

Board of Directors Meeting
 School District 4J, Lane County
 4J Education Center / Hybrid (in-
 person or via Zoom)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, June 4, 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
 A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

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
- VIII. **Consent Group - Items for Action**
 1. Approve Draft Meeting Minutes for: 3
 - May 07, 2025, Regular Board Meeting
 - May 21, 2025, Board Work Session
 2. Approve Adding Additional, Sixth, Year to Nutrition Department's Bakery Products RFP 20-0202-01 24
 - Presenter: Jill Cuadros, Director of Support Services
 3. Add Additional, Sixth, Year to Nutrition Department's Produce Products RFP 2021-0604-01 26
 - Presenter: Jill Cuadros, Director of Support Services
 4. RFP 25-354: Approve a Contract for Nutrition Services with US Foods 28
 - Presenter: Jill Cuadros, Director of Support Services
 5. Authorize Agreement to Exchange Surplus Property (Tiny Home) for CTE Partnership 31
 - Presenter: Christine Nesbit, General Counsel
 6. Approve the 2026-2027 School Year Calendar and Adjustments to the 2025-2026 Calendar 32
 - Presenters:
 - Brooke Wagner, D.Ed., Assistant Superintendent for Administrative Services
 - Larry Williams, Assistant Superintendent for Instruction & Access
 - Kat Lange, Assistant Superintendent f Student Support Services/Well-Being
 7. Approval for Board Directors who choose to attend, to Participate in one or both of the Oregon School Board Association (OSBA) Conferences that take place in the 2025-26 School Year: 36
 - August 08-10, 2025 OSBA Summer Board Conference, Salem

IX.	Items for Information	
1.	Receive Information and Hold Discussion regarding House Bill 3518, Provide Direction to the Board Legislative Committee about Next Steps Presenter: Judy Newman, Board Director <i>15 Minutes</i>	38
X.	Items for Action	
1.	Consider Selection of a Name for the Chinese Immersion School (Second Read) Presenter: Ericka Thessen, Board Director and Board Representative on Chinese Immersion School Naming Committee <i>15 Minutes</i>	48
2.	Merger of Looking Glass Long Term Care and Treatment Programs Presenters: Della Thomas, Student Services Administrator; Seth Pfaefflin, Director of Student Services <i>15 Minutes</i>	57
3.	Approve Resolution 2025-06 Making Appropriations from the Acceptance of Grant Funds Presenter: Matt Brown, Director of Finance <i>5 Minutes</i>	69
4.	Proposed Board Meeting Calendar for the 2025-26 School Year Presenter: Jenny Jonak, Board Chair <i>10 Minutes</i>	71
5.	Approve the Process Model that will be used to Elect the Chair and Vice Chair and Organize the Board of Directors for the 2025-26 School Year Presenter: Jenny Jonak, Board Chair <i>30 Minutes</i>	73
6.	Explore the Concept of a Superintendent Transition Committee or Group Presenter: Maya Rabasa, Board Director <i>15 Minutes</i>	78
7.	Approve Revisions to Board Policy IIA – Instructional Materials Selection (Second Read) Presenters: Erin Gaston, Curriculum and MTSS (Multi-Tiered Systems of Support) Administrator; Larry Williams, Assistant Superintendent of Instruction and Access <i>5 Minutes</i>	79
8.	Set Student Transfer Limits as per Policy JECB (Second Read) Presenter: Carmen Xiomara Urbina, Chief of Staff <i>15 Minutes</i>	85
XI.	Items for Action at a Future Meeting None	
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



Eugene School District 4J
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ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

June 04, 2025

Title

Approve the Board Meeting Minutes Drafts for:
May 07, 2025: Regular Board Meeting
May 21, 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 REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: May 7, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular meeting at 5:30 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 May 2, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Finance Director
Bob Blyth, Assistant Finance Director
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Brooke Wagner, Assistant Superintendent for Administrative Services
Jill Cuadros, Nutrition Services Director and Warehouse
Oscar Loureiro, Director of Research and Planning
Larry Williams, Assistant Superintendent for Instruction and Access
Seth Pfaefflin, Director of Student Services
Kat Lange, Executive Director of Youth and Family Services
Jennifer Bills, Director of School Safety
Christine Nesbit, General Counsel
Cynthia Calletano, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

Sabrina Gordon, Eugene Education Association (EEA) President
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President

HIGH SCHOOL REPRESENTATIVES:

Autumn Thessen, Early College and Career Options (ECCO)

OTHER GUESTS:

Stephen Thompson, Chinese Immersion School Teacher

Students Choir, Chinese Immersion School

MEDIA:

KRVM

Register Guard

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

Chair Jonak called the regular meeting to order at 5:30 p.m. She said the names of the members present, read a land acknowledgment statement, and acknowledged Teacher Appreciation Week.

II. AGENDA APPROVAL

Ms. Rabasa requested moving Item for Action at a Future Meeting Item No. 3 – Budget Adoption Presentation to directly follow Comments by Employee Groups. The agenda was approved as amended.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Colt Gill reported on the success of Eugene School District 4J's Golden Apple Celebration on Tuesday, May 6, 2025. He acknowledged National Teacher Appreciation Week and National School Nurse Day.

Interim Superintendent Gill introduced music teacher Stephen Thompson who conducted a performance alongside the Eugene School District 4J Chinese Immersion School Choir.

IV. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Autumn Thessen, ECCO, reported that students would better thrive with more recognition and support from the district. She said that student morale is lower than it was during their previous report. She cited testing season. Ms. Thessen mentioned that ECCO Prom is happening on Saturday, May 17, 2025.

Carmen Gonzalez Valle, Sheldon High School, on behalf of Ms. Rabasa, commented that participation in clubs has decreased due to more students going off campus during lunch. Student clubs are also facing issues due to federal funding cuts. She cited at least one cancelled field trip. Ms. Gonzalez Valle said the wind ensemble and choir made it to state. She reported on upcoming school sports events and achievements. She mentioned the upcoming Spring Fest and Carnival, and recognized Teacher Appreciation Week.

Deeya Patel and Cora Ludwig, South Eugene High School, on behalf of Ms. Thessen, reported that students are concerned about the state of school bathrooms, including

offensive graffiti and lack of period products. Next year, the Principal Student Advisory Group (PSAG) is planning a movement to improve the school by painting murals. Students are raising concern about others making racist and/or homophobic comments and not being held accountable. They are requesting appropriate training for teachers and staff. Students are also concerned about district budget cuts.

V. CONDUCT A PUBLIC HEARING ON THE PROPOSED 2025-26 BUDGET

Chair Jonak explained the rules of engagement for the Public Hearing on the Proposed 2025-26 Budget.

Valerie Blood, 4J parent and volunteer, testified that she agrees with Proposal H, other than cutting 1.0 classified FTE and financial services. She said the district is asking the Finance Department to complete more work next year and begin the budget process sooner; and if the department does not have the proper amount of staffing and is late with the audit, it may result in a delay of state funds. She questioned the decision to open a Human Resources Administrator position. She suggested that the district review every position during next year's budget process, referencing high administrative costs. Ms. Blood urged having the correct number of teachers and support staff to support all the students' needs.

VI. ITEMS RAISED BY THE AUDIENCE

Serenity Sadler, 4J student, spoke on behalf of students at Yujin Gakuen Japanese Immersion Program in opposition to the planned move from North to South Eugene. She explained that she and her peers have been attending Yujin Gakuen for 10 years and are being asked to transfer halfway through their high school careers. She described the challenges inherent in moving and questioned how the decision is fair, thoughtful, or equitable. Ms. Sadler recommended keeping the program at both schools until the Class of 2029 graduates.

Nevaeh Haynes, 4J student, spoke in opposition to the planned move of Yujin Gakuen Japanese Immersion Program from North to South Eugene. She said the decision disrupts hundreds of lives and urged the Board of Directors (BOD) to act. She read aloud a statement on behalf of North Eugene High School educator Ms. Coleman.

Don Easton, 4J parent and former 4J educator, provided comments about the Yujin Gakuen Japanese Immersion Program. He said the program was instrumental in his children's development. He suggested disregard for the success of the program. He said it is critical not to jeopardize YG and other immersion programs. He mentioned cyber safety, stating that members of the district were part of an information data breach. He urged the BOD to consider cyber safety when creating the district's budget.

Isaac Weekly (online), 4J student, spoke in opposition to the planned move of Yujin Gakuen Japanese Immersion Program from North to South Eugene. He cited many

obstacles, including being uprooted from his community and necessitating two bus rides to get to school.

Erica Walla, 4J parent, brought attention to the need for improved communication within the district. She said with plans to decrease Educational Assistants (EAs), classrooms may depend more on parent volunteers. She urged better two-way communication systems and referenced a previous goal to establish a communication channel, such as a newsletter, blog, or web page.

Chris Tee, 4J parent and volunteer, provided comments. She said better support is needed for both teachers and students at Willagillespie Elementary School. She described observing hectic, poorly managed classrooms during her weekly volunteer assignments. She said the environment is neither safe nor conducive to learning. Ms. Tee cited substitute teachers not being provided with lesson plans and a lack of administrative oversight. She added that her other child who attends Monroe Middle School is also not getting his learning needs met.

VII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, Eugene Education Association (EEA) President, provided comments. She recognized that state underfunding is an overarching challenge in 4J's budget. She said the anticipated budget from the governor's office will not be enough to provide the quality education that students deserve. She said EEA will continue engaging in advocacy for state funding. She brought attention to the need for EEA and the BOD to work together allocating the funding that the district receives. She suggested that attempts to guide budget decisions cooperatively have been met with resistance, particularly concerning stakeholder feedback about reducing administrative positions. She provided data revealing the volume of feedback provided on the topic and said the district has been unresponsive.

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President, thanked the Budget Committee for improving budget deliberations, including engaging employee groups. While she feels that OSEAs concerns were heard, it felt too late to have some questions answered with transparency. She highlighted district decisions impacting nutrition services and a concern about the use of special revenue funds. She brought attention to requests to reevaluate administrative positions. Ms. Jenkins-Easton announced that a bargaining session is scheduled for Friday, May 9, 2025.

VIII. FISCAL YEAR 2025-2026 BUDGET ADOPTION PRESENTATION

Finance Director Matt Brown and Assistant Finance Director Bob Blyth provided information regarding the fiscal year 2025-2026 budget via PowerPoint presentation.

Mr. Brown explained that five consecutive Budget Committee meetings were held in the spring, during which comments were received from the public and employee groups.

After reviewing the Finance Department's Proposed Budget, the Budget Committee created seven additional proposals, ultimately recommending a ninth option (Proposal H) to the BOD. A Budget Values Framework and Decision Tool were utilized during the budget process.

Mr. Brown provided information about Proposal H, as follows:

- Total reductions: \$20,782,700
 - Outside of school: \$19,162,700 (92%)
 - Inside schools: \$1,620,000 (8%)
- The following programs were moved back to the general fund for a total of \$4,923,000:
 - ELD Staffing
 - New Life Skills Classroom
 - Extended Learning from Integrated Guidance
 - Programs transfer from Lane ESD

He outlined the following proposed reductions:

- Level 1: \$8,210,700 (20.00 FTE)
- Level 2: \$4,675,000 (5.00 FTE)
- Level 3: \$5,890,000 (12.00 FTE)
- Level 4: \$2,007,000 (1.00 FTE)

He outlined the following total addbacks for a total of \$3,213,000:

- 7.0 Licensed FTE at the Elementary level
- 3.0 Licensed FTE at the Middle School level
- 6.0 Licensed FTE at the High School level
- 1.0 FTE of Library Services districtwide
- 4.5 Classified FTE districtwide
- 6.3 Classified FTE at the High School level

Mr. Brown noted that Proposal H reflects 1.7% in staffing reductions in the general fund compared with 2.9% in the previous Proposed Budget.

He outlined the following financial implications Proposal H:

- Proposal H has an ending fund balance below policy (\$1.84 million below 8% Reserve Policy)
- 2026/27 Budget will likely need \$27.49 million in reductions to create a balanced budget that meets the 8% Reserve Policy

He presented two graphs of Proposal H forecasts for BOD review and consideration.

Mr. Brown outlined the following Budget Committee recommendations:

1. Proposal H for 2025-26
2. For 2026-27, start budget process early
3. Enlist feedback on potential reductions
4. Focus reductions outside of Special Education as possible
5. Focus on maintaining classroom behavior support as possible
6. Preserve current class sizes as best as possible
7. Educate staff and community about exempt employee roles and responsibilities

Additionally, he outlined Special Purpose Funds requests/suggested reviews.

Mr. Brown engaged the BOD in a discussion ahead of the recommended resolution, scheduled for May 21, 2025.

Ms. Munro provided a statement. She cited persistent underfunding at the state and federal levels. She said the BOD has a fiduciary duty to oversee the finances of the district and ensure that the government institution is stable and solvent; and it is irresponsible to plan a budget for just one year, as they should be looking ahead. She said Proposal H will leave the district vulnerable to changes in state and federal funding. She urged the BOD to pivot and reconsider adopting the original Proposed Budget.

Chair Jonak pointed out that the difference between the Proposed Budget and Proposal H is about \$3.2 million. She said while it is their fiduciary responsibility to be fiscally responsible, it is also part of their mission to serve students. She advocated for maintaining support in classrooms.

Vice Chair Di Liberto, Ms. Rabasa, and Ms. Thessen voiced their general support for Proposal H and each provided individual statements.

Ms. Newman stated that although she preferred the original Proposed Budget, she is generally supportive of Proposal H. She added that given her experience working for years in the state legislature, she is not optimistic about the current funding outlook. She mentioned new accountability measures as another concern.

Mr. Hamilton recognized the emotion inherent in budget decision making. He recommended giving weight to expertise of the Finance Department.

Ms. Thessen echoed appreciation for the work conducted on behalf of the Finance Department.

Interim Superintendent Gill requested further clarification before summarizing guidance received from the BOD. He said staff will incorporate the latest BOD feedback and present a resolution at the upcoming work session on May 21, 2025.

IX. CONSENT GROUP – ITEMS FOR ACTION

There were none.

X. ITEMS FOR INFORMATION

There were none.

XI. ITEMS FOR ACTION

1. ADOPT RESOLUTION #2025-051 FOR SUPPLEMENTAL BUDGET NO. 1, MAKING APPROPRIATIONS FOR THE 2024-25 FISCAL YEAR

Mr. Brown provided background information before recommending Resolution #2025-051 for Supplemental Budget No. 1, Making Appropriations for the 2024-25 Fiscal Year.

MOTION: Ms. Rabasa moved to adopt Resolution #2025-051 for Supplemental Budget No.1, Making Appropriations for the 2024-25 Fiscal Year. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. ADOPT POLICY EBC – EMERGENCY PLAN AND FIRST AID AND DELETE POLICY EBC/EBCA – EMERGENCY PROCEDURES AND DISASTER PLANS (SECOND READ)**

Director of School Safety Jen Bills provided background information before recommending adoption of Policy EBC – Emergency Plan and First Aid and deletion of Policy EBC/EBCA – Emergency Procedures and Disaster Plans.

MOTION: Ms. Rabasa moved to adopt Policy EBC – Emergency Plan and First Aid and delete Policy EBC/EBCA – Emergency Procedures and Disaster Plans. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. APPROVE REVISIONS TO BOARD POLICY GBEB – COMMUNICABLE DISEASES IN SCHOOLS; DELETE POLICY GBEBA – STAFF – HIV, AIDS, AND HBV; DELETE POLICY JHCC – COMMUNICABLE DISEASES – STUDENTS; DELETE POLICY JHCCA – STUDENTS HIV, HBV, AND AIDS**

Director of Student Services Seth Pfaefflin provided background information before recommending adoption of Policy GBEB – Communicable Diseases in Schools; deleting Policy GBEBA – Staff – HIV, AIDS, and HBV; deleting Policy JHCC – Communicable Diseases – Students; and deleting Policy JHCCA – Students HIV, HBV, and Aids.

MOTION: Ms. Newman moved to adopt Policy GBEB – Communicable Diseases in Schools; delete Policy GBEBA – Staff – HIV, AIDS, and HBV; delete Policy JHCC – Communicable Diseases – Students; and

delete Policy JHCCA – Students HIV, HBV, and Aids. Mr. Hamilton seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

4. APPROVE REVISIONS TO POLICY GBEA – WORKPLACE HARRASSMENT (SECOND READ)

General Counsel Christine Nesbit provided background information before recommending approving revisions to Policy GBEA – Workplace Harassment.

MOTION: Ms. Thessen recommended approving revisions to Policy GBEA – Workplace Harassment. Mr. Hamilton seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

5. APPROVE REVISIONS TO POLICY KBA – PUBLIC RECORDS (SECOND READ)**

Ms. Nesbit provided background information before recommending approving revisions to Policy KBA – Public Records.

MOTION: Ms. Rabasa recommended approving revisions to Policy KBA – Public Records. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

6. APPROVE PROPOSED REVISIONS TO POLICY EFA – LOCAL WELLNESS (SECOND READ)

Assistant Superintendent of Instruction Larry Williams and Nutrition Services Director Jill Cuadros provided background information before recommending approving revisions to Policy EFA – Local Wellness.

BOD members proposed changes for further refinement of Policy EFA, specifically related to the “celebrations and rewards” section of the policy.

MOTION: Ms. Rabasa recommended approving revisions, including proposed changes, to Policy EFA – Local Wellness. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

**7. APPROVE ADOPTION OF POLICY JGA – CORPORAL PUNISHMENT
(SECOND READ)**

Mr. Williams recommended adoption of Policy JGA – Corporal Punishment.

MOTION: Ms. Rabasa recommended adopting Policy JGA – Corporal Punishment. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

8. APPROVE REVISIONS TO POLICY JEC – ADMISSION OF RESIDENT STUDENTS (SECOND READ)**

Mr. Williams provided background information before recommending approving revisions to Policy JEC – Admission of Resident Students.

