

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, January 8, 2025

NOTICE: The Board Work Session 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
Sign up to provide public comment specific to New Superintendent Criteria: www.4j.lane.edu/board/publiccomment
The Board will hear up to 10 individual speakers' comments, specific to the next superintendent criteria. Speakers may sign up to provide public comment in advance, by 5 p.m., on Tues., 1/7/2025.

Employee groups are invited to speak for up to 3 minutes, focused on the topic of New Superintendent Criteria.
EEA (Eugene Education Association)
OSEA (Oregon School Employees Association)
MAPS (Managers, Administrators, Professional Staff)

**6:00 PM
Board Work Session**

- I. Call Work Session to Order, Roll Call
- II. Agenda Approval
- III. Comments from the Audience Regarding the Next Superintendent Criteria

The Board will hear up to 10 individual speakers' comments, specific to the next superintendent criteria. Speakers may sign up to provide public comment in advance, by 5 p.m., on Tues., 1/7/2025. If 10 requests have not been received by 5 p.m. on 1/7/2025, paper forms will be available for audience members to complete at the entrance of the meeting, on 1/8/2025, at 6 p.m. In the event that the requests made by 5 p.m. on 1/7/2025, plus the paper requests completed on 1/8/2025 number more than 10, names will be randomly drawn from the completed paper requests until a total of 10 speakers have been selected. Speakers are limited to three minutes and cannot give their time to another speaker.

Speakers may offer objective comments or criticism about district operations and programs at Regular Board Meetings. The comments for this particular Board Work Session are specific to the next superintendent criteria. The district has a board policy for filing a formal complaint against an individual. Please contact the Superintendent's Office at 541-790-7707 for more information about submitting a formal complaint.

- IV. Comments by Employee Groups
Each employee group is invited to speak for up to 3 minutes in person or via Zoom, focused on New Superintendent Criteria, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after the presentation of that agenda item.
EEA (Eugene Education Association)
OSEA (Oregon School Employees Association)
MAPS (Managers, Administrators, Professionals and Supervisors)

V.	Consent Group — Items for Action	
	1. Approve Board Meeting Draft Minutes for: Nov. 20, 2024 Board Work Session Dec. 04, 2024 Regular Board Meeting	3
	2. Approve Whole Earth Outdoor School Contract for Spring, 2025 Presenters: Erin Gaston, Administrator of Elementary Curriculum & MTSS (Multi-Tiered Systems of Support) Jeff Johnson, Director of Elementary Education Melissa Ibarra, Director of Dual Language Education	26
	3. Approve Bond Project – Kelly Middle School Roofing Presenter: Ryan Spain, Facilities Director	28
	4. Approve Bond Project – Adams Elementary School Roof Coatings Presenter: Ryan Spain, Facilities Director	29
VI.	Items for Information None	
VII.	Items for Action None	
VIII.	Items for Action at a Future Meeting	
	1. Presentation of Eugene School District 4J's Next Superintendent Criteria and Confidential Community Interview Panels Presenters: Ad Hoc Superintendent Search Board Subcommittee Members: Judy Newman, Board Director and Subcommittee Facilitator; Tom Di Liberto, Board Chair, Subcommittee Member; Morgan Munro, Board Director, Subcommittee Member Human Capital Enterprises: Hank Harris, Robyn Bean, Christy Perry 60 Minutes	30
	2. United Front Travel Approval Presenter: Jenny Jonak, Board Chair 10 Minutes	42
IX.	Adjourn Work Session	

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

January 08, 2024

Title

Approve 4J School District Regular Board Meeting Minutes Draft for 11/20/24

Background

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

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

Date: November 20, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a work session 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 November 15, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

Jenny Jonak, Chair

Tom Di Liberto, Vice Chair

Erica Thessen

Maya Rabasa

Judy Newman

Morgan Munro

BOARD MEMBERS ABSENT:

Rick Hamilton

STAFF:

Carmen Xiomara Urbina, Chief of Staff

Matt Brown, Director of Finance

Seth Pfaefflin, Director of Student Services

Brooke Wagner, Assistant Superintendent of Administrative Services

Kat Lange, Executive Director of Youth and Family Services

Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office

Brian Young, Cal Young Middle School Principal

Ginny Hoke, Language Arts (LA)/Social Studies (SS) Teacher

Carmen Duato, Language Arts (LA)/Social Studies (SS) Teacher

Rachel Allen, Language Arts (LA)/Social Studies (SS) Teacher

Alia Turner, Language Arts (LA)/Social Studies (SS) Teacher

Angela Crum, Student Services Administrator

Della Thomas, Student Services Administrator

Tom Horn, Student Services Administrator

Joel Lavin, Student Services Administrator

Karen Apgar, Student Services Administrator

Liz Johnson, Inclusion Advisor

Debbie McKim, Executive Assistant to the Interim Superintendent and Board

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School
Deeya Patel, South Eugene High School
Cora Ludwing, South Eugene High School
Lane Lowd, Eugene Online Academy (online)

EMPLOYEE GROUPS:

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

OTHER GUESTS:

Eleanor, Cal Young Middle School Student
Isabella, Cal Young Middle School Student
Ruby, Cal Young Middle School Student
Alexia, Cal Young Middle School Student

MEDIA:

KRVM
Register Guard (online)

I. CALL TO ORDER AND ROLL CALL

Chair Jenny Jonak called the work session to order at 6:00 p.m. She said the names of the board members who were present. She noted that Chief of Staff Carmen Xiomara Urbina is filling in for Interim Superintendent Colt Gill.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. COMMENTS BY EMPLOYEE GROUPS

Eugene Education Association (EEA) President Sabrina Gordon offered comments relating to the new bargaining agreement. She said that EEA members approved the agreement on November 20, 2024, with a resounding vote of support. It represents a fair salary increase as well as a joint commitment between Eugene School District 4J and more than 1,000 licensed educators for ongoing efforts of creating the experience desired for students. She stated that while no contract can magically make everything perfect, components of the agreements reached include: additional compensation for the work that nurses, counselors, librarians, Special Education (SPED) teachers, and other specialists do to support student agreements, to communicate clearly the procedures and resources available to support student social and emotional wellbeing and successful participation in their learning commitment, to address environmental health and safety issues caused by extreme temperatures and poor air quality, a significant increase in protected preparation time for all educators to plan and assess the ways in which they serve students, a continued commitment to supporting staff with a licensed benefits

liaison, and addressing the additional work that 4J educators take on to fill-in when there are substitute shortages or staff vacancies. She closed by stating that the list of agreements reached is too long to include everything, but the members of EEA are celebrating the improvements to the contract and are inspired to continue the efforts already underway this school year to create the best possible experience for 4J students.

IV. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE BOARD MINUTES DRAFTS FOR SPECIAL BOARD MEETING ON OCTOBER 16, 2024; BOARD WORK SESSION ON OCTOBER 23, 2024; SPECIAL BOARD MEETING TO ORGANIZE SUPERINTENDENT SEARCH ON NOVEMBER 4, 2024.

No discussion was held.

2. APPROVE BOARD OF DIRECTORS’ TRAVEL TO THE NATIONAL SCHOOL BOARD ASSOCIATION (NSBA) ADVOCACY AND EQUITY INSTITUTE PER POLICY BHD—BOARD MEMBER COMPENSATION AND EXPENSE REIMBURSEMENT

No discussion was held.

3. APPROVE REVISIONS TO BOARD POLICY AC—NONDISCRIMINATION

No discussion was held.

