

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, August 20, 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/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RslX0dRb.1>,  
**Webinar ID: 965 1638 6055**

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](http://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  
 Board Work Session at 6:00 p.m.**

- 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. Comments by Employee Groups
- VI. **Consent Group - Items for Action**
  - 1. Approve the DRAFT Board Meeting Minutes for: 3  
 August 4, 2025 – Board Retreat
  - 2. Approve Routine Personnel Actions 12  
 Presenter:  
 Brooke Wagner, Assistant Superintendent for Administrative Services
- VII. **Items for Information**
  - 1. Review of Eugene School District 4J Summer Programs 15  
 Presenter, Casandra Kamens, Curriculum Administrator of Summer Learning
  - 2. Monthly Finance Report 29  
 Presenter: Matt Brown, Director of Financial Services
- VIII. **Items for Action**
  - 1. Approve revisions to Policies GBN/JBA – Sexual Harassment and 37  
 JBA/GBN – Sexual Harassment  
 Presenter: Christine Nesbit, General Counsel
  - 2. Approve revisions to Policy JFE – Pregnant and/or Parenting Students 55  
 Presenter:  
 Christine Nesbit, General Counsel
  - 3. Adopt Policy GCBDF/GDBDF – Paid Family and Medical Leave 57  
 Insurance  
 Presenters:  
 Brooke Wagner, Assistant Superintendent for Administrative Services

	Kate Marrone, Director of Human Resources	
4.	Approve revisions to Policy GCBDA/GDBDA – Family and Medical Leave Presenters: Brooke Wagner, Assistant Superintendent for Administrative Services Kate Marrone, Director of Human Resources	60
5.	Approve revisions to Policy GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation Presenters: Brooke Wagner, Assistant Superintendent for Administrative Services Kate Marrone, Director of Human Resources	64
6.	Approve revisions to Policy IICA – Field Trips and District-Represented Group Travel Presenter: Carmen Xiomara Urbina, Chief of Staff	70
7.	Approve Resolution No. 2025-26-04 – Establishing Board Committees for the 2025-26 School Year Presenter: Christine Nesbit, General Counsel	78
IX.	<b>Items for Action at a Future Meeting</b>	
1.	Consider for approval revisions to Policy CCG – Evaluation of Administrators Presenters: Larry Williams, Assistant Superintendent for Instruction and Access Kate Marrone, Director of Human Resources	81
2.	Consider for approval revisions to Policy JHCCF – Pediculosis (Head Lice) Presenter: Seth Pfaefflin, Director of Student Services	85
3.	Eugene School District 4J Organizational Chart Presenter: Miriam Mickelson, Superintendent	88
X.	Comments by Individual Board Members	
XI.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XII.	Adjourn	

INFORMATION FOR THE DEAF AND HARD OF HEARING:  
Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



**ITEM FOR ACTION–CONSENT AGENDA**

**Date of Meeting**

August 20, 2025

**Title**

Approve the DRAFT Board Meeting Minutes for:  
August 4, 2025 – Board Retreat

**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 BOARD RETREAT**  
**SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: August 4, 2025**

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a board retreat at 8:00 a.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on August 1, 2024.

**ROLL CALL**

**BOARD MEMBERS PRESENT:**

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

**STAFF:**

Miriam Mickelson, Superintendent  
Carmen Xiomara Urbina, Chief of Staff  
Matt Brown, Director of Finance  
Christine Nesbit, General Counsel  
Kyle Tucker, Chief Operations Officer  
Kat Lange, Executive Director of Youth and Family Support  
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board  
Lisa Fjordbeck, Executive Assistant to the Superintendent/Board

**OTHER GUESTS:**

Christy Perry, Retired Superintendent from Salem/Keizer School District

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, Eugene Education Association (EEA)

**MEDIA:**

KRVM

**I. CALL BOARD RETREAT TO ORDER, ROLL CALL**

Chair Di Liberto called the board retreat to order at 8:17 a.m.

**II. AGENDA APPROVAL**

There were no changes to the agenda.

### **III. RETREAT AGENDA**

#### **1. TEAM BUILDING ACTIVITY**

Facilitator Christy Perry introduced herself and provided details about her professional experience, including 18 years serving as a superintendent. She engaged the Eugene School District 4J Board of Directors (BOD) in a team building activity, posing the following questions for discussion:

- What is one of the strengths of the BOD?
- What is one thing the team might not know about you?
- What are three qualities of a great school board?
- What is one area the BOD should work on?
- What are your greatest hopes and aspirations for the BOD?

Each Board member individually responded to the questions when directed at them. A robust discussion took place, centered around the question of “what makes a school board great?”

The BOD set intentions for the school year ahead including, but not limited to, improving employee group relations, improving student enrollment and attendance, honoring student diversity and learning styles, and seeking input from a wide range of community members.

#### **2. WHAT MAKES A HIGH-FUNCTIONING BOARD?**

Ms. Perry introduced the following six traits for what makes a high-functioning school board:

##### **1. Shared Focus on Student Learning**

- High performing boards prioritize student achievement and equity in all decisions
- They adopt a strategic plan with clear goals and regularly monitor progress
- They focus on outcomes, not operations

##### **2. Strong Superintendent-Board Partnership**

- Clear roles and mutual trust are foundational
- The board governs; the superintendent manages
- Productive boards support and evaluate the superintendent using established goals and metrics

##### **3. Collaborative, Respectful Board Culture**

- Effective boards build trust, manage conflict constructively, and maintain professionalism
- Members model civility and put district needs above personal agendas

- They disagree respectfully and unite behind decisions once made

#### 4. Use of Data and Accountability

- High-functioning boards use student performance, equity data, and financial indicators to guide decisions
- They hold themselves and the superintendent accountable for progress
- Transparent data sharing builds trust with the community

#### 5. Continuous Learning and Development

- Boards regularly engage in professional development, equity training, and governance retreats
- They conduct self-assessments to improve performance
- They stay informed on education trends and best practices

#### 6. Engage the Community in Decisions of the Board

- Engage the community strategically to inform priorities, support system-level decisions and build public trust
- Use structured methods of engagement (community forums, surveys, advisory groups) aligned to board-level work
- Are transparent with the community about decisions of the Board
- Create clear protocols for engagement and listening

Ms. Perry engaged the BOD in an exercise assessing their strengths and areas for growth as they relate to the high-functioning school board traits. The Board collectively identified the following areas for growth and improvement:

- Develop shared definitions and agreement regarding data
- Develop shared definitions of outcomes
- Do a few things well (select three priorities)
- Vision to meet the outcomes by the Superintendent
- Superintendent evaluation
- Superintendent to have a good boss
- Improve all traits listed under collaborative, respectful board culture
- Humility

Ms. Perry posed the question “what makes effective teams?” She highlighted Patrick Lencioni’s book *The Five Dysfunctions of a Team*, outlining common barriers to team effectiveness, including:

- Absence of Trust
- Fear of Conflict

- Lack of Commitment
- Avoidance of Accountability
- Inattention to Results

### **3. SUPERINTENDENT ENTRY PLAN**

Ms. Perry introduced Superintendent Mickelson to present the Superintendent Entry Plan via PowerPoint presentation. The document was also included in the meeting packet. Superintendent Mickelson explained that reviewing the Superintendent Entry Plan provides an opportunity to launch into the recommendation and adoption of the strategic goals and priorities. She emphasized that public education is a pillar of a democratic society and that ninety percent of school-aged children in America attend public schools. Superintendent Mickelson acknowledged that public education is facing mounting challenges and committed to fiercely protecting and uplifting it through collaboration. She articulated the following components:

#### **Values-Oriented Leadership**

- Equity, Inclusion, and Belonging
- Collaboration
- Compassion
- Longevity and sustainability

#### **Equitable Student Outcomes – The Center of All We Do**

- Equitable outcomes are the guiding purpose
- Current district work: MTSS, UDL, Science of Reading, Inclusion
- Superintendent’s role: Create conditions for sustainability and scale

#### **Key Focus Areas – Year One**

- Strong Board-Superintendent Relationships
- Belonging-Centered Culture
- Systems Alignment and Calibration
- Leadership and Staff Development
- Financial Stewardship

#### **Community Engagement and Learning**

- Connecting and Learning Series (July 2025 – June 2026)
- Community Coalition (Launch Fall 2025)
  - Superintendent search panels
  - Advise superintendent on strategic goals and strategic plan development

#### **Deliverables and Timeline**

- July 2025 – June 2026: Connecting and Learning
- January 2026: First 100 Days Report
- February 2026: Adopt Strategic Goals and Priorities
- March – April 2026: Draft Strategic Plan Development
- June 2026: Year One Reflection and Draft Strategic Plan
- Summer 2026: Finalize Plan for Fall Launch

### **Reporting and Reflection**

- First 100 Days Interim Report (January 2026)
- Year One Reflection & Strategic Plan Draft (June 2026)

### **Looking Ahead**

- Entry plan launches the adoption of strategic goals and priorities and the implementation of a broader, more comprehensive strategic plan

Ms. Perry opened the floor to questions and suggestions from the BOD.

Chair Di Liberto suggested that the First 100 Days Interim Report include constructive feedback in addition to what is going well.

Ms. Newman asked if the executive team has a role in the Connecting and Learning series.

Superintendent Mickelson responded affirmatively.

Ms. Munro suggested a participatory budget and strategic plan process including timelines. She recommended communicating early wins to help build reputation.

Ms. Perry asked Superintendent Mickelson what the process of getting to strategic priorities looks like.

Superintendent Mickelson responded that the process should be deliberate, intentional, collaborative, and slow, but not unnecessarily so. She spoke about the budget process and budget development timeline for fiscal year 2026-27. The strategic plan will parallel the budget process. She added that partnerships with employee groups are important, including providing them with information when they request it and holding ongoing, regular meetings.

Mr. Hamilton asked Superintendent Mickelson to identify one or two obstacles she is challenged with when facing her district goals.

Superintendent Mickelson responded that understanding how Oregon funds public schools is complex and convoluted. She said another challenge is understanding the

district's budgetary inefficiencies and redundancies, understanding enrollment decline, and addressing staffing and low enrollment.

Mr. Hamilton asked Superintendent Mickelson to describe her expectations of district and building leadership.

Superintendent Mickelson responded that she expects leaders to advocate for the needs of their buildings, departments, students, and staff. She expects them to allow central office to do their jobs and consider the totality of the needs of the whole district.

Mr. Hamilton asked Superintendent Mickelson if district communications are a significant obstacle to getting things done; and if so, what can be done to improve district communications?

Superintendent Mickelson agreed that good communication is critical. She said to better support that goal, Chief of Staff Carmen Xiomara Urbina recently developed a Communication Playbook (i.e. framework).

There was consensus to shift finalizing the strategic plan from summer 2026 to fall 2026, along with a commitment from the superintendent to provide ongoing progress and milestone reports.

Ms. Perry asked Board members what a successful first year would look like. The following responses were provided:

- The superintendent will have a clear understanding of the district and how to move the district forward and improve academic achievement as evidenced by her monthly superintendent reports and 100 Day Report.
- Aligned, empowered, and effective central leaders and administrators
- Improved communication channels with staff, families, and the community
- Literacy: assess the status of literacy results and the implementation plan to improve reading for all students in the district

Ms. Perry asked Board members what they are hoping will improve (i.e. outcomes). The following responses were provided:

- Joyful readers, improved literacy
- Setting the stage for leadership longevity
- Cultivate a culture of joy
- Shared vision and definition for inclusion throughout the district
- Transparent budget process
- Improved communication to build a positive district culture
- Literacy and reading

- Improved special education experience – IEP timelines, how faithfully are we following the IEP
- Attendance and absenteeism: why aren't students coming to school?
- Liaison to employee groups for the goal of improving the Board and district's relationship with employee groups
- Revisit meeting structure

Ms. Perry asked Board members to identify governance goals. The following responses were provided:

- Putting policies in place to allow the superintendent and staff to do their job
- Improve our manner from getting public comment to getting public input in a real, authentic way
- Develop a few goals, make the hard decisions on a few goals
- Clarify superintendent and board roles and how we succeed together
- Professional development beyond OSBA
- Successful year long cycle with the superintendent evaluation
- Figure out shared leadership structure on the board
- Address sensitive issues along the way

#### **4. SUPERINTENDENT-BOARD COMMUNICATION**

Superintendent Mickelson outlined the following Superintendent-Board communication protocols. A full draft of the Communication Protocol was provided separately.

- Emergency communication
- As per Board Policy BG/BGD – Board – Staff Communications, the basic line of communication between the Board and district staff will be through the superintendent

#### **5. BOARD COMMITTEES**

Ms. Perry engaged the BOD in reviewing Board committees. They discussed which committees to keep or reimagine and considered ad-hoc committee protocols and charter requirements. Finance Director Matt Brown, Chief of Staff Xiomara Urbina, and General Counsel Christine Nesbit all provided input on committees involving their roles and departments. The BOD refined the scope of Board committees ahead of the 2025-26 school year.