MOTION: Ms. Rabasa recommended adopting Policy JEC – Admission of Resident Students. Ms. Thessen seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

9. APPROVE REVISIONS TO BOARD POLICY BDDH – PUBLIC COMMENTS AT BOARD MEETINGS (SECOND READ)

Interim Superintendent Gill provided background information before recommending adoption of Revisions to Policy BDDH – Public Comments at Board Meetings.

MOTION: Ms. Thessen recommended adoption of Revisions to Policy BDDH – Public Comments at Board Meetings. Ms. Munro seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

XII. ITEMS FOR ACTION AT A FUTURE MEETING

1. RESOLUTION AFFIRMING THE RIGHTS, INCLUSION, AND SUCCESS OF STUDENTS WITH DISABILITIES

Chief of Staff Carmen Xiomara Urbina, Executive Director of Youth and Family Services Kat Lange, and Mr. Pfaefflin introduced Resolution #2025-25 Affirming the Rights, Inclusion, and Success of Students with Disabilities via PowerPoint presentation.

Ms. Urbina explained that the resolution reflects a systemic commitment to inclusion and was developed in response to a request from the BOD.

Ms. Urbina provided the following information about Resolution #2025-25:

- Developed in response to Board request to affirm equity, accessibility, and inclusion for students with disabilities

- Affirms 4J's commitment to equity, accessibility, and inclusion
- Informed by listening sessions with students, families, staff, and community partners
- Grounded in IDEA, ADA, Section 504, and Oregon's Employment First policy
- Serves as foundation for Special Education Strategic Plan

Mr. Pfaefflin spoke to the voices that shaped the resolution, including North Eugene High School students, the Special Education Parent Advisory Council (SEPAC), Superintendent's Leadership Council (SLC), SPED staff, and community partners.

Mr. Pfaefflin and Ms. Lange outlined core principles, affirmations, system commitments, community collaborations, and accountability.

BOD members voiced enthusiastic support and provided robust feedback to further guide Resolution #2025-25.

2. APPROVE REVISIONS TO POLICY IKF – GRADUATION REQUIREMENTS

Director of Research and Planning Oscar Loureiro and Mr. Williams provided background information about approving revisions to Policy IKF – Graduation Requirements. They referenced a handout previously provided to the BOD.

Mr. Williams explained that the proposed revisions to Policy IKF align with Oregon School Board Association (OSBA) changes, support requirements by the State Board of Education, and ensure satisfying graduation requirements related to International Baccalaureate (IB) students.

3. FISCAL YEAR 2025-26 BUDGET ADOPTION PRESENTATION

Item No. 3 was moved to follow Comments by Employee Groups (see previous section VIII).

4. SET DATE AND ESTABLISH A SUBCOMMITTEE FOR BOARD RETREAT PLANNING

Chair Jonak engaged the BOD in a discussion about planning the Board's annual retreat, ultimately reaching consensus to hold an annual retreat in early August, dates TBD.

5. SET DATE FOR BOARD'S ANNUAL ORGANIZATIONAL MEETING

Chair Jonak engaged the BOD in a discussion about planning the Board's annual organizational meeting, ultimately reaching consensus to hold the meeting on Wednesday, July 9, 2025.

XIII. COMMENTS BY INDIVIDUAL BOARD MEMBERS

Ms. Thessen highlighted Edison Elementary School's tradition of delivering cards to local hospital patients. She spoke about the success of the Pink Party and Pink Prom.

Vice Chair Di Liberto reported attending Pink Prom and visiting with a custodian at a 4J middle school.

Ms. Rabasa recognized Teacher Appreciation Week.

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

Ms. Rabasa requested revisiting Policy IKF, specifically the honorary diploma section. She requested starting a parking lot list of Board retreat topics, including HB2453.

XV. ADJOURNMENT

Chair Jonak adjourned the regular meeting at 9:07 p.m.

DRAFT

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

Date: May 21, 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 May 16, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Finance Director
Bob Blyth, Assistant Finance Director
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Oscar Loureiro, Director of Research and Planning
Larry Williams, Assistant Superintendent of Instruction
Seth Pfaefflin, Director of Student Services
Kat Lange, Executive Director of Youth and Family Support
Erin Gaston, Curriculum Administrator
Casandra Kamens, Curriculum Administrator
Jennifer Bills, Director of School Safety
Christine Nesbit, General Counsel
Kate Marrone, Director of Human Services
John Wayland, Kelly Middle School Principal
Tanner Faris, Kelly Middle School Teacher
Tim Everett, Kelly Middle School Teacher
Leah Cruzin, Kelly Middle School Teacher
Cynthia Calletano, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

Sabrina Gordon, Eugene Education Association (EEA) President

OTHER GUESTS:

None

MEDIA:

KRVM

Register Guard

I. CALL TO ORDER AND ROLL CALL

Chair Jonak called the work session to order at 6:00 p.m. She said the names of the members present.

II. AGENDA APPROVAL

Chair Jonak requested pulling Consent Group Item for Action No. 5 – Approving the Amergis Healthcare Staffing Contract for Nursing Services for discussion. The agenda was approved as amended.

III. COMMENTS BY EMPLOYEE GROUPS

There were none.

IV. CONSENT GROUP**1. APPROVE THE DRAFT MEETING MINUTES FOR THE APRIL 23, 2025 BOARD WORK SESSION****2. APPROVE RESOLUTION 2025-054, DELEGATING AUTHORITY TO SUPERINTENDENT AND APPROVING THE SALE OF REAL PROPERTY****3. DESIGNATE AGENT FOR CONTRACT NEGOTIATIONS****4. APPROVE THE REPLACEMENT OF INTERCOM TECHNOLOGY AT 4J SITES THAT IS AT END OF LIFE**

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

V. ITEMS FOR INFORMATION**1. KELLY MIDDLE SCHOOL CONTINUOUS IMPROVEMENT PLAN (SCIP) GOAL #1: PROGRESS UPDATE**

Principal John Wayland and educators Tanner Faris, Tim Everett, and Leah Cruzen provided information about the Kelly Middle School Continuous Improvement Plan (SCIP) Goal #1: Progress Update via PowerPoint presentation.

The focus of the goal is to provide more clarity and consistency on report cards by adopting a common grading scheme.

Mr. Faris introduced Proficiency Based Grading, as follows:

- Leads to more focused teaching
- Paves the way for students to take ownership of their learning
- Is bias-resistant, accurate, and motivational
- Allows students to try as many times as they need until they understand, supporting a growth mindset

He introduced Gross Motor Skills/Development for early toddlers (18 months):

- Locomotor movements
- Balance and coordination
- Object manipulation with gross motor involvement
- Spatial awareness and motor planning

He introduced a Proficiency-Based Academic Report:

- Am I supporting the student's most current level of understanding and skill?
- Does this grade reflect the student's growth through multiple learning opportunities?
- Am I using assessment to inform instruction and encourage improvement?
- Am I grading based on the standard and meaningful indicators of mastery for each level – what the student knows and can do?

Ms. Cruzen provided information about utilizing an English Language Development (ELD) Lens. She said proficiency grading is beneficial in the following ways:

- It combats racial, linguistic, and cultural bias
- It takes language out of the equation and shows what students actually understand

She provided information about the Special Education (SPED) Lens:

- Proficiency-based grading is better for SPED students as it promotes soft skills development for all students:
 - Working collaboratively
 - Time management
 - Project planning
 - Making decisions
 - Completing responsibilities

Mr. Everett presented the following challenges:

- Percentages coming through on grades in the mobile app
- Inputting outcomes (standards) into the gradebook is incredibly time-consuming
- Parent and involvement and understanding
- Consistency throughout the building

He described a shift in reporting from ABCDF or P/F to Proficient, Nearly Proficient, and Not Yet Proficient (i.e. proficiency-based grading). He provided a report card to demonstrate how confusing the current model is, given that there are several different grading modalities. He said they are working toward improving the reporting system and implementing a new version schoolwide.

Vice Chair Di Liberto asked if any other Eugene School District 4J middle schools are implementing proficiency grading.

Principal Wayland responded that both Spencer Butte Middle School and Madison Middle School are using proficiency-based grading. He said that they are working with Sebastian Bolden, Director of Middle School Education.

Ms. Munro commented that from her perspective, as the parent of a middle schooler, it would be helpful to know both where they are proficient, and what assignment is missing. She brought attention to concerns raised by other parents about discrepancies or delays in reporting.

Ms. Newman asked if the skills accumulate like developmental skills or if they are additive.

Mr. Faris said the skills build upon each other and allow for interventions.

Mr. Everett added, from the SPED perspective, that it allows for more honest reporting about what a student can do, accounting for all skills, rather than failing because they cannot do x, y, or z. He emphasized providing appropriate supports for students.

Ms. Rabasa, Ms. Thessen, and Vice Chair Di Liberto voiced enthusiasm for the Kelly Middle School SCIP goal.

2. BOARD LEADERSHIP ELECTION PROCESS FOR 2025-26 SCHOOL YEAR

Chair Jonak engaged the Board of Directors (BOD) in a discussion about the Board Leadership Election Process for the 2025-26 School Year.

She explained that traditionally the BOD has nominated and elected leadership during their July meeting. She suggested they might consider submitting interest in leadership positions in advance of the meeting. She asked members if they want to elect leadership positions via motion. Chair Jonak asked for general feedback on the leadership election process.

Chair Rabasa said she likes the idea of submitting interest ahead of time. She suggested the names be submitted to the Board Secretary, collected, and shared during the meeting.

Chair Jonak asked if members would be open to the names being shared before the meeting.

Ms. Rabasa said she would be in favor of that.

Ms. Newman offered that every member of the BOD should have an opportunity to be in leadership. She said she would be in favor of a rotation, with the ability to decline.

Chair Jonak commented that the Chair has historically been a time-consuming role, and that is a barrier to serving. She said having different leadership styles could make it more accessible.

Ms. Thessen suggested considering a two co-chair leadership model.

Ms. Newman suggested that the Chair delegate emails to a non-leadership member to save time. Responding to the suggestion about a two co-chair leadership model, she cited a recent leadership change and said more advice would be needed before considering it.

Responding to the suggestion about submitting interest ahead of time, Ms. Munro wondered if it would be considered a nomination. She advocated for nominations still being allowed on the day-of.

There was discussion about possible variations of a rotational system.

Mr. Hamilton suggested providing a period of time for the Vice Chair to consider if they would accept serving as Chair.

There was some discussion about the election process, including ballot versus motion. Chair Jonak asked members to voice their individual preferences.

Ms. Newman said she prefers rotation.

Vice Chair Di Liberto said he prefers ballot.

Ms. Munro said she prefers motion.

Mr. Hamilton said he prefers motion.

Chair Jonak, Ms. Rabasa, and Ms. Thessen all expressed neutral preference.

There was consensus for submitting interest in advance of the meeting and nominations day-of.

VI. ITEMS FOR ACTION

1. ADOPT 2025-26 FISCAL YEAR BUDGET (SECOND READ)

Finance Director Matt Brown, Associate Finance Director Bob Blyth, and Interim Superintendent Gill recommended adoption of the 2025-26 Fiscal Year Budget via PowerPoint presentation.

Interim Superintendent Gill provided an Oregon June revenue forecast, long range enrollment outlook, Board Policy DI, and the Approved Budget for consideration.

Regarding the Oregon June revenue forecast, he reported that the state economist said a recession is not forecasted at this time, despite elevated risk. He said the three revenue sources that make up the State School Fund are down, as are local revenue and cash reserves.

Interim Superintendent Gill provided COSA analysis, including that unless there are further surprises in the economy or a significant loss of federal funds before the end of the biennium, the Legislature will likely support the GRB of \$11.36 billion that the Approved Budget is based upon. He mentioned that Moody's downgrading of the United States bond rating has potential to send ripple affects throughout the economy.

On the topic of shifting demographics, Interim Superintendent Gill said that 4J's declining enrollment mirrors the state trend. He added that district staffing is likely at its highest, and the Approved Budget does not reflect that reality. He detailed the new Approved Budget, including positions restored from the previous Proposed Budget. He noted one important change in the staffing arrangement: rather than restoring 6 FTE at the high school level, they recommend restoring 3.5 FTE at the high school level and restoring 92 hours of first grade educational assistant time to better support early literacy.

Interim Superintendent Gill briefly highlighted staffing reductions in the General Fund based on the Approved Budget. He revealed the Approved Budget forecast, noting that at this time next year, they are forecasted to be below the reserve level. He noted that Board Policy DI states that they may approve a temporary change in the General Fund to go beyond the reserve level. He advised careful monitoring and outlined the following three potential options to rebuild the ending fund balance:

1. The Board may direct the Superintendent to underspend the budget
2. The Board may plan to further reduce the 2026-27 budget
3. The Board may opt to change the minimum reserve level it has set in policy

Interim Superintendent Gill responded to questions from the BOD.

Ms. Munro provided a statement voicing opposition to the Approved Budget, stating that it ignores financial reality, leaves the district vulnerable to likelihood of federal funding cuts, and sets leadership up for unnecessarily brutal cuts next year.

MOTION: Vice Chair Di Liberto moved to approve the 2025-26 Fiscal Year Budget. Ms. Thessen seconded. **The motion passed, 5:2:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen all voting in favor; Ms. Munro and Mr. Hamilton voting against.**

2. APPROVE FINAL DRAFT OF RESOLUTION #2025-05: AFFIRMING THE RIGHTS, INCLUSION, AND SUCCESS OF STUDENTS WITH DISABILITIES (SECOND READ)

Director of Students Services Seth Pfaefflin and Executive Director of Youth and Family Services Kat Lange recommended approving the final draft of Resolution #2025-05: Affirming the Rights, Inclusion, and Success of Students with Disabilities. Ms. Lange explained that the latest feedback provided by the BOD was incorporated into the resolution.

MOTION: Vice Chair Di Liberto moved to approve the final draft of Resolution #2025-05: Affirming the Rights, Inclusion, and Success of Students with Disabilities. Seconded by Ms. Newman. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

3. APPROVE REVISIONS TO BOARD POLICY IKF – GRADUATION REQUIREMENTS (SECOND READ)

Assistant Superintendent for Instruction and Access Larry Williams and Director of Research and Planning Oscar Loureiro recommended approving revisions to Board Policy IKF – Graduation Requirements.

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

4. APPROVE THE AMERGIS HEALTHCARE STAFFING CONTRACT FOR NURSING SERVICES (2025-26)

Mr. Pfaefflin and Ms. Lange recommended approving the Amergis Healthcare Staffing Contract for Nursing Services (2025-26). Mr. Pfaefflin explained that Amergis is a healthcare contract staffing agency used to fill gaps; for example, temporary contracts such as Outdoor School.

Ms. Munro asked if the approval is new or a renewal.

Mr. Pfaefflin responded that it is a renewal.

Chair Jonak asked about district plans to reduce reliance on health care contract work.

Interim Superintendent Gill responded that he believes there will always be a need for contracted services. He said that even in a new staffing model in the future, the district would ask for approval of the Amergis contract.

Ms. Thessen validated the need for contract nursing, but cited challenges, specifically related to pay differences between staff and contract nurses. She said the district is in a unique position and suggested that the health careers pathway might support positions.

Mr. Pfaefflin responded that staff are discussing those prospects.

Ms. Rabasa asked for clarification that the proposed renewal is not to replace 4J nurses but to use contractors in emergent and temporary situations.

Mr. Pfaefflin responded affirmatively.

MOTION: Vice Chair Di Liberto moved to approve the Amergis Healthcare Staffing Contract for Nursing Services (2025-26). Seconded by Mr. Hamilton. **The motion passed unanimously, 6:1:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor; Ms. Thessen voting against.**

VII. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL THE NAMING RECOMMENDATION FOR THE CHINESE IMMERSION ELEMENTARY SCHOOL

Ms. Thessen, Principal Jen Hebard, and Xiaowen Jensen recommended approval for the naming recommendation for the Chinese Immersion Elementary School via PowerPoint presentation.

Ms. Thessen summarized the more than yearlong naming process – including forming a Naming Committee and collecting name suggestions at in-person cultural events, via surveys, and newsletters.

Ms. Hebard and Ms. Jensen introduced the following four names for consideration:
(*Ms. Jensen translated the names into Chinese and Pinyin*)

1. Sprouting Mountain
2. Harmony Grove
3. Home of Peaches and Plums
4. Morning Star

The BOD was invited to consider and ultimately select a name reflecting the spirit of the school, community, and home region.

Interim Superintendent Gill referenced survey results by members of the Chinese Immersion School community reflecting their name preferences.

Ms. Munro asked what language the name will be presented in.

Ms. Hebard responded that the name will be presented in Chinese and Pinyin. She added that they are hoping to hear of the naming decision by the end of the school year.

2. 2026-27 SCHOOL YEAR CALENDAR AND ADJUSTMENTS TO THE 2025-26 CALENDAR

Ms. Lange presented the 2026-27 school year calendar and adjustments to the 2025-26 calendar.

3. CONSIDER APPROVAL OF 2025-26 BOARD OF DIRECTORS MEETING CALENDAR DRAFT (FIRST READ)

Chair Jonak introduced considering approval of the 2025-26 BOD meeting calendar draft.

4. CONSIDER FOR APPROVAL REVISIONS TO BOARD POLICY IIA – INSTRUCTIONAL MATERIALS SELECTION (FIRST READ)

Assistant Superintendent of Instruction Larry Williams and Curriculum and MTSS Specialist Erin Gaston introduced considering for approval revisions to Board Policy IIA – Instructional Materials Selection. Ms. Gaston noted key changes, including clarifying language and better alignment with Oregon School Board Association's (OSBA) recommended language.

VIII. ADJOURNMENT

Chair Jonak adjourned the work session at 8:49 p.m.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

June 4, 2025

Title

Add Additional Sixth Year to Nutrition Department’s Bakery Products RFP 20-0202-01

Presenter

Jill Cuadros – Director of Support Services

Background

The district published RFP 20-0202-01 in 2020, receiving only two responsive proposals and just one from a provider in Lane County. A contract was ultimately awarded to Franz Bakery, and who proved to be a successful partner in the ensuing five years.

