

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, May 17, 2023

NOTICE: The Board Work Session at 5:45 p.m. and the Regular Board Meeting at 7:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at www.4j.lane.edu/stream, and via Zoom Webinar at <https://4J-lane-edu.zoom.us/j/91225128314>

Regular School Board Meeting Request Forms:

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

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

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

**5:45 PM
5:45 Work Session, 7:00 Regular Meeting**

- I. **5:45 p.m. Work Session**
- II. Call Work Session to Order, Roll Call
 Maya Rabasa, Board Chair
- III. Determine how Board of Directors will Proceed with Complaints Received by the Board.
 Presenter: Maya Rabasa
- IV. Adjourn Work Session

- V. **7:00 p.m. Regular Board Meeting:**
- VI. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
- VII. Receive Reports from High School Student Representatives
- VIII. Agenda Review
- IX. Introduction of Guests and Superintendent’s Report
- X. Items Raised by the Audience
- XI. Comments by Employee Groups
- XII. Comments and Committee Reports by Individual Board Members

- XIII. Consent Group - Items for Action
 - 1. Approve April 19, 2023 Work Session and Regular Board Meeting Minutes 4
 - 2. Approve Initiation of Process for an Elementary Math Curriculum Adoption 26
 Presented to Board of Directors by Adrienne Pierce and Jamie Tate on May 3, 2023
 - 3. Approve Canvas Extension 32
 Presenter: Rob Hess, Chief of Staff
 - 4. Seesaw Extension 2023-2026 34
 Presenter: Rob Hess, Chief of Staff

5.	Approve Revisions to Board Policy IGBAF - Special Education Individualized Education (2nd Read) Presenter: Andy Dey, Superintendent	36
XIV.	Items for Information	
1.	Yujin Gakuen / Kelly - Research and Fact-Finding Review to Address Co-Location Kelly / YG Presenter: Jenna McCulley, Communications and Intergovernmental Relations Director 30 Minutes	40
2.	Legislative Update Standing Item Presenter: Judy Newman, Legislative Board Subcommittee Chair 10 Minutes	45
XV.	Items for Action	
1.	Consider Approval of Downtown Urban Renewal Plan Amendment Presenter: Amanda D'Souza, Development Programs Manager, City of Eugene 20 Minutes	46
XVI.	Items for Action at a Future Meeting	
1.	Approve Proposed Board Policy IIAA - Request for Reconsideration About Curriculum / Instructional / Library Materials Presenter: Rob Hess, Chief of Staff 20 Minutes	118
2.	Board Self Evaluation Presenter, Maya Rabasa, Board Chair 15 Minutes	126
3.	Consider Calendar Dates for 2023-2024 Year Board of Directors Meetings Presenters: Maya Rabasa, Board Chair; Andy Dey, Superintendent 10 Minutes	127
4.	Revisions to Board Policy IK Academic Achievement (First Read) Presenter: Rob Hess, Chief of Staff 10 Minutes	129
5.	Approve Deleting Board Policy IGBBC - Talented and Gifted - Program and Services Presenter: Rob Hess, Chief of Staff 15 Minutes	138
6.	Approve Revisions to Board Policy IGBB - Talented and Gifted Program Presenter: Rob Hess, Chief of Staff 10 Minutes	142
7.	Approve Revisions to Board Policy IGBB - Identification - Talented and Gifted Students Presenter: Rob Hess, Chief of Staff 10 Minutes	149
XVII.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XVIII.	Adjourn	

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

INFORMATION FOR THE DEAF AND HARD OF HEARING:

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

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

Date: April 19, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session from 6:05 to 6:49 p.m. and a regular Board of Director's (BOD) meeting at 7:00 p.m. via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on April 16, 2023.

ROLL CALL

BOARD MEMBERS PRESENT:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair
Keerti Hasija Kauffman
Alicia Hays
Michelle Hsu
Judy Newman

STAFF:

Andy Dey, Superintendent
Rob Hess, Chief of Staff
Jenna McCulley, Director of Communications
Matt Brown, Director of Finance
Collina Beard, Chief Administrative Services Officer
Debbie McKim, Executive Assistant / Board Secretary

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, President, Eugene Education Association (EEA)
Seth Pfaefflin, President, Managers, Administrators, Professionals, and Supervisors (MAPS)

STUDENT ASVISORY PANEL MEMBERS:

Churchill High School
North Eugene High School
Sheldon High School

MEDIA:

KRVM, KVAL, Register Guard, Double Sided Media

I. WORK SESSION

Discussions took place regarding three complaints made against the 4J Board or individual board members.

I.1. Failure to Protect Fellow Board Member, Laural O'Rourke, from Serious Threats to Her and Her Family's Safety

Chair Rabasa stated that this complaint was filed on February 17, 2023, against herself, Vice Chair Lafer, Superintendent Dey, and the 4J Board. She noted that the only staff member on that list was Andy Dey. The complaint stated that the specified board members and a member of the staff failed to implement recommendations

provided by security regarding the safety of Ms. O'Rourke and her family. The complaint was issued in support of Ms. O'Rourke and the complainant requested that the board to provide mediation and paid security for 4J Board members.

Ms. Newman stated that it seemed unusual that the complaint was filed on behalf of someone else and asked if that was permissible.

Chair Rabasa replied that under policy rules, people could file complaints on behalf of themselves or their children, and children pertained to 4J students. She acknowledged that Ms. Newman brought up a good point.

Ms. Hays stated that the complaint involved racism-based on protected characteristics, and that the complainant checked race for ethnicity, bullying, harassment, and cyber-bullying on the complaint form.

Vice Chair Lafer stated that he thought security had been provided. Regarding mediation, he was in favor of that.

Ms. Kauffman asked what had been provided thus far.

Chair Rabasa stated that all the recommendations regarding security for board members had been put in place, and additional security that was not recommended was provided. The security measures did not include a paid patrol, it was security infrastructure added to the person's space. Mediation had been offered, but Ms. O'Rourke declined. That offer always remained open.

Ms. Hays stated that according to policy, the board was obligated to investigate the complaint based on the racially charged discriminatory claims. She noted that the board should also clean up the language in the policy.

Ms. Newman asked what type of mediation was specifically offered.

Superintendent Dey said Ms. O'Rourke was offered two twelve-week sessions of coaching that would cover mediation with the board, and problem solving.

Ms. Hsu asked if the offer for mediation was made in writing.

Superintendent Dey stated that there was email correspondence regarding the offer for mediation. He agreed with Ms. Hays in that a full investigation was needed.

Ms. Hsu stated that she did offer mediation in person, but there was no interest to accept her offer.

Chair Rabasa stated that the complaint was predicated on a continued feeling of unsafety in one's home after serious threats were made against Ms. O'Rourke and her family on social media. She said it was her understanding that the district paid Foresight Security to investigate for threats and nothing was found.

Superintendent Dey clarified that no safety issues were found at that point in time.

Chair Rabasa clarified that an element of investigation had taken place, if not under the name of the complaint, under the name of safety.

Vice Chair Lafer stated that he was in favor of an investigation. He asked what the scope of an investigation be. In terms of home security, it was his understanding the

Ms. O'Rourke worked from home. A safety consultation for her home was offered and accepted, and all safety recommendations were put in place and paid for, so what would the questions of investigation be.

Ms. Hays said that her reasoning for investigation was regarding the alleged racial discrimination and cyber-bullying. Under policy, we are obligated to investigate such claims.

Vice Chair Lafer clarified the investigation would include harassment, intimidation, and cyber-bullying.

Chair Rabasa further clarified that the investigation would determine whether herself, Vice Chair Lafer, Superintendent Dey, and the whole board harassed, intimidated, and cyber-bullied.

Ms. Hays replied that would be the starting point.

There were no other comments or questions.

I.2. Bullying, Harassment, Intimidation Cyber-bullying, Based on Legal Protected Characteristics; Hazing, Not Based on a Legal Protected Characteristics

Chair Rabasa stated that this complaint was filed on March 8, 2023, against herself. This complainant checked race or ethnicity retaliation on the complaint form and alleges misuse of 4J Board-use policy in reference to two different board meetings which took place on Nov 16, 2023, and March 1, 2023.

Ms. Hays stated that this complaint would also fall under the board's policy to investigate.

Vice Chair Lafer agreed with Ms. Hays.

Ms. Newman stated that the board should specify if they planned to hire an outside investigator for these complaints. She added that she hoped the investigation would also determine if this complaint were against the whole board or not.

Ms. Hays suggested that Superintendent Dey could procure three different investigators for the board to choose from.

Chair Rabasa stated that a work session would need to be scheduled before the next board meeting due to the 90-day time limit for resolving the first complaint.

Ms. Hays suggested that the board could vote to hire an independent investigator who specialized in racial discrimination and let the district choose who to hire.

Ms. Hsu stated that it was surprising that everyone in attendance had sat through these meetings and attended mandatory training in 2022, and yet they were not able to determine if this was racial or not.

Ms. Hays stated that regardless of how we felt about these situations, under board policy, these complaints needed to be investigated.

Chair Rabasa said if the BOD strictly defined investigation as involving an outside investigator, it would be tricky for the district, considering the number of racial complaints the district received.

Ms. Hays stated that she did not interpret the policy to mean that an outside investigator was required.

Chair Rabasa agreed.

There were no other questions or comments.

I.3. Bullying, Harassment, Intimidation Cyber-bullying, or Hazing, Not Based on a Legal Protected Characteristics

Chair Rabasa stated that this complaint was filed on March 17, 2023, against Laurel O'Rourke. The complaint form included a lengthy attachment that outlined concerns raised in the complaint, the bulk of which included a prolonged interaction between the complainant and Ms. O'Rourke on social media. This complaint specifically references board policy BFF.

Ms. Hays asked if any board members had access to the specified social media site and could provide more detail about the prolonged interaction that occurred.

Chair Rabasa clarified that the social media site was Facebook and that herself and Vice Chair Lafer were members of the Facebook Group in which the interaction took place. She added that Vice Chair Lafer had been blocked by Ms. O'Rourke so he would not have been able to view conversations that took place after he was blocked.

Ms. Hays highlighted the fact that three board members were in a closed group discussing school board topics. She expressed her concerns about that and asked that it be tabled for future discussions and requested legal advice on whether that would be in violation of laws.

Chair Rabasa clarified that membership of a group did not mean discussions were taking place. She noted that there was only three board members in that group so there was not a quorum present.

Vice Chair Lafer clarified that he had not seen the referenced conversations, nor did he take part in them. Regarding this complaint, he did not know if an outside investigator were required, but because this involved an employee, he suggested a hearing be held.

Ms. Hays said she was concerned about the idea of having a hearing because the board did not decide to do that regarding another comparable situation. Because of that, she was not in favor a having a hearing.

Ms. Hsu clarified that it was possible that board members could be on social media and follow the board's standards of conduct.

Ms. Newman asked if the board could request a hearing or did that need to be requested by the complainant or the person the complaint was made against.

Chair Rabasa stated the board could decide to have an investigation, they could dismiss the complaint, they could take a different course of action that was determined by the board. We have issued statements regarding our positions with this board member, we could issue a statement of censure. There were many options, and a hearing would fall under the board's purview.

Vice Chair Lafer asked Chair Rabasa to contact the parties and see if they were interested in a hearing.

Chair Rabasa noted the second to last paragraph of the complaint, which stated, "The observations and the evaluation of which are confidential between me, and my supervising administrator imply I was harmful to students of color, and declared me a bigot, and I have screenshots to prove it." She expressed her concerns about this and stated that she did not know if this would require an investigation or not. She added that the board did need to decide on how to manage all three complaints.

Vice Chair Lafer asked if all three of the complaints needed to be items of action at the regular board meeting, which would follow this work session.

Ms. Hays suggested asking the complainants for an extension.

Chair Rabasa stated that all three complaints needed to be added to the agenda as items for action and that asking for an extension would be decided during the regular meeting later this evening. If the board decided to request extensions and the complainants decline those requests, the board would need to schedule a work session before the May 3, 2023, meeting. She proposed having the complaint filed on February 17, 2023, resolved by the beginning of June 2023.

There were no other comments or questions.

Chair Rabasa closed the work session at 6:49 p.m.

II. REGULAR BOARD MEETING

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

Chair Rabasa called the regular meeting to order at 7:00 p.m. and called the names of board members who were present. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

IV. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

A Sheldon High School representative gave report. The Advancement via Individual Determination (AVID) Conference would take place on April 20, 2023, to help build up the AVID community throughout the 4J School District. An assembly would also take place at Sheldon High School on April 20, 2023, with various activities and topics covered. A preview of the Sheldon High School musical, *The Adams Family*, would take place during the April 20th assembly and at Holt Elementary School on April 21, 2023. Opening night for the musical would be on April 28, 2023, at 7:00 p.m., with additional performances on April 29, May 5th, and May 6th. A matinee performance would begin at 2:00 p.m. on April 30th. The matinee and closing night performances would have American Sign Language (ASL) interpreters. Sheldon would welcome incoming first-year students with special activities starting on April 19, 2023. Sheldon's Transition Education Network (T.E.N.) and the Student Achievement Leadership Team would participate in a friendly basketball game with Churchill High School during the week of April 16, 2023. The forecasting process had begun to prepare students for the upcoming school year. University of Oregon (UO) Professor, Dr. Aleman, spoke to Sheldon students about his scientific research. Sheldon's Gardening Club added a native plant garden to the science courtyard to teach about nature in Oregon. The

Asian Pacific Islander Student Union (APISU) had a successful kick-off with a lei-making workshop. Similar workshops would take place throughout the year. The Sheldon Asian Student Union would attend the Asian Pacific Leadership Youth Conference, and the Black Student Union had a field trip planned to attend a step show. Sheldon High School was reviewing and reinforcing their Acknowledged Suicide Prevention Initiative with multiple activities scheduled to take place throughout May and June of 2023.

A Churchill High School representative gave report. The Black Student Union took a field trip to Oregon State University (OSU) on April 19, 2023. Members from Churchill's AVID would attend the AVID Conference on April 20, 2023. The Lancer Pageant would take place on April 21, 2023, followed by the Churchill prom on April 22, 2023.

A North Eugene High School representative gave report. After spring break, sign-ups for next year's classes would begin. North Eugene students had been feeling anxious about the change from an AB schedule to an ABC schedule for the 2023 – 2024 school year, which would have various class lengths and different classes every day. Churchills' representative noted that the 4J Board Members could potentially ease anxiety levels among students if they communicated the reasoning for these schedule changes. North Eugene prom tickets went on sale during the week of April 16, 2023. North Eugene would be performing The Adams Family musical, on the 4th, 5th, 6th, 11th, 12th, and 13th of May 2023.

The Sheldon High School representative reiterated comments made by North Eugene High Schools' representative regarding students and teachers having anxiety about the new ABC schedule and the need for more communication from 4J Board Members to help them understand the reasoning behind the change.

There were no other comments or questions.

V. AGENDA REVIEW

Chair Rabasa asked if there were any amendments to the agenda.

Vice Chair Lafer requested the addition of three action items to decide how to manage the three complaints discussed during the BOD work session held prior to this board meeting.

Chair Rabasa asked if anybody had any objections to the proposed amendment.

There were no objections made, and no other amendments requested.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDANT'S REPORTS

Superintendent Dey expressed his gratitude for the advocacy and involvement of community members regarding 4J School District initiatives. Community engagement demonstrated the value placed on the work that the district performed. The district had elevated aspirations for their schools and shared the same elevated expectations for student outcomes. The decisions that the district made had tangible and important impacts on the experiences of students and he was thankful for a community with a rich history of advocacy and involvement. The district was in the business of growing and tending to individuals. Not one in which increased output would increase profit margins. For that reason, the BOD must be thoughtful in understanding the allocations of those finite resources within the district. Earlier in the week, the 4J Budget Committee

convened to continue the process of key resource distribution. Their recommendations to this BOD would have pros and cons. However, strong fiscal policy and decision making throughout the years had supported the reserves that sustain the districts' ability to perform its services. Despite that, those reserves would not be indefinitely sustainable. The sustainable future must withstand economic and enrollment uncertainties while still offering high-quality educational opportunities to students and position the district to deliver their promises for decades to come. We know that does not come without trade-offs. We appreciate the valuable insight that allows quality decision-making practices.

VII. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa stated that community members could sign up to speak to the BOD by submitting their requests online at <https://www.4j.lane.edu/board/publiccomment/> or contacting the Superintendent's office. The deadline to submit a request was Monday prior to each meeting.

Amanda Hvass stated that it was Autism Awareness Month. Regarding the rise in autism, she felt the district, the state, and the country were doing things well. Her father had traveled to different countries and analyzed the lack of support those countries provided for special needs populations. Regarding how the BOD allocated funds and made decisions, she encouraged them to use their hearts and minds to think through problems and find creative solutions.

Angela Finneran stated that she was a teacher at the Eugene Online Academy (EOA). The EOA taught online kindergarten through grade 12 learning programs provided by the Eugene 4J School District. She noted that five percent of EOA students at the secondary level were on a Section 504 Plan or an Individualized Education Program (IEP) for neurodivergence. She asked the BOD to continue providing EOA programs so students could learn in an environment that allows them to thrive instead of spending the money on FeulEd Credit Recovery Classes.

Chelsea Hardrath expressed her emotions regarding the proposed demolition of the North Eugene High School. She graduated from North Eugene and had a child who attended school there. She proposed keeping North Eugene and making it a new campus for Kelly Middle School. She requested a commitment to keep Yujin Gakuen (YG) in North Eugene.

Jennifer Goodlett recited a quote that stated, "Poor planning on your part does not constitute an emergency on my part." The 4J District decided to demolish the Silver Lea building that housed YG and combine that program with Kelly Middle School despite sentiments from staff at both schools who did not think Kelly Middle School was big enough to accommodate students from both schools. She stated that, the district did not due its due diligence to survey the families in the North region regarding the proposed demolition of North Eugene High School. The district's input weighed heavily on the financial benefit of demolishing the school and emphasized the equity in building a new North Eugene High School that would have two soccer fields, which would make it more comparable to the green spaces of other 4J high schools. Student athletes are students first and athletes second. She asked about equity of educational space for everyday use at Kelly Middle School so learning could happen. The demolition of North Eugene High School meant that YG would remain at Kelly Middle School, in a building that was too small and older than North Eugene High School or moved to the former Willard school site at 29th & Lincoln in south Eugene. She noted only two members of the 4J BOD had attended the meetings at Kelly Middle School to solve the space issues between the two

schools. She asked the entire BOD to visit Kelly Middle School during school hours to assess the reality of the situation. She also requested that the BOD work with Kelly Middle School, YG, and North Eugene High School to create a survey for families who have children in the northern 4J District so the BOD can hear their voices and ideas before deciding on the demolition of the North Eugene High School. She encouraged the BOD to temporarily table the vote on this issue.

Kelly Stroh gave brief a history on YG, and the immersion of YG into Kelly Middle School. She expressed her desire for YG to remain in the north region of Eugene. She questioned the reasoning for the demolition of North Eugene High School when long-range maintenance estimates for other 4J High Schools cost more than the maintenance plan listed for North Eugene High School. She requested more transparency from the district.

Mario Reyes stated that his children were students at YG and Kelly Middle School. He asked the board to advocate for the students in North Eugene. Regarding a recent poll to gather community input about this issue, the number one concern was the lack of classroom space at YG and Kelly Middle School. He questioned why the district was not listening to the input the community had provided. He expressed his desire for YG to remain in the north region of Eugene.

Michael Jacob Bratland expressed concern regarding school shootings nation-wide and stated that the 4J School District was ill-prepared for those scenarios because school resource officers were no longer in place throughout the district. He stated that he would like to have school resource officers reinstated. He reminded the BOD that members of the community elected them. Therefore, they should act professionally, work together in harmony, and listen to public input.

Sarah Baird-Reed stated that four years ago, the district told community members that YG could stay in North Eugene if they supported the bond that could pay for a new high school in North Eugene. Community members supported the idea and helped the bond pass. She accused the BOD of secretly trying to permanently close YG and stated that the message they would send in doing so reeked of inequity and racial privilege. She stressed the importance of immersion programs to help children stay engaged and feel comfortable at their school.

VIII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon stated that she was the President of the EEA. One of the projects that the EEA worked on during the 2022 – 2023 school year was the new high school scheduling. This process began by identifying shared values for improving access opportunity and support for students, providing all students with four opportunities for enrichment and academic support, and more time for educators to collaborate and promote positive relationships for students and staff during their planning efforts. During the 2022 – 2023 school year, 4J and the EEA worked toward creating meaningful space for educated voice and informed decisions. 4J supported this work with compensation for educators who participated in committees to discuss options and forward recommendations to district leaders. Throughout this work, the EEA had called for transparent communications from the district regarding why the new schedule was happening, how it would meet each of the shared values, and what the support would be

for educators during the transition. Ms. Gordon stated that there were unanswered questions regarding the schedule change, and noted the following:

1. What was the purpose of the proposed flex day?
2. Would educators receive interventions or extensions to discuss concerns about having less instructional time to cover educational content?
3. How would the proposed schedule work for part-time staff?

She asked the BOD if they could provide answers to those questions in enough time for educators to process the information and be able to enter the next school year confidently. On behalf of the EEA, Ms. Gordon requested that district leaders talk with educators until they feel informed and confident about the schedule change. The district should also listen to educators to understand the challenges this change presented. Further, she proposed the idea of starting the new school year with a simpler version of the modified schedule, given the details that remain nebulous at such a late date. She added that repeated calls for transparent communications regarding this issue have not yet been honored by the district, resulting in anxiety among students and staff.

Seth Pfaefflin introduced himself and stated that he was the President of MAPS, a Eugene school district employee group that represents 4J managers. A substantial portion of MAPS member dues fund annual scholarships at each 4J high school. 4J high schools were in receipt of MAPS Scholarship information at the time of this meeting. The deadline to apply for a scholarship was May 26, 2023. The next step would be BOD review of applications. He urged graduating seniors that may benefit from a scholarship to contact their high school counselor and apply for the scholarship. Scholarship funds were only one way that MAPS members contribute to the 4J community. MAPS wants every student and staff member within the 4J District to feel a true sense of belonging. He urged the BOD to not let their differences divide the 4J community.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman thanked everybody for their comments and passion. She also thanked the equity department for their work on the documentary called Race to be Human. During this time of year, the district would begin planning the budget for the 2023 – 2024 school year, which would be challenging due to uncertainties in legislature regarding school funding. In addition, Elementary and Secondary School Emergency Relief (ESSER) funding, received during the COVID pandemic, would be ending for schools across the nation. There was great concern that the school district may not be able to sustain without those funds and there were uncertainties surrounding that. The 4J School District had healthy reserves to help mitigate reductions in funding. Despite that, the district would need to be laser focused on aligning spending with income, and ensure they could maintain a well-paid workforce, and the essential support systems put in place for students. Eighty-eight percent of the budget goes toward staff salaries and benefits. She added that the BOD must be thoughtful of their resources as they navigate the budgeting process.

Ms. Kauffman stated that she served on the Legislative Committee. During budget season, she struggled with trying to build an education system that created joy through arts and community activities despite those areas being the most likely to have gaps in funding. Career and technical education were indeed important, but arts and music were

equally important because they brought joy to life. Education was the pathway to developing the components of a civic society that brought joy and meaningfulness to it, but education was more than just math and literacy. She added that the BOD needed to have priorities regarding providing curriculum while also providing the necessary support to ensure students achieve the curriculum goals set forth by the BOD. We need to produce a budget that supports a more comprehensive approach for systematic budgeting. Unrelated, she mentioned her concerns regarding the rise in gun violence at schools across the nation.

Ms. Hsu stated that she had the opportunity to attend the meetings regarding Kelly Middle School and YG. The district needed to make Kelly Middle School and YG whole. She was hopeful that secured funding would be available to do that in the future. Those schools were serving the most diverse racial, socioeconomic, and cultural populations and the BOD needed to invest in their futures by providing them with functional schools. She added that right now, those schools were not functioning. Lastly, regarding the April 2023 Advisory Meeting, discussions took place about restorative practices in schools, which she felt needed to be a priority. Those topics highlight the need for equity training, and she was waiting for that to happen.

Ms. Hays stated that she attended the North Eugene Community Meeting and appreciated those who participated. She also went to the Budget Committee Meeting and was relieved that she did not need to make budget cuts, having served on the BOD for 16 years. She accepted the invitation to visit Kelly Middle School during school hours to assess the situation. She acknowledged the importance of using their hearts and minds to think through problems and find creative solutions, as suggested earlier by a member of the public. Unrelated, her friend had recently spoke to a class at Churchill High School. Before the presentation, discussions took place between her friend and Churchill students. The students said they felt that they did not have a voice with building administrators or the school board regarding decisions, especially decisions that affected them directly. When her friend shared this story with her, it made her recall pivotal moments during her 16 years on the 4J BOD that were the result of hearing input from students, i.e., The Transgender Policy, an increase and improvement in athletic fields for female student athletes, free menstrual products in bathrooms, and the decision to decrease the number of parking spaces at the new Camus Ridge Elementary school in an effort to reduce carbon emissions. The board formed a committee to explore ways to increase student involvement and Ms. Hays requested an update on their progress. Ms. Hays spoke about the Board's use of Signal, an encrypted messaging service for instant messaging, voice, and video calls. During the March 1, 2023, BOD Meeting, she asked the board when they would discuss the Signal App. I first inquired about Signal discussions two months prior. At that time, I had the required number of votes to put Signal discussions on our agenda. This topic was supposed to be on the March 15, 2023, agenda, but it was not. Nor was it included on tonight's agenda. She inquired the reasoning for not including it on either occasion despite having enough votes to do so. She believed that it was imperative to have that discussion and get the information out in the open. She noticed there were board candidates in attendance. She stated that she had the opportunity to review the candidate forum and heard responses when asked how

candidates would manage dysfunction among the current BOD. She was sad to hear that one candidate put the blame entirely on one board member and said it should not be.

