

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

**NOTICE:** The brief regular board meeting at 5:00 p.m. to administer the oath of office to a new board member, the work session at 5:45 p.m. and the regular board meeting at 7:00 will be open to the public to attend in person, available via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board>, and via Zoom Webinar at <https://4J-lane-edu.zoom.us/j/91225128314> Executive Sessions are not open to the public.

**School Board Meeting Request Forms:**

There will be no public comment at the 5:00 brief board meeting and the 5:45 work session. Sign up to provide public comment at the 7:00 regular board meeting at : [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)

The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting. Requestors will be notified between Tuesday and noon on Wednesday, the date of the board meeting.

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

**5:00 PM  
5:00 (Brief) Regular Board Meeting, 5:10 Executive Session, 5:45 Work Session, 7:00 Regular Meeting**

- I. **5:00 p.m. Regular Board Meeting**
  - 1. Call to Order, Roll Call, Flag Salute, Land Acknowledgement
  - 2. **Items for Action**
    - a. Item: Administer Oath of Office for Ericka Cralle Thessen 4  
Presenter: Superintendent Andy Dey  
5 Minutes
  - 3. Adjourn Regular Board Meeting
  
- II. **CANCELED EXECUTIVE SESSION 5:10 p.m. Executive Session**
  - 1. Agenda Item Type: Action Item  
The board will convene in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f)  
Executive Sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
  
- III. **5:45 p.m. Work Session**
  - 1. Call to Order, Roll-Call
  - 2. Agenda Item Type: Item for Information 5  
Receive Training in Public Records Retention  
Presenter: Kristopher Stenson, CRM: State Records Manager at Oregon State Archives Oregon  
1 Hour

3.	Adjourn Work Session	
IV.	<b>7:00 p.m. Regular Board Meeting:</b>	
V.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
VI.	Agenda Approval	
VII.	Introduction of Guests and Superintendent's Report	
VIII.	Items Raised by the Audience	
IX.	Comments by Employee Groups	
X.	Comments and Committee Reports by Individual Board Members	
XI.	<b>Consent Group - Items for Action</b>	
1.	Approve Board Policy Revision to IKF — Graduation Requirements Policy (2nd Read) Presenter: Jenna McCulley, Chief of Staff	38
2.	Approve Revisions to Policy IFE — Curriculum Guides and Course Outlines (2nd Read) Presenter: Jenna McCulley, Chief of Staff	53
3.	Approve Revisions to Board Policy BBBA — Membership of the Board (2nd Read) Presenter: Jenna McCulley, Chief of Staff	57
4.	Approve Revisions to Board Policy IICA — District Represented Group Travel (3rd Read) Presenter: Jenna McCulley, Chief of Staff	60
5.	Approve the Board of Directors' Participation in the 2023 Oregon School Board Association (OSBA) 2023 Preconference and Annual Convention. Presenter: Jenna McCulley, Chief of Staff	65
XII.	<b>Items for Information</b>	
1.	School Presentation — McCornack Elementary Presenter: Dana Brummett, Principal 20 Minutes	66
XIII.	<b>Items for Action</b>	
1.	Appropriation of Funds Presenter: Andy Dey, Superintendent 20 Minutes	83
XIV.	<b>Items for Action at a Future Meeting</b>	
1.	Approve revisions to Board Policy BD/BDA – Board Meetings (1st read) Presenter: Jenna McCulley, Chief of Staff 10 Minutes	92
2.	Approve Revisions to Board Policy BDC — Executive Sessions (1st Read) Presenter: Jenna McCulley, Chief of Staff 10 Minutes	97
3.	Revisions to Board Policy BDDG — Minutes of Board Meetings (1st read) Presenter: Jenna McCulley, Chief of Staff 10 Minutes	101
4.	Approve Revisions to BBF — Board Member Standards of Conduct (1st Read) Presenter: Jenna McCulley, Chief of Staff 15 Minutes	104
5.	Approve Revisions to Board Policy BBAA – Individual Board Members' Authority and Responsibilities (1st Read) Presenter: Jenna McCulley, Chief of Staff	107

- |      |  |     |
|------|--|-----|
|      | 15 Minutes   |     |
| 6.   | Approve Revisions to Board Policy BCF — Advisory Committees to the Board (1st Read)<br>Presenter: Jenna McCulley, Chief of Staff | 110 |
|      | 15 Minutes   |     |
| 7.   | Approve Revisions to Board policy DBEA — Budget Committee (1st Read)<br>Presenter: Jenna McCulley, Chief of Staff                | 115 |
|      | 15 Minutes   |     |
| XV.  | <b>Suggestions by the Board for Consideration of Items at a Future Meeting</b>   |     |
| XVI. | 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.



OATH OF OFFICE

I, **Ericka Cralle Thessen**, do solemnly swear or affirm that I will support the laws and Constitutions of the United States of America and of the State of Oregon, and that I will faithfully discharge the duties of my office as a member of the Board of Directors for Eugene School District 4J, to the best of my ability for the term **October 4, 2023 through June 30, 2025**, in Position No. 2.

Dated this 4th day of October, 2023

Signed: \_\_\_\_\_  
Ericka Cralle Thessen, Director

Attest: \_\_\_\_\_  
Maya Rabasa, Board of Directors Chair



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

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**ITEM FOR INFORMATION**

Board of Directors Work Session

**Date of Meeting**

October 4, 2023

**Title**

Training via Zoom Webinar on Public Records Retention

**Presenter:**

Kristopher Stenson, CRM  
State Records Manager at Oregon State Archives

# Intro to Oregon Public Records

Eugene School District 4J School Board  
Oct 4, 2023

6

Kris Stenson, CRM  
State Records Manager  
Oregon State Archives



# Topics for Today

- Public Records Law
- Records Management
- Organizing Electronic Records
- Electronic Communications
- Open Q&A





# By the end of this training, you will be able to...

- Accurately identify what qualifies as a public record in Oregon
- Locate and interpret your retention schedule
- Understand the different forms that public records can take
- Identify appropriate resources for assistance in the future

# Public Records Law



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# Public Records Law: Jurisdictions

## Oregon State Archives

- Retention and Disposition
- Guidance on records management best practices
- Training from Records Analysts

## Oregon Department of Justice

- Access, including exemptions from disclosure

## Oregon Government Ethics Commission

- Public meetings requirements
- Public meetings training

10

# Public Records Law: Responsibilities

## Records Management

- Facilitate retention and disposition for their organization
- Share State Archives guidance within organization
- Internal training and procedure development
- May assist with locating records for or responding to PRRs

## All Public Employees

- Stay up-to-date with RM training
- Check retention schedule before destroying any records
- Ask for help or clarification when needed
- Be mindful of what you create and follow all IT/Appropriate Use Policies

11

# ORS 192: Public Records

## Any information that:

(A) **Is prepared, owned, used or retained** by a state agency or political subdivision;

(B) Relates to an **activity, transaction or function** of a state agency or political subdivision; and

(C) Is necessary to satisfy the **legal, administrative, fiscal, tribal cultural or historical** policies, requirements or needs of the state agency or political subdivision.\*

*\*HB 2112 adds **Tribal Cultural Value** to this list effective Jan 1, 2024*

# Access and Transparency

*"Every person has a right to inspect any public record of a public body in this state, except as otherwise expressly provided in ORS 192.338, 192.345 and 192.355."*

## **ORS 192.314(1)**

*"The Public Records Law is primarily a disclosure law, not a confidentiality law."*

**Attorney General's Public Records and Meetings Manual**

# Public Records Law



Applies to public work done **anywhere.**

- Office, home, private devices or accounts all are subject to requests.

14

"...without regard to the technology or medium used to create or communicate the record."

- *ORS 192.108*

# Contractor Records

*"Records created by and in the possession of a private contractor are public records if the public body owns the records by contract."*

**Attorney General's Public Records and Meetings Manual**

15

**If a contractor is doing work on behalf of your agency, the records created are also public records**

\* Excludes contractor's business records unrelated to contracted work. Check with your agency's contract administrator for details

# OAR Chapter 166: Archives Division

Rules covering:

- General retention schedules
- Essential (emergency recovery) records
- Your records management responsibilities
- Electronic recordkeeping (Division 17)
- Microfilm

# Records Management



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# What is Records Management?



“The efficient and systematic control of the creation, receipt, distribution, use, maintenance, storage, and disposal of records.”