Action

Nutrition Services requests approval to add a sixth and final year onto the five year contract term that the Board approved in 2020. There several reasons for this request: with the current market uncertainty, providers are having a difficult time projecting costs in order to fulfill solicitation requests. The hope is renewing the district’s partnership with a proven provider for one additional year will allow for clearer economic outlook this time next year. Additionally, virtually all of Nutrition Service’s solicitations are nearing the end of their five year terms. This is a result of the district going self-op in 2019-20, necessitating an initial wave of solicitations to fulfill purchasing guidelines. Breaking some of these solicitations into different fiscal years will help Nutrition Services staff both now and in future years, allowing a clearer focus on a smaller number of solicitations each year.

Recommendation

The Superintendent recommends the award of one additional year to the district’s Franz Bakery contract, resulting from RFP 20-0202-01. Aside from the term extension, all other terms and conditions in RFP 20-0202-01 shall remain the same.



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402

May 14, 2025

Chris Mueller, Area Sales Manager
Franz Family Bakeries
2000 Nugget Way
Eugene, OR 97403

Subject: Bakery Products RFP 20-0202-01 Amendment #5

In accordance with the above contract, Eugene School District 4J has performed an annual review of performance on Bakery Product Distribution provided by Franz Family Bakeries under 4J RFP 20-0202-01. The results of that review indicate the contract has worked successfully for the District. The District offers this one (1)-year extensions to begin September 1, 2025 and extend to August 31, 2026.

Additionally, the District requests the following changes to the RFP 20-0202-01:

1. SY25-26 Pricing:

The District received the SY25-26 pricing for Bakery Products as presented in the attached Appendix 1, by reference made a part of this amendment.

All other Contract specifications, terms and conditions and amendments previously incorporated into RFP #20-0202-01 remain unchanged.

If this offer is acceptable, please sign and return this agreement and the addendum. If you should have any questions regarding this matter, please call me at (541) 790-7656 or email purchasing@4j.lane.edu.

Sincerely,

Jill Cuadros, Nutrition Manager

I agree to the extension under the terms and conditions stated above.

Eugene School District 4J

Franz Family Bakeries

Colt Gill, Superintendent

Chris Mueller, Area Sales Manager

Date

Date



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

June 4, 2025

Title

Add Additional Sixth Year to Nutrition Department's Produce Products RFP 2021-0604-01

Presenter

Jill Cuadros – Director of Support Services

Background

The district published RFP 21-0604-01 in 2020, receiving only one responsive proposal. A contract was ultimately awarded to Emerald Fruit and Produce, and who proved to be a successful partner in the ensuing five years.

Action

Nutrition Services requests approval to add a sixth and final year onto the five year contract term that the Board approved in 2020. There several reasons for this request: with the current market uncertainty, providers are having a difficult time projecting costs in order to fulfill solicitation requests. The hope is renewing the district's partnership with a proven provider for one additional year will allow for clearer economic outlook this time next year. The district also only received a single responsive proposer in 2020; there is not ample competition locally for produce. Additionally, virtually all of Nutrition Service's solicitations are nearing the end of their five year terms. This is a result of the district going self-op in 2019-20, necessitating an initial wave of solicitations to fulfill purchasing guidelines. Breaking some of these solicitations into different fiscal years will help Nutrition Services staff both now and in future years, allowing a clearer focus on a smaller number of solicitations each year.

Recommendation

The Superintendent recommends the award of one additional year to the district's Produce Products contract, resulting from RFP 21-0604-01. Aside from the term extension, all other terms and conditions in RFP 21-0604-01 shall remain the same.



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402

May 2, 2025

Emerald Fruit and Produce Co.
2525 West 7th Place
PO Box 2684
Eugene, OR 97402

Subject: Produce Products RFP 21-0604-01 Amendment #5

In accordance with the above contract, Eugene School District 4J has performed an annual review of performance on Produce Product Distribution provided by Emerald Fruit and Produce Company under 4J RFP 21-0604-01. The results of that review indicate the contract has worked successfully for the District. The District offers thi one (1)-year extensions to begin September 1, 2025 and extend to August 31, 2026.

Additionally, the District requests the following changes to the RFP 21-0604-01:

1. Change in Pricing:

The District received the updated pricing for Produce Products (Appendix 1). Price adjustments will be subject to weekly increases or decreases based on the San Francisco USDA Terminal Market. Vendor shall send a weekly updated price list. Price list will label all Oregon grown product and, if not grown in the U.S., country of origin and reason for Buy American Provision Exception. Unusable products must be replaced or credited.

All other Contract specifications, terms and conditions, and ensuing amendments incorporated into RFP 21-0604-01 remain unchanged.

If this offer is acceptable, please sign and return this agreement and the addendum. If you should have any questions regarding this matter, please call me at (541) 790-7656 or email purchasing@4j.lane.edu.

Sincerely,

Jill Cuadros, Nutrition Manager

I agree to the extension under the terms and conditions stated above.

Eugene School District 4J

Emerald Fruit and Produce Co.

Colt Gill, Superintendent

Justin Roberts, Purchasing Manager

Date

Date



ITEM FOR ACTION-CONSENT AGENDA

Date of Meeting

June 4, 2025

Title

RFP 25-354: Approve a Contract for Nutrition Services with US Foods

Action Proposed

Approve a contract with US Foods to provide broadline food distribution services for Nutrition Services for one year, with the option of four annual renewals.

Presenter

Jill Cuadros, Director of Support Services

Description

In November 2024, the District issued a Request for Proposals (RFP 25-354) for Nutrition Services' broadline food distributor. The current contract with US Foods expires June 30, 2025. For reference, the District spent approximately \$1,690,611.91 with US Foods in FY24 and anticipates a similar spend in FY25.

This solicitation process is highly regulated and complex. The Oregon Department of Education (ODE) requires a formal competitive process every five years, provides the RFP and contract templates, and must approve all revisions before finalization.

On January 31, 2025, four vendors submitted proposals in response to RFP 25-354:

- US Foods
- McDonald Wholesale
- Sysco
- Gold Star Foods

Between February 28 and March 28, 2025, Nutrition Services requested and sampled specified products from all four vendors. Products were evaluated for flavor, overall quality, and clean ingredient labels.

Simultaneously, a four-member scoring committee made up of Nutrition Services staff evaluated proposals based on the following criteria:

- Cost/Pricing
- Product Quality & Availability
- Quality and Sustainability of Equivalent Products
- Delivery Timeliness, Flexibility, and Customer Service
- Food Safety
- Return Policy
- Local Business Ties

Decision

US Foods, while not the most local provider, offered significantly greater cost savings. The quality of their products met our standards, supporting Nutrition Services' recommendation to award the contract to US Foods and request Board approval.

Recommendation

Approve a contract with US Foods for one year, with the option of up to four annual renewals.



Contract Award: 25-354
District-Wide Broadline
Grocery & Distribution

This contract award executed by Eugene School District 4J (“District 4J”) and the following documents incorporated into this contract by reference, shall constitute the full and complete agreement (“Agreement”) between District 4J and US Foods (“US Foods”):

1. RFP 25-354, dated November 27, 2024 (“RFP”);
2. US Foods response to the RFP, dated January 31, 2025 (“Proposal”);
3. US Foods Price Proposal, dated January 31, 2025 (“Price Proposal”)

Any other communications, oral or written, are not binding on either party. All modifications to this Agreement must be in writing and signed by a duly authorized representative of District 4J and Walter Nelson.

Term. The term of the agreement is from July 1, 2025 through June 30, 2026. There are four remaining one-year extensions available on this agreement.

This Agreement represents the entire agreement between the parties. By the signature of its representative below, each party affirms that it has taken all necessary action to authorize said representative to execute this Agreement.

Eugene School District 4J

Signature

Printed

Title

Date

US Foods

Signature

Printed

Title

Date



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

ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

June 5, 2025

Title

Authorize Agreement to Exchange Surplus Property (Tiny Home) for CTE Partnership

Presenter

Christine Nesbit, General Counsel

Background

Approval of this motion will authorize the superintendent to enter into a contract with Everyone Village, a local non-profit which provides shelter to people experiencing homelessness, whereby the district would transfer ownership of a tiny home on wheels (“tiny home”), in exchange for ongoing, structured work-based learning opportunities for district students.

The district is the owner of a tiny home on wheels (“tiny home”), constructed by students through the district’s construction CTE program. Following construction of the tiny home, the district has allowed Everyone Village to use it as a space to support medical volunteers to people staying at the shelter community. The tiny home is a travel trailer, not real property. The superintendent has determined that the tiny home is not needed for school purposes and wishes to dispose of it by giving title to the tiny home to Everyone Village in exchange for a 5-year agreement to support the district’s CTE program.

Everyone Village has served as an important partner to district CTE programs, in particular, the construction and digital arts/ media programs. The district values that partnership and has identified that there is room to build on it and expand opportunities for 4J students.

In exchange for the tiny home, Everyone Village would agree to identify and provide additional project opportunities that align with the district’s CTE program goals across multiple CTE pathways, including design, construction, human services and others. While opportunities are collaboratively identified and supported, an expectation of the proposed agreement is that Everyone Village would support an annual minimum of 300 hours of learning opportunities for 4J students.

Board approval for this proposed contract is sought because the proposed exchange falls outside the typical methods by which the district would dispose of its surplus property under policy KN.

Requested Motion

Move to authorize the superintendent or designee to donate the tiny home to Everyone Village in exchange for a 5-year partnership commitment whereby Everyone Village will support project opportunities that align with the district’s CTE program goals. The form of the agreement shall be approved by district counsel.



Item For Action – Consent Agenda

Date of Meeting

June 4, 2025

Title

The 2026-2027 School Year Calendar and Adjustments to the 2025-2026 Calendar

Presenter

Brooke Wagner, D.Ed., Assistant Superintendent for Administrative Services
Larry Williams, Assistant Superintendent for Instruction & Access
Kat Lange, Assistant Superintendent of Student Support Services/Well-Being

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.

Proposed Changes:

For the approved 2025-2026 school year calendar, we need to adjust the spring semester mid-term date from April 17, 2026 to April 10, 2026. Each semester should have equal weeks between the mid-semester grading day. The second semester for 2025-2026 school year is unequal with eight and ten weeks, so making this change corrects to nine weeks each and aligns with our neighboring school districts.

This revision was reviewed by Eugene Education Association (EEA) through the JCAC process within article 16.2.

Some highlights for the proposed 2026-2027 calendar include the following changes due to some unusual dates for recognized holidays (Labor day is Monday Sept. 7th and Juneteenth in 2027 falls on a Saturday so it is observed [Friday June 18](#)):

- Teachers report on Monday August 31, 2026
- Transition day for Kinder, grades 6 and 9 is Tuesday September 8, 2026
- October 9, 2026 is a no school day for students but a Planning Day / Professional Development for staff
- Last day for students is Wednesday June 16, 2027

We also worked with EEA according to contract article 10.2.4.a. This will allow 45 calendar days to review and provide feedback to the district, prior to the school board consideration for approval. Below is the feedback received from EEA regarding the 2026-2027 school calendar:

- EEA appreciates the retention of transition days and the placement of the PD/Planning days on the calendar.
- EEA does not have additional feedback to provide regarding the 2026 – 2027 District proposed calendar.

Budget/Resource Implications:

The proposed calendar will not result in new costs.

Recommendation:

The superintendent recommends the proposed changes to the 2025-26 school calendar and the new 2026-2027 school calendar.

2026–27 District Calendar*

Eugene School District 4J



2026

July				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2027

January				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- First/Last Day of School
- School not in session, all grades
- No School: Teacher Planning
- No School: Possible Weather Make-Up Day
- No School: Grading/Professional Development
- No School: Parent/Teacher Conferences
- End of Semester

This calendar may be altered at the discretion of the Eugene School District 4J School Board.

August

31 Teacher Planning/School Improvement

September

1-4 No School: Teacher Planning

7 Labor Day

8 First Day: Kinder & Grades 6, 9

9 First Day: Grades 1–5, 7–8, 10–12
All students attend

October

9 No School: Planning Day / Professional Development

November

6 No School: Mid-Term Grading

11 No School: Veterans Day

23-24 No School: Parent-Teacher Conferences

25-27 No School: Thanksgiving Break

December

21-31 Winter Break

January

1-3 Winter Break (cont'd)

4 No School: Planning Day / Professional Development

18 No School: Martin Luther King, Jr. Day

29 No School: Grading Day - Semester ends

February

1 No School: Transition Planning

2 New Semester

15 No School: Presidents Day
(possible weather make-up day)

March

22-26 Spring Break

29 No School: Planning Day / Professional Development

April

9 No School: Mid-Term Grading / Professional Development 2.0 Hrs.

May

31 No School: Memorial Day

June

11 No School for Elementary: Grading

16 Last Day for Students: Half Day

17 No School: Semester Grading Day

2025–26 District Calendar

Eugene School District 4J



2025

July

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August

26-29 Teacher Planning/School Improvement

September

1 Labor Day
 2 No School: Planning Day
 3 First Day: Kinder & Grades 6, 9
 4 First Day: Grades 1–5, 7–8, 10–12
 All students attend

October

10 No School

November

10 No School: Mid-Term Grading/
 Professional Development 2.0 Hrs
 11 No School: Veterans Day
 24-25 No School: Parent/Teacher
 Conferences
 26-28 No School: Thanksgiving Break

December

22-31 Winter Break

January

1–2 Winter Break (cont'd)
 5 No School: Planning Day /
 Professional Development
 19 No School: Martin Luther King, Jr. Day
 30 No School: Semester Grading Day

February

2 No School: Transition Planning
 3 Start of 2nd Semester
 16 No School: Presidents Day
 (possible weather make-up day)

March

23-27 Spring Break
 30 No School: Planning / Professional
 Development

April

10 No School: Mid-Term Grading/
 Professional Development 2.0 Hrs

May

25 No School: Memorial Day

June

5 No School for Elementary: Grading
 12 Last Day for Students: Half Day
 15 No School: Semester Grading Day

2026

January

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

- First/Last Day of School
- School not in session, all grades
- No School: Teacher Planning
- No School: Possible Weather Make-Up Day
- No School: Grading/Professional Development
- No School: Parent/Teacher Conferences
- End of Semester

Adopted by the Eugene School District 4J School Board on April 17, 2024

This calendar may be altered at the discretion of the Eugene School District 4J School Board.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

July 5, 2023

Title

Approval for Board Directors who choose to attend, to Participate in one or both Oregon School Board Association (OSBA) Conferences that take place in the 2025-2026 School Year:
August 08-10, 2025 OSBA Summer Board Conference, Salem, Oregon
November 06-08, 2025 OSBA Annual Convention, Portland, Oregon

Background—from [OSBA website](#)

Founded in 1946, OSBA is governed by a member-elected board and serves K-12 public school boards, education service district boards, community college boards, and the State Board of Education.

Through legislative advocacy at state and federal levels, board leadership training, employee management assistance, policy, communications, and legal and financial services, OSBA helps locally elected volunteers fulfill their complex public education roles.

August 08-10, 2025 | Summer Board Conference (SBC), Salem Convention Center

SBC 2025 will provide an inspiring program that equips school board members and administrative teams to confidently govern their districts. We will provide examples of best practices, tools and resources that promote student success. Attendees will learn about board roles and responsibilities, how to be an effective board, and what authority and limits boards have.

November 06-08, 2025 | Annual Convention, Portland Marriott Downtown Waterfront

The OSBA Annual Convention is Oregon's premier continuing education program — delivering practical solutions to help school boards and their superintendents improve student learning and achievement. Whether you are a veteran board member, a superintendent, a board support professional or a first-time attendee, you'll leave the conference with practical ideas and a renewed commitment to help your board accomplish the critical work ahead. The convention features some of the "best practices" from school boards across the state.

Budget/Resource Implications:

The district covers the cost of mileage, lodging, registration and per diem (a set rate for meals minus meals provided at the conference) for board directors who choose to attend OSBA Conferences when such attendance has been approved by the board, per policy BHD.

While registration fees are not yet available for either conference, last year's approximate cost for each 3-day conference was \$1,400 per person.

Eugene School District 4J

Code: BHD
Adopted: 7/02/73
Revised/Readopted: 4/16/83; 8/02/17; 5/03/23
Orig. Code: BHD; 1140

Board Member Compensation and Expense Reimbursement

No Board member will receive any compensation for services other than reimbursement for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations.

The district will establish accounting procedures consistent with this policy.

END OF POLICY

Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).
OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

Cross Reference(s):

BBAA - Individual Board Member's Authority and Responsibilities
DFEA - Admissions to District Events



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

July 04, 2025

Title

Receive Information and Hold Discussion regarding [House Bill 3518](#), Provide Direction to the Board Legislative Committee about Next Steps

Presenter

Judy Newman, Board Director



House Bill 3518 – Increased and Stable Funding for County Assessment and Taxation Services

Summary Statement

House Bill 3518 will benefit the public, local taxing districts, and the State General Fund by increasing funding for county assessment and taxation services and ensuring that property tax rolls are completely and accurately maintained. HB 3518 will return hundreds of millions in property tax revenue to local taxing districts annually and protect the State General Fund from having to backfill more than \$500m in missing tax revenue for schools over the next 6-8 years.

Problem

Due to systematic shortcomings in Oregon's County Assessment Function Funding Assistance (CAFFA) program, county assessors and tax collectors are increasingly unable to perform their full array of statutory duties. One of the costliest impacts is that billions of dollars in property value are missing from county tax rolls, with the problem worsening every year.

This has translated into an estimated loss of more than \$100m per year in revenue to Oregon's taxing districts. Within the next 6-8 years¹, we project that the annual shortfall could exceed \$300m. With education districts making up ~40% of Oregon's property tax base, that's an annual loss of \$120m or more for schools. That means the State General Fund needs to contribute an extra \$120m per year (\$240 per biennium) to achieve the same level of overall school funding.

Oregon's General Fund is unnecessarily backfilling the loss of tens of millions of dollars every year in missing property tax revenue. The problem is getting worse every year.