#### **6. AFTERNOON WORKING SESSION/EUGENE SCHOOL DISTRICT 4J GOVERNANCE GOAL**

The BOD briefly reviewed a rough draft of successful first year recommendations, outcomes for the district, and governance goals, which was produced during the Board

retreat. Designating a Board member to serve as a liaison to employee groups was proposed as an addition.

The next Board retreat will be held on Monday, August 11 at 8:15 a.m.

**IV. ADJOURN**

Chair Di Liberto adjourned the board retreat at 2:26 p.m.

*(Recorded by Terah Van Dusen, LCOG)*

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Dr. Miriam Mickelson  
District Clerk

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Board Chair

Tom Di Liberto

DRAFT



**ITEM FOR ACTION – CONSENT AGENDA**

**Date of Meeting**

August 20, 2025

**Title**

Approve Routine Personnel Actions

**Presenter**

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

**Recommended Action**

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2025-26 school year:***

Employee ID	FTE
165771	1.0
165104	1.0
172407	1.0
172432	1.0
172471	1.0

- 2. Approve the employment of the licensed employees listed below for the 2025-26 school year:***

Employee ID	FTE
133940	0.5
162491	1
163941	1
164078	1
166288	0.5
166780	0.2
171014	1
171280	1
171917	1
172444	1
172445	1
172446	1
172447	1
172448	0.8

172449	1
172450	1
172488	1
172494	1
172502	1

**3. Approve the acceptance of the resignations and retirements of the licensed administrators or executives listed below:**

Employee ID	Reason	Effective Date
171020	Resignation	07/31/25

**4. Approve the acceptance of the resignations and retirements of the licensed personnel listed below:**

Employee ID	Reason	Effective Date
164982	Resignation	08/13/25
160538	Resignation	06/16/25
171499	Resignation	06/16/25
162381	Resignation	06/16/25
161807	Resignation	06/16/25
170008	Resignation	06/16/25
164768	Resignation	06/16/25
170011	Resignation	06/16/25
165146	Resignation	06/16/25
171680	Resignation	06/16/25
170966	Resignation	06/16/25
166954	Resignation	06/16/25
132559	Resignation	06/16/25
166389	Resignation	06/16/25
171026	Resignation	06/16/25
166833	Resignation	06/16/25
166037	Resignation	06/16/25
162968	Resignation	06/16/25
166960	Resignation	06/16/25
171266	Resignation	06/16/25
170968	Resignation	06/16/25
166706	Resignation	06/16/25
163574	Resignation	06/16/25
163358	Resignation	06/16/25
171043	Resignation	06/16/25
133220	Resignation	06/16/25

166969	Resignation	06/16/25
161647	Resignation	06/16/25
165958	Resignation	06/16/25
160102	Resignation	06/16/25
136374	Resignation	06/16/25
170764	Resignation	06/16/25
171791	Resignation	06/16/25
170975	Resignation	06/16/25
170044	Resignation	06/16/25
171120	Resignation	06/16/25
166976	Resignation	06/16/25
166627	Resignation	06/16/25
171069	Resignation	06/16/25
170783	Resignation	06/16/25
162699	Resignation	06/16/25
162521	Resignation	06/16/25
171781	Resignation	06/16/25
170116	Resignation	06/16/25
170103	Resignation	06/16/25
171802	Resignation	03/24/25
131799	Retirement	08/01/25
133355	Retirement	07/01/25
130070	Retirement	07/01/25
165270	Retirement	07/01/25
160712	Retirement	07/01/25
133933	Retirement	07/01/25
130087	Retirement	07/01/25
164194	Retirement	07/01/25
133980	Retirement	05/01/25
135671	Retirement	04/01/25
133582	Retirement	04/01/25
135618	Retirement	04/01/25



## ITEM FOR INFORMATION

**Date of Meeting:**  
August 20, 2025

**Title:**  
Review of 4J Summer Programs

**Presenter:**  
Casandra Kamens, Curriculum Administrator of Summer Learning

**Description of Presentation / Background:**  
Staff will provide a brief overview of the Eugene School District 4J 2025 Summer Programs.

Summer programs for academic learning and enrichment help students boost their well-being, expand their learning and remain engaged with peers. 4J is providing several summer learning programs for selected students.

Students were able to participate in the following Eugene School District 4J Summer Programs:

- **ESY - Extended School Year:**  
Supports for students on IEP who meet requirements
- **SEAL - Summer Enrichment & Academic Learning:**  
K-5 program for struggling students
- **KITS - Kids in Transition to School:**  
Pre-K transition program for students entering kinder in the fall
- **Kelly SSA - Kelly Student Success Act Grant Program:**  
Specific summer program for Kelly MS students
- **MS Bridge - Middle School Bridge Program:**  
Transition program for specific incoming 6th grade students to prepare for middle school
- **HS Bridge - High School Bridge Program:**

Transition program open to all incoming 9th grade students to help with the transition to high school.

- **HS SIP - High School Summer Intensives Program:**  
Summer classes focused on in-person credit recovery and special interest courses for high school students.
- **Online Credit Recovery:**  
Online classes for students to recover credit.

In addition to the Summer Programs provided by the district, our students were able to participate in Lane ESD Migrant Education Program (MEP), a federal program that provides supplemental services to students from Preschool, all the way until they graduate from high school, or acquire a GED diploma.

Summer programs offer students from kindergarten through 12th grade in public education a variety of benefits, including academic enrichment, personal growth, and a boost to their educational journey. They help students explore new interests and develop valuable life skills outside of the traditional classroom environment.



# 2025 Summer Programs





SEAL  
Summer Enrichment and  
Academic Learning



KITS  
Kids in Transition to  
School

Kelly SSA Program  
&  
Middle School Bridge



ESY  
Extended School Year



SIP  
Summer Intensives Program  
&  
High School Bridge



High School  
Credit Recovery



## Summer Enrichment & Academic Learning

- 290 Students
- 1 teacher, 1 EA per classroom
- Music, PE
- 18 days, 6 hours/day
- Community Partners: *Lane Arts Council, SMART Reading, School Garden Project, National Inventors Hall of Fame*
- Focus on Reading, Math, STEM and Social Emotional Learning



### Purpose:

- Build relationships
- Spark joy
- Deepen Curiosity
- Promote academic learning and growth



# KITS

KITS (Kids in Transition to School) is an evidence-based school readiness program developed at the Oregon Social Learning Center.

During the summer before kindergarten, the program builds children's academic, self-regulation, and social skills and supports parents in using positive strategies to support learning at home and school

- 76 Students
- 4 Classrooms across 2 School Sites (Howard & Chavez)
- Each Classroom this year:
  - 18-20 Students
  - 1 Lead Educator
  - 3 Supporting Staff
  - 1 Inclusion EA (to support students with IEPS)
- Focus on school routines, early literacy and social skills development.
- Weekly parent group helps build community, connection and skills!



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*"In KITS they are teaching how to make friends. They role play on what to do in certain situations. It helped my daughter to open up more and not be afraid of making friends."*

- Parent of KITS student



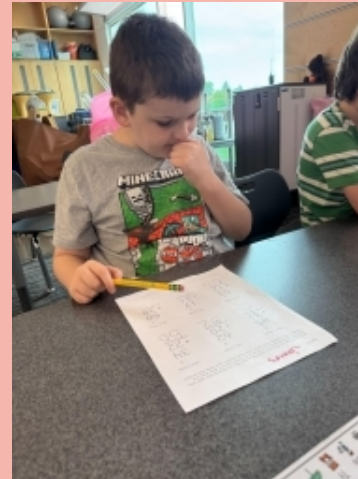
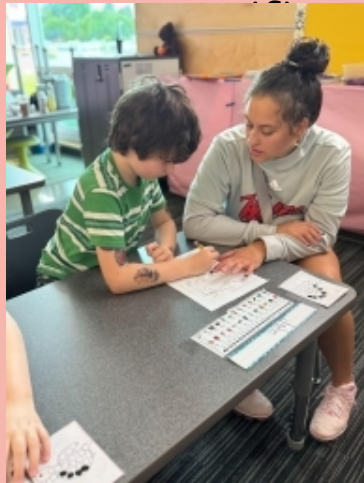
# ESY - Extended School Year

67 students (K - 18+)  
36 hours of instruction (working on

on P goals) for each

*ESY is a great opportunity to focus on specific academic skills that have shown regression.*

*Turn-taking and reciprocal play are two skills that are fundamental to many others.*



# Kelly Middle SSA

- 50 students (incoming 6th and 7th graders)
- Spanish Immersion Cohort and a Neighborhood Cohort.

## Week 1: Food Science Week

Partnered with OSU extension services this week to teach students about growing, harvesting, and cooking local food

## Week 2 STEAM week.

Integrated reading and writing into several hands-on activities such as egg drop, airplane design, and construction.

## Week 3: Outdoor School

Students experienced project-based activities in the outdoor classroom. Fishing at the Leaburg Hatchery; Observing the sky at the planetarium; Observing nature at the arboretum.

## Week 4: Middle School Success

Focused on organization, preparation, and social skills for students as they prepare to start a new year at Kelly.



# Middle School Bridge

- 12 Hours
- 15-30 students per middle school
- Focus on students who would benefit the most from transition support.
- 7 middle schools
- Introduce students to the school environment
- Build initial comfort and familiarity
- Foster early relationship connection



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# High School Bridge

- AM & PM Cohorts, 15 Hours each
- 598 Incoming 9th Grade students served
- 299 Potential credits earned
- This program is run at all four high schools across the district.
- Students are led through a variety of activities designed to build community, familiarize students with the campus and introduce them to key staff and Peer Navigators.



# Summer Intensives Program

**July 7 - August 8.** Classes vary in length number of hours per day.

**470** students enrolled

**134** credits earned across 20 different classes

**9th & 10th Grade Credit Recovery:** These courses are designed to deliver **math or science** content instruction through high interest project based learning, resulting in 0.5 credit for math or science.

**SIP for 9th -12th Grade** These high interest project-based courses offer either .25 or .5 credit opportunities depending on length of course.

## Online Credit Recovery

The Online Learning Labs are open for students at all four regional high schools from 9:00-12:00, Mon-Thurs, for 5 weeks ending 8/7.

Students access courses at any time online, but must attend in-person for all tests.

226 students participated

Students can recover up to 1.0 credits in core subjects areas



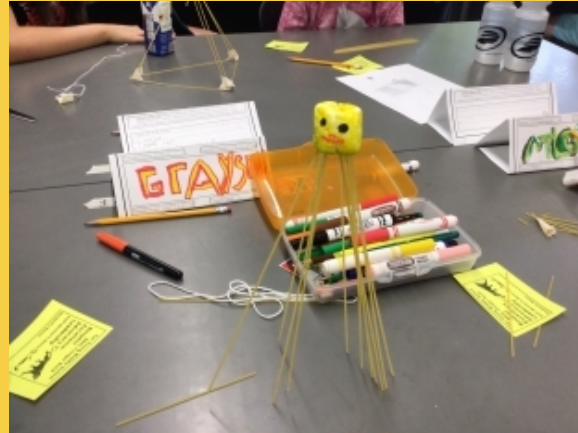


"I liked learning how to open my locker and taking a tour of the school because those were the things I was most nervous about."



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Favorite part of SEAL:  
"To learn and to make new friends because I will be ready for 5th grade and to be better at making new friends."



"math games are really fun and help me learn a lot"

“This week was so fun! I LOVED being able to meet students before the school year. Made my teacher heart happy!”  
- MS Bridge Teacher

“Just like last summer, I've never seen my daughter so eager to get to school to learn.”  
- SEAL Parent

“If I didn't go to this camp then I would be super scared on the first day. Now I know what will happen and I am excited!” - MS Bridge Student

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“The SEAL program not only helps bridge learning gaps but also fosters the confidence and skills children need to thrive in the upcoming school year.”

“This is an amazing program you have. My son was up early ready for school didn't want to miss a day.” - SEAL Parent

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# Program Feedback

# Thank you for supporting our summer programs!



Until **Next Time!**



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## ITEM FOR INFORMATION

### **Date of Meeting**

August 20, 2025

### **Title**

Monthly Finance Report

### **Presenters**

Matt Brown, Director of Financial Services

### **Background:**

The board will begin to see monthly financial reports from the Finance Director. The intention is to keep you informed of where the district is financially throughout the year and have the opportunity to ask questions as we go through the year and shortly begin our budget process for the 2026/27 year.

### **Summary:**

Presented is a new monthly finance report that covers several areas. All graphs show historical data for the previous three years. The final page shows a current summary of all of our funds along with an narrative update on the beginning fund balance for the General Fund as things stand right now.