- *ISO 15489-1:2016*

18

# “What’s the benefit for the organization?”

- Facilitates responsible use of public resources
- Maintains trust of legislators, administrators, the public
- Supports transparency and public accountability

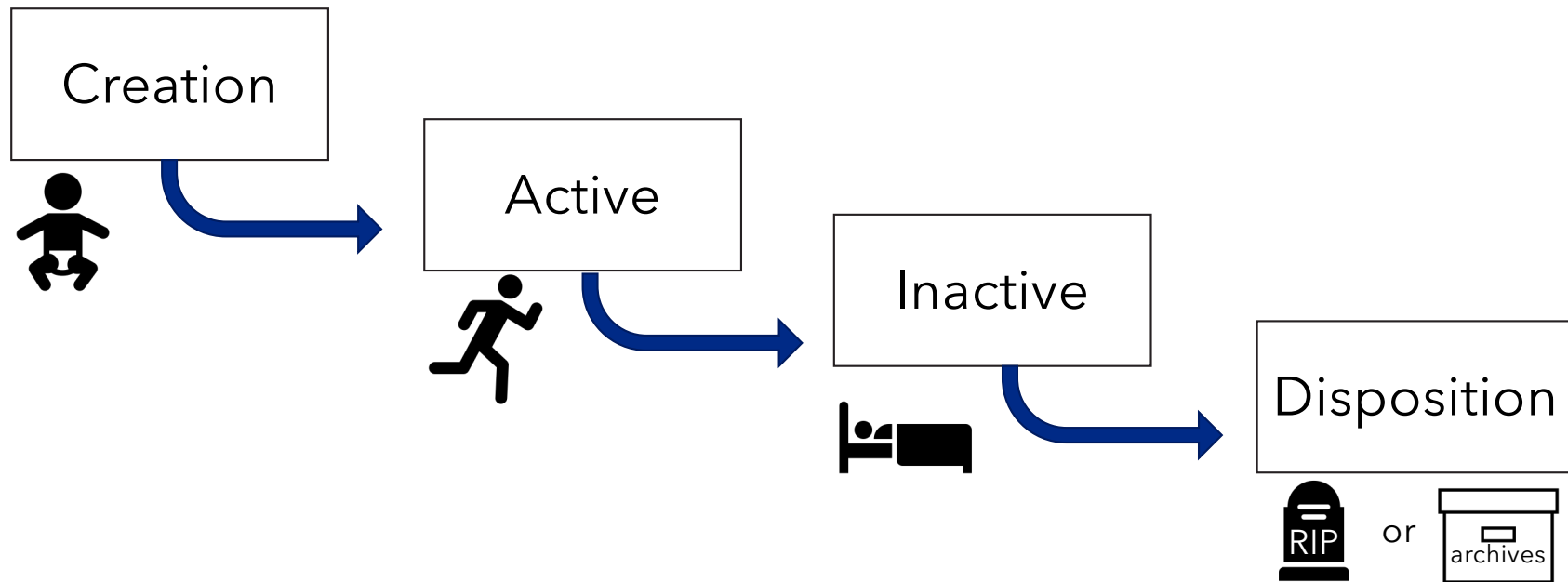


# “What’s the benefit for me?”

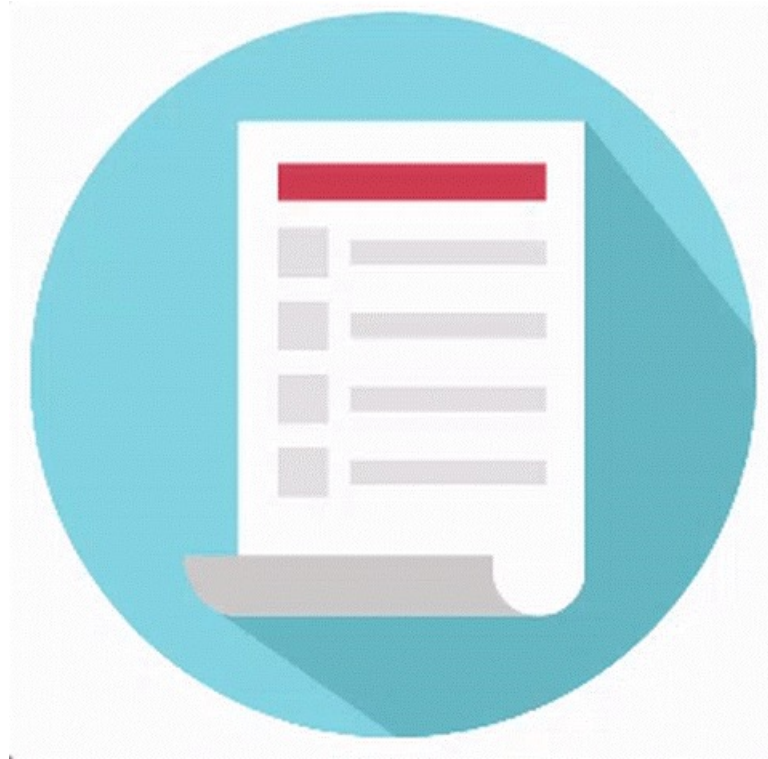
- Improved productivity and collaboration
- Certainty about what must be kept and for how long
- Clarity on the use and organization of electronic records



# Records Lifecycle



# Records Retention Schedules



# What goes into a schedule?

- **Administrative Needs**
- **Legal Requirements**
- **Fiscal Obligations**
- **Tribal Cultural Value**
- **Historical Value**

*Together these  
determine  
how long  
a record must  
be kept*

23



## Records Retention Schedules

- Archival Records
- Oregon Administrative Rules (OARs)
- Oregon Blue Book
- Records Management
- Records Retention Schedules
- Transferring Records
- Oregon Records Management Solution (ORMS)
- Records Management Training
- Records Management Guidance
- Exhibits and Events
- Legislative Research
- Oregon Constitution Challenge

The State Archivist grants authorization to Oregon government agencies, in the form of records retention schedules, for the retention and disposition of public records in their custody. Collaborating with staff of the agency being surveyed, the State Archivist considers the value of the public records for legal, fiscal, administrative, tribal cultural, or research purposes.

### June 2023 Supplementary Schedule

#### Special Authorization to Destroy Records

All agencies are authorized to use records retention series in the above supplementary schedule until they are fully integrated into all appropriate general retention schedules.

#### General Records Retention

General Records Retention Schedules published as Oregon Administrative Rules provide state and local agencies with the lawful authority to destroy or otherwise dispose of commonly occurring public records.

State Agencies

State Boards and Commissions

Cities

Counties and Special Districts

Schools, School Districts and ESDs

Community Colleges



#### Special Records Retention

Special Records Retention Schedules are specific to the records of a particular state agency. Agencies should consult both General Records Retention Schedules and Special Records Retention Schedules.

Special Records Retention Schedules

# General Retention Schedules

**166-400-0010: Educational Service Districts, School Districts, and Individual School Records**

## **Administrative Records**

### **(1) Activity and Room Scheduling Records:**

Series documents scheduling and reservations related to public participation and use of various agency activities, events, classes, and facilities. Includes schedules, logs, lists, requests, and similar records.

**Minimum retention: 1 year.**

25

# Conditional Retention Schedules

**166-400-0010: Educational Service Districts, School Districts, and Individual School Records**

## **Administrative Records**

### **(40) Staff Meeting Records:**

Series documents the activities, decisions, and proceedings of school, district, or ESD staff meetings. Records may include minutes, agendas, notes, reports, and related documentation.

**Minimum retention: Until end of school year.**

26

# Encouraging Compliance

- Training
- Annual records cleanup days
- Team consensus on (re)organization
- Automate and streamline when possible



# Electronic Communications



# Email

- Default form of work communication
- High visibility, frequently requested
- How do you apply a schedule?
  - Individual sorting and filing rarely successful;
  - Government at all levels moving to broader groupings and bulk rules
  - Store long retention records outside of email



# Email: Managing Your Inbox

- Folders for better browsing
  - Can use search to label + archive emails in bulk
- Subject lines for better searching
  - Helps you AND helps admins during PRRs
- Your productivity tool:
  - Organize what you may need to refer to again
  - Delete non-record emails

30

# Video Conferencing

- Not recorded, no record created
- If recorded **AND** subject to Public Meetings Law\*:
  - 1 year after minutes approved
- If recorded and **NOT** subject to Public Meetings Law\*:
  - Until no longer needed
- **Accompanying chat logs:**
  - Same retention as meeting if meeting is recorded

\* See ***AG's Public Records and Meetings Manual*** or ask your legal counsel about what qualifies as a Public Meeting



GoToMeeting



zoom



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# Text Messages and Messaging Apps

- Public Records Law applies
- High visibility, high request
- If discussing public business, then **public record**
- If quorum of members present, then **public meeting**



# Best Practices

Good luck on your presentation today!

- Establish a policy and follow it
- Limit to non-record communication
- "Substantive business-related discussions"
  - forward to a government issued email address

Where are we meeting?

Can you come help me move those boxes from the hall?

