

**6:00 PM
 Regular Board Meeting**

- I. **6:00 p.m. Regular Board Meeting:**
 - 1. **NOTICE: Public comment and comments by employee groups will be received via email.** In an effort to reduce the spread of coronavirus COVID-19 and in compliance to the Governor's Stay Home, Save Lives Executive Order, this meeting will be held virtually and there will not be in-person public comment.

 Send public comment via email to board@4j.lane.edu.
 * Clearly label the subject line as: "Public Comment"
 * Public comment received prior to the start of the board meeting will be published in board materials, linked on the district's website within 48 hours of the board meeting.

The board will read, review and consider all public comment.
 The district has a board policy for filing a formal complaint against an individual. Please contact the Superintendent's Office at 541-790-7706 for more information about submitting a formal complaint.
- II. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- III. Agenda Review
- IV. Introduction of Guests and Superintendent's Report
- V. Comments by Board Chair
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- XII. Suggestions by the Board for Consideration of Items at a Future Meeting
 - 1. Meeting Dates:
 - May 6, 2020 - Regular Board Meeting
 - May 20, 2020 - Regular Board Meeting
 - June 3, 2020 - Regular Board Meeting
 - June 17, 2020 - Regular Board Meeting
- XIII. Adjourn
- XIV. Executive Session: The board will convene in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations pursuant to ORS 192.660 (2)(d)

All matters discussed during executive sessions are confidential and shall not be disclosed by an representation of the news media without authorization by the school board. Executive Sessions are not open to the public.

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

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900

[board] Public comment

From : Roscoe Caron
<roscoecaron@gmail.com>

Mon, Apr 20, 2020 06:40 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public comment

To : board@4j.lane.edu

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April 20, 2020

Members of the 4j Board,

For the life of me, I can't understand why the Board majority and district administration insist on ignoring the voices of Kelly Middle School and Yugin Gakuen teachers and parents as they have pleaded with you to not harm their students and children.

Since November 2018, they have asked you to not do the co-location in a way that creates unnecessary and unhealthy overcrowding.

The money is there to mitigate the merging of the two schools.

The Board majority and district's refusal to listen to these voices is shameful. The overused "equity lens" cliché is being shown to be out seriously of focus. Actions matter, not words.

Roscoe Caron

Eugene, OR 97405

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[board] public comment

From : Maya Rabasa
<mayarabasa@gmail.com>

Mon, Apr 20, 2020 07:28 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] public comment

To : board
<board@4j.lane.edu>
, Anne Marie Levis
<alevis@4j.lane.edu>,
Jim Torrey
<jtorrey@4j.lane.edu>
>, Mary Walston
<mwalston@4j.lane.edu>,
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jtorrey@lane.4j.edu⁵

Cc : Martie McQuain
<martiemcquain@gmail.com>, Guadalupe Quinn
<gqperazamx@gmail.com>, Eric Suchman
<ericsuchman@yahoo.com>, Mija Marie
<mija.marie@gmail.com>, Mo Young
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STOP. THINK. VERIFY. This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Eugene School District 4J Board of Directors,

Nationally, COVID-19 is wreaking havoc, with Latinx the hardest hit demographic. Locally, this pattern holds true. Centro Latino Americano recently completed a study of COVID-19's impact on our Latinx community, from the perspective of service providers. A cursory glance makes it abundantly clear the depth of the damage to our families. The impact extends beyond physical health into economic and educational arenas.

In light of this, we, the Board of Directors of Centro Latino Americano, call on the Eugene School District 4J to consider the depth of these impacts in every decision they make in the near future. Particularly, with Kelly Middle School serving amongst

the highest percentage of Latinx families at 24%, moving forward with the decision to co-locate Yujin Gakuen Japanese Immersion School within the walls of Kelly Middle School without the space afforded by additional portable classrooms, will prove educationally damaging, while also endangering our students' health.

We recognize that budgets everywhere are under pressure. However, ensuring adequate space for our students to congregate in school is of the highest priority. Please reconsider your earlier decision and provide Kelly Middle School and Yujin Gakuen the space they need in order to offer the best educational environment you can deliver.

Thank you for taking the time to consider our input,
Centro Latino Americano Board of Directors
Mija Andrade
Martie McQuain
Maya Rabasa
Chenoa Skaggs
Eric Suchman
Guadalupe Quinn
Mo Young

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[board] Public comment

From : Katherine Gorham
<kegorham@gmail.com>

Wed, Apr 22, 2020 12:15 PM

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public comment

To : board@4j.lane.edu

STOP. THINK. VERIFY. This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J School Board,

The Eugene Yugin Guken and Kelly Middle School teachers have thoughtfully and repeatedly articulated to you why the decision to combine their two schools in a way that creates overcrowding is untenable.

You continue to ignore them, but their voices have not fallen on deaf ears. Educators, parents and community members

expect more from their School Board. I am not alone in wondering why you can't hear the voices of these people.

I don't understand.

Sincerely,
Eugene, OR 97405

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[board] Public comment

From : COLLEEN HUNTER Wed, Apr 22, 2020 03:34 PM
<ckhunter13@aol.com>

Sender : board <board-bounces@4j.lane.edu>

Subject : [board] Public comment

To : board@4j.lane.edu

STOP. THINK. VERIFY.This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.<hr style="height:1px; border:0px; background:red;">

I would like to express my opinion that the proposed merger of Kelly Middle School and YG immersion Elementary students seriously be reconsidered to include purchase or rental of portable structures.

This would enable students and teachers to have a safer and less crowded teaching and learning environment during the planned 3-

year transition for the building of the new high school. It should be noted that this amount of time will be some students' entire middle school experience and also will be detrimental to all students and teachers in both of these schools. In light of the fact that we are living in unprecedented times and considering the upcoming superintendent vacancy and processing a replacement in the short and long term, I feel that making the requested use of portable structures would be wise and highly beneficial to students, teachers and their families. The brave teachers, parents and students who have spoken to the board over the past 2 year period deserve to be heard and respected. I implore that you reconsider the planned transitional merger and add more space for all students and staff at both YG and Kelly.

Colleen Hunter
CAPE

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ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 22, 2020

Title

Bond Project – Monroe Building Controls Upgrade

Presenter

Ryan Spain – Director of Facilities

Background

The District has continued over the past Bond cycles to automate our building controls systems to bring better occupant comfort and operational efficiencies to the District among many other benefits. Most facilities across the district have already been completed. These projects have been paid for through past General Obligation Bond funds. Monroe Middle School is the next facility in line for the building controls upgrade. The work has been scheduled over the next four to five months. The project includes the demolition of the old pneumatic controls equipment and installation of new automatic control valves along with the infrastructure to control all heating exhaust systems, and lighting controls where possible. All system controls will be linked to our district wide building automation system.

Budget/Resource Implications:

The winning bid by Clima-Tech Corporation was \$270,027 and is within the budgeted amount for the work. The project will be funded from available General Obligation Bond funds.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award to Clima-Tech Corporation for the Monroe Middle School Controls Upgrade project in the amount \$270,027 funded from available General Obligation Bond funds.

C.I.P. AWARDS STATUS SUMMARY

Eugene Public School District No. 4J	FEE/BID LEGEND	AWARD LEGEND
Capital Improvement Program	TC=Term Contract	GB=Dr Gustavo Balderas
		RS=Ryan Spain
		BRD=District 4J Board of Directors

Board Meeting Date: April 22, 2020

CIP NO.	PROJECT SCHOOL/DESCRIPTION	CONSULTANT/CONTRACTOR	FEE/BID	AWARD BY DATE	BOARD RATIFICATION
420.557.032	Monroe Building Controls Upgrade Project 2020	Clima-Tech Corp	\$270,027	RS 03/26/2020	BRD 4/22/2020



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 22, 2020

Title

Bond Project – Program Moves

Presenter

Ryan Spain, Director of Facilities Management and Kyle Tucker, Chief Operations Officer

Background.

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School.

The new North Eugene High School will be constructed on the site where Silver Lea currently stands. Silver Lea currently houses Yujin Gakuen Japanese Immersion and Corridor Elementary Schools. These programs will be relocated to Kelly Middle School and North Eugene High School respectively. Building renovations and playgrounds have been designed for these program relocations and five bids have been received.

Budget/Resource Implications:

The 2018 Bond included \$10M for program moves. This project will be funded from these available General Obligation Bond funds. The winning bid by Bridgeway Contracting LLC was \$1,419,828.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award to Bridgeway Contracting LLC for the program moves renovations project at North Eugene High School and Kelly Middle School in the amount \$1,419,828 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 22, 2020

Title

North Eugene High School Construction Manager/General Contractor (CM/GC) Award

Presenter

Ryan Spain – Director of Facilities

Background

The Board approved the alternate contracting methods for the use of a CM/GC process for Bond construction over \$5,000,000 on March 6, 2019. Since the approval, a Request for Proposal (RFP) was issued and the District received three qualified CM/GC firms interested in the work. After the RFP scoring process, all three firms were selected to interview with the District. From the group, the selection committee elected to have Lease Crutcher Lewis as our CM/GC partner through the preconstruction services and the construction of the new North Eugene High School.

Budget/Resource Implications:

The budget allocation is inclusive of the direct construction costs of the new North Eugene High School. Anticipated project costs are currently between \$95,000,000 and \$110,000,000.

Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs. Award of the design services contract supports the completion of construction priorities on time and on budget.

Recommendation

The superintendent recommends the award to Lease Crutcher Lewis for the CM/GC services for the construction of the new North Eugene High School.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 22, 2020

Title

Bond Project - Sheldon Re-Roof

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. Sheldon High School's roof replacement is in high need in combination with skylight units that are starting to fail. Replacement work has been scheduled over the summer of 2020. The project includes the demolition and replacement of 200,000 square feet of roofing, skylight replacements, and the installation of an OSHA required fall restraint system for roof top maintenance.

Budget/Resource Implications:

The winning bid by 2G Construction was \$4,996,000 and is within the budgeted amount for the work. The project will be funded from available General Obligation Bond funds.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award to 2G Construction for the Sheldon re-roofing project in the amount \$4,996,000 funded from available General Obligation Bond funds.

C.I.P. AWARDS STATUS SUMMARY

Eugene Public School District No. 4J	FEE/BID LEGEND	AWARD LEGEND
Capital Improvement Program	TC=Term Contract	GB=Dr Gustavo Balderas
		RS=Ryan Spain
		BRD=District 4J Board of Directors

Board Meeting Date: April 22, 2020

CIP NO.	PROJECT SCHOOL/DESCRIPTION	CONSULTANT/CONTRACTOR	FEE/BID	AWARD BY DATE	BOARD RATIFICATION
420.652.209	Sheldon High School Roofing Project 2020	2G Construction	\$4,996,000	RS 03/26/2020	BRD 4/22/2020

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

March 4, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 6 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on February 28, 2020, and published in *The Register-Guard* on March 4, 2020.

