

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, January 24, 2024

NOTICE: The Regular Board Meeting at 7:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

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

Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

4:30 PM

4:30 p.m. Executive Session; 5:30 p.m., or at the close of the 4:30 Session will be a Second Executive Session; 7:00 p.m. Regular Meeting

- I. **4:30 PM Executive Session**
 - 1. The Board will meet in Executive Session to "consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent," pursuant to ORS 192.660 (2)(b)(f)
All matters discussed during the executive session are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
 - 2. **5:30 or at the close of the 4:30 Executive Session**
The board will convene in Executive Session "to conduct deliberations with persons designated by the governing body to negotiate real property transactions," pursuant to ORS 192.660 (2) (e).
All matters discussed during the executive session are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
- II. **7:00 p.m. Regular Board Meeting:**
- III. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- IV. Agenda Approval
- V. Introduction of Guests and Superintendent's Report
- VI. Receive Reports from High School Student Representatives
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups
- IX. Comments and Committee Reports by Individual Board Members
- X. **Consent Group - Items for Action**
 - 1. Approve Board Meeting Minutes for December 6, 2023; December 11,

	2023; December 13, 2023	
	2. Approve Student Travel 3/23/2024 - 3/29/2024: Churchill HS Varsity Baseball Trip to Coach Bob Invitational — Phoenix, AZ	35
	3. Approve Bond Project – Gilham Elementary School Roofing Project	40
	4. Approve BusinessPlus / PowerSchool Application Management Service (AMC) Contract Expansion	41
	5. Approve City of Eugene Updated Riverfront Urban Renewal Request Presenter: Amanda D'Souza, Development Programs Manager, Community Development Division	56
XI.	Items for Information	
	1. Churchill High School Presentation of School Continuous Improvement Plan (SCIP) Presenter: Missy Cole, Churchill High School Principal 10 Minutes for Presentation, 10 Minutes for Questions and Comments 20 Minutes	136
XII.	Items for Action	
	1. Consider Approval of Revised Goals, as Follows — 2023-24 Board Goals 2023-24 District Goals 2023-24 Superintendent Goals Presenter: Maya Rabasa, Board Chair 25 Minutes	155
	2. Selection of Superintendent Evaluation Tool (2nd Read) Presenter: Maya Rabasa, Board Chair 20 Minutes	173
XIII.	Items for Action at a Future Meeting	
	1. Receive Information from Lane Education Service District (ESD) Superintendent, Tony Scurto about the Services Provided by Lane ESD and the Local Service Plan 2023 – 25 Year Two. Presenter: Tony Scurto, Superintendent, Lane ESD 10 Minutes	183
	2. Lane Education Service District (ESD) 2023-25 Local Service Plan — Year Two Resolution (1st Read) Presenter: Andy Dey, Superintendent; Jenna McCulley, Chief of Staff 5 Minutes	223
	3. Operating Levy – Explore Details and Timing related to adding an Operating Levy to Ballot Presenter: Maya Rabasa, Board Chair 10 Minutes	225
	4. Budget Officer Designation and Resolution Presenter: Matt Brown, Finance Director 5 Minutes	226
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XV.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



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ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting
January 24, 2024

Title
Approve Board Meeting Minutes for December 6, 2023; December 11, 2023; December 13, 2023

**MINUTES OF THE WORK SESSION AND REGULAR BOARD MEETING
OF THE BOARD OF DIRECTORS
EUGENE SCHOOL DISTRICT 4J, LANE COUNTY, OREGON
Date: December 6, 2023**

The Board of Directors (BOD) of Eugene School District 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular Board of Directors (BOD) meeting at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on December 1, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Andy Dey, Superintendent
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary

EMPLOYEE ASSOCIATIONS:

None.

MEDIA:

KRVM
Register Guard

I. WORK SESSION

1. CALL TO ORDER AND ROLL CALL

Chair Rabasa called the meeting to order at 5:54 p.m. She said the names of the board members who were present.

2. POLICY ACC: QUARTERLY REPORT

Superintendent Dey presented information about Eugene School District 4J policies and procedures for addressing racial harassment. He referenced their quarterly report. The report included a summary of data collected through their reporting system from September 6, 2023 to December 1, 2023. The online reporting system captures incidents of bullying and harassment, including student to student, student to staff, and staff to student. The Policy ACC requires an annual report. Superintendent Dey said last year's data was messy and subsequently there was no annual report. This is the second

year the policy has been in place. He said they have made some changes to improve the self-reporting system, and there are more changes needed at this time.

Superintendent Dey oriented the board to the quarterly report, highlighting some of the key data points: 73% of incidents were general bullying harassment, 37% were racially motivated bullying harassment, and 32% were sexual/gender based bullying harassment. He said compared with last year, the district has gotten a better, more accurate representation of incidents of bullying given the type of data that has been collected.

One area to improve upon, he explained, is the self-reporting of who caused the offense. He said in 98/179 of cases, information about who caused the offense was not self-reported. He said changing the wording of that question might facilitate more self-reporting.

The data reveals that most incident types are student to student at the same school. He pointed out that the data likely does not reflect all the incidents that occur within 4J schools. For example, some schools have zero reported incidents using the reporting system.

Chair Rabasa asked if there is something in place for staff to report harm caused to staff.

Superintendent Dey responded that he believes that is possible on the report, but he will verify that and follow up with Chair Rabasa.

Vice Chair Jonak asked if they are seeing any trends from the data collected.

Ms. Thessen responded that according to the data, it appears that there are a lot of middle school students self-reporting harm.

Superintendent Dey agreed with Ms. Thessen's statement. He said that middle school staff is responding with their time and attention (i.e. conversations).

Chair Rabasa asked if there was a way to determine how accessible the self-reporting system is for elementary school students.

Superintendent Dey responded that it is likely the online method is less developmentally appropriate for elementary school students.

Ms. Thessen asked if there is a way to have a separate reporting system that is developmentally appropriate for elementary school students.

Superintendent Dey responded affirmatively.

Vice Chair Jonak asked about how developmentally appropriate the reporting system is for students with disabilities.

Superintendent Dey responded that they tried to make the form visually accessible and provide language that is accessible to all.

Ms. Munro asked if the district collects information about incident follow-ups to ensure that that information does not disappear into a void.

Superintendent Dey responded that the information is collected in a system known as Synergy, and another system known as Swiss extracts the information and produces a report.

Vice Chair Jonak asked when the changes Superintendent Dey has identified can be implemented.

Superintendent Dey said they anticipate providing an updated form within the next few weeks.

Vice Chair Jonak asked if there is an oral reporting system in place.

Superintendent Dey said that is provided through Safe Oregon, which is housed under Oregon State Police.

Chair Rabasa responded that there would be people who do not want to report directly to Oregon State Police.

Superintendent Dey said the objective is to refine multiple ways of reporting.

Chair Rabasa asked if there is a link to the self-reporting system on the Eugene School District 4J website for students who may desire reporting from home with or without their parents' assistance.

Superintendent Dey responded not yet, but the district can arrange it.

Chair Munro requested a copy of the annual climate survey from last year.

Superintendent Dey responded affirmatively.

Mr. Hamilton said given the current student to staff ratio, and how many steps are involved in reporting, he wondered if teachers have the capacity to do it.

Superintendent Dey responded that some have the capacity, and some do not. He said they sometimes get feedback from teachers that it is too much.

Chair Rabasa made a suggestion to check in with principals to learn why 40% are not using the reporting system.

Superintendent Dey responded that some of that might be because some schools are limiting screen time, further emphasizing the need for multiple ways of reporting.

In closing, Superintendent Dey said they will be reporting on this data about every three months and every year in the form of an annual report.

II. ADJOURN WORK SESSION

Chair Rabasa adjourned the work session at 6:33 p.m.

III. REGULAR BOARD MEETING

IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT, AND RECEIVE INTRODUCTIONS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Chair Rabasa called the regular meeting to order at 7:06 p.m. She read the names of the board members who were present. Superintendent Dey led the flag salute, and Chair Rabasa read the Land Acknowledgement statement.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Andy Dey, Superintendent
Collina Beard, Chief Administrative Services Officer
Jenna McCulley, Chief of Staff
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary
Kat Lange, Executive Director of Youth & Family Supports
Seth Pfaefflin, Student Services Director
Oscar Loureiro, Director of Research and Planning
Matt Brown, Director of Finance
Jill Cuadros, Director of Nutrition Services
Kyle Tucker, Chief Operations Officer
Linda Smart, Educator

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association
Lisa Jenkins-Easton, Oregon School Employees Association

OTHER GUESTS:

Sheridan Schilling, Churchill High School Student Representative
Mellanie Mack, Churchill High School Student Representative
Rory Young, South Eugene High School Student Representative
Carmen Gonzalez Valle, Sheldon High School Student Representative
Parker Anderson (via Tom Di Liberto), North Eugene High School Representative

MEDIA:

KRVM
Register Guard

V. AGENDA APPROVAL

Chair Rabasa asked for changes or corrections to the agenda. There were none. The agenda was approved as presented.

VI. SUPERINTENDENT'S REPORT AND INTRODUCTION OF GUESTS

Chair Rabasa introduced Eugene SD 4J educator Linda Smart and students from across

the district to speak about the Tulsa Project. Ms. Smart explained that she took an opportunity to chaperone a group of students from Eugene SD and Springfield SD to Tulsa Oklahoma to learn about the Tulsa Massacre. They joined 300 other students and teachers from across the country at the Action Institute. Students were exposed to a variety of public speakers and spoken word artists. They described their experience as life-changing in a 17-minute film shared during the meeting with the 4J board of directors. The film, produced by the students, documented their trip to Tulsa, Oklahoma from May 8 through May 11, 2023.

At 7:17 p.m. Chair Rabasa announced that Judy Newman joined the meeting virtually.

The students addressed questions from the BOD relating to their trip to Tulsa, Oklahoma.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Mellanie Mack briefly introduced herself as an IHS representative and senior at Churchill High School.

Sheridan Shilling provided a report from Churchill High School stating that the month of December brings many seasonal activities. Leadership organized a Holiday Cheer Drive that will directly support families. Donations of canned food and money are currently being accepted. The annual students vs teachers basketball game is scheduled for Saturday, December 9 at 7:00 p.m. The event is a fundraiser for the Holiday Cheer Drive. Boys' and girls' basketball has now begun. Holiday Spirit Week takes place next week.

Rory Young provided a report from South Eugene High School. She began with addressing SAT testing, asserting that the lengths students must go to take their SAT is unacceptable. She reported that hundreds of students drive 2-5 hours to go to a testing center. She cited one example where a student was required to travel 7 hours to Vancouver, Washington because there were no available testing sites in Oregon. She said this is hard on students with less means. She requested a change to ensure that the process is equitable for all students and requested more SAT testing sites within 4J SD.

Carmen Gonzalez Valle provided a report from Sheldon High School. The school newspaper took a field trip to learn about the University of Oregon's School of Journalism. The forestry group took a field trip to a sawmill. In November, the school recognized Native American Heritage Month with a celebration of Native American culture. Students filled out a survey about the new class schedule. The information has been condensed and is available for review. Auditions are soon being held for "Mama Mia." Key Club has been partnering with Toys for Tots. Their goal is to fill a car with toys for local families in need.

Parker Anderson, via Mr. Di Liberto, provided a report from North Eugene High School. Showings of "The Crucible" continue. The dance team won first in two categories and second in another place at a recent competition. School attendance rate has skyrocketed since last year thanks to the new principal and policies he has introduced. Students continue to be frustrated by the new Wednesday schedule and urge a change.

VIII. ITEMS RAISED BY THE AUDIENCE

Jennifer Goodlin, 4J educator and community member, expressed concern about current administration mismanagement and ethics. She recently learned that the district has not communicated with the current middle school and high schools that house the secondary level Yujin Gakuen Japanese Immersion programs. Nor have they spoken with the south Eugene middle and high schools that would be taking on the secondary YG program. She said it took YG elementary reaching out to the other schools to become aware it was an issue that concerns them. She said when educators reached out to Superintendent Dey to address the issue, he assured them that no decisions have been made and there is ample time to plan. She said the elementary part of the YG program is moving from the north to the south region in 7 months. She said expressed that many aspects of the decision to move YG elementary are problematic and believes that these issues need to be resolved before YG is moved to the south region. She suggested that the way the district has handled the YG decision seems to be an ethics violation. She said that in a recent survey, 80% of families reported that they would not have voted for the 2018 bond had they known it would evict YG to the south region.

Julie Jessal addressed the BOD on behalf of Stand for Children Oregon. Ms. Jessal is a former educator and principal. She is the grandmother of a Kindergartener at Camas Ridge Elementary School. Ms. Jessal has over the forty years' experience in education. She said the whole language approach did not bring the instruction needed to learn how to read. As a principal, she did not have the answers when parents said their children did not know how to read. They were teaching language comprehension but not word recognition. She said there cannot be one without the other. She noted that meaningful change relies on commitment of the administration and that all principals must understand the 5 essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. She said principals need support from the district and the school board and urged that they support the evidence-based instruction students need and deserve.

Abbie Stillie, 4J parent and community member, encouraged plans to lessen the gap between the districts' highest performing schools and lowest performing schools. She pointed to statistics that reveal the gap between the lowest and highest performing schools in the district. At Howard Elementary 28% of students are meeting grade level expectations in English and 19% are meeting grade level expectations in math. At Charlemagne Elementary 83% of students are meeting grade level expectations in English and 75% are meeting grade level expectations in math. She pointed out that at similarly sized school districts in Oregon, the gap is not as pronounced. She said Howard Elementary is on a downward trajectory, statistics reveal. She said students need more help and teachers need more support from the district. She cited behavioral problems and violent outbursts that interrupt learning. Ms. Stillie urged the district to put in short- and long-term plans to address the needs of the students at Howard Elementary.

Anna Ingram, 4J parent, expressed support of strategies based on the Science of Reading. She explained that the shift in strategies for teaching reading is important to her because her older son struggled with reading early in his education. She said her son received no extra support in the classroom. Her son was ultimately diagnosed with a

learning disability in reading, and they paid for outside tutoring. She alleged that they spent nearly \$15,000 over three years to help improve his reading. She pointed out that families who are less privileged are not able to provide that kind of support for their children. Ms. Ingram said she is grateful to the district for investing in new reading curriculum and training for teachers and coaches.

Larry Lewin is a retired 4J teacher and representative for Community Alliance for Public Education (CAPE). Mr. Lewin said that in 2017, CAPE asked 4J district administration about how many standardized tests they mandated our schools to give our students and the answer was that they did not know. Mr. Lewin reported that CAPE found 114 standardized tests in grades K-8. They submitted list and the district confirmed the estimated number of standardized tests. He said CAPE's critique of the district is that they follow an over testing philosophy that is backfiring. CAPE is not criticizing the need for testing and accountability, but the district's assessment system is badly imbalanced, and other forms of assessment that are not standardized have been given lower priority. HB 4124 required all Oregon school districts to take an accounting of all Oregon standardized tests. He reported that this spring 4JSD will be required to fill out a survey on how many standardized tests are locally mandated. Mr. Lewin said this is a necessary step and necessary evaluation about how Oregon school districts are assessing their students. He said Representative Nancy Nathanson is offering to attend a future 4J school board meeting to provide further detail on HB 4124.

Caroline Koopford is a 4J parent and Thurston High School teacher. She addressed the board as a spokesperson for 58 individuals from 14 4J elementary schools. Ms. Koopford referenced a December 4, 2023 letter requesting a district policy to collect and share data about lost instructional time due to disruptive student behavior. She cited room clears, or anytime a class is evacuated due to the unsafe behavior of student(s). She provided examples of the impact such disruptions are having, stating there are frustrated kids, frustrated teachers, and frustrated families. She said there is significant anecdotal evidence that district elementary schools need more and better behavioral support and parents need information about disruptions. She requested that evidence be collected, compiled, and transparently shared; and that the district respond with evidence-based solutions.

Valerie Blood is a 4J parent with two children in special education and is a school volunteer. Ms. Blood expressed concern about staffing and the lack of supports in place for students and teachers. She said 4J must hire more full-time Educational Assistants (EAs) because without the correct amount of staff in place students cannot be fully supported in the classroom. She said she has not seen improvement, and it is due to the shortage of EAs that she is volunteering in her son's Kindergarten class. She urged action.

Roscoe Caron is a retired 4J middle school teacher and member of Community Alliance for Public Education (CAPE). He thanked the board for joining in the multidistrict lawsuit challenging the harm done to students by social media corporations. He said that 1,900 US colleges are no longer requiring SAT/ACT test scores for admission and there have been indications that these type of test scores are poor predictors of future college success, among other concerning data. Mr. Caron asked a series of questions: If the

PSAT/ACT are becoming increasingly discredited, why do 4J high schools insist on administering the PSAT to 4J Sophomores? Does the district pay for this? Should the state law be challenged? What do students who refuse to take the tests do during the many days of testing? He said the Oregon Student Information Act (OSIFA) prohibits ed tech companies from selling data to third party vendors for targeted advertising and asked if 4J has enacted any safeguards to prevent the misuse and monetizing of student and family data in platforms and programs? He asserted that the district cannot count on the corporations to act ethically.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, Eugene Education Association President, shared that last week 4J hosted a series of spoken word events, which stemmed from the Tulsa Project. The students' spoken word performances were deeply moving and impactful. She thanked the sociology teachers, affinity group leaders, and Imelda Cortez for coordinating the event. Ms. Gordon addressed the topic of the new high school schedule. She referenced the Wednesday schedule, including concerns voiced about the short lunch hour. She said lunch is important for nutrition, social and emotional wellness, and participation in activities that support and enrich students. She said in the spirit of collaboration around improving the new schedule, EEA agreed to suspend contract language for this school year that provides a morning break for educators. The intent was to add an available tool for the district to use in creating a bell schedule with a longer lunch, but the 15 minutes has not been used. Ms. Gordon said it is a reminder that this time is still available to use for mid-year tweaks that could make the schedule feel more humane. She added that the contract with EEA is not a barrier. Lastly, addressing the high needs of students expressed through behavior and disrupted learning, she said there are no easy solutions but they are not blaming students. She suggested that students are communicating that adults and systems are not providing what they need. She encouraged examining systems and stated that our students will let us know when we finally get it right.

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President, said she is finding the outpouring of what is being shared with her to be things that can be fixed. She emphasized that communication with classified staff is equally important as it is with teachers. She said teachers and classified staff need to work together and classified employees should be heard. Ms. Jenkins-Easton explained that staffing is short but if people feel unheard and pushed aside, they're going to leave, no matter how great wages are. She is concerned that the district may lose employees because of the culture right now. She urged fixing what can be fixed.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Di Liberto stated that the Monroe Middle School winter concert was stupendous. He visited the CTE shop that 4J rents at Lane Community College (LCC) and said it is a terrific investment for the district. He visited the Latinx Student Union at Monroe Middle School and noted it is strong program with a real sense of sharing and belonging.

Ms. Thessen attended the Good Trouble assembly at Kennedy Middle School and Open Mic Poetry Night finale at Churchill High School. She said events like poetry night create space for students to empower themselves. Ms. Thessen addressed recent public comments, stating that while she recognizes behavioral problems in school are a serious

matter, it is important we do not scapegoat disabled students, SPED students, or students with IEPs, when we talk about behavioral problems. She said the crisis provides an opportunity to see areas where behavior management philosophies are not working. She would like the district to move more toward training staff in coregulation and relational health. She urged adequate staffing and appropriate training.

Ms. Jonak addressed Christmas decorations put up at a 4J high school. She said for those who do not celebrate Christmas, the tree is a reminder that their beliefs are not the culturally dominant ones. She asserted that it was not a proper use of public dollars or space and unless the district meaningfully celebrates the diversity of religiously based holidays, it should not be prioritizing one religion over another.

Ms. Newman attended the EEA legislative breakfast. They listened to the teachers to get a broad spectrum of the issues and what funding can help with. \$148,000 in Eugene Education Foundation (EEF) grants were awarded to 56 different classrooms and districtwide projects. She closed with a request to treat each other with care and compassion this season.

Mr. Hamilton visited the CTE shop that 4J rents at Lane Community College (LCC) and attended the EEA legislative breakfast. He emphasized working together, the school district, school board, community, and the police department. He said the holiday season can be a difficult time. He cited suicides around the holidays, sometimes impacting students. He said it is also a time for thanksgiving and being appreciative for what you have. Mr. Hamilton added that the public should continue bringing issues to the board and they will resolve them the best they can.

Chair Rabasa attended the Good Trouble assembly at Kennedy Middle School and Open Mic Poetry Night. She recognized with appreciation those who supported the visiting poets, the affinity groups who participated, and the Tulsa Project, stating that it was authentic and impactful Diversity, Equity, and Inclusion (DEI) work. She expressed that the district needs to refocus our equity lens. She said a decision regarding religious holiday symbols was made that she believes could have taken a different path if the district's equity lens was centered.

XI. CONSENT GROUP – ITEMS FOR ACTION

MOTION: Vice Chair Jonak moved to approve the Consent Agenda. Ms. Thessen seconded. **Motion passed 6:0:1. Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Ms. Newman, Ms. Thessen, and Ms. Munro all in favor. Mr. Hamilton was not present.**

1. APPROVE BOARD MEETING MINUTES FOR OCTOBER 25, 2023

No discussion was held.

2. APPROVE ENROLLING OUT-OF-DISTRICT STUDENTS IN 2024-25 (INTERDISTRICT TRANSFERS)

No discussion was held.

3. ACCEPTANCE OF EQUITY COMMITTEE NOMINATIONS

No discussion was held.

XII. ITEMS FOR INFORMATION

1. REPORT ON DISTRICT IMPLEMENTED SUPPORTS FOR EDUCATIONAL ASSISTANTS ASSIGNED TO DISTRICT PROGRAMS THAT PROVIDE SUPPORTS FOR OUR HIGHEST NEEDS STUDENTS

Presented by Seth Pfaefflin, Student Services Director and Kat Lange, Executive Director of Youth & Family Supports

Mr. Pfaefflin and Ms. Lange introduced the topic of supports for educational assistants assigned to district programs and referenced a PowerPoint presentation. They are hoping to put new supports in place addressing absenteeism and being short staffed.

Ms. Lange provided some background information. There are seven significant needs sites at the elementary level (formally there were six). There are three significant needs sites in middle schools, and three sites in high schools. The middle school and high school sites are supported by Lane ESD.

Ms. Lange acknowledged that there is a lot of concern about safety being raised by parents. She said insight on their Upbeat Survey of teachers revealed a slight decrease in feelings of safety among some staff members, too. They have responded by providing more training.

Mr. Pfaefflin noted the growth in the number of students who need Life Skills. He said there is growth across the nation of young children needing special educational attention. As a result, there will need to be an increase in middle/high school programming. Potential next steps include, but is not limited to, establishing a new pay scale, adding four additional paid days, providing more daily collaboration time, adding seven floater subs, and mentorship.

Ms. Munro asked what defines a significant needs student.

Ms. Lange responded that significant needs students are the most highly impacted students – students who usually have a combination of cognitive and physical challenges.

Ms. Newman asked if they have had a chance to do EA exit interviews and if there are themes on why they leave.

Mr. Pfaefflin responded that he does an exit interview with everyone, he pointed to leaving for higher paying jobs in other industries, and burnout.

About staff missing lunches, Mr. Di Liberto asked if the form to report that is being provided and encouraged. Mr. Pfaefflin responded yes; he said it is an agenda item at every meeting.

Ms. Lange added that when they see people are skipping lunch, that they frequently reach out to the principals to make sure they are addressing the issue.

Ms. Thessen asked if anyone works with visual and hearing-impaired students. Ms. Lange responded yes.

Ms. Thessen requested making sure that students who use wheelchairs have close access to bathrooms. She cited a visit to a school where she witnessed a student using an elevator to access an accommodating bathroom.

Ms. Lange thanked Ms. Thessen for sharing her observation and said they always work closely with their facilities to ensure that they are accessible.

Vice Chair Jonak asked if their training is provided to substitute EAs and if there are any co-regulation techniques used in the training.

Mr. Pfaefflin responded that to a lesser extent their training is provided to substitute EAs and their training does include extensive co-regulation techniques.

Vice Chair Jonak asked if there has been any exploration of more paid leave and more downtime to prevent burnout.

Ms. Lange responded they have not explored additional paid leave. She said with the staffing issues they are not able to offer more days off.

Vice Chair Jonak asked if, given the data, there is a plan to include greater staffing or other supports for Howard Elementary?

Mr. Pfaefflin clarified that safety data was pulled broadly from broad Howard Elementary, not just Life Skills. However, they did respond with greater staffing. He said data revealed that general education students are the majority of the ones with behavioral needs.

There was consensus to skip Items For Action #1.

1. RECEIVE ANNUAL STUDENT INVESTMENT ACCOUNT (SIA) REPORT FOR 4TH QUARTER OF THE 2023 FISCAL YEAR

Presented by Oscar Loureiro, Director of Research and Planning

Mr. Loureiro shared via PowerPoint presentation work carried out with the \$12.6 million received from the Student Investment Account (SIA). SIA recipients are required to review their own progress through an annual progress report.

Mr. Loureiro referenced Narrative #1 of the report detailing changes related to SIA implementation, such as increased student support for focal groups in areas such as mental health, equity, inclusivity, and summer programs. Furthermore, the report demonstrated that SIA dollars have contributed to the establishment of affinity groups and third grade reading curriculum.

He referenced Narrative #2 of the report addressing the challenge of teacher shortages. He referenced Narrative #3 of the report explaining plans to further increase district engagement with community stakeholders.

Mr. Loureiro responded briefly to questions from board members.

XIII. ITEMS FOR ACTION

1. BOARD DESIGNATION OF POINT PERSON TO LIAISE WITH INVESTIGATOR FOR COMPLAINT CURRENTLY UNDER CONSIDERATION

Ms. Munro stated that in Executive Session the BOD discussed a complaint that by law is not open to the public. Previously, the BOD reviewed a previous investigation related to that complaint as well as another pending complaint. In order to ensure that both investigations can proceed to investigation, Ms. Munro recommended a motion.

MOTION: Ms. Munro made a motion that the board designate Vice Chair Jonak as the representative of the board for purposes of liaising with the investigator and requesting any documents or other cooperation needed to provide materials or witness interviews requested by the third-party investigator and that district staff be directed to cooperate with such requests and any other matters related to the investigations. Seconded by Mr. Hamilton. **Motion passed 7:0:0. Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Ms. Newman, Ms. Thessen, Mr. Hamilton, and Ms. Munro all in favor.**

IV. ITEMS OF ACTION AT A FUTURE MEETING

1. DISCUSSION OF THE EXPECTED OUTCOMES OF AN EXECUTIVE EQUITY COACH

Presented by Collina Beard, Chief Business Officer

Ms. Beard referenced a PowerPoint presentation relating to the current procurement policy for an equity coach/trainer. She stated the need to identify the problem they are trying to solve and identify the objectives or deliverables that the BOD is looking for. She requested the BOD share ideas about what they want to achieve.

There was consensus to share ideas a future board meeting.

XV. SUGGESTIONS BY THE BOARD FOR CONSIDERATION AT A FUTURE MEETING

Vice Chair Jonak suggested to revisit policies for religious decorations/items in schools.

Ms. Thessen suggested a discussion about overdose prevention kits now available to schools through Oregon Health Authority (OHA).

Chair Rabasa suggested revisiting equity tools.

XVI. ADJOURN

Chair Rabasa adjourned the meeting at 10:08 p.m. The next meeting is a special meeting scheduled for Monday, December 11, 2023 at 5:00 p.m.

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

Date: December 11, 2023

The Board of Directors (BOD) of Eugene School District No. 4J, Lane County, Eugene, Oregon, held a special board meeting at 5:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on December 8, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

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

EMPLOYEE ASSOCIATIONS:

None.

MEDIA:

KRVM

I. SPECIAL BOARD MEETING

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

Chair Rabasa called the special board meeting to order at 5:08 p.m. She read the names of the board members present. Vice Chair Jonak joined virtually. Superintendent Dey led the group in reciting the flag salute and Chair Rabasa read the Land Acknowledgement statement.

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. ITEMS FOR INFORMATION

1. BUDGET COMMITTEE SELECTION PROCESS AND INTERVIEWS

Chair Rabasa presented the Budget Committee selection process, explaining that the Eugene School District 4J Board of Directors (BOD) will conduct a series of panel interviews thereby selecting applicants to fill five vacancies on the Budget Committee. Each applicant has ten minutes total to answer three questions.

Dave Wallace

Mr. Wallace responded to the first question, “If faced with a budget decrease in 4J, how would you approach making the needed adjustments and why?”

Mr. Wallace said he would look at the different recommendations and determine how they align with the district’s three main goals, with an extra emphasis on equitable outcomes. He said because he is the parent of children in 4J and an educator himself, he has a vested interest and expertise.

Mr. Wallace responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Mr. Wallace said getting to a place of sustainability and being part of something that takes steps toward accomplishing educational equity.

Mr. Wallace responded to the third question “Is there anything else that you want us to know about you?”

Mr. Wallace said that his family moved to Eugene three years ago, and although he does not have a lot of reach out, many people recognize him from the charter school. He added that budget and school finance was his area of expertise back in Wisconsin.

Abby Stillie

Ms. Stillie responded to the first question “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Ms. Stillie said with so many competing priorities in the district, there needs to be a guiding compass for decision making. She would focus on equity and safety – she believes that is in line with board priorities. She would carefully consider the relevant data and use that to guide decisions. She stated the importance of schools serving the most vulnerable students having the resources they need. She added that she would look carefully at the budget for extraneous things to cut.

Ms. Stillie responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Ms. Stillie said her goal with the budget committee is to get a better understanding of the limits and possibilities for students. Right now, she does not understand those limitations and possibilities well enough. She wants a fuller understanding of the budget. She would feel a sense of accomplishment if she were able to participate in making decisions that keep students and staff safer and equitably distribute funds to schools in a way that supports our most vulnerable students.

Ms. Stillie responded to the third question, “Is there anything else that you want us to know about you?”

Ms. Stillie said in college she was vice president of student government and responsible for giving funding to student groups and clubs. She shared that she is used to figuring out a way to distribute funds.

Courtney Salic

Ms. Salic responded to the first question, “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Ms. Salic responded that the first thing to look at is comparison of budget from the prior year to determine if there is the possibility of reallocating funds from one budget to another. The second thing is to determine what is a high priority v low priority.

Ms. Salic responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Ms. Salic said what would make her feel a sense of accomplishment is engaging in good discussions within the budget committee to ensure they are doing due diligence to create the best budget for the community. She said she has experience in finance and helping others with less experience would make her feel a sense of accomplishment.

Ms. Salic responded to the third question, “Is there anything else that you want us to know about you?”

Ms. Salic said she has twelve years in finance experience. She has five years in finance experience working for a global retailer. She cited experience performing accounting for a local housing authority and Eugene Water and Electric Board (EWEB). She said the breadth of her experience would come in useful on the budget committee. Additionally, Ms. Salic is fluent in Spanish and has three children who attend schools within 4J.

Scott Fellman

Mr. Fellman responded to the first question “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Mr. Fellman said he would approach it in two parts. First, understanding where the decrease is coming from, and if it is long or short term. Secondly, looking at district priorities, fixed costs, discretionary costs, vacancies, staffing needs, and ultimately deciding where to save money that still allows kids to get the education services that they need. He added that at the end of the day the priority is providing an education to the students. He said it is also important to get feedback from staff for direct input about possible places to cut costs.

Mr. Fellman responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Mr. Fellman said one overarching value of his is that public education is underfunded. He said if you don't have enough money to attract staff, retain staff, maintain buildings, etc. then it makes it hard to keep up with the changing world that our students are growing up in. He said class sizes continue to get bigger and bigger with more demands placed on teachers. He said reducing class sizes down to a reasonable number is a priority. He suggested the only way to get support for that kind of budget is getting better information out to public about how their [tax] dollars are being spent, how effective those [tax] dollars are, and helping to understand the benefits of their [tax] dollars, not just for the students, but for them. An accomplishment for him would be finding some

ways to get that information out. He added that he aims to improve the budget process overall.

Mr. Fellman responded to the third question, "Is there anything else that you want us to know about you?"

Mr. Fellman said he really likes to try to find new ways to do things while still respecting that the way that we're doing things now came from somebody's experience. He is more likely to want to be involved in conversations about exploring things in new ways.

Harry Sanger

Mr. Sanger responded to the first question "If faced with a budget decrease, how would you approach making the needed adjustments and why?"

Mr. Sanger said he would look at what expenditures are required, and what has changed in past budgets. Then he would look to get community input to determine priorities for what the adjustments would be. He said he would look for opportunities to raise additional revenue to help cover the gap.

Mr. Sanger responded to the second question, "What would make you feel a sense of accomplishment by the end of your term on the budget committee?"

He said passing a budget in accordance with the integrated guidance for aligning student success. Moreso, with buy in and support from the 4J community. He said having everyone happy with the budget would be a good metric for success. He cited the importance of mental health supports and interventions as a priority. He said hiring more librarians is a priority of his. He added that finding a way to make sure the Yujin Gakuen families feel really heard in the budgeting process is important to him as well.

Mr. Sanger responded to the third question, "Is there anything else that you want us to know about you?"

Mr. Sanger said he gets a kick out of numbers and statistics. He has been coaching his kid's soccer team and places importance on extracurricular activities including, but not limited to, sports. In terms of the budget, he is an advocate of making sure they are prioritizing play as well as learning.

Brooke Stehley (Zoom)

Ms. Stehley responded to the first question "If faced with a budget decrease, how would you approach making the needed adjustments and why?"

Ms. Stehley responded that she would look overall at what has been spent to what the budget is and question if they are under budget. Then think where outside the box about where to bring in additional funding.

Ms. Stehley responded to the second question, "What would make you feel a sense of accomplishment by the end of your term on the budget committee?"

Ms. Stehley said she would look at the objectives and goals they are trying to accomplish. She suggested getting down to the user level and asking if they accomplished what was needed rather than just checking a box. She suggested assessing if they achieved success and the expected outcomes.

Ms. Stehley responded to the third question, “Is there anything else that you want us to know about you?”

Ms. Stehley said she is the parent of a 4J second grader. In the professional sense, she is a problem solver. She enjoys learning how something works, getting down to the user experience, digging in and finding how it works to optimize it for everyone.

Adam Rue

Mr. Rue responded to the first question “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Mr. Rue said he has experience going through budget reductions and his approach was figuring out what is driving the budget gap and finding out how to bridge the gap. He said spending time to understand issues related to what is driving the budget and know what the legal [budget] requirements are v what is discretionary. He added communication with decision makers and relevant stakeholders.

Mr. Rue responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Mr. Rue said being a member of the community and parent of three children in 4J community it is important to him to be involved in the process. He has been heavily involved in school sports and serving on the budget committee would be a nice step for him in terms of volunteering. Mr. Rue said his professional experience is in finance and he served on the Lane Regional Air Protection Agency (LRAPA) budget committee.

Mr. Rue responded to the third question, “Is there anything else that you want us to know about you?”

Mr. Rue reemphasized that he’s worked on other budget committees and in a collaborative environment. He added that a horizontal, group approach is something he has valued, and he is committed to 4J.

Daniel Fagan

Mr. Fagan responded to the first question, “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Mr. Fagan said he would start by analyzing required v discretionary spending and examine how to do more with less. He suggested going through a thorough process in analyzing underperforming areas and getting input from key stakeholders.

Mr. Fagan responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Mr. Fagan responded by fulfilling the requirements of the committee and making sure the needs are met for the position. Mr. Fagan has always been interested in the school board operations. He thinks it would be a great learning experience for him. He added that he will soon have two students in 4J.

Mr. Fagan responded to the third question, “Is there anything else that you want us to know about you?”

He said he has done a lot of financial analysis, budget, and financing, and that is why he wanted to apply for the budget committee. He added that he is 4J alumnus.

Amy Fellows

Ms. Fellows responded to the first question “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Ms. Fellows said she would first understand what the requirements are in terms of statute and law. Secondly, she would look to the two seasoned budget members for guidance. She said she would like to hear from the stakeholders about their priorities and examine those alongside district and board goals. She said prioritizing equity and civil rights. Ms. Fellows added that she would get more information about potential bonds and funds and understanding options for increasing funding.

Ms. Fellows responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

She said being able to pass budgets that the board, district and community feel good about and uplift our most vulnerable students. She said having a better understanding about how state policy impacts the funding as well as the local tax base, and how IDEA funds are spent and how the funds can support the students that they are intended for.

Ms. Fellows responded to the third question, “Is there anything else that you want us to know about you?”

She said she is the parent of 4J charter school parent and is herself a 4J alumni. Both of her parents were educators. She is on the school-based health center alliance and the Lane County systems of care and statewide systems of care policy committee. In her profession, she helps inform the public about systems change. She is interested in exploring how to educate the public and involve the stakeholders in the school district budget process.

Kristen Henry

Ms. Henry responded to the first question “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Ms. Henry said she would approach it creatively and in a way that does not negatively impact the health and wellbeing of students. She would look at the data to determine ways to reduce spending. She suggested simple things like using less paper, cheaper school lunches; or ways to not cut staff or negatively impact learning.

Ms. Henry responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Ms. Henry said that students having a positive learning environment that does not cut into staff learning or additional resources for students.

Ms. Henry responded to the third question, “Is there anything else that you want us to know about you?”

Ms. Henry said her background and career is in social work in Lane County. She began in crisis work, serving foster youth, and international adoption. Now she works for a local

nonprofit, and although she no longer works with children, she misses it. Ms. Henry is the parent of two children in 4J, and desires to become civically engaged in the school district.

Sarah Hagen

Ms. Hagen responded to the first question “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Ms. Hagen responded that she would focus on the primary mission of our school district, i.e. educating children. She said the number one priority is supporting teachers, EAs, and counselors, followed by the rest of the values of the school district. She emphasized consulting with the community about their priorities. She suggested funding long term projects and cutting short term programming. Ms. Hagen said she cares a lot about statistics and evidence-based practices. Through that lens, she said determining where the district has seen demonstrated success v programs they are experimenting with.

Ms. Hagen responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

Ms. Hagen said what would make her feel accomplished is if by the end of her term she was a respected participant in a series of meetings that felt productive and on task resulting in a positive budget. If she were ambitious, it would be using her financial knowledge to improve the budget process.

Ms. Hagen responded to the third question, “Is there anything else that you want us to know about you?”

Ms. Hagen explained that before her current job was assistant visiting professor at Western Oregon University. She taught the highest and lowest math classes that the department offered. Through that experience, she saw a wide range of math readiness coming out of Oregon high schools. She said she was struck by the financial burden placed on the poorest students when they had to pay for entry level math classes in college. She said it made her think about paying more attention to school budgets. Today she teaches at a school for gifted students. This range has opened her eyes to how ambitious education can be. She said it is important to have both perspectives: both incredibly hopeful and concerned for some students in some schools. She wants to be part of the help instead of turning a blind eye to it.

Alexander Aghdaei

Mr. Aghdaei responded to the first question “If faced with a budget decrease, how would you approach making the needed adjustments and why?”

Mr. Aghdaei said he would first emphasize the students and question what is going to be the least detrimental to them. He suggested prioritizing a stable educational environment. Secondly, he emphasized transparency. He said sometimes people get left out of decisions and/or are surprised by the outcome. He said evaluating what programs are working, that they are being implemented in the most efficient way, that the money spent getting the desired returns, and continuing to provide the crucial services.

Mr. Aghdaei responded to the second question, “What would make you feel a sense of accomplishment by the end of your term on the budget committee?”

He said he is a current university student at University of Oregon (UO) and active in education policy. He has a deep passion for improving the school system. He is excited about the early literacy success initiative, free school lunches, etc. He has a desire to be in the room to help allocate the budgets on a more granular level than he's had the opportunity to do before.

Mr. Aghdaei responded to the third question, "Is there anything else that you want us to know about you?"

Mr. Aghdaei said while he might not be the most financially savvy applicant in the pool, he is a student who is well connected in the community and has been active in the creation of new policies that tie into the work of the budget committee. His perspective as a student who experienced Covid while being in high school could bring something unique to the budget committee: student perspective.

V. ITEMS FOR ACTION

1. SELECT APPLICANTS TO SERVE ON THE BUDGET COMMITTEE

Chair Rabasa explained the process for selecting applicants to serve on the budget committee. She instructed the BOD to fill out their ballots. After staff tallied the ballots, Chair Rabasa welcomed the five new budget committee members: Amy Fellows (1-year term), Scott Fellman (3-year term), Courtney Salic (3-year term), Abby Stillie (3-year term) and Dave Wallace (1-year term).

A random number generator was used to determine term length.

VI. ADJOURN

Chair Rabasa adjourned the special meeting at 8:43 p.m.

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

Date: December 13, 2023

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular session at 7:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on December 8, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Andy Dey, Superintendent
Collina Beard, Chief Administrative Services Officer
Jenna McCulley, Chief of Staff
Debbie McKim, Executive Assistant to the Superintendent/Board Secretary
Sherry Moore, Executive Assistant to the Chief of Staff
Seth Pfaefflin, Director of Student Services
Ryan Spain, Director of Facilities
Sun Saeteurn, Principal, Monroe Middle School
Chemika Bolden, HR Administrator, Grow Your Own Program
Dr. Brooke Wagner, Director of Human Resources
Jeff Johnson, Director of Elementary Education
Erin Gaston, Curriculum and MTSS Administrator
Katie Stiles, Foundational Literacy Teacher on Special Assignment
Sebastian Bolden, Director of Middle School Education
Jill Cuadros, Director of Nutrition Services
Oscar Loureiro, Director of Research and Planning
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Manager

EMPLOYEE ASSOCIATIONS:

None.

