

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

Date: October 23, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a work session at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on October 18, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

Jenny Jonak, Chair

Tom Di Liberto, Vice Chair

Maya Rabasa

Ericka Thessen

Judy Newman

Rick Hamilton

Morgan Munro

STAFF:

Colt Gill, Interim Superintendent

Carmen Xiomara Urbina, Chief of Staff

Matt Brown, Director of Finance

Bob Blythe, Associate Director of Finance

Kyle Tucker, Chief Operations Officer

Ryan Spain, Director of Facilities Management

Debbie McKim, Executive Assistant to the Interim Superintendent and Board

EMPLOYEE GROUPS:

Sabrina Gordon, Eugene Education Association (EEA)

OTHER:

None.

MEDIA:

KRVM

Register Guard

I. CALL TO ORDER, ROLL CALL

Chair Jenny Jonak called the work session to order at 6:02 p.m. She said the names of the board members who were present.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. COMMENTS BY EMPLOYEE GROUPS

There were none.

IV. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE REVISIONS TO BOARD POLICY BBAA – INDIVIDUAL BOARD MEMBERS’ AUTHORITIES AND RESPONSIBILITIES

2. APPROVE LANE EDUCATION SERVICE DISTRICT (ESD) SCHOOL TRANSIT DOLLAR REQUEST FOR 2024/25

3. APPROVE THE CENTER FOR APPLIED LEARNING AND COMMUNITY IMPACT FIELD TRIP TO THE EDGAR TEEN CIVIL RIGHTS JOURNEY IN ALABAMA AND GEORGIA NOVEMBER 7 THROUGH 10, 2024.

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

V. ITEMS FOR ACTION

1. LEGISLATIVE COMMITTEE: FINALIZE 4J BOARD LEGISLATIVE PRIORITIES

On behalf of the Board of Directors (BOD) Legislative Committee, Ms. Newman presented the latest draft of legislative priorities for 2025. The document incorporates all the feedback provided by the BOD at their previous meeting. She highlighted the following:

- In the “adequate and stable funding” portion, they removed the suggested percentage and instead reflected to either eliminate or increase the cap thereby allowing for more flexibility
- In the “other related issues” portion, they added an item to support early learning

MOTION: Vice Chair Di Liberto moved to approve the legislative priorities for 2025 as presented. Mr. Hamilton seconded. **The motion carried unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

VI. ITEMS FOR INFORMATION

1. BOND UPDATE

Chief of Operations Kyle Tucker and Director of Facilities Ryan Spain presented a Eugene School District 4J bond update via PowerPoint presentation. They highlighted the

following 2018 bond funding allocations. (Please note that all items have been completed unless stated otherwise.)

- New builds/renovations: \$226M
 - Willard Swing School
 - Edison Elementary School
 - Gilham Elementary School addition
 - North Eugene High School
 - Camas Ridge Elementary School
- Program moves: \$10M
 - Early College & Career Option
 - Yujin Gakuen – Kelly & Willard
 - Chinese Immersion
 - EWEB Grant Program
- Facilities maintenance: \$31M
 - Roofing Projects (9 sites)
 - DDC Control Upgrades (9 sites)
 - Paving/Sidewalk Replacements (3 sites)
 - Waste Compactor Projects (11 sites)
 - Carpet/Flooring Replacement (6 sites)
 - Turf/Track Surface Replacement (9 sites)
 - Roofing Projects (5 sites) *in-progress
 - Paving Projects (6 sites) *in-progress
 - Waste Compactor Projects (5 sites) *in-progress
 - Track Surface Replacement (3 sites) *in-progress
 - Future Facilities Maintenance Projects *in-planning
- Safety and security: \$16M
 - Elementary Vestibule Upgrades (6 sites)
 - Middle Vestibule Upgrades (4 sites)
 - High School Vestibule Upgrades (3 sites)
 - Security Fencing (4 sites)
 - Security Fencing (8 sites) *in-progress
 - Vestibule Feature Standardization (all sites) *in-progress
 - Feature Safety/Security Projects *in-planning
- Equity, access, and health: \$12M
 - Title IX - Interior and Exterior Upgrades
 - Chavez Life Skills Classroom/Added Restroom
 - Fox Hollow Restroom Renovations/Added Shower
 - Kitchen Upgrades
 - Kitchen Equipment (all sites)