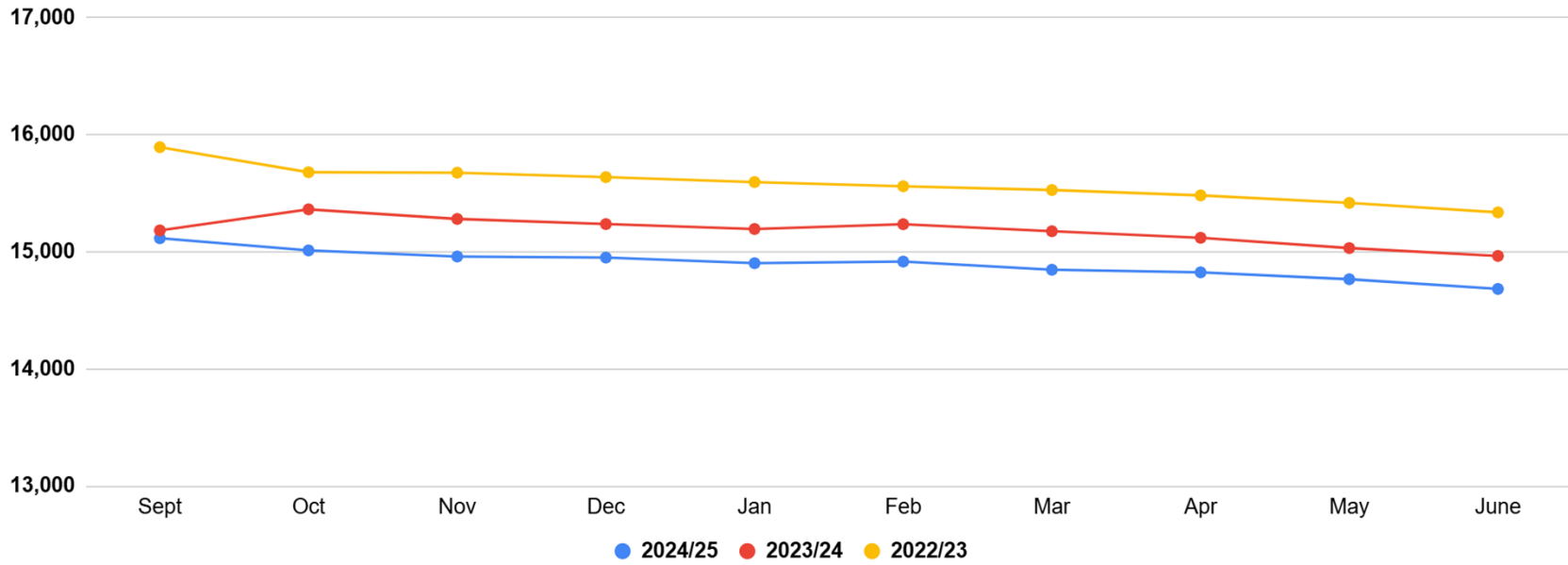


# **Monthly Finance Report**

## **As of July 2025**

# Enrollment Trends

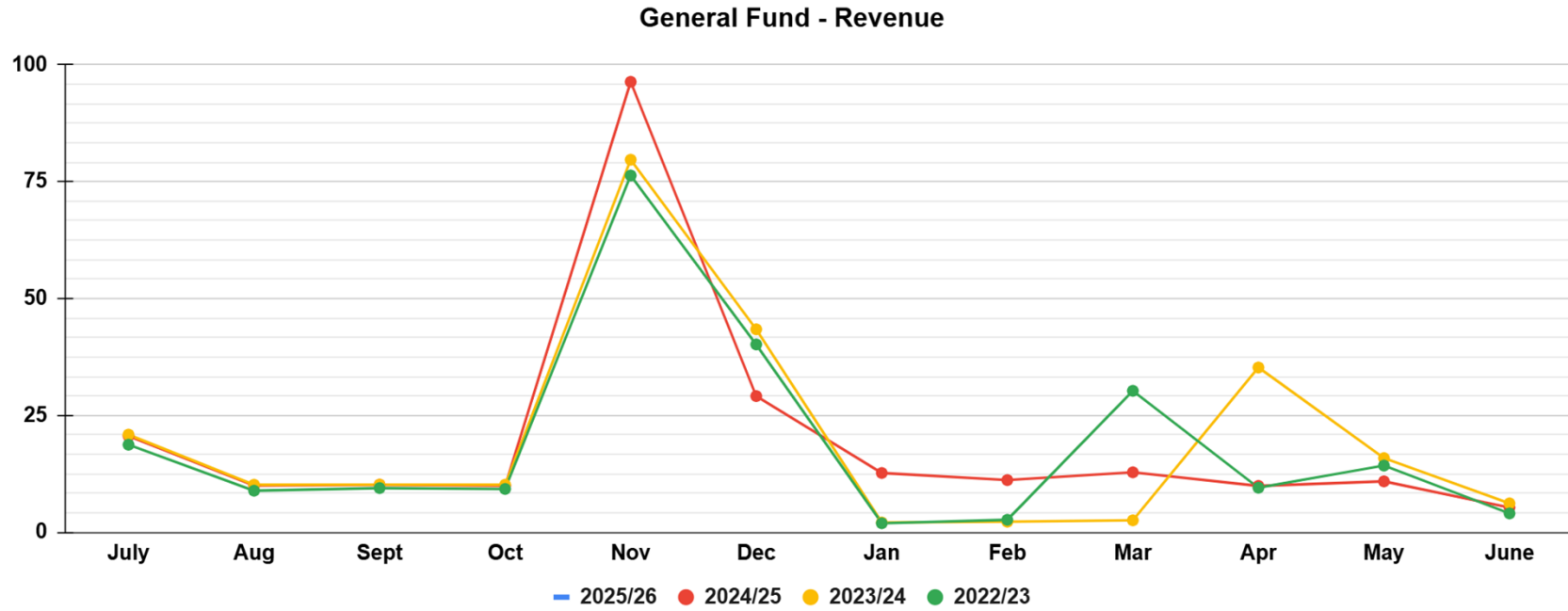
## Enrollment



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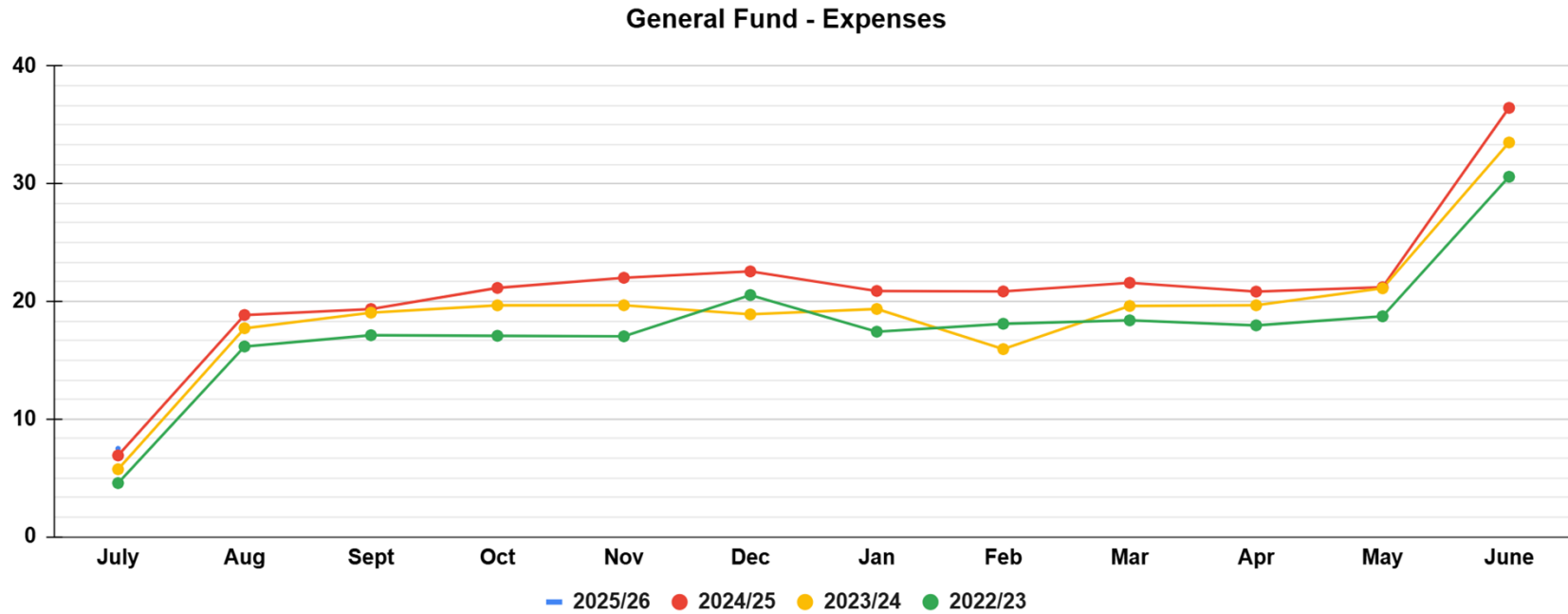
<u>ENROLLMENT</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26										
2024/25	15,117	15,013	14,961	14,952	14,904	14,918	14,848	14,826	14,767	14,684
2023/24	15,184	15,364	15,282	15,238	15,196	15,237	15,177	15,121	15,033	14,966
2022/23	15,895	15,681	15,677	15,639	15,597	15,561	15,529	15,483	15,419	15,338

# General Fund - Revenue



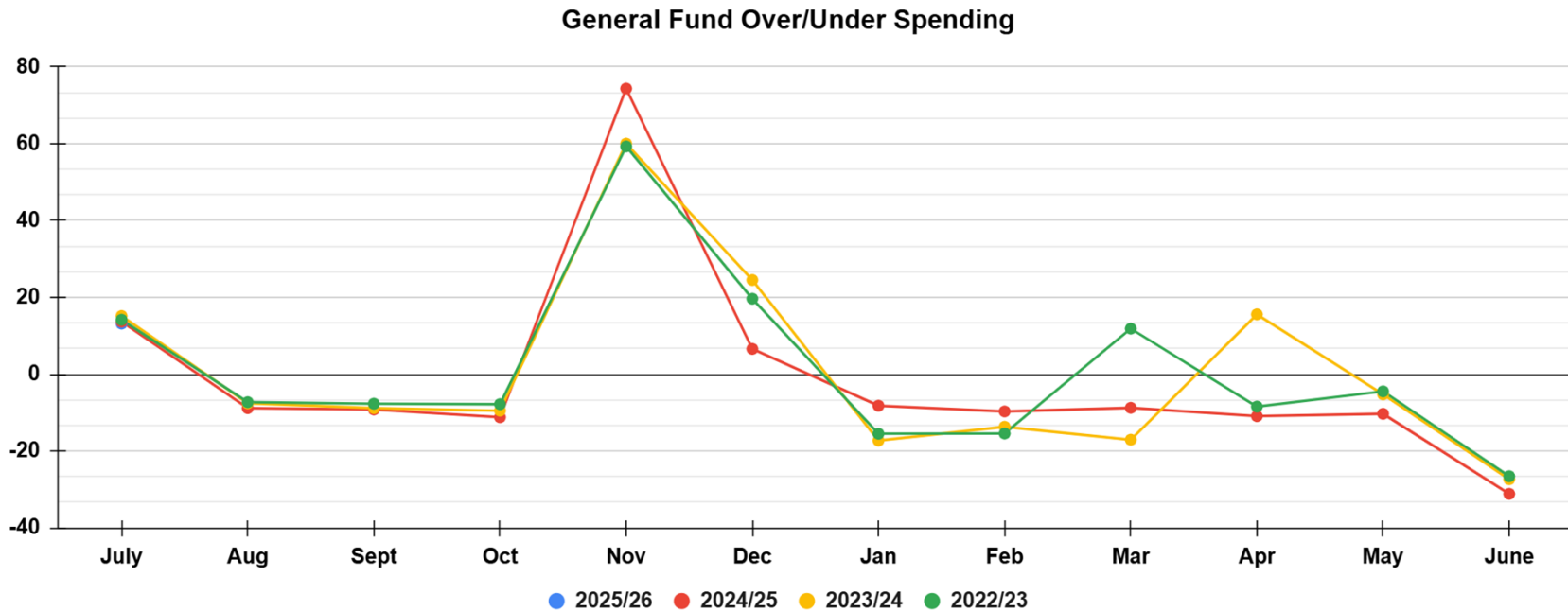
<u>GF REVENUE</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	20,648,266											
2024/25	20,593,381	10,002,382	10,163,344	9,942,347	96,358,751	29,131,911	12,683,994	11,161,199	12,828,951	9,912,495	10,894,496	5,299,795
2023/24	20,886,400	10,164,508	10,194,048	10,171,334	79,692,737	43,421,216	2,092,875	2,252,707	2,556,107	35,247,065	15,861,735	6,183,800
2022/23	18,727,498	8,891,854	9,449,751	9,265,344	76,320,493	40,184,494	1,930,780	2,664,988	30,255,670	9,529,786	14,267,164	4,028,977