ROLL CALL

BOARD MEMBERS PRESENT:

Anne Marie Levis, Chair
Mary Walston, Vice Chair
Alicia Hays (via teleconference)
Judy Newman
Gordon Lafer
Martina Shabram
Jim Torrey

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Dr. Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of K-8 Education
Andy Dey, Director of Secondary Education
Kat Lange, Director of Student Services
Kyle Tucker, Chief Operations Officer
Cydney Vandercar, Assistant Superintendent for Support Services
Christine Nesbit, General Counsel
Oscar Loureiro, Director of Research and Planning
Jeffry Johnson, Director of K-8 Education
Andrea Belz, Director of Financial Services
Tia Holliday, Curriculum Administrator
Lisa Fjordbeck, Executive Assistant/Board Secretary
Karen Hardin, Director of Human Resources

STUDENT ADVISORY PANEL MEMBERS:

Hannah Mitchell, North Eugene High School
Joel Sadofsky, International High School

MEDIA: KRVM, KEZI

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGMENT

Board Chair Levis called the regular meeting to order at 6 p.m., and led everyone present in the pledge of allegiance. She then acknowledged the land on which the meeting was taking place was the Traditional Homelands of the Kalapuya People, who have been stewards of the land for approximately 14,000 years.

IV. AGENDA REVIEW

Chair Levis said she would like to add an item to Items for Action, dealing with the Board's role in creating a process for interviewing and appointing a new Superintendent.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT: SCHOOL BOARD APPRECIATION

Dr. Balderas addressed those present regarding Eugene School District 4J's response to the global coronavirus pandemic. He said 4J was working closely with Lane County's Health Department, as well as neighboring school districts, to provide guidance for communication between the District and students and their families, and cleaning efforts—especially in common, high-traffic areas—would be intensified. Finally, Dr. Balderas said the District was also exploring options for long-distance learning, or learning from home.

VI. COMMENTS BY BOARD CHAIR

Chair Levis thanked Dr. Balderas for everything he has done for 4J, and she said she was looking forward to continuing to work with him in the upcoming months, until he left the area for a superintendent position in Washington State.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Hannah Mitchell, representing North Eugene High School, reported that next week was Finals Week. She also reported that there was a North Choir concert coming up on Tuesday, March 10, and a North band concert the following Wednesday. Ms. Mitchell said North held its first full-length play last week, entitled "Puffs, and she offered a brief winter/spring sports update from North. Finally, on the topic of the 4J Board meeting earlier start times, Ms. Mitchell said, to her, what time the meetings started was not as important as how long the meetings lasted.

Joel Sadofsky, representing International High School (IHS) reported that IHS student government was working on two initiatives designed to unite students from all three IHS campuses.

Vice Chair Walston for Nick Clendenen, representing Churchill High School, announced Churchill High School's disco-themed Winter Formal was a huge success with a great turnout. She offered those present a brief report on winter/spring sports at Churchill High School.

Mr. Torrey for Kassidy Hampton, representing Sheldon High School, reported that Sheldon's Black Student Union decorated a hallway at Sheldon to bring awareness to Black History Month.

Mr. Lafer for Noa Ablow-Measelle, representing South Eugene High School, reported that South recently held its Winter Assembly, at which South's winter athletes were honored. He also reported South's play "Wonders of the World—a Comedy" closed last weekend and was a huge success. Finally, for Ms. Ablow-Measelle, Mr. Lafer offered a brief update on winter/spring sports at South.

VIII. ITEMS RAISED BY THE AUDIENCE

Hector Cash of Eugene, addressed the Board concerning the Kelly Middle School / Yujin Gakuen co-location. He, representing the staffs of Kelly Middle School and Yujin Gakuen, urged the Board to sign off on portables for the co-location of KMS/YG.

Jen Scott of Eugene, said the community would like to see more FTEs for 4J teachers, in order to reduce class sizes, and she said, in the interest of District transparency, the community would like to see *actual* class size numbers on the 4J website, and not median class sizes. Ms. Scott also spoke in favor of: more librarians within 4J, portables for the Kelly Middle School / Yujin Gakuen site, developmentally appropriate courses instead of expensive corporate read/write programs

Roscoe Caron of Eugene, and a retired 4J teacher, addressed the Board about 3rd-grade reading proficiency as part of the District's Student Investment Account (SIA) proposal. Mr. Caron offered that extensive standardized testing in primary grades does not meet the Student Success Act's (SSA) well-rounded education guidelines.

Larry Lewin of Eugene, and a retired 4J teacher, advocated for the addition of funds to help 4J teachers develop quality classroom assessments. He asked the Board if they were receiving statements from a person or persons mischaracterizing the families and faculties of Kelly Middle School / Yujin Gakuen as spreading misinformation about the costs of the Kelly Middle School / Yujin Gakuen co-location. He asked the Board to make a public statement eschewing that misinformation.

Carrie Ann Naumoff of Eugene, and a newly retired 4J teacher, addressed the Board concerning the proposal(s) for SIA funds. She asserted more funds needed to be allocated to hire more teachers in order to shrink class sizes, instead of adding more paid administrative positions for testing and data gathering.

Julie Vignoul of Eugene, and a teacher-librarian in 4J, spoke about Student Success Act (SSA) funds. She expressed disappointment at school libraries and librarians not being included in the SSA proposal. Ms. Vignoul said she was definitely a proponent of books in the classroom, but that was *not* the same as a library.

Joy Wells of Eugene, and a 4J teacher, addressed the Board concerning the omission of elementary library/librarian funding within the Student Success Act funds. She offered there was a definite connection between elementary librarians, and reading, literacy, and high school graduation.

Kristina Payne of Eugene, and appearing in an official capacity as the Executive Director of Lane Workforce Partnership, recognized Dr. Balderas for his work and commitment to 4J. She said she was afraid the community may not have been as welcoming to Dr. Balderas as they could or should have been. Ms. Payne urged the community to be as welcoming as possible to the new 4J Superintendent, whoever that may be.

Lisa Miyake of Eugene, addressed the Board concerning the imminent lack of space at the new Kelly Middle School / Yujin Gakuen co-location site. She advocated for portable classrooms at that location to mitigate the space issue.

Stephanie Birmingham of Eugene, and a teacher at Kelly Middle School, thanked the Board members who had been attending the Kelly Middle School / Yujin Gakuen meetings, and taking an active role in listening and responding to the issues surrounding the Kelly Middle School / Yujin Gakuen co-location.

Zack Page of Eugene, read a letter written by Kelly Prince, a Language Arts teacher in 4J, who emphasized the important role librarians play in the education and scholastic success of 4J students. Ms. Prince's letter went on to say there should be librarians in every 4J school.

Tiffany Wright of Eugene, and the Parent Volunteer Library Assistant at Churchill High School, spoke to the Board about the importance of funding libraries and librarians in all 4J schools. She offered that her, and other 4J parents volunteering in this capacity, were no substitute for actual librarians within the schools.

Kory Kunz of Eugene, and a 4J teacher, read a letter from 4J student Larry Wells, which addressed the importance of funding libraries and librarians in all 4J schools. The letter emphasized the important role librarians play in the education and scholastic success of students.

Julie Butler of Eugene, expressed disappointment at school libraries and librarians not being included in the SSA proposal. She said she had been volunteering in a 4J library since 2005, and although she held an education degree, she and other volunteers were no substitute for librarians.

Joshua Berstein of Eugene thanked Dr. Balderas for his dedication to 4J, especially where the SSA and SIA were concerned. He said he had been studying SSA materials online, and was looking forward to the SSA presentation later in the evening. Mr. Burstein commended Dr. Balderas, the Board, and 4J staff, for remaining focused on the kids in 4J.

Erin Troberg of Eugene urged the Board to fund librarians in all 4J schools. She said she was grateful to be able to volunteer, and grateful for all who volunteer their time in 4J libraries, but it was not a substitute for actual librarians.

David Wines of Eugene, and an 18-year 4J teacher, asked the Board to use SSA funds for teachers themselves, instead of administrative positions, in an effort to reduce class sizes.

Carrie Frazier of Eugene urged the Board to fund teacher-librarians in all 4J schools. She asserted that teacher-librarians were very important to the literary development of schoolchildren of all ages. Ms. Frazier also stated that, at the middle and high school levels, there is not enough time for the librarians there to teach the kids about how to use a library, making elementary teacher-librarians that much more important.

Lisa Easton of Eugene said she had spent many hours recently in her child's library in 4J. She was grateful for all who volunteered their time in 4J libraries, but it was not a substitute for actual librarians. She urged the Board to fund librarians through the SSA.

Alison Johnson of Eugene, and a parent of two kids at Yujin Gakuen, addressed the Board concerning the imminent lack of space at the new Kelly Middle School / Yujin Gakuen co-location site. She advocated for portable classrooms at that location to mitigate the space issue. Ms. Johnson expressed frustration at how long the District was taking to mitigate the issues surrounding the Kelly Middle School / Yujin Gakuen co-location.

Carol Hachey of Eugene, and a parent of three 4J students, urged the Board to fund librarians. She volunteered at 4J libraries, and was grateful for all who volunteered their time, but she said, it was not a substitute for actual librarians. She urged the Board to fund librarians through the SSA, asserting it was a disservice to the kids of 4J not to.

Deanna Belcher of Eugene, spoke to the Board about SIA funds, and using them to increase instructional time, instead of standardized testing time. She asked the Board to design the 4J curriculum to move away from standardized test preparation, and toward actual classroom instruction.

IX. COMMENTS BY EMPLOYEE GROUPS

Tom Horn, current President of the 4J employee group Managers, Administrators, Professionals, and Supervisors (MAPS), and former MAPS President Eric Anderson, introduced themselves and the group, and offered those present a brief overview of what MAPS does.

Sheila Wagner, representing the Classified employee group Oregon School Employees Association (OSEA), congratulated Dr. Balderas on his National recognition. She asked the Superintendent if 4J had a pandemic plan.

Dr. Balderas answered yes.

