

**NOTICE:** The meeting will be open to the public via live broadcast on KRVM 1280-AM and 98.7 FM, the internet at [www.4j.lane.edu/stream](http://www.4j.lane.edu/stream), in-person or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRReEppqZ0JxRzVpaVdlQ3h5UFVzdz09>

**School Board Meeting Request Forms:**

Provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)  
 Attend in-person: [www.4j.lane.edu/board/attendance](http://www.4j.lane.edu/board/attendance)

Community members interested in attending the sessions in-person must submit a request in advance, as seating is limited due to COVID-19. If more people request to attend the meeting in-person than can be accommodated, priority will be given to individuals who have not recently attended a board meeting in-person.

The board will hear public testimony in-person and via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment, whether in-person or virtually, at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to attend a board meeting in-person or provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

**7:00 PM  
 5:30–6:30 p.m. Executive Session and 7:00–9:30 p.m. Regular Meeting**

- I. **5:30 p.m. 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 this executive session are confidential and shall not be disclosed without authorization by the school board. Pursuant to ORS 192.660 (4) and board policy BCD Executive Sessions, members of the news media may not be present for an executive session to conduct deliberations with persons designated by the board to carry on labor negotiations.
- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Review
- V. Introduction of Guests and Superintendent's Report
- VI. Comments by Board Chair
- VII. Receive Reports from High School Student Representatives
- VIII. Items Raised by the Audience
- IX. Comments by Employee Groups
- X. Comments and Committee Reports by Individual Board Members
- XI. Consent Group - Items for Action
  - 1. Approve Meeting Minutes from March 30, 2022 Board Meeting 3  
 Presenter: Cydney Vandercar, Interim Superintendent
  - 2. FOSS Science Kits For All Classrooms (Round 2) 11  
 Presenters: Eric Anderson, Director of Curriculum and Brooke Wagner, Assistant Superintendent for Instruction
- XII. Items for Information
  - 1. Receive FY22 Second and Third Quarter Financial Report (10 minutes) 13  
 Presenter: Andrea Belz, Director of Finance
  - 2. Receive Report of Key Performance Indicators for 4J Vision 20/20 20

- Strategic Plan (15 Minutes)  
Presented by: Cydney Vandercar, Interim Superintendent
3. Review Next Steps in the Superintendent Selection Process (10 minutes) 37  
Presenter: Judy Newman, Board Chair
- XIII. Items for Action
1. Approve the 2022–23 School Calendars (10 minutes) 39  
Presenter: Christine Nesbit, General Counsel
- XIV. Items for Action at a Future Meeting
1. Consider Revisions to Board Policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools; and adoption of Board Policy KGBB – Firearms Prohibited (10 minutes) 43  
Presenter: Christine Nesbit, General Counsel
- XV. Suggestions by the Board for Consideration of Items at a Future Meeting
1. **XIV.1. 2021–22 Board Meeting Dates:**  
**JULY:** ~~Thursday, July 1, 2021—Special Board Meeting~~  
**AUGUST:** ~~Wednesday, August 4 and Wednesday, August 18;~~  
~~Board Retreat Dates: August 25 and August 28~~  
**SEPTEMBER:** ~~Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29~~  
**OCTOBER:** ~~Wed., Oct. 6; Wed., Oct. 13; Wed., Oct. 20; Wed., Oct 27~~  
**NOVEMBER:** ~~Wed, Nov. 3, Tuesday, Nov. 16, and Wed, Nov. 17; Tues, Nov. 23~~  
**DECEMBER:** ~~Wed. Dec. 1; Wed, Dec. 8; Wednesday, December 15~~  
**JANUARY 2022:** ~~Tuesday, January 4, 2022; Wednesday, January 12; Wednesday,~~  
~~January 19; Wednesday, January 26; Monday, January 31~~  
**FEBRUARY:** ~~Wednesday, February 2; Wednesday, February 9; Wednesday, February 16;~~  
~~Wednesday, February 23; Board Training February 26 & 27~~  
**MARCH:** ~~Wednesday, March 2; Monday, March 7; Wednesday, March 9; Wednesday,~~  
~~March 16; Wednesday, March 30~~  
**APRIL:** ~~Wednesday, April 6; Wednesday, April 13 CANCELLED; Monday, April 18;~~  
~~Tuesday, April 19; Wednesday, April 20; Wednesday, April 27~~  
**MAY:** ~~Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May~~  
~~25~~  
**JUNE:** ~~Wednesday, June 1; Wednesday, June 8; Wednesday, June 22~~
- XVI. Adjourn

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

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

**Date: March 30, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a special board meeting at 5:30 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 Friday, March 25, 2022 and published in *The Register-Guard* on Monday, March 28, 2022

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Alicia Hays (via zoom)  
Gordon Lafer  
Laural O'Rourke  
Maya Rabasa

**STAFF:**

Cydney Vandercar, Superintendent  
Kerry Delf, Chief of Staff  
Christine Nesbit, General Counsel  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**MEDIA:**

KRVM

**I. SPECIAL BOARD MEETING**

Chair Newman called the board meeting to order at 5:30 p.m. and noted that all board members were present via video conference.

**II. AGENDA REVIEW**

There were no changes to the agenda.

**III. ITEMS FOR INFORMATION**

1. Receive an Update on School Board Vacancy Appointment Process

Presenter: Kerry Delf, Chief of Staff

Chair Newman reported that Mary Walston had resigned from Position 7 of the board effective March 21, 2022, and Martina Shabram had resigned from Position 5 of the board effective March 30, 2022.

Chair Newman said that board policy and state law outlined the process to fill the vacancies. Whomever the board appointed would fill the vacant position until June 30, 2023 at which time there would be an open election.

An application process would begin immediately. Anyone within the 4J school district boundaries and was eligible to vote would be eligible to apply to fill the vacancies. Chair Newman introduced Ms. Delf and Ms. Nesbit to give more information.

Ms. Delf said that the board had experienced mid-term vacancies in the past and had a process to follow. The position would be posted and information would be shared widely. The application was available online and by other means. The application period was typically three to four weeks which gave the community time to be aware of the vacancy and to apply.

Ms. Delf shared that in the past, the board had conducted brief interviews with all applicants before electing finalists for further interview and appointment. Ms. Delf suggested that the board set aside Wednesday, April 27 as a possible date for interviews. There was no statutory requirement for a waiting period after appointment.

Ms. Delf said that they had created the application using questions from prior processes and it could be made available immediately if the board made no changes.

Ms. O'Rourke asked whether the twenty-day period was state law or whether the process could be shortened. Ms. Nesbit said that since the positions were at-large and not by zone, there was not a minimum time period.

Mr. Lafer hoped that the new board members could be appointed in time to participate in the superintendent hiring process. His inclination was to focus on an aggressive communication campaign and shorten the application period so that the new members could be appointed by the end of April.

Ms. Delf suggested timelines that allowed the board to narrow the application pool if necessary and make a final decision in late April.

Ms. Hays asked the board members to affirm that they were all in agreement that the new board members would be appointed in time to be part of the superintendent search process. Ms. Rabasa and Ms. O'Rourke agreed that a full board should be in place to hire the new superintendent.

Ms. Hays suggested closing the application process on April 14, holding interviews on April 20 and making a final decision on April 27.

Mr. Lafer wondered how the application pool would be narrowed down if it were too large. In response to a question from Mr. Lafer, Ms. Nesbit and Ms. Delf said that the vote should be made in person. Ms. Delf added some suggestions that might make the process go faster. Ms. Rabasa was reluctant to narrow the field before allowing everyone to interview.

Ms. Hays agreed with Ms. Rabasa.

There was additional discussion about the process and timeline after which Ms. Hays made alternatives suggestions for a timeline: to receive applications by April 18, hold interviews for all applicants on the 20<sup>th</sup> and possibly the 21<sup>st</sup> and make a decision by April 27.

After a question from Ms. Rabasa, it was confirmed that the application would be available in Spanish and interpreters would be available as needed.

Chair Newman summarized the process that had been agreed upon so far: The application would be available immediately and submissions would be accepted through 8 a.m. on April 18. The board would begin interviews at 4 p.m. on April 20 and would interview all eligible applicants. There was discussion about whether there would be finalist interviews or whether the board would choose two candidates after one interview. Ms. Rabasa was in support of having finalist interviews. Ms. Hays was not in favor of asking specific questions during the interview, but wanted to allow a candidate to let the board know why they wanted to be on the board.

Ms. Delf gave history on how interviews had occurred in a prior process.

Chair Newman was also in favor of having two rounds of interviews. She again summarized the discussion: candidates would be given three minutes to make their statement and would be given an accommodation if more time or an interpreter was needed. Ms. Rabasa argued that sometimes people needed a little more time to convey their thoughts and she did not want to label someone inadvertently. She wanted to make the process as diverse and accessible as possible.

There was additional discussion about whether there would be one or two rounds of interviews and how long the initial presentation should be.

Chair Newman proposed that final interviews and a final decision would be made on April 27.

In response to Ms. Rabasa's concern about a time limit of three minutes, Ms. Hays suggested that those who needed more time would request it ahead of time.

Chair Newman suggested that the wording could be "three to five minutes" and that a clock could be shown.

Ms. O'Rourke suggested returning April 21 to hear from the finalists and make a final decision. After discussion, it was decided to announce finalists after the meeting at the regular meeting on April 20 and hold finalist interviews and vote on April 25.

There was a discussion regarding how finalists would be chosen. Ms. Nesbit said that the board would need to vote on how to proceed. Ms. Delf clarified that a slate of finalists could be chosen through a vote. Chair Newman suggested selecting candidates individually through a majority vote. Ms. Rabasa reiterated Ms. Hays' suggestion that each board member choose two candidates and that the complete slate be moved forward with the understanding that there would most likely be candidates who were voted for by more than one board member. Ms. O'Rourke wanted to move forward applicants who received a majority vote. In response to Ms. Newman's question, Ms. Delf clarified that each board member would choose four candidates who would be listed in order of votes tallied. The board would then choose by majority vote a slate of top-ranked candidates to move to the finalist round.

The board agreed that they would use the process as outlined by Ms. Delf, not to exceed six finalists.

Ms. Delf summarized the discussion: the board would hold first interviews during the work session on April 20. Each candidate would be given three to five minutes to present why they were pursuing a board appointment. In the regular meeting that evening, the board would ballot to select up to six finalists. Finalists would return on April 25 to be interviewed for ten to fifteen minutes. The board would make a final selection to fill two open board seats on April 27 and swearing in would happen immediately.

Ms. Delf continued that applicants would be able to indicate in their application if they needed an accommodation for their presentation. Superintendent Vandercaer suggested having an American Sign Language and a Spanish interpreter onsite. There was additional clarifying conversation.

With respect for Ms. Hays' time constraints, it was decided to discuss Items for Action-1:a and 1:bnext.