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School
Carmen Gonzales Valle, Sheldon High School

OTHER:

Amanda D'Souza, Development Programs Manager, City of Eugene

MEDIA:

KRVM

KVAL

I. WORK SESSION

1. CALL TO ORDER AND ROLL CALL

Chair Rabasa called the meeting to order at 5:55 p.m.

2. ITEM FOR INFORMATION – BEHAVIOR ASSISTANCE TEAMS

Director of Student Services Seth Pfaefflin and Director of Elementary Education Jeff Johnson introduced the topic of behavior assistance teams via PowerPoint presentation. They provided a Tiered Systems Analysis handout.

They pointed out that behavior systems are all connected to the district's three big rocks. Mr. Johnson said their goal is to utilize Multi-Tiered Systems of Support (MTSS). Tier 1 is universal supports for all kids. Tier 2 is additional supports, including supports at check-in/check-out, student success plans, and skill-building lessons with counselors. Tier 3 is intensive supports, including behavioral support plans, reduced days, and special education.

Mr. Pfaefflin said there are expanding numbers of students in need not just at Eugene School District 4J, but nationwide. On Nov 28 Gov. Tina Kotek announced the development of a statewide action plan to support the social-emotional health of students in schools.

They showed a slide revealing data on behavioral referrals in 4J, including the number of incidents that occurred in the first 54 days of school. There was a staggering increase compared with past years, although trends have varied across schools. They noted that some of the data is incomplete because those schools have not finished inputting the data.

Chair Rabasa asked if self-harm is a violation of student code of conduct.

Mr. Johnson responded no.

Vice Chair Jonak asked if the database was used in determining which schools receive which level of support.

Superintendent Dey responded that if they felt better about the data, they could rely more heavily upon it for determining which schools receive which level of support. He said the data isn't a major indicator of what school gets more support.

Vice Chair Jonak asked what supports are provided to address behavior.

In response to Vice Chair Jonak's question, they referred to the discipline matrix, which has a flow chart for staff to use. They explained that at the district level there are numerous specialists involved, such as mental health specialists, behavioral consultants, occupational therapists, etc. There are two-day Mandt Trainings for trauma-informed de-escalation, crisis prevention, and physical restraint techniques. 234 district staff are Mandt trained. They pointed out that the goal is 50 Mandt trained employees to 1 student. The Mandt training is mandatory for certain staff.

Chair Rabasa asked if they are tracking the data for patterns of demographics to ensure that they are not over-disciplining certain demographics over others.

Mr. Pfaefflin responded yes; they look at risk ratios in order to reduce bias.

Superintendent Dey added, in reference to reducing bias, that twice per year administration meets with school principals to address trends in the data.

Mr. Pfaefflin explained the discipline matrix flow chart. He said it guides teachers and administrators how to respond to an incident. He emphasized that they received feedback from students, and the flow chart is child-centered. He said discipline shouldn't be about consequences and punishment but how to help kids, with a focus on restorative practices and prevention. He added that principals will be working with staff to disseminate the discipline matrix.

Ms. Munro asked what the short-term solutions are to addressing behavior in potentially unsafe classrooms.

Mr. Johnson responded with responsive levels of staffing, including short-term staffing.

3. ADJORN

Chair Rabasa adjourned the work session at 6:51 p.m.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the meeting to order at 7:08 p.m. She said the names of the board members who were present. Superintendent Dey led the group in reciting the flag salute, and Chair Rabasa read the Land Acknowledgement statement.

IV. AGENDA APPROVAL

The agenda was approved as presented.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey stated that he has had the opportunity to reflect on the amazing commitment of staff. He said everyday they show up and go the extra mile, often outside of the spotlight. He really appreciates that. He highlighted the Youth and Family Services team. They recently partnered with the community to provide the Toys for Tots program. He witnessed their work firsthand, and expressed gratitude for the warmth, care, and professionalism demonstrated. Superintendent Dey said it is just one example of the countless hours of service the team provides throughout the year.

Superintendent Dey introduced HR Administrator for the Grow Your Own program, Chemika Bolden. Her support has contributed to enhancing and diversifying the 4J workforce. He said he is profoundly grateful for the work of the entire Grow Your Own program team.

Superintendent Dey wished the Eugene School District 4J community a restful winter break.

VI. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Carmen Gonzales Valle, Sheldon High School representative, provided a report. She said band had their first concert of the year. A Sheldon Strong mental health club was established. Toys for Tots was successful, and in celebration of that hot cocoa will be distributed on Friday. She wished everyone a safe and warm winter season.

Sheridan Schilling, Churchill High School representative shared a report. She said students are having fun with spirit week. The staff v student basketball game was held on Saturday and the students won. During the month of December, cans and nonperishable food are being collected for Churchill families. Concerning the new schedule, Ms. Schilling said it is unanimously not working. She cited disengagement and lack of unity in the class. Reportedly teachers are losing hope about effective teaching strategies only seeing each other for 3.5 hours/week. She encouraged the board to visit a 4J high school on a Wednesday so they can better understand what a day is like.

Mr. Di Liberto, on behalf of Parker Anderson, North Eugene High School representative, provided a report. He said the theatre has just finished their successful run of The Crucible. The wrestling team had a home game. The third and longest edition of the student newspaper was released. ASB (Associated Student Body) is putting together Project Give, a canned food drive for families in need. Students are still struggling with the new schedule, they are reportedly getting burned out, having a hard time retaining information from their classes, and are overwhelmed with the workload. Winter break will hopefully allow students to return with new energy.

VII. ITEMS RAISED BY THE AUDIENCE

Janet Ayers addressed parking at Eugene School District 4J. She recommended a review of the parking contract between Willamette Family Inc. and 4J. She said a number of individuals from Willamette Family Inc. are using 4J parking and she is concerned that Willamette Family Inc. has outgrown their site. She recommended sun Downing the contract and/or reviewing a more appropriate market rate.

Kelly Stroh stated she appreciated Superintendent Dey's transparency and comments provided yesterday regarding Yujin Gakuen. She said she thinks they are in this position because former board members made choices that were not theirs to make. She said she keeps hearing a theme about the impact of the new high school schedule. She added her believe that the district and the BOD have made a lot of rash decisions; and she is hopeful that with the new board there will be less of that. As an example, she said that Howard Elementary is being overrun because, among other reasons, they are the neighborhood school. She said decisions being made are shortsighted and decision makers are not thinking about long term impacts. She thanked Superintendent Dey for trying to fix an untenable situation.

Dianne Garcia is the parent of a Jewish 4J high school student. She reported that every day her son is subjected to antisemitic jokes. She provided two recent examples. Ms. Garcia said her daughter, who graduated from 4J, also experienced antisemitic jokes. She questioned, if these are their experiences, what are the experiences of other Jewish students and other minority groups? She asked, what is the school board going to do about this? She suggested that the most valuable way is to invite monthly speakers of different races, cultures, religions, and ethnicities to share their experiences. She invited the BOD to partner with her to come up with ideas that bring value and change.

Joshua Burnstein is the parent of two Jewish 4J students. He addressed the recently erected Christmas tree at North Eugene High School. He said 4J policy asserts religious neutrality, neither promoting one religion over another, nor religion over nonreligion. He added if 4J believes in diversity, equity, inclusion, and belonging, hopefully 4J learns from this experience.

Louise Bronaugh is a school psychologist and the parent of recent 4J graduate. She shared her enthusiastic support of the Early Literacy Program and shared a true story that emphasized the program's impact.

Mariko Maddock is the parent of two 4J students and is a teacher at Yujin Gakuen. Last month she organized a group of middle and high school students visiting the YG K-12 program. She reflected on the impact the program is having. She mentioned that yesterday, YG staff were officially informed that they will be moving to the Willard site next school year. While they are disappointed that they are no longer welcome at the Howard site, they appreciate the districts' effort to support the currently enrolled students and their families. She suggested that the decision to the Willard site will need a robust secondary program to follow. She highlighted the issue of elementary YG students in the South region, and middle and high school students in the North region. Ms. Maddock urged the BOD to demonstrate through action that they support YG's diverse community by after one year transitioning the middle/high school students to the South region.

VIII. COMMENTS BY EMPLOYEE GROUPS

None.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Thessen mentioned that last Monday she spent time at Howard Elementary School. It was invaluable and she witnessed the amazing ways the teachers connect with students. The past couple weeks she met with students who want to reopen Student Health Centers. Surveys revealed that the majority of students report they would utilize student health centers. Ms. Thessen pointed out that they would partner with community health organizations. In reference to the Holiday Tree display at North Eugene High School, she commented that when marginalized students tell us something is harmful, we need to listen. She added a reminder that the holidays can be difficult for students who are unhoused, in the foster care system, and/or have incarcerated parents.

Ms. Newman congratulated the five newly appointed Budget Committee members. She then acknowledged those who addressed antisemitic conduct in our schools. She said it is very upsetting and she is interested in finding ways to respond. She thanked the Yujin Gakuen community and said she shares their perception. She acknowledged that as a seven-year board member they have not done as good as they could and hope to do better—she is pushing for a long-term plan soon.

Vice Chair Jonak addressed the Yujin Gakuen community stating that they have demonstrated patience and inviting them to stay for the YG presentation later in the meeting.

Mr. Hamilton said he echoes the same sentiments regarding Yujin Gakuen. He reported visiting Mapleton School District's ethnics study group. They shared ideas on diversity issues. He visited Sheldon High School and noted that off campus violence has been a theme, which is a concern of his. He added that the BOD takes complaints and issues from the public very seriously.

Mr. Di Liberto said immersion schools are extremely important for this district, asserting they haven't treated Yujin Gakuen with the respect it's due. He explained that some things were out of BOD hands, some was bad luck, and some was miscalculation. Mr. Di Liberto wants the program to be successful and said the BOD will be carefully considering community input. He congratulated the new Budget Committee members. In reference to the North Eugene High School Holiday Tree display, he is glad they are moving forward making the policy's vague language much clearer.

Chair Rabasa provided that as we approach and return from winter break, she hopes that everyone remembers that for a myriad of reasons, for many students and staff members, school is where they feel safe and connected. She said some folks may seem withdrawn, sad, and may seek extra connection. She suggested to remember that love and care are powerful medicine and keep an eye out for folks who might need an extra dose of care this time of year.

X. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE MINUTES FOR BOARD MEETINGS HELD ON NOVEMBER 1 AND NOVEMBER 15, 2023

2. APPROVE BOND PROJECT—CAMAS RIDGE ELEMENTARY SCHOOL: FURNITURE PURCHASE

3. APPROVE BOND PROJECT—OLD NORTH EUGENE HIGH SCHOOL: ASBESTOS ABATEMENT AWARD

4. APPROVE PERSONNEL ACTION

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

XI. ITEMS FOR INFORMATION

1. SCHOOL CONTINUOUS IMPROVEMENT PLAN (SCIP) PRESENTATION MONROE MIDDLE SCHOOL

Sun Saeteurn, Principal at Monroe Middle School, presented their School Continuous Improvement Plan (SCIP). Referencing a PowerPoint presentation, Mr. Saeteurn provided background about Monroe Middle School, including that it is the second largest middle school in the district and the students are active in school activities such as sports and affinity groups. Mr. Saeteurn introduced the SCIP and highlighted the process they used to develop it, including looking at all types of data and receiving leadership team (i.e. stakeholder) feedback. They defined three goals: attendance, reduce in-school suspension and out of school suspension (ISS/OSS) and employ restorative practices, and mental health supports. These goals are focused on uplifting Native, African-American, Latinx, Nonbinary students, 504/IEPs, and students needing additional mental health support. He used an example of action steps for improving things like attendance by creating a welcoming culture, equity and inclusion teams, and family communication, to name a few. Eight staff members case manage the fifty plus students needing said additional supports. A SCIP team meets every week to determine if they are on track with their goals.

Ms. Munro asked if they have determined what the reason is for low attendance.

Mr. Saeteurn responded that there is a wide range of things that lead to poor attendance, from practical needs at home to sickness to students not feeling engaged at school.

2. GROW YOUR OWN

Chemika Bolden, HR Administrator and Dr. Brooke Wagner, HR Director, provided a PowerPoint presentation about the Grow Your Own program. They provided a program history, starting in 2017 with a goal to diversify the workplace. In 2022, they were able to utilize HB 4030. A portion of the money was used to work within HR to start a pilot program. The pilot program began with six participants and has grown. With a more robust process and more funding, they have expanded the Grow Your Own program.

The program's mission is preparing, recruiting, retaining, and being intentional about diversifying the educator workforce. They referenced the 2022 Educator Equity Report; stating that data reveals that during the 2021-2022, just 12.9% of educators in the state of Oregon are racially, ethnically, and/or linguistically diverse. In 4J, it is 16% of educators. Ms. Bolden said there are 900 teachers and 154 identify with a diverse demographic. She said that there are 341 educational assistants (EAs), and they represent the most diverse employment group, with 23% representation. Ms. Bolden explained that this presents a powerful opportunity to provide a pathway from educational assistants into licensure positions.

Ms. Bolden emphasized that the goal is to get to a place where 4J students of color and teachers of color mirror each other. According to a study by the National Bureau of Economic Research in 2021, a student who has one teacher with the same ethnic background is 13% more likely to enroll in college and a student who has two teachers with the same ethnic background is 32% more likely to enroll in college.

Ms. Boldon pointed out that prospective Grow Your Own program scholars can choose their pathway to licensure through multiple ways: classified to licensed, administrator pathway, and by obtaining degrees at University of Oregon, Lane Community College, Pacific University, and Bushnell University. They are working on a pilot program to provide high schoolers with a pathway to becoming a teacher. There are currently 24 scholars in the program working toward their educational or administrative accreditation.

Vice Chair Jonak asked if any of the diversity goals include neurodivergence.

Ms. Bolden responded that all are welcome to apply and will be supported in the Grow Your Own program. She agreed it is important that *all* students are represented.

Chair Rabasa asked if there is an obligation for the scholars to stay with 4J for a certain number of years.

Ms. Bolden responded that there is no obligation, but they try hard to foster an inclusive and supportive community that lends to retention.

Ms. Munro asked what things are in place to make current employees feel supported.

Ms. Bolden said that affinity-based mentoring is a support in addition to their district mentor. Dr. Wagner added that they partner with the Western Regional Educator network to support teachers of color, and there are affinity activities for all 4J staff.

Ms. Munro asked what things are in place to support and develop administrators so that employees are well supported by their supervisor.

Dr. Wagner responded that HR partners with instruction and they offer a wide variety of professional development opportunities.

3. YUJIN GAKUEN (YG) MOVE UPDATE

Superintendent Dey and Chief of Staff Jenna McCulley presented information about the Yujin Gakuen (YG) relocation. He said the information shared is about decisions made in response to the BOD vote on June 21, 2023. He expounded that K5 YG will move to the Willard site for the coming school year and will be at the Willard site for the foreseeable future. The district will be providing transportation from the North to

South region for students currently enrolled. At the end of the 2028-29 school year, transportation will no longer be provided.

There was a request to guarantee current levels of staffing for a period of years. He said unfortunately he cannot guarantee that, but they will not decrease staffing, even if enrollment decreases.

Superintendent Dey clarified that the middle school and high school students will not be moving. He said there will need to be a longer conversation with secondary staff and community to discuss the next steps. He said there are justifications for doing both (i.e., moving those students to the South region, or keeping those students in the North region). He pointed out that the conversation thus far has been focused on K5, and that more community input is needed, and it would be premature to make any decision now. He emphasized that people should not be concerned that the district will make a flash decision concerning the placement of middle school and high school YG students. He said if not by the end of this school year, then early next fall, they will arrive at a decision. He said staff is committed to clear, timely, and consistent communication.

Vice Chair Jonak asked what alternatives were considered in lieu of moving YG to the Willard site.

Superintendent Dey responded that there were no real alternatives. They explored the Head Start building and for a variety of reasons it was not appropriate. They considered moving to the 4J administrative building. They made an attempt to purchase the Eugene Water and Electric Boar (EWEB) building. Because of lack of zoning, lack of size, and overall cost, none of the alternatives were viable. The Willard site was the only available building, which meant there was not much of a choice.

Vice Chair Jonak asked if there is a plan to expand the parking at Willard.

Superintendent Dey said they have no plans at this time to expand the parking at Willard.

Vice Chair Jonak asked if there is a plan for current YG students who do not make the move, for example, will they wind up at Howard Elementary, and if so, is the district prepared to provide additional support to Howard Elementary for the influx of students.

Superintendent Dey said he doesn't think the default option is Howard Elementary, though that is an option, if they want to go elsewhere, they will work with families to accommodate that.

Vice Chair Jonak said, in reference to a secondary track, that she thinks it is difficult for students to go to a South region school for elementary without knowing where they are going to end up for middle and high school. Considering the discussion about professional assistance with enrollment and recruiting, is that something the district would consider?

Superintendent Dey responded that he would be interested in having a conversation about professional assistance with enrollment and recruiting.

Vice Chair Jonak asked if the district has considered spending additional resources to accommodate secondary programs in both the North and South regions.

Superintendent Dey responded affirmatively.

Chair Rabasa provided a closing statement acknowledging that the BOD is rebuilding trust with the community after the YG decision. She thanked Superintendent Dey for coming up with a plan that feels as comprehensive as possible at the moment.

XII. ITEMS FOR ACTION

1. BOARD RETREAT PLANNING

Chair Rabasa introduced the topic of planning a board member retreat in the springtime. There was discussion about whether a board member retreat feels necessary.

MOTION: Vice Chair Jonak moved to approve having a spring retreat pending further details. Seconded by Mr. Hamilton. **The motion passed, 6:1:0. Chair Rabasa, Vice Chair Jonak, Mr. Di Liberto, Ms. Thessen, Mr. Hamilton, and Ms. Munro were all in favor. Ms. Newman was opposed.**

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. CITY OF EUGENE – UPDATED PROPOSAL FOR AMENDMENT TO THE RIVERFRONT URBAN RENEWAL PLAN

Presented by Amanda D’Souza, Development Programs Manager for the City of Eugene was an updated proposal for an amendment to the Riverfront Urban Renewal Plan. The district’s involvement regards tax increment financing. Updated 4J concurrence for the plan is required.

The initial plan, also brought before the BOD, was approved by Eugene City Council and they subsequently recommended a higher spending increase from 45 million dollars to 75 million dollars. Ms. D’Souza noted that the increase would extend the life of the Eugene School District 4J by an estimated 25 years. She noted that the BOD is expected to take action on this item at an upcoming meeting in January 2024.

2. ODE EARLY LITERACY GRANT

Presented by Erin Gaston, Curriculum and MTSS Administrator, and Katie Stiles, Foundational Literacy Teacher on Special Assignment, was the Early Literacy Grant. The noncompetitive grant is part of HB 3198, targeting Pre-K through 3rd grade literacy. The budget is as follows 2023: \$1,127,886.51 and 2024-25: \$1,173,922,70. There are clear parameters about how the money can be spent: professional development and coaching, extended learning programs, high dosage tutoring,

curricula, and literacy specialists or coaches. Two years ago, they adopted the curriculum, and do not need to purchase new curriculum. The grant will instead focus on decodable libraries for all classrooms, supplying 4th and 5th grade foundational literacy supplemental materials, replacing materials, professional development, adding a coaching coordinator and literacy specialist, LETRS training, a high dosage tutoring plan (i.e. early intervention), and hiring a district dyslexia specialist, among other things.

Ms. Gaston and Ms. Stiles responded to questions from the BOD.

3. TOOL FOR SUPERINTENDENT EVALUATION

Chair Rabasa presented the topic of developing a tool for a Superintendent evaluation. Discussion ensued about the possibility of modifying the existing tool. Action on the topic will be taken at the next meeting.

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

Ms. Thessen requested a discussion about a levy renewal on the upcoming ballot.

XV. ADJOURN

Chair Rabasa adjourned the meeting at 10:29 p.m.



ITEM FOR ACTION - CONSENT AGENDA

Date of Meeting

01/24/2024

Title

CHS V Baseball Trip to Coach Bob Invitational in Phoenix, AZ: 3/23 – 3/29/24

Presenter

Michell Bousquet, Head Coach
Erik Hoberg, CHS Athletic Director

Background

This trip provides a learning opportunity for the CHS varsity baseball players to be able to compete at a high level while playing away from home. Developing their discipline and responsibility as an individual and in a team environment while representing the school.

Budget/Resource Implications

This trip is being funded by the Churchill baseball/diamond booster and the players.

Recommendation

The superintendent recommends the approval of this travel request.

CHS V Baseball Team Trip: 3/23 - 3/29/2024

3/23/24: Fly to Arizona — Southwest Airlines

 Depart Eugene at 5:40pm, Arrive in Las Vegas at 7:35pm

 Depart Las Vegas at 8:50pm, Arrive in Phoenix at 10pm

Team Hotel: TownePlace Suites by Marriott 7271 North Zanjero Blvd., Glendale, AZ. 85305

3/24/24: Team activity TBD

3/25/24: Game TBD

3/26/24: Game TBD

3/27/24: Game TBD

3/28/24: Game TBD

3/29/24: Fly to Oregon — Southwest Airlines

 Depart Phoenix at 8:10am, Arrive at Burbank at 9:45am

 Depart Burbank at 10:25am, Arrive at Eugene at 12:35pm

Itinerary Form

Section I – General Information *(check all that apply)*

First time travel for this group/itinerary OR Annual/Repeated trip (i.e. annual Fall choir retreat)

School:

Name of group:

Dates of travel:

Initiator:

Destination:

Number of nights of overnight stay:

Number of school days students will miss:

Rationale for missed school days:

Number of students (if overnight, give gender identity breakdown):

Number of chaperones (if overnight, give gender identity breakdown):

Background checks will be completed and verified on all chaperones. Fingerprinting is required for chaperones for overnight trips.

What specific responsibilities have been assigned to the chaperones?

Section II – Transportation and Lodging Information

- Transportation:
- 4j bus
 - Non District commercial transportation (bus, train, plane) must be SPAB
 - 4j mini bus (Type 20)
 - Rental Vehicle (no rental of 15-passenger vans allowed) when a flight is needed

For use of 4J minibus or Rental Cars, please identify the 4J current certified mini-bus drivers:

Name of Driver(s): _____

Number of miles round trip: _____

Name the type(s) of non-district transportation to be used, including to & from airport & company name:

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see AR). Include breakdown of students & chaperones by gender identity and bed check assignments here. The bed check schedule should be uploaded separately. Students are not allowed to stay with host families without written permission from the Superintendent or designee:

For all travel requests, transportation details and a pre-trip driver requirements forms (If driving a Type 20 NCS D minibus must be included).



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

January 24, 2024

Title

Bond Project – Gilham Elementary School Roofing Project

Presenter

Ryan Spain – Director of Facilities

Background

As building roofs reach the end of their useful life, Facilities schedules replacement roofs to protect and extend the useful life of the district’s asset. These projects paid for through available General Obligation Bond funds. Gilham Elementary School’s roof is in need of replacement. Replacement work has been scheduled for the summer of 2024.

Budget/Resource Implications:

The winning bid by McDonald & Wetle, Inc was \$2,263,371.00 and will be funded from available General Obligation Bond funds.

Board and Superintendent Goals

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

Recommendation

The superintendent recommends the award to McDonald & Wetle, Inc for the Gilham Elementary School’s roofing project in the amount \$2,263,371.00 funded from available General Obligation Bond funds.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

1/24/2024

Title

PowerSchool Contract - AMS (Application Management Service)

Presenter

Matt Brown, Finance Director

Background

The district began a software transition to PowerSchool's software product BusinessPlus before COVID. We are now in the final phase of implementation and a service has been offered to the district that allows us to have a more dedicated customer service person when we come up with issues or questions on the system. This service means that instead of going through the normal process of a ticket system within the company, we have a dedicated person that only works with us and a couple other district for a quick and more knowledgeable answer with a person who is more familiar with our unique setups and processes.

Options and Alternatives

The alternative to this is to not sign the contract and have staff go through the normal ticketing system with BusinessPlus software.

Budget/Resource Implications:

The cost of this service contract is \$198,852.39 over 3 years and this is a 3-year commitment. \$66,284.13 per year.

Recommendation

Given the extensive work and financial investment into this financial software system. We are now just seeing the fruits of our labor over these past couple months with staff being more comfortable and receiving additional training. I would recommend signing this contract to ensure that we continue to have a smooth financial environment moving forward. Once the contract is completed, at this time, I would not anticipate renewing and our staff should be comfortable and capable of working through BusinessPlus normal processes. This contract allows staff and leadership an available safety-net for questions and issues that can arise from time to time throughout our HR and Financial system.



PowerSchool Group LLC
 150 Parkshore Dr., Folsom, CA 95630
 Quote #: Q-855463 - 3
 Quote Expiration Date: 16-FEB-2024

Sales Quote - This Is Not An Invoice

Prepared By:	Todd Hamel	Customer Contact:	Matt Brown
Customer Name:	Eugene School District 4j	Title:	Director of Financial Services
Enrollment:	17,076	Address:	200 N. Monroe St.
Contract Term:	29 Months	City:	Eugene
Start Date:	1-FEB-2024	State/Province:	Oregon
End Date:	30-JUN-2026	Zip Code:	97402-4295
		Country:	United States
		Phone #:	(541) 790-7608

Product Description	Quantity	Unit	Extended Price
Initial Term 1-FEB-2024 - 30-JUN-2026			
License and Subscription Fees			
PowerSchool Suite	1.00	Each	USD 198,852.39

License and Subscription Totals: **USD 198,852.39**

PowerSchool Suite Contains: ERP Application Managed Services - BusinessPlus (1.00 Year), BusinessPlus One Time Discount (1.00 Each)

Subscription Period Total	
Subscription Period	1-FEB-2024 - 30-JUN-2026
Amount To Be Invoiced	USD 198,852.39

Annual Ongoing Fees as of 1-JUL-2026 - Fees subject to an annual uplift, which will be reflected on renewal quote

PowerSchool Suite	1.00	Each	USD 84,787.50
Annual Ongoing Fees Total:			USD 84,787.50

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. Customer understands the above Annual Ongoing Fees for the next subscription period do not include the annual uplift, which will be applied at the time of renewal. On-Going PowerSchool Subscription/Maintenance and Support fees are invoiced at the then current rates and enrollment per terms of the main agreement executed between PowerSchool and Customer ("Main Services Agreement"). Any applicable state sales tax has not been added to this quote. Subscription Start and End Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or Main Services Agreement (e.g., services billed on time and material basis will be invoiced when such services are incurred). Notwithstanding anything to the contrary in the Main Services Agreement, if Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used by Customer toward professional services rendered within such twelve (12) month period will be forfeited. Payment shall be due to PowerSchool before or on the due date set forth on the applicable invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for confirming this order and its own internal purposes, and no other. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months. Treatment of purchase orders are governed as provided in the Main Services Agreement. By

execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at:
https://www.powerschool.com/MSA_Feb2022/

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC
Signature:

Eugene School District 4j
Signature:



Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Title:

Date: 15-DEC-2023

Date:

*****Sales Quote - This Is Not an Invoice*****

Application Management Service (“AMS”)
Statement of Work



Released June 28, 2023

Document Owner: ERP Professional Services

This edition applies to Release 20.11 of the ERP software and all subsequent releases and modifications until otherwise indicated in new editions or updates.

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This Statement of Work (this “**SOW**”) for Professional Services is entered into and between **PowerSchool Group LLC (“PowerSchool”)** and **Customer** (*Customer identified in quote*). This SOW is not a software subscription agreement, nor does it provide Customer with licenses to any PowerSchool application which requires a separately executed Master Services Agreement (“**MSA**”) and PowerSchool Quote. This SOW is issued pursuant to the Professional Services terms and conditions incorporated into the MSA entered by and between PowerSchool and Customer.

“**Project**” refers to the scope of services, including the performance of all work, activities, and deliverables, set forth in this SOW. Appendices are hereby included in this SOW. Notwithstanding any other provision of these terms, the timeline and total hours contained in this SOW shall be regarded only as estimates.

“**Professional Services**” as used herein means Professional Services work rendered by PowerSchool in relation to this SOW. It is distinguished from the meaning of “Service” as used in the MSA.

1. UNDERSTANDING OF OBJECTIVES

The purpose of this Statement of Work is to outline and specify the services and support provided by PowerSchool Professional Services in the fulfillment of the Application Management Service (“AMS”) and address the roles and responsibilities of PowerSchool and the school, district, or other entity subscribing to AMS(“Customer”).

Often confused with the Enterprise Resource Program (ERP) Support Services department, PowerSchool Professional Services is a services organization within PowerSchool tasked with offering ERP customers with a wide variety of application support and management services that combine to create solutions to varied information technology and software administration needs. The PowerSchool Professional Services Application Managed Services are experienced, educated, and industry credentialed subject matter experts, consultants, and system trainers specializing in PowerSchool ERP applications.

AMS is a comprehensive solution that manages and maintains the Customer’s Enterprise Resource Program (ERP) in the following areas:

1. Enhancement & Best Practice Support
 - Industry best practice support
 - Review of system new feature functionality
 - Business analysis on new feature functionality
2. Support Case Review & Enhancement Requests
 - Weekly support case review
 - Support case prioritization
 - Product enhancement requests
3. Configuration & How-to Questions
 - Weekly office hours for key staff & end users
 - Troubleshooting configuration
4. Compliance Support
 - Quarterly State compliance seminar
 - State compliance coordination with software engineering team
 - Compliance configuration updates
5. Cyclical Event Training
 - Annual calendar year end & fiscal year end training
 - Annual budget preparation, hiring season, and back-to-school readiness

- Optio form adjustments
- 6. Optimization & Business Process Review
 - Business Process Review (BPR) once per every 3-year term
 - Business Process Review action item optimizations, annually
- 7. Upgrade Management
 - Major version upgrades every 2 years.
- 8. Reporting and Dashboard Improvements
 - 5 Cognos dashboards with maintenance & support
 - 25 Cognos reports with maintenance & support

2. ENTITY INFORMATION

This section defines the scope of the Professional Services to be delivered by PowerSchool with support from Customer resources under this SOW.

If changes or expanded scope are necessary, the parties shall follow the Project Change Control Request (“CCR”) procedure (see Appendix A). The investigation and Service changes may result in modifications to the Estimated Schedule, Fees, or other terms of this SOW.

2.1 Organizational Scope

The following organizations are in scope:

- 1 Organization
 - 1 Tax Entity
- 1 Language (English)

2.2 Location Scope

The Project will be located at the following locations:

- Remote
- Onsite (by customer requests only and agreed upon by AMS Advisor, travel expenses billed as incurred)

2.3 ERP Application Scope

The following PowerSchool cloud hosted software application and subsequent modules will be part of the services outlined in this statement of work.

- **BusinessPlus**

2.4 Term of Services

The following length of services per this agreement is a term of **3 Years**.

3. MANAGED APPLICATION SCOPE OF WORK

3.1 Best Practice Support Scope

As part of AMS, Customers can take advantage of PowerSchool’s best practice elements of software fundamental to the operation of ERP. This service of AMS provides remote services to manage all software enhancements and best practice support processes for the application.

Service	PowerSchool Responsibilities	Customer Responsibilities
On-demand assessment of the system enhancements for customers' operational environment.	Advise the customer on system enhancements that may benefit the operational efficiencies of the organization.	Apply recommendations, as necessary by customer.
On-demand testing support for maintenance and system enhancements.	Provide testing procedures, checklist, consultation, and support in system testing.	User acceptance testing of maintenance releases and system enhancements, under the advisement of the AMS Advisor.
On-demand support for system enhancements.	Provide application support post deployment of all system enhancements.	Accountable owner of post-production system enhancements.
Quarterly functional review of best practice process and operations.	Facilitate cross functional best practice assessments and provide customer recommendations in organizational efficiencies to use within application.	Receive recommendations from AMS advisor and decision maker on go-forward action items.

Out of Scope

- New feature release module implementation

3.2 Support Case Review and Enhancement Requests Scope

Proper management of support case priorities and issue identification is critical to customer operations. As part of the Application Managed Service, the AMS Advisor will advocate and assist with support cases on the customer's behalf.

Service	PowerSchool Responsibilities	Customer Responsibilities
Facilitate and establish cadence for support case review for customer. Recommended cadences are weekly, bi-weekly, or monthly.	AMS Advisor will serve as point of contact to prioritize customer cases and serve as customer advocate on priorities as needed with the PowerSchool Support Office.	The customer is responsible for submitting cases to the help desk via PowerSchool Community. The customer is responsible for setting organizational priorities with the AMS advisor.
Serve as customer advocate to ensure case priorities managed effectively with the PowerSchool support desk.	AMS Advisor will serve as point of contact to prioritize customer cases and serve as customer advocate on priorities as needed with the PowerSchool Support Office.	The customer is responsible for setting organizational priorities with the AMS advisor.
Submit cases to the help desk for product enhancements on the customers behalf on the IDEAS portal.	AMS Advisor will serve as a point of contact for the submission of enhancement requests by the customer.	Customer is responsible for advising customer requested enhancements with AMS advisor.

Out of Scope

- Support Case resolution by the Application Managed Services Advisor. PowerSchool help desk team will resolve all support cases.

3.3 Configuration & How-to Questions Scope

As part of AMS, PowerSchool will provide services to assist customers with configuration decisions for the system and perform office hours to support how-to questions with the customer. How-to sessions will cover those modules currently active in the application and be available to all staff.

Service	PowerSchool Responsibilities	Customer Responsibilities
Scheduled office hours session as an open forum for how-to and configuration questions from the customer departments.	AMS Advisor will provide an open forum “office hours” available to the customer’s entire organization.	The customer shall attend office hours as needed to ask general system questions to AMS Advisor.
Provide troubleshooting expertise on configuration questions by the customer.	AMS Advisor will be responsible for providing configuration consultation to functional team leaders as needed.	Customer functional team leaders will be responsible for determining configuration requests to be viable and work directly with the AMS Advisor.
Provide troubleshooting expertise on how-to questions by the customer.	AMS Advisor will be responsible for providing how-to consultation to functional team leaders on a necessary basis.	Customer functional team leaders will be responsible for determining how-to requests to be viable and work directly with the AMS Advisor.
Submit support cases on customer behalf when troubleshooting requires additional assistance from PowerSchool teams.	AMS Advisor will determine what the PowerSchool help desk support needs are and will partner with the customer to generate help desk tickets.	Customer functional and technical leaders will be responsible for determining support case requests to be viable and work directly with the AMS Advisor.

Out of Scope

- Customer Education Exclusive Training Seminars Offerings
- Customer Education for 1:1 Training requests
- Customer Education Training Bootcamps

3.4 Compliance Scope

As part of AMS, Customers can take advantage of PowerSchool’s compliance administration of the distribution of all elements of software fundamental to the operation of ERP at a state compliance level. This element of AMS provides remote services to ensure that the customer is up to date on all state compliance changes, enhancements, and requirements.

State Supported: [The state the customer’s organization resides.](#)

Service	PowerSchool Responsibilities	Customer Responsibilities
Quarterly state specific compliance seminar to review changes, enhancements, and new requirements by the state to ensure customer is compliant with all state requirements.	AMS Advisor will be responsible for coordinating and providing quarterly compliance meetings with the customer leadership team and PowerSchool compliance resources to address regulatory changes/updates.	Customer is informed of information related to the compliance information, and accountable owner of go-forward decisions made during quarterly review.
Coordinate requests, changes, and modifications on behalf of the customer with the PowerSchool Compliance Engineering team.	AMS Advisor will partner with the PowerSchool compliance engineering team to discuss compliance changes on the customer’s behalf.	Customers provided updates on the actions taken by the AMS Advisor on behalf of their organization.
Coordinate requests and requirements on behalf of the customer with the PowerSchool Product team.	AMS Advisor will partner with the PowerSchool product team to discuss compliance changes on the customer’s behalf.	Customers provided updates on the actions taken by the AMS Advisor on behalf of their organization.
AMS Advisor will provide how-to expertise related to questions with state	AMS Advisor will be responsible for gathering and sharing expertise on compliance related questions with	Customer functional team leaders will be responsible for determining how-to requests to be viable and

Service	PowerSchool Responsibilities	Customer Responsibilities
compliance.	the software.	work directly with the AMS Advisor.

Out of Scope

- Submission of annual, quarterly, and monthly federal, state, and local compliance reports.
- Signatory of compliance data accuracy.

3.5 Cyclical Training Scope

As part of the Application Managed Services, PowerSchool will provide cyclical training throughout the year on relevant topics for the time of the year to assist the customer with proper management of system data and software processes throughout the year. Cyclical training is training that occurs annually and repeated annually.

- Adjustments to payables checks, payroll checks or purchase order forms annually.
- Provide remote cyclical training on the following topics:

Service	PowerSchool Responsibilities	Customer Responsibilities
Fiscal Year End Processes.	AMS Advisor will be responsible for delivering access to the fiscal year-end seminar series, which will include group seminar access and office hours.	Customers will access the cyclical training as provided in the access emails.
Calendar Year End Processes.	AMS Advisor will be responsible for delivering access to the calendar year-end seminar series, which will include group seminar access and office hours.	Customers will access the cyclical training as provided in the access emails.
Additional Cyclical Training offered.	AMS Advisor will be responsible for delivering access to additional seminars series as available. All seminar series will include group seminar access and office hours.	Customers will access the cyclical training as provided in the access emails.

Out of Scope

- Customer Education Monthly Training Seminars Offerings
- Customer Education Bootcamps

3.6 Optimization & Business Process Review Scope

Customers can take advantage of utilizing PowerSchool’s industry leading expertise on business operation practices by receiving a full business process review to capture process improvements for the customers business operations. A business process review is a formal assessment of an organization’s people, processes, and product technology to ensure that organizations are running optimally within their processes.

Service	PowerSchool Responsibilities	Customer Responsibilities
One (1) business process review survey per contract term.	AMS Advisor will facilitate delivery of one Business Process Review Survey per contract term. Customer Contract Term: 3 Years	Customers informed of actions taken by the AMS Advisor on behalf of their organization. Customer will be responsible for strategizing with customer appropriate customer staff attending the business process review.

Service	PowerSchool Responsibilities	Customer Responsibilities
One (1) business process review discovery session per contract term. Discovery sessions are 3-4 days of operational assessment with multiple stakeholders within the customer organization to capture current operations.	AMS Advisor will facilitate delivery of on Business Process Review Discovery per contract term.	Customers informed of actions taken by the AMS Advisor on behalf of their organization. The customer will be responsible for strategizing with internal staff attending the business process review.
One (1) business process review recommendation document per contract term. PowerSchool will document results from workshops and provide recommendations for process improvements and efficiency.	AMS Advisor will facilitate delivery of Business Process Review write-up per contract term.	Customers informed of actions taken by the AMS Advisor on behalf of their organization. The customer will be responsible for strategizing with internal staff attending the business process review.
PowerSchool will meet with the customers' leadership team to discuss discovery findings and recommendations and provide strategic guidance on how to utilize the information.	AMS Advisor will facilitate delivery of a Business Process Review Findings Meeting per contract term. The AMS Advisor will organize all appropriate parties from customer organization and PowerSchool leadership for the recommendations review.	Customers informed of actions taken by the AMS Advisor on behalf of their organization. The customer will be responsible for strategizing with internal staff attending the business process review.
PowerSchool will provide a seasoned Services Solution Consultant to conduct the business process review.	AMS Advisor will facilitate the scheduling of resources for the Business Process Review.	Customer input received during the facilitation of the business process.

Out of Scope

- Implementation of business process review recommendations.

3.7 Upgrade Support Scope

As part of the Application Managed Service, PowerSchool will provide support for staying current on major feature releases of the software, to ensure that the customer is in full compliance with the version of the software to receive maximum benefits. Upgrade management is support for the annual feature functionality releases of the software.

Service	PowerSchool Responsibilities	Customer Responsibilities
Upgrade Services to stay compliant with PowerSchool's N-1 Policy (current version or one version back).	AMS Advisor will facilitate deployment of major feature release upgrades to application(s).	The customer will provide and identify appropriate staff to coordinate technical and business operations impact to support AMS Advisor with upgrade activities.
Support application upgrade services including project management, testing and post live support services.	The AMS Advisor will serve as advocate, project coordinator, and facilitator for major feature release upgrades and associated activities.	The customer will provide and identify appropriate staff to coordinate technical and business operations impact to support AMS Advisor with upgrade activities.
Coordinate upgrade activities with the various PowerSchool delivery teams.	The AMS Advisor will work directly with the PowerSchool services team on delivery and advocate timelines and requirements to the PowerSchool Services team.	The customer will provide and identify appropriate staff to coordinate technical and business operations impact to support AMS Advisor with upgrade activities.

Service	PowerSchool Responsibilities	Customer Responsibilities
Support application maintenance services and updates.	AMS Advisor will provide support for maintenance releases of the application as needed.	The customer will provide and identify appropriate staff to coordinate technical and business operations impact to support AMS Advisor with application maintenance activities.

Out of Scope

- Costs for customization retrofits for customer-specific customizations.
- Technical services not within scope of SaaS (Software as a Service) or hosting MSA agreements.

3.8 Dashboard & Reporting Scope

Accessing and understanding a customer's business data is critical to understanding an organization's business health and operational efficiencies. PowerSchool AMS will provide reporting and dashboard services as part of the Application Managed Service.

