

**MEMORANDUM OF AGREEMENT
EUGENE EDUCATION ASSOCIATION
AND
EUGENE SCHOOL DISTRICT 4J
April 11, 2023**

This Memorandum of Agreement (MOA) is hereby entered into by and between the Eugene School District 4J (District) and the Eugene Education Association (EEA) regarding the creation of a position within the bargaining unit to support the district's inclusion model.

To strengthen collaboration between 4J and EEA on issues that impact student success, we agree to establish a 1.0 FTE EEA bargaining unit position funded by 4J. The terms of the position are as follows:

1. 1.0 FTE funded (including roll-up costs) by 4J to staff an Inclusion Advisor.
2. The agreement is for a two-year commitment to staff the Inclusion Advisor through the school year 2024 – 2025.
3. The focus of the work for the initial two years will be supporting, enhancing and strengthening the Inclusion Model for students and staff.
4. The duties and responsibilities will be jointly determined by EEA and 4J (see approved job description). Once agreed upon, the duties and responsibilities of the position will not be altered without collaboration and mutual agreement between the parties..
5. The parties will re-evaluate this Agreement during staffing for the 2025/26 school year to consider extending it, which may include altering the focus of this position.
6. The Inclusion Advisor vacancy will be posted in the 2022-2023 Job Expo and EEA will work with the assigned 4J department administrator(s) in making the Job Expo placement decision.
7. The Inclusion Advisor will be supervised by the assigned 4J department administrator. Both EEA and the assigned 4J department administrator(s) will jointly direct the work of this position.

Eugene Education Association

Eugene School District 4J


Sabrina Gordon
EEA President

4-13-23
Date


Dr. Andy Dey
Superintendent

4.13.2023
Date



INCLUSION ADVISOR

Position Summary

The purpose of the Inclusion Advisor is to focus district efforts to strengthen and improve the district's inclusion model for students receiving special education services. The Inclusion Advisor will work to ensure staff understand, support and implement a program of inclusion to improve the learning environment for student. The Inclusion Advisor will work to align available resources to meet the goals of the district's inclusion model. The work of the Inclusion Advisor will include three distinct phases. Phase 1-Listen and Assess: which will include collecting information regarding current practices from all stakeholder groups (licensed, classified, administrators, parents and students). Phase 2-Design and Improve: using information collected in phase 1 the Inclusion Advisor will work in collaboration with Student Services and Instruction departments to identify needs and strategies to strengthen and improve the Inclusion model. Phase 3-Implement and Reassess: through observations, evaluation and data collection from stakeholders during implementation the Inclusion Advisor will advise district leaders regarding ongoing needs and suggest adjustments to revise and strengthen the model which includes staff and student experience.

Supervisory Relationship

While an SSD administrator will be the technical supervisor of this position, this position will be supported by a collaborative effort between Eugene Education Associate and Eugene School District 4J. As such, the Student Services Department, Instruction Department and Eugene Education Association Leadership will direct the position's work. This position does not supervise other staff.

Essential Duties and Responsibilities

The below list of job duties and responsibilities is neither exclusive nor exhaustive. Employees in this position may perform some or all of the following tasks. Other duties may be assigned.

- Review, track and establish a system for reporting each buildings staffing, service models, and caseloads.
- Develop, recommend, and implement professional development to improve student and staff experience associated with the Inclusion model.
- Actively participate in and serve as a resource for the district Multi-Tiered Systems of Support Team, Instructional Leadership Team, EEA Inclusion Committee, EEA/4J Joint Contract Administration Committee or other committees that have an impact on the district's inclusion model.
- Co-create with Student Services Department systems for continuous feedback regarding the strength of the Inclusion model including the experience of students, parents, and educators.

- Co-create with Student Services Department opportunities to inform and educate parents about parental rights regarding Special Education.
- Collaborate with 4J's mentor program to support new special education educators.
- Facilitate the design and implementation of a pilot program for IEP/504 meeting scheduling as outlined in the 2021-24 Collective Bargaining Agreement between 4J and EEA.
- Connect with other school districts and organizations (eg. OEA, NEA) to gain current and best practices regarding successful models of inclusion models for students.
- Maintain positive and effective working relationships with department staff, students, school personnel and community members from diverse cultures or backgrounds.
- Maintain regular, prompt and predictable attendance.

Minimum Qualifications

Education

Education and Licensure:

Bachelor's degree in Education or closely related field; **and**,

Current Oregon Teaching License; **and**,

Experience:

Four (4) years of relevant teaching experience.

Work Environment

Work is primarily performed indoors in an office environment. The climate is controlled, but will also frequently include moderate to loud noise and frequent interruptions. Exposures may include dust, dirt, and distraught or difficult individuals.

Occasional attendance at meetings or other activities outside of normal working hours may be required.