Vice Chair Lafer said the BOD was getting legal input regarding the board's use of the Signal App. He noted that he has stopped using Signal. He thanked the parents who were involved in the Autism Awareness event that took place earlier in the evening, and also thanked parents and students who held a briefing for the BOD in how services could be improved for students with disabilities and how the school district could move away from a behavioralist model and toward a relational model of instruction. He acknowledged the frustration regarding public testimony with no immediate response. He refrained from commenting on the proposed North Eugene demolition and the situation with Kelly Middle School and YG until it was time for those discussions as outlined in the agenda. He supported the requests made by the EOA teacher who commented earlier in the evening. He also agreed with the idea of having a simpler version of high school schedules, given the complexity of the change. Drastic under funding of the school system due to the unfairness of the tax structure was the main reason for problems across the district. The state was about to give a big tax kicker which would make the rich richer, the poor poorer, and schools worse. If the kicker moves forward as planned, people among the poorest 20 percent of Oregonians would receive an average of forty-six dollars, while the richest one percent of Oregonians would receive an average of forty-four thousand dollars. Two-thirds of the benefit of the kicker goes to the richest twenty percent, which are people who make more than one hundred thousand dollars per year. The calculation for the 4J School District, the amount that the kicker would cost us, was fifteen million dollars. If half of that money went to those who need it, not including the richest one percent, the remaining money would fund seventy-five teacher salaries or one hundred educational assistants (EA). That would be a game changer for the 4J school district. A vote on the BOD cannot change this. This could only change in Salem. As board members, we need to be leaders in Salem. Lastly, he said he was glad to be in the picket line with Peace Health nurses, who were fighting for their own contract. The 4J School District was trying to build up their technical education in healthcare, and those nurses were fighting in part so that when students graduate from 4J into a healthcare career, they would have a living-wage job.

Chair Rabasa thanked all the volunteers. She said 4J would be different without their services. She also thanked community members who organized the Autism Awareness event that took place earlier in the evening. Though she could not be in attendance, she celebrated autistic students and 4J staff. Regarding the use of the Signal App, the 4J BOD was using the app to discuss the former Superintendent, Shelley Berman, which was a violation of public meeting laws. She acknowledged Ms. Hays concern regarding the topic, and assured Ms. Hays that discussions would take place with a lawyer present at the next board retreat. She also acknowledged the weight of the decision that would occur later in the meeting regarding North Eugene High School. She noted that her son was a graduate of North Eugene High School and that she grew up in a trilingual home and was an ardent supporter of immersion programs. She would like to see every 4J student have access to language instruction that allows them to reach bilingual levels.

Until that day arrived, she assured those listening that she would hold an unwavering commitment to seeing all five immersion programs thrive. North region subcommittee meetings have focused on next steps for Kelly Middle School and YG, which included a proposed list of improvements and the costs associated with them. We asked and subsequently received feedback from staff, students, and parents regarding this topic. Further discussions about these two programs would take place later in this meeting. She took a moment to acknowledge a beloved fixture within the 4J community who had worked at Spring Creek Elementary School for over three decades, Kathie Tagwerker. Though she had decades of experience in her role as a food service worker, Kathie continued to bring a renewed sense of energy to work with her every day. She prepared breakfast, snack, and lunch with consistency and expertise, and she understood the dietary restrictions of every student. One of Kathie's greatest assets was her sense of humor. There was not a single person in the 4J community that did not love and adore her. Through the COVID pandemic, Kathie showed up everyday with a plan and a purpose to feed hundreds of students and families. At the beginning of this school year, the 4J district experienced staffing shortages, which resulted in Kathie having to work at a different school. It took four adults to fill her role at Spring Creek. When she returned three months later, everyone celebrated Kathie's work. She had been a member of the Oregon School Employee Association (OSEA) for more than thirty-four years. She was instrumental in getting 4J food services back to healthy food. Chair Rabasa said she had never heard a negative word about Kathie, and that was something in and of itself after thirty-four years. Kathie was someone you could always count on, and she continually showed strong union values through her actions.

X. CONSENT AGENDA – ITEMS FOR ACTION

XI.1. Approve Board Work Session, and Regular Meeting Minutes; February 15, 2023, Regular Meeting Minutes; March 1, 2023 – Amended, Board Work Session and Regular Meeting; March 15, 2023, Board Work Session; March 22, 2023.

XI.2. Contracts for Yearbook Publishing Services

XI.3. Approve SECURELY Subscription Service to the Cloud

XI.4 Approve Purchase of TWO TYPE 10 Vehicles

XI.5 Approve Ordering Replacement Mowers

XI.6. Approve Curriculum Adoption for Civics, Economics

Vice Chair Lafer moved, seconded by Ms. Newman to adopt the Consent Agenda as presented.

There were no other comments or questions.

Chair Rabasa called for a vote.

The motion passed unanimously (6:0).

XI. ITEMS FOR INFORMATION

XIII.1. Standing Item for Information for Current Legislative Session Legislative Update
Presenter: Judy Newman, Legislative Board Subcommittee Chair

Ms. Newman gave an update. Both the Governor's budget and the Co-chair's budget had proposed 9.9 billion dollars for the state school fund. The Oregon Department of Education and the Oregon Professional Organizations for Education projected that it would take 10.3 billion dollars in the state school fund just to break even. The BOD was hopeful state legislature would fund that gap. The Legislative Committee had been meeting with the 4J financial department to translate what the gap in funding means to the 4J district. For 4J that would mean three million dollars each year for a two-year period. The 4J board would do everything it could to ensure education would not be under-funded. She noted that she was also in favor of a different tax structure and said it would take a state-wide effort.

XIII.2. Discuss the Possibility of Re-engaging Eugene Police Department in the District's Youth Services Efforts
Presenter: Andy Dey, Superintendent

In June 2020, the relationship between the Eugene Police Department (EPD) and the 4J District ended with plans to explore what a more comprehensive youth services effort would look like. Since that time, partnerships with 15th Night, Ophelia's Place, and the Oregon Social Learning Center developed. In addition, there are also efforts happening for suicide prevention. Regarding restorative justice, there was still a long way to go, but regardless of one's perspective on the role that EPD should or should not play in the 4J District, at the time, having only School Resource Officer's (SRO) was insufficient to provide wellness and the breadth of services that students need. There was no doubt that there was a need for assistance from the EPD. Not for school discipline, but for criminal investigations that involved students. If 4J were to bring back SROs, their scope of work would need to be more than an enforcement presence. The role that they would play would need to be clear because the district would want them to have good relationships with the students, staff, BOD, the entirety of the district, and the community. Superintendent Dey asked the BOD to engage in conversation regarding this topic.

Ms. Newman asked what the response was like for an emergency and what had become more difficult in the process since the removal of SROs.

Superintendent Dey replied in an emergency, EPD was responsive and tend to the needs. Officers were not familiar with the schools. They did not have relationships with administrators or staff or know the ethos of the school in the ways that SROs did. There was not a good connection with the investigative arm. At times, response time can be long due to a decrease in staffing within the EPD.

Ms. Hays stated she was in favor of building the most effective plan for youth services within 4J schools.

Superintendent Dey stated that this topic would return to a future meeting for action.

Ms. Newman stated that it would be nice to have a visual diagram of the comprehensive list of services for youth safety within the schools.

Chair Rabasa suggested a work session to refine the details of a youth safety plan that incorporated the progress made with the See Change Consulting Group.

XII. ITEMS FOR ACTION

XII.1. Existing North Eugene High School Building Decision

Ms. Hays moved, seconded by Ms. Hsu, to initiate discussion, and come to an agreement regarding the demolition of the existing North Eugene High School.

Superintendent Dey stated that \$725,000.00 in non-refundable System Development Charges (SDC) had to be paid before the district could obtain an Occupancy Permit and take occupancy of the new school. Until that cost was paid, an enormous number of items, including, but not limited to, furniture, equipment, and supplies, was sitting in a paid storage facility. Occupancy needed to be obtained as soon as possible so the process of moving into the new school could begin and the school would be set up and ready for the new school year in September 2023. Because of that, he did not want to delay a decision on this topic.

Ms. Newman asked Superintendent Dey to outline the costs in the deferred maintenance plan for the existing North Eugene High School. She noted that the maintenance plan was developed pre-pandemic and that inflation had occurred since that time.

Superintendent Dey stated that the costs associated with the deferred maintenance plan was not that high when decisions were made in 2018 and 2019. Since that time, cost estimations have gone up 30 to 40 percent. If the existing North Eugene High School were repurposed, there would be even more deferred maintenance added to that plan since nothing had been done in the past few years. For starters, the building would need a new roof, which was estimated to cost fifteen million dollars. It would also need a new boiler and piping, asbestos abatement, paint, sealant, fire suppression, and heating ventilation /air conditioning (HVAC). Once the district spends over a certain threshold, new city codes kick in, and things that were currently not up to code would need to be. To get that building to a place where it could be repurposed would cost thirty-four million dollars. Depending on what the purpose of the building would be, the building would need to be remodeled and that would cost additional money.

Vice Chair Lafer stated that he felt the North Eugene community was misled. In the bond, there was ten million dollars allocated to move Kelly Middle School, YG, and Corridor Elementary School. He stated that the community was told the option to move into the existing North Eugene High School would be available when construction of the new high school was complete. He acknowledged that construction costs had gone up by 40 percent. Regardless of how we got here, the result was that the community was misled. The BOD must do everything possible to do right by these schools. He did not believe that the co-location of Kelly Middle School and YG should continue. He came to this meeting ready to move forward with the decision to demolish the existing North Eugene High School because the costs associated with repurposing the building were not feasible. The public comments made tonight made an impact on him. He noted that the current 4J leadership did not create this situation, it was created by the leadership that was in place three years ago. He said for the sake of acting in good faith, the BOD should put off the decision to demolish the existing North Eugene High School so transparency could happen regarding options. He understands why his colleagues may decide to move forward with the demolition given the circumstances, and this conversation should have happened three years ago. Despite the circumstances, he would not be able to decide tonight. He added that more time was needed to provide complete transparency to the public before a decision could be made on his part.

Ms. Newman asked how long the decision would be postponed for if the BOD decided to postpone it.

Superintendent Dey replied that the district could take possession of the new school whenever it wanted, but that was not necessarily a wise use of dollars, in terms of the storage fees. He did not know how much more processing or discussion could be had before the next meeting. Construction was scheduled to be complete by the end of April 2023.

Ms. Hays acknowledged the time restraint for moving into the new school and asked if the decision were postponed until the next BOD meeting on May 3, 2023, that meant occupancy could not happen for an additional two weeks and SDC would be paid at that time.

Superintendent Dey said the invoice had already been prepared for SDC payment. He could not assure those in attendance that the district could back out of that agreement. He would need to gather more information to confirm that. There could be charges levied against the district if the BOD decided that the existing North Eugene High School stayed in place. The longer the district waited to make a public decision, the longer it would take for occupancy and the move-in process to begin.

Ms. Hays acknowledged that this was a tough decision. Though she did not think this decision was in bad faith. If Vice Chair Lafer thought he would have enough information within a two-week period, the option would be to decide to wait an additional two weeks or not.

Superintendent Dey said the decision was not up to the City of Eugene, it was a decision that the BOD had to make. This decision would allow the future of Kelly Middle School and YG to be determined. He acknowledged the intersection between what to do with the existing North Eugene High School and the future of Kelly Middle School and YG. He noted the future of YG was not solely dependent on the existence of the existing North Eugene High School. There would need to be big decisions made whether the building remained or not and either way, there was no straightforward way forward because both scenarios required money that the district did not have. Regarding the money that would have been used for the proposed purchase of the Eugene Water and Electric Board, much of that money was associated with ESSER, which would expire soon.

Chair Rabasa said if the BOD needed more time, she would be in favor of that and she appreciated the suggestion to postpone the decision. However, she felt that the conversation had strayed from the motion currently on the table. If the BOD wanted to change the conversation, an amendment should be made to the current motion.

Ms. Hays said she did not want to change the motion. She asked Vice Chair Lafer what would be different in two weeks or even a month.

Vice Chair Lafer replied that he did not need more time, he wanted to give the community more time so they could have an accurate picture of what the deferred maintenance plan was and what the options for the existing building would be. He thought a month was a more realistic period to postpone this decision for maximum transparency.

Ms. Newman asked what the current motion on the table was.

Chair Rabasa stated the motion was to decide whether to demolish the existing North Eugene High School. She acknowledged the idea behind a postponement of this decision but expressed concern that the public may be misled again.

Ms. Hays asked Ms. Hsu if she was willing to amend the motion and table the decision to put soccer fields on the land where the North Eugene High School currently was and move forward with the motion to demolish the building.

Ms. Hsu stated that would make sense to do that at this time.

Ms. Hays said she wanted to decide now so the planning could begin for the future of Kelly Middle School and YG.

Ms. Kauffman stated that she did not see the benefit of postponing the decision.

Ms. Hsu did not want to postpone the decision.

Vice Chair Lafer urged the BOD to postpone the decision.

Ms. Newman stated that she was not convinced two weeks of postponement would be effective but added that she would be committed to finding the best solutions.

Ms. Kauffman stated that she could relate to the emotions heard tonight regarding loss of North Eugene High School because the schools she attended growing up were no longer in existence. She noted that she understood the importance of students not being shuffled around and they needed space to grow and thrive. She noted she did not take this situation lightly and that the BOD needed to begin thinking of ways to memorialize that space and honor it because of its significance within the community.

There were no other comments or questions.

Chair Rabasa called for a vote.

The motion passed (5:1).

Chair Rabasa called for a five-minute recess at 9:36 p.m. The meeting reconvened at 9:53 p.m.

XII.2. Board Meeting Security Measures

Presenter: Maya Rabasa, Board Chair

The BOD had received recommendations from Foresight Security on steps that could be taken to improve security for board members at board meetings. Tonight, a motion to come to an agreement and approve those recommendations was needed.

Vice Chair Lafer moved, seconded by Ms. Hsu, to approve the two requests made by the 4J School District: the creation of security doorways in the hallway leading to the Par Room and the Par Room door reversal.

There was no discussion about the motion.

Chair Rabasa called for a vote.

The motion passed unanimously (6:0).

XII.3. Book and Instructional Materials Challenge IIA–AR (2) – Policy
Presenter: Gordon Lafer, Board Vice Chair

Vice Chair Lafer moved, seconded by Ms. Hsu, to remove IIA–AR (2) from the name and rename it Book and Instructional Materials Challenge Policy.

Ms. Newman stated that it was unusual to have so many forms embedded into policy and requested an amendment to the motion to exclude the forms from the policy.

Ms. Hsu agreed with Ms. Newman's amendment.

Chair Rabasa asked what would happen to the forms.

Ms. Newman replied there would need to be a separate document for Administrative Regulations (AR) and those forms would be included in that.

Ms. Hays asked if the district had an attorney look at this.

Superintendent Dey stated that an attorney reviewed the AR, but an attorney was not consulted regarding the removal of the forms. If this were approved this evening, the BOD would draft the policy language and then bring the policy back to the BOD for approval. The administrative staff could then develop an AR and have get consultation on it.

Chair Rabasa said that would mean there would need to be an amendment made to the motion, vote the current motion down and make a new motion, or table until the new draft policy was presented.

Superintendent Dey said it could be tabled, or the board could adopt with an item for action at the next meeting to view the new policy.

Vice Chair Lafer said the most efficient way to do this would be to wait until the policy was revised. The board could decide to approve the revised version at the May 3, 2023, meeting. He then amended his motion.

Vice Chair moved, seconded by Ms. Hsu, to table this decision for a period of two weeks, upon which time Superintendent Dey would present a new policy with revised language to the board, and it would be an item for action at the next meeting on May 3, 2023.

There was no further discussion about the motion.

Chair Rabasa called for a vote.

The motion passed unanimously (6:0).

XII.4. Complaint Received on February 17, 2023

Vice Chair Lafer moved, seconded by Ms. Hsu, to request that Superintendent Dey ask the complainant for an extension of time. The proposed amount of time was one month. If the complainant did not agree to an extension, the board would address the complaint at the May 3, 2023, meeting.

Chair Rabasa said if the complainant did not agree to the extension, a special meeting would need to be scheduled before the May 3, 2023, meeting so the BOD could deal with this in a timely manner.

There was no further discussion about the motion.

Chair Rabasa called for a vote.

The motion passed (5:1).

XII.5. Complaint Received on March 8, 2023

Vice Chair Lafer moved, seconded by Ms. Hays, to request that Superintendent Dey ask the complainant for an extension of time. The proposed amount of time was one month. If the complainant did not agree to an extension, the board would address the complaints at the May 3, 2023, meeting.

Chair Rabasa stated that if the complainant did not agree to the extension, a special meeting would not be necessary to deal with this in a timely manner, due to the date that the complaint was made.

There was no further discussion about the motion.

Chair Rabasa called for a vote.

The motion passed (5:1).

XII.6. Complaint Received on March 17, 2023

Vice Chair Lafer moved, seconded by Ms. Newman, to request that Superintendent Dey ask the complainant for an extension of time. The proposed amount of time was one month. If the complainant did not agree to an extension, the board would address the complaint at the May 3, 2023, meeting.

Chair Rabasa stated that she stated this complaint could be dealt with in a timely manner without asking for postponement. She added that she would prefer if discussion regarding this complaint could begin at this meeting.

There was no further discussion about the motion.

Chair Rabasa called for a vote.

The motion passed (4:2).

Ms. Hays asked Chair Rabasa if agenda item XIII.3. could be moved to agenda item XIII.1. since members of the public were still in attendance.

There were no objections from board members regarding this change to the agenda.

XIII. ITEMS FOR ACTION AT FUTURE MEETING

XIII.1. Kelly Middle School / YG Japanese Immersion School Location
Presenter: Maya Rabasa, Board Chair

The North Eugene High School subcommittee had been meeting for several years. Initially, it was a district committee. It shifted to be a board sub-committee to expand the voices to include students and parents, making meetings accessible to the community, and commit to transparency around this process, which was tied to accountability. Since the shift occurred, board membership went from Gordon Lafer and Maya Rabasa to Maya Rabasa and Michelle Hsu. As a committee, we had brainstormed possibilities while honoring the emotional toll this had taken on everyone involved. We had accepted that the fate of these two schools was unfortunate in that the result that came out of the co-location was not what the community had hoped for. We were now tasked with creating a plan that would set the stage for both schools to thrive. It should be emphasized that the decision we make is not exclusively regarding Kelly Middle School and YG, as both schools were elements of the comprehensive K–12 immersion programs. It had become evident that co-location was no longer acceptable. The question at hand was what would come next.

Ms. Newman proposed setting a rigorous timeline for a decision to be made by a certain date. She would like to have a chance to look at any financial information and the thought exchange that took place at the sub-committee meetings. She also proposed a few work sessions to discuss viable solutions.

Superintendent Dey stated that equally important to a timeline, he would like the board to provide him with clarity regarding what his task was because if his task were to find a location, he could do that. There was also the desire to have an articulated plan to ensure a robust K–12 program. He noted there were multiple Japanese immersion programs in multiple high schools, so it would be possible for easy decisions to be made and asked if that was something that the BOD wanted him to work on. He added that the community had made it clear that they want the program to remain in the north region of Eugene.

Vice Chair Lafer asked if YG moved to Willard, would that be a permanent solution. He requested that the cost of feasibility to move YG to Willard and the transportation costs involved with doing that be presented at the May 3, 2023, meeting. He also asked if maintenance of staff could be guaranteed.

Ms. Hays stated that she had heard creative ideas about where YG could go and requested that those ideas be investigated. She proposed that a permanent home for YG could also be secured with bond money. She stated that she needed to know how much money the district really had for this so the proposed ideas could really be thought through.

Ms. Newman said knowing the amount of money the district had for this was critical and the imitations on funding, i.e., the ESSER money. She asked what other high schools had Japanese programs.

Superintendent Dey clarified that they were not Japanese programs, just Japanese classes.

Ms. Newman asked if there were Japanese classes in any of the middle schools.

Superintendent Dey said no.

Chair Rabasa stated that it had been made clear that a plan to cover the entirety of the Japanese Immersion Program was needed, not just YG, but kindergarten through grade twelve. YG needed its own building. The Japanese Immersion Program needed support and infrastructure to grow and strengthen on all three levels: kindergarten, middle school, and high school. If YG moved to Willard, there was an ardent desire for the rest of the program to follow. It had been made clear that YG preferred to stay in the north region of Eugene. It was made clear that Kelly Middle School had to undergo funding cuts to support the co-location with YG. Those would be good guidelines to adhere to as we work through this process. Many ideas had been proposed, some more viable than others. One was that the board did not need to follow its educational specification (ED SPECS). The ideal lot size for an elementary school was eleven acres. Keep in mind that anywhere we build would also require parking and a playground, which would take more of that space. These were all things to consider.

Ms. Newman reiterated that she was in favor of creating a timeline and presenting it at the May 3, 2023, meeting.

Chair Rabasa said everyone needed to ask their questions now so Superintendent Dey could refer to his staff and have all the information at the May 3, 2023, meeting.

Ms. Hays stated that she did not think two weeks was long enough to gather all the information needed to decide. She said a comprehensive list of viable ideas should include timelines that state how long each idea would take to complete. She added that she would like the opportunity to have a two-way conversation with people in the community.

Chair Rabasa said that would be worth considering. She added that before time and energy were invested in all the different options, it might be wise to address the question of if co-location still an option. She had concluded that the solution would be finding a new location for YG, while not isolating it away from their middle and high school programs.

Superintendent Dey stated that he did not think a new location other than Willard would be possible to find before the start of the next school year. He suggested a comprehensive plan that included input from the community, students, and staff. He did not want to decide in a defined period, but instead, wanted the time to plan well. He would work with his communication staff and facility staff to gather information, present it to the people, with a chance for conversation. He would like to present ideas regarding what could be done by the May 3, 2023, meeting. This was a comprehensive process, but it could be done. A defined plan would be a work order that the new board would be able to follow.

Chair Rabasa stated that she would like a decision to be made no later than the first meeting in June of 2023.

Superintendent Dey stated that it was incumbent upon him, collaborating with staff, to maintain this as a priority so the board could decide. He just was not sure that a decision could be reached in that short amount of time and added that what they were trying to solve was yet to be determined. Everyone would have more clarity in two weeks after information was presented.

Chair Rabasa said June of 2023 should be the goal, if not a hard deadline for deciding.

There were no other comments or questions.

XIII.2. Consider Revisions to Board Policy BHD
Board Member Compensation and Expense Reimbursement
Presenter: Rob Hess, Chief of Staff

Mr. Hess stated that the proposed revision to the Board Policy BHD was for action at a future meeting. It included simple language that was recommended by the Oregon School Board Association (OSBA) which stated when board members attended conferences or events, or go on trips, those decisions would need to be voted on and approved by the board ahead of time.

Superintendent Dey stated that active approval by the board was important. He added that the board did not have an AR that defined the parameters of which orders would be compensated.

Chair Rabasa stated that she was surprised that was not in the policy. She was also surprised that reports were not required upon returning from a conference or event so the board could benefit and learn from the experience. She asked if anyone wanted to consider adding that.

Ms. Newman said that would be a good goal, but it could be difficult to do sometimes. She said they could try to do that but was not sure it needed to be part of the policy.

There were no other comments or questions.

XIII.3. Consider Revisions to Board Policy IGDJ: Interscholastic Sports
Presenter: Rob Hess, Chief of Staff

Mr. Hess Stated that this was a required policy based on legislation that was passed. It pertained to All Students Belong. He mentioned the section that the state had outlined that recognized equity, priorities, policy, and a transparent complaint process. OSBA made revision recommendations that included language regarding home-schooled students that stated home-schooled students must reside and participate in the school where they live, and the boundary where they live, not just any school.

Vice Chair Lafer asked if the organizations the district worked with would need to meet these criteria.

Mr. Hess said yes, this policy was based on new law.

Vice Chair Lafer asked if everyone was meeting these new requirements.

Mr. Hess said yes.

There were no other comments or questions.

XIV. SUGGESTIONS BY THE BOD FOR CONSIDERATIONS AT A FUTURE MEETING

Ms. Kauffman said regarding the new measures involving class drops, the full time equivalent (FTE), English language arts (ELA) and social studies standards, she would like more information on the plan for development and implementation.

There were no other comments or questions.

Chair Rabasa called for a recess so the board could enter an executive session at 12:00 a.m.

XV. ADJOURN

Chair Rabasa adjourned the regular meeting at 12:35 a.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Diana Tisdale, LCOG)



ITEM FOR ACTION- CONSENT AGENDA Second Read

Date of Meeting

Wednesday, May 17, 2023

Title

Initiate Process for an Elementary Math Curriculum Adoption

Presenter

Rob Hess, Chief of Staff
Adrienne Pierce, Curriculum Administrator

Background

In 2021, Oregon Department of Education adopted updated K-12 Mathematics standards. This adoption of new standards triggers Oregon statutes that require districts to engage in a curriculum adoption process for new materials. We are required to start this process before the 2025 school year. While similar in scope to Common Core State Standards (CCSS), there are key areas that have been refined and added after multiple years of CCSS standards implementation in Oregon.

Our current mathematics curriculum suite (LearnZillion, Dreambox, Number Talks, and Investigations Games) was adopted in 2016 as a short-term solution to the alignment of CCSS. During this adoption process the Adoption Team was limited to Open Educational Resources due to a shortage of funds from the district. OERs are learning, teaching and resource materials that reside solely online, often with limited additional teaching guidance.