Solution

House Bill 3518 will return County A&T to state of health and keep it there by reforming the State's outdated CAFFA funding formula, which was last revised in 1999. Increased revenue for the program would be (roughly) as follows:

- \$10m annually from Oregon's local taxing districts.
- \$5m annually via increases in document recording fees.
- \$5m annually from the State General Fund.

¹ 6-8 years represents the amount of time it would take for County A&T to return to healthy re-appraisal cycles, which will enable counties to maintain complete and accurate tax rolls.

Contributions from Oregon's taxing districts and public will be indexed to future inflation. We hope that future contributions from the State General Fund will keep pace as well.

Key Benefits to Local Taxing Districts

- The majority of taxing districts will see a positive return on investment within the first year.
- Taxing districts overall should see annual revenue increases of \$300m or more within 6-8 years.
- County A&T will be able to better assist local taxing districts in their budget processes including projecting future property tax revenues.

Key Benefits to Oregon's General Fund and Education

- Within the first two years, and at a cost of \$10m to the state, we expect that HB 3518 will generate more than \$30m for school and education districts. That's a 3:1 initial return on investment for the State General Fund, with ROI increasing every year.
- Within 6-8 years, we expect HB 3518 will be generating \$240m or more per biennium for schools.

Key Public benefits

- Ensures property taxes reflect the true value of properties and promotes equity amongst taxpayers.
- Precise property data and ownership information aids in land use planning, zoning, and infrastructure development.
- Reliable property data and ownership information helps realtors, appraisers, and lenders facilitate smooth property sales and transfers and avoids delays in development timelines.
- Provides essential data for emergency services, disaster response, and community safety planning.

HB 3518 is projected to generate more than \$500 million for education and school districts over the next 6-8 years. This will un-burden the State General Fund and allow the Legislature to increase funding for schools.

Why does County A&T need state support?

Counties make up about 20% of Oregon's overall property tax base, yet County A&T serves 100% of Oregon's local taxing districts. Oregon's non-county taxing districts currently contribute less than 10% of the revenue needed to support County A&T operations. Not only are County General Fund revenues unable to maintain a consistent level of service for all of Oregon's taxing districts, it's neither reasonable nor fair to expect that they should. History has proven that to be true.

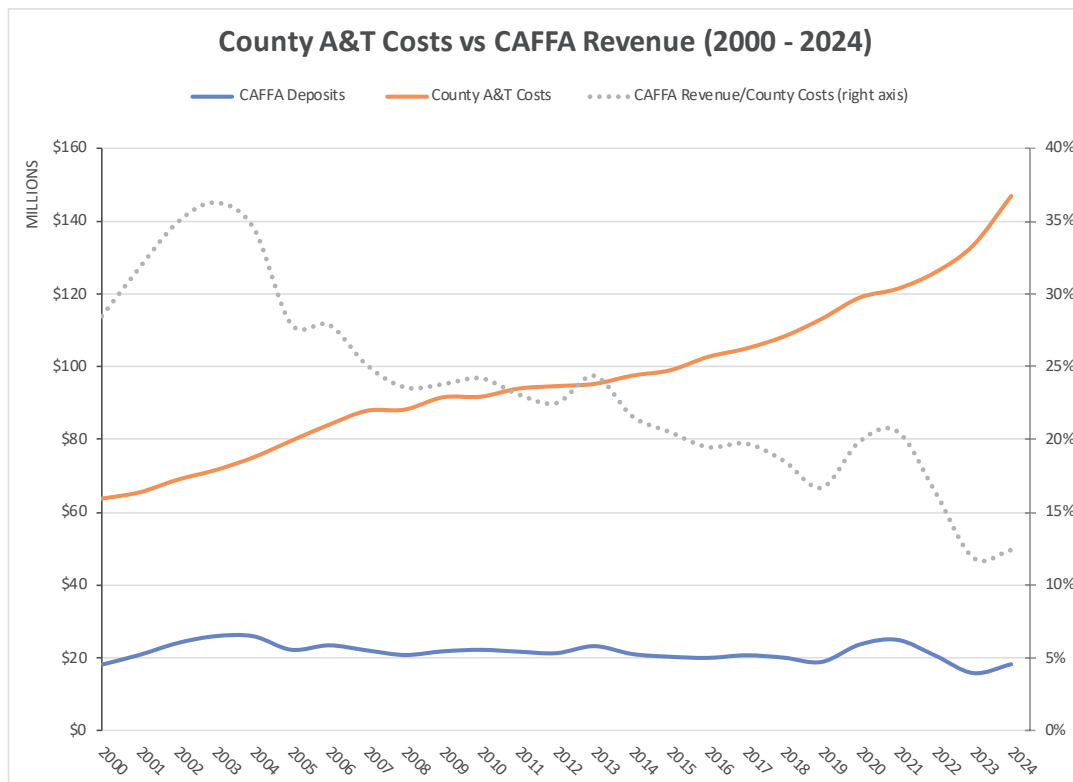
CAFFA was created in 1989 in response to a property tax system that was considered to be in a state of disintegration by the Department of Revenue. The CAFFA formula was revised twice – in 1997 and most recently in 1999. The 1999 Legislature established additional support for CAFFA via the state general fund to help augment contributions by the public and districts.

But none of that was indexed to growth. And State General Fund support was discontinued in 2009 during the mortgage crisis and never re-instated. As a result, financial support for County A&T services has steadily declined relative to need (see chart next page).

At its peak in 2003, CAFFA funded 36% of County A&T needs. In 2024, it funded a mere 12% of those needs. The decline will continue.

Under HB 3518, CAFFA's share of County A&T expenses will be returned to about 25% of the overall need and stay there. Were CAFFA to return to its peak of 36%, County A&T could provide better all-around services to taxpayers, districts, and the public. But in order to return the property tax asset to a healthy state and keep it there over time, maintaining a 25% or better level should be adequate.

HB 3518 seeks to balance support from the public, taxing districts, and the state for services that ultimately benefit the public, taxing districts and the state, each of which is currently suffering the impacts of a disintegrating property tax base.



The Department of Revenue projects of a decline of ~7% in CAFFA deposits over the next two tax years.

House Bill 3518

Sponsored by COMMITTEE ON REVENUE (at the request of Association of Oregon Counties)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: The Act would raise the county recording fee that goes to the County Assessment and Taxation Fund. The Act would index that fee to inflation. The Act would send a set percentage of all property tax moneys other than bond levies to the same fund. (Flesch Readability Score: 73.1).

Increases the county recording fee that is credited to the County Assessment and Taxation Fund and indexes the fee to inflation. Provides that a certain percentage of all tax moneys other than bond levy moneys be deposited in the same fund.

Takes effect on the 91st day following adjournment sine die.

A BILL FOR AN ACT

Relating to funding county assessment functions; creating new provisions; amending ORS 205.323, 294.187, 311.385 and 311.395; repealing ORS 311.508; prescribing an effective date; and providing for revenue raising that requires approval by a three-fifths majority.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 205.323 is amended to read:

205.323. (1) In addition to and not in lieu of the fees charged and collected under ORS 205.320 and other fees, the county clerk shall charge and collect the following fees for the recording or filing of any instrument described in ORS 205.130:

(a) A fee of \$1, to be credited as provided in subsection (4)(a) of this section;

(b) A fee of ~~[\$10]~~ **\$19**, to be credited as provided in subsection (4)(b) of this section; and

(c) A fee of \$60, to be credited as provided in subsection (4)(c) of this section.

(2) Subsection (1) of this section does not apply to the recording or filing of the following:

(a) Instruments that are otherwise exempt from recording or filing fees under any provision of law;

(b) Any satisfaction of judgment or certificate of satisfaction of judgment; or

(c) Internal county government instruments not otherwise charged a recording or filing fee.

(3) Subsection (1)(c) of this section does not apply to the recording or filing of:

(a) Instruments required under ORS 517.210 to maintain mining claims;

(b) Warrants issued by the Employment Department pursuant to ORS 657.396, 657.642 and 657.646; or

(c) A certified copy of a judgment, a lien record abstract as described in ORS 18.170 or a satisfaction of a judgment, including a judgment noticed by recordation of a lien record abstract.

(4) Of the amounts charged and collected under this section:

(a) The recording or filing fee charged and collected under subsection (1)(a) of this section must be deposited and credited to the Oregon Land Information System Fund established under ORS 306.132.

(b) The recording or filing fee charged and collected under subsection (1)(b) of this section shall

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

be credited as follows:

(A) *[Five percent]* **Fifty cents** of the fee must be credited for the benefit of the county;

(B) *[Five percent]* **Fifty cents** of the fee must be credited for the benefit of the county clerk for the purposes described in ORS 205.320 (2); and

(C) *[90 percent]* **\$18** of the fee must be credited to and deposited in the County Assessment and Taxation Fund created under ORS 294.187.

(c) The recording or filing fee charged and collected under subsection (1)(c) of this section must be credited to and deposited in the County Assessment and Taxation Fund created under ORS 294.187.

(5) The dollar amounts in subsections (1)(b) and (4)(b) of this section shall be adjusted annually for inflation since 2025 based on the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor Statistics of the United States Department of Labor, and rounded to the nearest fifty cents.

[(5)] (6) The Department of Revenue and county tax collectors are exempt from paying the fee under subsection (1)(c) of this section.

SECTION 2. ORS 311.508 is repealed.

SECTION 3. Before distributing property tax moneys under ORS 311.395 to the several taxing units according to the ratios provided in ORS 311.390, the county treasurer shall credit to the County Assessment and Taxation Fund created under ORS 294.187 an amount equal to 0.3 percent of all moneys set out in the statements prepared under ORS 311.395 (1) and (2) other than taxes imposed to pay principal and interest on exempt bonded indebtedness.

SECTION 4. ORS 294.187 is amended to read:

294.187. (1) There is created in the county treasury of each county a fund to be known as the County Assessment and Taxation Fund. The fund shall consist of:

(a) Moneys deposited in and credited to the fund under *[ORS 311.508]* **section 3 of this 2025 Act.**

(b) Moneys deposited in and credited to the fund under ORS 205.323 (4)(b)(C).

(c) Moneys deposited in and credited to the fund under ORS 205.323 (4)(c).

(d) Interest earned upon moneys credited to the fund.

(2) The county treasurer shall pay over the moneys in the fund, determined as of the last day of the fiscal quarter, to the State Treasurer on or before the 10th working day of the month following the last day of the fiscal quarter as follows:

(a) Moneys collected under subsection (1)(a) and (b) of this section and interest earnings on those moneys must be paid over to the Department of Revenue for deposit in the County Assessment Function Funding Assistance Account created under ORS 294.184.

(b) Moneys collected under subsection (1)(c) of this section and interest earnings on those moneys must be paid over to the Department of Revenue for deposit in the Housing and Community Services Department accounts for housing-related programs as follows:

(A) 76 percent of the moneys must be deposited in the General Housing Account created under ORS 458.620;

(B) 10 percent of the moneys must be deposited in the Emergency Housing Account created under ORS 458.620; and

(C) 14 percent of the moneys must be deposited in the Home Ownership Assistance Account created under ORS 458.620.

(3) If the county treasurer fails to pay over moneys, as required under subsection (2) of this section, then any unpaid moneys shall be a debt due and owing by the county to the state and the county shall pay the legal rate of interest thereon from the due date until paid. Payment of interest under this section shall not relieve the county treasurer from any penalty imposed by law for failure to make the payments, and in addition, the county treasurer shall be liable under ORS 311.375 (4)(a) and (b).

(4) ORS 294.305 to 294.565 do not apply to a fund created under this section.

SECTION 5. ORS 311.385 is amended to read:

311.385. (1) The tax collector shall deposit all property tax moneys with the county treasurer no later than:

(a) One business day after:

(A) Payment of the moneys is made in person at the office of the tax collector; or

(B) The tax collector receives moneys collected by a financial institution or other collection agency; or

(b) Thirty calendar days after the payment arrives by mail in the county mail receptacle.

(2) The tax collector shall take a receipt for all moneys deposited with the county treasurer.

(3) Property tax moneys shall not be deposited in any account other than the unsegregated tax collections account, except as provided in ORS 311.370[,] and 311.484 and [311.508] **section 3 of this 2025 Act.**

(4) No later than one business day after receiving notice of collection of tax moneys by a financial institution or other collection agency, the tax collector shall notify the county treasurer of the collection of those tax moneys.

(5) Except as provided in ORS 311.370[,] and 311.484 and [311.508] **section 3 of this 2025 Act**, the county treasurer shall deposit all property tax moneys to an account in the records of the county treasurer designated as the unsegregated tax collections account. Only those moneys that will be distributed under ORS 311.390 and interest earned from the investment of those moneys shall be deposited to the unsegregated tax collections account.

(6) As used in this section, "property tax moneys" includes all ad valorem taxes and all taxes on property, as defined in ORS 310.140, and all other amounts specifically authorized by law to be included on the assessment and tax roll, that are certified for collection under ORS 310.060 or other law and any interest on those taxes.

SECTION 6. ORS 311.395 is amended to read:

311.395. (1) The tax collector shall make statements of the exact amounts of property tax moneys in cash and warrants collected as follows:

(a) For the period beginning on the first Monday following the last Friday in October through the last Friday in November, the tax collector shall make weekly statements of those taxes that are collected for the current tax year.

(b) For the period beginning the first Monday following the last Friday [of] **in** November through the last Friday [of] **in** October of the ensuing year, the tax collector shall make quarterly statements of those taxes that are collected for the current tax year.

(c) The tax collector shall make quarterly statements of taxes collected for prior years.

[(d) Notwithstanding paragraph (b) or (c) of this subsection, if the balance in the unsegregated tax collection account as of the close of any month for any tax year (the current tax year or any prior tax year) exceeds \$10,000 or if requested by any taxing district, and if weekly statements are not required, then the tax collector shall make a statement for the period since the last statement for the tax year.]

(d) Notwithstanding paragraph (b) or (c) of this subsection, the tax collector shall make a statement for the period since the last statement for the tax year if:

(A)(i) The balance in the unsegregated tax collection account as of the close of any month for the current tax year or any prior tax year exceeds \$10,000; or

(ii) A statement is requested by any taxing district; and

(B) Weekly statements are not required.

(e) If the processing of tax payments for the current tax year received or postmarked on or before the November 15 due date, [(or, if the due date is extended under ORS 311.507, on or before the due date pursuant to the extension)], is not substantially completed as of the last Friday in November, the tax collector shall continue to make weekly statements until the end of a week when the processing is substantially completed.

(2)(a) Each statement shall be of taxes collected during the weekly, monthly, quarterly or other period for which the statement is required.

(b) The statements prepared under subsection (1) of this section shall specify the tax years for which the payments of taxes were made.

(c) A copy of each statement shall be filed with the county clerk and a copy shall be filed with the county treasurer no later than the fifth business day after the last business day of the period for which the statement is prepared. A copy of each statement shall be retained in the office of the tax collector.

(3) For the purposes of this section, property tax moneys are collected when:

(a) Payment is made in person at the office of the tax collector;

(b) The tax collector receives tax moneys or notice of tax moneys collected by a financial institution or other collection agency;

(c) The tax collector receives payment or notice of payment of tax moneys by the state; or

(d) The tax collector has posted a payment that arrived by mail in the county mail receptacle.

(4) Each statement required under subsections (1) and (2) of this section shall separately state the amount deposited into the property tax bankruptcy account under ORS 311.484 **and the County Assessment and Taxation Fund under section 3 of this 2025 Act** for the period covered by the statement.

(5) The statements required under subsections (1) and (2) of this section may be made more often and for shorter periods if the tax collector so desires but one of the statements so filed shall cover a period coinciding with the last business day of the particular calendar month or quarter during the period.

(6) The county treasurer shall credit the total amount of moneys set out in the statements prepared under subsections (1) and (2) of this section, except for the amount deposited into the property tax bankruptcy account under ORS 311.484 **and the County Assessment and Taxation Fund under section 3 of this 2025 Act**, to the several funds for which the moneys were respectively received in accordance with the schedule provided in ORS 311.390. The county treasurer shall keep the moneys and warrants received from the tax collector in their respective funds.

(7)(a) Within five business days of receiving a statement required by subsection (1) or (2) of this section, the county treasurer shall distribute the amount of money set out in the statement, except for the amount deposited into the property tax bankruptcy account under ORS 311.484 **and the County Assessment and Taxation Fund under section 3 of this 2025 Act**, to the several taxing units according to the ratios provided in ORS 311.390.

(b) The county treasurer shall distribute interest earned on moneys in the unsegregated tax

collections account at least as often as the treasurer receives a statement from the tax collector under subsection (1)(b) or (d) of this section.

(c) When statements are received under subsection (1)(a) of this section, the county treasurer shall distribute interest at least once a calendar month.

SECTION 7. There is appropriated to the Department of Revenue, for the biennium beginning July 1, 2025, out of the General Fund, the amount of \$10,000,000 for deposit in the County Assessment and Taxation Fund created under ORS 294.187. The moneys appropriated under this section shall be treated in the same manner as moneys in the fund collected under ORS 294.187 (1)(a) and (b).

SECTION 8. This 2025 Act takes effect on the 91st day after the date on which the 2025 regular session of the Eighty-third Legislative Assembly adjourns sine die.

4J ROI Estimate	Total (New) Taxable Value	Total (New) Tax Revenue	4J's Portion	Net Cost*	Total Gain
Year 1	120,000,000	2,002,800	447,736	213,962	233,774
Year 2	243,600,000	4,065,684	908,904	221,724	687,179
Year 3	370,908,000	6,190,455	1,383,907	229,719	1,154,187
Year 4	502,035,240	8,378,968	1,873,160	237,954	1,635,206
Year 5	637,096,297	10,633,137	2,377,090	246,436	2,130,654
Year 6	776,209,186	12,954,931	2,896,139	255,172	2,640,967
		44,225,975	9,886,935	1,404,968	8,481,967

*Net Cost = all delinquent interest to the district, 0.3% of principal (excluding bonds) to CAFFA



ITEM FOR ACTION (Second Read)

Date of Meeting

June 04, 2025

Title

Consider selection of a Name for the Chinese Immersion School

Presenter

Ericka Thessen, Board Director

Overview

Following an 18-month, community-centered process, the Eugene School District 4J Naming Recommendation Committee invited the Chinese Immersion School community and the broader 4J public to help select a permanent name for the Chinese Immersion Elementary School. The goal was to identify a name that reflects the school's mission, multilingual identity, and commitment to student growth and belonging.