MOTION: Vice Chair Di Liberto made a motion to approve the consent group. Ms. Rabasa seconded. **The motion carried unanimously, 6:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, and Ms. Munro all voting in favor.**

V. ITEMS FOR INFORMATION

1. COMMUNITY CIRCLES AND RESTORATIVE PRACTICES AT CAL YOUNG MIDDLE SCHOOL

Cal Young Middle School Principal Brian Young, Language Arts (LA)/Social Studies (SS) teachers Ginny Hoke, Carmen Duato, Rachel Allen, and Alia Turner; and students Eleanor, Isabella, Ruby, and Alexia, presented information about Community Circles and Restorative Practices via PowerPoint presentation.

Mr. Young described Community Circles and Restorative Practices as “game changers” for their school. He explained that while the presentation will focus primarily on Community Circles, they are also incorporating restorative practices within the school.

Post-pandemic, educators were faced with new and/or amplified displays of acute trauma and dysregulation in classrooms, prompting them to brainstorm ways that they could provide more felt safety in classrooms. During the first two weeks of the school year, Community Circles are held daily during Language Arts (LA) and Social Studies (SS).

Throughout the remainder of the school year, Community Circles are held once per week. According to educators and many students, the difference the practice has made in school climate is profound.

Ms. Hoke pointed out that Community Circles are intended for all students to feel seen, heard, valued, and safe. They also shift classroom culture, broaden student knowledge bases about diverse perspectives, and serve a purpose in times of crisis.

Cal Young Middle School students present at the meeting shared a few words about the impact that Community Circles has had on them, such as forming friendships, establishing connections with teachers, collective sharing, and promoting safety.

Regarding restorative practices, the district-wide minor reporting form for behavior now includes restorative questions such as:

- Before you document an incident, have you tried: *Teach, Reflect, Restore*?
- Have you talked with your colleagues and/or looked at page 25-39 in the Student Support Document for classroom intervention strategies?
- For repeated referrals with the same student, have you referred the student to the SIT team (or IEP/504 team)?

Furthermore, Cal Young Middle School administrators are using the following questions to support those who have been harmed from the Center for Dialogue and Resolution:

- What did you think and feel when you realized what had happened?
- How did this impact you and others?
- What has been the hardest thing for you?
- What needs to happen to make things right?

Mr. Young pointed out that restorative practices cannot happen without a relationship.

Mr. Young invited questions from the Board of Directors (BOD).

Ms. Rabasa asked if there will be opportunities to share the practice of Community Circles with other district middle schools.

Ms. Turner responded that after reviewing data about the impact on Cal Young Middle School students and providing more training to educators, the hope is to expand the practice to other middle schools.

Ms. Rabasa asked if the surveys include street data, such as student testimonies.

Ms. Turner responded affirmatively.

Mr. Young added that Community Circles are not taking time away from content; in fact, they are fulfilling social emotional learning standards now required in the state of Oregon as of 2023.

Ms. Munro asked how they handle disruptions, such as rude jokes or putdowns, in Community Circles.

Student Isabella responded that in their experience if a student speaks out-of-turn or has a rude comment, the facilitator redirects and reminds them of expectations.

2. SPECIAL EDUCATION UPDATES

Director of Student Services Seth Pfaefflin, Student Services Administrators Angela Crum, Della Thomas, Tom Horn, Joel Lavin, and Karen Apgar, and Inclusion Advisor Liz Johnson provided a special education (SPED) update via PowerPoint presentation.

Mr. Horn introduced the Student Support Department (SSD) mission and vision.

Mission: We are committed to engaging and challenging all students through learning opportunities that are accessible, inclusive, and personally meaningful. We are committed to cultivating and empowering confident and resilient students who experience meaningful academic, social, and emotional growth.

Vision: We will do this by creating inclusive and equitable communities within our buildings, establishing systems for collaboration and effectiveness, and fostering resilience and belonging for all students.

Mr. Horn explained that during the 2023-24 school year there were 2,292 students with Individualized Education Plans (IEPs) and 1,300 students with 504 plans in the district. Approximately 25% of students have an identified disability.

Ms. Apgar introduced commonly used acronyms: Individuals with Disabilities Education Act (IDEA) and Specially Designed Instruction (SDI). She clarified that a private provider diagnosis does not automatically ensure SPED services within the school system. The district's evaluation can take up to 60 days. She said that can be confusing for families. She explained that SPED is designed to provide meaningful progress in light of the student's disability/circumstances. It is not designed to maximize potential. In other words, none of the SPED services are intended to ensure that students match their peers at grade level. Ms. Apgar added there are three laws promoting appropriate inclusion in schools: IDEA, 504, and Americans with Disabilities Act (ADA). She clarified that 504 plans are *not* SPED.

Ms. Johnson provided information relating to the evolution of inclusion in United States school systems. She explained that in the beginning, people with disabilities were purposely excluded from schools. Eventually the practice evolved to segregation (i.e. self-contained classrooms and separate schools) and eventually to integration. However,

the integration model meant that students with IEPs remained in the back of the classroom, learning separately from other students. Ms. Johnson said that such a model is no longer considered meaningful. Rather, an inclusion model would allow for students to be interspersed throughout the class. 4J is somewhere between integration and inclusion.

Mr. Pfaefflin introduced a graph depicting the percentage of 4J SPED students spending at least 80% of the day in regular classrooms over the past 15 years. He said that thanks to the tremendous work of educators, the district is once again catching up with state averages and is now on an upward trend.

Mr. Pfaefflin referenced a document titled “Inclusion Summary of Research.” He noted that research indicates that students without disabilities also benefit from inclusion practices. He cited better academic achievement, fewer discipline referrals, better attendance, better social relationships, higher graduation rates, improved post-secondary education, and improved employment outcomes.

Ms. Crum stated that MTSS work is still in the early stages. She highlighted the success of Unified sports and Unified classrooms. Unified basketball enters its third season with all 4J high schools participating. IEP alignment work has been well-received by educators.

Mr. Lavin brought attention to graduation rates for SPED students. There has been a 33.5% increase in graduation rates since 2013. While progress has been made, he believes the graduation rates for SPED students are still unacceptable. The target is that students with disabilities graduate in four years at the same rate as their peers – yet students with disabilities learn at different rates and grow in different ways.

Mr. Pfaefflin and staff members highlighted the following challenges and elaborated on key points.

1. Ableism is prevalent in our mindsets and our systems
2. Staffing and funding
3. School schedules
4. Working in silos
5. Professional development time
6. Technology

Mr. Pfaefflin invited questions from the BOD.

Ms. Thessen commented that technology can be necessary and helpful for students with selective mutism.

Ms. Rabasa asked if training focuses on the difference between person-first versus identity-first language. She said there is a strong focus on moving back towards identity-first. She added that she is personally eager for the district to not fear the term disabled.

Ms. Apgar responded that their ideal approach is to find out and use the identity that the student prefers.

Regarding collaboration between general education and special education teachers, Ms. Rabasa asked if the co-teaching model is going to continue.

Mr. Lavin responded that two teachers were part of a pilot during the 2018-19 school year. He said the funds were reallocated to transition supports. He explained that they discovered students who are being included more in classrooms are sometimes struggling with preparing for their post-secondary lives. The co-teaching as a model has not gone away and the practices continue in the district. What has changed is that the specific FTE that they were using for general education teachers to work with SPED teachers has been absorbed back into student services.

Ms. Lange emphasized the multitude of forms of co-teaching occurring in the district.

In response to a question posed by Ms. Newman relating to SPED and general education, Mr. Lavin explained that district principals serve as SPED directors. Principals should ideally be elevating the SPED team on the same level as general educators.

Ms. Munro how the department navigates not having the funding and/or staff to implement a plan.

Ms. Apgar responded that they navigate by using the personnel resources they do have effectively.

Ms. Lange added that they navigate by changing schedules, moving educators around, and creative problem-solving.

Ms. Schilling asked the department to speak to the negative aspects that have been voiced during public comment, specifically relating to challenges with inclusion in education. She cited physical altercations and classroom disruptions.