Sabrina Gordon, President of the Eugene Education Association, read the following prepared comments to the Board:

“Tonight, I will be sharing with you some of EEA’s thoughts on the district’s Student Investment Account application. But before I do, I’d like to briefly address the Kelly/YG merger. EEA is aware that the Board has received emails criticizing teachers and Board members for advocating for the needs of Kelly and YG students. We hope that the heartfelt statements of students, parents, teachers and Board members will be treated with respect, even by those who hold other views. Efforts by educators, parents and community members to advocate for the needs of students should be celebrated and encouraged, not labeled as bullying or blamed for negative outcomes. In the words of author Suzy Kassem: ‘Strong people stand up for themselves. Stronger people stand up for others.’

And speaking of standing up for others, let’s talk about the Student Success Act. This historic funding for education in Oregon became a reality after tens of thousands of educators, parents, and community members stood up for students. Seas of red (like all of the red in the audience tonight) gathered and marched, chanted and held up signs to communicate the needs of Oregon students. And now here we are, almost a year later reviewing 4J’s plan for some of these funds. Starting on a positive note, parts of this plan address needs that educators have been advocating for, such as:

- Regional care teams and wrap-around services for students and families
- Plans for supporting emerging bi-lingual students, including professional development
- Enhancing the NATIVES program
- Adding three nurses
- *Some* class size reduction
- A total of 69 Licensed positions

And now to a list of ‘wonderings.’ These are things that have caused me to think back to May 8th and wonder if any teachers were holding signs asking for these things for students:

- Were there signs for Reading Curriculum? Input gathered by 4J and EEA, from our members, parents, and community, ranked Class Size Reduction and Student Health & Safety as the clear top priorities. But this plan spends the largest amount on the Well-Rounded Education category, and the majority of that on elementary reading initiatives. More of this funding should be going to Class Size Reduction. Of the 69 licensed positions added under this plan, only 22 go to class size reduction (18 elementary and 4 middle). Additionally, the focus on early literacy without any librarians sends mixed messages about how we expect students to become successful and

engaged readers. The plan spends half a million dollars for reading curriculum. Could this come from the general fund and SIA funds be used instead to hire librarians?

- Were there signs for Professional Development? More than \$1 million is proposed for professional development. Yes, teachers need PD. They need it to be valuable and need time for professional learning as well as time to implement that learning. But when teachers walked out on May 8th, no one held a sign asking for more PD. In fact, input gathered by 4J ranks adding librarians higher than adding PD. More of this funding should be going to Class Size Reduction and/or restoring librarians.

- Were there signs for District-level jobs? At least \$800K is planned to create jobs based at the district office (admin and licensed support staff). More of this funding should be closer to the classroom. This could be almost 8 more classroom teachers to reduce class size, or a combination of classroom teachers and librarians.

- Were there signs asking for Special Ed administrators? The Learning for All plan that pilots a program change for Special Education services adds 6.5 licensed 'support' staff and another SPED administrator. 4J's SPED department already has 6 administrators. More of this funding should be closer to the classroom, such as hiring SPED teachers for Case Load Reduction.

- And finally, The Crisis of Disrupted Learning report published by OEA last year after community forums across the state gave key recommendations for addressing students' needs. One of these recommendations was to 'decrease prescriptive academic requirements' such as mandated instructional blocks and time spent on standardized tests. It recommends 'time in the school day for deliberate and intentional social and emotional learning, community building, and creative thinking, learning, and play.' While the SIA plan is not the only vehicle for making these recommendations a reality for our students, EEA fears that the focus on 3rd grade reading scores will lead the district toward more prescriptive requirements and less time for creative thinking, learning and play. Since the Student Success Act became a reality, the district has tempered the excitement over increased funding with cautions that 'it won't go far enough' and 'we can't address everything that students need.' So now that we're here with this proposal we must ask: Does this plan use every dollar in ways that will have the best possible impact for students? If we can't lower class size to match the QEM, or provide all the supports students need, are we making the right choices as Oregon begins to re-invest in schools? Are we focusing first on the top priority areas?

We must also keep in mind how interconnected the strands of potential spending areas are. Class size and caseload have huge impacts on student health and safety. A truly well rounded Education, that includes arts, librarians, and opportunities for creativity can have enormously positive impacts on students' emotional health and desire to engage at school. The educators who fought for this funding want the SIA plan to reflect these truths. We've come this far for our students, and will continue to stand with and for them to create the schools that they deserve."

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey reported that he had attended the Oregon Department of Education's (ODE) meeting on March 2. He offered the purpose of that meeting was to give ODE a two-hour Work Session to talk about state assessments. Mr. Torrey said ODE was asked to consider a survey of the best formative assessments they could find in the state, and to identify within Oregon those schools that put together career technical education (CTE) classes that integrate core credit requirements into the CTE classes.

Ms. Hays thanked everyone who offered testimony about SSA funds, and she assured those present that the Board would have more time to sit down and go more in-depth into SSA funding. She said she had looked at the emails mentioned in public testimony, which supposedly accused the faculties and families of KMS and YG of bullying behavior and spreading misinformation about the merger, but she, in her scan of them, did not see any evidence of this herself.

Ms. Newman offered she had recently attended the Eugene Education Foundation's (EEF) fundraising dinner, and she said it was a very heartening experience for her. She thanked the teachers, staff, and members of the 4J community that had been coming out to voice their opinions and concerns around SSA funding.

Ms. Shabram said she appreciated the 4J classified staff, especially during the advent of the coronavirus, as they were responsible for keeping 4J spaces clean and inhabitable.

Mr. Lafer asserted he too would like to see SSA funds spent on librarians and smaller class sizes, and he advocated for portables at the KMS/YG co-location site. He urged those members of the public who spoke about SSA funding to stay for the presentation and discussion on that topic later in the meeting.

Vice Chair Walston thanked 4J staff for their rapid response to the impending coronavirus pandemic. She reported the Oregon Battle of the Books (OBOB) regional finals were being held at North Eugene High School on March 14, 2020, and she encouraged attendance.

XI. CONSENT GROUP – ITEMS FOR ACTION

Information about the consent group items was included in the board packet.

1. Approve Personnel Actions

MOTION: Vice Chair Walston moved, seconded by Mr. Lafer, to approve the item in the Consent Group as presented.

VOTE: The motion passed unanimously - 7:0.

Chair Levis called for a break at 7:35 p.m. The meeting resumed at 7:40 p.m.

XII. ITEMS FOR ACTION

1. Approve Revisions to Board Policies: JEA Compulsory Attendance, JEC Admission of Resident Students and EEA Student Transportation Services

Ms. Nesbit offered the Board a report on revisions to the following Board policies: JEA, JEC, and EEA.

MOTION: Vice Chair Walston moved, seconded by Ms. Newman, to approve the revisions to Board policies: JEA, JEC, and EEA.

VOTE: The motion passed unanimously - 7:0.

Chair Levis, after sharing a copy of the Board policy for recruitment and appointment of a Superintendent with all the Board members, suggested appointment of an interim Superintendent until such time as a permanent Superintendent can be found. She said the Board would need to reach out to a consultant to help them with this process. Chair Levis asked the Board to authorize Board leadership to do pre-work between now and March 18, 2020, in order to come back to the Board with criteria, process, etc., for selecting a consultant or consultants to help them appoint an interim Superintendent.

MOTION: Vice Chair Walston moved, seconded by Mr. Torrey, to authorize Board leadership to consider and select a consultant to help the Board appoint an interim Superintendent for the 2020-21 school year.

VOTE: The motion passed unanimously - 7:0.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Proposed Student Success Act - Student Investment Account Plan

Ms. McGaughy offered the Board a report and Power Point presentation on the Proposed Student Success Act - Student Investment Account Plan.

Ms. Newman asked if it was true the skills mentioned in the first part of the presentation were no longer being taught as explicitly as in the past.

Ms. Vandercar said that was correct.

Ms. Newman wondered if the licensed reading specialists working with 4J worked directly with the kids.

Ms. McGaughy said yes.

Ms. Shabram asked why there was no mention of funding for new librarians in the proposal.

Ms. McGaughy offered that 4J staff believed librarians were critically important to the schools in the District, but they ultimately had to go with the strategy within the limited amount of money allotted that would make the largest impacts across student achievement, closing disparities, and addressing mental health and behavioral needs. She reiterated that librarians' omission from the proposal did not mean 4J staff thought them unimportant, and that there were other means to explore in order to mitigate the shortage of librarians.

Chair Levis asked if it would be possible to add librarians to 4J's regular budget.

Dr. Balderas said it would be possible to use the 4J budget he will propose to augment library services, by braiding together the SIA and 4J's operating budget.

Mr. Lafer asked, under this proposal, what percentage of a reading specialist's time would be spent teaching kids in the classroom.

Ms. McGaughy said they were still envisioning what the reading specialists in practice would look like, but there was a co-teaching component where they would work alongside teachers in the classroom.

Ms. Newman was in support of adding librarians to the 4J budget. She asked how many new Kids in Transition to School (KITS) groups there would be under this proposal.

Ms. Vandercar said the number of KITS group would be almost doubled, and there would be a pilot of KITS during the school day at one of 4J's highest-needs elementary schools.

Ms. Shabram asked about the professional development time built into the proposal; she wondered if that was time for teacher collaboration, bringing in outside educators, and sending 4J staff to training.

Ms. Lange replied that all of the things Ms. Shabram mentioned were correct.

Mr. Lafer asked for clarification on the Learning for All model.

Ms. Lange said the Learning for All model would be used to embed instructional strategies and practices into the classroom, supporting teachers with best strategies for meeting the needs of the diverse students in their classrooms.

Ms. Shabram asked in what way would the faculty brought in to assist with behavioral issues in the classrooms be handling things such as room clearing.

Ms. Wagner offered that, with another adult in the classroom, a room clear might not be necessary, and that staff person would try to facilitate keeping a child in the classroom through co-regulation.

Mr. Torrey asked how this proposal would address ongoing behavioral issues.

Dr. Balderas answered the Behavior Framework and Support Services piece laid out in the proposal, was designed to address that specific issue. He said the new proposal augments behavioral health models 4J had been working on now for a few years.

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

Chair Levis suggested March 11, 2020 for a Board Work Session; she said, from what she was hearing from her colleagues, the earlier the meeting could be held, the better. She suggested 5:30 p.m.

Ms. Shabram said she would have to leave that meeting in order to be present at a previous engagement that was to begin at 6 p.m.

The Board settled on 5:15 p.m. for the March 11 Work Session.

XV. ADJOURNMENT

Chair Levis adjourned the meeting at 9:40 pm.

(Recorded by Rodney Cimburke)

Dr. Gustavo Balderas
District Clerk

Anne Marie Levis
Board Chair

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

March 11, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:15 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on March 6, 2020, and published in *The Register-Guard* on March 11, 2020.