This work was conducted in alignment with **Board [Policy FF—Naming Schools, Programs and Properties](#) and Administrative Rule [FF-AR—Naming Schools, Programs and Properties](#)**. The survey results will inform the official naming decision to be made by the Board later this spring.

The results of the final survey, which closed on May 15, 2025, are submitted here to inform the board's decision-making process; 444 responses were submitted across multiple stakeholder groups.

Finalist Names & Symbolism

Each name will be paired with the phrase "*Chinese Immersion Elementary School*" in keeping with naming conventions used by other 4J language immersion programs.

Chinese Name	Pinyin	English Translation	Core Symbolism
萌山	Méng Shān	Sprouting Mountain	It represents new growth and strength and evokes student potential and educational stability.

和林	Hé Lín	Harmony Grove	Reflects peace, unity, and community; aligned with values of benevolence, respect, and integrity.
桃李	Táo Lǐ	Home of Peaches and Plums	Derived from a Chinese proverb honoring teacher-student relationships and the legacy of learning.
晨星	Chénxīng	Morning Star	Symbolizes hope, guidance, and global citizenship; a forward-looking name connected to wisdom and aspiration.

Overall Community Survey Results (All Respondents – 444 Total)

- **Sprouting Mountain (Méng Shān):** 29.3%
- **Harmony Grove (Hé Lín):** 28.6%
- **Morning Star (Chénxīng):** 25.5%
- **Home of Peaches and Plums (Táo Lǐ):** 16.2%
- **Unsure:** <1%

Summary: *Sprouting Mountain and Harmony Grove* emerged as the top two community-wide preferences, with only a 0.7% difference between them—demonstrating close alignment and wide support for both.

Disaggregated Results by Stakeholder Group

Chinese Immersion School Family/Parent/Guardian (Total: 80 responses)

- **Morning Star (Chénxīng):** 32 votes – **40.0%**
- **Harmony Grove (Hé Lín):** 18 votes – **22.5%**
- **Sprouting Mountain (Méng Shān):** 17 votes – **21.25%**
- **Peaches and Plums (Táo Lǐ):** 13 votes – **16.25%**

Summary: *Morning Star* was the clear favorite among community members, capturing 40% of responses. *Harmony Grove* followed, with strong support tied to its inclusive and peaceful symbolism.

Chinese Immersion School Staff (Total: 17 responses)

- **Sprouting Mountain (Méng Shān):** 7 votes – **41.17%**
- **Harmony Grove (Hé Lín):** 4 votes – **23.52%**
- **Morning Star (Chénxīng):** 4 votes – **23.52%**
- **Peaches and Plums (Táo Lǐ):** 2 votes – **11.76%**

Summary: *Sprouting Mountain* was the top choice among staff, with over 40% support. *Harmony Grove* and *Morning Star* tied for second, each resonating with themes of community and guidance.

Chinese Immersion School Students (Total: 61 responses)

- **Harmony Grove (Hé Lín):** 22 votes – **36.06%**
- **Sprouting Mountain (Méng Shān):** 16 votes – **26.22%**
- **Morning Star (Chénxīng):** 16 votes – **26.22%**
- **Peaches and Plums (Táo Lǐ):** 7 votes – **11.47%**

Summary: Students favored *Harmony Grove*, emphasizing a desire for a peaceful, collaborative identity. *Sprouting Mountain* and *Morning Star* tied as second choices, reflecting a balance between growth and aspiration.

Eugene 4J Staff (Not Connected to CI School) (Total: 283 responses)

- **Sprouting Mountain (Méng Shān):** 90 votes – **31.80%**
- **Harmony Grove (Hé Lín):** 82 votes – **28.97%**
- **Morning Star (Chénxīng):** 61 votes – **21.55%**
- **Peaches and Plums (Táo Lǐ):** 50 votes – **17.66%**

Summary: Among 4J staff districtwide, *Sprouting Mountain* received the most votes, closely followed by *Harmony Grove*. The two names combined accounted for more than 60% of staff preference, showing strong alignment around values of growth, strength, and community.

Top Two Name Preferences by Stakeholder Group

Stakeholder Group	Total Responses	Top Choice	%	Second Choice	%
Overall Community Survey	444	Sprouting Mountain (Méng Shān)	29.3%	Harmony Grove (Hé Lín)	28.6%
Chinese Immersion School Family/Parent/Guardian	80	Morning Star (Chénxīng)	40.0%	Harmony Grove (Hé Lín)	22.5%
Chinese Immersion School Staff	17	Sprouting Mountain (Méng Shān)	41.17 %	Tie: Harmony Grove / Morning Star	23.52%

Chinese Immersion School Students	61	Harmony Grove (Hé Lín)	36.06 %	<i>Tie</i> : Sprouting Mountain / Morning Star	26.22%
Eugene 4J Staff (Not CI Connected)	283	Sprouting Mountain (Méng Shān)	31.80 %	Harmony Grove (Hé Lín)	28.97%

Themes from Community Feedback

Symbolic Alignment with Core Values

- *Sprouting Mountain* was described as a metaphor for students' growth supported by a stable, nurturing environment—particularly resonant in Eugene's natural landscape.
- *Harmony Grove* was widely celebrated for its emphasis on unity, peace, and shared learning.
- *Morning Star* was praised for evoking inspiration, guidance, and the aspiration to become global citizens.
- *Peaches and Plums* was deeply meaningful for heritage Chinese speakers, citing its traditional connection to education and mentorship.

Cultural Resonance & Accessibility

- Respondents emphasized the importance of cultural relevance, clarity of symbolism, and ease of pronunciation for both Mandarin and English speakers.
- Comments surfaced about the need for a name that is accessible to young children and clearly communicates the school's purpose to the broader community.

Stakeholder Voice

- Respondents repeatedly emphasized that the voices of **the Chinese Immersion School's students, staff, and families**—especially those with Chinese heritage—should be prioritized in the final decision.
- There was consensus that the name should reflect cultural authenticity and the lived experiences of those within the program.

Committee Recommendation and Next Steps

The Naming Recommendation Committee reviewed over 27 original submissions and facilitated several rounds of community engagement to narrow the list to four culturally rooted and meaningful options.

The committee unanimously agrees that any of the four names would meaningfully and strongly reflect the school's values and mission. With the process now completed and the community data reviewed, the Board will proceed with making the final decision.

As such, we respectfully submit these findings and survey results for Board action.

- **Board Presentation:** May 21, 2025
- **Board Decision, Formal Name Adoption & Public Announcement – June 4, 2025**
Board Meeting

Closing

Thank you for your leadership and ongoing support of multilingual education. The final name selected will serve not only as a formal title but as a lasting symbol of identity, inclusion, and purpose for our school community.

Recommendation

This milestone will provide the school community with a meaningful and lasting identity, deeply rooted in both local and global perspectives.

The Superintendent recommends that the Board take action to approve a new name for the Chinese Immersion School.

Respectfully submitted,

Ericka Thessen, Committee Board Representative
Member **Jen Hebard**, Principal, Chinese Immersion Elementary School
Xiaowen Jensen, Teacher, Chinese Immersion School



Naming Process of the Chinese Immersion Naming Committee & Final Four Names

May 21st, 2025

The Process Summarized

Naming Process Overview

- ▶ The Naming Committee was formed in February of 2024 & included staff, parents, and community members. We had parent representation from grade levels K-8 as well as a wide variety of Chinese Language Speakers from various regions of China.
- ▶ Collected name suggestions via In-Person Cultural Events, Surveys, School Newsletters. These were collected from January-October 2024.
- ▶ Reviewed submissions for cultural significance and school values alignment over the course of 5, 2 hour meetings.
- ▶ Narrowed the list of 27 names down to the 4 finalists through committee discussions, collaboration, using a set of established criteria.
- ▶ Final 4 names submitted to Superintendents Office, and sent out for community feedback on May 7th.
- ▶ May/June, Eugene School District 4J School Board to choose the final name based on the four finalists

We invite the Eugene School District 4j Board to select a name that reflects the spirit of our school, community, and cherished home in Eugene

Presenting the Four Finalist School Names:

Name (Chinese)	Pinyin	English Translation	Symbolism & School Pillars
萌山	Méng Shān	<i>Sprouting Mountain</i>	萌 (Méng, sprout) symbolizes new growth and 山 (Shān, mountain) represents strength. Together, they evoke a school community where students thrive with Wellness and Wisdom .
和林	Hé Lín	<i>Harmony Grove</i>	和 (Hé, harmony) represents peace and unity, and 林 (Lín, grove) reflects community connection. This name promotes inclusion and embodies Benevolence, Respect, and Integrity .
桃李	Táo Lǐ	<i>Home of Peaches and Plums</i>	Rooted in the proverb “peaches and plums fill the door,” it honors the relationship between teachers and students, celebrating Benevolence and Wisdom .
晨星	Chénxīng	<i>Morning Star</i>	晨星 (Chénxīng) represents the morning star, symbolizing hope and direction. It reflects our mission of inspiring global citizens with Wisdom and Benevolence .

Appreciation & Next Steps:

- ▶ I'd like to extend heartfelt gratitude to the Chinese Immersion Naming Committee, comprising approximately 25 parents, staff, and community members. Their dedicated, thoughtful engagement and collaborative spirit, driven by a deep commitment to our students and community, were truly inspiring. Thank you!
- ▶ Heartfelt thanks to Board Member Thessen for your invaluable support and dedication to our Naming Committee. Your time, energy, and commitment to our school community are deeply appreciated!
- ▶ To Superintendent Gill and the Eugene School District 4J School Board; We deeply appreciate your leadership and steadfast support for multilingual education. The chosen name will stand as a powerful beacon of our school community's identity, inclusivity, and shared purpose.

Next Steps:

Our students, staff, and community are eagerly awaiting the final name selection.
We humbly pass this along into your capable hands.

&

We are excited to hear your decision!



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

ITEM FOR ACTION

Date of Meeting

6/4/2025

Title

Merger of Looking Glass Long Term Care and Treatment Programs

Presenter

Della Thomas, Student Services Administrator
Seth Pfaefflin, Director of Student Services

Background

Long Term Care and Treatment Programs, commonly known as LTCT, provide educational services for students in eligible day and residential treatment programs. These programs are intended for students who require ongoing therapeutic treatment and support due to mental health or behavioral health issues. The school district in which a facility is located is responsible for providing educational services. The Oregon Department of Education (ODE) provides funding for the education of students in these programs.

Looking Glass has had a single LTCT program in place for several decades at their Regional Crisis Center. Due to community need for therapeutic services for youth, Looking Glass has opened a second Regional Crisis Center. The programs are now referred to as Regional Crisis Center West and East. Oregon Department of Education has advised Looking Glass and Eugene School District to merge the East and West programs into one LTCT institution. The combined East and West programs are called Looking Glass Academy for the educational arm of the services. This merger requires school board approval and completion of the attached forms to ODE.

Oregon Department of Education

Accountability Reporting

255 Capitol Street NE

Salem, Oregon 97310

ode.institutions-request@ode.oregon.gov

Fax: 503.378.5156

Institution Request Form

Form 581-1380-A

Instructions for submitting institutional changes with the Oregon Department of Education: This form is used to request a variety of institutional changes. Find the type of request that your institution is making and fill out the indicated fields for that type of request. **See [Appendix C](#) for supplemental material to be submitted with this form.** All Institution Request Forms must be physically signed and dated to be processed. New institution requests, institution splits, and grade changes are due by September 15 of the school year the change will take effect. For questions and submission, please email ode.institutions-request@ode.oregon.gov.

Registered Private Schools, Registered Private Alternative Programs, and Approved Private Special Education Providers in the state of Oregon must provide information to the Oregon Department of Education prior to receiving an Institution ID. Information about these schools changes frequently. For the latest applications and listings, visit the appropriate web pages at <http://www.oregon.gov/ode> (Search for Private Schools, Private Alternative Programs, Special Education Service, or Charter Schools).

Non-Accountable Institution Requests

Entities that are required to have an ID that are not Oregon Public Schools must complete their requests on the appropriate online form. Below are the appropriate forms for specific ODE Application access.

- [Electronic Grant Management System \(EGMS\) Requests](#)
- [Fingerprinting Requests](#)
- [School Bus Driver Portal Requests](#)
- [Sexual Misconduct Verification System \(SMVS\) Requests](#)

Institution Classification:

Select your [Virtual School Status](#) (only required for public schools):

☐ Full Virtual ☐ Focus Virtual ☐ Supplemental Virtual ☒ Not Virtual

Sector: (Select only one)

☒ Public
☐ Private
☐ Private Non-Profit

Primary Function: (Select only one)

☐ School ☒ Program
☐ University ☐ Community College
☐ College ☐ Organization/Other
☐ Child Nutrition Program Site

Complete this section only if this institution is a primary educational provider (i.e. accountable for educational services).

Instructional Type: (Institutions which do not have a regular instruction type must follow additional rules and statutes as designated by ODE.)

☒ Regular ☐ Alternative
☐ Charter ☐ Career/Technical
☐ Special Ed. ☐ Recovery School

Program Type: (Only complete if the function type is "Program". Not applicable for schools.)

☐ ACEP ☐ CTE ☐ JDEP ☒ LTCT
☐ PNF ☐ YCEP ☐ YDD
☐ Head Start ☐ Even Start ☐ EI/ECSE
☐ Tribal ☐ Hospital ☐ Special Ed.
☐ Private Alternative
☐ Regional Program (Special Ed.)

Type of Request (check one):

Note: If the change affects more than one institution, please complete a separate form for each institution.

- ☐ New Institution (Non-EGMS)(Effective 7/1 of the approved school year)

Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#), [H](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)

- ☒ Merging of Two Institutions into one institution

Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)

- ☐ Splitting of One Institution into two institutions

Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)

- ☐ Institution Close (Effective 6/30 of the approved school year)

Complete sections: [All information above](#), [A](#), [G](#), [N](#), [O](#)

- ☐ Other Information Changes

☐ Address Change (Complete Sections: [All information above](#), [A](#), [C](#), [N](#), [O](#))

☐ Grade Level Change (Complete Sections: [All information above](#), [A](#), [G](#), [I](#), [N](#), [O](#), [Appendix B](#) (if major grade change)

☐ Parent Administration Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#))

☐ Type Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#), [Appendix B](#))

☐ Name Change (Complete Sections: [All information above](#), [A](#), [N](#), [O](#).)

- ☐ Directory/Staff Changes

Complete sections: [All information above](#), [A](#), [N](#), [O](#), [Appendix A](#)

- ☐ Child Nutrition Program

Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G*](#), [H](#), [K**](#), [L](#), [N](#), [O](#)

- ☐ New YDD Data Manager (YDD – Only) Institution

Complete sections: [Sector](#) (above), [Program Type](#) (above), [A](#), [C](#), [E](#), [F](#), [J](#), [K](#), [M](#), [N](#), [O](#)

* Optional

** Complete if the child nutrition program site has a grant through EGMS as well

A: Institution Identifiers: (If merging/splitting, put the name of the single institution that will be merged into/split from. Only use the 'New' name fields for name changes. If you are unsure of your ID, you can search for it on the [Institution Lookup Tool](#).)

Institution ID# (Leave blank for new institution requests and mergers): 2316

Current Name (Doing business as): Looking Glass Academy

New Name (Doing Business as):

Current Legal Name (Name that is on contract, charter, IRS documentation—if different from above): Looking Glass Community Services

New Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

B: Merging/Splitting Institution Identifiers:

Institution A ID#: 2316 (Leave blank if splitting - this # will be assigned by ODE)

Institution A Legal Name: Looking Glass Academy

Institution B ID#: 4811 (Leave blank if splitting - this # will be assigned by ODE)

Institution B Legal Name: LG River Rd. Campus

C: Demographic Information: (For address changes, give the new information. For merges, this address should reflect the final location.)

Street address (include City, State, and Zip+4):

2655 MLK Jr. Blvd. Eugene, OR 97401

Mailing address (include City, State, and Zip+4):

2655 MLK Jr. Blvd Eugene, OR 97401

County: Lane

Primary web address: Lookingglass.us Primary email address: ben.molin@lookingglass.us

Primary Phone: 541-393-1440 Primary Fax: 541-262-1396

D: Institution Merge/Split Addresses: (Use the same institution (A & B) as in Section B.)

Institution A Name: Looking Glass Academy

Institution A Address: 2655 MLK Jr. Blvd Eugene, OR 97401

Institution A Phone: 541-393-1440 Web: lookingglass.us Email: ben.molin@lookingglass.us

Institution B Name: LG River Rd. Campus

Institution B Address: 550 River Rd. Eugene, OR 97404

Institution B Phone: 541-793-2611 Web: lookingglass.us Email: ben.molin@lookingglass.us

E. Federal Identification Numbers: (If you use a Social Security Number for your Taxpayer Identification Number, **DO NOT WRITE IT ON THIS FORM**, instead write "Using SSN" in the U.S. Employer ID# (Federal Tax ID#): field.)

U.S. Employer ID# (Federal Tax ID#): 93-0605174

F. Institution Administrator Information:

☐ District Superintendent ☒ School Principal ☒ Head Administrator or Director

Name: Ben Molin and Della Thomas

Phone: 541-393-1440, 541-790-7700

Email: ben.molin@lookingglass.us, thomas_de@4j.lane.edu,

G. Effective Date: (For grade changes, please type in the date the grade change will be going/ went into effect.)

Open Date: and/or Close Date: and/or Split/Merge Date: 7/1/2025

H. Grade Range Offered: (If splitting/merging, this is the single institution that the two are splitting from/merging into.)