Service	PowerSchool Responsibilities	Customer Responsibilities
Five (5) standard persona-based dashboards to proactively visually review customer data in the following persona categories: <ul style="list-style-type: none"> • Superintendent • Chief Financial Officer • Purchasing Director • Human Resources Director • Payroll Manager 	<p>Enhancements to standard persona-based dashboards and reports installed for AMS customers annually.</p> <p>Additional Dashboards provided as part of the ongoing services rendered the Application Managed Service cycle.</p>	<p>Customer will review, access, and utilize the enhanced reporting dashboards provided by the AMS Service.</p> <p>The customer will provide feedback for future enhancements for enhanced dashboards.</p>
Twenty-Five (25) Standard Cognos Reports to assist with data analysis on critical business functions with the Unified Administration software. The reports assist the following functional business groups. <ul style="list-style-type: none"> • Accounting • Budget • Procurement • Human Resources • Payroll 	<p>Enhancements to standard Cognos reports implemented for AMS customers annually.</p> <p>Additional Reports provided as part of the ongoing services rendered the Application Managed Service cycle.</p>	<p>Customer will review, access, and utilize the enhanced reporting Cognos Reports provided by the AMS Service.</p> <p>The customer will provide feedback for future enhancements for enhanced dashboards.</p>

Out of Scope

- Federal compliance reports
- State compliance reports
- Custom Report Development

4. HOW TO CONTACT APPLICATION MANAGED SERVICES

AMS has established a process for AMS Customers to use to ensure a timely response to AMS support and

service requests. When the Customer contacts PowerSchool Application Managed Services, an AMS Representative, AMS Advisor or Technical Specialist will be assigned to assist the Customer with the request. The AMS representative will have access to documentation capturing the technical information related to the Customer's ERP environment and an archive of previous AMS support issues and requests.

The two primary methods for requesting service or support are indicated below. AMS provides a one (1) hour Service Level Agreement for responding to correspondence directed to either of the following:

- **Email**
To receive support or request services by email, the Customer should direct their requests to your AMS Advisor directly.
- **Telephone**
To receive support or request services by telephone, the Customer will contact their AMS Advisor directly.

Customer Escalation Procedure

If Professional Services cannot provide resolution or indicate the appropriate path to resolution within two (2) business days from receipt of the support request, the Customer's Primary Contact can contact Professional Services management directly at amsmanagement@powerschool.com via email with the details of the situation and desired escalation. Additional information on escalation procedures is available in Appendix B.

5. APPENDICES

Appendix A. PowerSchool Change Control Request (CCR) Procedure and Template

In cases of a change to the Project scope, budget, or timeline:

- A Project CCR form will be the vehicle for communicating change. The CCR must describe the change, the rationale for the change, and the effect the change will have on the Project.
- The designated AMS Advisor of the requesting party will submit the request to the other party.
- All AMS Advisors will review the proposed change and approve it or reject it.
- The PowerSchool AMS Advisor and Customer must sign the form to authorize the Services and invoice changes.
- The following is an example template:

"Sample Template"

Customer Name:	Date Requested:
Change Order #:	PowerSchool EM:
Project Name:	Project Sponsor:

Change Order Value:		Billing Type:
Estimated Fees:	\$	
Estimated Expenses:	\$	Type of Change:
Estimated Total:	\$	Scope? Schedule? Both?

Hourly Rate:

The Professional Services will be delivered on a Time & Materials basis. Customer will be billed \$xxx per hour starting with the first monthly invoice and up to a maximum of xxx hours. Any additional hours will require a new Change Order.

Description of Change Requested:

Reason for Change:

Proposed Approach to Resolve:

Impact on Scope

Impact on Proposed Changes:

Impact on Scope Risk

Impact on Schedule

Approvals to Proceed:

Customer:

PowerSchool Corporation

Signature:

Signature:

Date:

Date:

Appendix B. Escalation Procedures

The following procedure will be followed if resolution is required to a conflict arising during the performance of this SOW.

- **Level 1: Customer** project lead will notify PowerSchool AMS Advisor via email with details of escalation.
- **Level 2:** If the PowerSchool AMS Advisor cannot provide resolution or path to resolution five (5) business days from receipt of level 1 escalation email, the Customer project lead will notify PowerSchool manager via email to - amsmanagement@powerschool.com

During any resolution, PowerSchool agrees to provide services related to AMS not in dispute, to the extent practicable, pending resolution of the concern. The Customer agrees to pay invoices per the Contract, as rendered.

Appendix C. General Assumptions

The following procedure will be followed if resolution is required to a conflict arising during the performance of this SOW.

1. If onsite engagements occur, PowerSchool will have space to work at the Customer offices as required during this strategic project.
2. All Customer personnel who need to be interviewed for this project will be sufficiently knowledgeable about their business area's needs and have the authority to represent their business area.
3. All Customer personnel who need to be interviewed for this project will be available and responsive in a timely manner, so as not to delay the schedule for this project.

4. Unless otherwise noted in the Technical Elements section of this SOW, or specifically identified within the contract, all customizations, enhancements, forms, reports, etc. not contained within the base package are considered out of scope and will follow the Project Change Control Procedure.
5. All sign offs must be done by an employee and designated signatory of the Customer. Third-party entities engaged by the Customer are not acceptable signatories for any project sign offs.
6. Customers will provide PowerSchool with remote access to the system for AMS Services, as required.
7. The PowerSchool AMS Advisor will point the Customer to available procedures, guidelines, standards, reference materials and system/application documentation.



Eugene School District 4J
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ITEM FOR ACTION — CONSENT AGENDA

Date of Meeting

January 24, 2024

City of Eugene Presenter

Amanda D'Souza, Development Programs Manager, Community Development Division

Background

The 4J School Board previously provided concurrence on an amendment to the Riverfront Urban Renewal Plan, including an increase to the maximum indebtedness by up to \$45 million. Eugene City Council is now considering a \$75 million increase, and on December 13, 2023, City staff presented on a request for an updated concurrence from the School Board. The City would like the Board to vote to concur with this amendment.

Recommendation

The superintendent recommends that the board vote to determine whether Eugene SD 4J would like to concur with the Eugene City Council's proposed plan amendment to increase maximum indebtedness for the Riverfront Urban Renewal Plan by up to \$75 million in accordance with ORS 457.220 and 457.470(7).

Memorandum

Date: December 13, 2023
To: Eugene 4J School Board
From: Amanda D'Souza, Development Programs Manager
Subject: Riverfront Urban Renewal District

Earlier this fall, the City of Eugene notified the School Board that City Council is considering an amendment to the Riverfront Urban Renewal Plan (the Plan). In order for City Council to amend the Plan to increase the maximum indebtedness (also referred to as the spending limit for the Plan), concurrence from School District 4J is required. At the time, City Council was considering an amendment that would increase the spending limit by up to \$45 million. The School Board voted to concur with the \$45 million increase on November 1, 2023.

On November 15, 2023, City Council discussed the amendment and voted to consider a higher spending limit increase of \$75 million. Consideration of a higher spending limit increase means that updated concurrence from School District 4J is needed. The School Board is scheduled to take action on this item on January 17, 2024.

Implications of a Higher Spending Limit

It is estimated that a \$75 million increase to the spending limit would extend the life of the Riverfront District until FY49 (currently the District is set to sunset in FY24). As previously noted, 4J is slightly better off financially if the Riverfront District continues to collect tax increment funds than it would be if tax increment financing were terminated. See Attachment A for more information on the financial impact to School District 4J.

City Council did not consider any changes to the proposed project focus areas which continue to include Housing, Steam Plant, Physical Improvements to Address Safety and Comfort, and Projects Initiated or Directed by the Agency Board. More information about these project focus areas is in Attachment A. If approved, it is intended that the majority of the funds would be used to support the development of new housing.

Next Steps

The City invites comments and questions from the School Board on the proposed amendment. The School Board is scheduled to consider and take action on this item on January 17, 2024. Eugene City Council is scheduled to consider and take action on the proposed amendment on January 22, 2024.

Summary of the Proposed Amendment to the Riverfront Urban Renewal Plan

The Riverfront Urban Renewal District (Riverfront District) runs from the heart of downtown to I-5, encompassing some of Eugene’s most urban blocks, the transforming Downtown Riverfront neighborhood, the University of Oregon’s North Campus area, and the streets, sidewalks, paths, and parks that connect them. On September 13, 2023, the Eugene City Council/Urban Renewal Agency Board initiated a process to consider an amendment to the Eugene Riverfront Urban Renewal Plan that would increase the spending limit in the Plan and allow the use of urban renewal funds on certain projects, described below. Amending the Plan will financially impact overlapping taxing districts and the impacts are also described below.

Proposed Riverfront Project Areas

The proposed Plan amendment includes four project areas. The actual project funding allocations will depend on future Agency Board budgetary action and project implementation.

A. Existing Projects

The proposed Plan amendment includes continuation of two existing activities:

Steam Plant

The Steam Plant is part of the Downtown Riverfront property that the Agency purchased from EWEB in April 2018. Preservation and adaptive re-use of the historic building has long been a community-wide goal. Following a competitive selection process, the Agency Board chose to move forward with a local development team. The team’s proposal includes a ground floor open to the community and a hotel on the upper floors that provide the fiscal foundation for the project.

Adaptive re-use of the building is ambitious, facing extraordinary challenges that include environmental, seismic, and financial obstacles. The Agency Board approved terms for the disposition and redevelopment of the Steam Plant in 2022, allocating \$1.5 million to support the project. The development team estimates that even after accounting for the Urban Renewal funds and their other investment funds, the planned preservation and redevelopment has a remaining financial gap, estimated at \$6.3 million.

If the Plan amendment is approved and the Agency Board would like to allocate additional funds to the Steam Plant redevelopment, it will need to approve revised redevelopment agreement terms. Staff estimates revised terms could be ready by early 2024.

Downtown Riverfront Affordable Housing

The Downtown Riverfront lot reserved for Affordable Housing is on the northwest corner of Mill Street and 4th Avenue. The terms approved by the Agency Board in May 2020 for redevelopment of the Downtown Riverfront call for the Affordable Housing project to consist of not less than 75 units of housing rented to households with income at or below 60% of area median income.

The project will need substantial public contribution to compensate for the low rents and to make it financially viable. Affordable Housing subsidies often come from a combination of federal, state, and local financial sources and the financial packages are complex. The

neighborhood character of the Downtown Riverfront, first articulated in the EWEB Master Plan and continued in subsequent City policies, includes high-quality, urban architecture. These denser, more durable buildings are a more expensive type of construction and higher cost-per-square-foot than more suburban “garden-style” apartments. All of these factors lead to high development costs.

With rising construction costs, site constraints, the desire for the building to be responsive to the urban design context of the Downtown Riverfront while keeping rents affordable, it is expected there will be a need for significant subsidy to make a project feasible – likely about \$5 million.

If the Plan amendment is approved, the Agency would consider a disposition process for the site including a possible Request for Proposals, project criteria, and financial assistance. Staff estimates this project could be brought to the Agency Board in the spring of 2024.

B. Housing

The creation of new housing across Eugene is a priority for the City Council. New housing will enhance the Riverfront District’s vibrancy and safety and will strengthen the connection between the downtown core and the Willamette River. It will also help to address the community-wide need to increase the supply of housing and reduce Eugene’s per capita carbon emissions on an ongoing basis. In order to support the creation of new housing (in addition to the Downtown Riverfront Affordable Housing above) in the Riverfront Urban Renewal District, the proposed 2023 Plan Amendment adds two eligible activities:

Development Fee Assistance

Urban Renewal funds would be used to pay for development fees that result in the creation of new housing. Development fees paid by the Agency may include System Development Charges (SDCs), permit fees, and other government-imposed development fees. Eligible projects would include new housing either in new construction or redevelopment of existing buildings.

This activity is included in the 2023 Amendment to the Downtown Urban Renewal Plan and staff is currently working on drafting a program for the Agency Board’s consideration. S

Real Property Acquisition

Urban Renewal funds could be used to acquire real property to support the creation of new housing in the Plan Area. Offering real property for reduced or no cost can help offset construction costs and make projects financially feasible. In addition, targeting underutilized properties in the Plan Area would support efforts to revitalize the Plan Area, including the eastern area of downtown.

If the Plan amendment is approved, staff would begin developing a strategy for this activity, including identifying a process and criteria for disposition of properties at reduced cost. Agency Board action is required before the acquisition or disposition of any real property in the Plan Area.

C. Physical Improvements to Address Safety and Comfort

Under this project area, the Agency would be able to use Urban Renewal funds to make physical improvements to the public right-of-way in the Plan Area to create safe, accessible, and welcoming

spaces for users. Improvements could include street, curb, alley, and sidewalk improvements; streetscape projects; and pedestrian, bike, and multi-modal improvements.

Improvements to the public right-of-way benefit workers, visitors, and residents, as well as the community at large with safe and attractive connections between the downtown core, the Riverfront, and the University area. Improving the quality of the public right-of-way can accomplish other City goals related to public safety, low carbon transportation, local economic development, and events and culture.

If the Plan amendment is approved, right-of-way improvement projects would be implemented on an as-needed basis. Any project that costs more than \$250,000 would require Agency Board approval. Community Development staff would work with other City divisions and private partners to determine needs and priorities and to coordinate implementation.

D. Projects Directed or Initiated by the Agency Board

During public outreach conducted in the fall of 2022, the community identified a number of possible projects that could help with the revitalization of downtown. The projects included in this section are examples of possible projects that have been previously discussed by the Agency Board or City Council. The inclusion of the projects in the proposed amendment does not guarantee the projects will move forward. By including the projects in the amendment, the Agency Board will be able to allocate Urban Renewal funds to the projects should they wish to pursue them.

If the Plan amendment is approved, Agency Board direction is needed for any of the following projects to move forward. Further study would be needed to determine design, costs, priorities, feasibility, and timing.

Parking and Mobility

This focus area would allow for Urban Renewal funds to be used on the development of parking and mobility infrastructure in the Plan Area.

Transmission Lines Rerouting

This focus area would allow for Urban Renewal funds to be used to support EWEB in the effort to reroute the transmission lines that service the Willamette Substation and currently run from the electrical tower in the Riverfront Park.

Open Spaces

This focus area allows for the use of Urban Renewal funds for revitalization of open spaces and parks within the Plan Area. This could include improvements along the South Bank Bike Path or enhancement of other designated open space areas.

Development Support

To support development and commercial activities within the Plan Area, especially the revitalization of vacant storefronts and underutilized property, the Agency would be able to offer financial assistance for physical improvements to privately owned properties, such as renovating ground-floor storefronts or underutilized commercial spaces. Incentivizing improvements to buildings can lead to an enhanced experience for downtown residents, workers, and visitors. Updated commercial spaces could stimulate economic activity and bring positive ground-floor presence to the street.

Urban Renewal funds could be used to acquire real property to support commercial activity in the Plan Area. Offering real property for reduced or no cost can help offset construction costs and make projects financially feasible, which could catalyze investment and positive activity.

If the Plan is amended, staff would begin developing a strategy for these activities and bring a program scope for financial assistance to the Agency Board for consideration, feedback, and approval. If the Agency chooses to acquire and dispose of property for commercial redevelopment, staff could identify strategically located properties and conduct negotiations with the property owner. To dispose of properties at reduced costs, staff could identify a process and criteria to select qualified developers. Agency Board action is required before the acquisition or disposition of any real property in the Plan Area.

Other Public Facilities

The proposed Plan amendment continues to authorize the use of Urban Renewal funds to support the development of public facilities, such as City Hall or a fire station. These facilities will benefit the Plan Area by increasing public usage of the area, by enhancing protective services, and by stimulating additional public and private investment in the Plan Area.

Financial Impact

The Riverfront Urban Renewal District is set to sunset June 30, 2024 and the Urban Renewal Agency has nearly reached the current spending limit of \$34.8 million, with the bulk of that funding spent on property acquisition and infrastructure improvements to support the Riverfront Research Park, the Courthouse District, and the Downtown Riverfront.

The proposed Plan amendment includes a \$75 million increase to the District's total spending limit (i.e., maximum indebtedness). If the Plan amendment is approved, the Agency will continue to collect tax increment revenue within the Riverfront Urban Renewal District. The proposed amendment will not reduce the amount of tax revenue the overlapping taxing districts, are currently receiving from within the Riverfront District boundary. Based on current financial projections, a \$75 million spending limit increase would extend the life of the District by 25 years to FY49. Project funding allocations will depend on future Agency Board budgetary action, however the Agency Board has indicated they intend to spend majority of funds to support new housing.

School District 4J Financial Impact

If the Riverfront District did not exist and did not collect tax increment, the estimated net impact to 4J would be a loss of about \$45,000 per year as of FY23. This impact was estimated with assistance from Lane County Assessment & Taxation and takes into account the effects of Measure 5 compression and the State school funding formula. The analysis concludes that 4J is slightly better off financially if the Riverfront Urban Renewal District continues to collect tax increment funds than it would be if the tax increment financing were terminated. Below is an excerpt from pages 27-28 of the Riverfront Urban Renewal Report (provided in your November 1, 2023, packet) which describes the impact in detail:

The impact on K-12 schools from the division of tax calculation for urban renewal districts is largely an impact on the State's budget because schools are mainly funded on a per-pupil funding formula (rather than by the level of property tax dollars generated within their boundaries). The State determines how much money must be allocated for the education of each pupil across the state. If the money is not available from local property taxes, the State

will make up the difference. If more funds are available through local school property taxes, the State would have additional dollars to allocate as it chooses. In other words, the State can choose to allocate any extra money to education or to some other budgetary priority. If the State chooses to keep the money in education, some of that money would return to schools and education service districts based on the applicable statewide school funding formula and the rest would be distributed to school and education service districts across Oregon.

The Lane County Assessor conducted an analysis of the impact of the Riverfront Urban Renewal District on School District 4J's local option levy, including the impacts of tax rate compression in FY23. The analysis, which is included as Table 16 in Exhibit G, shows that the Riverfront Urban Renewal District currently provides 4J an estimated net benefit of \$45,000 per year. Table 16 shows the impact of tax rate compression in the education category for an additional 143 properties that would occur if the Riverfront District were not collecting division of tax revenue.

This analysis concludes that 4J is better off financially if the Riverfront Urban Renewal District continues to collect tax increment funds than it would be if tax increment financing were terminated. The reason is that taxes that are currently counted under the "general government" category for Measure 5 tax rate limitations (i.e., the "school property tax dollars" that now go to urban renewal) would move into the "education" category. When that happens, the education category of taxes must be reduced for a number of individual properties within the City because schools are already collecting as much as they can under Measure 5 limits for those properties. State law says that local option levy proceeds are the first to be reduced in the event of compression.

In order to understand the Lane County Tax Assessor's analysis for 4J impact for FY23, there are two factors to consider:

- 1. Revenue from 4J's permanent levy would increase by approximately \$866,000, for a net gain of approximately \$26,000 after applying the State school funding formula. (4J receives about 3% of the total State-wide funding.) This is the best-case scenario that assumes all else is equal, and the State decides to provide more funding for schools as a result of having more property tax revenue available.*
- 2. 4J would lose about \$71,000 of local option levy proceeds (after discounts and delinquencies) if the Riverfront District no longer collects tax increment funds because of compression. The State funding formula does not apply to local option levies, so the full impact of this reduction would be felt in 4J's budget. Both of these estimates are based on FY23 tax roll information and would vary in future years with changes in market conditions.*

In summary, 4J would experience an ongoing loss in its budget of about \$45,000 annually as a result of terminating tax increment collections in the Riverfront District.

See below for a graphic representation of this explanation.

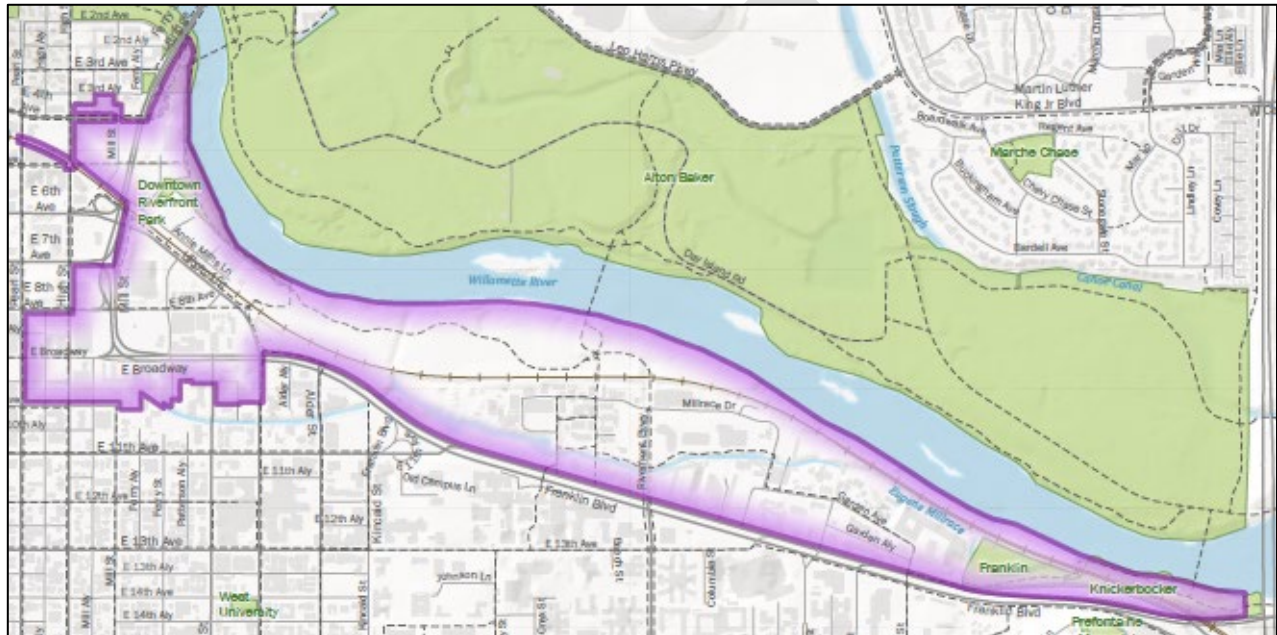
Estimated Financial Impact on 4J if Riverfront District Terminates Collection of Tax Increment¹

4J Property Tax Levy	Riverfront UR Division of Tax ²	Property Tax Compression ³	Property Tax Collection ⁴	State School Fund ⁵
Permanent Rate	\$971,941	\$906,586 <small>+21 Accounts</small>	\$866,000	\$26,000
Local Option Levy	\$0	(\$74,842) <small>+143 Accounts</small>	(\$71,000)	(\$71,000)
Net Impact	\$971,941	\$831,744	\$795,000	(\$45,000)

Notes:

1. Estimates are annual figures based on fiscal year 2023 property tax data.
2. Lane County Assessment & Taxation, Table 4e, Detail of Urban Renewal Plan Areas by Taxing District, Tax Year 2022-23.
3. Calculated by Lane County Assessment & Taxation. Table also shows how many additional tax accounts would be in compression.
4. Collection rate of 95.5% is applied and estimates are rounded to the nearest \$1,000.
5. Permanent rate taxes are subject to the State School Fund, but not local option levy taxes. Assumes 4J receives 3% of State School Fund, rounded to the nearest \$1,000.

Urban Renewal Plan for the Riverfront Urban Renewal District



Adopted September 11, 1985
-Amended-
March 2004
February 2018

Amended ____, 2024 by Ordinance No. ____



Urban Renewal Agency of the City of Eugene, Oregon

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I. ADOPTION

Ordinance Number	Date	Purpose
Ordinance No. 19352	9/11/85	Adoption of the Urban Renewal Plan

II. AMENDMENTS

Ordinance/Resolution Number	Date	Purpose
Ordinance No. 20313	3/10/2004	<p>The First Amendment to the Riverfront Research Park Urban Renewal Plan made the following changes to the Plan:</p> <ul style="list-style-type: none"> ○ Changed the name of the urban renewal area from “Riverfront Research Park Urban Renewal Area” to “Riverfront Urban Renewal Area”. ○ Added 34.5 acres of land to the renewal area. ○ Expanded and revised the list of project activities to be undertaken under the First Amendment to the Plan. ○ Provided new cost estimates of project activities to be undertaken under the First Amendment to the Plan. ○ Extended the duration of time required to pay off project indebtedness to June 30, 2024. ○ Provided new information on the impact that carrying out the Plan will have on other taxing bodies under Measure 50.
Resolution No. 1085	2/12/2018	<ul style="list-style-type: none"> ○ Increased boundary by 1.1 acres (North of 4th Avenue Expansion)
Resolution No. 1086	2/12/2018	<ul style="list-style-type: none"> ○ Increased boundary by 0.76 acres (Quiet Zone Expansion)

URBAN RENEWAL PLAN FOR THE RIVERFRONT URBAN RENEWAL DISTRICT

Section 100 – Introduction

The Riverfront Urban Renewal Plan (the “Plan”) was revised in 2024 to make the following changes:

- Specifies project activities to be undertaken;
- Increases the Plan’s maximum indebtedness to allow for those specific projects; and
- General updating of the Plan.

The Plan outlines specific activities related to two projects previously initiated by the Urban Renewal Agency Board: redevelopment of the Steam Plant and development of an Affordable Housing project in the Downtown Riverfront. The Plan continues to include authorization for the projects designated in Section 600A(7) of the 2004 Riverfront Urban Renewal Plan, and Section 600D(5) of this amended Plan as “Other Public Facilities.”

The Plan also includes activities related to new projects that address the challenges in the Plan Area, including those identified through a robust community outreach effort in fall of 2022, known as Downtown Priorities and Projects. The Downtown Priorities and Projects effort led to recommended improvements for Eugene’s downtown, which includes the western end of the Plan Area, in six categories: Housing; Public Safety; Commercial Activity and Development; Public Spaces and Mobility; and Events and Culture.

Eligible project activities include previously approved projects and new project categories and are discussed in more detail under Section 600 of this Plan; including, “Additional Housing,” “Physical Improvements to Address Safety and Comfort” and “Projects Directed/Initiated by the Agency Board.” The 2024 Amendment increases the maximum indebtedness from \$34.8 million to \$109.8 million.

The Riverfront Urban Renewal District will cease collecting tax increment dollars and return any unused tax increment funds to Lane County for redistribution to overlapping taxing districts as provided in Section 1300A of this Plan.

Section 200 – Definitions

The following definitions will govern this Plan unless the context otherwise requires.

2004 Amendment means the update to the Plan that was completed in 2004.

2018 Amendments mean the two minor updates to the Plan Area that were completed in 2018.

Agency means the Urban Renewal Agency of the City of Eugene.

Blighted areas means areas which, by reason of deterioration, faulty planning, inadequate or improper facilities, deleterious land use, or the existence of unsafe structures, or any combination of these factors, are detrimental to the safety, health, or welfare of the community. A blighted area is characterized by the existence of one or more of the conditions described in the definition of “Blighted Areas” in ORS 457.010.

City means the City of Eugene.

Downtown Plan means the Eugene Downtown Plan as adopted by the Eugene City Council in 2004 as a refinement of the Eugene Springfield Metropolitan Area General Plan. The eastern portion of the Downtown Plan boundary includes the western portion of the Plan Area.

Downtown Riverfront means the 16 acres of riverfront property the Agency purchased from EWEB in 2018 to facilitate the redevelopment of EWEB’s former utility yard. The Downtown Riverfront includes the Riverfront Park and Plaza, the Steam Plant, and the parcels of the Downtown Riverfront that have been or may be sold to a private developer for new residential and/or commercial development.

EWEB means the Eugene Water and Electric Board.

ORS means the Oregon Revised Statutes. ORS Chapter 457 regulates the urban renewal process.

Plan means the Urban Renewal Plan for the Riverfront Urban Renewal District.

Plan Area means the property included in the Riverfront Urban Renewal District as more fully described in Section 300.

Projects means the urban renewal projects listed in Section 600 of the Plan.

Report on the Plan means the textual material and graphic exhibits required by ORS 457.085(3) that explains existing conditions, activities, procedures, and proposals of the Plan.

Riverfront Park and Plaza means the 3-acre Downtown Riverfront Park and 1-acre Plaza located in the Plan Area. The Park was completed in 2022. Construction of the Plaza is expected to begin in 2024.

Steam Plant means the historic structure the Agency acquired from EWEB in 2018 as part of the purchase of the Downtown Riverfront property. The multi-story masonry and steel structure was constructed in three phases from 1930-1950. Steam Plant operations ceased in 2012 and the building is currently vacant. The Agency intends to preserve and redevelop the structure.

Tax Increment Financing means a method of financing urban renewal projects as authorized by ORS Chapter 457.

Willamette to Willamette Initiative means the collection of projects focusing on infrastructure and activity along 8th Avenue between the Willamette River and Willamette Street.

Section 300 – Legal Description

The Riverfront Urban Renewal District includes an area of approximately 245 acres. The Plan Area includes all of the land within the boundaries designated on the map attached as Plan Exhibit A and described as containing all lots or parcels of property situated in the City of Eugene, County of Lane, State of Oregon, bounded generally as described in Plan Exhibit B.

Section 400 – Goals and Objectives

A. Goals

The goals of the Plan are to:

1. Improve the function, condition, and appearance of the Plan Area by:
 - a. Supporting the creation of a mix of new housing, which will bring more people and positive activity into the Plan Area, thereby making the entire Plan Area more attractive for residents, workers, and visitors.
 - b. Supporting commercial development by creating physical conditions to help businesses thrive and by the repurposing of underutilized properties.
 - c. Making physical improvements to parks, plazas, open spaces, sidewalks, and streets to provide an inviting connection through the Plan Area and to the river.
2. Eliminate blight and blighting influences.
3. Strengthen the economic conditions of the Plan Area.
4. Improve connections between the Riverfront Plan Area, the core of downtown, the federal courthouse, and the University of Oregon.
5. Protect or enhance the riparian area.

B. Objectives

Development in the Plan Area is intended to play a critical role in Eugene’s economy by improving the east side of the downtown core and providing a unique opportunity to develop an area that connects downtown Eugene to the Willamette River, the federal courthouse, and the University of Oregon. These objectives are consistent with the Eugene 2035 Transportation System Plan, Envision Eugene, Eugene’s Community Climate Action Plan 2.0, the City’s Capital Improvement Program, and the City’s Housing Implementation Pipeline. The objectives of the Plan are:

1. Address barriers to the creation of new housing by helping to make residential development projects financially feasible. The creation of new housing in the Plan Area will:
 - a. Contribute to the Plan Area’s vitality;

- b. Help alleviate the undersupply of housing in Eugene; and
 - c. Support the City’s housing and climate action goals.
- 2. Improve public spaces and buildings in the Plan Area in order to make it a safe, accessible, and welcoming place for all users. These public improvements will:
 - a. Address public safety concerns by improving the physical environment;
 - b. Provide safe, direct, and attractive linkages between the Plan Area, the University of Oregon, downtown Eugene, and the Willamette River;
 - c. Address bicycle and pedestrian access within the Plan Area; and
 - d. Improve pedestrian and multi-modal transportation circulation between downtown Eugene and the Downtown Riverfront.
- 3. Strengthen the Plan Area’s commercial environment by:
 - a. Investing in vacant or underutilized spaces to increase marketability and flexibility; and
 - b. Providing financial assistance for new and growing businesses.
- 4. Protect and enhance the key riparian areas along the river by:
 - a. Addressing impacts of Plan Area development on public open space;
 - b. Maintaining and enhancing the public’s physical access to and along the Willamette River; and
 - c. Supporting design improvements or mitigations that are needed to treat stormwater, protect water quality, or to respond to other environmental protection needs.

Section 500 – Land Use Plan

The use and development of all land within the Plan Area shall comply with the regulations prescribed in the City’s comprehensive plan, land use regulations, City charter, and any other applicable local, State, or Federal laws regulating the use of property within an urban renewal area.

Section 600 – Urban Renewal Projects

To achieve the objectives of this Plan, the Agency may incur indebtedness to finance the following urban renewal projects, and may pay that indebtedness with tax increment funds:

A. Existing Activities

The Agency may complete and provide tax increment funds to urban renewal projects authorized and for which some action has been taken prior to the 2024 Plan Amendment (for example, the Downtown Riverfront Plaza, the Steam Plant Redevelopment, the Downtown Riverfront Affordable Housing Project, and the Railroad Quiet Zone). The Agency may also continue to operate the River Loans Program. All dollars loaned must come from program revenue and not from tax increment funds.

B. Additional Housing

The Agency is authorized to support the creation of housing in the Plan Area through the following activities:

B-1. Development Fee Assistance

The Agency may use tax increment funds to pay development fees for development that results in the creation of new housing in the Plan Area. Development fees paid by the Agency may include Systems Development Charges, permit fees, and other government-imposed fees. The Agency Board will establish eligibility criteria for Development Fee Assistance. If the criteria are met, Agency Board approval pursuant to Section 700 of the Plan is not required. Eligible projects must result in new housing and include new construction or redevelopment of existing buildings.

B-2. Real Property Acquisition and Disposition

The Agency may use tax increment funds to acquire real property when the acquisition of the real property is necessary to support the creation of additional new housing in the Plan Area.

The process for selling or disposing of property acquired for the purpose of supporting the creation of housing will be determined by the Agency Board. Property acquired to support the creation of housing may be offered to a developer for a reduced price or at no cost, as determined by the Agency Board.

C. Physical Improvements to Address Safety and Comfort

The Agency is authorized to make improvements to public spaces including streets, curbs, and sidewalks in the Plan Area to create safe, accessible, and welcoming places for users. Possible improvements include:

C-1. Street, Curb, Alley, and Sidewalk Improvements

Improvements within the Plan Area may require the construction of new streets, curbs, and sidewalks. The Agency may fund sidewalk and roadway improvements in the Plan Area including design, redesign, construction, resurfacing, repair, and acquisition of right-of-way for curbs, streets, and sidewalks, and pedestrian and bicycle paths. Projects that may be undertaken include:

- Local street, curb, and sidewalk improvements to support commercial and other street-level activity in the Plan Area or as identified in the Eugene Capital Improvement Program; and
- Other street, curb, and/or sidewalk improvements identified by the Agency.

C-2. Streetscape Projects

The Agency may participate in activities that will improve the visual appearance of the Plan Area, including but not limited to:

- Accent paving;
- Decorative lighting;
- Street trees, planters, and landscaping;
- Furnishings, including benches, trash receptacles, bicycle racks;
- Street and directional signage;
- Public art and water features;
- Gateway monuments and landscape features; and

- Undergrounding of utilities in the Plan Area.

C-3. Pedestrian, Bike, and Multi-Modal Transportation Improvements

The Agency may participate in activities that support pedestrian, bicycle, other non-automobile, and transit uses in the Plan Area and connections between the Plan Area, downtown, public parks, and other areas of Eugene. Projects may include:

- Construction of bicycle parking and storage, transit stops, covered shelters, transit pullouts;
- Provide new bike paths or lanes in the Plan Area;
- Provide pedestrian connections to the broader downtown, riverfront, and surrounding areas;
- Provide more prominent entrances to the downtown area; and
- Provide weather sheltering devices for the protection of pedestrians.

D. Projects Directed/Initiated by the Agency Board

The Agency is authorized to participate in eligible activities and projects should the Agency Board decide to pursue them, such as:

D-1. Parking and Mobility

The Agency is authorized to participate in the development of parking and mobility infrastructure in the Plan Area, including surface lots or garages. These improvements will benefit the Plan Area by increasing public use of the area. On-street parking is anticipated to meet most of the standard daily needs of people accessing public amenities in the Plan Area, such as the Park, restaurants, and commercial spaces. However, on-street parking will not accommodate all of the parking needs during high demand periods such as nights and weekends, and during special events. In addition, the Steam Plant parcel size is not sufficient to accommodate anticipated parking needs for its future redevelopment into a mixed-use center.

While implementation of certain physical improvements in Section 600C may reduce the need for parking, it is still expected that additional parking may be needed, at least in the medium term.

D-2. Transmission Lines Rerouting

The Agency is authorized to participate in the effort to reroute the transmission lines that service the Willamette Substation and currently run from the electrical tower in the Riverfront Park, south along the river next to the Steam Plant. Rerouting of the transmission lines would allow removal of the existing Riverfront Park tower, opening up views at the southern end of the park and in front of the Steam Plant and creating more passive open space in those places.

D-3. Open Space Improvements

The Agency may participate in funding the design, acquisition, construction, and/or rehabilitation of public open spaces and parks within the Plan Area. Projects to be undertaken may include:

- Walkways and plazas;
- Shelters;
- Buildings;
- Landscaping;
- Accessibility improvements;
- Lighting;
- Furniture; and
- Art.

D-4. Other Development Support

The Agency is authorized to support development and commercial activities within the Plan Area through the following activities:

a. Financial Assistance

The Agency may use tax increment funds to provide financial assistance to property owners, for physical improvements to privately owned properties that will address the goals of the Plan. The activities eligible for financial assistance could include housing development, green building or renewable energy investments, improvements to ground-floor storefronts, and improvements to vacant or underutilized commercial spaces to increase flexibility and marketability.

b. Real Property Acquisition and Disposition

The Agency may use tax increment funds to acquire real property for the purpose of supporting the objectives of this Plan, including the support of commercial activity.

The process for selling or disposing of property acquired for the purpose of supporting commercial activity will be determined by the Agency Board. Property acquired to support commercial activity may be offered to a developer for a reduced price or at no cost, as determined by the Agency Board.

D-5. Other Public Facilities

The Agency is authorized to participate in development of public facilities including City Hall, police and fire facilities, libraries, recreation centers, conference facilities, and community centers. These facilities will benefit the Plan Area by increasing public usage of the area, by enhancing protective services, and by stimulating additional public and private investment in the Plan Area. The extent of the Agency's participation in funding such facilities will be based upon an Agency finding on the benefit of that project to the Plan Area, and the importance of the project in carrying out Plan objectives. The type and location of these public facilities will be determined by future study. Potential public facilities to be assisted include:

- New Police Building or City Hall.

These public facility projects were designated and authorized by Section 600A(7) of the 2004 Riverfront Urban Renewal Plan, and continue to be authorized by this renumbered Section 600D(5). The only amendments made to this renumbered

Section 600D(5) are to change references from “renewal area” to “Plan Area” for consistency with the language used in other areas of the Plan and removal of a new federal courthouse building as an eligible public facility project following the construction of a new federal courthouse building in 2006.

E. Loans and Grants

The Agency may operate a low-interest loan and grant program to assist development and redevelopment of private property within the Plan Area. All dollars loaned must come from program revenue and not from tax increment funds. Property owners within the Plan Area proposing to improve their properties and receiving financial assistance from the Agency shall do so in accordance with all applicable provisions of this Plan and with all applicable codes, ordinances, policies, plans, and procedures of the City.

F. Project Delivery and Administrative Activities

Many of the Agency’s project delivery and administrative activities are provided through a contract between the City of Eugene and the Agency dated June 15, 2004.

1. The Agency may retain the services of independent professional people or organizations to provide project delivery administrative or technical services such as:
 - a. Project management;
 - b. Preparation of market, feasibility, or other economic studies;
 - c. Public engagement;
 - d. Preparation of design, architectural, engineering, landscaping architectural, planning, development, or other developmental studies;
 - e. Preparation of property acquisition appraisals;
 - f. Provision of special rehabilitation, restoration, or renovation feasibility and cost analysis studies;
 - g. Provision of legal, debt issuance, accounting, or audit services;
 - h. Assistance with preparation of the annual financial report required under Section 800 of this Plan and the financial review required under Section 900 of this Plan; and
 - i. Support ongoing investments within the Plan Area (e.g. potential new businesses, existing businesses with expansion, dealing with safety issues).
2. The Agency may acquire, rent, or lease office space and office furniture, equipment, and facilities necessary for it to conduct its affairs in the management and implementation of this Plan.
3. The Agency may invest its reserve funds in interest-bearing accounts or securities authorized under ORS 294.

4. The Agency may borrow money, accept advances, loans, or grants from any legal source, issue urban renewal bonds and receive tax increment proceeds as provided for in Section 700 of this Plan.

Section 700 – Methods for Financing the Projects

The Agency may borrow money and accept advances, loans, grants, and other legal forms of financial assistance from the Federal government, State of Oregon, City of Eugene, Lane County, or other public body, or from any source, public or private, for the purposes of undertaking and carrying out the Projects authorized by this Plan.

Ad valorem taxes, if any, levied by a taxing body upon the taxable real and personal property situated in the Plan Area, shall be divided in accord with and pursuant to Section 1c, Article IX of the Oregon Constitution and ORS Chapter 457, and used by the Agency for the Projects authorized by this Plan.

The Agency shall adopt and use a fiscal year ending June 30 accounting period. Every other year, the Agency shall develop a biennial budget in conformance with the provisions of ORS Chapter 294 and ORS 457, which shall describe sources of revenue, proposed expenditures, and activities.

The Agency Board must approve all projects, other than loans, in excess of \$250,000.

Section 800 – Annual Financial Statement Required

A financial statement shall be prepared that includes the information required by ORS Chapter 457. The statement shall be filed with the City Council and notice shall be published and mailed to the affected taxing districts in accordance with the requirements of ORS 457.

Section 900 – Community Member Participation

The activities and projects defined in this Plan, development of subsequent plans, procedures, activities, and regulations, and the adoption of amendments to this Plan shall be undertaken with the participation of citizens, owners, tenants as individuals, and organizations who reside within or who have financial interest within the project area together with the participation of general community members of the city. An advisory committee authorized by the Agency Board will advise on the activities of the Riverfront Urban Renewal District.

Section 1000 – Non-Discrimination

In the preparation, adoption, and implementation of this Plan no public official or private party shall take any action to cause any person, group, or organization to be discriminated against in a manner that violates Section 4.613 of the Eugene Code, 1971.

Section 1100 – Recording of This Plan

A copy of this Plan and Substantial Amendments to this Plan shall be recorded with the recording officer of Lane County.