ROLL CALL

BOARD MEMBERS PRESENT:

Mary Walston, Vice Chair
Alicia Hays
Judy Newman
Gordon Lafer
Martina Shabram
Jim Torrey

BOARD MEMBER ABSENT:

Anne Marie Levis, Chair

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Dr. Charis McGaughy, Assistant Superintendent for Instruction
Chelsea Mabie, Elementary Teacher on Special Assignment (TOSA)
Kat Lange, Director Student Services
Andy Dey, High School Director
Dr. Karen Pérez, Equity, Instruction & Partnerships Administrator
Jeff Johnson, PreK-8 Director
Brooke Wagner, PreK-8 Director
Oscar Loureiro, Director of Research and Planning
Cydney Vanderkar, Assistant Director for Administrative Services
Kyle Tucker, Chief Operations Officer
Kerry Delf, Chief of Staff
Christine Nesbit, General Counsel
Lisa Fjordbeck, Executive Assistant/Board Secretary

MEDIA: KRVM

I. WORK SESSION: Student Success Act – Student Investment Plan

Ms. Walston convened the work session at 5:15 p.m.

She introduced the item for the work session – the Student Success Act (SSA) and the Student Investment Plan. She said Board members would ask clarifying questions and learn more about the district staff's recommendations for the plan. She said the following week, the Board would formally review the plan and be asked to adopt it or possibly make proposals to amend the staff recommendations. She reiterated the purpose of the SSA funds was to improve students' access and opportunities for students who had been historically underserved in the education system. Chair

Levis had collected questions from Board members about the plan, some of which were posed during the work session.

Dr. Balderas stated that the plan that had been presented to the Board came about after more than 50 community meetings and surveys. He reiterated Ms. Walston's statement about the purpose of the funding plan was to provide services for the students in its district with the most need and had been underserved. He gave the example of instructional minutes of how the 4J School District had struggled to provide equity and access within its system. He mentioned the importance of the Board's and state's goal of elementary students reaching a third-grade reading level, students being at a third-grade level for math and science, and staff being provided the professional development to achieve that goal.

He mentioned that the plan did not include librarians, due to the cost of a licensed staff member (about \$110,000). He also made brief comments about how they could reduce class sizes to have the most impact on students and teachers. He emphasized how fortunate the district was to have passed a bond measure, renew a levy, and use money from Measure 98 to continue to help the district achieve its goals.

The Board members then asked questions about the staff's draft of the funding plan, some of which were given to staff in advance.

Ms. Hays asked staff what the additional administrators included in the plan would be doing and how they would be included in the plan.

Dr. McGaughy explained the plan called for a total of 4.5 Full-Time Equivalent (FTE) staff, from the initiatives and in the indirect. That included 3.5 FTE administrators and one professional. This included a 1.5 FTE -- 1.0 FTE Learning for All Administrator and 0.5 FTE Extended Learning to oversee after-school programs and summer school. The 0.5 FTE would be a 1.0 FTE position, but it would be paid for with a combination of two grants, the current one (0.5 FTE), and the new one (0.5 FTE).

Ms. McGaughy said the other position were indirect. They would receive \$500,000 in indirect. About \$20,000 would go to charter school indirect expenses, and the rest of the schools would receive \$480,000 total. Of that total, the district proposed 3.5 positions. Three of those positions would be in the MAPS employee group (Managers, Administrators, Professionals, and Supervisors), and 0.5 in licensed. Those positions would include 1.0 for a fiscal analyst (Professional), 1.0 for a Human Resources Administrator, and 1.0 for a Curriculum Administrator who had an expertise in early literacy in order to oversee elementary curriculum in support third graders achieving their grade level's reading standards. The final 0.5 position would be tasked with keeping track of requirements and evaluating the effectiveness of the grant program. It would be a licensed Teacher on Assignment (TOSA) position working closely with project staff.

Mr. Lafer posed several questions. One was regarding how class sizes would be impacted by additional funds, specifically what would the average class size be for different age groups. He also asked if the proposed 10 reading specialists would be part of reducing class sizes or would they be in addition to other staff. This third question asked how much of the reading specialists' time would be spent directly working with students.

Ms. Wagner replied that the 10 reading specialists would be in addition, and they would be separate from the FTE. The average class size in core classes (math, reading, social studies, and science)

would be 29 students. Each middle school would receive different staff amounts based on their needs. With the new FTE, their average core class sizes would go down to 25.7 students.

Mr. Johnson gave some examples of how class sizes would change for elementary schools. In Grades 1 and 2 at Awbrey Park (a Title 1 school), the average was 23 students per class. With the grant, it would receive an additional facilitating teacher who would split their time between the two grades, which would result in class sizes decreasing to 17.5 students per class. Gilham Elementary, a larger school, would receive 1 FTE for Grades 1 and 2. Right now, its average class size was 22.8 for Grade 1 and 29.3 for Grade 2. The grant would decrease average class size to 22 students for each class. A high-poverty Title 1 school, Howard Elementary, would start out with an average 22.7 students in Grade 1 and 26.7 students in Grade 2. With the grant, it would receive 1.5 FTE to reduce average class sizes to 17 to 20 students.

Dr. Balderas clarified that with the grant, class sizes would change depending on the school and what each school would need.

Mr. Lafer asked if the average class sizes given were for core classes. Staff confirmed, saying that the average class sizes illustrated were based on current figures and not projections.

Ms. Mabie explained how much time staff would spend reading to students. The district would hire nine reading specialists. Some schools might receive part of a FTE, but they would support people in multiple schools. Some might co-teach or help diagnose students. These reading specialists might travel to other sites as well.

Ms. Wagner clarified that a lot of the 4J schools did not have reading specialists because they were not Title 1 schools.

Mr. Torrey asked if they provided full schedules for juniors and seniors in high school, would they add a range of electives such as Personal Finance and CTE classes.

Andy Dey, High School Director, said they would add new classes such as economics, civics, and personal finance. The grant would add staff to implement programs and build on ones they had that the students would need to be successful after graduation.

Ms. Shabram asked for more details about implementing full schedules for high school juniors and seniors and the challenges in place.

Mr. Dey explained that they would start with a seminar for freshmen to possibly connect it with their health curriculum. They would explain the programs they offered as well as the purpose of their time in high school and what they would want to accomplish while they were there. They would encourage students to take electives when they were upperclassmen. The district would also implement ways to include apprenticeships, internships, and work experiences for them to earn graduation credits, and offer more elective courses based on what the students said they would want. Another idea Mr. Dey mentioned was offering a diploma with distinction if students earned 30 credits in high school, as an incentive to take more classes.

Dr. Balderas mentioned additional options the district was exploring, including going to a semester schedule district-wide or even an A/B block semester schedule instead of a three-by-five schedule.

Ms. McGaughy said staff had been considering other options for students' 12th grade year. Some of those ideas included internships, volunteer work, apprenticeships, online learning, and other credit-bearing opportunities.

Ms. Newman inquired if parents would be included and how they would be informed about these options.

Mr. Dey explained they would inform them at parent nights for each grade at the high schools. He emphasized that the transition to high school needed to be a process, starting with a ninth-grade seminar to work with families and support them during that transition.

Ms. Newman requested more information about Learning for All and how it would be implemented.

Ms. Kat Lang, Director Ed Support Services, explained that the pilot schools for this model included Churchill High School, Spencer Butte Middle School, and Edgewood Elementary School. Currently, there was currently no specific model. However, the Learning for All Model pulled from many different evidence-based practices to increase access and inclusion for all students, specifically including students who received special education services. Ms. Lang provided packets to the Board about it. Their goal was to bring the best practices together, and during the first year build a model that was best for 4J. Different schools had different needs. District staff would determine what would be best for each school and help train staff to meet those needs.

Joyce Smith-Johnson, Education Administrator, explained the process that had taken place at Churchill High School. They held multiple sessions with the school's services staff. They also learned where they had been losing students who were failing, out of class, skipping, or dropping out. They made a proposal to address increasing access to general education and support that would keep students in class. They asked for feedback on a skeleton model; they were on version five of that document. Later, they would take that to a staff and solicit more feedback. Key components included core classes that would be co-taught in Language Arts and Math, and the same for special education classes. They would provide drop-in access centers where students could receive help from a teacher or educational assistant. They would also have services for students who started attending that school in the middle of the year.

Dr. Balderas reiterated that co-teaching was a best practice. He said it cost money to do it well, but it had been worth it to meet students' needs. Dr. Lang offered documents for the Board to read more about co-teaching.

Ms. Walston read a question submitted by Ms. Levis in advance, asking if the TOSAs' would be at the schools.

Ms. McGaughy explained that part of the TOSAs' responsibilities were to support staff and students in the schools. However, they would not have a home base and would be divided into licensed and classified staff among the schools. She then broke down the number of staff for those positions.

Ms. Hays asked if this would be funded by money from SSI and SSA. She also asked if there were any gaps in the proposed plan, and what they would add first if they had more funds.

Dr. Balderas answered that the timeline for putting the grant application together had been a big challenge. He said the preparation process has been very fast in order to complete it by the middle of April. They prioritized where the biggest needs were, and if they had more money, they would

continue to help the students that were the most marginalized and include programs such as more summer school and pre-K.

Mr. Lafer asked, of the \$400,000 budgeted for purchasing classroom books, what portion would be for books for English Language Learners or emerging bilingual students. He also asked what the evidence research suggested about classroom books improving third-grade reading levels.

Chelsea Mabie, Elementary Humanities Teacher on Special Assignment (TOSA) and Dr. Karen Perez, Equity, Instruction & Partnerships Administrator, explained the research that suggested having a classroom library improved the amount that students read. They said they hoped to purchase classroom libraries with the grant money. There would be \$950 per classroom in grades K-5, \$500 for a base library, \$450 for diversifying the collection of library books to match the students that were in each classroom, and \$250 for books for dual language programs due to the higher cost of those books. They said they would want more teacher input in the books that were purchased because each school could want different books based on the students who attended.

Mr. Torrey asked about professional development and the new reading program's curriculum. He wanted to know how the district would provide professional development for teachers who were going to implement the new curriculum.

Ms. Wagner and Ms. Mabie said teachers would be provided professional development to learn the science of reading. They would work with a large group and then with a team of teachers. They said the pilot program would begin in 2021 and start in the classroom in 2022. They also said classified staff could also complete professional development.

Ms. Newman asked if there would be something available for culturally responsive teams for Latinx families. Staff explained that they were currently providing wraparound services and participating in the immigration network to provide resources for those families, including bus tickets, taxies, and parent meetings, and connecting them to community groups. They emphasized the importance of maintaining communication with parents, teachers, and social workers.

