regularly.

Ms. Newman agreed with Ms. Munro. She said that COSA likely has the most up-to-date information, and indicated that if given the board's criteria, COSA would know who might meet those needs.

MOTION: Vice Chair Jonak moved to work with the Coalition of Oregon School Administrators (COSA) to select an interim superintendent. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Mr. Hamilton, and Ms. Munro all voting in favor.**

Chair Rabasa introduced the topic of forming a work group to move forward with the work of finding an interim superintendent. There was discussion about the purpose of the work group, and which board members would serve on it, based on their availability, interest, and experience.

MOTION: Vice Chair Jonak moved to designate a work group to move forward with the work of finding an interim superintendent. Mr. Di Liberto seconded. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Mr. Hamilton, and Ms. Munro all voting in favor.**

MOTION: Vice Chair Jonak moved that work group board members be designated as: Chair Rabasa, Ms. Newman, and Ms. Thessen. Seconded by Mr. Hamilton. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Mr. Hamilton, and Ms. Munro all voting in favor.**

Chair Rabasa introduced the topic of brainstorming desired superintendent qualifications and characteristics to be utilized immediately in the search for an interim superintendent.

Ms. Newman suggested someone with experience running a school district in Oregon, who can help stabilize and build trust so that hope and healing can begin.

Mr. Di Liberto suggested someone who values and listens to employee groups, understands the district's history, and maintains good partnerships with entities in the 4J community.

Ms. Munro added her perspective that there are currently specific [district] complexities: Eugene Education Association (EEA) bargaining, the budget process, district size, and history. She wants a person with strong organizational and business management.

Ms. Thessen agreed with Ms. Munro's statement, adding that budgets, audits, and bargaining are important.

Vice Chair Jonak urged a superintendent who shares the values of the district, with a track record that supports it. She added strong executive skills in communication, management, and reporting.

Chair Rabasa summarized the brainstormed desired interim superintendent qualifications and characteristics:

- Experience running a school district in Oregon
- Values and listens to employee groups
- Is willing to learn about the district's history and help move forward
- Understands the complexities of Eugene School District 4J – size, history, and situational context
- Has managerial leadership (i.e. communication, management, and reporting)

- Someone who can help stabilize and make people feel confident that the district is moving in a good direction, help with healing, and promote safety
- Shares the values of the district
- Has experience in working collaboratively with community partners

MOTION: VC Jonak moved that the list of qualifications and characteristics will guide the work group in the search for an interim superintendent. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Rabasa, Vice Chair Jonak, Ms. Thessen, Ms. Newman, Mr. Di Liberto, Mr. Hamilton, and Ms. Munro all voting in favor.**

V. ADJORN

Chair Rabasa adjourned the special board meeting at 6:20 p.m.

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

Date: March 13, 2024

The Board of Directors (BOD) of Eugene School District 4J, Lane County, Eugene, Oregon, held a special board meeting at 6:30 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 March 13, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Debbie McKim, Executive Assistant to the Superintendent/Board Secretary
Sherry Moore, Executive Assistant to the Chief of Staff

OTHER GUESTS:

Imelda Rodriguez de la Cruz
Elizabeth Martinez
Selena Frazier

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)

MEDIA:

KRVM
KVAL
Register Guard

I. SPECIAL BOARD MEETING

II. CALL TO ORDER, ROLL CALL

Chair Maya Rabasa called the special board meeting to order at 6:35 p.m. She said the names of the board members who were present.

III. CONSENT GROUP – ITEM FOR ACTION

1. FACILITIES FLEET VEHICLE REPLACEMENT

Chair Rabasa introduced the topic of a facilities fleet vehicle replacement, which she explained is a routine purchase of four box vans.

There was no discussion.

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

IV. PUBLIC HEARING

1. CONDUCT PUBLIC HEARING FOR DESIRED CRITERIA IN INTERIM SUPERINTENDENT

Chair Rabasa introduced a public hearing for receiving desired criteria in the search for an interim superintendent for Eugene School District 4J. She outlined the eight criteria identified by the school board at their March 11, 2024 special board meeting:

- Experience running a school district in Oregon
- Values and listens to employee groups
- Is willing to learn about the district's history and help move forward
- Understands the complexities of Eugene School District 4J – size, history, and situational context
- Has managerial leadership (i.e. communication, management, and reporting)
- Someone who can help stabilize and make people feel confident that the district is moving in a good direction, help with healing, and promote safety
- Shares the values of the district
- Has experience in working collaboratively with community partners

Chair Rabasa explained the rules of engagement for public comment and opened the public hearing at 6:39 p.m.

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton provided public comment. She stated that her biggest criteria for district leadership is someone to support systemic change and improve the work culture. She said she hears frequently, and has witnessed, that the structure of the organization is dysfunctional. She stated that the district needs leadership that will focus on staff culture, climate, equity, and inclusion. She said that classified staff are rarely offered the opportunity to collaborate, share ideas, and be treated as professionals. She urged for leadership that understands that interdependence is necessary for classified staff to accomplish the goals of the district. She cited lack of tools, time, training, collaboration, and support needed to be successful.

Ms. Jenkins-Easton added that there is a siloed nature to how the district currently operates, and classified staff are often the scapegoat for bad decisions by leadership.

Elizabeth Martinez, an experienced educator who is new to the district, provided public comment. She said she has had negative experiences to the point of abuse and personal attacks. She has also witnessed it happen to other colleagues. She believes it is a systemic problem, starting at the top, and trickling down to the people/persons impacted. Ms. Martinez highlighted a disconnect between the professional development training courses she attends and the reality of what is happening in the classrooms. She identified criteria for an interim superintendent: someone who treats everyone with dignity and respect, who brings people together, values honesty and transparency, and models the behavior the district wants to see in students.

Imelda Rodriguez de la Cruz, Spanish Language Arts teacher at Kelley Middle School, provided public comment. She identified criteria for an interim superintendent: someone who builds relationships, brings people together, uplifts everybody working in the school district, experiences the day-to-day operations, has a clear vision and good communication, with a strong equity focus, who truly understands what equity is, serves traditionally underserved students, prioritizes language immersion programs, and strives for BIPOC staff retention and support.

Selena Frazier provided public comment, stating that she is speaking for everyone who feels like their voice cannot be heard. She identified criteria for an interim superintendent: someone who is student and community focused, who listens to students, builds relationships, and responds to community needs with honesty and transparency, who provides regular opportunities for [the 4J community] to develop relationships and repair work culture, and strives for BIPOC staff retention.

Chair Rabasa closed the public hearing at 7:07 p.m.

V. ITEM FOR INFORMATION

1. OUTLINE THE PROCESS FOR INTERIM SUPERINTENDENT SELECTION AND IDENTIFY THE JOB POSTING FOR THE POSITION

Chair Rabasa introduced the topic of outlining the process for interim superintendent selection and identifying the job posting for the position. She said the job posting for interim superintendent has been posted on the Coalition of Oregon School Administrators (COSA) website as of March 13, 2024, and closes on March 18, 2024 at 5:00 p.m.

VI. ADJORN

Chair Rabasa adjourned the special board meeting at 7:09 p.m.



ITEM FOR ACTION - CONSENT AGENDA

Date of meeting

April 3, 2024

Title

Memorandum of Agreement between Eugene School District 4J and Eugene Education Association (EEA).

Presenter

Brooke Wagner, Human Resources Director

Description

Once approved by the Eugene School Board, the district and EEA have reached a tentative agreement regarding implementation of the Paid Family Medical Leave Act, previously referred to as the Paid Family Leave Insurance program or Paid Leave Oregon (PFMLI).

The MOA supports collaboration between the Eugene School District 4J and EEA to implement under Oregon Law, employees in Oregon who are eligible to take paid time off for eligible family leave, medical leave and safe leave purposes and receive PFMLI benefits described under Oregon law.

Recommendation

The Superintendent recommends approval of the MOA with EEA to implement PFMLI.

**Memorandum of Agreement
Between
Eugene School District 4J And
Eugene Education Association**

This Memorandum of Agreement (MOA) is between the Eugene School District 4J (District) and the Eugene Education Association (Association or EEA) for the purpose of establishing the terms of implementation of the Paid Family Medical Leave Act, hereinafter referred to as the Paid Family Medical Leave Insurance program or Paid Leave Oregon (PFMLI).

Recitals:

In 2019, the Oregon State Legislature approved a paid family and medical leave insurance program. Under the law, employees in Oregon are eligible to take paid time off for eligible family leave, medical leave, and safe leave purposes and receive PFMLI benefits as described under Oregon law.

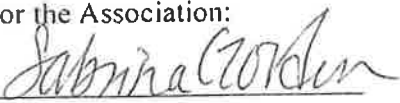
Agreement:

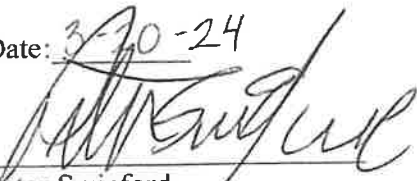
The Paid Family Medical Leave Insurance (PFMLI) program will apply to all members of the EEA bargaining unit as identified in Article 1 (Recognition) of the Collective Bargaining Agreement, subject to the following:

1. The District engaged a Third-Party Administrator (“TPA”) to administer benefits. The paid leave benefits provided by that plan will be equal to or greater than those provided by the state-administered plan. The employee and District will make contributions in the amounts and ratios identified in Oregon law.
2. The TPA will make eligibility and benefit amount determinations in accordance with Oregon law and the TPA plan documents.
3. The District agrees to reimburse all employees for any employee contributions made to the State-administered PFMLI Plan between January 1, 2023, and July 1, 2023.
4. Bargaining unit members who receive PFMLI benefits from the District’s TPA, but who do not receive 100% of their average weekly wages as defined by Oregon law and TPA plan documents, may use appropriate and qualifying accrued paid leave hours (e.g. paid sick time or any other eligible paid leave) pursuant to District policy to account for any difference between their PFMLI benefit amount and their average weekly wages as determined by Oregon law and the TPA plan documents. The District will continue to issue payroll checks monthly.
5. For bargaining unit members who use accrued leave for an absence and who later receive a PFMLI benefit, the District will restore the sick leave balance used from the date of PFMLI application or qualifying event (whichever is first) up to the difference between the PFMLI benefit granted and the employee’s average weekly wage.

6. The District will continue to comply with Oregon law, any applicable provisions of the CBA, and any other applicable State or Federal laws regulating employee benefits.
7. Employees who wish to take protected leave (i.e., FMLA, OFLA, PFMLI, etc.) must follow applicable District policies.
8. Upon returning to work after taking PFMLI leave an eligible employee shall be restored to the position of employment held by the employee when the leave commenced if that position still exists, without regard to whether the District filled the position with a replacement during the period of family leave. If the position held by the employee at the time family leave commenced no longer exists, the employee is entitled to be restored to any available equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.
9. Any dispute under this agreement must be resolved through the grievance procedure in the parties' Collective Bargaining Agreement.
10. All other provisions of the parties' Collective Bargaining Agreement not expressly modified by this Agreement shall remain in full force and effect.
11. This Agreement is effective upon ratification by the District School Board and EEA. Only Section 4 of this agreement apply retroactively to September 3, 2023, following ratification.

For the Association:


 Sabrina Gordon
 EEA President

Date: 3-30-24

 Peter Swinford
 OEA UniServ Consultant

Date: 3/30/2024

For the District:

 Maya Rabasa
 Chair, Board of Directors

Date: _____

 Dr. Andy Dey
 Superintendent

Date: _____



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

April 3 , 2024

Title

Approve NetApp Storage Replacement and Expansion

Presenter

Steve Menachemson, Director of Technology

Background

NetApp is a vendor that specializes in various types of digital storage solutions. We use their solutions extensively in the 4J environment.

All internal platforms are dependent on this storage.

Due to a recent increase in storage consumption and the age of our current storage environment, it does not make sense to exclusively expand what we have but rather upgrade and expand as a bundled purchase. This investment will provide us with an increase in capacity and an increase in performance. It will enable us to continue adherence to the state Archivist office retention standards while providing a reliable, scalable, stable and performing storage platform.

The risk to not making this timely purchase and increasing storage will likely result in system performance degradation, data corruption and potentially a platform that is no longer operating reliably or even at all. We are also at risk of a reduced discount.

This purchase is made using a co-op agreement which secures a discount of ~40% off a list price of 295k. Available technology funds will be used for this purchase.

Board and Superintendent Goals

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

Recommendation

The Superintendent recommends this purchase at a cost of ~180k.



ITEM FOR INFORMATION

Date of Meeting

April 3, 2024

Title

Western Regional Educator Network (WREN) Presentation on Black, Indigenous, and other People of Color (BIPOC) Staff Affinity Group

Presenter/s:

- **Imelda Rodriguez De la Cruz**, WREN Team Lead, Kelly Middle School
- **Alyssa Nestler**, WREN Lead Continuous Improvement Design & Implementation Specialist
- **Jesse Scott**, WREN Team Member, Spencer Butte Middle School
- **Gene Chism**, WREN Team Member, Churchill High School
- **Josué Honorato**, WREN Team Member, LSU Program Coordinator
- **Mia Lu**, WREN Team Member, APISU Program Coordinator
- **Chemika Bolden**, WREN Team Member, HR Administrator: Grow Your Own
- **Larry Williams**, WREN Team Member, Executive Director Academic Access & Advancement
- **Scout Gerdes**, WREN Team Member, Executive Assistant to the Executive Director of Youth and Family Support Services

Description

The purpose of this presentation is to provide information on the 4J BIPOC Affinity Group and its impact on our 4J BIPOC staff. The presentation will provide information on how the WREN (Western Regional Educator Network) has partnered with Eugene 4J SD to support this work.



Eugene 4J BIPOC Staff Affinity Group

Our Team

Jesse Scott

Social Studies Teacher,
Spencer Butte Middle School

Imelda Cortez

Team Lead,
Spanish Language Arts Teacher,
Kelly Middle School

**4J BIPOC
STAFF
AFFINITY
GROUP**

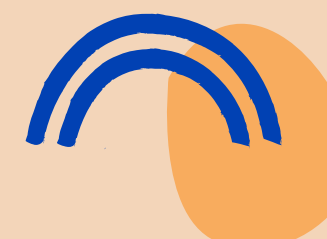
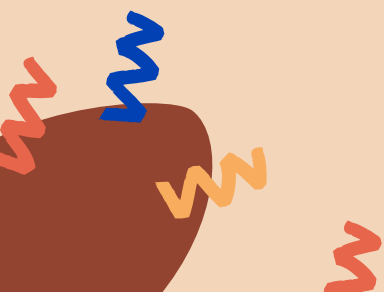
We're Here.

Larry Williams

Executive Director of
Academic Access &
Advancement

Chemika Bolden

HR Administrator
Grow Your Own & Student
Teacher Administrator



Our Team

Josué Honorato

Latino Student Union District
Program Coordinator

Mia Lu

Asian Pacific Islander District
Program Coordinator

Scout Gerdes

Executive Assistant
Youth and Family
Supports

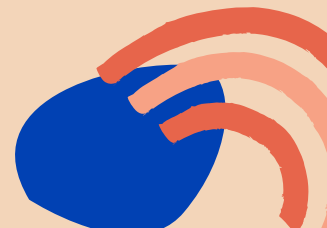
Gene Chism

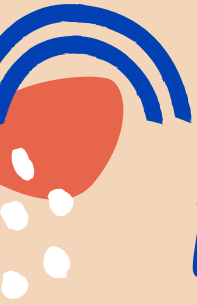
9th Grade Transition
Coordinator, Churchill



**4J BIPOC
STAFF
AFFINITY
GROUP**

We're Here.





Western Regional Educator Network (WREN)

39



2017

The Educator Advancement Council empowers, supports, and diversifies Oregon's educator workforce through local, educator-led networks, and statewide resources to provide the quality teaching and learning Oregonians desire. As an innovative partnership, we aim to help Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom.



**EDUCATORS KNOW
WHAT THEY NEED**

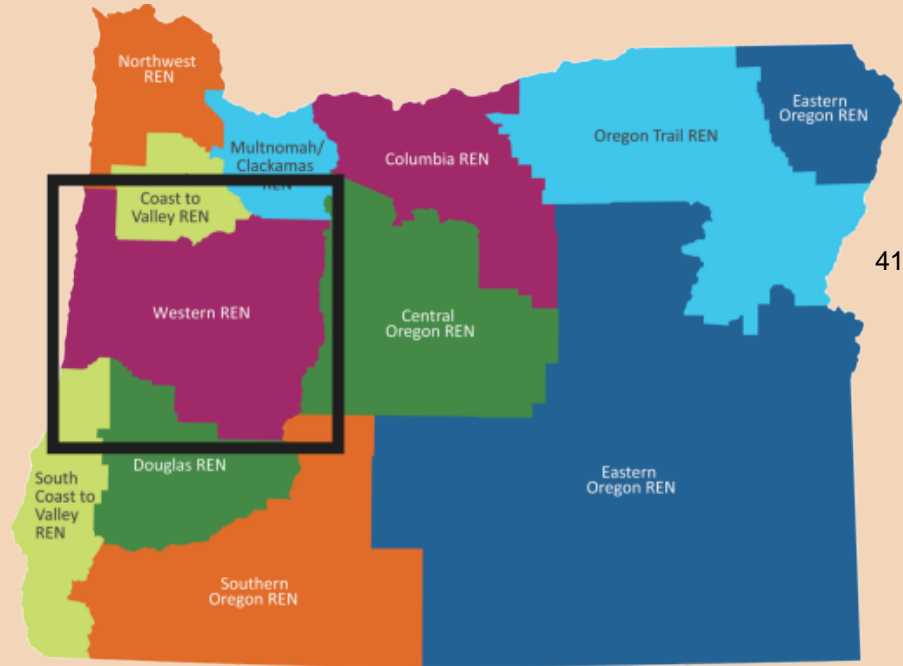


Western Regional Educator Network

Lane ESD & Linn-Benton-Lincoln ESD

The WREN serves:

- 4 Counties
- 2 ESDs
- 28 school districts
- 200+ schools
- 2 Federally Recognized Tribes:
Confederated Tribes of Siletz Indians and
Confederated Tribes of Coos, Lower
Umpqua, and Siuslaw Indians
- Approximately 71,023 students
- 4,370 teachers



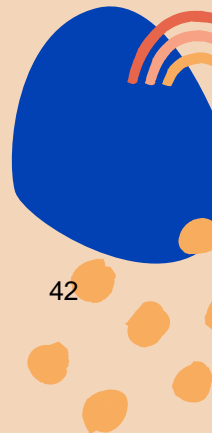
WREN Mission & Aim

Mission

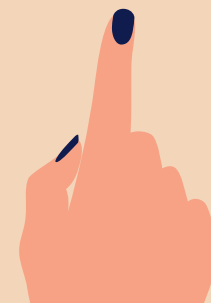
The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Oregon Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures.

Aim

We will create more inclusive and equitable school cultures in order to increase the percentage of teachers of color in the region from 9.8% to 14.3%.



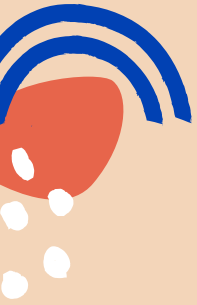
42



Continuous Improvement Mindsets

*Bias Toward Action
Keep a Learning Orientation
Possibly Wrong, Definitely Incomplete
Collective Responsibility
Fail Forward
Start Small
Systems Thinking*

(Adapted from Biag & Sherer, 2021)



WREN's Improvement Process

*Sustainability
Efficacy
Implementation
Growth*





*A Picture
Is Worth a
Thousand
Words*

Putters Family Fun Night



Why do we have the 4J BIPOC Staff Affinity Group?

- Build community, connection, relationships (often are isolated and othered in our spaces of employment)
- Representation matters!
- Stipend offered for attendance
 - Often people of color are not compensated for their time, perspective, experience, and expertise and the value they bring to their work. We are intentionally being strategic in honoring and valuing their commitments to our district.





2024 WREN BIPOC Staff Affinity Events

- *Putters*: 79 staff attendees
- *Roosevelt Middle School*: 82 staff attendees
- *Level Up Arcade*: 110 staff attendees
- *CHS Lunar New Year*: 80 staff attendees
- *Camp Harlow Retreat*
- *April & May Event*
- *End of Year Event*

Family Fun Night @ Putters

- Largest attended family event with over 220 attendees

Arcade Night @ Level Up

- Largest attended staff event with over 110 4J BIPOC staff





“When you know that the group is only for BIPOC staff, it creates a feeling of belonging and understanding among the members. This common identity makes it easier to build trust, as everyone feels like they're among peers who truly get their experiences.”


“Knowing that you have a community where you can go and share ideas, struggles, suggestions, and where you can have a voice is amazing.”

–Teacher

“I like the fact that I am meeting other 4J employees outside the building where I work. Sharing problems, getting and giving advice to help each other. After every meeting I have attended I had a very good time and I leave feeling good about myself.”

–Teacher

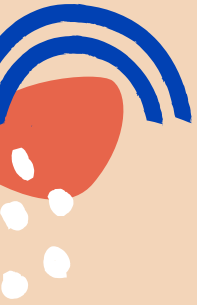




What aspects of the 4J BIPOC Staff Affinity Group Meetings have made you feel more connected to the other participants?



“Definitely the stories, commonalities and the context that we meet. I really love the family centered feel. Very inclusive. My personal culture features meals and eating together as a time for all things ... joyful, celebratory, information sharing supporting each other etc. I love that we always eat together!”



Questions?

53





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

ITEM FOR INFORMATION

Date of Meeting

April 3, 2024

Title

Receive Report of Progress for Center for Applied Learning and Community Impact (CALCI)

Presenters

Ed Mendelssohn, CTE Administrator

Kate Doyle, CALCI Teacher

Andy Hock, 4J Project Based Learning and Community Engagement Specialist

Susan Fricke, Parent of a CALCI Student

John Stapleton, Community Partner

Center for Applied Learning
and Community Impact

(CALCI)

Report of Progress





February 2024

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PROGRESS

INSIGHTS

NEXT STEPS

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WELCOME

About CALCI

The Center for Applied Learning and Community Impact (CALCI) is a Career Technical Education center that provides high school students across the 4J district the opportunity to engage in hands-on, community-embedded, multidisciplinary learning, centered around one of several distinct industry themes. Four themes are currently operating or in development (building/construction, digital graphics/video design, engineering, and K12 education), with additional pathways planned for the future.

About this Report

CALCI programs regularly require students to share and defend their project results in front of teachers, classmates, and community partners. These public showcases not only ensure transparency and accountability for student learning, but also serve as opportunities for additional growth, feedback, and assessment. This **Report of Progress** is presented in this same spirit. Think of it as our collective project presentation—our showcase of learning—that provides a “warts-and-all” look at the progress and challenges of this exciting new 4J CTE initiative.

Five distinct **program development areas** are addressed in this report: *Organizational Culture, Teaching & Learning, Equity, Access, and Agency, Community Partnerships, and Facilities & Operations*. We invite your questions, feedback, and partnership as we continue to grow and improve CALCI.

CALCI
Program
Development
Areas



For each of the program development areas, our reporting is organized around five **reflection categories** and associated guiding questions:



| <u>REFLECTION CATEGORY</u> | <u>GUIDING QUESTIONS</u> |
|----------------------------|--|
| BELIEFS | What do we value? What mindsets do we cultivate? |
| GOALS | Where are we headed? What are we trying to do? |
| PROGRESS | What did we try? What was the result? |
| INSIGHTS | What did we learn? How has this influenced us? |
| NEXT STEPS | What adjustments are needed? What will we do next? |

Thank you in advance for your interest and engagement with our program.

1. ORGANIZATIONAL CULTURE

| | |
|--|---|
| <p>BELIEFS</p> <p><i>What do we value?</i></p> <p><i>What mindsets do we cultivate?</i></p> | <ul style="list-style-type: none"> ● The development of a healthy and sustainable CALCI organizational culture has been a key focus of our work in launching this CTE center. Some of our foundational values and mindsets include: <ul style="list-style-type: none"> ● Passion: People have to want to be here. We seek staff and students who opt in. ● Excellence: Strive for high quality in all areas. The details matter. ● Community Impact: Students thrive as they tangibly help our local community thrive. ● Collaboration: We value and need all sorts of education and industry partners. ● Creativity: New solutions and new approaches are encouraged. ● Transparency and Accountability: Progress and challenges are regularly shared with district and community stakeholders. ● Modeling: When possible, we try to <i>model the student experience</i> in our work as adults...and vice-versa. |
| <p>GOALS</p> <p><i>Where are we headed?</i></p> <p><i>What are we trying to do?</i></p> | <ul style="list-style-type: none"> ● Engage and support district CTE teachers and programs to ensure district-wide program alignment ● Build an organizational culture of collegiality and support by clarifying our mission and approach ● Regularly review the progress of individual CALCI programs and support teams to overcome startup challenges ● Establish a replicable program development process and use it to build new themes ● Recruit staff for our team and for new themes coming online in fall '24 ● Secure partnerships with professional organizations to provide expert guidance as we build programs and the CALCI center |
| <p>PROGRESS</p> <p><i>What did we try?</i></p> <p><i>What was the result?</i></p> | <ul style="list-style-type: none"> ● CALCI leaders met with every district CTE teacher in the fall ● Monthly professional learning community (PLC) meetings were held with district CTE teachers, providing a venue for the sharing of best practices for student engagement and application of learning ● Twice-monthly meetings were held with CALCI teams to monitor progress, troubleshoot, and support advanced planning ● Staff were recruited for our new engineering and education themes ● A program design process was developed and is being piloted with our new engineering and education teams ● Educational partners from Swanson & Cosgrave Consulting and the Stanford <i>d.school</i> were contracted to actively support program and organizational development |

| | |
|---|--|
| <p>INSIGHTS</p> <p><i>What did we learn?</i></p> <p><i>How has this influenced us?</i></p> | <ul style="list-style-type: none"> ● CALCI has gravity! People from the district and community who learn about this initiative want to be part of it ● Our emphasis on building a collaborative, creative, and supportive organizational culture has led to teachers who genuinely enjoy their jobs and are willing to take instructional risks to support student learning ● Collaboration with industry partners, workforce development, Lane ESD, state agencies, and consultant partners has positioned CALCI to emerge as a regional leader in applied learning programs |
| <p>NEXT STEPS</p> <p><i>What adjustments are needed?</i></p> <p><i>What will we do next?</i></p> | <ul style="list-style-type: none"> ● We will continue to lean on our district, community, and network of experts for guidance, inspiration, and technical assistance ● We need to communicate effectively with students, parents, and educators throughout the 4J district so that everyone understands the vision and opportunity that CALCI provides ● We will build on our early successes and expand the number of CALCI programs (two new programs will launch in fall 2024 with additional programs TBA in 2025 and beyond) ● We will strengthen site-based CTE programs through our monthly PLC, data audits, and accurate reporting to ODE |

NARRATIVE REFLECTION – ORGANIZATIONAL CULTURE

Organizational culture has been an intentional focus of our work in launching this exciting new 4J CTE center. Our leadership team defines “organizational culture” as the collection of values, commitments, and norms that underpin our work and become real through our day-to-day decisions, interactions, and behaviors. Put simply, it means that *“People like us, do things like this.”*

In these early days of our journey, much of our culture-building work has centered on **articulating our mission and approach** and **recruiting a team of educators** who align with our vision and can build new district-wide CTE programs.

Much progress has been made in articulating our mission and approach. Fundamentally, we view CALCI as a hub for programs that serve as an extension of CTE in the district. To support this, we’ve been **working to ensure that CALCI structurally aligns with and adds value to our overall 4J district CTE programming**. In the fall of 2023, our leadership team held one-on-one conversations with all district CTE teachers. These listening sessions served several purposes. First, they helped our leadership team survey the existing 4J CTE landscape and collect accurate information for the annual program updates required by ODE. The meetings also allowed us to learn about the goals and challenges of individual CTE teachers so that we can better promote, support, and celebrate all CTE programs across the district. In addition, the conversations enabled teachers to learn how CALCI seeks to expand CTE opportunities for all 4J students.

A CTE Professional Learning Community (PLC) was launched last fall to provide ongoing support for these teachers. This monthly convening allows teachers from aligned programs—many of whom have nobody at their home high school to collaborate with—to share student work and receive feedback from their colleagues on power practices and positive indicators.

Ongoing support for our existing themes—Future Build and Creative Current—has consisted of **bi-monthly meetings** with those teams. These sessions have been critical for us to help them build systems, address development obstacles, and make necessary adjustments to their instructional plans. As time goes on, we anticipate that these regular check-ins will focus more directly on student learning results. It has been encouraging to hear the teachers report on how their involvement in this new venture has been so professionally rewarding. Several teachers report that they have been energized by collaborating in a team and engaging students in new ways.

In line with our long-term strategic plan, we intend to **continue expanding the number of district-wide pathways** offered at CALCI. Design teams are currently planning for the fall 2024 launch of new CALCI pathways in engineering (HumaniTech) and K-12 education (EmpowerED).

Another step in developing our organization has involved working with technical assistant providers with experience in developing programs that feature high-leverage instructional approaches. Lead design consultants Michelle Swanson and Theron Cosgrave have supported us in **clarifying many aspects of our mission and approach**, such as distinctive aspects of all CALCI programs, student learning outcomes, and our program design roadmap for new program themes. The Appendix of this report includes draft versions of the documents that articulate the thinking that underpins this project, such as:

- **Program Distinctives** – outlines unique features of our approach
- **CALCI Student Learning Outcomes** – durable, future-ready skills that all students will master
- **Program Design Roadmap** – guides new program development through key stages and questions
- **CALCI FAQ** – overview document to help counselors, students, and families understand CALCI

We're also excited about ongoing work with Olatunde Sobomehin and Sam Seidel from the Stanford University d.school, which is focused on creating a *CALCI learning framework*. Future versions of this report will include the results of this effort.

For each of CALCI's thematic programs, **local industry partners** continue to provide essential guidance to teachers and opportunities for students. For example, Pivot Architecture, a professional design and architecture firm located nearby in downtown Eugene, has provided in-person coaching with Creative Current students regularly this fall. We are confident that by maintaining these strong connections with industry and community partners, our teachers can develop challenging, creative, project-based learning experiences that address real community needs.

We are also encouraged by our efforts to **recruit new staff to the CALCI team**. Last summer Ed Mendelsohn stepped up to fill the lead role at CALCI, filling the role left vacant by retired director Tia Holliday-Odegard, and Andy Hock was brought on board to serve as our Project-Based Learning and Community Engagement Specialist. Details guru Catherine Welch (Administrative Assistant/ Instruction) rounds out our district

leadership team. We also have filled instructor slots for the newly launched Creative Current program (2 CTE/1 ELA core staff) and recruited teachers for both of our programs in design (engineering and education, with 1 CTE and 1 core teacher on each team). It is important that individuals actively choose to be a part of our community, and we are thrilled about each of the educators who have jumped at the chance to lend their expertise to our new center.

Our ultimate goal is to **cultivate a professional culture characterized by collegiality and support**. We feel good about our Organizational Development efforts thus far, and in terms of the next steps, we intend to continue the intentional support strategies outlined above to create a powerful district CTE program that prepares all students for college, career, and community life.

2. TEACHING AND LEARNING

| | |
|--|--|
| <p>BELIEFS</p> <p><i>What do we value?</i></p> <p><i>What mindsets do we cultivate?</i></p> | <ul style="list-style-type: none"> ● All CALCI programs design and deliver project-based learning experiences that are: <ul style="list-style-type: none"> ○ Authentic – they feature tangible products and services that benefit the Eugene community and are relevant and engaging to students ○ Public – students showcase project results in open exhibitions of work that serve as opportunities for learning and assessment ○ Challenging – projects are multidisciplinary, align with CTE and core academic standards, and reflect pathway theme habits of mind ○ Applied – students learn and use tangible planning and production skills throughout the project process, including technical and work-ready skills ○ Personalized – students make meaningful decisions about project topics, steps, and goals throughout the process ○ Collaborative – students learn strategies for partnering with peers and industry experts as an intentional part of the project process ● CALCI students in all pathway themes will meet our learning outcomes and thereby develop a powerful set of transferable skills. CALCI students will be: <ul style="list-style-type: none"> ○ Creative ○ Collaborative ○ Communicators ○ Critical Thinkers ○ Community Members ○ Powered with a Plan ● We support all CALCI and CTE teachers in PBL and best practices of instruction and assessment through ongoing professional development |
| <p>GOALS</p> <p><i>Where are we headed?</i></p> <p><i>What are we trying to do?</i></p> | <p>In both Future Build and Creative Current...</p> <ul style="list-style-type: none"> ● Design and implement powerful project-based learning experiences that foster student growth in the CALCI learning outcomes ● Pilot student-led conferences where students reflect on their learning in meetings with their parents and teachers ● Exhibit student learning through public exhibitions of student project work ● Support teachers to effectively collaborate and team-teach ● Leverage community partnerships to promote student learning |

| | |
|---|---|
| <p>PROGRESS</p> <p><i>What did we try?</i></p> <p><i>What was the result?</i></p> | <ul style="list-style-type: none"> ● PBL is happening! Students are engaged in personalized, community-facing projects in both Future Build and Creative Current ● Creative Current and Future Build students piloted a successful round of student-led conferences this fall, and teachers and parents are excited to continue this work each semester ● In November 2023, Future Build students in cooperation with DevNW were able to deliver a permanent residence to a low-income family in Lane County ● Future Build students presented their public demonstration of learning on January 30th, featuring transitional housing units and a tiny home to be delivered to Everyone Village transitional shelter program for people experiencing homelessness. ● Creative Current held its first showcase on February 2 at the downtown Eugene Art Walk event, showing off student graphic design and video work to the community. ● Teachers in both programs are developing collaborative rhythms and are learning to plan and teach together effectively ● Community partners have served as an integral part of the weekly learning in both Future Build and Creative Current, with additional collaboration planned for the second semester |
| <p>INSIGHTS</p> <p><i>What did we learn?</i></p> <p><i>How has this influenced us?</i></p> | <ul style="list-style-type: none"> ● Applied, collaborative, and community-connected projects are motivating for students—they genuinely want to get down to work and complete their projects ● Extended time with teachers in a cohort setting leads to deeper and more supportive student-teacher relationships—we feel that we really know our students ● Students are telling us that they are more motivated by the impact of their project work on the community (for example, the impact of building a shelter for an unhoused member of the community) than they are about “getting a good grade” ● Team teaching is popular with our teachers and has invigorated many of our veteran educators ● We’ve avoided a few potential pitfalls by learning from model schools (some that we visited) and by working with consultant partners who have coached us in best practices of teaching and learning |
| <p>NEXT STEPS</p> <p><i>What adjustments are needed?</i></p> <p><i>What will we do next?</i></p> | <ul style="list-style-type: none"> ● Begin developing aligned assessment practices across all of our CALCI project work ● Ensure that student learning outcomes are explicitly embedded in all projects and that all outcomes are adequately addressed at some point during the year ● Select, track, and report on a range of success metrics to measure program and student achievement, growth, and preparedness for the future ● Provide training in high-quality PBL to the teachers who are currently designing our new CALCI themes (engineering and education) to ensure alignment with our teaching and learning approach |

- Continue our work with the Stanford d.school and Street Code Academy to design a framework that expresses our process and approach

NARRATIVE REFLECTION – TEACHING AND LEARNING

Powerful teaching and learning is an essential aspect of the CALCI model. The “secret sauce” of our instructional approach is that we **combine the best of CTE with the teaching and learning practices** from the nation’s most effective educational models. Here are some distinctive aspects of our programs:

CTE-Centered Learning

CALCI pathways promote career exploration and technical training in industry pathways that lead to high-paying, high-demand jobs in our community. Students benefit from opportunities to obtain industry certifications and develop “wayfinding” skills that enable them to build professional networks and find and navigate a variety of postsecondary learning and work options.

High-Quality, Interdisciplinary Project-Based Learning

Our PBL approach embodies a framework that ensures projects are designed and implemented to maximize student engagement and learning. Teachers intentionally integrate learning targets from CTE and core academic courses, which we feel makes project work more closely emulate topics from the real world. CALCI students typically receive credits in CTE plus one or two core academic courses (ELA, math, science, or social studies).

Durable Skills Focus

Teaching and learning at CALCI are built on a **foundation of enduring 21st-century skills** that students in each CALCI program develop and demonstrate. These skills—**critical thinking, communication, collaboration, creativity, community membership, and developing a postsecondary plan**—serve as our student learning outcomes and ensure that students are prepared for future success in college, career, and life. In addition, we intentionally teach students applied thinking skills to ensure that they use industry-specific mindsets and cognitive tools with ease.

Community Partner Engagement

CALCI programs **work closely with partners from our pathway industries**. These partners—who come from local private industry and postsecondary institutions—wear many hats, including program development consultants, project co-designers, workshop instructors, exhibition panelists, and student mentors. We truly can’t build and sustain our programs without their expertise and support. *(NOTE: See the Community Partnerships section in this report for more on this subject.)*

Community Impact

One of the more unique aspects of our design involves our **commitment to public-facing service learning**. We want all student project work to benefit others through tangible service that solves a local problem or meets a community need. We believe that addressing real challenges in Eugene will increase student

motivation, teach valuable lessons about true citizenship, and promote positive regard for the 4J School District throughout the region.