Low: 12 High: 17 ☐ PreK ☐ Elementary ☐ Jr. High ☒ Middle ☒ High ☐ District

I. Splitting/Merging/Change Grade Range Offered: (These are the two institutions that the single institution is splitting into or merging from. Use the same institution # (1 and 2) as in Section B. For grade level requests, give the current in Inst. A and change to in Inst. B. Provide a number value in the "Low" and "High" fields and select the appropriate grade range box.)

Inst. A: Low: 12 High: 17 ☐ Elementary ☐ Jr. High ☒ Middle ☒ High ☐ District

Inst. B: Low: 12 High: 17 ☐ Elementary ☐ Jr. High ☒ Middle ☒ High ☐ District

J. Administrative/Fiscal Parent:**Administration Parent: Eugene 4J School District**

(The entity responsible for your operation. For public schools, this is a district or an ESD. For private schools or programs, there is no ID, and for ODE contracted programs, there is a state operated ID number. For YDD sites, that are not Jurisdictional leads, list the parent YDD site here.)

Institution Name: Eugene SD 4J ID#: 2082

Fiscal Parent: Eugene 4J School District

(The entity which receives state funding on your behalf. Charter and private schools may be their own fiscal agents.)

Institution Name: Eugene SD 4J ID#: 2082

K. Electronic Grants Management System (EGMS) and YDD Administration:**Fiscal Agent Name: Kari Blake**

Email: blake_k@4j.lane.edu

Telephone: 541-790-7882

Business Manager (if different) Name: Same as Above

Email:

Telephone:

Please submit your W-9 form and the EGMS Access Request Form to ode.EGMS@ode.oregon.gov at the time of submitting this request to be set up in the State's payment system for EGMS Only (Not Required for YDD).

L. Child Nutrition Programs:

☐ Sponsor ☐ Site (May check both if applicable)

Sponsor Name:

Site Name:

CNP Sponsor Agreement Number*:

CNP Site Number*:

Programs: (Check all that apply) ☐ SNP

☐ CACFP

☐ SFSP

*These numbers can be found in [CNPweb](#).

M. YDD Programs:

Administration:

Governance Type:

☐ DM Jurisdictional Lead

☐ City Government

☐ Committee

☐ Tribal Agency

☐ School District

☐ County Agency

☐ School District

☐ Service Provider

☐ State Agency

N. Submitted By: (A **physical** signature is required.)

Name: Ben Molin

Title: Director of Education at Looking Glass, LTCT Director

Email: ben.molin@lookingglass.us,

Signature: 
Ben Molin (May 27, 2025 08:26 PDT)

Date: 5/23/2025

Name: Della Thomas

Title: SSD Administrator, Eugene School District 4J

Email: Thomas_de@4j.lane.edu

Signature: 

Date: 5/23/2025

O. Additional Information: (Optional space to provide further information about the institution request or if you are requesting a New EGMS Only request, list the grant that you have received and/or the staff member at ODE with whom you are working.)

Looking Glass RCC West and RCC East will be under the same LTCT umbrella after this merging of institution ID numbers. They are essentially the same program, just currently two different campuses with the same administrative oversight, staff, and programming.

Email Institution Request Forms and other supporting documentation (see page 9 for possible required supporting documentation) required for the request to:

Institutions Specialist

ode.institutions-request@ode.oregon.gov

Appendix A: Directory Update Worksheet

Directions: Identify the school year at the top of the page. Always fill in the name of the institution and the institution ID number for the institution being updated. **Fill in only what needs to be updated – the only required position is the Superintendent or Principal, the rest are optional.** Submit one Staff Name per title. If more than one name is listed, only the first name will be entered. Only the titles and numbers listed will be updated. If you add a title that is not on the list, it will not be included. Copy and paste the School Section to make multiple submissions as needed. Email the completed form back to ODE at ode.institutions-request@ode.oregon.gov. For staff that need to be removed, please submit these names in the body of your email. Please view the staff currently associated with your institution on the [Institution Lookup Tool](#) prior to submitting.

School District/ESD:			
School District Name (Current Name)	Eugene 4J School District		
School District ID	2082		
*Phone (area code + number)	541-790-7700		
*Fax (area code + number)	541-790-7711		
*Main email			
*Internet address	4j.lane.edu		
Institutions Database Code & Titles	Staff Name	Phone Number	Email
*100 Superintendent	Colt Gill	541-790-7700	Gill_c@4j.lane.edu
150 Service Ctr. Admin. – ESDs only			
200 Deputy Superintendent <i>OR</i>	Carmen Urbina	541-790-7700	Urbina_c@4j.lane.edu
300 Assistant Superintendent			
350 Deputy Clerk			
400 Administrative Assistant			
500 Business Manager			
600 Human Resources/Personnel			
700 Communications			
750 Curriculum			
800 Instruction			
900 Special Education	Seth Pfaefflin	541-790-7800	
1000 Career and Technical Education			
1100 Assessment			
1200 Special Services			
1300 Technology			
1400 Media/Library			
1500 Activities			
1600 Child Nutrition			
1700 Transportation			
1800 Safety			
1900 Facilities			
School:			
School Name (Current Name)			
School ID			
*Phone			
*Fax			
*Main email			
Inst. Code & Title – choose one	Staff Name	Phone Number	Email
*100 Principal			
100 Interim Principal			
100 Head Teacher			
100 Director			

*Required for all K-12 public schools. Other positions are entirely optional and may be excluded.

Appendix B: Information Worksheet

All questions relevant to the institution request should be addressed.

Physical Location:

Is the entity physically located within the existing school district boundary? If no, explain the circumstances.

- yes

Is the entity located within the same physical facility occupied by other schools or programs within the district boundary? If yes, explain the situation.

- Yes, the entity is on the same campus as several other youth services.

Enrollment Process:

Can any student within the district enroll in the entity by personal choice when grade levels offered at the entity match a student's grade level?

- no

Is there a separate student intake procedure/process than for a regular school? Explain.

- no

Who determines which students attend the entity? Explain.

- The entity – in consort with the juvenile justice system

Do students, who are enrolled in the entity, remain members of the school that referred them?

- no

Will the institution enroll students from outside of the responsible district? (Open Enrollment? Interdistrict Transfer?)

- yes

Do all students enroll on a part-time basis?

-

Curriculum:

Will the curriculum be comprehensive (Does it offer all courses necessary to allow students at all grade levels to complete all state and district requirements for graduation as per Oregon state statute and administrative regulation: Division 22)? If yes, provide the school year course catalog and master schedule.

- no

Does the entity offer supplemental course work offered to students who attend classes at a non-district entity or another school/program within the district's physical boundary? Explain the situation.

- Yes – preparation for the GED is available

Are all courses offered and taught by district staff at the entity's physical location? Explain the situation.

Which entity issues grades to students?

- yes

Will the entity offer online courses from an entity with which there is a contract or agreement with the district to supplement the district's curriculum offerings or provide the entire curriculum? If yes, explain in detail the arrangement.

- no

If online courses are offered, which vendor/s will be used?

-

Diploma:

Will the entity issue a regular diploma indicating students have successfully completed all state and district graduation requirements offered by the entity?

- yes

Student Population:

Is the student population changing to or from other school district or non-school district schools or programs? Explain.

- Yes – students are of school eligible age but may not have been enrolled for quite some time

Staffing:

Will the entity have a full time principal/administrator or share administrator duties between multiple locations and/or teaching entities? What is the arrangement?

- The entity has a principal but will share administrative duties with the school district

Is the principal/administrator certified for this responsibility with the Teachers Standards Practice Commission (TSPC)?

- yes

Is the entity's staff currently teaching at the entity? Explain the situation.

- Looking Glass provides their own teachers.

Is the entity's staff changing teaching assignments from previous assignments? If so, to what extent. Explain.

- no

Are all teaching staff licensed by TSPC to teach the curriculum they are assigned to teach?

- yes

Who evaluates teaching staff?

- The entity – Looking Glass

Whose staff meetings do teaching staff attend?

- Those of Looking Glass

Appendix C: Institution Request Requirements Matrices

An "X" indicates that the document is required for approval. When submitting a change to the IDAT, supporting documentation is often necessary. These matrices outline the documentation/process required for approval of the requested change in the ODE's Institutions Database. Please follow these matrices to know which items are required for each type of change. IDAT and DGC approval occur within ODE after the required documentation has been submitted.

Schools, School Districts/ESDs and Other Organizations									
Documents and Approvals	New ODE ID Number	New Private School (Reg. or Alt.)	Name Change	Street Address Change	Grade Level Change	Institution Mergers/Splits	Closure	Type Change	EGMS Only
Institution Request Form	X	X	X	X	X	X	X	X	X
Official Board Minutes	X	X	X	X	X	X	X	X	--
Enrollment Calculator	X	--	--	--	X	X	--	X	--
Information Worksheet	X	X	--	--	X	X	--	X	--
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--	X	X	X	--	--

Charter Schools								
Documents and Approvals	ODE ID Number	Name Change	Street Address Change	Fiscal Agent Change	Grade Change	Closure	Type Change	
School Application OAR 581-026-0050(1)	X	--	--	--	--	--	--	
Charter Contract or Contract Amendment ORS 338.035 (2)(a)(C)	X	X	X	X	X	--	--	66
EIN Document ORS 338.035(2)(a)(C)	X	--	--	--	--	--	--	
All annual reports on file at ODE ORS 338.095(2)	--	X	X	X	X	X	X	
All municipal audits on file at ODE ORS 338.095 (3)	--	X	X	X	X	X	X	
Institution Request Form	X	X	X	X	X	X	X	
Charter School Board Minutes	--	--	--	--	--	X	--	
Enrollment Calculator	X	--	X	--	X	--	--	
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--	--	X	--	

YCEPs, JDEPs, HOSPITALs, and LTCTs								
Documents and Approvals	New ODE ID Number	Name Change	Street Address Change	Grade Level Change	Institution Mergers	Institution Splits	Closure	Type Change
Needed in Contract or Contract Amendment	X	X	X	--	X	X	--	--
Service Plan or Written Notice	--	--	X	LTCT Only	YCEP/ JDEP	--	X	--
Institution Request Form	X	X	X	X	X	X	X	X

modified-merging Looking Glass - institutionrequestform1380a (1)

Final Audit Report

2025-05-27

Created:	2025-05-27
By:	Della Thomas (thomas_de@4j.lane.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAbiZMwSzw_MWPQbvOGM3xE7qViejIMraA

"modified-merging Looking Glass - institutionrequestform1380a (1)" History

-  Document created by Della Thomas (thomas_de@4j.lane.edu)
2025-05-27 - 2:57:02 PM GMT
-  Document emailed to ben.molin@lookingglass.us for signature
2025-05-27 - 2:58:03 PM GMT
-  Email viewed by ben.molin@lookingglass.us
2025-05-27 - 2:58:13 PM GMT
-  Signer ben.molin@lookingglass.us entered name at signing as Ben Molin
2025-05-27 - 3:26:55 PM GMT
-  Document e-signed by Ben Molin (ben.molin@lookingglass.us)
Signature Date: 2025-05-27 - 3:26:57 PM GMT - Time Source: server
-  Document emailed to Della Thomas (thomas_de@4j.lane.edu) for signature
2025-05-27 - 3:26:59 PM GMT
-  Email viewed by Della Thomas (thomas_de@4j.lane.edu)
2025-05-27 - 5:57:50 PM GMT
-  Document e-signed by Della Thomas (thomas_de@4j.lane.edu)
Signature Date: 2025-05-27 - 5:58:10 PM GMT - Time Source: server
-  Agreement completed.
2025-05-27 - 5:58:10 PM GMT



ITEMS FOR ACTION

Date of Meeting

June 04, 2025

Title

Approve Resolution 2025-06 Making Appropriations from the Acceptance of Grant Funds

Presenter

Matt Brown

Background

The District has received the following grant funds in addition to funds anticipated at the time the 2024-25 budget was adopted. The District may expend grant funds received for a specific purpose upon enactment of a resolution by the Board.

The following additional grant funds have been received as listed:

Student Initiative Act (SIA)	\$ 3,060,000
High School Success (M98)	500,000
Individuals with Disabilities Education Act (IDEA)	450,000
Mentorship Grant	340,000
Fresh Fruits and Vegetables Program	50,000
	\$ 4,400,000

Recommendation(s)

The superintendent recommends the Board adopt Resolution #2025-06, approving this supplemental budget, recognizing and appropriating additional resources, and authorizing spending as described to support district operations.



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

Resolution No. 2025-06

**MAKING APPROPRIATIONS RESULTING FROM ACCEPTANCE OF GRANT FUNDS
IN THE 2024-25 FISCAL YEAR**

WHEREAS, ORS 294.326 and ORS 294.440 allow a school district to expend funds in addition to those originally anticipated, and

WHEREAS, the following additional grant funds have been received in the grants listed:

Student Investment Account (SIA)	\$ 3,060,000
High School Success (M98)	500,000
Individuals with Disabilities Education Act (IDEA)	450,000
Mentorship Grant	340,000
Fresh Fruits and Vegetables Program	50,000
	<u>\$ 4,400,000</u>

WHEREAS, these additional funds were not anticipated at the time the budget was adopted, and the statutes require enactment by the governing body of appropriate resolutions authorizing the expenditure of such funds, therefore

BE IT HEREBY RESOLVED, by the Board of Directors of Eugene School District 4J that the following

	Supplemental Budget Resolution 2025-051 May 7, 2025	Changes	As Revised June 4, 2025
<u>SPECIAL REVENUE FUNDS</u>			
Instruction	\$ 30,597,396	\$ 360,000	\$ 30,957,396
Supporting Services	17,995,392	3,990,000	21,985,392
Enterprise and Community Services	13,541,920	50,000	13,591,920
Facilities Acquisition and Construction	600,000	-	600,000
Other Uses:			
Debt Service	380,000	-	380,000
Transfers of Funds	-	-	-
Operating Contingency	3,950,000	-	3,950,000
Total General Fund Appropriations	\$ 67,064,708	\$ 4,400,000	\$ 71,464,708
Unappropriated Balance	-	-	-
Total General Fund Requirements	<u>\$ 67,064,708</u>	<u>\$ 4,400,000</u>	<u>\$ 71,464,708</u>

The foregoing resolution adopted this 4th day of June, 2025.

CLERK

CHAIR OF THE BOARD



ITEM FOR ACTION (Second Read)

Date of Meeting

June 04, 2025

Title

Proposed Board Meeting Calendar for the 2025-26 School Year

Presenter

Jenny Jonak, Board Chair

Description

The Board of Directors meets one to two times per month, each month of the year.

Agenda and materials related to meeting agenda items will be provided to the board, and noticed to the public, on the Friday preceding the Wednesday meeting. Special board meetings, board work sessions and board executive sessions may also be scheduled during the year; board members typically set aside every Wednesday evening for that purpose, should a meeting be called.

The draft 2025-26 board meeting calendar has been reviewed and does not interfere with major holidays, spring break, or winter break.

Recommendation

The superintendent recommends approval of the proposed 2025-26 board meeting calendar. Should the board decide to delay approval of the proposed calendar, the board is respectfully requested to approve the July 9, 2025, organizational meeting.

2025-26 Calendar

Scheduled Regular Board Meetings and Board Work Sessions

Eugene School District 4J Board of Directors

July 1, 2025 - June 30, 2026

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

<u>Meeting Date</u>	<u>Meeting Type</u>	<u>Materials Delivered to Board</u>
Wed., Jul. 09, 2025	Organizational Board Meeting	Thu., Jul. 3, 2025
Wed., Aug. 06	Regular Board Meeting	Fri., Jul. 25
Wed., Aug. 20	Board Work Session	Fri., Aug. 15
Wed., Sep. 03	Regular Board Meeting	Fri., Aug. 29
Wed., Sep. 17	Board Work Session	Fri., Sep. 12
Wed., Oct. 08	Board Meeting	Fri., Oct. 03
Wed., Oct. 22	Board Work Session	Fri., Oct. 17
Wed., Nov. 05	Regular Board Meeting	Fri., Oct. 31
Wed., Nov. 19	Board Work Session	Fri., Nov. 14
Wed., Dec. 10	Regular Board Meeting	Fri., Dec. 05
Wed., Jan. 21	Regular Board Meeting	Fri., Jan. 16, 2026
Wed., Feb. 04	Regular Board Meeting	Fri., Jan. 30
Wed., Feb. 18	Board Work Session	Fri., Feb. 13
Wed., Mar. 04	Regular Board Meeting	Fri., Feb. 27
Wed., Apr. 15	Regular Board Meeting	Fri., Apr. 10
Wed., Apr. 29	Board Work Session	Fri., Apr. 24
Wed., May 13	Regular Board Meeting	Fri., May 08
Wed., May 27	Work Session	Fri., May 22
Wed., Jun. 10	Regular Board Meeting	Fri., Jun. 05

- Board meetings are typically held at 6 p.m. at the Eugene School District Education Center, 200 North Monroe Street.
- Additional meetings may be scheduled and meetings on this list may be rescheduled.
- Board members and staff are asked to hold all Wednesdays in case an additional meeting is scheduled.



ITEM FOR ACTION

Date:

June 4, 2025

Title:

Approve the process model that will be used to elect the Chair and Vice Chair and organize the Board of Directors for the 2025-26 School Year

Presenter:

Jenny Jonak, Board Chair

Background:

The Board is required by Policy [BD/BDA – Board Meetings](#) to hold an annual organizational meeting to elect board officers for the coming year and to establish the year's schedule of Board meetings. The action is required by policy to occur no later than the next regular meeting following July 1.

In Board election years (odd numbered years), the first meeting will be held no earlier than July 1 and no later than July 31.

Board Policy [BCB – Officers of the Board](#) and as provided in [ORS 332.040](#), directs that no later than the next regular meeting following July 1, the Board shall meet and organize by electing a Chair and Vice Chair from its members.

Process:

At the May 21, 2025 Board Meeting, the Board proposed several models for how the Board might approach officer elections moving forward.

Included in the Board Packet is a memo prepared by staff entitled “Models for Electing Board Officers – Summary of Options and Considerations.