Mr. Pfaefflin responded that data revealed that previous exclusionary practices, such as Comprehensive Learning Centers for Behavior (CLB), amplified behavioral challenges. He noted the importance of schools having structures in place, such as sensory rooms, support staffing, and prevention services. To Ms. Schilling's point, he said there is still more work to be done.

Ms. Apgar added that inclusion has positively impacted the social and emotional behaviors of SPED students, resulting in them reporting feeling calmer and having higher self-esteem.

Ms. Johson mentioned the need to strengthen inclusion at the elementary level. She cited additional challenges faced.

Chair Jonak asked if there are strategies for encouraging neurodiversity and role models in classified staff and educators.

Mr. Pfaefflin responded that some disabilities are visible, and others are invisible. The district is trying to promote diverse hiring and is getting better at talking about neurodiversity.

Ms. Apgar emphasized the need to attract more neurodiverse candidates into teaching programs. She noted that young professionals are becoming more comfortable with sharing their identities.

3. SUPERINTENDENT SEARCH FIRM AND TIMELINE, ENGAGEMENT PLAN FOR CREATING A CANDIDATE PROFILE

Ms. Newman provided an update about the superintendent search firm and timeline and the engagement plan for creating a candidate profile.

She explained that 33 six-member focus groups have been finalized. They will utilize a combination of appointments and lottery. A survey will be provided for community members – including staff, parents, educators, and students. The survey will be in English and Spanish, and other languages by request. After collating the information received from the focus groups and survey, the superintendent search firm is scheduled to present the candidate criteria and qualities to the BOD on January 8, 2025. The BOD is scheduled to deliberate in Executive Session on February 26, 2025. After selecting the semi-finalists, interviews are expected to be conducted virtually on March 3, 2025. They will then select finalists. Finalist interviews are expected to occur mid-March.

Ms. Patel raised concern about the type of responses that high school students may provide, for example: longer lunches. She suggested incorporating a lesson for students about what makes a great leader.

Ms. Newman said that is an excellent suggestion, and she will relay it to the superintendent search committee.

VI. ITEMS FOR ACTION

1. APPROVE COLLECTIVE BARGAINING AGREEMENT BETWEEN EUGENE EDUCATION ASSOCIATION (EEA) CHAPTER 1 AND EUGENE SCHOOL DISTRICT 4J

Assistant Superintendent of Administrative Services Brooke Wagner introduced the Collective Bargaining Agreement between Eugene Education Association (EEA) and Eugene School District 4J.

Ms. Rabasa noted a conflict of interest and abstained from discussion and voting.

Members of the BOD voiced resounding support for the Collective Bargaining Agreement.

MOTION: Vice Chair Di Liberto moved to approve the Collective Bargaining Agreement between Eugene Education Association (EEA) Chapter 1 and Eugene School District 4J. Ms. Newman seconded. **The motion passed unanimously, 5:0:1; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, and Ms. Munro all voting in favor. Ms. Rabasa abstained.**

2. APPROVE REVISIONS TO BOARD POLICY BBF – BOARD MEMBER STANDARDS OF CONDUCT

Chief of Staff Carmen Xiomara Urbina noted two language clarification changes that were previously requested to board policy BBF – Board Member Standards of Conduct.

MOTION: Vice Chair Di Liberto moved to approve revisions to board policy BBF – Board Member Standards of Conduct. Ms. Munro seconded. **The motion carried unanimously, 6:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, and Ms. Munro all voting in favor.**

VII. ITEMS FOR ACTION AT A FUTURE MEETING

1. APPROVE REVISIONS TO BOARD POLICY EEBA – STUDENT HEALTH SERVICES (FIRST READ)

Mr. Pfaefflin and Ms. Apgar presented proposed revisions to board policy EEBA – Student Health Services.

Mr. Pfaefflin explained that they are proposing removing two former policies relating to first aid and student health services. The policies will be replaced with updated Oregon Administrative Rules (OAR) relating to nurse delegation law changes and a comprehensive health services plan. He referenced a handout provided in the meeting packet.

2. CONSIDER PROPOSED REVISIONS TO POLICY JBAA – SECTION 504 STUDENTS (FIRST READ)

Mr. Pfaefflin and Ms. Apgar presented proposed revisions to policy JBAA – Section 504 Students.

Ms. Apgar explained that the revisions include necessary language clarifications to support students with 504 plans.

VIII. ADJORN

Chair Jonak adjourned the work session at 8:57 p.m.

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

Date: December 4, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular 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 November 29, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

Jenny Jonak, Chair (partial absence)

STAFF:

Interim Superintendent Colt Gill
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Seth Pfaefflin, Director of Student Services
Ryan Spain, Director of Facilities Management
Brooke Wagner, Assistant Superintendent for Administrative Services
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Megan Perdue, Sheldon High School Choral Director
Casandra Kamens, Curriculum Administrator for Extended Learning
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

STUDENT REPRESENTATIVES:

Carmen Gonzalez Valle, Sheldon High School
Kaleia Davis, Sheldon High School
Deeya Patel, South Eugene High School
Cora Ludwig, South Eugene High School
Sheridan Schilling, Churchill High School
Olivia Dodge, Churchill High School

Kristian Babcock, International High School (Churchill)
Katheryn Hehman, International High School (South Eugene)
Jazmin Berry, North Eugene High School
Autumn Thessen, Early College and Career Options (ECCO)
Lane Lowd, Eugene Online Academy (online)

EMPLOYEE GROUPS:

None.

OTHER GUESTS:

Sheldon High School Dublinaires
Andy Pears, The Village Charter School Executive Director
Linda Hamilton, Oregon School Board Association (OSBA) Representative

MEDIA:

KRVM
Register Guard

I. CALL TO ORDER, ROLL CALL, LAND ACKNOWLEDGEMENT

Vice Chair Di Liberto called the regular meeting to order at 6:02 p.m. He said the names of the board members who were present online and in-person.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Colt Gill introduced the Sheldon High School Dublinaires. He noted that the choir students have been accepted into the 2024 Oregon Music Educators Conference All State Ensembles, the All Northwest Ensembles, and the Western International Band Clinic.

IV. ITEMS FOR INFORMATION

1. SHELDON HIGH SCHOOL DUBLINAIRES PERFORMANCE AND RECOGNITION OF STUDENTS ACCEPTED INTO THE 2024 OREGON MUSIC EDUCATORS CONFERENCE ALL STATE ENSEMBLES, THE ALL NORTHWEST ENSEMBLES, AND THE WESTERN INTERNATIONAL BAND CLINIC

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Kristian Babcock, International High School (Churchill) Representative, stated that many students are dropping the IHS program for classic courses, specifically in the transition between sophomore and junior years. She cited a possible misunderstanding around IB classes. She said teachers and counselors have expressed dislike of the program.

Sheridan Schilling, Churchill High School Representative, reported that they welcomed an interim principal and vice principals. The student body appreciates the more visible leadership. She brought attention to the issue of special events and food, explaining that student government has historically held regular activities containing food, for example, hot chocolate on winter mornings. Ms. Schilling explained that nutrition services guidelines have been presenting roadblocks and that the leadership teams and affinity groups rely on the practice and tradition of including food because it brings students together. She noted that Churchill is hosting their annual Holiday Cheer Drive.

Carmen Gonzalez Valle, Sheldon High School Representative, raised several issues. First, nutrition services guidelines have been problematic for school clubs, particularly the limitations experienced when ordering food. She said they have yet to receive a response from the nutrition services department. She noted a concern among students about cultural appropriation as it relates to food preparation. Ms. Gonzalez Valle addressed the issue of gender inequality, specifically that cheerleading and dance are not given the same opportunities as other Sheldon sports (such as the ability to obtain physical education credits). She mentioned an increase in anti-queer rhetoric in the school environment following the recent United States presidential election and a failure to meet educational requirements relating to Native American studies in history and social studies courses. She said the Divergence Disability Alliance (DDA) is working to secure a sensory room.