After voting on the items for action, the board discussed the questions that would be on the initial application. Ms. O'Rourke pointed out that there was no question regarding equity. She added that the question regarding experience and training was leading. She asked to explore the questions through a lens that asked who might be inadvertently left out of the process. Ms. O'Rourke clarified that the question in mind was to give a brief description of one's experience. Mr. Lafer supported adding a question about equity.

Ms. Hays remembered that an equity question had been asked during the interview in prior years.

Ms. Rabasa said it would be best to give an applicant the opportunity to answer questions in an open-ended way so that they could identify what was important to them.

Ms. O'Rourke hoped to ask a question that would indicate the importance of supporting students and staff.

Mr. Lafer suggested wording such as "how would you see yourself contributing to the goal of equity?" Ms. O'Rourke suggested "diversity, equity, and inclusion."

There was further discussion about concerns about how to determine whether an applicant could define their stance on equity and how they would contribute to the goal.

Ms. Delf summarized the changes to the application. Ms. Delf removed the final questions regarding experience in certain areas and added a question about diversity, equity and inclusion.

Chair Newman suggested a question regarding an applicant's connection to the district: were they a student or a parent? What was their involvement? How were they connected to the community?

Ms. O'Rourke suggested adding a link to the year's board goals in the introduction to the application.

In response to a question about the length of responses to questions, Ms. Delf said that most applicants were self-limiting in their responses.

The board was in agreement to move forward with the application.

2. Review Superintendent Selection Process and discuss next steps and timeline  
Presenter: Judy Newman, Board Chair

Chair Newman reviewed the timeline for the superintendent search. The teams would consist of board members and representatives from the employee groups, three on a team. The group would be polled to determine their available time.

Ms. O'Rourke asked for more information regarding the process. She wondered whether the board would be visiting candidates in their current locations. Ms. Hays said that it had been very helpful to travel to the finalists' sites. The site visits occurred after the interviews. There was discussion on how to organize the site visits and how to garner genuine feedback from the communities.

The board agreed that they wanted to do the site visits.

#### IV. ITEMS FOR ACTION

1. Organize the Board of Directors for the remainder of the 2021–22 School Year
  - a. Elect Board Vice Chair  
Presenter: Judy Newman, Board Chair

Chair Newman solicited nominations for Vice Chair. Ms. Hays nominated Maya Rabasa and Ms. O'Rourke seconded the nomination. **The nomination passed unanimously 5:0.**

- b. Authorize the Vice Chair to Sign for the District during the remainder of the 2021–22 Fiscal Year  
Presenter: Judy Newman, Board Chair

Mr. Lafer moved to authorize Maya Rabasa to sign for the district during the remainder of the 2021-22 Fiscal Year. Ms. O'Rourke seconded the motion. **The motion passed unanimously 5:0.**

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

1. Consider Meeting Schedule and Discuss Presentations on District Mental Health Resources  
Presenter: Judy Newman, Board Chair

Superintendent Vandercar referred to Senate Bill 52, also known as Addie's Act, which gave the district direction on how to respond to suicide. A suicide prevention specialist had been hired to lead the efforts. The board passed policy JHH-Student Suicide Prevention in September 2020.

Training had been implemented to teach the levels of intervention outlined in Senate Bill 52 and included whole child, trauma-informed care to help families and communities understand the signs of suicide.

At the beginning of the school year, district leaders met with Senator Wyden with a goal to implement acute care or licensed training. Students and their families were having to wait too

long to get care. The district hired Roseburg Therapy and were using them more in recent months. The district had also partnered with Lines for Life, a prevention hotline, and had received training from Lane Education Service District.

Superintendent Vandercar had met with the University of Oregon to design training for adults in prevention and response.

Funds received from pandemic relief had been used for wraparound care and other preventions, but the district had not been able to hire additional counselors.

Superintendent Vandercar asked what additional information the board wished to receive. She relayed that since Senate Bill 52 had passed, the district had been working to build their prevention and response. She felt that progress had been made.

Ms. O'Rourke said she had been asking for information since mid-March. Superintendent Vandercar responded that she had sent the policy and the plan the week prior. Ms. O'Rourke reiterated her zero-tolerance policy. She had heard of a universal screening and safety plan provided by Oregon Health Authority. Follow-up care was also provided through referrals. She wished to implement it in the district immediately, starting with the South Eugene region. There was a discussion about why the Suicide Prevention team was listed in the directory under public safety, not mental health.

Ms. O'Rourke continued that it was important to report suicides as soon as they occurred so that parents were prepared to discuss the issue with their students and to provide care and support.

Ms. O'Rourke also asked to increase the salaries of social workers in order to retain them and not lose them to private practice. She mentioned a person she knew who worked at Ophelia's Place and also had a private practice providing life coaching. She suggested exploring life coaching as an alternative model to counseling. She also asked whether funding could be increased for HOOTS (Helping Out Our Teens in Schools), a program of the White Bird Clinic. She said that the suggestions could fill the gap until a crisis center was completed in the upcoming years.

Mr. Lafer suggested the following topics for upcoming presentations: hear from prevention providers and from district leaders on how to move forward. Ms. Rabasa asked to move suicide prevention staff out of the realm of public safety and into mental health, which followed current best practice. She also wanted to hear from a group that included a representative from HOOTS and district leaders. She had sent a report earlier in the year. She also seconded Ms. O'Rourke's idea to create an advisory committee that included staff and community members. Ms. Rabasa continued that she wanted to explore how the district had been influenced by behaviorism and programs such as PBIS (positive behavioral interventions and supports) and whether there might be a better model such as collaborative problem-solving and conscious discipline. She stated that students had been harmed by PBIS.

Chair Newman also wanted to learn what models and programs were being used in the district.

Ms. O'Rourke asked to have the equity lens applied to the current practices. She considered some of them racist.

Mr. Lafer also wanted to hear what behavioral programs were being used and to hear from other districts what was successful for them.

Ms. O'Rourke wanted to prioritize hearing more about universal screening and safety planning. Chair Newman suggested contacting Lane County Public Health.

Chair Newman summarized that first step would be to learn about the screening and come back with more of a plan on April 20.

Ms. O'Rourke reminded the board that the superintendent had authority to act immediately and did not have to wait until the next board meeting.

Ms. Hays reported that she had sent her suggestions to Superintendent Vandercar directly. She wanted to make sure that the board understood their role, which was to bring attention to staff and professionals the necessity to explore the topic of suicide prevention and then let them do the work.

Superintendent Vandercar asked for more clarification on what the board wanted to learn.

Chair Newman and Mr. Lafer suggested to hear more about what steps would be taken after an event; what prevention programs were being used in the district; and how could other programs be used.

Ms. O'Rourke said it was most important to address suicide prevention in a different way with adequate funding.

Ms. Rabasa wanted to hear more about what was being done and by whom, such as a comprehensive directory of care. She also asked for an exploration of caseloads and whether staff were being utilized appropriately for their job description.

Mr. Lafer wanted to hear from senior district leadership, from county health staff and from those who had experience in models that had been successful. Recognizing that suicide was a national issue, he wanted to broaden the scope of exploration for solutions.

Ms. O'Rourke reiterated that the assessment process could be started immediately.

Superintendent Vandercar thanked the board for their explanation of what they wanted to learn in the future. Her first action would be to follow up with Behavioral Health to begin a survey in the South region.

A brief discussion regarding Leadership rotation followed.

Chair Newman asked for additional suggestions for items for board meetings.

Ms. O'Rourke asked to have a discussion about how agenda items were moved from one meeting to another. She wanted to know what the rule was.

Ms. O'Rourke also asked to have a proclamation read at the beginning of every board meeting regarding white supremacy culture. She distributed copies to everyone. She said that the source was the Minnesota Historical Society.

Chair Newman said that two additional executive sessions would be scheduled for the upcoming weeks.

**2021-22 Board Meeting Dates:**

APRIL: Wednesday, April 6; **Saturday, April 9**; Wednesday, April 13; Wednesday, April 20; Wednesday, April 27

MAY: Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May 25

JUNE: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22

**2022-23 Board Meeting Dates:**

JULY: Thursday, July 1, 2021 – Special Board Meeting

AUGUST: Wednesday, August 4 and Wednesday, August 18 – Regular Board Meetings; August 25 and 28 – Board Retreat Dates

**VI. ADJOURN**

Chair Newman adjourned the meeting at 9:30 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*



## **ITEM FOR ACTION–CONSENT AGENDA**

### **Date**

May 4, 2022

### **Title**

FOSS Science Kits For All Classrooms (Round 2)

### **Presenters**

Eric Anderson, Director of Curriculum

Brooke Wagner, Assistant Superintendent for Instruction

### **Background**

In 2016, Eugene School District 4J adopted and purchased FOSS Next Generation Science Modules. There are three modules per grade level, kindergarten through 5<sup>th</sup> grade. When FOSS Kits were adopted the district did not purchase enough curriculum to allow for one per teacher. Our current model requires teachers to share curriculum and rotate kits throughout the year, managed by the K–5 STEM TOSA in coordination with the 4J Warehouse Team. The science kits must be checked in and restocked with consumable materials, three times a year, in order to be ready for the next teacher. Staffing constraints dictate a strict timeline for teaching and returning kits. In addition, there is limited choice for teachers in which kit they teach for each trimester.

The estimated purchase price of this contract is \$277,695.62 and includes 192 kits (grades K–5), 7–year digital student (and teacher) access to curriculum, and on-going, flexible professional development until 2028–29. The district will purchase the kits in two installments:

SY 2021–2022 (arriving by 6/30/22): \$242,201.52 (funding details in budget section)

SY 2022–2023 (arriving by 9/2022): \$35,494.62 (funding details in budget section)

### **Options and Alternatives**

Without the purchase of these new kits, we will move to a shared model within buildings. Each grade level will share science kits based on the number of classrooms (3 classrooms will share 2 kits, 2 classrooms will share 1 kit). Sharing kits requires that grade-level teams teach science at a staggered pace due to take-down and set-up time constraints, which would disrupt the flow of our intended scope and sequence. We cannot maintain our current system due to our displacement from the District warehouse and the lack of storage space that we now have.

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

For this contract with FOSS, a total of 18 schools and 7,312 students will be served. Here is a breakdown of the schools and number of 5th grade students (in parentheses):

Adams (469), Awbrey Park (455), Buena Vista (458), Camas Ridge (346), Charlemagne (350), Chavez (434), Chinese Immersion (112), Edgewood (384), Edison (294), Family School (164), Gilham (562), Holt (529), Howard (562), McCornack (328), River Road/El Camino del Rio (470), Spring Creek (337), Twin Oaks (217), Willagillespie (528), and YG (313)

**Budget/Resource Implications:**

Grade Level	Number of Kits to Purchase	Total
K	4	\$2,417
1	33	\$34,737
2	42	\$48,276
3	31	\$42,078
4	33	\$56,249
5	49	\$78,220
Order Subtotal (192 kits)		\$261,977
Shipping Costs		\$15,718.62
<b>Total Cost</b>		<b>\$277,695.62</b> SY '21-22: \$206,612.02 SY '22-23: \$71,083.60

Funding Sources for Science Kits	
EWEB Grant - Specific for Science Curriculum	\$23,000
Bond - Curriculum Funds	\$106,513
791 Instruction Funds + 290 Curriculum Funds	\$148,182
Total	\$277,695

**Recommendation**

The Superintendent recommends the approval of \$277,695.62 for FOSS Science Modules to provide access to our approved Science curriculum for all K-5 classrooms.