The purpose of this memo is to summarize the models proposed by the Board and offer considerations for the Board to have during continued discussion and decision-making.

At a future meeting, the Board will need to take the following action:

a. **Elect Board Officers**

- (1) Chair: The Board of Directors should elect the chair for the fiscal year ending June 30, 2026.
- (2) Vice-Chair: The Board of Directors should then elect the vice chair for the fiscal year ending June 30, 2026.

b. **Authorize the Chair and Vice Chair to Sign for the District During the 2025-26 Fiscal Year**

Duties of the Board Chair: The Board Chair will work with the superintendent (clerk) to establish the agenda for regular Board meetings, preside at meetings, represent the Board and the district at official functions, and shall appoint all committees, unless otherwise ordered by the Board.

The Chair (and the clerk) shall execute in the name of the Board and on its behalf all legal documents authorized by the Board including, but not limited to, signing the minutes, conveyances, releases, repots, contracts and statements, except as provided by the Board or by law.

The Chair has the same responsibility to participate in discussing issues and voting on motions as other members of the Board. No member shall serve as Chair for more than four years in succession.

Duties of the Vice Chair: The Vice Chair shall perform the duties of the Chair whenever the Chair is absent or unable to perform the duties of their office.

The Vice Chair shall perform other functions as designated by the Board or the Chair.

Options and Alternatives:

Opportunity will be provided at this (June 04, 2025) meeting for Board Directors to express their interest in serving in a leadership position.

The Board may choose to select one of the proposed officer election models provided by staff, the Board may select a different model. The selection of leadership is an important opportunity to reflect the Board's shared values of transparency, equity, shared responsibility, and inclusive governance.

Recommendation:

The superintendent recommends the Board select a process model that they can use in the election of Chair and Vice Chair for the 2025-26 fiscal year.

At their July 2025 meeting, the Board will use the adopted process model to elect the Chair and Vice Chair. Once these officers have been elected, the Board will approve a resolution authorizing the Chair and Vice Chair to sign as legally elected and qualified officers of the Board for the 2025-26 fiscal year.



MEMORANDUM

To: Eugene School District 4J Board of Directors
From: Carmen Xiomara Urbina, Chief of Staff
Date: June 4, 2025
Subject: Models for Electing Board Officers – Summary of Options and Considerations Introduction

For Board Consideration:

As we approach the annual reorganization of the Board, there has been thoughtful discussion about how to best structure the process of electing Board officers. The selection of leadership is an important opportunity to reflect our shared values of transparency, equity, shared responsibility, and inclusive governance.

At our last meeting, several models were proposed for how the Board might approach officer elections moving forward. Each option presents its own strengths and offers different ways to ensure that leadership roles are filled in a manner that supports collaboration and continuity. The purpose of this memo is to summarize those models, highlight the benefits of each approach, and offer considerations for your continued discussion and decision-making.

There will be opportunity for Board Directors to express interest in leadership positions at this meeting, on June 4, 2025.

Summary of Proposed Officer Election Models

1. Rotation Model

Description: Officer roles rotate among Board members on a set schedule. Members may opt out of serving.

Benefits:

- Encourages shared leadership and equitable access to officer roles.
- Reduces politicization and fosters leadership development across the Board.
- Simple and predictable process that builds collective capacity over time.

Considerations:

- Timing may not always align with individual readiness or board needs.
- Opt-outs may affect continuity and require flexibility in implementation.
- Board members opting out may feel pressure, awkwardness or an invasion of privacy in having to justify the opt-out.

- Support structures (e.g., mentoring) may enhance success for those stepping into new roles.

2. Randomized Draw Model

Description: Officer roles are selected by drawing names from a pool of willing Board members (with the ability to opt out).

Benefits:

- Impartial, equitable, and efficient process.
- Minimizes political pressure or competition.
- Creates a level playing field and promotes broader participation.

Considerations:

- Outcomes may not always align with leadership skillsets or board context.
- Additional support or guidance may be helpful for new officers.
- Clear communication can help build understanding and trust in the process.

3. Ballot Vote Model

Description: Board members submit their votes using ballots that list all candidates. The Board Secretary tallies the results. Both the ballots and the votes must be publicly disclosed and cannot be kept confidential.

Benefits:

- Allows thoughtful decision-making by each member.
- Familiar and transparent process used in other selection contexts.
- Encourages expression of support for interested leaders without group pressure.

Considerations:

- Requires clear criteria and communication to support informed voting.
- May necessitate multiple rounds in the case of close results.
- Reinforcing appreciation for all candidates helps maintain unity.

4. Formal Motion & Roll Call Vote Model

Description: Board members nominate candidates and vote via roll call or show of hands until a majority is reached.

Benefits:

- Transparent and democratic process aligned with traditional public governance norms.
- Supports discussion and open acknowledgment of each candidate's strengths.
- Fosters collective decision-making in real time.

Considerations:

- Public voting may introduce pressure; clear norms help uphold a respectful tone.
- Process may take longer with multiple nominations.

- Skilled facilitation can help ensure inclusivity and focus during the vote.

5. Board Directors are provided with the opportunity to express their interest in serving on leadership positions in advance.

Description: Board members voice their own interest in serving in leadership positions, in advance of the meeting that a vote will be held on. For the upcoming 2025-26 school year, the meeting prior to the July Board Organizational meeting is at the Regular Board Meeting on June 4, 2025. There will be opportunity at this meeting for individual Board Directors to voice their interest in Board Leadership positions.

Benefits:

- Transparent and provides opportunity to come forward and express interest in leadership positions.
- Supports discussion and open acknowledgment of each candidate's strengths.
- Board Directors do not need to rely on another Director nominating them, but can use their own voice to express their interest in Board Leadership.

Considerations:

- The method of voting will need to be determined by the Board of Directors, likely either option #3 or #4, above.

Closing

Each of these models provides a different pathway for approaching Board leadership, and all reflect valid and thoughtful approaches to governance. As you consider the right structure for our Board, we invite continued conversation to determine which method best aligns with your values, needs, and vision for leadership.

Please let me know if you need further information.

With appreciation,
Carmen Xiomara Urbina
Chief of Staff



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

ITEM FOR ACTION

Date of Meeting

June 04, 2025

Title

Explore the Concept of a Superintendent Transition Committee or Group

Presenter

Maya Rabasa, Board Director



ITEM FOR ACTION (Second Read)

Date of Meeting

June 4, 2025

Title

Approve revisions to Board Policy IIA – Instructional Materials Selection

Presenter

Erin Gaston, Curriculum and MTSS Administrator and Larry Williams, Assistant Superintendent of Instruction and Access

Summary:

School Board Policies are statements which set forth the purpose and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction.

There are several recommended changes to policy IIA – Instructional Materials Selection.

As curriculum requirements have evolved and changed over the years, this policy has undergone several revisions.

Staff respectfully request that the Board approve the proposed revisions to IIA – Instructional Materials Selection.

Policy IIA was most recently revised in 2018.

Code:	IIA
Adopted:	7/02/73; 6/16/75
Revised/Readopted:	4/16/80; 10/17/90; 12/11/02; 4/20/16; 11/07/18; XX/XX/XX
Orig. Code:	IIA; 4310; 7310.7-7310.8; 7310.1-7310.6

Proposed Revisions Format:

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

Background:

The Oregon School Board Association (OSBA) policy staff worked collaboratively with a work group comprised of school district and ESD (Education Service District) staff and professionals from the State Library of Oregon and Intellectual Freedom Committee. The results of this work group culminated

proposed revisions to the policy.

The 4J Instruction and Access team reviewed the proposed revisions and also did some comparisons with other districts who are similar in size to 4J. The team analyzed how the current policy language has been implemented and felt it was time for substantial revisions to policy language that would be more aligned with district needs. The proposed revisions also bring the definitions of core and supplemental instructional materials into alignment with ODE's definitions. The revised language maintains stakeholder engagement, intentionally includes the use of the equity tool and provides the definition for district curriculum, library materials and classroom libraries.

The proposed revisions to policy language also and includes language directly from HB2023 which states the following:

Textbooks and other instructional materials shall adequately address the roles in and contributions to the economic, political and social development of Oregon and the United States by individuals who:

- 1) Are Native American;
- 2) Are of European, African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;
- 3) Have disabilities;
- 4) Are immigrants or refugees; or
- 5) Are lesbian, gay, bisexual or transgender.

Policy IIA – Instructional Materials Selection was reviewed with the 4J Policy Workgroup over two separate meetings. The members of the Policy Workgroup heard directly from content experts who shared information on the adoption cycles required by the Oregon Department of Education, the length of time the current adoption process takes and the number of stakeholders who participate in the process and provide feedback. This lengthy process ultimately results in the proposed curriculum being presented to the Board for formal adoption.

Curriculum adoptions are necessary to maintain high quality learning opportunities for our students. However, curriculum adoptions are not inexpensive. The price of purchasing adopted curriculum is often in the millions of dollars. The amount of staff time reviewing and piloting different curriculum to determine what will work best in our district, can also be counted as a substantial investment into this process. Once the curriculum has been adopted, there is another investment to be made in professional development for staff members who will be implementing the curriculum and engaging students in the learning process.

Adopting curriculum is an important function of the Eugene School District 4J Board of Directors. When investing substantial budget dollars into the purchase of curriculum, the Board deserves to know that all stakeholder voices were heard and a fair and equitable process was used in selecting the curriculum.

Ensuring our students receive the best education possible is of utmost importance to the Board and to district staff.

Options and Alternatives:

The Board may choose to accept revisions to Policy IIA as proposed and approve 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 to IIA – Instructional Materials Selection.

Eugene School District 4J

Code: IIA
Adopted: 7/02/73; 6/16/75
Revised/Readopted: 4/16/80; 10/17/90; 12/11/02;
4/20/16; 11/07/18; XX/XX/XX
Orig. Code: IIA; 4310; 7310.7-7310.8;
7310.1-7310.6

Instructional Resources/Instructional Materials Selection

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and school and classroom library materials, and that those materials should be inclusive of populations represented in a global society. The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.

Textbooks and other instructional materials shall adequately address the roles in and contributions to the economic, political and social development of Oregon and the United States by individuals who:

- 1) Are Native American;
- 2) Are of European, African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;
- 3) Have disabilities;
- 4) Are immigrants or refugees; or
- 5) Are lesbian, gay, bisexual or transgender.

The district requires adopted instructional materials to be used in its schools as the primary instructional sources in elementary program areas or in a secondary course of study. Materials must be in use in classrooms at the beginning of the next school year following board approval.

~~To improve the quality of instructional programs and to respond to changing instructional, societal and community needs; curriculum cannot remain static. It is essential to modify or replace curricula over time to meet these changing conditions, ensuring that quality educational programs are in place to serve each individual student's learning needs.~~

~~For purposes of this policy, instructional material is defined as any organized system that constitutes the major instructional vehicle for a given course of study or any part thereof. The Board believes that the district's instructional materials should represent the highest quality materials available to students and should align with current state, national and/or curricular area standards.~~

~~Consistency across the district, particularly in the core curricular areas, is a priority. The Board will adopt instructional materials in core subject areas and the responsibility to select other instructional materials is delegated to the superintendent or designee. The process for selecting instructional materials will be detailed in the associated administrative rules.~~

~~The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.~~

Criteria for the Adoption of Core Instructional Materials ~~Criteria for Selection of Instructional Materials~~

The district shall adopt instructional materials in accordance with Oregon statutes and regulations and the following basic criteria:

1. Materials will allow students to acquire the knowledge and skills they need to succeed.
2. Materials will meet high standards of quality in factual content and presentation, and be grounded in best practices and based on current research.
3. Materials will be appropriate for the subject area, the age, the social and emotional development, and the diverse ability levels ~~and learning styles~~ of the students for whom the materials are selected.
4. Materials will be culturally and racially responsive and contribute to a multicultural perspective, in accordance with the district's equity decision tool.
5. Materials will meet current state content standards in that subject area. They will also meet technological requirements as well as the National Instructional Materials Accessibility Standards (NIMAS) to accommodate students with visual or print disabilities.
- ~~6. Materials will be selected with the involvement of staff, parents and community members.~~

Core Instructional Materials

The board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide involvement of staff, parents, students, and community members. The adoption process will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, except when the Board is authorized by the Superintendent of Public Instruction to postpone for a reasonable period of time. Any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner in accordance with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with disabilities to receive textbooks and instructional materials free of charge.

Once approved, core instructional materials are to be the primary instructional resource in the area for which it was adopted. The district shall furnish adopted materials for all grades to all students free of charge.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (see administrative regulation IIA-AR – Instructional Materials Selection)

Supplemental Instructional Materials

Any supplemental instructional materials intended for use district-wide will be developed and selected by a process determined by the Office of Instruction and Access. These supplemental materials intended for district-wide programs will become part of the core curriculum adopted by the Board.

Teachers, principals, librarians, and/or others, may select additional supplemental materials to enhance, differentiate, or support but not replace, the core curriculum. All supplemental materials used in classrooms must be accessible and at a suitable reading and instructional level for the intended audience.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. Such materials will contain suitable readability levels.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

Definitions

Instructional Materials

For the purposes of this policy, “instructional materials” include the following:

- core instructional materials;
- supplemental materials;
- school library materials; and
- classroom library materials.

Core Instructional Materials

Core Instructional materials are considered to be the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include digital or print textbooks and adaptive or personalized learning programs and are adopted and paid for by the district. Core instructional materials may include such instructional materials as hardbound or softbound books, sets or kits of print and non-print materials, including electronic and internet or web-based materials or media. These materials are adopted by the board.

Supplemental Instructional Materials

Instructional materials that are used as part of the course of study, which are not part of core instructional materials, are considered supplemental instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the board.

The District may require or assign supplemental materials to be used as part of Core Instructional Material in response to student data, gaps in standards, or to address needs within the adopted curriculum. These materials may be adopted as part of the Core Instructional Material adoption process or added at a later date.

School Library Materials

Materials which are kept in the school library for student selection and use are considered school library materials. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including digital or print, etc. These materials are not adopted by the board.

Classroom Library Materials

Materials which are kept in the classroom for student selection and use are considered classroom library materials. Use of these materials is not required by the class, but they may be selected by students to use. These may include books, media newspapers, magazines, videos, etc. These materials are not adopted by the board.

Request for Reconsideration of Instructional Material

Any resident or employee may **challenge request a reconsideration** of the appropriateness of a district's instructional material. The district will provide a procedure to process such challenges in **Board Policy IIAA - Request for Reconsideration of Curriculum, Instructional, or Library Materials**. A material involved with a reconsideration will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 337.150	OAR 581-021-0045
ORS 332.107	ORS 337.260	OAR 581-021-0046
ORS 336.035	ORS 337.511	OAR 581-022-2310
ORS 336.082	ORS 339.155	OAR 581-022-2340
ORS 336.840	ORS 659.850	OAR 581-022-2350
ORS 337.120		OAR 581-022-2355
ORS 337.141	OAR 581-011-0050 - 0117	

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Cross Reference(s):

INB – Studying Controversial Issues
KL – Public Complaints



Eugene School District 4J
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ITEM FOR ACTION (Second Read)

Date

June 4, 2025

Title

Set Student 2025-26 Transfer Limits as per Policy JECB

Presenter

Carmen Xiomara Urbina, Chief of Staff

Description:

The Board received information for the 2025-26 Student Transfer Limits as an Item For Action At A Future Meeting at the April 16, 2025 Board Meeting.

The Board shared several questions about process and best practice as well as wonderings about online program offerings and specific data. In collaboration with Oscar Loureiro, Director of Research and Planning, we have prepared the following response and information.

Questions and Answers:

Question #1 Online Learning: *What are students using online programs for? Besides EOA, are there other online programs that students are using as supplemental learning?*

Answer # 1.

4J has an online program for grades 6 to 12 called the Eugene Online Academy (EOA), which The Eugene School District 4J offers an online program for grades 6–12 called the Eugene Online Academy (EOA). This program was established more than a year before the pandemic and saw enrollment peak at approximately 1,000 students during that time. EOA students complete all of their coursework online; however, EOA is a *program*, not a standalone school. Students enrolled in EOA maintain enrollment at a designated brick-and-mortar home school. As of April 1, 2025, there are 171 students enrolled in EOA. The table below provides a breakdown of these students by grade level and home school.

EOA	G6	G7	G8	G9	G10	G11	G12	G13	G14	TOTAL
Arts and Technology Academy	1	3	2							6
Cal Young Middle School	1	8	4							13
Kelly Middle School	3	4	3							10
Kennedy Middle School		3	5							8
Madison Middle School	4	1	7							12
Monroe Middle School		5	6							11
Roosevelt Middle School	1	1	5							7
Spencer Butte Middle School		1	2							3
Churchill High School				3	2	3	3	2		13
North Eugene High School				4	9	10	6			29
Sheldon High School				4	8	15	9	2	2	40
South Eugene High School				2	4	5	6	2		19
TOTAL	10	26	34	13	23	33	24	6	2	171

Some 4J high school students who are not enrolled in the Eugene Online Academy (EOA) but attend only their brick-and-mortar schools also take one or more online classes to supplement their in-person coursework. These online classes are marked in the course catalog and on student transcripts with a course title that begins with “OL.”

As of April 1, 2025, there were 260 such online course enrollments by non-EOA students. The table below provides a breakdown of these enrollments by course title and the students’ home schools.