I'm going to be 15 minutes late

# Remember

- If you create it, you are responsible for providing access to it
- Assume everything is public by default
- No encryption without the key

34

**Uncontrolled Third-Party Apps**



# Social Media

## Is social media considered a record?

- Retention based on content and function of record, may even be duplicated elsewhere
- Coordinate with your social media specialist or your public affairs team
- Retention guidance available on State Archives website



## Other Resources

- **All things public meetings**
  - OGEC [www.oregon.gov/ogec](http://www.oregon.gov/ogec)  
[mail@ogec.oregon.gov](mailto:mail@ogec.oregon.gov)
- **Do we have to show people that?**
  - DOJ <https://doj.state.or.us>
  - Oregon Public Records Advocate  
503-871-9036  
[publicrecordsadvocate.prc@pra.Oregon.gov](mailto:publicrecordsadvocate.prc@pra.Oregon.gov)

# Questions?

37

**Kris Stenson, CRM**  
**State Records Manager**  
**Oregon State Archives**

[records.management@sos.oregon.gov](mailto:records.management@sos.oregon.gov)

10/4/2023

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**ITEM FOR ACTION – CONSENT AGENDA (Second Read)**

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy IKF–Graduation Requirements

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

There have been additional changes to graduation requirements in Oregon as a result of Senate Bill 1522 (2022). The bill provided a new definition for “an educational program in this state” and modified what credits the district shall accept from other educational programs in this state to satisfy credit requirements for a student to graduate.

An additional change modified the definition of “world language” in graduation requirements to include sign language, heritage language and languages other than a student’s primary language.

**Options and Alternatives:**

To be discussed.

**Recommendation:**

The superintendent recommends the board approve revisions to board policy IKF – Graduation Requirements

# Eugene School District 4J

Code: **IKF**  
Adopted: 8/26/15  
Revised/Readopted: 9/09/15; 11/07/18; 11/06/19;  
10/06/21; XX/XX/XX  
Orig. Code: IKF; IKFA

## Graduation Requirements\*\*

The district will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate that meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>2</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

### Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I)<sup>3</sup>;
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science<sup>4</sup>;
4. Three credits in social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and
8. Six OS (Other Subjects) credits.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must<sup>[5]</sup>:meet three additional requirements:

1. **Education Plan and Profile:** Students develop an education plan and profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals. The process should begin no later than grade 7 and continue through grade 12, with regular reviews and updates.
2. **Career-Related Learning Experiences:** Students participate in career-related experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan.
3. **Extended Application:** Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. To be eligible for a modified diploma, a student must

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<sup>3</sup> Applied and integrated courses aligned to mathematics standards can meet credit requirements.

<sup>4</sup> Lab experiences can take place outside of the school in field-based experiences.

<sup>5</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

1. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will only be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificate**

An alternative certificate will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet all of the following minimum requirements established by the district:

1. Student has an active education plan and profile that has been reviewed and updated within the past 60 days.
2. Student has met minimum number of high school credits and been considered for a standard, modified or extended diploma and is not eligible for any of the three.
3. Student has completed the Work Keys Assessment in both reading and math.
4. Student has been in high school for not less than 4 years, unless there is a waiver submitted for gaining the alternative certificate within 3 years by parent/guardian or adult student.
5. Student has not been dropped for non-attendance or referred for truancy.
6. Student has been advised and counseled on all available alternative education options.
7. Student has a class schedule and a graduation plan that starts in 11th grade that culminates in the alternative certificate.
8. Student has completed the district application for the alternative certificate.

Alternative certificates will be awarded based on individual student needs and achievement.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

### **Diploma Awarded to Veterans**

The district will issue a high school diploma, upon request, to a person who resides within the boundaries of the district or resides in Oregon and attended a high school in the district, if the person:

1. Attended a high school before serving in the U.S. Armed Forces;
2. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions; and
3. Served in the U.S. Armed Forces at any time during World War I, World War II, The Korean Conflict or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Iraq), or served in the U.S. Armed Forces in an area designated as a combat zone by the President of the United States.

Each veteran receiving a diploma shall have the option of participating in the high school graduation ceremony. A representative of a deceased person who meets the requirements for the award of a diploma may make a request on behalf of the deceased person if the deceased person resided within the boundaries of the district at the time of death or was a resident of Oregon at the time of death and attended a high school in the district.

### **4J Honorary Diploma**

The district will issue a 4J honorary diploma certificate, at the request of a parent or guardian, for a deceased student who died while enrolled in 11th or 12th grade before completing graduation requirements.

To be eligible for an honorary diploma certificate, the student must have attended a district high school, completed the prior school year, and been enrolled in 11th or 12th grade at the time of their death.

The honorary diploma certificate will be issued on or after the graduation date of the class in which the student was enrolled at the time of death.

Issuance of an honorary diploma certificate may be withheld at the superintendent's discretion.

### **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified diploma or extended diploma requirements above.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21; if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of instructional hours and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or

alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form<sup>67</sup> and submitting the form to the district.

Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the Board and other interested individuals.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.  
Senate Bill 1522 (2022).

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<sup>7</sup> Oregon Department of Education page for: 30-day notice and opt-out form

# Eugene School District 4J

Code: **IKF**  
Adopted: 8/26/15  
Revised/Readopted: 9/09/15; 11/07/18; 11/06/19;  
10/06/21; ~~XX/XX/XX~~  
Orig. Code: IKF; IKFA

## Graduation Requirements\*\*

The district will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate that meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in **an educational program<sup>2</sup> in this state** ~~another district or public charter school~~, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that **educational program in this state** ~~other district or public charter school~~.

### Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

1. Three credits **in of** mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I)<sup>3</sup>;
2. Four credits **in of** language arts (shall include the equivalent of one unit in written composition);
3. Three credits **in of** science<sup>4</sup>;
4. Three credits **in of** social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and
8. Six OS (Other Subjects) credits.

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must<sup>[5]</sup>:meet three additional requirements:

1. Education Plan and Profile: Students develop an education plan and profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals. The process should begin no later than grade 7 and continue through grade 12, with regular reviews and updates.
2. Career-Related Learning Experiences: Students participate in career-related experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan.
3. Extended Application: Students apply and extend their knowledge in new and complex situations related to the student’s personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated **the an** inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. To be eligible for a modified diploma, a student must

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<sup>3</sup> Applied and integrated courses aligned to mathematics standards can meet credit requirements.

<sup>4</sup> Lab experiences can take place outside of the school in field-based experiences.

<sup>5</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

1. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will only be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

**Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.**

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated **the an** inability to meet the full set of academic **content** standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits **in of** mathematics;
  - b. Two credits **in of** language arts;
  - c. Two credits **in of** science;
  - d. Three credits **in of** history, geography, economics or civics;
  - e. One credit **in of** health;
  - f. One credit **in of** physical education; and
  - g. One credit **in of** the arts or a world language.
  
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificate**

An alternative certificate will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet all of the following minimum requirements established by the district:

1. Student has an active education plan and profile that has been reviewed and updated within the past 60 days.
2. Student has met minimum number of high school credits and been considered for a standard, modified or extended diploma and is not eligible for any of the three.
3. Student has completed the Work Keys Assessment in both reading and math.
4. Student has been in high school for not less than 4 years, unless there is a waiver submitted for gaining the alternative certificate within 3 years by parent/guardian or adult student.
5. Student has not been dropped for non-attendance or referred for truancy.
6. Student has been advised and counseled on all available alternative education options.
7. Student has a class schedule and a graduation plan that starts in 11th grade that culminates in the alternative certificate.
8. Student has completed the district application for the alternative certificate.

Alternative certificates will be awarded based on individual student needs and achievement.

Beginning in grade five or beginning after a documented history to qualify for an **alternative certificate** ~~extended diploma~~, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

### **Diploma Awarded to Veterans**

The district will issue a high school diploma, upon request, to a person who resides within the boundaries of the district or resides in Oregon and attended a high school in the district, if the person:

1. Attended a high school before serving in the U.S. Armed Forces;
2. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions; and
3. Served in the U.S. Armed Forces at any time during World War I, World War II, The Korean Conflict or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Iraq), or served in the U.S. Armed Forces in an area designated as a combat zone by the President of the United States.

Each veteran receiving a diploma shall have the option of participating in the high school graduation ceremony. A representative of a deceased person who meets the requirements for the award of a diploma may make a request on behalf of the deceased person if the deceased person resided within the boundaries of the district at the time of death or was a resident of Oregon at the time of death and attended a high school in the district.

### **4J Honorary Diploma**

The district will issue a 4J honorary diploma certificate, at the request of a parent or guardian, for a deceased student who died while enrolled in 11th or 12th grade before completing graduation requirements.

To be eligible for an honorary diploma certificate, the student must have attended a district high school, completed the prior school year, and been enrolled in 11th or 12th grade at the time of their death.

The honorary diploma certificate will be issued on or after the graduation date of the class in which the student was enrolled at the time of death.

Issuance of an honorary diploma certificate may be withheld at the superintendent's discretion.

### **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified diploma or extended diploma requirements above.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in ~~the later of either~~ 4 years after starting the ninth grade, or until the student reaches the age of 21; if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of instructional hours and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or

alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form<sup>67</sup> and submitting the form to the district.

Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the Board and other interested individuals.

~~The district shall establish conduct and discipline consequences for student initiated test impropriety.~~ **The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline.** “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.  
[Senate Bill 1522 \(2022\)](#).