Katheryn Hehman, International High School (South Eugene) Representative, spoke about a concerning culture developing between IHS campuses. She said that at her IHS campus there have been reports of cliques and discrimination against students with disabilities and students and teachers of color. Ms. Hehman urged an investigation.

Cora Ludwig, South Eugene High School Representative, reported that a smart pass is being piloted and students have reported negative experiences with no clear benefits of the new pass system. She noted a lack of enforcement and concerns about third party companies. She said students have been discussing cell phone policies and are concerned about the ability to contact families in an emergency. They are refining their student recommendations regarding the issue.

Jazmin Berry, North Eugene High School Representative, mentioned that 1,119 mid-semester reports, 912 academic certificates, and 697 attendance awards were sent home, reflecting positive increases across all categories. The first Athletic Banquet was held on November 21, 2024. Project Gift is beginning the week of December 2, 2024. Ms. Berry said that the student body created art in honor of the life of educator Amy Samson.

Autumn Thessen, Early College and Career Options (ECCO) Representative, shared challenges that students are facing, such as lack of resources, amenities, and lack of space. Their building does not meet basic needs: it has no gym, coffee room, or nurses'

office; it has little office space, and currently there is no confidential area for student discussions with counselors. (She noted that the counselor office is in-the-works.) Ms. Thessen reported that students are attending the Eugene YMCA for physical education, involving a loss of class time due to transportation. She described educators grading papers while seated on the floor. She cited no nurses nor a custodian. Ms. Thessen mentioned that neurodivergent students often struggle with florescent lighting. She said that the lack of resources hinders ECCO students from thriving. She emphasized that they are requesting accommodations, not a new building.

On behalf of ECCO Student Representative Max Pike, Ms. Thessen paraphrased the following: ECCO's main purpose as an alternative education program is to give students a space where their needs will be met. The number of students is not proportional to the amount of space provided and there is concern about the number of staff to students. They reported students feeling overwhelmed and dysregulated due to the lack of space.

VI. ITEMS FOR INFORMATION

Vice Chair Di Liberto opened a public hearing at 6:48 p.m. regarding the renewal of the Public Charter School contract with The Village Charter School.

Adam Dorris, The Village School parent, spoke in favor of a contract renewal. He commented that the mission of the school and the dedicated work ethic of staff to create an environment for compassion and enriched learning with a well-rounded curriculum, complete with an artistic, cultural, and humanitarian scope, is beyond compare.

Nikos Ridge, The Village School parent and VS Board President, expressed support for a 10-year contract renewal, citing the quality of the educational system, the care of staff and administration, and ongoing development of academic programs.

Roz Romatz, The Village School Co-Principal, spoke in favor of a 10-year contract renewal. She asserted that the data presented at the November 6, 2024 board meeting, relating to The Village School literacy program and test scores, was not fully informed. She clarified that last year, The Village School's sixth grade ranked first out of 11 district schools in math, and fourth out of 11 district schools in language arts. She added that post-pandemic, eighth grade students have been ranked both first and second in all three subjects: math, language arts, and science.

Sam LaClaire, The Village School parent, expressed support for a contract renewal, commenting on the quality of the food, positive teacher motivation and parent involvement, and low authoritarianism.

Shannon Powell, The Village School Co-Principal, spoke in favor of a 10-year contract renewal and highlighted unique aspects of their school, including: early literacy through oral storytelling, poetry, and songs in kindergarten; followed by phonics, math, writing, and hands-on science in the first grade. Ms. Powell explained that early on, children learn

how to be members of the school community and how to follow rules from the safety of their classroom.

Emily Swenson, The Village School educator, expressed support for a 10-year contract renewal. She explained that The Village School offers students to engage deeply in arts, drama, and instrumental and vocal music. She emphasized their intensive instruction in other subjects.

Corey Byers, The Village School parent, spoke in favor of a contract renewal. She said the school feels like a second home for her children, there is a community of dedicated and loving staff, and the curriculum is outstanding.

Heather Scott, The Village School parent, expressed support for a contract renewal. She described the individual attention provided to her children and how the closeknit community works through issues together.

Steve Holmes, former The Village School parent and current board member, spoke in favor of a 10-year contract renewal. He highlighted the personal success of his children as two examples of positive outcomes from The Village School. He said that the school incorporates Waldorf and other educational principals and methods into a more traditional approach – and that they have met or exceeded almost every metric and standard of public education in Oregon.

Andy Peara, The Village School Executive Director and parent, expressed support for a 10-year contract renewal. He echoed the sentiments of previous speakers and brought up aspects that had not yet been mentioned, such as the school's commitment to minimizing screentime and promoting multiculturalism and Diversity, Equity, and Inclusion (DEI). Mr. Peara referenced a handout provided to the board, citing the need for equitable pay for charter school educators.

VII. ITEMS RAISED BY THE AUDIENCE

Janet Ayers, 4J parent, raised three issues. First, she requested an update regarding the Wells Fargo building. Secondly, she raised concern about the 4J parking contract with Willamette Family Inc. Lastly, she is concerned about parking lot speeds at ECCO.

Amanda Padilla, 4J parent, reported that due to consistently low staffing, her child in life skills did not receive adequate education or recess during the first six weeks of the school year. Her child has not had access to the inclusion listed on their Individualized Education Program (IEP). She described an incident on October 3, 2024, which resulted in her child's suspension. Ms. Padilla asserted that the incident warrants an investigation.

Valerie Blood, 4J parent, highlighted discrepancies in the care that her two special needs children receive. She noted that her children attend different schools within the district. She described her third-grade daughter's education as an example of successful inclusion.

With the support of an Educational Assistant (EA), her daughter has access to a general education classroom, physical education, music, library, and recess. However, her first-grade son receives little to none of the benefits that his sibling does. He has been denied safe feeding protocols. Ms. Blood said there is a civil right to provide both her children with services and urged immediate corrective action.

Heidi Rogers, 4J parent and South Eugene Football Boosters President, stated that there was disruption to the South Eugene High School football program caused by district personnel action resulting in the abrupt change in coaching leadership implemented by the district in early September. She said the resulting trauma brought by the change was suffered by the players, coaches, parents, and families from September through November. She urged the board to consider hiring a new head football coach for South Eugene High School and to allow efforts to rebuild the football program. She requested transparency about the future of the program.

Jason Sydes, 4J parent, expressed disapproval of a reported recent discussion to bring Student Resource Officers (SROs) back into the district. He raised concerns about a proposed plan to rebrand SROs as Youth Service Officers (YSOs). Mr. Sydes shared his perspective that SROs will endanger students, not make them safer. He cited a research paper titled “The Thin Blue Line in Schools: New Evidence on School-Based Policing” and an article titled “A School Cop Was Accused of Sexual Misconduct with Kids, He Kept His Job for Years” by the Washington Post.

Jacob Trewe, 4J parent, spoke in opposition of a reported recent discussion to bring SROs back into the district. He encouraged the district to consider if schools are less safe now than prior to 2020, and to do comparative studies with other school districts. He cautioned that a former district SRO pled guilty to sexual harassment and abuse. He recommended that law enforcement conduct other school safety prevention methods, such walk-throughs when students are not in school.

VIII. COMMENTS BY EMPLOYEE GROUPS

There were none.

IX. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE BOARD MINUTES DRAFTS FOR 11/06/2024

No discussion was held.

2. APPROVE PERSONNEL ACTIONS

No discussion was held.

3. TRANSPORTATION TANKS AND FUELING STATION REPLACEMENT

No discussion was held.

