

NOTICE: The Regular Board Meeting will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID: 912 2512 8314

School Board Meeting Request Forms:

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

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

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

6:00 PM

Regular Meeting

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Agenda Approval
- IV. Introduction of Guests and Superintendent's Report
- V. **Item for Information**
 1. Sheldon High School Dublinaires Performance and Recognition of 4J Students accepted into the 2024 Oregon Music Educators Conference All State Ensembles, All Northwest Ensembles, and Western International Band Clinic
Presenter: Megan Perdue, 4J K-12 Music Teacher on Special Assignment (TOSA) & Sheldon High School Choral Director
10 Minutes 4
- VI. Receive Reports from High School Student Representatives
- VII. **Item for Information**
 1. **The Village Charter School Public Hearing** 5
Conduct a Public Hearing Regarding the Renewal of the Public Charter School Contract with The Village School
Presenter: Casandra Kamens, Curriculum Administrator for Extended Learning
There will be a total of up to 30 minutes of public comment for the public hearing. Individuals may speak for up to 3 minutes, and cannot give their time to another speaker. Speakers may sign up via comment cards at the front table. Additionally, written comments can be emailed to board@4j.lane.edu or sent to School Board, Eugene School district 4J, 200 N Monroe St., Eugene, OR 97402.
30 Minutes (up to)
- VIII. Items Raised by the Audience
- IX. Comments by Employee Groups
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2.	Approve Personnel Actions Presenter: Brooke Wagner, D.Ed., Assistant Superintendent for Administrative Services	17
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4.	Approve Cost of Living Adjustment (COLA) and Insurance Benefit Adjustment for Managers, Administrators, Professionals, Supervisors and for Senior Staff (Directors, Assistant Superintendents) Presenter: Brooke Wagner, D.Ed., Assistant Superintendent for Administrative Services	19
5.	Budget Committee Reappointment Presenter: Matt Brown, Director of Finance	20
XI.	Items for Information	
1.	First Quarter Financial Report: 07/01/2024–09/30/2024 Presenter: Matt Brown, Director of Finance 15 Minutes	21
2.	Budget Values Framework Presenter: Colt Gill, Interim Superintendent 15 Minutes	24
3.	Yugin Gakuen (YG) and K-12 Japanese Immersion Program Update Presenter: Colt Gill, Interim Superintendent 20 Minutes	28
XII.	Items for Action	
1.	Renewal of the Public Charter School Contract with Village Charter School Presenter: Casandra Kamens, Curriculum Administrator for Extended Learning 10 Minutes	135
2.	Approve the Following Revisions to Policies: (Second Read) <ul style="list-style-type: none"> • Delete Current Board Policy EBBA–First Aid** (<i>in lieu of new EBBA</i>) • Delete Current Board Policy JHC–Student Health Services and Requirements** (<i>in lieu of new EBBA</i>) • Adopt Proposed new Board Policy EBBA–Student Health Services** Presenters: Seth Pfaefflin, Director of Student Services; Joy Maxwell, Student Health Services 5 Minutes	173
3.	Consider Proposal Revisions to Policy JBAA–Section 504 Students** (Second Read) Presenters: Seth Pfaefflin, Director of Student Services; Karen Apgar, Student Services Administrator & 504 Coordinator 5 Minutes	182
4.	Oregon School Board Association (OSBA) Elections Presenter: Judy Newman, Board Director and Legislative Board Subcommittee Chair 15 Minutes	187
XIII.	Items for Action at a Future Meeting	
1.	Consider for Approval Proposed Revisions to Policy JGAB—Use of Restraint or Seclusion" (First Read) Presenter: Seth Pfaefflin, Director of Student Services 10 Minutes	219
2.	Consider for Approval Proposed Revisions to Policy IGBAF – Special Education – Individualized Education Program (IEP)** (First Read) Presenter: Seth Pfaefflin, Director of Student Services 10 Minutes	226
3.	Consider for Approval Proposed Revisions to Policy IGBAG – Special Education – Procedural Safeguards** (First Read) Presenter: Seth Pfaefflin, Director of Student Services 10 Minutes	229

- XIV. Comments by Individual Board Members
- XV. Suggestions by the Board for Consideration of Items at a Future Meeting
- XVI. Adjourn

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900



ITEM FOR INFORMATION

Date of Meeting

December 04, 2024

Title

Sheldon Dublinaires Performance
Recognition of 4J Students accepted into the 2024 Oregon Music Educators Conference All State Ensembles, All Northwest Ensembles, and Western International Band Clinic

Presenter

Megan Perdue, 4J K-12 Music TOSA & Sheldon High School Choral Director

Background

The Sheldon Dublinaires may be performing the National Anthem, Lift Every Voice and Sing, Birds of a Feather by Billie Eilish and Phinneas O'Connell.

Following the performance, 4J students accepted into the 2024 Oregon Music Educators Conference All State Ensembles, All Northwest Ensembles, and Western International Band Clinic will be recognized.

The Western International Band Clinic (WIBC) is a convention for directors and students held in Seattle, Washington, each November. Founded in 1979, WIBC features four 165-member high school honor bands under 6 world-renowned guest conductors and a soloist.

The Oregon Music Educators Association is our state organization affiliated with the National Association for Music Education. OMEA holds a statewide conference each year. There are a number of ensembles which audition hundreds of students from all around our state. Students can also be accepted to All-Northwest ensembles, representing Alaska, Idaho, Montana, Oregon, Washington, and Wyoming.

Founded in 1964, the Dublinaires are the advanced contemporary and jazz choir at Sheldon High School. "The Dubs" empower students to develop the skills and knowledge necessary to independently and collaboratively create, perform, and appreciate a wide variety of music and its context. They perform music of the highest integrity, with special focus on both community and each individual musician and their musical growth.

10 Minutes



PUBLIC HEARING

Date of Meeting

December 4, 2024

Title

Public Hearing on Renewal Application for Village Charter School

Presenter

Casandra Kamens, Curriculum Administrator for Extended Learning

Background

On September 3, 2024, the district received an application for renewal of the charter from Village Charter School

Under Oregon law and district board policy the Board is required to hold a public hearing on the provisions of a charter school proposal prior to determining whether to approve or deny the proposal. The purpose of the public hearing is to receive public comment and to use that information to help determine “the demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members.”

The Board is scheduled to conduct a public hearing and take action on the Superintendent’s recommendations for approving or disapproving the charter school proposal later in this meeting.

There will be a total of up to 30 minutes of public comment for the public hearing. Each Individual may speak for up to 3 minutes, and cannot give their time to another speaker. Speakers may sign up via comment cards at the front table. In the event that more than 10 cards are submitted to provide comment, speakers will be chosen by random drawing.

Additionally, written comments can be emailed to board@4j.lane.edu or sent to School Board, Eugene School district 4J, 200 N Monroe St., Eugene, OR 97402. Every 4J School Board Director reads comments sent via email or USPS.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

November 06, 2024

Title

Approve the Board Meeting Minutes Draft for:

- November 06, 2024, Regular Board Meeting

Background

The board minutes listed above are in draft form. Once approved, the minutes will be uploaded to BoardBook and available to the public.

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

Date: November 6, 2024

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on November 1, 2024.

ROLL CALL

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

None

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff
Matt Brown, Director of Finance
Arthur Hart, Director of Transportation
Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging
Casandra Kamens, Curriculum Administrator and Charter School Liaison
Larry Williams, Assistant Superintendent of Instruction and Access
Judy Jesiah, Manager of Financial Stewardship and Compliance for Integrated Guidance
Melissa Ibarra, Director of Dual Languages
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

STUDENT REPRESENTATIVES:

Elena Cordier, EOA
Autumn Thessen, ECCO High School
Max Pike, ECCO High School (online)
Sheridan Schilling, Churchill High School
Olivia Dodge, Churchill High School

Kristian Babcock, International High School
Gabi Klarr, International High School
Katheryn Hehman, International High School
Carmen Gonzalez Valle, Seldon High School
Kaleia Davis, Sheldon High School
Jazmin Berry, North Eugene High School
Deeya Patel, South Eugene High School
Cora Ludwig, South Eugene High School

EMPLOYEE GROUPS:

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

OTHER GUESTS:

Michael Bradley, Business Liaison, City of Eugene

MEDIA:

KRVM
Register Guard

I. CALL TO ORDER, ROLL CALL AND LAND ACKNOWLEDGEMENT

Chair Jenny Jonak called the regular meeting to order at 6:01 p.m. She said the names of the board members who were present and read the land acknowledgement statement.

Chair Jonak delivered a statement regarding current events, specifically the US presidential election. She reassured everyone that Eugene School District 4J will be a place for safety, stability, care, and compassion regardless of background, political beliefs, religion, race, ethnicity, gender identity, sexual orientation, disability, immigration status, or socioeconomic status. She said that the district needs to embrace the many voices knowing that diverse experiences and perspectives make us stronger; and when views and experiences differ, it is even more important to have conversations with respect and empathy. Chair Jonak added that 4J is committed to creating classrooms that are caring, supportive places for learning, including for the most vulnerable, and will push back against any discrimination or hate that undermines this.

II. AGENDA APPROVAL

The agenda was approved as presented.

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Colt Gill welcomed 4J's new student representatives. He stated how wonderful it is to have every high school and high school program represented. 4J's student representatives will bring student voice and perspectives to school board meetings.

Chair Jonak initiated an oath process for the student representatives, referencing a document previously provided to them. Each student representative stated their name and completed the oath by verbalizing their commitment to their role. Chair Jonak then engaged them in an activity asking them to speak about why they chose to serve as 4J student representatives. Each representative took a turn responding.

IV. ITEMS RAISED BY THE AUDIENCE

Jenny Noycea, 4J parent and Ridgeline Montessori Public Charter School Board of Directors President spoke on behalf of Ridgeline Montessori by thanking the board for a recent listening session which allowed them to communicate concerns and share insights. She said in terms of staffing there are opportunities and challenges. There is currently a nationwide shortage of special education (SPED) teachers and 4J is struggling to hire the number of teachers needed to provide the required SPED services. They appreciate the efforts 4J has undertaken to ensure that Ridgeline Montessori students with Individualized Education Plans (IEPs) receive the services to which they are entitled. She added that the number of students with IEPs has risen, and they expect the trend to continue. More students will require more services, and more staff will be required to provide those services.

Jenoge Khatter brought attention to the topic of soliciting community input to inform a forthcoming policy about acceptable classroom displays. Such a policy is under consideration after 4J's response to the existence of a flag in Mr. Khatter's former classroom. Mr. Khatter expressed thanks to the BOD for promoting the work and serving on the workgroup. He shared his perspective that there are other areas in the district with controversial symbols – such as The Irish at Sheldon High School and Theodore Roosevelt at Roosevelt Middle School. He said that using an ethnic group as a mascot and representation of a student body and school building is problematic. He urged the BOD to reevaluate 4J symbols and be more astute observers of the symbols being allowed and disallowed and the identities they do and do not affirm.

Larry Lewin, retired 4J educator and Community Alliance for Public Education (CAPE) member, addressed the BOD regarding staff attrition rate. He requested that the BOD direct the Human Resources department to release public data about how many principals, teachers, and classified employees have left the district. He stated that the public needs to know the health of employees of the district.

Roscoe Caron, retired 4J educator and CAPE member brought attention to HB4124, requiring districts to report on local assessments administered by the district or mandated by district policy. He explained that Representative Nancy Nathanson wrote the bill believing that parents and taxpayers deserve to know the extent and cost of district mandated testing. He said he reviewed 4J's report and has the following questions: Exactly how many district mandated tests are mandated by law? Which subjects? How

many times per year? How often are students given test score determined remediation and being pulled out of their classroom? How much of their class instruction time is missed. In what subjects? How many 4J students in any given month are given such remediation? How much time on average do teachers spend gathering and reporting testing data? How much money does 4J spend annually on all district required tests? Does district testing have any negative impact on teacher satisfaction, wellbeing, and turnover? Does district testing have any negative impact on student self-confidence, emotional health, or how they feel about reading? Mr. Caron ended by stating that HB4124 is only a starting point. It is up to the 4J community to make the best use of it and foster discussion. He urged the BOD to consider the questions he posed.

V. COMMENTS BY EMPLOYEE GROUPS

Eugene Education Association (EEA) President Sabrina Gordon commented that EEA and 4J have been negotiating over a successor agreement to the now expired contract for more than six months. She stated that they have come to agreement on a number of articles and only a few issues remain. Together the issues present an opportunity for 4J to show with action their commitment to all staff and students. The remaining issues include recognition for the work of counselors, nurses, and librarians, learning environments that protect students from the impacts of extreme temperatures and wildfire smoke, a commitment to maintain a licensed staff member as a benefits coordinator, a commitment to protect the time educators need to create an engaging and individualized experience for each student, and a salary increase. She added that 4J must invest in the ability to attract and retain the educators that students deserve. She urged 4J to finish the bargain.

Oregon School Employees Association (OSEA) President Lisa Jenkins-Easton spoke about challenges in the transportation department, citing district and statewide bus driver shortages. She stated that she appreciated the recent thoughtful and caring responses from the district to work together for solutions. She added that transportation employees at 4J and their union remain hopeful for the opportunity for creative and innovative problem-solving.

VI. CONSENT GROUP - ITEMS FOR ACTION

1. APPROVE BOARD MEETING MINUTES FOR THE SEPTEMBER 18, 2024 BOARD WORK SESSION AND THE OCTOBER 9, 2024 REGULAR SESSION

2. APPROVE PERSONNEL ACTIONS

3. APPROVE PRIVATE ALTERNATIVE EDUCATION OPTIONS CONTRACTS

MOTION: Vice Chair Di Liberto moved to approve the consent group.
Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair**

Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.

VII. ITEMS FOR INFORMATION

1. INTEGRATED GUIDANCE (IG) 2023-24 REPORT PRESENTATION

Assistant Superintendent of Instruction and Access Larry Williams and Manager of Financial Stewardship and Compliance for Integrated Guidance Judy Jesiah introduced the 2023-24 Integrated Programs Annual Report via PowerPoint presentation.

Ms. Jesiah explained that they report annually to the governing board, as is required for Student Investment Account (SIA) recipients. The full report is posted on district and charter school websites. Integrated guidance funds include a blend of state and federal funding.

She highlighted the following integrated guidance targets, or focal groups:

- Students navigating poverty
- Students of color
- Students navigating houselessness
- Students who are emerging bilinguals
- Students recently arrived
- Students with disabilities
- LGBTQ2SIA
- Migratory students
- Justice involved youth
- Students navigating foster care

She briefly highlighted a table showing 2023-24 4J allocations, roughly \$19.4M. She referenced a packet shared previously with the BOD, with a full financial breakdown.

Ms. Jesiah noted an improvement regarding both 9th grade on-track and graduation rates and challenges regarding early literacy. She showed a table detailing longitudinal performance growth target progression, noting that final data will not be available until the end-of-year.

Ms. Jesiah and Mr. Williams opened the floor for questions.

Vice Chair Di Liberto asked if there is typically a difference between preliminary and final data?

Ms. Jesiah responded that it tends to go up anywhere from 0.5 to 1.5 percent.

Ms. Munro noted the significant 3% jump in attendance.

Ms. Jesiah responded that elementary and middle school have shown great improvement regarding attendance.

2. RECEIVE REPORT ON COMMUNITY CHATS HELD IN OCTOBER AND DISCUSS PLANS/IDEAS FOR NOVEMBER CHATS

Ms. Thessen offered a report on October community chats and future plans for community chats. She explained that the chats were born out of the board's desire to improve community engagement. She described the community chats in October as fruitful and leading to important conversations. She said feedback has been provided to district staff, including at least nine issues that came up during those conversations. Ms. Thessen recommended potentially postponing the November chats to focus on the multitude of issues that have already been raised.

Mr. Hamilton and Ms. Newman both responded that they had previously planned to conduct one chat in November.

Ms. Thessen clarified that she is recommending postponing November chats which have yet to be scheduled.

VIII. ITEMS FOR ACTION

1. ENTERPRISE ZONE SCHOOL SUPPORT FEE

Interim Superintendent Gill provided background on HB2009 requiring cities managing enterprise zones to collaborate with school districts within those zones to establish a school support fee. He noted that 4J overlaps with two enterprise zones – one is the West Eugene Enterprise Zone and the other is the Springfield Community Enterprise Zone. He referenced a map provided in the board packet. HB2009 also states that the school district must agree on a school support fee.

Interim Superintendent Gill said that at their previous meeting, the BOD directed him to collaborate with Bethel School District and Springfield School District regarding the topic, as the three districts share enterprise zones. He sought additional input from the Chamber of Commerce. After careful review, all school districts are recommending a rate of 15%.

Mr. Bradley opened the floor for questions. There were none.

MOTION: Ms. Munro moved to accept the recommendation for the enterprise zone school support fee. Vice Chair Di Liberto seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. REPORT AND APPROVAL OF A FOCUS GROUP PROPOSAL FROM THE AD HOC SUPERINTENDENT SEARCH BOARD SUBCOMMITTEE

Ms. Newman provided a report on behalf of the Ad Hoc Superintendent Search Board Subcommittee.

She referenced two documents provided in the meeting packet. She explained that after a lot of discussion they are proposing a process for engaging focus groups. She described roughly 30 small focus groups, including but not limited to: licensed and classified staff, parents, employee groups, community partners, and affinity groups. She emphasized that the search firm will utilize a combination of lottery and assigned slots. The same questions provided to the focus groups will be provided in the online community survey.

Ms. Rabasa noted two things. First, that some of the focus groups identified historically have not participated in surveys. Second, that only two student groups were identified. She urged engaging and a SPED student group, high schoolers, and middle schoolers.

There was discussion about how they will best ensure fair representation.

Student Representative Ms. Gonzales Valle asked how students who are not part of affinity groups will be made aware of the survey.

Ms. Munro responded that the district is currently planning a targeted approach.

Student Representative Ms. Hehman suggested putting the survey in advisory presentations, school announcements, and/or posted visibly with a QR code.

Student Representative Ms. Berry agreed that advisory is a good way but noted that students do not always show up to advisory. She suggested doing it during an assembly or as a classroom exercise.

Student Representative Ms. Dodge suggested utilizing Canvas to advertise the survey.

Ms. Rabasa suggested designating the first ten minutes of English class for taking the survey.

There was consensus to proceed with the focus group proposal presented by Ms. Newman on behalf of the Ad Hoc Superintendent Search Board Subcommittee.

3. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY BBFC – REPORTING OF SUSPECTED ABUSE OF A CHILD (SECOND READ)

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

favor.

**4. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY
GBNAB/JHFE – REPORTING OF SUSPECTED ABUSE OF A CHILD (SECOND
READ)**

MOTION: Vice Chair Di Liberto moved to approve proposed revisions to policy GBNAB/JHFE. Ms. Munro seconded. **The motion carried unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Thessen, Ms. Newman, Ms. Rabasa, Ms. Munro, and Mr. Hamilton all voting in favor.**

**5. CONSIDER FOR APPROVAL PROPOSED REVISIONS TO POLICY
JHFE/GBNAB – REPORTING OF SUSPECTED ABUSE OF A CHILD
REPORTING REQUIREMENTS (SECOND READ)**

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

IX. ITEMS FOR ACTION AT A FUTURE MEETING

**1. CONSIDER APPROVAL OF BOARD DIRECTORS’ TRAVEL PER POLICY
BHD – BOARD MEMBER COMPENSATION AND EXPENSE
REIMBURSEMENT**

Ms. Rabasa highlighted policy BHD, requiring that any board member interested in attending a conference, meeting, or visitation must get approval from the rest of the board. Thus, Ms. Rabasa is asking the board to consider approving her attendance at the National School Board Association’s annual Advocacy and Equity Institute happening in February 2025.

2. BUDGET COMMITTEE REAPPOINTMENT

Finance Director Matt Brown introduced budget committee reappointments. He explained that while two budget committee positions have technically opened this year, the individuals who filled those seats have expressed interest in remaining on the committee. He clarified that the members have both served one-year terms. Mr. Brown recommended skipping the selection process and allowing the two individuals to remain in their positions.

Chair Jonak asked if the district has ever not opened the selection process.

Mr. Brown responded not since he has been in his position.

Ms. Rabasa responded that the recommendation is not something that 4J typically does.

She said she wants the opportunity to be available to all community members and noted that there has historically been high interest in serving on the budget committee. She suggested that if the recommendation is approved, that the policy workgroup work to refine the existing policy language to reflect reappointment.

Ms. Munro stated that while not best practice, the recommendation does fit within policy.

3. APPROVE REVISIONS TO BOARD POLICY AC – NONDISCRIMINATION (FIRST READ)

Assistant Superintendent of Equity, Inclusion, and Belonging Juan Carlos Cuadros presented a first read of revisions to board policy AC – Nondiscrimination. The required policy was first adopted in April 2008 and last revised in February 2022. He said HB2281, effective this year, required the 4J school board to designate one or more Civil Rights Coordinators. He referenced a document provided in the board packet. The document includes revisions to policy AC that reflect the hiring of a Civil Rights Coordinator, or the Assistant Superintendent of Equity, Inclusion and Belonging.

4. CONSIDER PROPOSED REVISIONS TO POLICY DJC – BIDDING REQUIREMENTS (FIRST READ)

Mr. Brown presented a first read of proposed revisions to policy DJC – Bidding Requirements. He described removing older versions of DJC and DJCA and replacing them with policies reflecting the new standards.

5. RENEWAL OF VILLAGE CHARTER SCHOOL CONTRACT

Curriculum Administrator and Charter School Liaison Casandra Kamens presented the renewal of the Village Charter School contract. Village Charter School is a K-8 model with approximately 225 students. She explained that it is up to the BOD to approve the renewal of the contract based on a good-faith evaluation. She cited a report detailing findings from the Charter Review Team and said the current contract is scheduled to end on June 30, 2025. The Charter Review Team’s recommendation is that the BOD approve the renewal of the contract.

6. OSBA ELECTION AND RESOLUTIONS

Ms. Newman introduced OSBA (Oregon School Board Association) Election and Resolutions. She cited a document provided in the meeting packet. She explained that there are three items to vote on: a dues increase, a PRIDE caucus, and board voting privileges and leadership opportunities. Regarding the proposed dues increase, she

reported that the fees OSBA has been charging districts have not nearly covered their operation expenses.

At Ms. Newman's request, Interim Superintendent Gill explained that the district receives policy services, legislative services, legal opinions, professional learning opportunities, and training from OSBA.

Ms. Newman added that the vote must be conducted by December 15, 2024.

7. APPROVE REVISIONS TO BOARD POLICY BBF – BOARD MEMBER STANDARDS OF CONDUCT (FIRST READ)

Interim Superintendent Gill introduced Revisions to Board Policy BBF – Board Member Standards of Conduct. He explained that the policy has been refined by the policy workgroup in collaboration with OSBA and district staff. The language was refined to better align with statute and to provide further clarity.

Interim Superintendent Gill received further input on policy BBF.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

There were none.

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

Interim Superintendent Gill requested the following items:

- A board travel policy including a report back to the BOD
- A policy regarding the reappointment of Budget Committee members
- A bid process report
- Further information relating to Village Charter School

XII. ADJORN

Chair Jonak adjourned the regular meeting at 8:49 p.m.



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

December 4, 2024

Title

Approve Personnel Actions

Presenter

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

Recommended Action

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2024-25 school year:**

None

- 2. Approve the employment of the licensed employees listed below for the 2024-25 school year:**

Employee ID	FTE
164006	1.0
166272	1.0
170375	1.0
170721	1.0
171815	0.6
172090	1.0

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

Employee ID	Reason	Effective Date
163707	Resignation	11/12/2024

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

Employee ID	Reason	Effective Date
133313	Resignation	10/14/2024
130381	Retirement	12/01/2024



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

December 4, 2024

Title

Transportation Tanks & Fueling Station Replacement

Presenter

Ryan Spain – Director of Facilities

Background

The District has continued to remove/decommission underground fuel storage tanks utilized by boilers and power generators. Over the past 12 months we have completed all site with the exception of our Transportation fueling station. Prior to decommissioning the older underground tanks at Transportation, Facilities will outfit the site with new above ground fuel storage tanks, updated fuel dispensing equipment, containment and safety equipment.

Budget/Resource Implications:

A national Sourcewell Cooperative Agreement #092920-Tan was utilized for the proposal from Blue1 Energy Equipment in the amount of \$936,259.

Board and Superintendent Goals

Goal 5 Stable, Sustainable Stewardship, Objective 5 Provide safe, secure, sustainable learning spaces that meet educational needs.

Recommendation

The superintendent recommends the award to Blue1 Energy Equipment in the amount of \$936,259 for the Transportation tanks and fueling station replacement funded from available capital reserve funds.



CONSENT AGENDA - ITEM FOR ACTION

Date of Meeting

December 04, 2024

Title

Approve Cost of Living Adjustment (COLA) and Insurance Benefit Adjustment for Managers, Administrators, Professionals, Supervisors, and for Senior Staff (Directors, Assistant Superintendents)

Presenter/s or who is submitting this item

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

Background

Following a conferral process with leadership representatives of District managers, administrators, professionals and supervisors, the Superintendent is recommending changes to the terms and conditions of employment as follows:

- **Annual Cost of Living Adjustment (COLA):**
The 2024-25 salary schedule shall increase by five percent (5%) effective July 1, 2024.
The 2025-26 salary schedule shall increase by five percent (5%) effective July 1, 2025.
The 2026-27 salary schedule shall increase by five percent (5%) effective July 1, 2026.
- **Insurance Benefit Adjustment:**
The district will make a monthly contribution for each full-time equivalent employee for medical, vision, dental, life and long-term disability insurance of one thousand, three hundred and sixty-seven dollars (\$1,367) the first year 2024-25, one thousand, four hundred and thirteen (\$1,413) the second year 2025-26, and one thousand, four hundred and seventy-eight (\$1,478) the third year 2026-27.

Budget/Resource Implications:

The proposed action is expected to result in cumulative costs over a three-year period (for MAPS/ senior staff only) of \$4.87 Million

Recommendation

The Superintendent recommends approval of the proposed Summary of Salary, Benefits and Other Matters for 4J Managers, Administrators, Professionals and Supervisors, and approval of the same COLA for senior staff.



CONSENT AGENDA—ITEM FOR ACTION

Date of Meeting

12/04/2024

Title

Budget Committee Reappointment

Background

Board Policy DBEA requires the district to form a budget committee that shall consist of 7 members of the board and 7 electors appointed by the board as required by Oregon Budget law. At least one member of the committee must be part of the equity advisory committee. The term of the appointment is 3 years. Members may be reappointed or the Board may choose to solicit applications from the general public to serve.

Amy Fellows and Dave Wallace were reappointed to finish out the last year of terms for Board Director Tom Diliberto and Ericka Thessen. They have served 1 out of 3 years on the Budget Committee.

Staff recommendation is to reappoint Amy Fellows and Dave Wallace to a new and first full, three-year term on the budget committee. This recommendation is made on the basis that both Amy and Dave have only served for 1 year and have a desire to continue. If they did serve 2 or 3 years of the full 3-year term, my recommendation would be to solicit invitations from the community, however I feel that with only 1 year of service and the learning curve of a school district's budget & size, re-appointment is appropriate in this particular situation and the knowledge base and involvement in years 2 and 3 are crucial to having a solid understanding of the financial makeup of the district.



Eugene School District 4J
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ITEM FOR INFORMATION

Date of Meeting

December 4th 2024

Title

First Quarter Financial Report
7/1/24 – 9/30/24

Presenter

Matt Brown, Director of Financial Services

Background

This is a review of our budget, revenue, and expenditures for the first quarter of fiscal year 2025 (7/1/24-9/30/24). Financial Services anticipates bringing the School Board a supplemental budget after the audit is completed to update beginning fund balances as well as clean up changes throughout the budget due to the new organizational chart and updated information on programs and grants.

General Fund: Overview & Notes

**FISCAL YEAR 2025 - QUARTER 1 FINANCIAL REPORT
General Fund Revenue & Expenses - 7/1/24 through 9/30/24**

REVENUES	Budget	9/30/2024	%
State School Funding			
Property Tax - Current	86,482,000	88,082	0%
Property Tax - Past	2,498,000	78,801	3%
State School Fund	109,300,000	38,620,590	35%
Local Option Taxes	25,887,000	47,906	0%
State Funding (ESD Pass-Through)	2,200,000	54,150	2%
Other	8,490,000	1,787,736	21%
Total Revenues	234,857,000	40,677,265	17%
Beginning Fund Balance	64,000,000	79,299,959	124%
GENERAL FUND - Total Resources	298,857,000	119,977,224	40%

EXPENDITURES	Budget	9/30/2024	%
Instruction	152,665,050	24,323,524	16%
Support Services	105,438,944	21,791,632	21%
Enterprise & Community Services	549,360	123,210	22%
Transfers	17,497,000	-	0%
Subtotal	276,150,354	46,238,366	17%
Contingency	6,000,000	-	
Unappropriated Ending Fund Balance	16,706,646	-	
Subtotal	22,706,646	-	0%
GENERAL FUND - Total Requirements	298,857,000	46,238,366	15%

General Fund Notes

- Beginning Fund Balance shown as of 9/30/24 is a pre-audited number. This number will be finalized when the audit is complete and may shift.
- General Fund revenues are on track compared to previous years.
- General Fund expenditure percentage is the same as last year at this time, meaning we are on track to spend funds as budgeted.
- With the anticipated ratification of the EEA agreement and MAPS agreement, retro salary payments will be processed in November and December that will impact these expenditures. In previous forecasts, an assumption of 4% COLA was used. After December we will complete another financial report and update to our forecast to share. With the known 5% COLA, this will mean a greater drawdown of reserves. An initial estimate of additional drawdown is \$1.8 Million this year with EEA and MAPS agreement effects.

Other Funds

Special Revenue Funds (200s)

<u>EXPENDITURES</u>	<u>BUDGET</u>	<u>9/30/2024</u>	<u>%</u>
Instruction	26,292,495	7,143,415	27%
Support Services	17,948,142	4,920,507	27%
Enterprise & Community Services	13,739,354	2,413,898	18%
Total Requirements =	57,979,991	14,477,820	25%

Debt Service Funds (300s)

<u>EXPENDITURES</u>	<u>Budget</u>	<u>9/30/2024</u>	<u>%</u>
Other Uses	45,403,468	-	0%
Total Requirements =	45,403,468	-	0%

Capital Outlay Funds (400s)

<u>EXPENDITURES</u>	<u>Budget</u>	<u>9/30/2024</u>	<u>%</u>
Instruction	2,825,270	94,509	3%
Support Services	18,171,098	1,748,683	10%
Facilities Acquisition & Construction	98,319,285	8,749,674	9%
Total Requirements =	119,315,653	10,592,866	9%

Internal Services Funds (600s)

<u>EXPENDITURES</u>	<u>BUDGET</u>	<u>9/30/2024</u>	<u>%</u>
Support Services	42,064,400	12,589,946	30%
Total Requirements =	42,064,400	12,589,946	30%



ITEM FOR INFORMATION

Date of Meeting

December 4, 2024

Title

Budget Values Framework

Presenter/s

Colt Gill, Interim Superintendent

Background

Last spring as the Board was processing the 2024-25 Eugene School District 4J Budget for adoption, the Board requested that future Budget development processes be guided by the Board's adopted goals for the District.

This Budget Values Framework offers a tool to center the Board's goals for the District and the use of the District's Equity Lens as a guide for decision making for proposed budget investments, reductions, or changes.

At this meeting the Board has several options:

- Offer input to improve the Budget Values Framework.
- Signal informal/trial use of the tool during the 2025-26 Eugene School District 4J Budget Process.
- Formally adopt use of the tool during the 2025-26 Eugene School District 4J Budget Process at the January Meeting.
- And, if the tool does not meet the needs of the Board, they may choose to go in a different direction for the 2025-26 Eugene School District 4J Budget Process.

Amount of Time Requested

15 Minutes

Budget Values Framework

Last Update: 11-19-24

This framework is designed to ground planning and decisions for the development of the 2025-26 Eugene School District 4J Budget. The Budget Values serve as a guide to prioritizing any new investments or targeting budget reductions so that they align to School Board adopted goals for the District.

Board Adopted Goals for Eugene School District 4J

This Budget Values Framework will be centered around these Board adopted District goals.

GOAL # 1: Increasing equitable outcomes and achievements

- Equity: Making it so that a student's demographic characteristics and where a student begins life doesn't negatively determine or limit that student's success in school/life.
- Public Education plays an important role in setting each student up for success in their life. Accordingly, our district must allocate efforts and resources in ways that ²⁵ support equitable student access and opportunity. Our district will take a proactive approach, rather than waiting for complaints or failure, including with literacy, SPED (special education), and racial harassment issues.

GOAL # 2: Safety and Well Being of Students and Staff

- We will cultivate the safety, belonging and wellness of our students and staff in our schools.

GOAL # 3: Proactively engaging our community

- The quality of communication and engagement with our district is integral to the success of our shared work, and in order to maximize success, we will improve our communication and engagement.

Budget Values Framework

Value	Funding Priority	Maintenance Funding	Value-Related Activities Funded in 2024-25
Increasing equitable outcomes and achievements	<ul style="list-style-type: none"> • Inclusion model, including improving and implementing timely, proactive identification and relationship-based support of disabled students. Ensure that the inclusion model prioritizes input from those with lived experience. • Literacy efforts – implementation and improvement • Bullying and harassment prevention and response • Professional development and training for staff to support these efforts 	<ul style="list-style-type: none"> • Classroom materials that are inclusive and representative • DEI efforts and leadership • Affinity groups • District Equity Committee • Equity Lens and Equity Budgeting 	<ul style="list-style-type: none"> • Curriculum/Program Adoption • Federal Programs (Title I, II, III, IV, VI, IDEA) • NATIVES Program • Equity Managers • Welcome Center • Early Learning • 504 Support • Principal academy • AVID • MTSS • Data Research & Planning • McKinney Vento & 15th Night Programming • English Language Development • Grow Your Own Program • Free Meals for All • Restorative and transformational justice efforts - 26 Student Support Matrix
Safety and Well Being of Students and Staff	<ul style="list-style-type: none"> • Exit data for staff with information compiled and reviewed on a regular basis • Safe and effective report structure for staff, students and families for complaints or issues • Safety planning with feedback from the community, including extreme incident planning 	<ul style="list-style-type: none"> • School Based Health Centers • Mental and Behavioral Health support and efforts • A focus on being fully staffed • Access by all employees to options for quality professional development 	<ul style="list-style-type: none"> • Title IX and Civil Rights • Safe Routes to School • Risk Management • Behavioral threat assessment • Restorative and transformational justice efforts - Student Support Matrix • Resolution 2024-10 Reaffirming Commitment to a Safe, Inclusive and Supportive School Environment for Each Student, Welcoming Students of All National Origins, Without Immigration or Documentation Status Barriers
Proactively engaging our community	<ul style="list-style-type: none"> • District Website – make it accessible with timely, meaningful content • Create community engagement events that are well attended in each region, including among historically disadvantaged groups • Consider alternative forms of communication (not just newsletters or written content) 	<ul style="list-style-type: none"> • Useful newsletters • Ombudsperson • Podcast 	<ul style="list-style-type: none"> • EEF Support • Athletics

Value	Funding Priority	Maintenance Funding	Value-Related Activities Funded in 2024-25
Maintaining District Functions			<ul style="list-style-type: none"> ● Nutrition Services <ul style="list-style-type: none"> ○ Catering ● Transportation Services ● Technology Services <ul style="list-style-type: none"> ○ Network improvements ○ Phone and website upgrades ● Finance - payroll, accounts payable, budget monitoring, audit support, procurement, grant management ● Human Resources - employee benefits, bargaining support, support & supervision ● Nursing Services ● Custodial Services ● Grounds and facility improvements ● State & Federal reporting ● Warehouse distribution ● District Registrar ● School Choice Coordinator and System ● Bis Team

Budget Decision Tool

4J Leadership, Board Directors, and Budget Committee Members should consider these questions when considering budget reductions, increases or changes:

1. If a new investment is being proposed, is there a new revenue source to support the investment? If not, identify what service or supply is to be reduced.
2. Does the proposed investment, reduction, or change align with the Budget Values Framework (above)?
3. Review these questions from the 4J Equity Lens:
 - a. What is the goal of the proposed investment, reduction, or budget change?
 - b. Who all will be impacted by the proposed investment, reduction, or budget change and are they being included in the decision process?
 - c. How might this proposed investment, reduction, or budget change impact equitable services? Consider equity and intersectional impacts across race, gender identity, sexual orientation, LGBTQ2SIA+, religion, age, origin, immigration status, geography/region, disability, socioeconomic status, balance of power, etc.
 - d. What are the outcomes the proposed investment, reduction, or budget change aim to accomplish?
 - e. What might be the unintended consequences of the proposed investment, reduction, or budget change?