Ms. Newman asked about the reason behind budgeting money for CAHOOTS (Crisis Assistant Helping Out On The Streets). Dr. Perez clarified that it was not only for CAHOOTS but also other groups as well. Dr. Lang said it has been harder for them to address crisis in schools, so that was why they had worked with community partners such as CAHOOTS.

Ms. McGaughy said the district had been building a network of crisis teams depending on its needs, but it had expanded to community partnerships to provide services. She said that there were flexible funds within grant to contract. CAHOOTS was identified. 4J currently had a contract with them to provide services to their high schools. Other resources they had sought to provide were addiction support, housing support, and mental health crisis support. Ms. Newman suggested they add a sentence in the plan about that.

Ms. Hays asked if they would require an RFP for these resources. Dr. Balderas clarified that the district already worked with various community partners, including Looking Glass and reassured that a process was in place.

Seth Pfaefflin, 4J Education Administrator, said they had also partnered with the University of Oregon for help. 4J had also started a training program at some middle schools called Instructional Suspension Learning Alternative (ISLA), which addressed implicit bias. He said staff had appreciated

that training. Dr. Perez said staff could choose specific trainings to take to learn more culturally responsive practices.

Ms. Shabram said it was important to including community partners to teach students what resources were available because those students would often reach out to people who were not their classroom teachers for help.

Ms. Walston asked what components or tools would be used to document and measure student achievement as it related to the specific intent of the enacting legislation, and how it would be shared with the Board and public.

Oscar Lourerio, the Director of Research and Planning, said there would be a staff position that would evaluate how the district would spend the money. They would also update the Board and community about any other goals they would set for the funds that they would want to track.

Mr. Lafer asked if staff could respond to the other questions from the Board in writing. Dr. Balderas said yes, and he emphasized that staff had wanted to make sure the Board had as much information as possible before making a position.

Ms. Shabram asked, as they begin broader conversations about the budget, if they could have an explanation about the things staff would have spent money on in the regular budget versus SIA money. Dr. Balderas said that 4J was one of the few districts that are not cutting its budget in the way that districts in the Portland area had been.

Ms. Walston said the next 4J Budget Committee Meeting would be on March 30, 2020.

Mr. Torrey recognized staff for their efforts in holding many public meetings to gain input.

Dr. Balderas concluded the meeting by also recognizing 4J staff for their hard work in putting together the plan for the grant. He said that there could always be more to include, but he hoped that the money received would be sustainable. He encouraged staff to make sure they were equitable when soliciting input, making sure to include other groups such as classified staff. He believed they should assure that everyone had an equal voice.

Ms. Hays said that last year, when they heard from the nurses, she had appreciated hearing their perspective. She hoped that they could continue to challenge each other to listen to people who they might had not been aware of.

Ms. Walston mentioned another community forum that would be held Wednesday evening that week at El River Road/ El Camino del Rio School. She ended the work session at 6:15 p.m.

(Recorded by Lane Campbell)

Dr. Gustavo Balderas
District Clerk

Anne Marie Levis
Board Chair

DRAFT

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

March 18, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 6 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on March 13, 2020, and published in *The Register-Guard* on March 18, 2020.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the regular meeting of the Eugene School District Board of Directors on March 18, 2020 will take place with only essential personnel and credentialed media in attendance. Pursuant to ORS 192.670, the meeting will be open to the public via live broadcast on KRVM 1280-AM and via the internet at www.4j.lane.edu/stream

ROLL CALL

BOARD MEMBERS PRESENT:

Anne Marie Levis, Chair
Mary Walston, Vice Chair
Alicia Hays
Judy Newman
Gordon Lafer
Martina Shabram
Jim Torrey

MEDIA: KRVM

II. REGULAR BOARD MEETING

Chair Levis called the Regular Session to order at 6 p.m.

III. AGENDA REVIEW

Mr. Lafer wished to add an item under 'Suggestions by the Board for Consideration of Items at a Future Meeting.' He also wished to pull an item from the Consent Calendar.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas thanked the Board for making this teleconference meeting happen. He said the Governor, by Executive Order, has closed all schools in the state at least until April 28. Dr. Balderas said the Executive Order states that school districts will continue to receive funding as long as schools continue providing: meals to students, supplemental education/learning supports, childcare services for emergency employees, and staff salaries.

Dr. Balderas reported that plans for the Kelly Middle School/Yujin Gakuen co-location were still moving forward, and there would not be portable spaces added for the September opening. He said the District would be looking at this very closely in September, and would discuss adding portables if needed.

V. COMMENTS BY BOARD CHAIR

Chair Levis thanked the community members who were tuned into this "virtual" meeting. She also thanked the 4J staff who were on site, making sure the meeting happened as smoothly as possible.

VI ITEMS RAISED BY THE COMMUNITY

Each Board member confirmed they read all missives sent in by the community at large.

VII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon offered prepared remarks about the Eugene Education Association (EEA), and their current relationship with School District 4J. She thanked 4J staff and leadership for their dedication to the students and faculties of all District schools during the coronavirus pandemic, and she thanked School District 4J for their invitation for EEA to join them in their planning in this strange, trying time. Finally, Ms. Gordon thanked the District for considering all or part of the EEA calendar when drafting their own calendar.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Lafer thanked the Superintendent and staff for working around the clock to keep School District 4J operational through the pandemic. He thanked staff too for their work on the Student Success Act (SSA), especially considering they were working under a strict deadline set by the State.

Mr. Torrey praised 4J Nutrition Services for continuing to prepare and distribute meals to District kids during the pandemic and subsequent shelter in place order from the Governor.

Ms. Newman thanked School District 4J staff for their continued hard work, much of it behind the scenes, during this trying time. She stressed the importance of the Board working with the teachers' union or EEA. Finally, Ms. Newman asserted that, now more than ever, transparency on the part of the Board was essential.

Ms. Shabram thanked the community that had chosen to join the meeting via radio/internet. She also thanked School District 4J staff for their unwavering dedication to their duties during the coronavirus pandemic, and she reminded everyone that said pandemic was just beginning, and there were hard, trying times ahead for everyone.

Vice Chair Walston thanked Chair Levis for her leadership during this time, and she especially thanked her for answering each and every email sent in by the community. Vice Chair Walston thanked those community members who took the time to draft correspondences for the meeting. Finally, she supported moving forward with the Yujin Gakuen/Kelly Middle School merger, despite most of the normal operations of School District 4J being suspended.

XI. CONSENT GROUP – ITEMS FOR ACTION

Information about the consent group items was included in the board packet.

- 1. Advanced Refunding Bond Sale**
- 2. Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects**
- 3. Approve the First Round Replacement of Staff Devices That are Greater Than Six Years Old**
- 4. Approve Minutes from February 5, 2020 Board Meeting**
- 5. Approve Minutes from February 19, 2020 Board Meeting**

Mr. Lafer wished to pull item 2, Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects. His reasoning was this money, leftover from a 2011-13 bond, could be used for portables at Kelly Middle School, instead of being earmarked to re-turf middle school sport fields.

MOTION: Vice Chair Walston moved, seconded by Mr. Torrey, to approve the Consent Group without Item 2, Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects.

VOTE: The motion passed unanimously - 7:0.

MOTION: Mr. Lafer moved, seconded by Ms. Newman that the decision laid out in item 2 be held until the fall, or until such time that the Board has made a final decision about portables at Kelly Middle School.

Dr. Balderas offered the process for this was very complex, and involved the contract agreement with the City of Eugene; he continued the fields that were to be re-turfed under item 2 in the Consent Calendar would need to be re-evaluated, and possibly closed to the community until such time as the proper re-turfing could be done. In addition, delaying the work to re-turf the field would cost more money in the long run.

In light of Dr. Balderas' comments, Mr. Lafer withdrew his previous motion.

MOTION: Vice Chair Walston moved, seconded by Mr. Torrey, to approve Consent Group Item 2, Ratify Awards for Capital Improvement Program (CIP) Bond Funded Projects.

VOTE: The motion passed unanimously - 7:0.

XII. ITEMS FOR ACTION

1. Approve Student Success Act - Student Investment Account Plan

Ms. McGaughy offered the Board a report on the Student Investment Account (SIA) Plan.

Chair Levis asked the Superintendent and staff if there were any changes they would suggest the Board make to the current SIA plan.

Dr. Balderas responded not at this time.

MOTION: Vice Chair Walston moved, seconded by Mr. Torrey, to approve the School District 4J Student Success Act - Student Investment Account Plan, and Charter School Agreement as presented, for submission to the Oregon Department of Education (ODE) by April 15, 2020

MOTION: Mr. Lafer moved, seconded by Ms. Shabram, that the Board postpone the vote, and ask School District 4J staff to come back in two weeks with the appropriate revisions.

VOTE: The motion failed - 2:5, with only Mr. Lafer and Ms. Shabram voting for the amendment.

VOTE (original motion): The motion passed 6:1, with Mr. Lafer voting against.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider for Approval Proposed 2020–21 Academic Calendars

Ms. Nesbit offered the Board a report on the proposed 2020-21 Academic Calendars.

Mr. Lafer asked about the elementary school grading day. He wondered why School District 4J did not have this grading day a week before school ended, in order to set student goals and identify areas needing attention for the next school year. He also asked why the District did not allow things like recess in elementary school to count towards instruction time.

Dr. Balderas said he believed it was very unorthodox to have multiple grading days—as School District 4J does—instead of just one, at the end of the school year. He went on to say the District wanted the absolute most instructional minutes as possible for our students.

2. Consider Process for Interim Superintendent Search

Chair Levis offered the Board a brief report on the process for an interim Superintendent search. She announced that at the last School District 4J board meeting, the Board had delegated the authority to leadership to put together a process to look for an interim Superintendent. Chair Levis said the two Board policies, which governed this process, were CBA, and CBB.

Chair Levis stated there were three general options for this process: a full hiring process, a shortened hiring process, or an internal hiring process.

Chair Levis pointed to the “desired characteristics” document in the meeting packet. She said she and Vice Chair Walston put together this draft from materials gleaned from the hiring process of Dr. Balderas. She said this document would be posted publicly to capture community feedback on the draft, and she asked the Board to review it thoroughly.

Chair Levis also announced she had emailed a draft timeline for the interim Superintendent search to the Board, and she asked Board members to look over it, and hopefully they could approve the timeline at the upcoming meeting on April 1, 2020.

Ms. Newman asserted it was important to have the ability to edit the draft documents mentioned by the Board Chair, given the nature of the present state of Oregon, the country, and the World.