Section 1200 – Procedures for Changes or Amendments

The Plan will be reviewed and analyzed periodically and may need to be modified based on this review. The types of Plan Amendments are:

A. Type One Amendment – Substantial Change Requiring Special Notice

Type One amendments shall require approval per ORS 457.095 and notice as provided in ORS 457.120. Type One amendments will consist of:

1. Increases in the Plan Area boundary in excess of one percent (1%) of the existing area of the Plan.
2. Increases in the maximum indebtedness that can be issued or incurred under this Plan.

B. Type Two Amendment – Substantial Change Not Requiring Special Notice

Type Two amendments shall require approval per ORS 457.095 but will not require notice as provided in ORS 457.120. Type Two amendments will consist of any change or additions to the projects listed in Section 600.

C. Type Three Amendment – Minor Amendment

Minor amendments are any change that does not require a Type One or Type Two amendment and may be approved by the Agency Board in resolution form.

D. Amendment to the City's Comprehensive Plan or any of its Implementing Ordinances

Amendments to Eugene's adopted comprehensive plan and/or land use regulations that affect the Plan and/or the Plan Area shall be incorporated automatically into the Plan without any separate action required by the Agency Board or City Council. If a Type One or Type Two amendment is prepared, Exhibit C of this Plan will be updated at that time.

Section 1300 – Duration and Validity of Approved Plan

A. Duration of the Plan

Taxes may be divided under this Plan only until the maximum indebtedness for the Plan Area has been issued and paid or defeased, or the Agency has determined that it will not issue the full amount of that maximum indebtedness, and all indebtedness that will be issued has been issued and paid or defeased. When that indebtedness has been paid or defeased, the Agency will notify the assessor pursuant to ORS 457.450(2) to cease dividing taxes for the Plan Area and shall return any unused tax increment funds to Lane County for redistribution to overlapping taxing districts. However, the Riverfront Urban Renewal District and this Plan may remain in effect as long as legally required to exist and until the Agency transfers any remaining assets and liabilities of the Plan Area to the City of Eugene. As of the date of the 2024 Amendment, it is estimated that the last fiscal year for which taxes will be divided is FY49.

B. Validity

Should a court of competent jurisdiction find any word, clause, sentence, section, or part of this Plan to be invalid, the remaining words, clauses, sentences, section, or parts shall be unaffected by any such finding and shall remain in full force and effect for the duration of the Plan.

Section 1400 – Maximum Indebtedness

The First Amendment to the Riverfront Urban Renewal Plan established a maximum indebtedness for the Plan of \$34.8 million.

The 2018 type 3 amendments did not increase the maximum indebtedness.

The 2024 Amendment increased the maximum indebtedness amount by \$75 million to a total of \$109.8 million. The maximum indebtedness limit established by this Section 1400 does not apply to or limit:

1. The obligation of the Agency to pay interest on indebtedness issued or incurred under this Plan;
2. Any indebtedness issued to refund indebtedness issued or incurred under this Plan, to the extent that the refunding indebtedness does not exceed the principal amount of the refunded indebtedness, plus the amount of the refunding indebtedness that is used to pay costs of the refunding;
3. Funds to repay indebtedness existing on the date of the 2004 Amendment; and
4. Expenditures made from funds other than tax increment funds, such as loans made from the River Loans Program.

Legislation passed in 2009 (ORS 457.220) placed additional limits on how much a municipality can increase maximum indebtedness. That same legislation, however, also provides that those limitations *“do not apply to the extent the municipality approving a plan obtains the written concurrence of taxing districts imposing at least 75 percent of the amount of taxes imposed under permanent rate limits in the urban renewal area.”*

[Placeholder for overlapping taxing districts information]

Section 1500 – Formal Matters

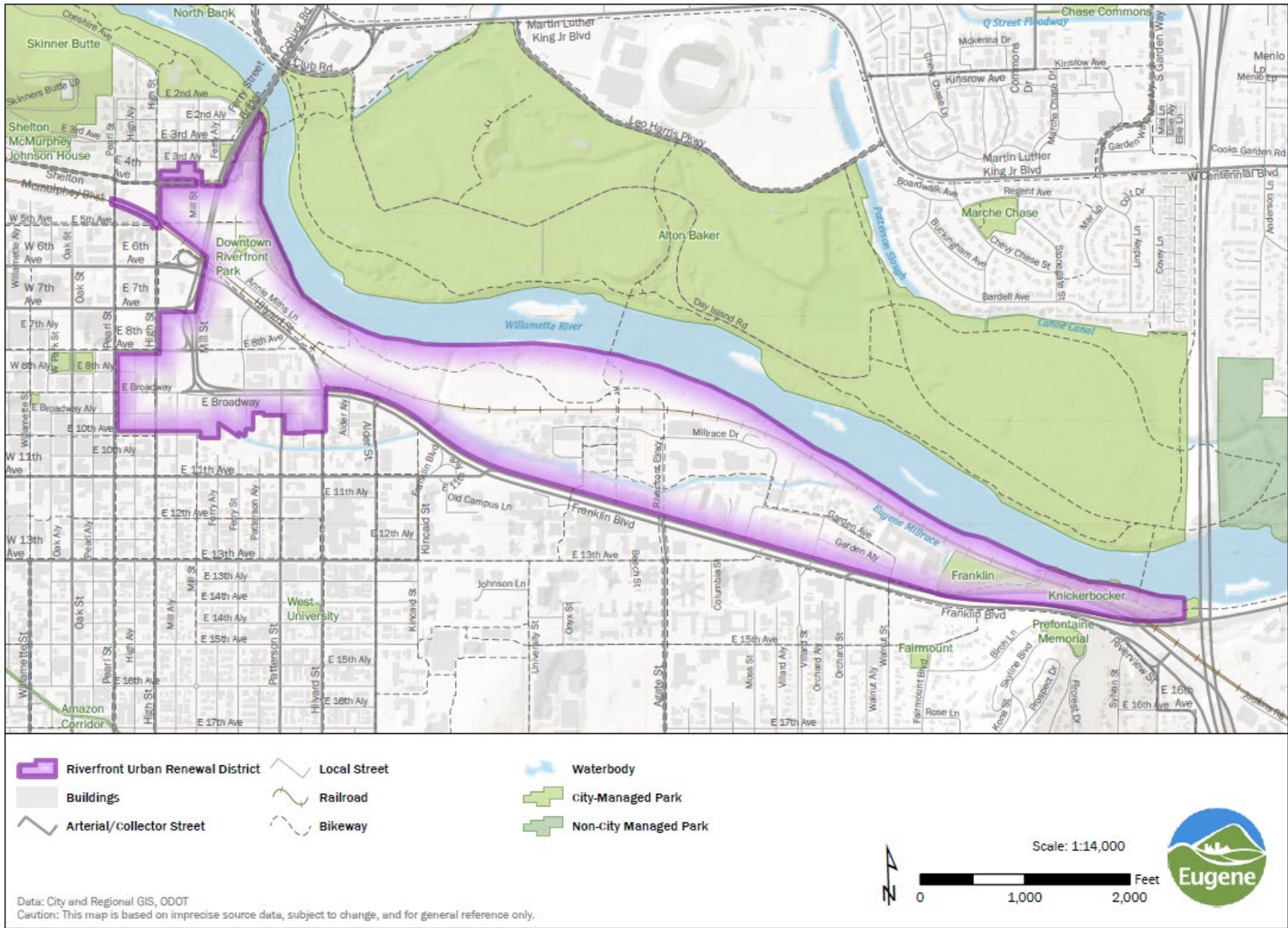
At this time, no property is anticipated to be purchased that would result in relocation. If property is identified for purchase that would involve relocation, the Agency will develop provisions for relocation.

If the Agency acquires occupied real property in the implementation of the Plan, occupants of such property shall be offered relocation assistance, in such circumstances as may be required under the applicable state law. Those displaced will be contacted to determine their individual relocation needs. They will be provided information on available space and will be given assistance in moving. All relocation activities will be undertaken and payments made in accordance with the requirements of ORS 35.500-35.530 and any other applicable laws or

regulations. Relocation payments will be made as provided in ORS 35.510. The Agency will prepare, adopt, and maintain a Relocation Policy prior to acquiring any property that will cause displacement.

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Plan Exhibit A: Plan Area Map



Plan Exhibit B: Plan Area Description

Beginning at a point which is at the intersection of the east right-of-way line of Hilyard Street with the north right-of-way line of Franklin Boulevard; thence easterly along the north right-of-way line of said Franklin Boulevard to the intersection of the west right-of-way line of Interstate I-5; thence along said west right-of-way line of I-5 in a northerly direction to the intersection of the south bank of the Willamette River; thence along said south bank of the Willamette River in a westerly direction to the east right-of-way line of County Road No. 431 also known as Ferry Street; thence along said east right-of-way line in a southerly direction to a point on the south right-of-way line of 4th Avenue (if extended east); thence along said south right-of-way line in a westerly direction to a point at the intersection of the east right-of-way line of High Street with the south right-of-way line of 4th Avenue; thence along said east right-of-way line of High Street in a southerly direction to a point at the intersection of the east right-of-way line of High Street with the north right-of-way line of Southern Pacific Railroad; thence along said north right-of-way of Southern Pacific Railroad in an easterly direction to the intersection of said north right-of-way of Southern Pacific Railroad with the east right-of-way line of County Road No. 431 also known as Ferry Street; thence along said east right-of-way line in a southerly direction to the south right-of-way line of 7th Avenue (if extended east); thence along said south right-of-way in a westerly direction to a point at the intersection of the south right-of-way line of 7th Avenue with the east right-of-way line of High Street; thence along said east right-of-way line in a southerly direction to a point at the intersection of the east right-of-way line of High Street with the south right-of-way line of 8th Avenue; thence along said south right-of-way line in a westerly direction to a point at the intersection of said south right-of-way line with the east right-of-way line of Pearl Street; thence along said east right-of-way line of Pearl Street in a southerly direction to a point at the intersection of said east right-of-way line with the north right-of-way line of 10th Avenue; thence along said north right-of-way in an easterly direction to a point at the intersection of said north right-of-way line with the east right-of-way line of Mill Street; thence along said east right-of-way in a southerly direction to a point at the intersection of the south right-of-way line of 10th Avenue (if extended easterly) with the east right-of-way line of Mill Street; thence along said south right-of-way line (if extended easterly) to a point at the intersection of said south right-of-way line with the east margin of a north-south alley running from 11th Avenue to 10th Avenue, between Ferry Street and Mill Street, thence along said east right-of-way line of said alley in a northerly direction to a point of intersection with the south margin of the Mill Race; thence along said south margin in a southeasterly direction to a point on the east boundary of that certain tract of land described on document number 2000 WD, 00802, Lane County Oregon Deed Records; said point being the southeast corner of said parcel said point also being the southeast corner of Tax Lot 4000, Assessors Map 17-03-32-23; thence along said east boundary in a northerly direction to a point on the north margin of the Mill Race, said point being the southwest corner of that certain tract of land describe on Reel No. 1559, Instrument No. 8906959, Lane County Oregon Deed Records; thence along the south boundary of said tract of land in a southeasterly direction to the southwest corner of Tax Lot 5000, Assessors Map 17-03-32-23, said point also being the southwest corner of that certain tract of land described on Reel No. 721 Instrument No. 53549; thence along the westerly and northerly boundary of said

tract of land to its intersection with the west right-of-way line of Patterson Street; thence cantoning east on said northerly line (if extended east) to the east right-of-way line of Patterson Street; thence along said east right-of-way line in a southerly direction to the southwest corner of Lot 7, Hoffman Addition To Eugene; thence along the south boundary of said Lot 7 in an easterly direction to a point on the east boundary of said Hoffman Addition To Eugene; thence in a northeasterly direction to the south west corner of that certain tract of land described on Reel No. 1873, Instrument No's. 9353770-9353772, said point also being the south west corner of Tax Lot 7300, Assessors Map 17-03-32-23, thence along the south boundary of said tract of land in an easterly direction to the east right-of-way line of Hilyard Street; thence along said east right-of-way line of Hilyard Street in a northerly direction to the point of beginning.

The Riverfront Urban Renewal Area also includes the following property situated in the Southwest 1/4 of the Southwest 1/4 of Section 29 and in the Southeast 1/4 of the Southeast 1/4 of Section 30, all in Township 17 South, Range 3 West of the Willamette Meridian, in the City of Eugene, Lane County Oregon and described as follows:

BEING all of Lots 5, 7 and 8 in Block 7 of the plat of "Eugene City" as platted and recorded in Judgement Docket A at Page 2 in Lane County Oregon Records, together with a portion of the North-South alley in said Block 7 that lies between said Lots 7 and 8 and portions of Mill Street and East 4th Avenue, all as shown on said plat of "Eugene City". The perimeter of which lands are described more particularly as follows:

BEGINNING at the southwest corner of said Lot 7; THENCE, leaving said POINT OF BEGINNING and running northerly the following one numbered course: (1) along the west line of said, Lot 7 NORTH 01 °50'06" EAST 80.20 feet to the northwest corner of said lot; THENCE, easterly the following one numbered course: (2) along the north line of said Lot 7 and its easterly prolongation, SOUTH 88°04' 11" EAST 173.56 feet to the southwest corner of aforesaid Lot 5; THENCE, northerly the following one numbered course: (3) along the west line of said Lot 5, NORTH 01°48'44" EAST 80.3 1 feet to the northwest corner of said lot; THENCE, easterly the following one numbered course: (4) along the north line of said Lot 5, SOUTH 88°06'18" EAST 159.53 feet to the northeast corner of said lot, which corner lies on the west margin of Mill Street, a 66.00-foot wide right-of-way; THENCE, southerly the following one numbered course: (5) along the east line of said Lot 5 and said west margin of Mill Street, SOUTH 01°47'21" WEST 80.39 feet to the southeast corner of said lot, THENCE, easterly and crossing said Mill Street, the following one numbered course: (6) SOUTH 88°02'41" EAST 66.00 feet, more or less, to the Northwest corner of Lot 7 in Block 6 of said plat of "Eugene City", which corner lies on the east margin of said Mill Street; THENCE, southerly along the west line of said Lot 7 and east margin of Mill Street, the following one numbered course: (7) SOUTH 01°47'21" WEST 80.43 feet to the southwest corner of said lot, which corner lies on the north margin of East 4th Avenue, a 66.00- foot wide right-of-way; THENCE, continuing southerly and crossing said East 4th Avenue, the following one numbered course: (8) SOUTH 01°47'21" WEST 66.00 feet, more or less, to the northwest corner of Lot 2 in Block 11 of said plat of "Eugene City", which corner lies at the intersection of the aforecalled east margin of Mill Street with the south margin of aforecalled East 4th Avenue; THENCE, westerly along said south margin of East 4th Avenue and crossing said Mill

Street, the following one numbered course: (9) NORTH 88°02'03" WEST 66.00 feet, more or less, to the northeast corner of Lot 1 in Block 10 of said plat of "Eugene City", which corner lies at the intersection of said south margin of East 4th Avenue with the west margin of Mill Street; THENCE, northerly and crossing said East 4th Avenue, the following one numbered course: (10) NORTH 01°47'21" EAST 66.00 feet, more or less, to the southwest corner of aforesaid Lot 8 in Block 7 of the plat of "Eugene City", which corner lies at the intersection of the north margin of East 4th Avenue with the west margin of Mill Street: AND THENCE, westerly along said north margin of East 4th Avenue and the south lines of said Lot 8 and 7 in Block 7 of the plat of "Eugene City", the following one numbered course: (11) NORTH 88°02'03" WEST 333.18 feet RETURNING to the POINT OF BEGINNING and containing 1.13 acres, more or less.

The Riverfront Urban Renewal Area also includes the following property situated on a tract of land being a portion of the existing right-of-way of the Southern Pacific Railroad and portions of Pearl and High Streets located in the Northeast one-quarter of Section 31 in Township 17 South, Range 3 West of the Willamette Meridian and being more particularly described as follows;

Beginning at the Northeast corner of Lot 1, Block 16, Original Plat of Eugene City as platted and recorded in Judgement Docket A, Page 2, Lane County Oregon Deed Records in Lane County, Oregon; thence easterly to a point being the intersection of the east right-of-way line of High Street and the southerly right-of-way line of the Southern Pacific Railroad; thence northerly to a point being the intersection of the east right-of-way line of High Street and the Northerly right-of-way line of the Southern Pacific Railroad: thence northwesterly along the northerly right-of-way line of the Southern Pacific Railroad to a point being at the intersection the east right-of-way line of Pearl Street and the northerly right-of-way line of the Southern Pacific Railroad: thence westerly to a point of intersection with the west right-of-way line of Pearl Street and the northerly right-of-way line of the Southern Pacific Railroad; thence southerly to a point being at the intersection with the west right-of-way line of Pearl Street and the southerly right-of-way line of the Southern Pacific Railroad; thence southeasterly to the point of intersection of the east right-of-way line of Pearl Street and the southerly right-of-way line of the Southern Pacific Railroad; thence southeasterly along the south right-of-way line of the Southern Pacific Railroad to a point of intersection with the south right-of-way line of the Southern Pacific Railroad and the north right-of-way line of 5th street; thence south to the south right-of-way line of 5th street; thence east the point of beginning, all in Eugene, Lane County, Oregon. Per exhibit map A "Railroad Quiet Zone Riverfront Urban Renewal District Expansion" Resolution 1086 approved by the Urban Renewal Agency Board on February 26, 2018.

Plan Exhibit C: Analysis Of The Plan's Conformance To The Comprehensive Plan And Other Local Plans

ORS 457.095 requires that an Urban Renewal Plan conform to local objectives including the comprehensive plan and economic development plan of a locality. This section provides that analysis. Additionally, ORS 457.085(2)(d) requires that the Plan include an explanation of the Plan's relationship to definite local objectives regarding appropriate land uses and improved traffic, public transportation, public utilities, telecommunications utilities, recreational and community facilities, and other public improvements. This section complies with the statutory requirement to identify definite local objectives regarding land use, transportation, etc., by reference to local planning documents. Relevant local planning and development objectives are contained within the following local planning documents:

- Eugene-Springfield Metropolitan Area General Plan (Metro Plan)
- Envision Eugene Comprehensive Plan (Envision Eugene)
- Eugene 2035 Transportation Systems Plan
- Housing Implementation Pipeline
- Eugene Climate Action Plan 2.0
- Eugene Downtown Plan

The following section describes the purpose and intent of these planning documents, lists applicable goals and policies within each planning document, and provides an explanation of how the Urban Renewal Plan for the Riverfront Urban Renewal District (Plan) relates to the applicable goals and policies.

The numbering of the goals and policies within this section reflects the numbering that occurs in the original planning document. Italicized text is text that has been taken directly from an original planning document and therefore cannot be changed. Some verbiage may say "complies with", which, in this document is synonymous with "conforms to" as stated in ORS 457.095.

A. Eugene-Springfield Metropolitan Area General Plan (Metro Plan)

Metropolitan Residential Land Use and Housing Element Goal: Provide viable residential communities so all residents can choose sound, affordable housing that meets individual needs.

FINDING: The 2024 Amendment to the Urban Renewal Plan for the Riverfront Urban Renewal District (2024 Amendment) provides tax increment resources to help create additional housing opportunities, including Affordable Housing, for Eugene residents. The resources may be used for acquisition, assisting with development costs, and providing incentives to make a project economically feasible. The Plan conforms to the Housing Element Goal of the Metro Plan.

Economic Element Goal: Broaden, improve, and diversify the metropolitan economy while maintaining or enhancing the environment.

Policies:

- *B.14 Continue efforts to keep the Eugene and Springfield central business districts as vital centers of the metropolitan area.*
- *B.28 Recognize the vital role of neighborhood commercial facilities in providing services and goods to a particular neighborhood.*
- *B.29 Encourage the expansion or redevelopment of existing neighborhood commercial facilities as surrounding residential densities increase or as the characteristics of the support population change.*

FINDING: The 2024 Amendment provides tax increment resources to help create additional housing opportunities, including Affordable Housing, for Eugene residents. The Steam Plant project will continue revitalization of the Downtown Riverfront, adding public gathering spaces and a hotel to bring more activity to the Plan Area. The Plan conforms to the Goal and Policies B.14, B.28, and B.29 of the Metro Plan.

Transportation Element Goals:

1. *Provide an integrated transportation and land use system that supports choices in modes of travel and development patterns that will reduce reliance on the automobile and enhance livability, economic opportunity, and the quality of life.*
2. *Enhance the Eugene-Springfield metropolitan area's quality of life and economic opportunity by providing a transportation system that is:*
 - *Balanced,*
 - *Accessible,*
 - *Efficient,*
 - *Safe,*
 - *Interconnected,*
 - *Environmentally responsible,*
 - *Supportive of responsible and sustainable development,*
 - *Responsive to community needs and neighborhood impacts, and*
 - *Economically viable and financially stable.*

Policies:

- *F.3 Provide for transit-supportive land use patterns and development, including higher intensity, transit-oriented development along major transit corridors and near transit stations; medium- and high-density residential development within ¼ mile of transit stations, major transit corridors, employment centers, and downtown areas; and development and redevelopment in designated areas that are or could be well served by existing or planned transit.*
- *F.4 Require improvements that encourage transit, bicycles, and pedestrians in new commercial, public, mixed use, and multi-unit residential development.*
- *F.11 Develop or promote intermodal linkages for connectivity and ease of transfer among all transportation modes.*
- *F.13 Support transportation strategies that enhance neighborhood livability.*

- *F.14 Address the mobility and safety needs of motorists, transit users, bicyclists, pedestrians, and the needs of emergency vehicles when planning and constructing roadway system improvements.*
- *F.22 Construct and improve the region's bikeway system and provide bicycle system support facilities for both new development and redevelopment/expansion.*
- *F.23 Require bikeways along new and reconstructed arterial and major collector streets.*
- *F.24 Require bikeways to connect new development with nearby neighborhood activity centers and major destinations.*
- *F.26 Provide for a pedestrian environment that is well integrated with adjacent land uses and is designed to enhance the safety, comfort, and convenience of walking.*
- *F.27 Provide for a continuous pedestrian network with reasonably direct travel routes between destination points.*
- *F.37 Consider and include among short-term project priorities, those facilities and improvements that support mixed-use, pedestrian-friendly nodal development, and increased use of alternative modes.*

FINDING: The 2024 Amendment provides tax increment resources to provide for improved multi-modal transportation systems including street, curb, alley, and sidewalk improvements; streetscape improvements; and pedestrian, bike, and transit improvements. The Plan conforms to the Goals and listed policies of the Transportation Element of the Metro Plan.

Public Facilities and Services Element Goals:

1. *Provide and maintain public facilities and services in an efficient and environmentally responsible manner.*
2. *Provide public facilities and services in a manner that encourages orderly and sequential growth.*

FINDING: The 2024 Amendment provides tax increment resources to help create additional housing opportunities, including affordable housing, Eugene residents. This area in Eugene already has existing services and increasing the density of the area makes efficient use of existing resources. The Plan conforms to the Public Facilities and Services Element Goals of the Metro Plan.

Parks and Recreation Facilities Element Goal:

Provide a variety of parks and recreation facilities to serve the diverse needs of the community's citizens.

Objectives:

4. *Develop park sites and recreation facilities in the manner best suited to serve the diverse interests of local residents and in areas of greatest need.*
5. *Close the gap between the current supply of park and recreation facilities and the projected demand.*

FINDING: The 2024 Amendment provides tax increment resources to improve the public spaces within the area acknowledging that increasing the residents in the area will increase demand for park facilities. The Plan conforms to the Goal and Objectives 4 and 5 of the Parks and Recreation Facilities Element of the Metro Plan.

B. Envision Eugene Comprehensive Plan

June 2017

Chapter 3 Economic Development

Downtown, Key Corridors, and Core Commercial Areas – Policies in this section support geographic areas of particular economic intensity.

- *3.32 Priority development areas. Promote redevelopment and reuse in prioritized areas including downtown, key corridors, and core commercial areas.*
- *3.33 Urban economy. Promote downtown as a hub of creative, entrepreneurial activity that can attract new investment and retain and grow existing businesses that thrive in the urban environment.*
- *3.34 Multifaceted, regional center. Strengthen downtown’s role as a destination and the functional center for government, business and commerce, entertainment and the arts, and education in Eugene and the Southern Willamette Valley.*
- *3.35 Neighborhood vitality. Recognize the vital role of commercial facilities that provide services and goods in complete, walkable neighborhoods throughout the community. Encourage the preservation and creation of affordable neighborhood commercial space to support a broad range of small business owners across all neighborhoods.*

FINDING: The 2024 Amendment provides tax increment resources to help create additional housing opportunities, including Affordable Housing, for Eugene residents. The Steam Plant project will continue revitalization of the Downtown Riverfront, adding public gathering spaces and a hotel to bring more activity and economic input to the Area. The Plan conforms to the Economic Development Element of the Envision Eugene Comprehensive Plan.

Chapter 9 Transportation

Policy 9.1 Local transportation planning. The Eugene 2035 Transportation System Plan, not including the transportation financing program, serves as the transportation element of the Envision Eugene Comprehensive Plan and amendments to that plan shall constitute amendments to this plan.

FINDING: The findings of conformity with the Eugene 2035 Transportation System Plan, laid out in more detail below, support a finding of conformity with the Transportation Chapter of the Envision Eugene Comprehensive Plan.

C. Eugene 2035 Transportation System Plan

The following are projects specified in the Eugene 2035 Transportation System Plan located in the Plan Area.

- *Improved connections from Downtown to other corridors*
- *Neighborhood greenway*
 - *PB-111 – Broadway, Charnelton Street to High Street*
 - *PB-503 – High Street, Cheshire Ave to 6th Avenue*
 - *PB-591 – Garden Avenue, Millrace Drive to 15th Avenue*
- *Protected bike lane*
 - *PB-18 – High Street, 6th Avenue to 19th Avenue*
 - *PB-580 – Hilyard, 8th Avenue to Broadway*
 - *PB-582 – Broadway, Hilyard Street to Alder Street*
- *Shared use path*
 - *PB-376 – South Bank Path to Riverview Street*
- *Sidewalk Path*
 - *PB-508 – Franklin Boulevard, Alder Street to Millrace Park Path*
- *Multimodal*
 - *MM-9 – West Eugene EmX*
 - *MM-19 – Franklin Boulevard Reconstruction*
 - *MM-22 – Convert 8th Avenue to a two-way street*
 - *MM-24 – Railroad Quiet Zone*
 - *MM-25 – 8th Avenue railroad crossing improvements*
- *Grade Separated Path*
 - *PB-8 – Alder Street Rail Crossing*
- *Future study projects*
 - *S-3 – Improvements to North-South Travel/Circulation South of Downtown – Evaluate north/south circulation options on the Oak/Pearl Streets and Hilyard/Patterson Streets couplets*
- *Potential actions for system-wide policies*
 - *N. Promote transportation demand management programs along the Key Corridors, in downtown, and near the University of Oregon to coordinate the needs and travel options of multiple businesses and residences for purposes of reducing automobile and freight demand at times of peak congestion.*

FINDING: The 2024 Amendment provides tax increment resources to provide for improved multi-modal transportation systems including street, curb, alley and sidewalk improvements, streetscape improvements and pedestrian, bike, and transit improvements. The Plan conforms to the Eugene 2035 Transportation System Plan.

D. Housing Implementation Pipeline

July 1, 2022 – June 30, 2027

The Housing Implementation Pipeline (HIP) is an internal, cross-departmental, five-year work plan for the City. This work plan coordinates current and future City resources, goals, and priorities with a systems-thinking approach to housing across the full continuum from people

experiencing homelessness to overall housing supply. A target goal in the HIP is to increase the amount of housing downtown by 50% from 2021; an increase of over 1,000 units. The HIP work plan period begins July 1, 2022, and concludes June 30, 2027. The HIP will be reviewed and updated on a two-year schedule to occur in year 3 (2025) and year 5 (2027)

Downtown Housing Strategies

Encouraging compact development in the downtown area is one critical way to provide housing for our growing community. Increasing the number of housing units in the downtown core achieves other policy goals related to climate recovery and resiliency, compact development transportation efficiency, downtown vibrancy, and fiscal sustainability.

Despite community benefits from a strong residential presence downtown, new residential construction faces a number of competitive disadvantages, particularly financial challenges, compared with development in other parts of the city.

Prior support for downtown housing has come in multiple forms, especially 1) Affordable Housing investments such as HOME funds and tax exemptions from Low-Income Rental Housing Property Tax Exemption (LIRHPTE), 2) tax exemption under the Multi Unit Property Tax Exemption (MUPTE) program, 3) Urban Renewal, and 4) regulatory incentives, such as the removal of parking minimums in the downtown area. These tools have led to the creation of the majority of the housing units in downtown today, including Broadway Place, First on Broadway, Aurora Building, and West Town on 8th.

The City could look to continue this type of support by exploring tax exemption opportunities as well as the possibility of extending the life of the Downtown and Riverfront Urban Renewal Districts for the purposes of supporting more housing downtown. Support for downtown housing will allow the City to meet its goal of adding at least 1,000 new units downtown.

Middle Housing Incentives

Throughout the public engagement process for Middle Housing Code Amendments (HB 2001), community members and the Planning Commission emphasized the need for incentivizing smaller and more affordable housing options. To increase desired middle housing, the City will explore a suite of incentives such as fee reductions, tax exemptions, preapproved plans, first-time home buyer assistance, and land use code changes (e.g., density bonuses). Potential incentives would complement other items in the HIP and some incentive programs could be expanded to include middle housing in certain places or city wide if specific targets are met including efficiency targets like small square footage, or income restriction targets. It is anticipated that a comprehensive approach that pairs financial incentives with regulatory changes will have the greatest impact. This policy exploration could occur starting in FY25, if the additional resources are secured.

Anti-Displacement Action Plan

If additional resources are made available, City staff will look to coordinate policies and actions to promote equitable development and reduce the harmful impacts of involuntary displacement as Eugene continues to grow. The action plan will guide many of our existing and proposed policies or programs.

Academic and professional publications on anti-displacement identify production, preservation, and protection as key policy areas to combating the negative effects of displacement. In developing the plan, the City will look to other cities and models that have proven effective at preventing the effects of involuntary displacement.

As shown in Appendix A [of the HIP], the plan could be created beginning in FY25, if additional resources are made available for this work. An Anti-Displacement Action Plan will be co-created with community members, building off the work of the Equity Panel and with a particular focus on engaging with communities that are most impacted by displacement. It could include direction on tenant/renter protection regulations, Affordable Housing preservation and development, rental assistance, homeownership assistance, community land trust support, inclusionary zoning requirements, and a housing-specific equity lens toolkit.

FINDING: The 2024 Amendment provides tax increment resources to help create additional housing opportunities in the downtown for Eugene residents. The Housing Implementation Pipeline includes the use of urban renewal as a potential resource for creating additional housing. The Housing Implementation Pipeline also includes exploration of incentives of middle housing production, which can occur with urban renewal. The Plan supports the Housing Implementation Pipeline.

E. Climate Action Plan 2.0

July 2020

The Climate Action Plan 2.0 identifies actions that will help Eugene reach its climate goals. The Plan includes multiple strategies that support the development of downtown and increase compact housing in the downtown. Housing policy is a cornerstone of any City's climate policy. Housing stock characteristics like size, affordability, and location relative to transit, jobs, and other amenities all impact residents' environmental impact. Size has multiple impacts including the emissions from creating the building materials and the emissions from energy used to heat and cool the home. Smaller homes tend to have a smaller carbon footprint during construction and use. In addition, housing units built close to transit, jobs, and other amenities allow residents to access the community using fewer vehicle trips.

Action T11 COE to make compact urban development easier in the downtown, on key transit corridors, and in core commercial areas. This includes removing regulatory barriers, flexible uses within industrial and commercial, reduce financial obstacles, restructure SDCs for smaller additional incentives, flexible land use codes, and ensure transportation system can support planned densities. This action is part of the Promote Compact Urban Development and Efficient Transportation Options Pillar of Envision Eugene.

Action T13 COE to plan for growth so that an increasing proportion of residents live in 20-Minute Neighborhoods where residents can meet most of their daily needs near their homes without the use of an automobile. This includes identifying location opportunities for flexible codes, transportation infrastructure improvements, parks and open space, partnerships, and

incentives. This action is part of the Plan for Climate Change and Energy Resiliency Pillar of Envision.

Action T14 *COE to incentivize transit-oriented development and walkable neighborhoods using tools such as the Multi-Unit Property Tax Exemption (MUPTE), a state-enabled 10-year property tax exemption, to stimulate the construction of multiunit housing downtown and along key corridors. MUPTE is currently authorized to be used in downtown Eugene. Programs to facilitate more housing downtown, including MUPTE, are an Envision Eugene strategy anticipated to achieve an additional 1,000 dwellings by 2032.*

Action T15 *COE to encourage housing diversity in all neighborhoods. Support the construction of duplexes, triplexes, quadplexes, townhomes, and cottage clusters throughout the community. Directly implement House Bill (HB) 2001, the state law that enables missing middle housing options on lots zoned for residential uses by June 2022. (HTS Process, Envision Eugene, SB 1051, HB 2001)*

Recommendation E1

Implement City land use policies that encourage higher density land use. Higher density housing results in more walkable, rideable, or roll-able communities.

FINDING: The 2024 Amendment provides tax increment resources to help create additional housing opportunities and Affordable Housing opportunities for Eugene residents. Providing for increased housing density in the downtown helps compact urban development and plans for growth for increasing the proportion of the residents who live in 20-Minute Neighborhoods, and encourages housing diversity by providing increased housing opportunities. The Plan conforms to the Climate Action Plan 2.0.

G. Eugene Downtown Plan

April 12, 2004

Downtown Riverfront

Policies

1. *Incorporate the Willamette River as an integral element to downtown planning and development.*
2. *Collaborate with EWEB to encourage relocation of their utility facilities.*
3. *A master plan for the EWEB riverfront property must be approved by the City before any redevelopment, land use application, rezoning, Metro Plan, or refinement plan diagram amendments are approved for uses not associated with EWEB functions. The master plan shall be evaluated based on the master plan's consistency with principles a through d below:*
 - a. *Create a "people place" that is active, vibrant, accessible, and multi-use.*
 - b. *Provide appropriate setbacks, deeper where environmental or habitat issues are more critical, shallower in other areas.*
 - c. *Incorporate appropriate building and site design techniques that address environmental concerns.*

- d. Incorporate an educational aspect, so that the riverfront improvements teach us about our river, our history, and our city.*
- 4. Facilitate dense development in the courthouse area and other sites between the core of downtown and the river.*

Implementation Strategies

- A. Create inviting physical and visual access to the riverfront from 8th and 5th Avenues and explore opportunities for additional access between these two points.*
- C. Reinforce the relationship between downtown and the river through landscaping, art, signs, street furniture, historic plaques, and markers.*
- E. Enhance existing points of access from downtown to the river so that convenient connections are visible both from the riverfront to downtown, and from downtown to the river.*
- F. Explore possibilities for parks or public open space along the riverfront.*

FINDING: The 2024 Amendment provides tax increment resources to help create additional housing opportunities, including Affordable Housing, for Eugene residents. Major policies in the Downtown Plan call for incorporating the Willamette River as an integral element to downtown planning and development and developing the EWEB property. The Steam Plant project will continue revitalization of the Downtown Riverfront, adding public gathering spaces and a hotel to bring more activity and economic input to the Area. The Plan also includes physical improvements that will strengthen the connection between downtown and the river. These policies are supported by the 2024 Amendment. The Plan conforms to the Eugene Downtown Plan.

RIVERFRONT URBAN RENEWAL DISTRICT REPORT

For the Riverfront Urban Renewal Plan

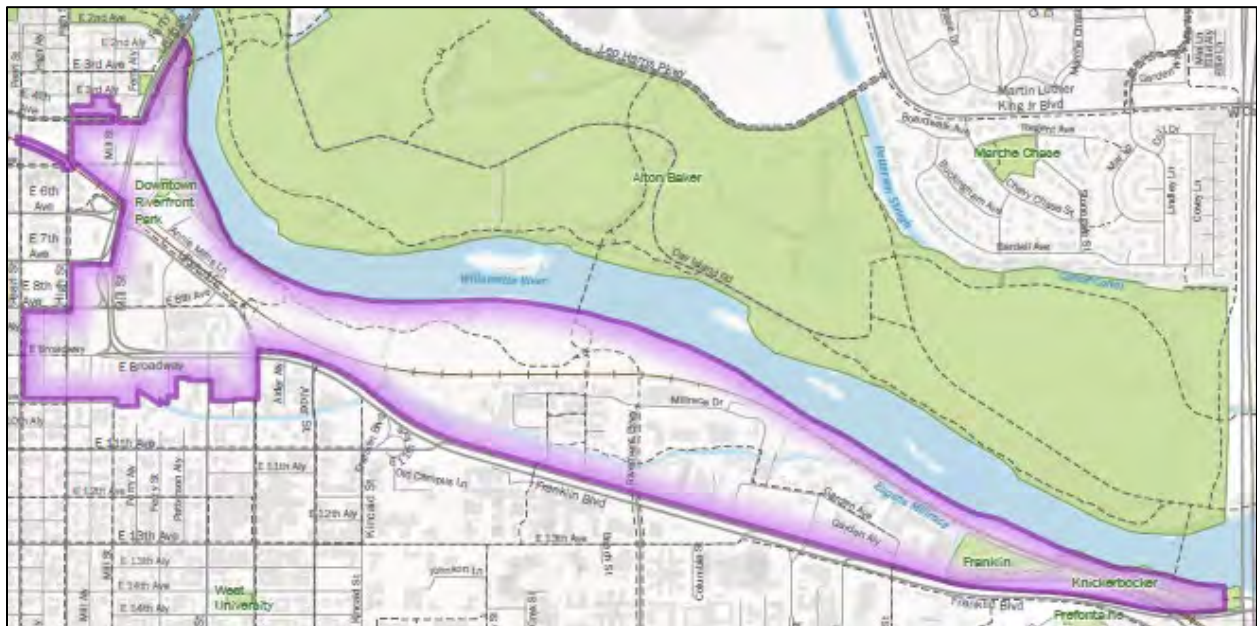
Originally Adopted September 11, 1985 by City Council Ordinance No. 19352

Amended March 10, 2004 by City Council Ordinance No. 20313

Amended February 12, 2018 by Eugene Urban Renewal Agency Resolution No. 1085

Amended February 26, 2018 by Eugene Urban Renewal Agency Resolution No. 1086

Amended ____, 2024 by City Council Ordinance No. ____



Urban Renewal Agency of the City of Eugene, Oregon



ACKNOWLEDGEMENTS

Eugene City Council and Urban Renewal Agency Board

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REPORT ON THE RIVERFRONT URBAN RENEWAL DISTRICT PLAN

Chapter 1: Introduction

The 2024 Amendment to the Riverfront Urban Renewal Plan (the “Plan”) makes the following changes:

- Specifies project activities to be undertaken;
- Increases the Plan’s maximum indebtedness to allow for those specific projects; and
- General updating of the Plan.

The Plan has been amended three other times: once in 2004 and twice in 2018 to add small amounts of property to the Plan Area. The 2024 Plan Amendment is considered a substantial amendment under ORS 457 because it increases the maximum indebtedness of the Plan. This Report accompanies the Plan and consists of text, tables, and appendices.

The Riverfront Urban Renewal District contains approximately 245 acres (the “Plan Area”). The legal description for the Plan Area is located in Exhibit B to the Plan.

Chapter 2: Description of Physical, Social, Economic, and Environmental Conditions in the Plan Area

A. Physical Conditions

1. Land Area

The Plan Area encompasses about 245 acres. See Appendix, Report Exhibit A for a map of the Plan Area.

The total incorporated land area for the City of Eugene, as of July 2023, is 28,544 acres. The Plan Area represents about 0.85% of the City’s total land area. The Plan Area, combined with the area of the Downtown Urban Renewal District (approximately 75 acres), equals approximately 320 acres in urban renewal districts, which is a little more than 1.0% of the City’s total land area and well below the 15% maximum allowed by Oregon State law.

2. Existing Land Use and Zoning

Table 1 shows generalized land use in the Plan Area as of July 2023 by category. Table 2 shows the zoning of property in the Plan Area as of July 2023 by zone. A description of each use permitted is found in Chapter 9 of the Eugene Code. (The zoning map is located in the Appendix, Report Exhibit B.)

Table 1. Generalized Land Use

Land Use Code	Tax Lots	% Total
Commercial	173	80.1%
Residential	3	1.4%
Residential Multi-Fam	36	16.7%
Miscellaneous	3	1.4%
Industrial	1	0.5%
Total	216	

Table 2. Zoning

Zoning		Acres
S-RP	Riverfront Park Special Area	82.2
S-WS	Walnut Station Special Area	37.4
S-DR	Downtown Riverfront Special Area	22.0
C-2	Community Commercial	24.3
I-3	Heavy Industrial	4.4
I-2	Light-Medium Industrial	1.9
R-4	High-Density Residential	1.9
PL	Public Land	2.1
C-3	Major Commercial	2.7
Total Zoned Property		178.9
Non-Taxloted Right-of-Way		66.1
Total		245.0

Source: Lane County Department of Assessment & Taxation

3. Historic Structures

Given its location just south of the Willamette River, much of the Plan Area was a mix of industrial uses and greenspace. Numerous old buildings were lost in the Plan Area due to demolition or neglect. While not all of these structures were historically or architecturally significant, their demolition and neglect demonstrate that Eugene’s urban heritage was not considered worthy of preservation or reuse.

The Plan Area is adjacent to one of only two historic districts in Eugene, East Skinner Butte Historic District. This district showcases a high concentration of structures, most of which are residential homes, listed on the National Register of Historic Places and/or designated as a City Landmark.

