

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, February 5, 2025

NOTICE: The Regular Board Meeting at 6:00 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>, Webinar ID: 912 2512 8314

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.

6:00 PM

Regular Meeting

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. Receive Reports from High School Student Representatives
- VI. Items Raised by the Audience
- VII. Comments by Employee Groups
 - * EEA (Eugene Education Association)
 - * OSEA (Oregon School Employees Association)
 - * MAPS (Managers, Administrators, Professionals & Supervisors)
- VIII. **Consent Group - Items for Action**
 - 1. Approve Draft Minutes from the Meetings below: 3
 - December 4, 2024, Board Work Session
 - January 15, 2025, Regular Board Meeting
 - January 22, 2025, Board Work Session
 - 2. Approve Ed Center Rooftop Mechanical Equipment Replacement 27
Presenter: Ryan Spain, Director of Facilities
 - 3. Approve Support for Federal Community Improvement Funds for Local 28
Projects Benefiting Students
Presenter: Jenny Jonak, Board Chair
 - 4. Approve School Year Calendar Adjustments to this Spring on the 2024- 29
25 Calendar
Presenter: Brooke Wagner, D.Ed., Assistant Superintendent for
Administrative Services
- IX. **Items for Information**
 - 1. Receive report on 4J Graduation Rates for 2023-2024 31
Presenters: Larry Williams, Assistant Superintendent of Instruction &
Access;
Oscar Loureiro, Director of Research & Planning
30 Minutes
 - 2. Second Quarter Financial Report: 07/01/2024 through 12/31/2024 60
Presenter: Matt Brown, Director of Financial Services
45 Minutes

3.	4J School Board Community Chats & Principal Student Advisory Visits Presenter: Carmen Xiomara Urbina, Chief of Staff 15 Minutes	97
X.	Items for Action	
1.	Approve Proposed Revisions to Board Policy DI–Financial Management Policies (Second Read) Presenters: Matt Brown, Director of Financial Services; Colt Gill, Interim Superintendent 30 Minutes	99
2.	Approve Revisions to Policy CBC–Superintendent Contract (Second Read) Presenter: Colt Gill, Interim Superintendent 5 Minutes	115
XI.	Items for Action at a Future Meeting	
1.	Consider Approval of the Draft 2025-27 Lane Educational Service District (ESD) Service Plan Presenter: Colt Gill, Interim Superintendent 10 Minutes	119
2.	Consider for Approval <i>New Policy</i> KJG – Tribal Consultation Presenter: Colt Gill, Interim Superintendent 10 Minutes	133
3.	Consider for Adoption <i>New Board Policy</i> EBCA – Safety Threats** (First Read) Presenters: Jen Bills, Director of School Safety and Emergency Management; Brooke Wagner, Assistant Superintendent for Administrative Services 10 Minutes	138
4.	Consider Proposed Revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction (First Read) Presenters: Jen Bills, Director of School Safety and Emergency Management; Brooke Wagner, Assistant Superintendent for Administrative Services 10 Minutes	141
5.	Consider for Approval Revisions to Policy GCDA.GDDA – Criminal Records Checks and Fingerprinting (First Read) Presenters: Brooke Wagner, Assistant Superintendent for Administrative Services; Jen Bills, Director of School Safety and Emergency Management 10 Minutes	145
XII.	Comments by Individual Board Members	
XIII.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XIV.	Adjourn	

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 05, 2025

Title

Approve the Board Meeting Minutes Drafts for:

- December 4, 2024 Board Work Session
- January 15, 2025, Regular Board Meeting
- January 22, 2025, Board Work Session

Background

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

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

Date: December 4, 2024

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

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Colt Gill, Interim Superintendent
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

None.

OTHER:

Robyn Bean, Consultant at Human Capital Enterprises (HCE) (online)

MEDIA:

KRVM

I. CALL TO ORDER, ROLL CALL

Vice Chair Di Liberto called the work session to order at 5:14 p.m. He said the names of the board members who were present.

II. AGENDA APPROVAL

Vice Chair Di Liberto asked if there were any changes to the agenda. Ms. Munro requested adding an Item for Action regarding a matter discussed in Executive Session. There was consensus to approve the agenda as amended.

III. CONSENT GROUP – ITEMS FOR ACTION

There were none.

IV. ITEMS FOR INFORMATION

1. AD HOC SUPERINTENDENT SEARCH BOARD SUBCOMMITTEE UPDATE: SUPERINTENDENT SALARY RANGE AND SUPERINTENDENT SEARCH TIMELINE UPDATE

Ms. Newman provided information from the Ad Hoc Superintendent Search Board Subcommittee, specifically regarding the superintendent salary range and superintendent search timeline update.

She reported that focus group meetings have been occurring regularly. Roughly 100 staff members have engaged in the superintendent search process. The search firm has collected feedback from 180 parents and community members and at least 30 students. The survey (available in English and Spanish) went live on December 2, 2024, and will close on December 16, 2024. The survey is located on the Eugene School District 4J website and is being made accessible to the entire student body.

Ms. Newman noted that a document containing the superintendent search timeline is available in the Board Book. She mentioned that the superintendent position is being advertised via the Oregon Coalition of School Administrators (COSA) (and similar organizations in the neighboring states of Washington and California), the National Alliance of Black School Educators (NABSE), and the Association of Latino Administrators and Superintendents (ALAS).

Regarding the superintendent salary range, Ms. Newman explained that the subcommittee compared the 4J salary range with comparable and neighboring districts. They also took into consideration travel allowances, cost of living, and medical coverage. After lengthy discussion, the subcommittee is recommending a superintendent salary range between \$290,000 and \$330,000 annually, depending on experience.

2. LEGISLATIVE BOARD SUBCOMMITTEE: REPORT ON UPCOMING DECEMBER 18, 2024 LEGISLATIVE BREAKFAST

Ms. Newman reported that the legislative breakfast is scheduled for December 18, 2024. At least 30 people are planning on attending, including six board members, seven student representatives, employee group leaders, district leaders, and legislators. She added that six legislative priorities have been approved. She requested that each Board member in attendance select one priority to summarize.

V. ITEMS FOR ACTION

1. TAKE ACTION ON A MATTER DISCUSSED IN EXECUTIVE SESSION

Ms. Munro explained that the Board of Directors (BOD) received a complaint against an employee, which was discussed in Executive Session. She recommended that action be taken on the matter.

MOTION: Ms. Munro moved to authorize the BOD Chair to work with legal counsel to follow up on a complaint against an employee, which was discussed in Executive Session, and report back to the Board. Ms. Thessen seconded. **The motion passed unanimously, 6:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor.**

VI. ITEMS FOR ACTION AT A FUTURE MEETING

**1. AD HOC SUPERINTENDENT SEARCH BOARD SUBCOMMITTEE:
CONFIDENTIAL COMMUNITY INTERVIEW PANELS**

Ms. Newman introduced the topic of confidential community interview panels for the superintendent search. She explained that the subcommittee made the decision to have three community panels with 12 members on each panel. The subcommittee is discussing different ways to engage the panelists to ensure adequate representation, including by invitation, category, and lottery. She invited Board members to provide their feedback to the subcommittee. Action will be taken at an upcoming future meeting.

VII. ADJORN

Vice Chair Di Liberto adjourned the work session at 5:35 p.m.

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

Date: January 15, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on January 10, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

None.

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff (online)
Cynthia Calletano, Executive Assistant to the Chief of Staff and Board
Jennifer Scurlock, EmpowerED Educator
Mindy Rimbey, EmpowerED Educator
Matt Brown, Director of Finance
Kelly McIver, Communications Director
Seth Pfaefflin, Director of Student Services
Brooke Wagner, Assistant Superintendent for Administrative Services
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

STUDENT REPRESENTATIVES:

Katheryn Hehman, International High School
Kaleia Davis, Sheldon High School
Cora Ludwig, South Eugene High School
Deeya Patel, South Eugene High School
Jazmin Berry, North Eugene High School

Olivia Dodge, Churchill High School
Autumn Thessen, Early College and Career Options (ECCO) (online)
Max Pike, Early College and Career Options (ECCO) (online)
Lane Lowd, Eugene Online Academy (EOA) (online)

EMPLOYEE GROUPS:

Sabrina Gordon, Eugene Education Association (EEA)
Allan Chinn, Managers, Administrators, Professionals, and Supervisors (MAPS)

OTHER GUESTS:

None.

MEDIA:

KRVM
KEZI
Register Guard

I. CALL TO ORDER, ROLL CALL, AND LAND ACKNOWLEDGEMENT

Chair Jonak called the regular meeting to order at 6:01 p.m. She said the names of the board members who were present and read the land acknowledgement statement.

II. AGENDA APPROVAL

Chair Jonak requested holding Item for Information: Item 3. The agenda was approved as amended.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Due to the length of the agenda, Interim Superintendent Colt Gill elected to not provide comments.

IV. RECEIVE REPORTS FROM HIGHSCHOOL STUDENTS

Eugene International High School (IHS) Representative Katheryn Hehman provided background information about IHS and IB programs. She explained that IHS – an International Studies alternative school – is a school within a school. For example, the IHS that she attends is in a separate hall within South Eugene High School. The school also follows a different curriculum and has differing graduation requirements than other high schools. IHS refers mainly to humanities courses, while IB is more rigorous and includes science and mathematics. Ms. Hehman reported that IB students have been advocating for a “skinny period” which would result in two 45-minute classes for math and physics. She mentioned that there is still a culture of nonacceptance at her school, specifically towards students who are disabled.

South Eugene High School Representatives Cora Ludwig and Deeya Patel reported that students and teachers are working to finish the term strong to ensure that students are on-track to graduate. They reported that school administration is continuing the use of an

electronic hall pass known as Smart Pass. Students will provide more feedback about the use of Smart Pass during a Principal Advisory Group meeting on January 23, 2025. A pep assembly will also be taking place on January 23, 2025. Planning is underway for a winter formal on February 8, 2025 at the Ford Alumni Center.

North Eugene High School Representative Jazmin Berry highlighted the following upcoming events: an Office of Student Access and Completion (OSAC) scholarship meeting on January 16, a production of Romeo and Juliet beginning on January 18, and a Speech and Debate Club competition on January 19, 2025.

Churchill High School Representative Olivia Dodge reported that their Holiday Cheer Drive was a tremendous success – providing food boxes, holiday gifts, and support to Churchill families in need. She noted that a Principal Advisory Group has been formed to enhance communication and collaboration between students and school administration and a Churchill Site Council has been established to foster collaborative decision making. An event celebrating Martin Luther King Jr.’s legacy and promoting themes of unity, justice, and activism is scheduled for January 17, 2025. Ms. Dodge added that there is improved staff and administration visibility along with a concerted effort to increase their presence and engagement with students.

Early College and Career Options (ECCO) Representative Autumn Thessen shared that a counselor’s office has been built at their site. However, they still are without a school nurse, a health room, and an educator to operate the library system full-time. She cited community uncertainty regarding the feasibility of further construction at ECCO. She reiterated a repeated request for mental health support and acknowledged a donation of gifts for their Winter Fest giveaway.

Eugene Online Academy (EOA) Representative Lane Lowd noted a change in their school interface and curriculum from Fuel Education to StrongMind. The change was a challenge at first, but now students and teachers are reportedly going strong. They cited a need for enhanced student government representation.

Sheldon High School Student Representative Kaleia Davis highlighted the following upcoming events: a swim team meet on January 15, a swim team district meet on February 14, a winter formal on January 18, and an Asian American Youth Leadership Conference on April 11, 2025. Ms. Davis mentioned that GSA leadership will be surveying members and queer students to evaluate how safe they feel on campus. She noted that a Women of Color Advocacy group has formed as well as a hate speech campaign known as SHUSH (Sheldon Help Us Silence Hate).

V. ITEMS RAISED BY THE AUDIENCE

Sarah McKinley, North Eugene High School Parent Group Lead, expressed support for Principal Nain Muñoz, stating that the past two years there has been stability and growth,

test scores and graduation rates have increased, and parents and volunteers are engaged. She mentioned that Principal Muñoz demonstrated compassion throughout challenging events faced during the school year. Ms. McKinley stated that Principal Muñoz's resignation and how it was communicated came as a shock to North families and that parents are expressing mistrust and frustration at the school district. She urged an investigation into the processes and personnel policies, specifically the actions leading up to Principal Muñoz's resignation.

Brenda Kameenui, 4J grandparent, raised the topic of quality reading instruction. She said data indicates that over half of American fourth graders are not competent in reading. Oregon test scores reveal the same trend. She urged against leaving reading instruction to goodwill and recommended the Science of Reading curriculum. Ms. Kameenui reported that roughly 200 4J educators have engaged on their own time in rigorous study of the Letters program. She added that teacher training is a big source of the problem. She urged that the Board of Directors (BOD) select a new superintendent who is solid in the Science of Reading, who will train principals, and endorse systematic instruction.

Catherine Moran, classified employee at North Eugene High School; and Will Larson certified employee at North Eugene High School, spoke on the topic of Principal Muñoz's resignation. Ms. Muran reported that 4J has lost four high school administrators this year and believes that the rapid turnover is indicative of a systemic issue that needs to be addressed. They recommend the following changes: amend the complaint process to include restorative practices between aggrieved parties and staff to ensure open communication and continued collaboration; more robust mentorship for those serving in administrative roles and assume best intentions until the results of an investigation reveal any wrongdoing has occurred; ensure that leadership-related decisions are made transparently and reflect the voices of the school community and that all concerns are heard and solutions are reached collaboratively; and that the BOD initiates a dialogue, potentially with the district Ombuds, as a neutral facilitator between district leadership and North staff to address concerns and find a path forward that prioritizes stability.

Larry Lewin, Community Alliance for Public Education (CAPE) Founder, brought attention to the topic of school district enrollment. He reported on data from the Oregon Department of Education (ODE), revealing that 4J's enrollment has decreased 6.5% since the 2017-18 school year. By Lewin's estimate, that is about 1,000 students. He expressed concern given that state funding is tied to district student enrollment and urged an internal analysis of possible causes for families leaving 4J. Furthermore, Mr. Lewin recommended district leaders ask themselves the following questions: What is our local education system doing well that meets our students' needs? What is our system doing that must be changed? Why are kids leaving? Are we no longer a student-centered district? Are we over-testing our kids and therefore damaging their school experience?

VI. COMMENTS BY EMPLOYEE GROUPS

Eugene Education Association (EEA) President Sabrina Gordon addressed recent sentiments expressed by North Eugene High School staff. She explained that while listening to educators at North, she realized their needs reveal what the whole system requires for staff and students. Despite differences in opinions, she urged more practice taking care of one another. Ms. Gordon recommended that district leaders, building staff, teachers, students, and union leaders ask rather than assume and practice curiosity more often than judgement. She advised actively supporting social and emotional health before expecting academic or professional performance.

MAPS member Allan Chinn acknowledged Interim Superintendent Gill. On behalf of MAPS Mr. Chinn thanked him for, among other things, his steady leadership, support, guidance, and holding space for staff to heal. Mr. Chinn spoke about the qualities desired in the next superintendent: unwavering commitment and advocacy for equity, anti-racism, and inclusion; represent all students and maintain the focus of their wellbeing; lead and support staff in their responsibility to create a safe, welcoming, inclusive, and loving culture; foster working conditions for staff to collaborate and feel supported; hold themselves accountable for high standards of performance, communication, collaboration, and transparency; create trusting relationships with community partners, advocacy organizations, state/county leaders, and higher educational institutions; and will become a truly invested member of the community.

VII. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE PERSONNEL ACTIONS

There was no discussion.

2. UNTIED FRONT TRAVEL APPROVAL

There was no discussion.

3. APPROVE CONFIRMATION OF 4J SCHOOL BOARD VOTES ON THE 2024 OSBA RESOLUTIONS

There was no discussion.

4. ALIGN THE BOARD WORKING AGREEMENTS WITH BOARD POLICY BDDC

There was no discussion.

5. APPROVE UPDATED EUGENE SCHOOL DISTRICT 4J’S NEXT SUPERINTENDENT CRITERIA

There was no discussion.

MOTION: Vice Chair Di Liberto moved to approve the consent group. Ms. Munro seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice**

Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.

VIII. ITEMS FOR INFORMATION

1. CENTER FOR APPLIED LEARNING AND COMMUNITY IMPACT'S (CALCI) EMPOWERED CAREER TECHNICAL EDUCATION (CTE) PATHWAY STUDENTS SHARE ABOUT THE ETGAR 36 CIVIL RIGHTS JOURNEY TRIP TO GEORGIA AND ALABAMA

EmpowerED educators Jennifer Scurlock and Mindy Rimbey, and six students CTE pathway students, presented information about the Etgar 36 Civil Rights Journey trip to Georgia and Alabama via PowerPoint presentation.

EmpowerED is a career and technical (CTE) program designed to help students explore the field of education as empowered leaders. Their goals include opening perspectives to other cultures so that they can deliver an equitable education to all students and preparing students from 4J to stay and teach in the district. Students receive four high school credits and seven college credits.

This school year's annual Etgar 36 Civil Rights Journey trip to Georgia and Alabama began on November 7, 2024, when the students arrived in Atlanta, Georgia. During their travels through Georgia and Alabama, the students learned about the history of lynching, visited the Rosa Parks Museum, Equal Justice Initiatives Legacy Museum, Edmund Pettus Bridge, and Martin Luther King Jr.'s neighborhood, among other places. They also met with key figures in the Civil Rights Movement and witnessed their personal stories. Students described the experience as emotional, powerful, moving, inspiring, motivating, and eye opening.

Students briefly responded to questions from the Board.

2. RECEIVE COMMUNITY ENGAGEMENT SUBCOMMITTEE REPORT

Ms. Thessen reminded the audience that the Community Engagement Subcommittee is committed to community engagement. To date, every Board member has conducted at least one community chat. She explained that the feedback received is directed to the superintendent and district leadership. Due to the current superintendent search process – involving surveys and focus groups – the subcommittee has paused community engagement. They will resume meeting with student focus groups in March, and other groups thereafter.

3. AD HOC WORK GROUP ON CLASSROOM DISPLAYS: UPDATE AND NEXT STEPS

Interim Superintendent Gill introduced a PowerPoint presentation regarding work group recommendations for classroom displays.

He provided background information about what led to the formation of an Ad Hoc Work Group to address the topic of classroom displays, stating that it stemmed from a real situation in the district that regardless of intent impacted students, families, staff, and the community. The aim in seeking the set of recommendations from the work group is to reduce future harm. The Board has read the set of recommendations, which are available for public review in the Board Book located on the district website. He said the contents of the recommendations could be misunderstood or misinterpreted if not presented in as whole a manner as possible. He noted that they remain as recommendations to the superintendent and are awaiting further action.

Interim Superintendent Gill explained that throughout the process the Ad Hoc Work Group strived to understand the current law and policy and center the impacts on the students which the district serves. He outlined the process timeline:

- March 2024: Incident report
- March-June 2024: Implementation of Policy ACB: Hate Symbols and Bias Incidents
- May 2024: Tasking a work group to gather relevant policy and law
- June 2024: Board received and discussed relevant policy and law
- June-December 2024: Ad Hoc Work Group formed and engaged community input to develop recommendations

The Ad Hoc Work Group met numerous times to review relevant laws, policies, practices, and stances by various organizations. They developed a set of draft recommendations and sought input from a variety of community, equity, and labor leaders. They updated the recommendations based on input received.

Interim Superintendent Gill read aloud statements related to outcomes, and then outlined the following set of recommendations (detailed recommendations are available in the Board Book):

1. Comprehensive Communication of Policy Implementation
2. Clear Guidance for All Educational Staff
3. Student-Centered Safety Practices
4. Building Capacity for Educators
5. Classroom Decoration to Create Inclusive, Personalized Classroom Environments

Interim Superintendent Gill concluded by recognizing the harm done. He stated that by implementing the recommendations, 4J has an opportunity to lead the way in creating equitable, inclusive, and safe classrooms; and that their commitment to transparency, collaboration, and continuous improvement ensures that policies and practices reflect core values and foster a culture of belonging and excellence. He added that Chief of Staff

Carmen Xiomara Urbina captured additional points relating to proactive and restorative approaches, educator training, and community engagement. The next steps include a comprehensive review of the set of recommendations on behalf of the Executive Leadership Team and general counsel, establishing a work plan, and a timeline.

IX. ITEMS FOR ACTION

1. AD HOC SUPERINTENDENT SEARCH BOARD SUBCOMMITTEE: CONFIDENTIAL COMMUNITY INTERVIEW PANELS

Ms. Newman reported that three confidential community interview panels will support the interview process for the new superintendent finalists. There will be 13 members on each panel, resulting in a total of 39 individuals. The makeup of the panelists includes licensed staff, classified staff, parents, students, and community leaders. The hope is to get diverse representation across all regions.

Ms. Munro added that each of the panels will come up with their own interview questions for the finalists.

Ms. Newman listed the organizations that they are engaging, including but not limited to: Lane County United Way, Eugene Education Foundation (EEF), University of Oregon's College of Education, Lane Education Service District (ESD), Lane Community College, and Connected Lane County.

Ms. Rabasa suggested engaging The Lavender Network.

Chair Jonak suggested engaging Community Alliance for Lane County.

MOTION: Ms. Newman moved to adopt the Community Engagement Interview Panel proposal as written with the addition of adding one invited seat for The Lavender Network and reducing the lottery to one position with the addition of the Community Alliance for Lane County; and if any of the invitees decline, to expand the list of lottery positions by the number who decline. Seconded by Ms. Munro. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. APPROVE REVISIONS TO POLICY JGAB – USE OF RESTRAINT OR SECLUSION

Director of Student Services Seth Pfaefflin provided revisions to Policy JGAB – Use of Restraint or Seclusion to be consistent with SB 1024.

Mr. Pfaefflin outlined two changes:

1. The addition of immediate notice to parent(s)/guardian(s) of any existing record, including audio or video

2. Review of the audio or video at a debriefing meeting with parent(s)/guardian(s)

MOTION: Vice Chair Di Liberto moved to approve revisions to Policy JGAB. Mr. Hamilton seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. APPROVE PROPOSED REVISIONS TO POLICY IGBAF – SPECIAL EDUCATION – INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Mr. Pfaefflin introduced proposed minor revisions to Policy IGBAF – Special Education – Individualized Education Program (IEP) to be consistent with SB 756.

MOTION: Ms. Munro moved to approve proposed revisions to Policy IGBAF. Seconded by Ms. Thessen. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

4. APPROVE PROPOSED REVISIONS TO POLICY IGBAG – SPECIAL EDUCATION – PROCEDURAL SAFEGUARDS (SECOND READ)

Mr. Pfaefflin introduced proposed revisions to Policy IGBAG – Special Education – Procedural Safeguards to be consistent with SB 758, relating to parental rights to examine their student’s record and setting a 10-day timeline to honor such requests.

MOTION: Vice Chair Di Liberto moved to approve revisions to Policy IGBAG. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

X. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL THE PROPOSED RESOLUTION #2025-01 AFFIRMING GENDER IDENTITY, EXPRESSION, AND EQUITY FOR TRANSGENDER AND GENDER-EXPANSIVE STUDENTS AND STAFF (FIRST READ)

Interim Superintendent Gill presented information regarding Resolution #2025-01 – Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students and Staff via PowerPoint presentation.

Interim Superintendent Gill explained, on behalf of Chief of Staff Ms. Urbina, that the resolution embodies their vision for a district where everyone feels safe, valued, and empowered to thrive. The resolution is more than a response to individual needs, it addresses systemic barriers that have persisted in the district for a long time.

He brought attention to both local and national data highlighting an unprecedented number of incidences of harassment and anti-LGBTQ2SIA+ bills. He said the challenges

require action at the district level to create a safer, more inclusive environment for students and staff.

Interim Superintendent Gill provided the following resolution highlights:

1. Affirm and celebrate the dignity and humanity of LGBTQ2SIA+ students and staff
2. Reject efforts to politicize or marginalize LGBTQ2SIA+ identities
3. Commit to equity-driven professional development for staff
4. Promote inclusive practices, visible symbols of support, and affinity spaces
5. Establish accountability through data collection, public reporting, and community engagement

Board members expressed enthusiastic support for Resolution #2025-01 – Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students.

2. CONSIDER FOR APPROVAL THE PROPOSED REVISIONS TO POLICY JBC – AFFIRMING GENDER IDENTITY, EXPRESSION, AND EQUITY FOR TRANSGENDER AND GENDER-EXPANSIVE STUDENTS (FIRST READ)

Interim Superintendent Gill introduced proposed revisions to Policy JBC via PowerPoint presentation.

He explained that by his recollection, 4J was the first school district to develop a transgender and gender-expansive student policy in Oregon. He said there have been few changes to the policy since its introduction in 2015. Recommended next steps include Administrative Rules (ARs) outlining clear guidance for supporting LGBTQ2SIA+, transgender, and gender expansive students *and* staff; and reflecting a commitment to equity, dignity, and belonging.

3. CONSIDER FOR APPROVAL THE PROPOSED NEW POLICY GBAA – AFFIRMING GENDER IDENTITY, EXPRESSION, AND EQUITY FOR TRANSGENDER AND GENDER-EXPANSIVE STAFF (FIRST READ)

Interim Superintendent Gill introduced proposed revisions to Policy GBAA via PowerPoint presentation.

There have been few changes to the policy since its introduction in 2015. Recommended next steps include Administrative Rules (ARs) outlining clear guidance for supporting LGBTQ2SIA+, transgender, and gender expansive student *and* staff; and reflecting a commitment to equity, dignity, and belonging.

4. SUPPORT FOR HOUSE BILL 2992 – THE “STUDENTS SEE CLEARLY ACT” CREATING A STATEWIDE PROGRAM DESIGNED TO PROVIDE OPTOMETRIC SERVICES AND PRESCRIPTION EYEGLASSES AT NO COST

TO THE STUDENTS OR THEIR FAMILIES

Interim Superintendent Gill and Ms. Newman introduced information pertaining to HB 2992 – the Students See Clearly Act.

Interim Superintendent Gill explained that the district partnered with the organization Vision to Learn to develop a pathway to HB 2992 – the Students See Clearly Act – for the purpose of providing eyesight screening and subsequent prescription eyeglasses at no cost to students.

Ms. Newman added that because 4J was a pilot community, they are encouraged to write letters of support for the program and/or provide physical testimony. She said the program is a gamechanger and that students need to be able to see to be able to learn to read. She cited disproportionate impacts to low-income students and students of color.

5. FISCAL YEAR (FY) 2024 AUDIT REVIEW AND APPROVAL

Finance Director Matt Brown provide a FY24 audit review via PowerPoint presentation.

He began by referencing a chart outlining department staff, consisting of 28 full-time employees (FTE). He noted that 14 of the 28 are either relatively new to the district or new to their role. He described some of their responsibilities, including payroll and accounts payable.

Mr. Brown highlighted the following:

- 2024 audit completed on time
- Unmodified opinion with no reservations (i.e. clean audit)
- Findings:
 - Material weakness – deficiency in internal control that could create a misstatement in the financial statements
 - Significant deficiency – less severe than a material weakness, but warrants attention from management
 - Vast improvement from last year and all previous findings corrected

Mr. Brown noted that the FY25 interim audit is scheduled for April 2025 and the final FY25 audit is scheduled for September 2025.

Board action regarding the FY24 audit and corrective action plan will be sought at their work session on January 22, 2025.

XI. COMMENTS BY INDIVIDUAL BOARD MEMBERS

Ms. Rabasa expressed how lucky we are to live in a community that cares about our schools and our district, and the huge number of people who put care, time, and energy into making sure that the pathway is clear, productive, and as welcoming as possible.

Ms. Newman expressed appreciation for all the input received from the community regarding the search for a new superintendent.

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

Ms. Thessen requested a Friday memorandum including relevant IB testing data from previous years.

XIII. ADJORN

Chair Jonak adjourned the regular meeting at 8:57 p.m.

DRAFT

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

Date: January 22, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a work session at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on January 17, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

Jenny Jonak, Chair

Tom Di Liberto, Vice Chair

Maya Rabasa

Ericka Thessen

Judy Newman

Rick Hamilton

Morgan Munro

STAFF:

Colt Gill, Interim Superintendent

Carmen Xiomara Urbina, Chief of Staff

Matt Brown, Director of Finance

Lisa Fjordbeck, Operations Coordinator for the Superintendent

Cynthia Calletano, Executive Assistant to the Chief of Staff and Board

Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

None.

OTHER:

None.

MEDIA:

KRVM

I. CALL TO ORDER, ROLL CALL

Chair Jonak called the work session to order at 6:01 p.m. She said the names of the board members who were present.

II. AGENDA APPROVAL

Ms. Rabasa suggested moving Item for Future Action: Item One to the Item for Action section of the agenda. The agenda was approved as amended.

III. RECEIVE PUBLIC COMMENT ON FISCAL YEAR (FY) 2024 AUDIT

There were no public comments.

IV. COMMENTS BY EMPLOYEE GROUPS

There were no comments by employee groups.

V. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT MINUTES FOR BOARD WORK SESSION HELD ON JANUARY 8, 2025

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

VI. ITEMS FOR INFORMATION

None.

VII. ITEMS FOR ACTION

1. APPROVE FISCAL YEAR (FY) 2024 AUDIT (SECOND READ)

Finance Director Matt Brown introduced approval of the FY24 audit.

There was no discussion.