Ms. Shabram asked if there was a reason the third option, hiring internally, was chosen as the most expedited option.

Chair Levis replied, since time was of the essence, hiring someone internally—someone who knows the ins and outs not only of School District 4J, but of the Eugene community at large—would be the most efficient option toward hiring an interim Superintendent.

Vice Chair Walston said the School District 4J Board will begin the process for hiring a permanent Superintendent in October of 2020 for the following school year.

Mr. Torrey asked if this would be a Board decision.

Chair Levis replied it would.

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

Mr. Lafer said he would like to see an item dealing with portables at Kelly Middle School on the next meeting’s agenda. He said he recently learned this decision was a District decision, and not a Board decision, so he would like to see the aforementioned future agenda item be represented as a non-binding statement of values, or a non-binding resolution from the Board encouraging the District to add portables at Kelly Middle School.

There was not enough Board support to add the item Mr. Lafer described to the next meeting’s agenda; only himself and Ms. Shabram were in favor of adding it.

Ms. Hays said she would like to add an item to the next meeting’s agenda in which leadership was asked to look at the possible Board retreat that was originally scheduled for April 17, 2020.

XV. ADJOURNMENT

Chair Levis adjourned the meeting at 8:23 p.m.

(Recorded by Rodney Cimburke)

Dr. Gustavo Balderas
District Clerk

Anne Marie Levis
Board Chair

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

April 22, 2020

Title

Approve Memorandum of Agreement with EEA Relating to Guest Teachers

Presenter(s)

Christine Nesbit, General Counsel

Background

Eugene Education Association serves as the exclusive representative of 4J licensed guest teachers. In March 2020, following the Oregon Governor's order to close public schools and to continue to regularly pay employees, EEA demanded to bargain impacts to its members. In the conversations that followed, the district's focus concerned how to protect those guest teachers who invested deeply in 4J work, as demonstrated through their work in the present school year. Another topic related to how to determine which substitutes would be eligible for pay differentials and insurance (including insurance on a self-pay basis) during 2020-21, given that the eligibility criteria in the collective bargaining agreement is measured over a year, and only a few substitutes will work beyond two-thirds of the 2019-20 school year due to school closures.

Representatives of 4J and EEA reached a tentative agreement that, if approved, would provide that:

- The district will offer 35 work days to eligible substitute teachers who worked as guest teachers for the district at least 60 percent (60%) of full-time days (or an equivalent combination of part and full time days) between August 2019 and March 13, 2020. Twenty-four (24) substitute teachers qualify.
- The work days will be used between April 13, 2020 and the end of the school year in any assignment determined by the district to be suitable. A substitute declining an assignment without good cause would not be eligible for future assignments this year.
- For purposes of determining eligibility for pay differentials and insurance in the 2020-21 school year, the district will consider only the days worked between August 27, 2019 and March 13, 2020, and would adjust the eligibility thresholds in the CBA to 66%, consistent with the reduced work year/ measurement period.

Options and Alternatives

To be discussed.

Budget/Resource Implications:

The anticipated cost of the MOA will not exceed \$225,000.

Recommendation

The Superintendent recommends approval of the MOA with EEA relating to guest teachers.

**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 Eugene Education Association (Association) acting in its capacity as the exclusive representative for licensed substitute teachers of the District.

1. **Duration.** The duration of this MOA is from March 30, 2020 through June 30, 2020. It may be reopened for renegotiation or terminated during its term if Executive Orders, laws or state regulations are issued that conflict with or modify the terms of the MOA, or render performance of terms impossible or illegal.

2. **Conflicting Provisions.** This MOA shall supersede any conflicting provisions in any existing 2018-22 collective bargaining agreement, as amended by an MOA dated July 24, 2019 (“CBA”), or past practice between the parties for the duration of this agreement.

3. **Operational Changes.** In accordance with the Governor’s Executive Order No. 20-08, as extended, District schools will be closed to students from March 16, 2020 through the end of the school year, and the District is required to provide supplemental services, distance learning, and emergency management activities. The Association recognizes the need for flexibility in the nature of work that may be assigned during the school closure period.

4. **Employment Status and Availability of Eligible Substitutes.**

4.1 For purposes of this MOA only, the term “eligible substitute” means a guest teacher who worked a minimum of the equivalent of 69 full days between August 27, 2019 and March 13, 2020, and has responded affirmatively to the district’s offer described in paragraph 4.2 within three days.

4.2 Within three days of reaching a tentative agreement on this MOA, District shall offer each prospective eligible substitute the opportunity to work up to a maximum of 35 days between April 13 and the end of the 2019-20 school year in exchange for payment of wages for 35 8-hour days at the substitute’s regular rate of pay (including 5% and 10% differentials as applicable).

4.3 Work includes: (a) stand-by status, meaning, ready and available for any work-related communication, and available to report physically to work or to begin assigned teleworking assignments upon one hour’s notice; (b) work time at a district site, which may include child care or other essential services; (c) teleworking in any capacity determined suitable by a district administrator; or (d) a combination of the above with prior administrative approval. If a substitute who is called to work or telework declines a work assignment for any or no reason (except for personal illness, a quarantine order, or because the proposed assignment conflicts with their medical provider’s advice or is inconsistent with recommendations of public health authorities), the employee’s status as an “eligible substitute” and district’s obligation to continue pay that employee shall cease immediately.

4.4 Employees in stand-by status shall be available to report to work upon one hour’s notice between 8AM and 4 PM on student instruction days, and shall monitor their work email and personal phone messages frequently enough through-out the work day to be able to satisfy their obligation to be ready and available for any work-related communication. Employees are

expected to return a phone or text message from an administrator or Human Resources within thirty (30) minutes. Eligible substitutes may notify the substitute desk by email, in advance of a potential work day (up to a maximum of seven), that they are unable to work or serve in a standby status on that day.

5. **Extended Service Substitute Assignments.** Guest teachers who have committed to an extended service assignment (defined as working for ten (10) consecutive days of service as a substitute for the same teacher or in the same assignment, including grading, staff development and planning days) as of March 13 shall continue to work in and receive compensation for that assignment for the duration of the assignment only. If the assignment was of unknown duration, the District will look at all the surrounding circumstances to make a reasonable judgment about when the assignment would have ended.

6. **Pay differential determination for the 2020-21 school year.**

6.1 Notwithstanding Article VI.D.1 of the CBA between the parties, a guest teacher is eligible for the 5% differential pay for the 2020-21 school year only, if the guest teacher was in a paid status under the terms of the CBA for 33 or more full or half days, or any combination of full or half days, between August 27, 2019, and March 13, 2020.

6.2 Notwithstanding Article VI.E.1 of the CBA between the parties, a guest teacher who is eligible for the five percent differential is eligible for an additional five percent (5%) or a total of 1.10 times the daily rate for the 2020-21 school year if the substitute teacher is employed the prior school year as a substitute teacher under the terms of this agreement for a minimum of fifty-three (53) regular work days or one hundred and six (106) one-half work days or any combination of regular work days and one-half work days which total a minimum of fifty-three (53) regular work days between August 27, 2019 and March 13, 2020.

7. **Fringe Benefits.**

7.1 Eligibility For District Paid Medical Insurance Contribution for the 2020-21 Plan Year.

7.1.1 Notwithstanding Article VII.A.2 of the CBA, to become eligible for the District insurance contribution for the 2020-21 plan year, a substitute teacher must have substituted for the District a minimum of sixty-seven (67) full days or one hundred and thirty-three (133) half-days or any combination of full days and half-days which total a minimum of sixty-seven (67) full days between August 27, 2019 and March 13, 2020.

7.1.2 Notwithstanding Article VII.A.3 of the CBA, substitutes receiving the district insurance contribution under the terms of the CBA during 2019-20 may continue to receive the District insurance contribution for the 2020-21 plan year if between August 27, 2019 and March 13, 2020, the substitute teacher substituted for the District a minimum of fifty-three (53) full days or one hundred and six (106) half days or any combination of full and half work days which total a minimum of fifty-three (53) full work days.

7.2 Eligibility to Self Pay Premiums for District Health Benefit Plan(s) for the 2020-21 Plan Year.

Notwithstanding Article VII.B.1 of the CBA, substitute teachers who (a) have substituted for the District a minimum of thirty-three (33) full work days or sixty-seven (67) half days or any combination of full and half work days which total a minimum of thirty-three (33) full work days



ITEM FOR INFORMATION

Date of Meeting

April 22, 2020

Title

Receive an Update on District Response to COVID-19 and Distance Learning

Presenter

Gustavo Balderas, Superintendent

Background

All Oregon school buildings are closed for students due to the coronavirus COVID-19 pandemic. The Eugene School District 4J central office and all schools are closed to the public. Staff are mostly working remotely and students will continue learning from home.

Oregon Governor Kate Brown's Executive Order 20-08 ordered the closure of school buildings through April 28. On April 8, the governor extended the closure for the rest of the 2019–20 school year.

Free Meals for Children and Youth

Eugene School District 4J is providing free grab-and-go meals while school buildings are closed, available for all students and youth 18 and younger.

Meals are available for pickup on weekdays from 11 a.m. to 12 p.m., at numerous sites across the district. Families can choose the location that is most convenient for them, regardless of where they live or attend school.

Childcare for Essential Workers

Together, Eugene School District 4J, other local area school districts, the City of Eugene, and the Eugene Family YMCA are offering programs at nine schools throughout Lane County to provide childcare for first responders, medical professionals and other essential workers. Childcare is available for infants through 12 years old.

Distance Learning for All (starting April 13)

In new guidance issued March 30, the Oregon Department of Education noted that it foresees a potential that our students may not return to classrooms this year, and pivoted from advising Oregon public schools to provide short-term supplemental learning and review, to directing that schools provide more substantive, graded, credit-bearing distance education for all students. This is a major transition. While it will be challenging to implement substantive distance learning on a short timeline and as equitably as possible, our district is already working to develop and implement a plan.

Starting the week of April 13, 4J schools will begin the transition to comprehensive distance learning, with elementary school students shifting from review to learning new content, and middle and high school students beginning new spring term courses. Distance learning does not mean only online education, and will likely include a blend of teaching modes, including online instruction and offline methods such as paper assignments and phone calls. It will not look like a regular in-school day. We are working to meet the varying needs of all learners across all grades as best we can.

The transition will take time and will not be perfect. There are significant barriers and challenges to changing our education delivery model almost immediately and overnight. We ask for the support, patience and flexibility of all of our families, students and staff, as we shift to a new model of educating students from afar.