Community Accountability

We foster accountability to the community through two important events each semester. **Student-led conferences** enable students to meet with their teachers and parents or guardians to reflect on and share their latest academic goals, accomplishments, and challenges. **Student learning showcases** are open public events that provide valuable learning experiences while simultaneously giving parents, partners, district officials, and other community stakeholders an inside look at CALCI student project work.

Team Teaching and Extended Instructional Time

All CALI programs are **team-taught** by 2-3 teachers who work closely together in all aspects of instructional design, delivery, and assessment. These teams flexibly group students and deploy their talents to maximize and customize learning for their students. In addition, our programs operate in **extended blocks of instructional** time (half-day programs, with AM and PM sessions available) that provide opportunities for deep immersion in the learning.

Much of our Teaching and Learning work thus far has focused on **identifying, defining, articulating, and supporting these distinctive approaches**. Several tools have already been developed to help communicate our core strategies, including the following documents found in the Appendix of this report (some also mentioned in the previous section):

- **Program Distinctives** – outlines unique features of our approach
- **Project-Based Learning Framework** – describes the features we build into all project experiences
- **CALCI Student Learning Outcomes** – durable, future-ready skills that all students will master

As the items listed in the “insights” section above indicate, the early results of our teaching and learning approach are encouraging. Students and teachers feel liberated and motivated by our personalized, project-based, and community-focused learning framework and the community is beginning to take notice of our efforts.

The next frontier for us in this area is to tighten up and align our student assessment practices to ensure that we’re giving students actionable formative feedback on their learning and truly meeting our student learning targets. We anticipate piloting a digital portfolio approach that showcases student work aligned with our learner outcomes, and in future reports of progress we plan on sharing a range of data (such as student credit accrual, grades, attendance, and postsecondary plans) to begin painting a picture of program and student success.

3. EQUITY, ACCESS, AND AGENCY

| | |
|--|--|
| <p>BELIEFS</p> <p><i>What do we value?</i></p> <p><i>What mindsets do we cultivate?</i></p> | <ul style="list-style-type: none"> ● CALCI seeks to intentionally recruit and serve students who are: <ul style="list-style-type: none"> ○ Members of historically marginalized communities, especially BIPOC, economically disadvantaged, and those with learning differences ○ Disengaged in learning in Eugene’s comprehensive high schools ○ Dropouts or are in danger of dropping out ○ Traditionally underrepresented in specific career fields (i.e. females in STEM) ● CALCI programs operate as safe, welcoming spaces for students representing a wide spectrum of identities, backgrounds, ethnicities, and interests ● CALCI develops students’ career technical skills, social capital (professional networks), and wayfinding skills to ensure a successful transition to college and career options and ultimately to rewarding careers that offer high-wage jobs |
| <p>GOALS</p> <p><i>Where are we headed?</i></p> <p><i>What are we trying to do?</i></p> | <ul style="list-style-type: none"> ● Increase the enrollment of female students in Future Build ● Ensure that Creative Current builds a welcoming, safe, and supportive learning community ● Develop a recruitment roadmap that strategically reaches underrepresented and historically marginalized student populations ● Explore industry credential opportunities in existing and planned CALCI programs ● Identify priority wayfinding skills and build opportunities to infuse this learning across all programs |
| <p>PROGRESS</p> <p><i>What did we try?</i></p> <p><i>What was the result?</i></p> | <ul style="list-style-type: none"> ● The enrollment of female students in Future Build has greatly increased this year, and we’re including these current young women in our recruitment outreach events to continue attracting more female students for next year ● While we wanted to launch Creative Current with a small initial cohort of approximately 15 students this fall, we were disappointed that our recruitment efforts only yielded half of this total ● We were able to add a few students to the Creative Current cohort for second semester ● The smaller-than-expected Creative Current cohort has had an upside, as teachers have been able to invest deeply in building the classroom community, developing curriculum and projects, and personalizing instruction to meet the needs of each student ● We worked with our consultant partners to develop a recruiting roadmap that features an annual calendar of outreach events, strategic engagement of high school |

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| | <p>counselors, and recruiting strategies that target traditionally underserved student populations</p> |
| <p>INSIGHTS</p> <p><i>What did we learn?</i></p> <p><i>How has this influenced us?</i></p> | <ul style="list-style-type: none"> ● More emphasis needs to be placed on student recruitment—both in getting the word out about our programs as well as in smoothing out the technical steps needed to register students for our classes (<i>see the Facilities and Operations section of this report for more detail on this issue</i>) ● Students with special needs, including students who qualify for SPED and 504 plans, seem engaged and well-served by CALCI’s hands-on, project-based approach ● Anecdotal evidence from students and teachers indicates that students and families view CALCI programs as meaningfully different than the traditional program offered at comprehensive high schools and can engage students who may have otherwise dropped out ● Parents shared enthusiastic feedback from our first round of student-led conferences; this personalized approach helps students and families feel seen and cared for ● Student engagement is high in all programs and many students are taking leadership roles for the first time in their academic careers ● Many Future Build graduates have begun careers in the construction industry! |
| <p>NEXT STEPS</p> <p><i>What adjustments are needed?</i></p> <p><i>What will we do next?</i></p> | <ul style="list-style-type: none"> ● Develop systems and tools to gather input from current students about their experience in our programs as they relate to issues of equity, access, and agency ● Develop sustainable ways to track student progress as they matriculate through their postsecondary learning and career tracks ● Implement our recruiting roadmap strategies to ensure full student cohorts for next school year |

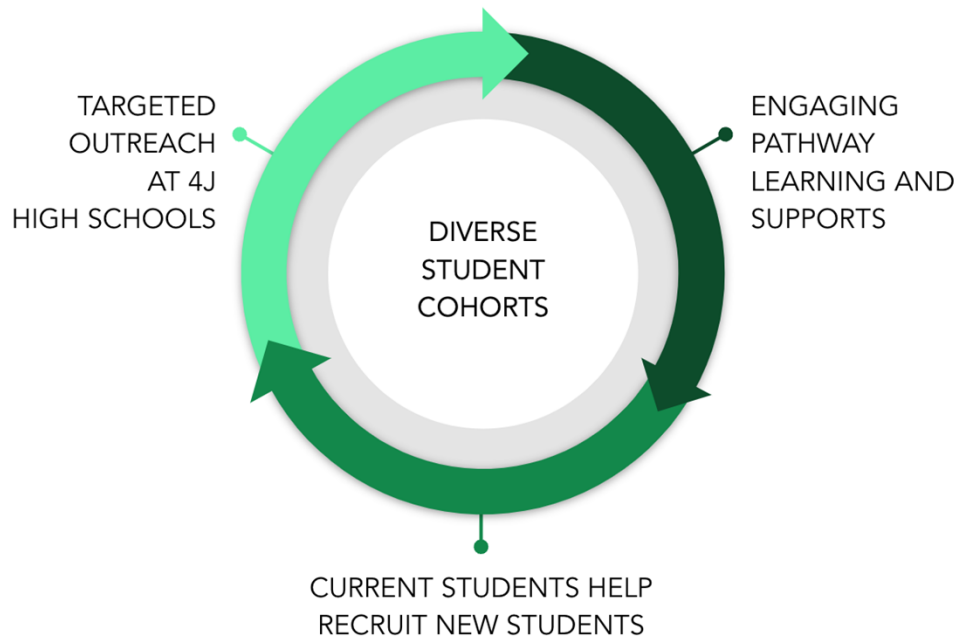
NARRATIVE REFLECTION – EQUITY, ACCESS, AND AGENCY

For far too long, marginalized and underserved students have been shut out of advanced learning opportunities. When they do participate in CTE courses, their journey through program pathways can feel haphazard and bereft of college and career transition planning. We are thrilled to remedy this by building this exciting new venture with an **equity focus at the heart of our work**. We want to work with students from the fringes who are disengaged, in danger of dropping out, and who feel unseen on our large comprehensive campuses. And we want to give them a competitive advantage to thrive in college **and** career, not just one or the other. Promoting equity, access, and inclusion is essentially why CALCI was created.

Thus far, our work on student equity, access, and agency has emphasized two areas:

- Intentionally **recruiting and enrolling** students from historically underserved populations, and

- Creating programs that **responsively support** these students once they are in our programs.



On the recruitment front, we have experienced both successes and disappointments. On the positive side, the third cohort of the Future Build program has seen **gains in the number and percentage of female students**. We’re encouraged by this trend and hope to continue promoting this traditionally male-dominated industry pathway to all types of students. Our fall 2023 recruiting disappointment involved the brand-new Creative Current program. **One challenge was communicating this new program adequately** to 4J school counselors, parents, and students, and our initial cohort was only half as large as planned. (NOTE: Second-semester additions have doubled the number of students in this program.) Another problem involved technical hurdles with enrolling students into our courses. We have subsequently identified some workaround steps for the enrollment challenge, and a new recruitment roadmap has put us on a better footing for spreading the word about CALCI on each of the high school campuses.

An outreach strategy that we’re particularly excited about is visiting our high school campuses each year and meeting in person with **student affinity groups** (such as BSU, GSA, etc.) to share about CALCI and extend a special invitation to these students. We hope to see tangible results from these convenings in the coming year. We will also make sure we include current students in our outreach efforts, as students are often the best ambassadors for our programs.

Of course, providing onramps to our programs is just the first step—we must also **support students well once they enroll in CALCI**. We are encouraged by our early progress. Both Future Build and Creative Current are building safe, inclusive environments where students are succeeding and persisting toward program completion. Anecdotal reports from students and parents indicate that students are feeling overwhelmingly positive about their experiences in our programs. As we move forward, we plan to develop tools (such as surveys) to formally capture student feedback on a range of issues that span equity, access, agency, and social-

emotional domains. In addition, while it is encouraging to hear that **many Future Build completers have already secured paid employment in the building and construction industry**, we need to develop learning modules that can be used across all CALCI programs to teach students how to build social capital and navigate their way through the maze of postsecondary education and employment opportunities in their future.

4. COMMUNITY PARTNERSHIPS

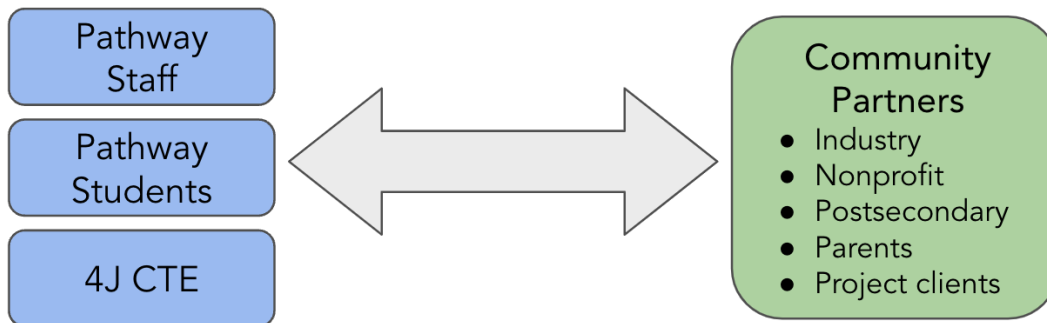
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| <p>BELIEFS</p> <p><i>What do we value?</i></p> <p><i>What mindsets do we cultivate?</i></p> | <ul style="list-style-type: none"> ● We are committed to deep, mutually beneficial partnerships with local businesses, nonprofit organizations, postsecondary institutions, and individuals ● We engage partners as active members of our new program design teams to ensure that all pathways lead to meaningful postsecondary education and work ● We provide a continuum of engagement opportunities to match partners’ level of interest and availability ● Partners regularly co-design projects and co-teach classes, sharing their industry expertise directly with students ● Preparing students for college and career requires delivering a strategic sequence of work-based learning opportunities that culminates with internships and employment ● Since CALCI programs are designed to help our community thrive, student projects are designed to meet tangible needs in the 4J/Eugene community ● Community members bring a unique perspective that district educators cannot, and their advocacy for CTE can provide long-term program support and sustainability |
| <p>GOALS</p> <p><i>Where are we headed?</i></p> <p><i>What are we trying to do?</i></p> | <ul style="list-style-type: none"> ● Forge deep partnerships with 1-2 employer partners for each of our current CALCI programs ● Recruit community partners to serve on the Design Teams for our new engineering and education pathways ● Engage new community partners in project design and delivery in both Future Build and Creative Current ● Map out a continuum of work-based learning opportunities to ensure that all CALCI students build employability skills through engaging, hands-on experiences ● Develop a communication plan to ensure that CALCI is understood by all stakeholder groups, including internal (district staff, CTE teachers, counselors, Board of Trustees, etc.) and external (parents, students, and employer partners) audiences |
| <p>PROGRESS</p> <p><i>What did we try?</i></p> <p><i>What was the result?</i></p> | <ul style="list-style-type: none"> ● Both Future Build and Creative Current have at least one primary partner that is working deeply with students and teachers (Meili Construction with Future Build; Pivot Architecture with Creative Current) ● Other partner organizations (such as LCC) are connecting to CALCI as well ● Students in Future Build are benefiting the community through building housing for low-income residents ● Students in Creative Current participated in the February 2024 downtown Eugene Art Walk by developing a mural in partnership with an artist from the Lane Arts Council |

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| | <ul style="list-style-type: none"> ● Creative Current students will soon develop marketing materials for a local pet adoption agency as part of a semester two project ● The design team building our new K12 education pathway has identified a community partner; the engineering team has some leads on individuals to ask to serve on the program ● Students in both programs completed site visits to local workplaces to learn about career opportunities ● We worked with our consultant team to develop a communication plan to help us communicate effectively with stakeholder groups within 4J and beyond |
| <p>INSIGHTS</p> <p><i>What did we learn?</i></p> <p><i>How has this influenced us?</i></p> | <ul style="list-style-type: none"> ● The relationship-building work of finding and engaging partners takes time and energy—teachers can and should be involved, but leadership and support from the CALCI administrative team is critical as well ● Community partners are genuinely interested in the work of CALCI and we’ve had an enthusiastic reception from them whenever we’ve asked for support ● Students have found working with partners to be thoroughly engaging ● Teachers have been energized by their connections with partners as they learn from each other and collaborate on behalf of student success ● The outward-facing nature of our project work has brought us into contact with community-based nonprofits focused on solving similar problems (for example, housing shortages) and thus has expanded our pool of potential partners beyond what we initially imagined was possible ● The 4J School District has the resources and expertise to be a powerful leader for education innovation across the state and nation |
| <p>NEXT STEPS</p> <p><i>What adjustments are needed?</i></p> <p><i>What will we do next?</i></p> | <ul style="list-style-type: none"> ● Continue to build a network of partnerships for all CALCI programs and organize partner information into a CALCI database ● Seek opportunities to communicate about CALCI with stakeholders throughout the district, community, and state ● Work with our consultant partners to develop a continuum of work-based learning experiences that prepares all students for industry success ● Attend the Hardwood Institute for Public Innovation Virtual Public Innovators Lab this spring to learn additional strategies for finding and forging mutually beneficial partnerships ● Develop an affordable funding model that enables Future Build to continue building houses in the community |

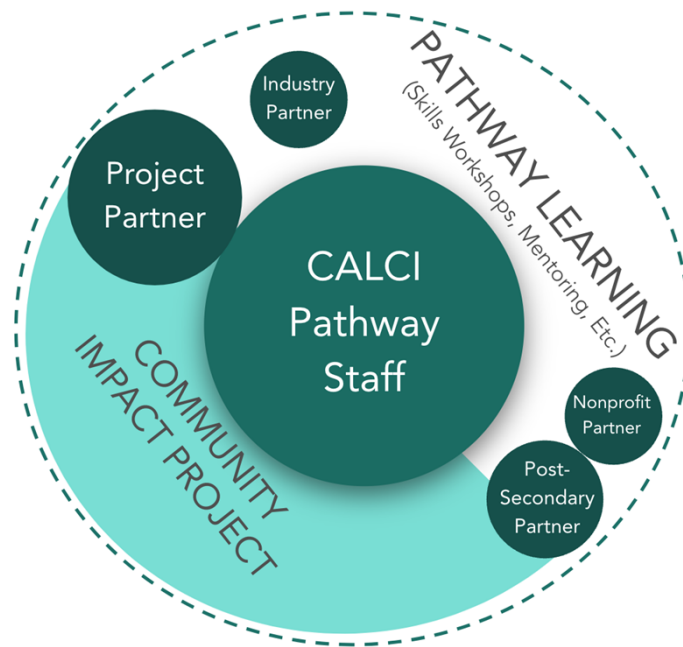
NARRATIVE REFLECTION – COMMUNITY PARTNERSHIPS

From the outset, CALCI was envisioned as an **applied learning center** that is deeply immersed in the community. This core value of partnership provides numerous two-way benefits for both CALCI and community stakeholders:

- **Staff** update their skills and knowledge by working closely with industry experts
- **Staff** receive help from industry experts in planning and implementing community impact projects
- **4J CTE** programs can benefit from the expanding network of engaged community partners
- **Students** learn from and are mentored by community partners
- **Students** engage in project work designed to concretely benefit the community
- **Partners** contribute to the development of the future workforce
- **Partners** meet prosocial organizational goals through supporting 4J/CALCI
- **Project clients** in the community benefit from the tangible results of student project work



We envision partners filling a variety of roles that span a **continuum of options** for each pathway. We're intentionally developing onramps that range from low impact/low commitment to high impact/high commitment so that we don't need to turn anyone away. For example, partners with limited bandwidth may opt to attend a one-time student project exhibition to provide feedback on student work. In contrast, other partners may free up staff to teach a three-session resume writing workshop or perhaps mentor a student project team throughout a multi-week community impact project. The goal is always to leverage partnerships to **benefit student learning** both in CALCI pathways and eventually across all district CTE programs.



Our partnership engagement efforts have been encouraging. Both Future Build and Creative Current have primary partners to assist with student projects. Our two new programs are currently identifying partners for their design teams. Overall, it has been encouraging to receive so many **enthusiastic responses** from individuals and organizations that we’ve contacted. While educators may assume that potential partners are too busy to work with students and teachers, we’ve learned to “not say ‘no’ for them.” Most say yes.

Developing partnerships has also had a compounding benefit, as partners share their professional networks with us. For example, John Stapleton, a principal at Pivot Architecture, helped us procure seed funding from the State of Oregon to purchase Tiny Home kits for Future Build students to assemble. John is currently organizing an ongoing arrangement where local houseless transitional shelter sites like Everyone Village will purchase the finished tiny homes to help our most vulnerable community members realize the dream of having a home in a supportive community. Leaders like John are helping us identify and build more of these **win-win partnerships between 4J and community organizations.**

Looking ahead, there is much more to do in this area. One strand of work is to effectively communicate about CALCI programs to district staff, students, parents, and the community. Our growing set of materials and messages will help greatly in this regard. ***We don’t want CALCI to be a secret!***

Another ongoing effort is to continue finding and developing community partners, particularly for the new pathway programs currently in the design phase. We plan to begin codifying these relationships by developing a **partner database** that enables us to organize our growing informal networks to ensure continuity and sustainability.

Finally, there is more to do in terms of mining the student learning potential of our existing partnerships. With the support of our program consultants, we intend to develop a continuum of work-based learning opportunities that guides students in all CALCI pathways through a **strategic sequence of career exploration**

and preparation. This work will create new roles for partners (such as serving as guest speakers, hosting job shadows, or providing internships) and will further deepen our connections with the Eugene community.

5. FACILITIES AND OPERATIONS

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| <p>BELIEFS</p> <p><i>What do we value?</i></p> <p><i>What mindsets do we cultivate?</i></p> | <ul style="list-style-type: none"> ● As an extension of 4J’s CTE programming, CALCI should leverage and improve upon current district systems, facilities, and operations ● The built environment matters—facilities have a huge impact on school culture, student learning, and teacher satisfaction, and when possible, transporting students from their traditional high school campuses to different spaces can increase engagement ● Proximity matters—teachers collaborate more effectively when they can work together in shared spaces ● Students in CTE programs deserve to work with tools and equipment that reflect the current industry standard for their pathway theme ● Starting new programs that operate within district systems is challenging—we’ll need to cultivate growth mindsets and a positive outlook as we navigate inevitable system obstacles |
| <p>GOALS</p> <p><i>Where are we headed?</i></p> <p><i>What are we trying to do?</i></p> | <ul style="list-style-type: none"> ● Develop systems to smoothly integrate this new CTE center with existing 4J district structures and operations ● Build a sustainable long-range facilities plan that accounts for all existing and planned CALCI pathway programs ● Support teachers by providing administrative help with operational obstacles that arise during the year ● Collaborate with 4J district departments including transportation, facilities, finance, nutrition service, technology, SPED, transition services, and communications to ensure a smooth rollout of current and future planned CALCI pathways ● Outfit the Creative Services pathway with industry-standard equipment and facilities |
| <p>PROGRESS</p> <p><i>What did we try?</i></p> <p><i>What was the result?</i></p> | <ul style="list-style-type: none"> ● After some initial challenges at the beginning of the school year, Creative Services is up and running with students, transportation services, equipment, etc. ● The CALCI administrative team has held individual meetings with many different 4J district departments to problem-solve startup issues ● Our administrative team has met with individual CTE teachers across the district to better understand teachers, programming, and operational needs ● Administrative Assistant Catherine Welch has been an essential part of our startup efforts |
| <p>INSIGHTS</p> | <ul style="list-style-type: none"> ● New programs require revisions to existing systems (such as the district’s student |

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| <p><i>What did we learn?</i></p> <p><i>How has this influenced us?</i></p> | <p>information and registration system)...revisions that will take time</p> <ul style="list-style-type: none"> ● Developing sustainable long-term solutions to challenges requires effective communication and strong relationships between people from across the district ● Flexibility and adaptability are essential mindsets for innovation and for navigating around obstacles that arise ● Many stakeholders across the 4J ecosystem still aren't aware of the growing opportunities provided by CALCI pathways ● Proactive communication is needed – we can't sit back and wait for people to take an interest and understand this new CTE center ● High school counselors, registrars, and schedulers are critical partners in making sure that students have the information they need and the opportunity to get into CALCI programs |
| <p>NEXT STEPS</p> <p><i>What adjustments are needed?</i></p> <p><i>What will we do next?</i></p> | <ul style="list-style-type: none"> ● Implement our communications plan, beginning with in-person meetings with high school counselors and administrators ● Develop a website to communicate CALCI's values, approach, and pathway programming to students, families, community partners, and other stakeholders ● Continue to work to develop a long-term facility plan to house existing and planned CALCI pathways |

NARRATIVE REFLECTION – FACILITIES AND OPERATIONS

While CALCI is technically a new program growing out of the existing 4J District CTE department, in several respects this venture feels like building a whole new school. This is especially true in the areas of facilities and operations.

We view the physical learning environment as critical to our overall work with students. In 2023, a few members of our leadership team participated in a study tour visit to several innovative school models in California. One key takeaway was that **students behave and perform differently when they are physically located in different learning spaces**. For example, students act more professionally when they are invited to work in buildings that look and feel like modern office environments. Because of this—and because we want to immerse students more deeply into the Eugene community—we are committed to ensuring that CALCI facilities don't simply look like "school as usual."

Currently, Future Build students travel from their home campuses to one of two main locations: Rented facilities at Lane Community College, and job sites where their current building project is underway. Creative Current students meet in rented facilities in downtown Eugene, sharing a converted telecommunications office space with the CALCI leadership team. This arrangement has worked well so far, and teachers have noticed that having workspaces near their pathway colleagues has led to **increased collaboration**.

As we add additional pathways to CALCI, not all programs will be able to operate in new spaces—some may need to be located on specific high school campuses. Our long-term CTE master facilities plan will need to account for the unique space needs of each program while maintaining our commitment to providing learning environments that emulate the professional world and signal to students that they’ve walked into something different than a traditional classroom.

Beyond the obvious challenges of finding and setting up new facilities, **the operational challenges of this new CTE center have been significant.** Key operational areas that we’ve been working on include human resources, finance, transportation, nutrition services, and information technology. Fortunately, district staff have been up to the challenge as we’ve worked together to solve various startup challenges.

One of the biggest and most surprising hurdles thus far has involved **scheduling and enrolling students** into our courses. It turns out that no playbook covers the technical steps of signing up students from multiple campuses into a new district course using the 4J student information system (Synergy). We discovered this during the first few days of school, and the problem consumed our team for weeks. Thanks to extensive communication and collaboration between our team, district technical support, and the patient school counselors, registrars, and administrators from multiple schools, the problem has mostly been worked out.

The key lesson is that **many existing district systems may need to be revised as we work to build innovative CTE pathways.** These revisions will require flexible thinking, creative problem-solving, and collaboration between many players across the district—in essence, some of the very same future-ready skills that we aspire for all of our students to develop! Thanks to the 4J district’s support for this program, we’re off to a great start and we are excited to continue growing CTE opportunities for our students in the coming years.

REPORT OF PROGRESS

APPENDIX

1. **CALCI Program Distinctives** – outlines unique features of our approach
2. **CALCI Student Learning Outcomes** – durable, future-ready skills that all students will master
3. **CALCI Program Design Roadmap** – guides new program development through key stages
4. **CALCI Frequently Asked Questions** – provides nuts-and-bolts details about pathways
5. **Project-Based Learning Framework** – describes the features we build into all project experiences

Program Distinctives



Hands-on PBL featuring real-world, applied, client-focused work



Partners are central to program design and student learning



More time, more depth, and career-prep capstone courses



Deep use of problem-solving and design cycles



Students learn wayfinding skills to guide future success

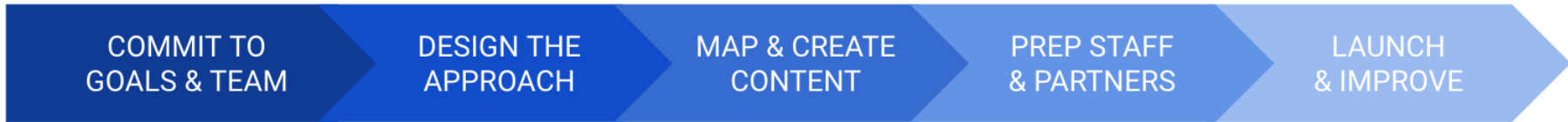
CALCI LEARNER OUTCOMES

v.1.24

| CALCE GRADS ARE... | ...WHO: |
|----------------------------|---|
| COMMUNICATORS | <ul style="list-style-type: none"> • Listen, speak, and write to clearly and powerfully connect with others • Skillfully use industry-informed communication tools and techniques |
| CRITICAL THINKERS | <ul style="list-style-type: none"> • Analyze challenging local and global problems from multiple perspectives • Intentionally deploy problem solving tools and processes to generate solutions that work |
| COLLABORATORS | <ul style="list-style-type: none"> • Work productively in team settings by leading and following as needed • Demonstrate attitudes and skills that build trust, cooperation, and team success |
| CREATORS | <ul style="list-style-type: none"> • Use problem-solving strategies that inspire innovation, imagination, and experimentation • Show the ability to think outside of conventional boundaries |
| COMMUNITY MEMBERS | <ul style="list-style-type: none"> • Work with peers and others to contribute to well-being of the local community • Respond to tangible community needs with compassion, initiative, and hard work |
| POWERED WITH A PLAN | <ul style="list-style-type: none"> • Regularly reflect on growth and discern personal strengths, interests, and goals • Nurture a personal team of supporters to help meet life's challenges • Graduate with a plan to take the next step toward success in their path of study and career |

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CALCI Program Design Roadmap

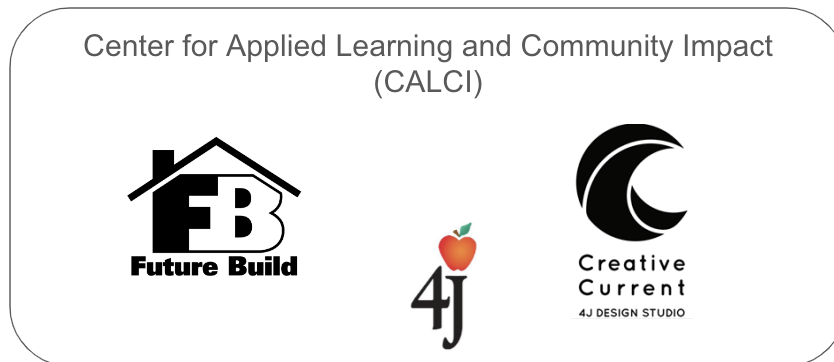


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| <ul style="list-style-type: none"> → Why this program? What will it do for students? What does success look like? → What are the design principles and processes that will ground and guide our work? → Who is on the Design Team? What other voices should we seek out? → What are we committing to individually and collectively? | <ul style="list-style-type: none"> → What is the vision, mission and learning outcomes for students? → How will applied and real-world experiences drive all student learning? → What will be the program of study? How will it fit with other courses? → How will the program work from a student view? → What are the key features, processes, facilities, materials, etc.? | <ul style="list-style-type: none"> → How will we assess learning outcomes? → How will we organize courses and learning opportunities to meet these outcomes? How will pathway courses integrate with other courses? → What are signature projects and experiences? → What does the sequence of work-based learning look like for students? | <ul style="list-style-type: none"> → What professional development needs to take place prior to launching the program? → How will we prepare partners to engage with program staff and students? → How will ongoing staff learning be planned, led, and supported? | <ul style="list-style-type: none"> → What is our plan for officially launching the program? → What is our communications plan (student recruitment, parent info, etc.)? → What data will we collect and monitor to ensure continuous improvement? |
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CALCI Frequently Asked Questions

WHAT IS THE CENTER FOR APPLIED LEARNING AND COMMUNITY IMPACT?

The Center for Applied Learning and Community Impact (CALCI) is a new district center that brings together new CTE-themed programs. For the 2023-24 school year two programs are operational: **Future Build** (focusing on Building and Construction) and **Design Studio: Creative Current** (focusing on digital design and video). Two additional programs are scheduled to launch in 2024-25, **HunaniTech**, focusing on Humanitarian Engineering and manufacturing and **Empower ED** a K-12 Education/Teacher Preparation program.



WHAT IS UNIQUE ABOUT THESE PROGRAMS?

All CALCI programs seek to deliver learning experiences and instructional approaches that feature the following:

- Hands-on: students create tangible work products using industry-level tools
- Interdisciplinary: elective and core curriculum are blended by a team of teachers
- Project-based: curriculum is delivered using the best practices of PBL
- Community-embedded: community partners are deeply involved in the program
- Authentically applied: students use what they learn to impact the community
- Place-based: programs frequently operate off campus in community settings

WHICH STUDENTS ARE A GOOD FIT FOR THESE PROGRAMS?

As an expression of the district's equity approach, CALCI programs actively recruit traditionally marginalized 11th- and 12th-grade students. Students who are an especially great fit for our programs include:

- Students who are interested in advanced, hands-on CTE learning
- Students who are eager to explore options beyond the comprehensive school setting
- Students who would benefit from opportunities to re-engage with school
- Students who are interested in advancing their career development in one of the CALCI program areas

The CALCI teaching teams are eager to make these programs work for students in unique situations, so please reach out with any questions about special situations.

HOW ARE THE PROGRAMS STRUCTURED?

All CALCI programs are designed as a block of *both* core academic *and* CTE/applied fine arts courses. Students in these programs must be concurrently enrolled in ALL courses for their program.

| Future Build | Design Studio: Creative Current |
|---|---|
| <u>Year 1</u> <ul style="list-style-type: none"> ● Communication for Construction 1A/1B ● Construction 1/Carpentry 1 ● Geometry in Construction 1A/1B ● Trade Skills 1/Work-Based Learning 1 <u>Year 2 (optional)</u> <ul style="list-style-type: none"> ● Carpentry 2A/2B ● Construction 2A/2B ● Trade Skills 2A/2B ● Work-Based Learning 2 | <u>Year 1</u> <ul style="list-style-type: none"> ● English 11 or 12 ● Graphic Design Studio 1A/1B ● Digital Media Studio 1A/1B ● Design Production Studio 1A/1B <u>Year 2 (optional)</u> <ul style="list-style-type: none"> ● English 12 ● Graphic Design Studio 2A/2B ● Digital Media Studio 2A/2B ● Design Production Studio 2A/2B |

| HumaniTech | EmpowerED |
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| <u>Year 1</u> <ul style="list-style-type: none"> ● Engineering Math 1 / 2 ● Engineering / Design Lab: Electronics ● Engineering / Design Lab: Chemistry of Materials ● Design and Manufacturing 1 ● Advanced UAS 1 / 2 | <u>Year 1</u> <ul style="list-style-type: none"> ● Ethnic Studies / English 1 / 2 ● Educational Psychology 1 / 2 ● Teaching Theory & Practice 1 / 2 ● Teaching and Learning Lab 1 / 2 |

WHAT CREDITS ARE EARNED IN EACH PROGRAM?

| Future Build Credits & Credentials Earned | | |
|---|---|--|
| <i>High School Credits</i> | <i>LCC College Now Credits</i> | <i>Industry Recognized Credentials</i> |
| Year 1 2.0 Applied Fine Arts 1.0 Math 1.0 English Year 2 4.0 Applied Fine Arts | <ul style="list-style-type: none"> ● APR 101: Trades Skills Fundamentals (4 Credits) ● CST 111: Construction Orientation and the Environment (2 Credits) ● CST 118A: Construction Building A (5 Credits) ● CST 118B: Construction Building B (5 Credits) ● CST 118C: Construction Building C (5 Credits) | <ul style="list-style-type: none"> ● LPACT (Lane Pre-Apprenticeship Construction Training) ● First Aid/CPR Training ● OSHA 10 - Construction Industry ● NCCER Core Modules <ul style="list-style-type: none"> ○ Build Your Future in Construction ○ Basic Safety ○ Introduction to Construction Math ○ Introduction to Hand Tools |

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| | | <ul style="list-style-type: none"> ○ Introduction to Power Tools ○ Introduction to Construction Drawings ○ Introduction to Basic Rigging ○ Basic Communication Skills ○ Basic Employability Skills ○ Introduction to Material Handling |
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| Design Studio: Creative Current – Credits & Credentials Earned | | |
|---|---|---|
| High School Credits | LCC College Now Credits | Job Shadow and Internship Opportunities |
| Year 1 3.0 Applied Fine Arts 1.0 English Year 2 (optional) 3.0 Applied Fine Arts 1.0 English | <ul style="list-style-type: none"> ● Coming in 2024! | <ul style="list-style-type: none"> ● Coming in 2024! |

| HumaniTech - Credits & Credentials Earned | | |
|--|--------------------|--|
| High School Credits | LCC Credits | <i>Industry Recognized Credentials</i> |
| Year 1 1.0 Math 2.0 Science 1.0 Applied Fine Arts | TBD | FAA UAS License Amateur Ham Radio License |

| EmpowerED - Credits & Credentials Earned | | |
|--|--|---|
| High School Credits | LCC Credits | Job Shadow and Internship Opportunities |
| Year 1 1.0 Language Arts 1.0 Health 2.0 Applied Fine Arts | 1.0 Ethnic Studies / English 1.0 Teaching Theory & Practice | Multiple Placements interning in classrooms in 4J |

HOW DOES THE DAILY SCHEDULE WORK?

Future Build - Students enrolled in Future Build attend classes for a whole day in either an A-day cohort or a B-day cohort. Students stay at their host school and meet asynchronously with their program teachers on Wednesdays.

| Future Build | | |
|---|---|---|
| A-Day | B-Day | Wednesday |
| AM 9:30 - 12:00 Lunch 12:00 - 12:40 PM 12:45 - 4:15 | AM 9:30 - 12:00 Lunch 12:00 - 12:40 PM 12:45 - 4:15 | Students remain at their home high school and complete assignments asynchronously |

Creative Current: 4J Design Studio - Starting in the 2024 - 25 school year students enrolled in Creative Current attend classes on Monday, Tuesday, Thursday, and Friday in either an AM or a PM cohort.

HumaniTech & EmpowED - Both of these programs will only have one cohort in 2024 - 25. It will be determined at a future date whether they will meet in the morning or in the afternoon.

| Creative Current - 4J Design Studio, HumaniTech & EmpowED | | |
|--|--|---|
| A-Day | B-Day | Wednesday |
| AM TBD Lunch 12:00 - 12:40 PM 12:30 - 4:15 | AM TBD Lunch 12:00 - 12:40 PM 12:30 - 4:15 | Students remain at their home high school and complete assignments asynchronously |

HOW DOES STUDENT TRANSPORTATION WORK?

CALCI programs operate on a variety of locations including existing campuses, special district properties, and community-based field work venues. For the 2023-24 school year, Future Build operates at Lane Community College and Design Studio: Creative Current operates at CALCI downtown (1045 Willamette St., Eugene). Transportation is provided to students from their home high school to the program venue.