Using the answers to the questions above, develop a stated rationale to explain the decision to support any proposed investment, reduction, or budget change.



ITEM FOR INFORMATION

Date of Meeting

December 4th, 2024

Title

Yujin Gakuen (YG) and K-12 Japanese Immersion Program Update

Presenter

Interim Superintendent Colt Gill

Description

The Yujin Gakuen (YG) Japanese Immersion Program has been a cornerstone of bilingual education and cultural inclusion within Eugene School District 4J for over three decades. Interim Superintendent Colt Gill will present his analysis of the YG program and considerations for its future, informed by a comprehensive report prepared by District staff.

The Superintendent's presentation will include:

- A detailed review of the historical context and current structure of the YG program.
- A summary of challenges and community concerns impacting the program's sustainability.
- An overview of the proposed steps to include community and staff voice through a transparent process to help determine next steps for the school.

Background

Since its inception in 1988, Yujin Gakuen has served as a model for dual-language immersion education, fostering academic excellence, bilingual proficiency, and global awareness. Originally located in the North region, the program has undergone several relocations, with the K-5 program currently housed at the Willard site in South Eugene.

To address ongoing challenges related to equity, access, enrollment, and program sustainability, district staff have collaborated to develop a comprehensive report. This report reflects a thorough and inclusive process, including:

- **Historical Review:** Analysis of YG's foundational goals, growth, and program adjustments over the years.

- **Community Engagement:** Review of previously collected survey data and insights from family and staff engagement sessions.
- **District Expertise:** Contributions from district leaders, educators, and operational staff to assess the feasibility, equity, and alignment of various scenarios with district priorities.
- **Scenario Planning:** Development of eight potential pathways that could impact YG's future, with detailed evaluations of the benefits, challenges, and impacts of each option.

Interim Superintendent Colt Gill will share the findings from this report, emphasizing the collaborative and data-informed approach taken to explore options for the program's future.

This work underscores the district's commitment to honoring YG's legacy while fostering trust, transparency, intentionality, and stability for families and staff.

Executive Summary: Comprehensive Report on the Yujin Gakuen Japanese Immersion Program

November, 2024



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Executive Summary: Comprehensive Report on the Yujin Gakuen (YG) Japanese Immersion Program

Presented by:

- Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion & Belonging
- Carmen Xiomara Urbina, Chief of Staff

Introduction

The Yujin Gakuen (YG) Japanese Immersion Program has served as a model for bilingual education, cultural inclusion, and academic excellence in the Eugene School District 4J for over three decades. This comprehensive report provides an analysis of YG's historical context, current structure, challenges, and potential pathways for its future. Developed through collaboration between district leaders, educators, and the YG community, the report seeks to honor the program's legacy while addressing critical challenges to ensure its sustainability and accessibility.

The Assistant Superintendent of Equity, Inclusion, and Belonging, along with the Chief of Staff, recommend pursuing **Scenario 1: Maintain a Dual-Regional Model** as a temporary solution for the 2025-26 school year. During this bridge year, a comprehensive and thoughtful process will be conducted to provide a final recommendation to the Superintendent by March 2025. This approach ensures sufficient time for planning, preparation, and effective communication with families, enabling a smooth implementation of the decision for the 2026-27 school year and beyond.

However, it is important to acknowledge that extending this process by an additional year may exacerbate some existing challenges. For example, we could see a second consecutive year of low kindergarten enrollment, and there may be an increase in student attrition at other grade levels in elementary, middle, and high schools.

How This Report Was Developed

This report reflects a thorough and inclusive process, including:

1. **Historical Review:** Understanding YG's foundational goals, growth, and adjustments over time.
2. **Community Engagement:** Reviewing previously collected data from surveys and insights from prior family and staff engagement ensures a well-rounded understanding that incorporates both past trends and current perspectives.
3. **District Expertise:** Contributions from leaders, educators, content experts and operational staff to assess feasibility, equity, and alignment with systemic priorities.
4. **Scenario Planning:** Development of eight scenarios, including two options for Scenario 2, to evaluate potential pathways for YG's future.

Historical Context

Founding and Early Years (1988–2000)

Established in 1988, Yujin Gakuen was one of the first dual-language immersion programs in Eugene. Rooted in Eugene’s historical connections to Japanese culture, the program adopted a 50/50 Japanese-English language immersion model to foster bilingual proficiency, academic rigor, and global awareness.

The program began as a K-5 pathway at the Silver Lea building near North Eugene High School (NEHS) and expanded to Kelly Middle School in 1993. The Silver Lea, Kelly, North trajectory created a seamless K-12 pathway, culminating in YG’s first graduating class in 2000. The YG-North Eugene partnership with Eugene International High School (Eugene IHS) during the early 2000s further enriched students’ academic experiences.

Challenges and Adjustments (2014–2020)

Budget constraints and staffing shortages emerged in the mid-2010s, impacting course offerings at the middle school level. Despite these challenges, NEHS continued to offer advanced Japanese courses, including International Baccalaureate (IB) options, ensuring high standards of bilingual education.

In the 2020/2021 school year, the K-5 program was relocated to the Kelly Middle School in North Eugene due to construction at NEHS. In the fall of 2024, the K-5 program was relocated to the Willard site in South Eugene. Initially envisioned as a temporary move, this relocation has raised concerns about equity, access, and the program’s long-term stability.

Current Structure and Challenges

Current Structure (2024-25)

1. **Elementary School (K-5):** Located at the Willard site in South Eugene, students follow a 50/50 Japanese-English immersion curriculum.
2. **Middle School (6-8):** Students transition to Kelly Middle School in the North region, continuing immersion studies in Japanese Language Arts, Social Studies, and Japanese Culture.
3. **High School (9-12):** At NEHS, students access advanced Japanese courses, including IB options, preparing them for higher education and global engagement.

Challenges

1. **Equity and Accessibility:** The South Eugene location poses access barriers for North region families, raising concerns about regional disparities.
2. **Community Trust and Transparency:** The lack of clarity on YG’s future has diminished trust among YG families and staff.
3. **Sustainability and Continuity:** Enrollment decline and student retention challenges based on region could impact the program’s alignment across K-12 levels.

4. **Resource Allocation:** Recruiting bilingual educators and addressing transportation needs remain critical issues.
5. **Cultural Identity:** Families and staff have expressed concerns about preserving YG's cultural and linguistic legacy amidst structural changes.

Overview of Scenarios for YG's Future

Scenario 1: Maintain a Dual-Regional Model (*Recommended ONLY for transition year 2025-2026*)

- **Overview:** Retain the K-5 program at Willard in South Eugene while maintaining middle and high school programs in the North region.
- **Benefits:** Preserves program continuity while allowing time for comprehensive, equity-focused long-term planning. Ensures transportation is guaranteed as part of the program's sustainability efforts.
- **Challenges:** Transportation barriers for North region families and perceptions of regional inequities.

Scenario 2: Exploring Options for Relocating K-5 to the North Region

1. **Option 1: Co-Locate YG K-5 at Kelly Middle School**
 - **Benefits:** Enhances access for North families; centralizes K-8 in one location.
 - **Challenges:** Facility modifications needed; logistical complexities of co-locating K-5 with middle school students.
2. **Option 2: Securing an Alternative North Region Site for YG K-5**
 - **Benefits:** Provides a dedicated elementary environment tailored to K-5 needs.
 - **Challenges:** Identifying, paying for, and preparing a viable site; balancing resources between regions.

Scenario 3: Establish a Dual-Region Program (Hybrid Structure)

- **Overview:** Operate a K-8 program in one region and high school programs in both North and South.
- **Benefits:** Balances accessibility and reduces transitions.
- **Challenges:** Increases operational complexity, significant costs barriers, and risks diluting program identity at the high school level.

Scenario 4: Establish a Language Immersion Hub at the Willard Site

- **Overview:** Centralize YG and other immersion programs at Willard to create a multilingual hub.
- **Benefits:** Promotes cultural exchange and optimizes resources.
- **Challenges:** Space limitations, cost, and risks to program identity. It centers immersion programs in a single region.

Scenario 5: Partner with Bethel School District for Shared Facilities

- **Overview:** Share resources and facilities with Bethel School District.
- **Benefits:** Enhances regional accessibility and reduces costs.
- **Challenges:** Governance complexities and potential community resistance.

Scenario 6: Implement a District-Wide Elementary Language Program

- **Overview:** Introduce foundational language learning in all non-immersion elementary schools.
- **Benefits:** Promotes equity and reduces immersion lottery pressures.
- **Challenges:** Requires significant investment and staffing. Does not resolve the YG dual-region issue.

Scenario 7: Regional Pickup Model for Dual Language Program Transportation

- **Overview:** Establish centralized pickup points for dual-language programs.
- **Benefits:** Increases equitable access and reduces transportation costs.
- **Challenges:** Requires logistical planning and supervision.

Scenario 8: Japanese Language Immersion Program Located in the South Region with Linkages to IHS

- **Overview:** The YG Japanese Language Immersion Program will establish a permanent home in the South region, with K-5 at Willard, grades 6-8 at Spencer Butte Middle School, and high school at South Eugene IHS, supported by a K-5 five-year transportation commitment for North region families, that will end at the conclusion of the 2028-29 school year.
- **Benefits:** This scenario ensures a stable K-12 progression for YG students, enriched by cultural and academic collaboration through IHS, while allowing flexibility for future adjustments if additional resources become available.
- **Challenges:** Limited transportation support after the remaining four years may challenge equity for North region families, and transitioning from North Eugene and Kelly Middle School will require thoughtful planning and support.

Recommended Pathway to Stability and Clarity for the Yujin Gakuen Japanese Immersion Program

The Assistant Superintendent of Equity, Inclusion, and Belonging and the Chief of Staff recommend pursuing Scenario 1: Maintain a Dual-Regional Model as a temporary solution for the 2025-26 school year. During this year, the district will engage in a thoughtful, inclusive, and transparent process to finalize a long-term plan for implementation beginning during the 2026-27 school year. This structured timeline ensures that the district can provide the stability, clarity, and transparency that families are seeking, enabling them to make the best decisions for their children’s futures. The proposed process includes the following steps:

1. **Forming a Collaborative Workgroup (December 2024):**
A workgroup will be convened, consisting of district staff, YG educators, and representatives from the YG community. This group will work collaboratively to explore and refine options for YG's future. The workgroup will center its discussions on equity, access, program sustainability, and alignment with district goals.
2. **Exploration and Assessment (December 2024 – March 2025):**
The workgroup will conduct a comprehensive assessment of the program's operational, logistical, and community impacts. This phase will include reviewing feedback from families, evaluating transportation solutions, and analyzing facility and staffing needs to ensure alignment with district equity and inclusion priorities.
3. **Developing Final Recommendations (March 2025):**
The workgroup will present its final recommendations to the Superintendent. These recommendations will be data-informed, community-driven, and designed to provide a sustainable and equitable future for the YG program.
4. **Superintendent's Decision (April 2025):**
Based on the workgroup's recommendations, the Superintendent will make a final decision regarding the long-term structure and location of the program. This timeline ensures families have over a year to prepare for any changes that will take effect beginning in the 2026-27 school year.
5. **Temporary Stability (2025-26 School Year):**
While the planning process unfolds, the district will maintain the current dual-regional model as a temporary solution. This approach provides continuity for students and families while allowing the district the necessary time to thoughtfully plan and communicate next steps.
6. **Comprehensive Communication Plan (2025-26):**
The district will implement a robust communication plan to ensure families, staff, and community members are fully informed about the decisions being made. This includes regular updates, Q&A sessions, and targeted outreach to address concerns and provide clarity about the transition timeline.
7. **Implementation and Preparation (Spring and Summer 2026):**
The district will finalize all operational plans, including transportation logistics, staffing, and facility adjustments, to ensure a seamless transition to the new structure for the 2026-27 school year.
8. **Stability and Transparency for Families (2026-27 School Year):**
By the start of the 2026-27 school year, the district will have implemented a stable, sustainable, and equitable structure for the YG program. Families will have clarity and confidence in the program's future, empowering them to make informed decisions for their children's education.

Through this transparent and collaborative process, Eugene School District 4J aims to honor the legacy of the Yujin Gakuen Japanese Immersion Program while addressing current challenges. There is some risk to this approach. This year the kindergarten enrollment dropped, this could be due to the move to the South region, uncertainty of the school's future geographic location, or other factors. This decision will delay the permanent decision and implementation for one full

school year. Immediate viable solutions are also limited, this process could raise hopes for a decision that might not be immediately possible. This timeline does ensure that families and staff are supported at every step, with an aim to foster trust, stability, and a shared vision for the future.

Conclusion

The Assistant Superintendent of Equity, Inclusion, and Belonging and the Chief of Staff recommend Scenario 1: Maintain a Dual-Regional Model as the most balanced approach. This pathway preserves YG's legacy while addressing equity concerns and providing a clear timeline and community collaboration for thoughtful implementation.

By engaging staff, community partners, families, and caregivers through a collaborative planning process, Eugene School District 4J can ensure YG's future aligns with its commitment to equity, inclusion, and academic excellence.

Prepared for:

Interim Superintendent Colt Gill

Presented by:

Juan Carlos Cuadros, Assistant Superintendent of Equity, Inclusion, and Belonging
Carmen Xiomara Urbina, Chief of Staff

Comprehensive Report for Yujin Gakuen Japanese Immersion Program

Report Purpose

For over three decades, the Yujin Gakuen (YG) Japanese Immersion Program has been a cornerstone of Eugene School District 4J's commitment to innovation, inclusion, and global education. Founded with the visionary goal of equipping students with bilingual proficiency, cultural literacy, and the tools to navigate an interconnected world, YG has grown into a celebrated K-12 pathway blending academic rigor with cultural richness. It is not just a program—it is a community, a legacy, and a promise to prepare students for a world that increasingly values cross-cultural understanding.

Yet, as with all great stories, YG now enters an important chapter. In recent years, the program has experienced significant changes, including a relocation of the elementary program to the South Eugene region. What began as a temporary adjustment has evolved into a broader conversation about YG's long-term home, its accessibility for families across the district, and its ability to continue thriving as a model of excellence in bilingual education. This shift invites reflection on YG's accessibility for families across the district and its continued role as a model of excellence in bilingual education. What began as a stopgap measure has introduced questions about YG's long-term home, its accessibility for families across the district, and its capacity to continue serving as a model of excellence in bilingual education.

This relocation has brought both opportunities and challenges. On one hand, it has underscored the district's ability to adapt and innovate. On the other, it has raised concerns about equity, transparency, and the program's future. Families from the North region have expressed worries about losing access to a program that has long been a part of their community's identity. Meanwhile, the broader YG community seeks reassurances that the district will preserve the program's essence while navigating these changes.

The decisions now facing YG go beyond logistics—they strike at the heart of what the program represents. They will shape its legacy, its sustainability, and its ability to remain a beacon of diversity and inclusion. These decisions will also test the district's commitment to transparency, equity, and its foundational promise to provide all students with opportunities to thrive.

The story of Yujin Gakuen is one of resilience, innovation, and hope. As the district embarks on this critical journey to determine the program's future, it carries the weight of decades of dedication from students, families, and educators who have made YG what it is today. The challenge now is to honor that legacy while adapting to the evolving needs of the district and its diverse community. In doing so, YG can continue to inspire generations of students, preparing them to build bridges across cultures and navigate the complexities of a globalized world.

This moment is not just about preserving a program; it is about shaping the next chapter in a story that has already transformed lives.

Historical Context and Evolution of the Yujin Gakuen Japanese Immersion Program

Origins and Vision

In 1988, the Yujin Gakuen (YG) Japanese Immersion Program was established as a bold initiative to celebrate Eugene’s historical ties to Japanese culture and embrace multicultural education. The program adopted an innovative 50/50 Japanese-English dual-language immersion model, with the aim of fostering linguistic proficiency, academic rigor, and global awareness. This approach positioned YG as one of the few programs of its kind in the United States, setting a high standard for bilingual education.

Initial Location and Curriculum

The K-5 program began at the Silver Lea building, co-located with Corridor Elementary School near North Eugene High School (NEHS). This strategic location created a natural K-12 pathway, allowing students to progress from YG to NEHS while maintaining their immersion studies. The curriculum emphasized cultural exchange and global awareness, offering students a unique early introduction to international perspectives.

Program Expansion into Middle School at Kelly Middle School (1993 - Present)

Throughout the 1990s, YG’s reputation flourished, driving increased demand for its dual-language immersion program. This surge in community support and enrollment solidified YG’s role as a vital educational offering within the Eugene School District 4J.

In the fall of 1993, the YG Program expanded into Kelly Middle School with its first 6th grade class. At the middle school level, students had access to core Japanese courses in Language Arts, Social Studies, and Japanese Culture, building a strong foundation for advanced high school studies.

High School Integration and Pathways (1996–2024)

First Graduating Class and High School Integration

In 2000, YG celebrated its first graduating class, marking the fulfillment of the district’s K-12 Japanese immersion pathway. This milestone reflected the district’s commitment to fostering multilingual, globally competent graduates prepared for an interconnected world.

Evolution of Academic Programs and International Baccalaureate Integration at NEHS

From 2002 to 2008, North Eugene High School (NEHS) partnered with Eugene International High School (Eugene IHS), offering Yujin Gakuen (YG) students a globally focused curriculum. This partnership, the fourth and final Eugene IHS collaboration district-wide, provided advanced opportunities for students to deepen their cultural understanding and achieve college-level proficiency in Japanese through International Baccalaureate (IB) courses.

In 2007-08, during the Eugene IHS partnership, NEHS applied for the Small Schools Grant. By 2008-09, Eugene IHS and NEHS transitioned into separate entities, with North Eugene IHS becoming one of NEHS's small schools. North Eugene IHS independently applied for and received its own IB designation from the International Baccalaureate Organization (IBO).

In 2012-13, NEHS staff, with support from district and building leadership, transitioned back to a comprehensive high school model. This change extended IB status to the entire school, enhancing access to rigorous academic opportunities for all students

Challenges and Adjustments (2014–20)

Budget and Staffing Constraints

Between 2014 and 2020, YG faced challenges related to budget limitations and staffing shortages, which affected the availability of middle school Japanese courses. Despite these difficulties, the program upheld its commitment to excellence, with NEHS continuing to offer rigorous advanced language options.

Relocation of K-5 YG to Kelly Middle School

In 2021, YG moved to Kelly Middle School to accommodate the construction of the new NEHS building. This relocation created a cohesive K-8 structure, enabling students to continue their bilingual education seamlessly. At Kelly, middle school students continued to have access to core Japanese courses in Language Arts, Social Studies, and Japanese Culture.

Current Structure (2024-25)

The Yujin Gakuen (YG) Japanese Immersion Program currently operates as a K-12 pathway, each level carefully designed to build upon the previous one while fostering bilingual proficiency and cultural literacy.

At the **elementary level (K-5)**, students begin their journey at the Willard site in South Eugene, where a balanced 50/50 Japanese-English immersion curriculum introduces them to foundational bilingual skills. This innovative structure not only develops linguistic proficiency but also instills a deep appreciation for cultural diversity from an early age.

As students progress to **middle school (6-8)**, they transition to Kelly Middle School in the North region. Here, the curriculum expands to include core Japanese courses in Language Arts, Social Studies, and Japanese Culture, ensuring continuity in bilingual education while strengthening understanding of Japanese traditions and global perspectives. Over the years, a significant number of 8th grade Yujin Gakuen students at Kelly Middle School opt to attend Sheldon or South Eugene High School instead of continuing in the YG Immersion pathway to North Eugene High School.

For students continuing to **high school (9-12)**, the immersion program culminates at North Eugene High School (NEHS), where advanced Japanese courses, including International Baccalaureate (IB) options, are offered. These rigorous classes prepare students for higher

education, global engagement, and professional opportunities, equipping them with the skills to navigate an increasingly interconnected world.

Together, the articulated structure creates a robust and dynamic immersion program that supports students on their journey to becoming culturally aware, globally minded individuals.

Navigating Challenges: Community Voices and Recommendations for YG's Future (2022-24)

In fall 2023, Eugene School District 4J entered the third phase of its long-range planning process to determine the future of the Yujin Gakuen (YG) Japanese Immersion Program. The district also explored a broader range of possibilities beyond the South region. Two primary options were proposed: a temporary 5-6 year relocation to South Eugene or a permanent move to the region. Both options sparked significant concerns within the YG community, highlighting potential risks to the program's stability, equitable access, and deeply rooted community connections.

To address these concerns, the district convened a work group in October 2023. This group included Yujin Gakuen (YG) educators, family representatives, and district representatives. Additionally, the work group included two Board members, as well as the Superintendent and Chief of Staff, who were present to guide and support the process. Each participating school was represented by two teacher representatives to ensure balanced input and diverse perspectives. Over the course of three meetings, the group assessed the program's transition needs and developed recommendations. Central to their work was engaging families, including a survey conducted during November parent conferences, which captured feedback from 75% of YG families.

The work group's findings revealed a complex set of challenges that have profound implications for Yujin Gakuen's (YG) future. At the heart of these concerns was the recognition that any decision about relocation or restructuring could fundamentally alter the program's legacy, community connections, and long-standing mission of fostering bilingual education.

One of the most pressing challenges was equity and accessibility. A move to South Eugene posed the risk of deepening regional disparities, creating significant barriers for North region families who have long been integral to YG's success. Such a shift threatened to disrupt the continuity of the K-12 immersion pathway, which has been a cornerstone of the program.

In addition to logistical challenges, the work group identified issues of transparency and process. Many community members expressed frustration at the lack of opportunity to formally advocate for continuing co-location at Kelly Middle School before the Board made its decision to end this option. This breakdown in communication led to feelings of mistrust and a sense that community voices were not fully valued in the decision-making process.

Perhaps most poignantly, the work group highlighted the cultural and historical significance of YG's North region roots. For decades, the program has served as a symbol of inclusion,

resilience, and cultural pride. Displacing YG from this region carried deeper symbolic implications, echoing broader patterns of marginalization that the community was deeply aware of. This underscored the need for respectful, inclusive decision-making that honors the program's rich legacy.

From Challenges to Solutions

In light of these challenges, the 2023 work group proposed a set of targeted recommendations aimed at preserving YG's mission, fostering trust, and ensuring long-term sustainability:

1. **Remain in the North Region:**

The work group strongly advocated for continuing co-location at Kelly Middle School, supplemented by facility improvements funded through the 2018 school bond. This option would maintain YG's community ties in the North region while addressing space and infrastructure needs for both YG and Kelly Middle School.

2. **Invest in Long-Term Planning:**

To ensure the program's sustainability, the group recommended involving middle and high schools in aligning the K-12 pathway. If relocation to the Willard site became necessary, they stressed that it should be treated as a permanent, fully resourced solution rather than a temporary measure.

3. **Enhance Communication and Trust:**

Rebuilding trust within the community was seen as critical. The work group urged the district to recommit to transparent and collaborative decision-making processes, ensuring that all constituencies feel heard and included in shaping YG's future.

4. **Address Transition Needs:**

Recognizing the complexities of any relocation, the work group emphasized the importance of providing robust support for families and staff. This included improved transportation options, wrap-around services, targeted recruitment of bilingual educators, and a commitment to preserving the cultural traditions that define YG's identity.

The work group's efforts and the November 2023 family/caregiver Conference Survey highlight the pressing need for equitable, transparent, and sustainable solutions for YG's future. The full "Elevating Transition Needs: Work Group Memo for School Board Consideration"¹ and the accompanying "Future of YG family/caregiver Survey-Nov-23"² provide valuable insights into the community's perspectives and recommendations. Together, these resources reaffirm YG's pivotal role in fostering bilingual education and cultural understanding while emphasizing the importance of thoughtful planning to preserve its legacy.

¹ [Elevating Transition Needs: Work Group Memo for School Board Consideration.](#)

² [Future of YG family/caregiver Survey-Nov-2023](#)

Pathways for the Future: Scenarios and Strategic Recommendations

In planning the future structure and location of the Yujin Gakuen (YG) and K-12 Japanese Immersion Program, Eugene School District 4J is committed to addressing key systemic priorities, including regional equity, accessibility, community needs, and the effective use of facilities. The process has been guided by a comprehensive, multi-phased approach that incorporates diverse perspectives and emphasizes data-driven decision-making.

Parent and caregiver engagement, conducted on October 23, 2024, served as a cornerstone of this analysis. The results of this process not only provided critical insights into current family priorities, concerns, and aspirations but also offered a historical perspective on how past decisions were made and their ongoing impact on the program. Concurrently, staff, composed of leadership and content experts, have engaged in detailed reviews and analyses throughout October and November 2024. This team has leveraged their strategic vision and subject-matter expertise to evaluate the operational, instructional, and logistical implications of potential changes. This dual-input process ensures a balanced approach, integrating community voice with technical feasibility and systemic alignment.

The following section provides a comprehensive exploration of core scenarios and expanded recommendations for YG's future. These scenarios reflect a focus on balancing immediate needs with long-term strategic goals, addressing both the benefits and potential challenges of each pathway. This analysis underscores the district's commitment to transparent decision-making, inclusion, and fostering a sustainable future for the Yujin Gakuen Japanese Immersion Program.

Scenario 1: Dual-Regional Model for Yujin Gakuen

Proposed Structure:

The **Dual-Regional Model** proposes maintaining the current geographic alignment of the Yujin Gakuen (YG) Japanese Immersion Program, with the K-5 program at the modern and well-equipped Willard site in South Eugene and the middle and high school programs remaining in the North region at Kelly Middle School and North Eugene High School.

Rationale:

This approach prioritizes short-term continuity while creating space for comprehensive, equity-focused planning to address long-term challenges, including equity gaps, resource distribution, and program sustainability. Extending the current structure through the 2025-26 school year avoids abrupt transitions and ensures all constituency are engaged in the planning process. Major structural changes would be deferred to the 2026-27 school year or beyond, allowing time for thorough evaluations, community input, and the development of a forward-looking plan aligned with YG's mission of fostering bilingualism, cultural fluency, and

community connections. By preserving program continuity, the Dual-Regional Model prevents immediate disruptions and provides a stable foundation for the district to address systemic challenges incrementally. It also opens opportunities for meaningful collaboration with the YG community to design an equitable, sustainable, and accessible future for the program. Through deliberate planning and engagement, this model balances the logistical complexities of serving diverse regions with YG's commitment to educational excellence and inclusivity.

Benefits:

- **Stability and Continuity:** For families, students, and staff, the Dual-Regional Model provides much-needed predictability during a time of uncertainty. By avoiding abrupt transitions, this option allows current students to progress through a familiar system while maintaining established feeder pathways from elementary to secondary immersion programs. This stability is especially critical for preserving the program's high standards of bilingual education and cultural fluency, ensuring that students continue to receive the benefits of YG's immersive and rigorous curriculum.
- **Honors long-standing community ties:** Retaining the middle and high school programs in the North region also honors YG's long-standing community ties. The program's historical roots are deeply intertwined with the North region, where generations of families have built strong connections to the schools and the community. Preserving this regional alignment demonstrates the district's commitment to maintaining YG's cultural and historical significance while navigating necessary changes.
- **A Window for Deliberate Planning:** The extension of the current structure creates a vital opportunity for the district to engage in comprehensive, equity-focused planning. This period of reflection and collaboration allows constituency to address critical questions about YG's future, including how to balance accessibility, sustainability, and growth across regions. By maintaining the status quo in the short term, the district can take the time needed to evaluate program needs, gather input from families and educators, and design a roadmap that aligns with YG's mission and values.
- **Continued support for transportation:** Transportation support remains a cornerstone of this model, ensuring that North region families can access the South Eugene elementary program without undue hardship. While this comes with logistical challenges and financial costs, it also underscores the district's commitment to equity and inclusivity. Routes will be optimized to minimize travel times and ensure that all students, regardless of geographic location, have the opportunity to benefit from YG's immersive education.

Challenges:

While the Dual-Regional Model provides stability, it also highlights several ongoing challenges that must be addressed through the planning process.

- **Equity gaps:** Equity gaps remain a pressing concern, as North region families face longer travel distances to access the elementary program. Balancing resource allocation between the two regions is another complexity, requiring careful consideration to avoid perceptions of favoritism or neglect.

- **Perceptions of delayed action:** maintaining this structure without immediate changes may be perceived by some constituency as delaying action on critical issues. The district must navigate these concerns by demonstrating its commitment to meaningful progress and transparency throughout the planning process.
- **Enrollment Challenges:** Kindergarten enrollment dropped significantly in 2024-25. This may be due to YG's move to the South region, it may be due to uncertainty about the future home of YG, and it may be related to other factors. However, it will be important to closely monitor enrollment in the future to ensure the long-term viability of the school.

Unintended Consequences and Opportunities

The division of the program across regions could inadvertently deepen feelings of fragmentation among YG families, particularly those who value a unified community identity. There is also a symbolic dimension to relocating the elementary program to South Eugene, which may raise concerns about distancing the program from its historical roots in the North region.

However, these challenges also present opportunities. The deliberate planning period allows the district to proactively address these concerns, fostering stronger connections between families and educators across regions. By prioritizing community engagement and inclusive decision-making, the district can strengthen YG's sense of identity and cohesion while preparing it for a sustainable future.

A Path Forward

The **Dual-Regional Model** represents a balanced approach to navigating the complexities of YG's current circumstances. It preserves the program's stability and continuity while creating space for thoughtful, equity-focused planning. By deferring major changes until the 2026-27 school year or beyond, the district can engage constituency in a collaborative process that prioritizes inclusivity, sustainability, and cultural preservation.

This model is not without its challenges, but it provides a crucial foundation for addressing them. Through deliberate planning, transparent communication, and a commitment to YG's mission, the district can honor the program's rich legacy while ensuring its future as a cornerstone of bilingual education in Eugene.

Nuances of the Dual-Regional Model

The **Dual-Regional Model** presents a layered approach to managing the Yujin Gakuen (YG) Japanese Immersion Program, balancing continuity with opportunities for future innovation. While its primary strength lies in maintaining the existing geographic division of the program, there are several nuanced considerations that reflect the complexity of this scenario:

1. **Regional Disparities and Perceptions of Equity**
 - The model risks reinforcing disparities between North and South region families, as North families must travel further for elementary education at the Willard site.

While district-supported transportation mitigates this challenge, perceptions of inequity could persist, particularly if resources in one region appear to outpace the other.

2. **Cultural and Community Cohesion**

- Maintaining a divided structure may impact the sense of unity among YG families, with the geographical separation posing challenges to building a cohesive community identity. However, targeted engagement efforts, including community-building events and cross-region dialogues, can strengthen relationships and bridge divides.

3. **Facility Utilization and Growth Management**

- The Willard site, while modern and well-equipped, could face overcapacity issues as enrollment grows. Long-term planning must address infrastructure limitations, ensuring the site remains a sustainable hub for K-5 education while preserving the cultural elements integral to YG's identity.

4. **Perceived Inaction vs. Strategic Patience**

- Extending the current structure through 2025-26 may be perceived by some as delaying critical decisions. However, this deliberate approach allows time for thorough evaluations, robust constituency engagement, and strategic alignment across K-12 levels, ultimately ensuring thoughtful and equitable solutions.

5. **Symbolism of Regional Roots**

- Retaining the middle and high school programs in the North region honors YG's historical and cultural roots while maintaining continuity for older students. Yet, the elementary program's presence in South Eugene creates a symbolic shift that may require consistent communication to affirm the district's commitment to preserving YG's legacy.

Closing Reflection

The **Dual-Regional Model** encapsulates both the challenges and opportunities of navigating Yujin Gakuen's future while honoring its legacy. By maintaining the current geographic alignment, this approach provides the district with a stable foundation from which to address systemic issues, engage meaningfully with constituency, and craft a thoughtful, long-term vision for the program.

This model is not without its complexities. It demands intentional efforts to bridge regional divides, mitigate logistical challenges, and ensure equitable resource allocation. However, it also offers a chance to pause, reflect, and plan with purpose—ensuring that any changes to the program are rooted in equity, sustainability, and respect for the vibrant community YG has cultivated over the past three decades.

As the district moves forward, the success of the Dual-Regional Model will hinge on transparent communication, inclusive decision-making, and a steadfast commitment to the values that define YG: excellence in bilingual education, cultural celebration, and a shared vision for preparing students to navigate a globalized world. By investing in these principles, the district can chart a course that not only sustains YG's mission but elevates it for future generations.

Scenario 2: Exploring Options for Relocating YG K-5 to the North Region

Proposed Action:

To centralize the Yujin Gakuen (YG) K-5 program within the North region, Eugene School District 4J has **two options: *co-locating the elementary program at Kelly Middle School or securing a different North region site.*** Each option comes with distinct logistical, facility, and community considerations that impact program cohesion, accessibility, and district resources.

Considerations:

- **Facilities and Space Availability:**
Both options require thorough assessment of current North region capacity. Co-locating at Kelly Middle School would necessitate facility adjustments for elementary needs, and would require an exploration of the rationale used by the board when they made the decision to separate YG from Kelly in 2023. Securing an alternative site would require identifying a location with adequate infrastructure or the potential for expansion to meet K-5 program requirements. A separate site would also require support of bond funds from a future request of 4J voters. Future space needs to accommodate growing demand must be factored into either choice.
- **Community Perceptions and Engagement:**
YG families have recently adapted to the South region's Willard site, and another move could impact their trust and sense of stability within the program. Engaging both YG and Kelly communities in open discussions will be essential to building buy-in and addressing potential concerns.
- **Funding and Resource Allocation:**
Relocating YG to the North, either at Kelly or another site, will require financial resources for facility modifications, enhanced transportation, and ongoing support to maintain a sustainable single-region model. Recently, significant investments were made at Willard to accommodate YG's K-5 program; leaving this site could lead to financial inefficiencies. However, it also presents an opportunity to repurpose Willard, potentially for ECCO, a new Welcome Center for Families, or the Chinese Immersion School whose program is hampered by physical space limitations.

Option 1: Co-Locate YG K-5 at Kelly Middle School

Benefits:

- **Enhanced Accessibility for North and Bethel Families:**
By relocating K-5 to Kelly, families in the North and Bethel regions would have closer access to the program, potentially boosting enrollment and reducing travel times for these communities.

- **Program Cohesion and Continuity:**
Centralizing the entire K-8 YG program within one building promotes smoother transitions and a unified immersion environment, supporting long-term cohesion among students, families, and staff.
- **Operational Efficiency:**
A single, consolidated location streamlines logistical efforts, improves communication, and creates efficiencies in resource allocation, as all program grades would be under one roof.

Challenges:

- **Community Concerns with Co-Location:**
Co-locating elementary and middle school students could present challenges. Effectively tailoring facilities to meet the needs of both age groups will require thoughtful planning and clear communication.
- **Logistical and Operational Complexities:**
Moving the K-5 program to Kelly will require transportation planning, introducing potential access gaps if comprehensive solutions are not provided. Additionally, space limitations at Kelly could restrict future expansion or lead to overcrowding if program demand grows.
- **Facility Modification Needs:**
Kelly would benefit from upgrades and reconfigurations to create a suitable environment for K-5 students, including younger-grade classrooms, playgrounds, and secured entry points. These modifications will incur additional costs and logistical coordination, coming after the district made significant investments to improve the Willard site for permanent use by YG.