MOTION: Vice Chair Di Liberto moved to approve the Fiscal Year 2024 audit. Ms. Munro seconded. **The motion passed unanimously; 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. APPROVE RESOLUTION #2025-01 AFFIRMING GENDER IDENTITY, EXPRESSION, AND EQUITY FOR TRANSGENDER AND GENDER-EXPANSIVE STUDENTS AND STAFF (SECOND READ)

Chief of Staff Carmen Xiomara Urbina introduced approval of Resolution #2025-01 – Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students and Staff.

Ms. Rabasa expressed gratitude for the work that went into the resolution, particularly bringing in community expertise and perspective.

Ms. Urbina shared that in 2015 – in response to reports of students feeling unsafe – Eugene School District 4J was the first to put such a policy forward. She stated that Resolution #2025-01 is a declaration of support, equity, justice, and love. She added that

the protection of LGBTQ2SIA+ is not a choice, but a duty. Ms. Urbina thanked the Board of Directors (BOD) for their support of the resolution.

Chair Jonak said the resolution is one that the BOD is proud to stand behind.

MOTION: Vice Chair Di Liberto moved to approve Resolution #2025-01 – Affirming Gender Identity, Expression, And Equity For Transgender And Gender-Expansive Students And Staff. Ms. Rabasa seconded. **The motion passed unanimously; 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. APPROVE REVISIONS TO POLICY JBC – AFFIRMING GENDER IDENTITY, EXPRESSION, AND EQUITY FOR TRANSGENDER AND GENDER-EXPANSIVE STUDENTS (FIRST READ)

There was no discussion.

MOTION: Vice Chair Di Liberto moved to approve revisions to Policy JBC – Affirming Gender Identity, Expression, And Equity For Transgender And Gender-Expansive Students. Ms. Munro seconded. **The motion passed unanimously; 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

4. APPROVE NEW POLICY GBAA – AFFIRMING GENDER IDENTITY, EXPRESSION, AND EQUITY FOR TRANSGENDER AND GENDER-EXPANSIVE STAFF (FIRST READ)

There was no discussion.

MOTION: Vice Chair Di Liberto moved to approve Policy GBAA – Affirming Gender Identity, Expression, And Equity For Transgender And Gender-Expansive Staff. Ms. Newman seconded. **The motion passed unanimously; 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

5. APPROVE SUPPORT FOR HOUSE BILL 2992 – THE “STUDENTS SEE CLEARLY ACT” CREATING A STATEWIDE PROGRAM DESIGNED TO PROVIDE OPTOMETRIC SERVICES AND PRESCRIPTION EYEGLASSES AT NO COST TO THE STUDENTS OR THEIR FAMILIES

Interim Superintendent Colt Gill introduced approving support for House Bill 2992 – the “Students See Clearly Act.” He reported that HB2992 is going before the House Education Committee on January 29, 2025. The bill’s sponsor has requested a panel to present the bill to the committee. They have invited Interim Superintendent Gill to participate, pending approval from the BOD.

MOTION: Vice Chair Di Liberto moved to approve support for House Bill 2992 – The “Students See Clearly Act” Creating A Statewide Program Designed To Provide Optometric Services And Prescription Eyeglasses At No Cost To The Students Or Their Families. Mr. Hamilton seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

6. APPROVE SUPPORT FOR STATE CAPITAL (LOTTERY) FUNDS FOR LOCAL PROJECTS BENEFITING STUDENTS

Chair Jonak introduced approving support for state capital (lottery) funds for local projects benefiting students. She referenced a handout provided in the meeting packet.

She explained that the Lane County Coalition of Recreation Arts and Athletics (CORAA), which focuses on increasing recreation, economic development, and cultural spaces in Lane County, is seeking allies to sign their letter of support for state capital lottery funds. Among other local projects, the funds would contribute toward the completion of 24 pickleball courts at Lane Community College (LCC). Included for reference is a letter of support from the Eugene Education Foundation (EEF). Chair Jonak explained that the organization is requesting a draft letter of support from the BOD.

Following a request for further clarification around identifying legislative priorities during a long session, Interim Superintendent Gill noted that while the optometric and support for state capital lottery funds do request funding from the state, they do *not* compete with the state school funding the BOD has already prioritized.

MOTION: Vice Chair Di Liberto moved to direct the superintendent to write a letter of support on behalf of the BOD in favor of state capital lottery funds for local projects benefiting students. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL THE PROPOSED REVISIONS TO BOARD POLICY DI—FINANCIAL MANAGEMENT POLICIES

Mr. Brown introduced the topic of proposed revisions to Policy DI – Financial Management Policies.

He explained that there are seven main sections in Policy DI. To further simplify the policy he is recommending the following revisions to sections one and two:

Section 1: Resource Planning and Allocation Policies

- Reinforcing current practices

- Quarterly reports to superintendent and Board focused on informing, educating, and communicating financial stability
- Semiannually updating the financial forecast for the General Fund highlighting resource and expense requirements to make better financial decisions
- Removing unnecessary and confusing language
 - Roles and purpose of the Budget Committee
 - Budget preparation process

Section 2: Accounting and Financial Policies

- Added language and processes for audit communication with the Board and Oregon Department of Education (ODE)
- Added language to strengthen definitions and intended use of Reserve Funds, Contingency Funds, and Unappropriated Funds
- Reinforces language for flexibility of changes in reserve amounts in the future by the Board

Regarding reserves, Mr. Brown explained the difference between contingency and unappropriated funds. Contingency funds are appropriated for use and are available to transfer. Unappropriated funds are unable to be used except in the event of a declaration of emergency (such as the previous COVID pandemic). Currently, district policy requires a minimum of 5% total reserves (3% contingency, 2% unappropriated). The financial department and Interim Superintendent are recommending increasing to a minimum of 8% total reserves (3% contingency, 5% unappropriated).

Mr. Brown engaged the BOD in a discussion.

Ms. Newman, who sits on the policy work group, offered that she believes the percentage should be higher – up to 9.5% total reserves (4.5% contingency, 5% unappropriated). She cited challenging budgeting scenarios, including an upcoming 24% PERS increase, a 37% increase in staffing, and a federal administration less supportive of public education. Ms. Newman stated that the district needs to adjust and soften the pathway to living within their allocations. Given her experience with budgets through reduction times, it is in the district's best interest to have more contingency funds with the intention of creating a more gradual glide path to spending within limits of incoming revenue and holding some reserves for inevitable emergencies.

Chair Jonak requested information about reserve policy percentages at comparable school districts.

Interim Superintendent Gill provided the following reserve policy percentages for neighboring and/or comparable school districts: Bethel: 12.5%, Tualatin: 12%, Portland:

10%, Gresham: 8%, Salem, Beaverton, North Clackamas: 5%, Springfield and Hillsboro: 4%.

Ms. Rabasa said she is not convinced that change is needed as recent district reserves have been exceptionally large. She is cited the unknown impact of federal funding and current bargaining with classified staff. She suggested the decision be made alongside the district's new/incoming superintendent.

Vice Chair Di Liberto said he is interested to know the district's historic reserve policy percentages.

In response to Ms. Rabasa's comment about high reserves, Ms. Newman pointed out that the district has benefited from increases in state school funding over the past few years. She added that the district is spending far above what it is bringing in, and cited a fifty percent reduction in the reserve fund over one year.

Ms. Thessen asked Mr. Brown if Title funding were to be lost in the next 12 months, which reserve percentage would be more beneficial: 5% or 8%?

Mr. Brown responded that the 8% reserve percentage would be better; adding that such changes would be an indication of the need for a higher contingency and slightly lower unappropriated.

Ms. Munro asked what the district's monthly staffing costs amount to.

Mr. Brown responded that monthly staffing costs amount to roughly \$25 million.

Ms. Munro stated that 8% of \$18 million would not necessarily cover that given a highly unlikely event.

Mr. Brown responded affirmatively. He said it would require 9.3% to cover expenditures.

Ms. Munro asked if the district were to lose funding midway through the school year, would they use contingency funds?

Mr. Brown responded affirmatively, stating that contingency funds could be appropriated to pay for salaries, benefits, materials, and services. He said that having available contingency funds buys the district time and prevents immediate layoffs or program closures.

In response to questions posed by Chair Jonak, there was some discussion around the budget process. Mr. Brown explained that although long-term forecasting always shows that the district will be in the red, incremental budget adjustments prevent it from ever happening.

Ms. Rabasa questioned that since the reserve policy does not preclude the district from having reserves higher than the minimum, what is the point of changing the minimum? She also raised concern about deleting rather than revising policies.

Mr. Brown responded that he will look for opportunities to preserve policy changes.

Interim Superintendent Gill responded to Ms. Rabasa's question by suggesting that if policy is not set by the BOD, it is determined by staff. There is more stability when a school board sets the policy and a target for staff (i.e. target setting). It also allows for a school board to name what is important to them.

Ms. Newman reiterated the importance of setting guidance and parameters in order to serve kids and keep the workforce stable. She said now is the time, not in the heat of the moment.

Ms. Munro agreed, reemphasizing that the BOD should identify a prudent amount of money for reserves. She highlighted several budgetary challenges that the district could potentially face, namely the rapid spending down of reserves.

Chair Jonak raised concern about the cost of putting more money into reserves, specifically the impact on the needs of current students. She said in a perfect world those things would not be in opposition.

Ms. Thessen said she would like to hear public input and feedback from employee groups.

Mr. Hamilton echoed Chair Jonak's previous statement, commenting that it is difficult to weigh the here-and-now versus future needs.

Ms. Rabasa requested not voting on the topic until they have received community input and after the next Budget Committee meeting.

Mr. Brown responded that because it is time sensitive, he recommends inviting Budget Committee members to the next BOD meeting scheduled for February 5, 2025. There is not an official Budget Committee until April. He said the BOD can opt to create a Budget Committee meeting in the interim if preferred.

There was discussion about best practice for engaging the Budget Committee. Interim Superintendent Gill said he will follow up with the BOD after checking in with general counsel.

2. CONSIDER FOR APPROVAL: REVISIONS TO POLICY CBC— SUPERINTENDENT CONTRACT

Interim Superintendent Gill introduced approval of Revisions to Policy CBC – Superintendent Contract.

He highlighted two new provisions:

1. A school board cannot issue a contract that includes terms which direct the superintendent to take any action that conflicts with local, state, or federal laws.
2. Relating to employment contracts: in the event of a mutually agreed upon termination without cause provision, that provision must include a twelve-month notice of termination for such a provision.

Ms. Munro noted that the twelve-month notice of termination could extend past an employee's contract terms.

Interim Superintendent Gill said he understands it to be twelve months *or* the amount of time remaining on their contract.

Ms. Munro requested policy language reflecting that.

Ms. Rabasa requested further clarification of policy language relating to charter schools.

IX. ADJORN

Vice Chair Di Liberto adjourned the work session at 7:32 p.m.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 5, 2025

Title

Approve Ed Center Rooftop Mechanical Equipment Replacement

Presenter

Ryan Spain – Director of Facilities

Background

Work order frequency and lacking availability of replacement parts/materials are key indicators of when equipment replacement becomes necessary. Two rooftop mechanical units at the Ed Center fit this category and are in need of replacement before failures can longer be repaired. Due to lead times this purchase is for equipment only. Labor to demolish and set new units will be bid under separate terms this spring. Work is scheduled for early summer, when outside temperatures are similar to those typically desired inside, thus limiting impacts to the Ed Center operations while units are down for replacement.

Budget/Resource Implications:

Multiple equipment bids were received. The successful bid by Johnson Barrow Oregon in the amount \$284,340 and will be funded from available capital reserve funds.

Recommendation

The superintendent recommends the award to Johnson Barrow Oregon for the Ed Center Mechanical Equipment in the amount \$284,340, funded from available capital reserve funds.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

February 5, 2025

Title

Support for Federal Community Improvement Funds for Local Projects Benefiting Students.

Presenter

Jenny Jonak, Board Chair

Background or Description

A local county and city partnership focused on improving access to arts and recreation is seeking support for a Legislative request for federal community improvement grant funds to be allocated to a project in Eugene to build accessible pickleball courts for use by individuals of all ages.

The Board previously approved a letter to support state lottery funds for local capital projects for this same purpose. This letter would support a federal grant request for funds to support the accessible pickleball courts.

Recommendation

The superintendent recommends the Board direct the District to write a letter of support for state federal community improvement grant funds for local projects benefitting students.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

February 05, 2025

Title

School Year Calendar Adjustments to this Spring on the 2024-25 Calendar

Presenter

Brooke Wagner, D.Ed., Assistant Superintendent for Administrative Services

Background

An approval of the two-year academic calendar sets up the district up to have a continual plan for the upcoming two academic years. It also provides an informational tool to facilitate thoughtful planning for academic initiatives and professional learning; and for families to be able to plan future personal events and travel with the knowledge of when school is and is not in session. The current Eugene School District two-year calendar was approved by the school board on 4/14/24.

The minutes and action sheet from the 4/17/24 Board meeting cited “with this being the district’s first time for a two-year calendar model, the district and/or the Board may opt to review the 2025-26 calendar for updates in the spring of 2025”.

For instructional purposes to support our 18 week semester courses at the secondary level, each nine week quarter within the semester needs to be equal. Design work for the curriculum courses, particularly at the secondary level, is laid out over nine weeks with the mid-semester grading period as a natural stopping place for instructional units. This also allows nine week quarter courses to be taught. The second semester for the 2024-2025 school year is unequal with eight and ten weeks respectively, where they should equal at nine weeks each. This semester model also aligns with our neighboring districts.

The district has communicated with all employee groups regarding these upcoming changes to the school calendar.

Based on the experience and implementation of the 2024-25 calendar the following changes are as proposed.

Proposed Changes:

The proposed 2024-25 calendar will include the following change: Mid-Semester Grading day moves to April 11, 2025 from April 18, 2025

Later this spring staff will bring forward minor change requests for the 2025-26 calendar and a 2026-27 calendar for Board approval.

Budget/Resource Implications:

The proposed calendar will not result in new costs.

Recommendation:

The superintendent recommends the proposed 2024-25 calendar change.



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

ITEM FOR INFORMATION

Date of Meeting

February 05, 2025

Title

4J Graduation Rates for 2023-2024

Presenters

Larry Williams, Assistant Superintendent of Instruction & Access
Oscar Loureiro, Director of Research & Planning

Background

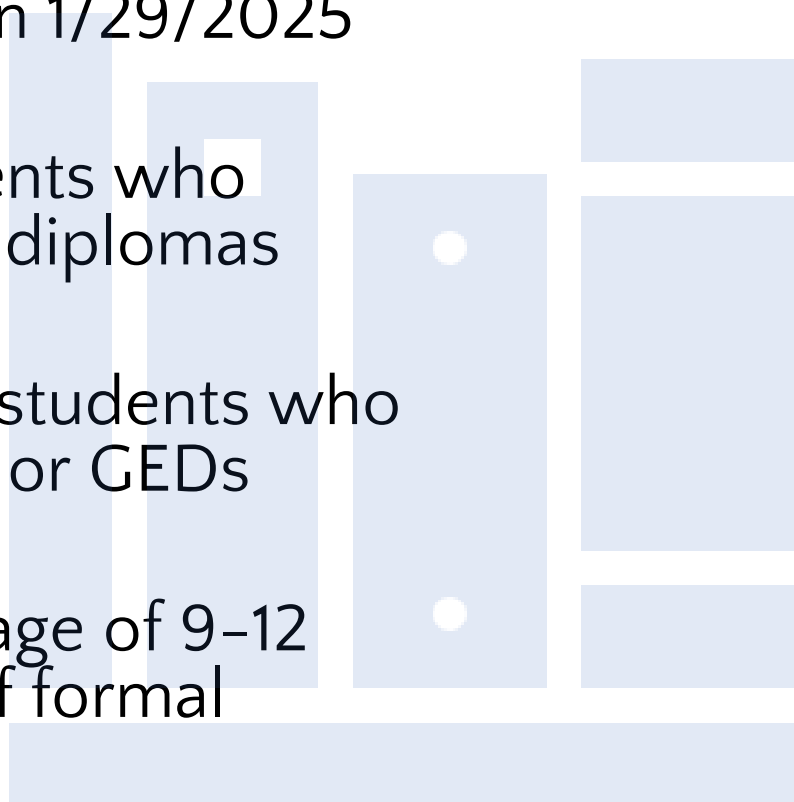
Receive 4J graduation rates data and strategies for moving forward.



2023-24 Graduation Rates in 4J

GRADUATION RATES IN 2023-24

- Data was released by ODE on 1/29/2025
- Graduation rates count students who received regular or modified diplomas
- Completion rates also count students who received extended diplomas or GEDs
- Drop-out rate is the percentage of 9-12 students who dropped out of formal education



GRADUATION OUTCOME INDICATORS IN 2023-24

Both the 4-Year Graduation and Completion Rates:

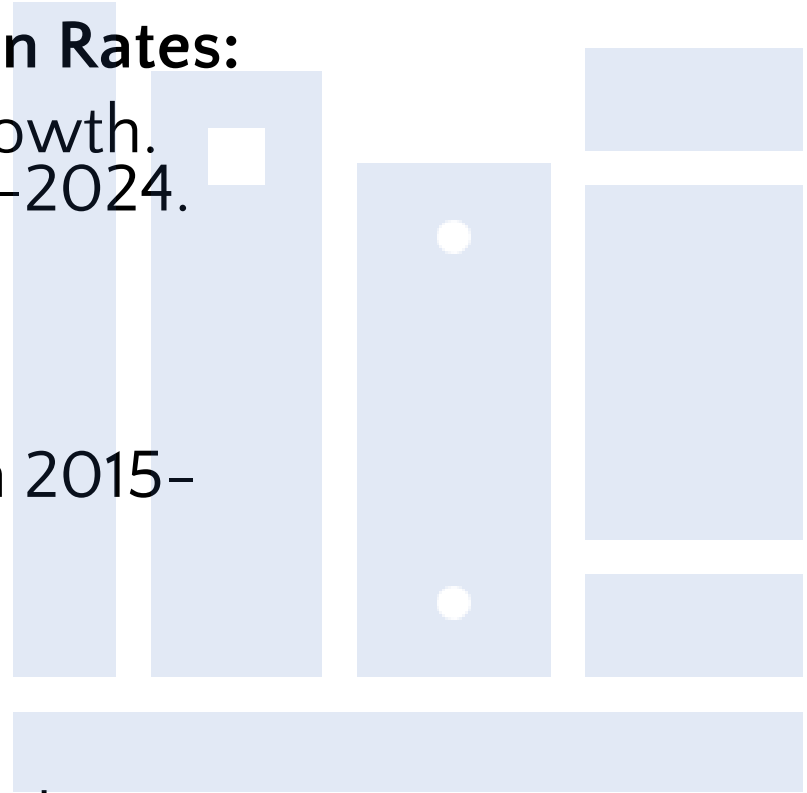
- Drop in 2023-24 but shows long-term growth.
- Long-term growth of 15 points from 2015-2024.

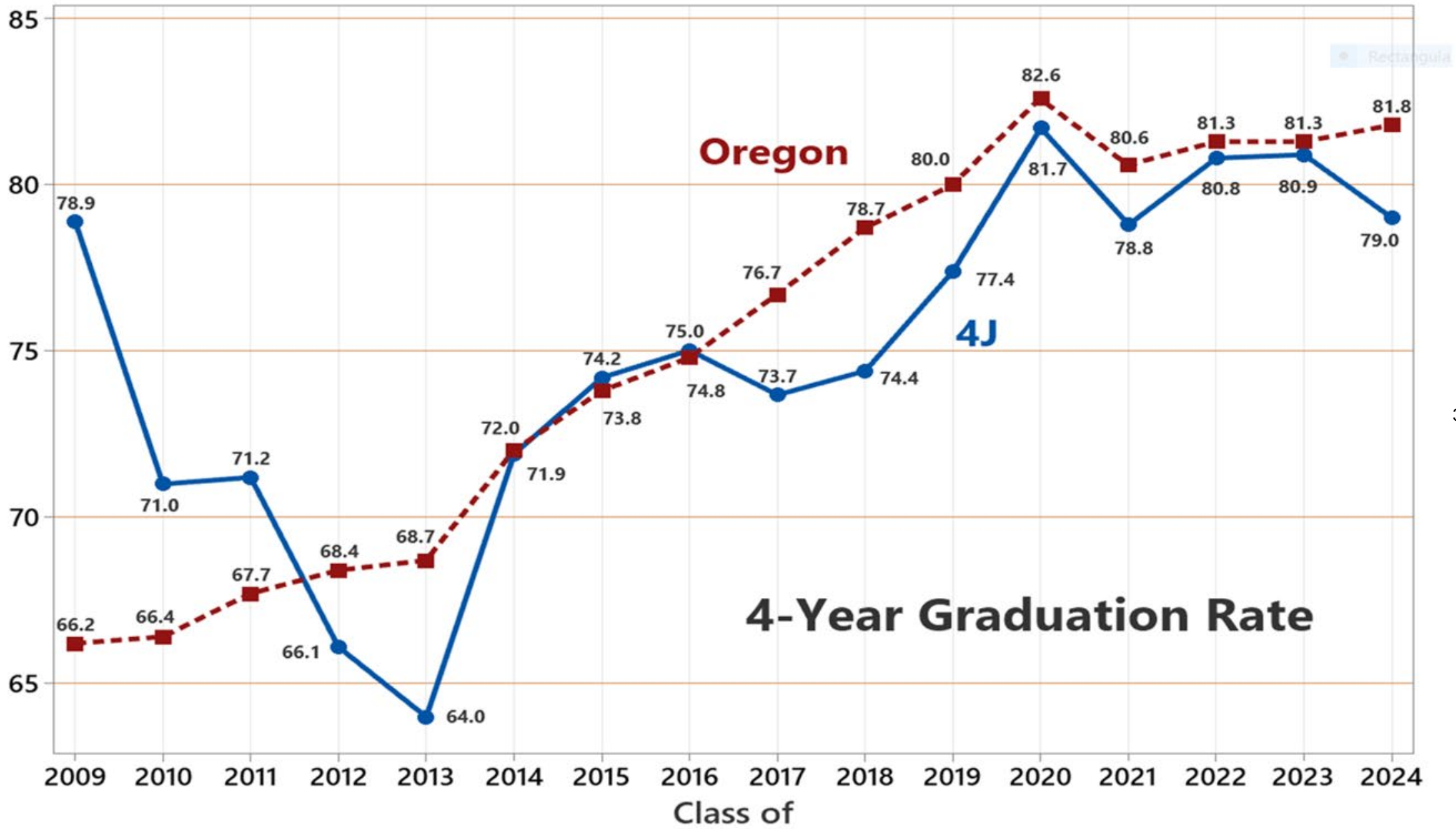
5-Year Completion Rates:

- Drop in 2023-24 but long-term growth.
- Long-term growth was up 5.1 points from 2015-2024.

Dropout Rate:

- Increased in 2023-24.
- In the long-term, there was a decrease in dropout rates of 1 point from 2015-2024.





All groups of students show an upward trend since 2013 but a dip in 2024

STUDENT GROUP	GROWTH 2023 TO 2024	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	GROWTH 2013 TO 2024
Black/African American Students	4.4	78.3	73.9	87.5	75.0	76.7	58.8	63.3	78.8	80.6	65.6	63.6	46.0	32.3
Students with Disabilities	(7.4)	55.5	62.8	59.3	55.3	56.3	53.6	45.5	46.0	54.6	56.0	43.3	29.5	26.0
Hispanic/Latino Students	(3.1)	71.9	75.0	78.9	75.9	74.7	71.0	66.0	64.3	67.0	60.7	59.1	50.6	21.3
Male Students	(3.6)	76.4	80.0	79.2	76.2	78.3	74.5	69.4	71.1	70.6	70.0	69.3	60.3	16.1
All Students	(1.9)	79.0	80.9	80.8	78.8	81.7	77.8	74.4	73.7	75.0	74.2	71.9	64.0	15.0
Female Students	0.0	82.1	82.1	82.8	81.6	85.3	81.5	79.9	76.3	79.8	78.5	74.7	67.9	14.2
White Students	(2.3)	80.3	82.6	81.7	81.0	84.0	79.0	76.3	74.6	76.2	75.9	75.2	66.2	14.1
Multi-Racial Students	4.1	78.6	74.5	73.8	71.8	75.4	80.3	68.8	80.0	76.1	78.2	66.3	65.0	13.6
Asian Students	(2.5)	91.5	94.0	92.7	87.2	91.5	93.9	95.7	88.5	84.1	89.3	88.9	79.0	12.5
English Learners	(18.5)	58.1	76.7	78.3	75.0	80.8	52.9	53.3	72.2	41.9	40.0	68.0	52.2	6.0
Talented and Gifted	(4.5)	91.8	96.3	95.0	93.6	100.0	92.4	92.9	94.4	88.8	92.9	92.4	88.0	3.8
American Indian/Alaska Native Students	(30.0)	50.0	80.0	66.7	35.0	73.3	52.4	69.2	33.3	45.5	52.6	40.9	46.7	3.3
Homeless Students	(2.5)	45.2	47.7	46.9	39.7	48.9	30.5							
CTE Participants	(0.4)	86.8	87.1	89.0	87.4	89.0	87.4	83.9	84.1	85.1				
Former English Learners	(0.3)	87.5	87.8	87.2	77.4	73.7	80.0	68.3						
CTE Concentrators	11.7	98.7	87.0	90.2	93.2	94.7	92.6	87.8	89.0	91.7				
Economically Disadvantaged Students			70.8	69.5	66.7	72.5	66.9	62.2	62.0	62.3	61.6	58.4	46.5	

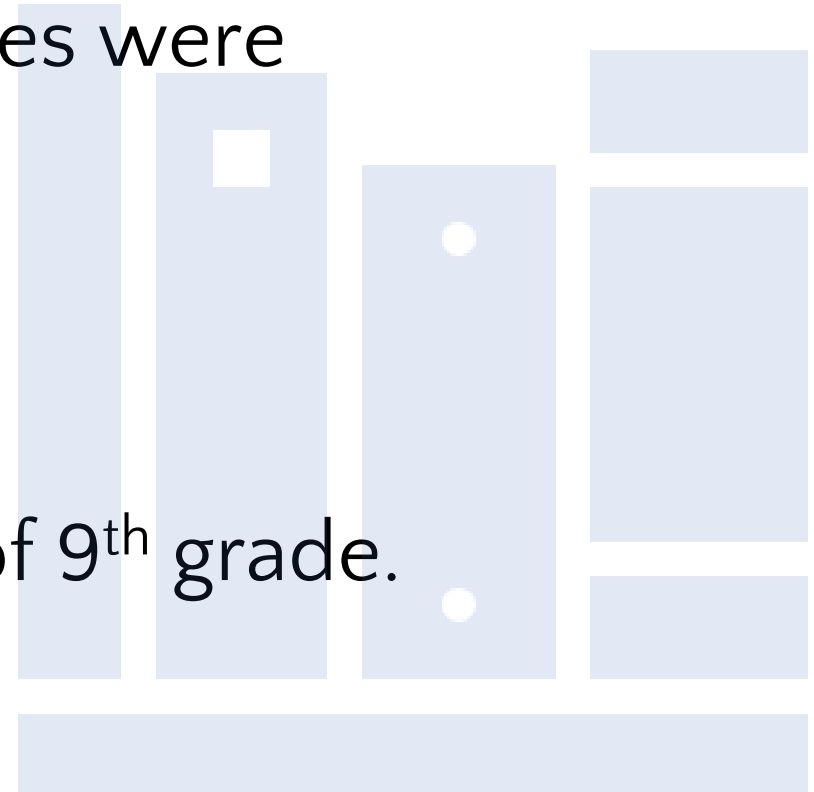
POSSIBLE EXPLANATORY FACTORS (I)

- In 2024 the on-time graduation rate fell in all 4J comprehensive high schools.
- This evidence supports that districtwide factors are mostly behind the decline.
- One thing that is worth noting is that 4J graduation rates, even with the 1.9 decrease, has improved by 4.6 over our pre pandemic achievement of 2018.

SCHOOL	4-YR GRADUATION RATE							DIFF. 2024 vs 2023
	CLASS 2024	CLASS 2023	CLASS 2022	CLASS 2021	CLASS 2020	CLASS 2019	CLASS 2018	
Churchill High School	81.1	81.7	83.0	80.9	86.3	90.1	81.2	(0.7)
North Eugene High School	73.2	76.9	80.6	77.1	86.2	86.4	81.4	(3.7)
Sheldon High School	82.6	86.9	87.3	90.4	90.4	90.4	88.3	(4.3)
South Eugene High School	86.2	90.4	90.0	90.6	92.1	91.6	91.4	(4.2)
Network Charter School	48.3	33.3	52.4	53.1	43.3	46.5	21.7	15.0
Twin Rivers Charter Scho	50.0	58.3	60.0	71.4	50.0	60.0	44.4	(8.3)
4J	79.0	80.9	80.8	78.8	81.7	77.8	74.4	(1.9)

POSSIBLE EXPLANATORY FACTORS (II)

1. Change in how the graduation rates were allocated.
2. The effects of the pandemic.
3. Graduation readiness at the end of 9th grade.
4. The new (2x4 ABC) schedule.