Today, the Agency aims to take an active role in celebrating that urban heritage by preserving and reclaiming obsolete or underutilized buildings as well as parts of the urban landscape. For example, the Agency Board intends to save the historic Steam Plant building and is currently working with a developer who intends to list the building on the National Register. The Agency Board intends to preserve, conserve, and complement the natural and built environment of the Riverfront, as a whole, and by doing so holds up the integrity of the larger network of neighborhoods surrounding the Plan Area.

4. Telecommunications Utility System

The Eugene Water and Electric Board (EWEB) installed a fiber network throughout the Downtown Riverfront, providing the new structures access to EWEB’s open-

access fiber network, known as EUGNet. The EUGNet network connects to EWEB’s fiber network that serves its electrical system but offers the publicly owned fiber to private internet service providers.

Outside of the Downtown Riverfront, there are no fiber connections to individual properties in the Plan Area. EWEB has ‘backbone’ fiber across the Plan Area, but additional construction is needed to connect most of the Plan Area to the fiber network. On 8th Avenue, between High and Hilyard Streets, EWEB owns fiber that travels through its underground electric distribution systems, but the vault access does not have adequate space to install splice locations that would be needed to connect adjacent properties to the fiber network.

5. Streets, Alleys, Sidewalks

Existing major streets in the Plan Area are all paved and are in relatively good condition. Improvements are made to rights-of-way as new development occurs throughout the Plan Area. The City and Agency recently completed construction of the infrastructure needed to bring downtown to the river. Urban Renewal funds were used to build out the street network, stormwater and wastewater systems, and utilities needed to serve the Riverfront Park and future development.

The City of Eugene’s Transportation Planning team is currently in the process of redesigning Franklin Boulevard, which forms the southern border of the Plan Area, to transform it from an auto-focused highway to a multi-modal urban street safe for all users. Many of the sidewalks, especially those connecting the Riverfront Plan Area to the Downtown Plan Area are in need of maintenance and upgrade to make them safe for users.

The Ferry Street Bridge connects to the street network in the western portion of the Plan Area. The existing road network creates a physical and psychological barrier between the new development in and near the Downtown Riverfront and the downtown core east of Mill Street.

Table 3 shows the list of projects identified in the City of Eugene’s Transportation System Plan (TSP) that are located in the Plan Area. *The projects listed are deficiencies in the Area but are not necessarily projects to be completed by this Plan.*

Table 3. Transportation System Plan (TSP) Projects

TSP Number	Project Type	Name	Estimated Cost as identified in TSP	Description
MM-9	Transit and Multimodal Project	West Eugene EmX	Funded; under construction	West Eugene EmX extension along West 6th, 7th, and 11th Avenues, Garfield and Charnelton Streets (project is currently funded and under construction)
MM-19	Roadway	Other project	\$27,400,000	Reconstruct Franklin Boulevard pursuant to the Walnut Station Plan; make streetscape improvements including new sidewalks on the south side and a

TSP Number	Project Type	Name	Estimated Cost as identified in TSP	Description
				shared use path on the north side between Onyx and Alder Streets
MM-22	Roadway	Other project	\$3,900,000	Convert 8th Avenue to two-way street
MM-24	Railway	Quiet Zone	\$5,000,000	Establish Railroad Quiet Zone; assumes 10 crossings
MM-25	Railway	Near 8th Avenue with connection to South Bank Path	\$3,100,000	Relocate highway-railroad crossing in alignment with the existing 8th Avenue improvements including track panels, lights, relocated signal, gates, audible warning devices, upgraded railroad track detection as required by ODOT Rail and/or Union Pacific Railroad, and an accessway to establish a walking and bicycling connection to the South Bank Path
PB-8	Grade Separated Path	Alder Street Railroad Crossing	TBD	South Bank Bike Path to Alder Street
PB-18	Protected Bike Lane	High Street	\$2,267,000	East 6th Avenue to East 19th Avenue
PB-111	Neighborhood Greenways	Broadway	\$47,000	Charnelton Street to High Street
PB-376	Shared Use Path	Franklin Boulevard Path	\$639,000	South Bank Path to Riverview Street
PB-503	Neighborhood Greenways/Bike Lane	High Street	\$42,000	Cheshire Avenue to East 6th Avenue
PB-508	Sidewalk Path	Franklin Boulevard sidewalk path	\$273,000	Alder Street to Millrace Park Path
PB-580	Protected Bike Lane	Hilyard Street	\$330,000	East 8th Avenue to East Broadway
PB-582	Protected Bike Lane	E Broadway	\$265,000	Hilyard Street to Alder Street
PB-591	Neighborhood Greenways	Garden Avenue	\$52,000	Millrace Drive to East 15th Avenue

Source: City of Eugene Transportation System Plan

Table 4 shows the list of transportation projects identified in the City of Eugene's Capital Improvement Program (CIP) that are located in the District. *The listed projects document existing conditions only, they do not mean these are projects included in this Plan.*

Table 4. Capital Improvement Program Projects: Transportation

CIP Project Number	Project Type	Project Name	2014 Cost Estimate	Description
T8	Transportation	Coburg Road Viaduct Load Strengthening	\$1,800,000	This project is in construction to make repairs to the steel bridge over the Willamette River and the viaduct. Design work included preliminary design of seismic upgrades to the Willamette River Bridge to be constructed upon future funding
T9	Transportation	East Broadway Street Paving	\$1,800,000	This project will rehabilitate East Broadway Street from Mill Street to East 11th Avenue
T10	Transportation	Franklin Blvd: 11th Ave to Walnut Street Paving	\$2,700,000	This project will rehabilitate Franklin Boulevard from 11th Avenue to Walnut Street
T11	Transportation	Franklin Blvd: A Partnership to Rebuild and Revive a Corridor	\$35,500,000	This project will redesign Franklin Boulevard from 11th Avenue to I-5 including conversion to roundabouts, reduction of travel lanes, and reallocation of space for protected bicycle and pedestrian facilities

Source: City of Eugene Capital Improvement Program

6. Wastewater System

Table 5 shows the wastewater project identified in the City of Eugene’s Capital Improvement Program (CIP) that is located in the District. *The listed project documents existing conditions only, it does not mean the project is included in this Plan.*

Table 5. Capital Improvement Program Projects: Wastewater System

CIP Project Number	Project Type	Project Name	2014 Cost Estimate	Description
W1	Wastewater	Franklin Boulevard Wastewater Rehabilitation	\$500,000	This project will redesign and reconstruct a section of the wastewater system along Franklin Boulevard.

Source: City of Eugene Capital Improvement Program

7. Stormwater Delivery System

Table 6 shows the stormwater project identified in the City of Eugene’s Capital Improvement Program (CIP) that is located in the District. *The listed project document existing conditions only, it does not mean the project is included in this Plan.*

Table 6. Capital Improvement Program Projects: Stormwater Delivery System

CIP Project Number	Project Type	Project Name	2014 Cost Estimate	Description
S15	Stormwater	Mill Street Water Quality Improvement	\$300,000	This project will construct a large water quality improvement structure to treat stormwater runoff from an area east of downtown, park of Franklin Boulevard, and the Millrace from Kincaid Street to Ferry Street.

Source: City of Eugene Capital Improvement Program

8. Parks and Plazas

The Plan Area stretches along the south side of the Willamette River, making parks and open space important components of the District. As development continues in the Plan Area, preserving and improving access to the River is an important consideration. The Plan Area currently includes the following parks and open spaces:

- (a) Riverfront Park – A new urban park that features broad river views, new bicycle and pedestrian paths, covered seating, and overlooks.
- (b) Franklin Park – This park is a forested natural area near the Willamette River that currently does not have access or recreational facilities. The site lies between Franklin Boulevard and the railroad tracks next to the Willamette River, and provides habitat for insects, birds, and small mammals.
- (c) Ruth Bascom Riverbank Path System (South Bank Bike Path) – A portion of the South Bank Bike Path and a portion of the Ruth Bascom Riverbank Path System is in the District.

Table 7 shows the Parks project identified in the City of Eugene’s Capital Improvement Program (CIP) that is located in the District. *The listed project documents existing conditions only, it does not mean the project is included in this Plan.*

Table 7. Capital Improvement Program Projects: Parks

CIP Project Number	Project Type	Project Name	2014 Cost Estimate	Description
P3	Parks	Downtown Riverfront Plaza	\$7,000,000	This project will develop the one-acre upland portion of the Riverfront Park into an urban riverfront amenity.

Source: City of Eugene Capital Improvement Program

B. Social Conditions

1. Housing

There were 1,275 housing units in the Plan Area as of July 2023. There are 18 units of Affordable Housing (income-qualifying) within the Plan Area. In the past 10 years, approximately 1,000 new residential units have been created in the Plan Area, however they are targeted to college-aged students at both the nearby University of Oregon and Bushnell University. The monthly rents that are representative of the Plan Area from two of the newer large student housing complexes in 2023 are:

- Studio \$1,425-1,504
- 1-Bedroom \$1,790-1,874
- 2 Bedroom \$2,500-2,650

As part of the Downtown Riverfront redevelopment, a private development team is constructing 500 to 1,000 new market-rate housing units. In addition, the property located at the northwest corner of 4th Avenue and Mill Street is reserved for a 75-unit Affordable Housing project (included in the 2024 Plan Amendment as “Downtown Riverfront Affordable Housing”).

2. Socio-Economic

Based on information from the 2021 5-Year American Community Survey (ACS) data, there are 2,313 people living in the three Census block groups that overlap the Plan Area. There is quite a bit of acreage within these block groups that is not in the Plan Area, so this is probably an overestimate of the number of residents. The majority of the residents (66%) are in the 18-24 age group and, given the proximity to the University of Oregon and Bushnell University, are likely college students. The median household income in the Plan Area is well below the median household income in the City. (Table 8 and Census Boundaries Map in Appendix, Report Exhibit C.)

Table 8. Median Household Income

	Population	Margin of Error (+/-)	Median Household Income	Margin of Error (+/-)
City of Eugene	173,278	136	55,776	1,824
Census Tract 37, Block Group 1	2,640	428	24,453	4,043
Census Tract 38.02, Block Group 1	2,358	907	28,125	21,769
Census Tract 39, Block Group 1	1,296	407	35,662	4,675
Total Population	6,294			

Data source: ACS 2021-Year Estimates. B01001 Total Population, B19013 Median Household Income

3. Employment

In early 2023, there were 201 employers and about 1,900 employees in the Plan Area, according to the Oregon Employment Department’s Covered Employment data. The largest employers in the District were Northwest Community Credit Union and Whole Foods, based on estimates from InfoUSA, 2023. However, these data do not include employment at the University of Oregon. The University owns numerous buildings in the Plan Area, including Fine Arts studios, Campus Planning and Facilities Management, the Zebrafish International Resource Center, the Central Power Station, and the Knight Campus. Faculty and staff that work in these spaces are included in the University’s overall employment numbers—the Covered Employment dataset does not disaggregate employees by building. The University’s buildings accommodate hundreds of employees, the Knight Campus alone has about 500 workers. The University is constructing a second Knight Campus building, which will accommodate an additional 500 employees, which will bring the full Knight Campus capacity to approximately 1,000 workers.

C. Economic Conditions

1. Value of Property

The FY23 taxable assessed value for the whole City of Eugene is \$18,254,461,170. The total taxable assessed value, which includes the ‘frozen base’ and ‘increment’, for the Riverfront Urban Renewal District as of FY23 is \$255,345,586. The total taxable assessed value for the Downtown Urban Renewal District as of FY23 is \$240,398,656. Of these amounts, excess value, also known as increment, of the Plan Areas for Eugene’s two Urban Renewal Districts is \$411,398,048. The increment, or excess value, is the growth in assessed value of the Plan Area after its initial adoption. Table 9 below demonstrates that the combined frozen bases for the Downtown and Riverfront Urban Renewal Districts is less than 1.0%, well below the 15% limit of the City of Eugene assessed value minus the increment (excess) value of the Urban Renewal Plan Areas as imposed by ORS 457.420.

Table 9. Assessed Value Limitations as of FY23

A. City of Eugene Total Assessed Value (AV)	\$ 18,254,461,170
B. Total Frozen Base AV of Districts	\$ 84,346,194
Downtown District	\$ 33,736,746
Riverfront District	\$ 50,609,448
C. Total Increment AV of Districts	\$ 411,398,048
Downtown District	\$ 206,661,910
Riverfront District	\$ 204,736,138
D. Frozen Base AV as % of City AV: B/(A-C)	0.5%

The Agency Board is considering a permanent increase to the frozen base in the Riverfront Urban Renewal District to \$110,395,364 starting in FY25. If the Agency Board decides to permanently increase the frozen base in the Plan Area, the Frozen

Base assessed value as a percent of City assessed value is estimated to be 0.8%, still well below the 15% statutory limitation.

2. Relationship of the Value of Improvements to the Value of Land

The current ratio of improvement value to land value within the Plan Area, based on 2023 assessment records and excluding all tax-exempt property, is 3 to 1. This data is from the Lane County Assessor's 2023 tax records.

D. Environmental Conditions

The Plan Area has been developed with a mix of commercial, industrial, and residential uses. Most streets, sidewalks, alleys, and sewers are in place and should be upgraded and maintained. The public park areas within the Plan Area should be maintained as needed by the City. There are opportunities through the additional resources from the Plan Amendment to improve the function and condition of some of the streets, public parks, and public plazas.

- The infrastructure in the Plan Area, including roads and sidewalks, is a critical piece of the Willamette to Willamette Initiative, focused on connecting the downtown core to the river. Part of that project is to transform 8th Avenue from a predominantly one-way west-bound street with inadequate pedestrian and bicycle amenities into a two-way inviting and accessible path to and from the river and the ongoing development on the Downtown Riverfront property as well as the university area to the east. Construction is underway on a portion of that project, but there are more opportunities to improve the connection within the Plan Area.
- A portion of the Plan Area is within the boundaries of the Willamette Greenway and will be subject to policies protecting riparian areas along the southern bank of the Willamette River.
- The Millrace is an environmental historical feature which is currently not maintained and portions are not accessible for public recreation.

Chapter 3: Expected Impact, Including Fiscal Impact, of the Plan in Light of Added Services or Increased Population

The projects in the 2024 Amendment support the Plan goal to strengthen the economic conditions of the Plan Area. The historic Steam Plant, which is currently planned for redevelopment as a hotel, will be a commercial anchor of the Downtown Riverfront, attracting both residents and visitors to the unique project and creating more job opportunities. The increased residential uses in the Downtown Riverfront will provide increased activity to the businesses in the Plan Area. The projects will also contribute to the goal of enhancing the Plan Area's role as a key location for public and private development and investment. Improvements to right of way will contribute to the goal of reinforcing the Plan Area as a place to live, work, or visit by providing inviting and highly functional spaces for the community to enjoy on a daily basis as well as for special events.

One measure of this goal to strengthen the economic conditions is the expected increase in the taxable property values caused by the projects. Areas adjacent to the Plan Area are also expected to become more valuable. From FY23 through the estimated remaining life of the District (FY49) assessed value in the Plan Area is estimated to increase by about \$903 million.

Potential direct impacts to School District 4J from the 2024 Amendment are residential development projects that will ideally increase the number of people living in the Plan Area. Whether or not those residents have school-aged children is unknown at this time. However, the schools are funded on a per pupil basis, so additional school-aged students could mean additional funding for the schools. The amount of increased residential units will not likely require new school facilities. (See Chapter 9 for a summary of the financial impact that the Riverfront District has on 4J.)

The projects included in the 2024 Amendment, like all development projects, are expected to impact police services, transportation, utilities, and other public services.

City Council selected projects within the Plan Area for the way in which they support planning efforts and strategies, such as Envision Eugene, and adopted policy documents, such as the Eugene Downtown Plan, the Housing Implementation Pipeline, and the Climate Action Plan 2.0. Developed with significant public input, the planning documents were based on assumptions about the value of and expected need for higher density of uses and development, with a consequent need for new and improved services and amenities. The Amendment is expected to facilitate improvements within the Plan Area, thereby addressing the goals and policies in these documents. The policies of the Downtown Plan strongly support an active, strong urban core connected to the river, development in the Downtown Riverfront including the Steam Plant, and pedestrian improvements at Broadway and Mill Streets.

The pillars of Envision Eugene that will be addressed by the 2024 Amendment are to provide housing affordable to all income levels and to promote compact development and efficient use of transportation. Specifically, the 2024 Amendment projects are expected to meet more of Eugene's multi-unit housing needs and transform the eastern end of downtown into a mixed-use neighborhood that fosters active, walkable community living and connects to the downtown core. The projects in the Plan do not result in an intensification of development beyond that previously anticipated under the planning documents.

The Agency will use tax increment revenues to carry out the Plan. The use of tax increment revenues will affect the property tax revenues of other taxing jurisdictions that share assessed value with the Plan Area. The property tax impacts are described in Chapter 9.

Chapter 4: Reasons for Selection of the Plan Area

The Plan Area was adopted in 1985 with approximately 209 acres. This area was selected with the intention of diversifying the area's economy by supporting development in an industrial area that would capitalize on research activities of the University of Oregon. The Plan Area was expanded by 34.5 acres in 2004 to achieve objectives outlined in downtown planning documents. The Plan Area was further expanded by approximately 1.9 acres in

2018 to support the redevelopment envisioned in the EWEB Riverfront Master Plan and implementation of the Railroad Quiet Zone.

The five goals of the Plan are to 1) improve the function, condition, and appearance of the Plan Area, 2) eliminate blight and blighting influences, 3) strengthen the economic conditions of the Plan Area, 4) improve connections between the Riverfront Plan Area, the core of downtown, the federal courthouse, and the University of Oregon, and 5) protect or enhance the riparian area.

According to ORS 457.010, “blighted areas” means areas that, by reason of deterioration, faulty planning, inadequate or improper facilities, deleterious land use or the existence of unsafe structures, or any combination of these factors, are detrimental to the safety, health, or welfare of the community. A blighted area is characterized by the existence of one or more of the following conditions:

- (a) The existence of buildings and structures, used or intended to be used for living, commercial, industrial, or other purposes, or any combination of those uses, that are unfit or unsafe to occupy for those purposes because of any one or a combination of the following conditions:
 - (A) Defective design and quality of physical construction;
 - (B) Faulty interior arrangement and exterior spacing;
 - (C) Overcrowding and a high density of population;
 - (D) Inadequate provision for ventilation, light, sanitation, open spaces, and recreation facilities; or
 - (E) Obsolescence, deterioration, dilapidation, mixed character or shifting of uses.
- (b) An economic dislocation, deterioration or disuse of property resulting from faulty planning;
- (c) The division or subdivision and sale of property or lots of irregular form and shape and inadequate size or dimensions for property usefulness and development;
- (d) The laying out of property or lots in disregard of contours, drainage and other physical characteristics of the terrain and surrounding conditions;
- (e) The existence of inadequate streets and other rights of way, open spaces and utilities;
- (f) The existence of property or lots or other areas that are subject to inundation by water;
- (g) A prevalence of depreciated values, impaired investments, and social and economic maladjustments to such an extent that the capacity to pay taxes is reduced and tax receipts are inadequate for the cost of public services rendered;
- (h) A growing or total lack of proper utilization of areas, resulting in a stagnant and unproductive condition of land potentially useful and valuable for contributing to the public health, safety, and welfare; or
- (i) A loss of population and reduction of proper utilization of the area, resulting in its further deterioration and added costs to the taxpayer for the creation of new public facilities and services elsewhere.

A total of 184 tax lots are located in the Riverfront Urban Renewal District. Eighty-two percent (or 151) of the 184 tax lots surveyed are determined to have blighted conditions. Fifty-two percent (or 97) of the tax lots in the District were considered to be very blighted because they have a ratio of Improvement Value to Land Value of 2:1 or less. In addition to

the tax lots surveyed, 20 locations in rights-of-way, roads, public walkways, and sidewalks also demonstrate blighted conditions. The blighted conditions impact the safety, health, and welfare of the community through potentially unsafe conditions for accessibility through deteriorating public rights-of-way, deficiencies in maintenance of public buildings and open spaces, decreased property values and taxable values, extensive vacancies, and outdated structural designs that are deteriorating. The evidence of blight and blighting influences reduces the economic activity in the area, leading to lowered value and a disincentive to invest. Additional information about blight findings can be found in the Property Analysis Report (Exhibit C to the Ordinance).

Chapter 5: Relationship Between Existing Conditions and Each Project Activity Undertaken in the Plan

All Projects set forth in Section 600 of the Plan are intended to correct the existing deficiencies in the Plan Area as described in this report (see Chapter 2).

The projects in Section 600 of the Plan are:

- 1) Existing Activities, specifically Steam Plant Redevelopment and Downtown Riverfront Affordable Housing;
- 2) Additional Housing;
- 3) Physical Improvements to Address Safety and Comfort; and
- 4) Projects Directed/Initiated by the Agency Board.

These projects will build on the significant efforts undertaken to redevelop the Downtown Riverfront, the former site of EWEB's operations and headquarters. These projects also align with the challenges and opportunities identified in a fall 2022 community outreach effort, known as Downtown Priorities and Projects. That effort looked at a focus area that included part of the Riverfront Urban Renewal Plan Area. It built on community outreach conducted over the previous few years and complementary professional recommendations. The Downtown Priorities and Projects effort led to recommended improvements for Eugene's downtown (which includes a portion of the Plan Area) in six categories: Housing; Public Safety; Social Services; Commercial Activity and Development; Public Spaces and Mobility; and Events and Culture. Staff presented a summary of the Downtown Priorities and Projects recommendations to the Agency Board in January 2023.

A. Existing Activities

Among other existing activities, the two prominent ones are Steam Plant Redevelopment and Downtown Riverfront Affordable Housing.

1. Steam Plant Redevelopment

Redevelopment of the Steam Plant will preserve and reuse a historically significant building, increase public use of the building, and expand access to views of the river. The developer intends to list the building on the National Register of Historic Places. The redevelopment will also improve the building's current status as a blighted condition. After not being used since 2012, the building has become a target of vandalism and theft and has significantly deteriorated. In addition, as a mixed-use building anchored by a hotel and

including retail food and drink establishments, the building will support the creation of dozens of new jobs.

2. Downtown Riverfront Affordable Housing

The property selected for the Downtown Riverfront Affordable Housing project is a vacant parking lot at the northwest corner of 4th Avenue and Mill Street. A housing development would result in a higher and better use of this property, as well as address the City's goals related to housing that is affordable to all income levels. See the next section for general information on how development of more housing in the Plan Area addresses existing conditions.

B. Additional Housing

The Plan Area has long been challenged by underutilized or vacant properties and buildings. These structures create empty spaces between active uses that lack vibrancy, add to a perceived lack of safety, and provide for a weak link between the downtown core and the Willamette River.

Increasing the housing supply addresses these problems. Converting vacant parcels and underutilized commercial buildings to residential uses will fill in empty spaces in the Plan Area. New housing units will attract people who will in turn increase demand for retail goods and services and expand the number of people walking throughout the Plan Area, enhancing vitality and perceptions of safety.

Expanding the Plan Area's housing supply also supports Eugene's efforts to positively impact housing issues and reduce per capita carbon emissions, described in the following documents:

- The Housing Implementation Pipeline (HIP) summarizes the City's goals, efforts, and coordination of housing production across the Eugene community. The HIP has a goal of issuing 6,000 permits for new housing units by the end of FY27 to address the undersupply of housing in Eugene. Increasing the number of housing units in the Plan Area will help support this goal.
- The Climate Action Plan 2.0 (CAP 2.0) identifies strategies that the Eugene community can take to address climate change. The CAP 2.0 states that housing policy is a cornerstone of any City's climate policy, because housing units built close to transit, jobs, and other amenities allow residents to access the community using fewer vehicle trips. Downtown already offers all of these amenities.

An important reason for the lack of housing in the western end of the Plan Area is the relatively high cost of construction in dense areas. Properties in dense areas are often constrained construction sites. The lack of 'elbow room' means more complicated logistics for the builder to manage. The sites often do not have on-site staging areas and have a higher likelihood of needing street/sidewalk closures compared to construction in less dense neighborhoods.

Some properties in the Plan Area have existing structures on them which could be converted from prior commercial uses to residential uses, but the financial feasibility of the project is hampered by the cost of the existing building. In addition, the change of use may trigger requirements for seismic upgrades and Systems Development Charges (SDCs) to cover the cost of adding to infrastructure systems. These costs can render the cost of redevelopment to be equal to the cost of new development. Redevelopment may require paying for an existing building and elevated construction costs.

The availability of incentives and predictability of the funds directly impacts the creation of new housing units. An ongoing fee assistance program that covers fees related to construction of housing would create an incentive for the projects, while also continuing to fund the programs and activities those fees pay for (such as the infrastructure capacity for new growth). For example, the Transportation System Plan and Parks and Recreation System Plan, and their companion SDC project lists, not only provide capacity for new development, they also serve as integral plans to meeting the goals of Envision Eugene, the Climate Recovery Ordinance and the Climate Action Plan 2.0.

C. Physical Improvements to Address Safety and Comfort

Improvements to the public right-of-way benefit workers, visitors, and residents, as well as the community at large with a safe and attractive connection between the downtown core, the Riverfront, and the University area. Blighted conditions in these areas include barren spaces with broken, deteriorated, and poorly lit pedestrian walkways, lack of amenities such as seating or drinking water, and areas that do not meet accessibility standards. The expenditure of urban renewal funds for the spaces will improve or remove blighted conditions, which will in turn provide a healthier and safer place for Eugene residents and visitors.

There are significant new developments occurring on the Downtown Riverfront site and near the Federal courthouse. Existing street crossings and pedestrian walkways that connect downtown to these newly improved areas are narrow and uninviting. For the Plan Area to flourish it should have street connectivity to ensure multiple mobility modes can easily access the Plan Area. Enhancing these public spaces will create an improved environment, so that the on-street experience is pleasant and perceived to be safe. Enhancing connectivity for multiple modes of mobility will encourage individuals to cross streets in the Plan Area.

Street, curb, and sidewalk improvements will improve deteriorated spaces that are uneven and inaccessible. Improvements will make the pedestrian environment safe, accessible, and attractive, which will enhance the pedestrian experience as individuals move from within and through the Plan area. These improvements are consistent with the CAP 2.0, Action T7, which states the City of Eugene will develop a sidewalk infill program and strategy for upgrading unimproved streets and connectivity to parks, shopping, and important community resources.

D. Projects Directed/Initiated by the Agency Board

The east end of downtown, east of Mill Street, has seen significant redevelopment in recent years, including the Wayne L. Morse U.S. Courthouse, Northwest Community Credit Union,

the Foundry Building, and new multi-story residential developments, creating a need for residents, employees, and visitors to access this area. This need is expected to continue increasing with the recent opening of the Riverfront Park, the construction of the Downtown Riverfront neighborhood, the redevelopment of the Steam Plant, and the relocation of City Hall. As activity in the area continues to increase, there is a need to evaluate how these areas are accessed and how to accommodate the new demands on the transportation system.

The Downtown Riverfront redevelopment and new Park will significantly increase the need for parking and mobility in this area. The planned housing in the Downtown Riverfront includes parking to serve the needs of the private redevelopment. On-street parking is anticipated to meet most of the standard daily needs of people accessing public amenities, such as the Park, restaurant, and commercial spaces. However, on-street parking will not accommodate all of the parking needs during high demand periods such as nights and weekends, and during special events. In addition, the Steam Plant parcel size is not sufficient to accommodate anticipated parking needs for its future redevelopment into a mixed-use center. While implementation of other mobility options may reduce the need for parking, it is still expected more parking is needed, at least in the medium term.

The Agency is authorized to participate in the effort to reroute the transmission lines that currently run from the electrical tower in the Riverfront Park, south along the river next to the Southern Plaza. Rerouting of the transmission lines would allow removal of the existing tower in the Riverfront Park, opening views at the southern end of the park and in front of the Steam Plant and creating more passive open space in those places. The realignment within Alton Baker Park would move the towers and lines away from the canoe canal creating a safer maintenance environment for EWEB, benefitting wildlife along the canal, and supporting EWEB's long-term resiliency plans.

The Plan Area includes centrally located parks and public facilities that serve the whole community. Urban Renewal funds could be used to support physical improvements to public spaces that benefit the broader community. The South Bank Path runs through the Plan Area, providing connections to the University, Eugene neighborhoods, and Springfield. Franklin Park is located on the east side of the Plan Area and does not have access or recreational facilities.

Investment in public facilities, such as a City Hall or fire station, will benefit the Plan Area by increasing public usage of the area and stimulating additional public and private investment in the District. Strategic development of public facilities on underutilized properties would help address blight in the Plan Area.

Urban renewal funds could also support physical improvements to privately owned properties to improve the look and feel of the Plan Area and enhance the experience of residents, workers, and visitors. The Agency would be stimulating economic activity and bringing positive ground-floor presence to the street by assisting with façade improvements or investing to make properties more marketable for a variety of uses.

Chapter 6: Estimated Total Cost of Each Project or Activity, Sources of Money, and Anticipated Completion Date for Each Project or Activity

This Report on the 2024 Amendment includes the estimated cost of projects to be carried out following the adoption of the amendment. Cost estimates are based on new tax increment revenue resulting from the increase to maximum indebtedness.

Table 10 lists the project activities included in the Plan and estimated costs. Because elements of each project are yet to occur or will not be known until implemented, there is a range of opportunities within each project. The estimated range gives a sense of scale and scope that could be possible. Below is a short description of each of the projects.

A. Projects

1. Existing Activities - Steam Plant redevelopment

The Steam Plant is part of the Downtown Riverfront property that the Agency purchased from EWEB in April 2018. The building was the oldest of EWEB's operational buildings and is the only remaining industrial structure. Constructed in phases from the 1930s to the 1950s, the 28,000 square foot multi-story masonry building was used to generate standby electrical power and to provide heat to downtown businesses. Steam Plant operations ceased in 2012 and the building has since been vacant.

Following a Request for Qualifications/Proposals process, in 2019 the Agency Board directed the Agency Director to enter into negotiations with the local development team for the redevelopment of the Steam Plant.

Adaptive re-use of the existing building is ambitious, facing extraordinary challenges that include environmental, seismic, and financial obstacles. Because of those obstacles and the cost to address them, the Steam Plant has a negative value and the project is only feasible with the financial support of the Agency and/or the City. In 2022, the Agency Board approved terms for the sale and redevelopment of the Steam Plant that allocated \$1.5 million of Urban Renewal funds for asbestos abatement, system development charges, and permit fees and provides the property at no cost.

The development team estimates that even after accounting for the allocated funds, the planned redevelopment has a remaining financial gap of about \$6.3 million. Assuming the Agency Board will choose to fill the full financial gap, that would make up 8% of the 2024 Amendment spending limit increase. This project is one of two projects funded in FY26 in the 2024 Amendment.

2. Existing Activities - Downtown Riverfront Affordable Housing

The Affordable Housing project located at the northwest corner of 4th Avenue and Mill Street, also known as "Parcel 2," in the Downtown Riverfront will need substantial public contribution to compensate for the low rents and to make it financially viable. Affordable Housing subsidies often come from a combination of federal, State, and local financial sources and the financial packages are complex. The neighborhood character of the Downtown Riverfront, first articulated in the EWEB Riverfront Master Plan and continued

in subsequent City policies, includes high-quality, urban architecture. These denser, more durable buildings are a more expensive type of construction and higher cost-per-square-foot than more suburban “garden-style” apartments. All of these factors lead to high development costs.

With rising construction costs, site constraints, the desire for the building to be responsive to the urban design context of the Downtown Riverfront while keeping rents affordable, it is expected there will be a need for significant subsidy – likely in the range of \$5 million. Assuming the Agency Board will choose to allocate \$5 million to support the project, that would make up 7% of the 2024 Amendment spending limit increase. This project is one of two projects funded in FY26 in the 2024 Amendment.

3. Additional Housing

Approximately 33% of the 2024 Amendment spending limit increase would be allocated to support the creation of new housing.

For Development Fee Assistance, funds would be allocated based on projects meeting criteria approved by the Agency Board. Funds could be allocated to pay up to 100% of development fees. It is assumed it would take about four years from allocating funds to a project to when construction would be completed. Estimating based on development fees for recently completed projects in and near downtown, fees could be approximately \$10,000 per unit. Assuming 50% of the housing funding was allocated for development fee assistance (\$12.6 million) it is estimated the Agency could support the creation of about 1,260 residential units.

Funds for Development Fee Assistance would be allocated during the Plan period with the final units estimated to be funded by FY49. Total cost is dependent on the specifics of developments undertaken, and any future adjustment of fee rates during the years ahead.

For **Land Acquisition**, total cost is dependent on the properties being acquired. Approximately half of the funds allocated for housing, \$12.6 million, are estimated to be for land acquisition. The funding for Acquisition first becomes available in FY29. As stated in the Plan, Agency Board approval is required before land will be acquired or sold.

4. Physical Improvements to Address Safety and Comfort

It is estimated that approximately 13% of project funding would be allocated to physical improvement projects that address safety and comfort. Funds would be allocated during the Plan period. Actual costs will depend on projects and priorities. Some of the funding for Physical Improvements to Address Safety and Comfort is available in FY29. Other funding is available later in the life of the Plan.

5. Projects Directed/Initiated by the Agency Board

It is estimated that approximately 23% of project funding would be allocated to activities listed in Section 600D, Projects Directed/Initiated by the Agency Board, which includes, as examples, Parking, Transmission Line Rerouting, Open Space Improvements, Development Support, and Other Public Facilities. Further study is needed to determine costs, feasibility, and timing for these possible projects. Based on 2022 estimates, staff estimates a 75-stall surface parking lot would cost up to \$1.2 million (preliminary cost estimate of \$300,000 to

\$450,000 for construction combined with potential land acquisition cost). EWEB's 2018 cost estimate for the transmission line rerouting is about \$1.2 million and staff have had preliminary conversations about the City or Agency potentially contributing funding for the work that would occur on the Downtown Riverfront side of the river (about \$500,000 in the 2018 estimate). Funding for Open Space Improvements, Development Support, and Other Public Facilities will depend on the need and will be administered according to the rules in the Plan.

Some of the funding for Projects Directed/Initiated by the Agency Board is available in FY29. Other funding is available later in the life of the Plan.

B. Project Delivery Administration

Actions for this activity include program administration (project management, loan and grant administration, support for ongoing investments within the Plan Area, public engagement, financial services, debt issuance and administration); legal services; reporting (budgets, financials); preparation of market, feasibility, or other economic studies; preparation of design, architectural, engineering, landscaping architectural, planning, development, or other developmental studies; providing accounting or audit services; providing special rehabilitation, restoration, or renovation feasibility and cost analysis studies; assisting in preparation of the annual financial reports required under Sections 800 and 900 of the Plan; providing property acquisition appraisals; and evaluation of the plan and the success of its activities. Many of the activities are provided through a contract between the City of Eugene and the Agency dated June 15, 2004. The Agency may also acquire, rent, or lease office space and office furniture, equipment, and facilities necessary to conduct its affairs in the management and implementation of this plan.

Projections for district administration assume that once the projects are complete, district administration expenses will be reduced to a level that will be sufficient to run the loan and grant program, support ongoing investments within the Plan Area, and ensure administration of outstanding debt, budget development, annual review of project activities, and financial report preparation.

The bullet points below summarize the projected administration costs, which includes staffing for project delivery, ongoing financial administration, and the loan and grant program. Additional items in the projection include legal and consulting fees necessary to protect the City/Agency and complete the projects, debt issuance cost needed for the projects, and property management.

- **Project Delivery – Staffing**
 - Average of 1.2 FTE at an average cost of \$294,000 per year FY25 through FY49; personnel costs are projected to increase 3-4% per year due to inflation and higher health and retirement costs.
- **Project Delivery - Legal costs, public engagement, financial administration, overhead and miscellaneous**
 - \$151,000 average per year FY25 through FY49; higher in the early years and a smaller amount for maintenance over time.

- **Debt Issuance Costs**
 - \$100,000 per issuance for a total of \$300,000 across three series of debt; to be determined.

Table 10. List of Project Activities and Estimated Allocations of Tax Increment Revenues

Project Activity	Estimated Cost Allocations
Steam Plant	\$6,300,000
Downtown Riverfront Affordable Housing	\$5,000,000
Additional Housing	\$25,124,000
Physical Improvements	\$10,000,000
Projects Directed/Initiated by Agency Board	\$17,150,000
Debt Issuance Costs	\$300,000
Project Delivery Administration	\$11,126,000
Total	\$75,000,000

Source: Tiberius Solutions

* The amounts provided in Table 10 are estimates. The Agency Board will approve actual amounts to be spent on individual projects after reviewing project details. The Agency Board may ultimately approve spending for an individual project above or below the estimates listed in this table; however, the total tax increment spending for the District will not exceed the 2024 cumulative spending limit (maximum indebtedness) of \$109.8 million.

The increased maximum indebtedness from the 2024 Amendment will start funding projects in FY25. Decisions on priorities of funding for projects will be made by the Agency Board at regular Agency Board meetings, all of which are open to the public. Depending on future tax increment revenue levels, construction of the projects contemplated in the 2024 Amendment is expected to be completed by FY49, and debt issued to fund the projects is estimated to be paid off by FY49.

Chapter 7: Estimated Amount of Money and Anticipated Year in Which Indebtedness will be Retired or Otherwise Provided For Under ORS 457.420 to 457.460

The total amount of tax increment revenue expected to be collected by the Agency beginning in FY25 to pay off maximum indebtedness is estimated at about \$100.1 million. The projects in the Plan will be funded with a combination of urban renewal tax increment financing under ORS 457 and other sources. The Agency may apply for funding from other federal, state, and local grants in order to complete the projects.

Oregon Revised Statutes require that each urban renewal district that receives property taxes include a “maximum indebtedness” limit in their urban renewal plan. “Maximum indebtedness” is a required spending cap for all property tax expenditures over a period of time. “Maximum indebtedness” is not a legal debt limit; it is more like a spending limit.

Adopting a maximum indebtedness figure does not authorize or obligate the Agency to spend money or enter into debt. Within the maximum indebtedness limitation, the Agency Board has the ability to fund projects over time, either with cash or by issuing debt.

Certain expenditures are included in the maximum indebtedness calculation and certain expenditures are excluded. For instance, cash payments for projects and administrative expenses are included in the calculation, but expenditures made from sources other than tax increment revenues are not included in the spending limit, such as from the loan program (known as River Loans). In addition, interest on debt is not included in maximum indebtedness, nor is the refinancing of existing indebtedness.

The City Council amended the Plan in 2004 to include a maximum indebtedness limit of \$34.8 million. The \$34.8 million figure represented the amount that the Agency was allowed to cumulatively spend in tax increment revenues starting in 2004, excluding existing debt and other expenditures that are excluded from maximum indebtedness as described above.

The 2024 Amendment increases the maximum indebtedness as shown in Table 11 below, adds project categories to the Plan, and includes general updating.

Table 11. Maximum Indebtedness (MI) Calculation

Amendment	Maximum Indebtedness Increases
2004 Plan Amendment	\$34.8 million
2018 Plan Amendments (x2)	No increase
2024 Plan Amendment	\$75.0 million
<i>Total Maximum Indebtedness</i>	\$109.8 million

Table 13 in Report Exhibit D includes information about future revenues and expenditures in the Plan Area. The timing and amounts for individual project activities will be determined by the Agency Board and, every other year, during the biennial budget process. Completion dates for individual activities may be affected by changes in the plans of other private or public partners, local economic and market conditions, changes in the availability of tax increment funds, and changes in priorities for carrying out project activities.

Current projections show that the tax increment revenues should be sufficient to pay for the projects and associated debt by FY49. The District would cease collecting tax increment funds once there are sufficient tax increment funds available to repay all debt issued or obligations created to fund the projects.

These projections of future tax increment revenues account for mandatory revenue sharing (i.e., underlevying) as described in ORS 457.470. In all years after the annual tax increment revenues equal or exceed the greater of 10% of the initial maximum indebtedness of the Plan or a predetermined “transition amount” as defined in ORS 457.470 (1)(d), the Agency must begin to “share” a portion of the increment value with overlapping taxing districts. This results in only a portion of the increment value being used for the purposes of calculating tax increment revenues. This financial forecast anticipates that the Plan will be subject to revenue sharing beginning in FY30, though the timing will depend upon actual collections of tax increment revenues. The maximum amount of annual tax increment revenue for the Riverfront District is anticipated to be 12.5% of the initial maximum indebtedness of the Plan, which would be \$4.35 million.

Chapter 8: Financial Analysis of the Plan with Sufficient Information to Determine Feasibility

The financial analysis of the plan shown in Table 13 in Report Exhibit D includes the anticipated tax increment revenues over the projected remaining life of the Plan. The anticipated tax increment revenues are based on reasonable projections of new development and appreciation in existing property values. The projection of tax increment revenues is based on the following assumptions:

- Property assessed values will increase by 3% per year, which includes increases on existing property as well as a small amount of new investment in existing Riverfront area properties.
- New taxable development is anticipated during the next several years.
- The Agency Board authorizes a permanent increase in the frozen base of the Plan Area. This would shift some of the taxes being generated within the Plan Area to be out of the portion that generates tax revenue for the Plan Area (the “increment” value) into the portion that generates tax revenue for all of the overlapping taxing districts (the “frozen base” value).

The projections result in urban renewal tax revenues between FY25 and FY49 of approximately \$100.1 million. Together with other revenues and existing fund balances, these revenues will support \$75 million increased maximum indebtedness plus the interest on the debt to fund the 2024 Amendment projects. In addition to the redevelopment projects, the revenues will be sufficient to pay for other obligations, such as project delivery administrative activities, including an allocation of overhead costs. Those costs are projected to increase over time due to inflation and higher health and retirement costs at a rate of about 3-4% per year.