Unintended Consequences:

- **Community Fragmentation and Trust Concerns:**
A move to Kelly may erode relational trust with families who have already adjusted to the recent Willard relocation. Engaging families with transparent communication and support measures will be critical to retain engagement.
- **Potential Inefficiencies from Abandoning Willard Site Investments:**
Leaving Willard, after substantial investments for the K-5 program, may be financially inefficient. However, the space could be repurposed for ECCO, a new Welcome Center, or the Chinese Immersion School addressing district needs and offsetting some inefficiencies.

Option 2: Securing an Alternative North Region Site for YG K-5

Benefits:

- **Enhanced Accessibility for North and Bethel Families:**
A dedicated North region site would improve access for families in North and Bethel

areas, supporting higher enrollment and engagement without the complexities of co-locating with Kelly Middle School.

- **Flexibility for Future Expansion:**

Depending on the selected site, a standalone K-5 facility could allow for easier future expansion to meet increasing demand without impacting other programs.

Challenges:

- **Identification and Modification of an Appropriate Site:**

Finding an alternative site in the North region that meets K-5 needs and is viable for program relocation will be exceedingly challenging. Additionally, necessary construction, upgrades and modifications could incur high costs and require coordination with district facilities planning.

- **Increased Operational Complexity:**

A separate North region site, while providing dedicated space, would split resources across multiple buildings and add operational demands, particularly around staffing and resource distribution for a K-12 program spread across three locations.

- **Impact on Program Cohesion:**

While the North region location would increase access, maintaining program cohesion with elementary students in a separate building may pose logistical challenges for activities that foster a unified K-12 immersion culture.

Unintended Consequences:

- **Potential Overlap with Existing Programs and Resource Competition:**

If an existing school or facility is repurposed for YG K-5, it could impact other district programs and lead to competition for resources within the region, potentially affecting overall district priorities.

- **Community Engagement and Equity Challenges:**

Moving K-5 to a new, dedicated site in the North may still create accessibility concerns for South region families, necessitating a well-structured transportation plan to avoid equity gaps and ensure diversity within the program.

Expanded Analysis of Benefits and Challenges for Both Options:

Benefits:

- **Improved Accessibility and Enrollment Potential:**

Relocating to the North region in either option increases access for North families, supporting higher enrollment and addressing regional demand. This change could foster greater engagement, reduce attrition, and strengthen family participation.

- **Enhanced Program Continuity and Unified Culture (Option 1):**

Consolidating all grades in one location (Kelly) promotes smoother transitions, creating a continuous immersion experience. Alternatively, a dedicated K-5 site (Option 2) ensures

tailored support for younger students without the complexities of co-locating with middle schoolers.

Challenges:

- **Community Buy-In and Relational Trust:**

Both options require careful community engagement to address concerns from YG families who recently adjusted to Willard and may feel unsettled by another move. Transparent outreach will be critical to maintain trust and program loyalty.

- **Equity Considerations and Resource Allocation:**

Relocating to the North necessitates transportation solutions, as well as effective resource distribution to maintain program quality. Option 1 (Kelly) requires facility modifications, while Option 2 (a separate site) may involve resource allocation across multiple facilities, potentially impacting other district priorities.

Expanded Recommendations:

1. **Develop a Transportation Plan:**

Ensure transportation options, such as shuttles, to support equitable access to YG. Both options must include accessible transportation to foster diversity and mitigate equity gaps.

2. **Create a Comprehensive Community Engagement Strategy:**

Actively engage YG families and Kelly Middle School families in open discussions around the relocation process to build understanding, support, and address concerns related to co-location or separate site implications.

3. **Invest in Facility Modifications or Upgrades (Based on Option Selection):**

- **Option 1:** If relocating to Kelly, focus on creating secure, age-appropriate facilities and minimizing resource strain between elementary and middle school programs.
- **Option 2:** For a separate site, evaluate and modify facilities as needed to support K-5 students fully.

4. **Monitor and Evaluate Program Impact:**

Implement ongoing evaluation to monitor the impact of the relocation on enrollment, engagement, and community satisfaction. Use feedback from families to make data-driven adjustments as needed.

5. **Foster Program Identity and Cohesion:**

Promote a unified K-12 model to enhance transitions, whether located within one building or multiple sites, while offering events and celebrations to strengthen community bonds across North and South families.

Reflection:

Relocating the YG K-5 program to the North region presents a complex choice between co-location at Kelly Middle School or securing a separate site. Each option aligns with regional demand and enhances accessibility, though both require careful attention to community engagement, equity, and resource allocation. By investing in transportation, facility

improvements, and transparent communication, Eugene School District 4J can create an environment that supports both options, fostering program sustainability, inclusivity, and alignment with district priorities for the entire K-12 YG program.

Scenario 3: Establish a Dual-Region Program (Hybrid Structure)

Proposed Action: Implement a hybrid approach by establishing a K-8 program in one region (North or South) and offering high school options in both for flexible access across the district. Additionally, explore partnerships with neighboring districts and co-location with other 4J programs to optimize resources and accessibility.

Considerations:

- **Facility Distribution and Space Needs:** Ensure adequate facilities in the designated K-8 region, with age-appropriate resources and capacity for future growth. Provide high school options in both North and South regions for broader accessibility. Conduct a thorough facility assessment to support phased program expansion and evaluate co-location feasibility if needed.
- **Flexible Staffing and Resource Models:** Develop adaptable staffing plans to maintain quality and consistency across regions. Prioritize the recruitment of bilingual educators to meet program needs across all locations.
- **Equitable Access and Transportation Initiatives:** Establish regional transportation options to support family choice and ensure accessibility to the closest high school immersion option. Collaborate with neighboring districts, like Bethel, to reduce transportation burdens and expand access.
- **Equity-Driven Enrollment Policy:** Revise the lottery system to prioritize underserved communities by reserving spots to ensure equitable representation and alignment with district equity goals. Current priority is given to students previously identified as eligible for Free or Reduced Lunch (FRL), native or heritage language speakers, and siblings.
- **Community Engagement and Support:** Engage constituency through forums and informational sessions to address concerns, foster cohesion, and build support for program changes. Highlight benefits such as fewer transitions, enhanced cultural experiences, and broader access to generate enthusiasm.
- **Cross-District Partnerships:** Formalize agreements with neighboring districts on shared resources, staffing, and operational standards to enhance accessibility and equity. Collaborate on transportation solutions, especially for underserved communities.
- **Sustainable Funding and Resource Allocation:** Explore diverse funding sources, such as grants and partnerships, to support facility needs and expanded programming.
- **Monitoring and Evaluation:** Establish metrics for enrollment, retention, academic achievement, and family satisfaction to track program success and inform necessary adjustments

Benefits

1. **Increased Accessibility and Regional Equity:**

- **Flexible Regional Choice for High School:** Offering high school options in both regions allows families greater flexibility in choosing a location closer to home, reducing travel burdens and supporting retention.
 - **Broader Access through Partnerships and Co-Location:** Partnering with Bethel or co-locating at centrally accessible sites improves accessibility, especially for underserved communities.
2. **Seamless K-8 Model for Enhanced Continuity in One Region:**
 - **Reduced Transitions and Consistent Environment:** A K-8 model in a single region minimizes school transitions, supporting social-emotional stability and academic continuity within the same program.
 - **Aligned Curriculum and Cultural Identity:** Students in the K-8 program benefit from a unified curriculum and reinforced cultural identity, supporting language proficiency and cultural competency.
 3. **Strengthened Community Ties and Cultural Connections:**
 - **Cohesion Within the Chosen K-8 Region:** Centralizing K-8 fosters a stronger community connection within that region, supporting relationships among families, students, and staff.
 - **Sustained Relationships and Support Across Regions:** Offering high school programs in both regions allows students to continue their immersion education, fostering ongoing community engagement and support.
 4. **Equity-Driven Enrollment Policies:**
 - **Prioritizing Underserved Communities:** Adjusting the lottery system to prioritize underserved students aligns with district goals for inclusivity and representation, ensuring a diverse student body.
 5. **Operational Efficiencies through Shared Resources:**
 - **Cost Savings and Resource Sharing:** Partnering with neighboring districts allows resource pooling, potentially reducing costs and increasing staffing and transportation efficiencies.

Challenges:

1. **Resource Allocation and Staffing Needs:**
 - **Increased Demand Across Regions:** Operating high school options in both regions and a centralized K-8 requires precise resource planning to maintain program quality across all locations.
 - **Expanded Staffing Needs:** Supporting a dual-region high school program and a K-8 model increases staffing requirements, particularly for bilingual educators.
2. **Facility Requirements and Investment Needs:**
 - **Need for Age-Appropriate Facilities:** Expanding to a K-8 model requires dedicated resources like classrooms, restrooms, and playgrounds in the chosen region.
 - **Co-Location Constraints:** Sharing space with other programs may limit access to facilities, necessitating careful scheduling to prevent conflicts.
3. **Operational Logistics and Inter-District Coordination:**

- **Fewer elective options:** A centralized K-8 model may result in a reduction in MS elective options.
 - **Complexity of Multi-Region Operations:** Managing a program across two high school regions and a centralized K-8 location adds complexity in terms of curriculum coordination and consistent communication.
 - **Alignment with Bethel District:** Forming partnerships with districts like Bethel requires aligning policies and resources, which may be challenging given differing district needs.
4. **Community Pushback and Program Identity Concerns:**
- **Resistance to New Location or Structure:** Changes to program structure or regional offerings may raise concerns among current families. Clear communication is necessary to build support.
 - **Risk of Dilution of Program Identity:** Co-locating or merging with Bethel or other high school programs could dilute YG’s cultural and linguistic identity, impacting family and staff satisfaction.

Unintended Consequences

1. **Risk of Diluted Program Identity and Community Disengagement:**
 - Expanding the program across multiple regions or co-locating with other programs may dilute YG’s unique identity, potentially weakening community ties and engagement.
2. **Increased Transportation and Financial Demands:**
 - Offering high school options in both regions may require expanded transportation services, raising costs and logistical complexity, especially if student demand varies significantly.
3. **Potential Disparities and Regional Tensions:**
 - Families may perceive differences in program quality between locations, potentially leading to dissatisfaction. Ensuring resource equity across sites is essential to prevent regional disparities.
4. **Impact on District-Wide Resources and Priorities:**
 - Expanding YG to a K-8 model in one region and offering high school options in both regions could redirect resources from other district initiatives, potentially raising concerns about resource allocation.

Reflection

Scenario 3 offers a flexible, regionally balanced approach by centralizing the K-8 model in one region and expanding high school options to both the North and South. While this approach requires significant resource investment, thoughtful planning, and community engagement, it aligns with Eugene School District 4J’s commitment to equity, accessibility, and cultural inclusion. By proactively addressing facility needs, resource allocation, and community support, this model can create a sustainable, inclusive immersion experience that supports YG’s linguistic and cultural continuity while broadening its impact across the district.

Scenario 4: Establish a Language Immersion Hub at the Willard Site

Proposed Action: Designate the Willard Site as a centralized Language Immersion Hub for Yujin Gakuen (YG) and other district immersion programs, creating a multi-language, cross-cultural learning environment.

Rationale:

- **Enhanced Cross-Cultural Learning:** Bringing together various immersion programs fosters inter-program connections and enriches cross-cultural engagement among students, families, and staff. However, accommodating all programs—French (325), CI (120), YG (240), BV (439), and El Camino (395)—raises significant space concerns. This would require extensive use of portables, which may impact the overall learning environment and operational logistics.
- **Centralized Accessibility:** A central location can improve accessibility for families across Eugene, particularly for those who face transportation or logistical challenges with the current multi-region setup.
- **Efficient Resource Use:** Centralizing immersion programs at one site enables resource-sharing, optimizing administrative, academic, and facility resources across programs.

Considerations:

- **Shared Facility Upgrades:** The Willard Site may require significant infrastructure upgrades, such as additional classrooms, cultural spaces, and shared resources to accommodate multiple programs.
- **Transportation Options:** Providing reliable district-supported transportation will be essential to ensure equitable access for students from all regions, including Bethel and North Eugene.
- **Preserving YG's Unique Identity:** Ensuring YG maintains its distinctive Japanese cultural and linguistic identity within a shared environment is vital to avoid diluting the program's unique features.
- **Centralizing Programs in One Region:** Centralizing programs in one region limits accessibility and creates inequities.

Benefits:

1. **Inclusivity and Resource Sharing:**
 - **Multi-Language and Cultural Exchange:** Establishing the Willard Site as a hub allows students from different language backgrounds to interact, enhancing mutual respect, cultural exchange, and a global perspective.
 - **Cost-Effective Resource Allocation:** Shared resources, such as teachers, support staff, and administrative services, can reduce operational costs, improving budget allocation and reducing program redundancies.

- **Enhanced Cultural Learning Environment:** Creating a multi-program language hub provides a unique opportunity for students to experience cultural diversity within their own school, reinforcing the value of multilingualism.
 - **Unified Immersion Identity:** A centralized hub allows the district to create a strong identity and public presence for its immersion offerings, which can help attract funding, community partnerships, and broader district support.
 - **Operational Efficiencies:** Shared administrative and support staff can lead to operational efficiencies, allowing resources to be reallocated towards program enhancement rather than duplicated services.
2. **Program Growth and Accessibility:**
- **Increased Enrollment Potential:** A central location with accessible transportation can attract more families who may have been deterred by distance or regional limitations, strengthening enrollment and program viability.
 - **Potential for Cross-Program Events and Activities:** Bringing multiple immersion programs together offers opportunities for joint activities, events, and inter-program collaborations, enriching students' cultural experiences.
3. **Centralized Support for Language Programs:**
- **Professional Development and Curriculum Support:** A single hub makes it easier to coordinate professional development for immersion staff, allowing teachers to share best practices and improve instructional quality.
 - **Enhanced Family Engagement:** A single immersion hub provides a focal point for family involvement, simplifying communication, community events, and outreach efforts across immersion programs.

Challenges:

1. **Space Limitations and Facility Requirements:**
- **Insufficient Space for All Programs:** The Willard Site may have limited capacity, requiring either expansion or strict limits on enrollment to prevent overcrowding and maintain quality.
 - **Facility Upgrades and Costs:** The site may require extensive renovations to accommodate classrooms, language labs, cultural spaces, and other immersion-specific needs, necessitating additional funding.
2. **Need for Community Buy-In and Co-Location Sensitivity:**
- **Concerns about Dilution of Program Identity:** Families and staff may worry that combining programs could dilute the unique cultural aspects of each immersion model, particularly if traditions or values seem compromised in a shared environment.
 - **Community Engagement and Buy-In:** Achieving community support for co-location may require extensive outreach, transparency about the benefits, and a clear plan for maintaining each program's distinct identity.
3. **Transportation and Accessibility Logistics:**
- **Coordinating Transportation for Diverse Regions:** Providing equitable transportation to the Willard Site from all regions, including Bethel, North, and

South Eugene, will require careful planning and ongoing funding to maintain long-term accessibility.

- **Impact of Limited Transportation on Family Decisions:** Families from farther regions may face challenges if transportation is limited, potentially affecting overall program accessibility and enrollment diversity.

Unintended Consequences

1. **Space and Facility Challenges:** Overcrowding and reliance on portables may compromise the learning environment, and extensive renovations could strain the district's budget.
2. **Program Identity Risks:** Combining programs may dilute their unique cultural and linguistic identities, potentially alienating families and staff.
3. **Equity and Accessibility Issues:** Transportation complexities could limit access for families from distant regions, reducing diversity and creating barriers for underserved communities.
4. **Community Pushback:** Families and staff attached to current program sites may resist the move, leading to dissatisfaction and division.
5. **Operational Difficulties:** Coordinating resources, schedules, and staff across multiple programs could increase administrative complexity and create tensions over resource allocation.
6. **Enrollment Impacts:** Logistical challenges or perceived loss of program identity might deter families, risking uneven enrollment and reduced program growth.
7. **Equity Impacts:** Locating all programs in a single region could limit accessibility to families across the district.

Recommendations:

1. Conduct a thorough feasibility study to assess Willard's capacity and determine any necessary facility upgrades. *For reference as of 10/1/24 - Elementary enrollment at all 5 of our immersion programs is 1469.*
2. Establish guidelines to ensure each immersion program retains its cultural identity, with specific areas or staff dedicated to each program's traditions.
3. Plan for reliable, district-supported transportation options to and from the Willard Site to serve students across regions equitably.

Reflection

Establishing a Language Immersion Hub at the Willard Site presents an opportunity to create a dynamic, multi-language learning environment. Centralizing programs could enhance collaboration, improve resource efficiency, and expand accessibility for families across Eugene, strengthening the sustainability of immersion education.

However, this approach also brings challenges. Space limitations, transportation logistics, and preserving each program's unique identity will require careful planning and community engagement.

Scenario 5: Partner with Bethel School District for Shared Facilities

Proposed Action: Develop a facility-sharing arrangement with Bethel School District, particularly in the North region, to jointly support immersion programs. This partnership could involve shared resources, co-location, and coordinated programming for both Eugene and Bethel students.

Rationale:

- **Addressing Regional Demand:** With high demand in North Eugene, this partnership can help alleviate enrollment pressures and improve regional accessibility, especially for Bethel families.
- **Cost-Sharing Potential:** A collaborative model allows both districts to share operational costs, reducing financial strain and maximizing resources.
- **Regional Collaboration and Cohesion:** This partnership can strengthen community ties, offering families from both districts easier access to immersion programs.

Key Considerations:

- **Facility Co-Management:** Coordinating shared facilities requires careful planning around scheduling, space allocation, and managing potential program overlaps to ensure seamless operation.
- **District Policy Alignment:** Both districts will need to align on policies, standards, and curriculum to provide a unified educational experience while respecting each district's priorities.
- **Community Feedback and Support:** Gaining support from both Eugene and Bethel families is essential to the success of this partnership, particularly around how the program is structured and managed.

Benefits:

- **Strengthened Enrollment and Accessibility:**
 - **Improved Access for Bethel Families:** Sharing facilities in the North region offers Bethel families convenient access to immersion programs, likely boosting enrollment and program diversity.
 - **Increased Program Capacity:** Partnering with Bethel allows YG to serve more students, meeting regional demand and enhancing the program's sustainability.
- **Cost-Sharing and Operational Efficiency:**
 - **Reduced Financial Burden:** Cost-sharing on facilities, transportation, and staffing makes the program more financially sustainable for both districts.

- **Optimized Resource Allocation:** Pooling resources, such as transportation and instructional staff, enables efficient fund use, allowing each district to address other educational priorities.
- **Regional Collaboration and Community Impact:**
 - **Cultural and Linguistic Exchange:** Bringing together students from both districts creates a culturally diverse environment, fostering meaningful interactions among students from varied backgrounds.
 - **Community Cohesion and Support:** The partnership strengthens ties between Eugene and Bethel communities, promoting regional collaboration and mutual support.

Challenges:

- **Complexity of Facility Co-Management:**
 - **Scheduling and Space Allocation:** Coordinating shared facilities requires meticulous planning to avoid conflicts in classroom use, extracurricular activities, and resource access.
 - **Governance Structure:** Establishing a clear management framework will be essential, especially if one district retains primary ownership, to ensure smooth facility operations.
- **Alignment of District Policies and Standards:**
 - **Curriculum and Standards Differences:** Aligning instructional standards, curriculum choices, and graduation requirements may pose challenges if the districts have differing educational priorities.
 - **Ensuring Program Consistency:** Close collaboration is necessary to maintain consistent program quality and expectations, ensuring that the immersion experience remains robust across both districts.
- **Community Engagement and Program Perception:**
 - **Potential Resistance from Current Families:** Some Eugene families may voice concerns about integrating Bethel students into YG, particularly if they feel it could affect the program's identity or structure. Data suggests that this dynamic may already be occurring to some extent.
 - **Clear Communication on Expectations:** Transparent communication is needed to help families and staff from both districts understand new expectations and any changes resulting from the partnership.
- **Risk of Program Identity Shift:** Families and staff may worry that YG's unique immersion identity could be diluted through shared resources and facilities, affecting satisfaction and support for the program.

Unintended Consequences:

1. **Potential Dilution of Program Identity:**
With shared facilities and resources, there may be concerns that Yujin Gakuen's unique immersion identity could be compromised as Eugene and Bethel students navigate a co-located environment. Families and staff may feel the core values and focus of the

immersion program become less distinct, potentially impacting satisfaction and long-term support.

2. **Increased Administrative Burden and Operational Complexities:**

Managing a dual-district program is likely to require additional administrative staff, policies, and processes, adding to operational complexity. Shared resources, such as classrooms and support staff, may experience increased strain, which could affect the quality and availability of services for both Eugene and Bethel students.

3. **Shift in Program Demographics:**

Expanding access to Bethel families may alter the program's demographics, which will require thoughtful planning to maintain inclusivity and address any unanticipated community concerns about changes in program composition.

4. **Community and Cultural Tensions:**

Although a partnership with Bethel could foster diversity and mutual support, some families may resist this change, perceiving it as a shift away from the program's original vision. This could affect community cohesion and engagement.

5. **Financial Risks of Long-Term Cost Commitments:**

While cost-sharing reduces immediate financial pressures, long-term commitments, such as facility maintenance and staffing, could create financial risks. If enrollment fluctuates or funding sources change, both districts may face challenges in sustaining these commitments, affecting program viability.

6. **Risk of Policy and Governance Conflicts:**

Differences in district policies and priorities could lead to governance challenges that may slow decision-making and impact program operations. Variations in curriculum, discipline policies, or resource allocation methods might lead to conflicts that disrupt the seamless experience intended by the partnership.

7. **Impact on Existing Facility Investments:**

Moving toward shared facilities could render previous investments in Eugene's standalone immersion facilities underutilized or redundant. This may prompt community questions about past resource allocations and the overall cost-effectiveness of the new arrangement.

8. **Equity and Accessibility Concerns for South Eugene Families:**

Focusing on accessibility for Bethel families in North Eugene might create perceived regional inequities for South Eugene families, who could feel they have less convenient access to immersion opportunities. This may impact community trust and support for the program.

Recommendations:

1. Establish a cross-district steering committee to oversee the partnership, manage logistics, and address any issues related to shared facilities.
2. Develop a joint communication plan to engage Eugene and Bethel families, providing transparent information on policies, schedules, and program expectations.
3. Pilot the shared facility model with a limited enrollment capacity initially, allowing time to evaluate its effectiveness and make adjustments as needed.

Reflection: By carefully planning for facility co-management, aligning district policies, and actively engaging both communities, this scenario presents a promising path toward expanding DLI accessibility, reducing costs, and fostering regional collaboration. Thoughtful preparation and transparent communication will be key to a successful partnership that benefits both Eugene and Bethel students.

Scenario 6: Implement a District-Wide Elementary Language Program

Proposed Action: Introduce foundational language learning in all 4J elementary schools that do not have an immersion program, providing equitable bilingual education opportunities for all students and reducing demand pressures on immersion programs. For example, elementary schools without immersion programs could offer language enrichment activities for 40 minutes each day. (**Reflection:** *This is not intended as a replacement for immersion programs but rather as an enhancement through additional elementary programming, offering value-added opportunities in 4J schools.*)

Rationale:

- **Reducing Lottery Pressures:** By offering language education in every elementary school, the district can alleviate the high demand and competitive nature of immersion program lotteries, making language acquisition more accessible.
- **Democratizing Language Access:** Implementing a district-wide program ensures that all students, regardless of school choice or lottery outcome, can receive foundational language instruction.
- **Supporting Early Bilingual Exposure:** Research shows³ that early exposure to a second language enhances cognitive development, cultural awareness, and academic achievement, setting students up for long-term success. Early bilingual exposure fosters greater metalinguistic awareness allowing for children to better understand the structure and rules of language more deeply. Exposure to multiple languages fosters the ability to understand and appreciate different perspectives allowing them to engage effectively in multicultural settings. Research shows that early bilingual learners often excel in reading and writing in both their languages and often surpass their monolingual peers academically by high school.

Key Considerations:

- **Curriculum Design:** Developing a comprehensive language curriculum that is both engaging and adaptable across diverse elementary school settings is critical to ensure consistency and quality in instruction.
- **Foster Meaningful Community Engagement:** Develop and implement a comprehensive communication plan to educate families, staff, and community leaders about the transformative benefits of multilingualism. Emphasize how the proposed model

³ Lindholm-Leary, K. J., & Genesee, F. (2010), Thomas, W. P., & Collier, V. P. (2002), Hartanto, A., & Yang, H. (2018), Woumans, E., & Duyck, W. (2015)

enhances academic achievement, enriches cultural understanding, and prepares students for success in a globalized world.

- **Bilingual Teacher Recruitment:** Attracting qualified bilingual teachers in multiple languages will require significant investment and strategic recruitment efforts, given the scarcity of bilingual educators and the high demand for these skills.
- **Alignment with YG’s Immersive Model:** The new program should complement, rather than replicate, YG’s full-immersion model. Distinguishing the district-wide program as an introductory language option will help maintain the unique value and demand for full-immersion pathways.

Benefits:

1. **Universal Language Education and Inclusivity:**
Providing language education to all elementary students promotes equity by eliminating barriers related to geography or lottery outcomes, ensuring every student has the opportunity to learn a new language.
2. **Increased Language Proficiency District-Wide:**
Early language exposure across the district can enhance overall language proficiency and foster interest in advanced language studies, benefiting students’ academic and cultural growth.
3. **Foundation for Future Language Pathways:**
Introducing language learning in elementary school creates a strong foundation for students to smoothly transition into advanced language programs or dual-language immersion in middle and high school.
4. **Enhanced Cognitive and Social Development:**
Studies show that early bilingual education can improve cognitive flexibility, empathy, and social skills, equipping students with valuable lifelong learning skills.
5. **Alleviated Demand on Existing Immersion Programs:**
District-wide language education provides an alternative pathway for students to acquire language skills, reducing pressure on immersion programs and making them more accessible to families seeking full immersion. By balancing enrollment and offering diverse language learning options, the district promotes equity, inclusivity, and multilingualism for all students, while preserving the integrity of immersion programs.
6. **Democratized Access to Language Learning:**
Offering language education in all elementary schools removes socioeconomic and geographic barriers, aligning with the district’s commitment to equity and inclusivity.
7. **Increased Cultural Competency:**
Early language instruction exposes students to diverse cultures and perspectives, fostering a more culturally aware and inclusive student body across the district.
8. **Enhanced Academic Performance:**
Bilingual exposure from an early age is associated with improved academic outcomes, including higher literacy and math scores, better critical thinking, and stronger cognitive skills.

Challenges:

1. **Resource Allocation and Cost:**
 - **Increased Funding Requirements:** Expanding language programs to all elementary schools requires investment in curriculum, materials, teacher training, and ongoing support.
 - **Infrastructure and Support Needs:** Additional classroom resources, technology, and administrative support may be necessary to implement and sustain a district-wide language program effectively.
2. **Bilingual Teacher Recruitment and Retention:**
 - **High Demand for Bilingual Educators:** Recruiting enough qualified bilingual teachers may be challenging, given national shortages and competition from other districts.
 - **Retention of Qualified Staff:** Competitive compensation, professional development, and support are essential for retaining bilingual teachers and sustaining the program long-term.
3. **Potential Impact on YG and Other Immersion Program Enrollment Demand:**
 - **Shift in Enrollment Preferences:** Some families may choose neighborhood schools with general language programs over specialized immersion options like YG, potentially affecting enrollment.
 - **Maintaining Distinction of Immersion Programs:** Clear communication about the unique benefits of full-immersion programs is crucial to differentiate YG from general language instruction and sustain interest.
4. **Competing Priorities for District Resources:**
 - **Budget Allocation and Program Sustainability:** Significant investment in district-wide language programs may divert resources from other educational initiatives, impacting overall budget priorities and long-term program viability.
5. **Ensuring Program Quality Across Schools:**
 - **Consistency in Diverse Settings:** Providing consistent quality across schools with varied resources will require robust support, training, and monitoring to maintain high standards.
6. **Risk of Diminishing Specialized Program Appeal:**
 - **Maintaining the Appeal of Immersion Programs:** As foundational language programs expand, the distinctiveness of specialized immersion programs like YG may lessen, necessitating efforts to clearly highlight the unique benefits of full immersion.
7. **Additional Resources for Planning:**
 - **Allocate Dedicated Time:**
It is essential to provide staff with sufficient time to thoroughly research and review evidence-based models and best practices for language initiatives. Allocating time allows for thoughtful consideration and planning to ensure effective implementation.
 - **Provide Necessary Resources:**
Equipping staff with the resources needed to implement best practices is equally critical. This ensures classroom strategies effectively support language

development, foster cultural competence, and prepare students for success in a multilingual and interconnected world.

Unintended Consequences:

- **Increased Operational Complexity:** Managing and supporting a district-wide language initiative adds operational demands on administration and could impact the focus on other district-wide priorities.
- **Potential Decrease in Demand for Immersion Programs:** While foundational language programs promote equity, some families may opt out of immersion lotteries, reducing the demand and perceived exclusivity of programs like YG.
- **Impact on Neighborhood School Dynamics:** Introducing language instruction in all schools could affect the neighborhood school landscape, with some schools attracting more families based on language offerings, potentially leading to imbalances in enrollment.

Recommendations:

1. Conduct a phased pilot in select schools to evaluate the feasibility, curriculum impact, and operational requirements of a district-wide language program before a full rollout.
2. Develop a recruitment and retention plan for bilingual educators, including competitive salaries, professional development, and mentorship programs.
3. Clearly communicate the complementary nature of foundational language programs to specialized immersion pathways, highlighting that foundational programs serve as an introductory option while full immersion offers in-depth language acquisition.

By implementing a district-wide language program, Eugene School District 4J can enhance language access and promote equity, ensuring that all students benefit from bilingual education starting in elementary school. Careful planning, resource allocation, and targeted communication will help balance this initiative with the unique role of existing immersion programs, supporting a cohesive approach to language learning across the district.

Scenario 7: Regional Pickup Model for Dual Language Program Transportation

Proposed Action:

Establish regional pickup points across the district to enhance access to each dual language immersion program and choice school, enabling students from various neighborhoods to gather at centralized locations for transportation to their program schools. This model aims to promote equitable access, reduce travel burdens, optimize resources, and foster community connections among participating families.

Key Considerations:

1. **Strategic Location Selection:**

- With input from community members, identify safe, accessible pickup points that serve all regions equitably to ensure all students can benefit from the model.
- 2. **Route Optimization:**
 - Consolidate routes to minimize costs and reduce travel time, using route optimization software to create efficient paths for buses.
- 3. **Clear Communication with Families:**
 - Provide detailed information on pickup locations, schedules, and protocols to families, ensuring transparency and smooth operations.
- 4. **Safety and Supervision:**
 - Implement safety measures, including trained staff at each pickup point, to ensure a secure and organized process for students.

Benefits:

1. **Enhanced Equitable Access to Dual Language Programs:**
 - **Wider Reach Across the District:** Centralized pickup points increase access for students across geographic areas, supporting district equity and inclusivity goals.
 - **Cost-Effective Access Solution:** Consolidating routes optimizes transportation resources, reducing the need for extensive individual busing.
2. **Community Building and Social Connections:**
 - **Shared Transportation Experience:** Gathering students fosters social interaction and community building, helping students and families connect.
 - **Increased family/caregiver involvement:** Pickup points can serve as community hubs, encouraging families to engage with each other and with the district.
3. **Operational Efficiency and Environmental Impact:**
 - **Lowered Transportation Costs:** More efficient bus routes reduce overall expenses, allowing funds to be redirected to other educational needs.
 - **Reduced Carbon Footprint:** Consolidating routes decreases bus travel, supporting district sustainability goals by reducing environmental impact.

Challenges:

1. **Complex Planning and Logistics:**
 - **Location Selection and Accessibility:** Choosing centrally located, accessible pickup points requires community input and thorough evaluations to serve all regions fairly.
 - **Route Coordination and Staffing Needs:** Efficient route optimization and sufficient supervision at pickup points necessitate additional staff and training.
2. **Complex Communication and Coordination with Families:**
 - **Clear and Consistent Information:** Providing families with accurate details on pickup times, locations, and protocols is essential to prevent confusion and maintain efficient operations.

- **Varying Family Needs:** Some families may have challenges reaching pickup points due to schedules or transportation limitations, requiring flexible options or support.
- 3. **Potential Transportation Delays and Safety Concerns:**
 - **Student Wait Times:** Centralized pickup may lead to longer wait times, necessitating secure, supervised waiting areas for students, especially younger ones.
 - **Safety Supervision:** Ensuring adequate supervision at pickup points is crucial to maintain a safe environment for all students.

Unintended Consequences:

1. **Risk of Unequal Access if Pickup Points Are Not Strategically Located:**
 - Poorly chosen pickup locations could create barriers for some families, potentially leading to disparities in program access.
2. **Increased Demand on District Resources for Supervision and Maintenance:**
 - Staffing and supervising multiple pickup points may strain district resources, especially if additional training or security is required.
3. **Potential Impact on Local Traffic and Community Relations:**
 - Concentrated student pickup locations may increase neighborhood traffic, requiring careful coordination with the community to address any impacts.

Expanded Recommendations:

1. **Conduct a Comprehensive Needs Assessment:**
 - Collect data on student demographics and preferred pickup locations, engaging families to identify accessible, well-distributed sites.
2. **Optimize Routes and Staffing for Safety and Efficiency:**
 - Use software to consolidate routes and reduce travel times, ensuring that pickup points are staffed and that protocols support safe, efficient boarding.
3. **Develop Clear Communication and Support Resources for Families:**
 - Provide a comprehensive guide with pickup protocols, locations, and schedules, and consider flexible arrangements for families facing challenges.
4. **Monitor and Evaluate Program Effectiveness:**
 - Gather regular feedback from families and staff to assess satisfaction and address logistical challenges. Use metrics such as on-time arrival rates, family satisfaction, and cost savings for data-driven adjustments.
5. **Engage with Local Communities to Address Potential Impacts:**
 - Work with community leaders to mitigate local traffic or environmental concerns and highlight the model's benefits, such as reduced bus routes and environmental impact, to foster support.

Reflection: Scenario 7 presents an innovative model for improving equitable access to Eugene School District 4J's dual language programs. Establishing regional pickup points could broaden accessibility, optimize resources, and strengthen community ties among students and families.

While this model requires careful planning, effective communication, and supervision, it aligns with district goals for equity, sustainability, and operational efficiency. With thoughtful implementation, the regional pickup model can become a sustainable, supportive solution, enhancing access and engagement across the district's dual language programs.

Scenario 8: Japanese Language Immersion Program Located in the South Region with Linkages to IHS

Description:

In this scenario, the Yujin Gakuen (YG) Japanese Language Immersion Program will establish a permanent home in the South region. The K-5 program will remain at the Willard site, students in grades 6-8 will transition to Spencer Butte Middle School, and the high school component will align with the International High School (IHS) program at South Eugene High School. This pathway creates a seamless progression for YG students across K-12, integrating them into a rigorous and culturally enriched educational environment.

To address accessibility, the district has committed to providing transportation for North region families for a five-year period, with four years remaining. Beyond this timeframe, transportation support cannot be guaranteed, requiring careful communication with families to manage expectations. The eventual phase-out of North Eugene High School and Kelly Middle School as part of the YG pathway will also necessitate strategic planning to ensure smooth transitions for students and staff.

Key Considerations

1. **Program Continuity and Stability:**

This scenario ensures a stable progression for YG students, from K-5 at Willard to grades 6-8 at Spencer Butte Middle School and high school at South Eugene IHS. By establishing YG's permanent home in the South region, the program benefits from alignment with established academic structures and pathways.