**ITEM FOR INFORMATION**

**Date of Meeting**

MAY 4, 2022

**Title**

FY22 2<sup>nd</sup> and 3<sup>rd</sup> Quarter Financial Report

**Presenter**

Andrea Belz, Director of Financial Services

**Description**

Discussion of the 2<sup>nd</sup> and 3<sup>rd</sup> Quarter update on fiscal year 2022 General Fund and Nutrition Services balances as of March 31, 2022.

**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**APPROPRIATION LIMITATION as of December 31, 2021**



Fiscal Year 2022

	BOARD APPROVED BUDGET	EXPENDITURES TO DATE	REMAINING AUTHORITY
<b>General Fund</b>			
1000 Instruction	125,613,322	48,899,837	76,713,485
2000 Support Services	79,973,629	33,614,735	46,358,894
3000 Enterprise & Community Services	565,623	202,154	363,469
4000 Facilities Acquisition & Construction	1,000	-	1,000
5000 Debt Service/Transfers	5,777,000	1,590,000	4,187,000
6000 Contingency/Reserves	41,086,584	-	41,086,584
7000 UEFB	7,570,440	-	7,570,440
<b>GENERAL FUND</b>	<b>260,587,598</b>	<b>84,306,726</b>	<b>176,280,872</b>
<b>Federal, State &amp; Local Programs Fund</b>			
1000 Instruction	53,855,836	13,477,329	40,378,507
2000 Support Services	31,568,099	15,452,986	16,115,113
3000 Enterprise & Community Services	2,737,104	465,157	2,271,947
4000 Facilities Acquisition & Construction	6,204,793	3,214,980	2,989,813
6000 Contingency/Reserves	-	-	-
<b>FEDERAL, STATE &amp; LOCAL PROGRAMS FUND</b>	<b>94,365,831</b>	<b>32,610,452</b>	<b>61,755,379</b>
<b>School Resources Fund</b>			
1000 Instruction	7,356,669	685,727	6,670,942
2000 Support Services	3,596,331	787,797	2,808,534
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	1,000	900	100
5000 Debt Service/Transfers	1,000	-	1,000
6000 Contingency/Reserves	3,040,000	-	3,040,000
7000 UEFB	1,500,000	-	1,500,000
<b>SCHOOL RESOURCE FUND</b>	<b>15,496,000</b>	<b>1,474,424</b>	<b>14,021,576</b>
<b>Debt Service Fund</b>			
5000 Debt Service/Transfers	31,709,598	6,252,263	25,457,335
7000 UEFB	1,854,815	-	1,854,815
<b>DEBT SERVICE FUND</b>	<b>33,564,413</b>	<b>6,252,263</b>	<b>27,312,150</b>
<b>Capital Projects Fund</b>			
1000 Instruction	3,948,916	31,013	3,917,903
2000 Support Services	15,253,249	1,211,435	14,041,814
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	153,765,941	37,618,301	116,147,640
5000 Debt Service/Transfers	223,550	222,549	1,001
6000 Contingency/Reserves	2,250,000	-	2,250,000
<b>CAPITAL PROJECTS FUND</b>	<b>175,442,656</b>	<b>39,083,298</b>	<b>136,359,358</b>
<b>Nutrition Services Fund</b>			
3000 Enterprise & Community Services	6,832,763	3,199,999	3,632,764
<b>NUTRITION SERVICES FUND</b>	<b>6,832,763</b>	<b>3,199,999</b>	<b>3,632,764</b>
<b>Insurance Reserve Fund</b>			
1000 Instruction	1,000	-	1,000
2000 Support Services	38,364,018	16,754,891	21,609,127
3000 Enterprise & Community Services	1,000	-	1,000
5000 Debt Service/Transfers	2,000	-	2,000
6000 Contingency/Reserves	500,000	-	500,000
7000 UEFB	8,173,293	-	8,173,293
<b>INSURANCE RESERVE FUND</b>	<b>47,041,311</b>	<b>16,754,891</b>	<b>30,286,420</b>
<b>Postemployment Benefits Fund</b>			
2000 Support Services	1,612,000	369,374	1,242,626
7000 UEFB	2,753,432	-	2,753,432
<b>POSTEMPLOYMENT BENEFITS FUND</b>	<b>4,365,432</b>	<b>369,374</b>	<b>3,996,058</b>
<b>Private Purpose Trust Fund</b>			
1000 Instruction	130,994	-	130,994
2000 Support Services	-	-	-
3000 Enterprise & Community Services	116,537	-	116,537
<b>PRIVATE PURPOSE TRUST FUND</b>	<b>247,531</b>	<b>-</b>	<b>247,531</b>
<b>Grand Total</b>	<b>637,943,535</b>	<b>184,051,427</b>	<b>453,892,109</b>

**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**GENERAL FUND BUDGET, FORECAST and EXPENDITURES as of December 31, 2021**



Fiscal Year 2022

	<b>ADOPTED BUDGET</b>	<b>CURRENT BUDGET <sup>1</sup></b>	<b>YTD ACTUALS</b>	<b>JANUARY 2022 FORECAST <sup>2</sup></b>	<b>YTD to Current Budget +%/(-%)</b>
<b>REVENUES</b>					
State School Funding (formula)					
Current Property Tax	\$ 77,072,000	\$ 77,072,000	\$ 72,821,004	\$ 77,447,000	94%
Prior Year Property Taxes	1,358,000	1,358,000	478,221	1,425,000	35%
State School Fund (SSF)	97,813,695	97,813,695	58,166,192	94,966,000	59%
High Cost Disability	1,800,000	1,800,000	-	1,800,000	0%
Other SSF (Common & County)	2,067,142	2,067,142	465	2,031,000	0%
Local Option Taxes (current & prior)	20,211,000	20,211,000	20,375,589	21,943,000	101%
State Funding (ESD flow-through funds)	2,781,337	2,781,337	700,043	2,682,572	25%
Other	2,730,424	2,730,424	1,178,696	2,730,428	43%
Total Revenues	<u>205,833,598</u>	<u>205,833,598</u>	<u>153,720,210</u>	<u>205,025,000</u>	<u>75%</u>
Interfund Transfers-in	4,000	4,000	-	4,000	0%
Beginning Fund Balance	54,750,000	54,750,000	64,332,000	64,332,000	
<b>TOTAL RESOURCES</b>	<b><u>260,587,598</u></b>	<b><u>260,587,598</u></b>	<b><u>218,052,210</u></b>	<b><u>269,361,000</u></b>	
<b>EXPENDITURES</b>					
Salaries	108,223,627	108,292,586	45,431,077	108,090,000	42%
Employee Benefits	71,397,086	71,461,159	27,317,949	71,476,000	38%
Purchased Services <sup>3</sup>	19,100,341	18,975,775	6,511,616	19,101,000	34%
Supplies and Materials	5,843,683	5,835,217	2,182,864	5,853,000	37%
Capital Outlay	176,179	176,179	10,499	178,000	6%
Other accounts	1,413,658	1,413,658	1,262,721	1,411,000	89%
Total Expenses	<u>206,154,574</u>	<u>206,154,574</u>	<u>82,716,726</u>	<u>206,109,000</u>	<u>40%</u>
Interfund Transfers-out	5,776,000	5,776,000	1,590,000	6,026,000	28%
Contingency					
**Spendable	1,401,850	1,401,850 <sup>4</sup>	-	1,402,000	
**Held per Board policy	2,721,240	2,721,240	-	2,721,000	
Unappropriated Ending Fund Balance	7,570,440	7,570,440	-	7,530,000	
Subtotal	<u>11,693,530</u>	<u>11,693,530</u>	<u>-</u>	<u>11,653,000</u>	
Reserves					
Operations Reserve	27,963,494	27,963,494	-	36,573,000	
PERS Reserve	9,000,000	9,000,000	-	9,000,000	
<b>TOTAL REQUIREMENTS</b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 84,306,726</u></b>	<b><u>\$ 269,361,000</u></b>	

Notes:

<sup>1</sup>Current Budget includes the Adopted Budget, Supplemental Budgets (SB) and Resolutions approved by the Board to date.

<sup>2</sup>The January 2022 Forecast reported to the Budget Committee on January 24, 2022.

<sup>3</sup>Purchased services includes Charter School payments.

<sup>4</sup>Contingency funds not yet committed for FY 2022.