Future Build - 23/24 Routes

| A-Day Routes (Mondays & Thursdays) | B-Day Routes (Tuesdays & Fridays) |
|---|---|
| <p><i>Morning Pick-Up (@home school)</i></p> <p>CHS 8:55 am NEHS 8:55 am SEHS 9:10 am SHS 9:10 am</p> <p>Arrive at FB 9:25 am</p> <p><i>Afternoon Pick Up (@FB)</i></p> <p>Arrive to FB at 4:30 pm for pick up</p> <p>SEHS 4:45 pm CHS 5:00 pm SHS 4:45 pm NEHS 5:00 pm</p> | <p><i>Morning Pick-Up (@home school)</i></p> <p>CHS 8:55 am NEHS 8:55 am SEHS 9:10 am SHS 9:10 am</p> <p>Arrive at FB 9:25 am</p> <p><i>Afternoon Pick Up (@FB)</i></p> <p>Arrive to FB at 4:30 pm for pick up</p> <p>SEHS 4:45 pm CHS 5:00 pm SHS 4:45 pm NEHS 5:00 pm</p> |

Design Studio: Creative Current, HumaniTECH & EmpowerED -

| 4J Transportation Bus | Locations |
|--|---|
| <p><i>23/24 Routes</i></p> <p><i>PM Cohort pick up (@ home school)</i></p> <p>SHS 12:10 pm SEHS 12:30 pm NEHS 12:10 pm CHS 12:25 pm</p> <p>Arrive at CALCI 12:40 pm</p> <p><i>PM Cohort return</i></p> <p>4:30 pm pickup at CALCI</p> <p>SEHS 4:40 pm SHS 4:55 pm CHS 4:40 pm NEHS 4:55 pm</p> <p>Note: 24/25 AM Cohort routes / times TBD</p> | <ul style="list-style-type: none"> ● Design Studio: Creative Current @ 1045 Willamette ● HumaniTech @ SEHS ● EmpowED @ TBD |

CALCI STAFF

CALCI LEADERSHIP TEAM

- ★ Ed Mendelssohn - CTE Administrator
 - mendelssohn_e@4j.lane.edu

- ★ Andy Hock - PBL Community Engagement Specialist
 - hock_a@4j.lane.edu

- ★ Catherine Welch - Admin Assistant
 - welch_c@4j.lane.edu

PATHWAY LEAD TEACHERS

- ★ Kate Doyle - Creative Current: 4J Design Studio Lead Teacher
 - doyle_ka@4j.lane.edu

- ★ Wheylin Niehus - Future Build Lead Teacher
 - niehus_w@4j.lane.edu

- ★ Lallie McKenzie - HumaniTech Lead Teacher
 - mckenzie_l@4j.lane.edu

- ★ Jennifer Scurlock - EmpowerED Lead Teacher
 - scurlock@4j.lane.edu

PROJECT-BASED LEARNING

PBL Framework

| ELEMENT | DEFINITION | DESIGN QUESTIONS |
|---|---|--|
| Authentic  | <p><i>Authentic projects...</i></p> <p>Seek to solve real problems or address real issues. Projects are relevant to students and adults in the school and community.</p> | <ul style="list-style-type: none"> ✓ What issues are important to students, families, and the community? ✓ How can students produce work that has value beyond the classroom? |
| Public  | <p><i>Public projects...</i></p> <p>Make student work visible and known beyond the classroom through formal exhibitions and various forms of project sharing, reflection, and defense. Project intentionally seeks to grow healthy relationships with the community.</p> | <ul style="list-style-type: none"> ✓ What products or performances will students share beyond the classroom? How will the project be shared with all stakeholders? ✓ How will the project exhibition incorporate student reflection and defense of learning? |
| Challenging  | <p><i>Challenging projects...</i></p> <p>Are framed by questions that require sustained, discipline-informed inquiry and mastery of important content and skill standards. Inquiry examines and uses multiple perspectives as an organizing feature.</p> | <ul style="list-style-type: none"> ✓ How can the project align with key learning goals? ✓ What is a stretch for this student? ✓ What are the strengths of this student? |
| Applied  | <p><i>Applied projects...</i></p> <p>Strategically include project management skills, tools, and strategies, such as scheduling, tech applications, and design thinking as part of the intended learning.</p> | <ul style="list-style-type: none"> ✓ What are the project skills, tools, and strategies that students will learn and share? ✓ How will students expand their toolkit of project completion skills during this project? |
| Personalized  | <p><i>Personalized projects...</i></p> <p>Engage students in making meaningful choices—such as decisions about the project topic, steps, and goals—while meeting individual and collective learning needs and embracing student strengths.</p> | <ul style="list-style-type: none"> ✓ Which aspects of this project are required, and which are negotiable? ✓ How will student choice be factored into key aspects of the project process? |
| Collaborative  | <p><i>Collaborative projects...</i></p> <p>Intentionally ask students to work productively with other students and adults in the school, community, and beyond, including those from historically marginalized people groups.</p> | <ul style="list-style-type: none"> ✓ What roles are needed for the team? ✓ Who in the community will students work with as content experts, project mentors, and audience members? ✓ Who have you sought to work with? |



ITEM FOR INFORMATION

Date of Meeting

April 03, 2024

Title

Receive Updated Report on Incidents Related to 4J Board Policy ACC, Racial Harassment

Presenter

Oscar Loureiro, Director Research and Planning

Background

The board will receive information about incidents related to racial harassment. There will be an opportunity for the board of directors to have in-depth conversations with staff about implications at an upcoming board work session.

Summary of the Reports of Bullying, Harassment, Discrimination, and Bias Incidents Made Using the Google Forms Created by 4J

- In implementation of our ACC policy this year we created online forms for students, families, and staff members to report incidents of bullying, bias, and harrassment:

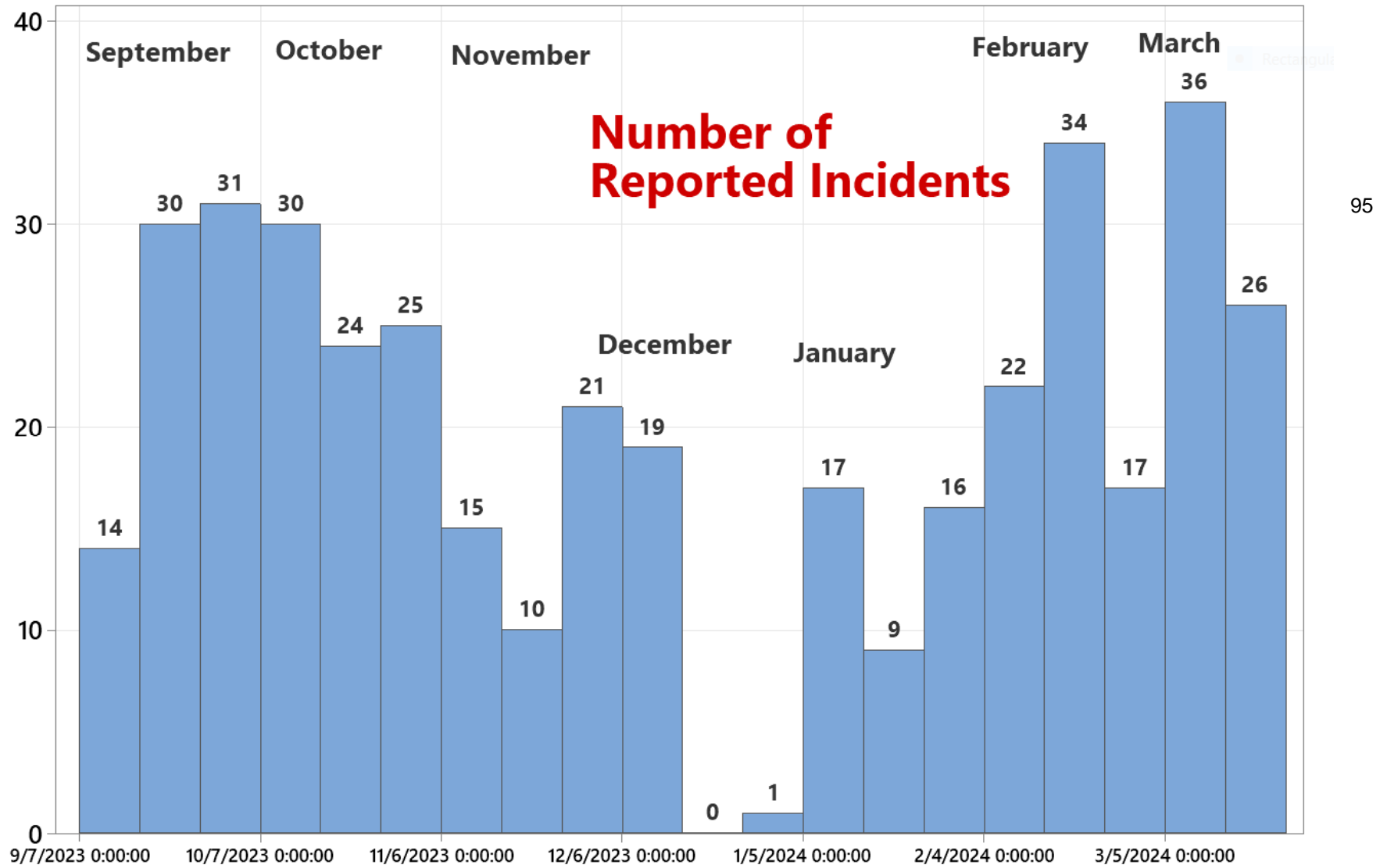
| | |
|---|--|
| <p>(Student/Guardian) Racial Harassment, Bullying, Sexual Harassment, Discrimination and Bias Incident Report Form/ (Estudiante o guardián) Formulario de informe de incidentes de acoso racial, intimidación, acoso sexual, discriminación y prejuicios</p> | <p>(Staff & Employee) Racial Harassment, Bullying, Sexual Harassment, Discrimination and Bias Incident Report Form/ (Personal y empleados) Reporte de incidentes de acoso racial, intimidación, acoso sexual, discriminación y prejuicios</p> |
|---|--|

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Reports by Students and Guardians

- Until 3/22/2024 397 incidents were reported, with a frequency in February and March similar to what we saw in September and October, while November to January saw a lower frequency
 - All incidents were reported to schools for investigation and further action

| MONTH | NUMBER OF REPORTED INCIDENTS |
|----------------|------------------------------|
| SEPTEMBER 2023 | 58 |
| OCTOBER 2023 | 82 |
| NOVEMBER 2023 | 47 |
| DECEMBER 2023 | 32 |
| JANUARY 2024 | 41 |
| FEBRUARY 2024 | 67 |
| MARCH 2024 | 70 |
| TOTAL | 397 |



- Distribution of the 397 reported incidents by type:

| TYPE OF INCIDENT | NUMBER OF INCIDENTS |
|--|---------------------|
| BULLYING/HARASSMENT | 179 |
| RACIAL HARASSMENT | 75 |
| SEXUAL/GENDER-BASED HARASSMENT, ASSAULT & DISCRIMINATION | 53 |
| OTHER CONCERN | 30 |
| BIAS INCIDENT | 26 |
| STUDENT BEING HARASSED BY STAFF | 19 |
| BULLYING SURROUNDING DISABILITIES | 15 |
| TOTAL | 397 |

96

- Distribution of the 397 reported incidents by role of the person who caused the harm:

| ROLE OF PERSON CAUSING THE HARM | NUMBER OF INCIDENTS |
|---------------------------------|---------------------|
| Student | 326 |
| NA | 47 |
| Staff member | 16 |
| Family member | 4 |
| Community member | 2 |
| Someone else or unknown | 2 |
| TOTAL | 397 |

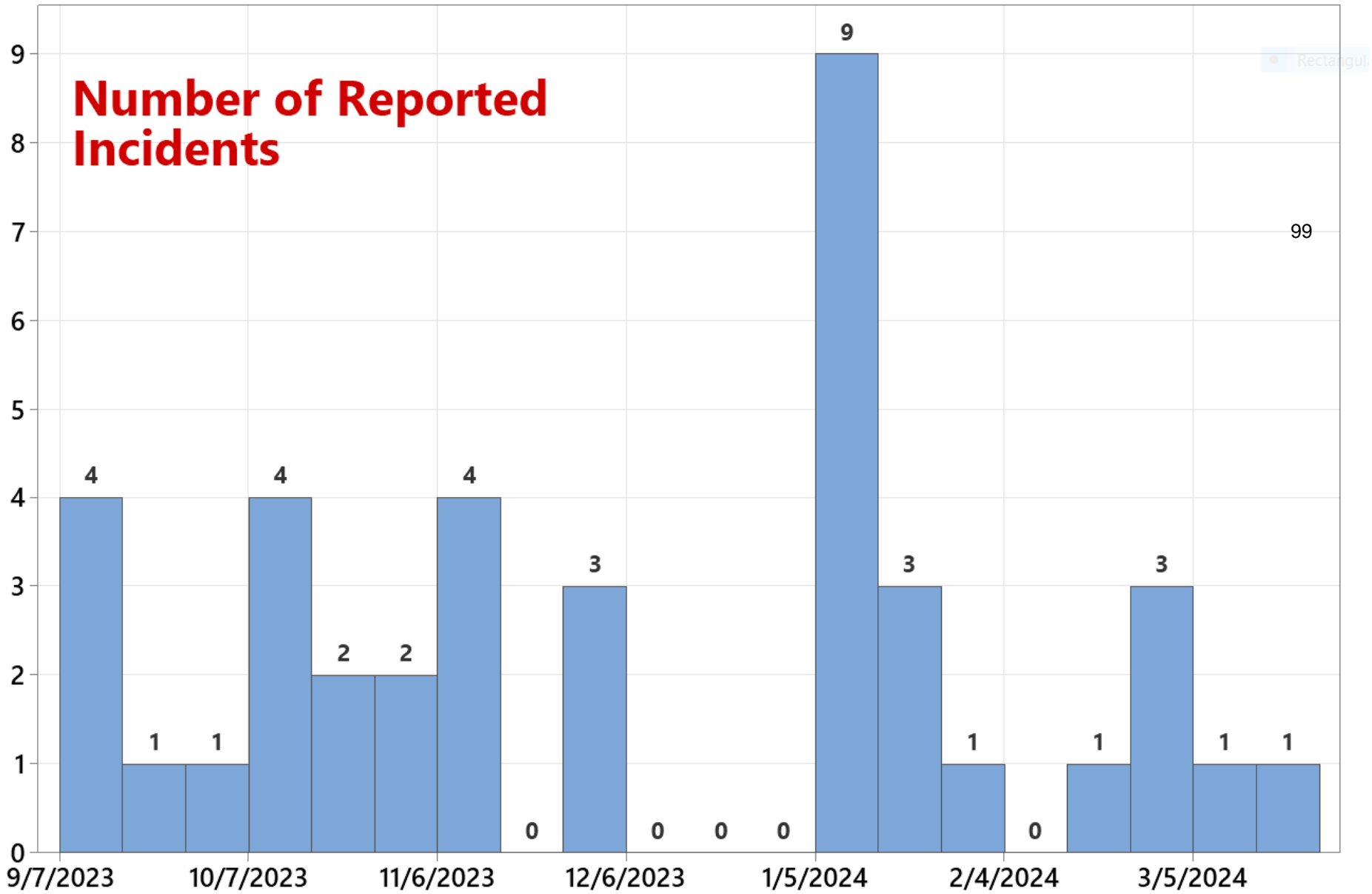
- In most incidents the student or staff member causing the harm was in the same school as the student being harmed:

| SCHOOL OF THE STUDENT BEING HARMED | SCHOOL OF THE PERON CAUSING THE HARM | | | | | | | | | | | | | | | | | | | | | | | TOTAL | | | | | | |
|------------------------------------|--------------------------------------|---------------------------|------------------------|------------------|------------------------|------------------------|-------------------|----------------|----------|---------------------|-------------------|-------------------|-----------------|-------------------|--------------|----------------|----------------|----------------------|---------------|-------------------|------------------|------------------|--------------|-----------|-------------------|----------------------|---------------------------|-------------------------|------------|---|
| | Adams Elementary | Arts & Technology Academy | Buena Vista Elementary | Cal Young Middle | Camas Ridge Elementary | Charlemagne Elementary | Chinese Immersion | Churchill High | ECCO/GED | Edgewood Elementary | Edison Elementary | Gilham Elementary | Holt Elementary | Howard Elementary | Kelly Middle | Kennedy Middle | Madison Middle | McCornack Elementary | Monroe Middle | North Eugene High | Other or unknown | Roosevelt Middle | Sheldon High | | South Eugene High | Spencer Butte Middle | Willagillespie Elementary | Yujin Gakuen Elementary | NA | |
| Monroe Middle | | | | | | | | | | | | | | | | 1 | | 41 | | | | | | | | | 15 | 57 | | |
| Roosevelt Middle | | | | | | | | | | | | | | | | | | | | | | 42 | | | 1 | | | 7 | 50 | |
| Kennedy Middle | | | | | | | | | | | | | | | | 29 | | | | | | | | | | | | 8 | 37 | |
| Cal Young Middle | | | | 22 | | 1 | | | | | | | | | | | | | | | | | | | | | | 13 | 36 | |
| Willagillespie Elementary | | | | | | | | | | | | | | | | | | | | | | | | | | 33 | | | 33 | |
| Madison Middle | | | | | | | | | | | | | | | | | 25 | | | | | | | | | | | 4 | 29 | |
| Kelly Middle | | | | | | | | | | | | | | | 23 | | | | | | | | | | | | | 3 | 26 | |
| Sheldon High | | | | | | | | | | | | | | | | | | | | | | | 16 | | | | | 3 | 19 | |
| South Eugene High | | | | | | | | | | | | | | | | | | | | | | | | 13 | | | | 6 | 19 | |
| Arts & Technology Academy | | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 17 | |
| North Eugene High | | | | | | | | | | | | | | | | | | | | | 11 | | | | | | | 3 | 14 | |
| Churchill High | | | | | | | 6 | | | | | | | | | | | | | | | | | | | | | 4 | 10 | |
| Spencer Butte Middle | | | | | | | | | | | | | | | | | | | | | | | | | 7 | | | 2 | 9 | |
| Gilham Elementary | | | | | | | | | | | | 6 | | | | | | | | | | | | | | | | | | 6 |
| Howard Elementary | | | | | | | | | | | | | | 5 | | | | | | | | | | | | | | | 1 | 6 |
| Chinese Immersion | | | | | | 1 | | 1 | | | | | | | | 1 | | | | | | | | | | | | 1 | 4 | |
| Adams Elementary | 1 | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | 1 | 3 | |
| Camas Ridge Elementary | | | | | 2 | | | | | | | | | | | | | | | | | | | | | | | 1 | 3 | |
| Holt Elementary | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | | | 3 |
| Buena Vista Elementary | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 |
| Chavez Elementary | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | |
| Edgewood Elementary | | | | | | 1 | | | 1 | | | | | | | | | | | | | | | | | | | | 2 | 2 |
| McCornack Elementary | | | | | | | | | | | | | | | | | 1 | | | | | | | | | | | 1 | 2 | |
| Other or unknown | | | | | | | | | | | | | | | | | | | | | 1 | | | | | | | | 1 | 2 |
| Yujin Gakuen Elementary | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | 1 | 2 | |
| Charlemagne Elementary | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | 1 | 1 |
| Edison Elementary | | | | | | | | | | | 1 | | | | | | | | | | | | | | | | | | | 1 |
| Fox Hollow Campus | | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Spring Creek Elementary | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | 1 |
| TOTAL | 1 | 13 | 2 | 22 | 3 | 1 | 2 | 7 | 1 | 1 | 1 | 6 | 3 | 5 | 23 | 30 | 26 | 1 | 41 | 11 | 1 | 42 | 16 | 13 | 8 | 33 | 1 | 83 | 397 | |

Reports by Staff Members

- Until 3/22/2024 40 incidents were reported

| MONTH | NUMBER OF REPORTED INCIDENTS |
|-----------------------|-------------------------------------|
| SEPTEMBER 2023 | 5 |
| OCTOBER 2023 | 7 |
| NOVEMBER 2023 | 6 |
| DECEMBER 2023 | 3 |
| JANUARY 2024 | 13 |
| FEBRUARY 2024 | 2 |
| MARCH 2024 | 4 |
| TOTAL | 40 |



Rectangul

99

- Distribution of the 40 reported incidents by type:

| TYPE OF INCIDENT | NUMBER OF INCIDENTS |
|---------------------------------|---------------------|
| RACIAL HARASSMENT | 14 |
| BIAS INCIDENT | 11 |
| STAFF BEING HARASSED BY STUDENT | 7 |
| BULLYING/HARASSMENT | 4 |
| STAFF BEING HARASSED BY STAFF | 4 |
| TOTAL | 40 |

100

- Distribution of the 40 reported incidents by role of the person who caused the harm:

| ROLE OF THE PERSON WHO CAUSED THE HARM | NUMBER OF REPORTS |
|--|-------------------|
| NA | 18 |
| Student | 17 |
| Staff member | 5 |
| TOTAL | 40 |

- In most incidents the student or staff member causing the harm was in the same school as the person being harmed:

| SCHOOL OF THE STAFF MEMBER BEING HARMED | SCHOOL OF THE PERSON CAUSING THE HARM | | | | | | | | | | | | | TOTAL | |
|---|---------------------------------------|----------------|----------|-----------------------|-------------------|-----------------|----------------------|---------------|-------------------|------------------|--------------|-------------------|---------------------------|----------|-----------|
| | Cal Young Middle | Churchill High | ECCO/GED | Eugene Online Academy | Gilham Elementary | Holt Elementary | McCornack Elementary | Monroe Middle | North Eugene High | Other or unknown | Sheldon High | South Eugene High | Willagillespie Elementary | | NA |
| Willagillespie Elementary | | | | | | | | | | | | 11 | | 11 | |
| South Eugene High | | | | | | | | | 1 | | 2 | | 2 | 5 | |
| Kennedy Middle | | | | | | | | | | | | | 4 | 4 | |
| Churchill High | | 2 | | | | | | | | | 1 | | | 3 | |
| ECCO/GED | | | 2 | | | | | | | | | | | 2 | |
| Eugene Online Academy | | | | 1 | | | | | | | | | 1 | 2 | |
| Holt Elementary | | | | | 2 | | | | | | | | | 2 | |
| Monroe Middle | | | | | | | 2 | | | | | | | 2 | |
| North Eugene High | | | | | | | | 2 | | | | | | 2 | |
| Sheldon High | | | | | | | | | | 2 | | | | 2 | |
| Arts & Technology Academy | | | | | | | | | | | | | 1 | 1 | |
| Cal Young Middle | 1 | | | | | | | | | | | | | 1 | |
| Gilham Elementary | | | | | 1 | | | | | | | | | 1 | |
| McCornack Elementary | | | | | | | 1 | | | | | | | 1 | |
| Other or unknown | | 1 | | | | | | | | | | | | 1 | |
| TOTAL | 1 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 11 | 8 | 40 |



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

April 3, 2024

Title

Supplemental Busing Plan Update

Presenters

Arthur Hart, Transportation Director; Sarah Mazze, Safe Routes to School Coordinator

Description:

Please see information in the Frequently Asked Questions (FAQ), below.

Eugene School District 4J Supplemental Busing Plan Update FAQ

Q: What is Supplemental Busing?

A: Both board policy and state law require the district to provide transportation for students who live outside the “walk zone,” which extends a mile from elementary schools and 1.5 miles for secondary schools. (4J has permission for high school students to ride transit. We only provide school buses for those living more than 1.5 miles from an LTD stop, or when LTD does not provide service to an area with appropriate frequency to serve a school.) A district is also required to provide transportation, called supplemental busing, for any student within the walk zone where specific safety or health concerns justify providing transportation.

Q: What is the Supplemental Busing Plan?

A: The state reimburses 70% of approved costs for 4J student transportation. The funding rules require that districts provide a Supplemental Plan to be approved by the State Board of Education in order to receive this reimbursement for students who live closer than the prescribed distances to the school. The Supplemental Plan includes information on the traffic safety concerns, or hazards, that lead to supplemental busing; the number of students impacted; the board resolution specifying the plan as submitted; and any other supporting documents. (See [OAR 581-023-0040 \(g\) Approved Transportation Costs for Payments from the State School Fund](#) for details.)

Q: Why does it need updating?

A: The most recent Supplemental Busing plan from 4J was approved by 4J's Board and the State in 1992. Since 1992, there have been considerable changes to our streets including significant investments around our schools that allow us to revitalize safe walking to school in many areas. On the other hand, some areas have seen changes to street use and infrastructure that decrease safety for walking to schools.

Q: What is the process for updating the plan?

A: Transportation and Safety staff have scored infrastructure within the walk zone to objectively determine whether it crosses the threshold deemed hazardous. Administration will have the opportunity to review the plan before it goes to the 4J Board for a work session and approval. Once approved by the Board, it will be submitted to the State Board of Education for approval.

Q: Who will be impacted by updating the plan?

A: The updated plan will more accurately calculate safe walking paths. The reevaluation of the hazard zones may find that some students have new eligibility for busing while others lose eligibility, in accordance with district policy and state law.

Q: Who else is the district required to transport, and will it impact them?

A: Other students who may be eligible for busing include McKinney Vento, foster placement, young parents and students for whom it is written into their 504 plan or Individualized Education Plan (IEP). Supplemental plan changes will not impact these students.

Q: What role should equity have in the Supplemental Plan?

A: Supplemental Plans are, in their essence, a tool for equity. 4J's current Supplemental Plan addresses only the equity related to traffic safety for students in Walk Zones. However, Supplemental Plans do not have to be limited to just traffic safety and there are many other factors of equity that can and should be considered when establishing a Supplemental Plan.



Eugene School District 4J
Supplemental Plan
March 2024

Supplemental Plan prepared by:
Arthur Hart, Transportation Director
Jason Wolf, Business Info Systems Analyst
Sarah Mazze, Safe Routes to School Coordinator
Brad Albee, Safe Routes to School Coordinator

EVALUATION OF WALKING AREAS & PROPOSED SUPPLEMENTAL PLAN

| | |
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| Arts and Technology Academy | 16 |
| Awbrey Park Elementary | 18 |
| Cesar Chavez Elementary | 20 |
| Edgewood Elementary | 22 |
| Edison Elementary | 24 |
| Gilham Elementary | 26 |
| Holt Elementary | 28 |
| Howard Elementary | 30 |
| Kelly Middle School | 32 |
| Kennedy Middle School | 34 |
| Madison Middle School | 36 |
| McCornack Elementary | 38 |
| River Road Elementary | 40 |
| Spring Creek Elementary | 42 |
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Introduction

In accordance with state law, the district is required to provide transportation for elementary students who reside more than one mile from school and for secondary school students who reside more than 1.5 miles from school, also known as the “walk zone.” A district is also required to provide transportation for any student within the walk zone where specific health and safety concerns justify providing transportation.¹

Eugene School District 4J has an Oregon Department of Education approved waiver affecting the transport of high school students who live outside the prescribed walking distance. The waiver requires that Eugene School District 4J provides qualified high school students transport when they reside more than 1.5 miles from an LTD bus stop, and in circumstances where safety may be an issue. Such safety issues would be noted in the supplemental plan.

The state reimburses 70% of the approved cost for 4J transportation. The funding rules require that districts provide a Supplemental Plan to be approved by the State Board of Education in order to receive this reimbursement for students who live closer than the prescribed distances to the school. (See Appendix A for text of OAR 581-023-0040) With the passage of HB 3014 in 2023, Oregon school districts may now be reimbursed for the use of “alternate transportation” for getting students to school if included in a Supplemental Plan and with documentation that the reimbursement requested is equal to or less than the previously allowable costs (Sections 1 of ORS 327.003 and Section 2 of ORS 327.043).

Eugene School District 4J (4J)’s most recent Supplemental Plan was approved by the state in 1992. Since the inception of the 1992 Supplemental Plan, school boundaries have changed and busing due to hazards have increased in some locations and decreased in others. In addition, in some locations, 4J is choosing to use crossing guards rather than busing students in the walk zone because of the

¹ OAR 327.006 Definitions for State School Fund distributions. As used in ORS 327.006 to 327.133, 327.348 and 327.731: (C) Any student required to be transported for health or safety reasons, according to supplemental plans from districts that have been approved by the state board identifying students who are required to be transported for health or safety reasons, including special education;
<https://content.govdelivery.com/accounts/ORED/bulletins/2ef295e#:~:text=ORS%20327.043%20When%20district%20required,than%201.5%20miles%20from%20school.>

House Bill 3014: Directs State Board of Education to adopt rules that allow for reimbursement of school district expenses incurred in lieu of transporting students. Prohibits reimbursements that are greater than amount school district would have received if school district had provided transportation. Declares emergency, effective July 1, 2023.

[House Bill 3014](#)

challenges of bus driver shortages and for the benefits accrued through cost savings and the emotional benefit that interacting with the caring adults that are the crossing guards will provide for students served by the supplemental plan and other students using those crosswalks. The cost differential for using crossing guards in specific locations is included in the pages that follow in the description of the hazards at those schools.

Based on the hazards described in this document, approximately 727 students will be eligible for district-provided transportation within the walk boundaries due to hazards. The plan does not include sites that house schools that currently do not have transportation boundaries, such as charter and choice schools.

With the goal of addressing equity issues around transportation and attendance, this plan also provides for a pilot providing temporary (up to three months of) Supplemental Busing on a case by case basis, with Director approval. Such busing would provide a means for students to get to school while the district provides support for resolution of circumstances that challenge students' ability to get to and from school by other means. Equity triggers include race, poverty, language barriers/new arrivals, student or family medical problems and general education director placement. At the end of the pilot, the district will review how many students participated and how the process went.

Methodology

A point system, based upon a format used by other districts throughout the state, was developed to allow objective decision making on roadways throughout our district. This system assigns points to the following hazard criteria as outlined below:

1. SAFETY WALKING ALONG ROAD:

This is the area usable for students to walk on for the road in question. The assumption is that scoring for one side of the street only means that there is no facility or usable space on the other side of the street. If the scoring is for a shoulder, that means there is no sidewalk.

- Raised Sidewalk both sides of street - 0 Points
- Raised sidewalk on one side of street - 1 Point
- Street level sidewalk separated from street with planter strip or parking on both sides of street - 2 Points
- Street level sidewalk separated from street with planter strip or parking on one side of street - 3 Points
- In-street, separated facility on both sides of street - 4 Points
- In-street, separated facility on one side of street - 5 Points
- Shoulder greater than three feet on both sides of street- 6 Points
- Shoulder greater than three feet on one side - 7 Points
- Shoulder 1-3 feet wide on both sides of street - 8 Points
- Shoulder 1-3 feet wide on one side of street - 9 Points
- Shoulder restricted by vegetation, ditches and/or culverts, with no available walk space distance walked shorter than 200 feet - 10 Points
- Shoulder restricted by vegetation, ditches and/or culverts, with no available walk space distance walked greater than 200 feet - 15 Points

2. CROSSING SAFETY

It is important that street crossings are *appropriate and effective* given the street classification. Enhanced crossings include striping, traffic signals, rectangular rapid flashing beacons (RRFB), pedestrian islands, etc. and are contingent on the street classification, volume of traffic and road speed. For example, a major arterial could have a traffic light and striping or it could have a RRFB, island and striping. It would be appropriate for a collector to have striping alone, or striping and a pedestrian island.

- Enhanced crossings every intersection - 0 Points
- Enhanced crossings every eighth of a mile - 1 Points
- Enhanced crossings every quarter of a mile - 4 Points

- Enhanced crossings further than every quarter mile - 5 Points
- *** Arterials receive twice as many points as other road classifications - Double the Points**
- *** Remove 3 points for elementary and 5 for middle if there is a traffic signal controlled crossing on the street in question. Exceptions will be where the number of vehicular turning movements through the school crosswalk exceeds 300 per hour while pedestrians are going to or from school, or when there are 4 or more lanes of traffic.**

3. LCOG CRASH DATA:

The [LCOG Crash Map](#) is reviewed for bicycle or pedestrian crash history within the street segment under review. A single crash could be an indication of a random act, whereas multiple crashes indicates a more systemic problem in that location.

- One crash receives - 1 Point
- Two crashes receives - 3 Points
- Three crashes receives - 7 Points
- Four or more crashes receives - 10 Points

4. SPEED LIMIT:

Using Google Maps or a site visit, posted speed is documented for the segment under review. School zones are not accounted for here, as they are variably adhered to, particularly depending on the type of signage, whether or not they have lights and the speed differential between the school zone and the posted speed limit for the remainder of the street.

- 20 mph - 0 Points
- 25 mph - 1 Point
- 30 mph - 3 Points
- 35 mph - 5 Points
- 40 and greater mph - 7 Points

5. TYPE OF STREET:

Street classifications are found [in this map](#) (also in Appendix B of this report), produced by the City of Eugene. Points vary from 0 to 7. See Appendix B for the road classification map.

Street Classification:

- Major Arterial - 7 Points
- Minor Arterial - 5 Points
- Major Collector- 3 Points
- Neighborhood Collector - 2 Points
- Local - 0 Points

6. ROAD WIDTH, LANES AND PARKING:

Road width is measured as the paved roadway, including bike lanes, shoulders and parking. The number of lanes include travel and continuous dedicated turn lanes in all directions. Bike lanes, cycle tracks and other active transportation facilities are not included in the number of lanes. Points will be awarded as follows:

- Roads without lane markers - 0 Points
- Two lane - 1 Point
- Three lanes - 2 Points
- Four lanes - 3 Points
- Five or more lanes - 4 Points
- *** Add two additional points for width greater than 45 feet.**
- *** On street parking earns one point total for parking on one or both sides of the road, as this impedes visibility.**

7. LIGHTING:

Lack of lighting, or darkness, is a key factor in many severe crashes.

- Streets that lack lighting at intersections or on curves - 3 Points

8. DELAYED EMERGENCY RESPONSE:

Emergency services are likely to arrive at the scene of a crash later in hard to reach areas, potentially impacting outcomes for students involved in a crash. If the score is close, this could be confirmed with police dispatch.

- Harder to reach area with slow response time (according to police dispatch, there are slower response times in SE hills - up Willamette or Donald - Ex: Nectar Way) - 3 Points

9. OTHER CONDITIONS:

The points vary from 1 to 10 with 10 indicating a high risk. This includes specific identifiable items not covered elsewhere on the evaluation, with each item earning one point. For example:

- Lack of school zone or school crossing signs
- Terrain features that impact visibility, like hills and curves
- Unmarked crosswalks across arterials in the walk area
- Secluded or isolated areas
- Heavy commercial traffic in the area
- Non-perpendicular intersections
- Steep grades
- Crossing a waterway
- Crossing train tracks
- Other

Hazard Formula

The hazard threshold is established by adding the median from the hazard criteria, (above) numbers 1 thru 7, to get a score of 27 points, which is used for elementary students to establish a hazard area. For middle and high school students, the hazard threshold is 32 points. (An additional 5 points is allowed for middle and high school students.)

Points from evaluation criteria 8 and 9 are not part of establishing the base for the hazard threshold, as they are more rare, one-off conditions.

See Appendix D for a copy of the worksheet used for the walk zone evaluations or click this [link](#) to the Supplemental Busing Evaluation Spreadsheet.

Future Support for Approved Supplemental Plan

The Transportation department recognizes that changes as large as those in this proposal require a significant amount of support following implementation. To support this Supplemental Plan, the Transportation department, in partnership with the 4J Safe Routes to School program, will provide the following for areas losing Supplemental Busing:

1. A letter to send home encouraging families in the Walk Zone to try active transportation like walking or biking and that includes general recommendations on route selection for active transportation and that shares specific local information like locations of marked crossings.
2. Continued communication with the City of Eugene and Lane County to share our priorities for improvements to the Walk Zones surrounding schools. 4J Safe Routes to School has developed a prioritized list of infrastructure needs focused on both the areas where students currently walk and areas that are deemed hazardous. ([Link](#) to Safe Routes to School Infrastructure Prioritization tool.)
3. Work with schools to ensure proper training and attire for Crossing Guards and to ensure conformity with the standards outlined in the Oregon Department of Education's Traffic Patrol Manual for Schools, [linked here](#).
4. Work with schools to support the Safe Routes to School Program efforts. The goals of the Safe Routes to School program are to promote and facilitate the use of active and shared transportation for the school commute; encourage a healthy and active lifestyle at an early age; facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption and air pollution surrounding schools. This includes support of Walk & Roll to School Days in October and May; Pedestrian and Bicycle Safety Education classes; Learn to Ride a Bike programming; and other related efforts that fall within the 6 "E's" (Engineering, Equity, Engagement, Encouragement, Education and Evaluation.)

List of All 4J Schools with Location and Enrollment

Elementary Schools

Adams Elementary School

Adams Elementary School is located at 950 W. 22nd Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 391 students.

Awbrey Park Elementary School

Awbrey Park Elementary School is located at 158 Spring Creek Drive in Eugene, Oregon serving students grades K-5. The student population is approximately 398 students.

Buena Vista Spanish Immersion Elementary School

Buena Vista Spanish Immersion Elementary School is located at 1500 Queens Way in Eugene, Oregon serving students grades K-5. The student population is approximately 440 students.

Camas Ridge Elementary School

Camas Ridge Elementary School is located at 1150 E. 29th Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 245 students.

Cesar E. Chavez Elementary School

Cesar E. Chavez Elementary School is located at 1510 W. 14th Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 343 students.

Charlemagne French Immersion Elementary School

Charlemagne French Immersion Elementary School is located at 3875 Kincaid Street in Eugene, Oregon serving students grades K-5. The student population is approximately 322 students.