# General Fund - Expenses



<u>GF EXPENSES</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	7,489,442											
2024/25	6,908,424	18,846,462	19,355,776	21,147,835	22,010,096	22,551,911	20,890,632	20,849,708	21,583,911	20,833,481	21,204,365	36,452,683
2023/24	5,733,192	17,720,675	19,042,723	19,665,191	19,674,211	18,903,037	19,359,580	15,945,515	19,612,669	19,670,577	21,113,634	33,513,336
2022/23	4,558,690	16,168,123	17,127,312	17,076,632	17,035,305	20,542,359	17,426,381	18,100,383	18,391,142	17,963,367	18,737,148	30,597,333

# General Fund - Over/Under Monthly Spend



<u>GF Over/Under</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>
2025/26	13,158,824											
2024/25	13,684,957	-8,844,080	-9,192,432	-11,205,488	74,348,655	6,580,000	-8,206,638	-9,688,509	-8,754,960	-10,920,986	-10,309,869	-31,152,888
2023/24	15,153,208	-7,556,167	-8,848,675	-9,493,857	60,018,526	24,518,179	-17,266,705	-13,692,808	-17,056,562	15,576,488	-5,251,899	-27,329,536
2022/23	14,168,808	-7,276,269	-7,677,561	-7,811,288	59,285,188	19,642,135	-15,495,601	-15,435,395	11,864,528	-8,433,581	-4,469,984	-26,568,356

## All Funds - Financial Summary

<u>FINANCIALSUMMARY -</u>							
<u>July 2025</u>	<u>General Fund</u>	<u>Special Funds</u>	<u>Debt Service</u>	<u>Capital Funds</u>	<u>Insurance Funds</u>	<u>Trust Fund</u>	<u>All Funds</u>
<b>Beg. Bal. (pre-audit est.)</b>	44,055,169	10,426,207	9,604,965	89,368,067	14,727,448	157,412	168,339,268
<b>Revenue</b>	20,648,266	744,285	0	1,440	772,358	25,570	22,191,919
<b>Expenditure</b>	7,489,442	1,469,626	0	1,763,448	6,411,711	10,000	17,144,227
<b>Ending Fund Balance</b>	57,213,993	9,700,866	9,604,965	87,606,059	9,088,095	172,982	173,386,960

At this moment, we are preparing end of year entries and financial statements for the upcoming Audit. Preliminary numbers surrounding, specifically, our General Fund are lower than what was originally adopted in our budget. In the 2025/26 budget, the district adopted a beginning fund balance of \$46.3 Million in our General Fund. At this time, we are anticipating a beginning fund balance of around \$44.0 Million as shown above. Our next update to this number will be at

the September financial update, which should be our pre-audit number that will appear in our draft financial statements. This number will not be confirmed until our audit is completed in December.

## Questions





## **ITEM FOR ACTION (Second Read)**

### **Date of Meeting:**

August 20, 2025

### **Title:**

Approve revisions to Policies GBN/JBA – Sexual Harassment and JBA/GBN – Sexual Harassment.

### **Presenter(s):**

Christine Nesbit, General Counsel

### **Background:**

At the August 6, 2025 Board Meeting, Policies GBN/JBA – Sexual Harassment and JBA/GBN – Sexual Harassment were presented as an Item For Action At A Future Meeting (First Read).

- Director Munro sought clarification the appeals section would be covered in administrative regulations (AR's) and received confirmation that the AR would cover the appeals process.
- Director Rabasa asked why the language in the reporting and response section is not inclusive of all district staff, instead of listing only teacher, counselor or school nurse.

The policy has been revised to reflect Director Rabasa's suggestion to include all staff.

The Board is now receiving these policies as an Item For Action. Staff respectfully request that the Board take action to approve revisions to Policies GBN/JBA – Sexual Harassment and JBA/GBN – Sexual Harassment.

### **Summary:**

Policies GBN/JBA Sexual Harassment and JBA/GBN Sexual Harassment are the district's foundational policies prohibiting sexual harassment within the educational and working environment. They are identical, with one placed in the policy chapter for staff and the other for students.

In 2023, the Oregon Legislature (House Bill 2280) modified the definition of assault within the sexual harassment context and added a new definition of the term "without consent." The Oregon Department of Education has since followed up with rule revisions.

Proposed revisions will align the policy definition of “assault” with the law and add the new definition of “without consent.” They will also bring greater clarity to the policy description of sexual harassment and its examples. The revisions add the telephone number to the contact information listed for reporting. Additions include a description of the means by which possible sexual harassment will be investigated, and of the standard for determining when a sexually hostile environment exists. Updates are made to describe the individuals to whom notice is given upon the conclusion of an investigation. Proposed revisions also add to the examples of actions that may be taken against third parties who are determined to have violated the policy. Finally, proposed revisions remove the description of the appeal process. The appeal process is contained in the administrative regulation.

Policies GBN/JBA – Sexual Harassment and JBA/GBN – Sexual Harassment were most recently revised in 2021.

**Proposed Revisions Format:**

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

**Options and Alternatives:**

The Board may approve revisions to Policies GBN/JBA and JBA/GBN as presented or as modified. The Board may wish to direct staff to make revisions to the proposed policy, or to research related questions, prior to the Second Read.

**Recommendation:**

The superintendent recommends the Board adopt revisions to Policies GBN/JBA – Sexual Harassment and JBA/GBN – Sexual Harassment.

# Eugene School District 4J

Code: GBN/JBA  
Adopted: 12/18/96  
Revised/Readopted: 12/11/02; 8/15/18; 5/05/21; **XX/XX/XX**  
Orig. Code: GBN

## Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties<sup>1</sup> are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and Title IX, 34 C.F.R. Part 106. Individual reports and complaints may require both of these procedures, and may involve additional policies or procedures.

### General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions of sexual harassment in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously to the extent consistent with Title IX. (See **GBN/JBA-AR(1) Sexual Harassment Complaint Procedure** and **GBN/JBA-AR(2)-Title IX Sexual Harassment Response and Complaint Procedure**). The district may also need to use other applicable policies, rules and procedures.<sup>2</sup>

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment includes:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;

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<sup>1</sup> "Third party" means a person who is **not a student or district employee and who is:** 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a **district employee school or district staff member** acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school-**sponsored** or district-sponsored activity.

<sup>2</sup> Other potentially applicable policies include but are not limited to: Nondiscrimination (Board policy AC), Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy JHFF/GBNAA); **Workplace Harassment (Board Policy GBEA)**.

- b. Interferes with an employee’s ability to perform their job; or
  - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without the person’s consent<sup>3</sup>. ~~because the person is under the influence of drugs or alcohol, is unconscious, or is pressured through physical force, coercion or explicit or implied threats.~~

Sexual harassment does not include conduct that is necessary because of a job duty of a district employee or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent. It also does not include a person finding another person, or another person’s actions, offensive because of that other person’s sexual orientation or gender identity. **Isolated incidents, depending on the circumstances including but not limited to a student’s age and the severity of the incident, may not meet the definition of sexual harassment but may be a violation of a student code of conduct or employment expectation.**

Examples of sexual harassment may include, but not be limited to, unwelcome physical contact such as touching, grabbing, or patting **private body parts**; displaying or sharing sexually explicit drawings, pictures, videos, texts and written materials; making sexual comments, gestures or obscene jokes; **bullying based on sexual identity or characteristics**; touching oneself sexually; talking about one’s sexual behaviors in front of others; asking about another’s sexual history; or spreading rumors about or rating others as to appearance, sexual activity or performance.

## Oregon Procedures

The administrator of each school, and director of each department, is the compliance coordinator for that school or department, and is responsible for accepting and managing complaints of sexual harassment and reporting to district officials. District officials designated to coordinate the district’s efforts to comply with Oregon laws prohibiting sexual harassment are, for students, the Title IX Coordinator, and for employees, the Human Resources Director.

## Reporting and Response

Individuals are strongly encouraged to immediately report conduct they believe is in violation of this policy to the school administrator or department director. Students may also report concerns to a **staff member teacher, counselor or school nurse**, who will promptly notify the school administrator or other appropriate district official.

Any staff member who receives direct or indirect notice that this policy may have been violated shall immediately report the information to the school administrator or department director. Reports may also be made to the Title IX Coordinator at [titleixcoordinator@4j.lane.edu](mailto:titleixcoordinator@4j.lane.edu), the Human Resources Director, or the Superintendent. **Contact Information for district schools, departments, the Title IX Coordinator, Human Resources Director, and Superintendent is available on the district website or by calling 541-790-7700.**

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<sup>3</sup> “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

The compliance coordinator (with coordination involving the district Title IX Coordinator, Human Resources Director or reporting staff member as appropriate) will take interim measures necessary to ensure the impacted person is protected and to promote a nonhostile **work and learning** environment. This includes providing resources **and for** support measures to the impacted person and taking any actions necessary to remove potential future impact on the impacted person. No such actions may retaliate against **the that impacted** person or the person who reported **the behavior** to the district official.

When a student, employee or third party files a complaint under this policy, the district shall provide written notice of rights meeting the requirements of **law<sup>4</sup> ORS 342.704(5)** to: the reporting person(s); **if appropriate**, any impacted person who is not a reporting person; the reported person(s); and where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

## **Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated using procedures developed by the Superintendent. **The district may use, but is not limited to, the following means for investigating incidents of possible harassment: interviews of involved parties; interviews of witnesses; written inquiries; review of email; review of physical evidence; and review of video surveillance.**

In determining whether district policy has been violated, the district will use the preponderance of evidence standard, meaning that the evidence shows that it is more likely than not that the conduct occurred **and the policy was violated. The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person in the same or similar circumstances would find the conduct to be so severe or pervasive as to create a hostile environment.**

Notification as to whether a policy violation was substantiated, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation **is concluded to the reporting person(s); if appropriate, the impacted person who is not a reporting person; the reported person(s); and where applicable, a parent or legal guardian of a reporting person, impacted person or reported person. As required by ORS 342.704(5).** Due to the nature of sexual harassment, a complaint will be held in confidence insofar as possible. The district will only release sexual harassment complaint information to appropriate individuals in order to investigate the complaint, take corrective action and comply with law.

## **Remedial Actions Following Investigation**

If harassment in violation of this policy is found to have occurred, the district will take appropriate and effective remedial action to address and stop sexual harassment, prevent its recurrence and address its negative consequences. This may include but is not limited to: restorative actions for the target of harassment; discipline of staff and students who engaged in sexual harassment; **removal of third parties who engaged in sexual harassment or notification to their employer or school;** trainings and education; and increased notifications regarding district policies and resources.

**When a student or staff member is harassed by a third party, the district will consider the following:**

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<sup>4</sup> See ORS 342.704(6).

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events. If investigation does not substantiate a violation of this policy, but of another rule, policy or code of conduct, the district may take action in accordance with those terms.

## Appeal

~~If a complainant or respondent is dissatisfied with the district's action or inaction in resolving a complaint, they may appeal by filing a formal complaint with the superintendent's office, using the complaint form available on the district website or from the superintendent's office. These procedures shall preclude the application of available disciplinary grievance procedures in a collective bargaining agreement.~~

## No Retaliation

Retaliation against persons who initiated a complaint, ~~or otherwise reported~~ sexual harassment, or who participated in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith, about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person who initiated the complaint, reported the behavior, or participated in the investigation; or
2. ~~Any terms or Work~~ conditions, terms of employment, or ~~of the work or~~ educational environment of an employee a school or district staff member or other person who initiated the complaint, reported the behavior, or participated in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Any individual who experiences retaliation is encouraged to make a report to the school administrator or department director, or the alternate personnel identified in the Reporting and Response section above.

## TITLE IX (FEDERAL) DEFINITIONS AND PROCEDURES

Title IX of the 1972 Educational Amendments of the Civil Rights Act of 1964 states in part that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The district is committed to providing educational and employment opportunities that are free from discrimination based on sex, and promptly investigating reported violations.

## Title IX Definitions

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity;
3. Sexual assault, dating violence, domestic violence or stalking.<sup>5</sup>

This definition applies only to sex discrimination occurring against a person **who is a subject of this policy** in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

“Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (34 C.F.R. § 106.44(a)).