**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**APPROPRIATION LIMITATION as of March 31, 2022**



Fiscal Year 2022

	BOARD APPROVED BUDGET	EXPENDITURES TO DATE	REMAINING AUTHORITY
<b>General Fund</b>			
1000 Instruction	125,613,322	79,793,504	45,819,818
2000 Support Services	79,973,629	52,772,910	27,200,719
3000 Enterprise & Community Services	565,623	270,359	295,264
4000 Facilities Acquisition & Construction	1,000	-	1,000
5000 Debt Service/Transfers	5,777,000	1,590,000	4,187,000
6000 Contingency/Reserves	41,086,584	-	41,086,584
7000 UEFB	7,570,440	-	7,570,440
<b>GENERAL FUND</b>	<b>260,587,598</b>	<b>134,426,773</b>	<b>126,160,825</b>
<b>Federal, State &amp; Local Programs Fund</b>			
1000 Instruction	53,855,836	17,620,717	36,235,119
2000 Support Services	31,568,099	19,992,087	11,576,012
3000 Enterprise & Community Services	2,737,104	777,724	1,959,380
4000 Facilities Acquisition & Construction	6,204,793	4,961,260	1,243,533
6000 Contingency/Reserves	-	-	-
<b>FEDERAL, STATE &amp; LOCAL PROGRAMS FUND</b>	<b>94,365,831</b>	<b>43,351,788</b>	<b>51,014,043</b>
<b>School Resources Fund</b>			
1000 Instruction	7,356,669	1,189,186	6,167,483
2000 Support Services	3,596,331	890,064	2,706,267
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	1,000	6,917	(5,917)
5000 Debt Service/Transfers	1,000	-	1,000
6000 Contingency/Reserves	3,040,000	-	3,040,000
7000 UEFB	1,500,000	-	1,500,000
<b>SCHOOL RESOURCE FUND</b>	<b>15,496,000</b>	<b>2,086,167</b>	<b>13,409,833</b>
<b>Debt Service Fund</b>			
5000 Debt Service/Transfers	31,709,598	6,252,263	25,457,335
7000 UEFB	1,854,815	-	1,854,815
<b>DEBT SERVICE FUND</b>	<b>33,564,413</b>	<b>6,252,263</b>	<b>27,312,150</b>
<b>Capital Projects Fund</b>			
1000 Instruction	3,948,916	134,718	3,814,198
2000 Support Services	15,253,249	1,820,383	13,432,866
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	153,765,941	59,893,671	93,872,270
5000 Debt Service/Transfers	223,550	222,549	1,001
6000 Contingency/Reserves	2,250,000	-	2,250,000
<b>CAPITAL PROJECTS FUND</b>	<b>175,442,656</b>	<b>62,071,321</b>	<b>113,371,335</b>
<b>Nutrition Services Fund</b>			
3000 Enterprise & Community Services	6,832,763	5,385,200	1,447,563
<b>NUTRITION SERVICES FUND</b>	<b>6,832,763</b>	<b>5,385,200</b>	<b>1,447,563</b>
<b>Insurance Reserve Fund</b>			
1000 Instruction	1,000	-	1,000
2000 Support Services	38,364,018	25,001,116	13,362,902
3000 Enterprise & Community Services	1,000	-	1,000
5000 Debt Service/Transfers	2,000	-	2,000
6000 Contingency/Reserves	500,000	-	500,000
7000 UEFB	8,173,293	-	8,173,293
<b>INSURANCE RESERVE FUND</b>	<b>47,041,311</b>	<b>25,001,116</b>	<b>22,040,195</b>
<b>Postemployment Benefits Fund</b>			
2000 Support Services	1,612,000	599,940	1,012,060
7000 UEFB	2,753,432	-	2,753,432
<b>POSTEMPLOYMENT BENEFITS FUND</b>	<b>4,365,432</b>	<b>599,940</b>	<b>3,765,492</b>
<b>Private Purpose Trust Fund</b>			
1000 Instruction	130,994	153	130,841
2000 Support Services	-	-	-
3000 Enterprise & Community Services	116,537	500	116,037
<b>PRIVATE PURPOSE TRUST FUND</b>	<b>247,531</b>	<b>653</b>	<b>246,878</b>
<b>Grand Total</b>	<b>637,943,535</b>	<b>279,175,221</b>	<b>358,768,315</b>

**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**GENERAL FUND BUDGET, FORECAST and EXPENDITURES as of March 31, 2022**



Fiscal Year 2022

	ADOPTED BUDGET	CURRENT BUDGET <sup>1</sup>	YTD ACTUALS	JANUARY 2022 FORECAST <sup>2</sup>	YTD to Current Budget +%/(-%)
<b>REVENUES</b>					
State School Funding (formula)					
Current Property Tax	\$ 77,072,000	\$ 77,072,000	\$ 75,859,427	\$ 77,447,000	98%
Prior Year Property Taxes	1,358,000	1,358,000	604,648	1,425,000	45%
State School Fund (SSF)	97,813,695	97,813,695	82,101,784	94,966,000	84%
High Cost Disability	1,800,000	1,800,000	-	1,800,000	0%
Other SSF (Common & County)	2,067,142	2,067,142	1,061,303	2,031,000	51%
Local Option Taxes (current & prior)	20,211,000	20,211,000	21,248,157	21,943,000	105%
State Funding (ESD flow-through funds)	2,781,337	2,781,337	1,400,086	2,682,572	50%
Other	2,730,424	2,730,424	1,481,512	2,730,428	54%
Total Revenues	<u>205,833,598</u>	<u>205,833,598</u>	<u>183,756,917</u>	<u>205,025,000</u>	<u>89%</u>
Interfund Transfers-in	4,000	4,000	-	4,000	0%
Beginning Fund Balance	54,750,000	54,750,000	64,332,000	64,332,000	
<b>TOTAL RESOURCES</b>	<b><u>260,587,598</u></b>	<b><u>260,587,598</u></b>	<b><u>248,088,917</u></b>	<b><u>269,361,000</u></b>	
<b>EXPENDITURES</b>					
Salaries	108,223,627	108,171,144	73,160,786	108,090,000	68%
Employee Benefits	71,397,086	71,451,880	44,748,568	71,476,000	63%
Purchased Services <sup>3</sup>	19,100,341	18,998,996	10,099,928	19,101,000	53%
Supplies and Materials	5,843,683	5,942,717	3,394,676	5,853,000	57%
Capital Outlay	176,179	176,179	147,929	178,000	84%
Other accounts	1,413,658	1,413,658	1,284,886	1,411,000	91%
Total Expenses	<u>206,154,574</u>	<u>206,154,574</u>	<u>132,836,773</u>	<u>206,109,000</u>	<u>64%</u>
Interfund Transfers-out	5,776,000	5,776,000	1,590,000	6,026,000	28%
Contingency					
**Spendable	1,401,850	1,401,850 <sup>4</sup>	-	1,402,000	
**Held per Board policy	2,721,240	2,721,240	-	2,721,000	
Unappropriated Ending Fund Balance	7,570,440	7,570,440	-	7,530,000	
Subtotal	<u>11,693,530</u>	<u>11,693,530</u>	<u>-</u>	<u>11,653,000</u>	
Reserves					
Operations Reserve	27,963,494	27,963,494	-	36,573,000	
PERS Reserve	9,000,000	9,000,000	-	9,000,000	
<b>TOTAL REQUIREMENTS</b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 134,426,773</u></b>	<b><u>\$ 269,361,000</u></b>	

Notes:

<sup>1</sup>Current Budget includes the Adopted Budget, Supplemental Budgets (SB) and Resolutions approved by the Board to date.

<sup>2</sup>The January 2022 Forecast reported to the Budget Committee on January 24, 2022.

<sup>3</sup>Purchased services includes Charter School payments.

<sup>4</sup>Contingency funds not yet committed for FY 2022.



# Nutrition Services 2<sup>nd</sup> Quarter Status Report

Eugene School District 4J serves meals at 31 schools and supports nine other educational programs. Due to COVID-19 pandemic and school closures, Nutrition Services has provided free meals to all students through USDA waivers for child nutrition programs. Waivers extended free meals for all students through June 30, 2022 and allowed for a variety of meal distribution options, including a weekly meal box for students learning offsite. Outlined below are the second quarter and year-to-date profit and loss summary, average daily participation rates, and supporting financial information as of December 31, 2021; rates may not be comparable to prior quarterly reports.

## AVERAGE DAILY PARTICIPATION RATES

December 2019 was the last quarter comparable as normal operations as COVID-19 shut down and changed meal services beginning in March 2020. Since then, school meals were provided to all students at no cost and with no eligibility application. Breakfast participation increased by 6% overall and lunch participation increased by 3% overall. Free and reduced meals eligibility is reported as all students eligible by application or direct certification multiplied by a factor of 1.6, compatible with how Community Eligibility Provision is reported nationally.

Level	2019 CEP*	2019 Non-CEP	Q2 2021–22 All Free	Q2 2021–22 # Daily Meals
<b>Breakfast</b>				
Elementary	52%	27%	48%	3,400
Middle	28%	11%	16%	530
High	19%	8%	6%	340
<b>Total</b>	<b>21%</b>		<b>27%</b>	<b>4,270</b>
<b>Lunch</b>				
Elementary	73%	39%	48%	3,450
Middle	60%	35%	49%	1,640
High	20%	14%	20%	1,050
<b>Total</b>	<b>36%</b>		<b>39%</b>	<b>6,140</b>



\*Community Eligibility Provision (CEP) participation eliminates applications for free and reduced eligibility; all students eat free.

2021–22 Nutrition Services Profit & Loss	2021–22 Budget	2021–22 Q1	2021–22 Q2	2021–22 YTD
<b>REVENUES</b>				
Federal Funding	\$4,243,763	\$1,162,181	\$1,995,721	\$3,157,902
Student/Vended Payments	753,000		20,385	20,385
Grants & Matching Funds	1,836,000		33,205	33,205
	<u>\$6,832,763</u>	<u>\$1,162,181</u>	<u>\$2,049,311</u>	<u>\$3,211,492</u>
<b>EXPENDITURES</b>				
Salaries & Benefits	\$3,809,108	\$693,322	\$1,044,872	\$1,738,194
Services/Supplies	140,353	34,003	39,026	73,029
Food/Smallwares	2,883,302	423,147	965,372	1,388,519
	<u>\$6,832,763</u>	<u>\$1,150,472</u>	<u>\$2,049,270</u>	<u>\$3,199,742</u>
<b>Revenues over/(under) Expenditures</b>	\$0	<sup>18</sup> \$11,709	\$41	\$11,750



# Nutrition Services 3<sup>rd</sup> Quarter Status Report

Eugene School District 4J serves meals at 31 schools and supports nine other educational programs. Due to COVID-19 pandemic and school closures, Nutrition Services has provided free meals to all students through USDA waivers for child nutrition programs. Waivers extended free meals for all students through June 30, 2022 and allowed for a variety of meal distribution options, including a weekly meal box for students learning offsite. Outlined below is the third quarter and year-to-date profit and loss summary, average daily participation rates, and supporting financial information as of March 31, 2022; rates may not be comparable to prior quarterly reports.



## AVERAGE DAILY PARTICIPATION RATES

Meal Served	Q1	Q2	Q3
Daily Breakfast	4,357	4,270	4,210
Daily Lunch	5,988	6,140	6,271
Daily After School Meals	335	348	650
Weekly Boxes	182	195	147

Nutrition Services provides daily meals onsite, delivers meals to closed kitchens (due to staffing shortages) and distributes weekly boxes. During quarter three, kitchens have started to return to normal operations when possible, such as adding back an offering bar (salad bar) in schools where students dine in the cafeteria and reducing use of single-use packaging. Weekly boxes will continue for at home learners through the end of the school year. More than 1,200 boxes were distributed at both winter and spring breaks for families who appreciate the additional produce and meal support when school is not in session.

## SUPPLY CHAIN AND FINANCIAL NOTES

More than \$550,000 in additional revenue from federal sources due to supplemental federal meal reimbursement rates have offset the increasing cost of food and packaging. Supply chain limitations continue to constrain some menu options however the district has received additional USDA Commodity inventory which has helped with shortages in nearly all food categories.