4. APPROVE COST OF LIVING ADJUSTMENT (COLA) AND INSURANCE BENEFIT ADJUSTMENT FOR MANAGERS, ADMINISTRATORS, PROFESSIONALS, SUPERVISORS, AND FOR SENIOR STAFF (DIRECTORS AND ASSISTANT SUPERINTENDENTS)

No discussion was held.

5. BUDGET COMMITTEE REAPPOINTMENT

No discussion was held.

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

X. ITEMS FOR INFORMATION

1. FIRST QUARTER FINANCIAL REPORT 07/01/2024 – 9/30/2024

Finance Director Matt Brown introduced the first quarter (July, August, and September) financial report. He referenced a handout provided in the meeting packet. He reported that the district is on track to spend budget appropriations as previously approved by the Board of Directors (BOD).

Interim Superintendent Gill requested that Mr. Brown explain “spending on track” compared with “spending down” reserves.

Mr. Brown responded that the BOD approved a budget that reflected spending down general fund reserves by roughly \$25 million. They had originally budgeted roughly \$64-75 million as a beginning fund balance, causing the reserve balance to go down about \$25 million. He clarified that they are on track to spend that dollar.

Mr. Brown added that the audit is officially completed and will be submitted prior to the December 31, 2024 deadline.

2. BUDGET VALUES FRAMEWORK

Interim Superintendent Gill referenced a document titled "Budget Values Framework," outlining various district programs and their alignment with the district's budget. The framework is presented as a response to the BOD's request that the budget development process be guided by their stated goals for the district.

He mentioned that budget documents must be in compliance with the State of Oregon's budgeting and accounting manual. He said that while it is not possible to align the budget with BODs goals, the Budget Values Framework includes a Budget Decision Tool to center goals and use the district's equity lens as a guide for decision making.

Ms. Newman asked if there were any items that did not fit within the framework.

Interim Superintendent Gill responded that there were several functions that did not fit within the top three, so they created a fourth category.

Interim Superintendent Gill informed the BOD that Oregon Governor Tina Kotek released her recommended budget. Although not necessarily the budget that will be adopted, among her top three priorities is education. He noted that Governor Kotek's budget takes a dramatically different approach to understanding what current service level means for a school district and does a better job of understanding the increased costs that a school district is impacted by each new biennium. He explained that in previous conversations with the BOD, the Finance Department shared a long-term outlook for the district and named dwindling reserves and the need to reduce spending. The assumption made was based on past practice – a 4% increase in state school funds. However, Governor Kotek's budget proposes an 11% increase. He noted that even with the projected increases in funds, there are also projected increases in costs.

3. YUJIN GAKUEN (YG) AND K-12 JAPANESE IMMERSION PROGRAM UPDATE

Interim Superintendent Gill provided an update regarding Yujin Gakuen (YG) and the K-12 Japanese Immersion Program. He referenced a detailed staff report made available for review. He reported a series of meetings with the YG community on December 3, 2024.

Interim Superintendent Gill stated his intention to move forward with a model to secure the future of YG. He explained that in June 2023, a decision was made to move YG from its co-location at Kelley Middle School and directed the superintendent to determine locations for YG and the K-12 Japanese Immersion Program. Former Superintendent Andy Dey determined that YG would be located at the Willard site for the foreseeable future. Transportation was provided for students enrolled through the 2028-29 school year. Interim Superintendent Gill said that currently the program is located across two regions – north and south. It has not yet been determined how to best support and sustain the entire K-12 continuum, including growing the program back to enrollment levels experienced prior to the two moves.

Interim Superintendent Gill provided some key data points and then reiterated his commitment to the YG community, stating that his purpose and proposal going forward is to sustain YG's excellence while addressing the challenges it faces. The plan is to temporarily maintain the dual regional model for the 2025-26 school year: K-5 at the Willard site, sixth through eighth at Kelley, and ninth through twelfth at North. During the remainder of the current school year, the district will engage in an inclusive and transparent process to finalize a long-term plan for the 2026-27 school year. He closed by stating that the aforementioned staff report details eight possible scenarios. He emphasized the need for understanding the impact of a transition, proper planning for the next move, a synergistic relationship for schools sharing space, and clear communication.

XI. ITEMS FOR ACTION

1. RENEWAL OF THE PUBLIC CHARTER SCHOOL CONTRACT WITH THE VILLAGE CHARTER SCHOOL

Curriculum Administrator for Extended Learning Casandra Kamens introduced the renewal of the public charter school contract with The Village Charter School. She mentioned that the previous data requested from the BOD has been submitted to the superintendent and forwarded to the board.

Interim Superintendent Gill clarified for Ms. Kamens and the listening audience that his recommendation for a five-year contract is not based on school performance but rather an opportunity for the BOD to receive more frequent updates (i.e. every five years versus every 10 years). He said in 10 years there will be new leadership in the district and the BOD. He reiterated that that is the sole reason for his five-year recommendation. He added that the BOD is welcome to approve a 10-year contract for The Village Charter School.

There was some discussion amongst the BOD about the benefits of a five-year versus 10-year contract – including past practice, the ability to address issues within the given timeframes, and mechanisms for receiving frequent communication.

Interim Superintendent Gill mentioned that while there is value in a five-year contract due to the opportunity to hear from The Village School more frequently, it can be accomplished with other methods.

Chair Jonak pointed out that she views a contract as a two-way street: it is not just about The Village School living up to the district's expectations, but the district providing the support that they need in return. She provided an example of the charter school's previous request for additional professional development (PD).

Ms. Rabasa recommended renewal of The Village School contract for 10 years with a commitment to more frequent exchanges of successes and challenges.

Ms. Munro pointed out that Ms. Rabasa's suggestion sounds similar to the existing charter school report already provided to the BOD annually.

Ms. Newman agreed with Ms. Munro that there might be a better mechanism for the process than what is being recommended. She stated that while she will not support the motion, she is in favor of a 10-year renewal.

Ms. Rabasa responded that as a former charter school educator, a school board member, and a parent, a lot of thought has gone into the motion. She added that while the annual report includes important data, it does not provide the opportunity to hear from students and staff about their experiences.

Ms. Rabasa engaged The Village School Executive Director Andy Pears in the discussion by asking him if the recommendation would create an undue burden or if it would offer the opportunity to inform the BOD in a way that has a different level of meaning than what they receive in the report.

Mr. Pears responded that while it will take more preparation, he does not see the recommendation as an extraneous burden. He added that they would be happy to publicly present to the board.

Ms. Munro suggested that rather than making a presentation a requirement for their contract renewal, the BOD should schedule visits to learn more about charter schools. She said that the requirement is vague and tough to enforce.

Ms. Thessen pointed out that the new board policy states that schools invite board members to visit, not the other way around. She expressed concern about departing from the latest policy. She also brought up consistency: if approved, will the policy also be required for other charter schools?

Ms. Rabasa responded that her recommendation is to treat each contract renewal independently.

Vice Chair Di Liberto expressed reservation about the check-in intervals.

MOTION: Ms. Rabasa made a motion to renew the public charter school contract with The Village Charter School for a period of 10 years with a stipulation that every three years the school will share successes and challenges. Chair Jonak seconded. **The motion passed, 4:3:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, and Ms. Rabasa voting in favor; Ms. Munro, Ms. Newman, and Mr. Hamilton voting against.**

Chair Jonak left the meeting at approximately 9:12 p.m.

2. APPROVE THE FOLLOWING REVISIONS TO POLICIES: (SECOND READ)

- **Delete Current Board Policy EBBA—First Aid** (*in lieu of new EBBA*)**
- **Delete Current Board Policy JHC—Student Health Services and Requirements** (*in lieu of new EBBA*)**
- **Adopt Proposed New Board Policy EBBA—Student Health Services****

Student Services Director Seth Pfaefflin introduced approval of revisions to policies stemming from legislative changes. The proposal is to delete the current board policies JHC and EBBA to be replaced with a new EBBA board policy. He referenced a handout provided in the meeting packet.