Chinese Language Immersion Program

Chinese Language Immersion Program is located at 2200 Bailey Hill Road in Eugene, Oregon serving students grades K-5. This is a new program and student enrollment is 116.

Edgewood Community Elementary School

Edgewood Community Elementary School is located at 577 E. 46th Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 429 students.

Edison Elementary School

Edison Elementary School is located at 1328 E. 22nd Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 329 students.

Family School (Elementary)

Family School Elementary is located at 1155 Crest Drive in Eugene, Oregon serving students grades K-5. The student population is approximately 106 students.

Gilham Elementary School

Gilham Elementary School is located at 3307 Honeywood Street in Eugene, Oregon serving students grades K-5. The student population is approximately 573 students.

Holt Elementary School

Bertha Holt Elementary School is located at 770 Calvin Street in Eugene, Oregon serving students grades K-5. The student population is approximately 462 students.

Howard Elementary Technology Immersion School

Howard Elementary Technology Immersion School is located at 700 Howard Avenue in Eugene, Oregon serving students grades K-5. The student population is approximately 481 students.

McCornack Elementary School

McCornack Elementary School is located at 1968 Brittany Street in Eugene, Oregon serving students grades K-5. The student population is approximately 307 students.

River Road/El Camino del Rio Elementary School

River Road/El Camino del Rio Elementary School is located at 120 W. Hilliard Lane in Eugene, Oregon serving students grades K-5. The student population is approximately 393 students.

Spring Creek Elementary School

Spring Creek Elementary School is located at 560 Irvington Drive in Eugene, Oregon serving students grades K-5. The student population is approximately 280 students.

Twin Oaks Elementary School

Twin Oaks Elementary School is located at 85916 Bailey Hill Road in Eugene, Oregon serving students grades K-5. The student population is approximately 202 students.

Willagillespie Elementary School

Willagillespie Elementary School is located at 1125 Willagillespie Road in Eugene, Oregon serving students grades K-5. The student population is approximately 452 students.

Yujin Gakuen Japanese Immersion Elementary School

Yujin Gakuen Japanese Immersion Elementary School is located at 850 Howard Avenue in Eugene, Oregon (as of 2023-24) serving students grades K-5. The student population is approximately 245 students.

Fox Hollow Instructional Center

Fox Hollow Instructional Center is located at 5055 Mahalo Drive in Eugene, Oregon serving students grades K-12. The student population is approximately 3 students.

Middle Schools

Arts & Technology Academy

Arts & Technology Academy is located at 1650 W. 22nd Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 389 students.

Cal Young Middle School

Cal Young Middle School is located at 2555 Gilham Road in Eugene, Oregon serving students grades 6-8. The student population is approximately 498 students.

Kelly Middle School

Kelly Middle School is located at 850 Howard Road Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 422 students.

Kennedy Middle School

Kennedy Middle School is located at 2200 Bailey Hill Road in Eugene, Oregon serving students grades 6-8. The student population is approximately 353 students.

Madison Middle School

Madison Middle School is located at 875 Wilkes Drive in Eugene, Oregon serving students grades 6-8. The student population is approximately 407 students.

Monroe Middle School

Monroe Middle School is located at 2800 Bailey Lane in Eugene, Oregon serving students grades 6-8. The student population is approximately 504 students.

Roosevelt Middle School

Roosevelt Middle School is located at 500 E. 24th Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 558 students.

Spencer Butte Middle School

Spencer Butte Middle School is located at 500 E. 43rd Avenue in Eugene, Oregon serving students grades 6-8. The student population is approximately 352 students.

High Schools

Churchill High School

Churchill High School is located at 1850 Bailey Hill Road in Eugene, Oregon serving students grades 9-12. The student population is approximately 1073 students.

Eugene Education Options Program

Eugene Education Options is located at 200 N Monroe Street in Eugene, Oregon serving students grades 9-12. The student population is approximately 71 students.

North Eugene High School

North Eugene High School is located at 200 Silver Lane in Eugene, Oregon serving students grades 9-12. The student population is approximately 1098 students.

Sheldon High School

Sheldon High School is located at 2455 Willakenzie Road in Eugene, Oregon serving students grades 9-12. The student population is approximately 1500 students.

South Eugene High School

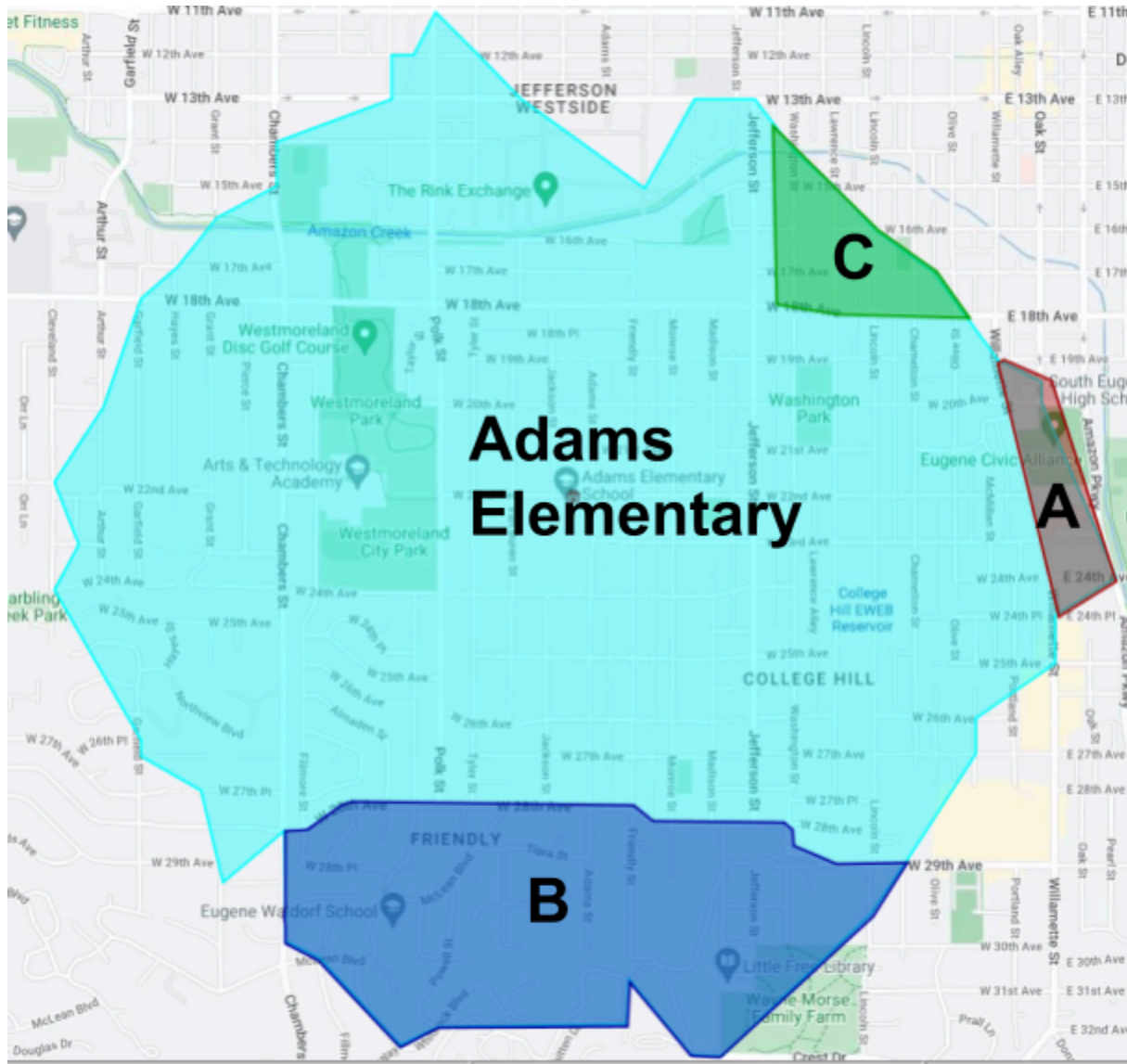
South Eugene High School is located at 400 E. 19th Avenue in Eugene, Oregon serving students grades 9-12. The student population is approximately 1496 students.

Descriptions and Maps of Hazards

Adams Elementary

| | |
|---|-----|
| Total Enrollment: | 391 |
| Approx. Number of Students Affected: | 57 |

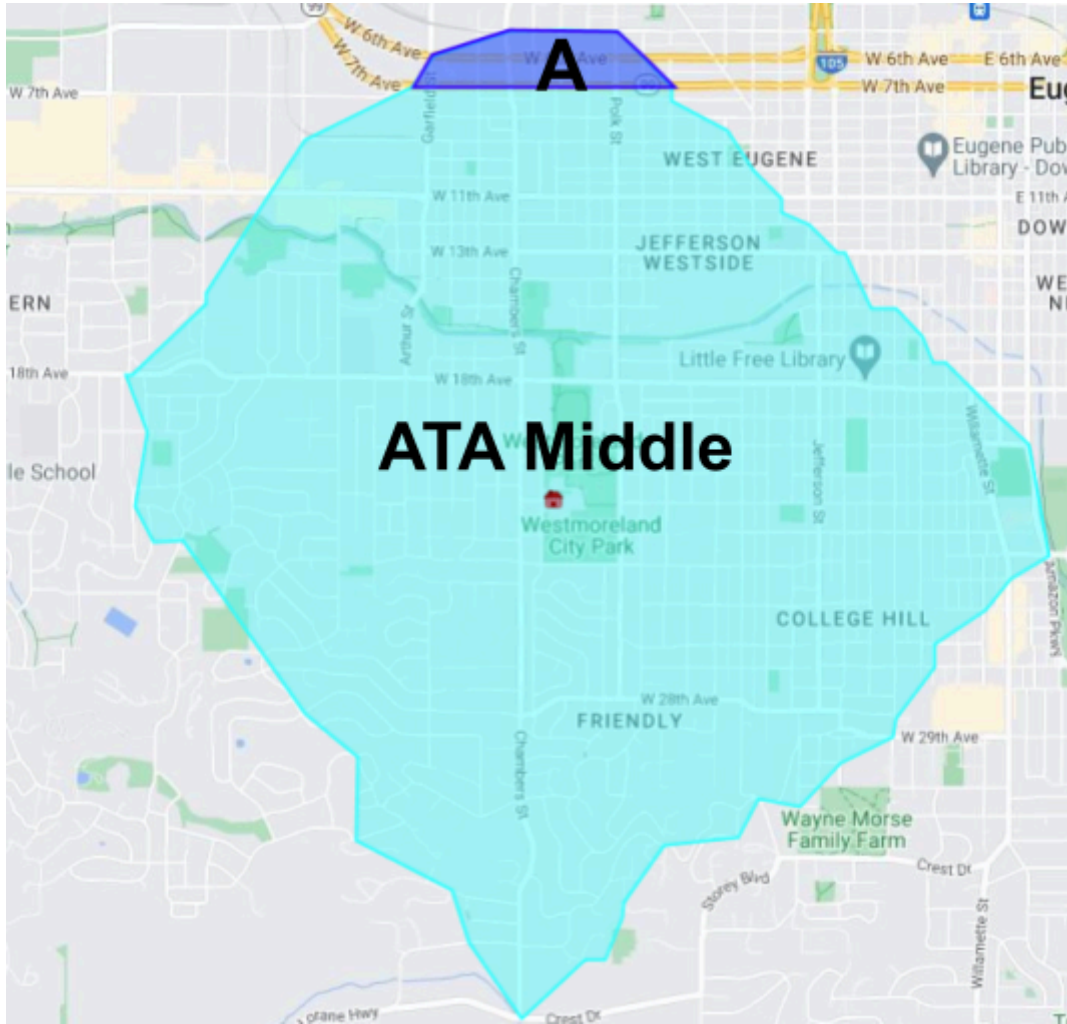
| | |
|--------------------------|---|
| <u>Hazard(s):</u> | |
| Hazard A | Willamette Street between 19th-25th Avenues - arterial, crash history, difficult crossing. |
| Hazard B | W 28th/29 th Avenue between Chambers Street and Lincoln Street (with the exception of Friendly Street to Jefferson Street) - arterial, crash history, crossing safety. |
| Hazard C | 18th Avenue between Willamette Street and Jefferson Street - arterial, crash history, crossing safety. |



Arts and Technology Academy

| | |
|---|-----|
| Total Enrollment: | 389 |
| Approx. Number of Students Affected: | 0 |

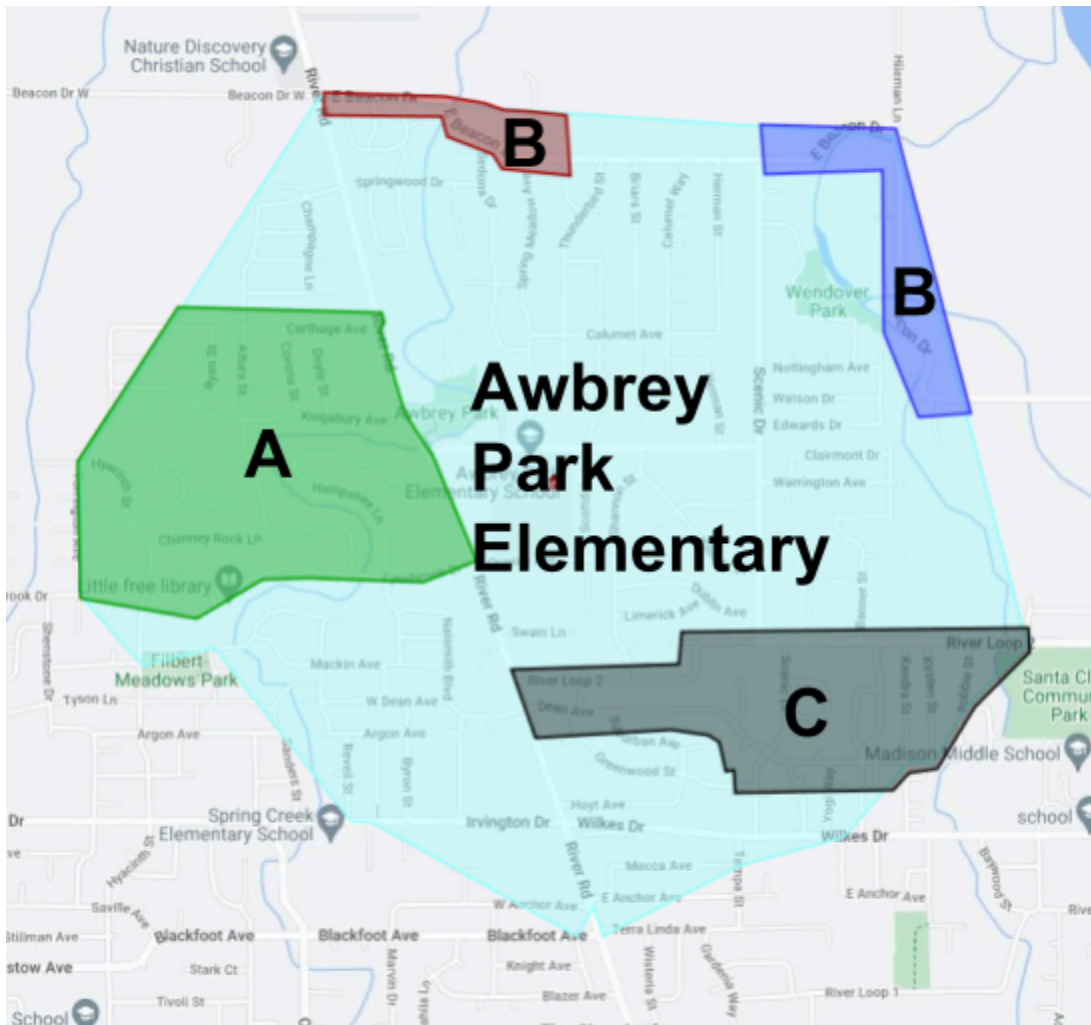
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|-------------------|--|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none">- 6th Avenue between Tyler & Taylor - arterial, crash history, difficult crossing.- 7th Avenue between Chambers Street & Van Buren - arterial, crash history, difficult crossing. |



Awbrey Park Elementary

| | |
|---|-----|
| Total Enrollment: | 440 |
| Approx. Number of Students Affected: | 70 |

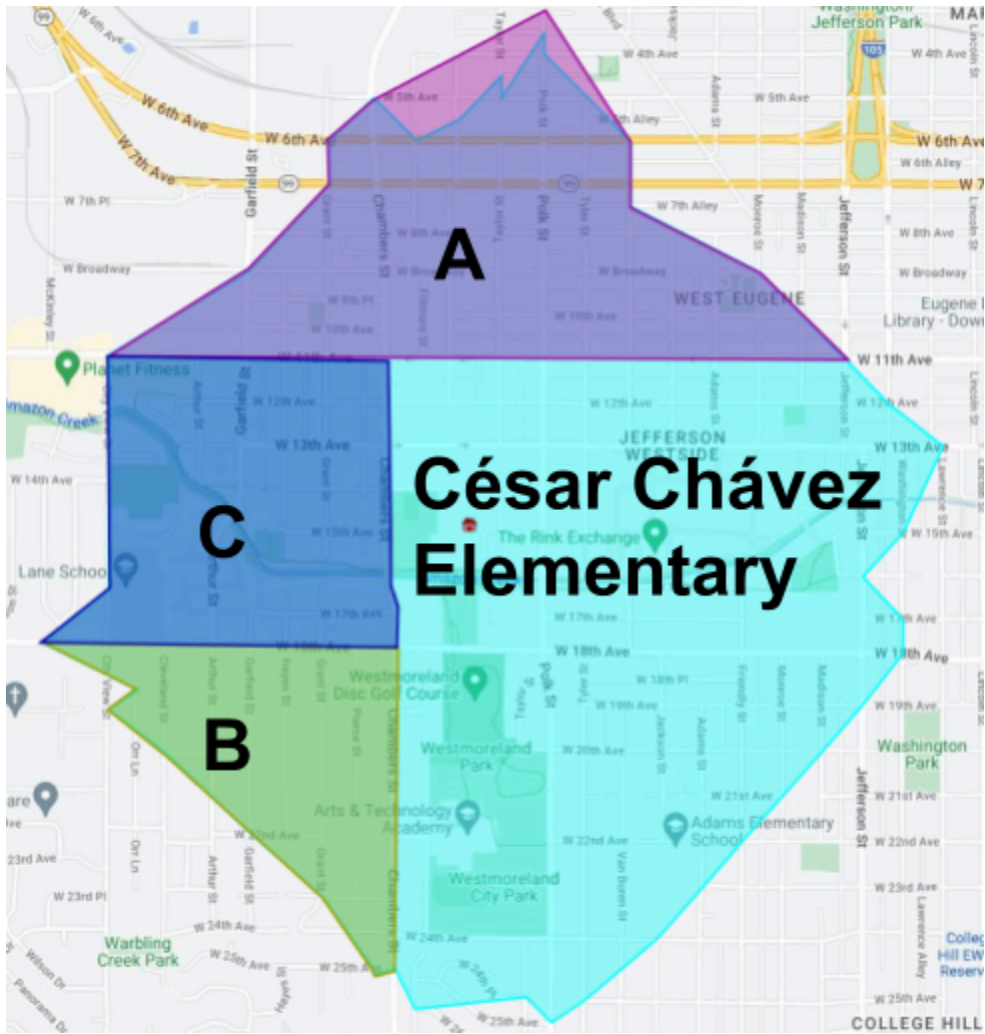
| | |
|-------------------|---|
| Hazard(s): | |
| Hazard A | River Road between Beacon Drive and Blackfoot Avenue - major arterial, crash history, difficult crossing |
| Hazard B | Beacon Drive between River Road & Futura and between Scenic to River Loop 1 - high posted speed, poor sight lines with no available walking or biking space |
| Hazard C | River Lp #2 - high posted speed, limited walking or biking space |



Cesar Chavez Elementary

| | |
|---|-----|
| Total Enrollment: | 343 |
| Approx. Number of Students Affected: | 36 |

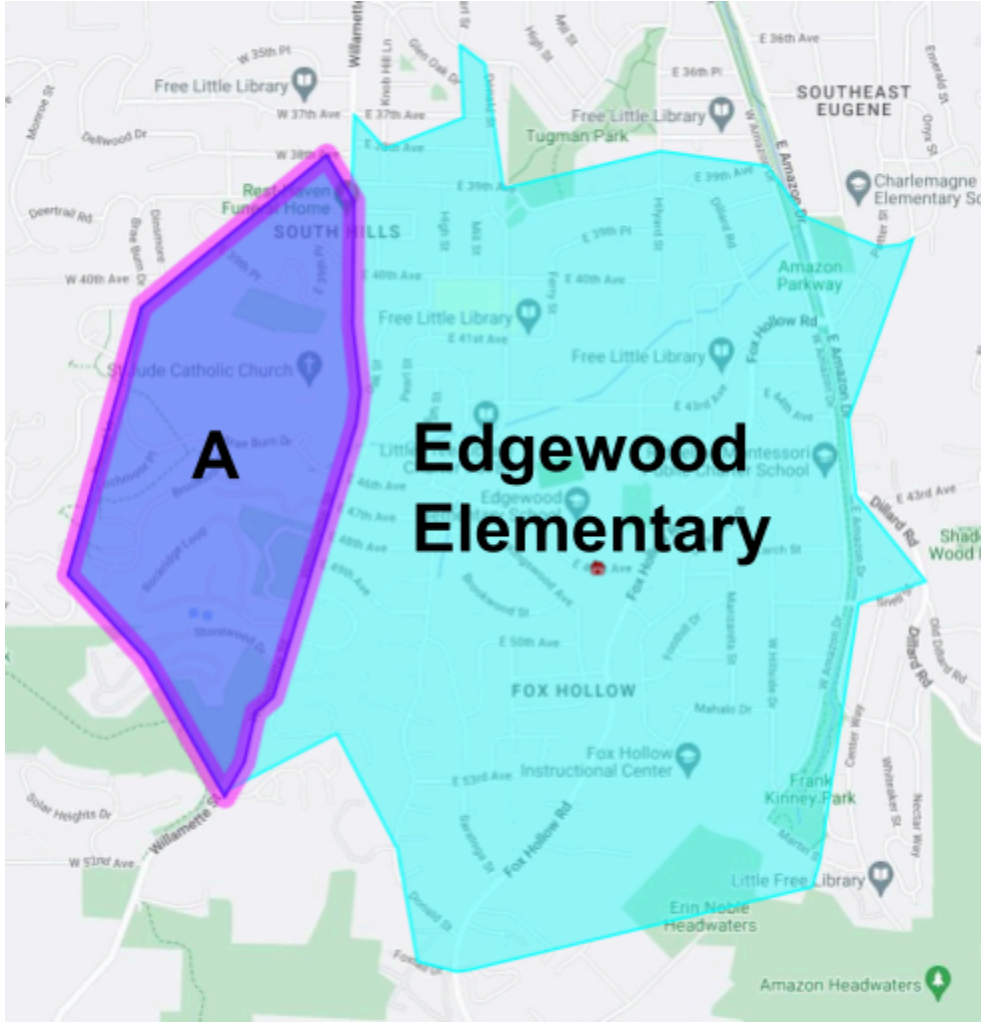
| | |
|-------------------|---|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none"> - 11th Avenue - arterial, difficult crossing, crash history - 7th Avenue - arterial, difficult crossing, crash history - 6th Avenue - arterial, difficult crossing, crash history |
| Hazard B | <ul style="list-style-type: none"> - 18th Avenue between Chambers Street and Hawkins - arterial, difficult crossing, crash history - Chambers between 18th and 25th - arterial, difficult crossing, multiple lanes, crash history |
| Hazard C | <ul style="list-style-type: none"> - Chambers Street between 11th and 18th Avenues - arterial, difficult crossing, multiple lanes, crash history <p>*Use a crossing guard for this location rather than bus. The projected annual cost for busing for this hazard is \$8,392. The cost for 1 hour of crossing guard time/day is projected to be \$4,944.</p> |



Edgewood Elementary

| | |
|---|-----|
| Total Enrollment: | 429 |
| Approx. Number of Students Affected: | 24 |

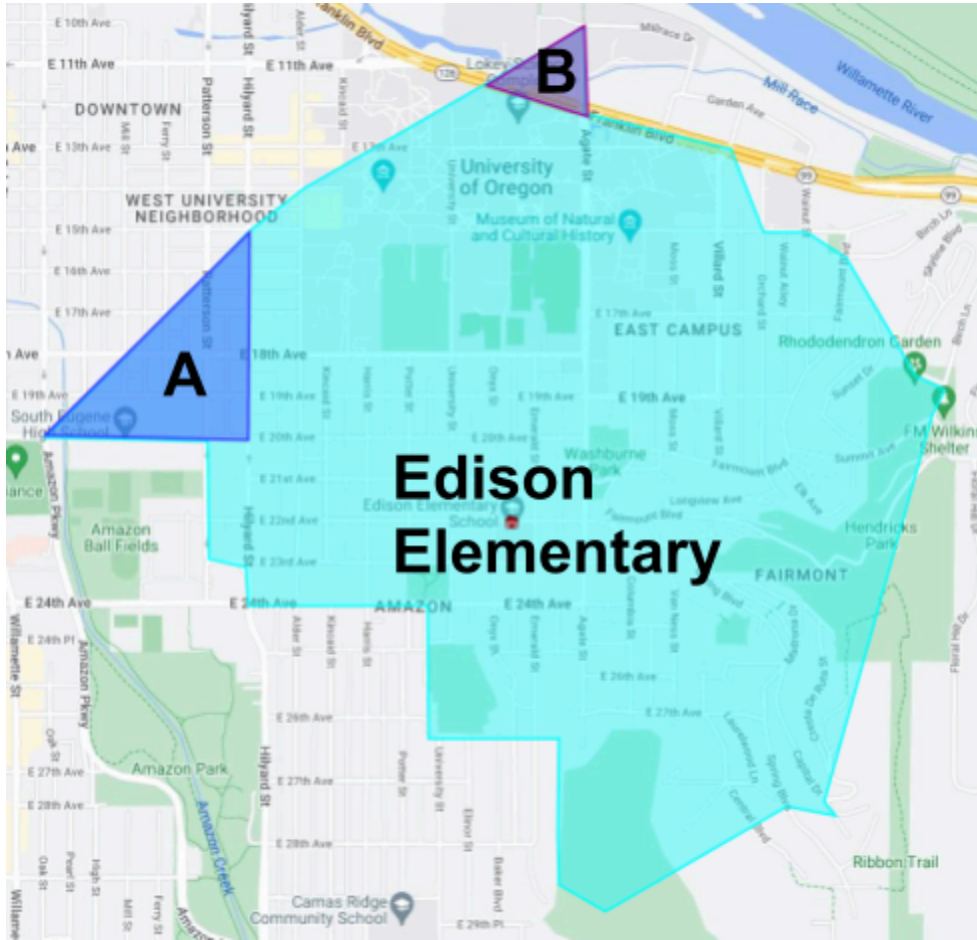
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|-------------------|---|
| Hazard(s): | |
| Hazard A | Willamette Street between 37th Avenue & Spencers Crest - difficult crossing, high posted speed limit, crash history |



Edison Elementary

| | |
|---|-----|
| Total Enrollment: | 329 |
| Approx. Number of Students Affected: | 9 |

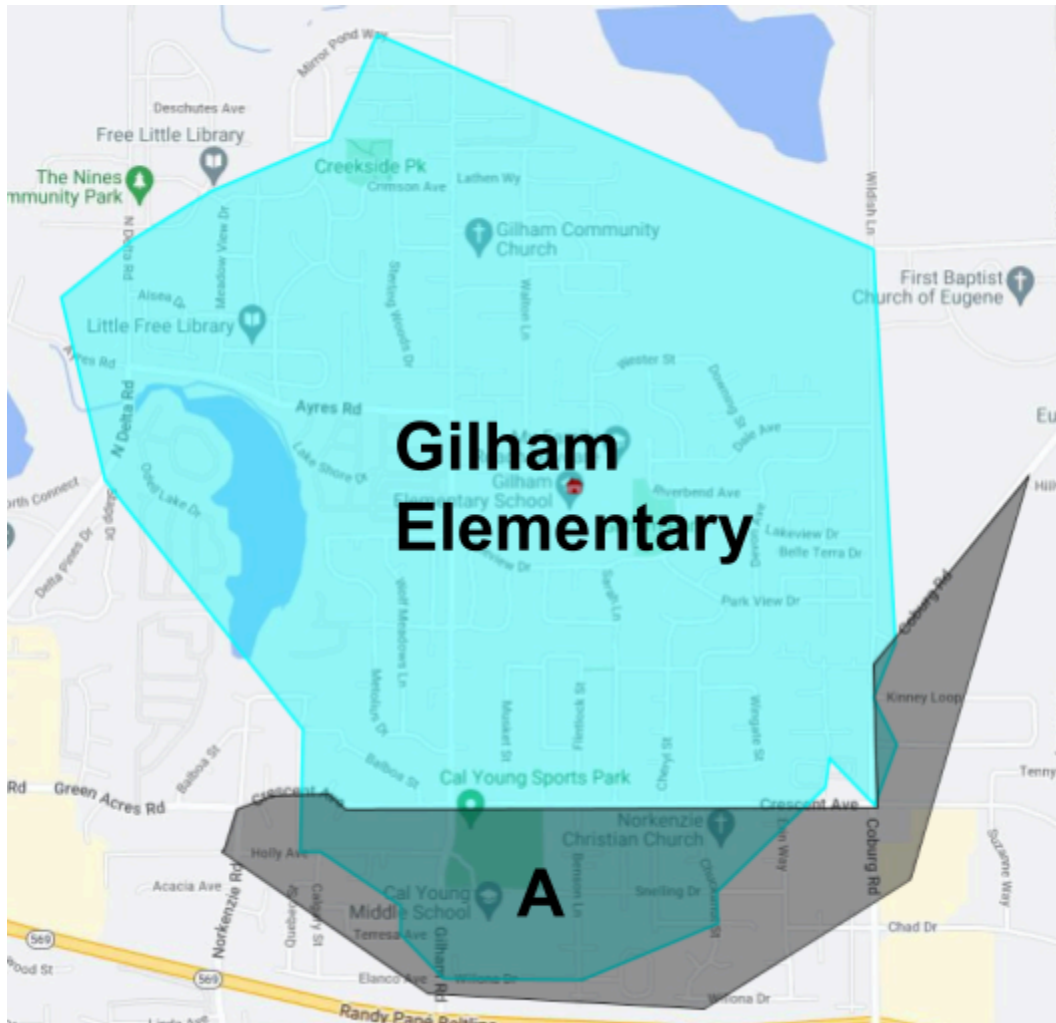
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|-------------------|---|
| Hazard(s): | |
| Hazard A | Hilyard Street between 15th & 20th Avenue - arterial, difficult crossing, crash history |
| Hazard B | Franklin Boulevard between 11th Avenue and Agate Street - arterial, difficult crossing, crash history |



Gilham Elementary

| | |
|---|-----|
| Total Enrollment: | 573 |
| Approx. Number of Students Affected: | 33 |

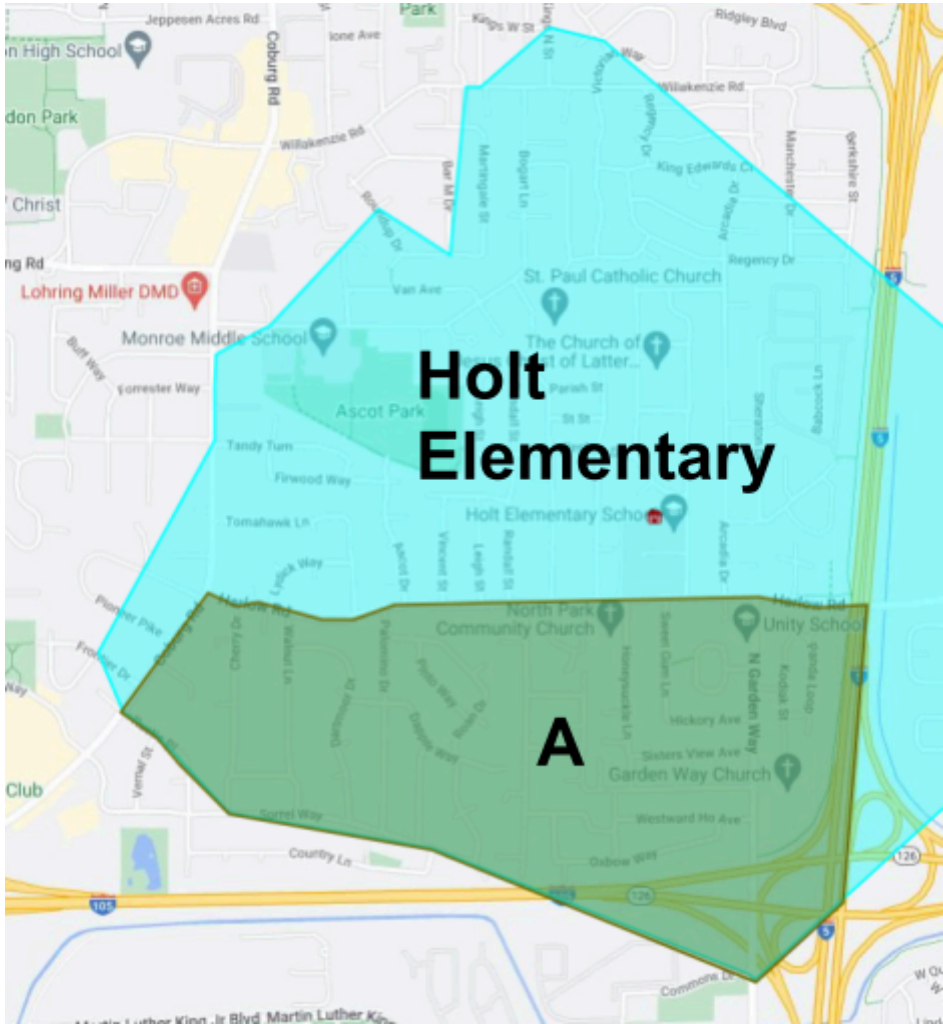
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|-------------------|--|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none"> - Crescent Avenue between Norkenzie Road & Coburg Road - arterial, crash history, difficult crossing - Coburg Road - major arterial, difficult crossing, multiple lanes |



Holt Elementary

| | |
|---|-----|
| Total Enrollment: | 462 |
| Approx. Number of Students Affected: | 75 |

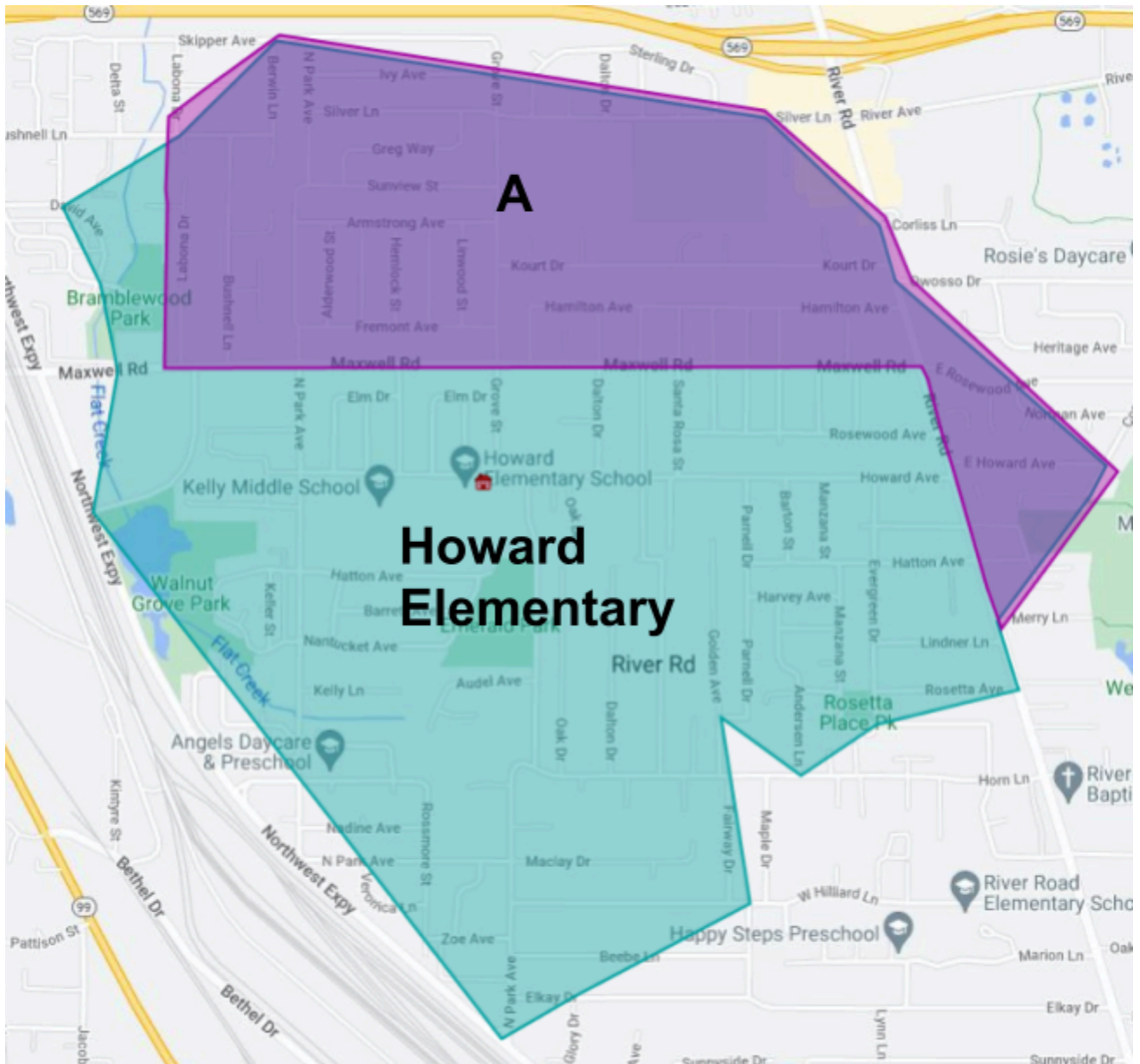
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|-------------------|--|
| Hazard(s): | |
| Hazard A | Harlow Road - arterial, high posted speed, crash history *Use a crossing guard at Harlow and the light between Honeysuckle Lane and Sweet Gum Lane for this location rather than bus. The projected annual cost for busing for this hazard is \$8,392. The cost for 1 hour of crossing guard time/day is projected to be \$4,944. |