2021–22 Nutrition Services Profit & Loss	2021–22 Budget	2021–22 Q1	2021–22 Q2	2021–22 Q3	2021–22 YTD
<b>REVENUES</b>					
Federal Funding	\$4,243,763	\$1,162,181	\$1,995,721	\$2,264,840	\$5,422,741
Student/Vended Payments	753,000		20,385	16,718	37,103
Grants & Matching Funds	1,836,000		33,205	308,436	341,641
	<u>\$6,832,763</u>	<u>\$1,162,181</u>	<u>\$2,049,311</u>	<u>\$2,589,994</u>	<u>\$5,801,486</u>
<b>EXPENDITURES</b>					
Salaries & Benefits	\$3,809,108	\$693,322	\$1,044,872	\$1,157,322	\$2,895,515
Services/Supplies	140,353	34,003	39,026	30,686	103,715
Food/Smallwares	2,883,302	423,147	965,372	1,264,315	2,652,835
	<u>\$6,832,763</u>	<u>\$1,150,472</u>	<u>\$2,049,270</u>	<u>\$2,452,323</u>	<u>\$5,652,065</u>
<b>Revenues over/(under) Expenditures</b>	\$0	\$11,709	\$41	\$137,671	\$149,421



## ITEM FOR INFORMATION

### Date

May 4, 2022

### Title

4J Vision 20/20 Strategic Plan: Key Performance Indicators Update – Part 2

### Presenters

Cydney Vandercar, Interim Superintendent; Kerry Delf, Chief of Staff; Karen Hardin, Director of Human Resources; Andrea Belz, Director of Financial Services; Steve Menachemson, Director of Technology; Ryan Spain, Director Facilities Management; Kyle Tucker, Chief Operations Officer

### Overview

Staff will provide an update on the Key Performance Indicators (KPIs) for the 4J Vision 20/20 Strategic Plan. This information is presented annually to the board to monitor progress.

On February 23 the board received the first portion of the report, on Goals 1 and 2 and related KPIs:

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

*Goal 2: Multiple Pathways to Student Success*

- Graduation and completion rates (4 & 5 year)
- Suspension and expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity and achievement gaps in all indicators

The second portion of the report was postponed due to time constraints and will be shared on April 20. The 4J Vision 20/20 goals and KPIs that will be addressed are:

*Goal 3: Communication and Connection with Community*

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

*Goal 4: Diverse World-Class Workforce*

- Staff retention rates
- Staff diversity compared with student diversity

*Goal 5: Stable, Sustainable Stewardship*

- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan



# 4J Vision 20/20 Strategic Plan

## *Update on Key Performance Indicators (KPIs)*

Part 2: Goals III, IV & V

April 20, 2022



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal I: Educational Excellence with Equitable Access and Outcomes for Every Student**

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

### **Goal II: Multiple Pathways to Student Success**

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

#### *Key performance Indicators:*

- |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Graduation &amp; completion rates (4 &amp; 5 year)</li><li>• 40-40-20 progress (postsecondary success indicators) <i>DISCONTINUED by State of Oregon</i></li><li>• Suspension &amp; expulsion rates</li></ul> | <ul style="list-style-type: none"><li>• Attendance data</li><li>• 3rd grade reading</li><li>• 9th grade on track to graduate</li><li>• Opportunity &amp; achievement gaps in all indicators</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*The first portion of the key performance indicators data report, on KPIs for Goals I and II, was presented in the board meeting on February 23, 2022.*



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal III: Communication and Connection with Community**

*Foster proactive and positive communication, engagement and partnerships with stakeholders.*

#### *Key performance Indicators:*

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

### **Goal IV: Diverse World-Class Workforce**

*Ensure every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.*

#### *Key performance Indicators:*

- Staff retention rates
- Staff diversity compared with student diversity



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal V: Stable, Sustainable Stewardship**

*Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.*

#### *Key performance Indicators:*

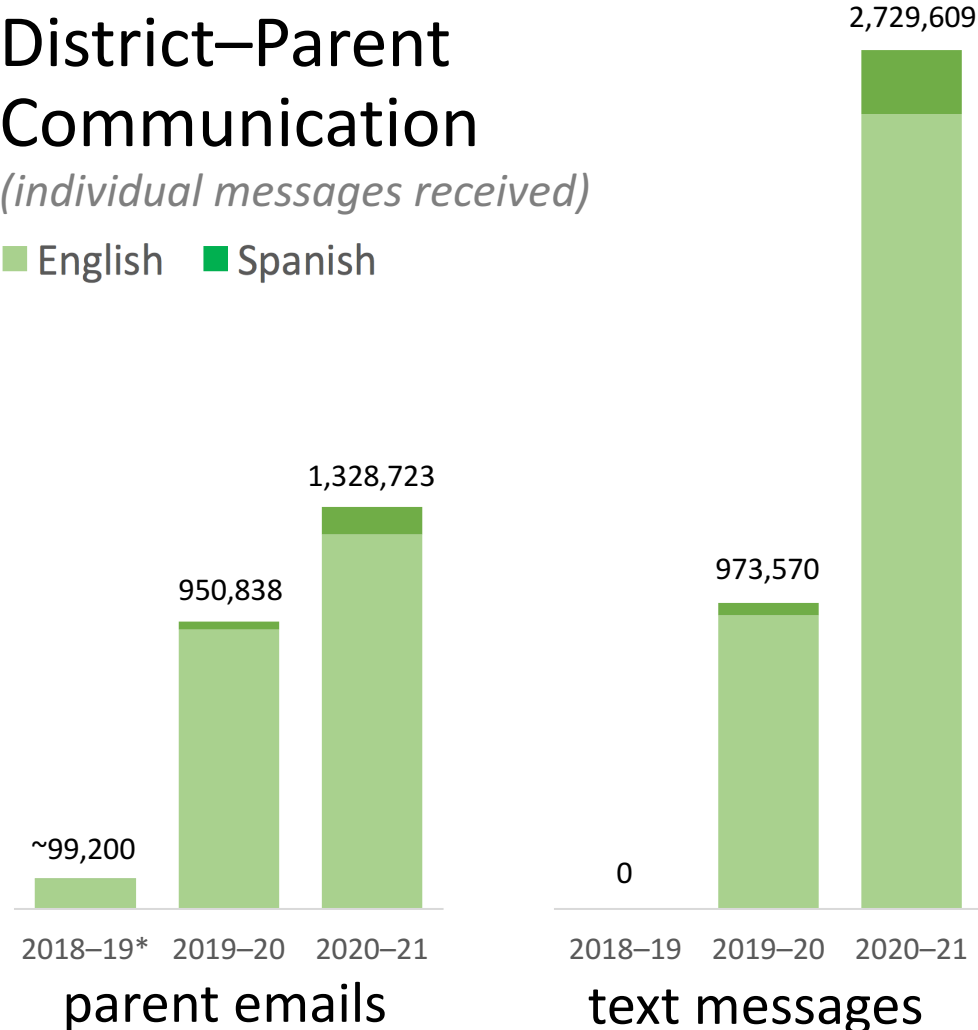
- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan

# Goal III: Parent Communications Metrics

## District–Parent Communication

(individual messages received)

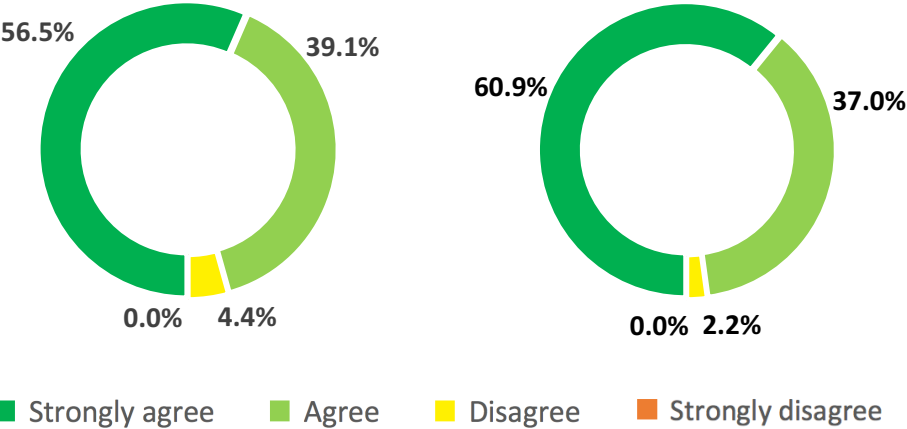
English Spanish



## School–Parent Communication Satisfaction

“My school has a clear two-way channel for communication between school and home” – 95.6% agree\*

“My school regularly and clearly communicates in formats (digital, print, phone, etc.) that meet my needs” – 97.8% agree\*

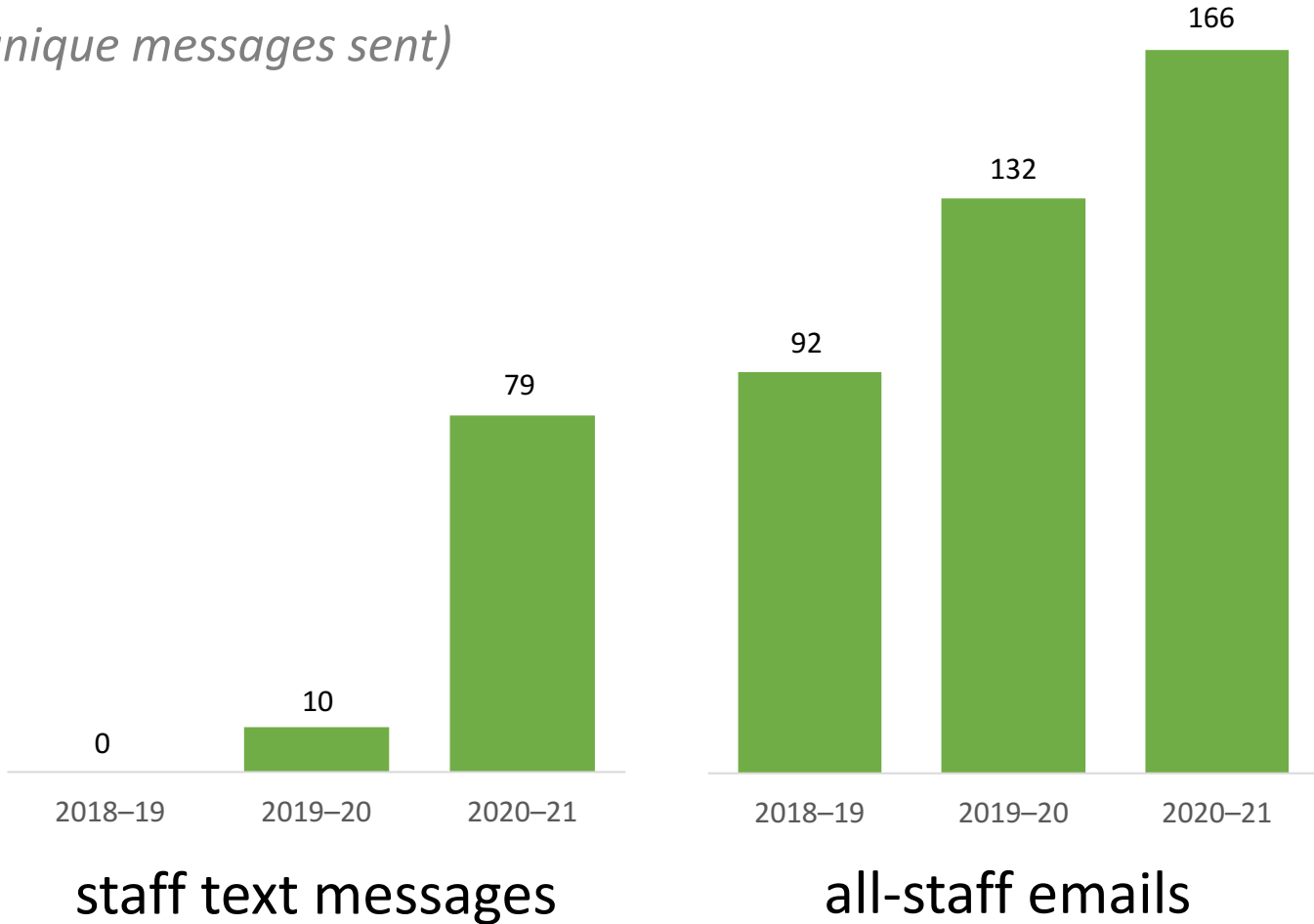


\* Data is from Title I Parent Involvement Survey in 2019, the most recent available