MOTION: Ms. Munro moved to accept the recommendation to delete current policy EBBA and JHC and approve the new version of policy

EBBA – Student Health Services. Mr. Hamilton seconded. **The motion passed unanimously, 6:0:0; Vice Chair Di Liberto, Ms. Rabasa, Ms. Thessen, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. CONSIDER PROPOSAL REVISIONS TO POLICY JBAA—SECTION 504 STUDENTS

Mr. Pfaefflin introduced approval of the following revisions to policy JBAA – Section 504 Students. The change is recommended to align with changes to Senate Bill 756, relating to school district employees with the responsibility of caring for students with special needs. He referenced a handout provided in the meeting packet.

MOTION: Ms. Munro moved to approve revisions to policy JBAA as presented. Ms. Thessen seconded. **The motion passed unanimously, 6:0:0; Vice Chair Di Liberto, Ms. Rabasa, Ms. Thessen, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

4. OREGON SCHOOL BOARD ASSOCIATION (OSBA) ELECTIONS

Ms. Newman introduced a set of recommendations, including the Oregon School Board Association (OSBA) elections. She explained that the deadline to vote is December 15, 2024. She referenced a handout provided in the meeting packet.

Ms. Newman initiated approval of Resolution No. 1 – changing the due schedule. Ms. Newman explained that the OSBA due schedule has not been changed for at least 30 years. The proposal is to raise the dues 15% per year for a district the size of 4J. That would increase 4J’s annual rate from \$10,823 to \$22,639.

Ms. Munro advised that by her estimate it would cost the district more to fund such services on the open market.

MOTION: Ms. Thessen moved to adopt Resolution No. 1 amending the OSBA due schedule. Seconded by Ms. Newman. **The motion passed unanimously, 6:0:0; Vice Chair Di Liberto, Ms. Rabasa, Ms. Thessen, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

Ms. Newman initiated a discussion regarding approval of Resolution No. 2 – establishing a PRIDE Caucus. She explained that establishing a PRIDE Caucus, rather than just an advisory group, would provide an annual budget to assist with operations and allow for advisory capacity. She provided an example of the recently passed Rural Schools’ Caucus.

Ms. Rabasa voiced her enthusiastic support for a PRIDE Caucus.

Ms. Thessen echoed support for a PRIDE Caucus.

Mr. Hamilton commented that while he does not question the validity of establishing a PRIDE Caucus, he has concerns about effectiveness. He cited operational issues within the initial caucus and suggested gathering more information.

Ms. Newman invited board members who are also members of a caucus to respond.

Ms. Rabasa remarked that she has been a member of the Color Caucus for the past three years and has found them to be extremely helpful. She described invaluable support and mentorship as a new school board member.

Mr. Hamilton clarified that he is supportive of any caucus when it is proven to be effective. His experience with the Color Caucus was that it was unprofessional, and the issues affected OSBA.

Vice Chair Di Liberto introduced OSBA Representative Linda Hamilton.

Ms. Hamilton commented that she has witnessed problems with the Color Caucus, specifically around their performance and financial accountability. She explained that the Color Caucus has failed to provide a report about the more than \$40,000 in funds they have received. She raised concerns about the financial outlook at OSBA. Ms. Hamilton suggested support and advocacy through avenues other than a caucus.

Vice Chair Di Liberto proposed an incomplete motion for Resolution No. 2, according to policy. There was an affirmative vote on the item; five in favor, one opposed. The BOD will affirm with a motion their original vote at their next regular meeting on January 15, 2025.

Ms. Newman initiated approval of Resolution No. 3 – adopting proposed amendments to the OSBA bylaws.

Following discussion resulting in general consensus indicating a need for more information and clarity around the proposed amendments, two motions were made.

MOTION: Ms. Newman moved to approve Resolution No. 3 – adopting proposed amendments to the OSBA bylaws as presented. Seconded by Ms. Thessen. **The motion failed, 1:5:0; Ms. Rabasa voting in favor; Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Munro, and Mr. Hamilton voting against.**

MOTION: Ms. Munro moved to not approve Resolution No. 3 – adopting proposed amendments to the OSBA bylaws as presented. Seconded by Ms. Newman. **The motion passed, 5:1:0; Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Munro, and Mr. Hamilton voting in favor; Ms. Rabasa voting against.**

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY JGAB – USE OF RESTRAINT OR SECLUSION (FIRST READ)

Mr. Pfaefflin introduced proposed revisions to Policy JGAB – Use of Restraint or Seclusion, to align with Senate Bill 1024, modifying provisions regarding retention of records of incidents involving the use of restraints or seclusion of children in care and students in public education programs. He referenced a handout provided in the meeting packet.

2. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY IGBAF – SPECIAL EDUCATION – INDIVIDUALIZED EDUCATION PROGRAM (IEP) (FIRST READ)

Mr. Pfaefflin introduced proposed revisions to Policy IGBAF – Special Education/IEP, to align with Senate Bill 756, relating to school district employees with the responsibility of caring for students with special needs. He referenced a handout provided in the meeting packet.

3. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY IGBAG – SPECIAL EDUCATION – PROCEDURAL SAFEGUARDS (FIRST READ)

Mr. Pfaefflin introduced proposed revisions to Policy IGBAG – Special Education – Procedural Safeguards, to align with Senate Bill 758, relating to parental rights regarding the examination of student records. He said that the most notable change will be compliance with a 10-day timeline. Mr. Pfaefflin referenced a handout provided in the meeting packet.

XIII. COMMENTS BY INDIVIDUAL BOARD MEMBERS

Revisiting the topic of a PRIDE Caucus, Mr. Hamilton stated that Diversity, Equity, and Inclusion is important to him. He reiterated his general support for diverse caucuses, and his desire for them to be effective.

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

There were none.

XV. ADJORN

Vice Chair Di Liberto adjourned the regular meeting at 10:19 p.m.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

Wednesday, January 08, 2025

Title

Approval of Whole Earth Outdoor School Contract for Spring, 2025

Presenters

Erin Gaston, Elementary Curriculum & MTSS Administrator

Jeff Johnson, 4J Director of Elementary Education

Melissa Ibarra, 4J Director of Dual Language Immersion

Background

Since 2016, 4J has offered outdoor school to all 5th grade students for free through state grants (funded by Measure 99: Outdoor School for All). Coyote Outdoor School (through Whole Earth Nature School) is a local provider that has created the opportunity to serve 4J students once again this year in their brick and mortar schools, as well as virtually for those who are enrolled in Eugene Online Academy (numbers included with home school). As in years past, many (9 total) of our 4J schools have chosen to use Coyote Outdoor School. The total estimated purchase price of this contract is \$ 253,542.00 due to the number of schools choosing this option. These costs are covered by the state funded grant administered by OSU Outdoor School Extension.

Options and Alternatives

Ten elementary schools, plus EOA, have chosen Whole Earth. Other options of providers selected by the remaining schools are: OMSI, Camp Wilani, Opal Creek, Camp Lutherwood and Camp Tamarack. This request allows for individual schools to choose options that work best for their school communities. The alternatives would be either to have the district central office make the selections, or to not offer Outdoor School opportunities, thereby forfeiting 4J's Measure 99 grant funding.