The curriculum suite is not adequately meeting the needs of all students, especially those who have been historically underserved. Therefore, a curriculum adoption focusing on high-quality guaranteed and viable instructional materials across our K-5 schools is needed to align with our district values of prioritizing equitable access and advancement for all students.

Outline of Process

[Elementary Math Curriculum Adoption Proposal](#)

Phase	Month	Description of Task
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<p>LAUNCH</p> <p>The Board launches the adoption process. A team is formed that receives training, elicits input and establishes a vision with aligned criteria.</p>	<p>May 2023</p>	<p>a. The Board will approve the initiation of the process and articulate the desired outcome. The superintendent will name a process facilitator.</p> <p>Instruction staff recommends a launch for a K-5 Mathematics Curriculum adoption, with a process facilitator named by Superintendent Dey.</p> <p><i>Documentation of Process:</i> Presentation for Board Meeting - Math Adoption K-5 Launch Spring 2023</p>
	<p>May - August 2023</p>	<p>b. The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</p> <p>The Curriculum Director, Elementary Curriculum Administrator, and Elementary Math Specialist (TOSA) will lead the adoption team consisting of the following staff members.</p> <ul style="list-style-type: none"> ● 1-2 math teachers per school, including Fox Hollow and EOA ● SpEd, Title, ELD, and TAG representatives (5) ● Assistive Technology Specialist (1) ● Instructional Technology/Technology representative (1) ● Equity Director or Regional Equity Manager (1) ● Building Administrator representation (2-3) <p>The total team size will likely consist of 50 building based staff members.</p> <p><i>Documentation of Process:</i></p>
	<p>August - December 2023</p>	<p>b. The process facilitator will direct the adoption process and will form an adoption team. Professional development will be provided for the adoption team in standards, best practices based on current research and the equity decision tool.</p> <p><i>Documentation of Process:</i></p>



	January 2024	<p>c. The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.</p> <p><i>Documentation of Process:</i></p>
	February 2024	<p>c. The adoption team will solicit input from applicable staff and then produce a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption. All products will be made available for public comment.</p> <p><i>Documentation of Process:</i></p> <p>d. The adoption team will report progress to the instructional leadership team and receive feedback.</p> <p><i>Documentation of Process:</i> The adoption team plans to report progress during the scheduled ILT meetings on _____</p>
<p>PILOT</p> <p>The materials are piloted and examined using established criteria and data collected.</p>	Spring 2024	<p>a. The adoption team will review available curricula and develop a list of materials to consider. Selected materials will be evaluated using the evaluation rubric including the district's equity tool.</p> <p><i>Documentation of Process:</i></p>
	<p>Pilot #1 September - October 2024</p> <p>Pilot #2 January - February 2025</p>	<p>b. Pilot teachers will receive professional development prior to piloting. The pilot team will evaluate units from the recommended curricula. All members of the pilot team will pilot more than one curriculum. The adoption team may observe pilot classrooms.</p> <p><i>Documentation of Process:</i></p>
	December - March 2025	<p>c. The adoption team will collect data from the pilot team and will inform and receive input from parents, teachers, and administrators.</p> <p><i>Documentation of Process:</i></p>



EVALUATE and REPORT The data is evaluated, materials are ranked and a report is submitted to the instructional advisory council.	April 2025	a. Using all data gathered, the adoption team ranks curricula, applying the equity decision tool and will report its findings to the instructional advisory council. <i>Documentation of Process:</i>
	April 2025	b. The instructional advisory council will review the findings and ensure the adoption process has been followed, The instructional advisory council will provide feedback to the instructional leadership team. <i>Documentation of Process:</i> c. The instructional leadership team will review the rankings and instructional advisory council feedback and make a recommendation to the superintendent. <i>Documentation of Process:</i>
ADOPT The superintendent makes an adoption recommendation to the Board.	April 2025	a. The superintendent will make a formal recommendation to the Board to adopt a curriculum. b. The decision of the Board is final. The adoption team requests that the superintendent present to the Board during one of the April meetings. This will allow for materials to be purchased and shipped in order to teachers to begin planning with the materials over the summer.
IMPLEMENT Schools will implement the materials with professional development and evaluation opportunities.	May - June 2025	a. Once the Board makes a decision, the adoption team will develop an implementation plan including professional development for affected teachers and evaluation of materials. <i>Documentation of Process:</i>
	September - June 2025-2026	b. Schools will begin using the new curriculum according to the implementation plan. <i>Documentation of Process:</i>
	Winter 2026	c. After a designated implementation period, the instructional leadership team will assess strengths and areas for improvement, including equity impact, to inform any needed supplementation to the current adoption as well as future adoption cycles. This process will include input from affected teachers, parents and



administrators.

Documentation of Process:

Objective: To adopt a complete K-5 mathematics curriculum, for implementation during the 2025-2026 school year. These curricular materials will be aligned to ODE standards, both math content standards and standards for mathematical practice, as well as mathematics education research.

The work of the adoption team will be framed and guided by the following essential questions:

- What is our vision for mathematics instruction as a district?
- What are the instructional routines and practices that we value as a district? How can the curriculum support those practices?
- How can we ensure that adopted materials meet the needs of ALL students, especially those who have been historically underserved, and other stakeholders?

Team:

Process Facilitator: Director of Curriculum, Eric Anderson

Lead Administrators: Curriculum Administrator, Adrienne Pierce

Teacher Lead (Math): K-5 Math Specialist Teacher on Special Assignment, Jamie Tait

External Team Advisors: K-12 Math Specialist from Lane ESD, Krista Hocker

Adoption & Pilot Team: The team will be composed of 1-2 math teachers per school, including Fox Hollow, EOA, etc. It's essential that our team has an even distribution between regions and grade levels. In addition to classroom teachers, SPED, Title, ELD, Equity Managers, Assistive Technology and Instructional Technology representatives will also be asked to participate. The team will also include building principal representatives. The anticipated team size is no larger than 50 building-based staff members.

Which students, and how many, are served by this project?

The Elementary Mathematics Curriculum adoption will impact all of our elementary schools, a total of 19 schools. Each and everyone of our K-5 students will have the opportunity to be served with a new math curriculum.

Options and Alternatives

Oregon statutes require that we engage in a curriculum adoption process by fall of 2025. If we delay the start of the adoption until then 4J will once again be out of compliance with Division 22 standards. The State of Oregon has given school districts the option to delay an adoption until the year 2025. A short-term alternative to curriculum adoption next year includes continuing to use our current materials, which requires annual purchases.



Budget/Resource Implications

Instruction Department resources have been allocated to fund the time needed for an adoption and pilot team to follow the curriculum adoption process, however only for the remainder of the 2022-2023 school year and 2023-2024 school year. There are an estimated \$2,000,000 in bond funds that have been earmarked for a full K-12 math curriculum adoption.

Board and Superintendent Goals *(connecting to 3 Big Rocks)*

Focus on equitable outcomes for all:

Goal 1: A coordinated focus on equitable access and advancement for all, with an amplified focus on the desires of those who have been historically underserved

Objective 1: Support student mathematics learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning across the district.

Objective 2: Promote district-wide the value and effectiveness of [Multi-Tiered System of Supports](#) (MTSS), through a guaranteed and viable curricula that includes UDL strategies and supports.

Objective 3: Provide opportunities for equitable mathematics instruction at all elementary schools.

Recommendation

The Superintendent recommends the School Board initiate the process for an Elementary Math adoption.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

May 17, 2023

Title

Canvas Extension 2023–2026

Presenter

Rob Hess, Chief of Staff

Background

The Canvas LMS (learning management system) is a web-based software that allows educators to create and present learning materials in an online format, assess student learning, house materials and communicate with students and parents. It allows students to engage in courses and receive feedback as well as create a single point of access to our many digital curricula. Additionally, while Canvas is primarily a web-based software, any user can access Canvas on a mobile device from the Canvas Teacher, Canvas Student, and Canvas Parent apps.

Teachers and instructional designers are able create and share course content using Assignments, Discussions, Modules, Quizzes, and Pages. They can also choose to foster a collaborative learning experience using Collaborations, Conferences, and Groups. Depending on course settings, students can access these areas in Canvas to find learning materials and interact with other course users. Canvas Studio, a built-in video support platform also allows for teachers and staff to create interactive videos, quizzes, and assignments. Students also have the ability to use Studio on assignments as a submission option.

Canvas also allows instructors to add their learning standards to rubrics in order to measure and track student skill development and learning achievement. Additionally course creators can use the Course Import Tool to bulk-upload pre-existing LMS course packages and/or course materials.

Instructors can provide students with comprehensive feedback on assignment and quiz submissions using SpeedGrader and manage grade reporting in the Canvas Gradebook. They can also facilitate real-time course interactions using Chat and communicate course news and updates with students using Announcements as well as the Calendar and Syllabus. Additionally, Canvas is scalable as a platform for the district to provide professional development to a variety of departments and programs.

Options and Alternatives

This purchase will extend Canvas licensing for 3 years.

If the board decides to not approve the extension of Canvas, our secondary schools would have to revert back to Google Classroom and would be unable to import their current lessons and would need to rebuild from scratch. Additionally teachers will lose access to our numerous curricula integrations and other EdTech Tools. Teachers would also lose their ability to connect across classes and teachers in terms of materials and importation.

Which students, and how many, are served by this project?

This will provide all secondary school teachers, parents and students; as well as any other users we deem who need access for three years.

Budget/Resource Implications:

6-12 Canvas - 3 year Extension (2023-2026)		
Product	Product Description	Unit Price
Canvas LMS	Cloud Subscription	42,946.00
Canvas LMS (Studio)	Studio Subscription	19,292.00
Total - 36 month (Canvas has a yearly increase)		\$197,855.06

Board and Superintendent Goals
(connecting to 3 Big Rocks)

Focus on equitable outcomes for all:

- A. Provide timely communication and meaningful engagement:
 - Support initiatives from the [Office of Equity, Inclusion & Instruction](#)
 - Promote district-wide the value and effectiveness of [Multi-Tiered System of Supports](#)

(MTSS)

- Provide extended learning opportunities

B. Focus on equitable outcomes for all:

- Support initiatives from the [Office of Equity, Inclusion & Instruction](#)
- Provide extended learning opportunities for staff and students
- Offer a well-rounded education
- Promote district-wide the value and effectiveness of [Multi-Tiered System of Supports](#)

(MTSS)

Recommendation

The Superintendent recommends the approval of \$197,855.06 (per 36-month contract) for Canvas to be extended for the next three years to continue to provide access to our district-adopted LMS.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

May 17, 2023

Title

Seesaw Extension 2023–2026

Presenter

Rob Hess, Chief of Staff

Background

Seesaw was approved as a tool to create learning loops between students, teachers & families. The power of the tool is that it allows for students to explain their thinking using Audio, video, and screen recording, which elevates student voice. Seesaw helps break down language barriers with translation in 100+ languages. Any text written in Seesaw can be translated by both teachers and families, breaking down communication barriers between the school and parents. It was officially piloted in 2019 and formally adopted in 2020. We currently have licenses for all K-5 students in the district.

Seesaw allows students to add work to their journal for connected family members to like and leave encouraging comments on their child’s posts. Students have an authentic audience for their work and a window into the classroom is created for parents. Teachers can also share photos, videos, links, and files in private messages or whole class announcements. Teachers and principals use it to send newsletters, weekly recaps, and reminders to parents.

In addition Seesaw has standards-aligned, supplemental curriculum in the Seesaw Library ready to assign that builds upon what teachers are already doing in the classroom. The Seesaw Lesson Library includes: Foundational math and literacy practice, Comprehensive computer science instruction and Social, emotional, and personal development. It also provides access to a community library and a school/district library where teachers can share lessons across schools, the district or the world.

Options and Alternatives

This purchase will extend Seesaw licensing for another 3 years.

If the board decides to not approve the extension of Seesaw, our elementary schools would have to rely on a variety of tools to communicate with families. Teachers would lose access to lessons they have created for the past several years or longer and lose access to an online library that provides supplemental lessons that are engaging and can be used to reinforce or differentiate what is being taught. Students would lose access to an engaging tool that harnesses the Audio, video, and screen recording capabilities of our district adopted technology.

Which students, and how many, are served by this project?

This will provide all elementary school teachers, parents and students access for three years.

Budget/Resource Implications:

K-5 Seesaw - 3 year Extension (2023-2026)		
Product	Product Description	Unit Price
Seesaw for School	Students 7,300 Price Per Student - \$5.33	38,909.00
	5% Discount w/3 year contract	36,963.55
Total - 36 month		\$110,890.65

Board and Superintendent Goals

(connecting to 3 Big Rocks)

Focus on equitable outcomes for all:

Goal 1: Provide timely communication and meaningful engagement:

Objective 1: Support initiatives from the [Office of Equity, Inclusion & Instruction](#)

Objective 2: Promote district-wide the value and effectiveness of [Multi-Tiered System of Supports](#) (MTSS)

Recommendation

The Superintendent recommends the approval of \$110,890.65 (per 36-month contract) for Seesaw to be extended for the next two years to continue to provide access to our approved math curriculum suite for all K-8 classrooms.



ITEM FOR ACTION - CONSENT AGENDA (Second Read)

Date of Meeting

May 17, 2023

Title

Consider revisions to Board Policy IGBAF – Special Education Individualized Education Program (IEP)

Presenter

Andy Dey, Superintendent

Background:

At its December 2021 meeting, the State Board of Education updated Temporary Rule OAR 581–015–2229 Individualized COVID–19 Recovery Services. The OAR required IEP teams for eligible student to make decisions about Individualized COVID–19 Recovery Services with support the district’s requirement to ensure a free appropriate public education (FAPE) to eligible students.

A new section, Individualized COVID–19 Recover Services, is added to IGBAF–AR describing the district’s responsibilities and outlining notification requirements. The Board is not required to approve the Administrative Regulations, however, the district present the revised IGBAF–AR as an Item for Information at a future meeting date.

Recommendation

The superintendent recommends approving the revisions to board policy IGBAF – Special Education – Individualized Education Program (IEP)

Eugene School District 4J

Code: IGBAF
Adopted: 4/02/08
Readopted: 11/07/18
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including: a student that attends a public charter school located in the district; a student that is placed in or referred to a private school or facility by the district; a student that or receives related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including, but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

ORS 343.151	OAR 581-015-2200	OAR 581-015-2230
ORS 343.155	OAR 581-015-2205	OAR 581-015-2235
OAR 581-015-2000	OAR 581-015-2210	OAR 581-015-2055
OAR 581-015-2190	OAR 581-015-2215	OAR 581-015-2600
OAR 581-015-2195	OAR 581-015-2220	OAR 581-015-2065
	OAR 581-015-2225	OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5-300.6, 300.22-300.24, 300.34, 300.43, 300.105-106, 300.112, 320.325, 300.328, 300.501 (2012).

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[ORS 343.155](#)

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[OAR 581-015-2229](#)
[OAR 581-015-2230](#)

[OAR 581-015-2235](#)
[OAR 581-015-2055](#)
[OAR 581-015-2600](#)
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ITEM FOR INFORMATION

Date of Meeting

May 17, 2023

Title

Yujin Gakuen / Kelly - Research and Fact Finding Review - for addressing co-location of Kelly/YG

Presenter

Jenna McCulley, Director of Communications and Intergovernmental Relations

Background

At the May 3, 2023 Board of Directors meeting, the school board received an overview of a proposed plan to alleviate the challenges faced by the co-location of two school communities.

Following that meeting the district moved forward with a three-phase plan to review options, engage the community, and identify a solution that provides appropriate educational space for two vibrant school programs.

The district is now prepared to provide an update based upon the research and information collected in Phase One.

Budget/Resource Implications

Minimal direct fiscal impact.

Indirect fiscal impact includes:

Staff time to support this initiative, including facilities, finance, communications, and school based staff.

Recommendation

It is recommended that the Eugene School District 4J school board review the information presented and provide feedback to the district as it moves forward into Phase Two that involves community input on the options available.

YG Alternatives Comparisons - 5/17/23

Values:						
Ensure that both programs have the facilities and space required of robust and vibrant educational opportunities						
Maintain Yujin Gakuen Elementary's identity as a North Region program						
Develop both long and short term plans for the North Eugene region including Kelly Middle School and Yujin Gakuen Elementary						
Alternatives	Total Acreage	Rough Green Space (existing)	Description of solution	Estimated Fiscal Impact	Estimated Timeline	Important considerations
850 Howard building remains as it is without additional construction	13.15	1.83	Programs and space remain as is no construction changes	N/A	N/A	Relies only on operational changes to relieve current space concerns
850 Howard updates with 12 million budget	13.15	1.83	Prioritized Construction changes identified by North Region Subcommittee from the linked list (Link)	\$12 Million	Completion Fall 2025	Retains co-location of two schools.
850 Howard with updates exceeding 12 million	13.15	1.83	All Construction changes identified by North Region Subcommittee (Link)	\$21-23 Million	Completion - Fall 2025	Retains co-location of two schools, removes green space
Adding structure to North Eugene High (after demo)	35.79	5.41 (following demo)	Adding modulars or new build	\$27-30 Million (modulars) - \$50-60 Million (New Build)	Completion - Fall 2026 (modulars) Completion - Fall 2027 (new build)	Removes possible second field from High School facility
Madison Middle School	15	3.49	Adding modulars or new build	\$29-32 Million (modulars) - \$55-65 Million (New Build)	Completion - Fall 2026 (modulars) Completion - Fall 2027 (new build)	Removes baseball/softball facility, soccer field, leaves track
Awbrey Park Elementary School	13.4	4.38	Adding modulars or new build	\$29-32 Million (modulars) - \$55-65 Million (New Build)	Completion - Fall 2026 (modulars) Completion - Fall 2027 (new build)	Removes 2 baseball/softball facilities and soccer field
Howard Elementary	9.95	2.08	New build only due to space restrictions	\$55-65 Million (New Build)	Completion - Fall 2027 (modulars)	Removes 1 baseball/softball facility and soccer field
River Road Elementary	8.17	2.45	New build only due to space restrictions	\$55-65 Million (New Build)	Completion - Fall 2027 (modulars)	Removes 1 baseball/softball facility and soccer field
Spring Creek Elementary	11.9	3.18	New build only due to space restrictions	\$55-65 Million (New Build)	Completion - Fall 2027 (modulars)	Removes 2 baseball/softball facilities and soccer field, leave track
Admiral Street - property	15.13	15.13	Developing school site either modulars or new build to site	\$39-42 Million (modulars) - \$65-75 (Million New Build) (estimate includes initial possible costs for traffic impact analysis, and required improvements ex: sidewalks, roundabouts, stoplights, etc. and Utility install - no sewer, water, electrical)	Completion -Fall 2027 (modulars) Completion Fall 2028 (new build)	Requires full development of property for school site originally land-banked for possible neighborhood school
200 North Monroe Property	13.2	0	Renovating and repurposing building space at 200 North Monroe	\$37 Million renovation or changes to 70,000sf of existing facilities (does not include purchase/lease of new admin property)	TBD - dependent upon other property aquisition	Relies upon the move of administrative services
Willard School Site	9.9	1.31	Moving Yujin Gakuen to the Willard location	\$100,000 Moving Expenses	Open Fall 2024	Relocates YG from North Region

YG Alternatives Comparisons - 5/17/23

Currently Allocated funds:			Bond Funds:			ESSER Funding:		Property Sale:	
12 Million Dollars			319.3 Million					5.5 million	Roosevelt Property
	5 Million from bond program moves funded through bond			150 Million sale	2019				
	7 Million from bond premiums, interest, and savings			120 Million sale	2023				Utilized for Lyle Moving Services, Extended Contracts for Staff to Move
				49.3 Million to sell	2025				
						All ESSER funds have been allocated to program areas and temporary staffing, with the exception of \$6 million in deferred maintenance projects			

School Bond Improvements

[Información en español](#)

4J Bond Measure: Every Student, Every School *Bond measure will fund improvements for every 4J school*

Measure 20–297, the school bond measure approved by voters in November 2018, will fund improvements at every 4J school and for every student.

Every school will receive safety and security improvements, new curriculum materials and technology upgrades for a 21st century education.

At every high school, the bond will enhance career technical education (vocational) opportunities and improve athletic facilities to be more equitable for girls and boys.

Many schools will have additional facility improvements, depending on the age and condition of the building.

In addition, the bond will pay to replace three aging school buildings with high-quality facilities built for school safety, modern seismic standards, sustainability, and 21st century education: [Edison Elementary School](#), [Camas Ridge Elementary School](#) and [North Eugene High School](#).



Improvements are planned at each school:

(click arrows to expand)

- ▶ [Churchill Region](#)
- ▶ [North Eugene Region](#)
- ▶ [Sheldon Region](#)
- ▶ [South Eugene Region](#)

Estimated costs for planned improvements include:

School construction

- North Eugene High School \$135 M
- Edison Elementary School \$ 42 M
- Camas Ridge Elementary School . \$ 40 M
- Gilham Elementary expansion \$ 9 M

Communications & Intergovernmental Relations Department

- [Communications Department](#)
- [News & Information](#)
- [About Our District](#)
- [Publications](#)
- [Materials Distribution](#)
- [Translation & Interpreter Services for Staff](#)
- [Public Records Requests](#)
- [Student Records](#)
- [Rapid Notification System \("Autodialer"\)](#)
- [New Standard School Schedules \(2018\)](#)
- [Student Success Act](#)
- [4J Vision 20/20 Strategic Plan](#)
- [Coronavirus COVID-19 Pandemic—ARCHIVE](#)
- [2018 School Bond Measure](#)
 - [About the Bond Measure](#)
 - [Bond News](#)
 - [Bond Projects](#)
 - [School Design & Construction](#)
 - [New School: North Eugene HS](#)
 - [New School: Edison Elementary](#)
 - [New School: Camas Ridge Elementary](#)
 - [Expansion: Gilham Elementary](#)
 - [Program Moves: Yujin Gakuen](#)
 - [Program Moves: Willard Swing School](#)
 - [Program Moves: ECCO](#)
 - [Program Moves: Chinese Immersion](#)
 - [School Security: Video Cameras](#)
 - [Documents & Materials](#)
 - [Bond History](#)
- [2013 Bond Measure](#)
- [Past Public Processes](#)
- [Staff List](#)

Contact us

Facility upgrades & repairs

- Critical maintenance and repairs . \$ 31 M
- School safety and security \$ 16 M
 - Secure entryways and other safety improvements
 - Resiliency for disaster recovery: Increased seismic grade at two new buildings
- Equity, access and health \$ 12 M
 - Equitable facilities
 - Accessibility upgrades
 - Special education facilities and equipment
 - Food service facilities and equipment
- Program relocations \$ 10 M

Supports for learning

- Curriculum materials \$ 8 M
- Career technical education \$ 6 M
- Technology \$ 6 M
- Transportation \$ 4.8 M

Learn more

Bond projects

- [New School: North Eugene High School](#)
- [New School: Edison Elementary School](#)
- [New School: Camas Ridge Elementary School](#)
- [Expansion: Gilham Elementary](#)
- [Program Moves: YG & Corridor](#)
- [Program Moves: Willard Swing School](#)
- [Program Moves: ECCO](#)
- [Program Moves: Chinese Immersion](#)

[Bond measure information](#)

Mejoras de los bonos escolares

Medida del bono del 4J: Cada estudiante, cada escuela

La medida del bono financiará mejoras para cada escuela del 4J

La medida 20–297, la medida del bono escolar fue aprobada por los votantes en noviembre del 2018 y financiará mejoramientos en cada escuela de 4J y para cada estudiante.

Cada escuela recibirá mejoras de seguridad y protección, nuevos materiales curriculares y actualizaciones tecnológicas para una educación del siglo XXI.

En todas las preparatorias, el bono mejorará las oportunidades de educación técnica profesional (vocacional) y mejorará las instalaciones deportivas para que sean más equitativas para niñas y niños.

Muchas escuelas tendrán mejoras adicionales en las instalaciones, según la antigüedad y el estado del edificio.

Además, el bono pagará para reemplazar tres edificios escolares antiguos con instalaciones de alta calidad construidas para la seguridad escolar, los estándares sísmicos modernos, la



ITEM FOR INFORMATION

Date of Meeting

May 17, 2023

Title

Receive Update on Current Legislative Session

Presenter

Judy Newman, Board Member, Legislative Subcommittee

Background

This is a standing item for information to keep the board apprised of items that are relevant to schools in the current legislative session.



April 19, 2023

Eugene 4J School Board
c/o Dr. Andy Dey, Superintendent
Eugene School District 4J
Superintendent's Office
200 N. Monroe Street
Eugene, OR 97402

Dear Dr. Dey and Members of the Eugene 4J School Board:

The City of Eugene is considering an amendment to the Downtown Urban Renewal Plan (the Plan). State statutes require notification to all impacted taxing districts of amendments to urban renewal plans and provide the districts with 45 days to review and comment on the proposed amendments. State statutes also require concurrence from certain districts for certain types of urban renewal plan amendments. In order for the City Council to amend the Plan, should they wish to do so, concurrence from the 4J School District is required. The City of Eugene also invites comments from the School Board and you on the proposed Plan amendment.

The draft amended Plan (yellow cover) and accompanying Report (blue cover) is enclosed, along with the current Plan (pink cover), and a summary of the proposed changes. The primary goal of the proposed Plan amendment is to enhance the experience of residents, workers, and visitors to Downtown Eugene by facilitating the creation of additional housing downtown, which will make the downtown more vibrant and provide more housing options for residents. The proposed amendment also includes the ability to fund upgrades to streets, curbs, sidewalks, and alleys, make improvements to open spaces, invest in community facilities, and to support development and commercial activities, especially the revitalization of vacant storefronts and underutilized properties. The proposed amendment will increase the spending limit included in the Plan.