# Goal III: Internal Communications Metrics

## Districtwide Staff Communications

(unique messages sent)



Mar 15, 2020, 6:23 PM

4J: SCHOOLS CLOSED: Oregon schools are closed starting Monday, March 16. Students are planned to return Wed., April 1. [www.4j.lane.edu/coronavirus](http://www.4j.lane.edu/coronavirus) (1/5)

Sep 21, 2020, 8:02 AM

4J: Team, today's the day! After all of your hard work & prep, the first day of school is here. Brief video message: <https://vimeo.com/460067519> -Cydney

Jan 11, 2021, 9:01 AM

4J: Team, our priority is the health & wellbeing of our staff, students & families. Tap here for Superintendent Cydney's Friday video: [bit.ly/38qD9YQ](http://bit.ly/38qD9YQ)

4J: + Please take 2 min. to tell us if you'll want COVID vaccine when available & whether you'll have childcare needs in hybrid model: [bit.ly/3hUnnsx](http://bit.ly/3hUnnsx)

Fri, May 21, 4:24 PM

4J: Happy Friday, team. You've been working hard, and doing hard work. We appreciate you. Superintendent Cydney's weekly message: [bit.ly/3bHGyJA](http://bit.ly/3bHGyJA)

4J: Three opportunities: Get in on summer programs. Weigh in on student support funding priorities: [bit.ly/3wamhOX](http://bit.ly/3wamhOX), and on school safety: [bit.ly/3wtX4zt](http://bit.ly/3wtX4zt)

Jun 23, 2020, 3:48 PM

4J: IMPORTANT: All 4J staff, please take 1 minute to complete this form, to help us plan for our return to school:

Dec 11, 2020, 2:16 PM

4J: Team, everyone is working hard, & our classified staff are the unsung heroes helping make it all happen. Video msg from Supt Cydney: [bit.ly/37bnl6h](http://bit.ly/37bnl6h)

Feb 8, 2021, 6:35 PM

4J: IMPORTANT: [REDACTED], it's time to schedule your COVID vaccine! Please see email for details and respond by 5 p.m. Thursday.

Fri, Apr 9, 4:31 PM

4J: Team, thank you for being here every day for our students & community. You make a difference! Superintendent Cydney's weekly message: [bit.ly/3uygPEM](http://bit.ly/3uygPEM)

Thu, May 27, 9:33 AM

4J: Federal funding is coming to help schools address pandemic's impacts. Share input on student needs & best ways to use funds by May 31 [bit.ly/3hXY5vE](http://bit.ly/3hXY5vE)

# Goal III: External Communications Metrics



239 documented news stories ↓ 176

56 news releases and media alerts ↓ 28

27



12,604

1,850 | 17% ↑



5,287

93 | 2% ↑



1,547

1,239 | 402% ↑



1,770

222 | 14% ↑

348,417

Facebook reach

180,340

Twitter impressions

112,104

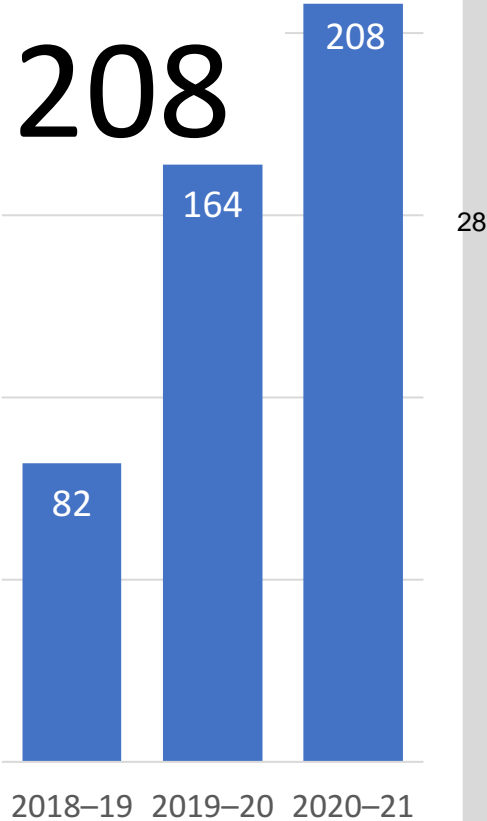
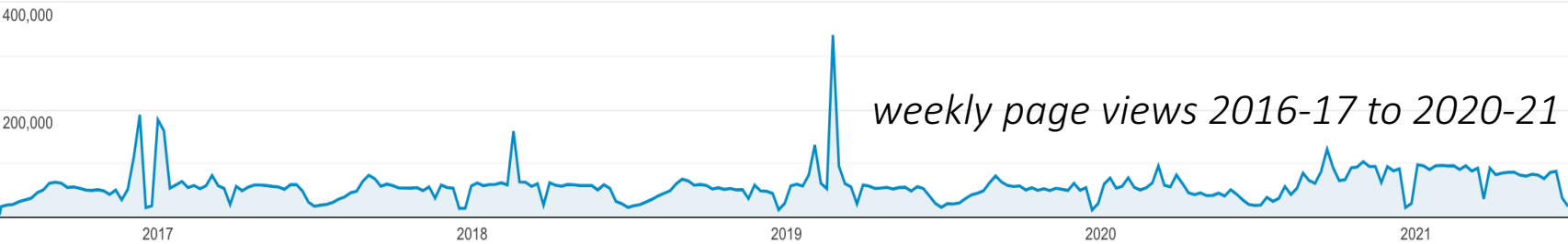
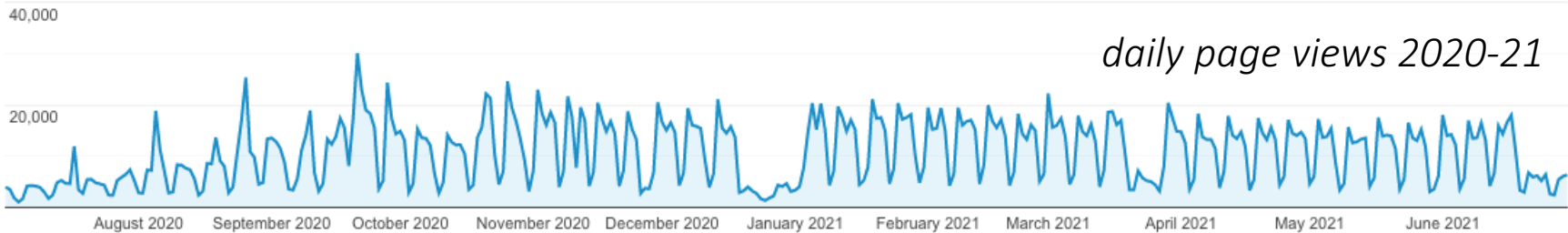
Instagram reach

# Goal III: External Communications Metrics



**3,898,208** webpage views ↑ 1,264,367 | 48%

web news articles  
**208**





## Goal IV: KPI Staff Attrition Rate

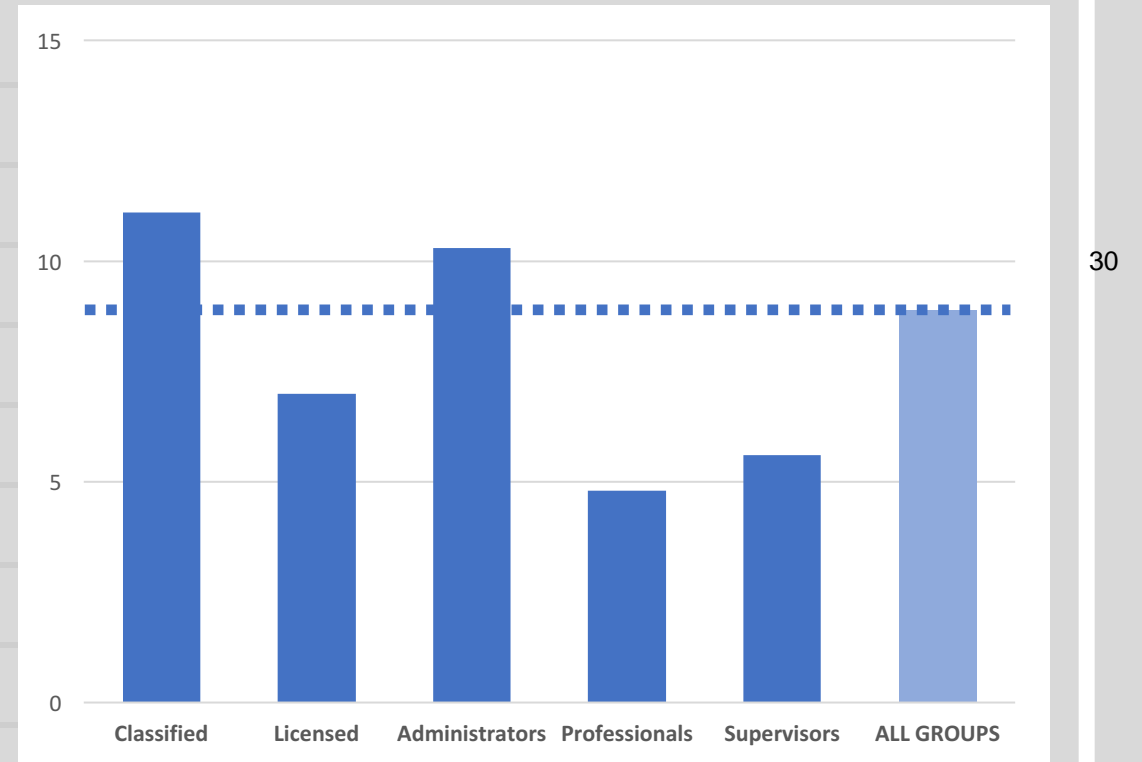
*Percentage of all 4J staff who leave employment with the district for any reason other than retirement (measured in FTE units):*