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<sup>6</sup> ~~[www.ode.state.or.us](http://www.ode.state.or.us); or navigate to Educator Resources > Student Assessment > Test Administration > Forms > 2028-19-30 day notice and opt out form~~

<sup>7</sup> Oregon Department of Education page for: 30-day notice and opt-out form



**ITEM FOR ACTION – CONSENT AGENDA (Second Read)**

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy IFE–Curriculum Guides and Course Outlines

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

Removed “*Essential Skills*” from policy IFE–Curriculum Guides and Course Outlines to better align with board policy IKF-Graduation Requirements and with state law.

**Options and Alternatives:**

To be discussed.

**Recommendation:**

The superintendent recommends the board approve revisions to board policy IFE – Curriculum Guides and Course Outlines

# Eugene School District 4J

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

## Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic Content State Standards as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

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### Legal Reference(s):

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

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# Eugene School District 4J

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

## Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic Content State Standards ~~and Essential Skills~~ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

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### Legal Reference(s):

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)



**ITEM FOR ACTION – CONSENT AGENDA (Second Read)**

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy BBBA – Membership of the Board

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

The revisions to BBBA are made to better align with the criteria stated in statute and in the Oregon Constitution, to be an elector for a member of a school board.

**Options and Alternatives:**

To be discussed.

**Recommendation**

The superintendent recommends the board approve revisions to board policy BBBA – Membership of the Board

# Eugene School District 4J

Code: BBBA  
Adopted: 7/02/73  
Revised/Readopted: 11/02/83; 12/11/02; 8/02/17; XX/XX/XX  
Orig. Code(s): BBBA; 1300; 1310

## Membership of the Board

A person is eligible to serve as a Board member if the person is a qualified elector of the district and has been a resident within the district for one year immediately preceding the election or appointment.

A person who is an employee of the district is not eligible to serve as a Board member while so employed.

A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

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### Legal Reference(s):

[ORS 247.002](#)  
[ORS 247.035](#)  
[ORS 249.013](#)

[ORS 332.016](#)  
[ORS 332.018](#)  
[ORS 332.030](#)

[ORS 332.124](#)  
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

### Cross Reference(s):

BBE - Vacancies on the Board

# Eugene School District 4J

Code: BBBA  
Adopted: 7/02/73  
Revised/Readopted: 11/02/83; 12/11/02; 8/02/17; ~~XX/XX/XX~~  
Orig. Code(s): BBBA; 1300; 1310

## Membership of the Board

A person is eligible to serve as a Board member if ~~the person is a~~ ~~he/she is an elector of the district. An~~ ~~“elector” means an individual qualified~~ ~~elector of the district to vote under Section 2, Article II of the~~ ~~Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20~~ ~~calendar days immediately preceding any election in the manner provided by law~~ and ~~has~~ ~~must have~~ been a resident within the district for one year immediately preceding the election or appointment.

~~A~~ ~~No~~ person who is an employee of the district is ~~not~~ eligible to serve as a Board member while so employed.

A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

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### Legal Reference(s):

[ORS 247.002](#)  
[ORS 247.035](#)  
[ORS 249.013](#)

[ORS 332.016](#)  
[ORS 332.018](#)  
[ORS 332.030](#)

[ORS 332.124](#)  
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

### Cross Reference(s):

BBE - Vacancies on the Board



## ITEM FOR ACTION – CONSENT AGENDA (Third Read)

### Date of Meeting

October 4, 2023

### Title

Approve revisions to Board Policy IICA – District Represented Group Travel

### Presenter

Jenna McCulley, Chief of Staff

### Background:

The proposed revisions to Board Policy IICA – District Represented Group Travel were made to better align the policy with current district practice. In addition, the revisions provide greater clarity for 4J staff and families regarding field trips.

Staff have made edits to the revised policy in response to comments by the Board at their September 20, 2023 board meeting. These recent revisions have been highlighted in **yellow** on the attached policy with track changes.

- Change #1: Added descriptive preamble that defines District Represented Group Travel.
- Change #2: Removed the first sentence in the second paragraph.
- Change #3: Corrected typo in the fifth paragraph.

Included in the board packet is a “clean copy” of the policy should the board approve proposed revisions.

### Options and Alternatives:

To be discussed.

### Recommendation

The superintendent recommends the board approve revisions to board policy IICA – District Represented Group Travel

# Eugene School District 4J

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

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

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

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

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

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

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

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

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

### Travel Requiring Board of Directors Approval

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

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

All Applications for Permission to Travel requiring Board approval will be submitted to the executive

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

director of elementary programs or secondary programs at least 30 days prior to the event. District-approved outdoor school programs are exempt from seeking Board approval.

### **Travel Requiring Superintendent Approval**

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

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

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

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

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

END OF POLICY

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

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

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

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

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

EEAE - Student Transportation in Private Vehicle  
KI - Public Solicitation in District Facilities

Field Trips and Special Events – IICA  
1-1

# Eugene School District 4J

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

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

~~The Board recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.~~ Field trips and other events involving activities outside of the classroom may be authorized when such trips or activities contribute to educational goals of the academic or extracurricular program. In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent/guardian and community volunteer pool.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals. Written parental permission must be obtained for each trip. The signed form showing parental approval, acknowledgment of student conduct guidelines, and student medical information will be maintained on file for each trip.

~~In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.~~

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

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

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

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

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

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

<sup>1</sup>Staff, students, drivers and chaperones are ~~traveling~~ **63** traveling under the authorization of Eugene School District 4J and therefore must follow all district policies, administrative regulations and applicable state and federal laws.

All out of state travel must have prior superintendent approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

### **Travel Requiring Board of Directors Approval**

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

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

All Applications for Permission to Travel requiring Board approval will be submitted to the executive director of elementary programs or secondary programs at least 30 days prior to the event. District-approved outdoor school programs are exempt from seeking Board approval.

### **Travel Requiring Superintendent Approval**

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

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

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

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

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

END OF POLICY

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

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

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

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

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

EEAE - Student Transportation in Private Vehicle  
KI - Public Solicitation in District Facilities



## **ITEM FOR ACTION–CONSENT AGENDA**

### **Date of Meeting**

October 04, 2023

### **Title**

Approve the Board of Directors' Participation in the 2023 Oregon School Board Association (OSBA) 2023 Preconference and Annual Convention.

### **Background**

The [OSBA website](#) states that the 2023 OSBA Annual Convention, held November 09 - 11 in Portland, Oregon, "is Oregon's premier continuing education program — delivering practical solutions to help school boards and their superintendents improve student learning and achievement . . ." This year's theme is **Model the Way for Student Success**.

### **Budget/Resource Implications:**

The district covers the cost of mileage, lodging, registration and per diem (a set rate for meals minus meals provided at the conference), with an estimated cost for the 3-day conference of \$1,845. per person.

### **Board and Superintendent Goals**

Attendance at the OSBA SBC contributes to:

Timely communications and meaningful engagement, because of the knowledge both board members and superintendent executive staff gain from attending. It helps build a cohesive and informed board.

### **Recommendation**

The superintendent recommends that the board of directors join his district team in attending the OSBA 2023 Annual Convention if it fits into their schedule.



**ITEM FOR INFORMATION**

**Date of Meeting**

October 4, 2023

**Title**

Presentation from McCornack School Principal Dana Brummett regarding new School Continuous Improvement Plan (SCIP)

**Presenter**

McCornack Elementary Principal, Dana Brummett

**Background**

Dana Brummett will provide the first presentation regarding the School Continuous Improvement Plan (SCIP). Larry Williams presented information to the board about SCIP at the September 20, 2023 regular board meeting.

# McCornack's School Continuous Improvement Plan

Plan de Mejora Continua de la  
Escuela McCornack



# Who we are and what we do...

shared values  
shared beliefs  
shared accountability  
shared vulnerability



# Setting the Vision for Our SCIP:

- Reviewed 22-23 plan
- Adjusted to align with 3 Big Rocks
- Data!
- Input from stakeholders
  - Leadership Team (with feedback from staff)
  - Input from families (PTO & Site Council)
- Research



# Data to Assess Needs:

- *Family Engagement Data* (Title I events, Seesaw, surveys etc.)
  - *Lacking a system to collect baseline data*
- Composite Literacy Scores
- Composite Ownership of Learning Scores