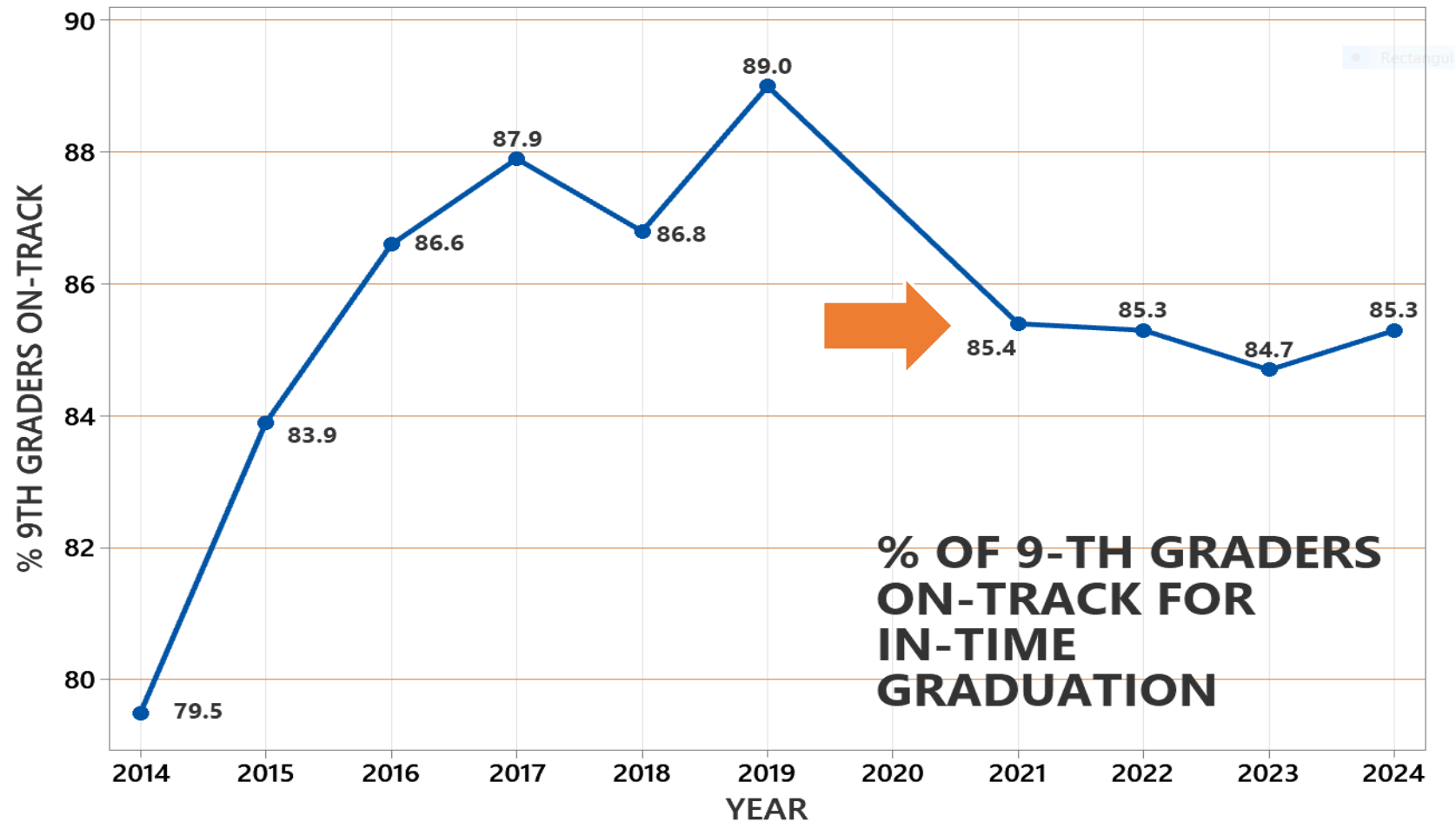


CHANGE IN HOW RATES WERE ALLOCATED

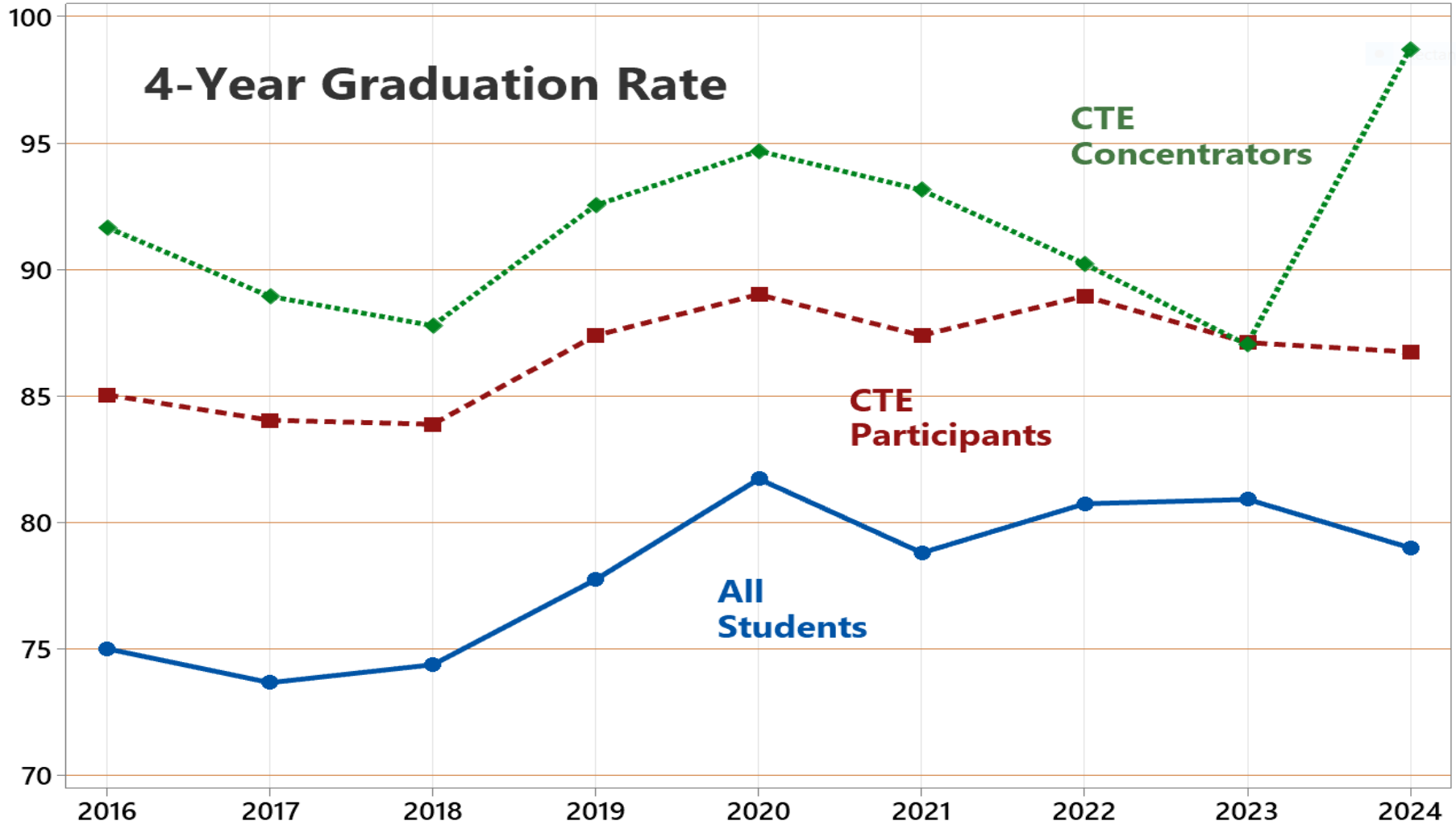
In 2022–23, ECCO was a school with a separate graduation rate, while in 2023–24 it was a program and the graduation outcomes of its students were included in the rates of the comprehensive high schools

SCHOOL	N IN 2024	2024 4-YR GRAD RATE	2024 4-YR GRAD RATE EXCLUDING ECCO STUDENTS	2023 4-YR GRAD RATE	DIFF.
CHURCHILL	278	81.1	81.7	81.7	(0.0)
NORTH	302	73.2	75.2	76.9	(1.7)
SHELDON	345	82.6	83.5	86.9	(3.4)
SOUTH	376	86.2	86.4	90.4	(4.0)
ECCO PROGRAM	38	47.4		42.2	5.2
ALT PROGRAMS	19	10.5	10.5	0.0	10.5
NETWORK	29	48.3	48.3	33.3	15.0
TWIN RIVERS	18	50.0	50.0	58.3	(8.3)
4J	1405	79.0	79.0	80.9	(1.9)

THE EFFECT OF THE PANDEMIC AND THE IMPORTANCE OF STUDENTS BEING ON-TRACK AT THE END OF 9TH GRADE

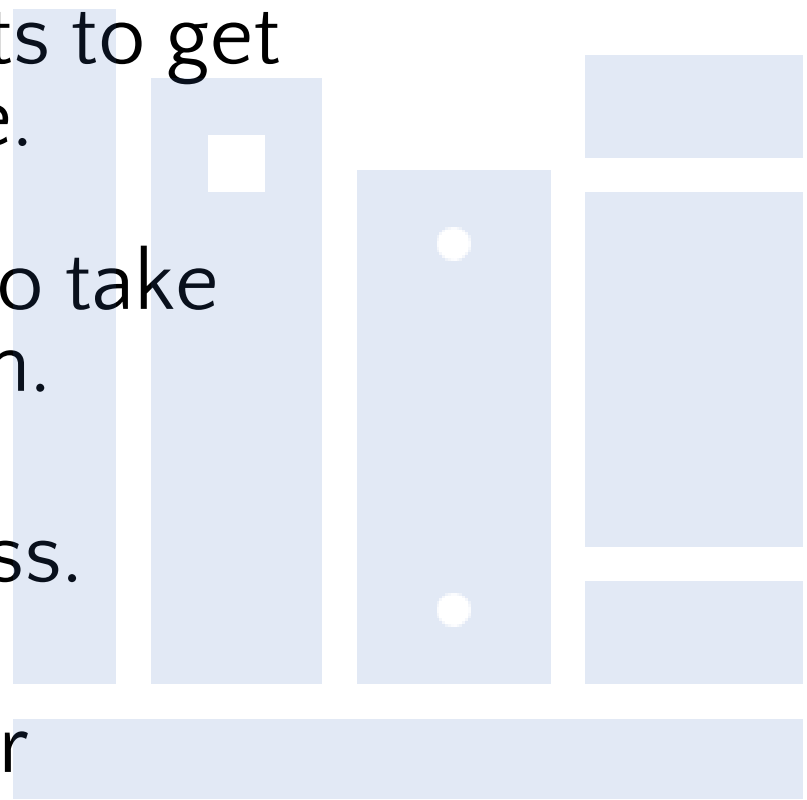


THE IMPORTANCE OF STUDENTS HAVING ACCESS TO CAREER AND TECHNICAL EDUCATION (CTE) CLASSES



THE NEW SCHEDULE: TRADE OFFS

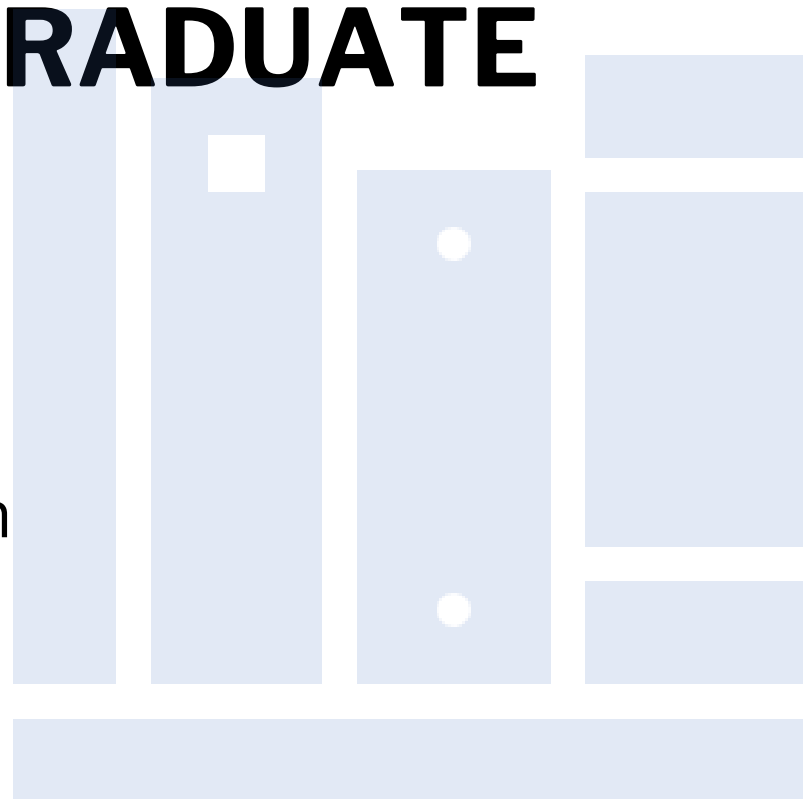
1. More second chances for students to get the 24 credits needed to graduate.
2. More opportunities for students to take elective courses that engage them.
1. Fewer instructional hours per class.
2. The largest investment on teacher planning time in 4J in decades.
3. Larger class sizes.



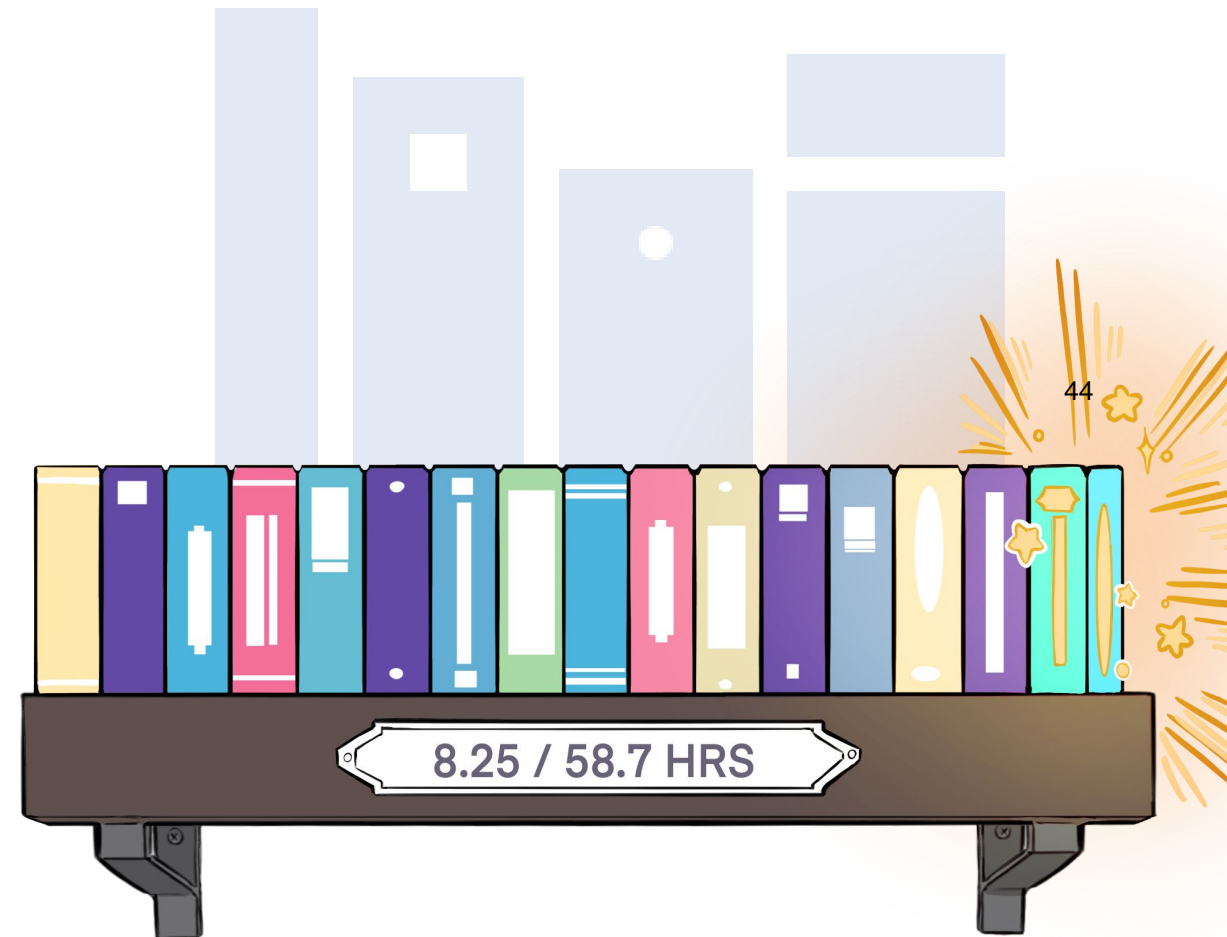
MORE SECOND CHANCES FOR STUDENTS TO GET THE 24 CREDITS REQUIRED TO GRADUATE

Potential maximum number of credits earned with a full schedule and no period 0 or after-school periods:

- In the old schedule (3x5): 7.5 credits in a year (30 in 4 years).
- In the new schedule (2x4 ABC): 8.25 credits in a year (33 in 4 years).



MORE CREDITS AVAILABLE TO BE EARNED MEANS FEWER INSTRUCTIONAL HOURS PER CLASS



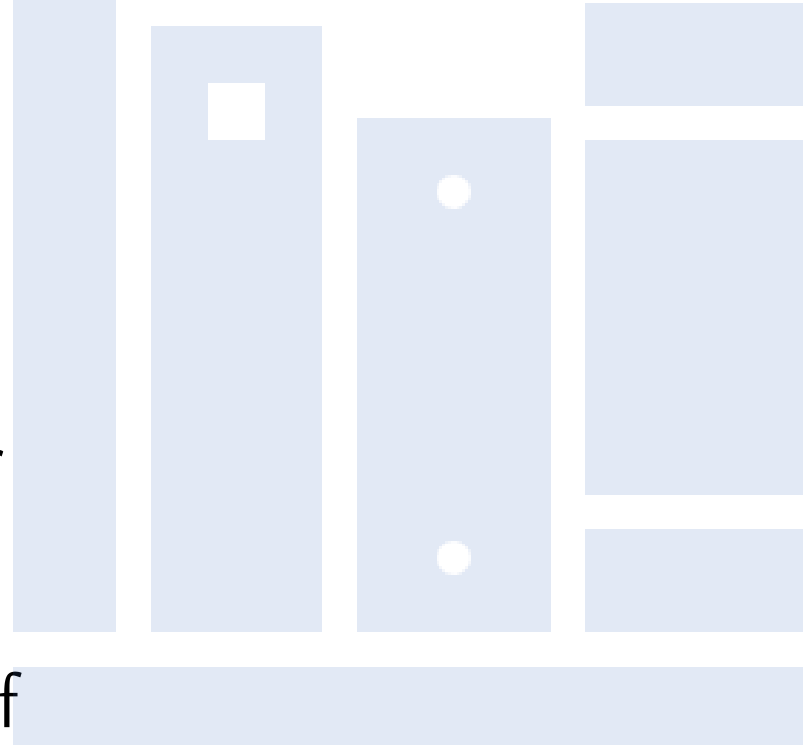
FEWER INSTRUCTIONAL HOURS PER CLASS

- In the 3x5 schedule the 969 instructional hours scheduled in 2023-24 would have been distributed among classes yielding 7.5 credits (129.2 hours per 1.0 credit or 64.6 hour for a 0.5 credit class).
- Instead, in the 2x4 ABC schedule the 969 instructional hours scheduled in 2023-24 were actually distributed among classes yielding 8.25 credits (117.5 hours per 1.0 credit or 58.7 hour for a 0.5 credit class).

THE LARGEST INVESTMENT IN TEACHER PLANNING TIME IN 4J IN DECADES

Teacher planning time in student contact days:

- In the old schedule (3x5): 20% of instructional time (1 period out of 5) or 194 hours out of 969.
- In the new schedule (2x4 ABC): 25% of instructional time (1 period out of 4) or 242 hours out of 969 (25% more).



LARGER CLASS SIZES

- Given any number of students and teachers the average class size with the 2x4 ABC schedule is 7% larger than with the old 3x5 schedule.
- In the 3x5 teachers plan 20% of the instructional time and teach 80% of the time, so for every 100 teachers students are distributed on average among 80 classrooms.
- In the 2x4 ABC teachers plan 25% of the instructional time and teach 75% of the time, so for every 100 teachers students are distributed on average among 75 classrooms.

7% LARGER CLASS SIZES THAN IN THE OLD SCHEDULE

AVERAGE CLASS SIZE	
IN THE 3X5	IN THE 2X4 ABC
32	34
30	32
28	30
26	27.5
24	25.5

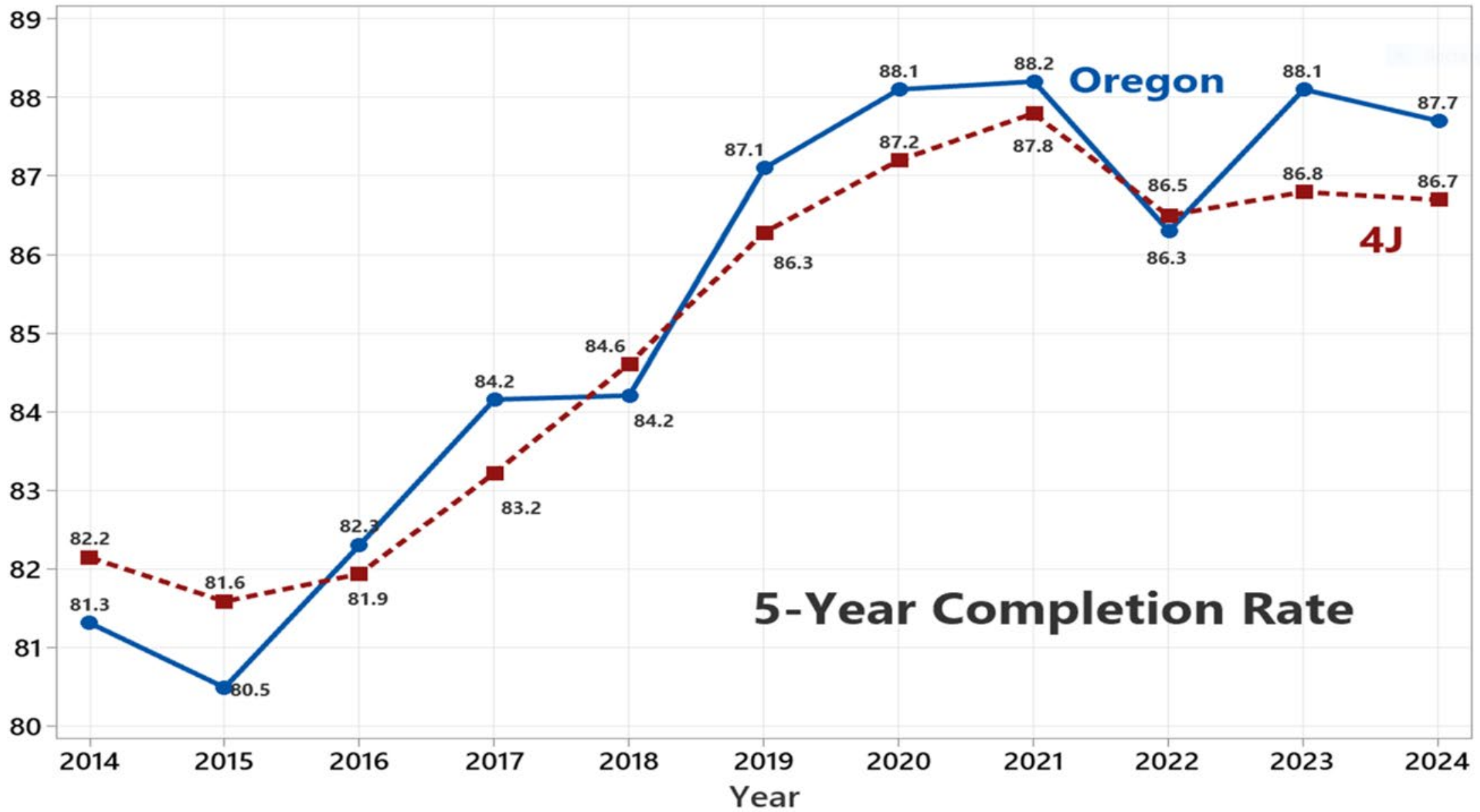


COMPARISON WITH OTHER DISTRICTS: LARGEST 10 DISTRICTS

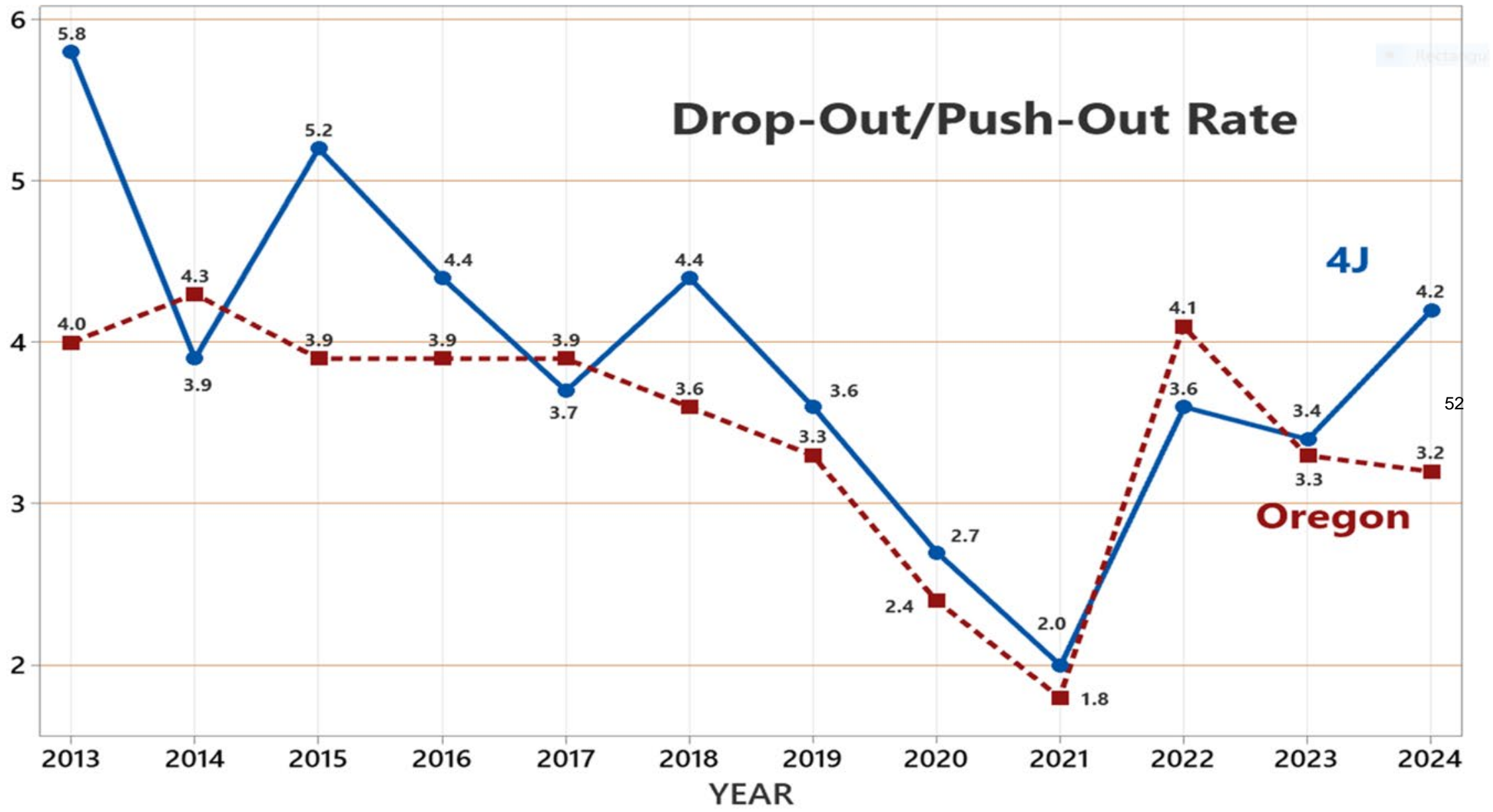
DISTRICT	4-YEAR GRADUATION RATE								DIFF	DIFF	RANKING						
	N IN 2024	2024	2023	2022	2021	2020	2019	2018	2024 VS 2023	2024 VS 2018	2024	2023	2022	2021	2020	2019	2018
Beaverton	3236	87.9	89.2	89.1	88.4	89.3	85.6	86.4	(1.4)	1.5	1	1	1	1	1	4	2
Tigard-Tualatin SD 23J	1032	87.6	88.5	87.5	88.2	86.1	87.7	86.8	(0.9)	0.8	2	2	2	3	4	1	1
Hillsboro	1542	87.6	86.2	86.3	82.7	87.1	86.2	84.5	1.4	3.1	3	4	4	5	2	3	4
North Clackamas SD 12	1502	86.8	88.5	86.1	88.2	87.0	87.2	85.5	(1.6)	1.3	4	3	5	2	3	2	3
Medford SD 549C	1072	85.3	85.0	87.2	82.4	83.4	80.3	80.5	0.2	4.8	5	5	3	6	7	7	6
Bend-LaPine Administrative SD 1	1532	85.3	83.6	83.5	82.4	85.9	80.6	81.9	1.6	3.3	6	7	7	7	5	5	5
Portland SD 1J	3512	84.0	84.5	85.7	84.4	83.7	80.5	79.6	(0.4)	4.4	7	6	6	4	6	6	7
Oregon	47430	81.8	81.3	81.3	80.6	82.6	80.0	78.7	0.5	3.1							
Salem-Keizer SD 24J	3534	79.4	79.1	79.8	80.9	81.0	79.1	76.6	0.3	2.8	8	9	9	8	9	8	8
Eugene SD 4J	1405	79.0	80.9	80.8	78.8	81.7	77.8	74.4	(1.9)	4.6	9	8	8	9	8	9	9
Gresham-Barlow SD 10J	1163	75.4	75.8	74.5	74.1	77.9	73.7	72.9	(0.4)	2.5	10	10	10	10	10	10	10