Howard Elementary

| | |
|---|-----|
| Total Enrollment: | 481 |
| Approx. Number of Students Affected: | 129 |

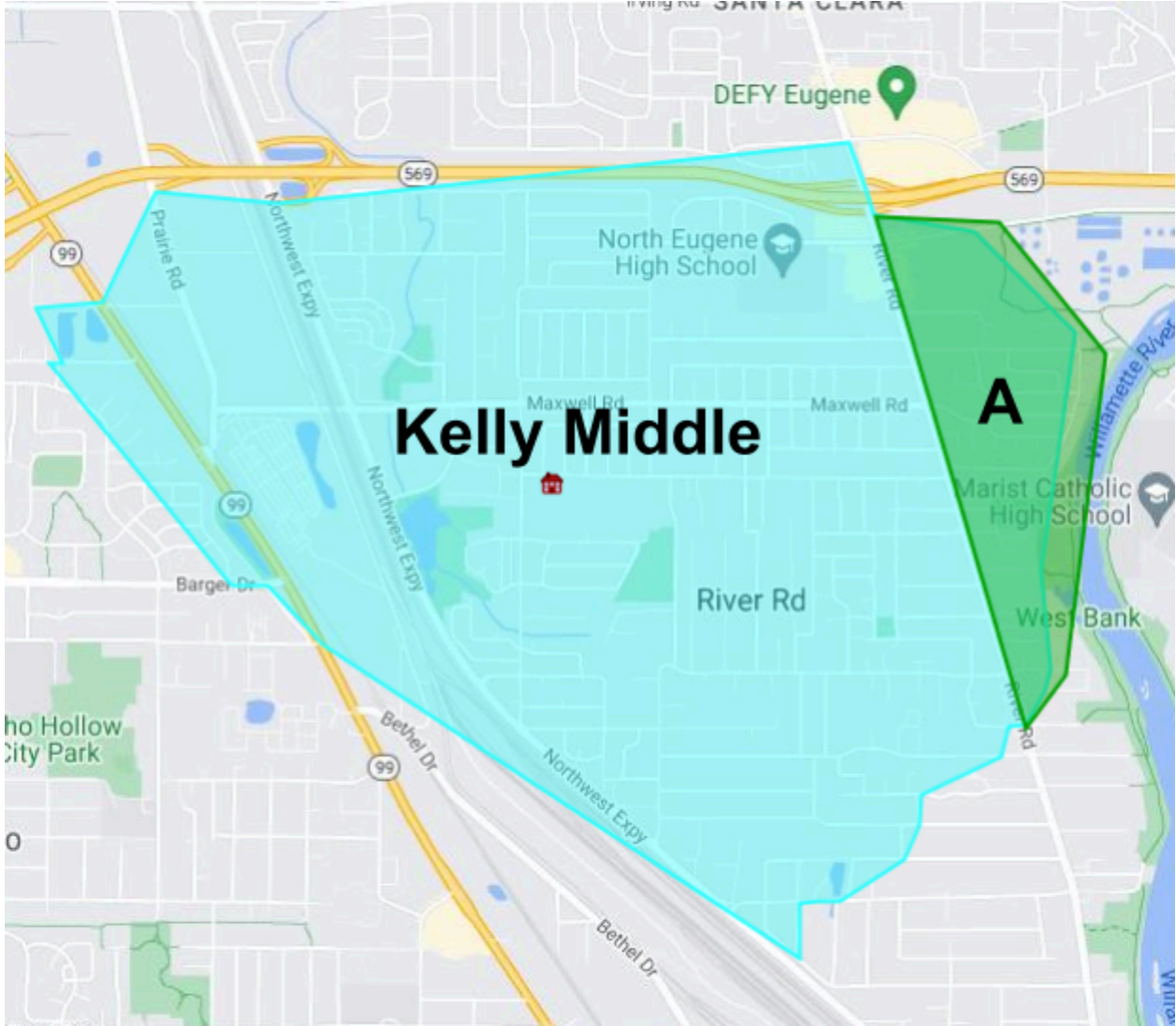
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|-------------------|---|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none">- River Road - major arterial, high posted speed, crash history, difficult crossing- Maxwell Road - arterial, high posted speed, crash history |



Kelly Middle School

| | |
|---|-----|
| Total Enrollment: | 422 |
| Approx. Number of Students Affected: | 28 |

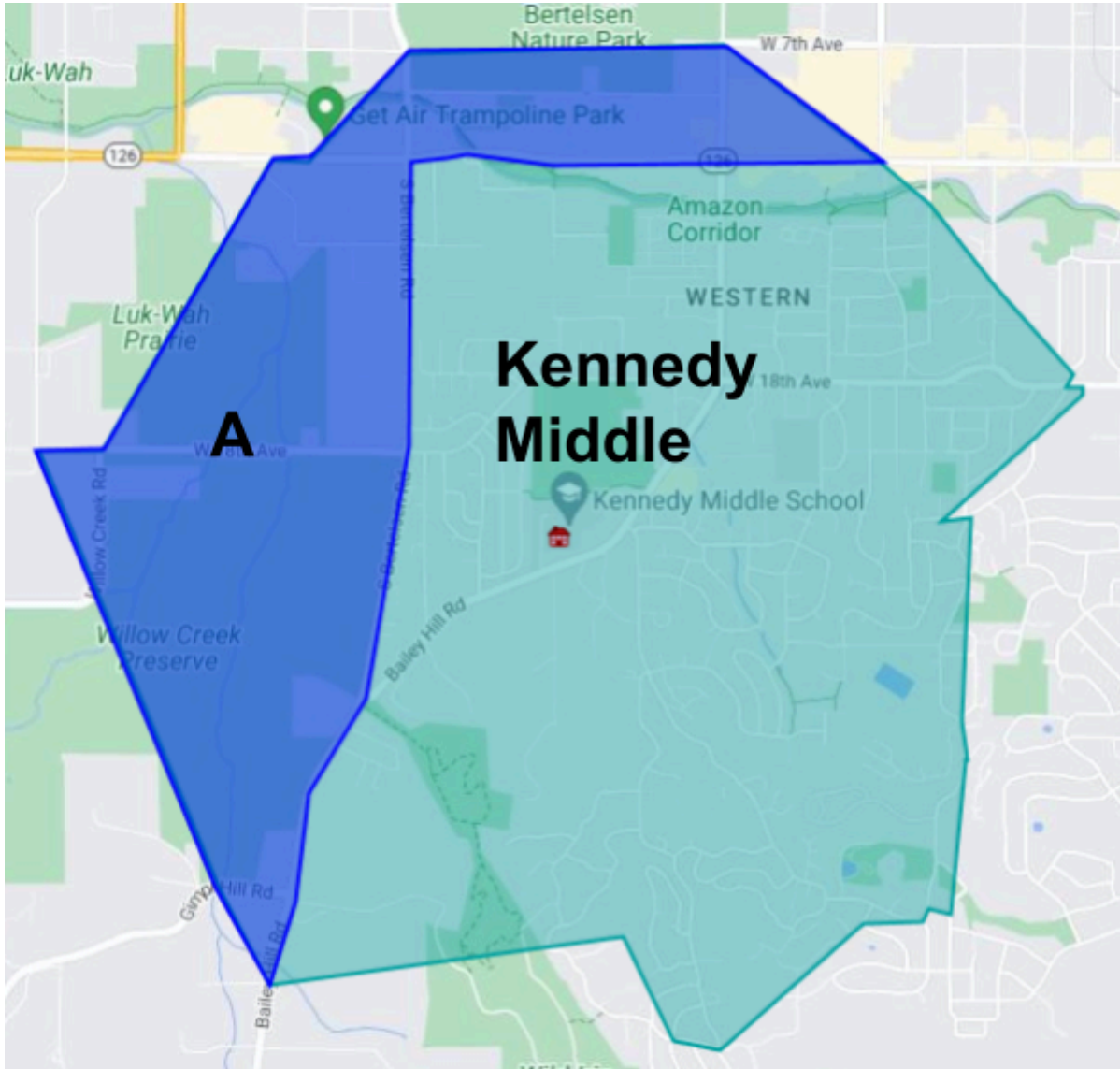
| | |
|-------------------|---|
| Hazard(s): | |
| Hazard A | River Road - major arterial, high posted speed, crash history, difficult crossing |



Kennedy Middle School

| | |
|---|-----|
| Total Enrollment: | 353 |
| Approx. Number of Students Affected: | 13 |

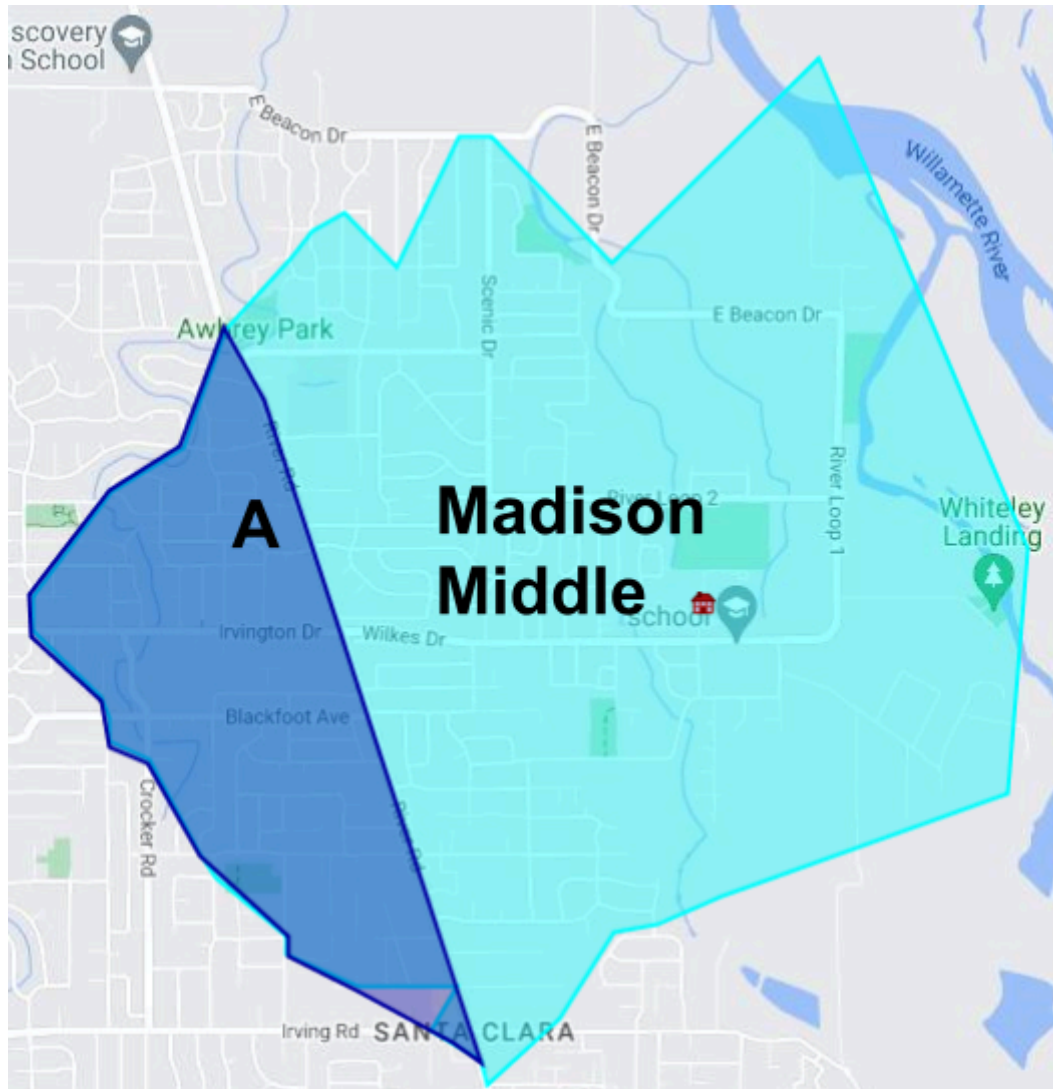
| | |
|-------------------|---|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none"> - Bertleson between Bailey Hill & 18th - arterial, high posted speed, no walking or biking space, difficult crossing - Bailey Hill Road between Bertleson and Klouts - arterial, high posted speed, little walking or biking space, difficult crossing - West 11th Avenue - major arterial, multiple lanes, crash history |



Madison Middle School

| | |
|---|-----|
| Total Enrollment: | 407 |
| Approx. Number of Students Affected: | 44 |

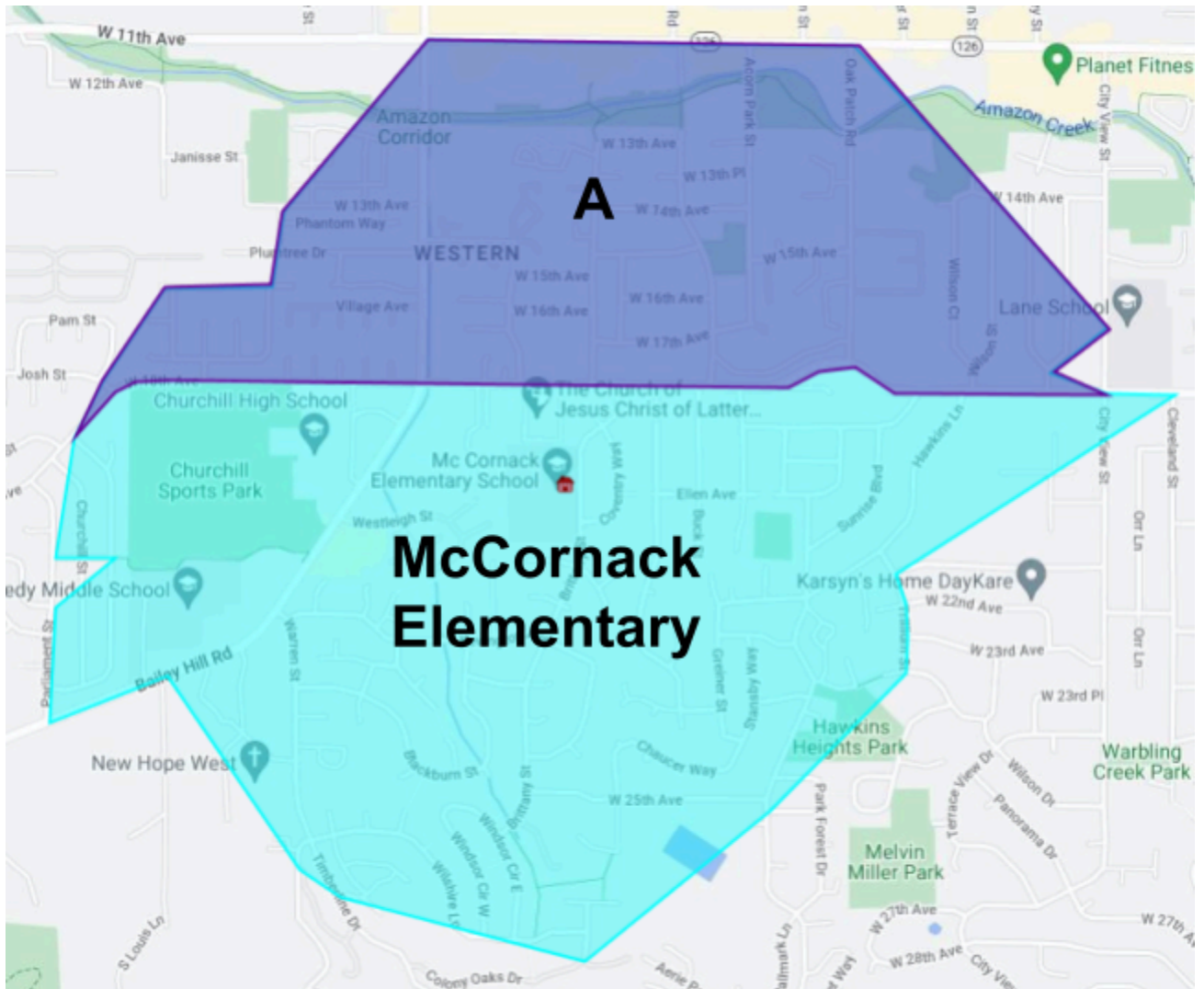
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|-------------------|---|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none">- River Road - major arterial, high posted speed, crash history, difficult crossing- Irving Road - crash history, difficult crossing, high speed |



McCornack Elementary

| | |
|---|-----|
| Total Enrollment: | 307 |
| Approx. Number of Students Affected: | 113 |

| | |
|-------------------|---|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none"> - Bailey Hill Road north of 11th - arterial, high posted speed, crash history, difficult crossing - West 18th Avenue between Bailey Hill Road and Buck Street - arterial, crash history, difficult crossing <p>*Use a crossing guard at 18th and Brittany for this location rather than bus. The projected annual cost for busing is \$6,731. The cost for 1.25 hours of crossing guard time/day is projected to be \$6,180.</p> |



River Road Elementary

| | |
|---|-----|
| Total Enrollment: | 393 |
| Approx. Number of Students Affected: | 20 |

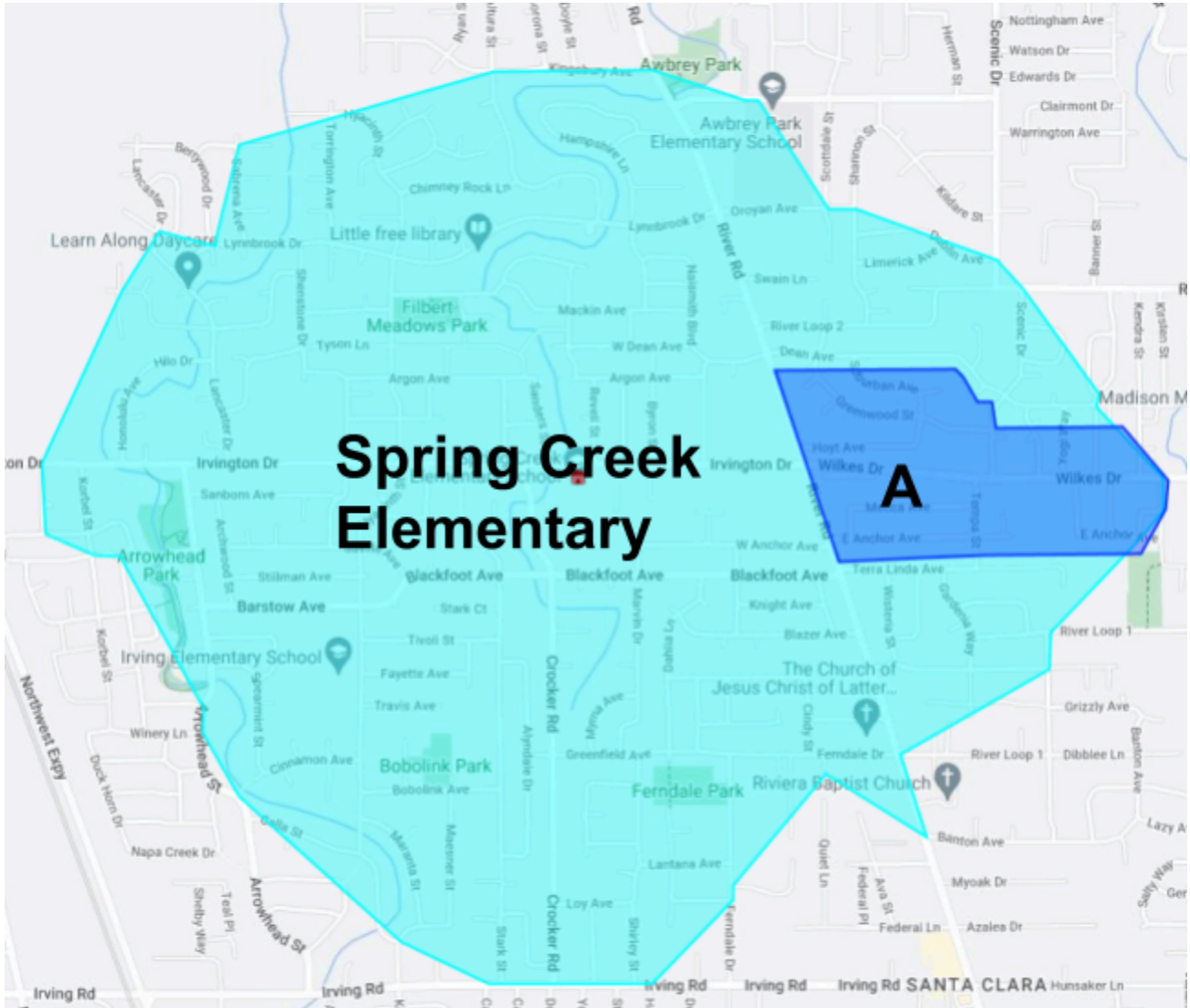
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|-------------------|---|
| Hazard(s): | |
| Hazard A | River Road - major arterial, high posted speed, crash history, difficult crossing |



Spring Creek Elementary

| | |
|---|-----|
| Total Enrollment: | 280 |
| Approx. Number of Students Affected: | 35 |

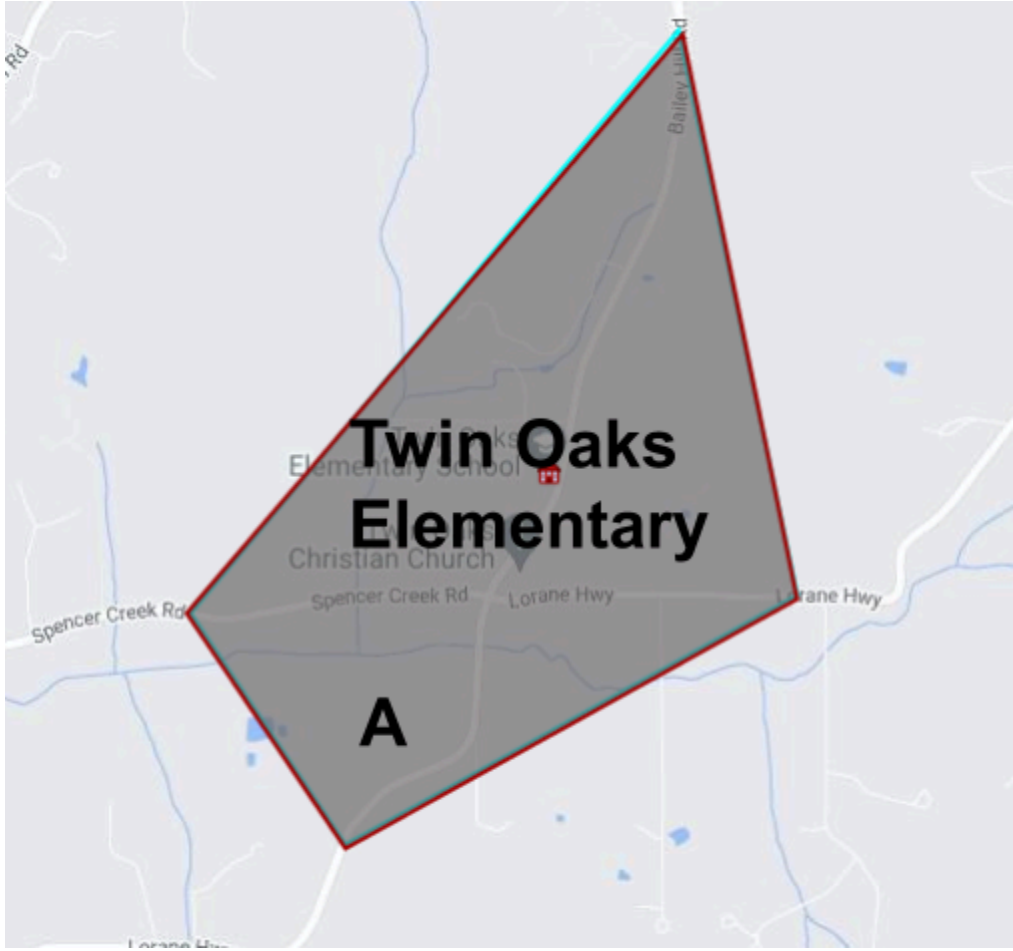
| | |
|-------------------|---|
| Hazard(s): | |
| Hazard A | River Road - major arterial, high posted speed, crash history, difficult crossing |



Twin Oaks Elementary

| | |
|---|-----|
| Total Enrollment: | 202 |
| Approx. Number of Students Affected: | 4 |

| | |
|-------------------|--|
| Hazard(s): | |
| Hazard A | <ul style="list-style-type: none">- Bailey Hill Road - difficult crossing, high speed, no safe walking/biking space- Spencer Creek Road/Lorane Highway - difficult crossing, high speed, no safe walking/biking space |



Equity Informed Temporary Transport Program

4J will pilot an Equity Informed Temporary Transport Program for the school years 2024/25, 2025/26, and 2026/27. During this time 4J will document program use, and evaluate its efficacy regarding attendance and successful transitions away from temporary district provided transportation.

Rational- At times transportation based attendance barriers are identified that otherwise would not normally qualify a student for district provided transportation. When these barriers are identifiable as an equity concern, this program seeks to remove this barrier by providing district transport for up to three months while long-term solutions are sought.

Process and expectations

- Each equity informed transportation plan will be established and evaluated on a case-by-case basis. A serious attendance concern coupled with an equity issue that negatively impacts accessing the educational facility must be demonstrated to utilize this program.
 - Equity considerations may include, but not be limited to: poverty, hate and bias, language barriers/new arrivals, student or family medical problems, and general education director equity informed placements.
- Each equity informed transportation plan will outline a path to resolve the circumstances that challenges the students' ability to get to and from school by other means. District support team and the family will work together to develop and execute this plan.
 - The District support team may include Building administration, Office of Family Support, Safe Routes to School, Transportation, Student Services (SSD), Equity In Academic Advancement Managers, Office of School Choice, and School Safety and Emergency Management.
- All equity informed transportation plans, must be reviewed by, and have the approval of both an Educational Director, and the Director of Transportation. Directors will evaluate equity informed transportation plan proposals in keeping with district values outlined in Board Policies and utilizing the district Equity Decision Making Tool.

Appendix A- General Transportation Guidelines

Code: **EEA**

Adopted: 5/24/04

Eugene School District 4J

Revised/Readopted: 2/26/07;
10/11/10; 9/26/11;
5/14/12; 10/22/12

Orig. Code(s): EEA

Student Transportation Services

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district, for transporting from one school or facility to another, and for approved school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the No Child Left Behind Act of 2001 (NCLBA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Elementary students (grades K-5) who live more than one mile from school will be transported. Secondary students (grades 6-12) who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the transportation supervisor in accordance with OAR 581-023-0040 (1) (c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

¹ School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled.

_____ ²Federal funds means funds available through Title IV, Part A, and Title V, Part A.

³ If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

Student Transportation Services - EEA

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If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and transportation supervisor.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

The school bus driver will be responsible for the school bus at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

⁴ “Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

Student Transportation Services - EEA

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The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

| | | |
|---|--|----------------------------------|
| ORS 327.006 | ORS 815 .055 | OAR 581-053-0031 |
| ORS 327.033 | ORS 815 .080 | OAR 581-053-0040 |
| ORS 327.043 | ORS 820 .100 to-820.190 | OAR 581-053-0053 |
| ORS 332.405 | | OAR 581-053-0060 |
| ORS 332.415 | OAR 581-021-0050 to-0075 | OAR 581-053-0070 |
| ORS 339.240 to-339.250 | OAR 581-022-1530 | OAR 581-053-0210 |
| ORS 343.155 to-343.246 | OAR 581-023-0040 | OAR 581-053-0220 |
| ORS 343 .533 | OAR 581-053-0002 | OAR 581-053-0230 |
| ORS 343 .155 to-343.243 | OAR 581-053-0003 | OAR 581-053-0240 |
| ORS 811 .210 | OAR 581-053-0004 | OAR 735-102-0010 |
| ORS 811 .215 | OAR 581-053-0010 | |

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6315, 7912.

Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

Cross Reference(s):

EEAC - School Bus Safety Program

EEACC - Student Conduct on School Buses

Student Transportation Services - EEA

3-3

Appendix B- 581-023-0040 Approved Transportation Costs

581-023-0040

Approved Transportation Costs for Payments from the State School Fund

(1) Definitions for the purpose of this rule:

(a) “Elementary School Student” means, notwithstanding any other OAR or statute, pupils attending a school offering only an elementary curriculum, any combination of grades K through 8;

(b) “Secondary School Student” means, notwithstanding any other OAR or statute, pupils attending a school offering any secondary curriculum for grades 9, 10, 11, or 12. Additionally, all students attending a school designated by the local school board through board action as a junior high school or middle school may be considered secondary students;

(c) “Local School Board” means, notwithstanding any other OAR or statute, the local school board for the district in which the student’s legal residence is physically located. Local school boards are not required to provide transportation for students who have requested and received approval to attend a school other than that designated by the local school board for students living in their specified attendance area;

(d) “Manufacturer’s Rated Capacity” means the number of students to be used in the calculations specified in paragraph (5)(n)(B) of this rule and described below:

(A) Buses transporting only elementary students will have a passenger capacity as stated on the manufacturer’s identification plate;

(B) Buses transporting only high school students, grades 9 through 12 will have a passenger capacity based on two students for each 39 inch bus seat;

(C) Buses transporting mixed groups from grades K–12 (in any combination) or groups of only junior high or middle school students will have a passenger capacity based on 2.5 students for each 39-inch bus seat.

“EXAMPLE: A bus with a manufacturer’s passenger capacity stated on the identification plate of 72 would have the following ratings: elementary — 72, high school only — 48, mixed groups — 60, middle school and junior high school — 60.”

(e) “Mile(s) from School” means the distance a student lives from school, measured from the closest, reasonable, and prudent point between the school property identified by the local board for that pupil’s attendance and the property where the pupil lives. The distance will be measured over the shortest practicable route on maintained public roadways or over existing pedestrian facilities or pedestrian facilities capable of meeting the requirements listed in ORS 332.405(4);

(f) “Patron” means any individual, organization, or entity that is able to use student transportation services except for charter schools (as defined in ORS 338) or a public agency (described in ORS 339.133(4),

ORS 327.527, ORS 327.540 or ORS 327.390) if the school or agency reimburses school districts up to one hundred percent (100%) of incurred transportation costs pursuant to ORS 338.145, 339.133(4), ORS 327.527, ORS 327.540 or 327.390.

(g) "Supplemental Plan" means a plan adopted by local school board resolution identifying groups or categories of students who live within the 1 and 1.5 mile limitations and require transportation based on health or safety reasons, including special education. Supplemental plan approvals may be ordered by the State Board of Education or its designated representatives. The State Board shall have the right of final review of any actions regarding supplemental plans. Appeals will be directed to the State Board for final consideration. The Plan must include the following:

- (A) The approximate number of students to be transported based on the plan;
- (B) The health or safety reasons cited for providing transportation;
- (C) The local board resolution specifying the supplemental plan as submitted; and
- (D) Any additional information or documentation supporting the supplemental plan deemed appropriate locally.

(h) "Alternative Transportation," and "Active Transportation costs" have the definitions given in ORS 327.033.

(i) "Suitable and sufficient" means transportation that is appropriate for a particular student or group of students based on:

- (A) The age of the student;
- (B) The physical or mental capabilities of the student;
- (C) The distance the student is to be transported; and
- (D) The safety of the student to be transported.

(2) Approved transportation costs shall include those costs incurred in transporting pupils to and from instructional programs during the regularly scheduled school term within the limitations specified by ORS 327.006 and 327.033. Approved transportation costs may include costs incurred in transporting students participating in extended school year programs eligible for funding from the State School Fund.

(3) Approved transportation costs shall include those district expenditures associated with:

- (a) Home-to-school transportation of elementary school pupils who live at least one mile from school;
- (b) Home-to-school transportation of secondary school pupils who live at least one and one-half miles from school;

(c) Transportation of pupils between educational facilities either within or across district boundaries, if the facilities are used as part of the regularly-scheduled instructional program approved by the Board;

(d) Transportation of pupils for in-state field trips when such represents an extension of classroom activities for instructional purposes, and shall include out-of-state destinations within 100 miles of the Oregon border;

(e) Transportation of pupils home to school for whom a supplemental plan has been approved by the State Board of Education in addressing safety, health, and special education needs;

(f) Transportation of preschool children in Early Childhood Special Education Services having an Individual Family Service Plan requiring transportation and preschool children receiving Early Intervention Services under the authority of ORS 343.533.

(g) School to home transportation following extended school day instructional programs for:

(A) Elementary school pupils who live at least one mile from school;

(B) Secondary school pupils who live at least one and one-half miles from school.

(h) For the 2020-21 school year, maintaining an adequate level of pupil transportation services while school districts are administering Comprehensive Distance Learning in response to the COVID-19 pandemic.

(4) Approved Alternative Transportation costs:

(a) Include those district expenditures associated with:

(A) The facilitation of Active Transportation for human-powered forms of travel, including walking or bicycling, between home and school for students who live less than three miles from school. These costs may include:

(i) A pedestrian or bicycle group;

(ii) A crossing guard; or

(iii) Staff time required for coordinating active transportation options.

(B) The facilitation of Public Transportation between home and school for secondary school students. This may include staff time required for coordinating public transportation options.

(b) Require that new positions or extra duty opportunities created as a result of the implementation of Alternative Transportation will be direct employees of the school district.

(c) Do not include costs for transportation that is subcontracted by a school district to a private transportation provider.

(5) Approved transportation costs shall exclude those district expenditures associated with transportation for the following unless the school program is required under provisions of the Individuals with Disabilities Education Act, ORS 343.533 or 339.010 through 339.090 and 339.250:

- (a) Pupils living within the limits prescribed in ORS 327.006(2) for whom no supplemental plan has been approved by the State Board;
 - (b) Activity trips other than for instructional purposes;
 - (c) Athletic trips;
 - (d) School lunch purposes;
 - (e) Summer school;
 - (f) Adult education;
 - (g) Evening school;
 - (h) Preschool and/or nursery school;
 - (i) Board and room in lieu of transportation associated with field trips;
 - (j) Transportation facility and staff costs other than those directly related to approved pupil transportation activities.
- (6) The computation shall be made as follows:
- (a) Pupil Transportation Salaries;
 - (b) Pupil Transportation Supplies, Equipment, Repairs, and Maintenance;
 - (c) All contracted Transportation;
 - (d) Travel of Pupil Transportation Personnel;
 - (e) Employee Benefits on Pupil Transportation Salaries;
 - (f) Pupil Transportation Insurance;
 - (g) Payments in Lieu of Transportation;
 - (h) Other Expenses of Pupil Transportation;
 - (i) Payments to Other Districts for Pupil Transportation;
 - (j) Leases and Rentals;
 - (k) Depreciation:
 - (A) Depreciation of Garage, but this shall not include land;
 - (B) Depreciation of Buses that are used at least 50% for reimbursable mileage.

(C) Shall include the costs to the district to retrofit, repower, or to replace as defined in ORS 468A.795, school buses for the purpose of reducing or eliminating diesel engine emissions. These costs:

(i) Shall not include the costs paid with moneys received from the state by a school district from the Clean Diesel Engine Fund that are described in 468A.801 (2)(a); and

(ii) Shall include costs to paid with moneys received from the state as allowed by the Environmental Mitigation Trust Agreement as defined in ORS 468A.801 (2)(c).

(l) Total of subsections (5)(a) through (k) of this rule;

(m) Deduct (if cost is included in detail above):

(A) Payments Received from Other Districts and from Patrons for reimbursable transportation;

(B) Non-reimbursable Transportation Costs:

(i) For 2021 – 22:

(I) Number of miles at \$2.86 Per mile for all school buses and school activity vehicles having a manufacturers designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.43 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(ii) For 2022 – 23:

(I) Number of miles at \$2.96 Per mile for all school buses and school activity vehicles having a manufacturers designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.49 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(iii) For 2023 – 24:

(I) Number of miles at \$3.18 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.60 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(iv) For 2024 – 25:

(I) Number of miles at \$3.29 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of greater than 20 persons including the driver, or

(II) Number of miles at \$1.65 per mile for all school buses and school activity vehicles having a manufacturers' designed passenger capacity of 20 or less including the driver.