- *2023 CHANGES:* The proposed 2023 amendment includes three new focus areas: Housing, Physical Improvements to Address Safety and Comfort, and Emerging Projects Initiated by the Agency Board. The proposed amendment increases the spending limit (formally referred to as maximum indebtedness) for the Plan by \$50 million. The projected impacts to overlapping taxing districts are shown in the attached Report accompanying the Plan in Exhibit F, Table 9.
- *TIMING:* The Plan amendment process will include a City Council public hearing, scheduled for May 15, and a City Council work session to review comments prior to the Council's final decision on June 21.

The existence of the Downtown Urban Renewal District and the District's receipt of tax increment limits the amount of property tax collected by School District 4J from the Downtown Plan Area. However, the existence of the Downtown Urban Renewal Plan actually results in more funding for 4J. If the Downtown District did not exist and did not collect tax increment, the estimated net impact to 4J would be a loss of about **\$150,000 per year**. This impact was estimated with assistance from Lane County Assessment & Taxation and takes into account the effects of Measure 5 compression and the State school funding

formula. The analysis concludes that 4J is slightly better off financially if the Downtown Urban Renewal District continues to collect tax increment funds than it would be if the tax increment financing were terminated. If the Downtown Plan is not amended to increase total maximum indebtedness, the Urban Renewal District would stop collecting tax increment. City staff currently estimate that tax increment collection would stop sometime in fiscal year 2024 without a Plan Amendment. Chapter 9 of the attached Report accompanying the Plan contains additional technical information regarding the estimated financial impact to 4J.

An important step in the process of approving an increase in the maximum indebtedness of the Plan is the written concurrence of taxing districts imposing at least 75% of the permanent rate levy for the downtown urban renewal area. The City of Eugene and Eugene School District 4J impose more than 75% of the taxes imposed under permanent rate limits in the downtown urban renewal area. We respectfully request that the School Board approve the proposed amendment to the Downtown Urban Renewal Plan by motion. The School Board is scheduled to discuss this request at the Board's May 3 meeting and to take action at the May 17 meeting.

Additionally, Eugene staff would be happy to meet with you if you have questions or want to talk more about the proposed Plan amendment. I can be reached at the Planning and Development Department, 99 West 10th Avenue, Eugene, OR 97401, by e-mail adsouza@eugene-or.gov, or by phone 541-682-5540.

Sincerely,



Amanda D'Souza
Development Programs Manager

Enc:

Proposed Downtown Urban Renewal Plan Amendment: Follow-Up Information for 4J School Board

This attachment includes information to address questions raised at the 4J School Board meeting on May 3, 2023, during the discussion about the City of Eugene’s proposed Downtown Urban Renewal Plan Amendment. The 4J School Board is scheduled to take action on this item at the May 17, 2023 meeting.

Financial Impact

At the May 3 meeting, a board member requested more information and background on the fiscal impacts of Downtown Urban Renewal on School District 4J. If the Downtown District did not exist and did not collect tax increment, the estimated net impact to 4J would be a loss of about \$150,000 per year. This impact was estimated with assistance from Lane County Assessment & Taxation and takes into account the effects of Measure 5 compression and the State school funding formula. The analysis concludes that 4J is slightly better off financially if the Downtown Urban Renewal District continues to collect tax increment funds than it would be if the tax increment financing were terminated. Below is an excerpt from pages 23-24 of the Downtown Urban Renewal Report which describes the impact in detail:

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

The Lane County Assessor conducted an analysis of the impact of the Downtown Urban Renewal District on School District 4J’s local option levy, including the impacts of tax rate compression in FY22. The analysis, which is included as Table 10 in Exhibit G, shows that the Downtown Urban Renewal District currently provides 4J an estimated net benefit of \$150,000 per year. Table 10 shows the impact of tax rate compression in the education category for an additional 569 properties that would occur if the Downtown District were not collecting division of tax revenue.

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

In order to understand the Lane County Tax Assessor’s analysis for 4J impact for FY22, there are three factors to consider:

1. Revenue from 4J’s permanent levy would increase by approximately \$810,000 if the Downtown District no longer collects tax increment funds, for a net gain of approximately \$20,000 after applying the State school funding formula. (4J receives about 3% of the total State-wide funding.) This is the best-case scenario that assumes all else is equal, and the State decides to provide more funding for schools as a result of having more property tax revenue available.
2. 4J would lose about \$170,000 of local option levy proceeds (after discounts and delinquencies) if the Downtown District no longer collects tax increment funds because of compression. The State funding formula does not apply to local option levies, so the full impact of this reduction would be felt in 4J’s budget. Both of these estimates are based on FY22 tax roll information and would vary in future years with changes in market conditions.
3. There is also a one-time impact. If tax increment collections are terminated, there would be a return of any excess tax increment funds collected by the Downtown District to the overlapping taxing districts. The amount returned would depend on how much tax increment is on hand at the time of the calculation, which cannot be estimated at this time. However, the State confirmed that this would not represent additional money to be spent on education in 4J; rather, it would go through the State school funding formula, and 4J would receive about 3% of the total on a one-time basis.

In summary, 4J would experience an ongoing loss in its budget of about \$150,000 annually as a result of terminating tax increment collections in the Downtown District and a one-time impact of about 3% of any one-time funds provided to the State.

See below for a graphic representation of this explanation.

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

4J Property Tax Levy	Downtown District Division of Tax ²	Property Tax Compression ³	Property Tax Collection ⁴	State School Fund ⁵
Permanent Rate	\$922,505	\$843,181 <small>+73 Accounts</small>	\$810,000	\$20,000
Local Option Levy	\$0	(\$176,702) <small>+569 Accounts</small>	(\$170,000)	(\$170,000)
Net Impact	\$922,505	\$666,479	\$640,000	(\$150,000)

Notes:

1. Estimates are annual figures based on fiscal year 2022 property tax data.
2. Lane County Assessment & Taxation, Table 4e, Detail of Urban Renewal Plan Areas by Taxing District, Tax Year 2021-22.
3. Calculated by Lane County Assessment & Taxation. Table also shows how many additional tax accounts would be in compression.
4. Collection rate of 95.5% is applied and estimates are rounded to the nearest \$10,000.
5. Permanent rate taxes are subject to the State School Fund, but not local option levy taxes. Assumes 4J receives 3% of State School Fund, rounded to the nearest \$10,000.

Housing Investments

At the May 3 meeting, a board member requested more information on the type of housing that would be supported should the Plan be amended. The proposed amendment to the Downtown Urban Renewal Plan includes two new eligible activities to support the creation of new housing:

- **Development Fee Assistance:** Under this program, Urban Renewal funds would be used to pay for development fees associated with projects that result in the creation of new housing. Development fees paid by the Agency may include System Development Charges (SDCs), permit fees, and other government-imposed development fees. Both new construction and redevelopment of existing buildings would be eligible.
- **Real Property Acquisition:** Under this program, Urban Renewal funds could be used to acquire real property to support the creation of new housing in the Plan Area.

An important reason for the lack of housing in the Downtown core is the relatively high cost of construction in dense areas. Both of these activities are aimed at offsetting project costs to make them more financially feasible.

The Agency Board is not considering specific housing projects yet. If the Plan amendment is approved, City staff would begin working with City Council (acting as the Urban Renewal Agency Board) to develop the program and strategy for each program, including any eligibility criteria that would guide the allocation of funds. Funds could be used to support low- and moderate-income as well as market-rate housing.

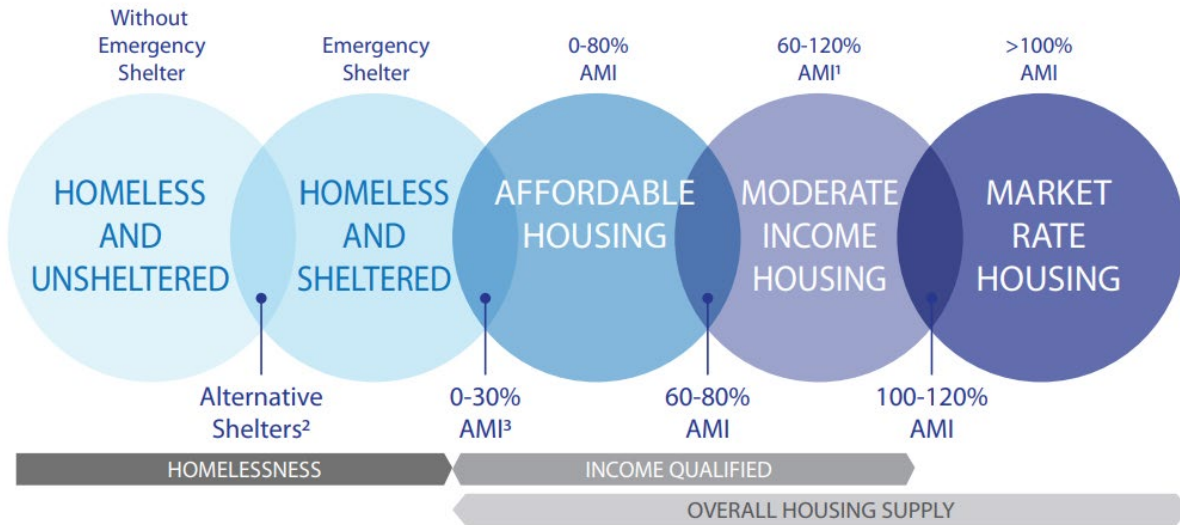
To stabilize housing, and more specifically, to prioritize, fund, and implement actions that will have an impact on the cost of housing, City staff created the Housing Implementation Pipeline (HIP). You can see the full document online at eugene-or.gov/HIP. The HIP prioritizes several high priority policies and programs to advance the City's goals in the areas of homelessness, income-qualified housing (also known as affordable housing or subsidized housing), and overall housing supply. The HIP was approved by the City Council in January 2022. The work of the HIP began in July 2022 and a recent [report](#) summarized progress over the first six months.

The HIP includes a goal to increase the amount of housing downtown by 50% from 2021; an increase of over 1,000 units. Downtown Eugene is the social, economic, and cultural heart of the community. It produces more tax revenue than any other part of the city (on a per acre basis) and is a highly efficient use of land. Encouraging compact development in the downtown core is one critical way to provide housing for our growing community. Increasing the number of housing units in the downtown core achieves other policy goals related to climate recovery and resiliency, compact development transportation efficiency, downtown vibrancy and fiscal sustainability. Compact development, in the walkable and bikeable downtown area reduces climate impacts, which is consistent with goals set by the City's adopted Climate Action Plan 2.0. Additionally, compact development is one of the seven Envision Eugene Pillars.

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

There is a need for housing across the housing continuum (see below) and all income levels, including in the downtown core. In addition, having a variety of housing types in the Downtown brings a diversified population of people living and interacting in the downtown core. The projects included in the proposed amendment allow for the Agency to strategically invest in projects that result in a variety of housing types in the downtown.

Housing Continuum Definitions



The City of Eugene also supports Affordable Housing opportunities through partnerships, programs, policies, and funding. Affordable Housing developers apply for public resources and leverage private funds to make new affordable housing developments possible in Eugene. It takes many partnerships and many funding sources to create new Affordable Housing.

Rents in Affordable Housing are restricted so they are more “affordable” to low-income households, which generally means the household would spend less than 1/3 of its income on housing. The owner of the housing development collects less rent than in a market-rate housing project—however, the cost of construction is the same. To make Affordable Housing financially possible, some financial subsidy must fill the financial gap between the cost of construction and the income generated from rents. If there is a gap, construction is not financially feasible, and the project will not move forward. There are a variety of tools available to fill the financial gap. The tools the City of Eugene specifically administers in order to support more affordable housing include: HOME Investment Partnership Program, Community Development Block Grant (CDBG) Land Acquisition Program, CDBG Rental Rehabilitation Program, Low-Income Rental Housing Property Tax Exemption, Systems Development Charge Exemptions, and the Affordable Housing Trust Fund.

These tools have made a difference in our community.

- Over 2,000 affordable homes created with HOME funds since 1992 when the program began.
- 37 affordable housing developments with more than 1,600 units have been able to keep rents affordable for people with low incomes thanks to the Low-Income Property Tax Exemption program which began in 1990.
- The City has purchased over 91 acres for affordable housing. These properties have enabled construction of 975 units of affordable housing for low-income households intentionally located throughout the City and 129 additional units in the pipeline (66 for low-income households).
- Specifically in downtown, these tools have supported the recently completed Affordable Housing projects including The Nel (45 units), Ketanji Court (59 units), and Market District Commons (45 units).

Summary of the Proposed Amendment to the Downtown Urban Renewal Plan

On April 12, 2023, the Eugene City Council/Urban Renewal Agency Board initiated a process to consider an amendment to the Eugene Downtown Urban Renewal Plan that would increase the spending limit in the Plan and include new projects in the Plan, both of which will enable high priority downtown improvements within the Downtown Urban Renewal District. The proposed Plan amendment includes three types of projects that will be eligible for urban renewal funding, described below.

Proposed Downtown Project Areas

A. Housing

The creation of housing downtown will support vibrancy, safety, and local economic development in the heart of our community, while addressing the community-wide need to increase the supply of housing and to reduce our per capita carbon emissions on an ongoing basis. In order to support the creation of new housing in the Downtown Urban Renewal District, the proposed 2023 Plan Amendment adds two eligible activities:

Development Fee Assistance

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

An important reason for the lack of housing in the Downtown core is the relatively high cost of construction in dense areas. Payment of development fees would help offset construction costs and make projects more financially feasible, while also continuing to fund the programs and activities those pay for (such as infrastructure capacity for new growth).

If the Plan is approved, Staff would begin the process of drafting the program scope, including any eligibility criteria, for Agency Board/City Council consideration, feedback and approval.

Real Property Acquisition

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

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

B. Physical Improvements to Address Safety and Comfort

Under this focus area, the Agency would be able to use Urban Renewal funds to make physical improvements to street, curb, sidewalk, and other right-of-way in the Plan Area to create safe, accessible, and welcoming spaces for users. Improvements could include street, curb, alley, and sidewalk improvements; streetscape projects; and pedestrian, bike, and multi-modal improvements

Improvements to the public right-of-way benefit downtown workers, visitors, and residents, as well as the community at large with a safe and attractive downtown core. In addition to improving the quality of Downtown public spaces, improvements to street, curbs, and sidewalks can accomplish other City goals related to public safety, low carbon transportation, local economic development, and events and culture.

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

C. Emerging Projects Directed or Initiated by the Agency Board

During the public outreach conducted in the fall of 2022, the community identified a number of possible projects that could help with the revitalization of downtown. The projects listed in this section are projects that were identified during that process and are eligible for Urban Renewal funds, but require additional research and Agency Board action before they can move forward. The inclusion of the projects in the proposed amendment does not guarantee the projects will move forward. By including the projects in the amendment, the Agency Board will be able to allocate Urban Renewal funds to the projects should they wish to pursue them.

Community Facilities

This focus area would allow for Urban Renewal funds to be used on the development of community facilities that would attract local residents and visitors to the city center. This could include the creation of new facilities, or the expansion of existing facilities. Investing in community facilities will ensure that they remain relevant, modern, and functional, supporting positive activity and events downtown.

If the plan amendment is approved, and should the Agency Board want to pursue a Community Facilities project, further study is needed to determine type, location, design, cost, ownership structure, feasibility, and timing. The Agency Board would have multiple opportunities to review project specifics before deciding whether to pursue a Community Facilities project.

Open Spaces

This focus area allows for the use of Urban Renewal funds for revitalization of Open Spaces and Parks within the Plan Area. This could include implementation of projects identified by the 2016 Projects for Public Spaces study, *Places for People*, including revitalization of the Park Blocks, Kesey Square, and completion of phase 2 of the Willamette Connection.

If the Plan amendment is approved, Agency Board direction is needed for this work to move forward. Further study is needed to determine design, costs, priorities, feasibility, and timing.

Development Support

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

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

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

Financial Impact

The proposed Plan amendment includes a \$50 million increase to the spending limit. The Agency Board has indicated they expect to direct a majority of funds included in the proposed new spending limit to support the creation of housing in the downtown core. The actual project funding allocations will depend on future Agency Board budgetary action and project implementation.

If the Plan amendment is approved, the Agency will continue to collect tax increment revenue within the Downtown Urban Renewal District. The proposed amendment will not reduce the amount of tax revenue the County is currently receiving from within the Downtown District boundary. Based on current financial projections, a \$50 million spending limit increase would extend the District by 19 years.

Next Steps

The Agency Board voted to initiate the Plan amendment process on April 12, 2023 and is in the process of seeking feedback and concurrence from overlapping taxing districts. The Planning Commission will review the proposed amendment at their April 25, 2023 meeting, and City Council will hold public hearing on the proposal on May 15, 2023. City Council will review recommendations and public comments and further refine the proposed amendment, if needed, in early June and is scheduled to vote on the adoption of the ordinance on June 21, 2023. If the Plan is amended, City staff will begin implementation, with a prioritized focus on projects that support the creation of new housing.

DRAFT DOWNTOWN URBAN RENEWAL DISTRICT REPORT

For the Downtown Urban Renewal District Plan

Originally Adopted July 3, 1968 by Eugene Urban Renewal Agency Resolution No. 257

Amended December 19, 1968 by City Council Resolution No. 1609

Amended November 8, 1989 by City Council Ordinance No. 19648

Amended June 1, 1998 by City Council Ordinance No. 20120

Amended September 13, 2004 by City Council Ordinance No. 20328

Amended May 24, 2010 by City Council Ordinance No. 20459

Amended June 13, 2016 by City Council Ordinance No. 20564

Amended November 24, 2020 by City Council Ordinance No. 20644

Amended ____, 2023 by City Council Ordinance No. ____



Urban Renewal Agency of the City of Eugene, Oregon



ACKNOWLEDGEMENTS

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REPORT ON THE DOWNTOWN URBAN RENEWAL DISTRICT PLAN

Chapter 1: Introduction

The 2023 Amendment to the Downtown Urban Renewal District Plan (the “Plan”) makes the following changes:

- Specifies project activities to be undertaken;
- Sets an increase in the maximum indebtedness to allow for those specific projects; and
- General updating of the Plan.

The City of Eugene has prepared an amendment to the Plan, originally adopted in July 1968 and modified December 1968, November 1989, June 1998, September 2004, May 2010, June 2016, and November 2020. The 2023 amendment is considered a substantial amendment under ORS 457 as it increases the maximum indebtedness of the Plan. This Report accompanies the Plan and consists of text, tables, and appendices.

The Downtown Urban Renewal District contains approximately 75 acres (the “Plan Area”). The legal description for the Plan Area is in Section 300 of the Plan and is further described on graphic exhibits included in the Plan and in the appendix to this Report.

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

Note: This description and assessment is current to the identified dates. In many cases, the 2020 Amendment information is still current and does not need to be updated.

A. Physical Conditions

1. Land Area

The Plan Area encompasses about 75 acres. See Appendix, Exhibit A for a map of the Plan Area.

The total incorporated land area for the City of Eugene, as of March 2023 is 28,544 acres. The Plan Area represents about 0.26 percent of the City’s total land area. This area combined with the Riverfront Urban Renewal District of approximately 245 acres, equals approximately 320 acres in renewal districts, which is one percent of the City’s total land area and well below the 15 percent maximum allowed by Oregon State law.

2. Existing Land Use and Zoning

Table 1 shows generalized land use in the Plan Area as of March 2023 by category. Table 2 shows the zoning as of March 2023. A description of permitted uses is

found in the City Land Use Code. (The zoning map is located in the Appendix, Exhibit B.)

Table 1. Generalized Land Use

Land Use Code	Number of Addresses	% Total
C: Communication	4	0.5%
E: Education	6	0.7%
F: Transportation Related	5	0.6%
G: Government	16	1.8%
I: Industrial	3	0.3%
J: Religious, Charitable	2	0.2%
L: Recreation	24	2.7%
M: Multi-family	313	35.5%
O: General Services	354	40.2%
P: Parks	2	0.2%
R: Retail	151	17.1%
V: Vacant	1	0.1%
Grand Total	872	100.0%

Source: Regional GIS: Site Address Land Use, March 2023

Table 2. Zoning

Zoning	Acres
C-2 Community Commercial	0.7
C-3 Major Commercial	39.1
PL Public Land	4.6
S-H Historic	0.1
Total Zoned property	44.6
Non-Taxloted Right-of-Way	30.3
Total	74.9

Source: Regional GIS, March 2023

3. Historic Structures

In the past, numerous old buildings were lost in the downtown core area due to demolition or neglect. While not all of these structures were historically or architecturally significant, it is clear that our urban heritage was not considered worthy for preservation or re-use. Today, the Agency aims to take an active role in celebrating that urban heritage by preserving and reclaiming obsolete or underutilized buildings as well as parts of the urban landscape in need of improvements, that form an important part of the fabric and history of downtown, which is part of our legacy for future generations.

4. Parks and Plazas

Downtown plays a variety of roles in our city, as a shared civic, cultural, and economic center, and as a neighborhood of its own. To fulfill these roles, downtown needs parks and plazas that provide public gathering spaces, room for events, and greenspace in the heart of the city. As development continues downtown, the role of these open spaces becomes even more important, supporting overall livability for residents and downtown employees alike. Further, improved open spaces will draw and sustain a high quality and diverse mix of commercial, governmental, residential, and cultural uses. The open spaces that are currently downtown (Kesey Square, the Park Blocks, and the Hult Center Plaza) do not appear to meet the area’s needs for open space; the Agency began making improvements to open space with the 2016 amendment, but portions remain unattractive and unwelcoming, showing signs of

deterioration and lacking in public amenities that would attract people. Obscured sight lines and poor lighting contribute to real and perceived safety concerns. The design of those spaces is not generally conducive to modern events and programming. The lack of infrastructure in those spaces, such as electricity and water, limits programming and commercial opportunities. Improvements to parks and plazas within the Plan Area will increase the utility, desirability, and economic impact of these spaces, make the Plan Area more inviting and attractive overall, and create the conditions for increased residential and commercial investment in the future.

5. Telecommunications Utility System

The 2016 Amendment authorized the use of urban renewal funds to support the construction of a telecommunications fiber network in the downtown. Eugene Water and Electric Board (EWEB) completed the installation of the fiber network throughout the designated footprint of the project boundary in 2019.

The project also included improvements to the interconnect facility at 859 Willamette Street, an internet switching center. The improvements expanded its capacity so that the facility can host more Internet Service Providers.

6. Streets, Alleys, Sidewalks

As documented in the blight findings attached to the Ordinance amending the Plan, many of the pedestrian walkways as well as portions of paved streets and alleys in the Plan Area have significantly deteriorated. In addition, some streets are in need of repair and renovation to enhance their function, safety and attractiveness for public use. As an example, Park Street, which runs adjacent to the Park Blocks on three sides, needs sidewalk and accessibility improvements, curb changes, and a redesign of parking to better accommodate activities that spill over from the Park Blocks.

Using funds allocated in the 2016 amendment, the northwest portion of Park Street and adjacent sidewalks were improved to complement the construction of the Farmers Market Pavilion.

Oak Street and 8th Avenue are the major streets bisecting the Park Blocks; both only carry traffic in one direction. Plans and policy direction support the conversion of 8th Avenue to a two-way street. Both Oak Street and 8th Avenue need improvements to maintain traffic flow and allow for ease of pedestrian use, such as lane narrowing and bump-outs.

Sixth Avenue and 7th Avenue form a couplet of one directional streets running in opposite directions. These roads are wide and fast moving, creating a physical and psychological barrier between the traditional core of downtown and the rapidly developing Market District and Riverfront. Policy direction supports narrowing these roads, adding parking, and pedestrian bulb-outs. There are multiple alleyways throughout the Plan Area that offer pedestrian pathways throughout. The alleys are dark and the pavement is of varied condition. Improving the alleys will enhance

their function and safety, which will improve the pedestrian experience throughout the Plan Area.

7. Sanitary Sewer System

The sanitary sewer system was upgraded as part of the original renewal project. This upgrading consisted of relining the existing lines with plastic pipe liners. Each building was reconnected at that time. The engineering analysis showed that the existing capacity was sufficient.

8. Water Delivery System

According to the Eugene Water and Electric Board, the water delivery system throughout the original Downtown Urban Renewal District is in sufficient condition and of sufficient capacity to support additional development.

B. Social Conditions

1. Housing

There were 313 housing units in the Plan Area as of December 13, 2020. An estimated 75 of these units are located in the Lane Community College Titan Court student housing, which are shared apartments for 255 residents. (Source: Regional GIS, August 2020 Site Address Land Use.) There are no units of affordable housing (income-qualifying) within the Plan Area. The monthly rents that are representative of the Area from one of the large housing complexes in 2023 are:

- Studio \$1,525
- 1-Bedroom \$1,750
- 2 Bedroom \$1,885

2. Socio-Economic

Based on information from the 2021 5-Year American Community Survey (ACS) data, there are 2,891 people living in the two block groups that contain the Plan Area. The median household income in the Plan Area is well below the median household income in the City of Eugene. (Table 3 and Appendix Exhibit C – Census Boundaries Map.)

Table 3. Median Household Income

	Population	Margin of Error (+/-)	Median Household Income	Margin of Error (+/-)
City of Eugene	173,278	136	\$ 55,776	\$ 1,824
Census Tract 3900, Block Group 1	1,296	407	\$ 35,662	\$ 4,675
Census Tract 3900, Block Group 2	1,595	290	\$ 29,896	\$ 9,308
Total Population	2,891			

Source: ACS 2021-Year Estimates. B01003 Total Population, B19013 Median Household Income

3. Employment

In early 2023, there were 389 employers and about 5,400 employees in the Plan Area. The largest employers in the district were the City of Eugene, Lane Council of Governments, and Venture Data (Source: InfoUSA, 2023.).