COMPARISON WITH OTHER DISTRICTS: LANE DISTRICTS

DISTRICT	4-YEAR GRADUATION RATE								DIFF	DIFF	RANKING						
	N IN 2024	2024	2023	2022	2021	2020	2019	2018	2024 VS 2023	2024 VS 2018	2024	2023	2022	2021	2020	2019	2018
Creswell SD 40	97	91.8	84.9	86.6	82.7	84.2	86.5	86.8	6.9	(1.9)	1	2	3	4	6	4	2
Pleasant Hill SD 1	98	89.8	83.8	87.7	88.1	87.1	91.5	80.7	6.0	3.1	2	4	2	1	5	3	4
Lowell SD 71	64	87.5	79.6	81.3	86.2	95.2	94.1	96.3	7.9	(16.7)	3	7	6	2	1	2	1
Bethel SD 52	391	83.6	84.3	81.8	84.1	79.2	75.5	66.0	(0.7)	18.3	4	3	5	3	9	10	13
Junction City SD 69	126	82.5	79.9	78.1	82.7	78.0	85.2	80.3	2.7	(0.4)	5	6	8	5	10	5	5
Oregon	47430	81.8	81.3	81.3	80.6	82.6	80.0	78.7	0.5	2.6							
Blachly SD 90	16	81.3	55.6	84.6	80.0	62.5	84.6	69.2	25.7	(13.6)	6	16	4	6	16	6	10
Eugene SD 4J	1405	79.0	80.9	80.8	78.8	81.7	77.8	74.4	(1.9)	6.5	7	5	7	7	8	9	8
Lane County	3649	77.8	78.1	77.9	77.8	78.8	76.4	73.4	(0.3)	4.7							
South Lane SD 45J3	242	74.4	71.7	71.7	69.1	70.0	75.2	75.6	2.6	(3.9)	8	12	10	14	14	11	7
Springfield SD 19	798	74.2	73.9	76.3	74.9	72.3	72.3	72.6	0.3	1.3	9	8	9	10	12	12	9
Oakridge SD 76	31	71.0	57.1	52.9	73.8	72.2	61.1	65.0	13.8	(7.9)	10	15	15	11	13	16	14
Siuslaw SD 97J	122	70.5	72.9	69.3	66.0	87.8	79.4	79.0	(2.4)	(6.1)	11	10	11	15	4	8	6
McKenzie SD 68	10	70.0	73.3	54.6	69.2	94.4	81.3	66.7	(3.3)	6.6	12	9	14	13	2	7	11
Marcola SD 79J	76	68.4	67.4	62.8	70.6	76.9	63.6	82.6	1.0	(15.2)	13	14	13	12	11	14	3
Fern Ridge SD 28J	145	65.5	71.9	63.3	77.9	67.1	61.2	60.5	(6.4)	11.4	14	11	12	8	15	15	16
Crow-Applegate-Lorane SD 66	20	65.0	92.9	88.9	77.3	83.3	96.4	62.5	(27.9)	30.4	15	1	1	9	7	1	15
Mapleton SD 32	8	50.0	71.4	46.2	52.9	90.0	72.2	66.7	(21.4)	4.7	16	13	16	16	3	13	12



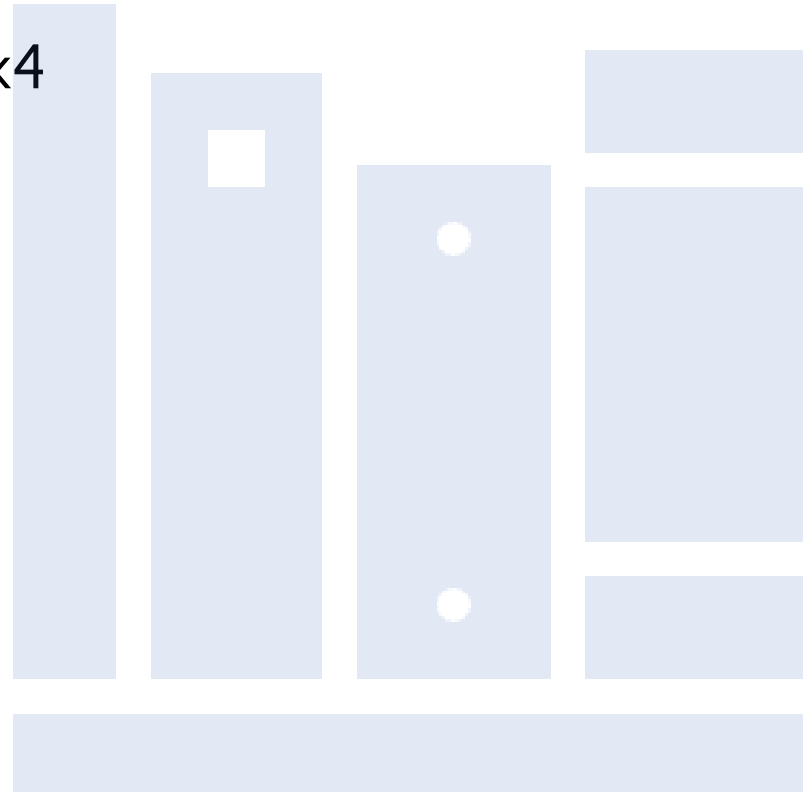
Drop-Out/Push-Out Rate



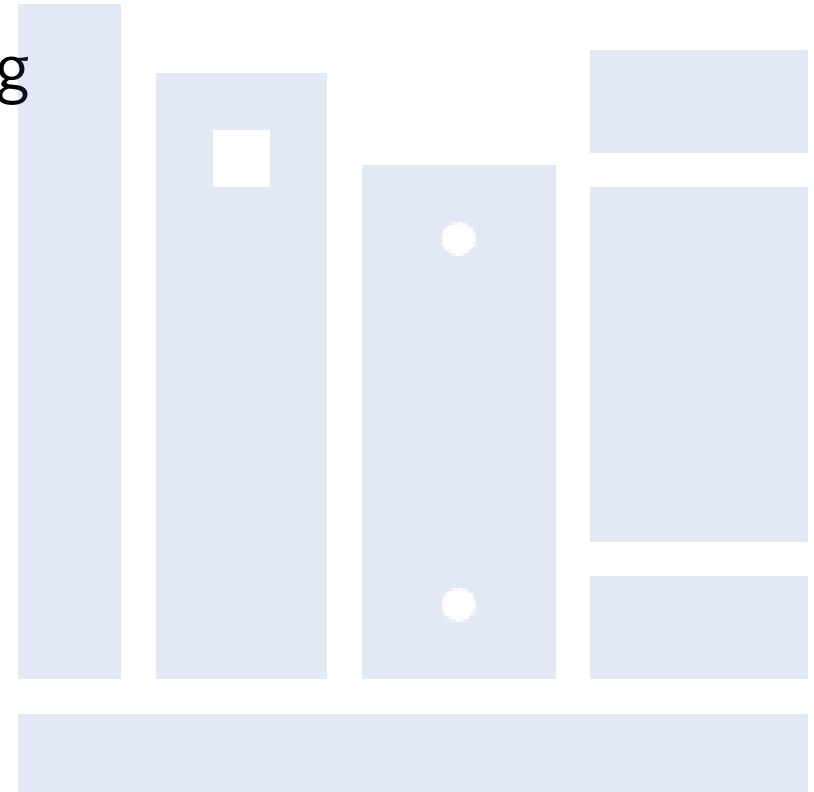


**What are we doing to
improve graduation
rates?**

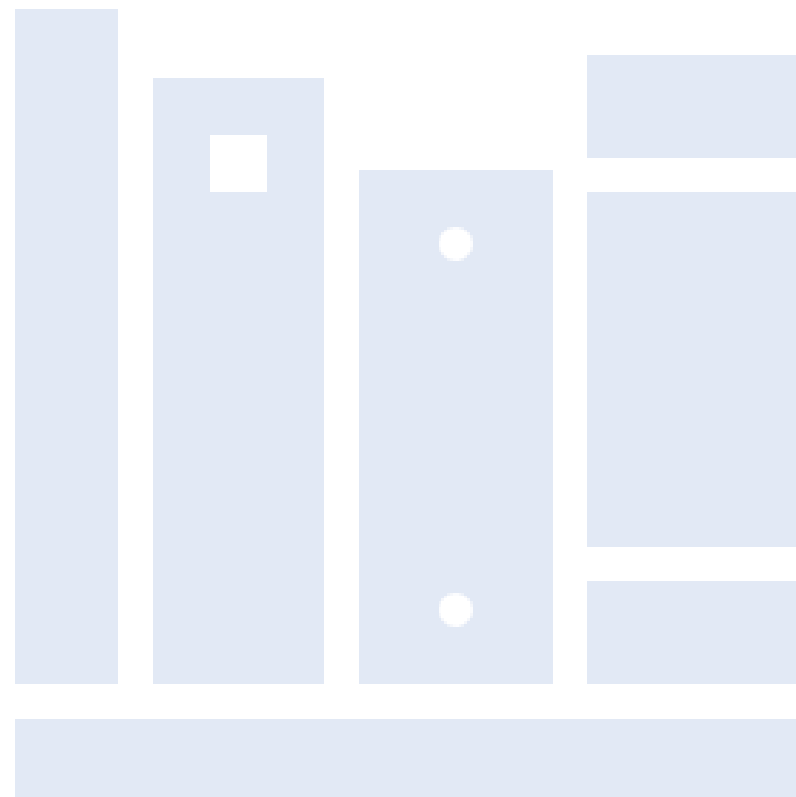
- Targeted support strategies (e.g. high school extended day option and online courses).
- Changing the schedule from a 2x4 ABC to a 2x4 AB.
- Focus on student attendance and family engagement efforts.
- Increased planning time will support teachers in adapting their instruction to semesters, the new class length, and the AB rotation.



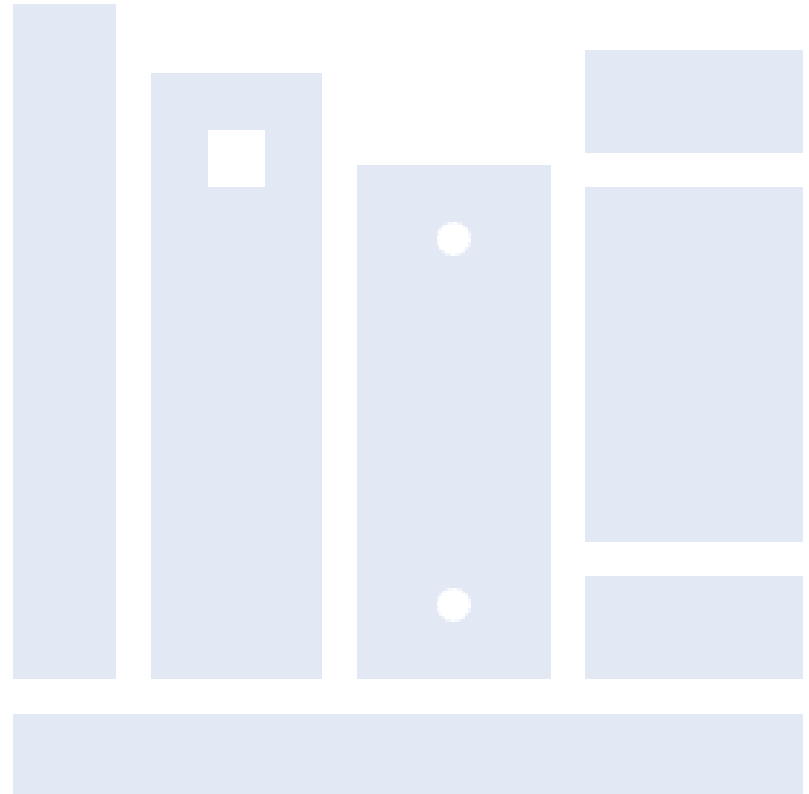
- Each school develops and implements a School Continuous Improvement Plan (SCIP) with clear data collection methods, specific interventions, and regular progress monitoring to ensure strategies are effective.
- SCIPs are reviewed and adjusted periodically based on student outcomes.
- Support for ninth-grade students through dedicated Transition Coordinators.



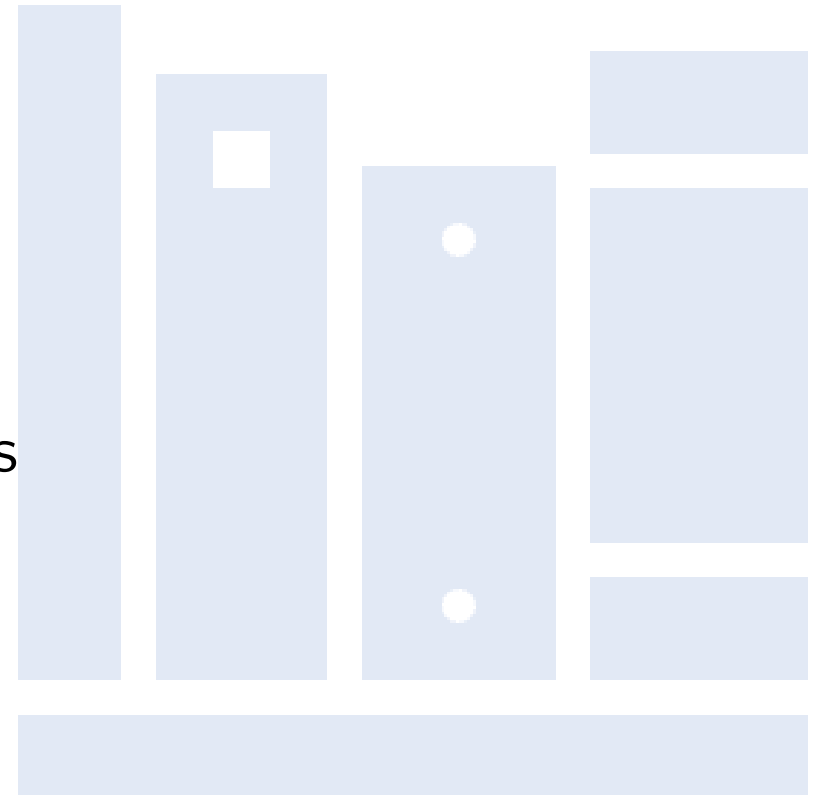
QUESTIONS



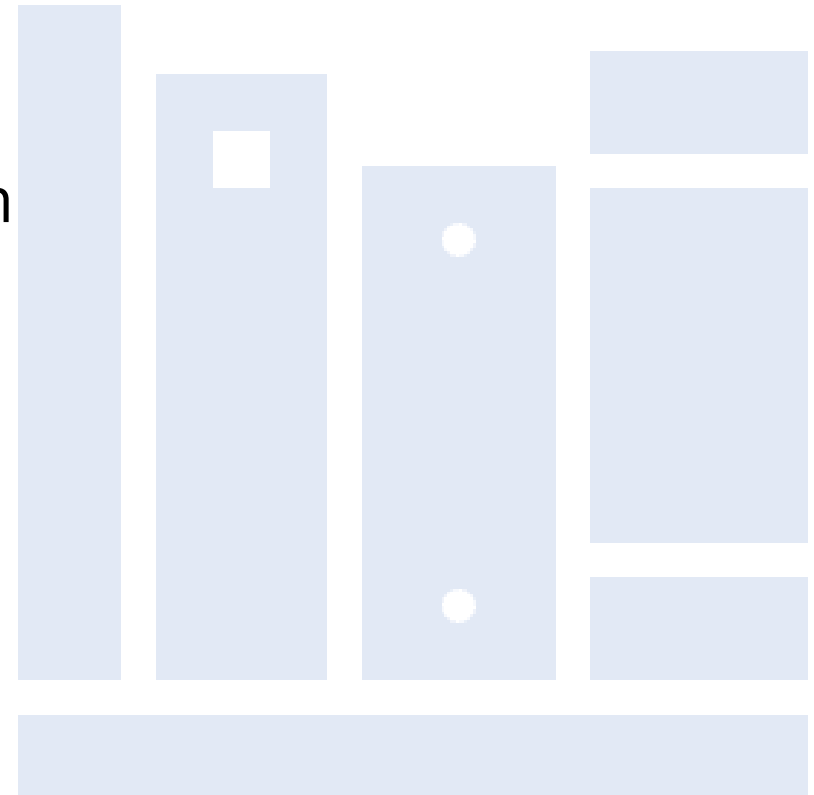
- Increased CTE classes and pathways available.
- Improved adult to student ratio by adding Student Success Coordinators.
- Supports for years 1-3 new teacher mentors.
- New Multi-Tiered System of Support (MTSS) framework.



- Support for teacher professional learning, including focus on new areas and an online professional learning system.
- Wider access to more challenging Science classes in 9th grade.
- A renewed set of HS Math curriculum pathways culminating with either Algebra II, Calculus, or Data Science.
- Outreach to emerging bilingual high school students to earn seals of biliteracy.



- Expansion of student affinity groups.
- Continue staffing positions with a focus on student success (equity coordinators, student success coordinators, etc.).
- Cultural responsiveness training for teachers and administrators.
- Assigning a manager to lead our efforts in strengthening our ELL services.





ITEM FOR INFORMATION

Date of Meeting

2/5/2025

Title

Second Quarter Financial Report
7/1/24 through 12/31/24

Presenter

Matt Brown, Director of Financial Services

Background & Quick Highlights

This is a review of our budget and appropriations for the second quarter of fiscal year 2025 (07/01/24-12/31/24).

Financial Services anticipates bringing the School Board a supplemental budget in March to update beginning fund balances as well as clean up changes throughout the budget due to the new organizational chart and updating any appropriations that may be needed for the fiscal year.

General Fund – Revenues and Expenditures are on track with appropriations. Beginning Fund Balance moving into the budget cycle will be much lower than in previous years due to current spending trends.

Special Revenue Funds – Appropriation updates will be needed. Anticipate a budget resolution in March/April timeframe to update appropriations for current grant expectations.

Debt Services Funds – Nothing major to report.

Capital Projects Funds – Nothing major to report.

Internal Service Funds – Appropriation updates may be needed after EEA & MAPS agreements

Private Trust Funds – Nothing major to report.

General Fund

FISCAL YEAR 2025 - QUARTER 2 FINANCIAL REPORT

7/1/24 through 12/31/24

General Fund - Categorized by Function

REVENUES	Budget	12/31/2024		LY
Property Taxes	88,980,000	81,781,182	92%	96%
State School Fund	109,300,000	66,711,968	61%	62%
Local Option Taxes	25,887,000	24,169,369	93%	102%
State Funding (ESD Pass-Through)	2,200,000	58,810	3%	0%
Other	8,490,000	2,698,442	32%	61%
Total Revenues	234,857,000	175,419,769	75%	
Beginning Fund Balance	64,000,000	75,212,701	118%	108%
GENERAL FUND RESOURCES	298,857,000	250,632,470	84%	85%

EXPENDITURES	Budget	12/31/2024		LY
Instruction	152,665,050	63,220,649	41%	43%
Support Services	105,438,944	47,485,406	45%	43%
Enterprise & Community Services	549,360	288,224	52%	45%
Transfers	17,497,000	-	0%	4%
Subtotal	276,150,354	110,994,279	40%	41%
Contingency	6,000,000	-		0%
Unappropriated	16,706,646	-		0%
Subtotal	22,706,646	-	0%	0%
GENERAL FUND REQUIREMENTS	298,857,000	110,994,279	37%	35%

General Fund Notes

- Beginning Fund Balance is finalized at \$75M after the completed audit. The original budget was \$64M.
- General Fund revenues are on track compared to previous years. No drastic changes are anticipated; however, it should be noted that interest revenue (included in the "Other" category above) may not reach the original budget due to decreasing interest rate we are seeing.
- General Fund expenditures are slightly higher than where we were last year. This is not surprising with the EEA and MAPS cost of living adjustments now in effect. As we begin forecasting to the end of the year, some of the "extra" budget we typically see with vacancy savings may be used up due to these new agreements. Other increases related to health insurance will also eat into this typically available savings that we see every year. At this moment, we are anticipating using up close to 100% of appropriations of expenditures.
 - This usage of appropriations means we will likely assume a beginning fund balance that is much smaller than in previous budget years. Early estimates of that budget beginning fund balance for the General Fund are around \$34 Million.

Other Funds

**FISCAL YEAR 2025 - QUARTER 2 FINANCIAL REPORT
7/1/24 through 12/31/24
Other Funds - Categorized by Function**

SPECIAL REVENUE FUNDS (200s)	BUDGET	12/31/2024		LY
Instruction	30,847,396	13,576,903	44%	37%
Support Services	18,227,222	9,959,008	55%	37%
Enterprise & Community Services	14,040,090	5,807,430	41%	50%
TOTAL REQUIREMENTS	63,114,708	29,343,341	46%	36%

DEBT SERVICE FUNDS (300s)	BUDGET	12/31/2024		LY
Other Uses	45,403,468	6,629,951	15%	0%
TOTAL REQUIREMENTS	45,403,468	6,629,951	15%	0%

CAPITAL PROJECT FUNDS (400s)	BUDGET	12/31/2024		LY
Instruction	2,825,270	337,604	12%	8%
Support Services	18,171,098	2,857,511	16%	5%
Enterprise & Community Services	-	11,888		1225%
Facilities Acquisition	98,319,285	15,066,344	15%	11%
TOTAL REQUIREMENTS	119,315,653	18,273,347	15%	10%

INTERNAL SERVICE FUNDS (600s)	BUDGET	12/31/2024		LY
Support Services	42,064,400	23,524,254	56%	44%
TOTAL REQUIREMENTS	42,064,400	23,524,254	56%	44%

PRIVATE TRUST FUNDS (700s)	BUDGET	12/31/2024		LY
Instruction	119,108	-	0%	7%
Support Services	108,103	-	0%	23%
Enterprise & Community Services	-	23,550		0%
TOTAL REQUIREMENTS	227,211	23,550	10%	15%

Financial Services

2/05/25 - Board Meeting



Presentation Roadmap

- ❖ Q2 Financial Report
- ❖ Budget Roadshow
- ❖ FY26 Budget Planning



2nd Quarter Financial Report



Q2

- General Fund
 - Overall on track
 - Limited vacancy savings going into FY 2026
 - Spend down of beginning fund balance estimated at \$30.9M (Starting FY 2026 at \$44M, instead of \$75M)
- Supplemental budget
 - Planned for March/April
 - Additional appropriations in response to finalized agreements, additional grants, and organizational cleanup.

Financial Services

2/05/25 - Board Meeting



❖ Budget Roadshow

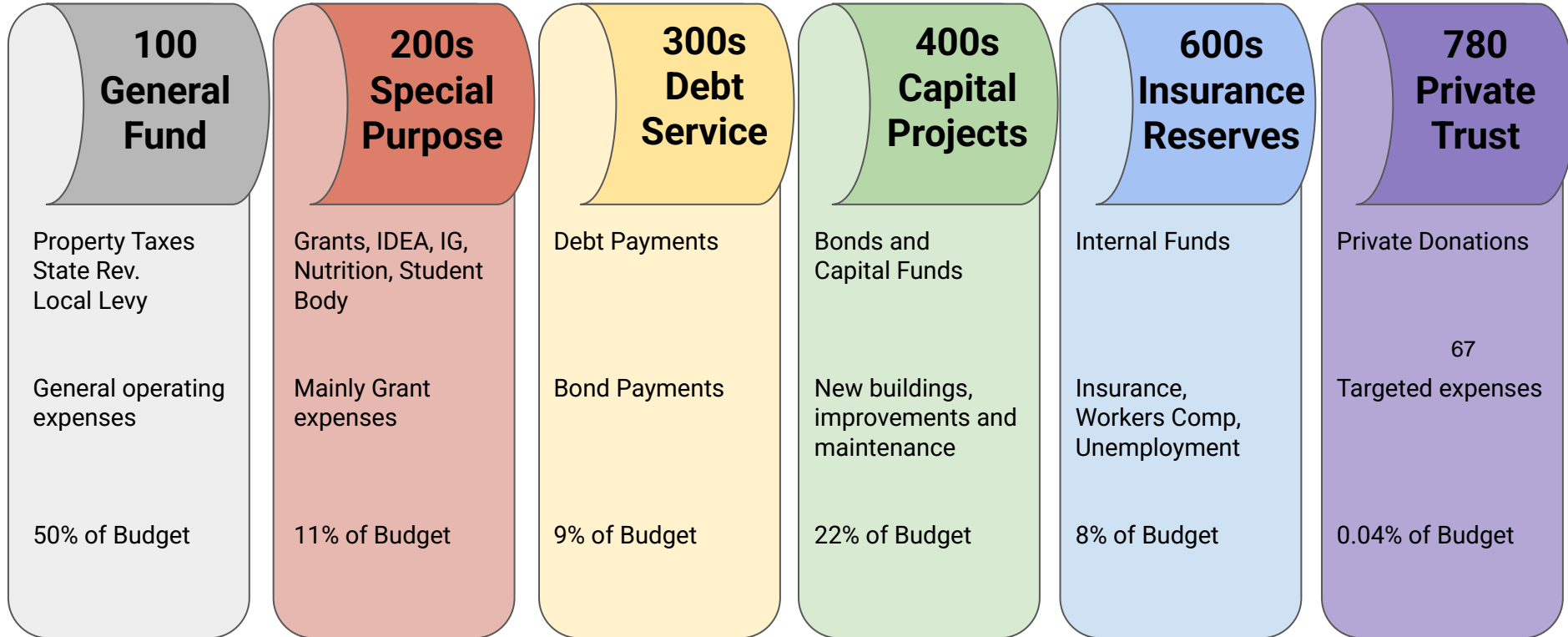




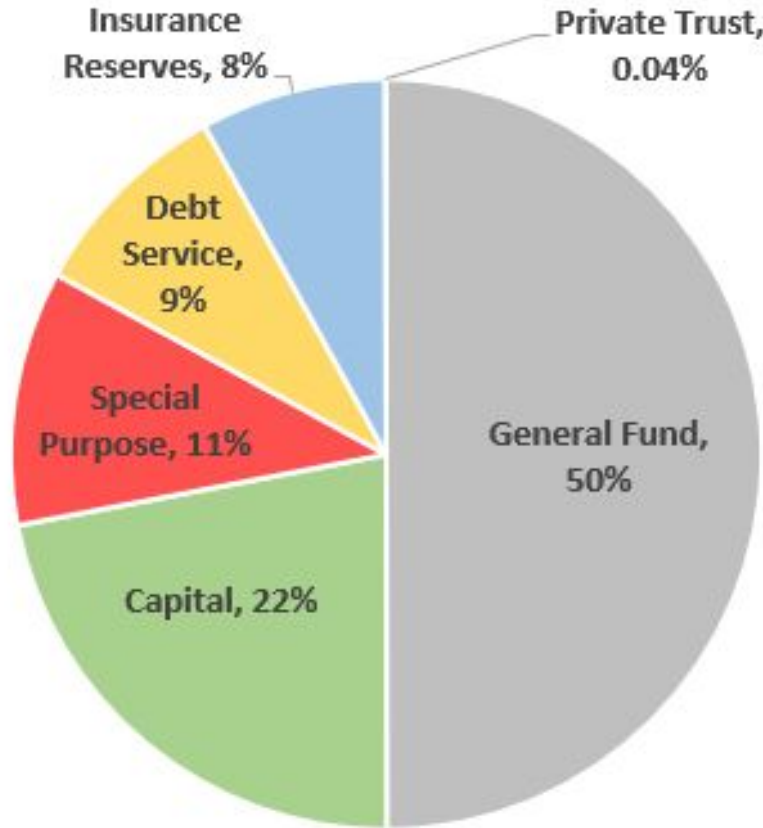
2025 Tour Dates

1/27 - Education Center	4-5 PM
1/28 - Adams Elementary	4-5 PM
1/29 - McCornack Elementary	4-5 PM
1/30 - Howard Elementary	4-5 PM
1/31 - Awbrey Park Elementary	4-5 PM
2/03 - Chinese Immersion & Kennedy	4-5 PM
2/04 - Holt Elementary	4-5 PM
2/05 - Springcreek Elementary	4-5 PM
2/05 - School Board Meeting	6 PM
2/06 - Gilham Elementary	4-5 PM
2/07 - Monroe Middle School	4-5 PM
2/10 - Cal Young Middle School	4-5 PM
2/11 - Roosevelt Middle School	4-5 PM
2/12 - Spencer Butte Middle School	330-430 PM
2/13 - Churchill High School	4-5 PM
2/14 - North High School	4-5 PM