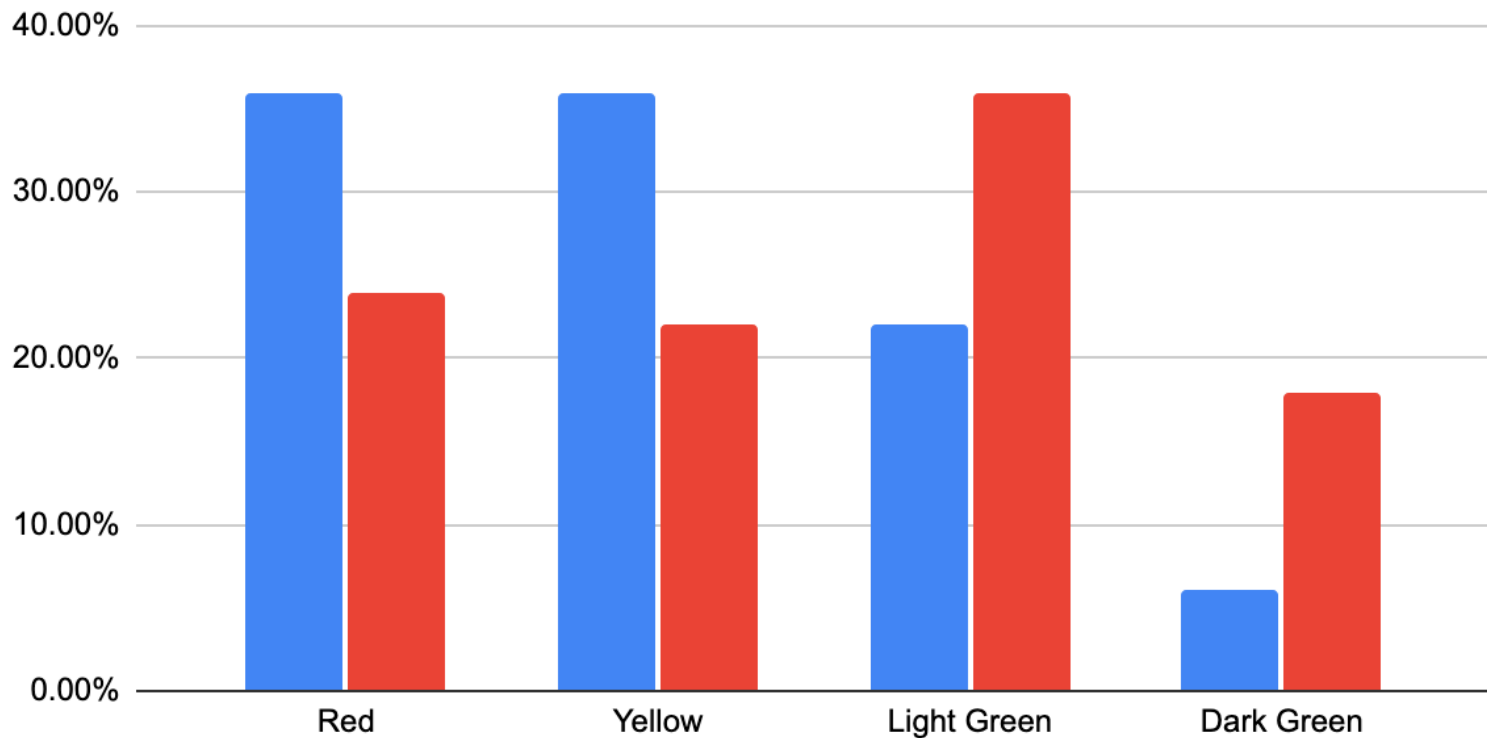
Composite Literacy Scores will be based on the following data points/calculation:

<b>Grade Band</b>	<b>State Assessment</b>	<b>Local Assessment</b>	<b>Classroom Assessment</b>	<b>Total</b> Final calculation out of
Kindergarten	n/a	Blue Books 30% (1-4)	70% Participation, FUNdations and Wit & Wisdom assessments (1-4)	<b>K: 12</b>
1st-2nd	n/a	easyCBM 30% (1-4)	70% Participation, FUNdations and Wit & Wisdom assessments (1-4)	<b>1st-2nd: 12</b>
3rd-5th	OSAS (1-4) 15%	easyCBM15% (1-4)	70% Participation, FUNdations and Wit & Wisdom assessments (1-4)	<b>3rd-5th: 12</b>



# Composite Literacy Scores

LatinX All Others



Composite Ownership of Learning Scores will be based on the following data points/calculation:

Attendance (0-3)	Discipline (major ODR) (0-3)	<u>SAEBR</u> Assessment (0-6)	Goal Achievement (0-4)	Total
0-79.99%=0 80-89.99%=1 90-94.99%=2 95-100%=3	5+ ODRs=0 2-4 ODRs=1 0-1 ODRs=2  Plus 1 for “2-4” score in behavior support by teacher.	0-59.99%=0 60-69.99%=2 70-84.99%=4 85-100%=6	<i>To be added during year 1 of implementation.</i>	Final calculation out of 12 <input type="text"/>

***50 current 1st-5th grade students scored 6 or less  
These are our Kids at Hope.***



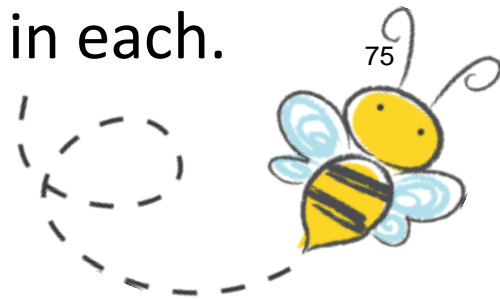
# Focal Groups:

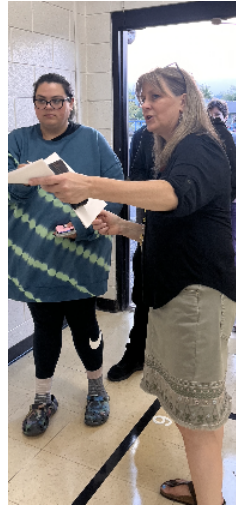
- Student who identify as LatinX
- Kids at Hope



**Goal 1:** (Aligned to “timely communication and meaningful community engagement”)

By June 1, 2024, student champions will have engaged in two-way communication with the parent/guardians of focal group students no less than every two weeks, throughout the school year, to set goals, discuss progress, work to remove barriers, and engage families in school activities ensuring that at least 30% of focal group students participate in each.





## Progress:

- 91 students have a champion!
- Champions trained
- All champions have a family communication log
- 73 families (101 students) participated in our first Title I family night!
  - 27% were focal group students!
- Strengths, needs and cultural discovery conferences happening
- 35 families have set action plans aligned with our SCIP goals!

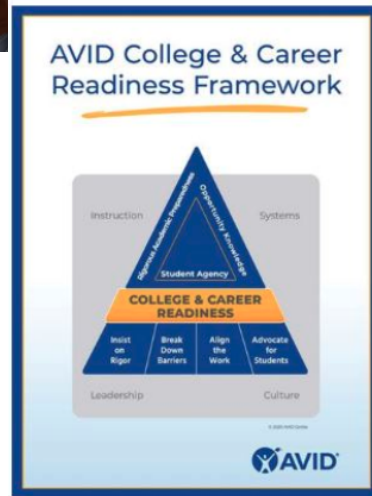
**Goal 2:** (Aligned to “a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved”)

By June 1, 2024 McCornack students, with an emphasis on our **Latinx/Hispanic subgroup**, will demonstrate annual progress on their [Composite Literacy Scores](#) based on the following targets:

**Baseline Composite Scores:**

- 21 **Very Low/Low (4-5.9)**: increase by 3 points
- 15 **Nearly Meets (6-7.9)**: increase by 2 points
- 13 **Meets (8-10.499)**: increase by 1 point or maintain their score of 10+
- 2 **Exceeds (10.5-12)**: increase by .5 or maintain score of 11.5+





## Progress:

- Equity & Inclusion Team has presented AVID framework and Working Wednesday professional development (tier I)
- 100% reading meeting Oct. 11th
- Grade-level data teams to monitor tier II intervention data and plan instruction begin Oct. 12th
- Student goal setting Oct. 18th<sup>8</sup>

**Goal 3:** (Aligned to “safety and well-being for all students and staff”)

By June 1, 2024 McCornack students will demonstrate annual progress on their COOL (Composite Ownership of Learning) Scores, with a focus on our Kids at Hope demonstrating success, based on the following targets:

**Baseline Ownership of Learning Scores (Cumulative Scores for 22-23 school year):**

38 (14.5%) students **Kids at Hope (0-5)**: will increase score by 4 points or a score of 8

30 (11.2%) students - **(6-7)**: will increase score by 2 points

63 (23.4%) students - **(8-9)**: increase score by 1 point

137 (50.9%) students - **(10-12)**: will increase score by 1 point or a score of 11



# Action Steps:

- Assessment of meaningful connections with adults
- Student Champions
- Student & staff - daily affirmation/commitment
- Everyone - daily mindfulness
- Skill building groups to address lagging skills
- Kids at Hope (along with all students) will set and review SCIP aligned goals
- Conscious Discipline principles and practices including consistent building-wide systems, expectations and shared accountability
- Weekly Hive Time with a variety of class-building, community service, SEL, college and career exploration, goal setting, and mentorship.
- At least 70% of all students throughout the school experience appropriate college preparation activities (e.g., goal-setting, time management, etc.), and/or research colleges (e.g., location, cost, majors, grants, scholarships, etc.) and ensures students are knowledgeable about an increased number of colleges/universities.