The Plan Area has been an employment center for decades and most of the structures in the Plan Area support office uses. The COVID-19 pandemic brought about a shift in how people conduct office work, with many people choosing to work from home all or some days per week. Data from parking structures owned by the City of Eugene show occupancy levels during normal business hours in November 2022 were 78% of 2019 parking occupancy levels during the same month. Additionally, transit ridership through our downtown station is down 40% from 2019 levels. This shift in office work habits has led to fewer office workers in the downtown, greatly reducing demand for goods and services.

C. Economic Conditions

1. Value of Property

The FY23 taxable assessed value for the City of Eugene is \$18,254,461,170. The total taxable assessed value for the Downtown District Plan Area as of FY23 is \$240,398,656. The excess value, also known as ‘increment’, of the Plan Areas for Eugene’s two Urban Renewal Districts is \$411,398,048. The increment, or excess value, is the growth in assessed value of the Plan Area after its initial adoption. Table 4 below demonstrates that the combined frozen bases for the Downtown and Riverfront Urban Renewal Districts is well below the 15 percent limit of the City of Eugene assessed value minus the increment (excess) value of the Urban Renewal Plan Areas as imposed by ORS 457.420.

Table 4. Assessed Value Limitations

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

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

The current ratio of improvement value to land value within the Plan Area, based on 2020 assessment records and excluding all tax-exempt property, is 6 to 1.

D. Environmental Conditions

The Plan Area has been an established commercial business area for many years. Most streets, sidewalks, alleys, and sewers are in place and should be upgraded and maintained. The public park areas within the Plan Area should be maintained as needed by the City. There are opportunities through the additional resources from the Plan Amendment to improve the function and condition of some of the streets, public parks, and public plazas.

- The Park Blocks are directly on a pedestrian, bicycle, and vehicular path to the river and are a critical piece of the Willamette to Willamette Initiative.
- A central intent of that project is to transform 8th Avenue from a predominantly one-way west-bound street with inadequate pedestrian and bicycle amenities into a two-way, inviting, and accessible path to and from the river and the ongoing development on the Downtown Riverfront property as well as the university area to the east. Design is nearly complete and construction is expected to start this spring.
- The Plan Area lies near newly redeveloped areas to the north and east. Existing roads create barriers between the Plan Area and its neighbors. Improvements to crossings on wide streets will reduce the negative elements, attracting those areas' residents and visitors into the Plan Area.

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

The projects in the 2023 Amendment support the Plan goal to strengthen the economic conditions of the Plan Area as increased residential uses will provide increased activity to the businesses in the Area. The projects will also contribute to the goal of enhancing downtown's role as the regional economic, governmental, and cultural center and central location for public and private development and investment. Improvements to right of way, parks, and open space will contribute to the goal of reinforcing the Plan Area as a place to live, work, or visit by providing inviting and highly functional spaces for the community to enjoy on a daily basis as well as for programmed events.

These projects also support the Plan goal to strengthen the economic conditions of the Plan Area. One measure of this goal is the expected increase in the taxable property values caused by the projects. Areas adjacent to the Plan Area are also expected to become more valuable. From FY23 through the estimated remaining life of the District (FY43), property values in the Plan Area are estimated to increase by about \$194 million.

Potential direct impacts to School District 4J from the 2023 Amendment are residential development projects that will ideally increase the number of people living downtown. Whether or not those residents have school-aged children is unknown at this time. However, the schools are funded on a per pupil basis, so additional school-aged students could mean additional funding for the schools. The amount of increased residential units will not likely require new school facilities. (See Chapter 9 for a summary of the financial impact that the Downtown District has on 4J.)

The projects included in the 2023 Amendment, like all development projects, are expected to impact police services, transportation, utilities, and other public services.

City Council selected projects within the Plan Area for the way in which they support planning efforts and strategies, such as Envision Eugene, and adopted policy documents, such as the Eugene Downtown Plan and the Climate Action Plan 2.0. Developed with significant public input, the planning documents were based on assumptions about the value of and expected need for higher density of uses and development, with a consequent need for new and improved services and amenities. The Amendment is expected to facilitate improvements within the Plan Area, thereby addressing the goals and policies in these documents. The policies of the Downtown Plan strongly support increased residential and mixed-use development downtown, and the reinforcement of downtown as the economic and cultural center of the community.

The pillars of Envision Eugene that will be addressed by the 2023 Amendment are to provide housing affordable to all income levels and to promote compact development and efficient use of transportation. Specifically, the 2023 Amendment projects are expected to meet more of Eugene's multi-unit housing needs downtown, increase job opportunities, offer retail goods and services, and transform downtown into a mixed-use neighborhood that fosters active, walkable community living. The projects in the Plan do not result in an intensification of development beyond that previously anticipated under the planning documents.

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

Chapter 4: Reasons for Selection of the Plan Area

The Plan Area was adopted in 1968 with approximately 70 acres. This area was selected after a comprehensive community process under the guidance of the Federal Department of Housing and Urban Development (HUD). The 2016 Amendment expanded the Plan Area by five acres to include a portion of the former City Hall block on 8th Avenue at High Street and the East Park Block area. The four goals of the Plan are to (1) improve the function, condition, and appearance of the Plan Area, (2) eliminate blight and blighting influences, (3) strengthen the economic conditions of the Plan Area, and (4) enhance downtown's role as the regional economic, governmental, and cultural center and a central location for public and private development and investment.

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

- (a) The existence of buildings and structures, used or intended to be used for living, commercial, industrial, or other purposes, or any combination of those uses, that are

unfit or unsafe to occupy for those purposes because of any one or a combination of the following conditions:

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

A total of ___ properties (___%) out of a total of ___ surveyed in the Downtown Urban Renewal District are determined to have blighted conditions. In addition to the ___ properties with blighted conditions, ___ locations found in roads, public walkways, and sidewalks also have blighted conditions. These conditions are so prevalent and consistent in the area that the city concludes that the entire Downtown Urban Renewal District area is blighted. The blighted conditions impact the safety, health and welfare of the community through potentially unsafe conditions for accessibility through deteriorating public rights-of-way, deficiencies in maintenance of public buildings and open spaces, decreased property values and taxable values, extensive vacancies, and outdated structural designs that are deteriorating. The evidence of blight and blighting influences reduces the economic activity in the area, leading to lowered value and a disincentive to invest. Additional information about blight findings can be found in the Property Analysis Report (Exhibit C to the Ordinance).

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

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

The projects in Section 600 of the Plan are:

- 1) Housing;
- 2) Physical improvements to increase safety and comfort; and
- 3) Emerging projects directed/initiated by the Agency Board.

The projects address the challenges that the face the downtown core, as identified through a robust community outreach effort in Fall of 2022, known as Downtown Priorities and Projects. That effort built on community outreach conducted over the previous few years and complementary professional recommendations. The Downtown Priorities and Projects effort led to recommended improvements for Eugene's downtown (which includes the Plan Area) in six categories: Housing; Public Safety; Social Services; Commercial Activity and Development; Public Spaces and Mobility; and Events and Culture. Staff presented a summary of the Downtown Priorities and Projects recommendations to the Agency Board in January 2023.

A. Housing

The Plan Area has long been challenged by under-utilized or vacant buildings. These structures create empty spaces between active uses that lack vibrancy and add to a perceived lack of safety. The COVID-19 pandemic has exacerbated this problem. Office buildings that were previously full of daytime workers prior to the 2020 pandemic are now much less full. Some buildings have leased space to commercial firms, but the employees at those firms choose to work from home many, if not all, days of the work week.

This shift in office work patterns has reduced the viability of commercial activity in the Plan Area. The reduced number of daytime office workers has reduced demand for commercial office space. In addition, the lack of daytime office workers has reduced the number of people buying goods and services near those offices, making it more difficult for ground-floor retail activity to be financially viable.

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

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

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

fewer vehicle trips. Downtown already offers all these amenities. The CAP 2.0 identifies specific actions that the City can take to encourage compact development.

- Action T10 – Plan to meet all of the 20-year multi-family housing and commercial job needs within the existing Urban Growth Boundary (UGB). This action includes planning to integrate new development and redevelopment in the downtown, on key transit corridors, and in core commercial areas.
- Action T11 – Make compact urban development easier in the downtown, on key transit corridors, and in core commercial areas. This includes removing regulatory barriers, allowing flexible uses within industrial and commercial land use codes, reducing financial obstacles, restructuring SDCs for smaller homes and denser development, additional incentives, flexible land use codes, and ensuring the transportation system can support planned densities.

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

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

Some properties in the Plan Area may not easily convert from prior commercial uses to residential uses. For example, some buildings have very large floor plates. These large rectangular plates leave little opportunity for individual residential units to have windows, a required safety feature for every bedroom. Resolving the issue will require drastically altering an existing building or demolishing the structure entirely. This adds to the cost of construction.

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

B. Physical Improvements to Address Safety and Comfort

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

There is significant new development north of the Plan Area, in the 5th Street Market District, and east of the Plan Area near the University of Oregon. Existing street crossings and pedestrian walkways that connect to these newly improved areas are narrow and uninviting. For the Plan Area to flourish it should have street connectivity to ensure multiple mobility modes can easily access the Plan Area. Enhancing these public spaces will create an improved environment, so that the on-street experience is pleasant and perceived to be safe. Enhancing connectivity for multiple modes of mobility will encourage individuals to cross streets into the Plan Area.

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

C. Emerging Projects Directed/Initiated by the Agency Board

The Plan Area includes centrally located parks and public facilities that serve the whole community. The Parks Blocks at 8th Avenue and Oak Street play an important role in the community, despite their size, design, and condition. They have hosted the Saturday Market for decades, attracting local residents and visitors to city center. The newly constructed Farmers Market Pavilion has enhanced the setting for the Lane County Farmers Market, expanding the Market's season and number of visitors. The City-owned Hult Center is the region's premier entertainment venue, attracting visitors from across Oregon and beyond our state's borders.

These public facilities range in age from brand new to many decades old. Investing in older facilities, so they remain relevant and safe, will ensure that they continue to attract local residents and visitors to the city center. Some facilities have not been updated to meet current accessibility standards or expanded market demand.

For example, the Park Blocks are difficult to navigate for individuals with limited mobility. Not only are the concrete areas uneven due to wear and tear, but the design of the area also includes steps, not ramps, and a large fountain that gets in the way of programming and doesn't offer any interactive features. Accessibility standards have changed and the Park Blocks—in the heart of the City—should be accessible to the whole community. Urban renewal funds could support enhancements to update the Plan Area.

Another example is the City-owned conference center located in and operated by the Graduate Hotel, adjacent to the Hult Center. Market analyses conducted for Travel Lane County have shown that conferences that have long been held in the facility are outgrowing it—Oregon’s population has grown but that facility has not. Investing urban renewal funds in an expansion of conference facilities would ensure that it continues to attract regional activity to Eugene.

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

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

This Report on the 2023 Amendment includes the estimated cost of Projects to be carried out following the adoption of the amendment.

Table 5 lists the project activities included in the Plan and estimated costs. Because elements of each project are yet to occur or will not be known until implemented, there is a range of opportunities within each project. The estimated range gives a sense of scale and scope that could be possible. Below is a short description of each of the projects.

A. Projects

1. Housing

At least 50% of project funding would be allocated to support the creation of new housing.

For **Development Fee Assistance**, funds would be allocated based on projects meeting criteria approved by the Agency Board. Funds could be allocated to pay up to 100% of development fees. It is assumed it would take about four years from allocating funds to a project to when construction would be completed. Funds would be allocated during the Plan period with the final units estimated to be completed by FY43. Total cost is dependent on the specifics of developments undertaken, and any future adjustment of fee rates during the years ahead. Estimating based on development fees for recently completed projects in and near downtown, fees could be approximately \$10,000 per unit, which would result in the following estimate of units:

- \$8.38 million – about 840 residential units

For **Land Acquisition**, total cost is dependent on the properties being acquired. Approximately half of the funds allocated for housing are estimated to be for land acquisition (\$8.38 million). As stated in the Plan, Agency Board approval is required before land will be acquired or sold.

2. Physical Improvements to Increase Safety and Comfort

It is estimated approximately 20% of funding would be allocated to physical improvement projects that increase safety and comfort. Funds would be allocated during the Plan period. Actual costs will depend on projects and priorities.

3. Emerging Projects Directed/Initiated by the Agency Board

It is estimated approximately 30% of funding would be allocated to activities listed in Section 600 C, Emerging Projects Directed/Initiated by the Agency Board, which includes Community Facilities, Open Space Improvements, and Development Support. Further study is needed to determine costs, feasibility, and timing for possible Community Facilities. Based on 2022 estimates, Park Blocks renovations could range from \$4 million to \$13 million depending on how much of the project the Agency chooses to pursue. Development Support will depend on the need and will be administered according to the rules in the Plan.

B. Project Delivery Administration

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

Projections for district administration assume that once the projects are complete, district administration expenses will be reduced to a level that will be sufficient to run the loan and grant program, support ongoing investments within the Plan Area, and ensure administration of outstanding debt, budget development, annual review of project activities, and financial report preparation. Specifically, the administration projection summarized in the bullet points below includes staffing for project delivery, ongoing financial administration, and the loan and grant program. Additional items in the projection include legal and consulting fees necessary to protect the City/Agency and complete the Projects, debt issuance cost needed for the Projects, and property management shown below for a maximum indebtedness increase of \$50 million.

- **Project delivery**
 - Average of 2.7 FTE at an average cost of \$661,000 per year FY25 through FY43; personnel costs are projected to increase 5% per year due to inflation and higher health and retirement costs.
- **Legal costs, public engagement, financial administration, overhead and miscellaneous**

- \$200,000 average per year FY25 through FY43; higher in the early years and a smaller amount for maintenance over time.
- **Debt issuance costs**
 - \$100,000 when issued; to be determined.

Table 5. List of Project Activities and Estimated Cost Allocations

Project Activity	Estimated Cost Allocations
Housing - Development Fee Assistance	\$ 8,379,000
Housing - Land Acquisition	\$ 8,379,000
Physical Improvements to Improve Safety and Comfort	\$ 6,704,000
Emerging Projects	\$ 10,055,000
Debt Issuance Costs	\$ 100,000
Project Delivery and Administration	\$ 16,383,000
Total	\$ 50,000,000

Source: Tiberius Solutions

Note: The amounts provided in Table 5 are estimates. The Agency Board will approve actual amounts to be spent on individual projects after project details are reviewed. The Agency Board may ultimately approve spending for an individual project above or below the estimates listed in this table; however, the total spending for all projects will not exceed the 2023 cumulative spending limit (maximum indebtedness) of \$116 million. The Agency Board has indicated they intend to allocate the majority of the funds to support the creation of new housing.

Project implementation will begin in FY24. Decisions on priorities of funding for Projects will be made by the Agency Board at regular Agency Board meetings, all of which are open to the public. Construction of the projects contemplated in the 2023 Amendment is expected to be completed by FY43. Debt issued to fund the projects is estimated to be paid off by FY43 depending on future tax increment revenue levels.

The Agency shall convene not less than once each year the Expenditure Review Panel to (1) prepare a report on the activities of the Agency for the previous fiscal year, and (2) determine whether the Agency’s expenditure of tax increment dollars was limited to the Projects and the associated administrative costs authorized by the Plan.

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

The contribution from the Agency for projects is estimated at about \$66.7 million, including interest and other costs. The projects will be funded with a combination of urban renewal tax increment financing under ORS 457 and other sources. The Agency may apply for funding from other federal, state, and local grants in order to complete the projects. In addition, the community facilities included within the Plan may also be funded in part with other public funds, such as systems development charges and general obligation bonds, among other sources.

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

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

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

The City Council amended the Plan in 1998 to include a maximum indebtedness limit of \$33 million. The \$33 million figure represented the amount that the Agency was allowed to cumulatively spend in tax increment revenues starting in 1998. That figure excluded existing debt and was based on the estimated cost of building a new main library, plus continuation of the administrative costs in the district, preparing annual financial statements, disposing of the former Sears building on 10th Avenue and Charnelton Street (which is now the site of the new LCC downtown campus), overseeing completion of the Broadway Place and Overpark elevator projects, and administering the loan portfolio.

In 2010, the maximum indebtedness limit of \$33 million was almost fully spent or committed, with the bulk having been spent on building the downtown library. City Council amended the Plan in order to complete three projects: LCC downtown campus; Farmers’ Market improvements, and assuming the Broadway Place Garages debt. Maximum indebtedness was increased by \$13.6 million, which resulted in a revised maximum indebtedness figure of \$46.6 million for the cumulative spending in the Plan Area from 1998 to the end of the Plan. This revised maximum indebtedness amount was the estimated amount needed to accomplish the three additional projects and to provide for district administration.

In 2016, the maximum indebtedness was almost fully spent or committed on the three projects included in the 2010 Amendment. City Council amended the plan in order to accomplish four additional projects: Park Blocks and open space improvements, year-round Farmers Market, high-speed fiber, and 1059 Willamette redevelopment. Maximum indebtedness was increased by \$19.4 million, which resulted in a revised maximum indebtedness figure of \$66.0 million for the cumulative spending in the Plan Area from 1998 to the end of the Plan.

The 2020 Amendment removed the project specific spending cap on the amount of tax increment funds for the Farmers Market project, but did not increase the overall amount of maximum indebtedness.

The 2023 Amendment increases the maximum indebtedness as shown in Table 6 below, adds specific projects to the Plan, and includes general updating.

Table 6. Maximum Indebtedness Calculation

Amendment	Maximum Indebtedness Increases
1998 Plan Amendment	\$33.0M
2010 Plan Amendment	\$13.6M
2016 Plan Amendment	\$19.4M
2020 Plan Amendment	No maximum indebtedness increase
2023 Plan Amendment	\$50.0M
<i>Total Maximum Indebtedness</i>	<i>\$116.0M</i>

Table 7 in Exhibit D includes information about future revenues and expenditures in the Plan Area. The timing and amounts for individual project activities will be determined by the Agency Board and every other year during the biennial budget process. Completion dates for individual activities may be affected by changes in the plans of other private or public partners, local economic and market conditions, changes in the availability of tax increment funds, and changes in priorities for carrying out project activities.

Current projections show that the tax increment revenues should be sufficient to pay for the projects and associated debt by FY43. The district would cease collecting tax increment funds once there are sufficient tax increment funds available to repay all debt issued or obligations created to fund the Projects.

These projections of future tax increment revenues account for mandatory revenue sharing (i.e., underlevying) as described in ORS 457.470. In all years after the annual tax increment revenues equal or exceed ten percent of the initial maximum indebtedness of the Plan, the Agency must begin to “share” a portion of the increment value with overlapping taxing districts. This results in only a portion of the increment value being used for the purposes of calculating tax increment revenues. This financial forecast anticipates that the Plan will be subject to revenue sharing beginning in FY28, though the actual timing will depend upon actual collections of tax increment revenues.

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

The financial analysis of the plan shown in Table 7 in Exhibit D includes the anticipated tax increment revenues over the projected remaining life of the Plan. The analysis shows that the anticipated tax increment revenues are based on reasonable projections of new development and appreciation in existing property values. The projection of tax increment revenues is based on the following assumptions:

- Property assessed values will increase by 3% per year, which includes increases on existing property as well as a small amount of new investment in existing downtown area properties.
- No significant, new taxable development is anticipated during the next several years.

The projections result in urban renewal tax revenues between FY24 and FY43 of approximately \$66.7 million. Together with other revenues and existing fund balances, these revenues will support \$50 million of increased maximum indebtedness plus the interest on the debt to fund the 2023 Amendment projects. In addition to the redevelopment projects, the revenues will be sufficient to pay for other obligations, such as project delivery and administrative activities, including an allocation of overhead costs. Those costs are projected to increase over time due to inflation and higher health and retirement costs at a rate of about 5% per year.

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

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

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

A. Impact on Tax Bills

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

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

were eight urban renewal districts in Lane County, and the calculation is done for each of these districts.

The Lane County Assessor determines how the tax rates for the schools, city, and county are divided between the taxing districts and the urban renewal districts. As an example, the City's permanent tax rate is \$7.0058 per \$1,000 of assessed value. For the FY22 tax year, the Lane County Assessor divided that tax rate into three pieces: \$6.8511 goes to the City of Eugene, \$0.0774 goes to the Downtown Urban Renewal District, and \$0.0773 goes to the Riverfront Urban Renewal District. This calculation is done for each tax rate on the tax bill.

With the information from the Lane County Assessor about the division of tax rates, an analysis can determine how an individual tax bill is affected by urban renewal division of tax. For the typical Eugene home that the Lane County Assessor calculated for FY22, this taxpayer would pay the same amount of total taxes before or after urban renewal division of taxes. The only difference is that some of the tax revenues go to the urban renewal districts, instead of to the overlapping taxing districts. Table 8 in Exhibit E sets out this calculation for the typical taxpayer in Eugene. As can be seen, **the before and after urban renewal views of this taxpayer's bill are exactly the same.**

B. Impact on Tax Rates

Prior to the 2023 Amendment, the Downtown Urban Renewal District was a "reduced rate plan" under State statutes, which meant that property taxes used to fund urban renewal activities were limited to the permanent tax rates and any bonded debt levies approved by voters prior to October 2001. Per updated State statutes, the 2023 Amendment turns the Plan into a "permanent rate plan", meaning it may only take taxes from the permanent rate levies going forward. Bonded debt levies will no longer be impacted by this urban renewal plan. This change will have no impact on district revenues starting in FY24 given that bonds approved by voters prior to October 2001 will be paid off in FY23.

C. Impact on Overlapping Taxing District Revenues

A share of property taxes from the "excess value" or "incremental value" is not collected by the overlapping jurisdictions during the period of an active district, which is foregone revenue. The incentive for the overlapping districts to support urban renewal is higher property tax revenues in the long run and potential direct and indirect benefit from the urban renewal funded projects.

The estimated amount of urban renewal taxes to be divided over the remaining term of the Plan (net of discounts, delinquents, etc.) is shown in Table 9 in Exhibit F. As can be seen in the table, in FY24, it is estimated that the City of Eugene would forego about \$1.44 million of revenue because of the Downtown Urban Renewal District division of tax calculation. In FY44, after tax increment financing is terminated, the City of Eugene is estimated to receive \$1.97 million of additional tax revenue per year. Lane County is estimated to forego \$264,000 of revenue in FY24, and to receive \$359,000 of additional tax revenue per year in FY44 after division of tax is terminated.

The impact on school districts from the termination of the urban renewal district is more complicated. Table 9 shows the foregone taxes, excluding any impacts from tax rate

compression under Measure 5 and Measure 50 and excluding any impacts from the State school funding formula. Compression occurs when levied property taxes exceed the Measure 5 limits of \$5 per \$1,000 of real market value for education taxes (or \$10 per \$1,000 for general government taxes). If taxes exceed that limit, a property is in 'compression' and the taxes are reduced until the limits are met. Table 9 shows that the combined school districts (4J, Lane Community College, and Lane Education Service District) are estimated to forego \$1.15 million of revenue in the first fiscal year, and to benefit by \$1.57 million of additional annual tax revenue in FY44 after the division of tax is terminated. This is not the complete story, however.

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

The Lane County Assessor conducted an analysis of the impact of the Downtown Urban Renewal District on School District 4J's local option levy, including the impacts of tax rate compression in FY22. The analysis, which is included as Table 10 in Exhibit G, shows that the Downtown Urban Renewal District currently provides 4J an estimated net benefit of \$150,000 per year. Table 10 shows the impact of tax rate compression in the education category for an additional 569 properties that would occur if the Downtown District were not collecting division of tax revenue.

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

In order to understand the Lane County Tax Assessor's analysis for 4J impact for FY22, there are three factors to consider:

1. Revenue from 4J's permanent levy would increase by approximately \$810,000 if the Downtown District no longer collects tax increment funds, for a net gain of approximately \$20,000 after applying the State school funding formula. (4J receives about 3% of the total State-wide funding.) This is the best-case scenario that

assumes all else is equal, and the State decides to provide more funding for schools as a result of having more property tax revenue available.

2. 4J would lose about \$170,000 of local option levy proceeds (after discounts and delinquencies) if the Downtown District no longer collects tax increment funds because of compression. The State funding formula does not apply to local option levies, so the full impact of this reduction would be felt in 4J's budget. Both of these estimates are based on FY22 tax roll information and would vary in future years with changes in market conditions.
3. There is also a one-time impact. If tax increment collections are terminated, there would be a return of any excess tax increment funds collected by the Downtown District to the overlapping taxing districts. The amount returned would depend on how much tax increment is on hand at the time of the calculation, which cannot be estimated at this time. However, the State confirmed that this would not represent additional money to be spent on education in 4J; rather, it would go through the State school funding formula, and 4J would receive about 3% of the total on a one-time basis.

In summary, 4J would experience an ongoing loss in its budget of about \$150,000 annually as a result of terminating tax increment collections in the Downtown District and a one-time impact of about 3% of any one-time funds provided to the State. Lane Education Service District is also funded through the State School Fund and would experience similar impacts as 4J on the permanent rate levy, however, Lane Education Service District does not have a local option levy. Lane Community College is also funded on a formula according to classes taken, not directly through permanent rate property taxes.