Budget Buckets



Budget Breakdown



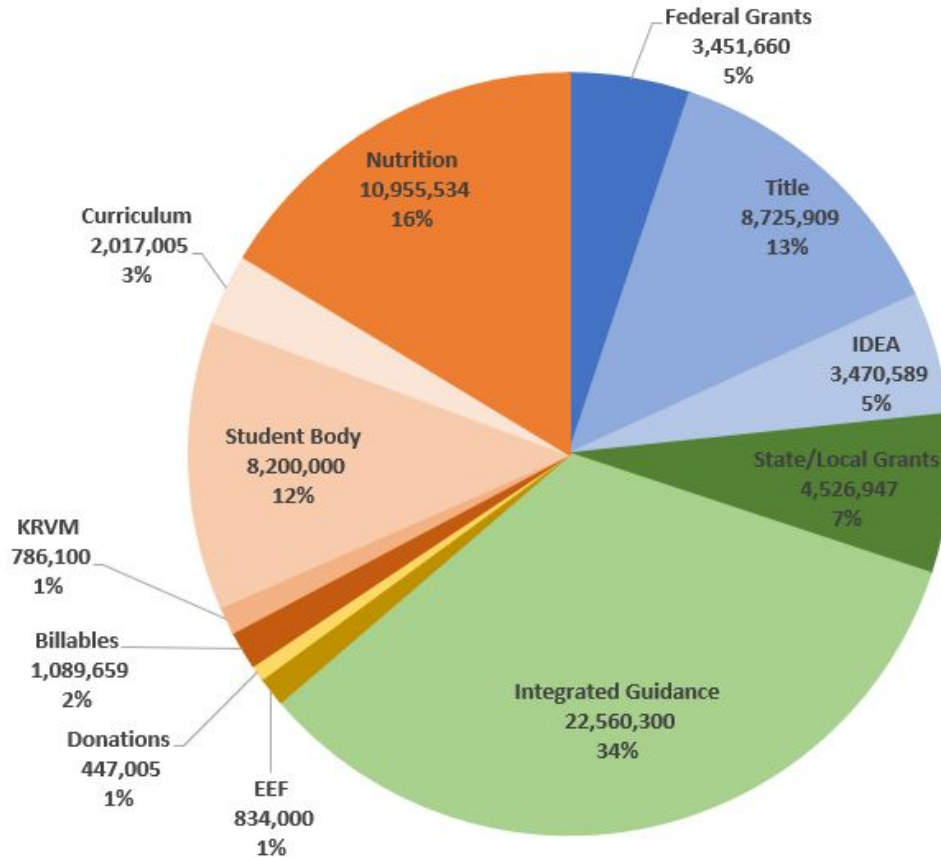
General Fund

\$299 M

FY 2025 Budget

\$602 M

Special Purpose Funds



Federal	\$15.6M	23%
State	\$27.1M	41%
Private	\$ 1.3M	2%
Other	<u>\$23.0M</u>	34%
	\$67.0M	

How we Spend Money

General Fund

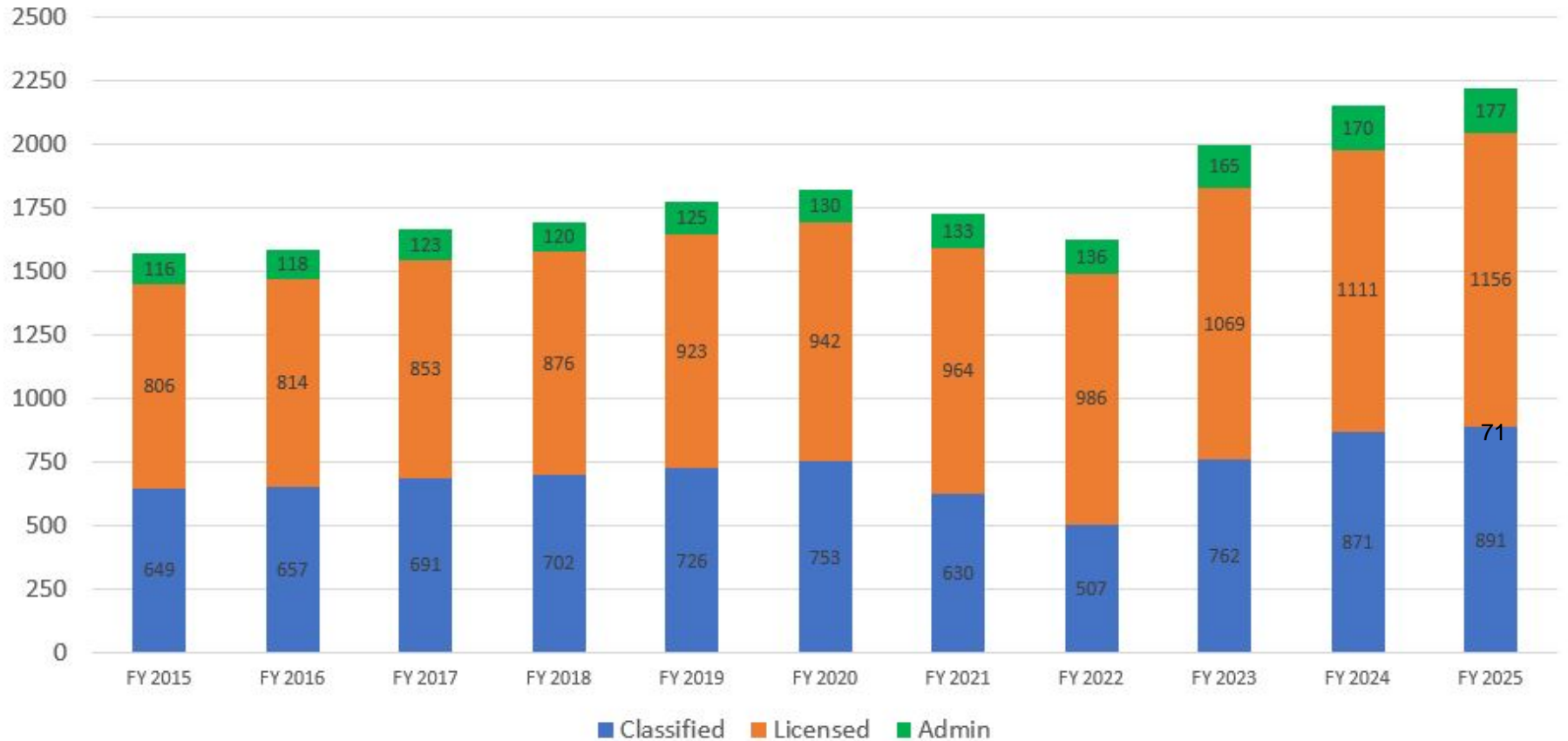
- **\$.89 of every \$1** on people
- Most flexibility on spending

Special Purpose Funds

- Specific purposes & outcomes
- More restrictions on spending



The Last Decade

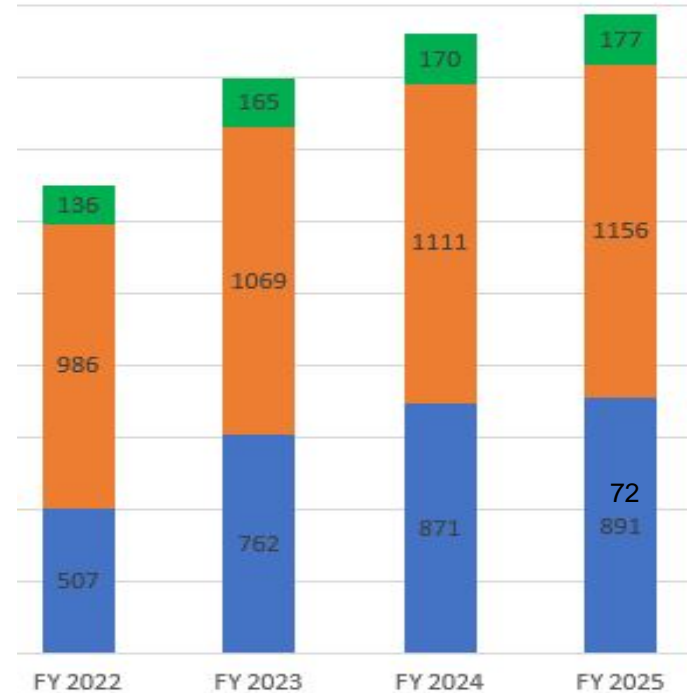


The Last Quadrennium

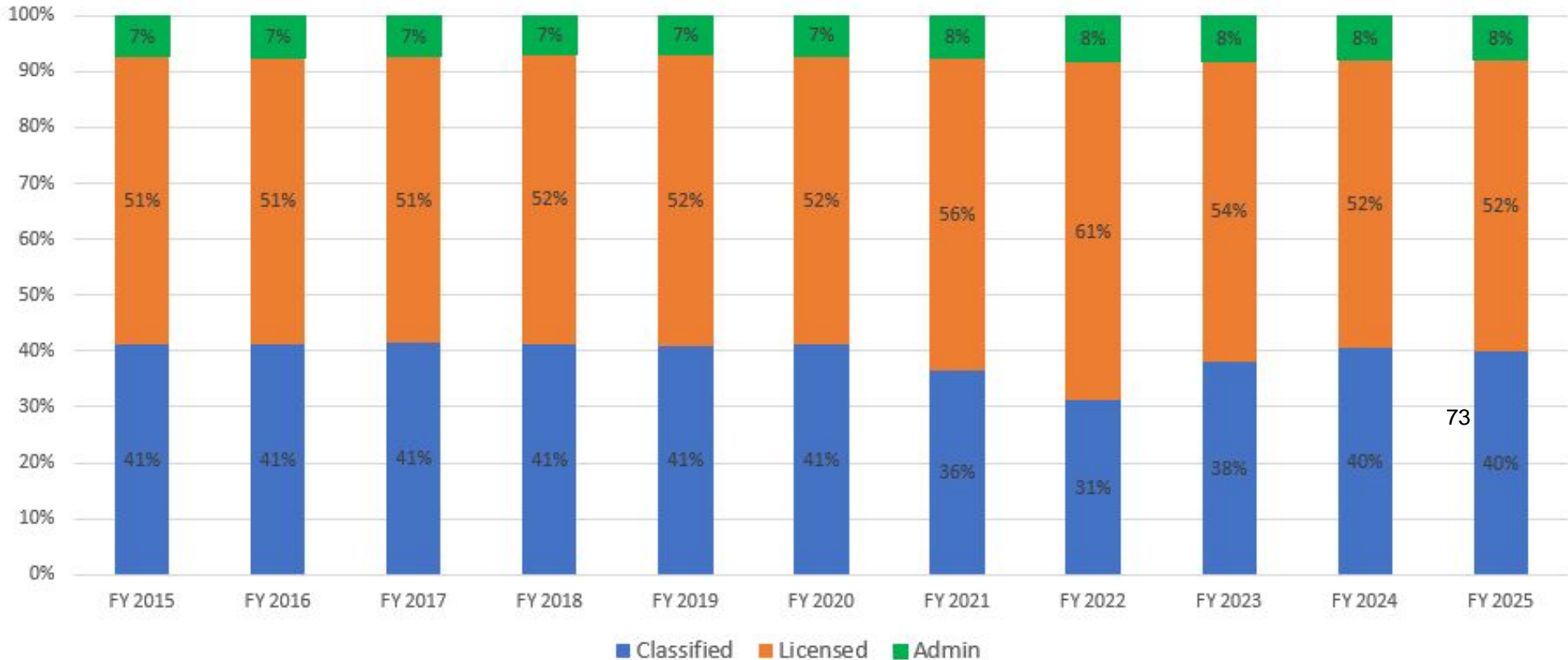


<u>FTE</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>
Licensed	986	1,069	1,111	1,156
Classified	507	762	871	891
Maps/Adm	136	165	170	177
TOTAL	1,629	1,996	2,152	2,224

- ❖ Does not include vacancies
- ❖ Added 595 FTE in the last 4 years
- ❖ Added 72 FTE this year alone

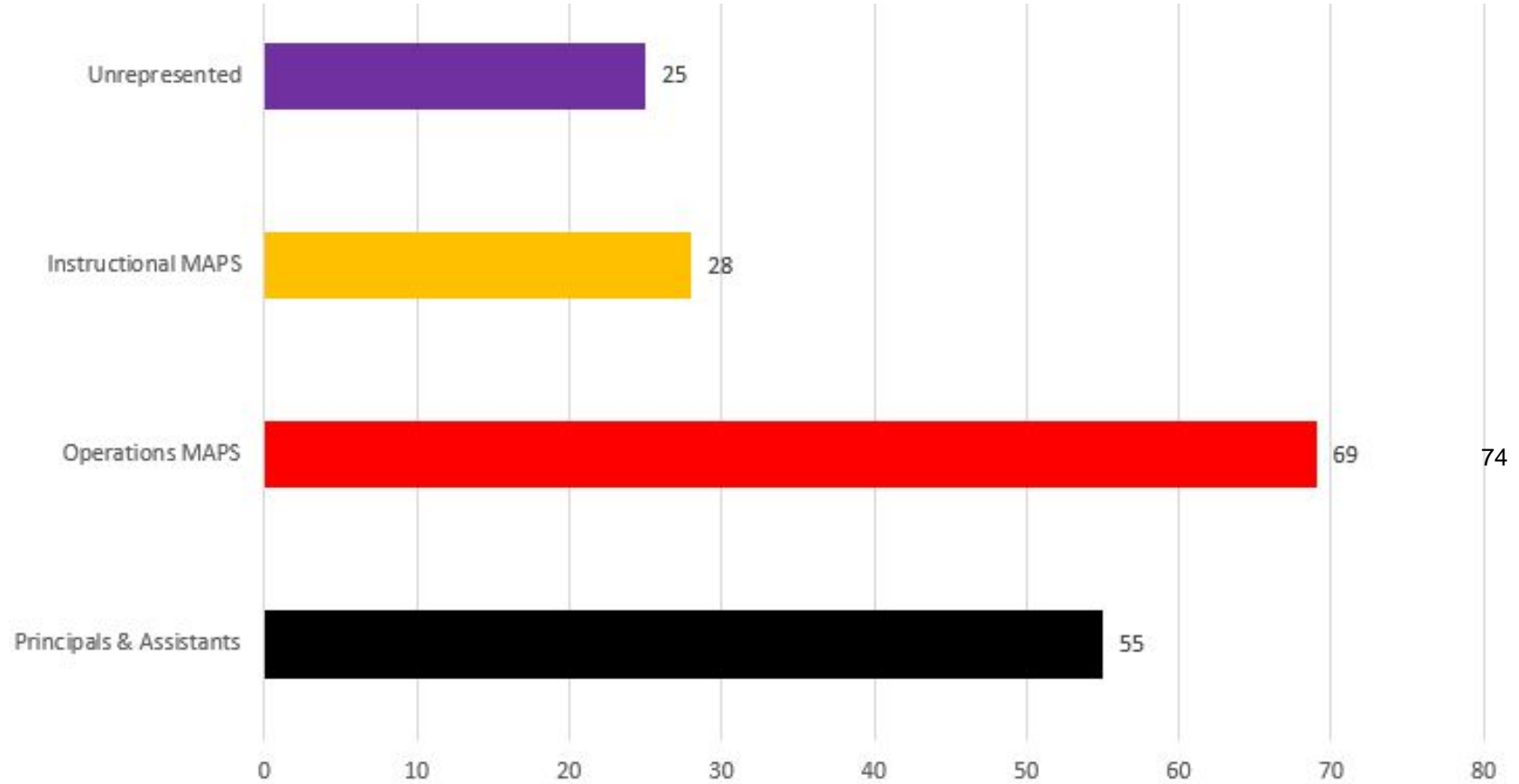


Staffing Breakout

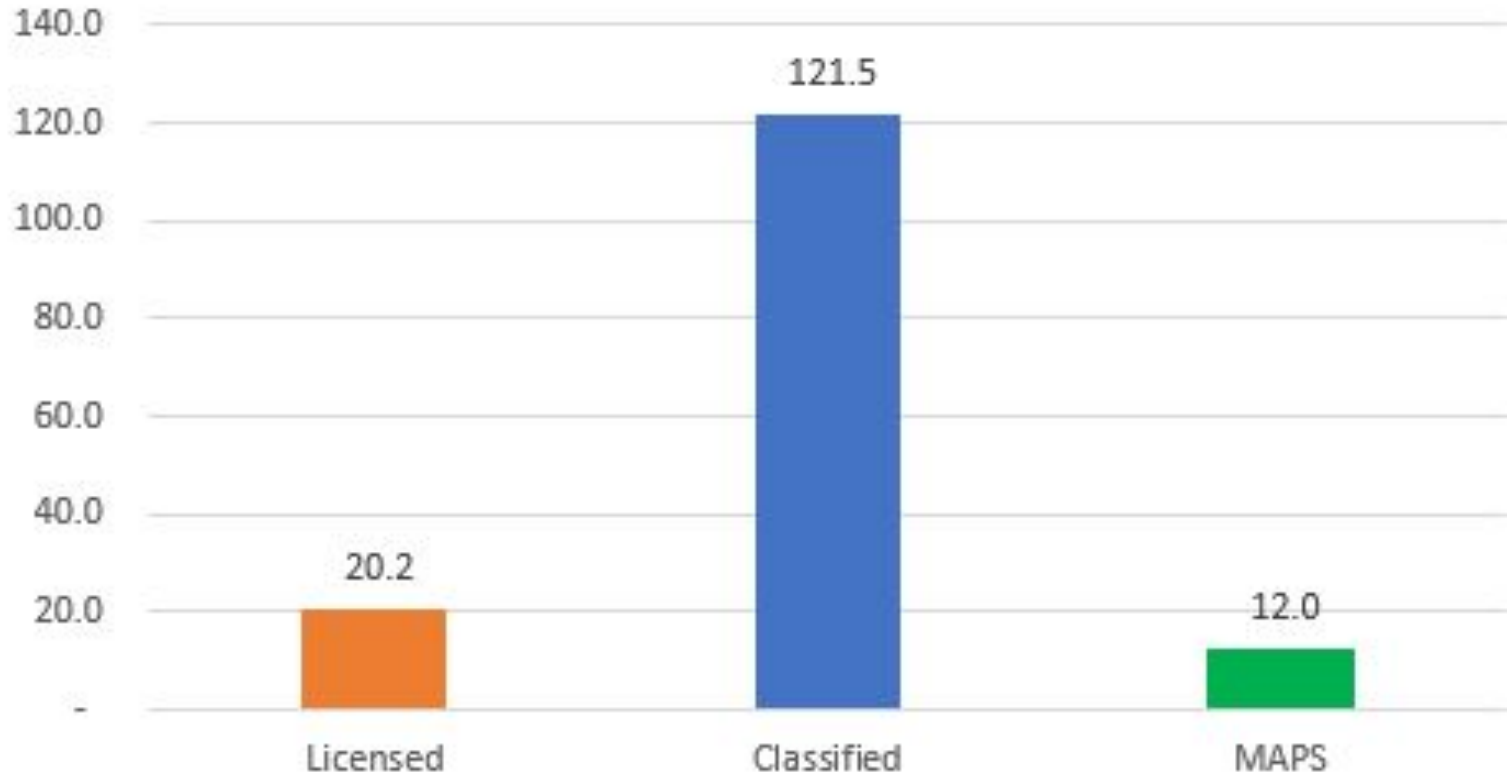


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MAPS Breakout



Vacancies within 4J



Vacancies within 4J

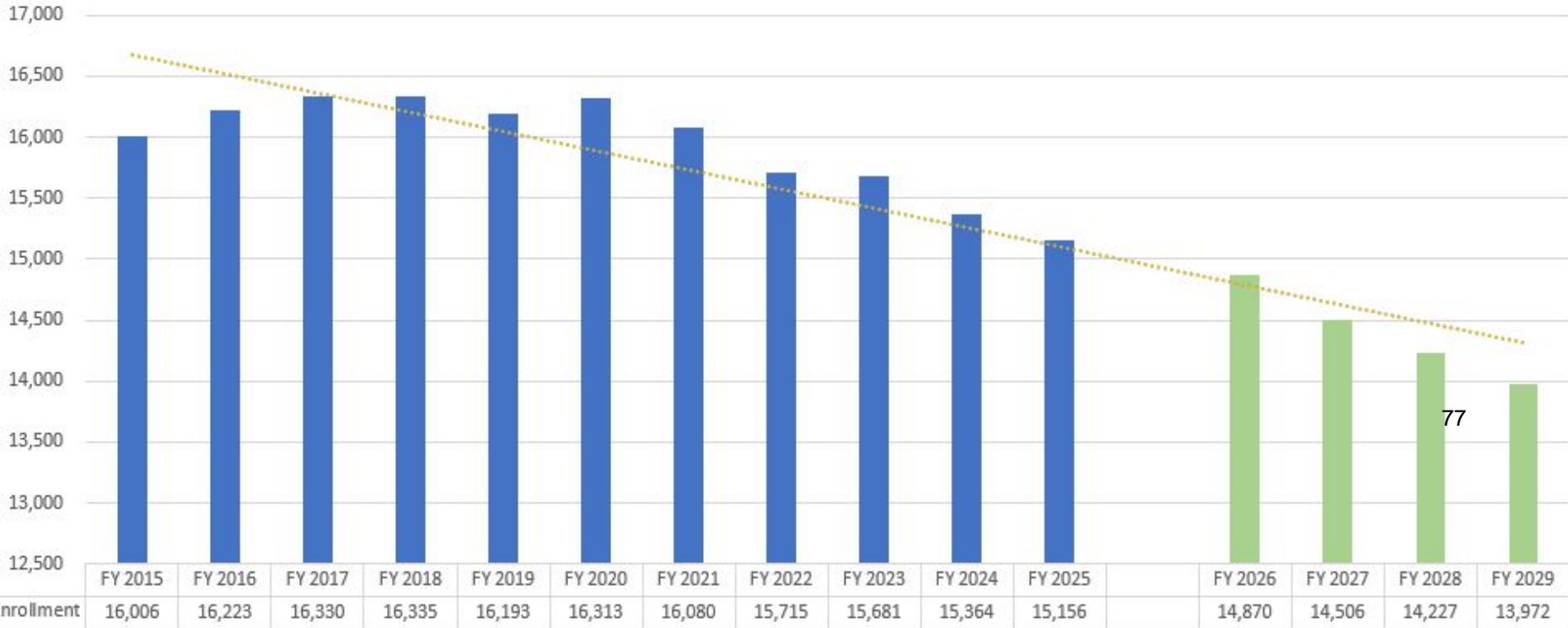


<u>Licensed Vacancies</u>	<u>FTE</u>
Counselor	1.0
Teacher	6.0
Special Education	13.2
Total Vacancies	20.2

<u>Classified Vacancies</u>	<u>FTE</u>
Nutrition	7.9
Safety	1.0
Business Operations	6.0
Special Education	37.8
Transportation	33.5
Facilities	17.7
Technology	5.0
School Allocations & Other	12.6
Total Vacancies	121.5

<u>MAPS Vacancies</u>	<u>FTE</u>
Fac/Tech/Transp.	5.0
District Ops (HR/Fin/Supt)	4.0
Special Education	2.0
School MAPS	1.0
Total Vacancies	12.0

Enrollment in 4J



Forecasting an average loss of almost 300 students per year

State School Fund



District 2 drops 50%

All Districts drop evenly

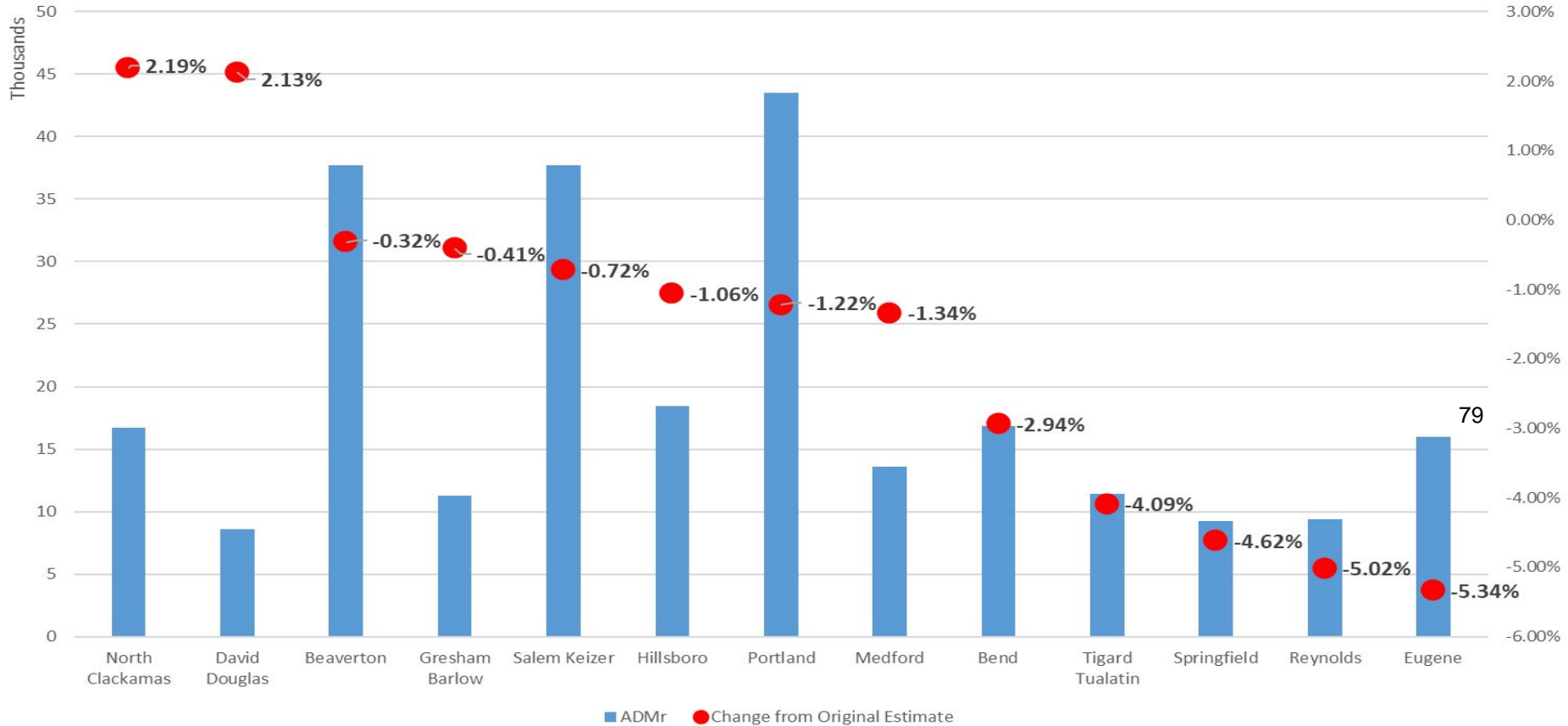
BASE SCENARIO			
SSF = \$1,000,000			
	Enrollment	%	SSF Amt
District 1	1,000	33%	333,333
District 2	800	27%	266,667
District 3	600	20%	200,000
District 4	400	13%	133,333
District 5	200	7%	66,667
	3,000	Total State Enrollment	

SCENARIO - 1 School Drops			
SSF = \$1,000,000			
	Enrollment	%	SSF Amt
District 1	1,000	38%	384,615
District 2	400	15%	153,846
District 3	600	23%	230,769
District 4	400	15%	153,846
District 5	200	8%	76,923
	2,600	Total State Enrollment	

SCENARIO - All Schools Drop			
SSF = \$1,000,000			
	Enrollment	%	SSF Amt
District 1	800	33%	333,333
District 2	640	27%	266,667
District 3	480	20%	200,000
District 4	320	13%	133,333
District 5	160	7%	66,667
	2,400	Total State Enrollment	

78

Enrollment in Oregon

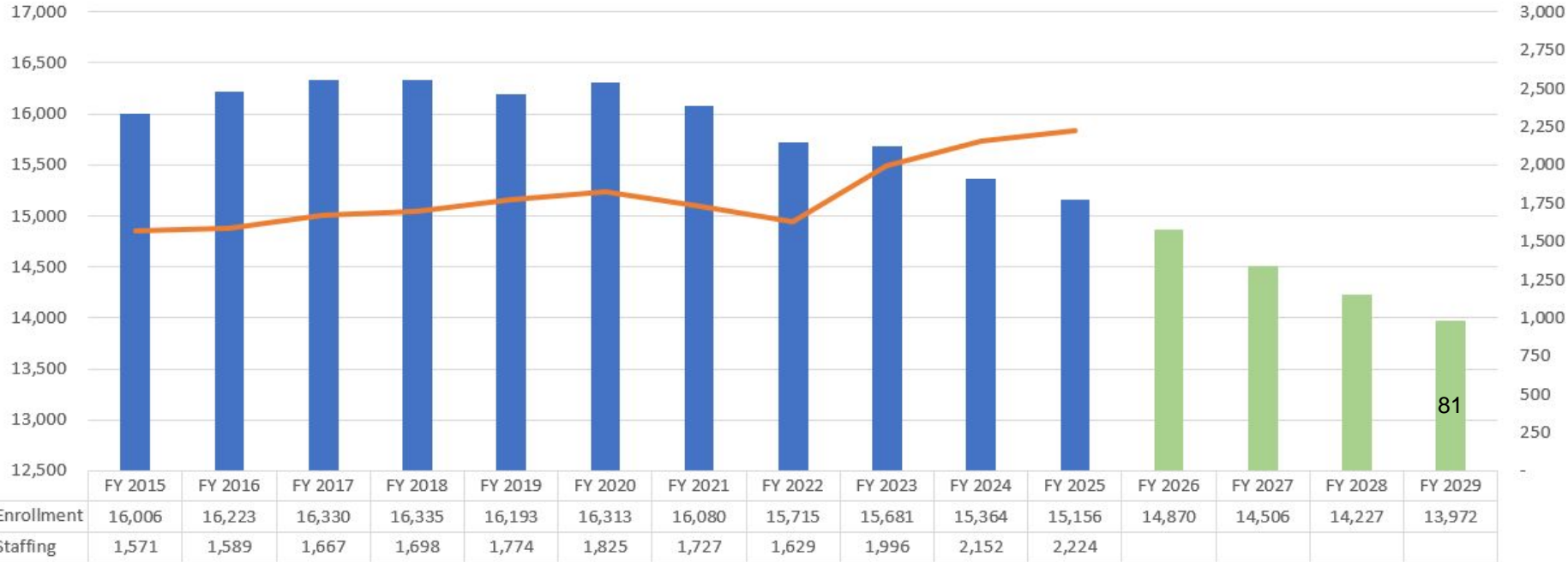


Core Class Sizes



	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Elementary	26.4	26.5	26.2	25.9	25.8	25.2	21.9	22.4	22.7	22.5	22.5
Middle	28.0	27.9	28.3	27.7	27.9	30.0	26.3	24.5	25.0	26.0	24.3
High	26.7	26.7	26.3	27.8	28.0	28.2	26.9	28.1	23.5	24.9	25.0