(v)(I) Those local school board certified marginal costs attributable to services provided to students who are not eligible for home-to-school transportation under section 3, calculated and documented as follows: Documentation maintained by local district shall include: bus and route identification, school(s) being served, number of eligible students on board, number of ineligible students on board;

(II) Calculation of marginal costs shall be as follows: District Cost Per Mile of bus operation divided by the total number of students transported on each bus to derive an average cost per student. The cost per student multiplied by the number of ineligible students and the number of miles transported provides the amount for deduction. Example: Cost per student = district cost per bus mile - number of students on bus; Total Deduction = cost per student x ineligible students x number of miles transported.

(III) No deduction will be made for transportation inside prescribed limits if the local board certifies student demographics would require student bus rides to or from school of more than one hour if the bus is routed in a manner making it accessible to the number of eligible students living outside the prescribed mileage limit equal to 130 percent of the bus manufacturer's rated capacity; or

(IV) The local school board certifies that buses are routed in a manner to serve at least the number of eligible students living outside the prescribed mileage limits equal to 130 percent of the bus manufacturer's rated passenger capacity; and

(V) In either of the aforementioned situations, no additional costs have been incurred by the district for the identified service.

(C) State and Federal Receipts for Transportation, except those apportioned under ORS 327.006 or third party Medicaid payments for transportation, if used to support expenditures in subsections (5)(a) through (l) of this rule;

(D) Rental or Lease Payments from Private Contractors;

(E) The percentage of transportation facility depreciation commensurate with the percentage of the total district fleet value based upon purchase price (see subsection (6)(k) of this rule) represented by non-pupil transportation equipment. Examples of nonpupil transportation equipment would include the following: lawnmowers, tractors, backhoes, trucks, pickups, cars, trailers, snow blowers, etc.

(n) Total Deductions ((5)(m)(A)+(m)(B)+(m)(C)+(m)(D)+ (m)(E));

(o) Approved Cost ((5)(l) minus (5)(n)).

(7) In the above computation, the following definitions apply:

(a) Pupil Transportation Salaries. Salaries and wages paid school bus drivers, assistants to driver, and that portion of salaries paid mechanics and other bus maintenance employees, supervisors of transportation, secretarial and clerical assistants, and persons assigned transportation oversight and coordination responsibilities attributable to the transportation program and documented through position descriptions and payroll records. No school district General Administration salaries may be included in this area;

(b) Pupil Transportation Supplies, Equipment, Repairs, and Maintenance. Costs of fuel, oil, lubricants, tires, tire repair, batteries, vehicle diagnosis and repair equipment identified as capital expenditures in the "Program Budget Manual," vehicle repair parts and supplies, repair of vehicles by other than the school district, garage maintenance and operation, and garage equipment repair and maintenance;

(c) All Contracted Transportation. Payments to parents and independent public or private contractors for transporting pupils from home to school, between educational facilities and for non-reimbursable activities enumerated in paragraph (6)(l)(B) of this rule; and fares to public carriers for transporting pupils from home to school and between educational facilities:

(A) If a district retains ownership of buses and garages and contracts for the operation of the transportation system with provision in the contract for lease or rental of the buses and garages, the contracted transportation cost shown should reflect the gross bid including the lease or rental payment. The lease or rental payment shall be deducted in the computation as reported in paragraph (5)(n)(D) of this rule;

(B) If the district retains ownership of buses and garages and participates in a transportation cooperative or consortium through an intergovernmental agreement, depreciation apportionment provided under ORS 327.033 will be disbursed directly to the district. No depreciation component is approved for cooperative-owned buses or garages.

(d) Travel of Pupil Transportation Personnel. Meals, lodging, mileage, per diem and other travel expenses of pupil transportation personnel, and private car mileage if paid to bus drivers for travel to and from the point where school bus is parked if other than the central garage. The same travel expenses plus tuition or registration are included for attendance at Department of Education sponsored or presented pupil transportation training programs and seminars;

(e) Employee Benefits on Pupil Transportation Salaries. The district's contributions for employee benefits including social security and retirement, employee health insurance, workers' compensation, and unemployment insurance;

(f) Pupil Transportation Insurance. Payments for public liability and property damage, medical care, collision, fire and theft, and insurance on garages and shops;

(g) Payments in Lieu of Transportation. Payments for pupils' board and room in lieu of transportation, consistent with ORS 332.405(2);

(h) Other Expenses of Pupil Transportation. District-paid fees for school bus drivers' physical examinations; interest on bus or garage contracts payable including lease-purchase agreements if capitalized (see subsection (6)(k) of this rule);

(i) Payments to Other In-State or Out-of-State Districts for Transportation. Payments to other districts for approved pupil transportation costs;

(j) Leases and Rentals. Rental or lease payments for the use of land or buildings used for approved pupil transportation. Rental or lease payments for buses operated by district personnel for approved pupil transportation.

“NOTE: Only those leases which do not contain an option to purchase or application of rentals to purchase should be included in subsection (5)(j) of this rule. See subsection (6)(k) of this rule as to the proper treatment of other lease-purchase agreements.”

(k) Depreciation. For purposes of computing depreciation, capitalized cost is defined to include the unit cost of the asset, exclusive of interest, for such assets purchased outright, by conventional contract, or by lease-purchase agreement if such agreement contains any provision to acquire ownership at the end of the agreement by application of a portion of the rentals paid or a terminal payment. The computation of the capitalized cost and the depreciation shall be according to the following:

(A) Portions of Garages and Other Buildings Used for Approved Pupil Transportation:

(i) Outright purchase (including purchase by conventional contract). For each outright purchase or purchase by conventional contract, each district shall report to the Oregon Department of Education, on the forms provided, the unit cost of the garage or other building purchased and the dollar amount of interest payments associated with such purchase. The purchase of land shall not be included in the Garage Depreciation. The capitalized value shall represent the unit cost, exclusive of interest. Depreciation shall be computed at an annual rate of four percent;

(ii) Lease-purchase agreements. For each lease-purchase agreement, the district shall report to the Oregon Department of Education, on the forms provided, the dollar amount of the agreement, the interest payments contained in the agreement, and the schedule of such interest payments contained in the agreement. Land shall not be included in the lease purchase agreement for the purpose of reimbursement. Subsequent to July 1, 1975, the capitalized value shall represent the lease-purchase price less any interest payments contained in the agreement. Depreciation shall be computed at an annual rate of four percent.

(B) Buses and Other Vehicles Used for Approved Pupil Transportation:

(i) Outright purchase (including purchase by conventional contract). For each outright purchase or purchase by conventional contract, each district shall report to the Oregon Department of Education, on the forms provided, the unit cost of the vehicle(s) purchased and the dollar amount of interest payments associated with such purchase. The capitalized value shall represent the unit cost, exclusive of interest. Depreciation shall be computed at an annual rate of ten percent;

(ii) Lease-purchase agreements. For each lease-purchase agreement, the district shall report to the Oregon Department of Education, on the forms provided, the dollar amount of the agreement, any applicable trade-in value, the dollar amounts of interest payments contained in the agreement, and the schedule of such interest payments contained in the agreement. The capitalized value of the vehicles shall represent the lease-purchase price including the trade-in allowance less interest payments contained in the agreement. Depreciation shall be computed at an annual rate of ten percent;

(iii) Lease agreements. If the district is leasing its buses under a lease agreement, the district shall report the annual lease cost. A lease agreement as used in this paragraph means an agreement whereby the lessor retains title to the buses being leased to the lessee school district and the title to the buses is never received by the lessee. Under such a lease agreement, the use of the buses by the lessee is limited by the term of the lease. If there is an auxiliary agreement either written or oral whereby at the end of the lease term, the title of the buses shall pass to the lessee school district, the agreement is not a lease

agreement as described in this paragraph but is a lease-purchase agreement as outlined in subparagraph (ii) of this paragraph. The lease payment made by a school district obtaining the use of buses pursuant to a lease as defined in this paragraph shall be used in the computation of the reimbursement in place of the depreciation set forth in subparagraphs (i) and (ii) of this paragraph.

(C) Deductions:

(i) Payments Received from Other Districts and from Patrons. Money received from other school districts, parents, guardians, or students for transportation if paid in support of expenditures listed in subsections (5)(a) through (l) of this rule;

(ii) Nonreimbursable Transportation Costs. Actual bus mileage of excludable trips shall include the actual mileage in district owned or contracted buses for transportation for activity trips, athletic trips, school lunch purposes, summer school, adult education, evening school, nursery school, and any other nonreimbursable purposes. Such mileage shall be deducted at the rate indicated in subsection (5)(m)(B) of this rule. The rate of deduction may be reviewed periodically by the State Board of Education and adjusted accordingly;

(iii) State and Federal Receipts for Transportation. All state and federal receipts for transportation expenditures, exclusive of funds apportioned under ORS 327.006 and 327.033, that have been included in subsection (5)(a) through (l) of this rule;

(iv) Rental or Lease Payments from Private Contractors. Payments received from private contractors for the use of district owned buses and garages in the operation of the pupil transportation system by the private contractor. This item must be shown as Revenue Code 1930 in the school district audit and the gross payments to the contractor must be included in subsection (5)(c) of this rule.

(8) Each district shall maintain a record, by purpose, of total pupil transportation miles and shall submit a report of such to the Oregon Department of Education on the form provided. The accuracy of such records shall be certified by the district clerk.

(9) If an education service district offers a special service under the provisions of section (4) of ORS 334.175, including home-to-school transportation that would qualify for reimbursement under the provisions of ORS 327.006 if provided by a local school district, the following procedure in crediting the transportation expenditure to the local district may be employed:

(a) The education service district shall compute approved home-to-school transportation costs as provided in section (4) of this rule;

(b) The approved costs so determined shall be billed to and paid by each of the local school districts. The expenditure shall be accounted for by the local district as a transportation expenditure paid to another education agency;

(c) The audited district expenditure shall be recognized by the State Superintendent of Public Instruction in computing the local district's entitlement under ORS 327.006;

(d) If the education service district reimburses the local district the difference between that portion billed and that paid under ORS 327.006, such reimbursement — if derived from property tax sources by

education service district resolution — shall not be deducted by the state in determining the local district's approved costs. The local district shall account for the education service district reimbursement as other general receipts are accounted for from the education service district.

(10) For purposes of computing board and room entitlement for a district operating a dormitory under provisions of ORS 327.006, the state assumes responsibility for its proportionate share of costs associated with the provision of food, facilities, staff, operation, and maintenance necessary to provide students with safe and healthy living conditions. The state does not assume responsibility for costs associated with recreation or entertainment of students. The approved cost against which the computation is made for state liability shall not exceed the limit stated in ORS 332.405. In addition, the state will assume its proportionate share of the cost of field trips as defined in subsection (3)(c) of this rule.

(11) The computation of approved expenditures for board and room entitlement shall be made as follows:

(a) Salaries;

(b) Operation:

(A) Utilities;

(B) Supplies;

(C) Other Operational Costs.

(c) Maintenance:

(A) Upkeep;

(B) Replacement.

(d) Fixed Charges:

(A) Employee Benefits;

(B) Other Fixed Charges.

(e) Food;

(f) Operation of Buses and Other Vehicles — Supplies, Repairs and Maintenance;

(g) Depreciation:

(A) Dormitory;

(B) Buses and Other Vehicles.

(h) Total Expenditures (Sum of subsections (10)(a) through (g) of this rule));

(i) Deductions (subtract if cost is included in cost above):

(A) Payments Received from Other Districts and from Patrons;

(B) Nonreimbursable Transportation Costs as indicated in subsection (5)(m)(B) of this rule;

(C) State and Federal Receipts for Transportation, except those apportioned under ORS 327.006, 327.033, or third party Medicaid payments, if used to support expenditures in subsections (10)(a) through (g) of this rule;

(D) Federal School Lunch, Breakfast, and Milk Reimbursements;

(E) Sales of Food.

(j) Total Deductions (sum (10)(i)(A) + (i)(B) + (i)(C) + (i)(D) + (i)(E));

(k) Approved Cost ((10)(h) minus (10)(j) of this rule).

(12) The items included in the board and room entitlement computation are defined as follows:

(a) Salaries. Salaries and wages paid dormitory personnel, including the dormitory manager, cooks, custodians, and other personnel directly concerned with operation of the dormitory, and that portion of salaries paid secretarial and clerical assistants and other personnel attributable to the dormitory program;

(b) Operation:

(A) Utilities. Heat for buildings, water and sewage, electricity, telephone, and other utilities necessary for the operation of the dormitory;

(B) Supplies. Custodial supplies, supplies for care of grounds, linens, and other supplies necessary for the operation of the dormitory including food services. Purchase of food is included in subsection (11)(e) of this rule;

(C) Other Operational Costs. Contracted custodial services, window washing, laundry or linen services, etc., necessary for the operation of the dormitory.

(c) Maintenance:

(A) Upkeep. Expenditures associated with maintaining the existing dormitory facilities in a safe, healthy, and efficient condition, including supplies and materials for upkeep of dormitory grounds and the dormitory building. Costs associated with maintenance of recreational or entertainment facilities are excluded;

(B) Replacement of Equipment. Expenditures associated with replacing equipment necessary to the safe, healthy, and efficient operation of the dormitory. Replacement of equipment used for recreational or entertainment purposes are excluded.

(d) Fixed Charges:

(A) Employee Benefits. Expenditures for dormitory employees' benefits including social security and retirement, employee health insurance, workers' compensation, and unemployment insurance;

(B) Other Fixed Charges. Expenditures for property insurance, liability insurance, rental of land and buildings for purposes associated with operation of the dormitory, and other fixed charges directly attributable to operation of the dormitory.

(e) Food. Expenditures for food necessary for the operation of the dormitory;

(f) Operation of Buses and Other Vehicles — Supplies, Repairs, and Maintenance. Expenditures for fuel, oil, lubricants, tires, tire repair, batteries, vehicle repair parts and supplies, repair of vehicles by other than the school district, garage maintenance and operation, and garage equipment repair and maintenance necessary for the operation of buses utilized for purposes stated in section (3) of this rule and of other vehicles necessary for the operation of the dormitory;

(g) Depreciation:

(A) Dormitory. For purposes of computing dormitory depreciation, capitalized cost is defined as the unit cost of the asset (including the cost of original equipment), exclusive of interest, plus the cost of substantial improvements or remodeling. The purchase of land shall not be included. Costs associated with providing recreational or entertainment facilities are not included. Depreciation shall be computed at an annual rate of four percent;

(B) Buses and Other Vehicles. Depreciation for buses used for approved pupil transportation and that portion of other vehicles necessary for operation of the dormitory shall be computed in accordance with the formula and definition stated in paragraph (6)(k)(B) of this rule.

(h) Total. Sum of subsections (10)(a) through (g) of this rule;

(i) Deductions:

(A) Payments Received from Other Districts and from Patrons. Money received from other school districts, parents, guardians, or students for transportation or room and board if paid in support of expenditures listed in subsections (10)(a) through (f) of this rule;

(B) Nonreimbursable Transportation Costs. Costs for nonreimbursable transportation according to the formula and definition stated in paragraph (6)(l)(B) of this rule;

(C) State and Federal Receipts for Transportation. All state and federal receipts for transportation or room and board expenditures exclusive of funds apportioned under ORS 327.006 that have been included in subsections (10)(a) through (f) of this rule;

(D) Federal School Lunch, Breakfast, and Milk Reimbursements. All federal receipts for school lunch, breakfast, and milk expenditures that have been included in subsections (10)(a) through (f) of this rule;

(E) Sales of Food. Money received from teachers, students, or other individuals from food sales for which the expenditures are included in subsections (10)(a) through (f) of this rule.

(13) Beginning with the 2024-25 school year, school districts may request a waiver and/or supplemental plan to include Alternative Transportation as a reimbursable expense under their Transportation Grant. In order to include Alternative Transportation costs as a reimbursable expense, school districts must:

(a) Submit a proposed or revised supplemental plan and/or waiver for their district that includes explanations of the alternative transportation methods to be used.

(b) Demonstrate that the inclusion of Alternative Transportation will result in Transportation Grant expenses that are equal to or less than planned expenses without Alternative Transportation, or demonstrate that costs exceeding this amount will be paid from a source other than the transportation grant from the State School Fund.

(c) Document the local community engagement that was conducted to develop the plan for Alternative Transportation.

(d) For Alternative Transportation plans that include Public Transportation, districts must demonstrate that:

(A) No other transportation options, including Active Transportation options, are suitable and sufficient;

(B) They have made a good faith effort to recruit, hire, train, retain and pay transportation positions at competitive wages consistent with collective bargaining agreements and were unable to hire a sufficient workforce to ensure reliable service by a school bus and timely transport of students to and from school.

(e) School districts shall resubmit their supplemental plans and/or waivers for the inclusion of Alternative Transportation to be reauthorized by the State Board of Education every two years.

(f) Notwithstanding subsections (13)(a-e) of this section, a school district that, prior to the effective date of July 1, 2024, had been receiving reimbursement for costs incurred in providing transit passes under a supplemental plan or a waiver shall continue to receive reimbursement under the terms and conditions the school district was receiving reimbursement prior to the effective date of July 1, 2024 unless the State Board of Education and the school district agree otherwise.

(14) Approved Alternative Transportation costs shall include costs identified in or aligned with the plan presented in their request for a waiver and/or supplemental plan that has been approved by the State Board of Education.

(a) The Department may reimburse estimated Alternative Transportation costs during the school year the costs are incurred based on estimates provided by the school district, and then reconcile to actual costs the following school year.

(b) The Department shall not reimburse Alternative Transportation costs that exceed 5% of the school district's total Transportation Grant for the concurrent school year.

(15) Such items of expenditure as may be questionable in applying the policy stated in this administrative rule shall be resolved by the State Superintendent of Public Instruction and such determination shall be final.

(16) Apportionment of the State School Fund for 2001–02 and subsequent years.

Statutory/Other Authority: ORS 327.013 & ORS 820.100 - 820.120

Statutes/Other Implemented: ORS 327.013 & ORS 820.100 - 820.120

History:

[ODE 4-2024, amend filed 02/16/2024, effective 02/16/2024](#)

[ODE 51-2022, amend filed 10/26/2022, effective 10/26/2022](#)

[ODE 4-2021, amend filed 01/28/2021, effective 01/28/2021](#)

[ODE 38-2020, temporary amend filed 09/18/2020, effective 09/18/2020 through 03/16/2021](#)

[ODE 2-2020, amend filed 02/27/2020, effective 02/28/2020](#)

[ODE 4-2018, amend filed 02/21/2018, effective 02/21/2018](#)

ODE 46-2016, f. & cert. ef. 11-1-16

ODE 4-2016, f. & cert. ef. 2-5-16

ODE 39-2014, f. & cert. ef. 9-3-14

ODE 22-2011, f. & cert. ef. 12-15-11

ODE 6-2010, f. & cert. ef. 4-26-10

ODE 8-2008, f. & cert. ef. 3-21-08

ODE 10-2006, f. & cert. ef. 2-21-06

ODE 9-2003, f. & cert. ef. 6-13-03

ODE 25-2001, f. & cert. ef. 11-7-01

ODE 9-2000, f. & cert. ef. 4-5-00

EB 4-1997, f. & cert. ef. 4-25-97

EB 21-1993, f. & cert. ef. 6-2-93

EB 3-1992, f. & cert. ef. 2-21-92

EB 42-1988, f. & cert. ef. 11-15-88

EB 32-1987, f. & ef. 12-10-87

EB 4-1987, f. & ef. 2-20-87

1EB 5-1986, f. 1-30-86, ef. 2-1-86

1EB 1-1985, f. 1-4-85, ef. 1-7-85

1EB 17-1983, f. 11-23-83, ef. 11-25-83

1EB 15-1982, f. 8-4-82, ef. 8-5-82

1EB 4-1982, f. & ef. 2-10-82

1EB 6-1981, f. 3-2-81, ef. 3-3-81

1EB 10-1980, f. & ef. 5-5-80

1EB 4-1978, f. 1-27-78, ef. 1-27-78

1EB 233, f. 6-11-76, ef. 6-18-76

1EB 220, f. 2-17-76, ef. 3-15-76

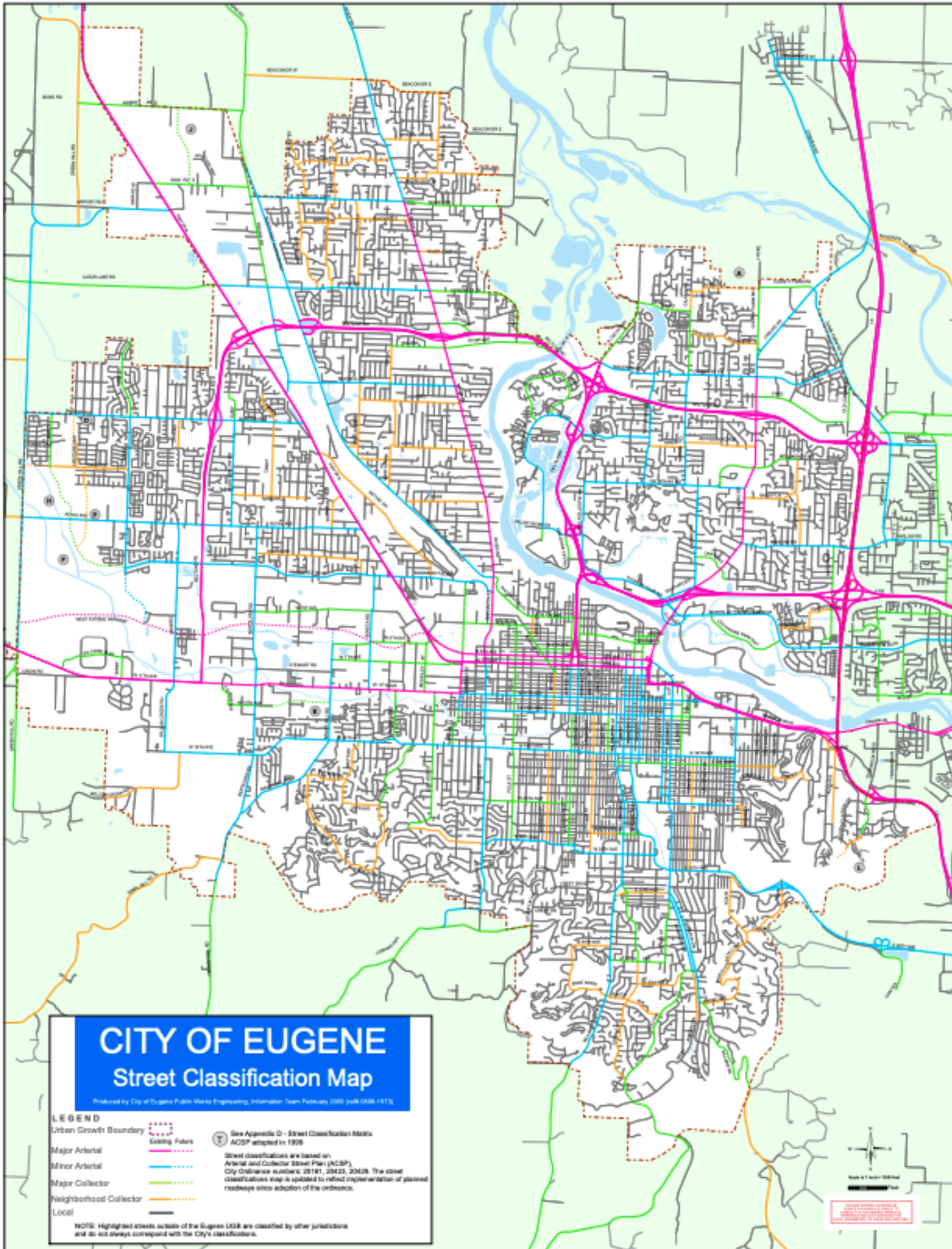
1EB 209, f. 12-5-75, ef. 1-16-76

1EB 181, f. 1-17-75, ef. 7-1-75

1EB 177, f. 10-2-74

Appendix C- Road Classification Map

Link: [City of Eugene: Road Classification Ma](#)



Appendix D- Evaluation for Walk Area

| School | Region | Location of Hazard | Total Score | HAZARD ? | Hazard for ELEM | Hazard for MIDD | Street Safety | Crossing Safety | LCOG Crash Data | Speed Limit | Type of Respo | Slow Energy use | Lane Width | Lighting | Other Condit | Reason for Other | Additional Notes |
|-----------------------|-----------|-------------------------------------|-------------|----------|-----------------|-----------------|---------------|-----------------|-----------------|-------------|---------------|-----------------|------------|----------|--------------|--|--|
| Adams | Churchill | Williamette St. between 19th & 25th | 27 | Yes | HAZARD | FALSE | 0 | 7 | 10 | 1 | 5 | 0 | 2 | 0 | 2 | Non-perpendicular intersections, heavy commercial use on Williamette | 3 points removed for removed for lights at 24th and 25th |
| Adams | Churchill | W 28th Ave - Chambers to Lincoln (L | 29 | Yes | HAZARD | FALSE | 0 | 10 | 10 | 1 | 5 | 0 | 2 | 0 | 1 | Non-perpendicular intersections. Would like to see crossing at Adams, Taylor | |
| Adams | Churchill | W 28th Ave - Friendly to Jefferson | 26 | No | FALSE | FALSE | 0 | 7 | 10 | 1 | 5 | 0 | 2 | 0 | 1 | Non-perpendicular intersections. Would like to see crossing at Adams, Taylor | |
| Adams | | 18th- Williamette to Jefferson | 28 | Yes | HAZARD | FALSE | 0 | 8 | 10 | 3 | 5 | 0 | 2 | 0 | 0 | Hill leads to increased | No crashes |
| Adams | | Chambers (25th - 27th) (West side) | 26 | No | FALSE | FALSE | 0 | 10 | 3 | 5 | 5 | 0 | 2 | 0 | 1 | | |
| ATA | Churchill | 18th - Lincoln to Buck | 27 | No | HAZARD | FALSE | 0 | 5 | 10 | 3 | 5 | 0 | 2 | 0 | 2 | High traffic volume, heavy commercial use | |
| ATA | Churchill | 7th - Chambers to Van Buren | 32 | Yes | HAZARD | HAZARD | 0 | 5 | 10 | 3 | 7 | 0 | 5 | 0 | 2 | Part of Hwy system, high traffic volume | |
| ATA | Churchill | 6th - Tyler to Taylor | 32 | Yes | HAZARD | HAZARD | 0 | 5 | 10 | 3 | 7 | 0 | 5 | 0 | 2 | Part of Hwy system, high traffic volume | |
| Andrew Park | North | Spring Creek Dr. | 17 | No | FALSE | FALSE | 8 | 5 | 0 | 0 | 2 | 0 | 1 | 0 | 1 | Long, straight stretch with no breaks encourages speeding | |
| Andrew Park | North | River Rd - Blackfoot Ave- Beacon Dr | 35 | Yes | HAZARD | HAZARD | 0 | 7 | 10 | 7 | 7 | 0 | 4 | 0 | 0 | Curvesterrain, seduced, Other comes off a high speed road | |
| Andrew Park | North | Beacon Dr - River Road to Futura | 34 | Yes | HAZARD | HAZARD | 15 | 5 | 0 | 5 | 2 | 0 | 1 | 3 | 3 | Curvesterrain, seduced, Other comes off a high speed road | |
| Andrew Park | North | Beacon Dr - Futura to Scenic | 26 | No | FALSE | FALSE | 9 | 5 | 1 | 5 | 2 | 0 | 1 | 0 | 3 | Curvesterrain, seduced, Other | |
| Andrew Park | North | Beacon Dr - Scenic to South of Hiem | 37 | Yes | HAZARD | HAZARD | 15 | 5 | 0 | 7 | 2 | 0 | 1 | 3 | 4 | Curvesterrain, seduced, Other comes off a high speed road, and zero visibility | |
| Andrew Park | North | Beacon Dr - South of Hieman to Riv | 30 | Yes | HAZARD | FALSE | 10 | 5 | 0 | 7 | 2 | 0 | 1 | 3 | 2 | seduced, Other comes off a high speed road. | |
| Andrew Park | North | River Lp #2 | 28 | Yes | HAZARD | FALSE | 10 | 5 | 0 | 5 | 2 | 0 | 1 | 3 | 2 | Seduced, Other: long straight road with no interruption encourages speeding | No lighting at Banner, Kristen |
| Camas | South | 30th | 25 | No | FALSE | FALSE | 0 | 2 | 10 | 5 | 5 | 0 | 3 | 0 | 0 | | |
| Camas Ridge | South | 24th between Amazon Pkwy and Hily | 20 | No | FALSE | FALSE | 0 | 1 | 10 | 3 | 5 | 0 | 1 | 0 | 0 | Unmarked crosswalks across minor arterials in the walk area | Sidewalk on one side with dark walking path on other |
| Camas Ridge- Edgewood | South | East Amazon Dr | 20 | No | FALSE | FALSE | 0 | 10 | 0 | 3 | 5 | 0 | 1 | 0 | 1 | | |

| School | Region | Location of Hazard | Total Score | HAZARD ? | Hazard for Elem | Hazard for Mild | Street Safety | Crossing Safety | LCOG Crash Data | Speed Limit | Type of Street | Slow Emergency Respo | Lane Width | Lighting | Other Conditions | Reason for Other | Additional Notes |
|------------------------|-----------|--|-------------|----------|-----------------|-----------------|---------------|-----------------|-----------------|-------------|----------------|----------------------|------------|----------|------------------|---|---|
| Canas Ridge, Edgewood | South | West Amazon Dr | 19 | No | FALSE | FALSE | 0 | 8 | 0 | 3 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | |
| Canas Ridge, Roosevelt | South | Hilyard St between 28th and 33rd | 26 | No | FALSE | FALSE | 0 | 4 | 10 | 3 | 5 | 0 | 3 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | 3 points removed for traffic light. COE is working to reduce speed limit |
| Chavez | Churchill | W 11th Ave between City View and Jr | 28 | Yes | HAZARD | FALSE | 0 | 7 | 10 | 3 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | |
| Chavez | Churchill | W 13th Ave - Arthur to Madison | 26 | No | FALSE | FALSE | 0 | 7 | 10 | 3 | 5 | 0 | 1 | 0 | 0 | Part of Hwy system, high traffic volume | |
| Chavez | Churchill | 7th - Chambers to Van Buren | 34 | Yes | HAZARD | HAZARD | 0 | 7 | 10 | 3 | 7 | 0 | 5 | 0 | 2 | Part of Hwy system, high traffic volume | |
| Chavez | Churchill | 6th - Tyler to Taylor | 34 | Yes | HAZARD | HAZARD | 0 | 7 | 10 | 3 | 7 | 0 | 5 | 0 | 2 | Part of Hwy system, high traffic volume | |
| Chavez | Churchill | 18th - Chambers to Hawkins | 30 | Yes | HAZARD | FALSE | 0 | 8 | 10 | 3 | 5 | 0 | 2 | 0 | 2 | High traffic volume, heavy commercial use at Chambers | 3points removed from crossing score because of traffic signal in front of school. Crossings are a little closer than every quarter mile and it's an arterial = 8 pts, with 3 points off for the traffic signal controlled crossing in front of school |
| Chavez, ATA | Churchill | Chambers St - 18th-11th | 27 | Yes | HAZARD | FALSE | 0 | 5 | 10 | 3 | 5 | 0 | 2 | 0 | 2 | Unmarked crosswalks across minor arterials in the walk area. personal safety issues on the Fern Ridge/Chambers pedestrian underpass | |
| Chavez, ATA | Churchill | Chambers St - 18th-25th | 29 | Yes | HAZARD | FALSE | 0 | 7 | 7 | 3 | 5 | 0 | 6 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | 3points removed from crossing score because of traffic signal controlled crossings |
| Edgewood | South | Williamette St - 37th to Spencer's Creel | 31 | Yes | HAZARD | FALSE | 1 | 7 | 7 | 7 | 5 | 0 | 1 | 3 | 0 | Crash data is accounting for 2 blocks in either direction, assuming that students will cross at the light | |

| School | Region | Location of Hazard | Total Score | HAZARD ? | Hazard for Elm | Hazard for Midd | Street Safety | Crossing Safety | LCOG Crash Data | Speed Limit | Type of Street | Slow Emerg Resp use | Lane Width | Lighting | Other Conditions | Reason for Other | Additional Notes |
|-------------------------|---------|--------------------------------------|-------------|----------|----------------|-----------------|---------------|-----------------|-----------------|-------------|----------------|---------------------|------------|----------|------------------|--|--|
| Edgewood | South | Fox Hollow crossing safely | 15 | No | FALSE | FALSE | 1 | 5 | 1 | 1 | 3 | 0 | 1 | 0 | 3 | Curves, high speed because of hill, shoulder used by bikes so not very useable for walking | Speed limit just lowered to 25 |
| Edgewood / Carnas Ridge | South | East Amazon Dr | 20 | No | FALSE | FALSE | 0 | 10 | 0 | 3 | 5 | 0 | 1 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | Sidewalk on one side with bark walking path on other |
| Edgewood / Carnas Ridge | South | West Amazon Dr | 19 | No | FALSE | FALSE | 0 | 8 | 0 | 3 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | |
| Edison Roosevelt | South | Hilyard st (15th-20th) | 30 | Yes | HAZARD | FALSE | 0 | 8 | 10 | 3 | 5 | 0 | 2 | 0 | 2 | Unmarked crosswalks across minor arterials in the walk area | COE is working on reducing speed limit. Not removing points for traffic lights because of high number of turning motions |
| Edison Roosevelt | South | Hilyard st (20th-23rd) | 22 | No | FALSE | FALSE | 0 | 10 | 0 | 3 | 5 | 0 | 2 | 0 | 2 | Unmarked crosswalks across minor arterials in the walk area | |
| Edison | | Franklin Blvd - 11th-Agate | 33 | Yes | HAZARD | HAZARD | 0 | 2 | 10 | 5 | 7 | 0 | 6 | 0 | 3 | Very high volume of all modes of traffic, part of highway system, bus line down middle of road | |
| Gilham | Sheldon | Gilham Rd Creekside Way-Ayres Rd | 25 | No | FALSE | FALSE | 10 | 5 | 1 | 3 | 2 | 0 | 1 | 3 | 0 | | |
| Gilham, Cal Young | Sheldon | Green Acres Rd - (N Della Rd to Norf | 30 | No | HAZARD | FALSE | 0 | 7 | 10 | 5 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | This will be lowered soon, hopefully. |
| Gilham, Cal Young | Sheldon | Crescent Ave (Norkenize to Coburg) | 27 | Yes | HAZARD | FALSE | 0 | 8 | 10 | 1 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | |
| Gilham, Cal Young | Sheldon | Coburg Rd - Beltline and north | 31 | Yes | HAZARD | FALSE | 0 | 10 | 1 | 5 | 7 | 0 | 6 | 0 | 2 | Unmarked crosswalks across minor arterials in the walk area, bend in the road | Not dropping score because of traffic lights because of high # of turning motions. |

| School | Region | Location of Hazard | Total Score | HAZARD ? | Hazard for Elem | Hazard for Midd | Street Safety | Crossing Safety | LCOG Crash Data | Speed Limit | Type of Street | Slow Energy Respo nse | Lane Width | Lighting | Other Condit ions | Reason for Other Condition Points | Additional Notes |
|---------------------------|-----------|-------------------------------------|-------------|----------|-----------------|-----------------|---------------|-----------------|-----------------|-------------|----------------|-----------------------|------------|----------|-------------------|--|--|
| Holt, Monroe | Sheldon | Arcadia | 19 | No | FALSE | FALSE | 10 | 5 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | | |
| Holt, Monroe | Sheldon | Harow | 28 | Yes | HAZARD | FALSE | 0 | 5 | 10 | 5 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area in front of school | 3 points off crossing safely because of traffic light in front of school |
| Howard, Kelly, YG | North | Howard Ave | 25 | No | FALSE | FALSE | 8 | 5 | 7 | 1 | 2 | 0 | 1 | 0 | 1 | Cars, trash cans and other obstacles on shoulder of road | Around the curve, the inside shoulder often disappears under debris. |
| Howard, River Road, Kelly | North | Horn at Macday to River Road | 20 | No | FALSE | FALSE | 9 | 5 | 0 | 1 | 2 | 0 | 1 | 0 | 2 | Long straight stretch, trash cans on shoulder | Stretch inside shoulder often disappears under debris. |
| Howard, River Road, Kelly | North | Northpark from Cornwall to NW Expre | 22 | No | FALSE | FALSE | 9 | 5 | 1 | 1 | 2 | 0 | 1 | 0 | 3 | Long straight stretch, trash cans on shoulder, cones off NW Expressway | Stretches where shoulder disappears. |
| Howard, YG | North | Maxwell Rd | 30 | Yes | HAZARD | FALSE | 0 | 7 | 10 | 5 | 5 | 0 | 2 | 0 | 1 | Long straight stretch encourage speeding | |
| Howard | North | River Road | 37 | Yes | HAZARD | HAZARD | 0 | 7 | 10 | 5 | 7 | 0 | 4 | 3 | 1 | Long, straight stretch encourage speeding | |
| Kelly | North | Maxwell Rd | 28 | No | HAZARD | FALSE | 0 | 5 | 10 | 5 | 5 | 0 | 2 | 0 | 1 | Long straight stretch encourage speeding | |
| Kelly | North | River Road | 35 | Yes | HAZARD | HAZARD | 0 | 5 | 10 | 5 | 7 | 0 | 4 | 3 | 1 | Long, straight stretch encourage speeding | |
| Kelly, River Road, Howard | North | Horn at curve between Rosy to Oak | 25 | No | FALSE | FALSE | 10 | 5 | 0 | 1 | 2 | 0 | 1 | 3 | 3 | Curves, long straight stretch encourage speeding, shrubs on southeast side of curve and northwest side of Horn/Lake intersection significantly impact visibility | |
| Kennedy | Churchill | Bertleson - Bailey Hill to 18th | 34 | Yes | HAZARD | HAZARD | 10 | 10 | 1 | 7 | 5 | 0 | 1 | 0 | 0 | | |
| Kennedy | Churchill | Bertleson - 18th to 11th. | 31 | No | HAZARD | FALSE | 1 | 10 | 3 | 7 | 5 | 0 | 2 | 3 | 0 | | No lighting at Churchill Meadows |