The Agency will also carry a balance equal to two months of operating costs each year, per City financial policy and a debt service reserve account, if required by lenders.

Chapter 9: Fiscal Impact Statement that Estimates the Impact of the Tax Increment Financing, Both Until and After the Indebtedness is Repaid, Upon All Entities Levying Taxes Upon Property in the Plan Area

Taxing bodies that overlap with the Plan Area are affected by the use of tax increment funds to implement the Plan. When a district is first created, the assessed value within the Plan Area is established as the “frozen base.” This is a way of keeping the overlapping taxing districts “whole” as of the date the urban renewal district is created. Property taxes from the overlapping jurisdictions (schools, general governments) are then divided among the jurisdictions that continue to receive taxes on the frozen base. In theory, urban renewal investments will spur additional development and the assessed value of the district will grow above the base. That increase is called the “incremental value” or “excess value.” The Agency receives taxes on the incremental value. This has an impact on the amount of revenue that the overlapping jurisdictions receive, versus what they would have received if there were no urban renewal districts in effect.

A. Impact on Tax Bills

In addition to the impact on the overlapping taxing jurisdictions, urban renewal also makes individual tax bills look different. Urban renewal districts do not impose new taxes; rather, they redistribute taxes from overlapping taxing districts to the urban renewal districts. There are two basic steps to understand how an individual's tax bill is affected by tax increment financing in Oregon. The first step determines the amount of property taxes that the urban renewal agency should receive, and the second step determines how the taxes are accounted for on property tax statements.

The first step consists of applying the tax rates of the taxing districts (such as the city, county, and school districts) to the incremental value of the urban renewal district. That product is the amount of taxes that the urban renewal agency should receive. The second step determines how to divide or split the tax rates of the taxing districts so that when those "divided rates" are applied to all tax bills in the city, the urban renewal agency receives its share, and the taxing districts receive the remainder. As of July 2023, there were eight urban renewal districts in Lane County, and the calculation is done for each of these districts.

The Lane County Assessor determines how the tax rates for the schools, city, and county are divided between the taxing districts and the urban renewal districts. As an example, the City's permanent tax rate is \$7.0058 per \$1,000 of assessed value. For the FY23 tax year, the Lane County Assessor divided that tax rate into three pieces: \$6.8480 goes to the City of Eugene, \$0.0793 goes to the Downtown Urban Renewal District, and \$0.0785 goes to the Riverfront Urban Renewal District. This calculation is done for each tax rate on the tax bill.

With the information from the Lane County Assessor about the division of tax rates, an analysis can determine how an individual tax bill is affected by urban renewal division of tax. For the typical Eugene home that the Lane County Assessor calculated for FY23, this taxpayer would pay the same amount of total taxes before or after urban renewal division of taxes. The only difference is that some of the tax revenues go to the urban renewal districts, instead of to the overlapping taxing districts. Table 14 in Report Exhibit E sets out this calculation for the typical taxpayer in Eugene. As can be seen, **the before and after urban renewal views of this taxpayer's bill are exactly the same.**

B. Impact on Tax Rates

Prior to the 2024 Amendment, the Riverfront Urban Renewal District was a "standard rate plan" under State statutes, which meant that property taxes used to fund urban renewal activities were limited to the permanent tax rates and bonded debt levies. Per updated State statutes, the 2024 Amendment turns the Plan into a "permanent rate plan", meaning it may only take taxes from the permanent rate levies going forward. Bonded debt levies will no longer be impacted by this urban renewal plan.

C. Impact on Overlapping Taxing District Revenues

A share of property taxes from the "excess value" or "incremental value" is not collected by the overlapping jurisdictions during the period of an active district, which is foregone revenue. The incentive for the overlapping districts to support urban renewal is higher

property tax revenues in the long run and potential direct and indirect benefit from the urban renewal funded projects.

The estimated amount of urban renewal taxes to be divided over the remaining term of the Plan (net of discounts, delinquents, etc.) is shown in Table 15 in Report Exhibit F. As can be seen in the table, in FY25, once this amendment is effective, it is estimated that the City of Eugene would forego about \$1.4 million of revenue because of the Riverfront Urban Renewal District division of tax calculation. In FY49 after tax increment financing is terminated, the City of Eugene is estimated to receive \$2.2 million of additional tax revenue per year as shown in Table 12. Lane County is estimated to forego \$254,000 of revenue in FY25 per Table 15, and to benefit by \$399,000 of additional tax revenue per year in FY49 after division of tax is terminated as shown in Table 12

The impact on school districts from the termination of the urban renewal district is more complicated. Table 15 shows the foregone taxes, excluding any impacts from tax rate compression under Measure 5 and Measure 50 and excluding any impacts from the State school funding formula. Compression occurs when levied property taxes exceed the Measure 5 limits of \$5 per \$1,000 of real market value for education taxes (or \$10 per \$1,000 for general government taxes). If taxes exceed that limit, a property is in “compression” and the taxes are reduced until the limits are met. Table 15 shows that the combined school districts (4J, Lane Community College, and Lane Education Service District) are estimated to forego \$1.1 million of revenue in FY25. Table 12 shows that the combined school districts will benefit by \$1.7 million of additional annual tax revenue in FY50 after the division of tax is terminated. This is not the complete story, however.

The impact on K-12 schools from the division of tax calculation for urban renewal districts is largely an impact on the State’s budget because schools are mainly funded on a per-pupil funding formula (rather than by the level of property tax dollars generated within their boundaries). The State determines how much money must be allocated for the education of each pupil across the state. If the money is not available from local property taxes, the State will make up the difference. If more funds are available through local school property taxes, the State would have additional dollars to allocate as it chooses. In other words, the State can choose to allocate any extra money to education or to some other budgetary priority. If the State chooses to keep the money in education, some of that money would return to schools and education service districts based on the applicable statewide school funding formula and the rest would be distributed to school and education service districts across Oregon.

The Lane County Assessor conducted an analysis of the impact of the Riverfront Urban Renewal District on School District 4J's local option levy, including the impacts of tax rate compression in FY23. The analysis, which is included as Table 16 in Report Exhibit G, shows that the Riverfront Urban Renewal District currently provides 4J an estimated net benefit of \$45,000 per year. Table 16 shows the impact of tax rate compression in the education category for an additional 143 properties that would occur if the Riverfront District were not collecting division of tax revenue.

This analysis concludes that 4J is better off financially if the Riverfront Urban Renewal District continues to collect tax increment funds than it would be if tax increment financing

were terminated. The reason is that taxes that are currently counted under the “general government” category for Measure 5 tax rate limitations (i.e., the “school property tax dollars” that now go to urban renewal) would move into the “education” category. When that happens, the education category of taxes must be reduced for a number of individual properties within the City because schools are already collecting as much as they can under Measure 5 limits for those properties. State law says that local option levy proceeds are the first to be reduced in the event of compression.

In order to understand the Lane County Tax Assessor’s analysis for 4J impact for FY23, there are two factors to consider:

1. Revenue from 4J’s permanent levy would increase by approximately \$866,000, for a net gain of approximately \$26,000 after applying the State school funding formula. (4J receives about 3% of the total State-wide funding.) This is the best-case scenario that assumes all else is equal, and the State decides to provide more funding for schools as a result of having more property tax revenue available.
2. 4J would lose about \$71,000 of local option levy proceeds (after discounts and delinquencies) if the Riverfront District no longer collects tax increment funds because of compression. The State funding formula does not apply to local option levies, so the full impact of this reduction would be felt in 4J’s budget. Both of these estimates are based on FY23 tax roll information and would vary in future years with changes in market conditions.

In summary, 4J would experience an ongoing loss in its budget of about \$45,000 annually as a result of terminating tax increment collections in the Riverfront District. Lane Education Service District is also funded through the State School Fund and would experience similar impacts as 4J on the permanent rate levy, however, Lane Education Service District does not have a local option levy. Lane Community College is also funded on a formula according to classes taken, not directly through permanent rate property taxes.

The financial analysis in this Report accounts for mandatory revenue sharing as previously described in Chapter 7. The financial analysis also assumes that the Agency Board will authorize a permanent increase in the frozen base of the Plan Area to \$110,395,364. This shifts some of the taxes being generated within the Plan Area to be out of the portion that generates tax revenue for the Area (the “increment” value) into the portion that generates tax revenue for all of the overlapping taxing districts (the “frozen base” value). This allows for a portion of the increased assessed value within the Plan Area to be shared with overlapping taxing districts including the City of Eugene. The City of Eugene permanent rate levy is the largest tax rate impacted by the Plan Area and thus the City’s General Fund would receive the largest share of increased revenue from the frozen base. The frozen base increase will generate an estimated \$800,000 per year for all of the overlapping taxing districts combined starting in FY25; the City’s General Fund will receive approximately half of the total amount, or about \$400,000 per year. This will reduce the annual tax increment revenue directed to the District.

Table 12 shows the impacts to taxing districts in FY50, which is the first year after the Riverfront District is expected to terminate taking division of taxes. Some definitions help with the understanding of this table:

- Frozen Base is the total assessed value of the District at the time it was established, plus any voluntary increases by the Agency. ‘Revenue from Frozen Base’ is the tax revenue from that assessed value.
- Excess Value is the growth in assessed value in the District from the time it was established, also known as ‘increment.’ ‘Revenue from Excess Value Used’ is the tax revenue received by the urban renewal agency from the excess value. This column represents the estimated new revenue that overlapping taxing districts would receive in FY50 upon termination of Riverfront District division of taxes (excluding the aforementioned State school fund and compression impacts).
- ‘Revenue from Excess Value Shared’ is the taxes received by the taxing districts from the excess value that was subject to revenue sharing. The excess value becomes subject to revenue sharing (i.e., not subject to the division of tax) in all years after the annual tax increment revenues equal or exceed the greater of 10% of the initial maximum indebtedness of the Plan or a predetermined “transition amount” as defined in ORS 457.470 (1)(d).
- ‘Total Revenue at District Termination’ reflects the full taxes from the assessed value of the properties within the District at termination of the District.

Table 12. Estimated Revenue in FY50 After Termination of Riverfront Urban Renewal District

Taxing District	Type	Tax Rate per \$1,000 of AV	Revenue from Frozen Base	Revenue from Excess Value Used	Revenue from Excess Value Shared	Total Revenue at District Termination
General Government						
City of Eugene	Permanent	7.0058	\$773,000	\$2,185,000	\$5,568,000	\$8,526,000
Lane County	Permanent	1.2793	\$141,000	\$399,000	\$1,017,000	\$1,557,000
Upper Willamette Soil & Water	Permanent	0.0700	\$8,000	\$22,000	\$56,000	\$86,000
Education						
Eugene SD 4j	Permanent	4.7485	\$524,000	\$1,481,000	\$3,774,000	\$5,779,000
Lane Community College	Permanent	0.6191	\$68,000	\$193,000	\$492,000	\$753,000
Lane ESD	Permanent	0.2232	\$25,000	\$70,000	\$177,000	\$272,000
Total:		13.9459	\$1,539,000	\$4,350,000	\$11,084,000	\$16,973,000

Source: Tiberius Solutions

Note: This table shows gross revenues before subtracting discounts and delinquencies, which are estimated to be 5%.

Chapter 10: Relocation Report

A. Requirement

An analysis of the existing residences or businesses required to relocate permanently or temporarily as a result of Agency actions under ORS 457.170.

Response

No specific relocation activity is identified in the Plan. If urban renewal assistance results in relocation requirements, a relocation plan will be developed for that purpose. Relocation activities and assistance would be provided in accordance with ORS 35.500 through 35.530.

B. Requirement

A description of the methods to be used for the temporary or permanent relocation of persons living in and businesses situated in, the Plan Area in accordance with ORS 35.500 through 35.530.

Response

No specific relocation activity to be initiated by the Agency is identified in the Plan. If urban renewal assistance results in relocation requirements, a relocation plan will be developed for that purpose. Relocation activities and assistance would be provided in accordance with ORS 35.500 through 35.530.

C. Requirement

An enumeration, by cost range, of the existing housing units in the Plan Area to be destroyed or altered and new units to be added.

Response

No specific existing housing units are proposed to be removed by actions of the Plan.

D. Requirement

A description of new residential units which are likely to be constructed within the Plan Area.

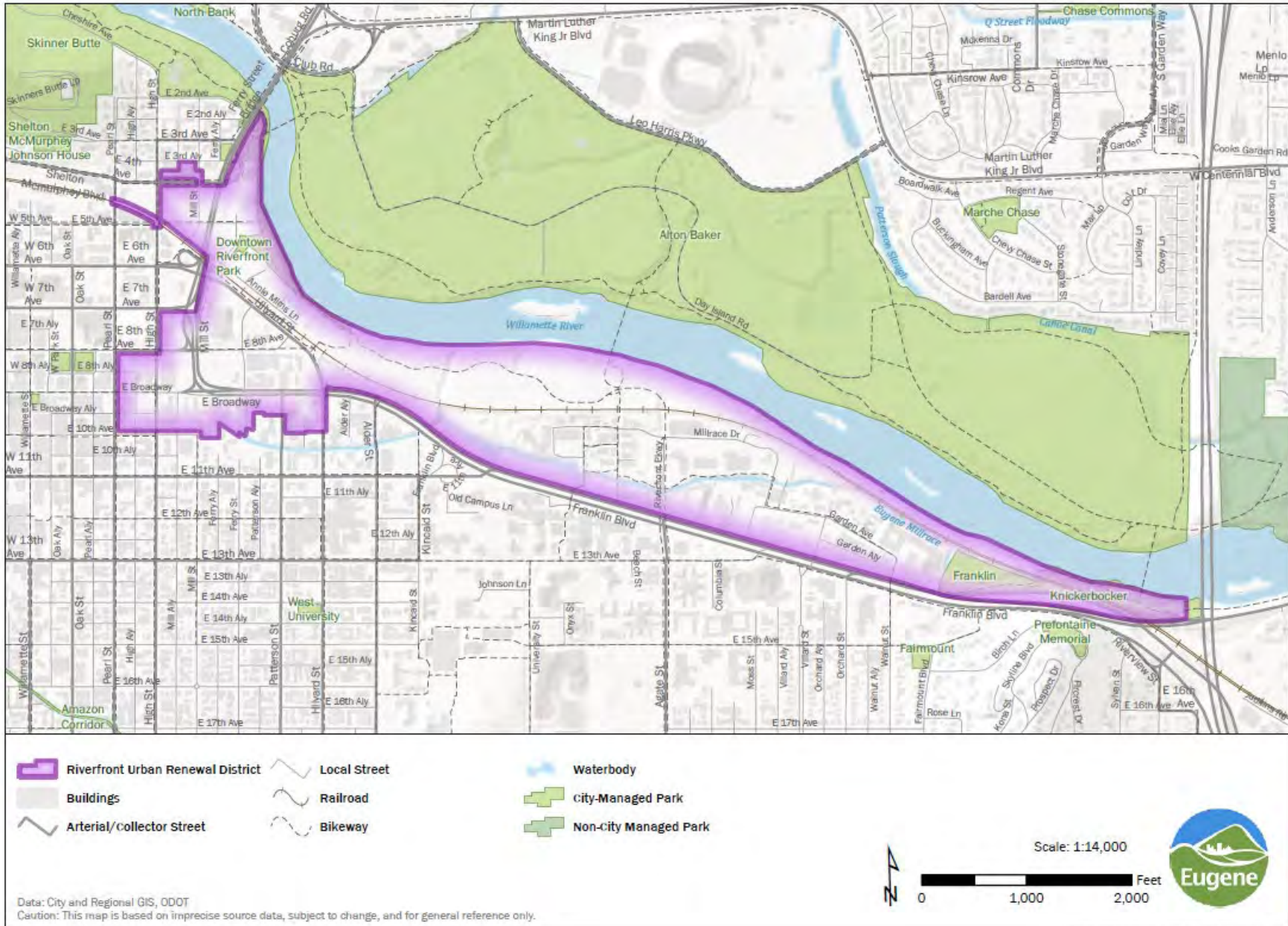
Response

Some new residential units are expected to be constructed within the Plan Area.

Chapter 11: Appendix

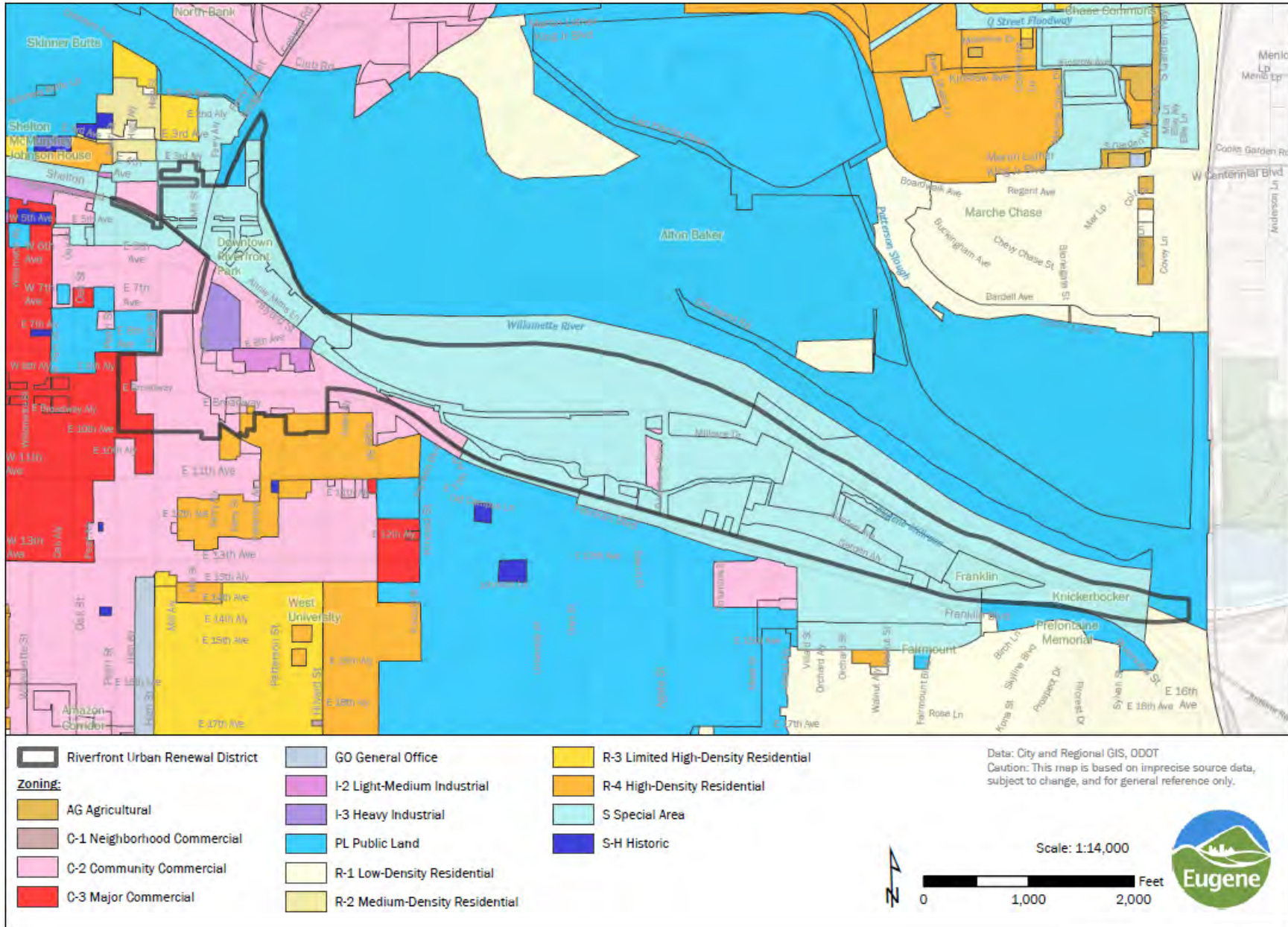
- Exhibit A: Plan Area Map
- Exhibit B: Zoning District Map
- Exhibit C: Census Boundaries Map
- Exhibit D: Table 13. – Projected Revenues and Expenditures for the Plan Area
- Exhibit E: Table 14. – Impact of Urban Renewal on an Individual Tax Bill
- Exhibit F: Table 15. – Estimated Division of Tax Impact of the Plan on Overlapping Taxing Jurisdictions, FY25 – FY49
- Exhibit G: Table 16. – Estimated Impact of Riverfront District Tax Increment Collections on Overlapping Jurisdictions, FY23 Tax Data (Including the impact of State school funding formula and Measure 5/50 tax rate compression)

Report Exhibit A – Plan Area Map

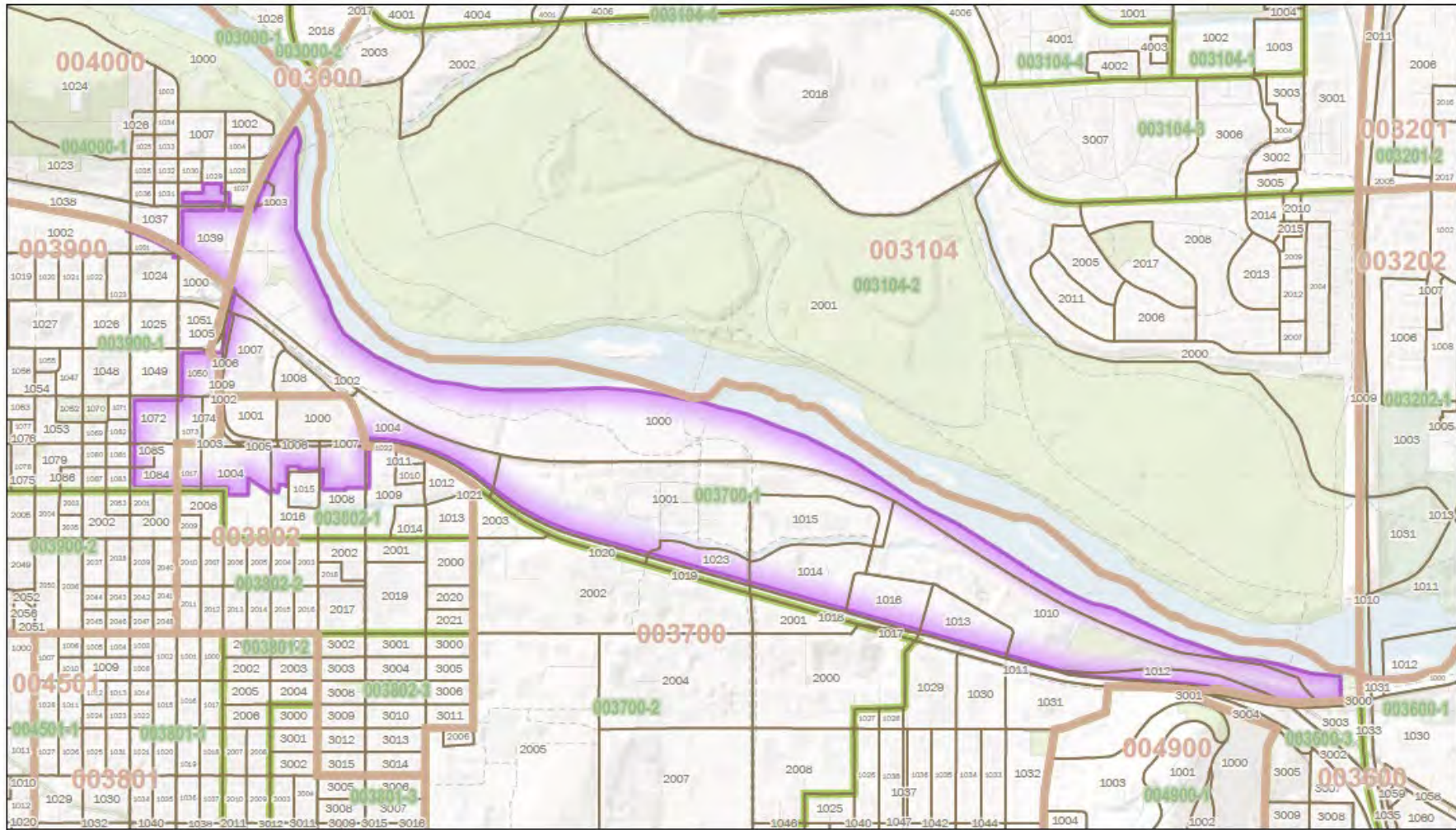



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Report Exhibit B – Zoning District Map






Report Exhibit C – Census Boundaries Map



 Riverfront Urban Renewal District


2020 Census Boundaries:


-  003104 Tract
-  003700-2 Block Groups
-  1001 Block

Data: City and Regional GIS, U.S. Census Bureau
 Caution: This map is based on imprecise source data, subject to change, and for general reference only.

Scale: 1:14,000

Feet

 0 1,000 2,000



Report Exhibit D:

Table 13 shows estimated revenues, expenditures, and allocation to projects over the life of the Plan (project timing may vary). See Table 10 for project allocations.

Table 13. Projected Revenues and Expenditures for the Plan Area (page 1)

	Total	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Resources							
Beginning Working Capital		9,351,000	7,102,000	2,211,000	3,113,000	2,456,000	-
Interest Earnings	121,000	47,000	36,000	11,000	16,000	12,000	-
Tax Increment Revenues	100,117,000	2,773,000	3,240,000	3,377,000	4,064,000	4,238,000	4,195,000
Bond/Loan Proceeds	32,000,000	-	5,700,000	-	-	21,000,000	-
Total Resources	141,590,000	12,172,000	16,078,000	5,599,000	7,192,000	27,707,000	4,195,000
Requirements							
Debt Service							
Existing Debt Service	7,942,000	1,324,000	1,323,000	1,324,000	3,547,000	424,000	-
New Debt Service	55,647,000	-	497,000	497,000	497,000	2,328,000	2,328,000
<i>Subtotal</i>	<i>63,589,000</i>	<i>1,324,000</i>	<i>1,820,000</i>	<i>1,821,000</i>	<i>4,044,000</i>	<i>2,752,000</i>	<i>2,328,000</i>
Existing Maximum Indebtedness							
Additional Housing	848,000	848,000	-	-	-	-	-
<i>Subtotal</i>	<i>848,000</i>	<i>848,000</i>	-	-	-	-	-
New Maximum Indebtedness							
Steam Plant	6,300,000	-	6,300,000	-	-	-	-
Downtown Riverfront Affordable Housing	5,000,000	-	5,000,000	-	-	-	-
Additional Housing	25,124,000	124,000	-	-	-	11,613,000	585,000
Physical Improvements	10,000,000	-	-	-	-	4,645,000	234,000
Projects Initiated by Agency Board	17,150,000	-	-	-	-	7,967,000	402,000
Debt Issuance Costs	300,000	-	100,000	-	-	100,000	-
Project Delivery Administration	11,126,000	621,000	647,000	665,000	692,000	630,000	646,000
<i>Subtotal</i>	<i>75,000,000</i>	<i>745,000</i>	<i>12,047,000</i>	<i>665,000</i>	<i>692,000</i>	<i>24,955,000</i>	<i>1,867,000</i>
Funded by Program Income							
River Loans	2,068,000	2,068,000	-	-	-	-	-
Additional Housing	85,000	85,000	-	-	-	-	-
<i>Subtotal</i>	<i>2,152,000</i>	<i>2,152,000</i>	-	-	-	-	-
Ending Fund Balance		7,102,000	2,211,000	3,113,000	2,456,000	-	-
Total Requirements	141,590,000	12,172,000	16,078,000	5,599,000	7,192,000	27,707,000	4,195,000
Annual Impact on Maximum Indebtedness		8,769,000	7,120,000	1,556,000	20,000	22,487,000	1,867,000
Cumulative Maximum Indebtedness Used to Date		42,721,000	49,841,000	51,397,000	51,417,000	73,904,000	75,771,000

Source: Tiberius Solutions

Table 13. Projected Revenues and Expenditures for the Plan Area (page 2)

	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036	FY 2037
Resources							
Beginning Working Capital	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-
Tax Increment Revenues	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000
Bond/Loan Proceeds	-	-	5,300,000	-	-	-	-
Total Resources	4,194,000	4,194,000	9,494,000	4,194,000	4,194,000	4,194,000	4,194,000
Requirements							
Debt Service							
Existing Debt Service	-	-	-	-	-	-	-
New Debt Service	2,328,000	2,328,000	2,790,000	2,790,000	2,790,000	2,790,000	2,790,000
<i>Subtotal</i>	<i>2,328,000</i>	<i>2,328,000</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>
Existing Maximum Indebtedness							
Additional Housing	-	-	-	-	-	-	-
<i>Subtotal</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
New Maximum Indebtedness							
Steam Plant	-	-	-	-	-	-	-
Downtown Riverfront Affordable Housing	-	-	-	-	-	-	-
Additional Housing	681,000	690,000	2,956,000	523,000	520,000	513,000	511,000
Physical Improvements	272,000	276,000	1,182,000	209,000	208,000	205,000	204,000
Projects Initiated by Agency Board	467,000	473,000	2,028,000	359,000	357,000	352,000	350,000
Debt Issuance Costs	-	-	100,000	-	-	-	-
Project Delivery Administration	447,000	428,000	439,000	313,000	321,000	334,000	340,000
<i>Subtotal</i>	<i>1,867,000</i>	<i>1,867,000</i>	<i>6,705,000</i>	<i>1,405,000</i>	<i>1,405,000</i>	<i>1,405,000</i>	<i>1,405,000</i>
Funded by Program Income							
River Loans	-	-	-	-	-	-	-
Additional Housing	-	-	-	-	-	-	-
<i>Subtotal</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
Ending Fund Balance	-	-	-	-	-	-	-
Total Requirements	4,194,000	4,194,000	9,494,000	4,194,000	4,194,000	4,194,000	4,194,000
Annual Impact on Maximum Indebtedness	1,867,000	1,867,000	6,705,000	1,405,000	1,405,000	1,405,000	1,405,000
Cumulative Maximum Indebtedness Used to Date	77,638,000	79,505,000	86,209,000	87,614,000	89,018,000	90,423,000	91,827,000

Source: Tiberius Solutions

Table 13. Projected Revenues and Expenditures for the Plan Area (page 3)

	FY 2038	FY 2039	FY 2040	FY 2041	FY 2042	FY 2043	FY 2044
Resources							
Beginning Working Capital	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-
Tax Increment Revenues	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000
Bond/Loan Proceeds	-	-	-	-	-	-	-
Total Resources	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000
Requirements							
Debt Service							
Existing Debt Service	-	-	-	-	-	-	-
New Debt Service	2,790,000	2,790,000	2,790,000	2,790,000	2,790,000	2,790,000	2,790,000
<i>Subtotal</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>	<i>2,790,000</i>
Existing Maximum Indebtedness							
Additional Housing	-	-	-	-	-	-	-
<i>Subtotal</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
New Maximum Indebtedness							
Steam Plant	-	-	-	-	-	-	-
Downtown Riverfront Affordable Housing	-	-	-	-	-	-	-
Additional Housing	518,000	515,000	508,000	504,000	498,000	494,000	487,000
Physical Improvements	207,000	206,000	203,000	202,000	199,000	197,000	195,000
Projects Initiated by Agency Board	356,000	353,000	348,000	346,000	342,000	339,000	334,000
Debt Issuance Costs	-	-	-	-	-	-	-
Project Delivery Administration	324,000	331,000	346,000	353,000	365,000	375,000	388,000
<i>Subtotal</i>	<i>1,405,000</i>	<i>1,405,000</i>	<i>1,405,000</i>	<i>1,405,000</i>	<i>1,405,000</i>	<i>1,405,000</i>	<i>1,405,000</i>
Funded by Program Income							
River Loans	-	-	-	-	-	-	-
Additional Housing	-	-	-	-	-	-	-
<i>Subtotal</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
Ending Fund Balance	-	-	-	-	-	-	-
Total Requirements	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000	4,194,000
Annual Impact on Maximum Indebtedness	1,405,000	1,405,000	1,405,000	1,405,000	1,405,000	1,405,000	1,405,000
Cumulative Maximum Indebtedness Used to Date	93,232,000	94,637,000	96,041,000	97,446,000	98,850,000	100,255,000	101,660,000

Source: Tiberius Solutions

Table 13. Projected Revenues and Expenditures for the Plan Area (page 4)

	FY 2045	FY 2046	FY 2047	FY 2048	FY 2049
Resources					
Beginning Working Capital	-	-	-	-	-
Interest Earnings	-	-	-	-	-
Tax Increment Revenues	4,194,000	4,194,000	4,194,000	4,194,000	2,729,000
Bond/Loan Proceeds	-	-	-	-	-
Total Resources	4,194,000	4,194,000	4,194,000	4,194,000	2,729,000
Requirements					
Debt Service					
Existing Debt Service	-	-	-	-	-
New Debt Service	2,790,000	2,293,000	2,293,000	2,293,000	1,697,000
<i>Subtotal</i>	<i>2,790,000</i>	<i>2,293,000</i>	<i>2,293,000</i>	<i>2,293,000</i>	<i>1,697,000</i>
Existing Maximum Indebtedness					
Additional Housing	-	-	-	-	-
<i>Subtotal</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
New Maximum Indebtedness					
Steam Plant	-	-	-	-	-
Downtown Riverfront Affordable Housing	-	-	-	-	-
Additional Housing	482,000	714,000	709,000	702,000	278,000
Physical Improvements	193,000	286,000	283,000	281,000	111,000
Projects Initiated by Agency Board	331,000	490,000	486,000	481,000	191,000
Debt Issuance Costs	-	-	-	-	-
Project Delivery Administration	398,000	412,000	423,000	438,000	451,000
<i>Subtotal</i>	<i>1,405,000</i>	<i>1,902,000</i>	<i>1,902,000</i>	<i>1,902,000</i>	<i>1,031,000</i>
Funded by Program Income					
River Loans	-	-	-	-	-
Additional Housing	-	-	-	-	-
<i>Subtotal</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
Ending Fund Balance	-	-	-	-	-
Total Requirements	4,194,000	4,194,000	4,194,000	4,194,000	2,729,000
Annual Impact on Maximum Indebtedness	1,405,000	1,902,000	1,902,000	1,902,000	1,031,000
Cumulative Maximum Indebtedness Used to Date	103,064,000	104,966,000	106,867,000	108,769,000	109,800,000

Source: Tiberius Solutions

Note: The current Plan is projected not to reach the existing maximum indebtedness limit by \$848,000 at the end of FY24. The Plan Amendment will allow more time to collect enough tax increment revenue to reach the existing maximum indebtedness limit. It is anticipated that these funds will be used towards housing, but the actual allocation will be made during the budgeting process.

Report Exhibit E:

Table 14. Impact of Urban Renewal on an Individual Tax Bill

Taxing District	Taxes	Taxes Directed To:			Taxes	Difference
	Before UR Reallocation	Taxing Districts	Downtown UR District	Riverfront UR District	After UR Reallocation	
Education Taxes						
Eugene School District 4J	\$1,131.55	\$1,100.34	\$15.68	\$15.54	\$1,100.34	(\$31.22)
Eugene School District 4J LOL	357.45	357.45	0.00	0.00	357.45	0.00
Lane Community College	147.53	144.22	1.67	1.64	144.22	(3.31)
Lane Education Service District	53.19	52.00	0.60	0.60	52.00	(1.19)
Total	\$1,689.72	\$1,654.00	\$17.94	\$17.78	\$1,654.00	(\$35.72)
General Government Taxes						
City of Eugene	\$1,669.46	\$1,631.86	\$18.90	\$18.71	\$1,631.86	(\$37.60)
City of Eugene Library LOL	37.20	37.20	0.00	0.00	37.20	0.00
City of Eugene Parks & Rec LOL	41.11	41.11	0.00	0.00	41.11	0.00
Lane County	304.85	298.01	3.43	3.41	298.01	(6.84)
Lane County 4-H/Extension LOL	6.67	6.67	0.00	0.00	6.67	0.00
Lane County Public Safety LOL	131.06	131.06	0.00	0.00	131.06	0.00
Upper Willamette Soil & Water	16.68	16.35	0.17	0.17	16.35	(0.33)
Eugene UR Downtown District	0.00	0.00	0.00	0.00	40.44	40.44
Eugene UR Riverfront District	0.00	0.00	0.00	0.00	50.28	50.28
Total	\$2,207.04	\$2,162.26	\$22.50	\$22.28	\$2,252.98	\$45.94
Bonded Debt Taxes						
City of Eugene Bond I	\$1.02	\$1.02	\$0.00	\$0.00	\$1.02	\$0.00
City of Eugene Bond II	184.94	182.87	0.00	2.07	182.87	(2.07)
Eugene School District 4J Bond II	532.67	525.37	0.00	7.29	525.37	(7.29)
Lane Community College Bond II	53.09	52.50	0.00	0.60	52.50	(0.60)
Lane Community College Bond III	25.31	25.05	0.00	0.26	25.05	(0.26)
Total	\$797.03	\$786.81	\$0.00	\$10.22	\$786.81	(\$10.22)
Total Taxes	\$4,693.78	\$4,603.06	\$40.44	\$50.28	\$4,693.78	\$0.00

Source: City of Eugene from Lane County Assessment & Taxation, Table 4e, Detail of Urban Renewal Plan Areas by Taxing District, Tax Year 2022-23.

Note: Calculations based on assessed value of \$238,297 for typical (i.e., median) Eugene home per Lane County Assessor media release October 2022. The 2024 Amendment turns the Plan into a "permanent rate plan", meaning it may only take taxes from the permanent rate levies going forward. Bonded debt levies will no longer be impacted by this urban renewal plan.

Report Exhibit F:

Table 15. Estimated Division of Tax Impact of the Plan on Overlapping Taxing Jurisdictions, FY25 – FY49

FY	City of Eugene	Lane County	Upper Willamette Soil & Water	Eugene School District 4J	Lane Community College	Lane Education Service District	Total
2025	1,393,000	254,000	14,000	944,000	123,000	44,000	2,773,000
2026	1,628,000	297,000	16,000	1,103,000	144,000	52,000	3,240,000
2027	1,697,000	310,000	17,000	1,150,000	150,000	54,000	3,377,000
2028	2,042,000	373,000	20,000	1,384,000	180,000	65,000	4,064,000
2029	2,129,000	389,000	21,000	1,443,000	188,000	68,000	4,238,000
2030	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,195,000
2031	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2032	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2033	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2034	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2035	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2036	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2037	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2038	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2039	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2040	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2041	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2042	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2043	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2044	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2045	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2046	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2047	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2048	2,107,000	385,000	21,000	1,428,000	186,000	67,000	4,194,000
2049	1,371,000	250,000	14,000	929,000	121,000	44,000	2,729,000
Total	50,295,000	9,184,000	503,000	34,089,000	4,445,000	1,602,000	100,117,000

Source: Tiberius Solutions

Notes:

1. Property tax collections for all years is projected to be 95%.
2. Analysis does not include impact on School District 4J's local option levy, which currently benefits from the existence of the urban renewal districts. Additionally, the impact on schools is really an impact on the State's budget because schools are mainly funded on a per-pupil funding formula rather than by the level of property tax dollars generated within their boundaries. See Chapter 9 "Impact on Overlapping Taxing District Revenues" section for more information and Exhibit G – Table 16.
3. Existing property values are projected to increase 3% per year.
4. The final year assumes only a partial year of tax increment collection is needed to reach maximum indebtedness.

Report Exhibit G:

Table 16. Estimated Impact of Riverfront District Tax Increment Collections on Overlapping Jurisdictions, FY23 Tax Data (Including the impact of State school funding formula and Measure 5/50 tax rate compression)

Taxing District	Levy	With Riverfront Tax Increment ¹	Without Riverfront Tax Increment ¹	Difference	Estimated Revenue If Riverfront District Ends Tax Increment Collection ²
EDUCATION					
Eugene School District 4J	Permanent Rate	68,469,322	69,375,908	906,586	26,000 ³
Eugene School District 4J	Local Option Levy (LOL)	24,906,721	24,831,879	(74,842)	(71,000)
Lane Community College	Permanent Rate	10,973,980	11,090,774	116,794	112,000
Lane Education Service District	Permanent Rate	3,956,579	3,998,913	42,334	40,000
Total Education		\$108,306,602	\$109,297,474	\$990,872	\$107,000
GENERAL GOVERNMENT					
City of Eugene	Permanent Rate	125,004,018	126,436,974	1,432,956	1,366,000
City of Eugene	Library LOL	2,849,477	2,849,477	-	-
City of Eugene	Parks and Rec LOL	3,148,847	3,148,847	-	-
Lane County	Permanent Rate	22,828,924	23,089,963	261,039	249,000
Lane County	4-H/Extension LOL	1,105,267	1,105,267	-	-
Lane County	Public Safety LOL	21,710,714	21,710,714	-	-
Upper Willamette Soil & Water	Permanent Rate	1,252,248	1,265,026	12,778	12,000
Eugene Urban Renewal Downtown	Urban Renewal	2,877,334	2,877,334	-	-
Eugene Urban Renewal Riverfront	Urban Renewal	3,530,764	-	(3,530,764)	(3,370,000)
Total General Government		\$184,307,593	\$182,483,602	(\$1,823,991)	(\$1,743,000)
BONDS					
City of Eugene	Bond I	78,494	78,494	-	-
City of Eugene	Bond II	14,008,436	14,167,252	158,816	152,000
Eugene School District 4J	Bond II	32,865,721	33,321,880	456,159	436,000
Lane Community College	Bond II	4,017,756	4,063,351	45,595	44,000
Lane Community College	Bond III	1,916,777	1,936,838	20,061	19,000
Total Bonds⁴		\$52,887,184	\$53,567,815	\$680,631	\$651,000
TOTAL		\$345,501,379	\$345,348,891	(\$152,488)	(\$985,000)

Source: City of Eugene Notes:

1. Data provided by Lane County Assessment & Taxation, tax year 2022-23.

2. Revenue estimates adjusted for discounts, delinquencies, State school funding formula, and compression.

3. Assumes that legislature allocates the additional property taxes to schools throughout the State and 4J receives approximately 3% of the total.