- Future Nutrition Services Projects *in-progress
 - Future SSD Projects *in-planning
- Career and Technical Education: \$6M
 - Sheldon CTE (Forestry)
 - Churchill CTE (Wood Shop)
 - Future Build CTE
 - Future CTE Projects
- Curriculum: \$8M
 - World Language Adoption
 - English Language Arts Adoption
 - Math Adoption
 - Science Adoption
 - Additional Adoptions *in-planning
- Transportation: \$4.8M
 - Buses and Bus-Related Equipment
 - Current Bus Purchases (9 buses) *on order
- Technology: \$6M
 - Technology Upgrades Voice Enhancement (32 sites)
 - Technology Upgrades Voice Enhancement (1 site)
 - Technology Clocks, Intercoms, Bells (6 sites)
 - Technology Clocks, Intercoms, Bells (23 sites) *under review
 - Equipment Purchases Projection (14 sites)
 - Equipment Purchases Projection (18 sites) *in-progress
 - Fiber Optic/Cabling
 - Classroom Tools, Document Cameras
 - Student Devices
- Future Bond Work
 - Roofing Projects
 - Paving/Sidewalk Replacement Projects
 - Waste Compactor Projects
 - Track Surface Projects
 - Security Fencing
 - Vestibule Feature Standardization
 - Nutrition Services Projects
 - SSD Projects
 - CTE Projects
 - ADA Improvements
 - Flooring Replacements

Mr. Tucker presented a chart (i.e. master schedule) demonstrating the scale and complexities of the department's project planning and execution process. He stressed that the volume of work conducted over the past several years would not have been possible without the continuity of their team. He cited a global pandemic and supply chain issues as challenges.

Mr. Tucker provided a financial update, stating that roughly \$237M of \$319M (or 74.5%) of the bond allocation has been utilized. There is an additional \$13M encumbered – as in, money that is already assigned to projects. He added that their department has diligently delivered on the commitments made to the community through the 2018 bond and they are dedicated to completing the remaining proposed projects.

Mr. Tucker and Mr. Spain opened the floor for questions.

Ms. Newman commented that thanks to their team the district has been fantastic stewards of the bond money.

Ms. Thessen stated that the work of their team is a commitment to excellence in action.

Ms. Rabasa acknowledged the amount of grace, patience, and responsiveness that their team has demonstrated. She asked if the Voice Enhancement technology mentioned previously are alternative and augmentative communication devices.

Mr. Tucker responded affirmatively.

Ms. Munro echoed praise. She brought attention to the volume of gender-neutral bathrooms and their continued focus on students, community, staff, and families.

Mr. Hamilton, Chair Jonak, and Interim Superintendent Gill echoed praise.

Chair Jonak asked if any of the SPED work included sensory rooms, especially in old buildings.

Mr. Spain responded that last summer they installed two sensory rooms at Edgewood Elementary School. He explained that they are reliant upon instruction and SSD to provide requests for specific expenditures. Sensory rooms have been discussed, but showers have been determined to be the greatest need.

Chair Jonak asked if their department is working to improve ventilation and air flow in district buildings.

Mr. Spain responded that post-pandemic they upgraded the air filtration system.

Mr. Tucker added that the next bond should target ventilation. He said that every building has ventilation but only about half of the buildings have air conditioning. The issue cannot be fixed presently because there are no funds for it. Air conditioning is the one pressing issue. He cited a cost of \$5M to retrofit just one building with air conditioning.

Interim Superintendent Gill mentioned climate change and wildfires as another area the district needs to keep an eye on as it relates to ventilation.

Chair Jonak asked if their department is addressing capacity issues in science labs in older high schools, specifically at Churchill High School.

Mr. Spain responded that the issue has not been factored into existing bond work; but he agreed that it should be addressed in a future bond.

Ms. Munro asked about the ideal timeframe for bond planning.

Mr. Tucker responded that three plus years plus of planning will place the district in a good position from a facility standpoint.

Ms. Munro pointed out that the district's five-year levy will likely be up at the same time; she suggested planning to stagger the bond and levy.

2. QUARTERLY FINANCIAL REPORT

Director of Finance Matt Brown and Associate Director of Finance Bob Blyth presented the fiscal year 2024 year-end financial report via PowerPoint presentation.

Mr. Brown highlighted a chart depicting general fund expenditures, including budget, year-end estimates, and year-end actuals. The general fund has four main functions: instruction, support services, enterprise, and transfers. He noted that other than instruction, the other end of year actuals were marginally lower than had been budgeted for.