| School | Region | Location of Hazard | Total Score | HAZARD ? | Hazard for Elem | Hazard for MILD | Street Safety | Crossing Safety | LCOG Crash Data | Speed Limit | Type of Street | Emergency Respo use | Lane Width | Lighting | Other Condit ions | Reason for Other Condit ions | Additional Notes |
|--------------------|-----------|--|-------------|----------|-----------------|-----------------|---------------|-----------------|-----------------|-------------|----------------|---------------------|------------|----------|-------------------|---|--|
| Kennedy, Twin Oaks | Churchill | Bailey Hill- Bertleson to Krouis | 33 | Yes | HAZARD | HAZARD | 6 | 10 | 1 | 7 | 5 | 0 | 1 | 3 | 0 | | |
| Kennedy | Churchill | W 11th Ave - Bailey to Bellline | 33 | Yes | HAZARD | HAZARD | 0 | 3 | 10 | 5 | 7 | 0 | 6 | 0 | 2 | High traffic volume, heavy commercial use | |
| Kennedy | Churchill | Warren - Summit Terrace north to nor | 17 | No | FALSE | FALSE | 10 | 0 | 0 | 0 | 2 | 0 | 0 | 3 | 2 | Curves/terrain steep grade | |
| Kennedy | Churchill | W 18th Ave - Bertleson to Bailey Hill | 29 | No | HAZARD | FALSE | 0 | 10 | 7 | 3 | 5 | 0 | 4 | 0 | 0 | | Crossing at light at Britlany brings down crossing score |
| Kennedy | Churchill | W 18th Ave - Bailey Hill to Buck Siree | 27 | No | HAZARD | FALSE | 0 | 5 | 10 | 3 | 5 | 0 | 4 | 0 | 0 | | |
| Madison | North | River Rd - Irvington to past Lynbrook | 34 | Yes | HAZARD | HAZARD | 0 | 5 | 10 | 7 | 7 | 0 | 4 | 0 | 1 | Curves/terrain, secluded | |
| Madison | North | River Lp #1 - River Road to Alameda | 28 | No | HAZARD | FALSE | 9 | 5 | 1 | 5 | 2 | 0 | 1 | 3 | 2 | | |
| Madison | North | River Loop 1/Wilkes Alameda to Beac | 28 | No | HAZARD | FALSE | 10 | 5 | 0 | 7 | 0 | 0 | 1 | 3 | 2 | Long straight stretches encourage speeding; curves/terrain | |
| Madison | North | Wilkes between Madison and River R | 29 | No | HAZARD | FALSE | 4 | 5 | 10 | 5 | 3 | 0 | 1 | 0 | 1 | Long straight stretch with no stop signs or signals encourage speeding | |
| Madison | North | Hunsaker | 29 | No | HAZARD | FALSE | 8 | 5 | 7 | 1 | 3 | 0 | 1 | 0 | 4 | Heavy Commercial, Delinators keep getting hit indicating crash risk, Coming off highway at high speeds, obstacles in shoulder | |
| McCormack | Churchill | Bailey Hill Rd north of 18th | 32 | Yes | HAZARD | HAZARD | 0 | 10 | 10 | 5 | 5 | 0 | 2 | 0 | 0 | | Not taking off points because of lots of turning motions at 18th and Bailey Hill - it's a high crash intersection. |
| McCormack | Churchill | W 18th Ave - Joshl St to City View | 32 | YES | HAZARD | HAZARD | 0 | 10 | 10 | 3 | 5 | 0 | 4 | 0 | 0 | | |
| Monroe | Sheldon | Coloug Rd - south of Bellline | 30 | No | HAZARD | FALSE | 0 | 2 | 10 | 5 | 7 | 0 | 6 | 0 | 0 | | 3 points off crossing safety because of traffic light in front of school |
| Monroe | Sheldon | Harlow | 26 | No | FALSE | FALSE | 0 | 3 | 10 | 5 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | |

| School | Region | Location of Hazard | Total Score | HAZARD ? | Hazard for Elem | Hazard for Midd | Street Safety | Crossing Safety | LCOG Crash Data | Speed Limit | Type of Street | Slow Emerg Respo use | Lane Width | Lighting | Other Condit ions | Reason for Other Condit ion Points | Additional Notes |
|-----------------------|-----------|---------------------------------------|-------------|----------|-----------------|-----------------|---------------|-----------------|-----------------|-------------|----------------|----------------------|------------|----------|-------------------|--|---|
| Morrore | Sheldon | Oakway Rd | 31 | No | HAZARD | FALSE | 0 | 7 | 7 | 5 | 5 | 0 | 5 | 0 | 2 | Non-perpendicular intersections, lots of commercial activity near Coburg | |
| Morrore, Gilham | Sheldon | Gilham Rd south of Bellline | 25 | No | FALSE | FALSE | 0 | 8 | 1 | 5 | 5 | 0 | 2 | 3 | 1 | Unmarked crosswalks across minor arterials in the walk area | Generally good lighting, but none at Sally |
| Morrore, Gilham | Sheldon | Gilham Rd north of Bellline to Cresce | 25 | No | FALSE | FALSE | 0 | 8 | 1 | 5 | 5 | 0 | 2 | 3 | 1 | Unmarked crosswalks across minor arterials in the walk area | Lighting could be poor at striped crossing in front of school |
| Morrore, Holt | Sheldon | Willakenzie Rd - east of Coburg | 25 | No | FALSE | FALSE | 0 | 5 | 10 | 3 | 3 | 0 | 4 | 0 | 0 | | |
| River Road/E Camino | North | River Road | 37 | Yes | HAZARD | HAZARD | 0 | 7 | 10 | 5 | 7 | 0 | 4 | 3 | 1 | Long, straight stretches encourage speeding | |
| Roosevelt | South | Amazon Parkway | 24 | No | FALSE | FALSE | 0 | 10 | 3 | 5 | 5 | 0 | 1 | 0 | 0 | | |
| Spring Creek, Madison | North | Irving | 34 | No | HAZARD | HAZARD | 0 | 10 | 10 | 5 | 5 | 0 | 2 | 0 | 2 | Long straight stretch with no stop signs or signals encourage speeding, comes off NW Expressway with people travelling high speeds | Not removing points because there's only 1 light. |
| Spring Creek, Madison | North | River Road | 37 | Yes | HAZARD | HAZARD | 0 | 7 | 10 | 5 | 7 | 0 | 4 | 3 | 1 | Long, straight stretches encourage speeding | |
| Spring Creek, Madison | North | Irvington | 25 | No | FALSE | FALSE | 0 | 10 | 3 | 5 | 5 | 0 | 1 | 0 | 1 | Long, straight stretches encourage speeding | |
| Twin Oaks | Churchill | Spencer Creek Rd/Lorane Hwy | 35 | Yes | HAZARD | HAZARD | 8 | 5 | 3 | 7 | 3 | 3 | 1 | 3 | 2 | It's a highway, Rural, very high speed road. | |
| Twin Oaks | Churchill | Bailey Hill Rd | 32 | Yes | HAZARD | HAZARD | 8 | 5 | 0 | 7 | 3 | 3 | 1 | 3 | 2 | Very high speed, little expectation of people walking or biking | |
| Willig | Sheldon | Willagliespie | 24 | No | FALSE | FALSE | 0 | 2 | 10 | 5 | 5 | 0 | 2 | 0 | 0 | | |
| Cal Young | Sheldon | Norkenzie from Green Acres to Bellir | 30 | No | HAZARD | FALSE | 0 | 10 | 7 | 5 | 5 | 0 | 2 | 0 | 1 | Unmarked crosswalks across minor arterials in the walk area | |



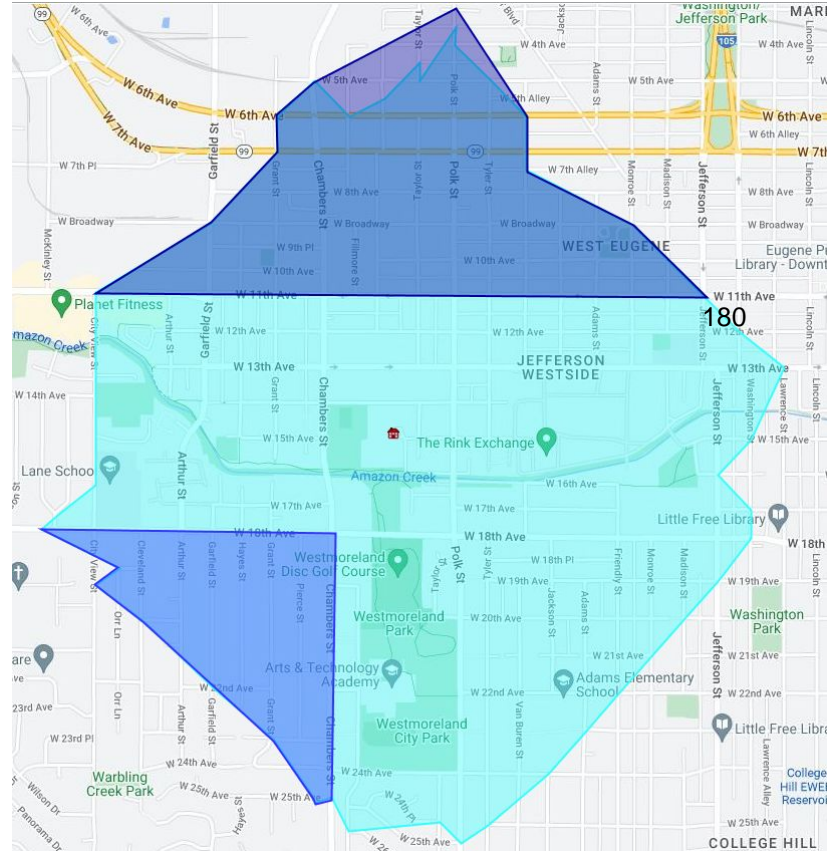
Supplemental Busing¹⁷⁹ Plan Update

Arthur Hart, Director of Transportation
Sarah Mazze, Safe Routes to School Coordinator

What is the Supplemental Busing Plan?

- **Walk Zone***
 - 1 mile from elementary
 - 1.5 miles from secondary
- **Supplemental Busing Plan** documents where students are bused in the Walk Zone due to “Hazards” or other considerations.
- **Allows for transportation reimbursement from the state**

* A distance from a school where a student is not required by the state to be transported, except by supplemental plan. See ORS 327.043



Why Update the Plan?



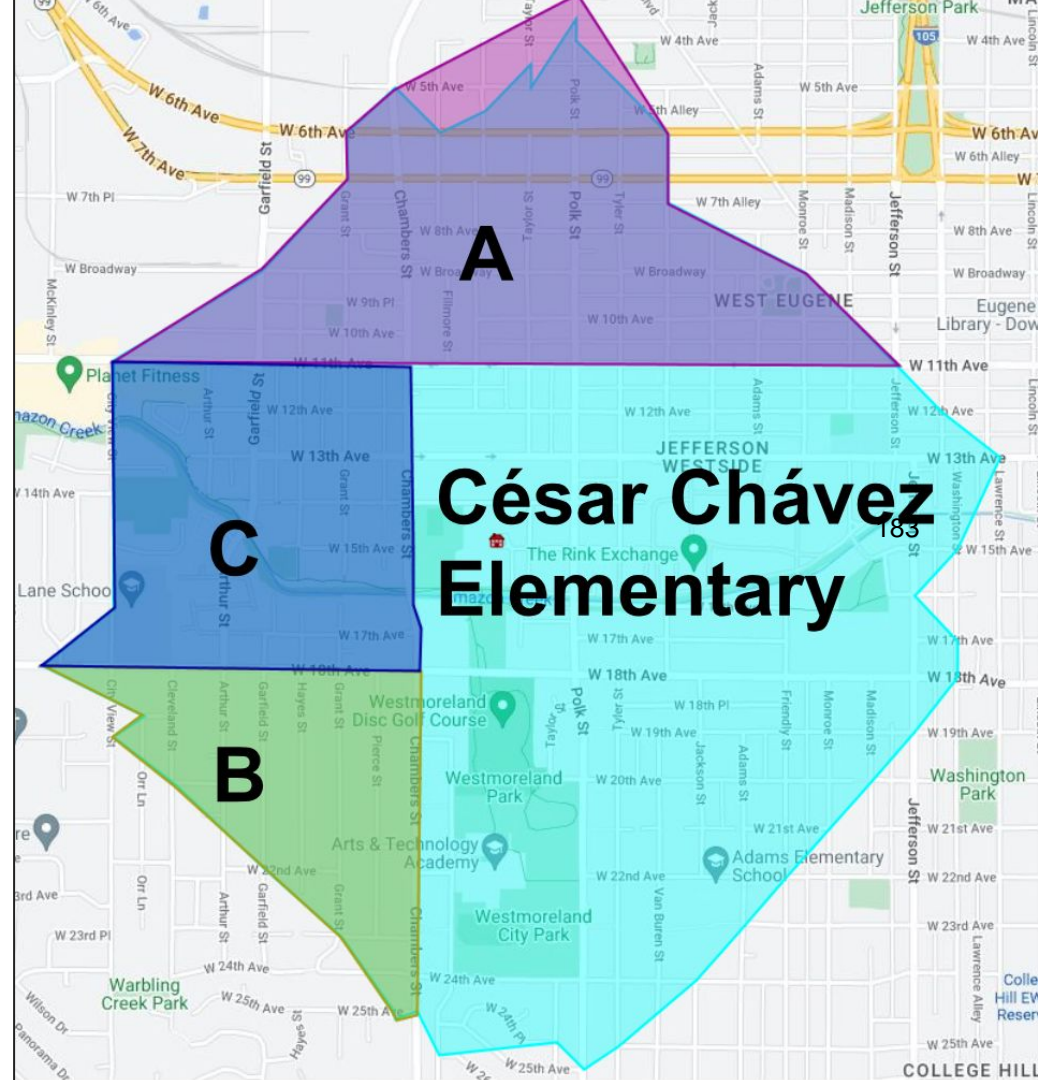
- Schools have changed
 - Consolidation
 - Super boundaries
 - Choice schools
- City/County have improved some previously hazardous¹⁸¹ areas
- More people, housing & traffic have created new transportation areas & new hazards
- Updating the Plan creates an equitable process

What Was The Process

- Guiding values are equitable outcomes, student safety and attendance
- Use of objective criteria:
 - Crossing safety
 - Crash history
 - Speed limit
 - Street classification
 - Road width
 - Lighting
 - Delay in emergency response
 - Other conditions

What Types of Changes Are Being Made To General Transportation Eligibility?

- Minor walk boundary adjustments
- New hazards declared
- Some old hazards removed
- Use of ODE reimbursable crossing guards to mitigate some hazards



Equity Informed Temporary Transport Program

- Provides temporary busing with Education and Transportation Directors' approval to assure school access when access barriers exist that involve equity concerns. ¹⁸⁴
- Provides appropriate supports, while busing, to ameliorate barriers to attendance and encourage family transport resiliency.

Looking Ahead (For Future Supplemental Plans)

- Evaluation of the pilot Equity Informed Temporary Transport Program
- Further refinement to address challenges with high school transportation



Questions?

Arthur Hart
Director of Transportation
Transportation
hart_a@4j.lane.edu
(541) 790-7474

Sarah Mazze
Safe Routes to School Program Coordinator
Department of Student Safety
mazze_s@4j.lane.edu
(541) 790-7539



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

April 3, 2024

Title

Middle School (MS) (6-8) English Language Arts (ELA) Instructional Materials Adoption

Presenters

Adrienne Pierce, Secondary Curriculum & MTSS Administrator

Tammy Steeves, Secondary ELA Specialist/TOSA

Larry Williams, Executive Director of Educational Access and Advancement

Background

Currently, 4J secondary ELA Education does not have a viable, aligned, comprehensive curriculum. Compliance with the OARs Chapter 581, Division 22 standards requires that a curriculum 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 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 ELA Education demands we provide high-quality instructional materials emphasizing the three shifts in 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.

After a rigorous review, following the current ARs for Core Curriculum Instructional Materials Adoption, 100% of our 6-8 MS ELA Adoption Pilot Team, composed of 2 administrators, 8 MS ELA teachers, 1 ELA teacher on special assignment (TOSA) and 2 Student Services Department (SSD) Specialists, recommend the purchase of Amplify ELA by [Amplify](#) for grades 6-8 to be used in all 4J Middle schools, including Fox Hollow.

The estimated total purchase price of this contract is \$595,028.73.

The Amplify ELA purchase includes the teacher editions for each 6-8 ELA teacher; an Implementation Guide; materials for each student that are updated each year; a 7-year digital student (and teacher) license with access to all curriculum components, including some audio-versions of the student texts, and on-going flexible, annual professional development for the life of the contract at \$619,928.73.

The program will be purchased upon board approval so that materials arrive in time to be barcoded and in classrooms before staff return in the fall of 2024; as well as ensuring the materials are available for community viewing.

Options and Alternatives

Without the purchase of an aligned, comprehensive MS ELA curriculum, 4J will be out of compliance with Division 22 standards. Without a viable, aligned, updated ELA curriculum teachers may feel the need to resort to using materials from TeachersPayTeachers or other unverified sites. The alternative to purchasing an ELA 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 Amplify ELA, a total of 9 in-person middle schools + Fox Hollow will be served, totaling approximately 3,774 students.

Budget/Resource Implications:

| Materials Purchase | | |
|--|---|---------------------|
| Product | Product Description | Unit Price |
| Amplify ELA Teacher Blended Package (7 Year) | Teacher Edition, Digital Platform, Student Texts | \$7063.20 |
| Amplify ELA Student Blended Package (7 Year) | Student Edition, Student Journals, Digital Platform | \$587,965.53 |
| <i>Amplify ELA (1 Year)</i> | <i>Professional Development</i> | <i>\$24,900</i> |
| Total - | | \$619,928.73 |

Funding: all materials purchased comes from bond monies.

Recommendation

On behalf of the Superintendent, Instructional Leadership recommends the approval of \$619,928.73 for purchasing Amplify ELA, to provide access to our approved ELA curriculum for all 6-8 classrooms.

Resources

[Middle School Board Presentation.pptx](#)

Secondary ELA Instructional Materials Selection Process

Dates

Launch Date August 4, 2021

MS Recommendation Date April 3rd, 2024

*****HS Recommendation Date May 1, 2024**

Title

Initiate Process for a Secondary Language Arts Curriculum Adoption

Presenter

Adrienne Pierce, Tammy Steeves

Background

In 2020, Oregon Department of Education adopted new English Language Arts standards. While similar in scope to Common Core State Standards (CCSS), there are key areas that have been refined and added after multiple years of CCSS standards implementation in Oregon.

Current curriculum used in the secondary level classrooms (grades 6-12) is based off of CCSS standards. While some materials have been purchased as a supplement to existing curriculum used by some of the secondary schools, a full adoption process, encompassing educator and community voice, has not taken place since 2007. The current curriculum does not align with current research on emphasis outlined in the new Oregon standards.

Dual Language Immersion programs (secondary) have not participated in a Language Arts adoption in tandem with our English language programs. As a result, DLI programs have had to implement curricula that are not aligned and make lesson planning, instruction, and connected learning difficult. Adopting an aligned language arts curriculum 6-12 would allow for coordination of professional learning and cross-language connections.

Outline of Process

Objective: To adopt complete 6-12 core and supplement materials by 2023-2024 school year. This suite of tools will be aligned to ODE ELA standards, as well as be aligned to research.

We will take a suite approach, as the likelihood of finding a single curriculum that effectively teaches content learning and comprehension, supports writing development, and is aligned to language arts standards is highly unlikely across all six grade levels. Many districts nationally have looked at pairing tools or curricula to meet the demands of language arts standards.

Team:

Leads (English): Secondary LA TOSA

Lead (DLI): DLI TOSA

Lead Administrator: Adrienne Pierce

Adoption & Pilot Team: The team will be composed of two teachers per building (representing different grade levels). In addition to classroom teachers, SPED, Title, ELD, Equity Director, TOSAs

(SDS, Instructional Technology, District Librarian) and building principal representatives will also be asked to participate. The anticipated team size is 28 secondary teachers in addition to district staff.

Buildings will be encouraged to work as a staff to select the members for the adoption team, focused on having multi grade-level representation for the Adoption Committee. Ideally, staff committing to the adoption process will have a strong knowledge base of language arts instruction and standards. Staff members interested will need to agree to being a part of the adoption committee as well as piloting curriculum. Additional staffing for piloting, especially for immersion, will be necessary.

| Phase | Month | Description or Task |
|---|--|--|
| <p>Launch</p> <p><i>School board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.</i></p> | <p>August 2021</p> <p><i>August 4 August 18</i></p> | <p><i>(a) The board will approve the initiation of the process and articulate the desired outcome. The superintendent will name a process facilitator.</i></p> <ul style="list-style-type: none"> ● Proposed adoption process for Secondary Language Arts and Social Studies will be presented to ILT ● Assistant Superintendent and/or Curriculum director will formally requisition adoption process to begin, with the desired outcome of a secondary literacy suite that can address ODE language arts standards (Board Meeting: 8/4; 8/18; 9/1/2021) <p>The Instructional TOSA team will begin to pull a collection of resources for consideration for rubrics, professional learning resources, 4J and ODE criteria and guidance.</p> <ul style="list-style-type: none"> ○ August 4, 2021 Board Meeting Minutes XIV.1 Information Item - ELA Adoption Proposal ○ August 18, 2021 Board Meeting Minutes XII.1 Action Item - Board discussion ○ September 1, 2021 Board Meeting Minutes XII.3 Action Item - ELA Adoption Proposal Board Approval (See approval decision in summary under “Approved” section) Approved 4 to 3 for curriculum suite |
| | <p>August 2021</p> | <p><i>(b) The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</i></p> <ul style="list-style-type: none"> ● Curriculum director and lead TOSAs will communicate with building principals and all certified staff (email) about the upcoming adoption team and call for participation. Buildings will be encouraged to select two members from their staff to participate, ideally one lower level and one upper-level representative. <ul style="list-style-type: none"> - All-Call Email - Original Sign-Up List of Teachers - End of 2021-2022 School Year Review Team Teacher List - End of 2021-2022 School Year Teacher Demographics List - 2022-2023 School Year Review Team Teacher List ● In addition to building representation, stakeholders from SSD, Title, ELD, District Librarian, Equity Director, technology, and elementary building administration. |

| | |
|-------------------------------------|---|
| <p>August 2021</p> | <ul style="list-style-type: none"> ● Solidify adoption team and commitment for piloting in Fall 2023. Communication with dates and time requirements will be shared with participants. <ul style="list-style-type: none"> - Secondary ELA Summer Work Kick Off (presentation video) - Secondary ELA Summer Work Kick Off (slide deck) - Adoption Timeline - Nov 2021 Notification Pre-work Flier - Dec 2021 Notification Pre-work Flier - Feb 10, 2022 Notification Flier - Feb 17, 2022 Notification Flier - Feb 28, 2022 Notification Pre-work Flier - March 3, 2022 Notification Pre-work Flier - Spring Meetings 2022 Notification Flier - April 2022 Publisher Presentations Email |
| <p>August - ongoing 2021</p> | <p><i>(b) The process facilitator will direct the adoption process and will form an adoption team. <u>Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</u></i></p> <ul style="list-style-type: none"> ● Build background learning for adoption team members via e-modules, common read, and facilitated meetings. A flipped classroom module may be utilized, to build common knowledge and background for examining curricula. Members will participate in professional learning in August 2021. <ul style="list-style-type: none"> ○ Professional Learning Resources: <ul style="list-style-type: none"> ■ The Opportunity Myth (TNTP) ■ Accelerate, Don't Remediate ■ Building Critical Consciousness for Educational Equity ■ Privilege Power and the Difference ■ Literacy Unpacked ■ Scarborough's Rope ■ Knowledge is Power (but whose knowledge?) ■ Building Knowledge (Baseball Study) <p>Pre-Adoption Scope and Sequence 4J Vertically Aligned Scscarboroughsrope.png Scope & Sequence Secondary Language Arts Adoption Kick-off * Shifts in ODE requirements: PD - Knowledge / Science of Reading *</p> <p><u>Reset Launch 2022</u></p> <p>New Timeline 2022-2023 Literacy Professional Learning Kick-off: Slide Deck Handout New Curriculum Team Review Meeting - Slide Deck Handout Strengthening Literacy Outcomes for all Students Slide Deck Handout</p> |

| | | |
|--|---|---|
| | | <p>Revised 2022-2023 Timeline (version 2) (due to cuts in PD opportunities)</p> <p>TOSA responsibilities halted Nov 2022 - New timeline development will occur after a return from temporary reassignment.</p> <p>Revised 2022-2023 Timeline (Version 3)</p> |
| | <p>September 2021 - 2024 (ongoing)</p> | <p><i>(c) The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. <u>Outline of process will be made available for public comment.</u></i></p> <ul style="list-style-type: none"> ● The public comment prior to piloting will be planned, especially in light of COVID 19 safety precautions. <p>Secondary ELA - Review/Preview Adoption (All 4J ELA Staff) ACT Jigsaw (beginning development of vision - All 4J ELA Staff) Emerging Vision Statement Development Community Presentation #1 (April 27, 2023)</p> |
| | <p>Monthly</p> | <p><i>d) The adoption team will report progress to the instructional leadership team and receive feedback.</i></p> <ul style="list-style-type: none"> ● Curriculum Director and TOSA(s) will provide frequent updates on progress to ILT, at least 1-time per month. <ul style="list-style-type: none"> ○ Information shared at Principal's Meeting. <p>○ Updates will be provided either in-person or via written report Eric will add ILT meeting dates</p> |

| | | |
|---|----------------------------------|--|
| <p>Pilot</p> <p><i>Materials are piloted and examined using established criteria and data collected.</i></p> | <p>January 2022 - April 2022</p> | <p>(a) <i>The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.</i></p> <ul style="list-style-type: none"> • Curriculum Publisher presentations will take place. <ul style="list-style-type: none"> ○ Review Materials & Score using agreed upon rubric <ul style="list-style-type: none"> ■ Rubric ○ Come to consensus on which programs to pilot. <p>2021-2022</p> <p>Core Team Meeting - Overview 1st narrowing down of curricula</p> <p>Curricula Evaluation Preparation / Three Shifts at ODE</p> <p>Curricula Evaluation Preparation</p> <p>MS OR IMET Curricula Evaluations</p> <p>MHS OR IMET Curricula Evaluations</p> <p>HS Publisher Presentations</p> <p>MS Publisher Presentations</p> <p>Due to unforeseen circumstances, the ELA Adoption was placed on hold (limited PD option, limited subs, TOSA unavailable due to subbing) and will continue August 2022.</p> <p><u>Reset Launch 2022-23 School Year</u></p> <p>10/13/23 Review Tool</p> <p>1/24/23 Examining 4J's Review Criteria</p> <p>2/3/23 Review Kick Off</p> <p>2/8/23 Review Curricula</p> <p>2/16/23 Review Findings</p> <p>2/28/23 Curriculum Presentations Part 2</p> <p>3/1/23 Review Curricula C & D</p> <p>3/9/23 Review Findings</p> <p>4/3/23 Final Pilot Recommendations</p> |
| | <p>June 2023</p> | <p>(b) <i>Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</i></p> <ul style="list-style-type: none"> • Adoption team members and pilot teachers will be trained in curriculum, and team will determine units to teach (using guidance from (TOSA team). <p>Deadline to apply for Pilot: April 30, 2023</p> <p>Letter to principals to request teacher representation</p> |

| | |
|---|---|
| <p>Aug 2023 - Dec 2023</p> | <p><i>(b) Pilot teachers will receive professional development prior to piloting. <u>The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</u></i></p> <ul style="list-style-type: none"> ● Pilot Overview - Timeline ● Pilot teacher will evaluate curricula, using standardized rubric. Teachers will each teach at least two curricula and be provided at least 12-hours of extended contract for the additional time accrued by piloting (additional time to plan and evaluate). <ul style="list-style-type: none"> ○ Pilot #1 Data ● Due to Data from HS Pilot #1, a 3rd pilot was voted on to bring in per district admin and pilot team. <ul style="list-style-type: none"> ○ 12/14/23 - Team Meeting ○ Processing ○ Follow up Email ○ Decision ○ Updated Pilot Calendar |
| <p>September 2023 - Dec 2023</p> | <p><i>(b) Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. <u>The adoption team may observe pilot classrooms.</u></i></p> <ul style="list-style-type: none"> ● Curriculum Director, TOSA team, and adoption team members will be provided time to observe pilot material in action. <ul style="list-style-type: none"> ○ The Curriculum Director and TOSA team will see all piloted curriculum taught at every grade level. <ul style="list-style-type: none"> ■ HS Observation Schedules <ul style="list-style-type: none"> ● 10/10/23 ● 12/7/24 ● 3/4/24 & 3/5/24 ■ MS Observation Schedules <ul style="list-style-type: none"> ● 10/10/23 ● 1/7/24 ■ Thank you Note to each team member after observation ○ Adoption Team Members will have the option to observe, but will not be required. (HS Team members joined observations on 3/4 & 3/5) ● May/June 2023 - Pilot #1 Training and Prep <ul style="list-style-type: none"> ○ 5/31- HS Pilot Teachers- Imagine Learning: Odell Training ○ 6/1- MS Pilot Teachers- Wit and Wisdom Training ● October 24 & 26 - Pilot #2 Training and Prep <ul style="list-style-type: none"> ○ 10/24/23 - MS Pilot Teachers - Amplify ELA Training / Flyer Email ○ 10/26/23 - HS Pilot Teachers - ARC Core Training / Flyer Email ● February 7, 2024 - Pilot #3 Training and Prep (HS Only) <ul style="list-style-type: none"> ○ 2/22/24 - HS Pilot Teachers - HMH Into Lit Training / Flyer Email |

| | | |
|---|--------------------------------|--|
| | | <p><i>(c) The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers and administrators.</i></p> <ul style="list-style-type: none"> ● Pilot team teachers will gather data throughout the course of the pilot. This data will be analyzed by the adoption team. ● Curriculum <u>Open House</u> will be scheduled for parents and community stakeholders to provide feedback as well as learn about the pilot process. <ul style="list-style-type: none"> ○ Open House: May 4, 2023 ○ Pilot #1 (MS: Wit & Wisdom, HS: Odell) Data Collection ○ Pilot #1, 2 (3 for HS) (MS: Wit & Wisdom/Amplify, HS: Odell, ARC, HMH) |
| <p>Evaluate & Report</p> <p><i>Data are evaluated, materials are ranked and a report is submitted.</i></p> | <p>Feb - April 2024</p> | <p><i>(a) Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council.</i></p> <ul style="list-style-type: none"> ● Adoption team will compile data from all sources and rank curricula ● A consensus protocol will be utilized to determine the team’s final recommendations for adoption <ul style="list-style-type: none"> ○ MS Consensus / Literacy Newsletter Update 2/28/24 ○ HS Consensus ● The Curriculum Director and TOSA team will develop a presentation and accompanying documentation to present to IC. |
| | <p>March 2024</p> | <p><i>(b) The instructional advisory council will review the findings and ensure the adoption process has been followed. The instructional advisory council will provide feedback to the instructional leadership team.</i></p> <ul style="list-style-type: none"> ● Materials and all findings will be prepared for the IAC and IC to review. <ul style="list-style-type: none"> ○ MS Presentation & Materials <ul style="list-style-type: none"> ■ 3.8.24 IAC Invitation / One Pager / Presentation ■ 4.17.24 Board Approval: Item for Action ○ HS Presentation & Materials <ul style="list-style-type: none"> ■ 4.22.24 IAC One Pager / Presentation ■ 5.1.24 Board Memo / Presentation/ Item for Future Action |
| | <p>March 2024</p> | <p><i>(c) The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent.</i></p> <p>MS Presentation & Materials</p> <ul style="list-style-type: none"> ● 3.12.24 IC One Pager / Presentation / Consensus Data <p>HS Presentation & Materials</p> <ul style="list-style-type: none"> ● 4.24.24 IC One Pager / Presentation / Consensus Data |

| | | |
|---|--------------------------------|--|
| <p>Adopt Superintendent makes an adoption recommendation to the school board.</p> | <p>Feb - April 2024</p> | <p>(a) The superintendent will make a formal recommendation to the school board to adopt a Curriculum.</p> <p>Middle School</p> <ul style="list-style-type: none"> ○ Approval of formal recommendation was approved by designee - Larry Williams on 3.22.24 due to transition of superintendency. <ul style="list-style-type: none"> ■ Approval of Recommendation .pdf ○ 4.3.24 MS Curr Rec Board Presentation - Item for Information <ul style="list-style-type: none"> ■ Board Memo: Item for Future Action/Presentation <p>High School</p> <ul style="list-style-type: none"> ○ 5.1.24 HS Curr Rec Board Presentation - Item for Information <ul style="list-style-type: none"> ■ Board Memo: Item for Future Action/Presentation <p>(b) The decision of the school board is final.</p> <ul style="list-style-type: none"> ● If possible, the hope is to have the decision made in late April for MS and late May for HS, so that PD can be provided prior to the end of the school year, and materials can be delivered before teacher leave for summer. <ul style="list-style-type: none"> ○ 4.17.24 MS Board Approval / Consent Item ○ 5.15.24 HS Board Approval / Consent Item |
| <p>Implement Schools implement with professional development and evaluation opportunities.</p> | <p>Mar - May 2024</p> | <p>(a) Once the school board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials.</p> <ul style="list-style-type: none"> ● Implementation plan will be drafted early, as a tentative scope regardless of curriculum decided upon. This plan will be finalized once the board makes a final decision. <ul style="list-style-type: none"> ○ The goal will be to start professional learning and implementation in Spring 2024 |
| | <p>September 2024</p> | <p>(b) Schools will begin using the new curriculum according to the implementation plan.</p> |
| | | <p>(b) After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impacts, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and administrators.</p> <ul style="list-style-type: none"> ● |
| | | <p>(c) The instructional leadership team will report findings to the superintendent to share with the board.</p> |

Options and Alternatives

Although data and research does not support this, an alternative to curriculum adoption includes continuing to use our current materials in addition to supplementing with new materials.

Budget/Resource Implications

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption policy. Bond funds have been earmarked for the purchase of a new language arts curriculum.

Board and Superintendent Goals

Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student

Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Objective 1:

Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning

Goal 2: Multiple pathways to student success

Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Objective 1:

Provide rigorous academic programs in both neighborhood and alternative (magnet) schools.

Objective 2:

Provide equitable educational opportunities at all comprehensive secondary schools.

Adopting stronger curricular tools is an essential component to improving literacy instruction and outcomes for the district.

Recommendation

The Superintendent recommends the school board initiate the process for a Secondary Language Arts adoption.