**STAFF PLEDGE**

AS AN ADULT AND A TREASURE HUNTER, I AM COMMITTED TO SEARCH FOR ALL OF THE TALENTS, SKILLS AND INTELLIGENCE THAT EXISTS IN ALL CHILDREN AND YOUTH. I BELIEVE ALL CHILDREN ARE CAPABLE OF SUCCESS.

**NO EXCEPTIONS!**



Learning FROM Mistakes

**REPAIR PLAN**

by WholeHearted School Counseling

## Progress:

- Students have Champions
- Students - daily affirmation
- Staff - daily commitment
- Everyone - daily mindfulness
- Skill building groups to address lagging skills began this week
- Student goal setting Oct. 18th
- Conscious Discipline training during in-service
- Training and consistent building-wide system for responding to conflict/mistakes and repair <sup>81</sup>
- Weekly Hive Time

# Progress Monitoring:

- Leadership Positions:
  - Champions Coordinator: Goal 1
  - Instructional Coach: Goal 2
  - Student Success Coordinator: Goal 3
- Culturally responsive data points:
  - Parent communication log data
  - Composite literacy scores
  - Composite ownership of learning scores
- Review progress and make revisions for each goal at staff meetings (and Site Council)
  - November 28
  - March 12
  - May 21





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

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## **ITEM FOR ACTION**

### **Date of Meeting**

October 4, 2023

### **Title**

Appropriation of Funds

### **Presenter**

Andy Dey, Superintendent  
Jenna McCulley, Chief of Staff

### **Background**

When there is an unexpected surplus of funding, the board of directors is involved in how those funds are spent, and also approves of the fund spending plan.

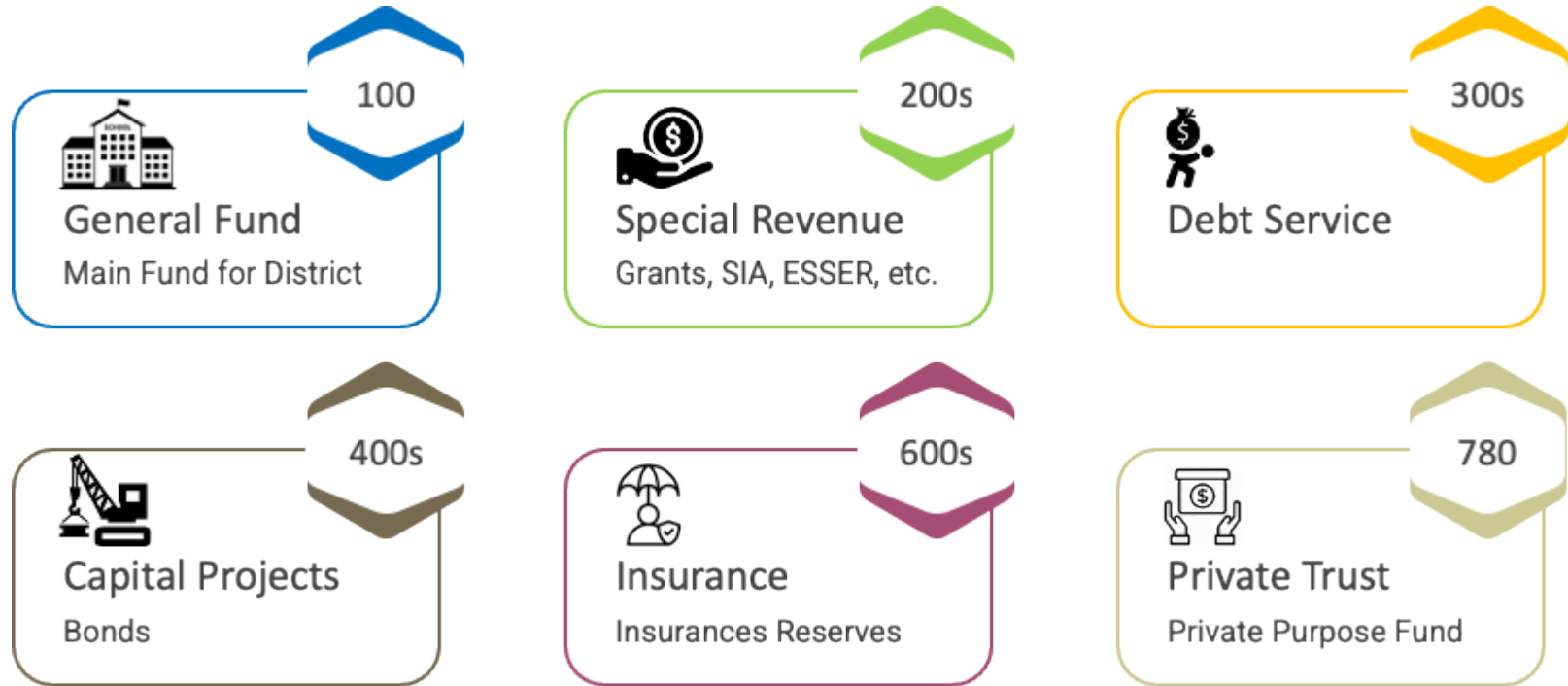
### **Recommendation**

The superintendent recommends the board considers their focus areas of funds so that staff can devise a plan to bring back for approval.

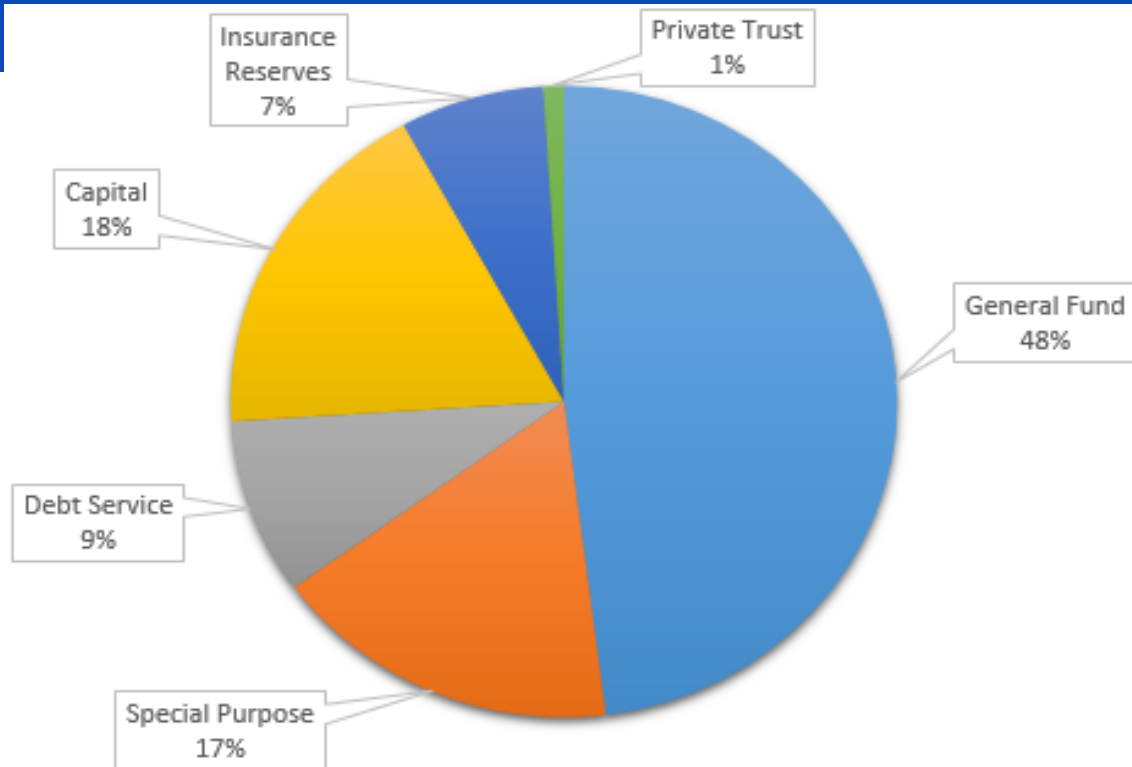
# Additional State School Fund Appropriations Overview

Dr. Andy Dey, Superintendent

# How are schools funded?



# The Whole Pie - Current Budget



# General Fund:

## How do we spend it?

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### Grounding our work in three big rocks:

- Timely communication and meaningful engagement
- Equitable advancement and access with an amplified focus on the needs and desires of historically underserved students
- Safety and wellbeing for students and staff



87

# General Fund: How do we spend it?



- Roughly **\$.87 per \$1.00** pays for salaries and benefits of 4J employees
- Remaining spent on operating expenses for day-to-day operations and should be a reflection of the district's goals and priorities

# Additional Revenue

School Districts are required to have a balanced and approved budget prior to the end of the fiscal year, June 30.

On occasion the state budget process doesn't neatly align with district budgeting processes resulting in the need for adjustments - either additional allocations or in rare instances reductions.