ITEM FOR INFORMATION

Date of Meeting

April 22, 2020

Title

Bond Update: Edison Elementary School

Presenter

Kyle Tucker, Chief Operations Officer and Ryan Spain, Director of Facilities Management

Background

Local voters approved a bond measure in November 2018 to fund capital improvements at every 4J school. Three aging school buildings will be replaced with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: North Eugene High School, Edison Elementary School and Camas Ridge Elementary School. Planning and design for the new school buildings and other capital improvements continues.

The design process for Edison Elementary School began with the program confirmation phase, moved to the Schematic Design phase and will complete the Design Development phase at the end of April 2020. The 4J visioning, planning, public outreach and facilities specifications continue to steer the direction of the building, program and site design.

The design development phase has advanced the design details around the exterior building and site. Interior spaces have advanced as well to meet the program requirements identified with in the educational specifications.

The next phase is the Construction Document phase where the design team will fill in all the details of how the building construction occurs. Developing plans for permit review and construction pricing.

Staff will present a brief update on the design progress of the new Edison Elementary School building.

Board and Superintendent Goals

4J Vision 20/20 Strategic Plan

Goal III: Communication & Connection with Community

Goal V: Stable, Sustainable Stewardship

mahlum



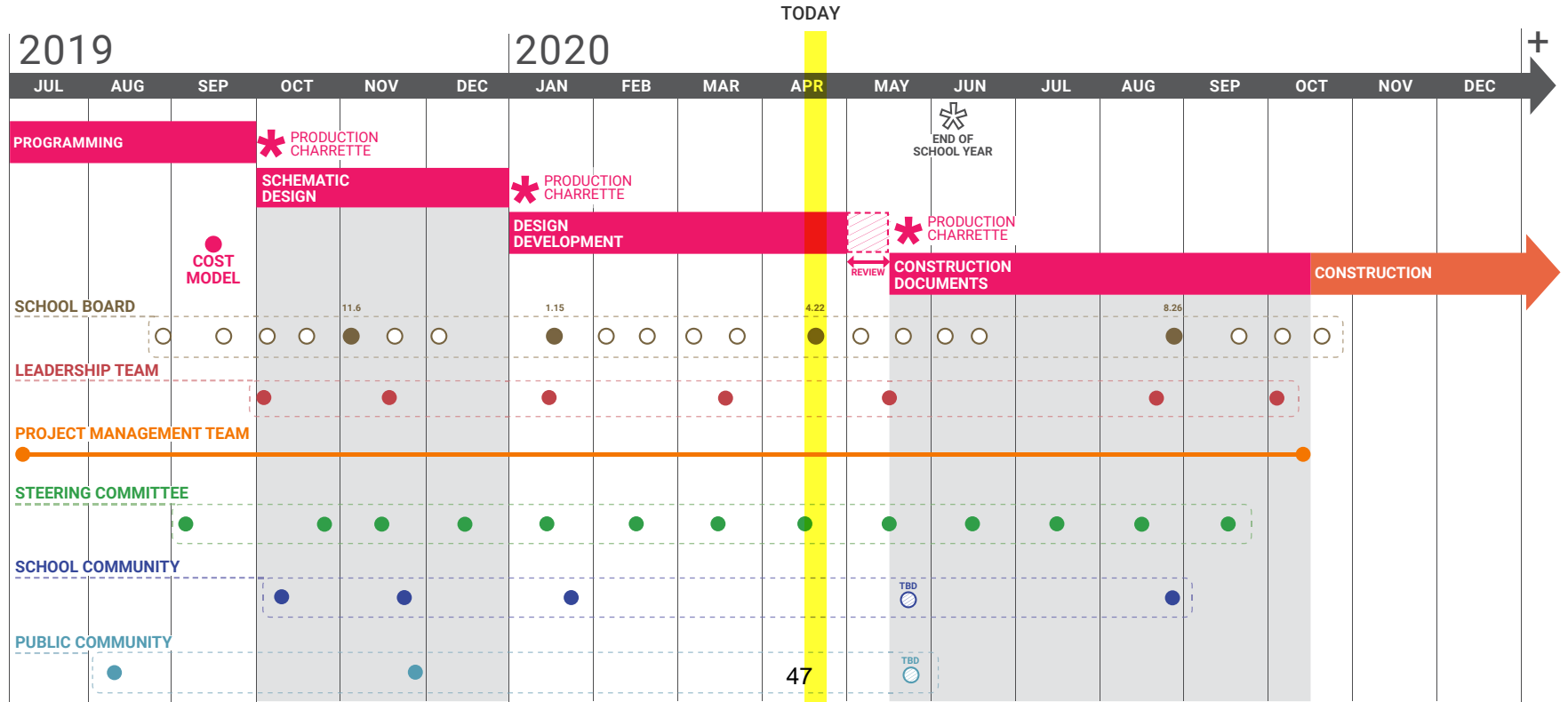
Robertson | Sherwood | Architects PC

APRIL 2020
SCHOOL BOARD UPDATE

Edison Elementary School

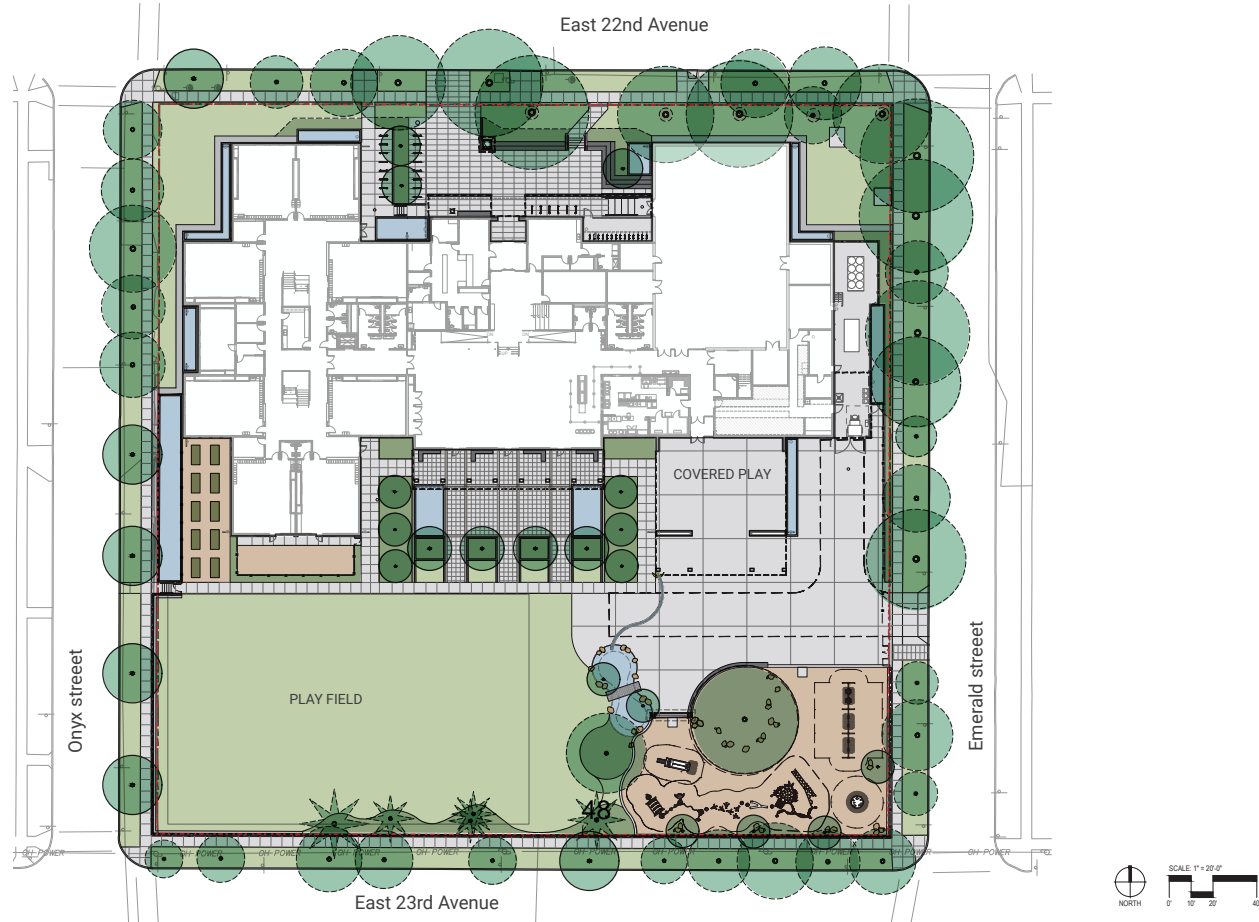
Eugene School District 4J

EUGENE SCHOOL DISTRICT 4J
 EDISON ELEMENTARY SCHOOL
 OVERALL SCHEDULE 2019 THROUGH 2020



4J School Board Update: Site Plan

APRIL 2020



4J School Board Update: **First Floor Plan**

APRIL 2020



49



4J School Board Update: **Second Floor Plan**

APRIL 2020



4J School Board Update: 22nd Avenue - Welcome plaza and main entry

APRIL 2020



4J School Board Update: **Play field and south elevation of school**

APRIL 2020



4J School Board Update: Cafeteria outdoor eating and learning arcade

APRIL 2020



4J School Board Update: Cafeteria looking towards main entry, gym and food service

APRIL 2020



4J School Board Update: Cafeteria after entering through main entry vestibule

APRIL 2020



4J School Board Update: General education classroom

APRIL 2020



Thank you



ITEM FOR ACTION (Second Read)

Date of Meeting

April 22, 2020

Title

Approve Proposed 2020-21 Academic Calendars

Presenter

Christine Nesbit, General Counsel

Background

State law requires that the school board adopt the district's academic calendar. Over the last two months, these calendars have been reviewed by district leadership and shared with EEA. Considerations in developing the calendar include: student needs, winter and spring break periods for the Oregon University System, requirements of labor contracts, Oregon statute and regulations relating to instructional time and holidays, the instructional minutes requirements adopted by the board, and feedback from constituents.

Article 10.2.4 of the EEA-4J collective bargaining agreement provides that the district will consult with EEA on the academic calendar. Draft calendars were presented to EEA in January, discussed at joint contract administration committee and other meetings and in email. The draft before the board incorporates a number of EEA's suggestions.

The draft calendars reflect the same number of instruction days, holidays, and non-instruction days as are in the present school year. One key difference is the change of the mid-May elementary Transition Day to a grading day placed at the end of the school year, with the result that elementary students will be released one day before middle and high school students.

Options and Alternatives

The draft 2020-21 academic calendars may be adopted as presented or as modified following comment period.