Mr. Brown addressed some of the farthest outliers in the data, or the biggest gaps in the budget and actuals and provided their reasonings, such as: counselor and childcare payroll costs transferred to ESSER, being unable to fill administrative, facilities, buildings, and grounds positions, the absence of nutrition services expenditures, student transportation costs, and other miscellaneous transfers.

Mr. Brown highlighted a chart depicting general fund revenues, including estimates and actuals for property taxes, local option taxes, state school fund (SSF) and other state revenues, and other revenues. He explained that the estimates and actuals were close, other than an increase in the SSF due to additional funding coming from the legislature three days after the FY24 budget was approved. He added that interest earnings from outside investments have been a good return in the last year. With the beginning fund balance budgeted originally at \$72,486,000 and the year-end actual at \$75,533,741, Mr. Brown reported a few million dollars in savings. The district's new anticipated beginning fund balance is expected to be \$78,000,000. Mr. Brown pointed out that the increase from \$64,000,000 (estimate) to \$78,000,000 (actual) for the adopted FY25 budget should not be thought of as a \$14M windfall. The audit will not be completed until December, and

these are one-time funds. He cited a decline in beginning fund balances over the past couple of years, a trend that is expected to continue.

Regarding the FY25 and beyond forecast, Mr. Brown brought attention to new PERS (i.e. retirement) rates. The PERS board recently adopted rates for the next biennium. The rate increases reflect about 23% (tiers 1 and 2) and 25% (OPSRP) above the current rate. There is no indication that the rates will ever go down and it is a safe assumption that they will increase in time. He added that there is a PERS bond coming due in the next few years. Mr. Brown showed a chart depicting the forecasted PERS salary increases from FY23 through FY27 – increasing from \$117,850,000 in FY23 to \$140,554,831 in FY27. Reflected in the forecast is an estimated 1.1% decrease in staffing based on enrollment projections.

Mr. Brown outlined general fund forecast assumptions, including enrollment trends (1.78% decrease each year), SSF (4% increase in biennium), COLA (4% each year for all groups), staffing (1.1% reduction over next five years), and reserve policy (8%).

Mr. Brown closed the presentation with a slide depicting the general fund updated forecast. He cautioned looking past year three, as adjustments will be made to right the budget prior to years four and five. The chart detailed beginning fund balances, revenues, expenditures, and the reserve policy from FY24 through FY28. He highlighted the fact that excluding all the capital expenditures, the operational costs (including all funds) of the district is about \$1.5M per day.

3. SUPERINTENDENT EVALUATION – BOARD DISCUSSION

Chair Jonak introduced the topic of a superintendent evaluation. She engaged the Board of Directors (BOD) in a discussion about potential next steps.

Ms. Thessen asked if other districts conduct interim superintendent evaluations.

Interim Superintendent Gill responded affirmatively. He said that the evaluation tool designed by Oregon School Board Association (OSBA) and Coalition of School Administrators (COSA) is adopted by numerous districts and includes an interim evaluation component.

Ms. Munro mentioned that OSBA representative Vince Adams recommended frequent structured conversations with the superintendent in Executive Session.

Ms. Newman said she has mixed feelings about conducting an interim superintendent evaluation. She pointed out that the district's interim superintendent is already retired and the board has numerous tasks to do. On the other hand, getting practice conducting evaluations would be good. She recommended a truncated evaluation for the interim superintendent evaluation.

Ms. Rabasa offered that practicing structured conversations in Executive Session with the interim superintendent appeals to her. She discouraged holding a series of sessions.

Chair Jonak said she also approved of the truncated idea. She proposed using the OBSA/COSA evaluation tool as a starting place and scheduling an Executive Session for January 2025.

Ms. Munro articulated that an evaluation is different than a performance conversation. Performance conversations are necessary and are often brief (less than 45 minutes). She advocated conducting routine performance conversations.

Chair Jonak clarified the distinction between a formal evaluation tool and performance conversations.

There was discussion about seeking guidance (i.e. formats) for the purpose of conducting performance conversations.

Ms. Munro and Ms. Newman volunteered to prepare a superintendent evaluation tool proposal based on recent feedback. The proposal will come before the BOD for review and ultimate adoption.

4. TRIBAL CONSULTATION

Interim Superintendent Gill presented information about Tribal Consultation via PowerPoint presentation. He said the district has not been meeting its obligation as it relates to Tribal Consultation. He described the need to connect with tribal nations with the intention of fully receiving their input.