Enrollment vs Staffing



Forecast Assumptions



- PERS +24% Increase in PERS cost
- Enrollment -1.78% Decrease each year
- State School Fund +8.98% Assumption \$11.3B Gov. Budget 2025-2027
- State School Fund +4.00% Assumption for 2027-2029 Biennium
- Employee COLA Based on current CBAs
- Reserve Policy 5.00% Reserve Policy
- Transfers Out Facilities, Nutrition, and Curriculum

Increases From Last to Current Year



Decision-Based Increases

● Nutrition Services Transfer	Free meals across district	\$ 900,000
● ESSER Staffing moved to GF	Continuing 17 FTEs	\$ 2,000,000
● New Staffing	Added 57 FTEs	\$ 7,500,000
● Overall Compensation	All groups	\$ 7,500,000
● Curriculum Transfer	Increased transfer	\$ 1,000,000
● General M&S increases	General M&S increase	\$ 2,200,000

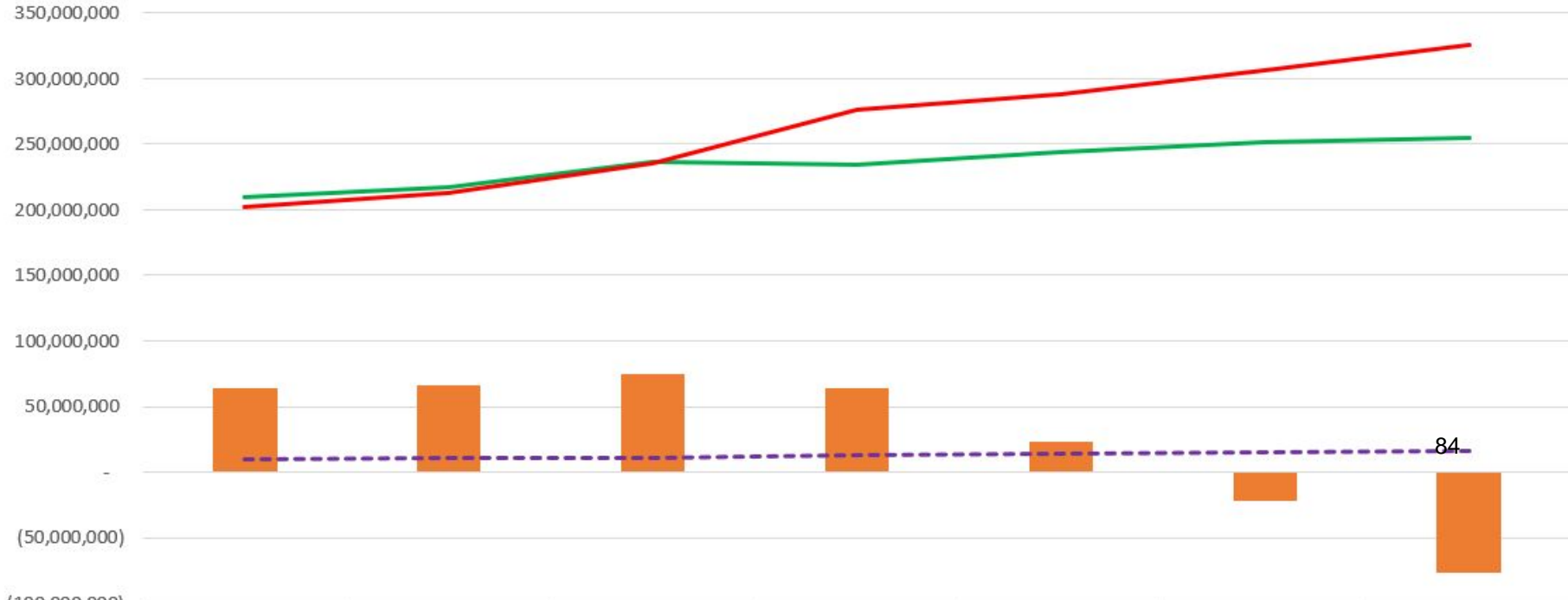
Uncontrollable Increases

● Utility Bills	Increased costs	\$ 700,000
● Unemployment & PLO	Increased costs	\$ 750,000
● PACE Insurance	Increased rates	\$ 1,600,000

83

Total	\$24,150,000
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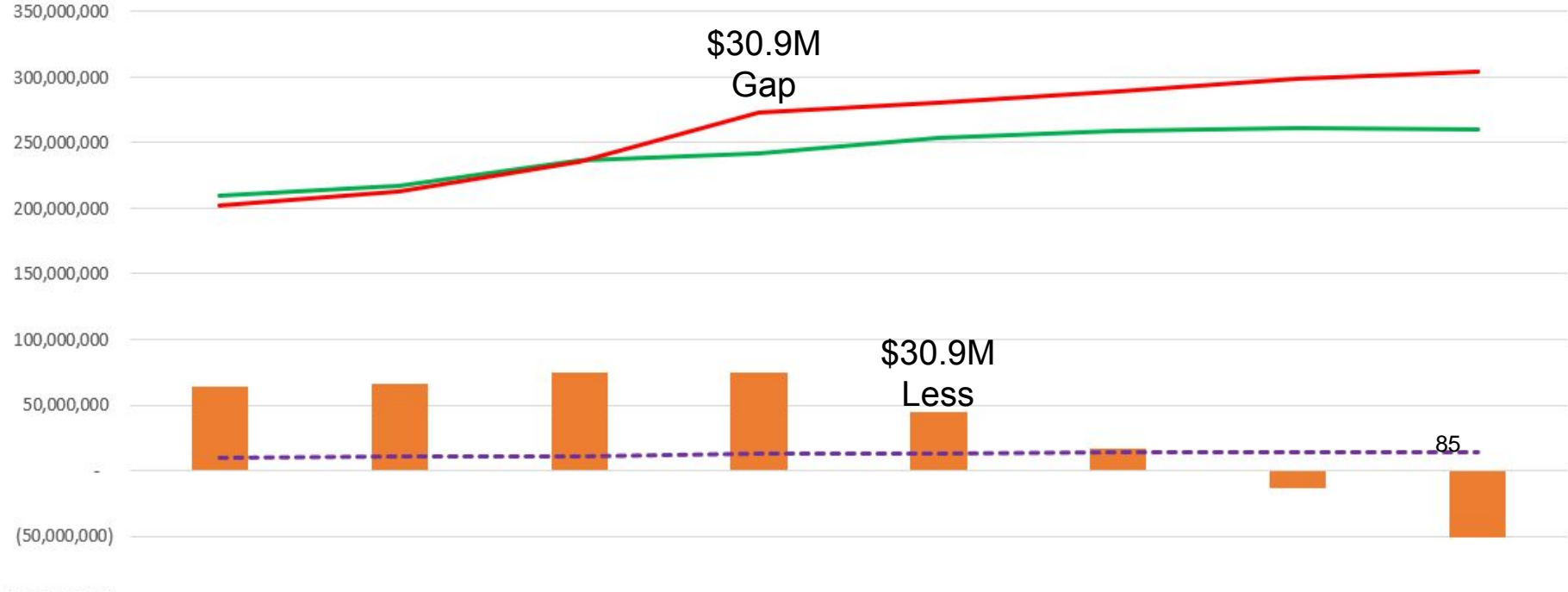
General Fund - May 2024 Forecast



	21/22 Actual	22/23 Actual	23/24 Actual	24/25 Budget	25/26 Forecast	26/27 Forecast	27/28 Forecast
Beginning Balance	64,457,721	66,353,437	75,217,020	64,000,000	22,706,647	(21,853,152)	(76,598,427)
Actual Revenue	209,794,000	217,131,000	236,666,000	234,857,000	243,943,910	251,823,777	254,916,653
Total Expenditures	202,054,000	213,324,000	235,215,000	276,150,353	288,503,709	306,569,052	325,845,721
Reserve Policy 5%	9,826,050	10,666,200	11,322,050	12,932,668	14,425,185	15,328,453	16,292,286

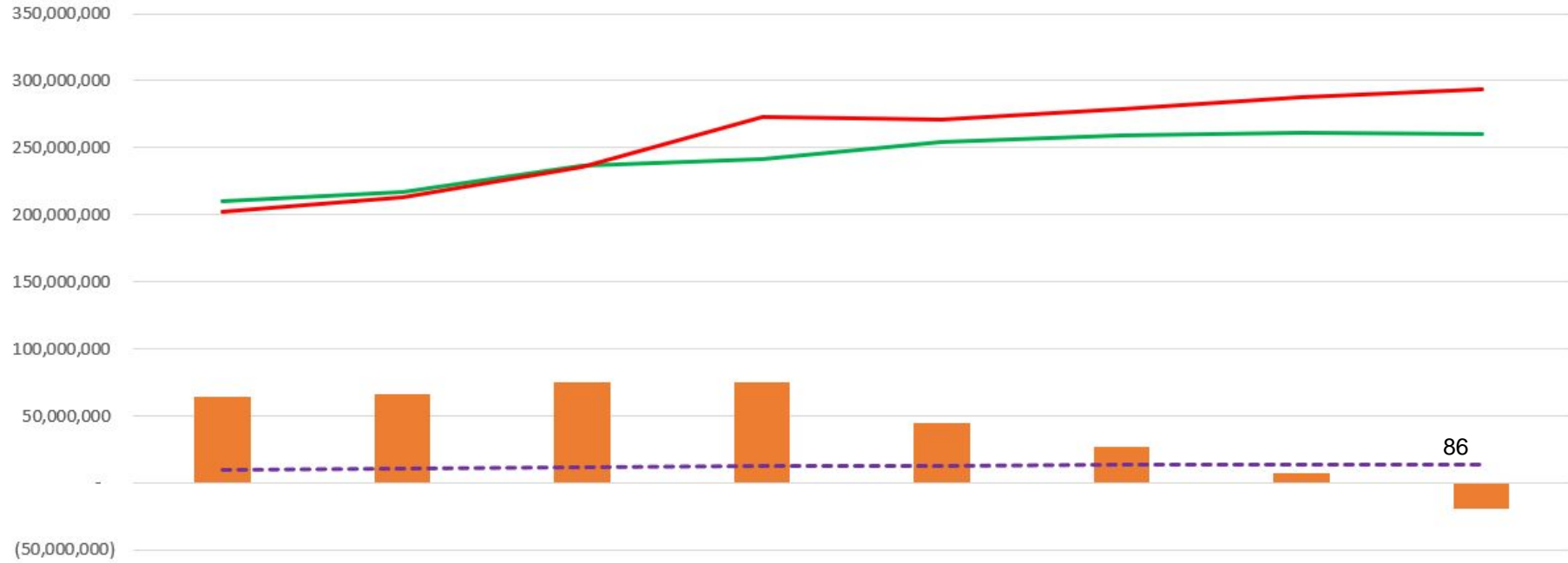
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General Fund - Jan 2025 Forecast



	21/22 Actual	22/23 Actual	23/24 Actual	24/25 Forecast	25/26 Forecast	26/27 Forecast	27/28 Forecast	28/29 Forecast
Beginning Balance	64,457,721	66,353,437	75,217,020	75,200,000	44,219,000	16,975,000	(13,335,000)	(51,152,500)
Actual Revenue	209,794,000	217,131,000	236,666,000	241,793,000	253,812,000	259,350,000	260,789,000	260,287,000
Total Expenditures	202,054,000	213,324,000	235,215,000	272,774,000	281,056,000	289,660,000	298,606,500	304,464,751
Reserve Policy 5%	9,826,050	10,666,200	11,322,050	12,769,050	13,277,800	13,691,750	14,121,200	14,394,450

What if the General Fund Reduced Expenses by \$10 M?



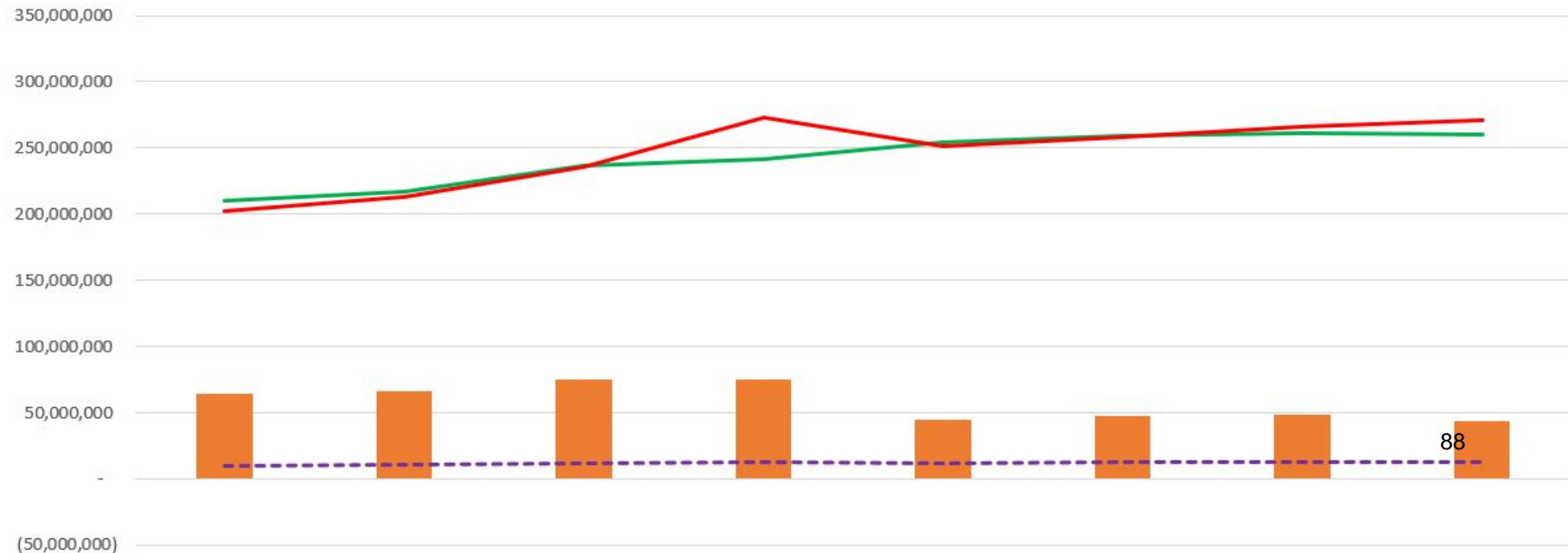
	21/22 Actual	22/23 Actual	23/24 Actual	24/25 Forecast	25/26 Forecast	26/27 Forecast	27/28 Forecast	28/29 Forecast
Beginning Balance	64,457,721	66,353,437	75,217,020	75,200,000	44,219,000	26,975,000	7,135,317	(19,717,901)
Actual Revenue	209,794,000	217,131,000	236,666,000	241,793,000	253,812,000	259,350,000	260,789,000	260,287,000
Total Expenditures	202,054,000	213,324,000	235,215,000	272,774,000	271,056,000	279,189,683	287,642,218	293,225,937
Reserve Policy 5%	9,826,050	10,666,200	11,322,050	12,769,050	12,777,800	13,168,234	13,572,986	13,832,509

What if the General Fund Reduced Expenses by \$20 M?



	21/22 Actual	22/23 Actual	23/24 Actual	24/25 Forecast	25/26 Forecast	26/27 Forecast	27/28 Forecast	28/29 Forecast
Beginning Balance	64,457,721	66,353,437	75,217,020	75,200,000	44,219,000	36,975,000	27,605,317	11,714,189
Actual Revenue	209,794,000	217,131,000	236,666,000	241,793,000	253,812,000	259,350,000	260,789,000	260,287,000
Total Expenditures	202,054,000	213,324,000	235,215,000	272,774,000	261,056,000	268,719,683	276,680,128	281,989,795
Reserve Policy 5%	9,826,050	10,666,200	11,322,050	12,769,050	12,277,800	12,644,734	13,024,881	13,270,702

What if the General Fund Reduced Expenses by \$30 M?



	21/22 Actual	22/23 Actual	23/24 Actual	24/25 Forecast	25/26 Forecast	26/27 Forecast	27/28 Forecast	28/29 Forecast
Beginning Balance	64,457,721	66,353,437	75,217,020	75,200,000	44,219,000	46,975,000	48,075,317	43,146,279
Actual Revenue	209,794,000	217,131,000	236,666,000	241,793,000	253,812,000	259,350,000	260,789,000	260,287,000
Total Expenditures	202,054,000	213,324,000	235,215,000	272,774,000	251,056,000	258,249,683	265,718,038	270,753,653
Reserve Policy 5%	9,826,050	10,666,200	11,322,050	12,769,050	11,777,800	12,121,234	12,476,777	12,708,895

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What does it all Mean



	<u>\$10M Reductions</u>	<u>\$20M Reductions</u>	<u>\$30M Reductions</u>
Licensed Staff, or	80 FTE	160 FTE	240 FTE
Classified Staff, or	117 FTE	234 FTE	351 FTE
MAPS/Admin, or	68 FTE	136 FTE	204 FTE
Materials & Services, or	37%	74%	Not Enough
Transfers, or	57%	Not Enough	Not Enough
School Days (furloughs)	7	14	21

★ It costs \$1.45M per day in 4J just for staffing alone.

What does it all mean



<u>Financial Paths</u>	<u>End of 2024-25</u>	<u>Beginning 2025-26</u>	<u>Beginning 2026-27</u>	<u>Beginning 2027-28</u>	<u>Beginning 2028-29</u>
Current Path	\$44M	\$44M	\$17M	-\$13M	-\$51M
\$10M Cuts	\$44M	\$44M	\$27M	\$7M	-\$19M
\$15M Cuts	\$44M	\$44M	\$32M	\$17M	-\$4M
\$20M Cuts	\$44M	\$44M	\$37M	\$27M	\$11M ₉₀
\$25M Cuts	\$44M	\$44M	\$42M	\$37M	\$27M
\$30M Cuts	\$44M	\$44M	\$47M	\$48M	\$43M

Budget for 25/26



Nuggets of Interest

- The district is forecasting a spend down of \$30.9M from reserves in 24/25
- We are spending more than we receive & that is not sustainable

Upcoming Challenges

- What is best route back to financial stability?
 - How do we move back to not spending more than we bring in?
- How do we react to...
 - Increasing costs like PERS, COLA, and Insurance
 - Future bargaining with EEA, OSEA, and MAPS
 - Legislation mandates
 - Lower enrollment
- How do we balance our values & intentions with limited resources?

Financial Services

2/05/25 - Board Meeting



❖ FY26 Budget Planning



FY 2026 Budget Preparation



Anticipated Financial Factors

- The district is anticipating a spend down of \$30.9M from reserves in FY 2025
 - In other words, the district is spending \$30.9M more than revenue that is received every year in the General Fund.

Challenging Questions

- What is best route to financial stability for the long term?
- What adjustments can we make that do not affect our current service levels?
- How do we take lower enrollment trends into consideration for staffing levels?
- How do we balance our values & intended outcomes with limited resources?
- Where do we draw the line on spending?

FY 2026 Budget Preparation



The School Board and Budget Committee will base budget decisions on a framework based on Board goals and the district's equity lens.

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 will take a proactive approach, rather than waiting for complaints or failure, including with literacy, SPED (special education), and racial harassment issues.

GOAL # 2: Safety and Well Being of Students and Staff

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- We will cultivate the safety, belonging and wellness of our students and staff in our schools.

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 will improve our communication and engagement.

FY 2026 Budget Preparation



4J Leadership, School Board, and Budget Committee will consider the following questions:

1. If a new investment is presented, is there new revenue to support it?
If not, what will be cut to pay for this investment?
2. Does this adjustment align with the Budget Values Framework?
3. Review with the 4J Equity Lens:
 - a. What is the goal of the investment, reduction, or budget change?
 - b. Who will be impacted and have they being included in the decision process?
 - c. How might this impact equitable services?
 - d. What outcomes will this accomplish?
 - e. What are the unintended consequences?

FY 2026 Budget Preparation



Budget Committee Meetings

3/11 - Informational Meeting

4/01 - Proposed Budget document completed and sent out

4/08 - Official Meeting 1

4/15 - Official Meeting 2

4/22 - Official Meeting 3

4/29 - If necessary 4

5/07 - Public Hearing

5/21 - Budget Adoption



ITEM FOR INFORMATION

Date of Meeting

February 5, 2025

Title

4J School Board Community Chats & Principal Student Advisory Visits

Presenter

Carmen Xiomara Urbina, Chief of Staff

Background

The 4J School Board Community Engagement & Student Voice Initiatives are designed to foster direct and meaningful conversations between the Board, students, and the broader community. This initiative has been structured in two phases:

1. First Stage – Community Engagement Chats (Completed)

- Board members have completed their first engagement stage, which focused on Community Engagement Chats with families and community members.
- These discussions provided valuable insight into community priorities, concerns, and aspirations, all centered around the essential question: "What are your dreams for your Eugene School District 4J children?"
- Board members hosted these chats independently and/or collaboratively.
- Next Stage – Student-Focused Chats (March 2025)
- With the first stage completed, the Board is now preparing for the second stage, focusing on directly engaging high school students.
- These student-focused chats will be facilitated through the Principal's Student Advisory Committees (PSAC) at each high school.
- **Goal:** To gather student perspectives on wellness, belonging, and their overall experience in 4J schools.

2. Second Stage – Principal Student Advisory Groups (PSAG)

As part of the Board Chat engagement efforts, the Board will participate in **Chats with the Principal Student Advisory Group (PSAG) meetings** at each high school.

- These visits will provide a direct line of communication between students and the Board, ensuring that student voices are represented in district-level decision-making.
- Each visit will last approximately 90 minutes and will be scheduled during the 2nd or 6th period, allowing for meaningful engagement without significantly disrupting students' academic schedules.

Visit Schedule:

- **Monday, March 10** – Churchill HS
- **Tuesday, March 11** – Sheldon HS
- **Wednesday, March 12** – South Eugene HS
- **Thursday, March 13** – North Eugene HS
- **Friday, March 14** – ECCO, EOA and IHS

These visits will provide the Board with deeper insight into the student experience, priorities, and challenges, reinforcing the district's commitment to student-centered decision-making and meaningful engagement.



ITEM FOR ACTION (Second Read)

Date of Meeting

February 5, 2025

Title

Approve Proposed Revisions to Board Policy DI – Financial Management Policies

Presenter

Matt Brown, Director of Financial Services and Colt Gill, Interim Superintendent

Background:

During the Budget adoption process last spring the Board requested that the Superintendent initiate a board discussion and approval of an updated reserve policy this fall, prior to the next Budget adoption process.

At the January 22, 2025 Board Meeting, Policy DI – Financial Management Policies was presented as an Item For Action At A Future Meeting (First Read). At that meeting, board members asked for additional information on the minimum reserve policy decision.

- For the 2024-25 school year Eugene School District 4J received:
 - \$4.9 million in Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies) funds;
 - Consortium services for Title I, Part C (Education of Migratory Children) funds
 - \$56 thousand in Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk) funds;
 - \$650 thousand in Title II, Part A (Supporting Effective Instruction) funds;
 - \$79 thousand in Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act) funds;
 - \$377 thousand in Title IV, Part A (Student Support and Academic Enrichment Grants) funds;
 - \$500 thousand in Title IV, Part B (21st Century Community Learning Centers) funds;
 - \$166 thousand in Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies) funds.

From as far back as 1998 the minimum reserve policy has been set at 5%. Early on, 5% is mentioned as an ending fund balance goal but it is not broken out between contingency/unappropriated. In 2003, 2004, 2005, and 2006 there were reviews/updates of the policy, with an initial change noting the 2% for contingency and 3% for unappropriated. After the 2018 school year where the district took action on a comprehensive policy manual re-write, there have been no review/updates to policy DI until this current discussion.

The actual reserve balance overtime has hovered very close to the 5% minimum, then began a climb for a few years and is now on a steep decline.

The following is a chart of minimum reserve policies from other districts for comparison:

School District	Reserve Policy
Portland	10.0%
Salem	5.0%
Eugene	5.0%
Beaverton	5.0%
Hillsboro	4.0%
Bend	
North Clackamas	5.0%
Medford	
Tigard-Tualatin	12.0%
Gresham	8.0%
10k Group Average	6.8%
Neighbors	Reserve Policy
Springfield	4.0%
Bethal	12.5%

In an effort to maintain best practices and financial management policies, revisions have been made to Policy DI – Financial Management Policies.

The director of finance in collaboration with the Superintendent has proposed the following revisions:

- Updated language to include School Board financial reports on a quarterly basis along with General Fund forecasting.
- Simplifying language in relation to the budget process and presentation of the budget by the Superintendent to the School Board and Budget Committee.
- Updated language in relation to Financial Statements being completed by end of year with additional language outline better direction if that does not happen.
- Clarifying language of Reserve Funds, Contingency Funds, and Unappropriated funds.
- Updating language to the General Fund reserve policy. Current language is 5%, recommendation from staff is to increase to 8%.
- Revenue Policies, Capital Improvement Policies, Intergovernmental Revenue Policies, Debt & Investment Policies, and Organizational policies are unchanged.

Summary:

As a result of these changes, recommendations include to **delete** the current Policy DI and reassign some policy content to a **new** Policy DI in the policy manual.

Staff respectfully request that the Board **delete** the current Policy DI and adopt the revised **new** Policy DI – Financial Management Policies.

Policy DI – Financial Management Policies has been part of the district’s policy manual since 1990.

Code: DI
 Adopted: 1/17/90
 Revised/Readopted 4/15/92; 5/22/13; 2/14/18; ~~XX/XX/XX~~

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to DI–Financial Management Policies. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board approve proposed revisions to Board Policy DI – Financial Management Policies.

Eugene School District 4J

Code: DI

Adopted: XX/XX/XX

Financial Management Policies

Resource Planning and Allocation Policies

1. Financial Services will complete quarterly financial reports for the Superintendent, School Board, and community to inform, educate, and communicate the financial stability of the school district.
2. On at least a semiannual basis the School Board will receive an updated financial five year forecast of the General Fund resources and operational requirements. This forecast highlights resource and requirement considerations for the Superintendent and School Board to consider in making financial decisions.
3. As part of the district's budget process, the Superintendent will present an updated forecast to the Budget Committee and School Board for consideration and preparation of the Superintendent's proposed budget.

The superintendent's proposed budget will build off of the forecast and incorporate operating and capital budgets managed through other funds. The Superintendent will present a balanced proposed budget that includes the District's goals with current and anticipated financial obligations.

Accounting and Financial Practices Policies

1. The district will maintain an accounting and financial reporting system that conforms to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting Standards Board (GASB), the Program Budgeting and Accounting Manual issued by the Oregon Department of Education and Oregon local budget law. Financial statements will be issued by the district no later than December 31st of each year. If a situation occurs in which statements will not be completed and reported on time, prior to the Oregon Department of Education (ODE) due date the Superintendent will notify and communicate with the ODE and the School Board along with a plan of action when statements will be issued.
2. The Board and Superintendent will establish funds as needed to support effective and efficient service delivery. If certain funds are not found to enhance the district's services or financial goals, they will be restructured or eliminated.
3. Reserve Funds

Reserve funds are separate funds within the accounting structure and do not directly correlate with contingency and unappropriated amounts within each fund. The Board and Superintendent may establish reserve funds to hold monies to be accumulated and expended for the purpose of financing the cost of any service, project, property or equipment.

4. Contingency Funds

The Board may require a fund to maintain a contingency amount to meet unanticipated

requirements that may occur during the year. The School Board may need to approve actions to reduce, increase, or re-appropriate a contingency appropriation depending on the amount. ORS 294.463 Transfers of appropriations within a fund or between funds references changes that exceed 15 percent of the total appropriations of the fund contained in the original budget appropriations. Please refer to ORS and Oregon Budget Law to ensure proper process when moving contingency funds for use in any fund.

A contingency appropriation is typically used to address unexpected one-time program costs, new program or legislative requirements not known at the time of budget adoption and emergency situations. As a best practice, funding for on-going programs or operations should be addressed during the budget development process each year or within the current appropriations of the budget.

The Superintendent will review all funds during the budget process to ensure the amount of contingency is appropriate following best practices, current and potential spending trends, and meets any Oregon Budget Law requirements.

5. Unappropriated Funds

The board may require a fund to maintain an unappropriated amount to ensure funds are held as a minimum beginning fund balance for the following year.