YEAR	4J STAFF ATTRITION RATE
2020-21	8.9
2019-20	8
2018-19	3.8
2017-18	5.7
DIFF. 2020-21 vs 2017-18	3.2



*Percentage of 4J staff who left employment with the district in 2020-21 by employee group (measured in FTE units):*

2020-21	4J STAFF ATTRITION RATE
CLASSIFIED STAFF	11.1
LICENSED STAFF	7
ADMINISTRATORS	10.3
PROFESSIONALS	4.8
SUPERVISORS	5.6
ALL GROUPS	8.9

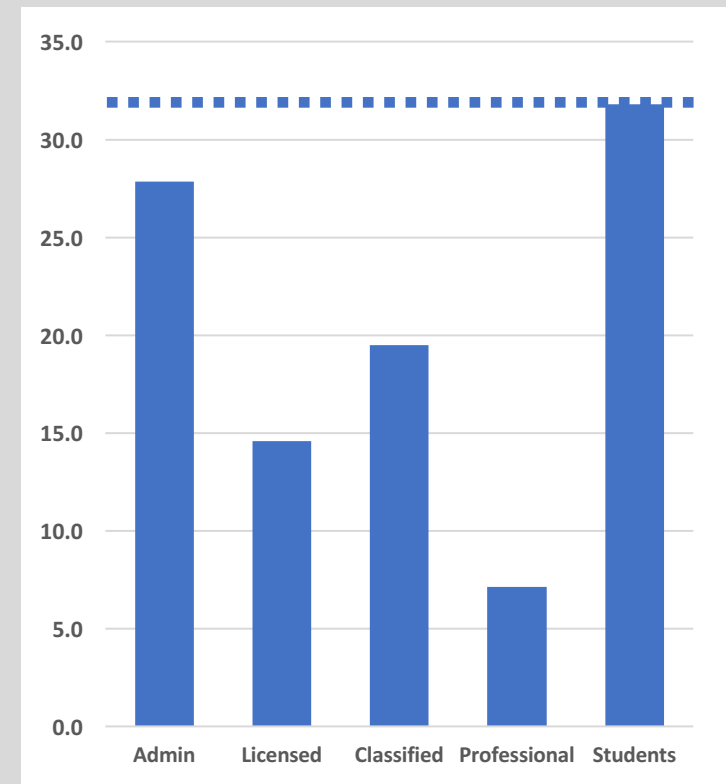




## Goal IV: KPI Staff Diversity Compared With Student Diversity

*Percentage of non-white students and staff members:*

YEAR	% OF NON-WHITE STUDENTS AND STAFF MEMBERS				
	ADMINISTRATORS	LICENSED STAFF	CLASSIFIED STAFF	PROFESSIONAL STAFF	STUDENTS
2020-21	27.85	14.6	19.5	7.14	31.8
2019-20	30.4	14.1	19.8	7.5	31.1
2018-19	30.8	13.5	18.1	14.3	30.5
2017-18	25.3	13.0	16.6	7.9	30.6
DIFF. 2020-21 vs 2017-18	2.6	1.6	2.9	(0.8)	1.2



31



## Goal V: KPI Reserve Levels (per board policy)

- Section 5d of Board Policy DI “Financial Management Policies” sets the minimum ending fund balance at 5% of current year revenues.
- The Government Finance Officers Association (GFOA) recommends a minimum fund balance of 15% to support the financial stability of the district
- \$21.7 million in reserve (not counting bond-related expenditures) is required to cover a month of normal expenditures; a reserve of about 10.6% in 2021-22 dollars.

YEAR	5% RESERVE LEVEL BUDGETED?	NUMBER OF FURLOUGH DAYS
2020-21	YES	0
2019-20	YES	2*
2018-19	YES	0
2017-18	YES	0
2016-17	YES	0
2015-16	YES	1
2014-15	NO	1
2013-14	NO	9
2012-13	NO	5
2011-12	NO	6
2010-11	NO	7
2009-10	NO	7
2008-09	YES	0

\* In 2019–20 employees took 2 furlough days and were compensated from state and federal unemployment funds through participation in the Oregon WorkShare program, reducing costs for the district without reducing employees’ compensation.



## Goal V: KPI Class Sizes and Staffing Ratios

*Ratio of licensed staff to students by grade level grouping*

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Change
"Represents 1 Licensed FTE for Every ___ Students"						
Kindergarten	22.72	22.72	23.27	23.52	17.17	-5.55
Grades 1-5	26.95	26.77	25.71	25.64	24.67	-2.28
Grades 6-8	27.86	27.92	28.00	26.44	24.34	-3.52
Grades 9-12	29.07	29.20	29.01	29.37	28.86	-0.21

The district has stabilized average elementary class size  $\leq 30$  students and improved teacher staffing to the following target levels:

Kindergarten: 1:23 students

Grades 1-5: 1:26 students

Grades 6-8: 1:27 students

Grades 9-12: 1:29 students



## Goal V: KPI Access and Use of Technology Devices

### Student

- All students have access to a device for take-home learning; headsets available
- CIPA (Children Internet Protection Act) compliant web filtering in place onsite or offsite
- Laptops ordered for all MS and HS at 50% cost subsidized by ECF grant (Emergency Connectivity Fund)
- ~464 active hotspots in use by 4J families
- 4J-sponsored Comcast Internet Essentials subscriptions extended; 84 active family subscriptions

### Staff

- Replaced 974 end-of-life staff devices; issued ~680 iPads to staff to support teaching and learning
- Zoom use for 2021–22 through February 1
  - 1,730 Zoom user accounts, 26 Zoom Webinar accounts, 22 Zoom large meeting accounts
  - 21,294 Zoom Meetings (↓ 90% from 2020-21); 90 Webinars (↓20 % from 2020-22)
- Made available microphones, portable voice amplification, cables, technology cleaning wipes etc.

### Building

- Voice enhancement for classrooms/teaching spaces – completed at 5 schools



## Goal V: KPI District Progress on Long-Range Facilities Plan

### *2018 Bond Projects Underway:*

- North Eugene High School Replacement
- Edison Elementary School Replacement
- Equitable Athletic Improvements
- Critical Facility Maintenance & Repairs
- Gilham Elementary School Addition
- Camas Ridge Elementary School





# Questions & Discussion

36



## ITEM FOR INFORMATION

### **Date of Meeting**

May 4, 2022

### **Title**

Review Next Steps in the Superintendent Selection Process

### **Presenter**

Judy Newman, Board Chair

### **Discussion**

The board will review the time line and next steps in the Superintendent Selection Process

### **Background**

The Eugene School Board has undertaken the process to select the district's permanent superintendent.

**Superintendent opening:** Former superintendent Gustavo Balderas accepted the superintendency of a larger school district in spring 2020. The school board selected Cydney Vandercar, then Assistant Superintendent for Administrative Services, to serve as interim superintendent for the 2020–21 school year. The board later extended Ms. Vandercar's appointment to serve as interim superintendent for a second year, through June 2022. The board has now undertaken the process to select the permanent superintendent for the district starting in July 2022.

**Consultant firm:** The school board has selected Alma Advisory Group to provide executive search consultant services. Questions and comments may be sent to [info@almaadvisorygroup.com](mailto:info@almaadvisorygroup.com).

**School board's shared purpose:** "Our goal is to lead a fair and open search process for the next permanent superintendent of Eugene School District 4J. Our purpose is to communicate clearly and to lead a transparent search process, designed to mitigate bias every step of the way, where all voices of the 4J community are valued."

**Community engagement:** The superintendent selection process includes opportunities for public input. In a first step in the process, parents, staff, students and other interested community members were invited to provide input on strengths, qualities and priorities for the district's leader in January 2022. The community will be invited to provide input on superintendent candidates in spring 2022:

The community will participate in the next stage of the process in three ways:

- Interview panels
- Submit questions for consideration to be asked in the interviews
- Review finalist interviews and provide feedback

**Timeline:** The board plans to name the district's permanent superintendent in spring 2022, to be in place in July 2022.

**Learn More:**

Superintendent Selection Process (2021–22) <https://www.4j.lane.edu/superintendent/superintendent-selection/>

Link to Process & Timeline <https://www.4j.lane.edu/superintendent/superintendent-selection/timeline/>

Link to Public Input <https://www.4j.lane.edu/superintendent/superintendent-selection/public-input/>

Link to Documents & Materials <https://www.4j.lane.edu/superintendent/superintendent-selection/documents/>

Link to Job Posting & Application <https://apply.workable.com/almaadvisorygroup/j/474C78E4C3/>



## ITEM FOR ACTION (Second Read)

### Date of Meeting

May 4, 2022

### Title

Approve the 2022–23 Academic Calendars

### Presenter

Christine Nesbit, General Counsel

### Background

State law requires that the school board adopt the district’s annual academic calendar. The calendars are developed in collaboration with instructional and operations leadership and shared with the Eugene Education Association (EEA).

Article 10.2.4 of the district’s collective bargaining agreement with EEA provides that the district will present the draft academic calendar and consult with EEA in advance of the board’s adoption of the calendar. Draft calendars were presented to EEA in February and subsequently discussed in the joint contract administration committee meeting and in email.

Considerations in developing the calendar include student and family needs, winter and spring break periods for University of Oregon and LCC, requirements of labor contracts, board policies and law relating to instructional time and holidays, and feedback from constituents.

The proposed 2022-23 calendars include the following features:

- Wednesday, September 7 – start date for most students
- Thursday, September 8 – start date for 7<sup>th</sup> and 8<sup>th</sup> grade students
- June 15, last day for students; seniors’ last day is June 9
- August 26 – Teacher report date
- 2 professional development days for licensed staff in addition to regular contract year
- 2 teacher work days in lieu of student instruction days
- Number of student days:
  - Elementary: 170.5
  - Middle: 169
  - High: 170

The proposed 2022–23 calendars closely resemble 4J’s pre-pandemic calendars, with a few exceptions. First, the proposed calendars reduce two days of instruction for students to accommodate two added work days for teachers. Although a reduction in student days is not recommended over the long-term, doing so on a temporary basis – as the district has done in the present year – is justified. The ongoing pandemic has resulted in substantial student absences creating increased work load on teachers.

Second, the second Friday of October has often been scheduled as a non-contract day to support some licensed staff members access statewide professional development opportunities held that day. In the 2022-23 proposed calendars, the second Friday of October is scheduled as a no-school, work day for licensed staff members to avoid scheduling teacher work days, if possible, in the third full week of June.

**Options and Alternatives**

The draft 2022–23 academic calendars may be adopted as presented or as modified following comment.

**Budget/Resource Implications:**

The addition of two professional development days prior to the regular contract year, if approved, will cost approximately \$1.2 Million and would be supported by ESSER III funds.

**Recommendation**

The superintendent recommends the adoption of the 2022–23 calendars.