## Title IX Sexual Harassment Grievance Procedures

The Superintendent shall **develop adopt and publish** ~~ensure the development and publication of a regulation setting forth the district’s formal~~ Title IX grievance ~~procedures~~ **process**, which shall comply with legal requirements. The grievance procedures shall provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. **See GBN/JBA-AR(2) – Title IX Sexual Harassment Response and Complaint Procedure.**

## Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time. The person designated as the district Title IX Coordinator and contact information shall be set forth in the regulation implementing this policy. The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy and accompanying regulation. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

## Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>6</sup> The district shall

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<sup>5</sup> See 20 USC § 1092(f)(6)(A)(v) (sexual assault); 34 USC § 12291(a)(10) (dating violence); 34 USC § 12291(a)(8) (domestic violence); and 34 USC § 12991(a)(30) (stalking).

<sup>6</sup> The response cannot be deliberately indifferent meaning clearly unreasonable in light of the known circumstances. (34 C.F.R. §106.44(a)).

treat complainants and respondents equitably by providing supportive measures<sup>7</sup> to a complainant and by following a grievance procedure meeting the requirements of 34 CFR § 106.45 prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>8</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the investigation and grievance process.

### **Notice**

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional associations representing district employees of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the district Title IX Coordinator.<sup>9</sup>

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<sup>7</sup> Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. (34 C.F.R. § 106.44(a)). The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (34 C.F.R. § 99.30(a)).

<sup>8</sup> The district may still have obligations under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (34 C.F.R. § 106.44(c)).

<sup>9</sup> Inquiries may also be made to the Office of Civil Rights of the United States Department of Education.

## No Retaliation

Neither the district or any person may retaliate against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation. Complaints of retaliation may be filed using these procedures.

## Confidentiality

The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the purposes of this policy and 34 CFR part 106, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

## Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the student and parent handbooks and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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### Legal Reference(s):

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)

[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)

[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

[Davis v. Monroe County Bd. Of Educ., 526.US 629 \(1999\)](#)

[Gebser v. Lago Vista Indep. Sch. Dist., 524 US 274 \(1998\)](#)

### Cross Reference(s):

AC - Nondiscrimination

ACB - Hate Symbols and Bias Incidents

[GBEA – Workplace Harassment](#)

GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements

GBNAB/JHFF – Suspected Abuse of a Child Reporting Requirements

JBA/GBN – Sexual Harassment – [Students](#)

JFCF – Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence – Student

JHFF/GBNAA – Suspected Sexual Conduct with Student and Reporting Requirements  
JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements

# Eugene School District 4J

Code: JBA/GBN  
Adopted: 12/18/96  
Revised/Readopted: 12/11/02; 8/15/18; 5/05/21; **XX/XX/XX**  
Orig. Code: JBA

## Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties<sup>1</sup> are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and Title IX, 34 C.F.R. Part 106. Individual reports and complaints may require both of these procedures, and may involve additional policies or procedures.

### General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions of sexual harassment in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously to the extent consistent with Title IX. (See **JBA/GBN-AR(1) Sexual Harassment Complaint Procedure** and **JBA/GBN-AR(2)-Title IX Sexual Harassment Response and Complaint Procedure**). The district may also need to use other applicable policies, rules and procedures.<sup>2</sup>

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

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2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student’s educational activity or program;

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<sup>1</sup> “Third party” means a person who is **not a student or district employee and who is:** 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a **district employee school or district staff member** acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school-**sponsored** or district-sponsored activity.

<sup>2</sup> Other potentially applicable policies include but are not limited to: Nondiscrimination (Board policy AC), Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy JHFF/GBNAA); **Workplace Harassment (Board Policy GBEA)**.

- b. Interferes with an employee’s ability to perform their job; or
  - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without the person’s consent<sup>3</sup>. ~~because the person is under the influence of drugs or alcohol, is unconscious, or is pressured through physical force, coercion or explicit or implied threats.~~

Sexual harassment does not include conduct that is necessary because of a job duty of a district employee or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent. It also does not include a person finding another person, or another person’s actions, offensive because of that other person’s sexual orientation or gender identity. **Isolated incidents, depending on the circumstances including but not limited to a student’s age and the severity of the incident, may not meet the definition of sexual harassment but may be a violation of a student code of conduct or employment expectation.**

Examples of sexual harassment may include, but not be limited to, unwelcome physical contact such as touching, grabbing, or patting **private body parts**; displaying or sharing sexually explicit drawings, pictures, videos, texts and written materials; making sexual comments, gestures or obscene jokes; **bullying based on sexual identity or characteristics**; touching oneself sexually; talking about one’s sexual behaviors in front of others; asking about another’s sexual history; or spreading rumors about or rating others as to appearance, sexual activity or performance.

## Oregon Procedures

The administrator of each school, and director of each department, is the compliance coordinator for that school or department, and is responsible for accepting and managing complaints of sexual harassment and reporting to district officials. District officials designated to coordinate the district’s efforts to comply with Oregon laws prohibiting sexual harassment are, for students, the Title IX Coordinator, and for employees, the Human Resources Director.

## Reporting and Response

Individuals are strongly encouraged to immediately report conduct they believe is in violation of this policy to the school administrator or department director. Students may also report concerns to a **staff member teacher, counselor or school nurse**, who will promptly notify the school administrator or other appropriate district official.

Any staff member who receives direct or indirect notice that this policy may have been violated shall immediately report the information to the school administrator or department director. Reports may also be made to the Title IX Coordinator at [titleixcoordinator@4j.lane.edu](mailto:titleixcoordinator@4j.lane.edu), the Human Resources Director, or the Superintendent. **Contact Information for district schools, departments, the Title IX Coordinator, Human Resources Director, and Superintendent is available on the district website or by calling 541-790-7700.**

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<sup>3</sup> “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

The compliance coordinator (with coordination involving the district Title IX Coordinator, Human Resources Director or reporting staff member as appropriate) will take interim measures necessary to ensure the impacted person is protected and to promote a nonhostile **work and learning** environment. This includes providing resources **and for** support measures to the impacted person and taking any actions necessary to remove potential future impact on the impacted person. No such actions may retaliate against **the that impacted** person or the person who reported **the behavior** to the district official.

When a student, employee or third party files a complaint under this policy, the district shall provide written notice of rights meeting the requirements of **law<sup>4</sup> ORS 342.704(5)** to: the reporting person(s); **if appropriate**, any impacted person who is not a reporting person; the reported person(s); and where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

## **Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated using procedures developed by the Superintendent. **The district may use, but is not limited to, the following means for investigating incidents of possible harassment: interviews of involved parties; interviews of witnesses; written inquiries; review of email; review of physical evidence; and review of video surveillance.**

In determining whether district policy has been violated, the district will use the preponderance of evidence standard, meaning that the evidence shows that it is more likely than not that the conduct occurred **and the policy was violated. The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person in the same or similar circumstances would find the conduct to be so severe or pervasive as to create a hostile environment.**

Notification as to whether a policy violation was substantiated, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation **is concluded to the reporting person(s); if appropriate, the impacted person who is not a reporting person; the reported person(s); and where applicable, a parent or legal guardian of a reporting person, impacted person or reported person. As required by ORS 342.704(5).** Due to the nature of sexual harassment, a complaint will be held in confidence insofar as possible. The district will only release sexual harassment complaint information to appropriate individuals in order to investigate the complaint, take corrective action and comply with law.

## **Remedial Actions Following Investigation**

If harassment in violation of this policy is found to have occurred, the district will take appropriate and effective remedial action to address and stop sexual harassment, prevent its recurrence and address its negative consequences. This may include but is not limited to: restorative actions for the target of harassment; discipline of staff and students who engaged in sexual harassment; **removal of third parties who engaged in sexual harassment or notification to their employer or school;** trainings and education; and increased notifications regarding district policies and resources.

**When a student or staff member is harassed by a third party, the district will consider the following:**

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<sup>4</sup> See ORS 342.704(6).

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events. If investigation does not substantiate a violation of this policy, but of another rule, policy or code of conduct, the district may take action in accordance with those terms.

### Appeal

~~If a complainant or respondent is dissatisfied with the district's action or inaction in resolving a complaint, they may appeal by filing a formal complaint with the superintendent's office, using the complaint form available on the district website or from the superintendent's office. These procedures shall preclude the application of available disciplinary grievance procedures in a collective bargaining agreement.~~

### No Retaliation

Retaliation against persons who initiated a complaint, ~~or otherwise reported~~ sexual harassment, or who participated in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith, about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person who initiated the complaint, reported the behavior, or participated in the investigation; or
2. ~~Any terms or~~ Work conditions, terms of employment, or ~~of the work or~~ educational environment of an employee ~~a school or district staff member~~ or other person who initiated the complaint, reported the behavior, or participated in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Any individual who experiences retaliation is encouraged to make a report to the school administrator or department director, or the alternate personnel identified in the Reporting and Response section above.

### TITLE IX (FEDERAL) DEFINITIONS AND PROCEDURES

Title IX of the 1972 Educational Amendments of the Civil Rights Act of 1964 states in part that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The district is committed to providing educational and employment opportunities that are free from discrimination based on sex, and promptly investigating reported violations.

## Title IX Definitions

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity;
3. Sexual assault, dating violence, domestic violence or stalking.<sup>5</sup>

This definition applies only to sex discrimination occurring against a person **who is a subject of this policy** in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

“Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (34 C.F.R. § 106.44(a)).

## Title IX Sexual Harassment Grievance Procedures

The Superintendent shall **develop adopt and publish** ~~ensure the development and publication of a regulation setting forth the district’s formal~~ Title IX grievance ~~procedures~~ **process**, which shall comply with legal requirements. The grievance procedures shall provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. **See JBA/GBN-AR(2) – Title IX Sexual Harassment Response and Complaint Procedure.**

## Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time. The person designated as the district Title IX Coordinator and contact information shall be set forth in the regulation implementing this policy. The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy and accompanying regulation. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

## Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>6</sup> The district shall

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<sup>5</sup> See 20 USC § 1092(f)(6)(A)(v) (sexual assault); 34 USC § 12291(a)(10) (dating violence); 34 USC § 12291(a)(8) (domestic violence); and 34 USC § 12991(a)(30) (stalking).

<sup>6</sup> The response cannot be deliberately indifferent meaning clearly unreasonable in light of the known circumstances. (34 C.F.R. §106.44(a)).

treat complainants and respondents equitably by providing supportive measures<sup>7</sup> to a complainant and by following a grievance procedure meeting the requirements of 34 CFR § 106.45 prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>8</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the investigation and grievance process.

### **Notice**

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional associations representing district employees of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the district Title IX Coordinator.<sup>9</sup>

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<sup>7</sup> Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. (34 C.F.R. § 106.44(a)). The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (34 C.F.R. § 99.30(a)).

<sup>8</sup> The district may still have obligations under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (34 C.F.R. § 106.44(c)).

<sup>9</sup> Inquiries may also be made to the Office of Civil Rights of the United States Department of Education.

## No Retaliation

Neither the district or any person may retaliate against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation. Complaints of retaliation may be filed using these procedures.

## Confidentiality

The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the purposes of this policy and 34 CFR part 106, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

## Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the student and parent handbooks and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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### Legal Reference(s):

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)

[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)

[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

[Davis v. Monroe County Bd. Of Educ., 526.US 629 \(1999\)](#)

[Gebser v. Lago Vista Indep. Sch. Dist., 524 US 274 \(1998\)](#)

### Cross Reference(s):

AC - Nondiscrimination

ACB - Hate Symbols and Bias Incidents

[GBEA – Workplace Harassment](#)

GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements

GBNAB/JHFF – Suspected Abuse of a Child Reporting Requirements

JBA/GBN – Sexual Harassment – [Students](#)

JFCF – Harassment, Intimidation, Bullying, Cyberbullying, Hazing, Teen Dating Violence and Domestic Violence – Student

JHFF/GBNAA – Suspected Sexual Conduct with Student and Reporting Requirements  
JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements



## **ITEM FOR ACTION (Second Read)**

### **Date of Meeting:**

August 20, 2025

### **Title:**

Approve revisions to Policy JFE – Pregnant and/or Parenting Students

### **Presenters:**

Christine Nesbit, General Counsel

### **Background:**

At the August 6, 2025 Board Meeting, Policy JFE – Pregnant and/or Parenting Students was presented as an Item For Action At A Future Meeting (First Read).

The Board is now receiving this policy as an Item For Action. Staff respectfully request that the Board take action to approve revisions to Policy JFE – Pregnant and/or Parenting Students.

### **Summary:**

Policy JFE – Pregnant and/or Parenting Students is the district policy implementing ORS 336.640, which requires school districts to provide certain information and services to pregnant and parenting students. The proposed changes to policy JFE are for clarity only.

### **Proposed Revisions Format:**

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

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### **Options and Alternatives:**

The Board may approve revisions to Policy JFE – Pregnant and/or Parenting Students as presented or as modified. The Board may wish to direct staff to make revisions to the proposed policy, or to research related questions, prior to the Second Read.

### **Recommendation:**

The superintendent recommends the Board adopt revisions to Policy JFE – Pregnant and/or Parenting Students.