2. **Transition Planning:**

The planned transition away from North Eugene High School and Kelly Middle School requires detailed coordination. Clear communication with families, staff, and students will be essential to minimize disruptions and provide the necessary support during this significant shift.

3. **Transportation and Accessibility:**

While the district has committed to providing transportation for North region families to the K-5 program for the remaining four years, support beyond this period cannot be assured. Proactively addressing this limitation is critical to maintaining accessibility and equity for North region families in the long term.

4. **Regional Connection and Equity:**

Although the program will operate in the South region, preserving connections to the North region is vital to addressing equity concerns. Transparent communication about the benefits of the relocation and ongoing efforts to support underserved populations will be essential to fostering trust and inclusivity.

5. **Integration and Collaboration:**

Aligning YG with Spencer Butte Middle School and South Eugene IHS creates opportunities for enriched academic and cultural collaboration. This integration leverages the strengths of the IHS program to enhance the high school experience, further aligning with the district's vision for global and language immersion education.

Benefits

- **Program Continuity:** Provides a stable, K-12 progression within established facilities, minimizing disruption for current students.
- **Enhanced Collaboration:** Aligning with IHS fosters academic and cultural integration across immersion and international studies programs.
- **Cohesion and Rigor:** The connection to IHS ensures a rigorous, globally focused high school pathway.
- **Future Flexibility:** Leaves the possibility of further adjustments if resources, such as new construction, become available.

Challenges

- **Transportation and Accessibility:** Ensuring equitable transportation for North region families within the remaining four-year commitment period is logistically and financially challenging, with no guarantee of support afterward.
- **Complex Transitions:** The shift from North Eugene and Kelly Middle School to Spencer Butte and South Eugene requires strategic planning to ease the adjustment for families and staff.
- **Facility Constraints:** Spencer Butte and South Eugene sites may require upgrades to accommodate program-specific needs, adding financial and operational strain.
- **Community Engagement and Buy-In:** Securing community support, particularly among families in the North region, may be difficult due to concerns about access, program identity, and equitable opportunities.

Unintended Consequences

- **Pathway Disruptions:** Students transitioning from the North region may experience educational disruptions as their traditional pathway shifts entirely to the South region.
- **Impact on Bethel Residents:** With approximately 25% of YG students residing in Bethel, transportation challenges could create barriers unless specific accommodations are made.
- **Middle School Integration:** Introducing immersion programs at Spencer Butte, a school without prior immersion experience, may require additional resources and staff training, which could strain existing systems.
- **Equity Concerns:** Historically underserved populations may face increased barriers to access due to the complexities of transportation and program location.

Reflection

This scenario seeks to balance the immediate needs of the YG program with the logistical realities of operating a district-wide language immersion initiative. Establishing a permanent home in the South region allows for greater alignment with existing academic programs while providing stability for students currently enrolled. The integration with Spencer Butte Middle School and South Eugene IHS offers a unique opportunity to create a robust and globally focused educational experience.

However, the scenario also presents significant challenges, particularly regarding transportation and accessibility for families in the North region. With only four years remaining on the district's transportation commitment, careful planning will be essential to maintain equity and ensure continued program participation. Transparent communication with families, combined with a collaborative approach to transitions, will be critical to addressing concerns and fostering community trust. This pathway holds potential to sustain and grow the YG program while emphasizing inclusivity and equity, provided the district navigates these complexities with thoughtful planning and engagement.

Summary and Conclusion: Pathways for the Future of Yujin Gakuen Japanese Immersion Program

The Eugene School District 4J has engaged in a comprehensive analysis to determine the future structure and location of the Yujin Gakuen (YG) Japanese Immersion Program, with a focus on regional equity, accessibility, program sustainability, and alignment with systemic priorities. This process has integrated diverse perspectives from the community and district staff, ensuring a balanced, data-driven approach to decision-making.

The parent and caregiver engagement session conducted on November 23, 2023, served as a cornerstone of this process, offering invaluable insights into the historical context of past decisions and the evolving priorities of families. Concurrently, the district's leadership and content experts have undertaken thorough evaluations to assess the program's operational, instructional, and logistical needs. These dual inputs have allowed the district to craft potential scenarios that address immediate challenges while laying the groundwork for a sustainable future.

Summary of Recommendations

Across the presented scenarios, several strategic recommendations have emerged as key considerations. These include establishing a clear strategy for Dual Language Immersion (DLI) programs and developing a comprehensive long-term plan to guide decisions and investments in Yujin Gakuen (YG)

1. Long-Term Transportation Plan

Develop a robust, equitable transportation strategy that ensures accessibility across regions, especially for families in geographically distant areas.

2. Consistent Community Engagement

Implement proactive communication strategies to address regional concerns, foster trust, and maintain transparency throughout the decision-making process.

3. Enhanced Staffing and Resource Allocation

Adopt flexible staffing models and equitable resource distribution to uphold program quality and ensure seamless operations across locations.

4. Cohesive Curriculum and Program Identity

Strengthen the curriculum to ensure continuity across all grade levels and preserve the unique cultural and linguistic identity of the program, whether centralized or regionally distributed.

5. Specialized Support for Equity and Inclusion

Prioritize recruitment and retention of bilingual staff, provide inclusive training for SPED and ELD services, and enhance support for historically underserved communities to improve participation and accessibility.

Conclusion

The Eugene School District 4J is uniquely positioned to build a future for the Yujin Gakuen Japanese Immersion Program that aligns with its mission of fostering bilingualism, cultural fluency, and community connection. The scenarios and recommendations outlined provide a pathway to address both current challenges and long-term priorities, ensuring the program remains an integral part of the district’s commitment to equity and excellence in education.

By combining robust community engagement, strategic planning, and systemic alignment, the district can create a thriving dual-language immersion (DLI) framework that honors YG’s rich history while embracing opportunities for growth and innovation. The success of these efforts will depend on transparent communication, intentional investment in resources, and a steadfast dedication to the values that define the Yujin Gakuen program. Through this thoughtful approach, Eugene School District 4J can ensure that YG continues to prepare students for success in a globalized world while strengthening community ties and promoting educational equity.

Appendix 1: Key Trends and Data on Yujin Gakuen and the Japanese Immersion Program

Introduction

Yujin Gakuen Elementary School (YG) and its Japanese Language Immersion Program have been integral components of Eugene School District 4J, offering a unique educational experience that blends language acquisition with cultural enrichment. As one of the district's flagship immersion programs, YG has historically attracted students seeking high academic standards and the opportunity to become proficient in Japanese.

However, recent years have seen notable shifts in enrollment patterns, program retention, and student demographics. While the program remains a cornerstone of excellence, these trends underscore the need for strategic planning to sustain its impact and ensure equitable access. This appendix compiles **10 critical data points** that paint a comprehensive picture of YG's current status. These insights are intended to inform discussions and decision-making around the program's future direction.

Ten (10) Key Data Facts About the YG Japanese Language Immersion Program.

1. Enrollment Decline Over the Last 5 Years

Enrollment at YG has dropped significantly from **295 students** in 2019 to **218 students** in 2024.

- The largest drop occurred during the **2024-25 school year**, affecting all race/ethnicity groups except Asian students.
- The decline was particularly sharp for students residing in the North region, YG's primary catchment area, while the proportion of students from outside the 4J district increased.

2. Decrease in School Choice Applications

Applications for YG have steadily declined over the past seven years.

- Among 4J residents, applications for kindergarten dropped from **82 in 2018-19** to **45 in 2024-25**.
- For non-residents, applications decreased from **36 to 16** during the same period.

3. High Percentage of Non-4J Resident Students

YG consistently enrolls one of the highest percentages of non-4J resident students in the district.

- It also enrolls the most students from the **Bethel School District** among all 4J elementary schools, highlighting its draw beyond district boundaries.

4. Racial and Demographic Diversity

YG is more racially diverse than the district as a whole, with higher representation of students of color compared to other immersion programs like Buena Vista and Charlemagne.

- Among district-wide elementary schools, YG underrepresents students receiving Special Education services.
- Among district-wide choice dual language-immersion elementaries, representation of students receiving Special Education services is highest at YG.

5. Linguistic Diversity

YG stands out as one of the most linguistically diverse schools in 4J, particularly in the early grades.

- The number of kindergarten students whose home language is not English underscores the program's ability to attract multilingual families.

6. Limited Continuation in the Immersion Program

A significant number of YG students from outside the North region choose not to continue the immersion program at Kelly Middle School or North Eugene High School.

- In **2024-25**, only **2 of 10** YG 5th graders from the Sheldon and South regions continued in the program.
- This trend has persisted for over a decade, posing challenges for program continuity.

7. Improvement in Retention Rates

Despite historical challenges, retention rates have shown improvement in recent years.

- For the class of **2024**, the completion rate from kindergarten through grade 12 increased to **22.2%**, compared to **7.5%** the year before.
- Middle school program reductions between 2014-2015 and 2017-2018 contributed to lower retention rates. In 2017-2018, the new principal at Kelly Middle School worked with district leadership to restore staffing for the YG 6-8 program, arranging 1.8 program staffing support. This effort resulted in increased staffing for the YG 6-8 program starting in the 2018-2019 school year.

8. Low Completion Rates

While retention is improving, the overall completion rate remains low.

- In the last four years, only **8-22%** of students who started in kindergarten completed the program through grade 12.

9. High Academic Performance

YG consistently ranks among the top-performing elementary schools in 4J.

- In the **2024 Oregon Student Assessment System (OSAS)**, YG achieved the **3rd highest proficiency rates** in Language Arts and Mathematics.

10. Strong Graduation Outcomes

Former YG students perform exceptionally well academically.

- In the **class of 2023**, YG alumni achieved an **88% four-year graduation rate**, significantly higher than the district average of **80.2%**.

Summary

The data reveals a multifaceted picture of Yujin Gakuen Elementary School and its Japanese Language Immersion Program. On one hand, the school continues to excel academically, with high proficiency rates and strong graduation outcomes. Its linguistic and racial diversity enrich the learning environment, making it one of the most unique educational offerings in the district.

On the other hand, challenges such as declining enrollment, reduced school choice applications, and limited program retention underscore the need for action. Addressing these issues will require focused efforts to boost program accessibility, improve retention rates, and attract more local families. By leveraging its strengths and addressing its challenges, YG has the potential to remain a cornerstone of immersion education in Eugene School District 4J.

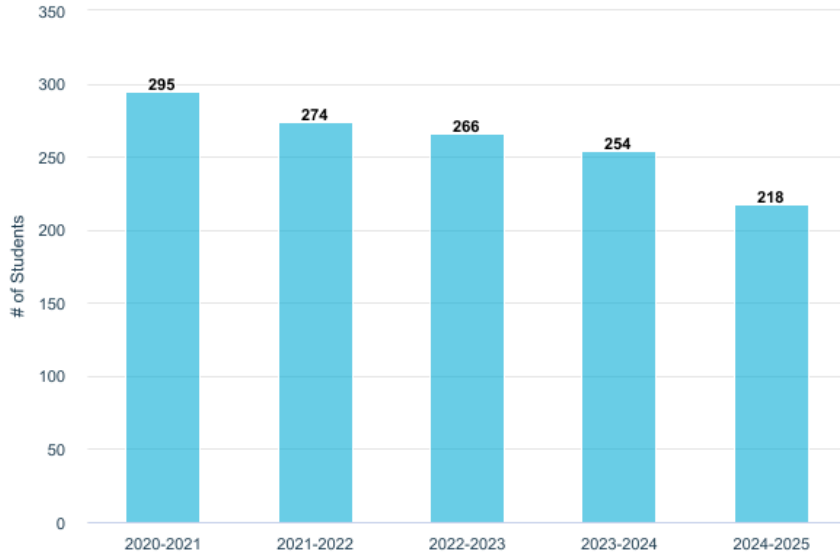
This appendix serves as a foundational resource for discussions on the future of YG and the Japanese Language Immersion Program. It highlights the importance of both celebrating the program's achievements and confronting the barriers that hinder its growth and sustainability.

Ten (10) Facts about the YG Elementary School and the Japanese Language Immersion Program

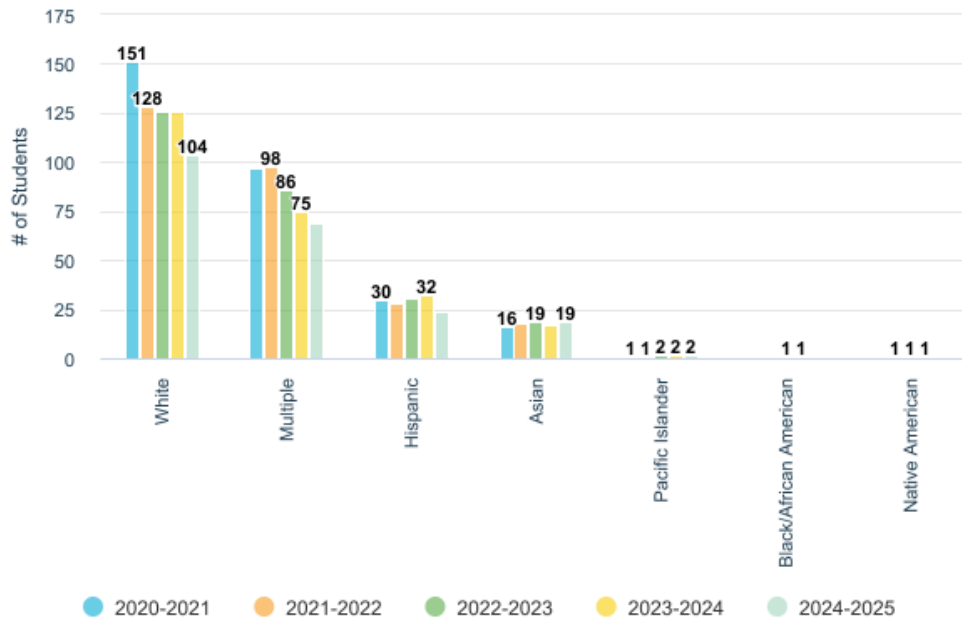
1. Enrollment Decline Over the Last 5 Years

Yujin Gakuen Has Declined Significantly in Enrollment in the Last 5 Years

- In the last 5 years, enrollment in YG dropped from 295 students to 218, a 26.1% decline:
- In the same time period, the other choice language immersion schools (Buena Vista, Charlemagne, and Chinese Immersion) had a 6% decline in enrollment, and the district as a whole a 4.9% one



- The largest recent drop in enrollment in YG happened in 2024-25, affecting all race/ethnicity groups except Asian students:



- The drop in enrollment in 2024-25 was largest for students residing in the North region, while the percentage of students from outside 4J increased significantly and smaller increases were seen for the South, Sheldon, and Churchill regions.

CATCHMENT AREAS	Spring Creek	Awbrey Park	Howard	Holt	Edison	Twin Oaks	Edgewood	Willagillespie	River Rd	Adams	McCormack	Camas	Chavez	Gilham	Outside 4J	ENROLLMENT
2024-25	7.4	8.8	12.5	2.8	0.9	2.8	1.9	6.0	6.5	5.1	5.6	3.2	6.5	5.1	25.0	216
2023-24	10.8	11.6	15.2	4.4	1.2	2.4	1.2	5.2	5.6	4.0	4.4	2.0	5.2	3.6	23.2	250
DIFF.	(3.4)	(2.8)	(2.7)	(1.6)	(0.3)	0.4	0.7	0.8	0.9	1.1	1.2	1.2	1.3	1.5	1.8	

2. Decrease in School Choice Applications

In the Last 7 Years, the Number of School Choice Applications for YG Has Declined Significantly, both from 4J Residents and Non-Residents

- The tables to the left summarize the number of applications for enrollment in YG by students who are 4J residents, and the tables to the right are for non-residents.
- In each table, the first row represents applications by kindergarten students, the second row represents applications by first graders, etc.
- The number of applications by 4J residents to enter kindergarten in YG dropped from 82 in 2018-19 to 45 in 2024-25. For non-residents, the drop was from 36 students to 16

4J 2018-19								Out of District 2018-19							
Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined	Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined
82	31	29	22	4	3	45	30	36	23	5	8	24	3	9	0
14	4	6	4	0	0	5	14	5	2	2	1	0	0	4	1
10	5	1	4	3	1	1	5	11	4	2	5	8	1	2	0
6	2	0	4	2	0	2	2	5	4	1	0	2	2	1	0
9	2	4	3	0	3	2	4	3	1	0	2	0	0	1	2
4	3	1	0	1	0	2	1	2	0	2	0	0	0	0	2

4J 2019-20								Out of District 2019-20							
Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined	Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined
92	47	20	25	4	0	46	42	32	11	11	10	21	0	4	7
15	4	8	3	3	0	6	6	6	2	2	2	1	0	0	5
5	2	1	2	1	0	1	3	4	2	1	1	2	0	1	1
6	2	2	2	2	0	1	3	2	0	1	1	0	0	0	2
5	4	0	1	0	0	3	2	4	2	2	0	0	0	2	2
2	0	0	2	0	0	0	2	0	0	0	0	0	0	0	0

4J 2020-21								Out of District 2020-21							
Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined	Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined
74	38	14	22	0	1	37	36	28	22	4	2	0	0	12	16
7	3	0	4	0	2	1	4	9	4	3	2	1	1	2	5
6	3	1	2	0	0	2	4	6	4	1	1	0	1	1	4
5	3	1	1	1	0	2	2	5	5	0	0	0	0	3	2
5	3	1	1	0	0	2	3	5	5	0	0	0	0	4	1
0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1

4J 2021-22								Out of District 2021-22							
Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined	Request:	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepte	Declined
67	33	18	16	2	0	35	30	23	15	4	4	1	0	15	7
8	3	1	4	1	0	4	3	7	3	3	1	2	0	3	2
10	5	1	4	1	0	3	6	3	1	1	1	3	0	0	0
10	6	2	2	2	0	3	5	6	5	0	1	0	0	4	2
1	1	0	0	1	0	0	0	3	3	0	0	1	0	2	0
1	1	0	0	0	0	1		0	0	0	0	0	0	0	0

4J 2022-23								Out of District 2022-23							
Request	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepted	Declined	Request	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepted	Declined
60	30	14	16	0	0	35	25	25	14	8	3	0	0	15	10
15	6	5	4	1	0	6	8	6	2	2	2	0	0	2	4
8	4	2	2	2	0	3	3	2	1	1	0	0	0	0	2
5	4	1	0	3	0	2	0	1	0	1	0	0	0	0	1
3	3	0	0	0	0	1	2	2	0	1	1	0	0	0	2
9	6	3	0	6	0	2	1	0	0	0	0	0	0	0	0
4J 2023-24								Out of District 2023-24							
Request	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepted	Declined	Request	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepted	Declined
53	29	14	10	0	8	33	12	22	12	7	3	0	5	12	5
7	5	1	1	0	2	2	3	3	2	0	1	0	1	0	2
4	4	0	0	0	0	3	1	1	0	1	0	0	0	0	1
4	3	1	0	1	2	1	0	1	0	1	0	1	0	0	0
3	3	0	0	1	1	1	0	2	1	0	1	0	1	1	0
0	0	0	0	0	0	0	0	3	2	1	0	0	1	1	1
4J 2024-25								Out of District 2024-25							
Request	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepted	Declined	Request	Rank 1	Rank 2	Rank 3	Waitlist	Withdraw	Accepted	Declined
45	17	18	10	0	12	20	13	16	11	4	1	0	2	11	3
11	3	3	5	0	4	3	4	2	2	0	0	0	0	2	0
5	2	3	0	0	0	1	4	1	0	1	0	0	0	0	1
7	2	3	2	0	3	2	2	4	1	2	1	2	1	0	1
7	2	4	1	2	1	3	1	3	2	1	0	2	1	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0

3. High Percentage of Non-4J Resident Students

YG Has One of the Highest Percentages of Students Who Are Not 4J Residents

- Since not enough 4J resident students apply to YG to fill the school, every year, YG has one of the 3 largest percentages of out-of-4J students, together with the Chinese Immersion and Family schools. YG has been the 4J elementary school with the most Bethel students for many years.
- In the enrollment matrices below, each row represents the enrollment in a school, and each column represents a catchment area where the students live. For example, in 2024-25 11 students enrolled in YG live in the Adams catchment area, 19 in the Awbrey Park one, etc.
- As of 10/1/2024, 76 of the students enrolled in YG lived in the North region, 32 in the Churchill region, 30 in the Sheldon region, 24 in the South region, 33 in Bethel, and 21 in other districts



SCHOOL / NEIGHBORHOOD (2024-25)	Adams	Awbrey Park	Camas	Chavez	Edgewood	Edison	Gilham	Holt	Howard	McCornack	River Rd	Spring Creek	Twin Oaks	Willagillespie	Bethel SD 52	Creswell SD 40	Crow-Applegate-Lorane SD 66	Fern Ridge SD 28J	Harrisburg SD 7J	Junction City SD 69	Lowell SD 71	Oakridge SD 76	Pleasant Hill SD 1	South Lane SD 45J3	Springfield SD 19	ENROLLMENT	% FROM OUTSIDE 4J
Adams	320			19	1	1		1	1	7	5		6	3		1										365	0.3
Awbrey Park		313	1	6		1	2		10		2	18	4	2	21			1		19					2	402	10.7
Camas	11		198	2	12	7	2	2	3	7		3	3	4	1										3	258	1.6
Chavez	3	3	1	296	2	2			2	16	9	2	4	4	5			2							5	356	3.4
Edgewood	14		13	7	367	1		2	2	5	2	1			1											415	0.2
Edison	9	2	9	1	6	275	2	1		1		1		5											7	319	2.2
Gilham	2	1				1	552	5	1		1	1		4	1					5						574	1.0
Holt				1		1	5	424	1			2		16	4			1							14	469	4.1
Howard	1	11		4	2		1	3	319	1	120	5			1			4							1	473	1.3
McCornack		2		8	1				3	271			10		1					2					3	301	2.0
River Rd	6	30	2	15	2	1	7	3	106	6	162	22	3	5	31			7	3	3		1		1	3	419	11.7
Spring Creek		16	1				4	3	7	1	4	184	1	1	17			2		7						248	10.5
Twin Oaks	3			2					1	4			197		2											209	1.0
Willagillespie	1	2			1	1	5	7		1	1	1		405	1										1	427	0.5
Buena Vista	18	18	8	9	4	8	69	83	6	14	2	7	7	127	12	1		4	2						21	420	9.5
Charlemagne	52	7	46	21	70	43	14	11	4	13	3	3	11	6												304	0.0
Chinese Immersion Family	15	5		2	10	5	3	2	3	17	1	4	13	4	15						2				9	110	23.6
Yujin Gakuen	14	1	6	19	8		6	3	4	8	2	1	8	5	3	2	4	3		3			3		9	112	24.1
TOTAL	576	438	328	456	542	370	811	568	512	395	346	284	295	646	158	7	6	26	10	49	3	1	5	6	113	6951	5.5



SCHOOL / NEIGHBORHOOD (2023-24)	Adams Elementary School	Awbrey Park Elementary School	Camas Ridge Community Elem	Chavez Elementary School	Edgewood Community School	Edison Elementary School	Gilham Elementary School	Holt Elementary School	Howard Elementary School	McCornack Elementary School	River Rd El Camino del Rio Elm	Spring Creek Elementary School	Twin Oaks Elementary School	Willagillespie Elementary School	Bethel SD 52	Central Linn SD 552	Creswell SD 40	Crow-Applegate-Lorane SD 66	Fern Ridge SD 28J	Harrisburg SD 7J	Junction City SD 69	Monroe SD 1J	Pleasant Hill SD 1	South Lane SD 45J3	Springfield SD 19	ENROLLMENT	% FROM OUTSIDE 4J
Adams Elementary School	342	3	1	22	2	4		2		8	6		2	1			1									396	0.3
Awbrey Park Elementary School		313		6			1	2	10		2	17	2	2	19			1			18	1				395	9.9
Camas Ridge Community Elem	6		201	2	12	10	1	1	2	8			2	3												248	0.0
Chavez Elementary School	1	1	1	297	2			2	1	18	6	2	4	1	5			2			1				5	349	3.7
Edgewood Community School	18		19	2	362	3	1	3	1	5	5	1	6		2											428	0.5
Edison Elementary School	13	1	12	3	6	302	1	3				2	1	1	1										3	349	1.1
Gilham Elementary School	1	1				1	554	4	2		3	1		7												574	0.0
Holt Elementary School		2		2		1	6	424			1	1		14	4				1					1	12	469	3.8
Howard Elementary School	3	13		3		1	2		321	2	121	7		4				2								479	0.4
McCornack Elementary School	5			6					2	279	1		10		1										3	307	1.3
River Rd El Camino del Rio Elm	10	37	2	12	1	3	9	3	86	7	143	14	2	3	36			6	3	6				1	7	391	15.1
Spring Creek Elementary School	2	13	1		1	2	4	4	9	2	3	208		3	22	1			3		4				2	284	11.3
Twin Oaks Elementary School	1	1	3	3					2	7			191	1	1			1	1							212	1.4
Willagillespie Elementary School	1	2			1		6	4	2		2	1		424	2											445	0.4
Buena Vista Elementary School	15	19	12	9	5	5	66	92	6	14	5	4	8	140	10			2	2						27	441	9.3
Charlemagne French Immersion	54	8	47	23	82	48	11	12	2	12	4	4	8	11	1											327	0.3
Chinese Immersion School	13	6	1	1	7	5	5	5	4	20	2	4	14	2	18								1	9	117	23.9	
Family School Elementary	17	1	5	16	9	1	5	4	7	9	3	1	4	5	3		1	4			2		2	11	110	20.9	
Yujin Gakuen Elementary School	10	29	5	13	3	3	9	11	38	11	14	27	6	13	39		2	1	1	1	3			11	250	23.2	
N IN NEIGHBORHOOD	512	450	310	420	493	389	681	576	495	402	321	294	260	635	164	1	4	6	19	6	34	1	3	2	90	6571	5.0



4. Racial and Demographic Diversity

The YG Student Body Is More Racially Diverse than the 4J One, but Some Historically Underserved Student Groups Are Underrepresented in the School

- Percentage of YG students belonging to different student groups as of 10/1/2024:
- YG has a higher percentage of students of color than the district as a whole or the other two elementary schools that are part of K-12 language immersion programs (Buena Vista and Charlemagne)
- The percentage of YG students in Special Education (with individualized educational programs) is lower in YG than in the district as a whole but higher than in Buena Vista and Charlemagne.

SCHOOL	ENROLLMENT	MALE	FEMALE	HOME LANGUAGE ENGLISH	HOME LANGUAGE SPANISH	OTHER HOME LANGUAGE	WHITE	LATINO/A	MULTIRACIAL	ASIAN	BLACK	NATIVE AMERICAN	PACIFIC ISLANDER
Buena Vista	434	50.5	49.3	84.6	13.6	1.8	49.3	39.4	6.5	2.8	0.9	1.2	0.0
Charlemagne	304	49.7	50.0	92.8	0.3	6.9	64.5	6.6	16.4	8.9	3.6	0.0	0.0
Yujin Gakuen	216	52.3	47.2	88.0	1.9	10.2	47.7	11.1	31.9	8.3	0.0	0.0	0.9
4J	16299	51.0	48.1	91.8	5.7	2.6	65.4	17.7	11.3	2.7	1.6	0.9	0.4

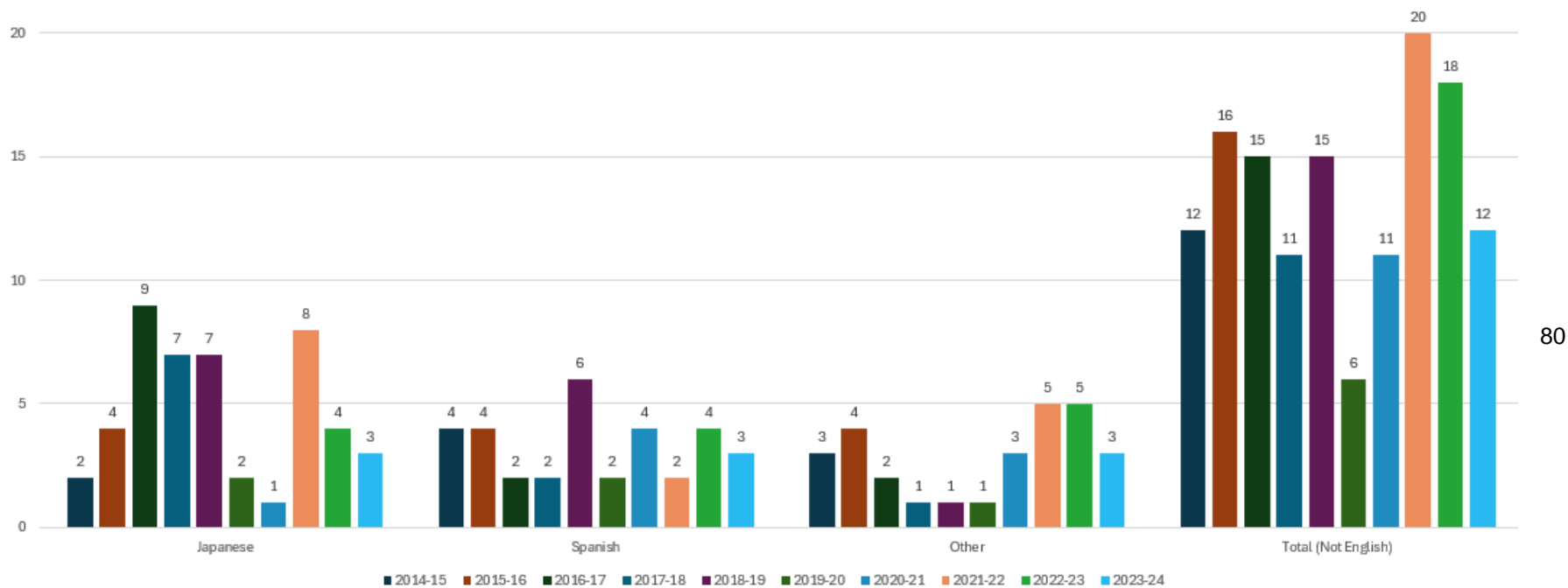
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SCHOOL	EXPERIENCING POVERTY	COMBINED FOCAL GROUP	W/IEP	IN TAG PROGRAM	W/504 PLAN	IN ELD PROGRAM
Buena Vista	21	50.2	6.9	4.1	6.2	10.1
Charlemagne	10	37.8	6.9	10.2	3.9	1.0
Yujin Gakuen	20	51.9	9.3	5.6	3.7	8.8
4J	29	59.4	14.6	9.7	8.4	4.2

5. Linguistic Diversity

The YG Student Body Is One of the Most Linguistically Diverse in 4J

- Number of YG kindergarteners, by home language:



6. Limited Continuation in the Immersion Program

At least since 2007 Most YG Students Who Live Outside the North Region Decided Not to Continue in the Japanese Language Immersion Program in Kelly Middle School and North Eugene High School

- Data from 2024-25: of the 10 YG 5th graders residing in the Sheldon and South regions who attended 4J in 6th grade, only 2 continued with the program in Kelly

RESIDENCE REGION	KELLY IN G6	ANOTHER 4J MS IN G6	NOT IN 4J IN G6	TOTAL	% OF YG STUDENTS IN 4J IN G6 WHO CONTINUED TO KELLY
Churchill	1	1		2	50.0
North	13	5		18	72.2
Outside 4J	5	1	1	7	83.3
Sheldon	1	6		7	14.3
South	1	2		3	33.3
TOTAL	21	15	1	37	58.3

- Data from 2023-24: of the 3 YG 5th graders residing in the Sheldon and South regions who attended 4J in 6th grade, only 1 continued with the program in Kelly

RESIDENCE REGION	KELLY IN G6	ANOTHER 4J MS IN G6	NOT IN 4J IN G6	TOTAL	% OF YG STUDENTS IN 4J IN G6 WHO CONTINUED TO KELLY
Churchill	1	1		2	50.00
North	16	8	3	27	66.67
Outside 4J	3		3	6	100.00
Sheldon		1	1	2	0.00
South	1	1	1	3	50.00
TOTAL	21	11	8	40	65.63

- Data from 2014-15 to 2019-20: of the 53 YG 5th graders residing in the Sheldon and South regions who attended 4J in 6th grade, only 16 continued with the program in Kelly

STUDENT GROUP	Enrolled in Kelly in 6th Grade	Enrolled in Another 4J MS in 6th Grade	Total Number of Students Who Remained in 4J in 6th Grade	% Enrolled in a 4J MS Other than Kelly
Students in Special Education	1	3	4	75.0
Students Living in the Sheldon Region	8	23	31	74.2
Asian Students	5	10	15	66.7
Students Living in the South Region	8	14	22	63.6
Students Living in the Churchill Region	9	9	18	50.0
Multiracial Students	40	27	67	40.3
Female Students	78	45	123	36.6
TOTAL	151	78	229	34.1
White Students	77	37	114	32.5
Male Students	72	32	104	30.8
Students Living in the North Region	85	25	110	22.7
Students Who Were Ever ELLs	14	4	18	22.2
Students in the TAG Program	35	8	43	18.6
Student Living Outside 4J	41	7	48	14.6
Latino Students	24	4	28	14.3
African-American Students	1	0	1	0.0
Native American Students	1	0	1	0.0
Pacific Islander Students	3	0	3	0.0

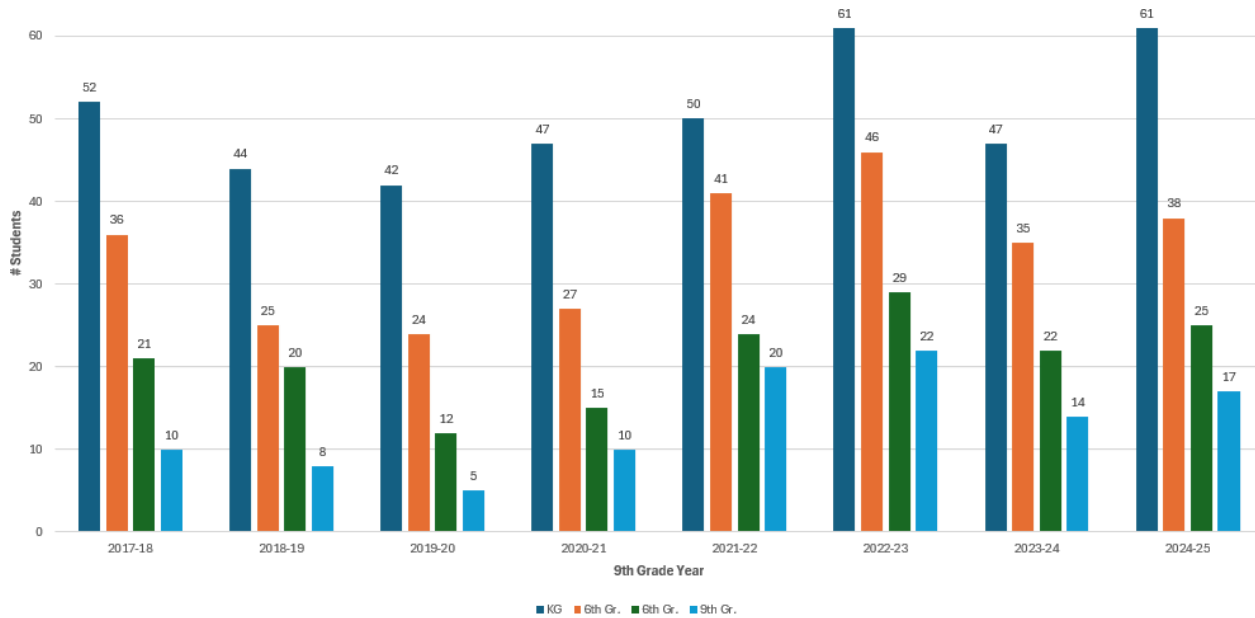
- Data from 2007-08 to 2011-12: of the 23 YG 5th graders residing in the Sheldon and South regions who attended 4J in 6th grade, only 12 continued with the program in Kelly