He opened by sharing an informative video featuring statements provided by the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians. The video can be located on the Oregon Legislature website's Legislative Commission on Indian Services page (<https://www.oregonlegislature.gov/cis>).

After the video, Interim Superintendent Gill described numerous reasons why the district engages in tribal consultation, including, but not limited to, to recognize and honor sovereignty, to ensure that tribes have a voice in decisions that impact their children, their culture, and their future, and to align with state and federal law. He noted that while the district has not been living into its obligations around tribal consultation, 4J NATIVES program administrator Josh Davies has been consulting with tribes regularly to discuss Title VI. He noted that district consultation must be more than a legal check box – it must be part of the district's commitment to equity, to listening, and to building relationships that reflect mutual respect and achieve shared goals for students. He added that the Oregon Department of Education (ODE) Tribal Consultation Toolkit was created in collaboration and consultation with each of the nine federally recognized nations.

Interim Superintendent Gill presented a slide detailing a spectrum of levels of community engagement – ignore, inform, consult, involve, collaborate, and defer. He suggested that tribal consultation is one step beyond all of them. Steps for tribal consultation include: an invitation, collaboration and consensus, early involvement, ongoing involvement, partnership, tribal involvement, ongoing conversations and analysis of data, sustained partnership and shared stewardship.

Interim Superintendent Gill referenced the consultation requirements listed under section 8538 of the ESEA, as amended by ESSA. He noted that 4J falls under the requirement to enter into tribal consultation because the amount the district receives is greater than \$40,000, and because of the number of Native students that the district serves. The requirement is that the district consults with tribes that are officially within the district boundaries.

Interim Superintendent Gill outlined the proposed next steps to institutionalize Tribal Consultation:

- Institute Protocols (already completed)
- Adopt Board Policy
- Enter into a Memorandum of Understanding (MOU)

He recommended that 4J elect a leader to work across departments to ensure that Tribal Consultation aligns with district protocols, adopted policies, and MOUs.

Interim Superintendent Gill mentioned that if a board policy is adopted, 4J would be the only district in Oregon with such a policy. He described a proactive approach to ensuring that Tribal Consultation continues in districts where it is required.

Interim Superintendent Gill opened the floor for questions.

Ms. Newman asked for more information about the frequency of and mechanism for consultations.

Interim Superintendent Gill responded that the Title VI consultation is quarterly. The rest are done annually or semi-annually depending on when the program applications are due. He responded that in true consultation the focus is on the needs of the students, and it may not all happen in the meeting with the elected members. They may assign staff to hold discussions and bring the information back to the council. One of the challenges will be the timelines of the Oregon legislation. The application planning time and window will open for 30 to 45 days. To ask two entities to come together for a decision can be challenging. He underscored the importance of ongoing conversations and stewarding the partnership. The hope is to be meet quarterly. In three of the four meetings, the focus will be on Title VI but will include input and updates on other areas.

Ms. Munro suggested looking for opportunities to partner with regional school districts in order to respect the time of the nation's leaders.

Chair Jonak voiced support for the district's proactive approach to Tribal Consultation.

Interim Superintendent Gill closed by sharing an informative video featuring statements provided by the Confederated Tribe of Siletz Indians. The video can be located on the Oregon Legislature website's Legislative Commission on Indian Services page (<https://www.oregonlegislature.gov/cis>).

VII. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY BBFC – REPORTING OF SUSPECTED ABUSE OF A CHILD

2. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY GBNAB/JHFE – SUSPECTED ABUSE OF A CHILD REPORTING REQUIREMENTS

3. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY JHFE/GBNAB – SUSPECTED ABUSE OF A CHILD REPORTING REQUIREMENTS

Interim Superintendent Gill stated that all three policies relate to recent legislation requiring school districts to change their mandatory reporting policies and protocols to align with updated language; and classifying school board members as mandatory reporters. He noted that the changes have been presented to the 4J board policy workgroup for review.

Ms. Rabasa recommended creating a board policy requiring that members conduct annual mandatory reporting training.

Interim Superintendent Gill committed to following up with more information regarding mandatory reporting training.

VIII. ADJORN

Chair Jonak adjourned the work session at 8:51 p.m.



Colt Gill
District Clerk



Jenny Jonak
Board Chair

(Recorded by LCOG)
Approved on 11/20/2024