ONLINE CLASS	CHURCHILL	NEHS	SHELDON	SEHS	TOTAL
OL Nutrition & Wellness	10	8		15	33
OL Physical Education B	5	3	4	17	29
OL Gothic Literature	3		2	7	12
OL Prof. Communication	3		2	5	10
OL Applied Math	2		1	4	7
OL Astronomy B	1	1	2	3	7
OL Financial Math		3	1	3	7
OL Algebra II B	1			5	6
OL CR English 10 B	1		2	3	6
OL CR English 11 A	1		2	3	6
OL CR English 9 A	1	3	2		6
OL CR Geometry A	1	1		4	6
OL Lord of the Rings	2	2		2	6
OL Algebra I B	1		2	2	5
OL ASL I B	1			4	5
OL CR Algebra I A			3	2	5
OL CR Algebra I B	1		2	2	5
OL English 9 B	1		1	2	4
OL Global Studies B	2		1	1	4
OL Marine Science	2		1	1	4
OL Spanish II B	1			3	4
OL Wmns Studies thru Film	2			2	4
39 OL Classes with Fewer than 4 Students	16	10	8	45	79
TOTAL	58	31	36	135	260

As of April 1, 2025, non-EOA students are enrolled in 61 different online classes. The three most commonly taken courses are *Nutrition and Wellness*, *Physical Education B*, and *Gothic Literature*. These courses span a wide range of subjects and academic levels.

Students take online classes for various reasons: some need specific courses to meet graduation requirements; others use them to resolve scheduling conflicts (e.g., when a desired class is offered only during a period they’re already scheduled); and some choose courses that are not available at their home school (e.g., *Marine Biology*).

The process for accessing individual online classes is consistent across all high schools. However, more than half of the enrollments come from students at South Eugene High School.

Question #2 Grade-Level Transfers and Departure Trends: *In what grade levels are students most frequently leaving 4J, and are they leaving due to lack of options that other programs or school districts offer?*

Answer #2:

The district does not currently have a student or family exit survey in place to systematically collect information about why students leave 4J. However, by analyzing enrollment data by

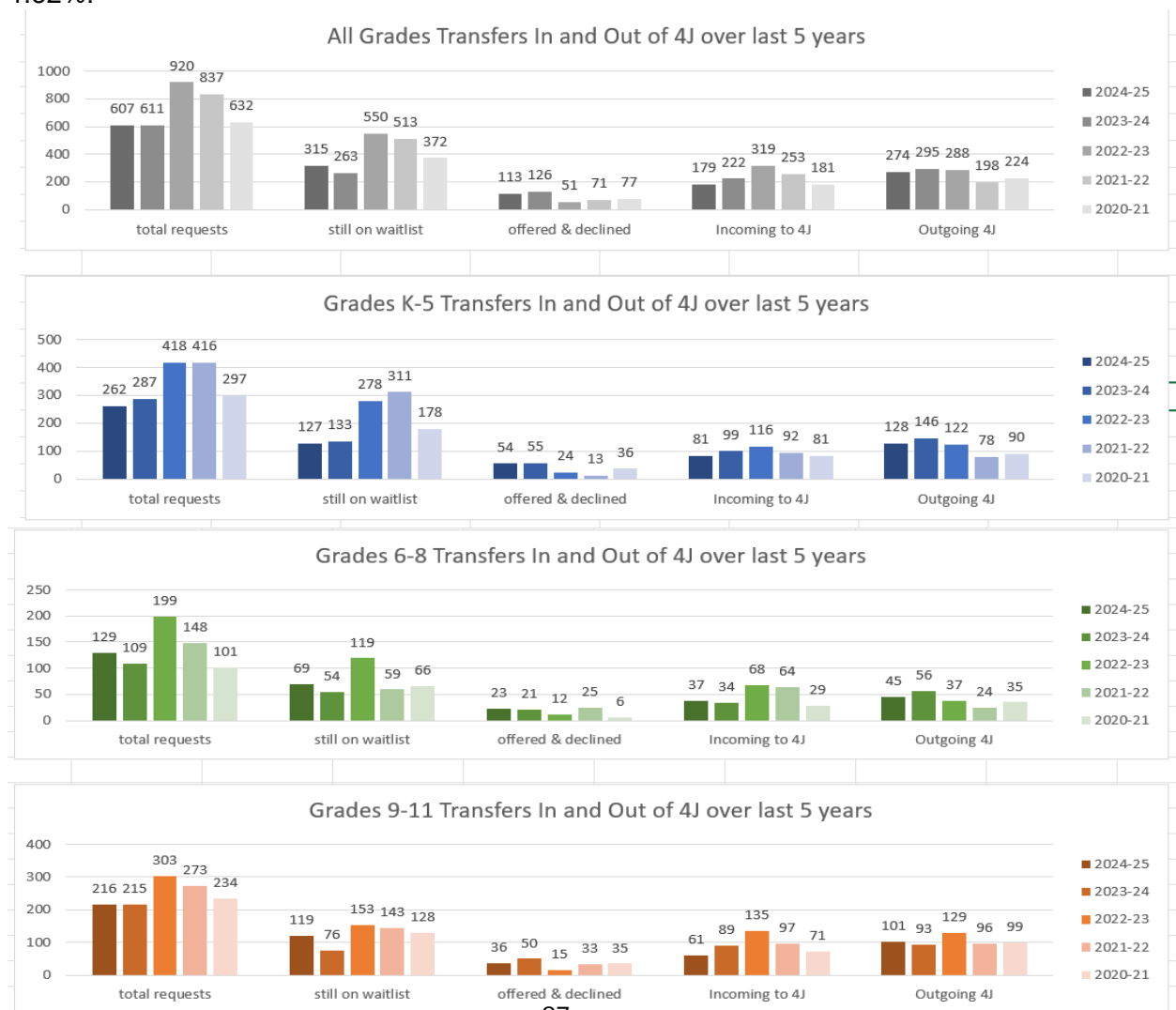
grade level, we observe a generally stable retention rate from year to year—excluding the pandemic period. Typically, for every 100 students who complete a grade in June, between 98 and 102 students begin the next grade in September.

The one notable exception is 9th grade, when a number of students who were previously in charter schools, private schools, or homeschooled join 4J for high school.

Within the academic year, enrollment in grades K–8 tends to remain stable month to month. In contrast, high school enrollment consistently declines throughout the school year. For example, between October 1, 2024, and April 1, 2025:

- Elementary enrollment increased by 21 students,
- Middle school enrollment decreased by 20 students, and
- High school enrollment decreased by 188 students.

The graphic below summarizes, by grade level, the number of students transferring out of 4J to other districts ("Outgoing") and the number transferring in from other districts ("Incoming"). In total numbers, elementary grades have more outgoing transfers than other levels. However, when looking at percentages, both elementary and high school have similar outgoing transfer rates—1.99% and 2.02% respectively in 2024–25—while middle school has a lower rate of 1.32%.



Question #3 Transfer Data Specificity: *How many total students are currently attending 4J via transfer? How many new transfer approvals happen each year?*

Answer #3:

As of October 1, 2024, there were 775 non-resident students enrolled in non-charter 4J schools. The table below breaks down these students by grade level and their district of residence.

Overall, non-resident students make up 5.2% of the total enrollment in non-charter 4J schools, with a slightly higher proportion—5.9%—in elementary schools.

NUMBER OF TRANSFER STUDENTS AS OF 10/1/2025	Bethel SD 52	Central Linn SD 552	Creswell SD 40	Crow-Applegate-Lorane SD 66	Fern Ridge SD 28J	Harrisburg SD 7J	Junction City SD 69	Lowell SD 71	McKenie SD 68	Monroe SD 1J	Pleasant Hill SD 1	South Lane SD 45J3	Springfield SD 19	NUMBER OF TRANSFER STUDENTS	ENROLLMENT	% FROM OUTSIDE 4J
GRADES KG TO 5	160		4	8	26	6	16	3	2	5	2	7	67	306	5181	5.9
GRADES 6 TO 8	74		3	2	11	2	12		1	2	2	4	28	141	3435	4.1
GRADES 9 TO 12	146	6	5	26	5	43	2			1	5	2	87	328	6397	5.1
TOTAL	380	6	12	36	42	51	30	3	3	8	9	13	182	775	15013	5.2

In the 2024–25 school year, 179 students transferred into non-charter 4J schools from other districts. The table below provides a summary of three key data points:

- The number of new incoming transfers from other districts into non-charter 4J schools
- The total number of non-resident students attending non-charter 4J schools
- The number of new outgoing transfers from 4J to other districts

YEAR	INCOMING TRANSFERS	NON-RESIDENTS ENROLLED IN 4J	OUTGOING TRANSFERS
2024-25	179	775	274
2023-24	222	835	295
2022-23	319	809	288
2021-22	253	786	198
2020-21	181	752	224

Question #4 Transfer Continuity & Policy: *Once a student transfers into an elementary school, are they allowed to stay all the way through to 5th grade? Or do they need to submit a transfer each year?*

Answer #4:

Yes, a student who transfers into a 4J elementary school may remain at that school through 5th grade.

grade on the same transfer. However, when the student moves to a new level—such as transitioning to middle school—they must submit a new school choice request for that level.

The only exceptions to this rule are the K–12 language immersion programs and the K–8 Family School/ATA track. As long as the student remains within 4J district boundaries, they may continue in these programs and transition between buildings without needing to submit a new school choice request.

Another scenario that may require additional steps is when a student moves across district boundaries. For example, if a student currently attending a 4J school moves to Springfield, they are now considered "out of district." In that case, they must submit a transfer request to 4J and also obtain a written release from their new home district (Springfield) before they can continue attending a 4J school.

To illustrate: if a kindergarten student who lives in the McCornack neighborhood applies to attend Holt Elementary and is accepted, they may remain at Holt through 5th grade. However, if the family moves to Springfield during the student's 2nd grade year, the family must submit a new transfer request, obtain a release from Springfield School District, and—once approved—the student may continue at Holt through 5th grade.

Key Takeaways:

- Eugene School District 4J continues to experience a net outflow of students, with more students transferring out than transferring in (284 out vs. 204 in for the 2024–25 school year).
- Springfield and Bethel remain the most common districts for both outgoing and incoming interdistrict transfers.
- There is a growing trend of students enrolling in online schools based outside the district.
- Most incoming students live in neighboring districts and likely transfer into 4J for specific programs or personal/family preferences.

Background:

Each year, the Eugene School District 4J Board of Directors must approve the maximum number of interdistrict transfer requests that may be granted for the upcoming school year, both for students transferring **into** and **out of** the district.

Action Item: Approve Enrollment of Out-of-District Students for 2025–26 (Interdistrict Transfers)

Purpose of Action:

In accordance with Oregon state law and Board Policy JECB: *Admission of Nonresident Students*, the Board is being asked to approve the maximum number of interdistrict transfers for the 2025–26 school year. This annual action must be completed by **June 30** and sets enrollment limits for students transferring into or out of the district. These limits may be revised later if no pending transfer applications remain.

Legal and Procedural Context:

Interdistrict transfers allow students who reside outside 4J boundaries to attend schools within the district, provided they receive approval from both their home district and Eugene School District 4J. Once granted, the transfer remains valid for the duration of a student's time at the same school or within a continuous K–12 language immersion program.

Families are only required to reapply if the student is changing schools or transitioning between school

levels (e.g., from elementary to middle school). State law also stipulates that consent from the home district is required only once—it does **not** need to be renewed annually.

Consistent with district policy, resident 4J students are always given enrollment priority. Space must be made available to resident students before nonresident students can be accepted.

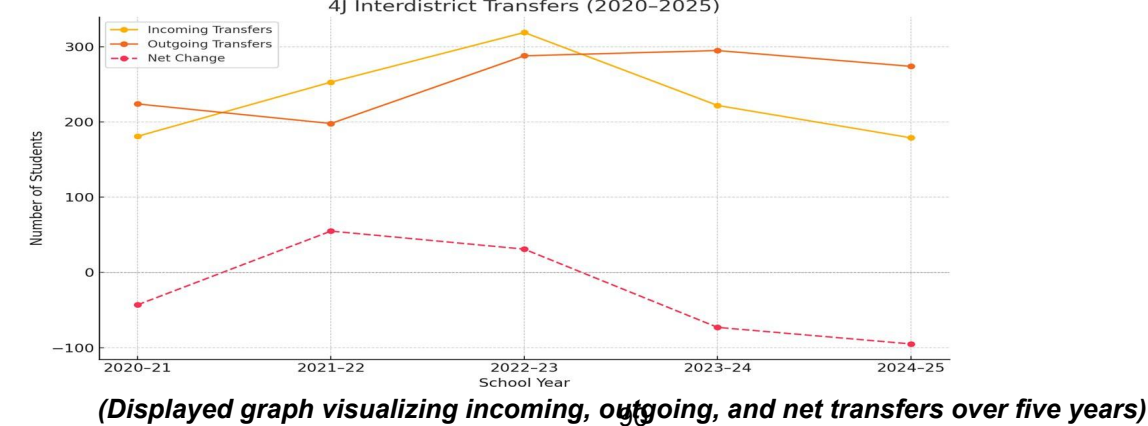
For Reference: Historical Transfer Trends (2020–2025) – Information from Previous Board Action Items

Over the past five years, Eugene School District 4J has seen a notable shift in interdistrict transfer patterns. From 2020–21 through 2022–23, the district experienced net gains in enrollment from interdistrict transfers. However, this trend reversed in the past two school years. In 2023–24, 4J recorded a net loss of 73 students through interdistrict transfers, and in 2024–25, the loss increased to 95 students. Notably, 2024–25 marked the lowest number of incoming transfers in five years, with only 179 students enrolling from outside the district despite strong demand.

Table: 4J Interdistrict Transfer Trends (2020–2025)

School Year	Incoming Transfers	Outgoing Transfers	Net Change
2020–21	181	224	–43
2021–22	253	198	+55
2022–23	319	288	+31
2023–24	222	295	–73
2024–25	179	274	–95

Graph: 4J Interdistrict Transfers (2020–2025)



Early Indicators for 2025–26:

As of March 2025, 464 —90 more than were received during the same time period in 2024. While final figures are still pending completion of the April 15th lottery, this early increase signals continued interest in 4J from families in surrounding districts. However, not all applicants will be offered enrollment.

Enrollment and Placement Process:

Families requesting interdistrict transfers are asked to list preferred schools from among those that may have available space. If space is available and there are no resident students on the waitlist, 4J uses an equitable lottery process to determine placement. The process includes priority for students returning to the same school and for siblings of current students. Oregon law prohibits the district from giving enrollment preference based on race, ability, or economic status.

Budget and Resource Implications:

Oregon's school funding formula allocates resources based on enrollment. When students transfer into the district, the per-pupil funding they generate follows them, providing additional resources that support programming. In most cases, this results in a net neutral or positive impact. However, in some cases, particularly when a student requires specialized services such as special education or mental health support, the cost of providing services may exceed the funding received.

Equity Considerations:

The district uses a lottery system for both in-district school choice and interdistrict transfers to promote equitable access to schools, regardless of a family's socioeconomic status or ability to monitor transfer windows. Despite these systems, access to transportation remains a major barrier for many families. The district does not provide transportation for students attending schools other than their neighborhood school, which disproportionately affects low-income and rural families. Additionally, although many students receive offers for transfer, a growing number of those offers are declined—113 in 2024–25 alone—often due to timing issues, lack of preferred school placement, or families securing alternatives before offers are made.

Strategic Questions for Future Consideration:

Since 2018, the district's cap of 400 incoming and 400 outgoing transfers has provided a stable foundation for managing enrollment. As student needs and enrollment patterns evolve, this is a valuable moment to reflect on how well the current limits support our district's goals, budget priorities, and commitment to serving all families equitably. There is also a promising opportunity to explore increased intra-district flexibility—one that could better respond to the preferences of resident families while potentially creating additional access for incoming students.

By building on the district's strengths in school choice and family engagement, increasing transparency around placement timelines, waitlists, and school matching can further empower families to make informed decisions and deepen trust in the process. This approach not only enhances family experience but also aligns with our broader equity goals and strategic planning efforts to ensure access, consistency, and responsiveness across the system.

In addition, understanding the motivations of families who choose to leave—whether related to academic programming, extracurricular offerings, transportation access, housing costs, or changing family circumstances—offers a meaningful opportunity to listen, learn, and grow. These insights can help the district continue to adapt and improve, ensuring that every family feels supported and every student has access to high-quality educational opportunities.

Interdistrict Transfers: Where Are Our Students Going?

Each year, Eugene School District 4J sees students both transferring into the district from neighboring areas and transferring out to other districts or online schools. The following section provides a snapshot of interdistrict transfer patterns from 2022–23 through 2024–25, highlighting where students are coming from and where they are going. It also includes early data for 2025–26 transfer requests. These trends offer insight into family choices, program demand, and regional enrollment dynamics that may influence district planning and resource allocation.

Incoming Students to 4J (2024–25)

Students who transferred **into 4J** came primarily from:

- **Bethel** – 86 students
- **Springfield** – 54 students
- **Junction City** – 24 students
- **Fern Ridge** – 16 students
- **Crow-Applegate-Lorane** – 5 students
- **Pleasant Hill** – 5 students

Smaller numbers came from other nearby districts like Creswell, South Lane, Harrisburg, etc.

Total Incoming Transfers: 204 students

Outgoing Students from 4J (2024–25)

Students who transferred **out of 4J** went most commonly to:

- **Bethel** – 110 students
- **Springfield** – 96 students
- **Online Schools (out-of-district)** – 31 students
- **Harrisburg** – 10 students
- **Lowell** – 10 students
- **Fern Ridge** – 9 students

Total Outgoing Transfers: 284 students

Early Requests for 2025–26 Transfers (as of April 3, 2025)

So far, **46 students** have requested to leave 4J in 2025–26:

- **Springfield** – 22 students
- **Online (Out-of-District, including Nyssa)** – 22 students
- **Fern Ridge** – 2 students

Conclusion and Recommendation

The Superintendent recommends that the Board approve the proposed interdistrict transfer limits for the 2025–26 school year—up to **400 students transferring into Eugene School District 4J** and up to **400 students transferring out to other school districts**. These limits have remained consistent in recent years and are set intentionally higher than the expected number of requests to ensure space is available for all students who may qualify under district policy.

This action ensures compliance with state law and supports the district’s efforts to manage enrollment responsibly. Additionally, the Superintendent recommends that the Board consider reviewing the 400-student cap in the future and direct staff to evaluate how current transfer practices align with 4J’s goals for equity, family satisfaction, and enrollment sustainability. Practices align with 4J’s goals for equity, family satisfaction, and enrollment sustainability.