Unappropriated funds cannot be spent or re-appropriated during the fiscal period for which the budget is prepared, except as authorized following a natural disaster, civil disturbance, or other emergency condition described in ORS 294.481, or as permitted by ORS 294.338(2). General Fund Contingency and Unappropriated

a. Purpose

The purpose of this policy is to establish a key element of the financial stability of the district by setting guidelines for the General Fund contingency and unappropriated accounts. The district will maintain a minimum ending fund balance in the General Fund in order to provide stable services and employment and to offset cyclical or unforeseen variations in revenues and expenditures without borrowing. Together, the contingency and unappropriated balances make up the ending fund balance and provide cash flow liquidity for the district's general operations.

b. Budget

As a part of the budget process, the district will create a financial forecast showing operating revenues and ending fund balances. The budgeted unappropriated ending fund balance (UEFB) may not be spent or appropriated during the fiscal year in which it is budgeted.

c. Minimum

The district will maintain a minimum General Fund contingency of three percent of operating expenses for the fiscal year and an unappropriated fund balance of five percent of current operating expenditures. The contingency and unappropriated balances should take into consideration revenue and expenditure volatility and other district needs.

d. Exceptions

The School Board may approve a temporary change in the General Fund contingency and unappropriated amounts during the budget process, along with

a plan to build balances to a specific target level within a certain amount of time. The superintendent will update the Board on the financial condition of the district and present the Board with financial options and a timeline to replenish the fund balance when required.

e. Breach

The Superintendent will advise the School Board any time the General Fund ending fund balance unexpectedly falls below or is projected to fall below the minimum set forth in this policy. If during any fiscal year district revenues are projected to be less than anticipated, the Superintendent and Board will review expenditures, transfers, and the projected ending fund balance for possible mid-year adjustment. The Board may decide to use a portion of the projected ending fund balance maintained within the general fund contingency to stabilize services. When such a determination is made, the Board will adopt a plan to rebuild the ending fund balance to the targeted level.

f. The district will review other funds for contingency requirements to ensure that each fund has sufficient reserves or as required by local budget law.

g. Reporting Fund Balances in accordance with GASB Standards

This policy establishes the procedures for reporting funds balances in the financial statements. Certain commitments and assignments of fund balance help ensure that there will be adequate financial resources to protect the district against unforeseen circumstances and events such as revenue shortfalls and unanticipated expenditures.

The policy also authorizes and directs Financial Services to prepare financial reports which accurately categorize fund balance as per GASB Standards. There are five separate components of fund balance, each of which identify the extent to which the district is bound to honor constraints on the specific purpose for which amounts may be spent.

- Nonspendable (including but not limited to inventory and prepaid expenditures);
- Restricted (externally restricted);
- Committed (self-imposed limitations set in place by resolution of the Board);
- Assigned (intent for specific use);
- Unassigned (available for any purpose).

The Board established order in which fund balances will be spent when multiple fund balance types are available for a specific purpose, committed, assigned, and unassigned. The superintendent or designee shall establish and maintain procedures for determining if resources would meet the definition of assigned.

The Board, as the district's highest level of decision-making authority, may commit fund balance for specific purposes pursuant to constraints imposed by formal actions taken, such as a majority vote or resolution. These committed amounts cannot be used for any other purpose unless the School Board removes or changes the specific use through the same type of formal action taken to establish the commitment.

Amounts that are constrained by the district's intent to be used for specific purposes, but are neither restricted nor committed, should be reported as assigned fund balance. This policy hereby delegates the authority to assign amounts to be used for specific purposes to the superintendent for the purpose of reporting these amounts in the annual financial statements.

6. Excess one-time funds may be available for capital, equipment, curriculum adoptions, automation or other one-time projects that improve the district's productivity and efficiency, but only if the ending fund balance is sufficient.
7. Each fund will maintain adequate ending fund balances in order to meet operating needs or borrow internally from another fund with approval of the Board. As a last resort, the district will borrow externally.
8. The district may recover the indirect costs associated with the operation of grant programs from such non general fund sources as federal and state grants, intergovernmental services agreements and other operating internal service or enterprise funds

Revenue Policies

1. The district will strive to establish a stable revenue base for the operating budget for program needs through cooperation with its associations, legislators and other districts. The district will make capital funding requests periodically to assure adequate safety and preservation of school buildings, district equipment and other capital assets.
2. The district may charge service fees intended to recover the partial or full cost of non-district-sponsored use of its facilities, services or equipment, if permitted by law. In approving new uses of district services or facilities, the criteria for setting fees will include:
 - a. The cost of the use to the district;
 - b. The ability of the user to pay for the service or activity;
 - c. The degree to which the activity supports or detracts from the educational mission of the district;
 - d. Whether the use is by a private organization or individual or by another public entity; and
 - e. The comparable fees charged by other public or private organizations.
3. Periodically, the administration will review and adjust service fees to ensure that rates are equitable and recover the cost of operation. The district reserves the right to deny any use of its facilities or services to prevent possible conflicts with its activities or educational purpose.

Capital Improvements Policies

1. Facilities are essential to the support of the district's instructional programs. The annual operating and capital budget will reflect the need to maintain and repair facilities to preserve the public's investment in district facilities and to minimize future costs of major renovation and/or replacement.
2. Construction, acquisition or improvements of capital assets may be financed with resources outside of the district's normal operating and maintenance budget (e.g., bond

issues or other methods of financing).

3. The district will maintain a current inventory of its capital assets, their condition, and replacement and maintenance costs.
4. The district will operate an ongoing preventive maintenance program to inspect facilities, inventory needs, and perform required repairs and maintenance.
5. The district will plan for capital improvements over a multi-year period. The Capital Improvement Program (CIP) will reflect long-range plans and policies, adopted land-use requirements, and growth projections. The staff and public will be involved in developing the capital improvement plan. The plan document will include estimates of known major capital needs extending beyond five years.
6. The CIP will estimate the changes in operating costs resulting from the improvements in facilities.

Intergovernmental Revenue Policies

The district may use bond resources or nonrecurring grant revenue for one-time services such as capital projects, equipment requirements, services that can be terminated without significant disruption to students and the community, and the development of innovative programs which the district is considering for future adoption.

Debt and Investment Management Policies

1. The district will seek to maintain an Aa Moody's bond rating or equivalent to preserve its access to credit and to minimize the cost of borrowing.
2. The district will use general obligation bonds or other financing instruments permitted by law to finance essential fixed asset purchases, curriculum adoptions, and capital construction and improvements to support its instructional mission.
3. The district will periodically review debt capacity as part of long-range capital planning to ensure that debt levels are prudent and affordable. Retirement of bonded debt shall not exceed the useful life of the capital improvements that have been financed.
4. The district will comply with Oregon debt issuance laws, Internal Revenue Service (IRS) regulations established by the federal government, all bond covenants and with related Board policies.
5. The district will follow state law, local investment guidelines and the district's investment policy and related administrative rule when investing the proceeds of any bond issuance.

Organizational Policies

1. The Superintendent will review the district's organizational structure and operating programs periodically to assure that it is responsive to current needs and avoids service duplication or inefficiencies.

2. The district will maintain a plan for balancing the cost of services with available revenues in order to minimize uncertainty about employment and services. The plan will be consistent with the adopted budget and will be informed by the General Fund forecast.
3. The compensation of employees will be competitive with that of comparable public and private sector employers in the relevant recruiting or market area. The criteria for reviewing employee wages and benefits will also include internal comparability for similar jobs, ability to pay and relevant federal or state requirements.
4. The district will, within available resources, maintain the productivity of staff through a supportive working environment which includes appropriate equipment, supplies, materials and professional staff development.
5. The district will routinely evaluate its support services and determine whether the services are being provided at a competitive market cost. The district will develop corrective plans for any services that are not efficient or effective.
6. The district will use intergovernmental service contracts to minimize the duplication of services and to ensure the most effective and efficient delivery of services to the taxpayers.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565

OAR 581-023-0035

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

Eugene School District 4J

Code: _____ DI
Adopted: _____ 1/17/90
Revised/Readopted: 4/15/92; 5/22/13; 2/14/18
Orig. Code: _____ DI; 6120

Financial Management Policies

Resource Planning and Allocation Policies

1. On a semiannual basis the district forecasts General Fund resources and operational requirements over a rolling five year period. Annually, as part of the budgeting process for the district, the Superintendent presents the most recent forecast to the budget committee and Board for review and consideration. This forecast highlights resource and requirement considerations that will inform the development of the superintendent's proposed budget for the following year and for their financial planning activities.
2. The superintendent's proposed budget will build off of the General Fund five year forecast presented to the budget committee and Board, incorporate operating and capital budgets managed through other funds, and respond to current district goals and policies and other long range plans and needs of the district.
3. Operating and capital budgets will be proposed by the superintendent and approved by the budget committee consistent with the following criteria:
 - a. The physical safety of students and employees;
 - b. Instructional services that meet the needs of all students;
 - c. Support services to efficiently manage the human, financial, capital, facility and information resources of the district;
 - d. Development of new capital assets to meet enrollment changes or otherwise improve the safety, efficiency or quality of district instructional services. It is the responsibility of the superintendent, budget committee and Board to balance these criteria during the development, review and adoption of the annual budget.
4. The district's education program must be responsive to enrollment changes and the changing needs of the community and its students. To respond to these changes, a portion of the operating budget may be reserved each year for staffing adjustments, new programs under development and research and development.
5. Depending on the needs and resource of the district, reserve funds may be established and continually funded to address the replacement of technology, capital assets and curriculum. The superintendent will recommend funding levels and mechanisms for each established fund as part of the annual budget process.

Accounting and Financial Practices Policies

1. The district will maintain an accounting and financial reporting system that conforms to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting Standards Board (GASB), the Program Budgeting and Accounting Manual issued by the Oregon Department of Education and Oregon local budget law. A Comprehensive Annual Financial Report (CAFR) will be issued by the district no later than December 31st of each year.

2. The Board will establish funds as needed to support effective and efficient service delivery. The budget committee and the Board will review each fund annually as the budget is prepared and reviewed. If certain funds are not found to enhance the district's services or financial goals, they will be restructured or eliminated.

3. Reserve Funds

The Board may establish one or more reserve funds to hold moneys to be accumulated and expended for the purpose of financing the cost of any service, project, property or equipment. The Board shall review established reserve funds annually and determine whether the fund will be continued or abolished, as part of the budget process.

4. Contingency Funds

The Board requires each fund to maintain an appropriate contingency account to meet unanticipated requirements that may occur during the budget year. Cash reserves and fund balances will be consistent with generally accepted accounting practices and local budget law.

A contingency appropriation is typically used to address unexpected one-time program costs, new program or legislative requirements not known at the time of budget adoption and emergency situations. Funding for programs or operations that require ongoing support will be addressed during the budget development process for the next year.

The Board must approve all actions to reduce, increase or re-appropriate a contingency appropriation based on the needs of the district. The Board's authority is limited to the currently adopted budget and the budget for the following fiscal year.

The targeted contingency for the General Fund is two percent of the operating budget. The district will review other funds for contingency and cash reserve requirements to ensure that each fund has sufficient reserves and a positive balance at year end, as required by local budget law.

5. General Fund Balance

a. Purpose

The purpose of this policy is to establish a key element of the financial stability of the district by setting guidelines for the General Fund balance. The district will maintain a minimum ending fund balance in the General Fund in order to provide stable services and employment and to offset cyclical or unforeseen variations in revenues and expenditures without

~~borrowing. The minimum ending fund balance also provides cash flow liquidity for the district's general operations.~~

~~b. Definitions~~

~~Fund balance is defined as the excess of assets of a fund over its liabilities and reserves.~~

~~c. Budget~~

~~As a part of the budget process, the district will project general fund operating revenues and ending fund balances for the ensuing four fiscal years in its General Fund financial forecast.~~

~~The budgeted unappropriated ending fund balance (UEFB) may not be spent or appropriated during the fiscal year in which it is budgeted.~~

~~d. Minimum~~

~~The district will maintain a minimum General Fund ending fund balance of five percent of current year annual operating revenues excluding transfers between funds. The fund balance takes into consideration revenue and expenditure volatility and other district needs. The minimum ending fund balance is comprised of the General Fund UEFB plus two-thirds of the contingency for the ensuing year.~~

~~e. Exceptions~~

~~The Board may approve a temporary reduction in the General Fund minimum ending fund balance during the budget process, along with a plan to rebuild the ending fund balance to the targeted five percent level within five years. The superintendent will update the Board on the financial condition of the district and present the Board with financial options and a timeline to replenish the fund balance. Should the ending fund balance exceed the five percent target, a plan for one-time use of the additional amount may be considered by the Board.~~

~~f. Breach~~

~~The superintendent will advise the Board if at any time the General Fund ending fund balance unexpectedly falls below or is projected to fall below the targeted five percent. If during any fiscal year district revenues are projected to be less than anticipated, the Superintendent and Board will review expenditures, transfers, and the projected ending fund balance for possible mid-year adjustment through resolution or a supplemental budget. The Board may decide to use a portion of the projected ending fund balance maintained within the general fund contingency to stabilize services. When such a determination is made, the Board will adopt a plan to rebuild the ending fund balance to the five percent targeted level within five years.~~

~~g. The district will review other funds for contingency and cash reserve requirements to ensure that each fund has sufficient reserves and a positive balance at year end, as required by local budget law.~~

~~h. Reporting Fund Balances in accordance with GASB Standards~~

This policy establishes the procedures for reporting funds balances in the financial statements. Certain commitments and assignments of fund balance help ensure that there will be adequate financial resources to protect the district against unforeseen circumstances and events such as revenue shortfalls and unanticipated expenditures.

The policy also authorizes and directs Financial Services to prepare financial reports which accurately categorize fund balance as per GASB Standards.

There are five separate components of fund balance, each of which identify the extent to which the district is bound to honor constraints on the specific purpose for which amounts may be spent:

- (1) — Nonspendable (including but not limited to inventory and prepaid expenditures);
- (2) — Restricted (externally restricted);
- (3) — Committed (self-imposed limitations set in place by resolution of the Board);
- (4) — Assigned (intent for specific use);
- (5) — Unassigned (available for any purpose).

The Board established order in which fund balances will be spent when multiple fund balance types are available for a specific purpose is committed, assigned, and lastly unassigned. The superintendent or designee shall establish and maintain procedures for determining if resources would meet the definition of assigned.

The Board, as the district's highest level of decision-making authority, may commit fund balance for specific purposes pursuant to constraints imposed by formal actions taken, such as a majority vote or resolution. These committed amounts cannot be used for any other purpose unless the Board removes or changes the specific use through the same type of formal action taken to establish the commitment.

Amounts that are constrained by the district's intent to be used for specific purposes, but are neither restricted nor committed, should be reported as assigned fund balance. This policy hereby delegates the authority to assign amounts to be used for specific purposes to the superintendent for the purpose of reporting these amounts in the annual financial statements.

6. — Excess one-time funds may be available for capital, equipment, curriculum adoptions, automation or other one-time projects that improve the district's productivity and efficiency, but only if the ending fund balance is sufficient.
7. — Each fund will maintain adequate cash reserves in order to meet operating cash flow needs or borrow internally from another fund with approval of the Board. As a last resort, the district will borrow externally to provide for cash requirements.
8. — The district may recover the indirect costs associated with the operation of grant programs from such nongeneral fund sources as federal and state grants, intergovernmental services agreements and other operating internal service or enterprise funds.

Revenue Policies

1. The district will strive to establish a stable revenue base for the operating budget for program needs through cooperation with its associations, legislators and other districts. The district will make capital funding requests periodically to assure adequate safety and preservation of school buildings, district equipment and other capital assets.
2. The district may charge service fees intended to recover the partial or full cost of non-district-sponsored use of its facilities, services or equipment, if permitted by law. In approving new uses of district services or facilities, the criteria for setting fees will include:
 - a. The cost of the use to the district;
 - b. The ability of the user to pay for the service or activity;
 - c. The degree to which the activity supports or detracts from the educational mission of the district;
 - d. Whether the use is by a private organization or individual or by another public entity; and
 - e. The comparable fees charged by other public or private organizations.
3. Periodically, the administration will review and adjust service fees to ensure that rates are equitable and recover the cost of operation. The district reserves the right to deny any use of its facilities or services to prevent possible conflicts with its activities or educational purpose.

Capital Improvements Policies

1. Facilities are essential to the support of the district's instructional programs. The annual operating and capital budget will reflect the need to maintain and repair facilities to preserve the public's investment in district facilities and to minimize future costs of major renovation and/or replacement.
2. Construction, acquisition or improvements of capital assets may be financed with resources outside of the district's normal operating and maintenance budget (e.g., bond issues or other methods of financing).
3. The district will maintain a current inventory of its capital assets, their condition, and replacement and maintenance costs.
4. The district will operate an ongoing preventive maintenance program to inspect facilities, inventory needs, and perform required repairs and maintenance.
5. The district will plan for capital improvements over a multi-year period. The Capital Improvement Program (CIP) will reflect long-range plans and policies, adopted land-use requirements, and growth projections. The staff and public will be involved in developing the capital improvement plan. The plan document will include estimates of known major capital needs extending beyond five years.
6. The CIP will estimate the changes in operating costs resulting from the improvements in facilities.

Intergovernmental Revenue Policies

The district may use bond resources or nonrecurring grant revenue for one-time services such as capital projects, equipment requirements, services that can be terminated without significant disruption to students and the community, and the development of innovative programs which the district is considering for future adoption.

Debt and Investment Management Policies

1. — ~~The district will seek to maintain an Aa Moody's bond rating or equivalent to preserve its access to credit and to minimize the cost of borrowing.~~
2. — ~~The district will use general obligation bonds or other financing instruments permitted by law to finance essential fixed asset purchases, curriculum adoptions, and capital construction and improvements to support its instructional mission.~~
3. — ~~The district will periodically review debt capacity as part of long-range capital planning to ensure that debt levels are prudent and affordable. Retirement of bonded debt shall not exceed the useful life of the capital improvements that have been financed.~~
4. — ~~The district will comply with Oregon debt issuance laws, Internal Revenue Service (IRS) regulations established by the federal government, all bond covenants and with related Board policies.~~
5. — ~~The district will follow state law, local investment guidelines and the district's investment policy and related administrative rule when investing the proceeds of any bond issuance.~~

Organizational Policies

1. — ~~The Superintendent will review the district's organizational structure and operating programs periodically to assure that it is responsive to current needs and avoids service duplication or inefficiencies.~~
2. — ~~The district will maintain a plan for balancing the cost of services with available revenues in order to minimize uncertainty about employment and services. The plan will be consistent with the adopted budget and will be informed by the General Fund forecast.~~
3. — ~~The compensation of employees will be competitive with that of comparable public and private sector employers in the relevant recruiting or market area. The criteria for reviewing employee wages and benefits will also include internal comparability for similar jobs, ability to pay and relevant federal or state requirements.~~
4. — ~~The district will, within available resources, maintain the productivity of staff through a supportive working environment which includes appropriate equipment, supplies, materials and professional staff development.~~
5. — ~~The district will routinely evaluate its support services and determine whether the services are being provided at a competitive market cost. The district will develop corrective plans for any services that are not efficient or effective.~~
6. — ~~The district will use intergovernmental service contracts to minimize the duplication of services and to ensure the most effective and efficient delivery of services to the taxpayers.~~

END OF POLICY

Legal Reference(s):
ORS 294.305 to 294.565

OAR 581-023-0035

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

DELETED



ITEM FOR ACTION (Second Read)

Date of Meeting

February 5, 2025

Title

Approve Revisions to Policy CBC – Superintendent Contract

Presenter

Colt Gill, Interim Superintendent

Background:

At the January 22, 2025 Board Meeting, Policy CBC–Superintendent Contract was presented as an Item For Action At A Future Meeting (First Read). At that meeting, two questions came up about Policy CBC – Superintendent Contract:

- One question was regarding the 12-month notice for termination without cause. The law is clear that the 12 month notice is required, it may not include the provision that 4J did have in one previous superintendent contract, “or an amount of time equal to the time remaining on the agreement, whichever is less.” However, the outcome is similar. A Board could choose to not renew a contract if there is less than 12-months remaining - which would have the same impact as the shorter notice in relation to the contract’s expiration date.
- The other question was about the purchase of charter schools. That provision is in [ORS 342.549](#), and is limited to district or school property that the superintendent had authority over.

Policy language has been updated to reflect that this provision (ORS 342.549) applies to district sponsored public charter schools.

The passage of [Senate Bill 283](#) (2023), is the impetus for updating this policy prior to the Board finalizing a contract with a superintendent for the 2025-26 school year.

The revisions to Policy CBC – Superintendent Contract were reviewed with the Policy Work Group in October 2024. The questions posed by the Policy Work Group were regarding “*The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision,*” to Policy CBC – Superintendent Contract.

Contracts for the last four superintendents in 4J as well as a few superintendent contracts from other districts in Oregon were reviewed.

There is a termination-without-cause provision included one 4J contract. That clause requires a 12-month written notice (or an amount of time equal to the time remaining on the agreement, whichever is less). Other termination provisions exist across these contracts, including:

- Termination by mutual agreement
- Termination for cause
- Termination by the District for any reason
- Termination due to disability
- Termination by resignation
- Termination by death

Statute Review

[ORS 332.505](#) requires 12-month notice if a school board and superintendent agree to include a termination-without-cause clause.

Summary:

The proposed language states that the Board may not issue a contract that includes terms which direct the superintendent to take any action that conflicts with a local, state or federal law that applies to the district, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws.

The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Best practice is to ensure the Superintendent’s contract language aligns with Board policy language.

The current policy CBC – Superintendent Contract was adopted on August 2, 2017.

Code: CBC
Adopted: 8/02/17
Revised/Readopted: XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to approve the proposed policy CBC–Superintendent Contract. The Board may wish to direct staff to make further revisions.

Recommendation: The superintendent recommends the Board approve revisions to policy CBC–Superintendent Contract.

Eugene School District 4J

Code: CBC
Adopted: 8/02/17;
Revised/Readopted: XX/XX/XX

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. **The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws.** Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing **their his/her** duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. **The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.**

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or **district sponsored** public charter school; or
2. Use property owned by the district or **district sponsored** public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

[ORS 332.432](#)
[ORS 332.505](#)
[ORS 342.549](#)
[ORS 342.815](#)
[OAR 584-005-0005\(51\)](#)
[ORS 342.549](#)

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

February 5, 2025

Title

Consider Approval of the Draft 2025-27 Lane Educational Service District (ESD) Local Service Plan

Presenter

Colt Gill, Interim Superintendent

Background:

According to [ORS 334.175](#), services provided by an education service district shall be provided according to a local service plan developed by the education service district and component school districts. Further, after being adopted by the board of the education service district, be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district. The Lane Superintendents' Council approved the Local Service Plan on December 17, 2024, and the Lane ESD Board of Directors voted to approve the Plan at their meeting on January 7, 2025.

The draft 2025-27 Local Service Plan - Year One will be on the agenda as an Item for Action at a future meeting.

10 Minutes



2025-2027 (Year One)

Local Service Plan

Our shared commitment to equity, empowerment, and collaboration in education.

About Lane Education Service District

Lane Education Service District (ESD) provides services to sixteen component districts in Lane County. Our purpose is to **SERVE** our communities!

Support - Provide comprehensive services in technology, school improvement, special education, and administrative services that support our component districts' missions to achieve equitable outcomes for all students.

Empower - Empower educators, students, and communities by offering professional development and innovative programs to enhance culturally responsive-sustaining learning experiences.

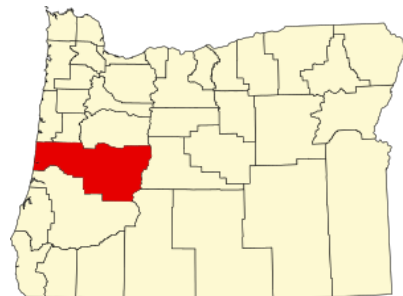
Resource - Deliver fiscally sound services that support equitable allocation for students countywide.

Vision - Cultivate a clear vision for educational excellence and equity, guiding strategic planning, and fostering a shared mission among Lane County's invested communities.

Engage - Promote engagement and collaboration among educators, families, and community partners to create a supportive educational environment that promotes justice-centered engagement for all invested communities.

Component School Districts

Bethel	Mapleton
Blachly	Marcola
Creswell	McKenzie
Crow-Applegate-Lorane	Oakridge
Eugene	Pleasant Hill
Fern Ridge	Siuslaw
Junction City	South Lane
Lowell	Springfield



Purpose of the Local Service Plan

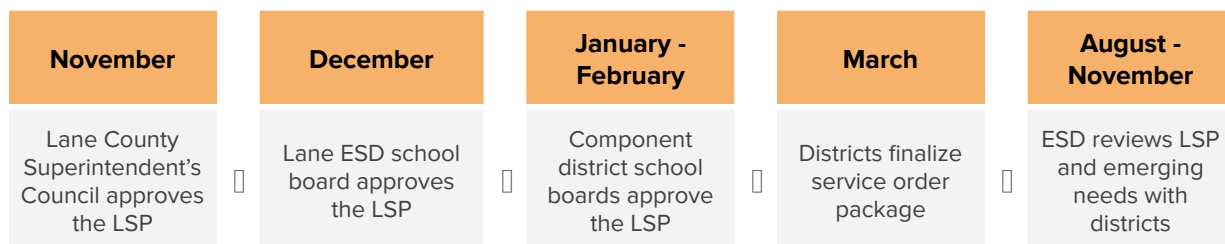
The Local Service Plan is a foundational document for Lane ESD and our component school districts, designed to outline the range of services and programs offered to support district needs. Its primary purpose is to define the services available and clarify how resources, staffing, and funding will be allocated to support districts effectively. With this document, districts can make informed decisions about which services best align with their unique needs and goals, selecting from available services each year.

Additionally, the Local Service Plan plays an essential role in promoting equity and access by ensuring that all districts—regardless of their size or individual resources—have the opportunity to access crucial educational services, especially in areas where Lane County’s smaller districts may struggle to provide these independently. The plan also promotes accountability and transparency, clearly documenting the services to be delivered and setting mutual expectations for the ESD and our component districts. This transparency enables stakeholders to assess service outcomes and effectiveness.

Recommended Use of the Local Service Plan

The district may:

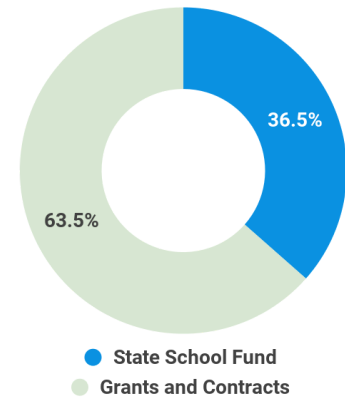
- familiarize itself with funding structures and services in the Local Service Plan.
- assess their needs and priorities to meet their goals and mission.
- determine which ESD services could provide valuable support or enhancement.
- submit its service order package to the ESD by March 31st, 2025.
- review the document throughout the year to determine if additional services are needed.



How Services are Funded

State School Fund resources are provided to ESDs to offer services for children with special needs, technology, school improvement, and administrative support to component school districts as described in the Local Service Plan. Pursuant to ORS 327.019, 90% of these resources are allocated to component school districts based on weighted student population (ADMw). Of the amount allocated to districts, approximately 12% goes directly to services available to all districts (Core Services), while approximately 88% is allocated as flex funds, which can be used to purchase services through the local service plan menu (Menu Services or Custom Services).

Local Service Plan Resources



Core Services provide stability and flexibility in meeting student needs where the level of support may vary from district to district and year to year; this commitment supports the equitable distribution of resources for students county-wide and basic operational needs.

Menu Services are optional for districts to choose from using their allocated Flex funds and individual district budgets.

Custom Services can be requested by an individual district or group of districts based on a specific need. These services may include staffing or the provision of services.

Grants and Contracts support specialized, innovative, and often temporary programs or services with qualifying conditions at no cost to districts. The ESD intentionally applies for grants that extend the services of the four component areas provided through the State School Fund to support the educational mission of the county.

State and Federal Contracts are in place to ensure that the ESD supports school districts in implementing state and federal educational policies and programs, complies with mandates, and provides specialized services.

Grants are targeted funds that the ESD has identified and applied for to support specific educational programs and initiatives for the component districts.

Core Services

Core services are available to all component districts at no cost and represent approximately 12% of the local service plan allocations to districts.

SERVICE AREA	SERVICE	DESCRIPTION
Programs for Children with Special Needs	Life Skills High-Cost Pool	Provides funds to districts with an overrepresentation of Life Skills students (including districts that do not participate in the ESD Life Skills consortium).
Technology Support	Network Services	Provide high-speed internet access, CIPA-compliant internet filtering, 24-7 internet connectivity monitoring, and utilization reporting with reliability and equitable access as the focus areas.
	Professional Development	Organize regional professional development opportunities and support local partnerships, including an internship program.
	Technology Leadership	Facilitate opportunities for regional technology leaders to provide problem-solving collaboration, job-alike groups, state and regional initiatives, consortium purchases, lifecycle plan assistance, and director mentoring and coaching.
	Grant Support	Assistance in the writing, coordination, and implementation of county-wide grant activities
	Cybersecurity	Assist with developing and maintaining incident response plans, cybersecurity handbooks, insurance compliance, vulnerability scanning and reports.
School Improvement Services	Curriculum and Instruction*	General education curriculum and instructional services include professional development, coaching, and consultation to assist districts in curriculum adoption, instruction, and assessment. Lane ESD has content specialists in Health, Social Studies/Ethnic Studies, English Language Arts, Math, Science, Career Connected Learning, and Project Based Learning.
	Curriculum Leaders*	This network meets monthly during the school year and comprises district and building administrators from all 16 component districts. Experts on topics of interest give presentations, the work of component districts is featured, resources are shared, and leaders can network with job-alikes across districts.