# Eugene School District 4J

Code: JFE  
Adopted: 12/11/02  
Revised/Readopted: 11/28/18; XX/XX/XX  
Orig. Code: JFE

## Pregnant and/or Parenting Students\*\*

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as temporarily necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the school district, education service district or in the community.;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, childcare child-care, transportation, career development and health and nutrition services to pregnant and/or parenting students.;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services.;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students.;
5. Develop individualized educational programs plan or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent or designee will develop guidelines administrative regulations as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

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### Legal Reference(s):

[ORS 336.640](#)  
[ORS 339.010](#)

[ORS 339.030](#)

[OAR 581-021-0046](#)  
[OAR 581-023-0100\(3\)](#)



## ITEM FOR ACTION (Second Read)

**Date of Meeting:**

August 20, 2025

**Title:**

Adopt Policy GCBDF/GDBDF Paid Family and Medical Leave Insurance.

**Presenter(s):**

Brooke Wagner, Assistant Superintendent for Administrative Services,

Kate Marrone, Director of Human Resources

**Background:**

At the August 6, 2025 Board Meeting, Policy GCBDF/GDBDF Paid Family and Medical Leave Insurance was presented as an Item For Action At A Future Meeting (First Read).

The Board is now receiving this policy as an Item For Action. Staff respectfully request that the Board take action to adopt Policy GCBDF/GDBDF Paid Family and Medical Leave Insurance.

**Summary:**

Policy GCBDF/GDBDF Paid Family and Medical Leave Insurance is a new policy for the Board to consider for adoption.

The district participates in Paid Family and Medical Leave Insurance (PFMLI). The district provides an equivalent plan for paid family and medical leave and does not participate in Paid Leave Oregon. This plan has been approved by the Employment Department.

There continues to be significant changes in Oregon law regarding leave. This includes changes from SB 1515 (2024) and numerous rule changes to match.

The biggest change governs what conditions qualify for leave taken through the Oregon Family Leave Act (OFLA) and Paid Family and Medical Leave Insurance (PFMLI).

Policy GCBDF/GDBDF Paid Family and Medical Leave Insurance is a **new** policy.

Code: GCBDF/GDBDF

Adopted: XX/XX/XX

Revised/Readopted:

**Proposed Revisions Format:**

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**Options and Alternatives:**

The Board may choose to adopt Policy GCBDF/GDBDF Paid Family and Medical Leave Insurance or the Board may wish to direct staff to make revisions to the proposed policy.

**Recommendation:**

The superintendent recommends the Board adopt revisions to Policy GCBDF/GDBDF Paid Family and Medical Leave Insurance.

# Eugene School District 4J

**Code:** GCBDF/GDBDF  
**Adopted:** XX/XX/XX

## **Paid Family and Medical Leave Insurance \***

The district participates in Paid Family and Medical Leave Insurance (PFMLI) and Paid Leave Oregon<sup>1</sup>. This includes submitting employee and employer contributions to the Oregon Employment Department (“Department”) as required by state law.<sup>2</sup> The district does not administer PFMLI or Paid Leave Oregon.

All applications and related questions should be directed to the Department of Human Resources.

The district participates in Paid Family and Medical Leave Insurance (PFMLI). The district provides an equivalent plan for paid family and medical leave and does not participate in Paid Leave Oregon. This plan has been approved by the Employment Department.<sup>{1}</sup> The district will file the Oregon Quarterly Tax Report as required.

The district will make available a notice poster that outlines the requirements and procedures for the equivalent plan.<sup>[2]</sup> This poster will be displayed in each of the district’s buildings or worksites in an area that is accessible to and regularly frequented by employees. This poster will be provided<sup>[3]</sup> to remote employees upon hire or assignment to remote work.

END OF POLICY

Legal Reference(s):

ORS 657B.210 – 657B.260  
OAR 471-070-2200 - 2460

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<sup>1</sup> Paid Leave Oregon is the program developed by the Oregon Employment Department to administer Paid Family and Medical Leave Insurance. The Superintendent or designee may select an alternate provider or Paid Leave Oregon to provide this service. {Deadlines for the district to file an exemption application can be found on OAR 471-070-2205. Application requirements can be found in OAR 471-070-2210.}

<sup>2</sup> The overall contribution will be determined by the Department director, and is initially set at 1 percent (up to \$132,900). The amount will be set annually by November 15. See ORS 657B.150. {Districts may agree to pay the employee contribution, see any applicable employment agreements.} For poster requirements, see OAR 471-070-2330.

<sup>[3]</sup> By hand delivery, regular mail, or through an electronic delivery method.



**ITEM FOR ACTION (Second Read)**

**Date of Meeting:**

August 20, 2025

**Title:**

Approve revisions to Policy GCBDA/GDBDA – Family and Medical Leave

**Presenter(s):**

Brooke Wagner, Assistant Superintendent for Administrative Services,  
Kate Marrone, Director of Human Resources

**Background:**

At the August 6, 2025 Board Meeting, Policy GCBDA/GDBDA – Family and Medical Leave was presented as an Item For Action At A Future Meeting (First Read).

The Board is now receiving this policy as an Item For Action. Staff respectfully request that the Board take action to approve revisions to Policy GCBDA/GDBDA – Family and Medical Leave.

**Summary:**

There continues to be significant changes in Oregon law regarding leave. This includes changes from SB 1515 (2024) and numerous rule changes to match.

The biggest change governs what conditions qualify for leave taken through the Oregon Family Leave Act (OFLA) and Paid Family and Medical Leave Insurance (PFMLI).

While these leave allotments used to run concurrently in many situations, they now cannot be taken concurrently.

Policy GCBDA/GDBDA – Family and Medical Leave was most recently revised in 2018.

Code: GCBDA/GDBDA

Adopted: 10/24/18

Revised/Readopted: ~~XX/XX/XX~~

**Proposed Revisions Format:**

Revised content presented in **RED Font**;

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**Options and Alternatives:**

The Board may choose to adopt Policy GCBDA/GDBDA – Family and Medical Leave or the Board may wish to direct staff to make revisions to the proposed policy.

**Recommendation:**

The superintendent recommends the Board adopt revisions to Policy GCBDA/GDBDA – Family and Medical Leave.

# Eugene School District 4J

Code: GCBDA/GDBDA  
Adopted: 10/24/18; XX/XX/XX

## Family and Medical Leave

The district understands and values that our employees may need to take time away from work. The district adheres to state and federal regulations regarding protected leave. When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA) of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA) of 2009, Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee he/she must have been employed by the district for at least 12 months, and have worked at least 1,250 hours during the past 12-month period and work at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee he/she must work an average of 25 hours or more per week during the and have been employed at least 180 calendar days immediately prior to the first day of the start of the requested leave. family medical leave of absence. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins there. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years<sup>1</sup>, contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.<sup>2</sup> PFMLI can be taken for family leave, medical leave or safe leave.<sup>3</sup>

Federal and state leave entitlements generally run concurrently. Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent or designee will develop administrative regulations procedures as necessary for the implementation of the provisions of both federal and state law.

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<sup>1</sup> The wages are not required to have been earned for work in the district.

<sup>2</sup> See OAR 471-070-1010 for additional information.

<sup>3</sup> Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025.

## END OF POLICY

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### Legal Reference(s):

[ORS 332.507](#)

[ORS 657B.010](#)

[ORS 657B.025](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-009-0210 - 0460](#)

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9<sup>th</sup> Cir. 2014).

[Senate Bill 1515 \(2024\)](#).

Corrected 11/19/24



## ITEM FOR ACTION (Second Read)

**Date of Meeting:**

August 20, 2025

**Title:**

Approve revisions to Policy GCBDC/GDBDC Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation

**Presenter(s):**

Brooke Wagner, Assistant Superintendent for Administrative Services,  
Kate Marrone, Director of Human Resources

**Background:**

At the August 6, 2025 Board Meeting, Policy GCBDC/GDBDC Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation was presented as an Item For Action At A Future Meeting (First Read).

The Board is now receiving this policy as an Item For Action. Staff respectfully request that the Board take action to approve revisions to Policy GCBDC/GDBDC Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation.

**Summary:**

There continues to be significant changes in Oregon law regarding leave. This includes changes from SB 1515 (2024) and numerous rule changes to match.

The biggest change governs what conditions qualify for leave taken through the Oregon Family Leave Act (OFLA) and Paid Family and Medical Leave Insurance (PFMLI).

While these leave allotments used to run concurrently in many situations, they now cannot be taken concurrently.

Policy GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation was most recently revised in 2019.

Code: GCBDC/GDBDC  
Adopted: 5/15/19  
Revised/Readopted: **XX/XX/XX**

**Proposed Revisions Format:**

Revised content presented in **RED Font**;

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**Options and Alternatives:**

The Board may choose to adopt Policy GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation or the Board may wish to direct staff to make revisions to the proposed policy.

**Recommendation:**

The superintendent recommends the Board adopt revisions to Policy GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave and Safety Accommodation.

# Eugene School District 4J

Code: GCBDC/GDBDC  
Adopted: 5/15/19: **XX/XX/XX**  
Revised/Readopted:

## Domestic Violence, Harassment, Sexual Assault, **Bias**, or Stalking Leave and Safety Accommodation

### Definitions

- ~~1. “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.~~
- ~~2. “Protective order” means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)©, 107.700—107.735, 124.005—124.040 or 163.730—163.750 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.~~
- ~~3. “Victim of domestic violence” means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.~~
- ~~4. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.~~
- ~~5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.~~
- ~~6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.~~
- ~~7. “Victim services provider” means a prosecutor based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.~~

### Purposes of Leave

When applicable, the district will comply with the provisions of protected leave identified in ORS 659A.272 to address domestic violence, harassment, sexual assault, bias, or stalking.

The district (**covered employer**<sup>1</sup>) shall allow an eligible employee<sup>2</sup> to take reasonable leave **from employment** for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, **bias**, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, ~~or~~ harassment or stalking of, **or the commission of a bias crime against** the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, **bias**, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the **eligible** employee's minor child or dependent; **or**
5. To relocate<sup>3</sup> or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child/~~or~~ dependent.

The district may limit the amount of leave, if the **eligible** employee's leave creates an undue hardship on the district.

The district shall not deny leave to an **eligible** employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with **regard regards** to promotion, compensation or other terms, conditions or privileges of employment **because the employee makes inquiries about, applies for, or takes as a result of taking** such leave.

### **Notice of Need for Leave**

The eligible employee shall give the district reasonable advanced notice of the employee's **intention intent** to take leave unless giving advance notice is not feasible.

### **Certification**

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<sup>1</sup> "Covered employer" means an employer who employs six or more individuals in the State of Oregon for each working day during each of 20 or more calendar workweeks in the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking, or in the year immediately preceding the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking.

<sup>2</sup> "Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

<sup>3</sup> "Relocate" is described in OAR 839-009-0345 (5).

The district may require the **eligible** employee to provide certification that:

1. The employee or **employee's** minor child or dependent is a victim of domestic violence, harassment, sexual assault, **bias**, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The **eligible employee shall provide a certification within a reasonable time after receiving the district's request for the certification.**

Sufficient certification **to support a request for such leave** includes:

1. A copy of a report from law enforcement indicating the **eligible** employee or **the employee's minor** child or dependent was a victim of domestic violence, harassment, sexual assault, **bias**, or stalking;~~;~~
2. A copy of a protective order or other evidence from a court, administrative agency, or attorney that the **eligible** employee appeared in or **is was** preparing for a civil **or**; criminal ~~or~~ administrative proceeding related to domestic violence, harassment, sexual assault, **bias**, or stalking; ~~or~~
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy, **employee of the Department of Justice division providing victim and survivor services** or ~~a~~ victim services provider that the **eligible** employee ~~or the~~; employee's **minor** child or dependent was undergoing **treatment or** counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, **bias**, or stalking.

### **Confidential Records**

All records and information kept by the district regarding the employee's leave **under ORS 659A.270 - 659A.285**, including the **fact the employee has requested request or obtained such obtaining of** leave, **are is** confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

### **Use of Paid Leave**

The employee may use **any** accrued paid leave, including **personal**; sick **leave**, ~~or accrued~~ vacation leave **or any other paid leave offered by the district**. The **district employer** may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies, ~~and/or~~ any **applicable** collective bargaining agreement **or other agreement**.

### **Reasonable Safety Accommodation**

The district will not refuse to make a reasonable safety accommodation requested by a victim of domestic violence, harassment, sexual assault, **bias**, or stalking, unless the accommodation would impose an undue hardship on the district. A reasonable safety accommodation may include but is not limited to a transfer, reassignment, modified schedule, use of available paid or unpaid leave, changed work telephone number, work station, installed lock, implemented safety procedure or any other adjustment to a job structure, workplace facility or work requirement in response to actual or threatened domestic violence, harassment, sexual assault, **bias**, or stalking

The district may require the individual to provide certification prior to making a reasonable safety accommodation. All records and information kept by the district about a reasonable safety accommodation made for an individual are confidential and may not be released without the express permission of the individual unless otherwise required by law.