Current School	Area the Student Lives In							
	North	Sheldon	South	Churchill	Bethel	Crow Applegate	Junction City	Unknown
Arts and Technology Academy	0	0	0	1	0	0	0	0
Cal Young	0	7	0	1	0	0	0	0
Churchill	1	0	0	4	0	1	0	0
Kelly	52	11	1	12	3	2	2	1
Kennedy	0	0	0	1	0	0	0	0
Madison	4	0	0	0	0	0	0	0
Monroe	0	2	0	0	0	0	0	0
North Eugene	27	1	0	1	0	0	0	4
Ridgeline Montessori	1	0	0	0	0	0	0	0
Roosevelt	1	1	8	2	0	0	0	0
Sheldon	2	10	0	0	0	0	0	0
South Eugene	2	1	3	0	0	0	0	0
Spencer Butte	2	0	5	1	0	0	0	0
OUT OF 4J AFTER GRADE 5	0	0	0	0	0	0	0	2
OUT OF 4J AFTER GRADE 6	1	0	0	0	0	0	0	5
OUT OF 4J AFTER GRADE 7	0	0	0	0	0	0	0	6
OUT OF 4J AFTER GRADE 8	0	1	0	0	0	0	0	7
OUT OF 4J AFTER GRADE 9	4	0	0	1	0	0	0	8
TOTAL	97	34	17	24	3	3	2	33

7. Improvement in Retention Rates

In the Last Few Years, the Percentage of YG Students Who Continued in the Japanese Language Immersion Program Into Kelly Middle School and North Eugene High School Has Been Increasing

- Number of students in the Japanese Language Immersion Program in kindergarten and 5th grade (at YG), 6th grade (at Kelly), and 9th grade (at NEHS):
 - The years under the bars represent when the students were in 9th grade
 - An important factor in the attrition levels in the program has been that between 2014-15 and 2019-20 the Japanese middle school program was trimmed at various grade levels. This resulted in fewer middle school courses available for students in the graduating classes of 2021 to 2024





8. Low Completion Rates

In the Last 4 Years Only between 8% and 22% of the Students Who Started the Japanese Language Immersion Program in Kindergarten Finished It in Grade 12

- The completion rate in the Japanese Language immersion Program from kindergarten to grade 12 improved significantly for the class of 2024 (from 7.5% to 22.2%):

COHORT	DLI PROGRAM	G1 ENROLLMENT	NUMBER GRADUATED WHILE STILL ENROLLED IN THE PROGRAM	%
CLASS OF 2024 (KG in 11-12)	JAPANESE (YUJIN GAKUEN)	45	10	22.2
	SPANISH (RIVER ROAD)	67	14	20.9
	SPANISH (BUENA VISTA)	64	26	40.6
	FRENCH (CHARLEMAGNE)	54	23	42.6
CLASS OF 2023 (KG in 10-11)	JAPANESE (YUJIN GAKUEN)	40	3	7.5
	SPANISH (RIVER ROAD)	56	12	21.4
	SPANISH (BUENA VISTA)	63	33	52.4 ⁸⁵
	FRENCH (CHARLEMAGNE)	57	35	61.4
CLASS OF 2022 (KG in 09-10)	JAPANESE (YUJIN GAKUEN)	49	6	12.2
	SPANISH (RIVER ROAD)	75	22	29.3
	SPANISH (BUENA VISTA)	51	23	45.1
	FRENCH (CHARLEMAGNE)	53	31	58.5
CLASS OF 2021 (KG in 08-09)	JAPANESE (YUJIN GAKUEN)	48	7	14.6
	SPANISH (RIVER ROAD)	61	15	24.6
	SPANISH (BUENA VISTA)	43	27	62.8
	FRENCH (CHARLEMAGNE)	58	36	62.1

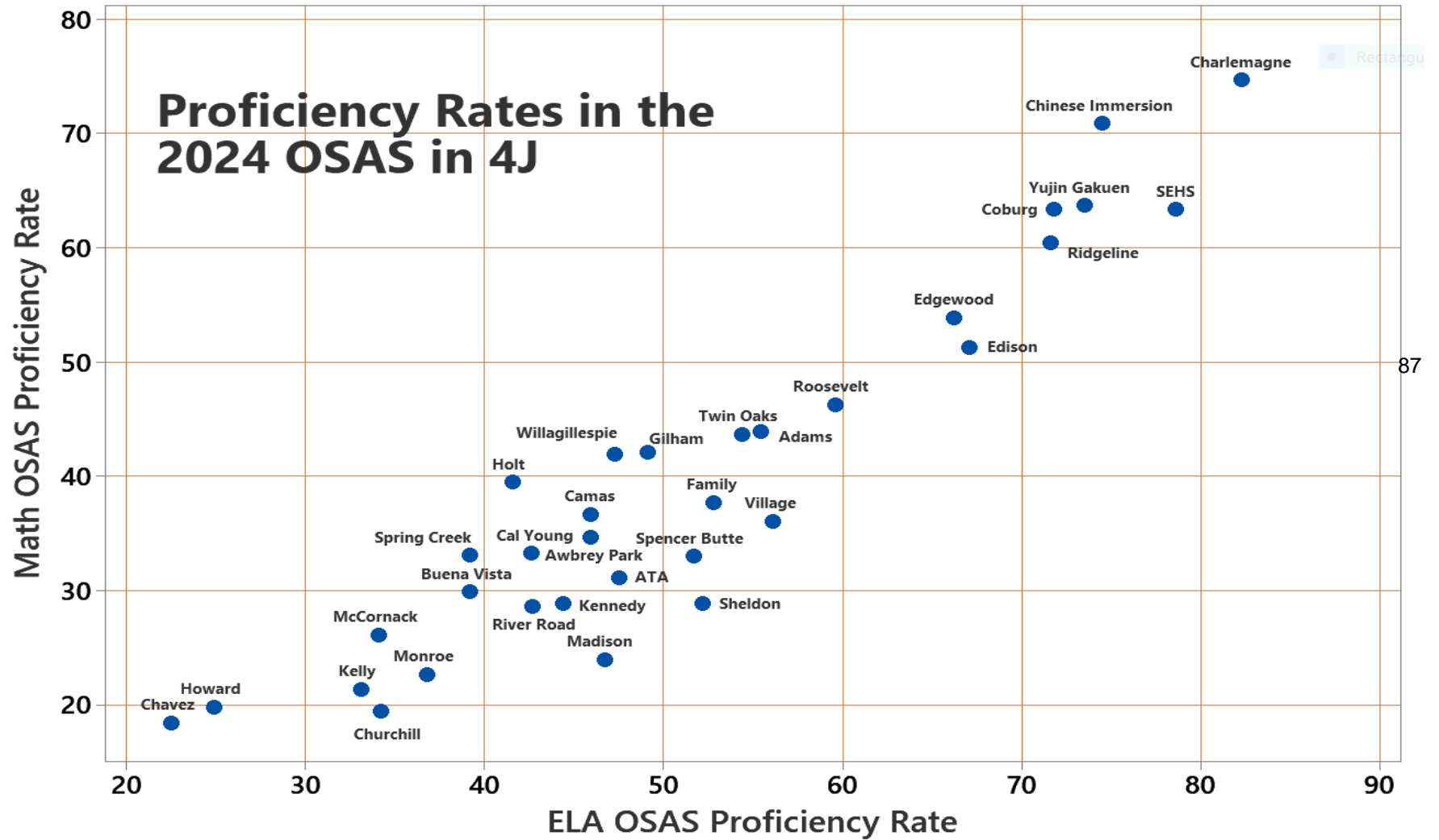
The completion rates for the classes of 2021, 2022, 2023, and 2024 were very different across student groups:

STUDENT GROUP (CLASSES OF 2021, 2022, 2023, AND 2024)	NUMBER STUDENTS ENTERING KINDERGARTEN	NUMBER STUDENTS COMPLETING THE K-12 JAPANESE LANGUAGE IMMERSION PROGRAM	COMPLETION RATE
Formerly in the ELD Program by G5	14	0	0.0
Home Language Is Japanese	5	0	0.0
In the ELD Program in G5	4	0	0.0
Pacific Islander	2	0	0.0
Black/African American	1	0	0.0
Native American	1	0	0.0
Latino/a	21	1	4.8
Male	84	10	11.9
Multiracial	52	7	13.5 ⁸⁶
Home Language is English	170	24	14.1
Home Language is Spanish	7	1	14.3
TOTAL	185	27	14.6
Asian	13	2	15.4
Female	100	16	16.0
White	95	17	17.9
Other Home Language	3	2	66.7
Gender Unknown	1	1	100.0

9. High Academic Performance

YG Is One of the Elementary Schools in 4J with the Highest Academic Performance Levels

YG had the 3rd highest proficiency rates in the 2024 Oregon Student Assessment System test in Language Arts and Mathematics:





10. Strong Graduation Outcomes

YG Is One of the Elementary Schools in 4J with the Highest In-Time Graduation Rate

- Student formerly in YG had the 6th highest 4-year graduation rate in the class of 2023 (88% vs 80.2% for all students who remained in 4J from 5th grade to high school):

5TH GRADE SCHOOL	4-YR GRAD RATE			N IN CLASS OF 2023				N IN 5TH GRADE	% OF 5TH GRADERS WHO ATTENDED HS IN 4J
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	LEFT 4J BEFORE HS		
Buena Vista	100.0	96.3	97.9	21	27	48	9	57	84.2
Charlemagne	92.6	100.0	93.2	27	16	44	5	49	89.8
Edgewood	90.3	96.2	93.0	31	26	57	20	77	74.0
Gilham	93.1	90.0	91.3	29	40	69	22	91	75.8
Edison	94.7	84.6	88.9	19	26	45	20	65	69.2
Yujin Gakuen	94.1	75.0	88.0	17	8	25	7	32	78.1
Camas	90.6	83.3	87.3	32	30	63	18	81	77.8
Corridor	80.0	100.0	86.7	20	10	30	4	34	88.2
Family	87.5	85.7	86.4	8	14	22	7	29	75.9
Adams	92.0	78.4	83.9	25	37	62	24	86	72.1
TOTAL	80.8	79.7	80.2	684	696	1396	375	1771	78.8
Willagillespie	85.2	69.6	78.4	27	23	51	35	86	59.3
Chavez	66.7	89.3	78.2	27	28	55	23	78	70.5
Howard	66.7	80.8	76.3	12	26	38	29	67	56.7
River Rd	81.3	69.2	75.9	16	13	29	19	48	60.4
ELEMENTARY OUTSIDE 4J	76.2	75.1	75.8	286	277	575			
Spring Creek	78.9	66.7	74.2	19	12	31	28	59	52.5
Holt	84.0	65.6	73.7	25	32	57	41	98	58.2
Awbrey Park	66.7	75.0	71.4	18	24	42	22	64	65.6
Twin Oaks	66.7	80.0	70.0	9	10	20	16	36	55.6
McCornack	56.3	82.4	69.7	16	17	33	26	59	55.9

Appendix 2: Systemic Challenges and Opportunities in District Dual Language Immersion (DLI) Programs

Introduction

This document was developed to support a District-Wide Dual Language Immersion (DLI) Strategic Planning process for Eugene School District 4J. Initiated as part of the strategic planning process for the Yujin Gakuen (YG) Japanese Immersion Program, additional recommendations emerged that have broader implications for the district's entire DLI program. This report provides foundational insights to create a unified, equitable approach to DLI programs across the district, in alignment with Eugene School District 4J's values of inclusivity, sustainability, and academic excellence.

History

Since the early 1980s, Eugene School District 4J has been a pioneer in fostering bilingualism, biculturalism, and academic achievement through its Dual Language Immersion (DLI) programs. The district's journey began with the establishment of **Buena Vista Spanish Immersion** and **Charlemagne French Immersion** schools, laying the foundation for expanding its language programs.

In **1988**, the district launched **Yujin Gakuen Japanese Immersion**, located in the North Eugene High School region. This program became the first public elementary Japanese language immersion program in the United States, introducing a 50/50 instruction model with equal focus on English and Japanese.

In **2009**, **River Road/El Camino del Río Elementary** introduced the district's first two-way Spanish immersion program. This model fostered collaboration between native English and Spanish speakers, supporting dual-language learning and cultural exchange.

Most recently, in **2017**, the district established the **Mandarin Chinese Immersion Program** in the Churchill region, addressing regional equity and expanding opportunities for students to explore Mandarin Chinese and its rich cultural heritage. Like other immersion programs, the Mandarin program follows a 50/50 instructional model, with equal emphasis on English and Mandarin Chinese.

Through these innovative efforts, Eugene School District 4J has created a robust and diverse network of immersion programs, ensuring that students across the district have access to high-quality language and cultural education.

Systemic Challenges in DLI Programs

1. Enrollment and Access Policies

- **Lottery System Inequities:**
The lottery-based enrollment process for programs like Buena Vista, Charlemagne, and Yujin Gakuen can present barriers for underserved families, who may find navigating the system challenging. Unlike neighborhood schools, these programs' reliance on a lottery system may limit access for students from diverse backgrounds.
 - **Regional Accessibility:**
The choice-based model requires some families to accept placements far from home, especially impacting families in areas like Bethel. While El Camino del Río offers neighborhood-based enrollment, other DLI programs do not, creating uneven access across the district.
- 2. Resource Allocation and Program Continuity**
- **Staffing and Curriculum Gaps:**
DLI programs need teachers fluent in the target language and skilled in dual-language pedagogy. Continuity in staffing, particularly in middle and high schools, remains challenging, impacting both retention and the long-term DLI experience for families.
 - **Cohesive K-12 Pathways:**
While some DLI pathways extend through high school, others lack immersion continuity at the middle school level, affecting both retention and academic outcomes. Establishing consistent K-12 pathways is essential for a strong, sustainable DLI model.
- 3. Transportation Barriers**
- **Limited District-Supported Transportation:**
Currently, only select DLI programs, such as Yujin Gakuen, receive district-supported transportation, and this support will end by the 2028-29 school year. Families without access to district-supported transportation may struggle to participate fully, creating accessibility challenges.
- 4. Special Education and English Language Development (ELD) Support**
- **Inclusive Instructional Needs:**
Some DLI programs lack adequate staffing and training to support students with Individualized Education Plans (IEPs) or those needing ELD services. This affects students with disabilities and English learners, limiting the inclusive potential of DLI programs.

Opportunities for Improvement in DLI Programs

- 1. Equity and Accessibility**
- **Enhanced Transportation Solutions:**
A district-wide transportation plan that includes shuttle and bus services for all DLI programs would remove geographic barriers and make dual language education more accessible to students from all regions.
 - **Adjust School Choice Policies:**
Revising lottery criteria to prioritize underserved families can improve equitable

access. Transparent communication about these criteria can increase diversity and align with the district's commitment to inclusivity.

2. Facility and Resource Optimization

- **Explore Partnerships for Facility Sharing:**

Collaborating with neighboring districts, such as Bethel, can expand access and optimize resources by facilitating shared facilities for DLI programs.

- **Invest in Infrastructure Through Funding Initiatives:**

Pursuing bond measures and grants for dedicated DLI facilities supports long-term program growth and ensures high-quality immersion learning environments.

3. Program Identity and Continuity

- **Maintain Program Identity and Continuity:**

Preserving the unique cultural identities of DLI programs, like Yujin Gakuen, while supporting smooth K-12 transitions can strengthen each program's appeal and align with community expectations.

4. Community Engagement and Family Support

- **Strengthen Communication and Family Engagement:**

A targeted communication strategy, including multilingual outreach and community events, will foster trust and engagement. Regular updates, parent involvement initiatives, and culturally relevant events can reinforce connections with families.

- **Support for Special Education and Inclusive Instruction:**

Expanding resources and targeted training for DLI educators will ensure that programs remain accessible to a broader range of students, including those with disabilities and English learners.

5. Community Partnerships and Regional Collaborations

- **Facility-Sharing and Resource Alignment:**

Working with Bethel, Lane Education Service District (Lane ESD), and nearby districts to share facilities, expand transportation, and align resources will enhance program sustainability. Partnerships with universities can further support teacher recruitment and curriculum development.

Recommendations for District Dual Language Immersion (DLI) Programs

These recommendations, developed through scenario analysis, SWOT evaluations, and staff insights, aim to strengthen Eugene School District 4J's DLI programs.

1. Strategic Recommendations by Priority Area

- **Equity and Accessibility**

- Adjust School Choice Policies to prioritize underserved families.
- Expand Regional Transportation Routes to improve access for all DLI students.

- **Facility and Resource Optimization**

- Collaborate with neighboring districts for facility sharing.
- Pursue bond measures and grants for dedicated DLI facilities.

- **Program Identity and Continuity**
 - Preserve DLI programs’ cultural identities and support smooth K-12 transitions.
 - **Community Engagement and Support**
 - Implement a multilingual outreach strategy with regular community events.
 - Invest in resources and training for inclusive special education and ELD support.
- 2. Investment and Sustainability Framework**
- **Resource Requirements**
 - Ensure all DLI programs have access to standards-aligned bilingual materials.
 - Prioritize hiring and retention of bilingual teachers.
 - **Financial Planning**
 - Develop a balanced budget to address transportation, staffing, and facilities.
 - Secure funding through bond initiatives, grants, and partnerships.
- 3. Key Decision-Making Considerations**
- **Equity and Accessibility:** Ensure fair access for all students, particularly underserved communities, by refining school choice, transportation, and enrollment policies.
 - **Program Identity and Continuity:** Preserve each DLI program’s unique identity while supporting smooth K-12 transitions.
 - **Facility and Resource Needs:** Plan effectively for growth to maintain accessibility and program quality.
 - **Community Engagement and Support:** Engage families, staff, and community members in planning and implementation phases to build trust and sustained support.

Conclusion

Eugene School District 4J’s DLI programs are essential to creating an inclusive, multilingual educational environment. By addressing challenges in accessibility, resource allocation, and program continuity, the district can build a more sustainable framework for DLI offerings. Led by the Assistant Superintendent for Equity, Inclusion, and Belonging, this initiative invites collaboration from families, community partners, and district leaders to shape a vibrant future for DLI programs. Through these efforts, Eugene School District 4J can ensure that DLI programs remain integral pathways to academic success and cultural enrichment for all students.



Yujin Gakuen (YG) Japanese Immersion Program

93

December 3, 2024
Colt Gill, Interim Superintendent

Acknowledgement and Appreciation



Welcome to

Yujin Gakuen



Overview

1. Introduction
2. Historical Context and Current Structure
3. Key Trends and Data
4. Challenges and Opportunities
5. Overview of Potential Scenarios
6. Interim Superintendent Final Decision
7. Implementation Plan
8. Questions and Discussion



Honoring Yujin Gakuen's Legacy

- YG has been a cornerstone of bilingual education in Eugene School District 4J for over 30 years.
- The program combines language proficiency, cultural immersion, and academic rigor to prepare globally engaged students.



Honoring Yujin Gakuen's Legacy

Unanswered questions and the move to Willard in the South Region for the K-5 program, combined with 6th-8th grades at Kelly Middle School and 9th-12th grades at North Eugene High School located in the North Region, creates enrollment and retention challenges, necessitating strategic action to ensure sustainability.

Additionally, the urgency to identify and finalize a decision regarding the future of YG is critical to provide families with the clarity they need to make the best choices for their children's education.

The YG Journey: Past to Present



- **Founding Years (1988–2000):**
 - Established as one of the first dual-language immersion programs in Eugene.
 - 50/50 Japanese-English immersion model to foster bilingualism and cultural understanding.
 - Seamless K-12 pathway established in the North Region.
- **Adjustments and Challenges (2014–2020):**
 - Budget constraints reduced middle school program offerings.
 - Construction projects led to temporary relocations, causing disruptions.⁹⁸
- **Recent Relocation (2024):**
 - K-5 program moved to Willard site in South Eugene, raising concerns about equity and accessibility.

Key YG Data Points



1. Enrollment declined 26.1% from 2019 to 2024.
2. Applications for school choice dropped by 50% over 7 years.
3. High percentage of non-4J students; draws beyond district boundaries.
4. Racially and linguistically diverse compared to district averages.
5. Retention challenges: Only 22.2% of K-12 cohort completed program.
6. Academic excellence: 3rd highest OSAS proficiency in 2024. ⁹⁹
7. Graduation outcomes: 88% in 2023 vs. 80.2% district average.

Strengthening YG's Future



- **Challenges:**

- Regional accessibility barriers for families.
- Community trust diminished due to geographic stability.
- Staffing and transportation resources stretched thin.

- **Opportunities:**

- Strengthen local enrollment by creating stability and predictability.
- Build community trust via transparent planning and communication.
- Leverage strong academic performance to attract families.

Pathways for the Future of Yujin Gakuen Japanese Immersion Program



Overview of Scenarios for YG's Future



- **Scenario 1:** Dual-Regional Model
- **Scenario 2:** Relocate K-5 to North Region
 - **Option A:** Co-locate at Kelly MS.
 - **Option B:** Secure a new site.
- **Scenario 3:** Dual-Region Hybrid Structure.
- **Scenario 4:** Language Immersion Hub at Willard.
- **Scenario 5:** Partnership with Bethel School District.
- **Scenario 6:** District-Wide Language Program.
- **Scenario 7:** Regional Pickup Transportation Model.
- **Scenario 8:** Japanese Language Immersion Program Located in the South Region with Linkages to IHS

Introduction



Eugene School District 4J is committed to continuing the Yujin Gakuen (YG) Japanese Immersion Program and planning the future structure and location for the programs long-term future.

The goal is to address systemic priorities, including equity, accessibility, community needs, and effective use of facilities.

Family, Parent and Caregiver Engagement



Parent and caregiver engagement, conducted in October 2023, provided critical insights into family priorities, concerns, and aspirations.

This session provided a cornerstone for understanding the impact of past decisions and future needs.



Scenarios

The following slides explore core scenarios and recommendations for YG's future.

Each scenario reflects a balance between immediate needs and long-term goals, with a focus on transparency, equity, and community engagement.



Scenario 1: Dual-Regional Model for Yujin Gakuen

Maintain the current geographic alignment with K-5 at Willard in South Eugene, and middle/high school programs at Kelly Middle School and North Eugene High School.

This model provides stability while planning for long-term equity and program growth.

This is the leading scenario for the 2025-26 school year. This option provides opportunity for engagement this school year to develop a permanent solution through a shared process for 2026-27 and beyond.

Scenario 1: Dual-Regional Model for Yujin Gakuen

Benefits

- Stability and predictability for families and staff.
- Honors historical ties to the North region.
- Allows for deliberate, equity-focused planning.

Scenario 1: Dual-Regional Model for Yujin Gakuen

Challenges:

- Equity gaps with longer travel distances for North families.
- Potential perception of delayed action on systemic issues.
- Monitoring enrollment trends to ensure long-term viability.

Scenario 2:

Relocating YG K-5 to the North Region



Relocate YG's K-5 program to the North region, either co-locating with Kelly Middle School or finding an unknown alternative site, ensuring accessibility for North families.



Scenario 2:

Relocating YG K-5 to the North Region

Benefits:

- Enhanced accessibility for North and Bethel families.
- Improved program cohesion and smoother transitions.



Scenario 2:

Relocating YG K-5 to the North Region

Challenges:

- Facility modifications needed for co-location at Kelly.
- Community trust concerns due to recent relocation to Willard.
- Financial inefficiencies from abandoning recent Willard investments.



Scenario 3:

Establish a Dual-Region Program (Hybrid Structure)

Centralize K-8 in one region while offering high school options in both regions. Explore partnerships with neighboring districts to optimize resources.

Scenario 3:

Establish a Dual-Region Program (Hybrid Structure)

Benefits:

- Flexibility with high school choices in both regions.
- Strong community connections and equity-driven enrollment policies.



Scenario 3:

Establish a Dual-Region Program (Hybrid Structure)

Challenges:

- Complex multi-region logistics and increased staffing demands.
- Facility needs for K-8 and challenges with co-location logistics.



Scenario 4:

Establish a Language Immersion Hub at the Willard Site

Create a centralized hub at Willard for all district immersion programs, fostering a multi-language, cross-cultural learning environment.



Scenario 4:

Establish a Language Immersion Hub at the Willard Site

Benefits:

- Enhanced cross-cultural engagement among students and families.
- Cost-effective resource allocation and operational efficiencies.



Scenario 4:

Establish a Language Immersion Hub at the Willard Site

Challenges:

- Space limitations and need for facility upgrades.
- Concerns about program identity dilution.



Scenario 5:

Partner with Bethel School District for Shared Facilities

Develop a partnership with Bethel to share facilities, supporting regional demand and enhancing program accessibility.



Scenario 5:

Partner with Bethel School District for Shared Facilities

Benefits:

- Strengthened regional collaboration and improved enrollment potential.
- Cost-sharing reduces financial strain.

Scenario 5:

Partner with Bethel School District for Shared Facilities

Challenges:

- Facility co-management and alignment of district policies.
- Community concerns about program identity dilution.

Scenario 6: Implement a District-Wide Elementary Language Program

Introduce foundational language instruction in all elementary schools to reduce immersion demand pressures and promote equity.

Scenario 6:

Implement a District-Wide Elementary Language Program

Benefits:

- Universal access to language education and increased cultural competency.
- Foundation for smoother transitions into advanced language pathways.

Scenario 6:

Implement a District-Wide Elementary Language Program

Challenges:

- Resource allocation and recruitment of bilingual educators.
- Maintaining the distinction of full-immersion programs.

Scenario 7: Regional Pickup Model for Dual Language Transportation

Establish regional pickup points to provide equitable access to immersion programs, reducing transportation burdens and optimizing resources.

Scenario 7:

Regional Pickup Model for Dual Language Transportation

Benefits:

- Increased accessibility and operational efficiencies.
- Fosters community building among participating families.

Scenario 7:

Regional Pickup Model for Dual Language Transportation

Challenges:

- Complex planning for safe, accessible pickup points.
- Potential delays and safety concerns for younger students.



Scenario 8:

Japanese Language Immersion Program in the South Region with Linkages to IHS

Establish YG's permanent home in the South region with K-5 at Willard, 6-8 at Spencer Butte Middle School, and high school aligned with IHS at South Eugene.

Scenario 8:

Japanese Language Immersion Program in the South Region with Linkages to IHS

Benefits:

- Stable K-12 progression with integration into IHS pathways.
- Future flexibility for adjustments as resources allow.



Scenario 8:

Japanese Language Immersion Program in the South Region with Linkages to IHS

Challenges:

- Ensuring equitable access for families presents challenges, particularly after the district's transportation commitment ends.
- Upgrades may be needed at Spencer Butte and South Eugene High School to accommodate program-specific requirements.
- Careful planning and coordination are essential to manage the shift from North region pathways to South region locations.
- Building trust and securing support from North region families will require transparent communication and inclusive engagement efforts.

Decision: Scenario 1

Dual-Regional Model for 2025-24

Maintain the current geographic alignment with K-5 at Willard in South Eugene, and middle/high school programs at Kelly Middle School and North Eugene High School.

This is the leading scenario for the 2025-26 school year. This option provides opportunity for engagement this school year to develop a permanent solution through a shared process for 2026-27 and beyond.

Implementation Plan

Workgroup Formation (Dec 2024): Inclusive team of constituents.

Data Review (Dec 2024–March 2025): Transportation, enrollment, staffing analysis.

Final Recommendations (March 2025): Submitted to Superintendent.

Decision (April 2025): Long-term structure finalized.

Implementation (Spring-Summer 2026): Operational readiness for 2026-27.

Summary and Vision

Sustaining Excellence - Addressing Challenges



- Celebrate YG's academic achievements and cultural legacy.
- Address challenges through equity-focused planning.
- Build a sustainable pathway for YG's future in Eugene School District 4J.

Clarifying Questions?

Initial response to the Proposal and Process?





ITEM FOR ACTION

Date of Meeting

December 4, 2024

Title

Renewal of the Public Charter School Contract with Village Charter School

Presenter/s or who is submitting this item

Casandra Kamens, Curriculum Administrator for Extended Learning

Background

On September 3, 2024, Village Charter School submitted a letter requesting that the Eugene School District 4J renew its charter school contract.

The Village School was accepted as a charter by the 4J district board in July of 2000. The Village School officially opened its doors in August of 2000 to thirty-seven K, 1 and 2 grade students. In January 2015, the 4J Board approved the third renewal of the charter contract between the district and Village School for a period of 10 years. The new contract became effective July 1, 2015. In the Fall of 2015, The Village School Foundation purchased the former Dunn School at 3411 Willamette St. from the Eugene 4J School District, where it is currently located.

The renewal request does not propose any significant changes to the school’s program within the term of the renewal contract. The school currently provides instruction for grades K-8 following a Waldorf inspired model.

Enrollment

Village Charter School has had a stable student enrollment in the last 5 years in terms of both total enrollment and enrollment across grades.

SCHOOL	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 VS 2015 (IN %)
Village School	225	224	224	224	226	220	220	225	213	215	4.7
All 4J Charters	872	873	848	832	848	836	847	845	851	806	8.2
4J	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(7.1)

Annual Site Visits and Reviews

District staff has conducted site visits, reviewed school improvement plans and provided annual reviews to the district board each year. Annual review documents have included summaries of student performance and assessments, updates on program modifications, evaluations of financial stability, and suggestions for program improvement. The 2022-23 Annual Review is included as an attachment in this board

packet, the annual review of the 2023-24 school year will not be completed until mid-December.

Renewal Criteria and Findings

State statute (ORS 338.095) requires that the renewal evaluation described above be based primarily on a review of the public charter school's annual performance reports, annual audit of accounts, annual site visit, and review and any other information mutually agreed upon by the public charter school and the board. According to Board Policy LBE – Public Charter Schools, the Board's decision to renew the charter is based on a good faith evaluation on the following five criteria:

a) Is in compliance with all applicable state and federal laws; [L] [SEP]

Finding: Based on information available to 4J staff, it appears that the school is operating in compliance with all applicable state and federal laws. [L] [SEP]

b) Is in compliance with the [charter of the public charter school](#);

Finding: Village Charter School was in compliance with all provisions of its charter school contract at the end of the 2023-24 school year. [L] [SEP]

c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;

Finding: The Village School Charter School submitted their Review of the 2022-23 School Improvement Plan (included in the Annual Review). The district's 2022-23 annual review found that the Village Charter School made sufficient progress toward each of their goals. There are no additional agreements.

Summary of Federally Mandated Annual State Assessments:

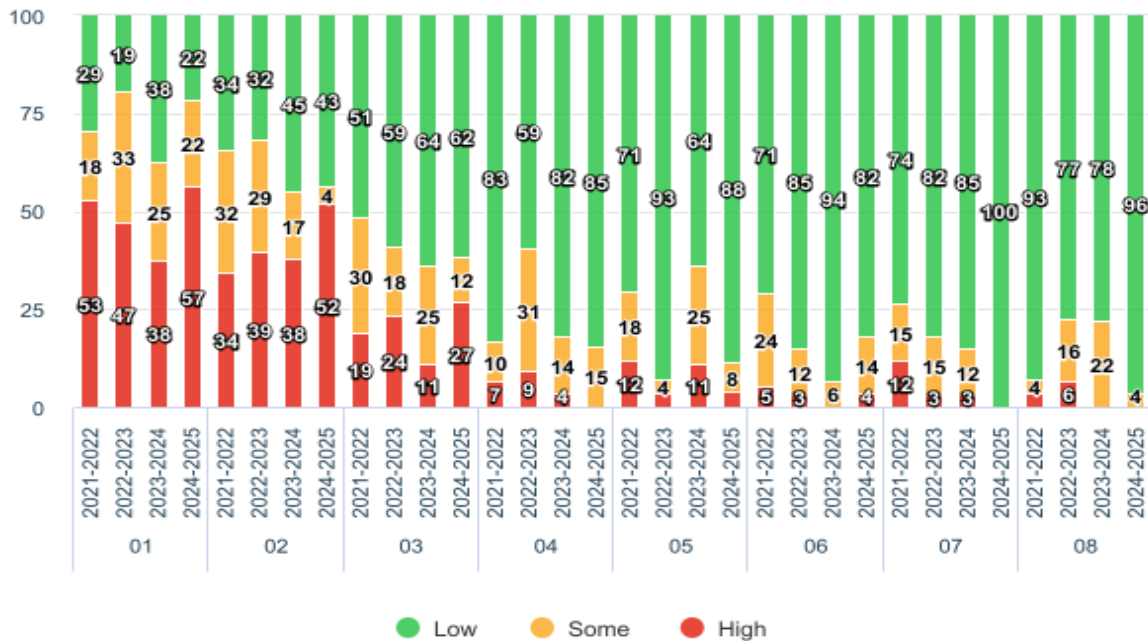
In 2024, the participation rate of Village Charter students in the Oregon Summative Assessment System (OSAS) was 92.5% in ELA and 91.9% in Math, in both cases below the 94.5% State Goal.

In 2024 the OSAS proficiency rates in ELA, Math, and Science declined significantly in Village by 6.0, 7.1, and 36.7 points respectively. The school had the third highest proficiency rate among 4J charter schools both in ELA and Math. Although Village saw an overall decline in achievement for all students there was an increase in the proficiency rate for students with disabilities in ELA and Math and an increase in achievement for students experiencing poverty in ELA.

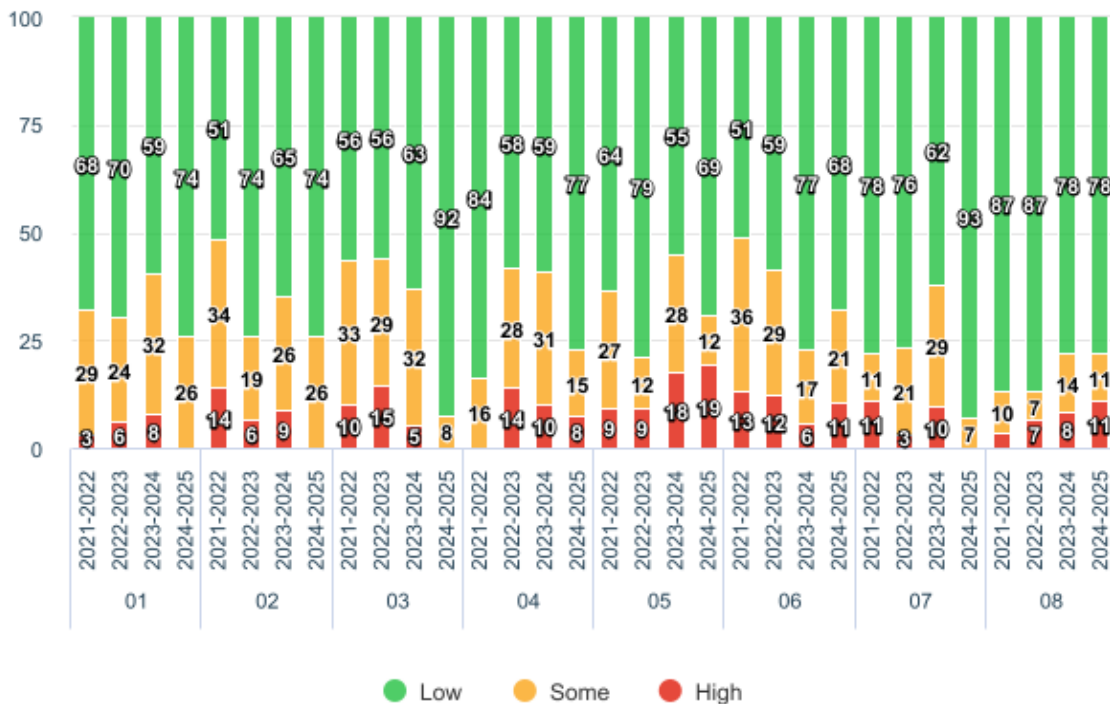
The charter review team had other findings:

EasyCBM Scores:

Village **reading** easyCBM scores (measured by the percentage of students at the low risk level) improved in 2023-24 in all grades except 5th.