	Promise Programs	The Lane Regional Promise supports teachers in obtaining College Now endorsements to offer college credit for courses taken in high school.
	Lane Career Academy	The Lane Career Academy collaboration provides Lane County students with technical education to access high-wage, high-demand jobs. Current programming includes HOPE Factory (construction/manufacturing); future programming to include Emergency Medical Services (EMS) and Behavioral Health.
Administrative and Support Services	Home School	Home Schooling is a mandated service in which Lane ESD is responsible for accepting notifications from parents or guardians who intend to educate their children at home. Lane ESD is a primary information source for parents, students, schools, and districts. The ESD is also responsible for monitoring compliance with homeschool notification requirements, monitoring academic progress requirements, and providing detailed reports to districts.
	Attendance and Truancy Services*	Attendance and truancy support assist component school districts in meeting legal requirements regarding mandatory school attendance. This is a state-mandated service for districts with less than 1,000 students.
	Connected Lane County	A contribution to Connected Lane County supports the collaborative work between districts, industry partners, workgroups, and community organizations to create opportunities and prepare underserved youth for their lives beyond high school.
	Oregon Licensed Contract Dashboard	Subscriptions to RS2's interactive Oregon Licensed Contract Dashboard provide access to licensed salary, benefits, insurance contributions and work schedules with the ability to create custom comparison groups.

* Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).

Menu Services

Menu services are available for individual districts to purchase as needed using flex funds or other district resources.

SERVICE AREA	SERVICE	DESCRIPTION
Programs for Children with Special Needs	Life Skills Consortium Placements	<p>The Life Skills Education Program serves students with moderate, severe, and profound disabilities. Kindergarten through grade 12 classrooms are located in several elementary, middle, and high schools throughout Lane County. Students ages 18-21 are served in the Transitions Program.</p> <p>The Intensive Services Program (ISP) serves students whose support needs require environmental modifications that may not be feasible on a general education campus.</p>
	Lane School Placements	<p>Lane School is a structured behavior and academic program for kindergarten through grade eight students who experience significant behavioral, social, and educational difficulties.</p>
	Behavior Disorder Consultants	<p>Behavior Disorder Consultants provide in-service training and consultation to districts for behavior and classroom management and strategies for working with students identified as having emotional and behavioral disabilities.</p>
	School Psychologists	<p>School Psychologists provide assessments to assist districts in determining student eligibility for special education, coordination assistance, and consultation with district staff, parents, and other professionals.</p>
	Speech Language Pathologists	<p>Speech Language Pathologists (SLPs) support districts in assessing and providing Individualized Education Plan (IEP) related services to students with communication disorders, including articulation, cognition, language, literacy, social skills, fluency, voice, and hearing. SLPs also support Safe Eating Teams, helping establish and train protocols and guidelines for safe eating at school.</p>
	Augmentative Communication	<p>Augmentative Communication services include evaluation, IEP support, programming equipment, and consultation with classroom teachers and specialists.</p>

	Direction Service	Direction Service provides information and referral services to parents and districts regarding specialized services for 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.
	Sign Language Interpretation Services	Sign Language Interpreters facilitate communication for Deaf or Hard of Hearing (DHH) students during school hours and for school-related activities. Interpreters may also act as a resource or provide training to staff and students. Interpreters may also offer services to provide ADA accommodations for school staff and families.
	MLK Jr. Education Center	The Martin Luther King, Jr. Education Center is a partnership between Lane ESD and the Lane County Department of Youth Services, providing an educational program for students with an active case with the Department of Juvenile Justice.
	Nursing Services	School Nurses provide services for students with medical conditions that may interfere with their ability to participate in their educational program. School Nurses develop Health Management Protocols, which outline specific supports needed for each student, train staff to recognize and respond to students' medical needs, and delegate medication administration and health protocols.
Technology Support	Application Hosting and Management	Cloud and on-prem solutions, e.g. video streaming services, backup solutions, help desk solutions, cloud solutions and applications, and technology inventory solutions.
School Improvement Services	Career and Technical Education	Career and Technical Education (CTE) staff provide leadership and services to districts so that students can enhance their 21st-century technical skills, career exploration, and successful transition to work or extended schooling.
	Library Services	Library services support districts in meeting Division 22 library and media services standards. Professional development, coaching, and consultation are provided for districts that elect this service.
Administrative and Support Services	Substitute Teacher List Subscription	Lane ESD maintains a list of approved substitute teachers and provides support with registration, training, and orientation to applicants.
	Courier Services	Lane ESD's courier services provide an efficient and secure method of moving materials between the ESD, districts, and other public agencies.

Grants and Contracts

Through support from grants and contracts, Lane ESD provides certain value-added services at no cost to districts.

SERVICE AREA	PROGRAM	DESCRIPTION
Programs for Children with Special Needs	Early Intervention / Early Childhood Special Ed	Contracted service with the University of Oregon Early Childhood CARES. Grant provides EI (birth-3) and ECSE (3-5) education services to all Lane County resident families with children with qualifying special education eligibility.
	Lane Regional Inclusive Services	LESD Regional Inclusive Services works in collaboration with Local School Districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, Families, and Community Agencies to provide specialized educational support for children with low incidence disability eligibility, including Autism Spectrum Disorder (ASD), Orthopedic Impairments (OI), Traumatic Brain Injury (TBI), Visual Impairments (VI), Deaf/Hard of Hearing (DHH), and DeafBlind (DB). This grant also supports audiology referrals and a Hearing Assistive Technology Equipment Lending Library.
	State Hospital	The Oregon State Hospital Education Program offers opportunities for 18 to 21-year-olds to continue their education while in the hospital setting.
	Juvenile Detention Education Program	The Juvenile Detention Education Program (JDEP), funded by the Oregon Department of Education, provides educational and re-entry transitional services to students housed overnight in county juvenile detention facilities.
	Regional Technical Assistance Program	Lane ESD provides local-level options for professional development and technical assistance within the general supervision areas (special education and federal title programs).
School Improvement Services	Western Regional Education Network	The Western Regional Educator Network (WREN) encompasses the 28 school districts in Lane ESD and Linn-Benton-Lincoln ESD. It is an educator-led, improvement-focused network that elevates teachers' voices, emphasizes the Lane ESD Equity Lens to interrupt historical patterns of inequities, and supports educators in creating more inclusive and empowering school cultures. Professional development, coaching, and consultation are provided.



Teacher Pathways*	This Grow Your Own (GYO) grant funded program works to diversify the K-12 education workforce in Lane County by recruitment, selection, clinical practice, hiring placement, and induction support for pre-service teachers centered on building culturally responsive affinity groups.
Social Emotional Learning*	Professional development, coaching, and consultation are provided to component districts to meet their goals of authentic implementation of Oregon’s Transformation Social Emotional Learning (TSEL) standards,
School Safety and Prevention*	Technical expertise, training, and system development is provided to districts in responding to threats of violence and suicide. Our SSPS is the lead responder and coordinator of the Tragedy Response Team.
Student Voice*	Professional development, coaching, and consultation are provided to implement ongoing student voice and engagement for district/school strategic planning and continuous improvement.
LGBTQ2SIA+ Student Success	This grant funds technical assistance, professional development, curriculum development, and resources, to ensure focal LGBTQ2SIA+ students and their families are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
Latinx Student Success	This grant funds technical assistance, professional development, curriculum development, and resources to ensure focal LatinX Students are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
Native Youth Wellness*	This grant funds the Native Youth Wellness program (NYW). NYW provides professional development on Tribal History/Shared History and TSEL, culture nights, student affinity groups, coaching on tribal education programs, equity, and culturally sustaining pedagogy.
Advanced Manufacturing & Construction	This grant supports 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.
Behavioral Health Career Pathways	This grant provides curriculum, training, and work-based experiences focused on mental and behavioral health pathways between districts and industry partners via Lane Career Academy. Prioritizes rural and underserved communities.
Team Oregon Build	Professional development and technical assistance is provided on hands-on construction projects. The project provides pathways for career development while addressing the urgent need for safe and sustainable housing.

Healthcare Workforce Development	Coordinate scholarship and training support to remove cost barriers for students to participate in Behavioral Health and Emergency Services pathways within Lane Career Academy.
LaneSTEM*	Lane ESD supports Science, Technology, Engineering, and Math (STEM) education in partnership with LaneSTEM through workshops, school site consultation, classroom coaching, and grant partnerships.
Early Literacy*	Lane ESD supports district implementation of their Early Literacy plans by coordinating professional development via Oregon Department of Education contractors and community partners.
Administrative Burden Reduction*	Technical assistance completing state and federal required reporting, grant applications, and data collections. The focus is primarily on small/rural districts, but Integrated Guidance technical assistance is provided for all component districts.
21st Century Community Learning Centers*	Crow-Applegate-Lorane, McKenzie, Mapleton, and Siuslaw are in a consortium for the 21st Century Community Learning Centers (CCLC) grant. Lane ESD provides oversight and technical assistance on the completion of grant requirements.
English Language Development*	English Language Development (ELD) services include technical assistance relating to curriculum, instruction, assessment, and educational learning platforms. Train general education teachers to learn how to integrate the English Language Proficiency (ELP) standards into their regular curriculum.
Migrant Education	Lane ESD coordinates a regional Migrant Education Program (MEP) consortium serving Lane and Douglas counties, including 29 school districts. MEP provides supplemental instruction, community outreach, and parent involvement for eligible MEP students, including summer school, graduation, and preschool services for students ages 3-21.
EA/IA Professional Development*	Lane ESD contracts with Cultivate at the University of Oregon to provide professional development modules for Education / Instructional Assistants.
Portrait of a Graduate*	Lane ESD contracts with Cosgrave and Swanson to consult rural districts on developing and implementing Portrait of a Graduate.

* Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).



Appendix - Links to Other Information

Student Success Act Comprehensive Support Plan

Lane ESD's Student Success Act Comprehensive Support Plan is provided to assist districts with developing and implementing their Integrated Plans for the implementation of the Student Success Act. ***Services are detailed throughout this Local Service Plan and indicated with an (*)***. You can view the 2024 - 2025 outcomes and strategies that guide the services in this local service plan here. (add link)

Lane ESD Budget and Financial Reports - Lane ESD's annually adopted budgets and audit reports can be found on the Lane ESD website at <https://lesd.k12.or.us/administration/business-services>.

Lane ESD Equity Lens - Lane ESD's Vision, Mission, and Purpose are at the center of all decisions made within the agency in service of our county. We employ our Equity Lens and adapt our Equity Tools to meet the needs of the decision at hand by including multiple perspectives, determining the problem to be solved, evaluating potential positive and negative impacts on our students, families, and districts, examining resources available, and at all times orient ourselves toward justice centered engagement while operating in a fiscally responsible and responsive manner. See more at <https://lesd.k12.or.us/strategic-plan>.

Lane ESD Contact Information - For questions, please contact supt-office@lesd.k12.or.us



February 05, 2025

**Resolution 2025-02
Lane Education Service District
2025-27 Local Service Plan - Year One**

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 **2025-27 Local Service Plan - Year One** 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 January 7, 2025.

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
- Maximize operational and fiscal efficiencies.

The Lane ESD **2025-27 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 Eugene School District 4J hereby authorizes the approval of the Lane ESD **2025-27 Local Service Plan - Year One** and requests the Lane ESD to provide the services described during the 2025-26 (year one) fiscal year in accordance with ORS 334.175.

This resolution adopted this <day> day of <month, year>.

Board Chair or Designee



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 5, 2025

Title

Consider for Approval NEW Policy KJG – Tribal Consultation

Presenter

Colt Gill, Interim Superintendent

Background:

In some circumstances Tribal Consultation is required by federal regulations and state requirements. Tribal Consultation can help ensure that treaty rights are honored and that Native American and Alaska Native (AI/AN) students have access to and receive a relevant and meaningful education that honors the language, culture, and heritage of their tribe.

The responsibility for Native education in the United States and in Oregon is shared between sovereign tribes and government systems—federal, state, and local. As representatives of a local school district government entity, it is essential to note the strength and resilience of Native communities that have and now live in Oregon in the wake of a long history of unjust educational practices and trauma.

The District has a legal responsibility and a moral obligation to engage in tribal consultation with Indian Tribes on issues affecting Native students. Consultation creates opportunities for District and Tribal Leaders to work together on behalf of AI/AN students. The consultation process will allow the District to gather input from Indian Tribes, learn, and foster a collaboration focused on improving academic outcomes for Native students.

Under Section 8538, an affected Local Education Agency (LEA) is one that either:

- has 50 percent or more of its student enrollment made up of AI/AN students; or
- received an Indian education formula grant under Title VI of the ESEA, as amended by the Every Student Succeeds Act 1 (ESSA), in the previous fiscal year that exceeds \$40,000.

4J meets the second criteria.

Tribal Consultation will create opportunities for Eugene School District 4J and Tribal leaders to work together on behalf of American Indian and Alaska Native students. The consultation process will allow the district to gather input from Indian Tribes and Tribal organizations, fostering a collaboration that is a critical part of improving academic outcomes for our Native students.

Eugene School District 4J shares jurisdiction with the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians and the Confederated Tribes of Siletz Indians. The District serves students who

are citizens of other tribes that, in the future may open offices within 4J District Boundaries. If that happens, the District will be required to engage in Tribal Consultation with them as well.

The District typically serves students who are Citizens of all nine Federally Recognized Tribes that exist within the boundaries of Oregon as well as students from many other tribes located across the United States.

Summary:

Superintendent Colt Gill completed a Tribal Consultation process with both the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians and the Confederated Tribes of Siletz Indians to review and edit Policy KJG – Tribal Consultation. The Tribes added key components that strengthened the policy significantly.

Eugene School District 4J does not have a history of fully honoring its Tribal Consultation responsibilities. This policy will inform current and future Board Directors and District Administrators of their responsibility.

If the Board ultimately approves the policy, Eugene School District 4J will be the first district in Oregon to have such a policy. Oregon School Board Association (OSBA) and the Oregon Department of Education (ODE) are interested in sharing it as an example for other districts to consider, in Consultation with the tribes they serve.

The Superintendent respectfully request the Board adopt new Policy KJG – Tribal Consultation

Policy KJG – Tribal Consultation would be a new addition to the policy manual.

Code:	KJG
Adopted:	XX/XX/XX
Revised/Readopted	

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to adopt Policy KJG – Tribal Consultation or the Board may wish to direct staff to make revisions to the proposed policy.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board adopt Policy KJG – Tribal Consultations

Eugene School District 4J

Code: KJG
Adopted: New 02/19/25
Revised/Readopted:

Tribal Consultation

The District has a commitment and responsibility to support Native American/Alaska Native (AI/AN) students to achieve academic excellence and to identify and remove barriers that impede them from that goal. And, to ensure equitable access and participation in all school programs and/or activities and clubs, including those specifically designed for Native American students.

To support these aims the District has a legal responsibility and a moral obligation to engage in tribal consultation with Indian Tribes on issues affecting Native students. Consultation creates opportunities for District and Tribal Leaders to work together on behalf of AI/AN students. The consultation process will allow the District to gather input from Indian Tribes, fostering a collaboration focused on improving academic outcomes for Native students.

Section 8538 of the Elementary and Secondary Education Act and provisions of Oregon's Student Success Act (SSA) require tribal consultation before submitting plans or applications for the following programs:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies);
- Title I, Part C (Education of Migratory Children);
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk);
- Title II, Part A (Supporting Effective Instruction);
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act);
- Title IV, Part A (Student Support and Academic Enrichment Grants);
- Title IV, Part B (21st Century Community Learning Centers);
- Title V, Part B, subpart 2 (Rural and Low-Income School Program);
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies); as well as
- Any funding through Oregon's SSA Student Investment Account or the Oregon Department of Education's Integrated Guidance programs.

The District may opt to offer consultation with tribes on additional programs to support the success of AI/AN students. The timeline for each consultation is dictated by requirements of the relevant grant program, which have different application deadlines.

Tribal Consultation is required, as the District receives more than \$40,000 in its Title VI Indian Education formula grant award. Eugene 4J will offer consultation to service area tribes, even if the federal government reduces funding below the \$40,000 threshold. To ensure timely and meaningful consultation on issues affecting AI/AN students, the District shall consult with tribal officials assigned by the tribes located in the area served by the District.

The District typically serves students who are Citizens of all nine Federally Recognized Tribes that exist within the boundaries of Oregon as well as students from many other tribes located across the United States. Two Tribes currently have service areas that are located within the boundaries of the Eugene 4J School District, and require tribal consultation:

- Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians and
- Confederated Tribes of Siletz Indians.

Where the District has a legal obligation to tribal consultation with any specific tribe, the tribe may also initiate consultation on items of shared interest or of service to students.

The superintendent or designee is directed to develop protocols to ensure the district is prepared to train staff and Board representatives to enter into regular tribal consultation with the Federally Recognized Tribes named above, and other Federally Recognized Tribes that open facilities within the boundaries of the District in the future.

When the District has the opportunity to consult with elected officials of a Federally Recognized Tribe, the Board Chair or designee shall participate in the training and tribal consultation, representing the District as an elected leader.

The District shall adhere to tribal consultation definitions, processes, and guidance ([Understanding the ESSA Law & How To Honor Educational Sovereignty: A Toolkit for Tribal Consultation](#)) developed by the Oregon Department of Education (ODE) in consultation with:

- Burns Paiute Tribe;
- Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians;
- Confederated Tribes of Grand Ronde;
- Confederated Tribes of Siletz Indians;
- Confederated Tribes of the Umatilla Indian Reservation;
- Confederated Tribes of Warm Springs;
- Coquille Indian Tribe;
- Cow Creek Band of Umpqua Tribe of Indians; and

- Klamath Tribes.

When entering into consultation with the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians the District will also adhere to the Tribe's Policy on Government-to-Government Consultation.

The Superintendent and executive leadership, as assigned by the superintendent, will participate in annual training on tribal consultation in alignment with the guidance from ODE.

END OF POLICY

DRAFT



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 5, 2025

Title

Consider for Adoption *new* Board Policy EBCA – Safety Threats**

Presenter

Brooke Wagner, Assistant Superintendent for Administrative Services
Jen Bills, Director of School Safety and Emergency Management

Background:

[House Bill 3584](#) was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians and employees within 24 hours of a safety threat action that was not a drill.

The bill states the communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.” (HB 3584, Section 1., (3)(b)) More detail can be found by reading the entire bill.

As part of their April 2024 Policy Update, OSBA (Oregon School Board Association) recommends that School Boards adopt Policy EBCA – Safety Threats.** OSBA considers Policy EBCA – Safety Threats** a **required policy**. (A “required” policy is required by state/federal statute or administrative regulation.)

The Policy Work Group has reviewed the proposed Policy EBCA – Safety Threats.** Our current practice is to as promptly as possible message parents about an incident. Without accurate and timely information, misinformation can occur resulting in panic.

To assist administrators, we work with our Communications Department to have communications templates and language on hand. The template can be adjusted for each incident. We use Parent Square to share information to families and email to share information with staff.

The new policy complies with state ORS and current practice.

Policy EBCA – Safety Threats** would be a new addition to the Eugene School District Policy Manual.

Code: EBCA
Adopted: XX/XX/XX

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed Policy EBCA – Safety Threats** and adopt the policy. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The superintendent recommends the board approve revisions to board policy *new* Policy EBCA – Safety Threats.**

Eugene School District 4J

Code: EBCA
Adopted: XX/XX/XX

Safety Threats**

“Safety threat action” means a lockdown, lockout, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 5, 2025

Title

Consider Proposed Revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction

Presenters

Jen Bills, Director of School Safety and Emergency Management
Brooke Wagner, Assistant Superintendent for Administrative Services

Background:

As part of their April 2024 Policy Update, OSBA (Oregon School Board Association) recommends that School Boards adopt Policy EBCB – Emergency Procedure Drills and Instruction. OSBA considers Policy EBCB – Emergency Procedure Drills and Instruction a “highly recommended” policy. *(A “highly recommended” policy addresses things the district is required to do and is considered best practice.)*

Eugene School District 4J conducts fire drills and earthquake drills and comply with state and local codes. The district tracks emergency drills for all schools. Emergency drills create muscle memory, so that in the event of a real incident, students, and staff will know what to do under stress.

The district uses a program called I Love You Guys, which is an all-hazards approach to managing in school crisis. We continue to educate and train administrators, who then educate and train their staff, in this program.

The proposed revisions to Policy EBCB – Emergency Procedure Drills and Instruction affirms current district practice.

Summary:

Staff respectfully request that the Board approve Proposed Revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction.

Policy EBCB – Emergency Procedure Drills and Instruction has been part of the district’s policy manual since 2018.

Code: EBCB
Adopted: 08/15/18; ~~XX/XX/XX~~

Proposed Revisions Format:

Revised content presented in **RED Font**;
Deleted content presented in **GREEN Font**;
Continuing policy content in **BLACK Font**

Options and Alternatives:

The Board may choose to accept proposed revisions to EBCB – Emergency Procedure Drills and Instruction. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board approve proposed revisions to Board Policy EBCB – Emergency Procedure Drills and Instruction.

Eugene School District 4J

Code: EBCB
Adopted: 8/15/18; ~~XX/XX/XX~~
Revised/Readopted:

Emergency **Procedure** Drills and Instruction

Each administrator will conduct emergency **procedure** drills in accordance with the provisions of Oregon Revised Statutes (ORS) **and the applicable Oregon Fire Code.**

All schools are required to instruct and drill students on **district** emergency procedures so **they that students** can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, ~~which shall include tsunami procedures in a tsunami hazard zone~~ and safety threats. Instruction on **emergency procedures, fires, earthquakes and safety threats and drills for students**, shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety, **and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).**

The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall or wildfires.¹

¹ The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 336.071](#)

[ORS 339.324](#)
[ORS 476.030](#)

[OAR 581-022-2225](#)

[OREGON STATE FIRE MARSHAL](#), OREGON FIRE CODE.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 5, 2025

Title

Consider for approval revisions to Policy GCDA/GDDA - Criminal Records Checks and Fingerprinting

Presenter

Brooke Wagner, Assistant Superintendent for Administrative Services
Jen Bills, Director of School Safety and Emergency Planning

Background:

Newly revised rules regarding fingerprint collection offer the addition of a statewide vendor identified by Department of Administrative Services (DAS) as an authorized fingerprint collector and removed the option for volunteers to appeal to Oregon Department of Education (ODE) on a fitness determination issued by ODE. The other resulting changes come from a decision to have a stand-alone board policy.

To clean up duplicate language, a revised policy GCDA/GDDA – Criminal Records Checks and Fingerprinting has been developed and eliminates the need for an administrative regulation.

As part of their April 2024 Policy Update, OSBA (Oregon School Board Association) recommends that School Boards review proposed changes to policy GCDA/GDDA - Criminal Records Checks and Fingerprinting for re-adoption. GCDA/GDDA - Criminal Records Checks and Fingerprinting is a **required policy**. (A “required” policy is required by state/federal statute or administrative regulation.)

The Policy Work Group has discussed policy GCDA/GDDA - Criminal Records Checks and Fingerprinting and are in support of the revisions that will bring the policy into compliance. The updated policy cleans up language, changes “may” to “shall”, and removes the ability to have contact with children until the process is completed. A thorough criminal records check with fingerprinting, supports the safety and protection of our students.

Staff recognize that fingerprinting can be cost prohibitive for some parents/family wishing to volunteer. fingerprinting can be cost prohibitive for some parents/family wishing to volunteer. We are looking into ways to reduce and remove the fingerprinting costs to remove this barrier.

Policy GCDA/GDDA - Criminal Records Checks and Fingerprinting has been part of the district's policy manual since 1994 and has undergone several revisions since origination.

Code: GCDA/GDDA
Adopted: 9/07/94
Revised/Readopted: 6/19/19; 2/05/20: ~~XX/XX/XX~~
Orig. Code: 2540

Proposed Revisions Format:

Revised content presented in **RED Font**;
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Options and Alternatives:

The Board may choose to accept revisions to policy GCDA/GDDA - Criminal Records Checks and Fingerprinting as proposed and readopt the policy. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the "First Read" should they choose to do so.

Recommendation

The superintendent recommends the board approve revisions to board policy GCDA/GDDA - Criminal Records Checks and Fingerprinting.

Eugene School District 4J

Code: GCDA/GDDA
Adopted: XX/XX/XX

Criminal Records Checks and Fingerprinting

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

“Volunteer” means an individual other than an employee who is authorized to assist district employees and who does not receive compensation.

“Contractor” means a person who contracts with or who is an employee or agent of a person or business who contracts with the district to provide services or products for the district.

Requirements for Employees not Licensed, Certified or Registered by the Teachers Standards Practices Commission (TSPC)

All newly hired employees¹ not identified under Oregon Revised Statutes (ORS) 342.223² are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district³ or private school, and has not resided outside the state between the two periods of employment^{4}.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the **district individual**. An individual may request the fee be withheld from the **compensation** amount otherwise due the individual. The district will withhold this amount only upon request of the **subject individual**.

¹ Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

³ As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

⁴ {Additional exception applies through July 1, 2024. See ORS 326.603(4)(b).}

The district **[may⁶]** shall not begin the employment of an individual on a **probationary basis pending before** the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes⁵ prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any crime, the individual **may will not** be employed by the district, or if employed by the district **[may]** will be terminated, **unless the superintendent or designee determines in their sole discretion otherwise.**

An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law **will not** be employed by the district, **unless the superintendent or designee determines in their sole discretion otherwise.** Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

[Requirements for individuals in positions requiring licensure, certification or registration with Teacher Standards and Practices Commission (TSPC) are outlined in ORS 342.223.]

Requirements for TSPC Licensed, Certified or Registered Individuals

1. Any individual who is applying for a license as a teacher, administrator or personnel specialist is subject to a criminal records check and fingerprinting, unless the individual has submitted to such a check through the Teacher Standards and Practices Commission (TSPC) within the previous three years, or has remained continuously licensed by or registered with TSPC for a different license or registration for which the individual has already submitted to a criminal records check and fingerprinting.
2. Any individual who is applying for an initial certificate under ORS 342.475 as a school nurse shall submit to a criminal records check and fingerprinting with TSPC.
3. Any individual who is applying for a registration as a public charter school teacher or administrator with TSPC shall submit to a criminal records check and fingerprinting with TSPC.
4. Any individual applying for reinstatement of an Oregon license or registration as a teacher, administrator or personnel specialist, or a certificate as a school nurse with the TSPC, whose license, registration or certificate has lapsed for at least three years, shall submit to a criminal records check and fingerprinting with TSPC.
5. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist, if the individual does not hold a current license issued by TSPC and has not submitted to a criminal records check by TSPC within the previous three years for student teaching, practicum or internship as a teacher, administrator or personnel specialist, shall be required to submit to a criminal records check and fingerprinting with TSPC.]

⁵ See OAR 581-021-0511(8).

Requirements for Contractors^{6}

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students⁷ or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The superintendent [or designee] will identify contractors who are subject to such requirements.

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification⁸ from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual [may] will be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

Requirements for Volunteers

The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Coach of district-sponsored sport;
2. Coach of OSAA activity, including Speech;
3. Choreographer, accompanist or drama coach;
4. Overnight chaperone, other than a K-12 student;
5. Volunteers with direct, unsupervised contact with students on a regular basis, defined as at least four times per month, in a location other than a common area of a school; and
6. Head coaches of district-recognized, community-sponsored club sports.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check may [will not] begin on a probationary basis pending [before] the return and disposition of a state and national criminal records check based on fingerprints.

⁶ {The district should include language regarding background checks in any contract that includes direct, unsupervised contact with students whenever applicable.}

⁷ “Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

⁸ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

The service of a volunteer allowed to have direct, unsupervised contact with students ~~may~~ will not begin on a probationary basis pending before the return and disposition of a criminal records check.

A volunteer that is not likely to have direct, unsupervised contact with students, as determined by the district, will ~~will not~~ be required to submit to an in-state criminal records check.

A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number ~~may~~ will result in immediate termination from the ability to volunteer in the district.

Fees associated with a required fingerprinting for volunteers shall be paid by the individual ~~district~~. Fees associated with required non-fingerprinting criminal records checks for volunteers shall be paid by the individual.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.

Requirements for Others

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

Notification

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer ~~will~~ forms.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment, ~~or~~ contract status or the ability to volunteer in the district;

4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;
5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, **or** ODE forms (written or electronic) **may will** result in immediate termination from employment or contract status, **unless the superintendent or designee determines in their sole discretion otherwise**;
6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
7. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number **[may] will** result in immediate termination from the ability to volunteer in the district. The district **[may] will remove** the volunteer from the position allowing direct, unsupervised contact with students.

Processing and Reporting Procedures

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;
2. Contracted agent of employing district;
3. Local or state law enforcement agency; or
4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, **[or]** contract or volunteering.

A copy of the fingerprinting results will be kept by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)
[OAR 414-061-0010 – 061-0030](#)
[OAR 581-021-0510 – 021-0512](#)

[OAR 581-022-2430](#)
[OAR 584-050-0012](#)
[OAR 584-050-0100](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).