Table 11 shows the impacts to taxing districts in FY44, which is the first year after the Downtown District is expected to terminate taking division of taxes. Some definitions help with the understanding of this table:

- Frozen Base is the total assessed value of the District at the time it was established. 'Revenue from Frozen Base' is the tax revenue from that assessed value.
- Excess Value is the growth in assessed value in the District from the time it was established, also known as 'increment.' 'Revenue from Excess Value Used' is the tax revenue received by the urban renewal agency from the excess value. This column represents the estimated new revenue that overlapping taxing districts would receive in FY44 upon termination of Downtown District division of taxes (excluding the aforementioned State school fund and compression impacts).
- 'Revenue from Excess Value Shared' is the taxes received by the taxing districts from the excess value that was subject to revenue sharing. The excess value becomes subject to revenue sharing (i.e., not subject to the division of tax) in all years after the annual tax increment revenues equal or exceed ten percent of the initial maximum indebtedness of the Plan.

- ‘Total Revenue at District Termination’ reflects the full taxes from the assessed value of the properties within the District at termination of the District.

Table 11 – Estimated Revenue in FY44 After Termination of Downtown Urban Renewal District

Taxing District	Type	Tax Rate per \$1,000 of AV	Revenue from Frozen Base	Revenue from Excess Value Used	Revenue from Excess Value Shared	Total Revenue at District Termination
General Government						
City of Eugene	Permanent	7.0058	\$236,000	\$1,968,000	\$929,000	\$3,133,000
Lane County	Permanent	1.2793	\$43,000	\$359,000	\$170,000	\$572,000
Upper Willamette Soil & Water	Permanent	0.0700	\$2,000	\$20,000	\$9,000	\$31,000
Education						
Eugene SD 4j	Permanent	4.7485	\$160,000	\$1,334,000	\$630,000	\$2,124,000
Lane Community College	Permanent	0.6191	\$21,000	\$174,000	\$82,000	\$277,000
Lane ESD	Permanent	0.2232	\$8,000	\$63,000	\$30,000	\$100,000
Total		13.9459	\$470,000	\$3,917,000	\$1,849,000	\$6,237,000

Source: Tiberius Solutions

Chapter 10: Relocation Report

A. Requirement

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

Response

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

B. Requirement

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

Response

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

C. Requirement

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

Response

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

D. Requirement

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

Response

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

DRAFT

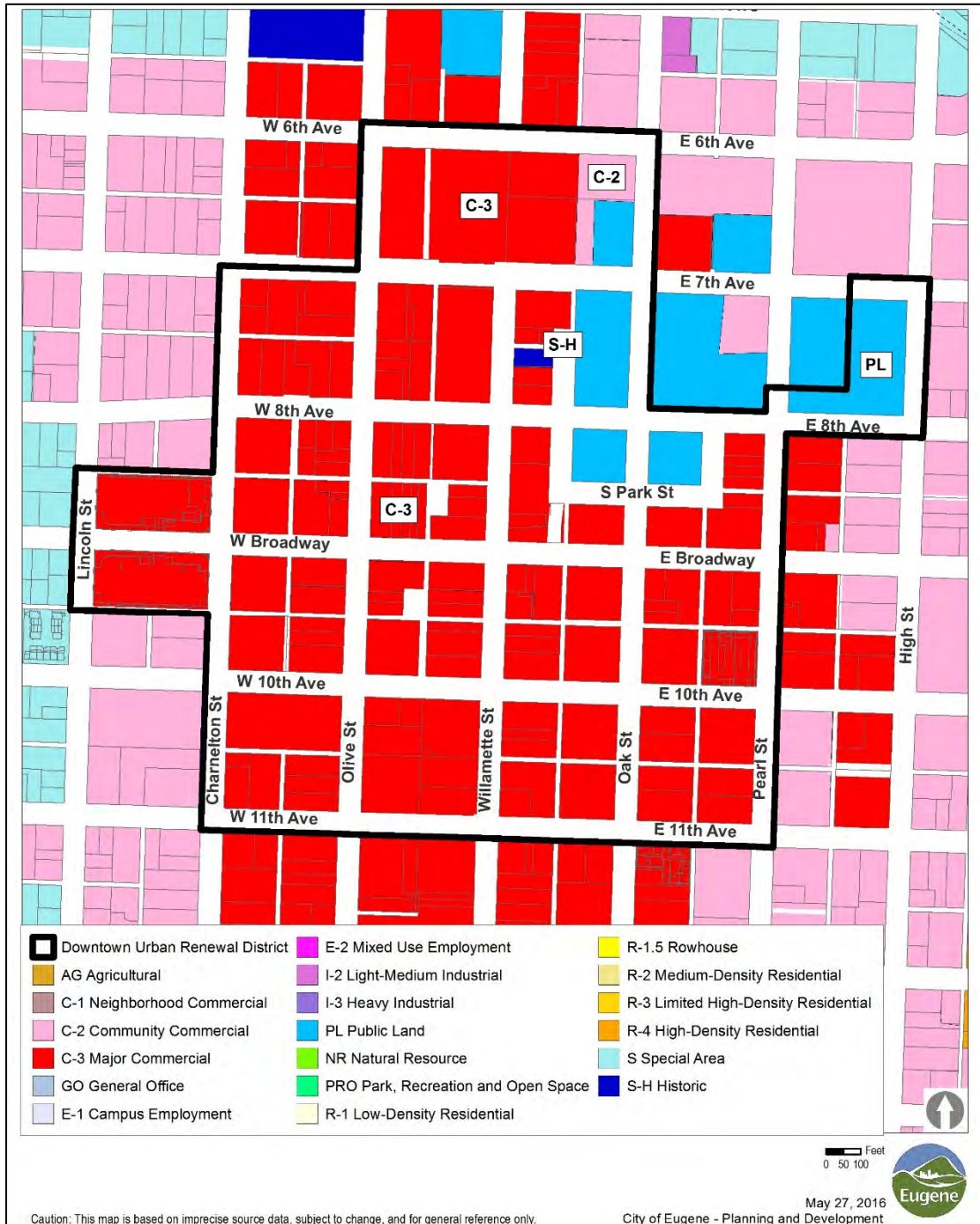
Chapter 11: Appendix

- Exhibit A: Plan Area Map
- Exhibit B: Zoning District Map
- Exhibit C: Census Boundaries Map
- Exhibit D: Table 7 – Projected Revenues and Expenditures for the Plan Area
- Exhibit E: Table 8 – Impact of Urban Renewal on an Individual Tax Bill
- Exhibit F: Table 9 – Estimated Division of Tax Impact of the Plan on Overlapping Taxing Jurisdictions, FY24 – FY43
- Exhibit G: Table 10 – Estimated Impact of Downtown District Tax Increment Collections on Overlapping Jurisdictions, FY22 Tax Data (Including the impact of State school funding formula and Measure 5/50 tax rate compression)

Report Exhibit A – Plan Area Map



Report Exhibit B – Zoning District Map



Report Exhibit C – Census Boundaries Map

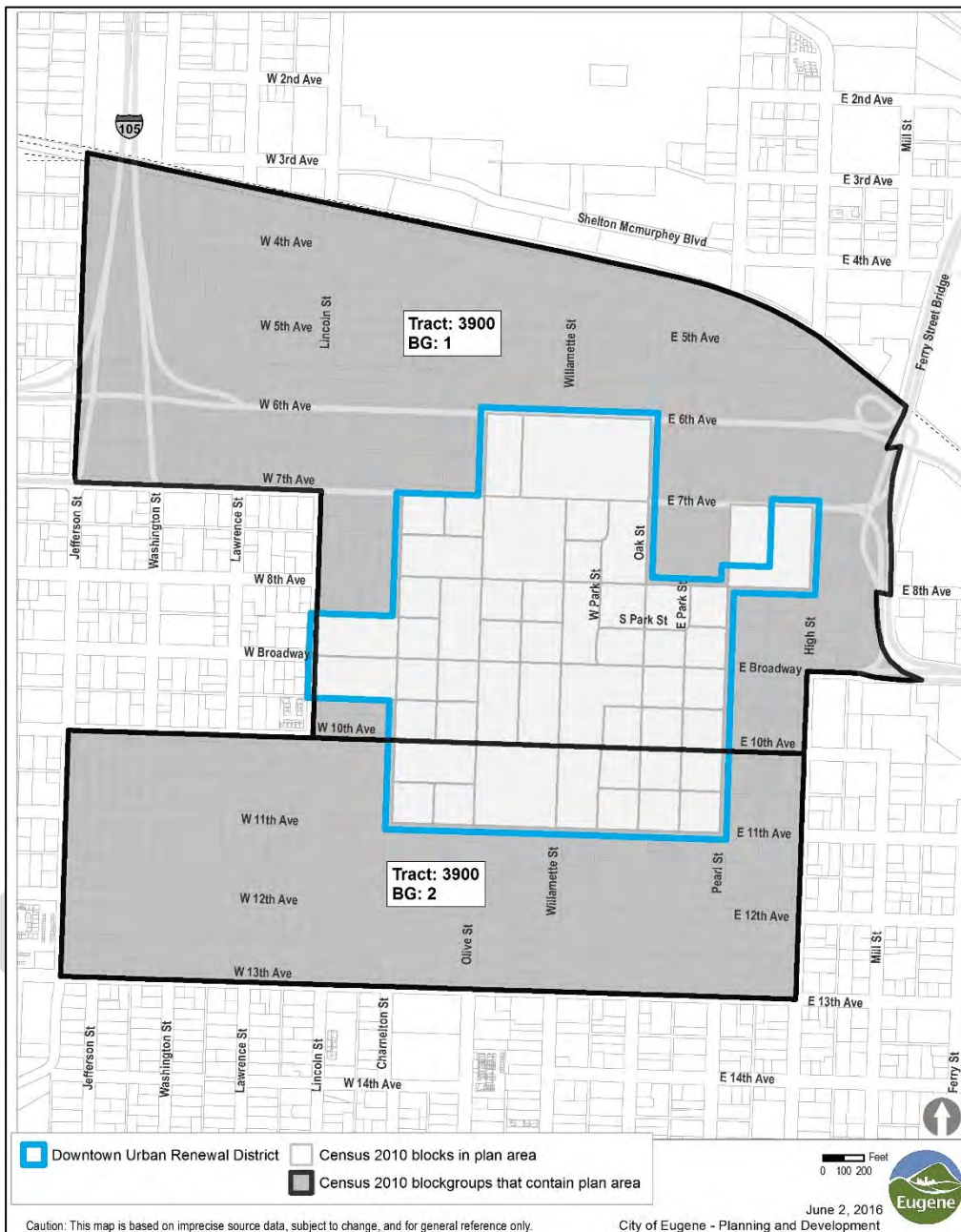


Table 7 shows estimated revenues, expenditures and allocation to projects over the life of the Plan (project timing may vary). This table reflects a \$50 million increase in maximum indebtedness.

Report Exhibit D: Table 7 – Projected Revenues and Expenditures for the Plan Area (page 1)

	Total	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Resources								
Beginning Working Capital		2,395,000	-	-	-	-	-	-
Interest Earnings	12,000	12,000	-	-	-	-	-	-
Tax Increment Revenues	66,678,000	2,875,000	2,974,000	3,077,000	3,183,000	3,210,000	3,238,000	3,267,000
Bond/Loan Proceeds	22,100,000	-	22,100,000	-	-	-	-	-
Total Resources	91,185,000	5,282,000	25,074,000	3,077,000	3,183,000	3,210,000	3,238,000	3,267,000
Requirements								
Debt Service								
Existing Debt Service	2,197,000	2,197,000	-	-	-	-	-	-
New Debt Service	37,639,000	-	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000
Subtotal	39,836,000	2,197,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000
Existing Maximum Indebtedness								
Project Delivery and Administration	583,000	583,000	-	-	-	-	-	-
Subtotal	583,000	583,000	-	-	-	-	-	-
New Maximum Indebtedness								
Housing - Development Fee Assistance	8,380,000	433,000	5,554,000	68,000	86,000	83,000	101,000	99,000
Housing - Land Acquisition	8,380,000	433,000	5,554,000	68,000	86,000	83,000	101,000	99,000
Physical Improvements	6,704,000	346,000	4,443,000	54,000	69,000	67,000	81,000	79,000
Emerging Projects	10,057,000	519,000	6,665,000	82,000	103,000	100,000	122,000	119,000
Debt Issuance Costs	100,000	-	100,000	-	-	-	-	-
Project Delivery and Administration	16,383,000	-	778,000	825,000	858,000	896,000	852,000	890,000
Subtotal	50,000,000	1,730,000	23,094,000	1,097,000	1,203,000	1,229,000	1,257,000	1,286,000
Funded by Program Revenue		-	-	-	-	-	-	-
Downtown Loans Program	771,000	771,000	-	-	-	-	-	-
Subtotal	771,000	771,000	-	-	-	-	-	-
Total Requirements	91,185,000	5,282,000	25,074,000	3,077,000	3,183,000	3,210,000	3,238,000	3,267,000
Ending Fund Balance		-	-	-	-	-	-	-
Annual Impact on Maximum Indebtedness	50,583,000	2,314,000	23,094,000	1,097,000	1,203,000	1,229,000	1,257,000	1,286,000
Cumulative Maximum Indebtedness Used to Date		67,730,000	90,824,000	91,921,000	93,123,000	94,353,000	95,610,000	96,896,000

Source: Tiberius Solutions

Table 7 Table 7 shows estimated revenues, expenditures and allocation to projects over the life of the Plan (project timing may vary). This table reflects a \$50 million increase in maximum indebtedness.

Report Exhibit D: Table 7 – Projected Revenues and Expenditures for the Plan Area (page 2)

	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036	FY 2037	FY 2038
Resources								
Beginning Working Capital	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-
Tax Increment Revenues	3,297,000	3,327,000	3,359,000	3,392,000	3,425,000	3,460,000	3,495,000	3,532,000
Bond/Loan Proceeds	-	-	-	-	-	-	-	-
Total Resources	3,297,000	3,327,000	3,359,000	3,392,000	3,425,000	3,460,000	3,495,000	3,532,000
Requirements								
Debt Service								
Existing Debt Service	-	-	-	-	-	-	-	-
New Debt Service	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000
Subtotal	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000
Existing Maximum Indebtedness								
Project Delivery and Administration	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
New Maximum Indebtedness								
Housing - Development Fee Assistance	97,000	102,000	107,000	122,000	120,000	148,000	146,000	211,000
Housing - Land Acquisition	97,000	102,000	107,000	122,000	120,000	148,000	146,000	211,000
Physical Improvements	78,000	82,000	85,000	98,000	96,000	118,000	117,000	168,000
Emerging Projects	116,000	122,000	128,000	147,000	144,000	177,000	176,000	253,000
Debt Issuance Costs	-	-	-	-	-	-	-	-
Project Delivery and Administration	928,000	939,000	952,000	922,000	965,000	889,000	929,000	709,000
Subtotal	1,316,000	1,347,000	1,378,000	1,411,000	1,444,000	1,479,000	1,515,000	1,551,000
Funded by Program Revenue	-	-	-	-	-	-	-	-
Downtown Loans Program	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
Total Requirements	3,297,000	3,327,000	3,359,000	3,392,000	3,425,000	3,460,000	3,495,000	3,532,000
Ending Fund Balance	-	-	-	-	-	-	-	-
Annual Impact on Maximum Indebtedness	1,316,000	1,347,000	1,378,000	1,411,000	1,444,000	1,479,000	1,515,000	1,551,000
Cumulative Maximum Indebtedness Used to Date	98,212,000	99,559,000	100,937,000	102,348,000	103,793,000	105,272,000	106,786,000	108,338,000

Source: Tiberius Solutions

Table 7 shows estimated revenues, expenditures and allocation to projects over the life of the Plan (project timing may vary). This table reflects a \$50 million increase in maximum indebtedness.

Report Exhibit D: Table 7 – Projected Revenues and Expenditures for the Plan Area (page 3)

	FY 2039	FY 2040	FY 2041	FY 2042	FY 2043
Resources					
Beginning Working Capital	-	-	-	-	-
Interest Earnings	-	-	-	-	-
Tax Increment Revenues	3,570,000	3,609,000	3,649,000	3,690,000	3,049,000
Bond/Loan Proceeds	-	-	-	-	-
Total Resources	3,570,000	3,609,000	3,649,000	3,690,000	3,049,000
Requirements					
Debt Service					
Existing Debt Service	-	-	-	-	-
New Debt Service	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000
Subtotal	1,981,000	1,981,000	1,981,000	1,981,000	1,981,000
Existing Maximum Indebtedness					
Project Delivery and Administration	-	-	-	-	-
Subtotal	-	-	-	-	-
New Maximum Indebtedness					
Housing - Development Fee Assistance	212,000	213,000	215,000	216,000	47,000
Housing - Land Acquisition	212,000	213,000	215,000	216,000	47,000
Physical Improvements	170,000	170,000	172,000	173,000	37,000
Emerging Projects	255,000	256,000	258,000	259,000	56,000
Debt Issuance Costs	-	-	-	-	-
Project Delivery and Administration	740,000	776,000	807,000	846,000	882,000
Subtotal	1,589,000	1,628,000	1,668,000	1,709,000	1,068,000
Funded by Program Revenue	-	-	-	-	-
Downtown Loans Program	-	-	-	-	-
Subtotal	-	-	-	-	-
Total Requirements	3,570,000	3,609,000	3,649,000	3,690,000	3,049,000
Ending Fund Balance	-	-	-	-	-
Annual Impact on Maximum Indebtedness	1,589,000	1,628,000	1,668,000	1,709,000	1,068,000
Cumulative Maximum Indebtedness Used to Date	109,927,000	111,555,000	113,223,000	114,932,000	116,000,000

Source: Tiberius Solutions

Although Table 7 does not show a specific ending fund balance in future fiscal years, it is likely the Downtown District will maintain an ending fund balance to be determined through the biennial budget process and also a debt service reserve, if required by lenders.

Report Exhibit E: Table 8 – Impact of Urban Renewal on an Individual Tax Bill

	Taxes	Taxes Directed To:			Taxes	Difference
	Before UR Reallocation	Taxing Districts	Downtown UR District	Riverfront UR District	After UR Reallocation	
Education Taxes						
Eugene School District 4J	\$1,094.88	\$1,065.25	\$14.83	\$14.80	\$1,065.25	(\$29.63)
Eugene School District 4J LOL	345.86	345.86	0.00	0.00	345.86	0.00
Lane Community College	142.75	139.61	1.57	1.57	139.61	(3.14)
Lane Education Service District	51.46	50.36	0.55	0.55	50.36	(1.11)
Total	\$1,634.95	\$1,601.08	\$16.95	\$16.92	\$1,601.08	(\$33.87)
General Government Taxes						
City of Eugene	\$1,615.35	\$1,579.68	\$17.85	\$17.82	\$1,579.68	(\$35.67)
City of Eugene Library LOL	37.38	37.38	0.00	0.00	37.38	0.00
City of Eugene Parks & Rec LOL	41.32	41.32	0.00	0.00	41.32	0.00
Lane County	294.97	288.47	3.25	3.25	288.47	(6.50)
Lane County 4-H/Extension LOL	6.46	6.46	0.00	0.00	6.46	0.00
Lane County Public Safety LOL	126.82	126.82	0.00	0.00	126.82	0.00
Upper Willamette Soil & Water	16.14	15.82	0.16	0.16	15.82	(0.32)
Eugene UR Downtown District	0.00	0.00	0.00	0.00	38.25	38.25
Eugene UR Riverfront District	0.00	0.00	0.00	0.00	45.84	45.84
Total	\$2,138.42	\$2,095.93	\$21.26	\$21.24	\$2,180.02	\$41.60
Bonded Debt Taxes						
City of Eugene Bond I	\$4.38	\$4.29	\$0.05	\$0.05	\$4.29	(\$0.09)
City of Eugene Bond II	190.34	188.24	0.00	2.10	188.24	(2.10)
Eugene School District 4J Bond II	348.07	343.37	0.00	4.70	343.37	(4.70)
Lane Community College Bond II	52.11	51.56	0.00	0.55	51.56	(0.55)
Lane Community College Bond III	25.43	25.16	0.00	0.28	25.16	(0.28)
Total	\$620.33	\$612.61	\$0.05	\$7.68	\$612.61	(\$7.72)
Total Taxes	\$4,393.71	\$4,309.62	\$38.25	\$45.84	\$4,393.71	\$0.00

Source: Lane County Assessment & Taxation, Table 4e, Detail of Urban Renewal Plan Areas by Taxing District, Tax Year 2021-22. Note: Calculations based on assessed value of \$230,573 for typical Eugene home per Lane County Assessor media release October 2021.

Notes:

1. See Chapter 9 “Impact on Overlapping Taxing District Revenues” section for more information on net impact to schools.
2. The 2023 Amendment will eliminate the future division of tax impact on bonded debt taxes in the Downtown District.

Report Exhibit F: Table 9 – Estimated Division of Tax Impact of the Plan on Overlapping Taxing Jurisdictions, FY24 – FY43

FY	City of Eugene	Lane County	Upper Willamette Soil & Water	Eugene School District 4J	Lane Community College	Lane Education Service District	Total
2024	\$1,444,000	\$264,000	\$14,000	\$979,000	\$128,000	\$46,000	\$2,875,000
2025	\$1,494,000	\$273,000	\$15,000	\$1,013,000	\$132,000	\$48,000	\$2,974,000
2026	\$1,546,000	\$282,000	\$15,000	\$1,048,000	\$137,000	\$49,000	\$3,077,000
2027	\$1,599,000	\$292,000	\$16,000	\$1,084,000	\$141,000	\$51,000	\$3,183,000
2028	\$1,612,000	\$294,000	\$16,000	\$1,093,000	\$142,000	\$51,000	\$3,210,000
2029	\$1,627,000	\$297,000	\$16,000	\$1,102,000	\$144,000	\$52,000	\$3,238,000
2030	\$1,641,000	\$300,000	\$16,000	\$1,112,000	\$145,000	\$52,000	\$3,267,000
2031	\$1,656,000	\$302,000	\$17,000	\$1,122,000	\$146,000	\$53,000	\$3,297,000
2032	\$1,672,000	\$305,000	\$17,000	\$1,133,000	\$148,000	\$53,000	\$3,327,000
2033	\$1,687,000	\$308,000	\$17,000	\$1,144,000	\$149,000	\$54,000	\$3,359,000
2034	\$1,704,000	\$311,000	\$17,000	\$1,155,000	\$151,000	\$54,000	\$3,392,000
2035	\$1,721,000	\$314,000	\$17,000	\$1,166,000	\$152,000	\$55,000	\$3,425,000
2036	\$1,738,000	\$317,000	\$17,000	\$1,178,000	\$154,000	\$55,000	\$3,460,000
2037	\$1,756,000	\$321,000	\$18,000	\$1,190,000	\$155,000	\$56,000	\$3,495,000
2038	\$1,774,000	\$324,000	\$18,000	\$1,203,000	\$157,000	\$57,000	\$3,532,000
2039	\$1,793,000	\$327,000	\$18,000	\$1,215,000	\$158,000	\$57,000	\$3,570,000
2040	\$1,813,000	\$331,000	\$18,000	\$1,229,000	\$160,000	\$58,000	\$3,609,000
2041	\$1,833,000	\$335,000	\$18,000	\$1,242,000	\$162,000	\$58,000	\$3,649,000
2042	\$1,854,000	\$338,000	\$19,000	\$1,256,000	\$164,000	\$59,000	\$3,690,000
2043	\$1,531,000	\$280,000	\$15,000	\$1,038,000	\$135,000	\$49,000	\$3,049,000
Totals:	\$33,495,000	\$6,116,000	\$335,000	\$22,703,000	\$2,960,000	\$1,067,000	\$66,676,000

Source: Tiberius Solutions

Notes:

1. Tax increment revenue will need to be collected in FY 2024 to repay previous maximum indebtedness of the District, regardless of the amendment to increase the maximum indebtedness.
2. Property tax collections for all years is projected to be 95%.
3. Analysis does not include impact on School District 4J's local option levy, which currently benefits from the existence of the urban renewal districts. Additionally, the impact on schools is really an impact on the State's budget because schools are mainly funded on a per-pupil funding formula rather than by the level of property tax dollars generated within their boundaries. See Chapter 9 "Impact on Overlapping Taxing District Revenues" section for more information and Exhibit G – Table 10.
4. Existing property values are projected to increase 3% per year.
5. The final year assumes only a partial year of tax increment collection is needed to reach maximum indebtedness.