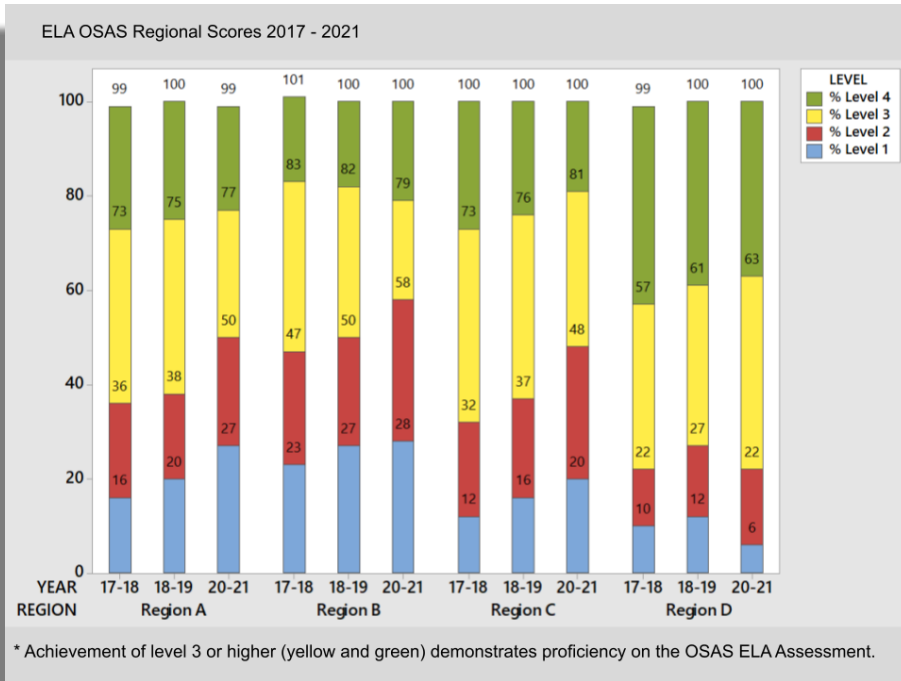
6–8 Language Arts Materials Adoption

Presentation to School Board

4J School District

April 3, 2024

The Why Behind the New Language Arts Curriculum

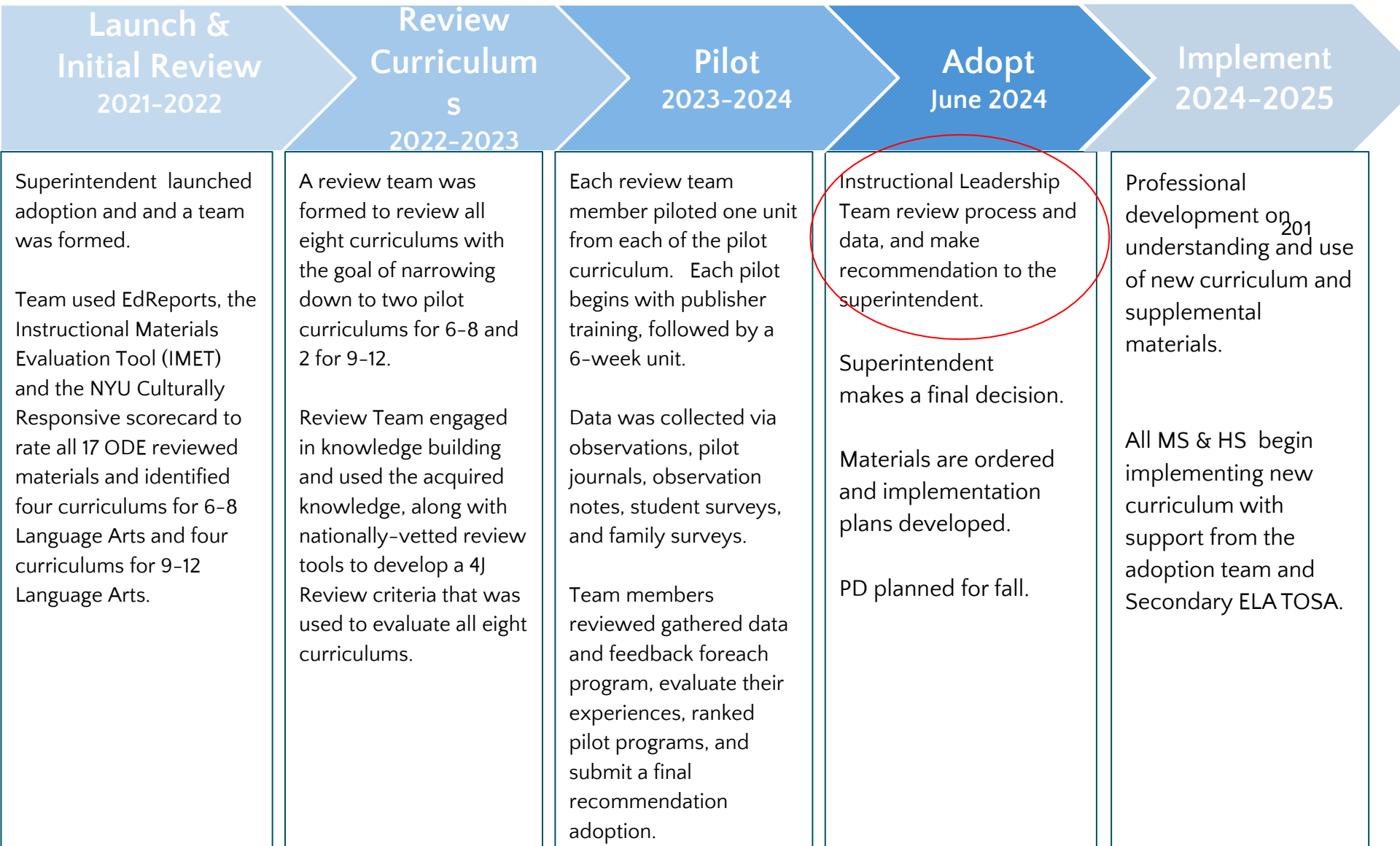


"[Curriculum] can be a doorway to big, bold change. It's an opportunity to ease our way into rewiring how school systems operate, enabling them to learn, adapt, evolve, and dismantle systemic inequities in a rapidly transforming world."

–from "Curriculum: Not Your Average Silver Bullet" by Chu & Gurny (2023) shared by Columbia University

| STUDENT RACE / ETHNICITY | Applied/Fine Arts/For. Lang. | Health | Language Arts | Mathematics | Other Subjects | Physical Education | Science | Social Studies | TOTAL |
|---|------------------------------|--------|---------------|-------------|----------------|--------------------|---------|----------------|-------|
| Native American | 90.0 | 86.5 | 79.5 | 74.2 | 85.7 | 88.6 | 87.2 | 88.3 | 84.4 |
| African American | 91.7 | 82.6 | 80.5 | 84.5 | 88.9 | 94.2 | 82.2 | 88.7 | 86.5 |
| Latino/a | 91.5 | 87.6 | 83.1 | 82.8 | 92.7 | 94.3 | 83.8 | 88.6 | 87.5 |
| TOTAL | 94.8 | 92.1 | 88.6 | 86.5 | 93.3 | 95.2 | 89.2 | 93.3 | 91.4 |
| Multiracial | 94.8 | 93.4 | 89.9 | 86.5 | 91.9 | 95.2 | 91.2 | 94.7 | 92.1 |
| White | 95.3 | 93.0 | 89.6 | 87.1 | 93.7 | 95.4 | 89.9 | 93.9 | 92.1 |
| Asian | 98.7 | 98.5 | 96.8 | 96.4 | 98.7 | 97.8 | 96.1 | 98.9 | 97.7 |
| Range of Values across Groups (Max - Min) | 8.7 | 15.9 | 17.3 | 22.2 | 13.0 | 9.2 | 13.9 | 10.6 | 13.3 |

Materials Adoption Timeline





The National Equity Project's recommendations for promoting educational equity highlights the following standards: "Eliminate inequitable practices and cultivate the unique gifts, talents, and interests of every child . . . so that success and failure are no longer predictable by student identity -racial, cultural, economic, or any other social factor."

The Equity Lens: Teacher Comments



"The UDL seems to be a strength of this curriculum. It is well organized and looks for multiple ways to access the text. It seems to be stronger on this online which makes sense."

"I appreciated the debate section as a way to practice how to speak convincingly and respectfully to those you disagree with."

"It is flexible, rigorous, scaffolded and meets expectations for cultural relevance."

"The curriculum did a good job getting students to dive into the characters and reading along with the audio was successful. The re-reading was strong and actually helpful to the work."

"The curriculum did a good job getting students to dive into the characters and reading along with the audio was successful. The re-reading was strong and actually helpful to the work."

"The online platform is especially suited to meeting the needs of diverse learners with built in UDL supports and the ability for teachers to modify and accommodate within the platform."

DRAFT 4J EQUITY LENS: SHORT VERSION

An equity lens helps us identify potential impacts on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers.



WHEN APPLYING AN EQUITY LENS ASK YOURSELF (OR YOUR GROUP):

PURPOSE

What are we trying to do? What is our goal?

INCLUSION

Who will be impacted and are they being included in the process?

OUTCOMES

How might this decision increase, decrease, or ignore equity?

Consider:

Race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, the balance of power, etc.

Once you've determined what action you will take, ask yourself (or your work group):

COMMUNICATION

How will we ensure communication to those affected takes place in an inclusive and culturally sensitive manner?

EVALUATION

How will we know if we have accomplished our goal?

DRAFT 4J EQUITY LENS: EXPANDED VERSION

PURPOSE & ASSUMPTIONS

What are we trying to do?

What is the issue, policy, or process being examined?

What assumptions are we bringing into the issue?

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INCLUSION/REPRESENTATION

Who is included in this process?

Who is not included in this process? And why?

How are we intentionally engaging multiple perspectives?

How have barriers to participation been addressed?

IMPACT/OUTCOMES

What are the outcomes we are hoping to create?

What are potential unintended outcomes? How will we address these?

Who is being affected by this decision (Policy, Issue, and Process)?

How might this decision increase, decrease, or ignore equity?

Consider: race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, language, the balance of power, etc.

PROCESS/COMMUNICATION

How and when will the process be communicated?

How will you ensure communication takes place in an inclusive, culturally sensitive and responsible manner?

EVALUATION/FEEDBACK

Are we accomplishing our initial goal?

What barriers prevented more equitable outcomes? How will you address these?

How will we incorporate this learning next time?

How will feedback from staff and stakeholders be collected?

Who will we share evaluations with?

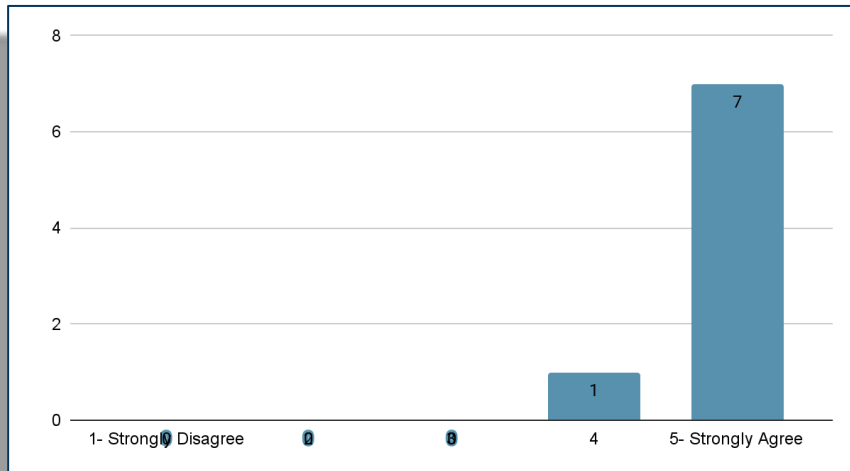
What did we learn from this?

How will you use evaluation and learning to raise racial awareness?

Adoption Team Teacher Feedback

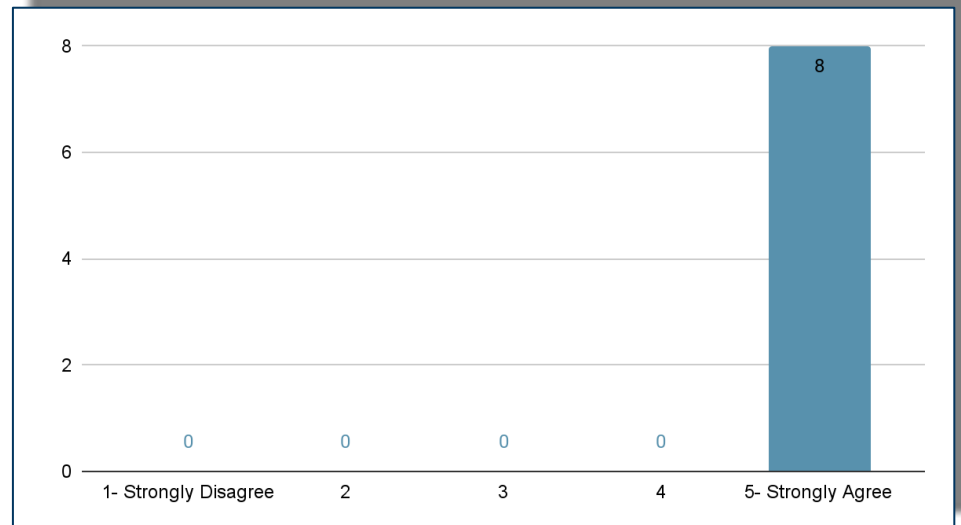


Throughout this entire process I had sufficient OPPORTUNITIES to share input and feedback.



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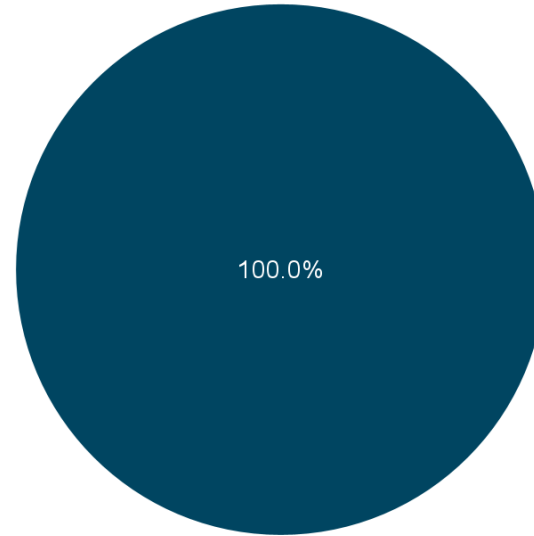
I BELIEVE our insights on the curriculum were normed.



100% of Review Team Members Recommend Amplify ELA Materials



Amplify ELA



- Amplify ELA
- Wit & Wisdom

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| Criterion | Amplify | Wit & Wisdom |
|---|---------|--------------|
| Aligned to Standards and Science of Reading / Rigor | 2.5 | 2.22 |
| Culturally Responsive & Relevant | 1.67 | 1.11 |
| UDL | 2.67 | 1.22 |
| % Recommended | 100% | 33% |
| % Uncertain | 0% | 56% |
| % Not Recommended | 0% | 11% |

Why Amplify ELA over Wit & Wisdom

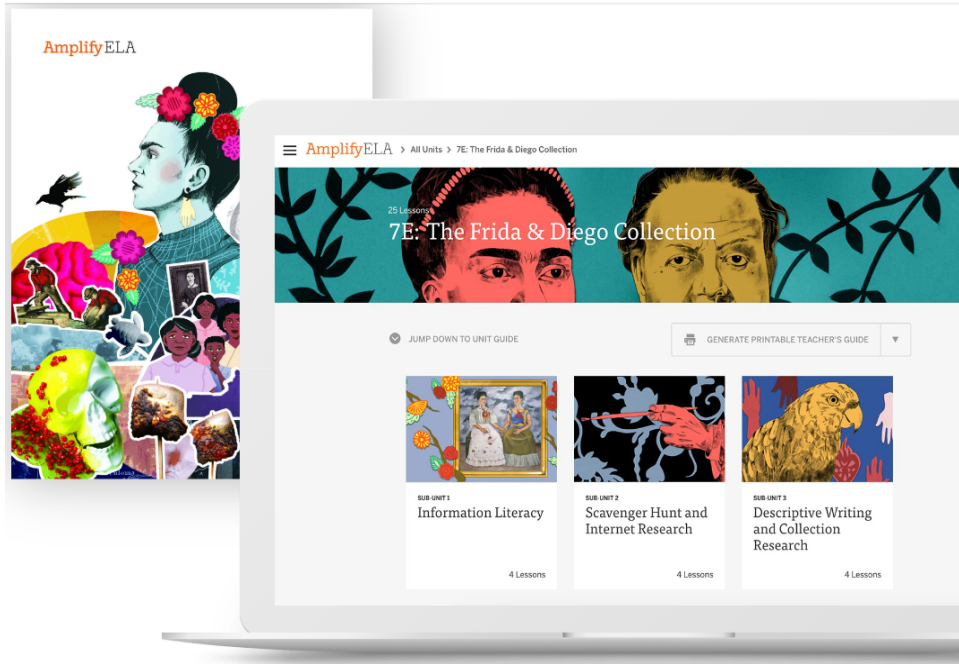


| Teacher Final Ratings (MS) | | |
|----------------------------------|--------------------------|-------------|
| Criterion | Great Minds Wit & Wisdom | Amplify ELA |
| Rigor | | |
| Culturally Responsive & Relevant | | |
| UDL | | |
| Overall | | |

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- 4: This curriculum FULLY meets this criterion.
- 3: This curriculum MOSTLY meets this criterion.
- 2: This curriculum SOMEWHAT meets this criterion.
- 1: This curriculum DOES NOT YET meet this criterion.

Components of Amplify ELA



Student Edition: Print & Digital



Teacher Edition: Print & Digital

Amplify provides six levels of differentiated support.

Multiple entry points and six levels of embedded differentiated support allow every student, regardless of fluency or ability level, to engage with the same complex texts and curriculum.

Reading comprehension Solos are differentiated to support students reading below grade level. Supports include text previews, which are written at a lower Lexile level and help students focus on key ideas; reduced text, which focuses students on the most critical passages; and a reduced selection of comprehension questions.



Data collected for Reporting

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Unparalleled differentiation

Our embedded differentiation features six levels of support, ensuring that one activity can truly serve the needs of every student and provide appropriate levels of challenge and access for all. More specifically, the program was built on the principles of Universal Design for Learning and reviewed by CAST, a non-profit education research and development organization.



Integrated ELL support

The Amplify ELA curriculum was designed to provide appropriate challenge and access for all students. In cases when Amplify's Universal Design cannot meet the needs of your ELL students, the lessons feature embedded differentiation levels within key lesson reading, writing, and speaking and listening activities to support ELLs. Teachers will also find designated activities and routines designed specifically for language learners, in addition to enriching native language resources, to ensure a positive learning experience that grows students' competence and confidence.



Robust system of assessment

All units include a robust system of embedded assessment that provides teachers actionable student performance data long before end-of-unit or benchmark exams. The Embedded Assessment Measure (EAM) reports allow teachers to easily track and interpret student performance without ever interrupting the flow of daily instruction to test students.

Middle School Budget for a 7 Year Contract



Grade 6

| PRODUCT | PRICE | QUANTITY FREE | QUANTITY CHARGE | TOTAL DISCOUNT | TOTAL PRICE |
|--|----------|---------------|-----------------|----------------|--------------|
| Amplify ELA G6 Adptn Teacher Blended Package (7yr license 2024-2031) | \$196.20 | 16 | 13 | \$3,139.20 | \$2,550.60 |
| Amplify ELA Adptn G6 Student Blended Package (7yr license 2024-2031) | \$149.55 | 0 | 1,210 | \$0.00 | \$180,955.50 |
| TOTAL | | | | \$3,139.20 | \$183,506.10 |

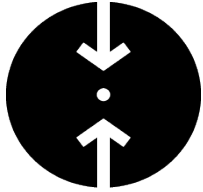
Grade 7

| PRODUCT | PRICE | QUANTITY FREE | QUANTITY CHARGE | TOTAL DISCOUNT | TOTAL PRICE |
|--|----------|---------------|-----------------|----------------|--------------|
| Amplify ELA G7 Adptn Teacher Blended Package (7yr license 2024-2031) | \$196.20 | 16 | 11 | \$3,139.20 | \$2,158.20 |
| Amplify ELA Adptn G7 Student Blended Package (7yr license 2024-2031) | \$157.71 | 0 | 1,273 | \$0.00 | \$200,764.83 |
| TOTAL | | | | \$3,139.20 | \$202,923.03 |

Grade 8

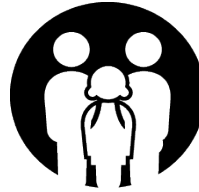
| PRODUCT | PRICE | QUANTITY FREE | QUANTITY CHARGE | TOTAL DISCOUNT | TOTAL PRICE |
|--|----------|---------------|-----------------|----------------|--------------|
| Amplify ELA G8 Adptn Teacher Blended Package (7yr license 2024-2031) | \$196.20 | 17 | 12 | \$3,335.40 | \$2,354.40 |
| Amplify ELA Adptn G8 Student Blended Package (7yr license 2024-2031) | \$159.88 | 0 | 1,290 | \$0.00 | \$206,245.20 |
| TOTAL | | | | \$3,335.40 | \$208,599.60 |

Total: \$595,028.73



Curriculum Alignment

Ensure that curriculum includes pacing guides and implementation is monitored in alignment to pacing in all classrooms. Provide teachers with support and coaching surrounding fidelity of implementation. Professional learning on curriculum alignment should include collaborative time (District-wide PLCs) to internalize units, lessons, and student data.



Monitoring and Accountability

Curriculum-specific professional development should begin in Spring to provide staff with the opportunity to plan throughout the Summer. Along with professional development on curricular materials, prioritize professional development opportunities to enhance teacher instructional strategies for student discourse and engagement strategies, questioning strategies, and UDL practices. Professional development should include collaboration time, coaching, and feedback.



Professional²¹⁰ Development

Implement a data-driven approach to monitoring curriculum implementation across classroom and accountability. This should include observations of classrooms and analysis of student assessment data to identify strengths and areas of opportunity for additional professional learning and support.

Thank You!

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Any Questions?



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting: April 3, 2024

Title: Mandarin Matrix K-8 Mandarin Language Arts Curriculum Adoption

Presenter: Jen Hebard, Principal Chinese Immersion; Siqin Taoli, 4th and 5th grade Chinese Immersion Teacher

Background:

Chinese Immersion began in 2017 with one section of Kindergarten and first grade. Each year we have added a grade level. Over the 7 years we've made small purchases (not to exceed \$6,000) of Chinese (Mandarin) Language Art curriculum support based on what that grade level teacher wanted/requested. This has resulted in a few different Chinese (Mandarin) Language Arts curriculums being used at different grade levels. As we've built our school and are now K-7 (soon to be K-8, as we begin the 2024-25 school year) we have developed extensive knowledge of what is needed in the way of curriculum for our students in our 50:50 program model, and the progression of their Chinese (Mandarin) language proficiencies. Using one cohesive curriculum, grades K-8 will provide an articulated progression of Chinese (Mandarin) Language Arts proficiency in Reading, Writing, Speaking and Listening throughout all grade levels.

Outline of Process:

Objective - To adopt a comprehensive K-8 Chinese (Mandarin) Language Arts curriculum for implementation during the 2024-2025 school year. This curriculum will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Standards, as well as aligned to research.

This single curriculum will effectively need to teach foundational skills, prompt content learning and comprehension, support writing and oracy development.

Team - Mandarin Teachers at Chinese Immersion:

Angela Yang, Grades 6th and 7th (reviewed 8th grade materials as well)

Siqin Taoli, Grades 4th and 5th

Xiaowen Jensen, Grades 3rd and 4th

Haihui Wang, Grades 1st and 2nd

Lynette Williams, DLI TOSA

Jennifer Hebard, Building Administrator

Options and Alternatives:

If this request was to be denied, we would continue with our current curriculum at the different grade levels, that has been pieced together since the program launched. The overall negative impact would be to student learning and their progression of skills as they move from one grade to another. In addition, another negative impact would be on the time of our staff, as they have to rework and modify the current curriculum to meet the standards. All while also working to co-create materials to use for the interventions needs of our students.

Kindergarten and First Grade would continue to use prep and personal time to modify the Better Chinese curriculum to fit the needs of our early learners. Currently our K/1 teacher spends a great deal of time creating their own lessons based on Better Chinese as the curriculum pacing does not currently work to support our 50:50 model of instruction. During the first two years in the program, we are working to build student confidence, foundational skills, and multiple opportunities for practice in the target language (Mandarin).

As students continue to progress from Second to Fifth Grade at Chinese Immersion, the teachers would continue to use aspects of Better Chinese. However, they would like to use an integrated curriculum - which will provide detailed teacher's guides, highlighting key grammar concepts, oral focus, teaching objectives, effective evaluation suggestions, and related readings, which could assist teachers to formulate their reading lesson plans.

Budget/Resource Implications:

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption policy. Funds have been earmarked for the purchase of the K-8 Mandarin language arts curriculum.

Board and Superintendent Goals:

Investing in the K-8 Chinese (Mandarin) Language Arts Curriculum promises a synchronized and inclusive approach to providing our students in the Chinese Immersion Program with equitable learning opportunities as they advance from elementary to middle school (and beyond) and refine their language proficiency skills. Having a comprehensive curriculum empowers our students to enhance their reading, writing, listening, and speaking abilities in Chinese (Mandarin) from Kindergarten through Eighth Grade, fostering continuous growth and fluency in the language.

Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student

- Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Objective 1:

- Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.
- Adopting stronger curricular tools is an essential component to improving literacy instruction and outcomes for the district.

Recommendation:

The Superintendent recommends the school board initiate the process for the K-8 Mandarin Language Arts adoption.


Mandarin Matrix

Chinese Language Arts Curriculum Adoption

Objective

To adopt a comprehensive K-8 Chinese Language Arts curriculum for implementation during the 2024-2025 school year. This curriculum is aligned to the American Council on the Teaching of Foreign Languages (ACTFL) and ODE World Language Standards.

This single curriculum will effectively provide students with lessons in target²¹⁵ language foundational skills, prompt content learning and comprehension, as well as support writing and oracy development for our students grades K-8. It supplies a multitude of practices for language acquisition, providing equitable access through various learning modalities for reading, writing, speaking and listening in the target language.



Chinese Language Arts (CLA) - Curriculum Team

Mandarin Teachers at Chinese Immersion:

Angela Yang, Grades 6th and 7th (reviewed 8th grade materials as well)

Siqin Taoli, Grades 4th and 5th

Xiaowen Jensen, Grades 2nd and 3rd

Haihui Wang, Grades K and 1st

Lynette Williams, Dual Language Immersion (DLI) K-12 TOSA

Jennifer Hebard, Building Administrator

Melissa Ibarra Director of K-12 Immersion Schools

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Consultation also in partnership with an 8-12th grade Chinese Language Immersion teacher and AVANT Immersion Facilitator from Davis Co. School District, Utah



Rationale for Adopting Mandarin Matrix

1. Mandarin Matrix will provide a comprehensive curriculum for grades K-8.
1. Mandarin Matrix will create a vertical alignment from grade to grade, better preparing our students for *reading, writing, speaking* and *listening* as they progress through the proficiency standards at all grade levels.
1. Mandarin Matrix provides resources for parents to support students at home. This meets our SCIP goal of a strong school to home partnership in their child's learning of Mandarin.
1. Mandarin Matrix will effectively monitor and track students' progress and provide informative data that can be used to adjust instruction as needed. This will help ensure equitable outcomes for all students.

Negative Impact if Adoption is Not Approved

If this curriculum adoption were to be denied we would:

1. Continue the current pieced-together approach, potentially impacting students' seamless progression of skills across grade levels and impeding their overall learning experience.
2. Kindergarten-eighth grade teachers would remain burdened with the time-consuming task of modifying the existing Easy Steps to Chinese curriculum to align with instructional needs, detracting from their ability to focus on building foundational skills and fostering student confidence.
3. Teachers from Kindergarten to Eighth Grade would lack the comprehensive support provided by an integrated curriculum, leading to a disjointed instructional approach and potentially compromising the effectiveness of language acquisition and skill development in vertical alignment.



Budget



K-8th Grade:

- 6 year site license, with digital and physical materials.
- Discounted print pricing with multi-year license purchase.
- One-year pricing for online licenses with a discount for the remainder of²¹⁹ this school year, allowing for a smooth transition.
- Online Professional Development Offerings Incorporated

Total: \$162,500

谢谢! 请问, 有没有问题?

Thank you! Are there any questions?



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

April 03, 2024

Title

Proposed 2-Year Academic Calendar:
2024-2025 Academic Year
2025-2026 Academic Year

Presenter

Jenna McCulley, Chief of Staff

Background

An approval of the 2-year academic calendar sets up the district up to have a continual plan for the upcoming 2 academic years. In ensuing years, one academic calendar will be presented for board approval — always for 2 years hence.

A 2-year academic calendar provides an informational tool to facilitate thoughtful planning for academic initiatives and professional learning; and for families to be able to plan future personal events and travel with the knowledge of when school is and is not in session.

2024-2025 School Calendar by Semester

SEMESTER 1

| | | |
|-------------------|--------------|---|
| Wed | Aug 28 | Teachers report –Teacher planning |
| Thu | Aug 29 | School improvement and Teacher planning |
| Fri | Aug 30 | School improvement and Teacher planning |
| Mon | Sep 2 | Labor Day |
| Tue | Sep 3 | School improvement and Teacher planning |
| Wed | Sep 4 | Tiered start with K, 6, 9 |
| Thu | Sep 5 | All grades begin |
| | | |
| Fri | Oct 11 | Non-contract Day - Optional Paid PD |
| | | |
| Fri | Nov 8 | Midterm Grading/PD |
| Mon | Nov 11 | Veteran’s Day |
| Mon | Nov 25 | No school – Parent-Guardian/Teacher Conference |
| Tue | Nov 26 | No school – Parent-Guardian/Teacher Conference |
| Wed | Nov 27 | Non-contract |
| Thu | Nov 28 | Thanksgiving – no school |
| Fri | Nov 29 | No school |
| | | |
| M-F | Dec 23-Jan 3 | Winter Break |
| | | |
| Mon | Jan 6* | No School - PD/Planning |
| Mon | Jan 20 | No school - MLK Jr. Day |
| Fri | Jan 31 | Last day of Semester 1, grading day |
| Mon | Feb 3** | No School - PD/Planning |
| | | |
| SEMESTER 2 | | |
| Tues | Feb 4 | Semester 2 begins |
| Mon | Feb 17 | President’s Day – <i>possible school closure make-up day</i> |
| | | |
| M-F | Mar 24-28 | Spring Break |
| | | |
| Fri | Apr 18 | Midterm Grading/PD |
| | | |
| Fri | May 23 | Non-contract - No school - <i>possible school closure make-up day</i> |
| Mon | May 26 | Memorial Day |
| | | |
| Fri | Jun 13 | Elementary Report Cards – No School Elementary Only |
| Tue | Jun 17 | Students’ last day - half day |
| Wed | Jun 18 | Teachers’ last day |

***5.5 hours professional development/2 hours uninterrupted planning**

****2 hours PD/5.5 hours planning**

2025-2026 School Calendar by Semester

SEMESTER 1

| | | |
|-----|--------------|--|
| Wed | Aug 27 | Teachers report –Teacher planning |
| Thu | Aug 28 | School improvement and Teacher planning |
| Fri | Aug 29 | School improvement and Teacher planning |
| Mon | Sep 1 | Labor Day |
| Tue | Sep 2 | School improvement and Teacher planning |
| Wed | Sep 3 | Tiered start with K, 6, 9 |
| Thu | Sep 4 | All grades begin |
| | | |
| Fri | Oct 10 | Non-contract Day - Optional Paid PD |
| | | |
| Mon | Nov 8 | No School Midterm grading/PD |
| Tue | Nov 11 | Veteran’s Day |
| Mon | Nov 24 | No school – Parent-Guardian/Teacher Conference |
| Tue | Nov 25 | No school – Parent-Guardian/Teacher Conference |
| Wed | Nov 26 | No school – non-contract |
| Thu | Nov 27 | Thanksgiving – no school |
| Fri | Nov 28 | No school – non-contract |
| | | |
| M-F | Dec 22-Jan 2 | Winter Break |
| | | |
| Mon | Jan 5* | PD/Planning |
| Mon | Jan 19 | No school - MLK Jr. Day |
| Fri | Jan 30 | Last day of Semester 1, grading day |
| | | |
| Mon | Feb 2** | No School - PD/Planning |

SEMESTER 2

| | | |
|-----|-----------|---|
| Mon | Feb 3 | Semester 2 begins |
| Mon | Feb 16 | President’s Day – <i>possible school closure make-up day</i> |
| | | |
| M-F | Mar 23-27 | Spring Break |
| | | |
| Fri | Apr 17 | No School Midterm grading/PD |
| | | |
| Fri | May 22 | No school/non-contract - <i>possible school closure make-up day</i> |
| Mon | May 25 | Memorial Day |
| | | |
| Fri | Jun 12 | Elementary Report Cards – No School Elementary Only |
| Tue | Jun 16 | Students’ last day - half day |
| Wed | Jun 17 | Teachers’ last day |
| Thu | Jun 18 | Possible school closure make-up day |

***5.5 hours professional development/2 hours uninterrupted planning**

****2 hours PD/5.5 hours planning**

2024–25 District Calendar

Eugene School District 4J



2024

July

| M | T | W | T | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

August

| M | T | W | T | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

September

| M | T | W | T | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

October

| M | T | W | T | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

November

| M | T | W | T | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

December

| M | T | W | T | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

2025

January

| M | T | W | T | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

February

| M | T | W | T | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

March

| M | T | W | T | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

April

| M | T | W | T | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

May

| M | T | W | T | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

June

| M | T | W | T | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

- First/Last Day of School
 - School not in session, all grades
 - No School: Teacher Planning
 - No School: Possible Weather Make-Up Day
 - No School: Grading/Professional Development*
 - No School: Parent/Teacher Conferences
 - End of Semester
- 224
* Half day for elementary schools on June 13

Adopted by the Eugene School District 4J School Board on TBD

This calendar may be altered at the discretion of the Eugene School District 4J School Board.

August

28-30 Teacher Planning/School Improvement

September

- 2 Labor Day
- 3 No School: Planning Day
- 4 First Day: Kinder & Grades 6, 9
- 5 First Day: Grades 1–5, 7–8, 10–12
All students attend

October

11 No School

November

- 8 No School: Mid-Term Grading/
Professional Development
- 11 No School: Veterans Day
- 25-26 No School: Parent-Teacher
Conferences
- 27-29 No School: Thanksgiving Break

December

23-31 Winter Break

January

- 1-3 Winter Break (cont'd)
- 6 No School: Planning Day
- 7 Students Return
- 20 No School: Martin Luther King, Jr. Day
- 31 No School: Semester Grading Day

February

- 3 No School: Planning/
Professional Development
- 4 Start of 2nd Semester
- 17 No School: Presidents Day
(possible weather make-up day)

March

24-28 Spring Break

April

18 No School: Mid-Term Grading/
Professional Development

May

- 23 No School
(possible weather make-up day)
- 26 No School: Memorial Day

June

- 13 Half Day for Elementary: Grading
- 17 Last Day for Students: Half Day
- 18 No School: Semester Grading Day

2025–26 District Calendar

Eugene School District 4J



2025

| July | | | | | August | | | | | September | | | | |
|------|----|----|----|----|--------|----|----|----|----|-----------|----|----|----|----|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | 1 | 2 | 3 | 4 | | | | | 1 | 1 | 2 | 3 | 4 | 5 |
| 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 |
| 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 |
| 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 |
| 28 | 29 | 30 | 31 | | 25 | 26 | 27 | 28 | 29 | 29 | 30 | | | |

| October | | | | | November | | | | | December | | | | |
|---------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | | 1 | 2 | 3 | | | | | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | |

2026

| January | | | | | February | | | | | March | | | | |
|---------|----|----|----|----|----------|----|----|----|----|-------|----|----|----|----|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | | | 1 | 2 | | | | | | 2 | 3 | 4 | 5 | 6 |
| 5 | 6 | 7 | 8 | 9 | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 |
| 12 | 13 | 14 | 15 | 16 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 |
| 19 | 20 | 21 | 22 | 23 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 |
| 26 | 27 | 28 | 29 | 30 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | | | |

| April | | | | | May | | | | | June | | | | |
|-------|----|----|----|----|-----|----|----|----|----|------|----|----|----|----|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | | 1 | 2 | 3 | | | | | 1 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | 25 | 26 | 27 | 28 | 29 | 29 | 30 | | | |

August

27-29 Teacher Planning/School Improvement

September

1 Labor Day
 2 No School: Planning Day
 3 First Day: Kinder & Grades 6, 9
 4 First Day: Grades 1–5, 7–8, 10–12
 All students attend

October

10 No School

November

10 No School: Mid-Term Grading/
 Professional Development
 11 No School: Veterans Day
 24-25 No School: Parent/Teacher
 Conferences
 26-28 No School: Thanksgiving Break

December

22-31 Winter Break

January

1–2 Winter Break (cont'd)
 5 No School: Planning Day
 6 Students Return
 19 No School: Martin Luther King, Jr. Day
 30 No School: Semester Grading Day

February

2 No School: Planning/
 Professional Development
 3 Start of 2nd Semester
 16 No School: Presidents Day
 (possible weather make-up day)

March

23-27 Spring Break

April

17 No School: Mid-Term Grading/
 Professional Development

May

22 No School
 (Possible weather make-up day)
 25 No School: Memorial Day

June

12 Half Day for Elementary: Grading
 16 Last Day for Students: Half Day
 17 No School: Semester Grading Day

- First/Last Day of School
 - No School: Grading/Professional Development*
 - School not in session, all grades
 - No School: Parent/Teacher Conferences
 - No School: Teacher Planning
 - End of Semester
 - No School: Possible Weather Make-Up Day
- 225
 *Half day for elementary schools on June 12

Adopted by the Eugene School District 4J School Board on TBD

This calendar may be altered at the discretion of the Eugene School District 4J School Board.