4. The 2024 Amendment turns the Plan into a “permanent rate plan”, meaning it may only take taxes from the permanent rate levies going forward. Bonded debt levies will no longer be impacted by this urban renewal plan.

Eugene School District 4J

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

January 24, 2024

Mayor and City Council
City of Eugene
101 West 10th Avenue, Suite 203
Eugene, OR 97401

Dear Mayor Vinis and City Councilors,

On December 13, 2023, the City of Eugene requested concurrence on a proposed amendment to Eugene's Riverfront Urban Renewal Plan.

The Eugene School District 4J Board discussed the proposed plan amendment on December 13, 2023. The Board voted 7:0 on January 24, 2024 "to concur with the Eugene City Council's proposed plan amendment to increase maximum indebtedness for the Riverfront Urban Renewal District by up to \$75 million in accordance with ORS 457.220 and 457.470(7)."

This letter provides Eugene School District 4J's written concurrence on the proposed plan amendment.

Sincerely,

Andy Dey, D.Ed.
Superintendent



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

January 24, 2024

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City of Eugene
101 West 10th Avenue, Suite 203
Eugene, OR 97401

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This letter provides Eugene School District 4J’s written concurrence on the proposed plan amendment.

Sincerely,

Andy Dey, D.Ed.
Superintendent



ITEM FOR INFORMATION

Date of Meeting

January 24, 2024

Title

Churchill High School Presentation of New School Continuous Improvement Plan (SCIP)

Presenter

Missy Cole, Churchill High School Principal

Description

Receive the second high school presentation of a School Continuous Improvement Plan (SCIP).



Churchill High School

**SCIP Goals Presentation
January 24, 2024**

**Missy Cole, Principal
Dr. Kim Vangel, Assistant Principal
Dr. Lancelot Falcon, Assistant Principal
Erik Hoberg, Assistant Principal & Athletic Director**

PROCESS

- ❖ Review of year end school data and new SCIP process
- ❖ Debrief of year with staff, administration and leadership team members
- ❖ AVID Team at Summer Institute
- ❖ Administration Team review
- ❖ Considered desire for similar goals as previous years for consistency and continuous improvement

ASSESSMENT OF DATA

Building Leadership Teams

- ❖ Data Team: data-dive on attendance, on-track to graduate (credits), 4-year graduation, school climate survey, anecdotal examples from teachers, and evaluation of safety/security infrastructure
- ❖ Student Support Team (SST), AVID Site Team, and Data Teams: identify growth areas for specific focal groups
- ❖ Admin Team: Goals were written, and then reviewed with SST, AVID Site Team, the Data Team, Department Heads, and the Equity Team for feedback and refinement

FOCAL GROUPS

- ❖ Students qualified for McKinney-Vento supports
- ❖ Reading levels of 9th grade students, especially students of color and students with disabilities
- ❖ Safety communication and supports for all families, students, and staff, especially our Spanish speaking families.



SCIP Goal 1:

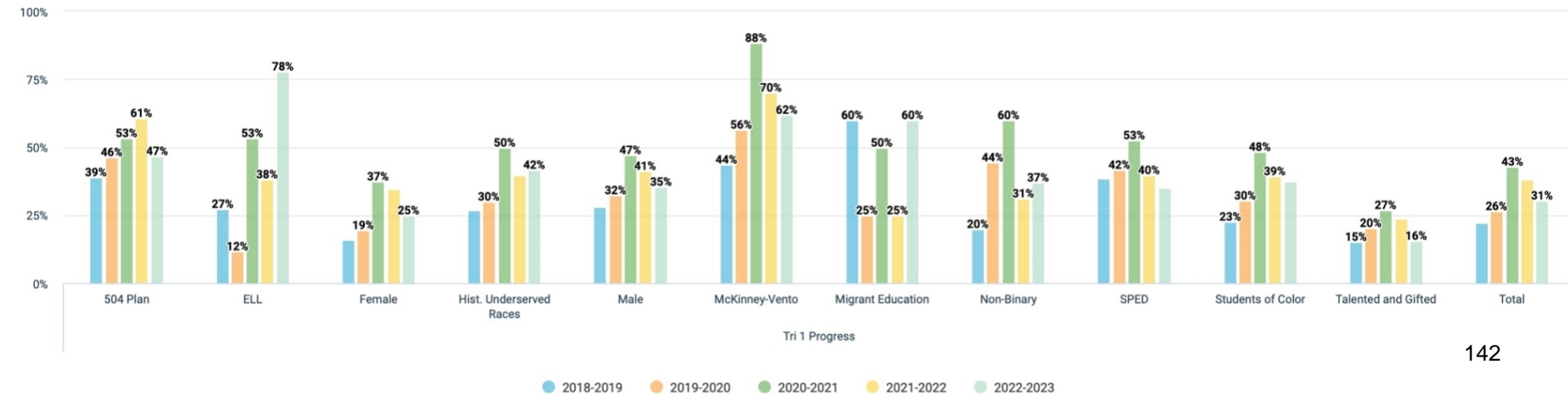
By the end of the 2023-2024 academic year, Churchill High School will have provided clear and timely communications to connect our identified students who qualify for McKinney-Vento to resources that will help support their attendance, connections, and success rate in school.

% of Failing Marks

% Students with failing marks by student group



The percentage of students with 1 or more F, NP, I, IE, NrPr, or NtPr grades. Filter by progress or final.

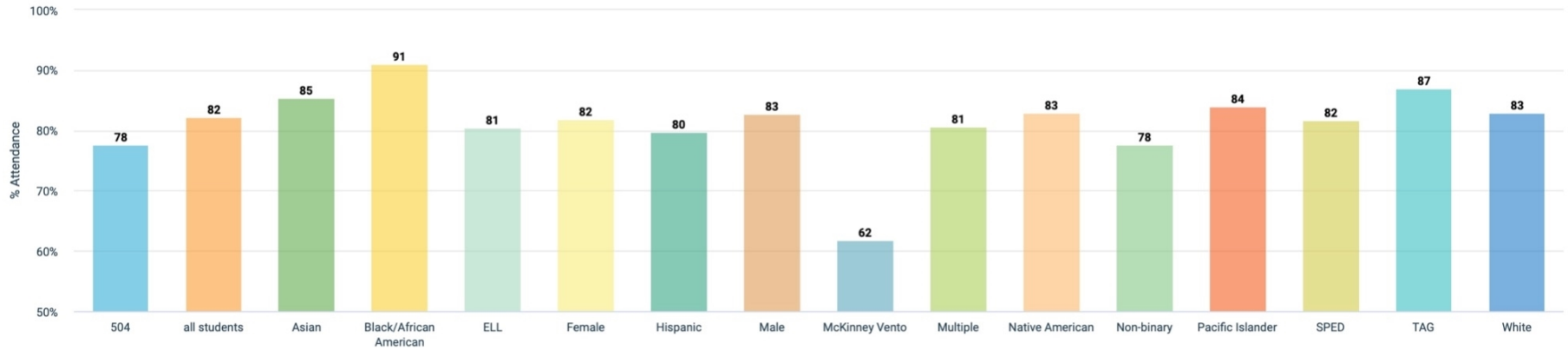


Annual Attendance

What is the average annual attendance for each student group?



The attendance for each student group for the current year.





Churchill School Improvement Goal #2

Aligned to *“a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved”*

SCIP Goal 2:

Over the 2023-2024 academic year, Churchill High School will use the Gates-MacGinitie Reading Assessment Program to identify struggling 9th Grade readers, employ strategies to improve reading of individual students (e.g. WICOR, SEL, PBIS) and provide end-of-year Gates-MacGinitie reading assessment results to 9th Grade students, parents, and teachers.

What our teachers identified.

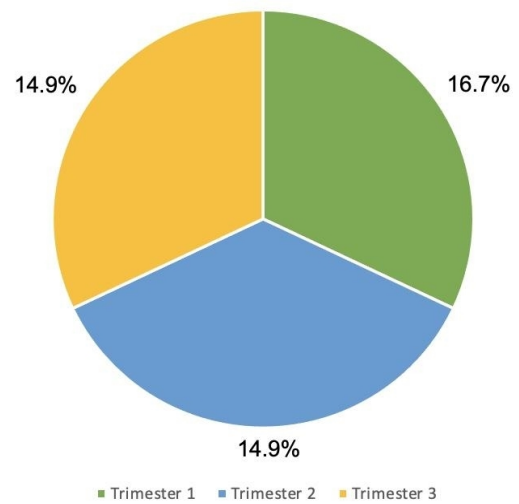
- ❖ Some students can read the words, but do not know what the words mean.
- ❖ Students do not have stamina in reading.
- ❖ Students are selecting books below their grade level.
- ❖ Students often give up because they don't understand.
- ❖ Many students cannot follow step-by-step instructions.

What Hoonuit has identified.

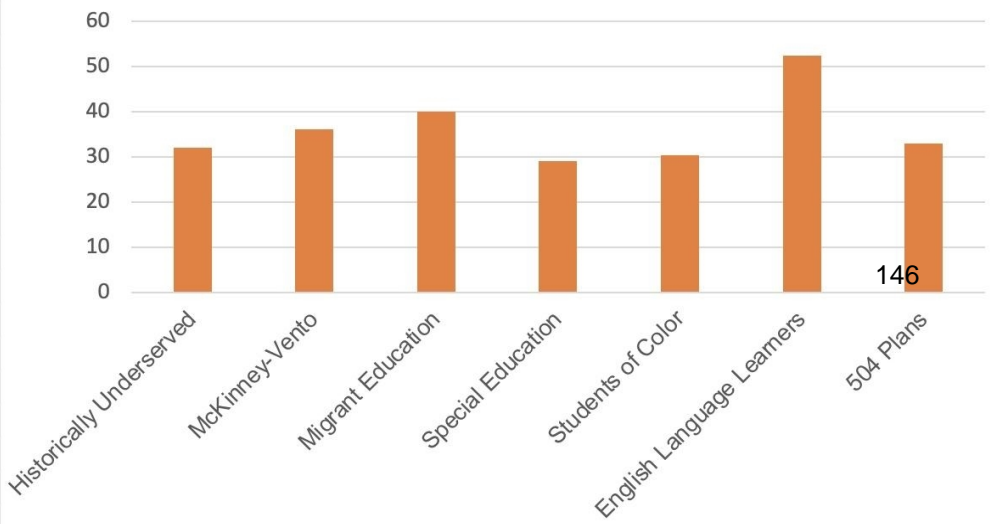
Chronic absenteeism during the 2023-2024 school year shows:

- ❖ 254 students with an attendance rate below 80%.
- ❖ Amongst the 277 students who graduated during the 2021-2022 school year (83.03%), students identified as “Economically Disadvantaged” have shown a significantly lower graduation rate of 77.71%

2022-2023 % of student Final Grades with a D or F.



2022-2023 Vulnerable Student Groups with D and F Letter Grades

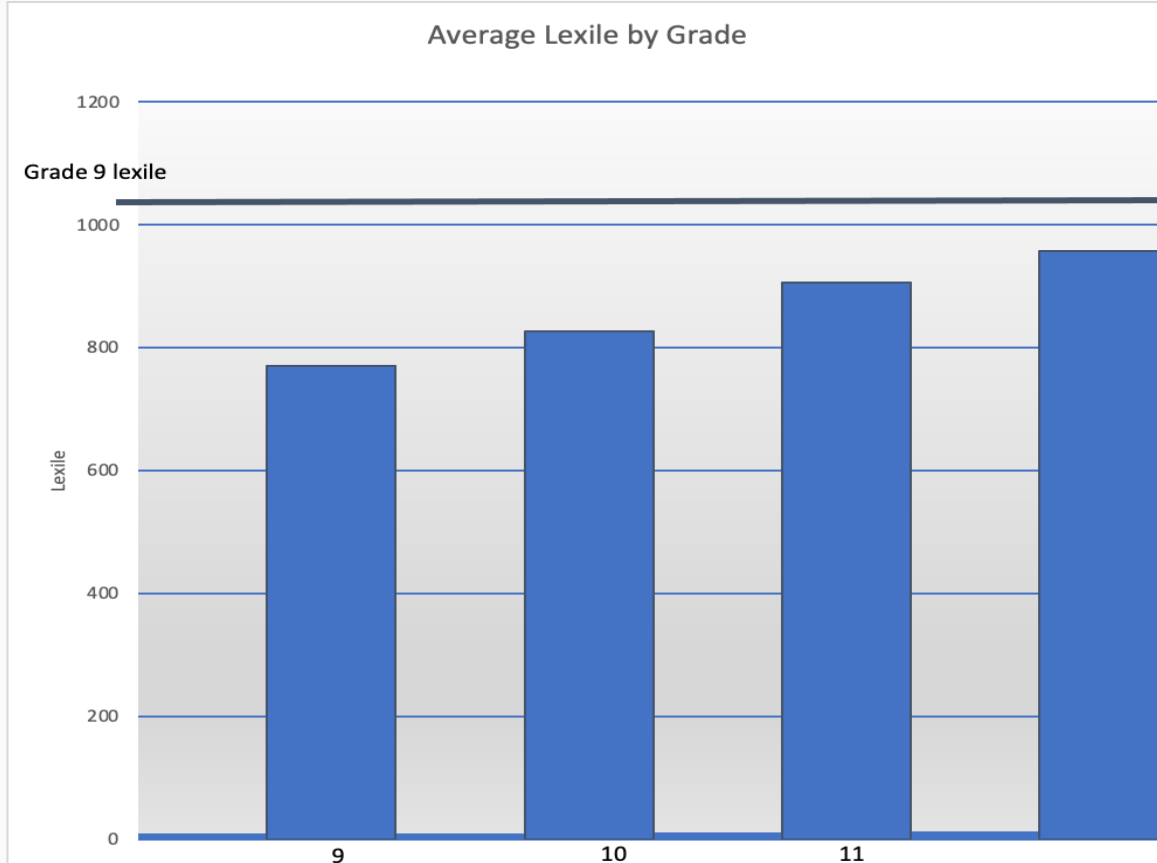


Assessment: Gates-MacGinitie Reading Tests (GMRT) is an individual- or group-administered norm-referenced reading survey battery administered on paper and digitally.

- ❖ Reading is fundamental to understanding all subjects. (Ex.: math, science, social studies...)
- ❖ The GMRT is researched based and used to show the general level of reading achievement of students.
- ❖ The assessments offer:
 - Vocabulary words that are appropriate and useful to each grade level
 - Reading passages that are representative of students' actual reading in and outside of school
 - Passages that are taken from previously published books and periodicals
 - Content that fairly represent both genders and ethnic diversity of the student population
 - Content that includes fiction and non-fiction, science and social studies, and a wide variety of written styles
- ❖ Test results identify the strengths and needs of students throughout their development, and allow for classroom decision-making and instructional planning.
- ❖ The Lexile scale can be used to measure both the complexity of a text and the reading ability of a learner.
- ❖ The Lexile score can help a reader choose a book or other reading material that is at an appropriate difficulty level and it can also be used to monitor a reader's growth in reading ability over time.

Lexile Scores for Students Receiving Special Education Services

Average Lexile by Grade

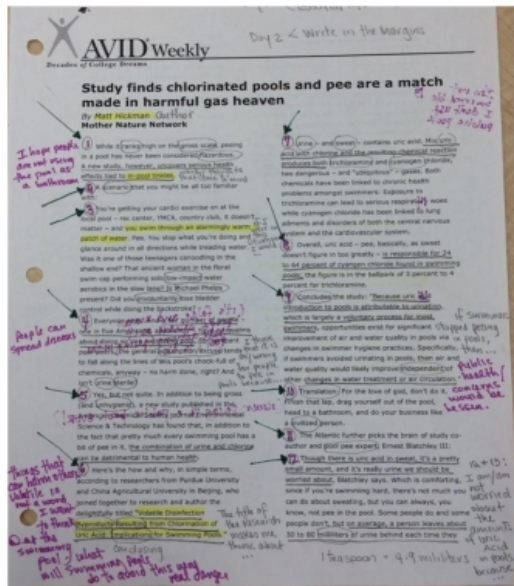


Range by Grade

480 -1300
200 -1215
450 -1130
735 -1180

Interventions: Provide WICOR strategies for struggling 9th grade students.

Marking the Text



Anticipation Guide for Science

Directions: In the "Me" column, place a check next to any statement you agree with. As you read, place a check in the "Text" column next to statements that the text states are true. After reading, compare your original options with the information contained in the text.

Me	Text	
<input type="checkbox"/>	<input type="checkbox"/>	1. Matter is made up of elements.
<input type="checkbox"/>	<input type="checkbox"/>	2. An element is made up of many different atoms.
<input type="checkbox"/>	<input type="checkbox"/>	3. An element is the same thing as a compound.
<input type="checkbox"/>	<input type="checkbox"/>	4. Most compounds are made of molecules.
<input type="checkbox"/>	<input type="checkbox"/>	5. Elements are represented by chemical symbols.
<input type="checkbox"/>	<input type="checkbox"/>	6. Molecules are represented by chemical formulas.

Text Structure Notes

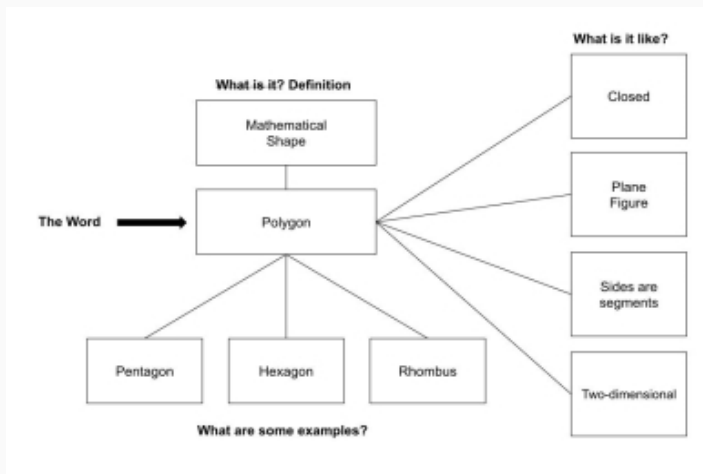
Text Structures			
Text Structuring	Description	Clue Words	Visual
Order and Sequence	Explain a topic through important events and the order in which they happened.	Dates in order, first, second, third, next, then, finally, after, steps, years, instructions, before, prior to, not long after, following	
Description	Gives many details and characteristics on a specific topic.	Adjectives, characteristics, for example, another, for instance	
Cause and Effect	It tells the reader what happened and why it happened.	Causes, because, since, as a result, if/when, impact, due to, therefore, reason, leads to, resulting, effects of, outcome, caused by, effected by	
Compare and Contrast	It discusses similarities and differences between two or more topics.	Like, both, neither, same, on the other hand, alike, also, but similar, in contrast, different, differ, -ost words	
Problem and Solution	Provides information about an issue and then offers ways to solve it.	Solve, dilemma, problem, solution, issue, question, answer, since, because, puzzle, therefore	

Interventions: Provide department specific interventions.


Directed Reading Thinking Activity

Flowering Plants and Reproduction
<p>What I know I know:</p> <p>Flowers have these parts:</p> <p>sepal ovary filament petals stigma pistil anther</p>
<p>What I think I know:</p> <p>Flower structure and functions:</p> <p>sepal - base of flower petals - attract insects anther and filament - male reproductive parts ovary and stigma - female reproductive part pollen grains - male reproductive cell ovule - female reproductive cell</p>
<p>What I think I'll learn:</p> <p>What is involved in the germination process? What kinds of plants reproduce without seeds? Why are some people allergic to pollen? What makes a plant grow? What is the role of plant hormones? What is the difference between annual, biennial, and perennial?</p>
<p>What I know I learned:</p> <p>Germination: inside a seed is an embryo, which is an immature plant that has all the parts of an adult plant. The first sign of germination from a seed is the absorption of water by the embryo. Water absorption activates an enzyme, respiration increases, and plant cells are duplicated. When the embryo becomes too large, the seed coat opens and the growing plant begins to emerge. The root emerges first, and it will anchor the seed. The root allows the embryo to absorb water and nutrients from the soil so it can grow.</p>

Concept Definition Map



Vocabulary Rating Card

Vocabulary Word/Concept	My Understanding
<p>food chain</p>	<ol style="list-style-type: none"> 1. I have never heard this word before. 2. I have heard or seen this word before. 3. I understand the word. 4. I understand this word and can use it in a sentence.
<p>Explanation/Description</p> <p>Bigger and faster things eat smaller things. Those smaller things eat even smaller things. And so on.</p>	
<p>Nonlinguistic Representation/Drawing</p> 	<p>Why I scored my understanding the way I did:</p> <p>I have heard this concept before, and I think I understand it, but I have never used "food chain" in any of my writing or speaking.</p>



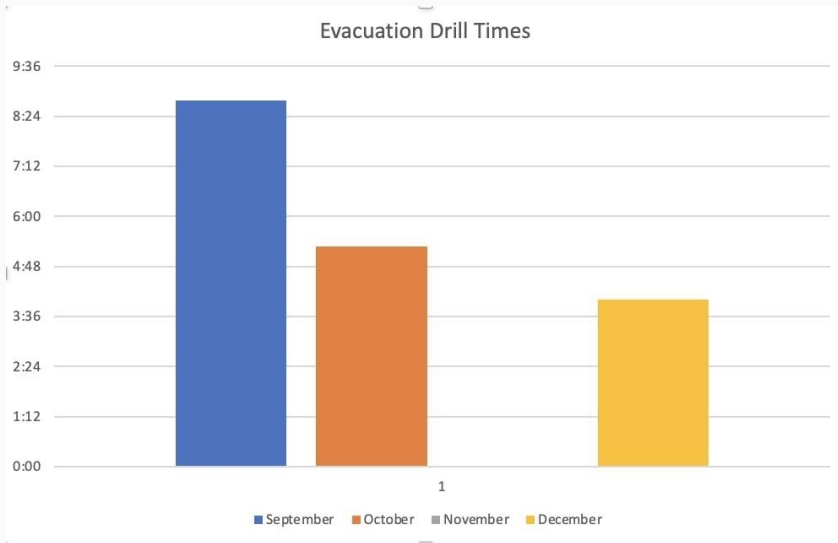
Churchill School Improvement Goal #3

Aligned to “safety and well-being for all students and staff”

SCIP Goal 3:

Over the 2023-2024 academic year, Churchill will increase its education and process around safety, providing more event-specific Standard Response Protocol drills and practice of specific commands. Churchill will also increase specific teaching/advisory lessons (2-3 times a year) in appropriate Standard Response Protocols to prepare all students and staff for possible emergencies and connect students and staff to counseling resources.

Process for monitoring and working to adjust plans.



Practice improves time!

In 4 years:

- ❖ 52 new staff members.
- ❖ Over 1200 new students.
- ❖ System change from ALICE to I Love U Guys.
- ❖ Change in verbiage (“Lockout” to “Secure”).
- ❖ Practice vs. Reality (CHS shooting threat and Secure due to identification of stranger in building).

- ❖ Provide increased communication about supports for students that qualify for McKinney-Vento status.
- ❖ Assess reading abilities and provide support to bridge the discovered gaps.
- ❖ To continue to educate, practice, and improve our safety practices for staff, students and families.

Thank you!



ITEM FOR ACTION

Date of Meeting

January 24, 2024

Title

2023-24 Board Goals

2023-24 District Goals

2023-24 Superintendent Goals

Presenter

Maya Rabasa, Board Chair

Description

Pursuant to Board Policy BA, “the Board, through its operations, will review and vote to adopt Board goals.”

Eugene School District 4J

Code: BA
Adopted: 8/02/17
Revised/Readopted: 10/16/19
Orig. Code(s): BA; 1225

Board Goals

The Board is responsible to the people for whose benefit the district has been established. Further, the Board's current decisions will influence the future course of education in the district's schools. By virtue of this responsibility, the Board and each of its members must look to the future and to the needs of all community members. This requires a comprehensive perspective and long-range plan in addition to addressing immediate problems.

The Board's primary responsibility is to establish policies, purposes and programs which will best produce educational achievement. The Board is charged with accomplishing this while also being responsible for wise management of available resources. The Board must fulfill these responsibilities by functioning primarily as a legislative body which formulates and adopts policy, by selecting a chief executive officer to implement policy and by evaluating the results. Further, it must carry out its functions openly and seek the involvement of students, staff and the public during its decision-making processes.

In accordance with these principles, the Board, through its operations, will review and vote to adopt Board goals.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

DRAFT Board Goals

GOAL # 1: FOSTER AN INCLUSIVE AND PROFESSIONAL BOARD CULTURE

In order to maximize the potential leadership and success of our Board as a whole, the Board will engage in the following to grow as district leaders.

- Internal (within the board membership)
 - Create, adopt, and honor a Board working agreement.
 - Engage in Board retreats: at least 1-2 per year.
 - All board members will attend training on best practices for board service, communication, and/or governance, including one annual OSBA conference(s) where possible.
 - The Board will engage in relationship-building/social events for members to get to know each other (outside of official Board business).
 - New board members will receive support through mentorship with existing board members.
 - The Board will consider other ideas for future (such as a book club related to topics on education, equity, community, etc.).

- External (between the Board and our stakeholders/community)
 - Schools: Board members will attend school events and keep themselves up to date on schools throughout our region.
 - Board members will understand the value of touring schools in each region of the District and school/district programs (such as a CTE program or other district or school program) so they can be informed about the schools and programs in the district.
 - The Board will strive to have a presence attend district school events/programs brought to the Board's attention.
 - Each Board member will be matched with a student representative for at least half the time of the Board member's service.
 - Staff: Board members will regularly rotate attendance at staff listening sessions and meetings with representatives of staff unions. The Board will explore interest and a possible framework for meeting with leadership from the three unions and district leadership (which might be topical or might be 2-3 times a year).
 - Community presence
 - The Board will strive to have a presence at community events to learn about and hear from our stakeholders and community, demonstrate our presence and approachability, build and strengthen community connections, and be visible.

- Board will set the stage for a district strategic planning process to begin in the next 12-18 months.

GOAL # 2: Communications and Community Engagement

Better quality communications and engagement will help the Board understand, appreciate and address the diversity of issues that affect our district.

- Listen better:
 - Hold community listening session(s) in different regions of the district that are open to the public. Explore additional listening sessions focused on different programs/schools (e.g. SPED, EOA).
 - Partner with community organizations to expand access to diverse or under-represented community voices
 - Update our Public Comment process to make it as accessible as possible, including soliciting feedback from the community.
- Talk better
 - Explore a possible communication channel for the Board (e.g. newsletter, blog, or dedicated website page).
 - Honor our Working Agreements for how the Board works together and speaks during meetings, with each other, and in the community
 - Include agenda items on regular meetings than inform our community about key issues in the district in proactive or responsive ways
- Better board meetings
 - Hold regular Board Meetings that prioritize the community's time and interests
 - Explore ways to structure board meetings to allow for more in-depth work while respecting reasonable ending times (e.g. 10:00 pm).
 - Use work sessions and committees for longer board conversations, informative presentations, editing, and work
 - Build regular meeting agendas that focus on student outcomes and experiences
 - Explore alternatives to the dais structure for board meetings
 - Create a flyer/graphics that orient community members to the mechanics of Board meetings and helps them understand ways to bring their ideas, concerns, suggestions, solutions and what's going well to the district (within and outside of board meetings). Explore the possibility of volunteer greeter(s) to help orient and welcome people to board meetings.

ONGOING BOARD WORK:

In addition to our identified goals for the year, the Board will continue to engage in ongoing Board duties and work, including:

- Financial oversight for the district
 - o Budget Committee
 - o Budget approval
- Supporting and supervising the Superintendent
 - o Superintendent evaluation
- Strategic leadership of the district
 - o Setting district vision and goals
- Representing our community and community's interests to the district
- Policy review and development

Board Goals

2023 - 2024

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DRAFT District Goals

Great education for each student

Our district is charged by the state of Oregon and the members of our community to provide each student with a great education that prepares them for life.

Current district measures of success:

- On-time four year graduation rate
- Five year completion rate (diploma or GED)
- Third grade reading state scores
- 9th grade on-track
- Attendance rates

Other potential benchmarks to explore for success:

- *Teacher assessments of students*
- *Staff satisfaction*
- *Student inclusion and satisfaction*

GOAL # 1: Increasing equitable outcomes and achievements

Equity: Making it so that a student's demographic characteristics and where a student begins life doesn't negatively determine or limit that student's success in school/life.

Public Education plays an important role in setting each student up for success in their life. Accordingly, our district must allocate efforts and resources in ways that support equitable student access and opportunity. Our district should take a proactive approach, rather than waiting for complaints or failure, including with literacy, SPED (special education), and racial harassment issues.

Performance Metrics:

- State test scores for historically marginalized groups
- Explore a framework for assessment that is more comprehensive (totality of subjects and skills)
- Staff retention and experience feedback for staff from historically marginalized groups
- Attendance for historically marginalized groups
- Safety and bullying complaint rates and topics

Priority Efforts:

- *Inclusion model, including improving and implementing timely, proactive identification and relationship-based support of disabled students. Ensure that the inclusion model prioritizes input from those with lived experience.*
- *Literacy efforts – implementation and improvement*
- *Bullying and harassment prevention and response*

- *Professional development and training for staff to support these efforts*

Ongoing efforts:

- Classroom materials that are inclusive and representative
- DEI efforts and leadership
- Affinity groups
- District Equity Committee
- Equity Lens and Equity Budgeting
- Restorative and transformational justice efforts
- Safe and effective reporting structure and efforts for students, staff, families

GOAL # 2: Safety and Well Being of Students and Staff

We should cultivate the safety, belonging and wellness of our students and staff in our schools.

Performance Metrics:

- Retention rates for educators/staff
- Survey data from staff
- Student SEED survey data
- Exit interview data

Priority Efforts:

- *Exit interviews for staff with data compiled and reviewed on a regular basis*
- *Safe and effective report structure for staff, students and families for complaints or issues*
- *Safety planning with feedback from the community, including extreme incident planning*

Ongoing Efforts:

- School Based Health Centers
- Mental and Behavioral Health support and efforts
- A focus on being fully staffed
- Access by all employees to options for quality professional development

GOAL # 3: Proactively engaging our community

The quality of communication and engagement with our district is integral to the success of our shared work, and in order to maximize success, we must improve our communication and engagement.

Performance Metrics to explore:

- District Newsletter open rates
- District Survey response rates
- School newsletter open rates
- Website visitors and engagement
- District Social Media engagement

Priority Efforts:

- *District Website – make it accessible with timely, meaningful content*
- *Create community engagement events that are well attended in each region, including among historically disadvantaged groups*
- *Consider alternative forms of communication (not just newsletters or written content)*

Ongoing Efforts:

- Useful newsletters
- Ombudsperson
- Podcast

District Goals

2023 - 2024

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Ongoing Efforts:

- Useful newsletters
- Ombudsperson
- Podcast

DRAFT Superintendent Goals

Preamble: In order to foster success in our school district and help students and staff achieve their fullest potential, the superintendent will strive to achieve following goals and objectives.

(This has been modified to fit within the framework of COSA's superintendent evaluation standards.)

Standard 1 – Visionary District Leadership. The Superintendent will support the district's goals. (See District Goals for measures of success, priority efforts and ongoing efforts.)

Standard 2 – Ethics and Professional Norms. See goals under Standard 6.

Standard 3 – Inclusive District Culture. The Superintendent will support the district's goals in this area. (See District Goals.)

Standard 4 – Culturally Responsive Instructional Leadership and Improvement. The Superintendent will support the district's goals in this area. (See District Goals.)

Standard 5 – Communication and Community Relations. The Superintendent will engage in timely communication and meaningful engagement with all stakeholders.

Priority Efforts:

- Clear communication of expectations, strategies and plans for the District to the community, students, staff and the Board
- Collection and incorporation of stakeholder input in decision-making
- Increasing visibility in the community

Ongoing Efforts:

- Work with an executive coach
- Attending and participating in school-based and community events
- Podcast

Standard 6 – Effective Organizational Management. The Superintendent will foster, implement and model excellent leadership and management skills.

Priority Efforts:

- Timely, proactive and transparent to the Board on district goals.
- Attract, hire, train and retain a highly qualified and diverse staff

Ongoing Efforts:

- Work with an executive coach

- Attendance at COSA conferences
- Participation in superintendent-focused trainings

Standard 7 – Effective Financial Management. Work towards the District being in a sound financial position and having facilities in a future ready position.

Superintendent Goals

2023 - 2024

Preamble: In order to foster success in our school district and help students and staff achieve their fullest potential, the superintendent will strive to achieve following goals and objectives.

Standard 1 – Visionary District Leadership. The Superintendent will support the district’s goals. (See District Goals for measures of success, priority efforts and ongoing efforts.)

Standard 2 – Ethics and Professional Norms. See goals under Standard 6.

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Standard 7 – Effective Financial Management. Work towards the District being in a sound financial position and having facilities in a future ready position.

Standard 8 – Policy, Governance and Advocacy.



ITEM FOR ACTION

Date of Meeting

January 24, 2024

Title

Tool Selection for Superintendent Evaluation (2nd Read)

Presenter

Maya Rabasa, Board Chair

Description

The board will evaluate available tools and establish a tool to use for the superintendent's evaluation. The current consideration is the Oregon School Board Association (OSBA) / Coalition of Oregon School Administrators (COSA) [Superintendent Evaluation Workbook](#):
Link: https://www.osba.org/wp-content/uploads/BD-2023-03-24_2020-SuperintendentEvaluation-FillableForm.pdf

Board Policy CBG - Evaluation of the Superintendent states, in part,
The board will evaluate the superintendent annually as per timelines set forth in the superintendent's employment contract. The evaluation will be based on the job duties described in the superintendent's contract, Board policy, and progress in attaining any goals for the year established by the board and/or superintendent.

The board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent's evaluation will be developed and approved in the Board meeting open to the public.

2023-24 Superintendent Evaluation Report - Superintendent Name, XXXXX School District

Key: 4 = Accomplished 3 = Effective 2 = Developing 1 = Needs Improvement

The 2023-2024 evaluation of Superintendent Dey includes two data sources - 1) the Superintendent’s self-evaluation, and 2) the board’s direct observations and experiences with the Superintendent.

The Table below shows the agreed upon consensus rating on the Superintendent goals and the eight national performance standards for superintendents with indicators based on national standards, 4J Superintendent goals and District 4J goals.

Standard, Goal or Performance Indicator	4	3	2	1	Consensus Rating	Comments
<p>Standard 1 - Visionary District Leadership</p> <ul style="list-style-type: none"> ● Will work with the Board to plan a strategic planning process to revise/update the district’s mission, vision, values and priorities which will be implemented starting fall 2024. ● Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision. ● Implements the district’s continuous improvement 						

<p>plan and communicates its progress.</p>						
<p>Standard 2 - Ethics and Professional Norms</p> <ul style="list-style-type: none"> ● Develops and maintains a supportive, equitable, culturally responsive, and inclusive district culture. ● Continue to work with an executive coach ● Continue to attend COSA conferences ● Continue to participate in superintendent-focused trainings 						

<p>Standard 3 - Inclusive District Culture</p> <p>District Goal # 2: Increasing equitable outcomes and achievements. Equity: Making it so that a student’s demographic characteristics and where a student begins life doesn’t negatively determine or limit that student’s success in school/life.</p> <p>Priority Efforts:</p> <ul style="list-style-type: none"> ● Inclusion for All model implementation with input from those with lived experience. ● Proactive identification and relationship-based support of disabled students. ● Literacy efforts continue implementation and improvement ● Bullying and harassment prevention and response ● Professional development and training for staff to support these efforts <p>District Goal # 2: Safety and Well Being of Students and Staff Cultivate the safety, belonging and wellness of our students and staff in our schools.</p> <p>Superintendent goal: Continue</p>						
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<p>to work to attract, hire, train and retain a highly qualified and diverse staff</p> <ul style="list-style-type: none"> • Continue and strengthen the “Grow Your Own Program” as one example. 						
<p>Standard 4 - Culturally Responsive Instructional Leadership Same as District Goal #2</p>						

Standard 5 - Communication and Community Relations

District Goal #3: The Superintendent will engage in timely communication and meaningful engagement with all stakeholders.

Priority Efforts:

- Clear communication of expectations, strategies and plans for the District to the community, students, staff and the Board.
- Collection and incorporation of stakeholder input in decision-making.
- Continue to attend and participate in school-based and community events.
- Continue with Podcasts.
- Continue the budget “Road Shows” to staff across the district

Superintendent goal:
Increase visibility and involvement in the community.

- Cultivates relationships and partnerships with members of the business, civic and local and state government in support of their advocacy for

<p>district, school and community needs.</p>						
<p>Standard 6 - Effective Organizational Management The Superintendent will foster, implement and model excellent leadership and management skills.</p> <ul style="list-style-type: none"> ● Timely, proactive and transparent communication to the Board on district goals and actions - no surprises. ● Establishes productive relationships with employee associations while managing labor relations and contracts effectively. ● Evaluate the effectiveness of the new organizational structures in accomplishing the goals 						

<p>it was established to accomplish.</p> <ul style="list-style-type: none"> Creates a comprehensive system of professional development for all staff to continuously improve and increase their knowledge and skills. 						
<p>Standard 7 - Effective Financial Management Keep and improve the district’s sound financial position and having facilities in a future ready position.</p> <ul style="list-style-type: none"> Develops a proposed budget in accordance with board priorities, district direction, and Oregon statute. 						
<p>Standard 8 - Policy, Governance and Advocacy</p> <ul style="list-style-type: none"> Develops relationships, leads collaborative decision making and governance, and represents and advocates for district needs in local, county, state, and federal policy conversations. Cultivates a respectful and responsive relationship with the 						

<p>district board of education focused on achieving the shared mission and vision of the district.</p> <ul style="list-style-type: none"> • Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders. 						
--	--	--	--	--	--	--

I looked at Andy’s 2022-2023 evaluation and listed the areas noted for his “continued focus”. We did not address the highlighted ones in his goals:

- CTE- Project based learning (central course catalog for access and gender diversity in Project build)
- Inclusion
- Grow your own- increase and retain diverse staff
- Community visibility- *(I added under Communication and Community relations - was one of his state goals too)*
- PD on district wide equity- *(did not specify PD on equity- (I added suggestion under effective Organizational Management)*
- Rebuild trust and communication *(The goal did not mention rebuilding trust)*
- Communication internal and external- understand decisions
- Help staff understand budget- road shows- *(I made suggested addition under communication)*
- Exit interviews and report-

These probably do not belong in the Sup evaluation document:

Current district measures of success:

- *On-time four year graduation rate*
- *Five year completion rate (diploma or GED)*
- *Third grade reading state scores*
- *9th grade on-track*
- *Attendance rates*

Other potential benchmarks for success:

- *Teacher assessments of students*
- *Staff satisfaction*
- *Student inclusion and satisfaction*



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

January 24, 2024

Title

Receive Information from Lane Education Service District (ESD) Superintendent Tony Scurto about the Services Provided by Lane ESD and the Local Service Plan 2023 – 25 Year Two.

Presenter

Lane ESD Superintendent Tony Scurto

Background:

Superintendent Tony Scurto will provide information and answer questions, regarding the services provided by Lane ESD and the Lane ESD Local Service Plan 2023-25 Year Two, included in this packet.



Local Service Plan 2023-25 Year Two

Lane Education Service District
1200 Highway 99 North
Eugene, OR 97402
Phone: (541)461-8200
Fax: (541)461-8298



VISION, MISSION & GOALS

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice-centered opportunities, equitable leadership, and a passion for lifelong learning.