Village **math** easyCBM scores (measured by the percentage of students at the low risk level) declined in 2023-24 in all grades except 3rd, 4th, 6th.

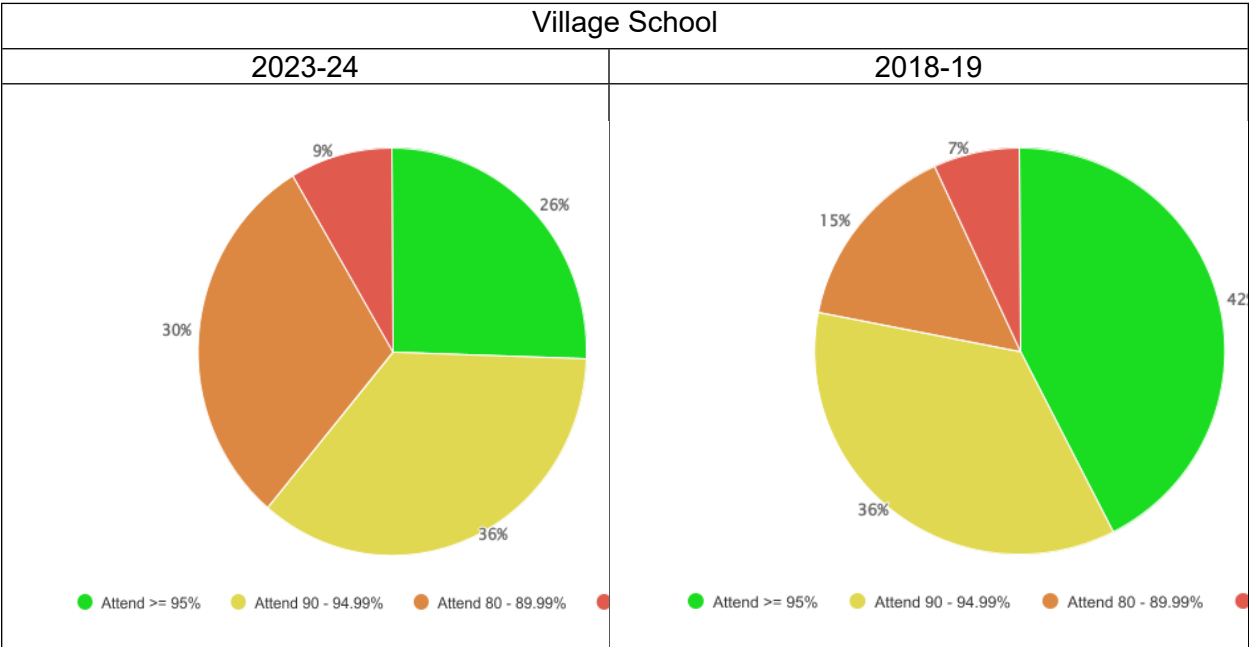


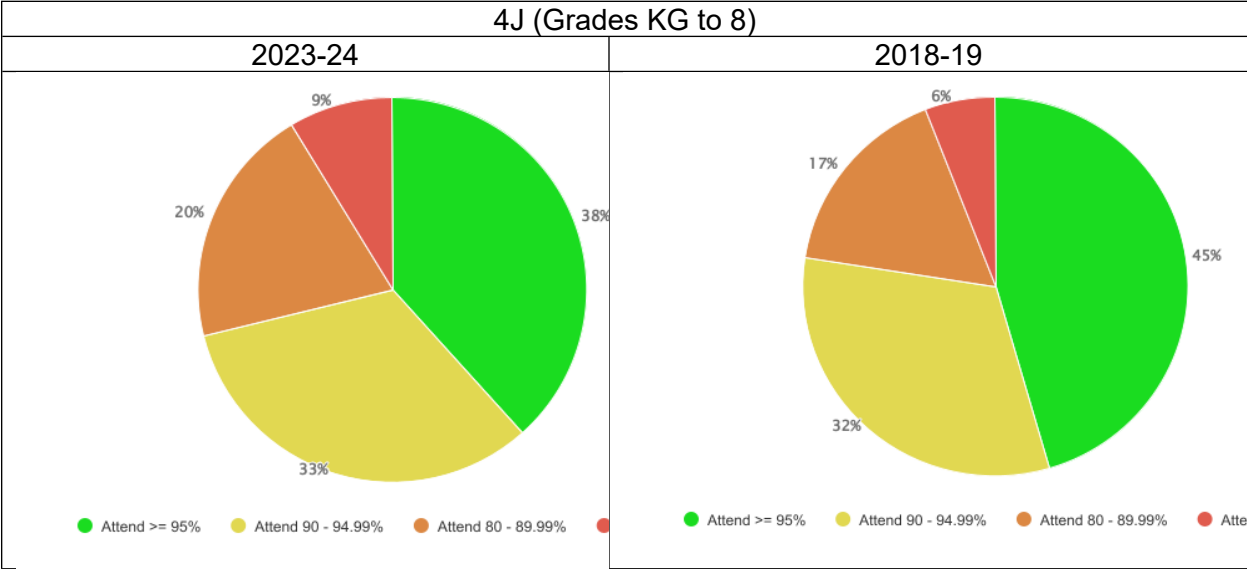
- In 2023-24 the easyCBM scores for all grades combined indicated that the percentage of Village students who are at high risk of not achieving grade-level reading proficiency is slightly larger than in 4J as whole (12% vs 10.3%). The opposite is true in Math (9% vs 13.8%).

IN READING	% STUDENTS AT EACH RISK LEVEL IN 2023-24								DIFF. IN % AT HIGH RISK
	VILLAGE SCHOOL				4J				
	High	Some	Low	TOTAL	High	Some	Low	TOTAL	
Asian					10.8	20.2	69.0	100	
Black/African American	50.0	50.0	0.0	100	10.4	33.0	56.6	100	39.6
Hispanic	17.1	17.1	65.7	100	17.2	31.6	51.2	100	(0.1)
Multiple	12.5	16.7	70.8	100	10.3	24.8	64.9	100	2.2
Native American	25.0	25.0	50.0	100	13.3	33.6	53.1	100	11.7
Pacific Islander	0.0	0.0	100.0	100	10.3	33.3	56.4	100	(10.3)
White	10.3	19.0	70.7	100	8.3	23.4	68.3	100	2.0
TOTAL	12.0	18.8	69.2	100	10.3	25.2	64.5	100	1.7
IN MATH	High	Some	Low	TOTAL	High	Some	Low	TOTAL	DIFF.
Asian					9.9	15.5	74.6	100	
Black/African American	50.0	50.0	0.0	100	20.1	31.2	48.7	100	29.9
Hispanic	11.4	34.1	54.5	100	21.0	30.5	48.5	100	(9.6)
Multiple	13.8	27.6	58.6	100	13.9	22.8	63.3	100	(0.1)
Native American	25.0	0.0	75.0	100	22.3	22.3	55.3	100	2.7
Pacific Islander	0.0	50.0	50.0	100	17.1	31.7	51.2	100	(17.1)
White	7.2	24.0	68.8	100	11.5	21.6	66.9	100	(4.3)
TOTAL	9.0	26.0	65.1	100	13.8	23.5	62.7	100	(4.8)

Attendance:

In 2023-24 Village had a significantly lower percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole in grades KG to 8 (62% vs 71%), while before the pandemic they had the same percentage (78%).





(d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and

***Finding:** The school has maintained a healthy financial position. Information that is more detailed is included in the 2022-23 Annual Review. While Village has been late in its submission of the annual audit, Village is not unique in this position as all audits have been delayed in completion. Village School and its board are good stewards of their funds and communication has always been clear and timely.*

(e) Is in compliance with any renewal criteria specified in the charter of the public charter school.

***Finding:** Whereas there are no additional renewal criteria specified in the current charter, the Village Charter School shall negotiate a new charter with district staff within 90 days if granted approval by the Eugene School District 4J Board of Directors for their renewal request. Any changes to the charter would follow all federal, state, and district requirements. ^[L] [SEP]*

Options and Alternatives

Within 30 days after the public hearing, the district must approve the renewal of the charter or state in writing the reasons for denying the renewal of the charter. The charter school may then submit a revised renewal request that addresses the reasons for nonrenewal and any remedial measures suggested by the district. If the board does not approve the revised renewal request, the charter school may appeal to the State Board of Education for a review of whether the district used the required process in denying the renewal of the charter.

The board has the possibility to make two decisions. First, the board must decide whether to approve the renewal or to deny renewal. If the board approves the renewal, the board also has discretion about the length of the renewal. ORS Chapter 338.065(4) allows for renewals after the first to have a duration of a minimum of five years but not to exceed ten years. The Village School Charter School has requested a ten-year renewal. In addition, the board has the ability to direct the superintendent or designee to negotiate and execute a charter agreement between The Village School and the district that is consistent with district policies and state law, in a form approved by the district's general counsel, to include accountability measures to address board concerns.

Budget/Resource Implications

State statute requires that payment for provision of *educational* services to the public charter school shall be at least 80 percent of the school district's state General Purpose Grant per ADMw (weighted average daily membership) for students who are enrolled in kindergarten through grade eight.

Board Goals

The charter school renewal recommendation addresses the board approved goals for Eugene School District 4J:

Board Adopted Goals for Eugene School District 4J

This Budget Values Framework will be centered around these Board adopted District goals.

GOAL # 1: Increasing equitable outcomes and achievements

- Equity: Making it so that a student's demographic characteristics and where a student begins life doesn't negatively determine or limit that student's success in school/life.
- Public Education plays an important role in setting each student up for success in their life. Accordingly, our district must allocate efforts and resources in ways that support equitable student access and opportunity. Our district will take a proactive approach, rather than waiting for complaints or failure, including with literacy, SPED (special education), and racial harassment issues.

GOAL # 2: Safety and Well Being of Students and Staff

- We will cultivate the safety, belonging and wellness of our students and staff in our schools.

GOAL # 3: Proactively engaging our community

- The quality of communication and engagement with our district is integral to the success of our shared work, and in order to maximize success, we will improve our communication and engagement.

In addition, this recommendation supports the board's long-standing commitment to school choice. Finally, it reflects community engagement with district stakeholders in supporting our students and schools.

Superintendent Recommendation

The superintendent recommends the renewal of the Village Charter School for five years, contingent upon the successful negotiation of a contract. The contract will stipulate that Village Charter School will have an annual review based on performance standards that address the following areas:

- o Student performance
- o Attendance

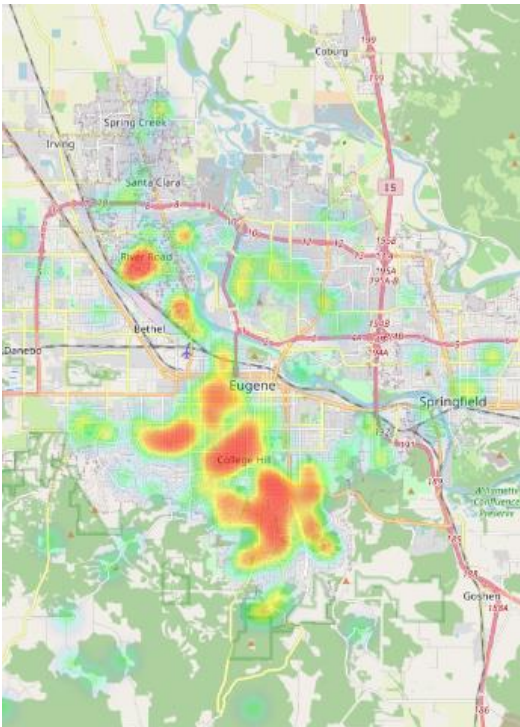
2024-25 Village Data Appendix

Enrollment

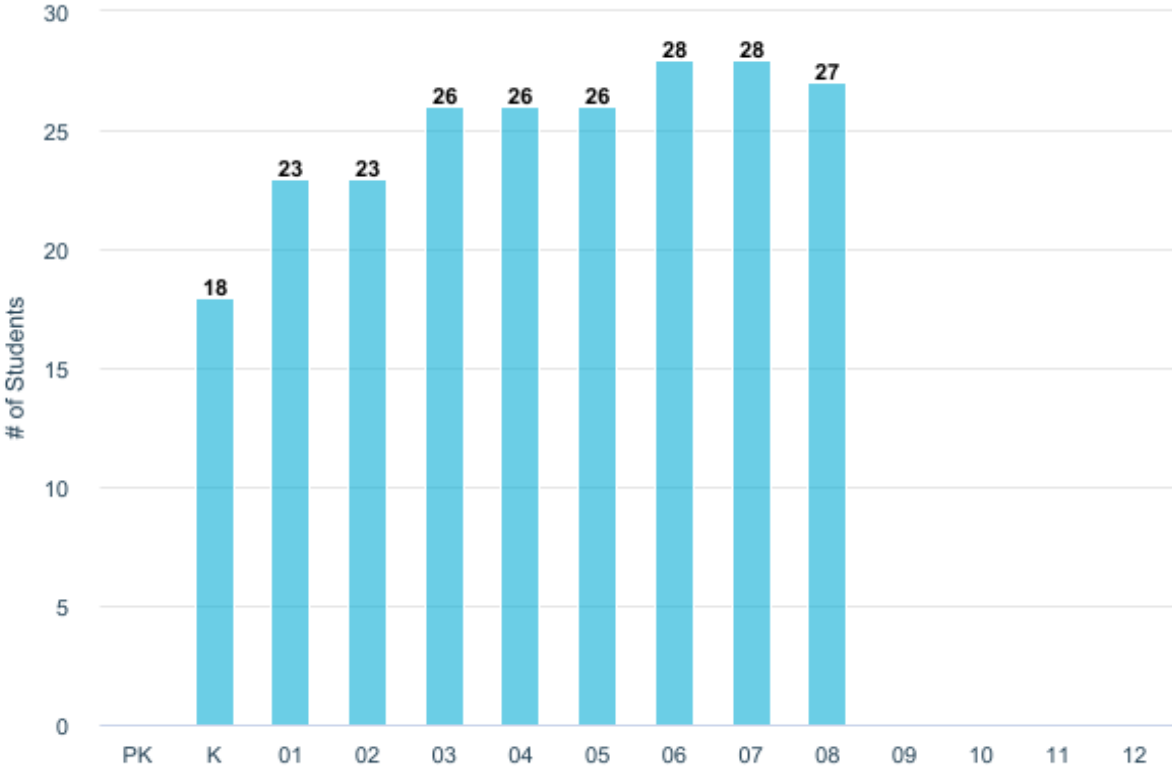
- October 1st student enrollment in the Village School remained stable in 2024-25:

SCHOOL	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	DIFF 2024 VS 2015 (IN %)
Village School	225	224	224	224	226	220	220	225	213	215	4.7
All 4J Charters	872	873	848	832	848	836	847	845	851	806	8.2
4J	16,099	16,440	16,731	16,767	16,928	17,415	17,337	17,524	17,517	17,326	(7.1)

- Almost half of the Village students live in the South region (101 out of 225):



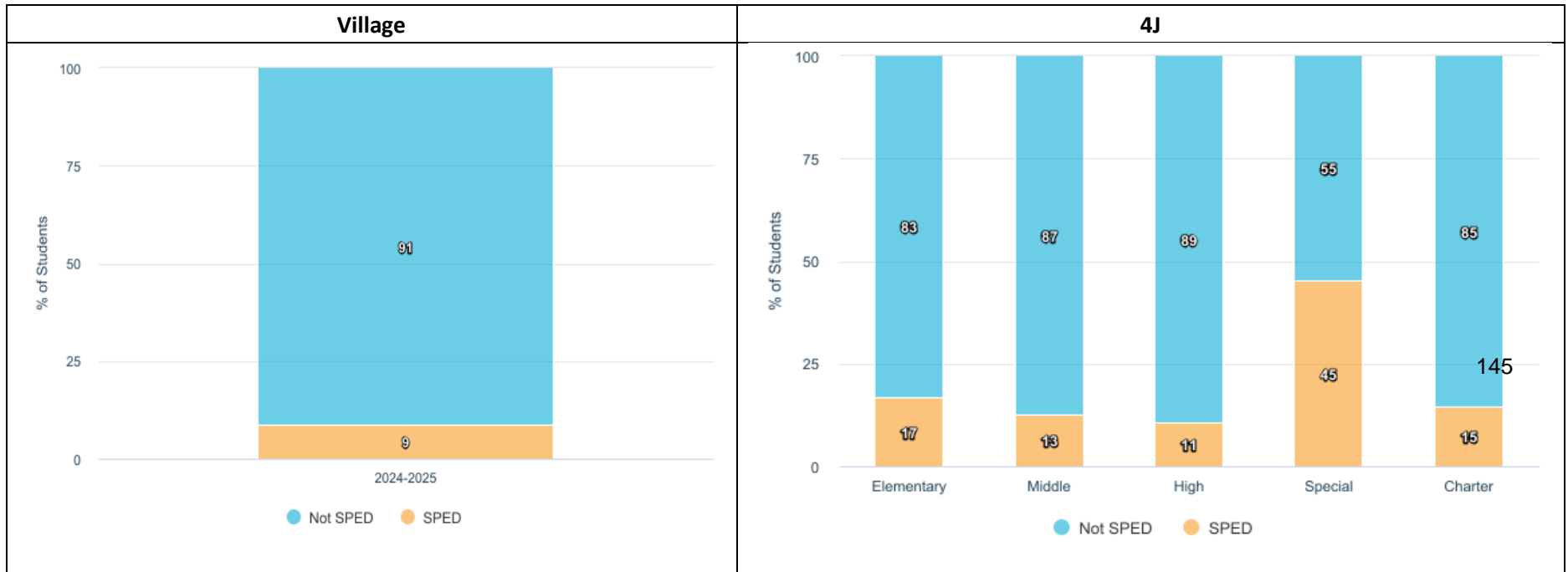
- Enrollment by grade:



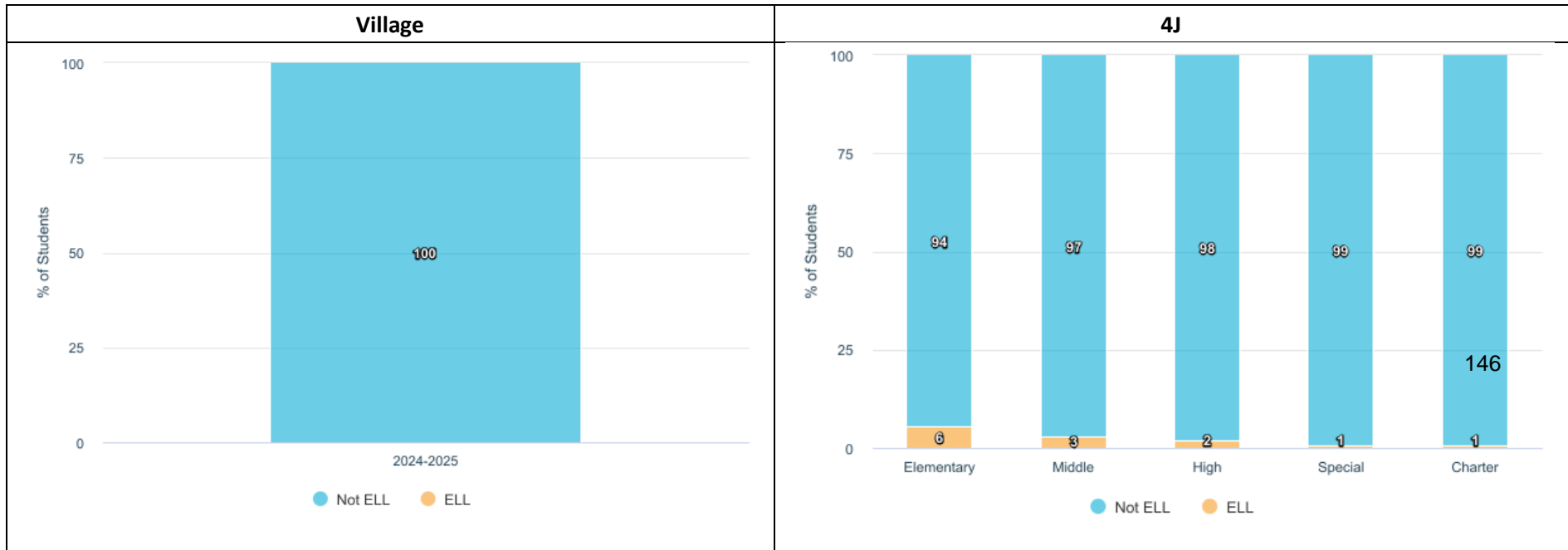
- The Village student body continues being less diverse than the 4J student body in terms of race/ethnicity, but more diverse than the combined student body of all the 4J charter schools



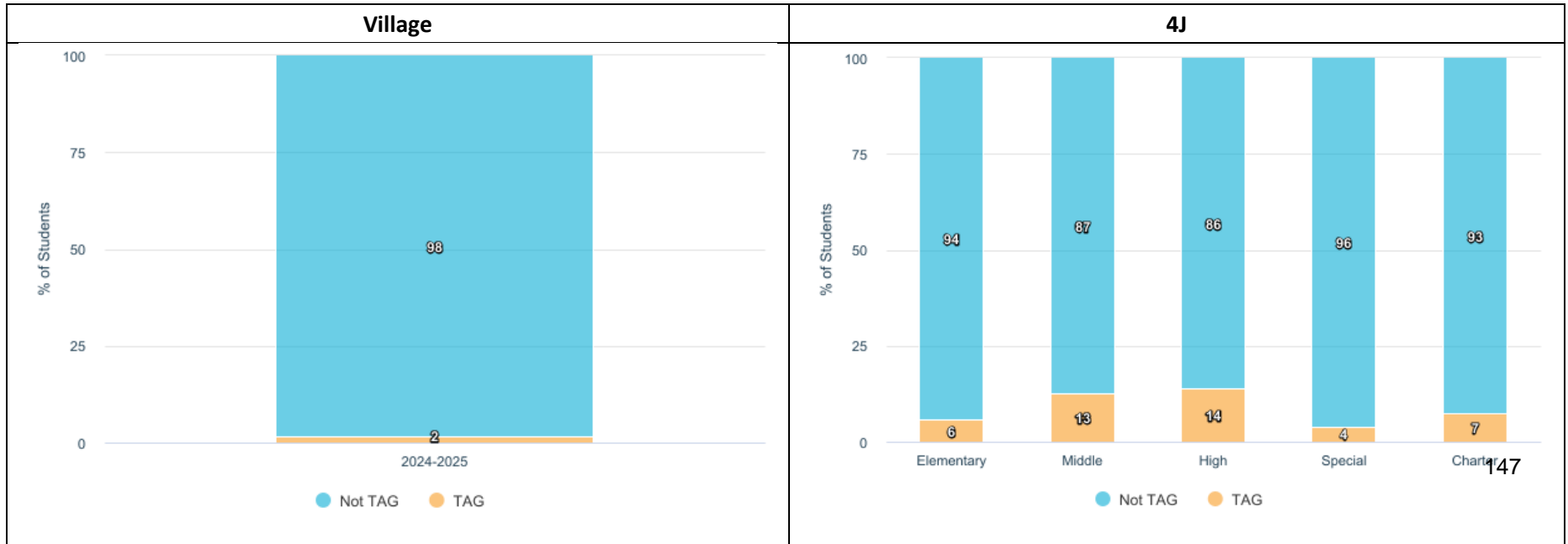
- The ODE report cards indicated that in 2023-24 28% of Village students were experiencing poverty, as newly defined by ODE, while 29% of 4J students did
- Village has a lower percentage of students in Special Education than elementary, middle, or charter schools in 4J



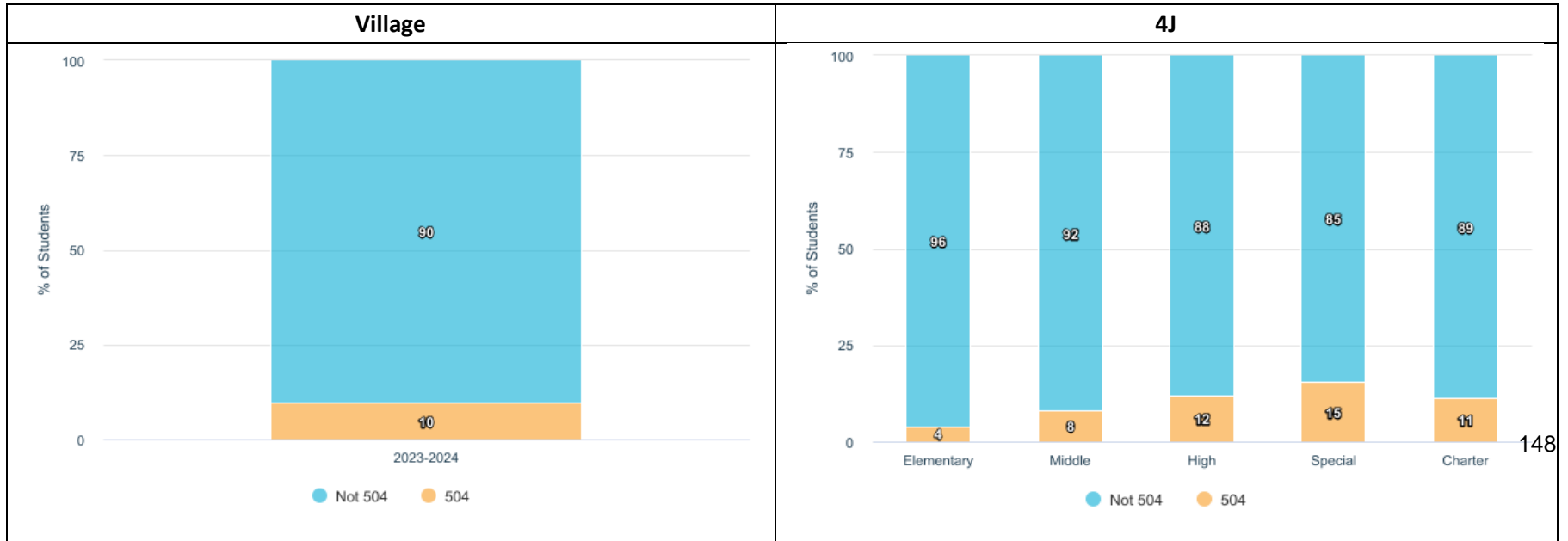
- The ODE report cards indicated that in 2023-24 Village students had 5 different home languages, while 4J students had 48
- Village has a lower percentage (0%) of students in the English Language Development program than elementary, middle, or charter schools in 4J



- Village has a lower percentage of students in the Talented and Gifted (TAG) program than elementary, middle, or charter schools in 4J

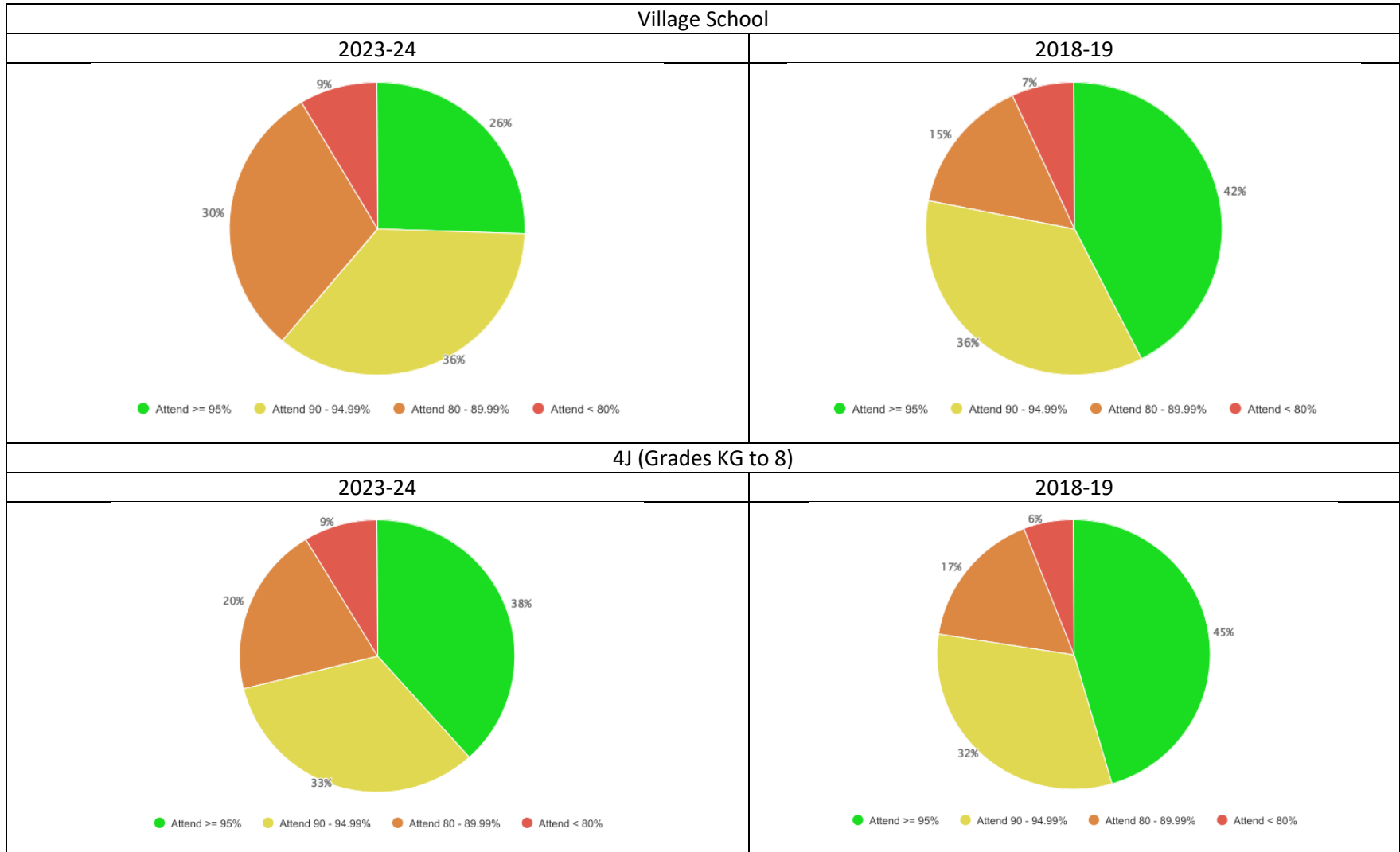


- Village has a higher percentage of students with a 504 plan than elementary or middle schools in 4J, but lower than 4J charters schools as a whole



Student Attendance

- In 2023-24 Village had a significantly lower percentage of regular attenders (students who attended at least 90% of the time) than 4J as a whole in grades KG to 8 (62% vs 71%) , while before the pandemic they had the same percentage (78%)



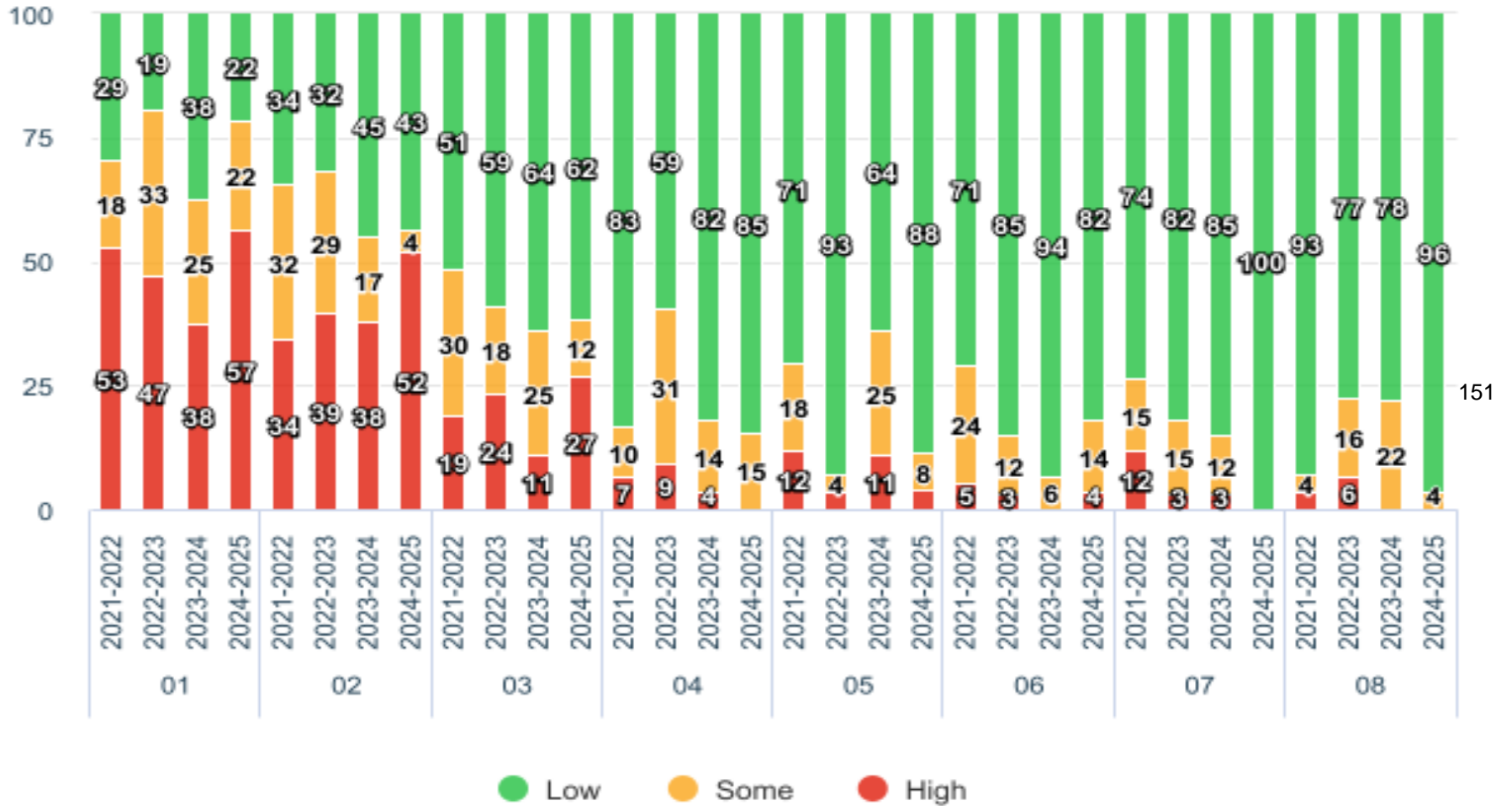
easyCBM Scores

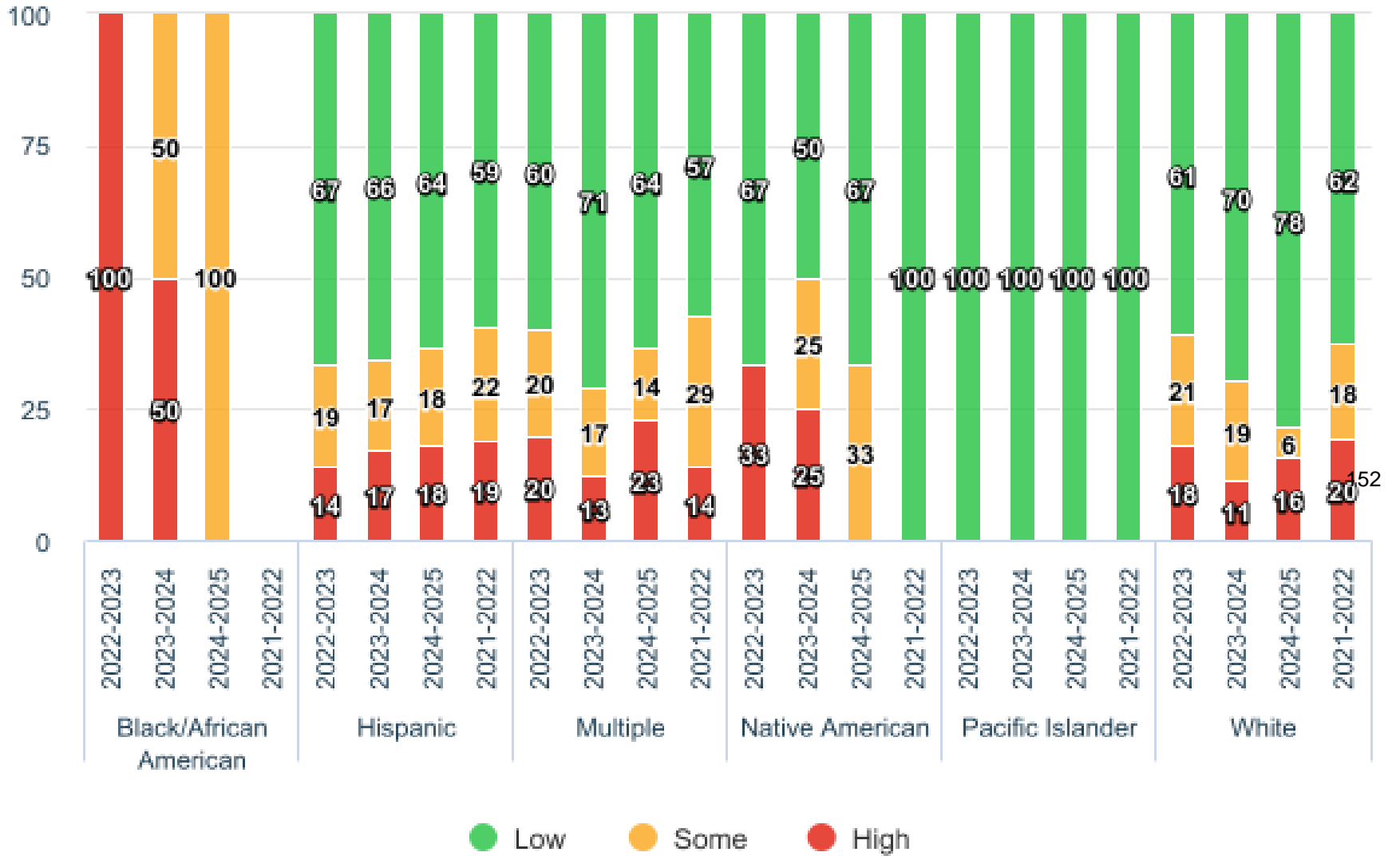
EasyCBM risk scores are color-coded to indicate a student's academic risk level:

- **Red:** 10th percentile or below, highest risk of academic failure
- **Yellow:** 11th–20th percentile, some risk of academic failure
- **White:** 21st–89th percentile, low risk of academic failure
- **Green:** 90th percentile or above, performing above grade-level expectations

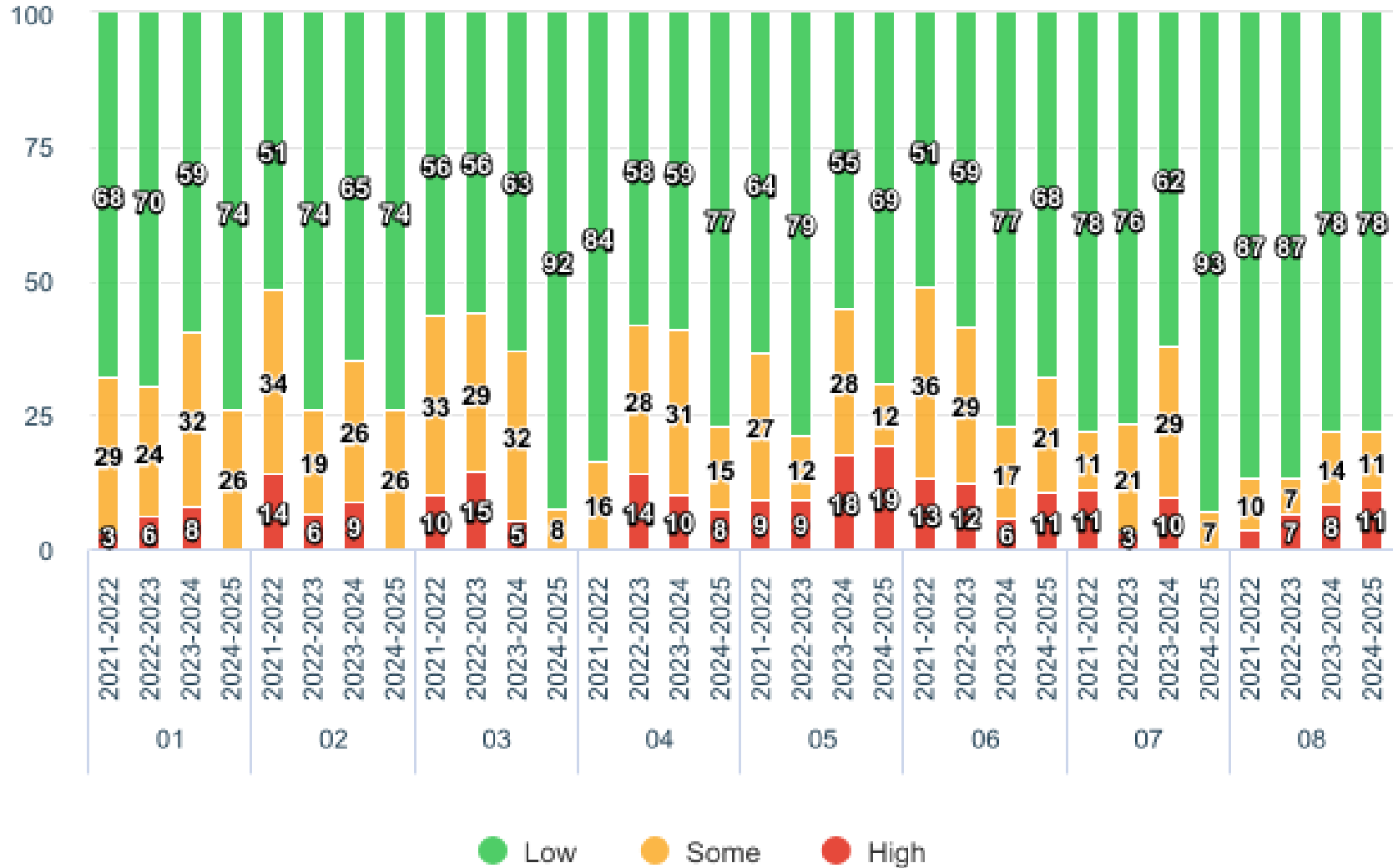
EasyCBM's risk scores are based on a student's raw score and percentile rank over time. The norms for each measure are based on the grade level of the students taking the measure. For example, a 7th grader who scores at the 50th percentile on a 5th grade measure is performing as well as the average 5th grader. Students who take an assessment at their grade level whose score is above the 50th percentile are considered to be at grade level.

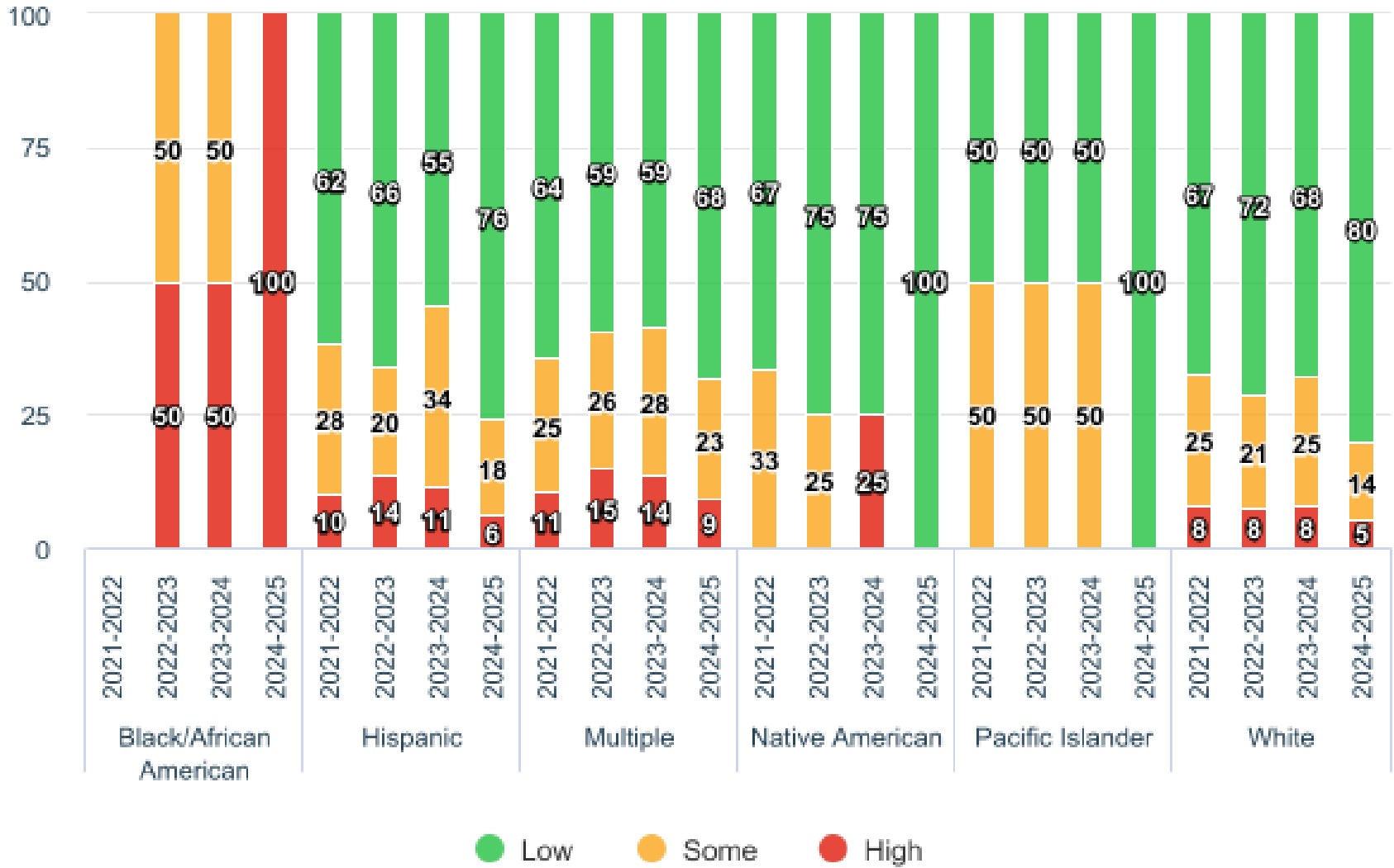
- Village reading easyCBM scores (measured by the percentage of students at the low risk level) improved in 2023-24 in all grades except 5th. The overall improvement was driven by improvements among White and Multiracial students:





- Village math easyCBM scores (measured by the percentage of student at the low risk level) declined in 2023-24 in all grades except 3rd, 4th, and 6th. Scores declined for White and Latino/a students and remained the same for all other race/ethnicity student groups:





- In 2023-24 the easyCBM scores for all grades combined indicated that the percentage of Village students who are at high risk of not achieving grade-level reading proficiency is larger than in 4J as whole (12% vs 10.3%). The opposite is true in Math (9% vs 13.8%)

IN READING	% STUDENTS AT EACH RISK LEVEL IN 2023-24								DIFF. IN % AT HIGH RISK
	VILLAGE SCHOOL				4J				
	High	Some	Low	TOTAL	High	Some	Low	TOTAL	
Asian					10.8	20.2	69.0	100	
Black/African American	50.0	50.0	0.0	100	10.4	33.0	56.6	100	39.6
Hispanic	17.1	17.1	65.7	100	17.2	31.6	51.2	100	(0.1)
Multiple	12.5	16.7	70.8	100	10.3	24.8	64.9	100	2.2
Native American	25.0	25.0	50.0	100	13.3	33.6	53.1	100	11.7
Pacific Islander	0.0	0.0	100.0	100	10.3	33.3	56.4	100	(10.3)
White	10.3	19.0	70.7	100	8.3	23.4	68.3	100	2.0
TOTAL	12.0	18.8	69.2	100	10.3	25.2	64.5	100	1.7
IN MATH	High	Some	Low	TOTAL	High	Some	Low	TOTAL	DIFF.
Asian					9.9	15.5	74.6	100	
Black/African American	50.0	50.0	0.0	100	20.1	31.2	48.7	100	29.9
Hispanic	11.4	34.1	54.5	100	21.0	30.5	48.5	100	(9.6)
Multiple	13.8	27.6	58.6	100	13.9	22.8	63.3	100	(0.1)
Native American	25.0	0.0	75.0	100	22.3	22.3	55.3	100	2.7
Pacific Islander	0.0	50.0	50.0	100	17.1	31.7	51.2	100	(17.1)
White	7.2	24.0	68.8	100	11.5	21.6	66.9	100	(4.3)
TOTAL	9.0	26.0	65.1	100	13.8	23.5	62.7	100	(4.8)

OSAS Scores

- In 2024 the OSAS proficiency rates in ELA, Math, and Science declined significantly in Village by 6.0, 7.1, and 36.7 points. The school had the third highest proficiency rate among 4J charter schools both in ELA and Math. Among all 4J schools it had the 11th highest ELA proficiency rate and the 18th highest in Math:
 - Village had a higher proficiency rate than 4J as a whole in ELA, but a lower one in Math and Science

School	OSAS PROFICIENCY RATE									2024 PARTICIPATION RATE		
	2024			2023			2024 vs 2023			ELA	Math	Science
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science			
Charlemagne	82.3	74.7	84	83.3	75.2	66.7	(1.0)	(0.5)	17.3	96.3	96.3	90.9
Chinese Immersion	74.5	70.9	53.8	72.9	66.7	61.1	1.6	4.2	(7.3)	100	100	100
Yujin Gakuen	73.5	63.7	55.9	67.3	59	55.3	6.2	4.7	0.6	92	92	89.5
Coburg	71.8	63.4	42.5	72.6	65.4	47.8	(0.8)	(2.0)	(5.3)	90.3	90.3	88.9
SEHS	78.6	63.4	65.2	65.5	21.6	52.5	13.1	41.8	12.7	11.6	11.4	12.7
Ridgeline	71.6	60.4	71.7	78.1	54.3	51.1	(6.5)	6.1	20.6	90.2	90.9	91.4
Edgewood	66.2	53.9	50.7	69.7	57.4	43.9	(3.5)	(3.5)	6.8	90.5	90.5	95.9
Edison	67.1	51.3	52.5	63.5	57.7	56.5	3.6	(6.4)	(4.0)	84.9	84.9	90.8
Roosevelt	59.6	46.3	32.4	60.2	51.4	50.7	(0.6)	(5.1)	(18.3)	64.1	64.1	91.5
Adams	55.4	43.9	29.7	54.5	49.7	58.1	0.9	(5.8)	(28.4)	90.2	91.7	98.5
Twin Oaks	54.4	43.7	43.8	50.4	41.1	48.6	4.0	2.6	(4.8)	85.1	85.1	82.1
Gilham	49.1	42.1	44.3	52	44.6	38.5	(2.9)	(2.5)	5.8	93.6	92.9	93.6
Willagillespie	47.3	41.9	37.3	51	44.2	34.7	(3.7)	(2.3)	2.6	85.9	86.8	90.5
Holt	41.6	39.5	33.3	40.9	35.5	36.3	0.7	4.0	(3.0)	95.8	97	98.6
Family	52.8	37.7	38.9	62.1	55.2	45	(9.3)	(17.5)	(6.1)	81.5	81.5	94.7
4J	48.6	36.8	36.1	50	37.7	38.7	(1.4)	(0.9)	(2.6)	73.2	72.3	63.4
Camas	45.9	36.7	31.4	57.1	45.7	47.2	(11.2)	(9.0)	(15.8)	74.1	73.3	83.3
Village	56.1	36.1	32.7	62.1	43.2	69.4	(6.0)	(7.1)	(36.7)	92.5	91.9	90.7
Cal Young	45.9	34.7	28.9	44.9	32.9	29.5	1.0	1.8	(0.6)	78.9	78.3	88.8
Awbrey Park	42.6	33.3	33.3	45.2	36.2	26.8	(2.6)	(2.9)	6.5	91.2	91.7	96.9
Spring Creek	39.2	33.1	40	47.9	43.7	34.1	(8.7)	(10.6)	5.9	92.9	92.9	95.2
Spencer Butte	51.7	33	29.6	56.4	39.1	37.5	(4.7)	(6.1)	(7.9)	66.9	66.6	90.8
ATA	47.5	31.1	36.8	44.4	29.3	41.3	3.1	1.8	(4.5)	87.9	87.1	86
Buena Vista	39.2	29.9	23.6	47.9	36.6	45.6	(8.7)	(6.7)	(22.0)	94.4	94.4	98.6
Kennedy	44.4	28.9	34	45.5	27.8	35.5	(1.1)	1.1	(1.5)	87.1	88.8	92.4
Sheldon	52.2	28.9	46.7	60.5	42.9	58.1	(8.3)	(14.0)	(11.4)	24	21.9	23.7
River Road	42.7	28.6	35.2	47.3	29.1	36.4	(4.6)	(0.5)	(1.2)	95.9	95.9	98.2
McCornack	34.1	26.1	16.7	40.4	36.3	40	(6.3)	(10.2)	(23.3)	94.3	94.3	96.8
Madison	46.7	24	27.9	38.4	20.9	20	8.3	3.1	7.9	82.2	81.7	91.7
Monroe	36.8	22.7	26.6	42.9	25.6	24	(6.1)	(2.9)	2.6	65.7	66.3	58.5
Kelly	33.1	21.4	16.7	38.3	23.9	28	(5.2)	(2.5)	(11.3)	65.6	65.8	78.8
Howard	24.9	19.8	13.1	27.7	18.8	21.6	(2.8)	1.0	(8.5)	83.9	83.5	77.2
Churchill	34.2	19.5	43.1	13.6	8	43.5	20.6	11.5	(0.4)	43.1	16.4	28.2
Chavez	22.5	18.4	20	29	20	11.1	(6.5)	(1.6)	8.9	90.6	91.2	82.4
Network	*	*	*	44.4	--	15.4				*	*	*
NEHS	*	*	66.7	62.3	34	12.8			53.9	*	*	6
Twin Rivers Charter	*	*	*	50	10	30				*	*	*

Exclusionary Discipline

- The number of exclusionary discipline actions in Village in 2023-24 remained stable compared with 2022-23 and significantly lower than it was 5 or 6 years ago:

YEAR	# EXPULSIONS	# IN-SCHOOL SUSPENSIONS	# OUT-OF-SCHOOL SUSPENSIONS	N
2023-24	0	0	2	224
2022-23	0	0	1	223
2021-22	0	0	0	223
2018-19	0	0	0	226
2017-18	0	2	3	220
2016-17	0	7	6	220
2015-16	0	3	21	225



November 26, 2024

Dear Eugene School District 4J Staff and Board

We have attached materials that respond to items raised at the Nov 6th presentation on our school related to:

- [Attachment 1](#):
 - o Our early literacy program, including our commitment to Waldorf inspired methods and The Science of Reading, Diversity Equity and Inclusion, and our position on student computer use for grades K-5.
 - o Our goals and scoring with regards to EasyCBM testing and recent OSAS testing, including our ranking vs all 4J schools in terms of total population.

- [Attachment 2](#):
 - o Our thoughts and concerns about rechartering for a 5 years instead of our current 10 years.

Please let us know if you have any questions. We realize we have gathered a lot of materials for your review, but we appreciate your attention to our concerns.

Thanks and sincerely,

Andy Peara

Executive Director
The Village School
3411 Willamette St
Eugene OR 97405

apear@eugenevillageschool.org

Village School Information for Eugene 4J Board

Summary

For the last 25 years, The Village School has been providing an important and highly sought-after educational option for families in the Eugene 4J School District. Our goal is to educate the whole child, head, heart and hands and foster a “community that honors truth, beauty, and goodness and encourages the development of the inherent gifts of each school community member”.

Early Literacy

Our approach to literacy is based on Waldorf education, but also the [Science of Reading](#). While many schools in USA teach the basics of decoding written language in Kindergarten, our [Waldorf inspired Kindergarten](#) approach focuses on comprehension through oral language awareness. As a result, we put a strong focus on storytelling, rhymes, and songs to promote comprehension, oral language development, and phonemic awareness. In first and second grade, instructors blend phonemic awareness and phonics instruction with various art forms to appeal to students’ multiple intelligences. [Literacy instruction happens in the following contexts](#) (1) [main lesson](#) (2) reading groups that meet 4-5 times / week (3) writers workshop (4) group and independent reading time (5) spelling activities.

Information Technology and OSAS Testing

Our longstanding position, though not embraced by the majority of school districts, is to [minimize screen time for grades K-5](#). These grades only use computers when mandated for testing, or in the case of teaching typing skills for 5th grade. An increasing body of research supports our position on screen time, ([Greenfield](#)), as do studies that show increased ADHD-like symptoms among children who use screens extensively ([Tamana et al](#), [Sriwaranun et al](#), [Wallace et al](#)). Our stance on computer use may impact [our OSAS test scores](#) in the younger grades. In contrast, our grades 6-8 students use computers more regularly, and there is a trend for these grades to score better on the OSAS tests. In fact, our grades 7 and 8 have scored at or close to the top of the 4J middle schools since 2019, including the other charter schools. Results before 2019 are less reliable due to widespread protests of the Smarter Balanced tests.

Village School OSAS Test Rank Compared to (11) 4J Middle Schools

	<u>2023-24</u>	<u>2022-21</u>	<u>2021-22</u>	<u>2018-19</u>
7 Math	4	1	1	3
8 Math	2	1	2	3
7 ELA	3	1	1	4
8 ELA	1	1	1	2
8 Science	2	2	2	4

Ranking based on Total Student Population for schools that show data.

Village School Information for Eugene 4J Board

DEI and Multiculturalism

From the beginning we have improvised on the Waldorf model expanding its Eurocentric approach to reflect Multicultural values and more recently, Diversity, Equity, Inclusion and Belonging. In 2016, we started a revamp of our policies, curriculum, SEL, and professional development with a focus on DEIB. With SIA funding, our librarian and teachers have been updating curriculum and books to reflect student and community diversity. Our reading sources feature characters from various racial, ethnic, and faith backgrounds. Our vision for early literacy is for all children to see themselves as capable, and to build literacy skills that empower them to make the world a better place. We believe all children can learn. Our primary grade team, influenced by Zaretta Hammond, use a warm demander style of child guidance to nurture excellence in all students.

Village School Information for Eugene 4J Board

Kindergarten, Oral Literacy, Storytelling, and Phonemic Awareness

While many other schools teach the basics of decoding written language in kindergarten, our Waldorf inspired Kindergarten approach focuses on comprehension through oral language awareness. Our kindergarten puts a strong focus on storytelling, rhymes, and songs to promote comprehension, oral language development, and phonemic awareness.

Story telling continues into the older grades as well. In first and second grade, instructors blend phonemic awareness and phonics instruction with various art forms to appeal to students' multiple intelligences.

Consistent with our original multi-cultural mission, the stories draw upon a large range of cultures including from BIPOC peoples. To the extent families are comfortable with sharing, many have shared material to their children's class from their various cultural traditions. Students in grades 1-8 also take classes in Spanish 2-3 times per week. We also sponsor a very popular Dia de los Muertos event to encourage students to celebrate Mexico, its traditions, Spanish language, and importance of all languages.

Reading Instruction in Grades 1-3

Literacy instruction happens in the following contexts (1) main lesson (2) reading groups (3) writers workshop (4) group and independent reading time (5) spelling activities.

Main Lesson: For grades 1-2, teachers incorporate Heggerty phonemic awareness exercises. This invariably blends visual arts, movement and games. In grade 3, teachers focus more on grammar and rules of phonics using Core Literacy inventory materials. The arts integrated nature of main lesson allows for cross-curricular literacy-integrated activities.

Reading groups: Each grade level has a targeted literacy time (4-5 times per week) when students work with the teacher, with reading EAs or with our Title I tutors. The groups, a minimum of four groups per class, are differentiated by ability level determined by Easy CBM testing or teachers' literacy assessments. These are targeted skill groups using materials from our inventory.

Writer's Workshop: Each class also has a writer's workshop time several periods each week when they actively engage with writing. They practice their phonics skills at this time as they work to encode their thoughts and ideas and come into their own as authors, without getting hung up on spelling or mechanics.

Group and Independent Reading: In addition to the reading groups, teachers will also read stories to students or facilitate independent reading or book clubs.

Spelling: staff use exercises from Words their Way for spelling patterns and sight words. Students in 3rd grade receive a weekly packet with new vocabulary words. Our various Core literacy curricula provide words that follow phonemic or phonics priorities.

Village School Information for Eugene 4J Board

Main Lesson: Literacy via Integrated Learning

Our Main lessons, based in Waldorf pedagogy, put a particular emphasis on making the learning process engaging, hands-on, and developmentally appropriate. They include a variety of topics: literature, social studies, science and math. Each student records their learning in a main lesson book. These ingredients are key to bringing literacy (reading, writing, speaking, listening, and researching), applied action (building) and arts (music, drawing and designing) to life.

A Main Lesson always taught in 3rd grade illustrates the interconnectedness of our program: homes from around the world. Students hear stories and read books about different types of homes in different countries and cultures, thereby incorporating opportunities for multi-cultural awareness. They learn about climate and how it influences how homes are built. They create a main lesson book based on these stories and details including vocabulary they have learned. They learn poetry and songs, draw pictures and ultimately build their own model of a house of their choosing using mostly natural materials. They also write a report on their house based on research they have done in class. They read non fiction books about their home and learn how to take notes through a scaffolded process. The culmination of the main lesson is an open house hosted by the third grade class for the rest of the school where the students show off their work as well as share their knowledge through speaking to other students and sharing their reports.

Science of Reading

Our grades 1-3 teachers have a solid background in the Science of Reading, with experience as classroom teachers and as small group tutors. Many of our Title I staff are licensed with reading, special ed or other endorsements.

For our teachers and assistants, we ran a series of trainings in 2020-21 from PDX Reading Specialists which is based on Orton Gillingham. Topics included an overview of the science of reading, and specifics of teaching phonemic awareness and phonics. In addition, we purchased sets of decodable books aimed at matching content with readers' developmental level and language and vocabulary complexity. For example, a third grader struggling with reading has books with 3rd grade content, but language complexity scaled to their ability level. These books and activities which go along with them are used in grades 1-3 and in Title I. Heggerty Phonemic Awareness activities are extensively incorporated into grades 1-2 main lessons.

Our Title I team uses a large variety of reading curricula, including Reading for All Learners, Primary Phonics, the Dyslexia Toolkit and other phonemic awareness and phonics lessons from PDX Reading Specialist for Tier 3 interventions. Tier 2 groups parallel classroom activities, including support for our Core/Tier 1 curriculum and also class readers.

Information Technology

Our longstanding position, though not embraced by the majority of school districts, is to minimize screen time for grades K-5. These grades only use computers when mandated for

Village School Information for Eugene 4J Board

testing, or in the case of teaching typing skills for 5th grade. An increasing body of research supports our position on screen time, ([Greenfield](#)), including studies that show increased ADHD-like symptoms among children who use screens extensively ([Tamana et al](#), [Sriwaranun et al](#), [Wallace et al](#)). Since a primary goal of The Village School's Waldorf-inspired education is to ground students in their bodies, in three-dimensional space, and in human interaction, our school aims to offer students experiences with minimal use of digital media. The purpose of our Village School curriculum is to engage the students' imagination, critical thinking skills, and ability to fully engage in their lessons.

According to the Kaiser Foundation, children and youth use four to five times the recommended amount of information technology with serious consequences. While media consumption by itself is not the proven leading cause of any health problem in the U.S., it can contribute to numerous health risks, say experts. Richard Freed, author of "Wired Child: Debunking Popular Technology Myths" states that digital entertainment is now the "dominant activity in children's lives". In his twenty plus years of practice he has seen hundreds of young patients who struggle in school. He believes that many negative symptoms, failing grades and difficulties completing homework are caused by too much screen time.

In fact, technology overuse may be rewiring kids' developing brains in ways that could explain the growing number of children diagnosed with anxiety and other psychiatric disorders. Brain imaging techniques show that video gaming stimulates the same pleasure pathways as drugs and alcohol.

Test Results

At the November 6th board meeting, board members raised the question of how The Village School OSAS results compares with other schools, and comparisons were drawn to the two other K-8 charter schools. As a regular reporting item we include a table in our annual report which compares OSAS test results between Village School, State and District 4J averages. , The following [link provides a historical tabulation of these charts from 2015 to 2024](#). The results vary from year to year, but the comparisons for Spring 2024 OSAS show a trend that while our students may not compare as well in the younger grades, they generally fare better at the older grades. In particular, by 7th and 8th grade, our students have scored at the top or close to the top of all the middle schools in 4J in all subjects (math, ELA and science). It is worth noting that the (3) 4J K-8 charter schools for 2023-24 all performed in the top four for math and ELA for middle school. (the [following link shows a listing of 4J schools rank ordered by OSAS results for total population for 2018-19, 2021-22, 2022-23, and 2023-24](#)).

Another set of factors we saw with our younger students in May of 2024, especially grades 4 and 5, was a very high incidence of neurodivergence and a pronounced lack of tolerance for the longer OSAS test or even the EasyCBM Math test. So, while 4th and 5th grade met our standard for Easy CBM reading (60% or more of the class scored at or above the 50th percentile in EasyCBM comprehension scores), their OSAS Reading test results were lower than might be expected. Regardless, we continue to devote significant Title I and behavior assistance to support the students in these classes.

Participation on the OSAS tests in the last decade lagged behind state and district levels. This

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was due to a widespread protest against the Smarter Balanced approach adopted by the state effective in 2015. Before participation improved to current levels, we developed our own metrics via the Spring EasyCBM tests. This was partly at the behest of the District staff overseeing charter schools. The standards that we developed reflect a development path that assumes greater proficiency in the tests in the older grades.

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READING

EasyCBM Goal: We will improve the reading skills of all students in all grades. By Spring as measured by EasyCBM we have specific goals for each grade level for students:

- For 2nd grade: percentage of students in EasyCBM “low risk category” for reading comprehension and fluency (above the 30st percentile in both categories). Our goal is that at least 50% of 2nd grade students will exceed this threshold by the Spring test.

- For 3rd – 8th grade: percentage of students scoring at or above the 50th percentile in EasyCBM reading comprehension test. Our goal is that at least 50% of 3rd grade, and 60% of students in grades 4-8 will exceed this threshold by the Spring test.

MATH

EasyCBM Goal: We will improve numeracy skills and the understanding of mathematical concepts for all students in all grades. By Spring as measured by EasyCBM we have specific goals for each grade level for students:

- For 2nd grade: percentage of students in EasyCBM “low risk category” for math (above the 30st percentile). Our goal is that at least 50% of 2nd grade students will exceed this threshold by the Spring test.

- For 3rd – 8th grade: percentage of students scoring at or above the 50th percentile in EasyCBM math test. Our goal is that at least 50% of 3rd grade, and 60% of students in grades 4-8 will exceed this threshold by the Spring test.

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From our Annual Report and School Improvement Plan for 2023-24

READING

EasyCBM Goal: We will improve the reading skills of all students in all grades. By Spring as measured by EasyCBM we have specific goals for each grade level for students:

- For 2nd grade: percentage of students in EasyCBM “low risk category” for reading comprehension and fluency (above the 30st percentile in both categories). Our goal is that at least 50% of 2nd grade students will exceed this threshold by the Spring test.

- For 3rd – 8th grade: percentage of students scoring at or above the 50th percentile in EasyCBM reading comprehension test. Our goal is that at least 50% of 3rd grade, and 60% of students in grades 4-8 will exceed this threshold by the Spring test.

Spring [2016-19 & 2021-23] and Winter 2020 District EasyCBM Assessment

The data listed below shows percentage of students meeting or exceeding targeted threshold:

Grade	2016	2017	2018	2019	2020*	2021	2022	2023	2024
2	50%	45%	32%	26%	44%	36%	52%	48%	57%
3	63%	75%	65%	35%	50%	62%	77%	77%	80%
4	88%	77%	77%	77%	54%	73%	84%	64%	73%
5	54%	50%	58%	69%	58%	58%	73%	88%	73%
6	54%	38%	65%	61%	71%	71%	71%	71%	86%
7	46%	58%	50%	43%	65%	75%	82%	81%	65%
8	68%	50%	62%	57%	72%	86%	96%	85%	79%

Data collected includes results from the Spring of 2016 through 2024 except that 2020 results are from the winter. Reviewing the data along the diagonals, (longitudinal view), shows that few of the classes, progressed towards the goals. The data shows that all grades exceeded the goal. It is important to note that the testing percentiles for the 5th grade test have a very large jump from the 47th percentile with 14 correct answers to the 61st percentile with 15 correct answers. As a result, we accepted the 47th percentile as the threshold for meeting our standard. For comparison, 71.4% of this same cohort met our Fall 2024 reading standard.

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Since 2021, we have employed two reading tutors in addition to our existing Title I staff to address “learning loss” priorities as per the ESSER III grant and have kept their position staffed ever since. The additional staffing have allowed us to run daily small reading groups for all students in grades 1-3.

State OAKS Assessment now SBAC*:

Percentages show students who Met/Exceeded the standard in Reading.

	Pre-SBAC						SBAC								
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2022	2023	2024	
Grade	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
3	100	100	74	71	63	63	23.5	52.6	66.7	57.1	30.4	54.5	15.4	46.2	
4	91	100	100	84	81	81	25.0	41.7	38.1	60.0	62.5	70.8	48.0	38.5	
5	96	85	92	88	62	52	54.5	57.1	80.0	60.0	89.5	70.8	72.0	40.0	
6	71	91	88	92	80	65	4.8	71.4	37.5	76.2	57.1	36.0	59.1	60.0	
7	83	88	88	69	92	88	4.3	70.0	66.7	57.1	72.7	87.5	>95.0	68.0	
8	83	82	83	70	89	76	12.5	35.3	52.6	73.3	78.3	91.3	91.3	90.5	

As mentioned, the higher participation rates (91.7%) on the OSAS tests improve the overall credibility of the test. All grades except 4th and 5th grade scored higher than state and district averages. As discussed with district staff, The Village School encourages participation in the OSAS tests.

The 2024-25 School Improvement Plan calls for a continuation of our comprehensive literacy program as well as sustained silent reading, and small reading groups for grades 1-3. In addition, students participate in “reading buddies,” (for example, 8th graders reading with first graders). Our library continues to support student interest in reading, is open for classes 15 hours a week, and has made major SIA and Oregon State Library grant investments in new books aimed at reaching a broad diversity of students. We continue to participate in OBOB (Oregon Battle of the Books), and utilize this space for after school team practice as well.

MATH

Village School Information for Eugene 4J Board

EasyCBM Goal: We will improve numeracy skills and the understanding of mathematical concepts for all students in all grades. By Spring as measured by EasyCBM we have specific goals for each grade level for students:

- For 2nd grade: percentage of students in EasyCBM “low risk category” for math (above the 30st percentile). Our goal is that at least 50% of 2nd grade students will exceed this threshold by the Spring test.
- For 3rd – 8th grade: percentage of students scoring at or above the 50th percentile in EasyCBM math test. Our goal is that at least 50% of 3rd grade, and 60% of students in grades 4-8 will exceed this threshold by the Spring test.