# Fiscal Year 2024: How we got here

For Fiscal Year 2024 the state allocated 10.2 billion in resource for the state school fund, and increase from the original estimate that guided the Eugene 4J budget process

- Increase in 2.2 Million in revenue for Eugene 4J each year of the biennium
- Board direction to prioritize investment in 5 FTE for certified librarians
- Legislature passes Senate Bill 819 that supports students in accessing full instructional days
- Staffing adjustments needed to support all student in successfully navigating full days

# District recommended priorities for investment



- Additional staff investments to support new requirements through SB 819
  - Classified staffing approx: \$94,000/year
  - Certified staffing: \$122,000/year
- Developmental Kindergarten Classes
  - \$575,000 salaries/materials and supplies
- 5 FTE Board directed Librarians
  - \$610,000



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

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy BD/BDA – Board Meetings

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

House Bill 2805 (2023) and House Bill 2806 (2023) added new provisions to Public Meetings Law and executive sessions, expanded Oregon Government ethics Commission (OGEC) oversight of public meetings law, and added provisions requiring a board member to receive mandatory public meetings training.

As a result of HB 2805, a person who believes the district has violated identified provisions of public meetings law may be able to file a grievance with the district in accordance with law. The new public meetings law provisions to file a grievance become effective in September 2023.

The new board member training requirement takes effect January 1, 2024

**Options and Alternatives:**

To be discussed.

**Recommendation**

The superintendent recommends the board approve revisions to board policy BD/BDA – Board Meetings.

# Eugene School District 4J

Code: BD/BDA  
Adopted: 6/16/75; 1980  
Revised/Readopted: 9/17/97; 12/11/02;  
8/02/17; ~~XX/XX/XX~~  
Orig. Code: BD; 1720.4; 1860; 1720.1;  
1720.2; 1720.3; 1720.5

## Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening of a quorum<sup>1</sup> of the Board as the district’s governing body to make a decision<sup>2</sup> or to deliberate<sup>3</sup> toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the ~~governing body~~ Board, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment, it is outlined in Board policy BDDH - Public Comment at Board Meetings<sup>4</sup> and posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries except as allowed by law<sup>5</sup>. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

<sup>1</sup> “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

<sup>2</sup> “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

<sup>3</sup> “Deliberation” means discussion or communication that is part of a decision-making process.

<sup>4</sup> When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting[, at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

<sup>5</sup> ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

~~<sup>4</sup> ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.~~

~~<sup>2</sup> As defined in ORS 174.100.~~

The Board will give public notice reasonably calculated to give actual notice to interested persons, including **the news media which have requested notice those with disabilities**, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~were~~ **are** not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall **make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present.** Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

~~**Communications with all qualified individuals with disabilities shall be as effective as communications with others.**~~

All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

#### 1. Regular, Special and Emergency Meetings

No later than the new regular meetings following July 1, The Board will hold an organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Generally, a regular meeting will be held each month. The regular meeting schedule may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may **also** be scheduled if less than a quorum is present at a meeting, ~~or~~ **conducting business prior to the next regular meeting would be advantageous to the district, or other reasons.** At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

## 2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants, and using an intermediary to communicate among participants. Such **Electronic** communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

~~**Electronic communications may contain:**~~ Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
  - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
  - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
  - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
  - a. ~~Agenda item suggestions;~~
  - b. ~~Reminders regarding meeting times, dates and places;~~
  - c. ~~Board meeting agendas or information concerning agenda items;~~
  - d. ~~One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;~~
  - e. —
- b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by Public Records and Meetings Law.

## 3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

## 4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. ~~Ordinarily work sessions are not designed to receive public input, but the Board may choose to place it on the~~

~~agenda. No action will be taken at a work session.~~ Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes. **The Board may make official decisions during a work session.**

## 5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law (see Board policy BDC - Executive Sessions).

**Complaints regarding public meetings laws can be filed with the Board in accordance with board Policy KL–Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.<sup>6</sup>**

### **{7} Mandatory Training**

**Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member’s term of office and shall verify attendance in accordance with OGEC procedures.**

END OF POLICY

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

~~ORS 174.100~~  
~~ORS 174.104~~

[ORS Chapter 192](#)  
[ORS Chapter 193](#)

[ORS 332.040 to -332.061](#)  
[ORS 433.835 to -433.875](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

41 OR. ATTY. GEN. OP. 28 (1980)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008, [42 U.S.C. §§ 12101-12133 \(2018\)](#).

OR. ATTY. GEN. Public Records and Meetings Manual ~~(2014)~~.

[House Bill 2805 \(2023\)](#).

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

ACA - Americans with Disabilities Act

BDC - Executive Sessions

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<sup>6</sup> See [House Bill 2805 \(2023\) Section 5\(2\)](#) for requirements of the response.

<sup>7</sup> This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has a total expenditures of less than \$1 million, this language can be kept, but “shall” should be replaced with “is encouraged to.”



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

### **Date of Meeting**

October 4, 2023

### **Title**

Approve revisions to Board Policy BDC–Executive Sessions

### **Presenter**

Jenna McCulley, Chief of Staff

### **Background:**

The new public meetings law provisions for executive sessions (HB 2806), which now include considering matters relating to the safety of the board, district staff and volunteers and the security of district facilities and meeting spaces, as well as considering matters relating to cyber security infrastructure and responses to cyber security threats, are effective now.

House Bill 2805 (2023) and House Bill 2806 (2023) added new provisions to Public Meetings Law and executive sessions, expanded Oregon Government ethics Commission (OGEC) oversight of public meetings law, and added provisions requiring a board member to receive mandatory public meetings training.

As a result of HB 2805, a person who believes the district has violated identified provisions of public meetings law may be able to file a grievance with the district in accordance with law.

The new public meetings law provisions to file a grievance become effective in September 2023.

### **Options and Alternatives:**

To be discussed.

### **Recommendation**

The superintendent recommends the board approve revisions to board policy BDC–Executive Sessions

# Eugene School District 4J

Code: BDC  
Adopted: 8/02/17; XX/XX/XX

## Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of students and matters pertaining to or examination of the confidential ~~medical~~ records of a student, ~~including that student's educational program.~~

An executive session may be **included as an agenda item of an existing meeting or held as its own meeting. Proper notice is required.**

~~If open session is held prior to the executive session, convened by order of the Board chair, upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting. The~~ the presiding officer will announce the executive session by identifying the authorization under **Oregon Revised Statute (ORS) 192.660 or ORS 332.061** for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.<sup>1</sup> (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer<sup>2</sup>, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

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<sup>1</sup> This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660 (2)(a), the Board must ensure  
The vacancy has been advertised;  
Regular hiring procedures have been adopted;  
If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and  
If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

<sup>2</sup> To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, **an** employee or **a** staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(k))
9. **To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(0))**
10. **To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))**
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To **review discuss** matters pertaining to or examination of the confidential ~~medical~~ records of a student. ~~including that student's educational program~~ (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of minor students or examination of the confidential ~~medical~~ records of a student; ~~including, that student's educational program~~ and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential ~~medical~~ records ~~and educational program~~; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential **except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.**

END OF POLICY

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Legal Reference(s):

[ORS 192.610 to -192.710](#)

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.  
Oregon Government Ethics Commission, [Staff Advisory Opinion No. 22-106S](#)  
[House Bill 2806 \(2023\)](#)

**Cross Reference(s):**

BD/BDA - Board Meetings  
BDDG - Minutes of Board Meetings  
CBG - Evaluation of the Superintendent



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

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy BDDG – Minutes of Board Meetings

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

The proposed revisions update information in policy (ORS 332.061) to reflect that any record related to students is now described as "confidential records" there is now no distinction to "medical records" or "student educational programs" to be made.

Revisions delete the language limiting to **medical records** and **student educational programs** changing to simply "confidential records of a student."

Similar revisions will be made to policy BDC–Executive Sessions

**Options and Alternatives:**

To be discussed.

**Recommendation**

The superintendent recommends the board approve revisions to board policy BDDG – Minutes of Board Meetings

# Eugene School District 4J

Code: BDDG  
Adopted: 6/16/75  
Revised/Readopted: 11/02/83; 9/17/97; 12/11/02;  
8/02/17; ~~XX/XX/XX~~  
Orig. Code: BDDG; 1930; 1930.1

## Minutes of Board Meetings

Minutes of the proceedings of all Board meetings shall be maintained as follows:

1. The district clerk shall record all the proceedings of the Board meetings;
2. The minutes of any meeting shall be approved by the Board at a regular meeting;
3. The clerk shall prepare the minutes of all meetings, except executive sessions, in a timely manner and mail or deliver them to the members of the Board at least 48 hours before the regular meeting at which they will be approved. The clerk will maintain tape recordings of all executive sessions;
4. After the minutes have been approved they become the official minutes and shall be signed by the chair and the clerk.