## Definitions

1. “Protective order” means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.
2. “Victim of bias” means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. “Victim of domestic violence” means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

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### Legal Reference(s):

[ORS 192.355\(38\)](#)

[ORS 332.107](#)

[ORS 659A.270 - 659A.290](#)

[OAR 839-009-0325 - 0365](#)



## ITEM FOR ACTION (Second Read)

**Date of Meeting:**

August 20, 2025

**Title:**

Approve revisions to Policy IICA – **Field Trips and** District-Represented Group Travel

**Presenter:**

Carmen Xiomara Urbina, Chief of Staff

**Background:**

At the August 6, 2025 Board Meeting, Policy IICA – Field Trips and District-Represented Group Travel was presented as an Item For Action At A Future Meeting (First Read).

- Director Rabasa asked if the policy title could include “Field Trips” as had a previous version of this policy. This would add clarity for staff.
- The Board also discussed the need to improve processes around the logistical planning for field trips.

The policy has been revised to reflect Director Rabasa’s suggestion to include “Field Trips” in the title of the policy.

Staff have been working to revise the Administrative Regulation IICA-AR – District Represented Group Travel so that the process will align with the revised policy and improve the field trip planning process.

The Board is now receiving Policy IICA as an Item For Action. Staff respectfully request that the Board take action to approve revisions to Policy IICA – Field Trips and District-Represented Group Travel.

**Summary:**

As part of our ongoing work to modernize and clarify district policy, revisions to policy IICA – Field Trips and District Represented Group Travel is submitted for the Boards review and consideration.

This revision preserves all essential components of the current policy while reorganizing and enhancing clarity, equity, and alignment with implementation practices.

Below is a summary of the key shifts between the current version and the revised draft.

Topic Area	Current Policy (10/04/23)	Revised Policy (XX/XX/XX)
Purpose Statement	Implicit in opening paragraph	Clear, standalone section added that affirms the educational value, safety, and equity goals of student travel
Educational Alignment	States trips must support academic or extracurricular goals	Expanded to include alignment with instructional standards and district priorities
Student Safety and Health	General reference to student welfare and illness procedures	Expanded section outlining medical accommodations, emergency planning, and first-aid-certified supervision
Equity and Access	Advises minimizing family expense	Minimize personal or financial burden on families and ensure equitable access for all students.
Conduct & Behavior	Mentions conduct expectations and substance-related policies	Reaffirmed and delegated to AR; includes alignment with district conduct expectations
Chaperone Requirements	States background checks and fingerprinting are required	Reiterated clearly within the Health & Safety section, aligned with district volunteer protocols
Travel Approvals – Principal	Required for all trips before making arrangements	Required for low-risk, day-only trips; no arrangements may be made prior to approval
Travel Approvals – Superintendent	Required for <3 nights, >\$3,500, or out-of-state	Required for all overnight, out-of-state, or international travel, or if over \$3,500
Travel Approvals – Board	Required for >2 nights or international travel	No longer required; instead, Superintendent may inform Board of international/multi-threshold trips
Outdoor School Exemption	Included	Retained
Delegation to AR	Briefly notes admin will develop rules	Clear, detailed delegation added—outlining that IICA-AR will cover risk assessment, forms, supervision, etc.
Risk & Prohibited Activities	Not included in policy	Delegated to IICA-AR for clarity and adaptability

Footnote on Legal Compliance	Present	Retained word-for-word in revised version
Title	Not included in current policy	Policy IICA – <b>Field Trips and District-Represented Group Travel</b>

**Closing Statement:**

The revised version of Policy IICA strengthens clarity, aligns approvals with current district operations, and shifts operational details to the Administrative Regulation (IICA-AR) where they can be managed more responsively. It prioritizes student safety, explicitly affirms equity and access, and provides a cleaner, more transparent structure for school leaders and families. This version reflects best practices in policy design—governance-level clarity supported by actionable procedures—making it better suited to meet the evolving needs of Eugene School District 4J.

Policy IICA – Field Trips and District Represented Group Travel was last updated in 2023.

Code: IICA  
 Adopted: 7/02/73  
 Revised/Readopted 2/16/75; 10/04/23; 11/07/18; ~~XX/XX/XX~~  
 Orig. Code: IICA; 7520; 5640.2

**Proposed Revisions Format:**

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

**Options and Alternatives:**

The Board may choose to adopt Policy IICA – Field Trips and District-Represented Group Travel or the Board may wish to direct staff to make revisions to the proposed policy.

**Recommendation:**

The superintendent recommends the Board delete the current Policy IICA – District-Represented Group Travel and adopt the newly revised Policy IICA – Field Trips and District-Represented Group Travel.

# Eugene School District 4J

Code: IICA  
Adopted: 7/02/73; 6/16/75  
Revised/Readopted: 11/07/18; 10/04/23; XX/XX/XX  
Orig. Code: IICA; 7520; 5640.2

## Field Trips and District-Represented<sup>1</sup> Group Travel

### Purpose

The Board of Directors affirms the educational value of district-represented travel, including field trips, performances, competitions, and academic excursions. These opportunities enrich student learning, foster real-world application of classroom content, support engagement and inclusion, and reflect the district's commitment to equity and safety.

### Core Expectations

District-represented group travel must:

- Support instructional goals or approved extracurricular activities;
- Prioritize the physical, emotional, and medical safety of all participants;
- Reinforce high standards for conduct and accountability;
- Limit missed instructional time and incorporate non-student contact days whenever feasible;
- Minimize personal or financial burden on families and ensure equitable access for all students.

Schools and advisors must make reasonable efforts to reduce costs, offer financial assistance, and promote inclusive access to all trips.

All travel must be approved in advance. No arrangements may be made, nor funds collected or deposited, until official approval is granted.

### Health, Safety, and Supervision

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<sup>1</sup> *Staff, students, drivers, and chaperones are traveling under the authorization of Eugene School District 4J and therefore must follow all district policies, administrative regulations, and applicable state and federal laws.*

All travel must include appropriate safety and medical planning, including consideration of student health needs, medication accommodations, and emergency preparedness. At least one chaperone must be certified in First Aid and CPR, and additional training may be required based on student needs.

Chaperones and all volunteers must meet the district’s volunteer requirements, including criminal history checks and fingerprinting, in accordance with state law and district policy.

Student conduct expectations remain in effect during travel and must align with district policy regarding alcohol, tobacco, inhalant delivery systems, unlawful drugs, and appropriate behavior. Procedures for illness, injury, and communication with administrators or families must be followed during all district-sponsored travel.

### Travel Approval Requirements

All travel must be pre-approved based on the type and scope of the trip:

Type of Travel	Approval Required
Day trips (low risk, no overnight stay)	School Administrator
Any overnight travel (1 night or more)	Superintendent or Designee
Out-of-state or international travel	Superintendent or Designee
Total trip cost exceeding \$3,500 (including subs)	Superintendent or Designee

The Superintendent may inform the Board of Directors of all student travel involving multiple approval thresholds.

District-approved outdoor school programs are exempt from this policy.

### Implementation

The Superintendent or designee shall develop and maintain **Administrative Regulations (ICA-AR)** to implement this policy. These regulations will provide detailed guidance and procedures including:

- Travel approval forms and timelines;
- Supervision requirements and staff-to-student ratios;
- Risk assessment and identification of prohibited activities;
- Volunteer screening and responsibilities;

- Emergency response protocols and medical planning;
- Documentation, communication, and post-trip reflection.

**END OF POLICY**

**Legal Reference(s)**

ORS 332.107            ORS 336.014            ORS 339.155            ORS 339.240 to -339.250  
OAR 581-021-0050    OAR 581-021-0070

**Cross Reference(s)**

EEAE – Student Transportation in Private Vehicle  
KI – Public Solicitation in District Facilities  
KK – Visitors to Schools and Properties

# Eugene School District 4J

Code: \_\_\_\_\_ ICA  
Adopted: \_\_\_\_\_ 7/02/73; 6/16/75  
Revised/Readopted: \_\_\_\_\_ 11/07/18; 10/04/23  
Orig. Code: \_\_\_\_\_ ICA; 7520; 5640.2

## District Represented<sup>1</sup> Group Travel

Field trips and other events involving activities outside of the classroom may be authorized when such trips or activities contribute to educational goals of the academic or extracurricular program. In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent/guardian and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval, acknowledgment of student conduct guidelines, and student medical information will be maintained on file for each trip.

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco, inhalant delivery systems, and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents/guardians in discipline and emergency situations.

All volunteers (chaperones) are subject to district volunteer requirements including criminal history checks and fingerprinting.

Permission for travel must be granted by the principal prior to making travel arrangements, collecting funds, or depositing money.

District represented groups seeking permission for travel must make every effort to incorporate non student contact days into travel plans. Every effort must be made to limit the number of school days students will miss.

Groups/advisors must make every effort to minimize personal/family expenses associated with district represented group travel.

### Travel Requiring Board of Directors Approval

Travel by district represented groups other than OSAA scheduled or sponsored events which meet any of the following criteria must have prior approval of the principal, the executive director of elementary programs or secondary programs, the Superintendent, and the Board:

1. — Travel dates which require students to stay overnight for more than two nights;
2. — Travel which takes students outside the continental United States.

All Applications for Permission to Travel requiring Board approval will be submitted to the executive director of elementary programs or secondary programs at least 30 days prior to the event.

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<sup>1</sup> Staff, students, drivers and chaperones are traveling under the authorization of Eugene School District 4J and therefore must follow all district policies, administrative regulations and applicable state and federal laws.

~~District-approved outdoor school programs are exempt from seeking Board approval.~~

### **Travel Requiring Superintendent Approval**

~~Travel by district-represented groups other than OSAA-scheduled or sponsored events which meet any of the following criteria must have prior approval by the superintendent or designee:~~

- ~~1. — Travel dates which require students to stay overnight for less than three nights;~~
- ~~2. — Total travel costs, including substitutes, exceed \$3,500;~~
- ~~3. — Travel out of state.~~

~~The superintendent may report such trips to the Board as an information item.~~

### **Approval for all Other Travel**

~~All other student travel must be approved by the unit principal.~~

~~END OF POLICY~~

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#### **Legal Reference(s):**

~~[ORS 332.107](#)  
[ORS 336.014](#)~~

~~[ORS 339.155](#)  
[ORS 339.240 to 339.250](#)~~

~~[OAR 581-021-0050](#)  
[OAR 581-021-0070](#)~~

#### **Cross Reference(s):**

~~EEAE – Student Transportation in Private Vehicle  
KI – Public Solicitation in District Facilities  
KK – Visitors to Schools and Properties~~



## ITEM FOR ACTION (SECOND READ)

**Date of Meeting:**

August 20, 2025

**Title:**

Approve Resolution 2025-26-04 – Establishing Board Committees for the 2025-26 School Year

**Presenter:**

Christine Nesbit, General Counsel

**Background:**

At its retreat, the Board discussed the committees used in the prior school year, and the possibility of instituting a board practice of annually adopting a resolution that would identify board committees for that school year. The Board also considered a draft resolution.

Among issues discussed were the need for clarity about the board's standing committees, a desire to sunset committees no longer needed, and a desire for a committee on long-range facilities planning and bond issues. Feedback on the draft resolution included a clarification on the role of the Legislative Committee to recommend legislative priorities for board consideration and decision. That feedback is reflected in the revised resolution.

Resolution 2025-26-04, if approved, would result in the following:

1. Establish or continue three board committees for the 2025-26 school year: the Budget Committee, the Legislative Committee, and the Bond Oversight/ Long-Range Facilities Plan Committee.
2. State the purpose and composition of the Legislative Committee.
3. Direct that by October 15, the Superintendent recommend to the Board a statement of purpose for the Bond Oversight/ Long-Range Facilities Plan Committee, and a committee composition to include 2 to 3 members of the Board.
4. Sunset any board committees created before the passage of the resolution but not continued by it. This would include the Audit Committee.

**Options**

The Board may approve Resolution 2025-26-04 as presented or as modified by the Board, or may decline to approve it.

**Recommendation**

The Superintendent recommends approval of Resolution 2025-26-04 Establishing Board Committees for the 2025-26 School Year.