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

For this contract with Whole Earth, a total of 9 schools and 453 fifth graders will be served. Here is a breakdown of the schools and number of 5th grade students (in parentheses):

River Road (70), Adams (75), Chavez (64), Buena Vista (63), Spring Creek (60), Ridgeline Montessori (30), Chinese Immersion (15), Family School (46), Village School (26). *All students are 5th graders.*

Budget/Resource Implications:

Attachment B: 4J School District Spring 2025 Program Reservations

School	Program Type	Per Student Cost	Student # ¹	School adults # ^{1,2}	Adult Chaperones # ³
River Road El Camino del Río	3 days, 2 nights	\$ 565.00	70	3	6
Cesar Chavez	4 day only	\$ 407.00	64	3	0
Buena Vista	4 days, 3 nights	\$ 793.94	63	3	6
Ridgeline Montessori Public Charter School	4 days, 3 nights	\$ 793.94	30	1	3
Family School	3 days, 2 nights	\$ 565.00	46	2	6
Adams Elementary School	3 days, 2 nights	\$ 565.00	75	3	7
The Village School	4 day only	\$ 407.00	26	1	0
Spring Creek	4 days, day-only	\$ 407.00	60	2	0
Chinese Immersion	3 days, 2 nights	\$ 565.00	19	1	2
Total Participants	-	-			

*screenshot from COS 2025 Contract

Recommendation

The Superintendent recommends the approval of **\$ 253,542.00** for Whole Earth - Coyote Outdoor School to provide outdoor school to a majority of 4J fifth grade students during the 2024-2025 school year.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 08, 2025

Title

Bond Project – Kelly Middle School Roofing

Presenter

Ryan Spain – Director of Facilities

Background

As building roofs reach the end of their useful life, Facilities schedules replacement roofs to protect and extend the useful life of the district’s asset. These projects paid for through available General Obligation Bond funds. Kelly Middle School’s roofs are in need of replacement. Replacement work has been scheduled for the summer of 2025.

Budget/Resource Implications:

Multiple bids were received. The successful bid by McDonald & Wetle Inc. was \$1,103,600 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to McDonald & Wetle Inc. for the Kelly Middle School’s roofing project in the amount \$1,103,600 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 08, 2025

Title

Bond Project – Adams Elementary School Roof Coatings

Presenter

Ryan Spain – Director of Facilities

Background

As building roofs reach the end of their useful life, Facilities schedules replacement roofs or coatings to protect and extend the useful life of the district's asset. These projects paid for through available General Obligation Bond funds. Adams Elementary School's roofs are in need of coatings to extend its useful life. Coatings of the roof have been scheduled for the summer of 2025.

Budget/Resource Implications:

Multiple bids were received. The successful bid by Garland Industries was \$406,285 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to Garland Industries for the Adams Elementary School's roof coatings project in the amount \$406,285 funded from available General Obligation Bond funds.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

January 08, 2025

Title

Presentation of Eugene School District 4J's Next Superintendent Criteria and Confidential Community Interview Panels

Presenter/s

Presenters: Ad Hoc Superintendent Search Board Subcommittee Members: Judy Newman, Board Director and Subcommittee Facilitator;
Tom Di Liberto, Board Chair, Subcommittee Member;
Morgan Munro, Board Director, Subcommittee Member

Description of Presentation / Background

The Ad Hoc Superintendent Search Board Subcommittee has been meeting regularly with Human Capital Enterprises (HCE), the firm selected by Eugene School District to assist in the search for a new superintendent.

At this meeting the Board will review the initial set of criteria garnered from input received through the survey and 30+ focus groups. The Board may choose to add to or make adjustments to the criteria for final approval on January 15.

The Board will also review the general make-up of the confidential community interview panels and provide the Ad Hoc Superintendent Search Board Subcommittee with any additional input.

60 Minutes



Next Superintendent Criteria

Poised for growth and transformation, Eugene School District 4J seeks an experienced, passionate, innovative leader committed to shaping the future of education for the community's children, and who embodies the following characteristics and skills:

- **Visionary and Strategic Leadership** – an accomplished leader with the demonstrated ability to articulate a bold, future-focused plan, including strategic actions to drive the plan, that ensures measurable improvements and prepares students for their futures
- **Unwavering Dedication to Equity and Inclusion** – an established track record of addressing systemic inequities, dismantling barriers, and fostering an inclusive environment for all, including BIPOC, LGBTQ+, and students with disabilities; has led efforts to create accessible environments and close achievement gaps
- **Transparent and Authentic Communication** – a responsive communicator who cultivates trust and respect by engaging stakeholders with honesty, clarity, and active listening; committed to providing clear and straightforward rationale behind decisions
- **Collaborative Leadership** – fosters teamwork and partnerships, seeking input and attentively listening to ensure all voices are heard; accomplished at shaping policies and initiatives that are born of collaboration
- **Advocate for Innovation and Creativity** – known for embracing new ideas, promoting innovation, and supporting creative solutions to enhance educational practices; a record of advocacy for resources and funding, allocating resources to meet student and staff needs
- **Demonstrated Problem-Solving and Decision-Making Skills** – a critical thinker who can manage daily operations, address challenges, and maintain a sharp focus to make informed decisions and ensure accountability; exhibits both the courage to stand by difficult decisions and the courage and willingness to course correct when required
- **Student-Centered** – focused on putting students first, seeking and responding to student voice, and making decisions that measurably improve their well-being, academic outcomes, and inclusion
- **Approachable, Visible, and Empathetic** – consistently exemplifies compassion, understanding diverse perspectives, and supporting the social and emotional well-being of students and staff; engaging with staff and students directly to build trust through personal connection
- **Special Education Knowledge and Expertise** – an established track record of strong advocacy and support for special education programs and services and inclusive practices
- **Longevity and Stability** – committed to building stability and continuity by prioritizing sustained leadership and becoming actively immersed in the extraordinary Eugene community

Community Engagement Interview Panels
March 10, 2025
Eugene School District 4J

Following the close of the recruitment period, the Board will review applications, references, and preliminary interviews conducted by Human Capital Enterprises (HCE), and will convene in executive session on February 26, 2025 to select candidates to invite to first round interviews. Those Board interviews will take place in executive session on March 3, 2025.

From the first round interviews, the Board will determine candidates to move forward as finalists. Groups of confidential stakeholders, the **Community Engagement Interview Panels**, will interview the finalists virtually on Monday, March 10th. The Board has previously discussed, and the subcommittee is recommending, convening three panels of stakeholders. Panel feedback will be collected and provided to the Board prior to the in-person finalist interviews and the Board's deliberation process.

Panelists will be required to sign confidentiality affidavits; commit to participating for the full day, interacting with all finalists in the interest of fairness; and they will be asked to view the recorded Anti-Bias training that the Board will participate in on January 27th.

Human Capital Enterprises will work with the Interim Superintendent to establish diversity metrics; create the application form for lottery selected positions and work with 4J Communication Staff on its distribution; manage the lottery process; communicate with selected panelists regarding their selection and throughout the process; facilitate the interview panels; and collect and provide the panelist feedback to the Board for consideration in deliberation.

Subcommittee Recommendation for Community Engagement Panel Composition

Three panels of 13 stakeholders each; 39 total panelist positions

Licensed Staff – 7* (2 assigned by association; 5 selected by lottery)

Elementary teachers – 3

Secondary teachers – 3

Specialist – 1 (e.g. OT, PT, Library, Elementary Music, Elementary PE, SLP, etc)

** at least one must be a special education teacher*

Classified Staff – 7 (2 assigned by association; 5 selected by lottery)

Educational Assistants – 2*

School based employees – 2

Operations employees – 2

Central office staff – 1

**at least one must be a special education assistant*

MAPS & Directors – 5 (1 from each category below; combination of assigned and selected by lottery)

Building level – elementary

Building level – secondary

District level administration

Professionals

Director

Parents – 6* (selected by lottery)

Parents of elementary students – 3 32

Parents of secondary students – 3

** at least one parent of a student on an IEP/504*

Students – 6 (selected by lottery from Student Representatives to the Board)

- 4 – one from each of the four high school regions
- 1 – Student representing alternative education
- 1 – Student on an IEP/504

Community – 8

Invited (6):

- City of Eugene
- Eugene Chamber of Commerce
- Latino/a/x Community through Plaza Comunitaria
- Asian/Pacific Islander Community through Asian Council
- Native American Community through Indian Parent Committee
- African American Community through organizations such as NAACP, BIG, etc.