Budget/Resource Implications:

The proposed calendar will not result in new costs.

Board and Superintendent Goals

The proposed calendars support board goals of increasing achievement for all students and closing the achievement gap and also providing prudent stewardship of district resources to best support student success, educational equity and choice.

Recommendation

The superintendent recommends the adoption of 2020-21 calendars.

EUGENE SCHOOL DISTRICT 4J – SCHOOL CALENDAR 2020-2021 (Subject to Possible Revision) – DRAFT post EEA Feedback

**ELEMENTARY SCHOOLS
2020-2021
INSTRUCTIONAL CALENDAR
BOARD APPROVED XXXXX**

27 First day for Psychologists, SPED Consultants & Nurses

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Second Semester (89.5 Days)
15 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

19 student days

First Semester (83 Days)

1 Planning Day (No School)
2-4 School Improvement & Planning (No School)
7 Labor Day (Holiday School Closed)
8 Planning Day (No School)
9 Classes Begin (All Grades)

16 student days

SEPTEMBER 2020						
S	M	T	W	Th	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2021						
S	M	T	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Planning/PD Day* (No School)
22-26 Spring Break
29 Classes Resume

*5.5 hours PD/2 hours uninterrupted planning
17 student days

9 State In-Service Day (School Closed/Non-Paid/Non-Contract Day)
16 Planning/PD Day* (No School)
29-30 Parent/Teacher Conference (No School)

*5.5 hours PD/ 2 hours uninterrupted planning

18 student days

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2021						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 student days

11 Veterans Day (Holiday School Closed)
26 Thanksgiving (Holiday School Closed)
27 Thanksgiving (School Closed/Non-Paid Holiday)

18 student days

NOVEMBER 2020						
S	M	T	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2021						
S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day (Holiday School Closed)

20 student days

21-31 Winter Break

14 student days

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2021						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Missed days due to hazardous weather will be made up
16 Possible Last Day for Students (Early Release)
17 Grading Day
18 Grading Day/Possible Last Day for Teachers (No School)
21-25 Possible Hazardous Weather Make-up Days
11.5 student days

1 Winter Break (continued)
4 Planning/PD Day* (No School)
5 Classes Resume
18 M.L. King Day (Holiday School Closed)
29 Semester Grading Day (No School)

*5.5 hours PD/2 hours uninterrupted planning

17 student days

JANUARY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

	School Improvement & Planning
	Planning, Professional Development or a combination
	Early Release
	Grading Day
	Classes Resume
	Holiday
	Winter/ Spring break
	Possible Hazardous Weather make-up days

Updated: 03/13/2020 5:20 PM

Schools may not vary from board adopted calendar

EUGENE SCHOOL DISTRICT 4J – SCHOOL CALENDAR 2020-2021 (Subject to Possible Revision) – DRAFT- Post EEA Feedback

**MIDDLE AND HIGH SCHOOLS
2020-2021
INSTRUCTIONAL CALENDAR
BOARD APPROVED XXXXX**

27 First day for Psychologists, SPED Consultants & Nurses

AUGUST 2020						
S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
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30	31					

FEBRUARY 2021						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

19 student days

First Trimester (54 Days-MS, 56-HS)

- 1 Planning Day (No School)
- 2-4 School Improvement & Planning (No School)
- 7 Labor Day (Holiday School Closed)
- 8 Planning Day (No School) Orientation Day (grade 9)
- 9 Classes Begin (grades 6, 9-12)
- 10 Classes Begin (grades 7-8)

15 student days (MS), 16 days (HS)

SEPTEMBER 2020						
S	M	T	W	Th	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2021						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Third Trimester (57 Days)

- 18 Grading Day (No School)
- 19 Planning/PD Day* (No School)
- 22-26 Spring Break
- 29 Third Trimester Begins / Classes Resume

*5.5 hours PD/2 hours uninterrupted planning
16 student days

- 9 State In-Service Day (School Closed/Non-Paid/Non-Contract Day)
- 16 Mid-Trimester Progress Report/ PD Day (No School)
- 29 PD Day (No School)
- 30 MS Conferences (No School)

18 student days (MS), 19 days (HS)

OCTOBER 2020						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2021						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 student days

- 11 Veterans Day (Holiday School Closed)
- 26 Thanksgiving (Holiday School Closed)
- 27 Thanksgiving (School Closed/Non-Paid Holiday)

18 student days

NOVEMBER 2020						
S	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2021						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 7 Mid-Trimester Progress Report/ PD Day (No School)
- 31 Memorial Day (Holiday School Closed)

19 student days

Second Trimester (59 Days)

- 4 Grading Day (No School)
- 7 Second Trimester Begins
- 21-31 Winter Break

13 student days

DECEMBER 2020						
S	M	T	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2021						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Missed days due to hazardous weather will be made up

- 10 Last Day for Seniors
- 17 Possible Last Day for Students
- 18 Grading Day/Possible Last Day For Teachers (No School)
- 21-25 Possible Hazardous Weather Make-up Days

13 student days

- 1 Winter Break (continued)
- 4 Planning/PD Day* (No School)
- 5 Classes Resume
- 18 M.L. King Day (Holiday School Closed)
- 29 Mid-Trimester Progress Report/ PD Day (No School)

*5.5 hours PD/2 hours uninterrupted planning

17 student days

JANUARY 2021						
S	M	T	W	Th	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	School Improvement & Planning
	Planning, Professional Development or a combination
	Mid-trimester progress report/ Professional Development
	Grading Day
	Classes Resume
	Holiday
	Winter/ Spring break
	Possible Hazardous Weather make-up days

Updated: 03/06/2020 4:12 PM

Schools may not vary from board adopted calendar

**EUGENE SCHOOL DISTRICT 4J – SCHOOL CALENDAR 2020-2021 (Subject to Possible Revision) – DRAFT post
EEA Feedback – April 22, 2020**

**ELEMENTARY SCHOOLS
2020-2021
INSTRUCTIONAL CALENDAR
BOARD APPROVED XXXXX**

27 First day for Psychologists,
SPED Consultants & Nurses

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Second Semester (89.5 Days)

15 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

19 student days

First Semester (83 Days)

1 Planning Day (No School)
2-4 School Improvement & Planning (No School)
7 Labor Day (Holiday School Closed)
8 Planning Day (No School)
9 Classes Begin (All Grades)

16 student days

SEPTEMBER 2020						
S	M	T	W	Th	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Planning/PD Day* (No School)
22-26 Spring Break
29 Classes Resume

*5.5 hours PD/2 hours uninterrupted planning

17 student days

9 State In-Service Day (School Closed/Non-Paid/Non-Contract Day)
16 Planning/PD Day* (No School)
29-30 Parent/Teacher Conference (No School)

*5.5 hours PD/ 2 hours uninterrupted planning

18 student days

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 student days

11 Veterans Day (Holiday School Closed)
26 Thanksgiving (Holiday School Closed)
27 Thanksgiving (School Closed/Non-Paid Holiday)

18 student days

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day (Holiday School Closed)

20 student days

21-31 Winter Break

14 student days

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Missed days due to hazardous weather will be made up

11 Grading Day
17 Possible Last Day for Students (Early Release)
18 Grading Day/Possible Last Day for Teachers (No School)
21-25 Possible Hazardous Weather Make-up Days

11.5 student days

1 Winter Break (continued)
4 Planning/PD Day* (No School)
5 Classes Resume
18 M.L. King Day (Holiday School Closed)
29 Semester Grading Day (No School)

*5.5 hours PD/2 hours uninterrupted planning

17 student days

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	School Improvement & Planning
	Planning, Professional Development or a combination
	Early Release
	Grading Day
	Classes Resume
	Holiday
	Winter/ Spring break
	Possible Hazardous Weather make-up days

Updated:
04/22/2020 3:58 PM

Schools may not vary from board adopted calendar

**EUGENE SCHOOL DISTRICT 4J – SCHOOL CALENDAR 2020-2021 (Subject to Possible Revision) – DRAFT- Post
EEA Feedback – April 22, 2020 Version**

**MIDDLE AND HIGH SCHOOLS
2020-2021
INSTRUCTIONAL CALENDAR
BOARD APPROVED XXXXX**

27 First day for Psychologists,
SPED Consultants & Nurses

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

19 student days

First Trimester (54 Days-MS, 56-HS)

- 1 Planning Day (No School)
- 2-4 School Improvement & Planning (No School)
- 7 Labor Day (Holiday School Closed)
- 8 Planning Day (No School)
Orientation Day (grade 9)
- 9 Classes Begin (grades 6, 9-12)
- 10 Classes Begin (grades 7-8)

15 student days (MS), 16 days (HS)

SEPTEMBER 2020						
S	M	T	W	Th	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Third Trimester (57 Days)

- 18 Grading Day (No School)
- 19 Planning/PD Day* (No School)
- 22-26 Spring Break
- 29 Third Trimester Begins / Classes Resume

*5.5 hours PD/2 hours uninterrupted planning
16 student days

- 9 State In-Service Day (School Closed/Non-Paid/Non-Contract Day)
- 16 Mid-Trimester Progress Report/ PD Day (No School)
- 29 MS Conferences (No School)
- 30 PD Day (No School)

18 student days (MS), 19 days (HS)

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 student days

- 11 Veterans Day (Holiday School Closed)
- 26 Thanksgiving (Holiday School Closed)
- 27 Thanksgiving (School Closed/Non-Paid Holiday)

18 student days

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 7 Mid-Trimester Progress Report/ PD Day (No School)
- 31 Memorial Day (Holiday School Closed)

19 student days

Second Trimester (59 Days)

- 4 Grading Day (No School)
- 7 Second Trimester Begins
- 21-31 Winter Break

13 student days

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Missed days due to hazardous weather will be made up

- 10 Last Day for Seniors
- 17 Possible Last Day for Students
- 18 Grading Day/Possible Last Day For Teachers (No School)
- 21-25 Possible Hazardous Weather Make-up Days

13 student days

- 1 Winter Break (continued)
- 4 Planning/PD Day* (No School)
- 5 Classes Resume
- 18 M.L. King Day (Holiday School Closed)
- 29 Mid-Trimester Progress Report/ PD Day (No School)

*5.5 hours PD/2 hours uninterrupted planning

17 student days

JANUARY 2021						
S	M	T	W	Th	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	School Improvement & Planning
	Planning, Professional Development or a combination
	Mid-trimester progress report/ Professional Development
	Grading Day
	Classes Resume
	Holiday
	Winter/ Spring break
	Possible Hazardous Weather make-up days

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Schools may not vary from board adopted calendar