The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the administration office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy<sup>1</sup> of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in

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<sup>1</sup> Oregon Administrative Rule 166-400-0010(9)

the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential ~~medical~~ records ~~and that student's educational program~~; the discussion; and each Board member's vote on the issue.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610](#) to -192.710

[ORS 332.061](#)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

**Cross Reference(s):**

BDC – Executive Sessions



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

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy BBF – Board Member Standards of Conduct

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

Revisions will bring the policy into compliance with Senate Bill (SB) 415 which designates members of a school district board as mandatory reporters of suspected child abuse.

**Options and Alternatives:**

To be discussed.

**Recommendation**

The superintendent recommends the board approve revisions to board policy BBF – Board Member Standards of Conduct

# OSBA Model Sample Policy

Code: BBF  
Adopted: 8/02/17; XX/XX/XX

## Board Member Standards of Conduct

A Board member should:

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions ~~as a team~~ **by a quorum vote of the Board**. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions ~~are~~ made by a **majority quorum** vote ~~and should be supported by all Board members~~ **are the final decisions of the Board. Such decisions should be supported by all Board members**;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at ~~official~~ **properly noticed** Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's ~~advisor~~ **employee and designated as the chief executive officer of the district**;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give ~~the~~ **district** staff the respect and consideration due **to** skilled, professional employees;
16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;

17. Respect the right of the public to attend and observe Board meetings;
  18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
  19. Remember that content discussed in executive session is confidential;
  20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon’s Public Meetings Laws;
  21. When using posting online or to social media websites, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;
  22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.
- ~~(22) Never post confidential information about students, staff or district business on any websites.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.610 - 192.710](#)

[ORS Chapter 244](#)  
[ORS 332.055](#)  
[ORS 419B.005](#)

[ORS 419B.010](#)  
[ORS 419B.015](#)  
[Senate Bill 415 \(2019\)](#)



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

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy BBAA – Individual Board Member’s Authority and Responsibilities

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

There are many instances when a district board needs to consult with legal counsel prior to making a decision. This policy change clarifies when board members are authorized to seek legal counsel and incur legal costs for the District.

**Options and Alternatives:**

To be discussed.

**Recommendation**

The superintendent recommends the board approve revisions to board policy BBAA – Individual Board Member’s Authority and Responsibilities

# Eugene School District 4J

Code: BBAA  
Adopted: 8/02/17  
Revised/Readopted: 5/15/19; XX/XX/XX  
Orig. Code(s): BBAA

## Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions.~~ When expressing **personal** such opinions in public, the Board member **should** ~~must~~ clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

### 1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

### 2. Requests for Legal Opinions

Requests for legal **advice or** opinions by a Board member **that will incur a cost for the district**, must be approved by a majority vote of the Board ~~or Board leadership~~ **before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without need for Board approval. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair. Legal counsel is responsible to the Board.**

### 3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

### 4. Board Member's Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.045](#)  
[ORS 332.055](#)

[ORS 332.057](#)  
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

**Cross Reference(s):**

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events



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

### Date of Meeting

October 4, 2023

### Title

Approve revisions to Board Policy BCF – Advisory Committees to the Board

### Presenter

Jenna McCulley, Chief of Staff

### Background:

Proposed revisions to Board Policy BCF – Advisory Committees to the Board will revise policy language to better align with changes in Oregon Revised Statutes.

In 2021, the Oregon Legislature passed Senate Bill 732 (ORS 329.711) and amended Oregon Revised Statutes 328.542 and 329.095. The laws require each school district to establish what in statute is described as an “educational education advisory committee.”

District Equity Committees (DEC) are meant to help school leaders identify what helps or hinders the success of students who Oregon’s educational systems have historically excluded, impacted, marginalized, or underserved. They are intended to advise school boards and superintendents on the educational impacts of policy decisions, the larger district-wide climate, issues impacting underserved student groups, and additional topics necessary to fully elevate student experience.

#### Section 4 of OAR 581-022-2307 articulates that the duties of a DEC shall include:

- Advising the Board and the superintendent about the educational equity impacts of policy decisions; and
- Informing the Board and superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how best to support.
- The Board, in consultation with the District Equity Committee, must select at least one member of the DEC to serve on the school district budget committee.

#### Membership and Participation

A District Equity Committee represents a partnership between local communities and local district leaders. Underrepresented parents, employees, students, and community members are the core of a District Equity Committee.

Requirements Section 2 of OAR 581-022-2307 articulates that:

- A DEC [Educational Equity Advisory Committee] shall be selected by the school district board and school district superintendent and must be composed of parents, employees, students and community members from the school district.
- The superintendent is responsible for coordinating the member nomination process and proposing finalists to the school district board.
- The Board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.
- For the purpose of selecting members, the Board and superintendent:
  - May not deny members based on protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
  - May not appoint a voting member of the school board or the school district superintendent to an educational equity advisory committee; and
  - Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.
- The Board and superintendent, in consultation with the educational equity advisory committee, shall fill vacancies on the committee in the same manner as original appointments

Nomination & Appointing Process

The superintendent and district staff design the application and candidate selection process. The Board is responsible for appointing candidates who are nominated by the superintendent based on applications submitted. The Board and superintendent must ensure that membership is primarily representative of underserved student groups.

During this process, it is recommended to anchor in this guidance and to apply the district's equity lens and/or decision tool.

**Options and Alternatives:**

To be discussed.

**Recommendation**

The superintendent recommends the board approve revisions to board policy BCF–Advisory Committees to the Board

# Eugene School District 4J

Code: BCF  
Adopted: 8/02/17  
Revised/Readopted: 10/06/19; ~~XX/XX/XX~~  
Orig. Code(s): BCF

## Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive the committee report(s).

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

## Educational Equity Advisory Committee<sup>{12}</sup>

The duties of the district's educational equity advisory committee **shall** include:

1. Advising the Board about the educational equity impacts of policy decisions;
2. Advising the superintendent about the educational equity impacts of policy decisions; and
3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.

The educational equity advisory committee **may** prepare an annual report that:

1. Contains the following information:
  - (1) The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
  - (2) Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and
2. Is made available by being:
  - (1) Distributed to parents of district students;
  - (2) Posted on the district's website;
  - (3) Presented to the Board in at a board meeting with adequate opportunity for public comment

The educational equity advisory committee **shall** be appointed by the Board and superintendent and must be composed of parents, employees, students and community members from the district.

For the purposes of selecting members, the superintendent:

1. Shall solicit name of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude members based on immigration status; and
4. Must comply with any other requirements established by the State Board of Education.

A member of the educational equity advisory committee will also serve on the school district budget committee.<sup>3</sup>

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<sup>1</sup> {District with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.}

<sup>2</sup> Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.

<sup>3</sup> The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-school board member vacancy on the budget committee.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610](#)  
[ORS 192.630](#)

[ORS 294.414](#)  
[ORS 329.704](#)

[ORS 329.711](#)  
[ORS 332.107](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.



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

**Date of Meeting**

October 4, 2023

**Title**

Approve revisions to Board Policy DBEA – Budget Committee

**Presenter**

Jenna McCulley, Chief of Staff

**Background:**

In 2021, the Oregon Legislature passed Senate Bill 732 (ORS 329.711) and amended Oregon Revised Statutes 328.542 and 329.095. The laws require each school district to establish what in statute is described as an “educational education advisory committee” and is referred to as a District Equity Committee (DEC).

At least one member of the DEC needs to be appointed to the budget committee. The DEC is intended to help center equity in district budgeting and fiscal processes. The DEC Budget Committee member can offer deeper alignment between a school district’s equity lens and its operational, budget, and financial processes.

Additional proposed revisions to policy DBEA–Budget Committee redirect some language on the purpose of the Budget Committee and clarifies process.

**Options and Alternatives:**

To be discussed.

**Recommendation**

The superintendent recommends the board approve revisions to board policy DBEA – Budget Committee

# Eugene School District 4J

Code: DBEA  
Adopted: 1/03/18; XX/XX/XX

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of the seven members of the Board and seven electors<sup>1</sup> appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. **At least one member of the budget committee must be a member of the district’s educational equity advisory committee.**<sup>{2}</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board’s educational plan, and other pertinent material bearing on the preparation of the district budget.

### Meetings of the Budget Committee

The district’s budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

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<sup>1</sup> An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have been a resident within the district for one year immediately preceding the election or appointment.

<sup>2</sup> {Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.}

## Function of the Budget Committee

It is the function of the budget committee to approve appropriations for expenditures before the start of each new fiscal year as presented by the Budget Officer to the committee. The budget committee may choose to change appropriation levels, however it does not have authority to make programmatic changes.

The budget committee must make the budget available to the public with an opportunity for public comment and must meet at least once per year.

Once the budget committee approves the budget it is sent to the School Board for final adoption after a public hearing. ~~budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs. It also specifies the property tax amount or rate for all funds in the approved budget. The budget committee approves the budget document as submitted by the budget officer or as revised by the committee and forwards it to the Board.~~

## Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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### Legal Reference(s):

[ORS 174.130](#)  
[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)  
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)