Values

Equity – We support a respectful work environment and access to educational service to all students

Commitment – To districts, student and employee success

Leadership – that is informed, responsive, visionary, proactive and planful

Collaboration – actively engaged with our partners to achieve success

Integrity—approach our work with ethical actions, making and keeping commitments, courage and humility



Local Service Plan

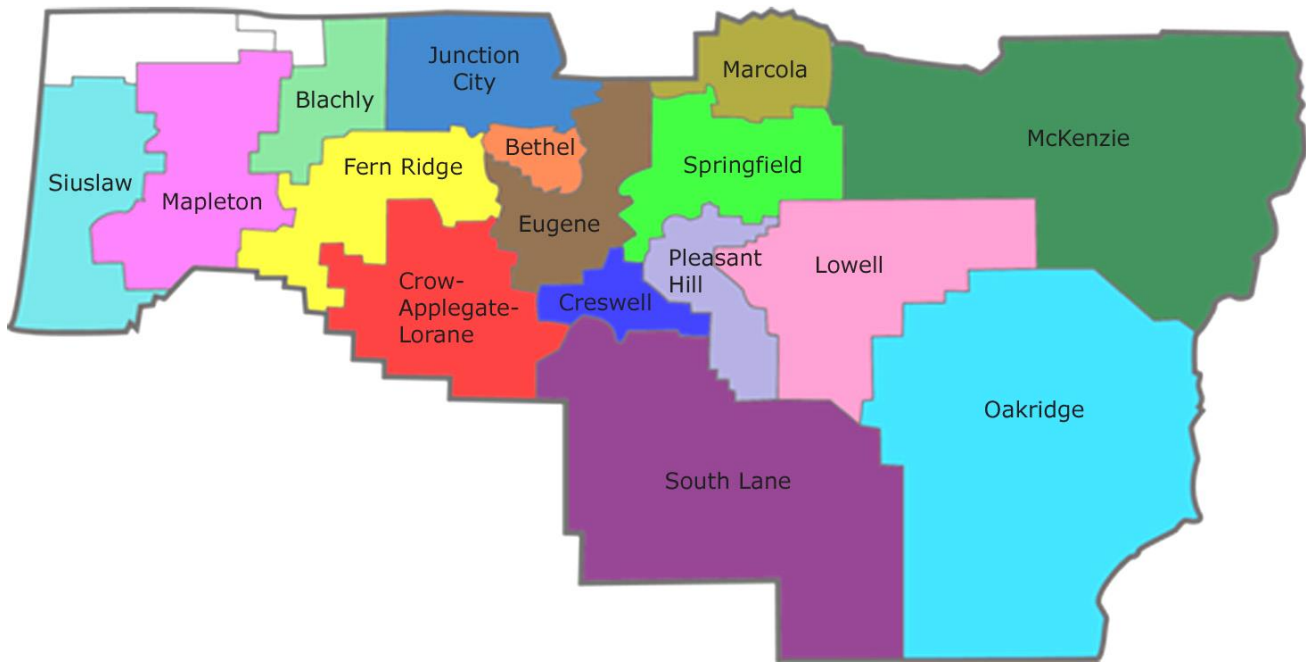
2023-25

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Component Districts



Bethel, #52 Superintendent – Kraig Sproles	Mapleton, #32 Superintendent – Sue Wilson
Blachly, #90 Superintendent – Adam Watkins	Marcola, #79J Superintendent – Terry Augustadt
Creswell, #40 Superintendent – Mike Johnson	McKenzie, #68 Superintendent – Lane Tompkins
Crow-Applegate-Lorane, #66 Superintendent – Heidi Brown	Oakridge, #76 Superintendent – Dave McGrath
Eugene, #4J Superintendent – Andy Dey	Pleasant Hill, #1 Superintendent – Jim Crist
Fern Ridge, #28J Superintendent – Gary Carpenter	Siuslaw, #97J Superintendent – Andy Grzeskowiak
Junction City, #69 Superintendent – Troy Stoops	South Lane, #45J Superintendent – Yvonne Curtis
Lowell, #71 Superintendent – Scott Yakovich	Springfield, #19 Superintendent – Todd Hamilton



Lane Education Service District

Lane Education Service District (ESD) in Eugene, Oregon, serves as a vital hub for educational support and resources in Lane County. Committed to enhancing the quality of education, the ESD collaborates with local school districts to provide a range of services, including professional development for educators, special education programs, and technology integration initiatives. Through its collaborative approach, Lane ESD plays a crucial role in fostering educational excellence and ensuring equitable opportunities for students across the diverse communities within Lane County.

Core Services and Funding Formula/Allocation Model

Lane ESD’s Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD’s resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

2023-25 (Year Two) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2022, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2023-25 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

Withdrawal of Transit Funds

Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

51%-80%	10% service fee
81%-100%	15% service fee

The 2023-25 Local Service Plan provides three categories of service:

Core Services

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education/Instruction Services, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district’s needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of support may vary from district to district and from year-to-year; the true value of the service is realized over time.

Menu Services



These are services available from a “menu of services” that provides districts with the option to select or order available services. The cost of the services is covered by Flex Funds allocated to districts or district funds.

Custom Services

These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2023-25 (Year Two) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Legal Services
2. Nursing Services
3. Human Resources Services

2023-25 Local Service Plan

The Superintendents’ Council agreed to a two-year Local Service Plan framework, with the intent of aligning with Oregon’s K-12 biennium funding structure. Alignment of the Local Service Plan with the two-year fiscal cycle provides stability and opportunity for long-range planning. Lane ESD programs can focus more strategically on implementation of services that support district long-range goals, while maintaining the ability to assess and make program adjustments to meet emerging needs. The Superintendents’ Council will annually review and make service and program recommendations. As required, Lane ESD and component districts will follow the formal annual approval process for the Local Service Plan.

Withdrawal from Lane ESD

In 2013 amendments to ORS 260.432 and 334.105 expanded the option for component school districts to withdraw from local ESD’s state-wide beginning in 2014-15.

To support partnerships within Lane County, Lane ESD’s goal is to continue to collaborate and partner with any school district that may withdraw from the ESD. Districts that withdraw from services will:

- Be invited to attend job-alike meetings, including: Superintendents’ Council, Special Education Directors, Lane County Technology Advisory Committee, Curriculum Leaders meetings, and any other meetings that are supportive of services and programs county-wide
- Continue as a member of the Life Skills Consortium and other consortium/collaborative program services
- Continue as a member of consortium grants, CTE/Perkins, and Title program collaborations
- Continue to participate in county-wide school improvement efforts
- Be able to purchase ESD menu and custom services

Potential Changes in Funding

The 2023-25 Local Service Plan continues to provide districts with the flexibility to access Core



Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

Services funded via contracts or grants are not subject to the 90% expenditure requirement.

Process for Selecting Lane ESD Menu Services & Service Levels

Districts select the specific Lane ESD services and service levels from the service menu by mid-March of each year. Requests for services are placed using the Lane ESD Service Order Form. Districts' available funds and the costs for services are listed on the Lane ESD Service Order Form.



Core Service - Decision Making

Specific services and associated funding levels included in Core Services are agreed upon by the Lane County Superintendents' Council.

District Feedback

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

Changing Services Included in Core Services

Core Services change or evolve based on recommendation of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services, should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

Exceptions to the timeline are made for proposals that do not require additional fiscal resources or re-staffing, as long as the proposal is supported by the Superintendents' Council.

Approved proposals that involve more complex changes (hiring of specialized staff, implementation of new programs) may be implemented either as a pilot or as a general change to Core Services.

When changes are implemented as a pilot, a subcommittee of superintendents will be asked to assist in the development of criteria to use in assessing the pilot and recommendations on whether changes should be incorporated into the Core Services. If a pilot is successful but is not approved to be included in Core Services it may be offered as a service menu item or custom service.

Innovation/Projects

Proposals for Innovation/Projects may be developed by the Lane County Curriculum Leaders, Lane County Technology Advisory Committee (LCTAC), Special Education Directors, Lane ESD Leadership, or the Superintendents' Council.

Innovation/Project proposals should focus on priorities identified by the Superintendents' Council. It is recommended that proposals outline the specific outcomes for the project, the time frame for implementation, and budget requirements. Lane ESD administrators and component district staff will assist with feasibility aspects of the proposal.



Proposals for accessing Innovation Funds are approved annually by the Superintendents' Council prior to March 30 to provide adequate planning time and effective implementation of the project in the next school year.

For 2023-25, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

Student Behavior Assistance Fund

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations "in the moment."

High Cost Pool

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

Connected Lane County

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

Promise Programs

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

[Menu Services – Decision Making](#)

Adding Services to the Menu

A Menu Service offering may change or evolve based on recommendations of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases, the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposed changes that require establishment of new programs, expansion of specialist services, or an increase in fiscal resources allocated to Core Services should be presented no later than the Superintendents' Council meeting in October so that the Superintendents' Council can determine if the proposal should move forward to formal feasibility assessment by Lane ESD. Timelines for completing the feasibility assessment will be set jointly by the ESD and the Superintendents' Council.

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is



feasible interest to cover the costs of the service. The following services are menu options: nursing, communication (PIO), legal.

In some cases, proposals may be implemented as a pilot as described below.

Elimination of Service

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.

Establishing Pilot/Custom Services

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2023-25 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

[Service Flexibility](#)

Offerings on the "Menu of Services" are available to all component districts.

Service Implications

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.



Menu of Services

Current Menu

Below is the Menu of Services for 2023-25 . The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

2023-25 Menu of Services
<p>Services to Students with Special Needs Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Sign Language Interpretation Services Direction Service Youth Transition Program Services Nursing Services Custom Services</p>
<p>School Improvement Services General Education/Instruction Services* Career & Technical Education Tragedy Response Attendance Advocacy/Truancy Librarian Services Courier Services Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services</p>
<p>Technology Services Infrastructural Technology Services* Email Services Internal District Services LCTAC- Lane County Technical Advisory Committee Networking Professional Development Learn 360 eRate Support Services Custom Services</p>
<p>Administrative Services/Business Services Human Resources Services Legal Services Substitute Teacher List Subscription Communication Support Services Custom Services</p>





Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

State School Fund (SSF) Revenue

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

Menu of Services Funding

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

Other Services

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

Grants

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



Programs Included in 10% Administrative Revenue

Home Schooling

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

Grant Development

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



Federal & State Mandates for Oregon ESDs

Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:

Services to Children with Special Needs

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

School Improvement Services

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

Technology Services

Technology Support for component school districts and the individual technology plans of those districts, including but not limited to:

- Technology infrastructure services
- Data services and distance learning
- Professional development for employees who provide those services.

Administrative Support Services

Administrative and Support Services for component school districts, including but not limited to:

- Services designed to consolidate component school district business functions.
- Liaison services between ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

Other Services

Other Services that ESDs are required to provide by state or federal law, including but not limited to:

- Compulsory Attendance required under ORS 339.005 to 339.090.

Performance Measures

In addition to providing these "core" services, Lane ESD's services must also be equitable, cost effective, of high quality and meet local district needs. Services must also be evaluated using the following performance measures:

- Improving student learning
- Enhancing the quality of education for all students
- Providing quality professional development for district staff
- Providing districts and their students equitable access to resources
- Maximizing operational efficiencies and providing economies of scale



Services to Children with Special Needs
Life Skills Consortium Services

<p>Service Description</p>	<p>Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".</p> <p>The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.</p> <p>Kindergarten to Grade 12</p> <ul style="list-style-type: none"> ● Highly individualized instruction in functional academics, daily living skills, and social/communication skills ● Inclusion support ● Secondary students also receive instruction in vocational skills and community accessibility. <p>Intensive Services Class</p> <ul style="list-style-type: none"> ● This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus. <p>Transition Classes</p> <ul style="list-style-type: none"> ● Students learn independent living skills to help transition to adulthood. ● Students explore community options such as public transportation, leisure and recreation, and employment opportunities.
<p>Goals</p>	<ul style="list-style-type: none"> ● Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules. ● Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning. ● Enable component districts and the students they serve to have equitable access to resources in Special Education. ● Maximize operational and fiscal efficiencies for component districts in the area of Special Education.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

Behavior Disorder Services

<p>Service Description</p>	<p>Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.</p> <p>Lane School Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.</p> <p>Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.</p>
<p>Goals</p>	<ul style="list-style-type: none"> ● Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules. ● Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning. ● Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities. ● Enable component districts and the students they serve to have equitable access to resources in Special Education. ● Maximize operational and fiscal efficiencies for component districts in the area of Special Education.
<p>Budget</p>	<ul style="list-style-type: none"> ● The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Behavior Disorder –Consultants

<p>Service Description</p>	<p>Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.</p>
<p>Goals</p>	<ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students. ● Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth. ● Enable component school districts and the students they serve to have equitable access to resources in special education. ● Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts’ annual service orders for the service.</p>

Martin Luther King, Jr. Education Center

<p>Service Description</p>	<p>Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.</p>
<p>Goals</p>	<ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students. ● Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth. ● Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.
<p>Budget</p>	<p>The annual budget allocation for this service is based on anticipated student enrollment.</p>



Services to Children with Special Needs

School Psychology Services

<p>Service Description</p>	<p>School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include:</p> <ul style="list-style-type: none"> ● Psycho-educational assessments provided to assist districts in determining student eligibility for special education. ● Development and monitoring of student behavior support plans. ● Consultation with school staff and parents on behavioral and educational concerns. ● Service coordination assistance to district staff, parents and other professionals to ensure student success.
<p>Goals</p>	<ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of state and federal laws for IDEA. ● Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services. ● Improve student learning in special education for at-risk youth by providing consultation to district personnel. ● Provide professional development to component district employees in the area of special education and at-risk youth. ● Enable component school districts and the students they serve to have equitable access to resources in special education. ● Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

Speech Services

Service Description	Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.
Goals	<ul style="list-style-type: none"> Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education. Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education. Enable component school districts and the students they serve to have equitable access to resources in special education. Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Augmentative Communication

Service Description	Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.
Goals	<ul style="list-style-type: none"> Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education. Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education. Enable component school districts and the students they serve to have equitable access to resources in special education. Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Sign Language Interpreting Service

Service Description	Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families.
Goal	<ul style="list-style-type: none"> Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders. Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed. Enable component school districts and the students they serve to have equitable access to resources in special education. Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for this service.



Services to Children with Special Needs

Direction Service

Service Description	Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.
Goal	<ul style="list-style-type: none"> Provide districts and parents of students with special needs access to cost effective referral and mediation services.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

2023-25 Grant and Contract Services
<p>Early Intervention/Early Childhood Special Education Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.</p>
<p>Lane Regional Program - Inclusive Services Lane Regional Low Incidence Program Inclusive Services provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.</p>
<p>State Hospital Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.</p>
<p>Juvenile Detention Education Program Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.</p>
<p>Phoenix Treatment Program Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.</p>
<p>System Performance Review & Improvement (SPR&I) SPR&I sub grant awards assist with annual performance data collection and reporting for special education.</p>
<p>Extended Assessment Supports training and professional development around the statewide assessment of students with disabilities.</p>
<p>IDEA Enhancement Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.</p>
<p>Youth Transition Program The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.</p>



Services in School Improvement

<p>Service Description</p>	<p>Instruction General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students.</p> <p>Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.</p> <p>Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.</p> <p>Professional Development Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.</p> <p>Consultation/Coaching Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.</p> <p>Learning Resources Support is provided for textbook review and curriculum adoption.</p>
<p>Goals</p>	<p>The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:</p> <ul style="list-style-type: none"> ● Create and implement innovative initiatives that directly influence student success ● Supporting best instructional practices ● Modeling and promoting equitable practice for all
<p>Budget</p>	<p>For 2023-25 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p>

Services in School Improvement

Career & Technical Education

<p>Service Description</p>	<p>Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21st century technical skills, career exploration, and successful transition to work or extended schooling.</p> <p>LES D Specialists and staff provides technical assistance to instructors, counselors, and administrators on:</p> <ul style="list-style-type: none"> ● Innovative curriculum; ● Employment preparation; ● Alignment with secondary graduation requirements; ● Services to reduce duplication given limited resources. <p>Partnerships with Colleges & Districts CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.</p> <p>Career Counseling and Guidance Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.</p>
<p>Goals</p>	<ul style="list-style-type: none"> ● Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment. ● Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities. ● Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students. ● Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>





Tragedy Response

Service Description	Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.
Goals	<ul style="list-style-type: none"> ● Provide districts with cost effective training. ● Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Reponses Network.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Librarian Services

Service Description	Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services.
Goals	<ul style="list-style-type: none"> ● Provide training to classified staff assigned to school libraries ● Assist with culling library collections and selecting materials ● Assist districts in meeting Division 22 standards.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Attendance/Truancy and Advocacy Services

Service Description	<p>Lane ESD provides truancy officers and advocates to assist parents and districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.</p> <p>This is a state mandated service to districts with less than 1,000 students.</p> <p>Lane ESD also coordinates the work of Conference Officers on behalf of local districts.</p>
Goals	<ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance. ● Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding. ● Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.
Budget	Attendance/Truancy Services are fee-based.



Lane ESD Student Success Act Comprehensive Support Plan¹

<p>Service Description</p>	<p>The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.</p> <p>Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Everyday Matter, Early Indicator and Intervention System, Small/Rural School Supports, Early Literacy Plans, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.</p> <p>Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.</p>
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1. See appendix

<h2 style="margin: 0;">2023-25 Grant and Contract Services</h2>
<p><i>Carl Perkins Consortium Services</i> Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.</p> <p><i>Advanced Manufacturing and Construction</i> This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.</p> <p><i>Apprenticeship Trades Academy</i> Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.</p> <p><i>Lane African American Black Student Success</i> The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.</p> <p><i>Lane Regional Promise</i> The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.</p> <p><i>Lane STEM (Hub)</i> Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education</p>



in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

Migrant Education – Title IC

Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

English Language Learners – Title III

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

Curriculum Directors and Rural School Network

This network is composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

Western Regional Educator Network (WREN)

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

Grow Your Own Education Pathways Program

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.

Technology Services

Infrastructural Technology



<p>Service Description</p>	<p>Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:</p> <ul style="list-style-type: none"> • Managed network connectivity, including CIPA compliant filtering, and intrusion protection; • Coordination and engineering support to district initiatives, including securing new implementations; • Hosted services, e.g. email, web, and library services; • Professional development to district technology support staff; • Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure; • Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate; • Internship hiring and placement for college students into an education technology environment; • Erate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. <p>Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.</p>
<p>Goals</p>	<ul style="list-style-type: none"> • Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner. • Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.
<p>Budget</p>	<p>2023-25 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p>

Technology Services



2023-25 Grant and Contract Services

LCC Contract

LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LESD and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 16 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



Administrative Services

Business Services

<p>Service Description</p>	<p>Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include:</p> <ul style="list-style-type: none"> • Payroll • Accounts Payable • Budget Preparation • Audit preparation • Financial reporting and management for grants • Monthly financial reports to Boards • Financial reporting to the Oregon Department of Education • Communication Support Services
<p>Goals</p>	<ul style="list-style-type: none"> • Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles. • Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services. • Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials. • Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

Courier Services

<p>Service Description</p>	<p>Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.</p> <ul style="list-style-type: none"> • Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts • Secure and confidential delivery of Student Records, including Special Education records • Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems • Movement of specialized equipment for special education classrooms • Customized services to Eugene and Springfield Schools Districts to interface with district courier.
<p>Goals</p>	<ul style="list-style-type: none"> • Provide cost-effective, timely, accurate and courteous courier services to all component school districts.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

Human Resources

<p>Service Description</p>	<p>HR Essential Services - ESD Human Resources can provide contracted daily, seasonal, and emergency essential human resources services at a generalist, specialist, or higher-level coverage to school districts. Services can include HR administrative functions necessary to continue the daily operations or critical operations in an emergency so that work on tasks and service delivery can continue uninterrupted. Service areas also include special research projects and HR audits.</p> <ul style="list-style-type: none"> ● HR Help Desk Services – Use the ESD Human Resources Team to manage and help to resolve employee issues efficiently and requests concerning benefits, payroll, licensure, recruitment, onboarding, medical leaves (Family Medical Leave (FMLA), Oregon Family Leave (OFLA), Paid Leave Oregon), ADA reasonable accommodation request, Light Duty Programs, Employee Corrective Action/Progressive Discipline, New Manager Training, plus help with occupational health and safety laws and regulations compliance. ● ESD Key Role Search – Upon request, the ESD Human Resources may assist the component school district in selecting a new key role search, including prior to posting understanding a school district’s culture, establishing candidates’ specific requirements, desired qualities, and qualifications, discussing strategies for filling the vacancy followed by supporting the periods of recruitment, reference checks, interviews, and candidate selection. The ESD Human Resources may also serve as a liaison between a recruitment entity and the Superintendent or Board to help orchestrate the placement service. ● ESD Legal Services – Draw on the expertise of an interconnected team of lawyers offering you critical and timely support for your school district’s complex and sensitive issues. The comprehensive legal services include: <ul style="list-style-type: none"> ○ Bond Measures ○ Business, Corporate, & Related Litigation ○ Civil Rights, including Title VII & Title IX Investigations ○ Complex Civil Litigation ○ Condemnation (Eminent Domain) ○ Construction Law ○ Employment & Labor Law ○ Estate Trusts & Donations ○ Human Resource Investigations ○ Land Use ○ Mediation & Arbitration ○ Negotiations ○ Personal Injury ○ Professional Licensing Actions (Administrative Law) ○ Professional Negligence ○ Public Contract ○ Real Estate Disputes, Transactions & Land Use Law ○ School & Public Entity Law ○ Special Education ○ Student Investigations ○ Trust Administration ○ Workplace Torts Defense <p>An additional benefit to ESD Legal Services enrolled districts will have access to Legal Sessions and Presentations such as Ask Me Anything Session - 101 School Law, Special Education Edition Series, and Legislative School Law Updates.</p>
<p>Goals</p>	<p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p>
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts’ annual service orders for the service.</p>



Administrative Services

Substitute Teacher List Subscription

<p>Service Description</p>	<p>Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.</p>
<p>Goals</p>	<ul style="list-style-type: none"> • Provision of annual application process to register new teacher substitutes • Provision and monitoring of annual training requirements • Completion of annual "intent to return" and usual and customary break periods notice • Verification of valid teacher licensure
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

<p>2023-25 Grant and Contract Services</p>	
<p><i>Inter-Library Courier</i></p>	<p>Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.</p>
<p><i>Substitute Teacher List Subscription</i></p>	<p>Lane ESD Substitute Teacher List subscription services to private and alternative schools.</p>

Narrative Section of Draft Comprehensive Support Plan

1) List any new districts, eligible charter schools, and YCEP/JDEP programs you support in your region. You only need to answer this if there have been changes, otherwise we have your list from last year.

n/a

2) Please describe how your ESD is strategizing and approaching integration of the six programs at ESD level. How is the ESD designing staff positions and teams, setting goals, and envisioning work to support the implementation of the six programs in your region?

Our district's Integrated Guidance plans and the associated progress markers have informed our ESD's School Improvement Team planning in a multitude of ways. We have developed professional development series with associated goals focused on MTSS, data teams, TSEL and UDL, targeted STEM and CTE programming to respond to the career-connected learning outcomes, organized with our special education department to create more opportunities for integration and amplified youth voice, particularly through our LaneAABBS and Native Youth Wellness programs. We have hired two staff members in direct response to the Integrated Guidance plans: a career connected learning K-12 coordinator and a data/reporting specialist for small/rural districts.

3) The passage of SB 215 added language that charters and YCEP/DJEP programs are to be included in the supports ESDs provide for SIA (IG). Describe how your ESD supports equity work across all eligible applicants in your region.

All of our programming (equity focused professional development, access to specialist consultation, etc.) is open to, with targeted invitations sent to, charters and YCEP/JDEP staff.

4) Describe how your ESD is addressing the root causes of chronic absenteeism and increasing student and family engagement? How is it integrated with the aligned programs across all eligible applicants?

Our ESD takes a three-pronged approach to this issue: 1) Supporting districts to create on-going, authentic, two-way student/family engagement opportunities, 2) supporting districts to focus on the holistic, well-being of students and families, 3) Supporting districts in their work to improve the quality and relevancy of the instructional/curricular experience of their students. These approaches align with the outcomes and strategies of our districts, reflect the outcomes and strategies in our comprehensive plan and are reflected in both our staffing and programmatic decisions.

5a) Describe how you're planning to be responsive to small and rural districts (required for under 1650 ADMw and up to 2000 ADMw) in alleviating administrative burden with state funding that replaces previous federal GEER funds.

We have really increased our attention to this issue in this new comprehensive plan. We have shifted FTE to dedicate a staff member to this project and have begun to meet with rural districts monthly as we work to build more efficient systems for data and reporting, we regularly consider how new programmatic decisions may increase administrative burden to our small/rural districts and we consistently respond to expressed requests for administrative burden reduction.

5b) Given the funding is now sustained, we're particularly interested to learn more about dedicated staff you have either hired and/or plan to hire to specifically provide small and rural school support.

We have a 1.0 FTE dedicated to small/rural district data and reporting and 0.5 FTE dedicated to an administrator who oversees this work and seeks to build ESD capacity to reduce burden of small/rural districts. SY23-24 the data coordinator's role is solely reporting with a research report due to the administrator in June 2023. This report will summarize the burden of the required reporting capturing redundancies or areas where it would be more efficient to move data/reporting duties to the ESD. SY24-25, the data coordinator's role will be to work with IT staff at the ESD to build a centralized data system that decreases the administrative burden on rural districts.

6) Describe how you're planning to support continuous improvement efforts in your region with ESSA Partnership federal funds, knowing that these funds should support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily).

With school-based plans not due until Sept 2024 we are, as of yet, unsure what the content of these sessions will be. However, we have robust relationships with all the schools identified and we look forward to hosting convening with building principals to determine how best to target these funds.

7) Describe your partnership with the CTE Regional Coordinator(s) to ensure the development of robust career connected learning, CTE Programs of Study and work-based learning opportunities for students in your region?

Lane CTE is a critical part of our ESD School Improvement team. We work to integrate programs, weave funds and do whatever we can to support our districts in expanding access and relevancy of their CTE programs. This year we hired a new staff member to seal this integration. Their FTE is dual funded with SIA, CTE & STEM, and their work sits at that integration supporting our districts meet their career-connected learning outcomes. They will also be a partner in our county-wide role out of Grouptrail to track WBL and potentially expand this to track K-12 CCL experiences.

8) **Please describe specific supports with the intent to improve outcomes for MLs for small districts with less than 20 MLs. (Only answer this if you receive HB 3499 funding)

Draft Strategies & Outcomes

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome 1	Lane County districts engage in at least quarterly self-monitoring routines (SIA, CIP, HSS, CTE, EDM, EIS alignment) through the use of diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement with youth, families, and community members representative of our focal groups, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.	X		X		X
Outcome 2	Lane County districts engage in communities of practice aligned to Integrated Plan priorities (closing disparities in academic achievement, supporting mental/behavioral health, etc.) and shared district strategies; this can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate.	X	X	X	X	
Outcome 3	Lane County districts are able to support the well-being of students and families through strong partnerships with community-based organizations. These reciprocal relationships strengthen school-based student and family connections and the community as a whole is positively impacted by the partnership.	X	X	X	X	X
Strategy 1	Coordination of a network of youth leadership/advocacy/affinity groups representative of focal group populations to amplify youth voice to inform district continuous improvement and planning and to strengthen connection to families and local cultural organizations .					
Strategy 2	All communities of practice and program initiatives center belonging, agency, identity, culturally responsive pedagogy and social emotional learning.					
Strategy 3	Provide direct service, consultation, and/or contracting for districts' development of multi-tiered systems of support for academic, social, and emotional needs .					
Strategy 4	Promote increased access to well-rounded and culturally responsive programs (career-connected learning experiences, College Now, after school programs, STEM, etc.)					
Strategy 5	Reduce administrative burden for small and rural school districts.					

Draft Activities & Budget

		Full Allocation Amount (2023-25*)	SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
	Select ESD	Lane ESD	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
		Total Allocation	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00
		Budgeted for 23-24 (Not including GEER Small/Rural)	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00
		Unbudgeted Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Total Expenditures 24-25	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00

Select Funding Source

Acti vity #	FTE	Object Code	Description of Proposed Activity	Budgeted Amount	SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	Budget Justification Narrative
1	1	113	1.0FTE Student Success Act Director	\$270,000.00	\$270,000.00					S1, S2, S3, S4, S5 Responsible for carrying out comprehensive plan.
2	1	113	1.0FTE Integrated Guidance Administrator (.75 SIA + .25 Small)	\$184,000.00	\$138,000.00			\$46,000.00		S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan.
3	0.5	112	.5 Office Manager	\$53,000.00	\$53,000.00					S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation.
4	0.1	113	0.1 FTE School Improvement Director	\$20,000.00	\$20,000.00					S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan with respect to ELD & expanded learning supports
5	1	111	1.0FTE Social-Emotional Learning Specialists	\$146,500.00	\$146,500.00					S2, S3 Provides technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health.
6	1	111	1.0 FTE Data Coordinator Small/Rural Districts	\$84,500.00				\$84,500.00		S1, S3, S5 Provides technical assistance in the goal of Small/Rural fund
7	0.425	111	.425FTE Title 3 Lead/ELD Specialist	\$25,000.00	\$25,000.00					S2, S3 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support.
8	0.5	111	.25FTE Math Education Specialist	\$50,000.00	\$50,000.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.
9	0.75	111	.75 ELA/SS Education Specialist	\$135,000.00	\$135,000.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.
10	1	111	1.0FTE Youth Equity Council/Youth Voice Coordinator	\$140,000.00	\$140,000.00					S1, S2, S5 Provides technical assistance in alignment with the required community engagement of IG. Youth Voice Specialist
11	1	112	1.0FTE Bilingual Desktop Support Technician	\$85,000.00	\$85,000.00					S1, S2, S3, S4, S5 Provides technical assistance to school improvement staff to implement the comprehensive plan.
12	0.25	111	Tiered support: Supplement Attendance Advocate up to .25FTE	\$25,000.00		\$25,000.00				S1 Provides services to districts in achieve goals of EDM.
13	0.5	111	0.5 FTE Career Connected Learning Proj Coordinator	\$45,500.00	\$45,500.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12.
14	1	111	1.0 FTE 21st Century CCLC Project Coordinator (.5 SIA + .5 Small)	\$91,000.00	\$45,500.00			\$45,500.00		S4, S5 Provides technical assistance for small/rural school districts to expand learning opportunities on Fridays and after school.
15	0.5	111	0.5 FTE Science Specialists	\$73,250.00	\$73,250.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.

Draft Activities & Budget

				Full Allocation Amount (2023-25*)					
	Select ESD	Lane ESD		SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
			Total Allocation	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00
			Budgeted for 23-24 (Not including GEER Small/Rural)	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00
			Unbudgeted Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Total Expenditures 24-25	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00
16	1	113	1.0 FTE Program Assistant (SE)	\$69,000.00	\$69,000.00				S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation.
17	1	111	1.0FTE Native Youth Wellness Program Coordinator	\$140,000.00	\$140,000.00				S2, S3, S4 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support.
18		31x	Technical assistance for small/rural districts to participate in a facilitated portrait of a graduate community engagement process.	\$60,000.00	\$60,000.00				S1, S2, S4, S5 Contract to facilitate the portrait of a graduate process as identified in district IG plans. CONTRACTED services with Cosgrave reporting to SSA Director
19		31x	Technical assistance for targeted supports for youth experiencing homelessness.	\$15,000.00	\$15,000.00				S1, S5 Contract to facilitate supports for unhoused youth as an identified focal group in district IG plans. CONTRACTED services with 15th Night reporting to SSA Director
20		31x	Technical assistance with EAs/IAs community of practice	\$150,000.00	\$150,000.00				S2, S3 Contract to facilitate PD for EA's and IA's in support for district MTSS. CONTRACTED services with ORSN reporting to SSA Director
21		31x	Technical assistance with Mental Health & Safety Team Supports	\$35,000.00	\$25,000.00	\$35,000.00			S1, S5 Contract to facilitate targeted mental health supports as identified in district IG plans. CONTRACTED services with CBO's reporting to SSA Director
22		31x	Technical assistance with the implementation of district early literacy plans.	\$20,000.00	\$20,000.00				S2, S3 Technical assistance to support the newly integrated program of early literacy. ASSIGN: Literacy Specialist
23		31x	Technical assistance with instructional practices for supporting multilingual learners.	\$20,000.00	\$20,000.00				S2, S3 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: ELD Specialist
24		31x	Technical assistance on data collection and analysis to improve systems of intervention.	\$17,500.00				\$17,500.00	S1, S3, S5 Technical assistance in the goal of Small/Rural fund ASSIGN: Data/Reporting Coordinator
25		31x	Technical assistance with networked learning opportunities for K-12 career connected learning.	\$25,000.00			\$25,000.00		S2, S4 Technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12. ASSIGN: K-12 CCL Coordinator
26		31x	Teacher Regional Pathway expansion to Small and Rural districts	\$30,000.00	\$30,000.00				S1, S2, S5 Technical assistance in alignment with many district integrated guidance strategy of expanding the diversity of their workforce. ASSIGN: Teacher Pathways Program
27		31x	Technical assistance with community engagement with an emphasis on focal student and family engagement	\$45,000.00		\$45,000.00			S1, S2, S5 Technical assistance in alignment with the required community engagement of IG. ASSIGN: Youth Voice Specialist
28		31x	Technical assistance with well rounded education in the humanities with attention to ethnic studies, tribal history / shared history and BH365	\$75,000.00	\$75,000.00				S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: ELA Specialist

Draft Activities & Budget

			Full Allocation Amount (2023-25*)		SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
Select ESD	Lane ESD			\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00		
			Total Allocation	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
			Budgetted for 23-24 (Not including GEER Small/Rural)	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00	
			Unbudgeted Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
			Total Expenditures 24-25	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00	
29	31x		Technical assistance with well rounded education in the STEM and project-based learning fields	\$25,000.00	\$25,000.00					S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: STEM Team
30	31x		Technical assistance with development of curriculum and framework of mental health teaching materials	\$30,000.00	\$30,000.00					S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health. ASSIGN: SEL Specialist
31	31x		Technical assistance with Native American Social Emotional Wellness supports	\$30,000.00	\$30,000.00					S2, S3, S4 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: NYW Coordinator
32	31x		Technical assistance with networked learning opportunities for District Leaders with attention to continuous improvement and reduction of administrative burden	\$60,000.00	\$60,000.00					S1, S2, S3, S5 Technical assistance in alignment with the required attention to continuous improvement. ASSIGN: IG Admin
33	31x		Technical assistance with implementation of district Integrated Guidance goals around MTSS, data teams and interventions with attention to students receiving special education services	\$32,000.00	\$32,000.00					S1, S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved MTSS, data team and intervention systems. ASSIGN: IG Admin
35	31x		Support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily).	\$5,250.00					\$5,250.00	S2, S3, S5 Technical assistance in alignment with required CSI/TSI support. ASSIGN: IG Admin
34	31x		Staff development to build capacity to support districts with this technical assistance	\$25,000.00	\$25,000.00					S2 Professional Development for ESD staff to build in-house capacity to achieve comprehensive plan outcomes. ASSIGN: SSA Director

Funding Source			Object Code	Description
ESD TA	SSA Technical Assistance	This is the largest bucket of state funding from our office aimed at providing technical assistance to support the Student Investment Account work embedded within the Integrated Guidance and alignment of programs.	111	Licensed Salaries
Small/Rural	Small & Rural Support	This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date.	112	Classified Salaries
EDM	Every Day Matters	This is state funding aimed at working to address the root causes of chronic absenteeism.	113	Administrative Salaries
HSS	High School Success	This is state funding to support the implementation of strategies for High School Success, focused on 8-12th grade.	13x	Additional Salaries
ESSA	ESSA Partnerships	This is federal funding that is aimed at supporting convenings and/or professional learning communities within you region in addition to other continuous improvement efforts.	2xx	Benefits
GEER	Small & Rural Support	This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date.	31x	Instructional, Professional and Technical Services
			33x	Transportation
			34x	Travel
			35x	Communications
			4xx	Supplies and Materials
			8xx	Miscellaneous
			ADMIN	Administrative Indirect Costs
			OTHER	Other codes not listed

Oregon Department of Education											
Additional ESD Funding											
		EGMS- State Funding						EGMS - Federal Funding			
ESD Region	Grant Number	SSA TA \$	EDM \$	HSS \$	Small/Rural \$	HB 3499 \$	Dashboard \$	Total State Funding	ESSA \$	Total Federal Funding	Total
INDEX CODE		35029	35023								
Clackamas ESD	15218	\$4,068,873.79	\$269,772.11	\$38,011.70	\$38,700.00	\$175,000.00	\$0.00	\$4,590,357.60	\$10,500.00	\$10,500.00	\$4,600,857.60
Columbia Gorge ESD	15219	\$568,047.35	\$50,000.00	\$7,309.94	\$77,400.00	\$0.00	\$0.00	\$702,757.29	\$10,500.00	\$10,500.00	\$713,257.29
Douglas ESD	15220	\$1,054,364.85	\$69,905.89	\$26,315.79	\$425,700.00	\$0.00	\$0.00	\$1,576,286.53	\$10,500.00	\$10,500.00	\$1,586,786.53
Grant ESD	15221	\$428,086.94	\$50,000.00	\$8,771.93	\$193,500.00	\$0.00	\$0.00	\$680,358.87	\$10,500.00	\$10,500.00	\$690,858.87
Harney ESD Region XVII	15222	\$428,086.94	\$50,000.00	\$8,771.93	\$387,000.00	\$0.00	\$0.00	\$873,858.87	\$10,500.00	\$10,500.00	\$884,358.87
High Desert ESD	15223	\$2,040,940.17	\$135,317.23	\$19,005.85	\$38,700.00	\$0.00	\$0.00	\$2,233,963.25	\$10,500.00	\$10,500.00	\$2,244,463.25
InterMountain ESD	15224	\$1,920,465.24	\$127,329.57	\$43,859.65	\$541,800.00	\$160,000.00	\$0.00	\$2,793,454.46	\$10,500.00	\$10,500.00	\$2,803,954.46
Jefferson ESD	15225	\$428,086.94	\$50,000.00	\$4,385.96	\$116,100.00	\$0.00	\$0.00	\$598,572.90	\$10,500.00	\$10,500.00	\$609,072.90
Lake ESD	15226	\$428,086.94	\$50,000.00	\$4,385.96	\$193,500.00	\$0.00	\$0.00	\$675,972.90	\$10,500.00	\$10,500.00	\$686,472.90
Lane ESD	15227	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$0.00	\$0.00	\$3,900,911.50	\$10,500.00	\$10,500.00	\$3,911,411.50
Linn Benton Lincoln ESD	15228	\$2,634,622.17	\$174,679.19	\$38,011.70	\$199,500.00	\$0.00	\$0.00	\$3,046,813.05	\$10,500.00	\$10,500.00	\$3,057,313.05
Malheur ESD Region 14	15229	\$457,279.25	\$50,000.00	\$11,695.91	\$348,300.00	\$175,000.00	\$0.00	\$1,042,275.15	\$10,500.00	\$10,500.00	\$1,052,775.15
Multnomah ESD	15230	\$6,393,420.22	\$423,892.85	\$39,473.68	\$77,400.00	\$0.00	\$0.00	\$6,934,186.75	\$10,500.00	\$10,500.00	\$6,944,686.75
North Central ESD	15231	\$428,086.94	\$50,000.00	\$11,695.91	\$193,500.00	\$0.00	\$0.00	\$683,282.85	\$10,500.00	\$10,500.00	\$693,782.85
Northwest Regional ESD	15232	\$7,234,359.65	\$479,648.32	\$57,017.54	\$387,000.00	\$0.00	\$220,000.00	\$8,378,025.51	\$10,500.00	\$10,500.00	\$8,388,525.51
Region 18 ESD	15233	\$428,086.94	\$50,000.00	\$5,847.95	\$154,800.00	\$0.00	\$0.00	\$638,734.89	\$10,500.00	\$10,500.00	\$649,234.89
South Coast ESD	15234	\$844,166.79	\$55,969.46	\$19,005.85	\$309,600.00	\$0.00	\$0.00	\$1,228,742.09	\$10,500.00	\$10,500.00	\$1,239,242.09
Southern Oregon ESD	15235	\$3,652,290.65	\$242,152.06	\$49,707.60	\$154,800.00	\$0.00	\$0.00	\$4,098,950.31	\$10,500.00	\$10,500.00	\$4,109,450.31
Willamette ESD	15236	\$6,121,167.56	\$405,842.11	\$58,479.53	\$425,700.00	\$235,375.00	\$0.00	\$7,246,564.20	\$10,500.00	\$10,500.00	\$7,257,064.20
Total		\$42,808,694.00	\$3,000,000.00	\$500,000.00	\$4,650,000.00	\$745,375.00	\$220,000.00	\$51,924,069.00	\$199,500.00	\$199,500.00	\$52,123,569.00



Eugene School District 4J
200 North Monroe Street
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ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

January 24, 2023

Title

Lane Education Service District (ESD) Local Service Plan 2023 – 25 Year Two Resolution (1st Read)

Presenter

Andy Dey, Superintendent; Jenna McCulley, Chief of Staff

SUMMARY

The Lane ESD Local Service Plan 2023 – 25 Year Two Resolution will come to a future board meeting for the board to consider for approval.

Lane Education Service District
2023-25 Local Service Plan - Year Two
Component District Board Action

Resolution 2024-02

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The **2023-25 Local Service Plan - Year Two** was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on December 5, 2023.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Board of Directors of the Oakridge School District has completed their annual review of the Lane ESD **2023-25 Local Service Plan - Year Two** which includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD **2023-25 Local Service Plan** provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

BE IT RESOLVED that the Board of Directors of Oakridge School District No. 76 hereby authorizes the approval the Lane ESD **2023-25 Local Service Plan - Year Two** and requests the Lane ESD to provide the services described during the 2024-25 (year two) fiscal year in accordance with ORS 334.175.

This resolution adopted this ____ day of _____ month _____, 2024.

Maya Rabasa, Board Chair
Eugene School District 4J



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
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ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

January 24, 2024

Title

Operating Levy

Presenter

Maya Rabasa, Board Chair

Description

The board will explore details and timing related to adding an operating levy to the ballot.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting: Jan 24, 2024

Title: Budget Officer Designation and Resolution (1st Read)

Presenter: Matt Brown, Finance Director

Background:

Oregon budget law requires the Board of Directors to designate a budget officer for the district each fiscal year.

Options and Alternatives

Should the Board not approve this proposal, the District would not have authority designated as prescribed by Oregon statute.

Budget/Resource Implications

There is no direct financial impact to the district.

Board and Superintendent Goals

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

Recommendation:

Staff recommends that the Finance Director be designated as Budget Officer for the 2024-25 fiscal year.

Eugene School District 4J
School Board Resolution 2023-XX

Resolution agreeing to a Budget Officer for the 2024-2025 budget process

WHEREAS, Oregon Budget Law requires that the district annually adopt a resolution identifying an official Budget Officer for Eugene School District 4J.

NOW, THEREFORE, BE IT RESOLVED THAT the Eugene School District 4J Board agrees and names Finance Director, Matt Brown, as Budget Officer for the Eugene School District 4J for the 2024-2025 budget process.

Passed by the Eugene School District 4J Board the date of _____

Maya Rabasa, Board Chair