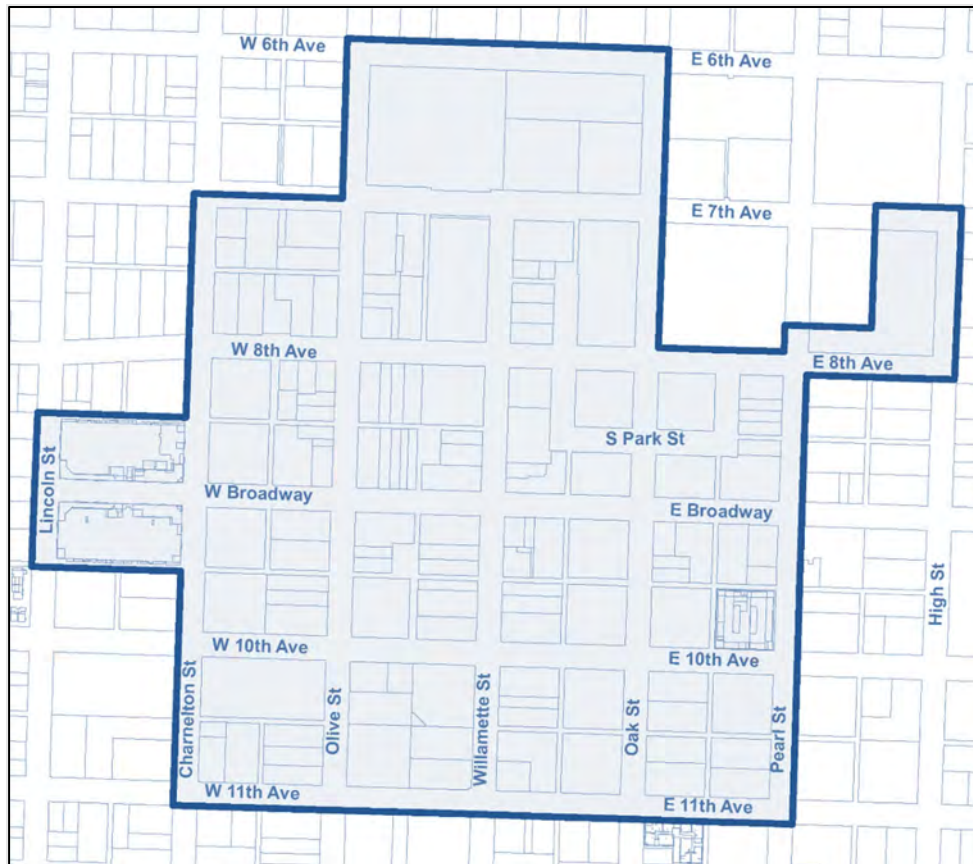
Report Exhibit G: Table 10 – Estimated Impact of Downtown District Tax Increment Collections on Overlapping Jurisdictions¹, FY22 Tax Data (Including the impact of State school funding formula and Measure 5/50 tax rate compression)

Taxing District	Levy	<u>With</u> Downtown Tax Increment ¹	<u>Without</u> Downtown Tax Increment ¹	Difference	Estimated Revenue If Downtown District Ends Tax Increment Collection ²
EDUCATION					
Eugene School District 4J	Permanent Rate	65,854,942	66,698,123	843,181	20,000 ³
Eugene School District 4J	Local Option Levy (LOL)	22,583,195	22,406,493	(176,702)	(170,000)
Lane Community College	Permanent Rate	10,559,124	10,667,630	108,506	104,000
Lane Education Service District	Permanent Rate	3,808,608	3,846,826	38,218	36,000
Total Education		\$102,805,869	\$103,619,072	\$813,203	(\$10,000)
GENERAL GOVERNMENT					
City of Eugene	Permanent Rate	120,414,945	121,775,327	1,360,382	1,300,000
City of Eugene	Library LOL	2,849,082	2,849,082	-	-
City of Eugene	Parks and Rec LOL	3,149,636	3,149,636	-	-
Lane County	Permanent Rate	21,989,683	22,237,508	247,825	236,000
Lane County	4-H/Extension LOL	1,057,157	1,057,157	-	-
Lane County	Public Safety LOL	20,765,725	20,765,725	-	-
Upper Willamette Soil & Water	Permanent Rate	1,205,732	1,218,034	12,302	11,000
Eugene Urban Renewal Downtown	Urban Renewal	2,708,072	-	(2,708,072)	(2,585,000)
Eugene Urban Renewal Riverfront	Urban Renewal	3,220,716	3,220,716	-	-
Total General Government		\$177,360,748	\$176,273,185	(\$1,087,563)	(\$1,038,000)
BONDS					
City of Eugene	Bond I	326,919	330,437	3,518	3,000
City of Eugene	Bond II	14,349,300	14,349,300	-	-
Eugene School District 4J	Bond II	21,365,213	21,365,213	-	-
Lane Community College	Bond II	3,926,424	3,926,424	-	-
Lane Community College	Bond III	1,915,797	1,915,797	-	-
Total Bonds⁴		\$41,883,653	\$41,887,171	\$3,518	\$3,000
TOTAL		\$322,050,270	\$321,779,428	(\$270,842)	(\$1,045,000)

Notes:

1. Data provided by Lane County Assessment & Taxation, tax year 2021-22.
2. Revenue estimates adjusted for discounts, delinquencies, State school funding formula, and compression.
3. Assumes that legislature allocates the additional property taxes to schools throughout the State and 4J receives approximately 3% of the total.
4. The 2023 Amendment turns the Plan into a “permanent rate plan”, meaning it may only take taxes from the permanent rate levies going forward. Bonded debt levies will no longer be impacted by this urban renewal plan.

Draft Urban Renewal Plan for the Downtown Urban Renewal District



Adopted July 1968

- Modified -

December 1968

December 1989

June 1998

September 13, 2004

May 24, 2010

June 13, 2016

November 23, 2020

Amended ____, 2023 by Ordinance No. ____

Urban Renewal Agency of the City of Eugene, Oregon



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I. ADOPTION

Resolution Number	Date	Purpose
Resolution No. 257	7/3/1968	Adoption of the Urban Renewal Plan for the Central Eugene Project (the Plan).

II. AMENDMENTS

Amendment Number	Date	Purpose
Resolution No. 1609	12/19/1968	<ul style="list-style-type: none"> ○ Modified the Plan to allow for additional projects as required by HUD to receive additional federal funds.
Ordinance No. 19648	11/8/1989	<ul style="list-style-type: none"> ○ Aligned the Plan with Metro Plan policies: strengthen the area's position as a regional service center, maintain the Eugene central business district as a vital center, incorporate principles of compact urban growth, encourage retail and commercial development in the downtown area, and promote the development of parking structures in the downtown core. ○ Expiration set for FY10.
Ordinance No. 20120	6/1/1998	<ul style="list-style-type: none"> ○ Responded to Measure 50 to a) include a maximum amount of indebtedness and b) select Option 1 for the city-wide special levy as the method for collecting ad valorem property taxes for payment of debts related to urban renewal projects. ○ Limited expenditure of new funds to completing existing projects and construction of a new main library. ○ Removed the business assistance loan program. ○ Approved a plan to reduce district administration costs over the following three years.
Ordinance No. 20328	9/13/2004	<ul style="list-style-type: none"> ○ Expanded the projects for which tax increment funds could be used ○ Created a public advisory committee ○ Added the requirement for specific Agency approval of projects greater than \$250,000 (other than loans), and adding a limit of \$100,000 on the mandate for a public hearing in the event of a plan change (applies to minor amendments that can be approved by the URA without ORS 457.095 approval – Section 1200, C of the 2004 Plan). ○ Added the Downtown Revitalization Loan Program (DRLP). ○ Expiration set for 2024.
Ordinance No. 20459	5/24/2010	<ul style="list-style-type: none"> ○ Limited scope of two previously approved projects, removed the ability to initiate all other previously approved projects, and authorized one new project expenditure of new funds to completing existing projects and construction of a new library. ○ Except for the three projects and existing projects previously approved no initiation of additional projects. ○ Expiration upon the repayment or defeasance of debt related to the urban renewal projects specifically identified in the Plan.

Ordinance No. 20564	6/13/2016	<ul style="list-style-type: none"> ○ Increased maximum indebtedness by \$19.4 million to a total of \$66 million to fund the following projects: <ul style="list-style-type: none"> ○ Park Blocks and Open Space Improvements ○ Lane Community College Old LCC Building ○ Improved Space for Farmers' Market ○ High-Speed Fiber Network Downtown ○ Required additional public process, including community engagement and a public hearing, before the Agency Board can approve spending tax increment funds on any of the four previously listed projects ○ Expanded the Plan boundary by 7% to include the East Park Block and a portion of the former City Hall Block ○ Continued annual review of tax increment projects by the Expenditure Review Panel
Ordinance No. 20644	11/24/2020	<ul style="list-style-type: none"> ○ Remove spending cap on Farmers Market

DRAFT

URBAN RENEWAL PLAN FOR THE DOWNTOWN URBAN RENEWAL DISTRICT

Section 100 – Introduction

The Downtown Urban Renewal Plan was revised in 2023 to authorize several new projects.

The projects address the challenges that face the downtown core, as identified through a robust community outreach effort in fall of 2022, known as Downtown Priorities and Projects. The Downtown Priorities and Projects effort led to recommended improvements for Eugene’s downtown (which includes the Plan Area) in six categories: Housing; Public Safety; Social Services; Commercial Activity and Development; Public Spaces and Mobility; and Events and Culture.

The new projects are discussed in more detail under Section 600 of the Plan and include “Housing,” “Physical Improvements to Address Safety and Comfort” and “Emerging Projects Directed/Initiated by the Agency Board.” Eligible activities associated with two previously approved projects is “Public Parks, Public Plazas, Public Rest Rooms, Public Open Spaces, and Streets and “1059 Willamette” remain eligible under this Plan. The 2023 Amendment increased the maximum indebtedness from \$66 million to \$116 million, to allow for the addition of new projects to the Plan.

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

Section 200 – Definitions

The following definitions will govern this Plan.

1059 Willamette means the planned redevelopment of the City-owned property at 1059 Willamette Street in the Plan Area. The City acquired the property for the development of a mixed-income housing project. The Agency Board allocated \$700,000 for the approved housing project in October 2021. The project was previously referred to as “Old LCC Building” in the 2016 and 2020 Amendments.

2016 Amendment means the update to the Plan that was completed in 2016.

2020 Amendment means the update to the Plan that was completed in 2020.

2023 Amendment means the update to the Plan that was completed in 2023.

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

Development Fee Assistance means the payment of development fees for development that results in creation of new housing in the Plan Area.

Downtown Plan means the Eugene Downtown Plan as adopted by the Eugene City Council in 2004 as a refinement of the Eugene Springfield Metropolitan Area General Plan.

Plan means this Urban Renewal Plan for the Downtown District.

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

Projects means only the urban renewal projects that are listed in Section 600 of the Plan, as amended by the 2023 Amendment.

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

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

Section 300 – Legal Description

The Downtown Urban Renewal District includes an area of approximately 75 acres. The Plan Area includes all of the land within the boundaries designated on the map attached as Plan Exhibit A and described as containing all lots or parcels of property situated in the City of Eugene, County of Lane, State of Oregon, bounded generally as described in Plan Exhibit B.

Section 400 – Goals and Objectives

A. Goals

The goals of the Plan are to:

1. Improve the function, condition, and appearance of the Plan Area by:
 - a. Supporting the creation of a mix of new housing in the downtown core, including but not limited to redevelopment of 1059 Willamette Street, which will bring more people and positive activity into the Plan Area, thereby making the entire Plan Area more attractive for all downtown users.
 - b. Supporting commercial development by altering and repurposing of buildings to create the physical conditions that will help businesses thrive.
 - c. Making physical improvements to parks, plazas, open space, sidewalks, and streets to provide an inviting civic space aligned with the Willamette to Willamette Initiative to provide inviting and accessible connections between the parks, plazas and open space, and to address public safety concerns in the Plan Area
2. Eliminate blight and blighting influences;
3. Strengthen the economic conditions of the Plan Area; and
4. Enhance downtown’s role as the regional economic, governmental, and cultural center and a central location for public and private development and investment.

B. Objectives

Development in the Plan Area is intended to implement the adopted policies contained in the Downtown Plan and to develop downtown as the heart of a livable, economically strong, and sustainable city. The objectives for this Downtown Urban Renewal Plan are:

1. Address barriers that prevent the creation of new housing in downtown by helping make projects financially feasible. The creation of new housing in the Plan Area will:
 - a. Contribute to downtown vitality;
 - b. Help alleviate the undersupply of housing in Eugene; and
 - c. Support the City’s climate action goals.
2. Improve public spaces in the Plan Area in order to make downtown a safe, accessible, and welcoming place for all users. These public improvements will:
 - a. Address public safety concerns by improving the physical environment;
 - b. Improve the human experience downtown;
 - c. Address bicycle and pedestrian needs integral to development within the Plan Area;
 - d. Support programming in public spaces by providing infrastructure;
 - e. Improve multi-modal transportation circulation to and through the Plan Area; and
 - f. Ensure downtown remains a gathering space for all community members.
3. Strengthen downtown’s commercial environment by:
 - a. Investing in vacant or underutilized spaces to increase marketability and flexibility; and
 - b. Providing financial assistance for new and growing businesses.

Section 500 – Land Use Plan

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

Section 600 – Urban Renewal Projects

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

A. Housing

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

A-1. Development Fee Assistance

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

A-2. Real Property Acquisition and Disposition

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

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

B. Physical Improvements to Address Safety and Comfort

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

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

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

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

B-2. Streetscape Projects

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

- Accent paving
- Decorative lighting
- Street trees, planters, and landscaping
- Furnishings, including benches, trash receptacles, bicycle racks
- Street and directional signage
- Public art and water features
- Gateway monuments and landscape features
- Undergrounding of utilities in the Plan Area

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

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

- Construction of bicycle parking and storage, transit stops, covered shelters, transit pullouts
- Provide new bike paths or lanes in the Plan Area

- Provide pedestrian connections to the broader downtown, riverfront, and surrounding areas
- Provide more prominent entrances to the downtown area
- Provide weather sheltering devices for the protection of pedestrians

C. Emerging Projects Directed/Initiated by the Agency Board

The Agency is authorized to participate in the following activities and projects should the Agency Board decide to pursue them:

C-1. Community Facilities

The Agency is authorized to participate in development of community facilities including new conference center or meeting spaces, or a cultural performance venue. These improvements will benefit the Plan Area by increasing public use of the area and by stimulating additional private investment in the Plan Area. The extent of the Agency's participation in funding such facilities will be based upon an Agency finding regarding the benefit of that project to the Plan Area, and the importance of the project in carrying out Plan objectives. The type and location of these community facilities will be determined by future study.

C-2. Open Spaces

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

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

C-3. Other Development Support

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

a. Financial Assistance

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

b. Real Property Acquisition and Disposition

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

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

D. Loans and Grants

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

E. Project Delivery and Administrative Activities

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

1. The Agency may retain the services of independent professional people or organizations to provide project delivery administrative or technical services such as:
 - a. Project management;
 - b. Preparation of market, feasibility, or other economic studies;
 - c. Public engagement;
 - d. Preparation of design, architectural, engineering, landscaping architectural, planning, development, or other developmental studies;
 - e. Preparation of property acquisition appraisals;
 - f. Provision of special rehabilitation, restoration, or renovation feasibility and cost analysis studies;
 - g. Provision of legal, debt issuance, accounting or audit services;
 - h. Assistance with preparation of the annual financial report required under Section 800 of this Plan and the financial review required under Section 900 of this Plan; and
 - i. Support ongoing investments within the Plan Area (e.g. potential new businesses, existing businesses with expansion, dealing with safety issues).

2. The Agency may acquire, rent, or lease office space and office furniture, equipment, and facilities necessary for it to conduct its affairs in the management and implementation of this Plan.
3. The Agency may invest its reserve funds in interest-bearing accounts or securities authorized under ORS 294.
4. The Agency may borrow money, accept advances, loans, or grants from any legal source, issue urban renewal bonds and receive tax increment proceeds as provided for in Section 700 of this Plan.

F. Existing Activities

The Agency may complete urban renewal projects authorized prior to the 2023 Amendment (for example, 1059 Willamette Street, Farmers Market Project). The Park Blocks and Open Space improvements that were authorized in the 2016 Amendment are part of the activities identified in Section 600 C. The Agency may also continue to operate the Downtown Revitalization Loan Program. All dollars loaned must come from program revenue and not from tax increment funds.

Section 700 – Methods for Financing the Projects

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

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

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

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

Section 800 – Annual Financial Statement Required

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

Section 900 – Community Member Participation

The activities and projects defined in this Plan, and the adoption of amendments to this Plan shall be undertaken with the participation of community members, owners, tenants as individuals, and organizations who reside within or who have financial interest within the Plan Area together with the participation of general residents of the City. The Agency shall convene not less than once each year a committee of such persons to: a) prepare a report on the activities of the Agency for the previous fiscal year, and b) determine whether the Agency's expenditure of tax increment dollars was limited to the projects authorized by this Plan and the associated administrative costs authorized by the Plan.

Section 1000 – Non-Discrimination

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

Section 1100 – Recording of this Plan

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

Section 1200 – Procedures for Changes or Amendments

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

A. Type One Amendment – Substantial Change Requiring Special Notice

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

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

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

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

C. Type Three Amendment – Minor Amendment

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

D. Amendment to the City's Comprehensive Plan or Any of Its Implementing Ordinances

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

Section 1300 – Duration and Validity of Approved Plan

A. Duration of the Plan

Taxes may be divided under this Plan only until the maximum indebtedness for the Plan Area has been issued and paid or defeased, or the Agency has determined that it will not issue the full amount of that maximum indebtedness, and all indebtedness that will be issued has been issued and paid or defeased. When that indebtedness has been paid or defeased the Agency will notify the assessor pursuant to ORS 457.450(2) to cease dividing taxes for the Plan Area, and shall return any unused tax increment funds to Lane County for redistribution to overlapping taxing districts. However, the Downtown District and this Plan may remain in effect as long as legally required to exist and until the Agency transfers any remaining assets and liabilities of the Plan Area to the City of Eugene. As of the date of the 2023 Amendment, it is estimated that the last fiscal year for which taxes will be divided is FY43.

B. Validity

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

Section 1400 – Maximum Indebtedness

The sum of \$33 million was established in 1998 as the spending limit (maximum amount of new indebtedness which could be issued or incurred from tax increment funds) under this Plan after June 1, 1998. That figure was developed using the estimated project costs, plus a 5% annual inflation factor.

The 2010 Amendment increased the maximum indebtedness amount by \$13.6 million, to a total of \$46.6 million.

The 2016 Amendment increased the maximum indebtedness amount by \$19.4 million, to a total of \$66 million.

The 2020 Amendment did not increase the maximum indebtedness.

The 2023 Amendment increased the maximum indebtedness amount by \$50 million to a total of \$116 million. The maximum indebtedness limit established by this Section 1400 does not apply to or limit:

1. The obligation of the Agency to pay interest on indebtedness issued or incurred under this Plan;
2. Any indebtedness issued to refund indebtedness issued or incurred under this Plan, to the extent that the refunding indebtedness does not exceed the principal amount of the refunded indebtedness, plus the amount of the refunding indebtedness that is used to pay costs of the refunding;
3. Funds to repay indebtedness existing on the date of the 1998 Amendment; and
4. Expenditures made from funds other than tax increment funds, such as loans made from the Downtown Revitalization Loan Program.

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

[Placeholder for overlapping taxing districts information]

Section 1500 – Formal Matters

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

If the Agency acquires occupied real property in the implementation of the Plan, occupants of such property shall be offered relocation assistance, in such circumstances as may be required under the applicable state law. Those displaced will be contacted to determine their individual relocation needs. They will be provided information on available space and will be given assistance in moving. All relocation activities will be undertaken and payments made in accordance with the requirements of ORS 35.500-35.530 and any other applicable laws or regulations. Relocation payments will be made as provided in ORS 35.510. The Agency will prepare, adopt, and maintain a Relocation Policy prior to acquiring any property that will cause displacement.

Plan Exhibit A: Plan Area Map



Plan Exhibit B: Plan Area Description

Beginning at the southwest corner of the intersection of 11th Avenue and Charnelton Street in the City of Eugene, Lane County, Oregon, commencing northerly along the west right-of-way line of Charnelton Street to the point of intersection of the south right-of-way line of the alley between 10th Avenue and Broadway;

- (1) thence, westerly along the south right-of-way line of said alley to the west line of Lincoln Street;
- (2) thence, northerly along the west right-of-way line of Lincoln Street to the point of intersection of the north right-of-way line of the alley between Broadway and 8th Avenue if extended;
- (3) thence, easterly along the north right-of-way line of said alley to the west right-of-way line Charnelton Street;
- (4) thence, northerly along the west right-of-way line of Charnelton Street to the northwest corner of the intersection of 7th Avenue and Charnelton Street;
- (5) thence, easterly along the north right-of-way line of 7th Avenue to the northwest corner of the intersection of 7th Avenue and Olive Street;
- (6) thence, northerly along the west right-of-way line of Olive Street to the northwest corner of the intersection of 6th Avenue and Olive Street;
- (7) thence, easterly along the north right-of-way line of 6th Avenue to the northeast corner of the intersection of 6th Avenue and Oak Street;
- (8) thence, southerly along the east right-of-way line of Oak Street to the northeast corner of Oak Street and South Park Avenue;
- (9) thence, easterly along the north right-of-way line of South Park Avenue extended to the east right-of-way line of Pearl Street;
- (10) thence, southerly along the east line of Pearl Street to the southeast corner of the intersection of Pearl Street and West 11th Avenue; and
- (11) thence westerly along the south right-of-way line of West 11th Avenue to the point of beginning.

Portion of the Former City Hall Block description

A tract of land located in the Northeast one-quarter of Section 31 in Township 17 South, Range 3 West of the Willamette Meridian being more particularly described as follows; Beginning at the Southwest corner of Block 18 as platted and recorded in Skinner's Donation to Eugene per Judgement Docket "A" page 2, Lane County Oregon Plat Records in Lane County, Oregon; thence Southerly along the westerly line of Block 23 of said Skinner's Donation to Eugene to the Northwest corner of Block A of Mulligan Addition to Eugene as platted and recorded in Volume A, Page 122, Lane County Oregon Plat Records in Lane County, Oregon; thence Westerly along the Northerly line of Block 1 of said Mulligan Addition to Eugene to the Northwest corner of said Block 1 of said Mulligan Addition to Eugene; thence northerly to the Southwest corner of said Block 24; thence West to the Southeast corner of Block 7 Skinner Donation to Eugene as platted and recorded in Volume A, Page 122, Lane County Oregon Plat Records in Lane County, Oregon; thence northerly

along the East line of said Block 7, 71.47 feet; thence running 71.47 feet distant and parallel to the south line of said Block 24 to the centerline of the now vacated alley within said Block 24; thence Northerly along said alley centerline to the South line of Block 17 in said Skinner's Donation to Eugene; thence along the South line of said Block 17 to the Southwest corner of Said Block 18 and there ending, all in Eugene, Lane County, Oregon.

East Park Block Area description

A tract of land located in the Northeast one-quarter of Section 31 in Township 17 South, Range 3 West of the Willamette Meridian being more particularly described as follows; Beginning at the Southwest corner of Block 24 as platted and recorded in Skinner's Donation to Eugene per Judgement Docket "A" page 2, Lane County Oregon Plat Records in Lane County; thence Southerly along the west line of Block 1 of Mulligan Addition to Eugene as platted and recorded in Volume A, Page 122, Lane County Oregon Plat Records in Lane County, Oregon to the Southwest corner of Lot 3, Block 1 of said Mulligan Addition; thence Westerly along the projected south line of Lot 6, Block 12 of said Mulligan Addition and along the north right-of-way line of South Park Street to the intersection with the east right-of-way line of Oak Street; thence northerly along said east right-of-way line of said Oak Street to the northerly right-of-way line of East 8th Avenue; thence Easterly along said northerly right-of-way line of said East 8th Avenue to the point of beginning being the Southwest corner of said Block 24 of Skinner's Donation to Eugene and there ending, all in Eugene, Lane County, Oregon.

DRAFT

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

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

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

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

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

A. Metro Plan - Eugene Springfield Metropolitan Area General Plan updated through June 30, 2019

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

FINDING: The 2023 Amendment to the Urban Renewal Plan for the Downtown Urban Renewal District (2023 Amendment) provides tax increment resources to help create additional housing opportunities and affordable housing opportunities for Eugene residents. The resources may be used for acquisition, assisting with developer costs, and providing incentives to make a project economically feasible. The Plan conforms to the Housing Element Goals of the Metro Plan.

Economic Element

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

Policies:

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

FINDING: The 2023 Amendment provides tax increment resources to help create additional housing opportunities and affordable housing opportunities for Eugene residents. Workers in the downtown area need affordable housing options and having increased residents in the downtown will supply increased economic activity to the area. The downtown is a neighborhood, and providing a mix of residential and commercial activities will support the vitality of this mixed use area. The Plan conforms to the Goal and Policies B.14, B.28, and B.29 of the Metro Plan.

Transportation Element

Goals:

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

Policies:

- *F.3 Provide for transit-supportive land use patterns and development, including higher intensity, transit-oriented development along major transit corridors and near transit stations; medium- and high-density residential development within ¼ mile of transit stations, major transit corridors, employment centers, and downtown areas; and development and redevelopment in designated areas that are or could be well served by existing or planned transit.*

- *F.4 Require improvements that encourage transit, bicycles, and pedestrians in new commercial, public, mixed use, and multi-unit residential development.*
- *F.11 Develop or promote intermodal linkages for connectivity and ease of transfer among all transportation modes.*
- *F.13 Support transportation strategies that enhance neighborhood livability.*
- *F.14 Address the mobility and safety needs of motorists, transit users, bicyclists, pedestrians, and the needs of emergency vehicles when planning and constructing roadway system improvements.*
- *F.22 Construct and improve the region's bikeway system and provide bicycle system support facilities for both new development and redevelopment/expansion.*
- *F.23 Require bikeways along new and reconstructed arterial and major collector streets.*
- *F.24 Require bikeways to connect new development with nearby neighborhood activity centers and major destinations.*
- *F.26 Provide for a pedestrian environment that is well integrated with adjacent land uses and is designed to enhance the safety, comfort, and convenience of walking.*
- *F.27 Provide for a continuous pedestrian network with reasonably direct travel routes between destination points.*
- *F.37 Consider and include among short-term project priorities, those facilities and improvements that support mixed-use, pedestrian-friendly nodal development, and increased use of alternative modes.*

FINDING: The 2023 Amendment provides tax increment resources to provide for improved multi-modal transportation systems including street, curb, alley and sidewalk improvements, streetscape improvements and pedestrian, bike and transit improvements. The Plan conforms to the Goals and listed policies of the Transportation Element of the Metro Plan.