At large positions - selected by lottery (2):

- Special Education/Disability Support - Direction Services, ARC, LILA, Full Access United Way
- Eugene Education Foundation
- University of Oregon - College of Education

For all panels, work to ensure:

- Representatives across all regions of the district
- Diverse groups (BIPOC, LGBTQ+, Gender)

**Example: Community Engagement Panels
(Using distribution recommendation above)**

	Panel #1	Panel #2	Panel #3
1	Student	Student	Student
2	Student	Student	Student
3	Licensed Staff: Elementary	Licensed Staff: Elementary	Licensed Staff: Elementary
4	Licensed Staff: Secondary	Licensed Staff: Secondary	Licensed Staff: Secondary
5	Licensed Staff: Specialist	Classified: EA	Classified: EA
6	Classified: School-Based	Classified: School-Based	Classified: Operations
7	Classified: Operations	Classified: Central Office	MAPS: Building Level, Elem.
8	MAPS: Building level, Secondary	MAPS: Professionals	MAPS: District level
9	Director	Parent: Elementary*	Parent: Elementary*
10	Parent: Elementary*	Parent: Secondary*	Parent: Secondary*
11	Parent: Secondary*	Community	Community
12	Community	Community	Community
13	Community	Community ³³	Community

Eugene 4J Superintendent Search

Work Session
Engagement &
Draft Next Superintendent Criteria
January 8, 2025

34



HUMAN CAPITAL ENTERPRISES
REDEFINING HUMAN RESOURCES LEADERSHIP

Work Session Agenda

1. Share high level overview of engagement themes
2. Review and Discuss Next Superintendent Criteria

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Next Steps:

- Deliberate and approve Next Superintendent Criteria on January 15, 2025.



Engagement Summary

Total Engagement = 1480

Participation	Staff	Students	Parents	Community
Focus Groups	73	34	25	22
Survey Responses	318	589	367	52

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Optional Question Responses

Optional Survey Questions	Staff	Students	Parents	Community
I identify as BIPOC	57	70	25	7
I identify as LGBTQ+	41	148	11	3
Parent of a child who identifies as BIPOC			91	37
Parent of a child who identifies as LGBTQ+			64	
Parent of a child on an IEP or 504 plan			142	
Parent of a child who is identified as TAG			99	



Pride Points for 4J

- Dedicated and caring staff
- Inclusivity and equity efforts
- Community collaboration
- Support for special education
- Innovative programs and curriculum
- Student voice and leadership opportunities
- Mental health and social-emotional learning supports
- Access to free meals and nutritional programs
- Commitment to improvement under current leadership

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Challenges and Complexities for 4J

- Communication and Transparency
- Equity Gaps
- Staffing shortages and retention
- Special Education
- Behavior, Mental Health Supports and Student Safety
- Administrative and Organizational Challenges including systemic trust issues
- Budget Constraints
- Curriculum and Instructional Challenges

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Next Superintendent Criteria

Poised for growth and transformation, Eugene School District 4J seeks an experienced, passionate, innovative leader committed to shaping the future of education for the community's children, and who embodies the following characteristics and skills:

- **Visionary and Strategic Leadership** – an accomplished leader with the demonstrated ability to articulate a bold, future-focused plan, including strategic actions to drive the plan, that ensures measurable improvements and prepares students for their futures
- **Unwavering Dedication to Equity and Inclusion** – an established track record of addressing systemic inequities, dismantling barriers, and fostering an inclusive environment for all, including BIPOC, LGBTQ+, and students with disabilities; has led efforts to create accessible environments and close achievement gaps
- **Transparent and Authentic Communication** – a responsive communicator who cultivates trust and respect by engaging stakeholders with honesty, clarity, and active listening; committed to providing clear and straightforward rationale behind decisions
- **Collaborative Leadership** – fosters teamwork and partnerships, seeking input and attentively listening to ensure all voices are heard; accomplished at shaping policies and initiatives that are born of collaboration
- **Advocate for Innovation and Creativity** – known for embracing new ideas, promoting innovation, and supporting creative solutions to enhance educational practices; a record of advocacy for resources and funding, allocating resources to meet student and staff needs
- **Demonstrated Problem-Solving and Decision-Making Skills** – a critical thinker who can manage daily operations, address challenges, and maintain a sharp focus to make informed decisions and ensure accountability; exhibits both the courage to stand by difficult decisions and the courage and willingness to course correct when required
- **Student-Centered** – focused on putting students first, seeking and responding to student voice, and making decisions that measurably improve their well-being, academic outcomes, and inclusion
- **Approachable, Visible, and Empathetic** – consistently exemplifies compassion, understanding diverse perspectives, and supporting the social and emotional well-being of students and staff; engaging with staff and students directly to build trust through personal connection
- **Special Education Knowledge and Expertise** – an established track record of strong advocacy and support for special education programs and services and inclusive practices
- **Longevity and Stability** – committed to building stability and continuity by prioritizing sustained leadership and becoming actively immersed in the extraordinary Eugene community

Next Superintendent Criteria - Draft

Next Steps

Discuss and Review/Edit

- *Are there things in the document that should be omitted?*
- *Are there things that are not in the document that should be added?*
- *Are there changes that you would hope to see?*

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ITEM FOR FUTURE ACTION

Date of Meeting

January 8 2025

Title

United Front Travel Approval

Presenter

Jenny Jonak, Board Chair

Requested Amount of Time to Present

10 Minutes

Background or Description

United Front is a coordinated federal government engagement effort for Lane County public agencies. Led by Washington D.C. consultants Smith Dawson & Andrews, representatives of the City of Eugene, Lane County, City of Springfield, Willamalane Park and Recreation District, Lane Transit District, Eugene School District 4J and Springfield Public Schools meet regularly to access federal resources and learn about policy changes and advocate for efforts that support the Lane County community.

United Front has operated for some 40 years to pool resources so local agencies can have a meaningful D.C. presence in an efficient and effective way. It demonstrates a collaborative, collegial approach to federal lawmakers and agencies, and a commitment to getting the most value to Lane County residents from federal funds and projects. 4J recently joined the group in 2023.

A key element of United Front's work is an annual trip to Washington D.C. for in-person meetings with Oregon's congressional delegation, as well as federal departments and nonprofit groups. The D.C. visit deepens relationships with these D.C. subject-matter experts and decision-makers, demonstrates commitment and seriousness by the Lane County agencies, and yields important information on realistic avenues to take advantage of available funding, programs and policy developments. Over the past four decades, United Front agencies have benefited from hundreds of millions of dollars in federal funding, due in large part to the successful advocacy during the D.C. meetings. Past work has resulted in favorable regulations to help schools provide nutritious, free meals; legislation to expand Career Technical Education opportunities; access to funds to enhance school safety; and dedicated funding for summer learning and academic enrichment.

This year's visit is being planned for April 7-9. These dates do conflict with an April 8 Budget Committee Meeting and an April 9 Board meeting. However, the trip dates are coordinated across several local governmental bodies and the dates do come after the, hoped for, announcement of the hiring of the permanent superintendent.

Typically, the local government bodies send one elected official (often the Board, Council, Commission Chair) and one high ranking appointed official.

As per [Policy BHD](#), the Board must approve this trip for the costs of a Board Director's participation to be funded by the district.

Recommendation

The superintendent recommends the Board approve travel expenses for Board Chair Jenny Jonak and 4J Chief of Staff Carmen Xiomara Urbina to participate in the 2025 Annual United Front Washington D.C. Advocacy Trip. The Superintendent recommends participation of the Chief of Staff to better ensure consistency for any contacts made during the trip due to the superintendent transition.