**EUGENE SCHOOL DISTRICT 4J – MIDDLE AND HIGH SCHOOLS INSTRUCTIONAL CALENDAR 2022-23 (Subject to Possible Revision)**

<p>23 First day for Psychologists, SPED Consultants &amp; Nurses</p> <p>26, 29 Professional Development</p> <p>30 Planning Day (No School)</p> <p>31 School Improvement &amp; Planning (No School)</p>	<p align="center"><b>August 2022</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	Su	M	Tu	We	Th	Fr	Sa		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				<p align="center"><b>February 2023</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>3 Mid-Trimester Progress Report/ PD Day (No School)</p> <p>20 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)</p> <p>18 student days</p>	Su	M	Tu	We	Th	Fr	Sa				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																		
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# EUGENE SCHOOL DISTRICT 4J – ELEMENTARY SCHOOLS INSTRUCTIONAL CALENDAR 2022-23

(Subject to Possible Revision)

23 First day for Psychologists, SPED Consultants & Nurses  
 26, 29 Professional Development  
 30 Planning Day (No School)  
 31 School Improvement & Planning (No School)

August 2022						
Su	M	Tu	We	Th	Fr	Sa
	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 2023						
Su	M	Tu	We	Th	Fr	Sa
			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 (83.5 Days)**

3 Semester Grading Day (No School)  
 20 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

18 student days

**First Semester (87 Days)**  
 1-2 School Improvement & Planning (No School)  
 5 Labor Day (Holiday School Closed)  
 6 Planning Day (No School)  
 7 Classes Begin

September 2022						
Su	M	Tu	We	Th	Fr	Sa
						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	

18 student days

March 2023						
Su	M	Tu	We	Th	Fr	Sa
			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	

17 Workload Relief (No School)  
 27-31 Spring Break

17 student days

14 Planning/PD Day\* (No School)  
 \*5.5 hours PD/ 2 hours uninterrupted planning

October 2022						
Su	M	Tu	We	Th	Fr	Sa
						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					

20 student days

April 2023						
Su	M	Tu	We	Th	Fr	Sa
						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						

3 Planning/PD Day\* (No School)  
 4 Classes Resume

19 student days

\*5.5 hours PD/2 hours uninterrupted planning

9-10 Parent/Teacher Conference (No School)  
 11 Veterans Day (Holiday School Closed)  
 24 Thanksgiving (Holiday School Closed)  
 25 Thanksgiving (School Closed/Non-Paid Holiday)

November 2022						
Su	M	Tu	We	Th	Fr	Sa
		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			

17 student days

May 2023						
Su	M	Tu	We	Th	Fr	Sa
	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			

29 Memorial Day (Holiday School Closed)

22 student days

2 Workload Relief  
 19-31 Winter Break

December 2022						
Su	M	Tu	We	Th	Fr	Sa
				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

11 student days

June 2023						
Su	M	Tu	We	Th	Fr	Sa
				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 school closures will be made up**

9 Grading Day (No School)  
 15 Possible Last Day for Students (Early Release)  
 16 Possible Last Day for Teachers (No School)  
 19 Juneteenth (No School)  
 20-22 Possible School Closure Make-up Days

9.5 student days

1-2 Winter Break (continued)  
 3 Planning/PD Day\* (No School)  
 4 Classes Resume  
 16 M.L. King Day (Holiday School Closed)

\*5.5 hours PD/2 hours uninterrupted planning

January 2023						
Su	M	Tu	We	Th	Fr	Sa
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 student days

	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: 05/04/2022 9:28 AM

Schools may not vary from board adopted calendar

When schools are closed, make up days may be scheduled on January 3, Feb 20, March 17 or April 3, or added to the end of the year.



## **ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

### **Date of Meeting**

May 4, 2022

### **Title**

Consider revisions to board policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools, and adoption of board policy KGBB – Firearms Prohibited

### **Presenter(s)**

Christine Nesbit, General Counsel

### **Policy GBA – Equal Employment Opportunity**

Policy GBA is a long-standing board policy that addresses equal employment opportunity and treatment. The proposed revisions to board policy GBA include:

- Listing gender identity as a protected status in the body of the policy, and removing a now-outdated definition of sexual orientation from a footnote
- Incorporating an expanded definition of race to include physical characteristics historically associated with race, consistent with state law
- The designation of an equal employment opportunity coordinator (consistent with policy AC and current district practice)
- Clarification of the Title IX Coordinator's scope of responsibility

Most of the proposed changes are necessary to align with civil rights laws, the implementation of which supports equity and inclusion efforts.

### **Policy IGBB – Talented and Gifted Program**

The 2021 legislature amended the law relating to talented and gifted program plan requirements, necessitating changes to district's talented and gifted program policy and plan. The proposed changes:

- Provide that each talented and gifted student and their parents have the opportunity to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student
- Require the inclusion of the name of the district's coordinator of special education services and programs for talented and gifted students in the district's plan
- Provide the plan on the district website and at other key locations;

Most of the proposed changes are necessary to align district policy to changes in the law.

### **Policy JFCJ – Weapons in Schools**

Policy JFCJ prohibits students from bringing weapons to schools and other properties under the jurisdiction of the district. Most of the recommended revisions are for clarity or to provide a more complete statement of law, which assist staff with legal compliance.

### **Policy KGBB – Firearms Prohibited**

Proposed policy KGBB is a new policy adoption. If approved by the board, the policy would prohibit persons with concealed carry licenses from bringing firearms onto a district property.

District policy GBJ currently prohibits employees, contractors and volunteers from possessing firearms onto district property, even those with concealed carry licenses, while board policy JFCJ prohibits students from bringing firearms on district properties. In 2018, the board, affirmed its intention to maintain a zero-tolerance policy for the possession of guns on school campuses to the maximum extent permitted by law. (Board Resolution 2018-05). Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). However, legislation passed in 2021 allows districts to prohibit even those with concealed carry licenses from carrying firearms on district property by adopting a policy and posting notice at entry points.

If the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees from bringing firearms on district property, the district does not need to adopt this policy.

### **Options and Alternatives:**

To be discussed.

### **Recommendation**

The superintendent will make recommendations related to the above-mentioned board policies at a future meeting.

# Eugene School District 4J

Code: GBA  
Adopted: 12/18/96; 7/02/73  
Revised/Readopted: 8/15/77; 3/07/84; 6/26/91;  
12/18/96; 10/24/18; 1/15/20;  
XX/XX/22  
Orig. Code: GBA; 2420; 2425; 2430

## Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status<sup>2</sup>, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance coordinator for ~~with~~ the Americans with Disabilities Act, ~~and of 1990~~, the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate an employee to oversee compliance with equal employment and all laws prohibiting discrimination against employees and a Title IX coordinator to coordinate the district's compliance ~~comply~~ with the requirements of Title IX of the Education Amendments, including investigation of ~~of 1972. The Title IX coordinator will investigate~~ complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop administrative regulations and other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

### Legal Reference(s):

[ORS 174.100](#)  
[ORS 243.317 – 243.323](#)  
[ORS 326.051](#)  
[ORS 332.505](#)  
[ORS 342.934](#)  
[ORS 408.225](#)  
[ORS 408.230](#)

[ORS 408.235](#)  
[ORS 652.210 - 652.220](#)  
[ORS 659.850](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)  
[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.040](#)

[ORS 659A.409](#)  
[ORS 659A.820](#)  
[OAR 581-021-0045](#)  
[OAR 581-022-2405](#)  
[OAR 839-003-0000](#)  
[OAR 839-006-0435](#)  
[OAR 839-006-0440](#)  
[OAR 839-006-0450](#)  
[OAR 839-006-0455](#)

<sup>1</sup> Race includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles. A protective hairstyle means a hairstyle, hair color or manner of wearing hair that includes but is not limited to braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists.

<sup>2</sup> The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).  
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).  
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).  
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).  
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).  
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).  
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).  
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).  
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).  
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).  
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).  
House Bill 2935 (2021)  
House Bill 3041 (2021)

**Related Policies**  
**AC – Nondiscrimination**

Corrected 11/18/21

# Eugene School District 4J

Code: **IGBB**  
Adopted: 11/07/18  
Revised/Readopted: XX/XX/22

## Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student shall be similarly developed.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

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### Legal Reference(s):

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Senate Bill 486 (2021)

# Eugene School District 4J

Code: JFCJ  
Adopted: 9/02/98  
Revised/Readopted: 5/21/14; 11/28/18; 11/06/19;  
XX/XX/22  
Orig. Code: JFCJ

## Weapons in ~~the~~ Schools\*\*

Students shall not bring, possess, conceal or use a weapon on or at any district property under the jurisdiction of the district, any activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.<sup>1</sup>

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

1. A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device;
4. A “destructive device” includes but is not limited to means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members. patrons.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

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<sup>1</sup> “School” also includes any site or premises that at the time is being used exclusively for a student program or activity that is sponsored or sanctioned by the district and that is posted as such. Any such notice shall identify the district as the sponsor, and state that the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or ~~has~~, within the previous 120 days ~~has~~, ~~unlawfully~~ been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator or, ~~his/her~~ designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents will be notified of all conduct by their student that violates this policy. Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students ~~determined~~ ~~found~~ to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline ~~up to~~ and ~~may include~~ ~~including~~ expulsion and ~~may result in a~~ ~~or~~ referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law<sup>2</sup>. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA ~~Discipline of Students with Disabilities~~, and accompanying administrative regulation.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.

~~In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.~~

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise ~~excepted~~ ~~accepted~~ by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.015](#)  
[ORS 166.210 - 166.370](#)

[ORS 166.382](#)  
[ORS 332.107](#)  
[ORS 339.115](#)  
[ORS 339.240](#)

[ORS 339.315](#)  
[OAR 581-021-0050 - 0075](#)  
[OAR 581-053-0010\(5\)](#)

<sup>2</sup> At least once every six months or at any time the information changes because of the availability of new programs.

[OAR 581-053-0330\(1\)\(r\)](#)

[OAR 581-053-0430\(17\)](#)

[OAR 581-053-0531\(16\)](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).  
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).  
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).  
Oregon Senate Bill 554 (2021).

Corrected 4/15/22

# Eugene School District 4J

Code:  
Adopted:

KGBB  
XX/XX/22

## Firearms Prohibited

No person on grounds of the schools controlled by the board (including in school buildings), will possess any firearm<sup>1</sup>, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the board.<sup>2</sup> Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials<sup>3</sup>.

The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 161.015](#)  
[ORS 164.245](#)  
[ORS 164.255](#)  
[ORS 166.210 - 166.370](#)  
[ORS 297.405](#)  
[ORS 332.107](#)  
[ORS 332.172](#)  
[ORS 339.315](#)

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<sup>1</sup> "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

<sup>2</sup> See Senate Bill 554 (2021).

<sup>3</sup> ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).  
Senate Bill 554 (2021).

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