Public Facilities and Services Element

Goals:

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

FINDING: The 2023 Amendment provides tax increment resources to help create additional housing opportunities and affordable housing opportunities for Eugene residents. This area in Eugene already has existing services and increasing the density of the area makes efficient use of existing resources. The Plan conforms to the Public Facilities and Services Element Goals of the Metro Plan.

Parks and Recreation Facilities Element

Goal:

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

Objectives:

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

FINDING: The 2023 Amendment provides tax increment resources to improve the public spaces within the area acknowledging that increasing the residents in the area will increase demand for park facilities. The Plan conforms to the Goal and Objectives 4 and 5 of the Parks and Recreation Facilities Element of the Metro Plan.

B. Envision Eugene Comprehensive Plan

June 2017

Chapter 3 Economic Development

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

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

FINDING: The 2023 Amendment provides tax increment resources to help create additional housing opportunities and affordable housing opportunities for Eugene residents. Workers in the downtown area need affordable housing options and having increased residents in the downtown will supply increased economic activity to the area. The downtown is a neighborhood, and providing a mix of residential and commercial activities will support the vitality of this mixed use area. The Plan conforms to the Economic Development Element of the Envision Eugene Comprehensive Plan.

Chapter 9 Transportation

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

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

C. Eugene 2035 Transportation System Plan

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

- *Improved connections from Downtown to other corridors*
- *Neighborhood greenway*
 - *PB111 – Broadway, Charnelton to High*
 - *PB486 – Willamette, 7th to 13th*
- *Protected bike lane*
 - *PB571 – Lincoln, 5th to 13th*
 - *PB583 – 8th, Lincoln to Broadway*
- *Bike lane, on-street*
 - *PB226 – 13th, Washington to Lincoln*
 - *PB574 – 6th to 4th Ave*
- *Future study projects*
 - *S3 – Improvements to North-South Travel/Circulation South of Downtown – Evaluate north/south circulation options on the Oak/Pearl Streets and Hilyard/Patterson Streets couplets*
- *Intro:*
 - *Identified potential action items include aligning the City's land use and parking regulating to encourage walking, biking, and use of public transit and periodically reviewing parking needs in the downtown, Federal Courthouse, and riverfront districts and balance supply with other objectives, such as economic vitality; support for transit, walking, and biking; reduced consumption of fossil fuels; and human-scaled urban form.*
- *P. 17 – promote transportation demand management programs along Key Corridors, including downtown*
- *P. 39 Support higher-speed and higher frequency passenger rail service and use of the historic Eugene Depot in downtown Eugene as a passenger rail station.*

FINDING: The 2023 Amendment provides tax increment resources to provide for improved multi-modal transportation systems including street, curb, alley and sidewalk improvements, streetscape improvements and pedestrian, bike and transit improvements. The Plan conforms to the Eugene 2035 Transportation Systems Plan.

D. Housing Implementation Pipeline

July 1, 2022 – June 30, 2027

The Housing Implementation Pipeline (HIP) is an internal, cross-departmental, five-year work plan for the City. This work plan coordinates current and future City resources, goals, and priorities with a systems-thinking approach to housing across the full continuum from people experiencing homelessness to overall housing supply. A target goal in the HIP is to increase the amount of housing downtown by 50% from 2021; an increase of over 1,000 units.

The HIP work plan period begins July 1, 2022 and concludes June 30, 2027. The HIP will be reviewed and updated on a two year schedule to occur in year 3 (2025) and year 5 (2027)

Downtown Housing Strategies

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

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

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

The City could look to continue this type of support by exploring tax exemption opportunities (see page 28) as well as the possibility of extending the life of the Downtown and Riverfront Urban Renewal Districts for the purposes of supporting more housing downtown. Support for downtown housing will allow the City to meet its goal of adding at least 1,000 new units downtown.

Middle Housing Incentives

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

Anti-Displacement Action Plan

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

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

As shown in Appendix A, the plan could be created beginning in early 2023, if additional resources are made available for this work. An Anti-Displacement Action Plan will be co-created with community members, building off the work of the Equity Panel and with a particular focus on engaging with communities that are most impacted by displacement. It could include direction on tenant/renter protection regulations, Affordable Housing preservation and development, rental assistance, homeownership assistance, community land trust support, inclusionary zoning requirements, and a housing-specific equity lens toolkit.

FINDING: The 2023 Amendment provides tax increment resources to help create additional housing opportunities in the downtown for Eugene residents. The Housing Implementation Pipeline includes the use of urban renewal as a potential resource for creating additional housing. The Housing Implementation Pipeline also includes exploration of incentives of middle housing production, which can occur with urban renewal. The Plan supports the Housing Implementation Pipeline.

E. Climate Action Plan 2.0

July 2020

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

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

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

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

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

Recommendation E1

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

FINDING: The 2023 Amendment provides tax increment resources to help create additional housing opportunities and affordable housing opportunities for Eugene residents. Providing for increased housing density in the downtown helps compact urban development and plans for growth for increasing the proportion of the residents who live in 20 Minute Neighborhoods, and encourages housing diversity by providing increased housing opportunities. The Plan conforms to the Climate Action Plan 2.0.

F. Eugene Downtown Plan

April 12, 2004

Building a Downtown

Policies

1. *Actively pursue public/private development opportunities to achieve the vision for an active, vital, growing downtown.*
2. *Use downtown development tools and incentives to encourage development that provides character and density downtown.*

Implementation Strategies

- C. *Expand the use of revenues in the Downtown Urban Renewal District in order to provide financial tools and incentives for desired development within the district.*
- G. *Identify and facilitate infrastructure improvements as a public incentive for private development.*

Living Downtown

Policies

- 1. Stimulate multi-unit housing in the downtown core and on the edges of downtown for a variety of income levels and ownership opportunities.*
- 2. Reinforce residential use in neighborhoods abutting the downtown commercial core to help contain commercial activity in downtown and maintain the historic character and livability of adjacent neighborhoods.*

Implementation Strategies

- C. Develop additional financial tools to assist with the development of housing, including the use of bonds, tax increment financing, land assembly and parking.*
- E. Reinforce opportunities for home ownership downtown.*
- F. Seek opportunities to equalize the costs of building housing in and near downtown compared with locations elsewhere in the city.*

FINDING: The 2023 Amendment provides tax increment resources to help create additional housing opportunities and affordable housing opportunities for Eugene residents. Major policies in the Downtown Plan call for an active, vital downtown, encouraging development downtown, stimulating downtown multi-unit housing, developing additional financial tools and seeking the opportunity to equalize the costs of building housing in and near downtown. All of these policies are supported by the 2023 Amendment. The Plan conforms to the Eugene Downtown Plan.



ITEM FOR ACTION

Date of Meeting

May 17, 2023

Title

Approve proposed board policy IIAA – Request for Reconsideration About Curriculum / Instructional / Library Materials

Presenter

Rob Hess, Chief of Staff

Background:

The Board has interest in making Administrative Rule IIA–AR(2) into a board policy. The proposed policy IIAA – Request for Reconsideration about Curriculum / Instructional / Library Materials takes the language from IIA–AR(2) and makes it into a policy.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the Board approve the proposed policy IIAA and will develop an associated AR that contains the required forms referenced in the policy.

OSBA Model Sample Policy

Code: IIA
Adopted:

Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

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

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents[, students] and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library [media] resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library [media] resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)

[ORS 337.120](#)
[ORS 337.141](#)

[ORS 337.150](#)
[ORS 337.260](#)

[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 581-022-2340](#)

[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

Eugene School District 4J

Code: IIAA (proposed version #1)

Adopted:

Orig. Code:

Request for Reconsideration about Curriculum / Instructional / Library Materials

Request for Reconsideration of Instructional Materials - Informal

While care is always exercised in selecting instructional materials, there will be occasions when a member of the community, staff, or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In such an event, the concerned individual shall first contact the teacher or librarian in an attempt to informally resolve the issue.

Step 1. The concerned individual will contact the teacher or librarian directly to assert their concerns and schedule a meeting.

- Within five working days of the receipt of the concerns, the teacher or librarian shall arrange to meet with the individual and:
 - listen to the concerns;
 - explain the learning resource's selection procedures;
 - explain the particular place the questioned resource occupies in the educational program;
 - explain the resource's intended educational usefulness;
 - and, work with the individual to resolve their concerns;
 - including but not limited to, offering the student, if a student is involved, another agreed upon comparable and acceptable learning resource

Step 2. If the concerned individual is not able to resolve the concerns informally with the teacher or librarian, they shall share their concerns with the building principal. The principal shall try to resolve the matter informally using the Instructional Materials Conversation Guide for Principals. The principal shall acknowledge receipt of all written or verbal requests for reconsideration of the use of instructional materials throughout the process.

The informal process may not be used to remove resources from the District instructional curriculum or from campus libraries. Resources may only be removed if that is determined after completing both the informal and formal challenge process outlined.

Reconsideration of Instructional Materials - Formal

If the concern is not resolved after meeting with the principal and/or they want the material removed from the District instructional curriculum, this formal process shall be followed:

Step 1. The concerned individual will complete the Request for Reconsideration form and submit it to the school principal.

Step 2. The principal shall notify all staff members who are directly involved in the request.

Step 3. The principal shall forward the Request for Reconsideration form, Instructional Materials Conversation Guide for Principals form, and other relevant documentation to an Assistant Superintendent of Instruction. A copy of all requests should also be forwarded to the district librarian, so that the district librarian can share it with the national librarians' association, which tracks book challenges across the country.

Step 4. Upon receipt of a written Request for Reconsideration form, an Assistant Superintendent of Instruction will determine the appropriate course of action:

- If the subject matter in question is Board Approved Curriculum that has been vetted via the Adoption of Instructional Materials in a Core or Non-Core subject area as outlined in School Board Policy IIA-AR within the past 5 years, the Assistant Superintendent of Instruction will determine if any further evaluation needs to be done.
- If the instructional material in question has been evaluated by a review committee within the past 5 years then the finding from the previous evaluation will be presented to the individual requesting reconsideration with no further action.
- Transmit the Request for Reconsideration and any supporting documentation to Legal Counsel for review and guidance as needed.
- If it is determined that the Request for Reconsideration warrants additional attention, then the Assistant Superintendent of Instruction shall convene a review committee within 20 student contact days of receipt of Request for Reconsideration.

*Under no circumstances should the materials and/or library books in question be removed from circulation or classrooms until the challenge process has been completed.

Step 5. The Assistant Superintendent of Instruction and/or designee will contact the individual requesting reconsideration to confirm receipt of the form and either provide a written explanation as to why the Reconsideration will not move forward or explain the review committee process.

Step 6. If the Assistant Superintendent of Instruction decides to move forward with a review committee they, or a designee, will personally contact the teacher or teacher librarian and request they complete the appropriate Teacher or Library Response Form to inform the review committee.

Step 7. The review committee shall be appointed by the Assistant Superintendent of Instruction who will then chair and/or designate a district administrator to chair the committee. The review committee may be composed of the following stakeholders:

- School or district librarian (*required*)
- PTO or Site Council parent representative from referring school (if possible based on timeline)
- Building administrator from same level
- Classroom teacher(s) from same grade/content area (*required*)
- Elementary and/or Secondary TOSA (Teacher on Special Assignment) in the content area if applicable
- Level Director
- Curriculum Director or Designee
- Director of Equity, Inclusion & Instruction

*The Assistant Superintendent and/or Superintendent may decide to pull challenged material during the process if upon evaluation of the instructional materials they determine it is so egregious in nature that it is damaging to students. (i.e the incitement to hatred, intolerance, discrimination and violence)

- Rights holder may be added at the Director of Equity Inclusion and Instruction (EII) request

Committee Review Procedure

- The committee will meet, learn about the process, and will receive a copy of the challenged material;
- Committee members will read/watch/listen and/or view the challenged material in its entirety;
- The committee will receive the Request for Reconsideration Form responses, the Teacher or Library Response Forms and Instructional Materials Conversation Guide for Principals form;
- The committee will meet again and discuss the claims. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material;
- The committee will formulate their recommendations and prepare a written report using the Instructional Materials Reconsideration Review Committee Report. This report will present both majority and minority opinions and include a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material.

Step 8. Following a review of the challenged material, the review committee shall submit its report and recommendation to the Assistant Superintendent of Instruction and/or Superintendent for a decision.

Action Taken

Disposition of the request shall be made known to all parties in the action including committee members, the person(s) submitting the request, the principal, the teacher(s) involved, and all site-based teachers in that grade level (for elementary) or subject area (for secondary).

END OF POLICY

Legal Reference(s):

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

Cross Reference(s):

- I/A – Instructional Resources/Instructional Materials
- I/A-AR – Instructional Materials Selection
- I/A-AR(2) – Request for Reconsideration Process and Form

Eugene School District 4J

Code: IIAA (proposed version # 2)

Adopted: XX/XX/XX

Revised/Reviewed:

Orig. Code:

Public Request for Reconsideration about Curriculum/Instructional/Library Materials

While care is always exercised in selecting instructional materials, there will be occasions when a member of the community, staff, or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In such an event, the concerned individual shall first contact the teacher or librarian in an attempt to informally resolve the issue.

The Board recognizes the students' rights to free access to many different types of books. The Board also recognizes the right of teachers and administrators to select books and other materials in accord with the current trends in education and to make them available in schools.

Therefore, books and other reading matter will be chosen for its value to all students in the community. A book or instructional material will not be excluded because of the writer's race, nationality, gender, political or religious values or because of the book's style and language. Every effort will be made to provide materials that present all points of view concerning the international, national and local problems and issues. Books and instructional materials will not be prescribed or removed from library shelves or classrooms because of partisan, doctrinal approval or disapproval.

Censorship of books will be challenged to maintain the school's responsibility to provide information. Accordingly, the Board will deal with censorship of books or other materials as follows:

1. The final decision of controversial reading matter rests with the Board after careful examination and discussion of the material with school officials or others the Board may wish to involve;
2. No parent or group of parents has the right to determine the reading matter for students other than their own children;
3. The Board recognizes the right of an individual parent to request that their child not be required to read a given book or instructional materials, provided a written request is made to the appropriate building principal;
4. Any parent, group of parents, or community members who wishes to request reconsideration of any book's use in the school must make such a request in writing to the district.
5. Under no circumstances should the materials and/or library books in question be removed from circulation or classrooms until the challenge process has been completed.

The board directs the superintendent or designee to establish a robust administrative regulation that provides step by step process for requests for reconsideration of instructional materials.

The superintendent will ensure that the reconsideration process includes the direction that a copy of all requests should also be forwarded to the district librarian, so that the district librarian can share it with the national librarians' association, which tracks book challenges across the country.

The administrative regulation will include direction that disposition of the public request for reconsideration about curriculum / instructional / library materials be made known to all parties in the action including committee members, the person(s) submitting the request, the principal, the teacher(s) involved, and all site-based teachers in that grade level (for elementary) or subject area (for secondary).

END OF POLICY

Legal Reference(s):

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

Cross Reference(s):

IIA – Instructional Resources/Instructional Materials
IIA-AR – Instructional Materials Selection
IIA-AR(2) – Request for Reconsideration Process and Form

***The Assistant Superintendent and/or Superintendent may decide to pull challenged material during the process if upon evaluation of the instructional materials they determine it is so egregious in nature that it is damaging to students. (i.e. the incitement to hatred, intolerance, discrimination and violence)**



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

May 17, 2023

Title

Board Self-Evaluation

Presenter

Maya Rabasa, Board Chair

Options and Alternatives

Board Chair Maya Rabasa will work with the district's communication director to create an evaluation tool that is relevant and useful to the board of directors at Eugene SD 4J.



ITEM FOR ACTION AT A FUTURE MEETING

Date of Meeting

May 17, 2023

Title

Consider Board of Directors meeting calendar for the 2023-2024 school year

Presenters

Maya Rabasa, Board Chair
Andy Dey, Superintendent

Background

Each year the school board establishes and approves a meeting calendar for the next school year.

**2023–24 Calendar of Regular Meetings for the
Eugene School District 4J Board of Directors
July 1, 2023–June 30, 2024**

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

Meeting Dates

Materials Delivered to Board

Wednesday, August 02, 2023	*Regular Board Meeting	July 28, 2023
Wednesday, August 16	Work or Executive Session	
Wednesday, September 06	*Regular Board Meeting	September 01
Wednesday, September 20	Work or Executive Session	
Wednesday, October 11	*Regular Board Meeting	October 06
<i>(changed to second Wednesday due to Yom Kippur)</i>		
Wednesday, October 18	Work or Executive Session	
Wednesday, November 01	*Regular Board Meeting	October 27
Wednesday, November 15	Work or Executive Session	
Wednesday, December 06	*Regular Board Meeting	December 01
Wednesday, December 13	Work or Executive Session	
<i>(changed to second Wednesday due to Winter Break)</i>		
Wednesday, January 17, 2024	*Regular Board Meeting	January 12, 2024
Wednesday, February 07	*Regular Board Meeting	February 02
Wednesday, February 21	Work or Executive Session	
Wednesday, March 06	Regular Board Meeting	March 01
Wednesday, March 20	Work or Executive Session	
Wednesday, April 17	*Regular Board Meeting	April 12
Wednesday, May 01	*Regular Board Meeting	April 26
Wednesday, May 15	Work or Executive Session	
Wednesday, June 05	*Regular Board Meeting	May 31
Wednesday, June 19	Work or Executive Session	

*If needed, add work session and / or executive session to regular board meetings.

Regular board meetings are normally held the first and third Wednesdays of each month at 7 p.m. at the Eugene School District Education Center, 200 North Monroe Street. Meeting materials are delivered to board members on the Friday preceding each meeting.

NOTE: Additional meetings may be scheduled and meetings on this list may be re-scheduled. Board members and staff are asked to hold all Wednesdays in case an additional meeting (e.g., special meeting, work session or executive session) is scheduled.



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 17, 2023

Title

Approve revisions to board policy IK – Academic Achievement

Presenter

Rob Hess, Chief of Staff

Background:

Policy IK was adopted in November 2018 The Oregon School Boards Association (OSBA) provided revisions to policy IK in the August 2022 policy update.

Revisions to Policy IGBBA are Required

The required changes recommended by OSBA, are minimal and align with OAR 581-022-2270.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve revisions to board policy IK – Academic Achievement

Eugene School District 4J

Code: **IK**
Adopted: 11/07/18

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Staff shall inform parents and students bi-weekly of the student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will also provide a realistic appraisal of the student's standing in relation to the standards of that content area;

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

CURRENT POLICY

Eugene School District 4J

Code: **IK**
Adopted: 11/07/18; ~~XX/XX/XX~~

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent/guardian, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Staff shall inform parents/guardians and students bi-monthly ~~weekly~~ of ~~their~~ the student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, ~~and demonstration of the Essential Skills.~~ and demonstration
2. Parents/guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will ~~show whether the student is achieving course requirements at the student's current grade level also provide a realistic appraisal of the student's standing in relation to the standards of that content area;~~ show whether the student is achieving course requirements at the student's current grade level ~~also provide a realistic appraisal of the student's standing in relation to the standards of that content area;~~

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

WITH REVISIONS

Eugene School District 4J

Code: **IK**
Adopted: 11/07/18; **XX/XX/XX**

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Staff shall inform parents and students bi-weekly of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned and demonstration of extended application.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

CLEAN COPY

Eugene School District 4J

Code: **IK**
Adopted: 11/07/18; **XX/XX/XX**

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Staff shall inform parents and students bi-monthly of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned and demonstration of extended application.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

CLEAN COPY

Eugene School District 4J

Code: ~~IGBBC~~
Adopted: ~~11/07/18~~
Revised/Readopted: ~~3/03/21~~

~~Talented and Gifted—Programs and Services**~~

~~A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options.~~

~~The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation KL-AR Uniform Complaint Procedure.~~

~~The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, KL-AR Uniform Complaint Procedure is available at the district's administrative office and on the home page of the district's website.~~

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBA - Identification – Talented and Gifted Students
KL-AR – Uniform Complaint Procedure

DELETED



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 17, 2023

Title

Approve deleting board policy IGBBC – Talented and Gifted – Program and Services

Presenter

Rob Hess, Chief of Staff

Background:

There have been some additional rule changes passed for talented and gifted programs. As a result, OSBA policy staff worked to reduce number of policies to two. Essentially, policies IGBB and IGBBC have been merged.

The board will be asked to delete policy IGBBC – Talented and Gifted – Program and Services.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board delete board policy IGBB – Talented and Gifted - Program and Services

IGBBA-AR – Appeal Procedure for Talented and Gifted Student
Identification and Placement, Optional
IGBBC - Talented and Gifted – Programs and Services, Recommend delete
in lieu of other revisions
IGBBC-AR - Complaints Regarding the Talented and Gifted Program,
Recommend delete or recode to IGBB-AR and revise as recommended or
per district practice

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve revisions to board policy IGBB – Talented and Gifted Program



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 17, 2023

Title

Approve revisions to board policy IGBBA – Identification – Talented and Gifted Students

Presenter

Rob Hess, Chief of Staff

Background:

There have been some additional rule changes passed for talented and gifted programs. As a result, OSBA policy staff worked to reduce number of policies to two.

Revisions to Policy IGBBA are Required

Policy IGBBA Identification – Talented and Gifted Students was adopted in November 2018 and revised in December 2019. The Oregon School Boards Association (OSBA) provided revisions to policy IGBBA in the August 2022 policy update.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve revisions to board policy IK – Academic Achievement

Eugene School District 4J

Code: **IGBBA**
Adopted: 11/07/18
Revised/Readopted: 12/18/19

Identification – Talented and Gifted Students**

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board Policy KL and the accompanying administrative regulation, KL-AR. After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the State Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBC - Talented and Gifted – Programs and Services

CURRENT POLICY

Eugene School District 4J

Code: IGBBA
Adopted: 11/07/18; XX/XX/XX
Revised/Readopted: 12/18/19

Identification – Talented and Gifted Students**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted (“TAG”) students in grades K through 12, the district directs the superintendent ~~or designee after due consideration of the input of staff, parents and the community~~ to establish ~~an a-written~~ identification process.

This process of identification shall include ~~at as~~ a minimum:

1. Use of ~~research-based best~~ evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional capability, performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395. ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged~~
2. ~~Behavioral, learning and/or performance information.~~
3. ~~A nationally standardized mental ability test for assistance in the identification of intellectually gifted students~~
4. ~~A nationally standardized academic achievement test of reading or mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students~~
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
5. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

6. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.~~

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents/guardians to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents/guardians may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board Policy KL – Public Complaint and the accompanying administrative regulation, KL-AR.

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent/guardian may appeal the decision to the Deputy State Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

~~Cross Reference(s):~~

~~IGBBC – Talented and Gifted – Programs and Services~~

Eugene School District 4J

Code: IGBBA
Adopted: 11/07/18; XX/XX/XX
Revised/Readopted: 12/18/19

Identification – Talented and Gifted Students**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the district directs the superintendent or designee after due consideration of the input of staff, parents/guardians and the community to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional capability, performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents/guardians of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents/guardians may request the withdrawal of their student from TAG at any time.

If a parent/guardian is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy KL – Public Complaint and the accompanying administrative regulation, KL-AR.

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

May 17, 2023

Title

Approve revisions to board policy IGBBA – Identification – Talented and Gifted Students

Presenter

Rob Hess, Chief of Staff

Background:

There have been some additional rule changes passed for talented and gifted programs. As a result, OSBA policy staff worked to reduce number of policies to two.

Revisions to Policy IGBBA are Required

Policy IGBBA Identification – Talented and Gifted Students was adopted in November 2018 and revised in December 2019. The Oregon School Boards Association (OSBA) provided revisions to policy IGBBA in the August 2022 policy update.

Options and Alternatives:

To be discussed.

Recommendation

The superintendent recommends the board approve revisions to board policy IK – Academic Achievement

Eugene School District 4J

Code: **IGBBA**
Adopted: 11/07/18
Revised/Readopted: 12/18/19

Identification – Talented and Gifted Students**

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board Policy KL and the accompanying administrative regulation, KL-AR. After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the State Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBC - Talented and Gifted – Programs and Services

CURRENT POLICY

Eugene School District 4J

Code: IGBBA
Adopted: 11/07/18; XX/XX/XX
Revised/Readopted: 12/18/19

Identification – Talented and Gifted Students**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted (“TAG”) students in grades K through 12, the district directs the superintendent ~~or designee after due consideration of the input of staff, parents and the community~~ to establish ~~an a-written~~ identification process.

This process of identification shall include ~~at as~~ a minimum:

1. Use of ~~research-based best~~ evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional capability, performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395. ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged~~
2. ~~Behavioral, learning and/or performance information.~~
3. ~~A nationally standardized mental ability test for assistance in the identification of intellectually gifted students~~
4. ~~A nationally standardized academic achievement test of reading or mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students~~
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
5. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

6. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.~~

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents/guardians to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents/guardians may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board Policy KL – Public Complaint and the accompanying administrative regulation, KL-AR.

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent/guardian may appeal the decision to the Deputy State Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

~~Cross Reference(s):~~

~~IGBBC – Talented and Gifted – Programs and Services~~

Eugene School District 4J

Code: IGBBA
Adopted: 11/07/18; XX/XX/XX
Revised/Readopted: 12/18/19

Identification – Talented and Gifted Students**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the district directs the superintendent or designee after due consideration of the input of staff, parents/guardians and the community to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional capability, performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents/guardians of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents/guardians may request the withdrawal of their student from TAG at any time.

If a parent/guardian is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy KL – Public Complaint and the accompanying administrative regulation, KL-AR.

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
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[OAR 581-022-2500](#)