**Potential Motion**

*To approve Resolution 2025-26-04 Establishing Board Committees for the 2025-26 School Year*



**RESOLUTION NO. 2025-26-04**  
**Eugene School District 4J Board of Directors**

**Establishing Board Committees for the 2025-26 School Year**

**WHEREAS**, School Board Policy BCE states there are standing committees of the Board, and further provides that the Board may appoint special committees to serve specific purposes until their assignment is completed;

**WHEREAS**, Committees of the Board will be fact-finding, deliberative and advisory unless the Board specifically delegates a decision-making or administrative duty;

**WHEREAS**, ORS 294.414 requires that the Board establish and maintain a Budget Committee;

**WHEREAS**, State law has established that Educational Equity Committees are to be selected and

**WHEREAS**, School Board Policy BCB requires the Board Chair to appoint all committees unless otherwise ordered by the Board; and

**WHEREAS**, the Board values clarity and transparency in its operations;

**NOW, THEREFORE, the Board of Directors resolves and directs the following:**

1. For the 2025-26 school year, the Board approves the establishment or continuation of the following committees: Budget, Legislative, and Bond Oversight/ Long-Range Facilities Planning.
2. The Budget Committee's composition and function is described in School Board Policy DBEA.
3. The Legislative Committee, shall be comprised of 3 Board members. Its purpose is to track on legislative issues in Oregon, recommend legislative priorities for board consideration and decision, and inform key legislators about the impact of specific legislative policies on the Eugene School District 4J within the legislative priorities established by the Board.
4. Bond Oversight and Long-Range Facilities Plan Committee. By October 15, the Superintendent shall recommend to the Board a committee composition, to include 2 to 3 members of the Board, and a statement of purpose.

5. Committees of the Board created before the passage of this resolution but not continued by it, including but not limited to the audit committee, are sunsetted.

**Adopted this \_\_\_ day of August 2025 by the Board of Directors for the Eugene School District 4J.**

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**Tom Di Liberto Board Chair  
Board of Directors, Eugene School District 4J**



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

### **Date of Meeting**

August 20, 2025

### **Title**

Consider for approval revisions to Policy CCG – Evaluation of Administrators

### **Presenter**

Larry Williams, Assistant Superintendent for Instruction and Access

Kate Marrone, Director of Human Resources

### **Background:**

The time invested in providing meaningful feedback in the assessment of district administrators in the performance, and the progress made in meeting the goals specified by the board and the superintendent, is critical to the success of the district.

District Administrators will be formally evaluated on their job performance at least once each year. The purpose of administrator evaluations is to assist an administrator with developing and strengthening their professional abilities, and to improve the instructional program and management of the district's schools and departments.

### **Summary:**

The proposed policy language provides the superintendent or designee with the opportunity to notify the administrator in writing of specific areas to be celebrated or to be remedied.

The revised policy language is a recommendation from the Oregon School Board (OSBA) attorneys. The proposed revisions to policy have also been reviewed and approved by the Director of Human Resources.

Policy CCG – Evaluation of Administrators was last updated in 2017.

Code:	CCG
Adopted:	08/02/17
Revised/Readopted:	XX/XX/XX

### **Proposed Revisions Format:**

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

**Options and Alternatives:**

The Board may choose to accept proposed revisions to Policy CCG – Evaluation of Administrators. 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 Policy CCG – Evaluation of Administrators.

# Eugene School District 4J

Code: CCG  
Adopted: 8/02/17; XX/XX/XX  
Orig. Code(s): CCG

## Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for **administrators administrative personnel**. The purpose of administrator evaluations is to assist an administrator with developing and strengthening **their** professional abilities, **and** to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

**Evaluation and support systems established by the district must evaluate administrators on a regular cycle. A formal evaluation will be conducted regularly at least once each school year.**

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or **a qualified, licensed** designee;
3. Evaluations will be in writing and discussed with the administrator by the person who **conducts makes** the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall **use the following be customized, based on collaborative efforts and include the educational leadership-administrator standards<sup>1</sup> adopted by the State Board of Education.:**

~~The adopted standards include:~~

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

**Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.**

**Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:**

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
  - a. Classroom-based assessments including observations, lesson plans and assignments;
  - b. Portfolios of evidence;
  - c. Supervisor reports; and
  - d. Self-reflections and assessments.

3. If applicable to the individual administrator, consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth if applicable, to determine the administrator’s professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators; ~~and~~
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; ~~and~~
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent or designee shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

## END OF POLICY

### Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)  
[ORS 342.856](#)

[ORS 332.505](#)  
[OAR 581-022-2405](#)

[ORS 342.120](#)  
[OAR 581-022-2410](#)

[ORS 342.815](#)    [ORS 342.850](#)  
[OAR 581-022-2420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

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<sup>1</sup>These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.



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

### Date of Meeting

August 20, 2025

### Title

Consider for approval revisions to Policy JHCCF – Pediculosis (Head Lice)

### Presenter

Seth Pfaefflin, Director of Student Services

### Background:

Guidance on exclusion of students found with head lice has changed in recent years. There is now a consensus from other agencies, i.e., National Association of School Nurses, Center for Disease Control and Prevention, Oregon School Nurses Association, which recommends against excluding students with head lice or nits from the classroom.

Additionally, a rule, originally found in an Oregon Health Authority rule (OAR 333-019-0010), which allowed schools to create exclusionary practices for head lice, has since been repealed. Refer to [Communicable Disease Guidance for Schools](#) published by Oregon Health Authority and Oregon Department of Education for instructions on management.

See the Communicable Disease Guidance for Schools for more information.

[NASN – Head Lice Management in Schools](#)

[CDC – Head Lice Information for Schools](#)

### Summary:

This version of Policy JHCCF – Pediculosis (Head Lice), keeps a student in the classroom.

Policy JHCC – Pediculosis (Head Lice) was reviewed with the Policy Work Group during the spring and recommended for Board consideration.

Policy JHCC – Pediculosis (Head Lice) was last updated in 2018.

Code: JHCCF  
Adopted: 11/28/28  
Revised/Readopted: ~~XX/XX/XX~~

**Proposed Revisions Format:**

Revised content presented in **RED Font**;

Deleted content presented in **GREEN Font**;

Continuing policy content in **BLACK Font**

**Options and Alternatives:**

The Board may choose to accept proposed revisions to Policy JHCC – Pediculosis (Head Lice) or 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 Policy JHCC – Pediculosis (Head Lice).

# Eugene School District 4J

Code: JHCCF  
Adopted: 11/28/18; ~~XX/XX/XX~~

## Pediculosis (Head Lice)

A student with a suspected case of head lice will be referred to the school nurse or administrator for assessment. ~~The screening will be done in a confidential manner by trained personnel.~~

~~A parent of the student will be notified and treatment will be requested. Students with a severe infestation<sup>1</sup> may be excluded immediately until treated. A student excluded from school that has been treated, as determined by the school nurse will be readmitted after an assessment by a school nurse. The student may be subject to periodic checks.~~

~~School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.~~

The suggested school measures for head lice control, as provided in ~~Head Lice Guidance~~ *Communicable Disease Guidance for Schools* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,<sup>1</sup> ~~shall be followed~~ **will be consulted.**

END OF POLICY

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### Legal Reference(s):

~~ORS 433.255~~   ~~OAR 333-019-0010~~   ~~OAR 581-022-2220~~   ~~ORS 433.260~~   ~~OAR 437-002-03600~~  
~~ORS 332.107~~

~~National Association of School Nurses, Pediculosis Management in the School Setting: Position Statement Revised 2011.  
American Academy of Pediatrics: Position Statement on Head Lice 8-12012.  
Centers for Disease Control and Prevention Head Lice Information for Schools 2011.~~



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

**Date of Meeting:**

August 20, 2025

**Title:**

Eugene School District 4J Organizational Chart

**Presenter:**

Miriam Mickelson, Superintendent

**Background:**

Eugene School District 4J is a complex, multitiered organization that employs more than 2,000 individuals and serves close to 15,000 students. The district is a public entity that operates under a myriad of statutes, rules, and regulations as well as collective bargaining agreements with two public employee unions.

The organizational chart for 2025-26 follows the same format as last year's with just a few modifications and is in alignment with [Policy CCB Line and Staff Relations](#) adopted by the Board in 2017.

**Summary:**

With Board approval, the organizational chart and associated lines of authority is designed to set the district up for success.

**Organizational Chart**

The organizational chart is designed to accomplish the following primary aim:

- Recentering the district's efforts on equitable access to high quality, relevant teaching and learning - This organizational chart ensures that the district administration, from the superintendent on through, is focused on supporting a district' core function: *Equitable access to high quality, relevant teaching and learning.*
- Renewed clarity for everyone. The organizational chart offers a clear outline of who each employee can look for support and supervision. This organizational chart should also serve as a tool to help point staff members to our various departments and teams for support.

**Distributed Leadership + Informed Decision Making**

No single leader can make the best decisions for our path forward in Eugene 4J, our decisions must be collective and co-owned if they are to be effective and lasting. The organizational chart is designed to create a collaborative, coordinated, and transparent space to bring voice from across the district into decision-making.

A priority in the organizational chart is to better incorporate data analysis and the use of an equity decision tool across the groups represented in this process. The intent is a structure that gives voice to

representative leaders across the district and helps to fully inform the decision-making process and provide more clarity to everyone in our system.

It is necessary and helpful for meetings with our employee partners (EEA, OSEA, and MAPS) to continue and deepen our partnership as we work together to ensure 4J's workforce is heard, appreciated, and fully supported in our efforts to serve our community's children.

Leadership teams, committees, work groups, councils, boards, etc., are also important in the work we do collectively. Groups like the School Board Committees, Superintendent Work Groups, Instructional Cabinet, the Long-Range Facility Planning and Bond Oversight Committee, the Budget Committee, District Equity Committee, District Safety Committee, and several others are needed to accomplish the district's work – these groups will continue enrich the district in serving our students.

The distributed leadership and informed decision-making model continues to have the following groups which were added last year:

1. The Executive Leadership Team (ELT). The 4J ELT exists to provide strategic direction, foster collaborative decision-making, and ensure the effective implementation of policies and initiatives across the 4J School District. The team's focus is to enhance educational outcomes, promote equity and access, and support the holistic development of every student. An equity, racial equity, and anti-racist lens will be used in all decision-making processes.

The ELT meets weekly and includes representation that oversee all aspects of the district's work, including:

- Superintendent
- Chief of Staff
- Assistant Superintendent of Instruction
- Assistant Superintendent of Student Services
- Assistant Superintendent of Administrative Services
- Assistant Superintendent of Equity, Inclusion, and Belonging
- Chief Operations Officer
- Support: Superintendent's Operations Manager
- Director of Financial Services

This year the Director of Financial Services was added to ELT. The Director of Finance will provide the executive leadership team with real-time insight into the financial resources and impacts stemming from the district's decisions and challenges over the coming months.

2. The Superintendent's Leadership Council (SLC). The purpose of the SLC is to collaboratively guide and influence the district by testing ideas, clarifying impacts, gathering information, providing a feedback loop, and making recommendations to the ELT and Superintendent.

As a think tank, this inclusive team brings together multiple perspectives from various levels of leadership within the district, from the Superintendent to principal representatives at each level. The council focuses on processing ideas, informing communication plans, clearly highlighting unintentional impacts on the system of decisions, coordinating across departments, identifying risks, proposing solutions, and addressing systems concerns and issues.

The SLC meets at least monthly and includes representation that participate in and lead all aspects of the district's work, including:

- Superintendent
- Chief of Staff

- Assistant Superintendent of Instruction and Access
- Assistant Superintendent of Student Support Services and Well-Being
- Assistant Superintendent of Administrative Services
- Assistant Superintendent of Equity, Inclusion, and Belonging
- Student Services Director
- Federal Programs Administrator
- Elementary School Level Co-Directors
- Secondary School Level Director
- District Athletic Director
- Curriculum Administrators
- Communication Director
- Human Resources Director
- Chief Operations Officer
- Director of Finance
- Technology Director
- School Safety and Emergency Management Director
- Ombudsperson
- Director of Research and Planning
- Director of Student Services
- Director of Transportation
- Director of Nutrition and Warehouse
- Director of Facilities
- Prevention and Wellbeing Administrator
- Curriculum Administrator for Extended Learning
- Support: Superintendent's Operations Manager
- 1 Rotating Alternative Education Administrator
- Regionally Representative School Administrators from Each Level
- Grow Your Own Administrator
- 1 Rotating HS Administrator
- 1 Rotating MS Administrator
- 1 Rotating Elementary Administrator
- 1 Rotating Dual Language Administrator

The Organizational Chart also highlights the vital role played by the School Board in the function and success of our school district. The Board is a voice for our community and they work to understand their hopes as well as hear the unheard to use that knowledge to set policy for the district, adopt a budget aligned to their goals and steward our financial practices in alignment with our district's values, establish collective bargaining agreements with employee groups, and appoint and evaluate the superintendent who is charged with the general supervision of all district schools, personnel, and departments as well as managing the schools. School Boards have specific responsibilities laid out in [ORS 332.075](#).

**Recommendation:**

The Superintendent recommends action at a future meeting to approve the district's lines of direct authority as shown on the District Organization Chart ([LINK](#)). This action is in alignment with [Policy CCB Line and Staff Relations](#).

# District Leadership