Spring [2016-19 & 2021-23] and Winter 2020 District EasyCBM Assessment

The data listed below shows percentage of students meeting or exceeding targeted threshold:

Grade	2016	2017	2018	2019	2020	2021	2022	2023	2024
2	41%	50%	35%	30%	77%	45%	50%	74%	65%
3	33%	63%	42%	8%	31%	50%	46%	50%	42%
4	50%	42%	65%	46%	23%	50%	80%	50%	54%
5	73%	58%	52%	54%	46%	58%	42%	65%	42%
6	60%	65%	70%	54%	86%	61%	50%	36%	68%
7	58%	54%	68%	57%	63%	79%	79%	81%	58%
8	60%	41%	65%	57%	77%	50%	80%	88%	64%

Data collected includes Spring results from 2016 through 2024, with the exception that 2020 results were recorded in the Winter. The data shows that grades 2, 4, 6, & 8 met or exceeded the goal. Longitudinal growth is apparent only for grades 4, 6, and 7. Partly in response to the needs for greater support in the younger grades, we adopted the Bridges math curriculum for grades 1 through 5 in August, 2019. Teachers embraced the activities-oriented, common-core related curriculum, with a coordinated scope and sequence. To advance the teachers skills in using the Bridges curriculum we hired a consultant to provide coaching.

Village School Information for Eugene 4J Board

State OAKS Assessment (now SBAC*): Table shows students who met or exceeded the math standard.

	Pre-SBAC						SBAC								
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2022	2023	2024	
Grade	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
3	88	88	65	79	67	67	21.0	36.8	50.0	73.7	28.6	33.3	20.0	30.8	
4	87	96	77	60	65	65	16.0	57.9	57.1	60.0	58.3	58.3	29.2	30.8	
5	87	88	69	56	58	40	60.0	66.7	75.0	55.0	57.9	38.1	44.0	20.0	
6	62	76	60	64	40	54	18.0	57.1	47.1	68.4	46.2	25.0	17.4	52.0	
7	82	86	60	69	68	80	N/A	44.4	75.0	69.2	72.7	79.2	73.7	37.5	
8	96	91	73	60	73	76	N/A	33.3	47.4	73.3	60.9	73.9	82.6	47.6	

Participation rates in the OSAS Math (91.3%) shows improvement over 2023 (88.0%). The percent of students meeting or exceeding standards for grades 6, 7 and 8 was higher than both the state and district averages. Test scores for grades 3, 4 and 5 were below both state and district averages. Village School has been working with a rigorous math curriculum for grades 3-8 that is aligned to the Common Core, with some exceptions as to timing of content to align with Waldorf principles.

Comparing Results of EasyCBM and State OAKS Test

When comparing the EasyCBM results to the OAKS tests, we can see that the middle school is doing relatively well on both of these tests. Computer use is a distinguishing factor between the elementary school and middle school. The middle school uses computers on a regular basis for math and language arts related programming. The Saavas math program has questions that are not unlike the questions in the OAKS tests. In contrast, grades K-5 have limited exposure to computers, except for these tests and some keyboard work for 5th grade. The decision to limit younger children’s exposure to screen - simulated media is mission driven.

Village School Charter Renewal Considerations

We were notified at a Nov 25th meeting with 4J staff that there would be a recommendation for a 5 year renewal. In addition we were told

- Supt Gill believes that no charter should last more than 5 years.
- Staff initially recommended a 5 year charter for Network Charter School in 2023 though the board opted in favor of a 10 year charter.
- 10 year charters create compliance differentials among the charter schools. The concern is that district policies reflected in charter agreements can vary somewhat among charter schools as their charters renew.

We have several reactions to the proposal for a 5 year charter renewal:

- Re: the question raised at the Nov 6th meeting about how regularly charter schools are reviewed, the 4J charter school supervision involves an annual review of our school improvement plans, OSAS and EasyCBM test results, legal compliance and finances. Based on this, the staff makes a recommendation of continued support for the charter school or recommended areas of improvement. These are shared with us and the 4J board. The recommendation we have received has been consistently positive throughout the period of the charter.

In light of the annual review process, 4J staff agreed with us that there really isn't a material difference between the annual review and the one associated with the charter renewal. Charter renewal involves a board process, public hearing, and more in-depth review of the school - mostly extra effort on the part of the school district.

- So why should we care whether our charter is renewed for 5 or 10 years?
 - o A recurring theme at the Network Charter School renewal in 2023 was that a 10 year charter expressed confidence in and promoted stability for the school. By contrast, we're seeking our 2nd 10 year charter - a request concomitant with [strong academic performance, DEI values aligned with the 4J District and ODE](#), a nationally recognized food program, a consistent commitment to financial conservatism, and highly sought after programming. While we appreciate the interests advanced by district staff, reducing our charter duration does not express a high level of confidence in our operations, which in turn does not promote our stability. Seeing as local media outlets regularly publish accounts of charter renewal proceedings, it could be very challenging to put a favorable spin on a reduced charter length.
 - o Prospective parents seeking to enroll their children in our younger grades want assurances that we will be around when their students reach middle school. We regularly tell them about the chartering process. A longer charter promotes confidence in our operations.

Village School Charter Renewal Considerations

- Similar considerations surface with hiring situations, but are compounded by pay differentials. [Please be aware we truly appreciate the local option funding and the sale of the Dunn facility back in 2015. Not all Oregon districts have been as generous]. At the same time, the district's funding formula (80% of ADM funding for K-8 charter schools) means our pay levels are 15-25% lower than district levels. Attracting staff is hard enough with the lower pay, but the reputational and practical challenges of a shorter charter would just complicate this further.
- For borrowing, lenders clearly prefer a longer charter. Ridgeline Montessori advocated and was granted its 1st (10) year charter to help them get a mortgage loan to purchase their site. We manage our finances to avoid borrowing, but a reduced charter period would not help us if we ever needed to borrow funds.
- Over its 25 years, The Village School has seen many different 4J boards and administrations with varying degrees of appreciation for our operations. Our approach to early literacy and restrictions on computer use for grades K-5 are unconventional and frequently misunderstood; regardless, our grade 7 and 8 OSAS testing results are regularly among the best in the district. A longer charter would express confidence that our model prepares children to excel and realize their potential over the long term.

Our organization might be more amenable to the challenging implications of a reduced charter term if there were more deliberate expressions of support. This could come in the form of

- **Expanded ADM funding.** The 20% retained by the district means our pay is substantially less than the district. Attracting talent from diverse backgrounds has become increasingly challenging in the last 4 years. Regardless, we are virtually certain that all of the 4J K-8 charter schools would accept 5-year charters if they could receive the 95% funding that charter high schools receive. This would go a long way to creating pay equity between K-8 charter schools and the 4J District.
- **Access to facilities bond funding.** While pandemic funds have enabled some important upgrades, every charter school in the district has had to use ADM funds to pay for buildings and upgrades. This has always put a serious strain on our budgets.
- **More consistent SpEd staffing.** District directives to shift SpEd staff to different sites on a regular basis creates instability for students who need teachers and EA's they can count on.
- **Access to 4J lists of substitutes.** We recognize that 4J's system for coordinating and compensating substitutes has specific constraints, but information sharing would go a long way towards helping our much smaller operations.
- **Greater visibility for school choice.** The information about our schools is not only in a completely separate category on the 4J Website, but the listing of our schools does not contain links to our websites.

Village School Charter Renewal Considerations

- **Greater visibility of our offerings on the 4J website for employment.**
- **Greater access to professional development opportunities.** We appreciate that our Title and 504 staff have been granted access to relevant trainings. Making other trainings available would be helpful.

We appreciate the opportunity to serve students and families in the Eugene 4J District. We all recognize that the 4J school district is among the best in the state. Its sharing of local option levy funds with charter schools is progressive. Obviously we are keenly aware that 4J's charter schools provide unique and sought-after learning environments, programming and communities that address various needs in the District. We look forward to collaboration with District staff and board members and an honest reconsideration of how the district and the charter schools can support each other's missions.



ITEM FOR ACTION (Second Read)

Date of Meeting:

December 4, 2024

Title:

Approve the following revisions to policies:

- Delete current Board Policy EBBA–First Aid** (*in lieu of new EBBA*)
- Delete current Board Policy JHC–Student Health Services and Requirements** (*in lieu of new EBBA*)
- Adopt proposed new Board Policy EBBA–Student Health Services**

Presenter(s):

Seth Pfaefflin, Director of Student Services and Joy Maxwell, Student Health Services

Background:

Policy EBBA – Student Health Services, was included in the April 2024 Policy Update produced by the Oregon School Boards Association (OSBA). Policy EBBA is a Highly Recommended policy that OSBA encourages school boards for review and adoption.

The State Board of Education adopted revisions to Oregon Administrative Rule ([OAR 581-022-2220](#)) on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” ([OAR 581-022-2220\(1\)](#)).

The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings. The entire rule can be accessed here: [OAR 581-022-2220](#). Oregon Department of Education (ODE) resources and School Health Services include tools to support some requirements that staff will find helpful.

As a result of these changes, there is a list of policies and administrative regulations (AR’s), included in the April Policy Update from OSBA which have been revised. Recommendations may include to *delete* or *rescind* policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

Summary:

The proposed NEW Board Policy EBBA–Student Health Services** has been included on the meeting agenda as an Item For Action At A Future Meeting (First Read).

The Board is being asked to delete two separate policies and adopt the new policy.

- #1 – Delete current Board Policy EBBA–First Aid** (*in lieu of new EBBA*)
- #2 – Delete current Board Policy JHC–Student Health Services and Requirements** (*in lieu of new EBBA*)
- #3 – Adopt proposed new Board Policy EBBA–Student Health Services**.

Although some language from the existing policies EBBA and JHC has been incorporated with the policy language included in the new policy, it is a simpler and cleaner task to delete these policies in lieu of the new Board Policy EBBA–Student Health Services**.

Included in the Board Packet for review and consideration are the following documents:

- #1 – DELETE – Policy EBBA** – First Aid**
- #2 – DELETE – Policy JHC – Student Health Services and Requirements
- #3 – NEW Policy – EBBA – Student Health Services**

The new Policy EBBA will be considered a newly adopted policy added to the Eugene School District 4J Policy Manual and as such will not have an adoption or revision history prior to the date that the Board formally adopts Policy EBBA–Student Health Services**

Code: EBBA
 Adopted: XX/XX/XX

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to approve revisions to policy BBFC as proposed and re-adopt the policy. The Board may choose to direct staff to make further revisions. The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation:

The superintendent recommends the Board delete current policies EBBA and JHC and approve the *new* version of Policy EBBA–Student Health Services**.

Eugene School District 4J

Code: EBBA
Adopted: 8/15/18



First Aid**

~~See new policy EBC~~

~~In cases of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention to students is the parents' responsibility, or of someone the parents designate in case of an emergency.~~

~~Each principal is charged with providing for the immediate care of ill or injured persons within his/her area of responsibility.~~

~~Staff members shall report self-administered first aid treatment to an immediate supervisor.~~

~~In each district facility, procedures for handling health emergencies will be established and made known to the staff. Each district facility and district vehicle will be equipped with appropriate first aid supplies and equipment. All employees are expected to know where first aid supplies and equipment are kept in their work areas.~~

~~Designated employees in each building shall hold current first aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans.~~

~~END OF POLICY~~

Legal Reference(s):

- | | | |
|--|--|---|
| ORS 329.025 | ORS 336.211—336.214 | OAR 581-021-0590 |
| ORS 332.107 | OAR 581-021-0017 | OAR 581-022-2050 |
| ORS 336.201 | OAR 581-021-0031 | OAR 581-022-2220 |
| ORS 336.204 | OAR 581-021-0587 | OAR 581-022-2515 |

~~Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).~~



Eugene School District 4J

Code: ~~_____~~ **JHC**
Adopted: ~~_____~~ 11/28/18
Revised/Readopted: ~~_____~~ 11/20/19

Student Health Services and Requirements

~~(See policy new policy EBB4)~~

~~Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.~~

~~The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.~~

~~The district shall provide:~~

- ~~1. One registered nurse or school nurse for every 125 medically fragile students;~~
- ~~2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing dependent student; and~~
- ~~3. One registered nurse or school nurse for every 225 medically complex students.~~

~~The district may use the most cost effective means available to meet the above requirements.~~

~~The district shall maintain a prevention-oriented health services program which provides:~~

- ~~1. Pertinent health information on students, including required immunizations and TB certificates, as required by Oregon statutes or rules;~~
- ~~2. Health appraisal to include screening for possible vision or hearing problems;~~
- ~~3. Health counseling for students and parents, when appropriate;~~
- ~~4. Health care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;~~
- ~~5. Control and prevention of communicable diseases as required by the Oregon Health Authority, Public Health Division, and the county health department;~~
- ~~6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;~~
- ~~7. Services for students who are medically fragile or have special health care needs;~~
- ~~8. Integration of school health services with school health education programs.~~

~~The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.~~

~~Menstrual hygiene products will be made available to students, free of charge, in all girls' and gender-neutral bathrooms located inside permanent facilities of district secondary schools.~~

~~In accordance with the requirements of the Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as a condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students.~~

~~Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.~~

~~Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.~~

~~END OF POLICY~~

Legal Reference(s):

~~[ORS 329.025](#)
[ORS 336.201](#)~~

~~[OAR 581-022-2050](#)
[OAR 581-022-2220](#)~~

~~[OAR 581-022-2225](#)~~

~~Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).~~

~~Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).~~

~~Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2012).~~

Eugene School District 4J

Code: EBBA
Adopted: XX/XX/XX

Student Health Services**

Although the district’s primary responsibility is to educate students, the students’ health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

Health Services Plans:

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;
8. Include a process to assess and determine a student's health service's needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹.

First Aid:

In cases of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention to students is the parents' responsibility, or of someone the parents designate in case of an emergency.

Staff members shall report self-administered first-aid treatment to an immediate supervisor.

In each district facility, procedures for handling health emergencies will be established and made known to the staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Designated employees in each building shall hold current first-aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first-aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first-aid/CPR cards and who are trained annually in the district and building emergency plans.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

Nurses Delegation:

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

Menstrual Dignity Plan:

The district provides a menstrual product dispenser with a variety of products in every student bathroom which meets the requirements of law.

504 Plans:

Students who have a health services plan may be eligible for services under Section 504 of the Rehabilitation Act or Individuals with Disabilities Act (IDEA).

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.201](#)
[ORS 336.204](#)
[ORS 336.211 – 336.214](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0587](#)
[OAR 581-021-0590](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-022-2515](#)

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).



ITEM FOR ACTION (Second Read)

Date of Meeting

December 4, 2024

Title

Consider Proposed Revisions to Policy JBAA–Section 504 Students**

Presenter(s):

Seth Pfaefflin, Director of Student Services

Karen Apgar, Student Services Administrator & 504 Coordinator

Background:

Changes in JBAA–Section 504–Students** are due to the passage of [Senate Bill 756](#) (2023) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student’s IEP meeting or 504 Plan meeting.

Summary:

Proposed revisions to JBAA–Section 504 Students** are due to the new laws. Additional language regarding student health plans was added on advice from legal counsel.

Revised policy JBBA–Section 504 Students** has been placed on the meeting agenda as an Item For Action At A Future Meeting (First Read).

The Policy Work Group has reviewed the proposed revisions to policy JBBA–Section 504 Students** in collaboration with district staff who have expertise in this area. Feedback from the Policy Work Group was provided to the superintendent for consideration.

Board approval of the proposed policy JBBA–Section 504 Students** will bring the district into compliance with current law.

Policy JBBA–Section 504 Students** has been part of the district’s policy manual since 2018.

Code: JBAA
Adopted: 11/28/18

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to approve revisions to JBBA–Section 504 Students** as proposed and adopt the new version of the policy. The Board may choose to direct staff to make further revisions. The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The superintendent recommends the Board approve revisions to policy JBBA–Section 504 Students**.

Eugene School District 4J

Code: JBAA
Adopted: 11/28/18; XX/XX/XX

Section 504 – Student**

The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of a his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment¹ that substantially limits one or more major life activities²; has a record of such an impairment; or is regarded as having such an impairment.

This policy is applicable to Health Plans when they are incorporated by reference into a student's Section 504 Plan.

In compliance with the provisions of Section 504, the district will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;

¹ Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

² "Major life activities," as defined by the Americans with Disabilities Act Amendments Act of 2008, includes include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

5. Annually identify and locate all ~~Section 504-qualified~~ students **in the district**, with disabilities, **and who qualify for Section 504 but in the district** who are not receiving a free appropriate³; public education (FAPE)³;
6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure; -
7. Provide nonacademic and extracurricular services⁴ and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;
8. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
 - a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504. The district will request parental consent prior to conducting an evaluation of the student;
 - b. To examine, copy and request amendments of the student’s educational records;
 - c. To request an impartial hearing, with opportunity for participation by the student’s parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team composed of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

~~³ Appropriate education means the provision of regular or special education and related aids and services that are designed to meet the student’s individual educational needs as adequately as the needs of the persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34—104.26 concerning educational setting evaluation and placement and procedural safeguards.~~

⁴ “Appropriate education” (34 C.F.R. § 104.33) means the provision of regular or special education and related aids and services that are designed to meet the student’s individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34, 104.35 and 104.36 concerning educational setting, evaluation and placement and procedural safeguards.

⁴⁵ Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a ~~reevaluation of the student to determine~~ **manifestation determination, to discern** whether the misconduct in question is caused by the student’s disability. ~~and, if so, whether the student’s current educational placement is appropriate.~~

If it is determined that the misconduct of the student is caused by the disability, the district’s team will ~~conduct~~ ~~continue the~~ **an** evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student’s current educational placement is appropriate. Due process procedures that meet the requirements of the **Individuals with Disabilities Education Act (IDEA)** may be used to meet the procedural safeguards of law. If it is determined that the misconduct is not caused by the student’s disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the **IDEA Individuals with Disabilities Education Act**, will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student’s class schedule, such as from regular education to the resource room, ~~etc.~~).

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 343.068](#)

[ORS 659.850](#)

[ORS 659.865](#)

[ORS 659A.103](#)

[ORS 659A.109](#)

[OAR 581-015-2030](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0049](#)

[OAR 581-022-2310](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).

Americans with Disabilities Amendments Act of 2008.

Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).



ITEM FOR ACTION

Date of Meeting

December 04, 2024

Title

Oregon School Board Association (OSBA) Elections

Presenter

Judy Newman, Board Director, Board Legislative Subcommittee Chair

Background

The Oregon School Boards Association is organized as one general state association with up to 24 regionally elected representatives established across [14 geographic regions](#) to support member participation and representation.

For OSBA board and Legislative Policy Committee positions each board gets one vote. For resolutions, a weighted voting system based on student population is used. A complete explanation of this system can be found in Section 2.4.2 of the [OSBA Bylaws](#) (230K).

In odd-numbered years member boards vote to elect regional representatives for even-numbered positions on the OSBA Board of Directors. Member boards also vote to elect all regional representatives on the Legislative Policy Committee.

In even-numbered years member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Priorities and Principles. Resolutions submitted to the membership are also on the ballot along with candidate elections.





Resolution to Amend the OSBA Dues Schedule

WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Coraggio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as \$250. Given the costs associated with providing no cost or highly subsidized services available to members, \$250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than \$1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at \$1,500 and a maximum dues rate of \$25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase \$250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar.

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES**
District Member 01 (under 100)*	\$ 250.25	\$ 500.25	\$ 750.25	\$ 1,000.25	\$ 1,250.25	\$ 1,500.00	\$ 1,560.00
District Member 02 (100-249)*	\$ 541.25	\$ 791.25	\$ 1,041.25	\$ 1,291.25	\$ 1,541.25	\$ 1,772.44	\$ 1,843.34
District Member 03 (250-499)*	\$ 778.00	\$ 1,028.00	\$ 1,278.00	\$ 1,528.00	\$ 1,757.20	\$ 2,020.78	\$ 2,101.61
District Member 04 (500-999)	\$ 1,420.50	\$ 1,633.58	\$ 1,878.61	\$ 2,160.40	\$ 2,484.46	\$ 2,857.13	\$ 2,971.42
District Member 05 (1000-1999)	\$ 2,503.00	\$ 2,878.45	\$ 3,310.22	\$ 3,806.75	\$ 4,377.76	\$ 5,034.43	\$ 5,235.80
District Member 06 (2000-2499)	\$ 3,450.00	\$ 3,967.50	\$ 4,562.63	\$ 5,247.02	\$ 6,034.07	\$ 6,939.18	\$ 7,216.75
District Member 07 (2500-3999)	\$ 5,952.75	\$ 6,845.66	\$ 7,872.51	\$ 9,053.39	\$ 10,411.40	\$ 11,973.11	\$ 12,452.03
District Member 08 (4000-4999)	\$ 7,035.00	\$ 8,090.25	\$ 9,303.79	\$ 10,699.36	\$ 12,304.26	\$ 14,149.90	\$ 14,715.89
District Member 09 (5000-9999)	\$ 8,658.25	\$ 9,956.99	\$ 11,450.54	\$ 13,168.12	\$ 15,143.33	\$ 17,414.83	\$ 18,111.43
District Member 10 (10000-25000)	\$ 10,823.00	\$ 12,446.45	\$ 14,313.42	\$ 16,460.43	\$ 18,929.49	\$ 21,768.92	\$ 22,639.68
District Member 11 (over 25000)***	\$ 18,940.00	\$ 21,781.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 26,000.00
						\$	-
ESD Membership Dues 01 (under 1000)*	\$ 473.75	\$ 723.75	\$ 973.75	\$ 1,223.75	\$ 1,473.75	\$ 1,694.81	\$ 1,762.61
ESD Membership Dues 02 (1000-2500)*	\$ 710.50	\$ 960.50	\$ 1,210.50	\$ 1,460.50	\$ 1,679.58	\$ 1,931.51	\$ 2,008.77
ESD Membership Dues 03 (2500-5000)*	\$ 947.00	\$ 1,197.00	\$ 1,447.00	\$ 1,664.05	\$ 1,913.66	\$ 2,200.71	\$ 2,288.73
ESD Membership Dues 04 (5000-7500)*	\$ 1,082.50	\$ 1,332.50	\$ 1,582.50	\$ 1,819.88	\$ 2,092.86	\$ 2,406.78	\$ 2,503.06
ESD Membership Dues 05 (7500-10000)	\$ 1,556.00	\$ 1,789.40	\$ 2,057.81	\$ 2,366.48	\$ 2,721.45	\$ 3,129.67	\$ 3,254.86
ESD Membership Dues 06 (10000-15000)	\$ 2,029.50	\$ 2,333.93	\$ 2,684.01	\$ 3,086.62	\$ 3,549.61	\$ 4,082.05	\$ 4,245.33
ESD Membership Dues 07 (15000-25000)	\$ 2,367.75	\$ 2,722.91	\$ 3,131.35	\$ 3,601.05	\$ 4,141.21	\$ 4,762.39	\$ 4,952.89
ESD Membership Dues 08 (25000-50000)	\$ 3,111.75	\$ 3,578.51	\$ 4,115.29	\$ 4,732.58	\$ 5,442.47	\$ 6,258.84	\$ 6,509.19
ESD Membership Dues 09 (above 50000)	\$ 4,667.50	\$ 5,367.63	\$ 6,172.77	\$ 7,098.68	\$ 8,163.49	\$ 9,388.01	\$ 9,763.53
State Board of Education	\$ 67.75	\$ 77.91	\$ 89.60	\$ 103.04	\$ 118.50	\$ 136.27	\$ 141.72
Community College Association****	\$ 4,601.00	\$ 8,851.00	\$ 13,101.00	\$ 17,351.00	\$ 21,601.00	\$ 25,500.00	\$ 26,520.00

*Add \$250 annually until floor is reached, then increase 15% through year 5

**Reflects an estimated CPI increase of 4%

*** \$25,000 cap prior to CPI

****Reflects an increase of \$250 per year, per community college (17) annually until the community colleges reach the \$1,500 floor amount per college. (\$25,500)



Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit public benefit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has been operating as an OSBA board appointed advisory committee since September 22, 2023; has a record of regular meetings; has draft bylaws; has identified goals that align with the mission, vision and goals of OSBA; has draft action plans; and a draft budget;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee is ready to elect officers and their Leadership Assembly;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has articulated its mission as follows: "To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.";

WHEREAS, OSBA's Board of Directors recognizes the importance of the Oregon LGBTQIA2S+ School Board Members Advisory Committee's mission and goals; and

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating an Oregon School Board Members PRIDE Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the draft bylaws and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Submitted by: OSBA Board of Directors

BYLAWS

OREGON SCHOOL BOARD MEMBERS PRIDE CAUCUS
OF THE OREGON SCHOOL BOARDS ASSOCIATION

DRAFT

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ARTICLE 1

CHARTER

The Oregon School Boards Association (the “OSBA”) exists solely to perform essential governmental functions and all its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA’s mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of students, school staff and school board members who identify as part of the LGBTQIA2S+ communities.

To this end, The OSBA Board of Directors has formally recognized the Oregon School Board Members PRIDE Caucus (the “Caucus”) to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors.

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA’s efforts on behalf of all local governing boards.

ARTICLE 2

NAME, MISSION AND GOALS

2.1 Name. This organization shall be known as the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) of the Oregon School Boards Association (OSBA).

2.2 Mission. To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

2.3 Goals.

2.3.1 The implementation of ODE’s “Oregon LGBTQ2SIA+ Student Success Plan.”

2.3.2 Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.

2.3.3 Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.

2.3.4 Serving as a resource.

2.3.5 Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.

2.3.6 Equipping and advancing LGBTQIA2S+ board members to serve in the general OSBA leadership.

2.3.7 Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

ARTICLE 3

MEMBERSHIP

3.1 Qualification. All members must support the purposes and goals of the Caucus as set forth in Article 2.

3.2 Members. The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association and identify as a member of the LGBTQIA2S+ communities. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person, via telephone, or via virtual meeting platform (e.g., Zoom) to vote. Voting by proxy shall not be permitted.

3.3 Attendees. The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

3.4 Membership List. The Membership list shall be maintained by the Secretary.

ARTICLE 4

BUDGET

4.1 Budget. The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

ARTICLE 5

MEETINGS

5.1 Annual Meetings. An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

5.2 Regular and Special Meetings.

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location within Oregon, by virtual meeting platform, or a combination of the two, as designated by the President or the Executive Committee.

5.3 Notice.

5.3.1 Notice of every annual meeting of members, stating the time and place thereof, will be provided with an agenda no less than 15 days prior to such meeting.

5.3.2 Notice of every regular or special meeting of members, stating the time and place thereof, shall be provided with an agenda no less than 10 days prior to such meeting.

5.4 Quorum. Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 Organization. The President may determine in their sole discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 Records. The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA.

5.7 OSBA Staff Liaison. The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

5.8 Compliance with Open Meetings Laws. The Caucus shall comply with the open meetings law requirements of ORS chapter 192 at every convening of its membership in which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.

ARTICLE 6

CAUCUS LEADERSHIP COUNCIL

6.1 Composition. The Leadership Council of the Caucus shall include the President(s), Vice President, Secretary, Treasurer, Regional Directors and two Members of the Caucus.

6.2 Term. Leadership Council members shall serve a two-year term. The President may only serve one consecutive term. The Vice President, Secretary, Treasurer, Regional Members, and Members-at Large may serve any number of consecutive terms. Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

6.3 Nomination and Election

6.3.1 Nomination. Leadership Council members may be nominated by either the nominating committee or a caucus member at the annual meeting.

6.3.2 Election. The members shall elect the Leadership Council by majority vote at the annual meeting in even numbered years.

6.4 Designations

6.4.1 President. The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex-officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus. Two persons may share the position of President, or one person may serve as President and another as Vice President.

6.4.2 Vice President. In the absence of the President, the Vice President shall have and perform all the powers and duties of the President.

6.4.3 Immediate Past President. The Immediate Past President shall advise and counsel with other officers. The Immediate Past President chairs the officer succession planning process. The past president serves for two calendar years.

6.4.4 Secretary. The Secretary shall keep the minutes and records, maintain a roster of the current membership, and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time to time may be assigned by the Executive Committee.

6.4.5 Treasurer. The Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial

report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

6.4.6 Regional Caucus Directors. There shall be one Regional Director for each congressional district apportioned to Oregon for election at the Oregon general election held in the year of the Caucus' annual meeting. (For reference, there shall be six Regional Directors starting in 2025.) The Regional Directors shall live in the region which they represent. The Regional Directors shall report issues from their region to the Caucus and shall perform other duties assigned by the Executive Committee. The regions shall be based on Oregon's congressional districts.

Future positions:

6.4.7 At-Large Members. There shall be two At-Large Directors.

6.5 Resignation. A Leadership Council member may resign by filing a written resignation with the President or Secretary of the Caucus or the President of OSBA.

6.6 Vacancies. Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the officers at the next regular or special meeting.

6.7 Removal. Any member of the Caucus who misses more than two meetings out of any four consecutive meetings, unless they are excused by the board for a valid reason, may have their office vacated by action of the board.

ARTICLE 7

EXECUTIVE COMMITTEE

7.1 Composition. There shall be an Executive Committee made up of the President(s), Vice President, Immediate Past President, Secretary, and Treasurer.

7.2 Responsibilities. The Executive Committee shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.

(e) The Executive Committee shall act as the Nominating Committee and nominate a candidate for each office of the Caucus. A nominating committee report will be included in the notice of the annual meeting of the membership.

7.3 Ratification. Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

7.4 Administration. The Executive Committee may use the guidance of Robert's Rules of Order for all procedures. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

ARTICLE 8

COMMITTEES

The President or Executive Committee may establish committees of two or more members to serve at the discretion of the President or the Executive Committee. These committees may consist of such persons and perform such duties as the President designates from time to time. The committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Executive Committee.

ARTICLE 9

SEAT ON THE OSBA'S BOARD OF DIRECTORS

The Caucus shall appoint one officer from the Leadership Council to serve as liaison to the OSBA Board of Directors and to be a member of the OSBA Board of Directors. The appointee must be an elected or appointed member of any public board of education in Oregon and an active member in good standing with the Association.

ARTICLE 10

GENERAL PROVISIONS

10.1 Amendment of Bylaws

10.1.1 Bylaws may be altered, amended, or replaced by the members of Caucus as approved by voting members at the annual meeting by a majority vote.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert's Rules of Order when they do not conflict with the Charter.

10.2 Seat on OSBA'S Legislative Policy Committee (LPC)

10.2.1 The Caucus shall appoint one caucus member to serve as liaison to the OSBA Legislative Policy committee and to be a member of the LPC. The appointee must be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association.

The foregoing charter was adopted by the active membership of OSBM PRIDE on August 10, 2024.



Resolution to Amend the OSBA 2023 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

As Amended by the Membership: December 2023

Proposed Edits: September 14, 2024

SECTION 1 PURPOSE

The Oregon School Boards Association (the “Association” or “OSBA”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

- A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- B. To gather and disseminate information pertinent to the successful operation of public schools.
- C. To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.
- D. To work for adequate and dependable financial support for the public schools of this state.
- E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- G. To study and interpret educational programs and to relate them to the needs of pupils.
- H. To promote public understanding of the role of school boards and school board members in the improvement of education.
- I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.
- K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

- 2.1.1 ~~Local~~ School District as defined under ORS Chapter 332;
- 2.1.2 Education Service District as defined under ORS Chapter 334;
- 2.1.3 Community College District as defined under ORS Chapter 341;
- 2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;

2.3.2 Election and removal of the Legislative Policy Committee (“LPC”) members except as set forth in Section 4.1.3(g);

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and ~~the~~

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30~~th~~. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 ~~The board of directors may call a special meeting of the members under Section 2.9, as necessary.~~

2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the counties of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.
- (k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- (l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- (m) Washington Region includes all of the members located in the county of Washington.
- (n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.23 Regional elections shall be determined ~~taken~~ by a majority of votes cast by members within of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2. ~~445~~.
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, and any other officer or person whom the president may designate, shall report on the state of the Association, ~~the its~~ activities, and its financial condition ~~of the Association~~.
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through, the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present ~~in person~~ at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place, in ~~or out of~~ Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.
- 2.13 Quorum.** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.
- 2. ~~13-114~~ Approval:** With the exception of approving amendments to the Association's bylaws, ~~which is as~~ outlined in Section 7.1 ~~of these bylaws~~, and with the exception of regional elections outlined in 2.6.3, approval by written ballot is effective ~~when~~ at the end of the voting period when:
- (a) The number of votes cast by ballot equals or exceeds a quorum of the members; and
 - (b) The number of approvals equals or exceeds a majority of the number of returned ballots.

SECTION 3 DIRECTORS

- 3.1 Powers.** Except as provided under Section 2. ~~23~~, all corporate powers shall be exercised by or under the authority of ~~and the affairs of, are managed under the direction of~~ the board of

directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum⁷ and maximum² by the members.

3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to ~~23~~²² regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated director as defined in the bylaws of the Oregon Rural School Boards Members Caucus, ~~and one designated director as defined in the bylaws of the Oregon school board members PRIDE caucus~~ and ~~ex-officio nonvoting members advisors as delineated in Section 3.5.4.~~

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) ~~Provided, however, that i~~ If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. ~~The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.~~ To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes ~~cast by the~~ members within the region shall be elected.

~~(a)~~(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 ~~Designated-Caucus~~ Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon ~~who that~~ is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) ~~Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.~~
- (c) ~~The immediate past president of the Oregon Association of School Executives;~~
- (d) The ~~immediate past president~~ Executive Director of the ~~Confederation~~ Coalition of School Administrators;
- (e) The ~~board section president~~ Chair-Elect of the Oregon Association of Education Service Districts;
- (f) The board ~~section~~ president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person ~~as that~~ the board of directors may appoint.

Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

3.6 Vacancies. In the event that any director position, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.

If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA caucus-designated director position, then the caucus shall, as set forth in Section 3.5.3, appoint a new caucus representative to serve the remaining term.

3.7 Resignation. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 Removal. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 Regular Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. ~~If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting.~~ All other meetings are special meetings.

3.10 Special Meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

3.11 Place of Meetings. The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

3.12 Telephonic/Video Meetings. The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

3.1013 Notice of Meetings. All ~~members~~ directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall ~~also~~ comply with all procedures and include any information as required by ORS Chapter 192.

3.1114 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.1215 Quorum. A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

3.1316 Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

3.1417 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.1518 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.1619 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify ~~its members and~~ the directors of the current Conflict of Interest policy. ~~Each director shall annually complete and return a Conflict of Interest statement.~~

SECTION 4 COMMITTEES AND CAUCUSES

4.1 **Standing Committees.** The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chairman ~~and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws~~, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee ~~may act, pursuant to its delegation delegated of authority to such committee by the board of directors, act~~ in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board ~~of directors by mail, email, on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported or~~ at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one ~~Association board director trustee~~ from the PACE board, one district business official, and one at-large board member.

~~Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.~~

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee ~~e~~Operating gGuidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, ~~and the~~ regional representatives elected under the procedures defined in Section 4.1.3(c) and (d), ~~and~~ one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated

voting member as defined in the bylaws of the Oregon Rural School Boards Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.

~~(b)~~(c) Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.

~~(c)~~(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may To nominate a candidate to the LPC, and shall do so one or more of the members in the region must timely submit to the board of directors by a formal resolution or motion of the member and timely submission of the nomination form(s) to the office of the Association and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The Nominations and election of the LPC representatives will be closed by a date identified in shall be in accordance with the elections calendar adopted by the board.

~~(d)~~(e) Election. Each LPC member shall be elected by majority of member boards of a region. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC representative candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1 ~~(de)~~. Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

~~(e)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

~~4.1.4 PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~PACE trustees taking office on or after January 1, 2023, may serve three consecutive three year terms and, if eligible, may return after a one year hiatus.~~

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings,

notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; ~~z~~ provided, ~~however,~~ that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. ~~Caucuses shall:~~

4.4.1 ~~Caucuses shall~~ Clearly articulate the vision, mission, ~~z~~ and goals of the Caucus.

4.4.2 ~~Caucuses shall~~ Adopt bylaws for operating, programming, ~~z~~ and governing within the context of the Association bylaws described herein.

4.4.3 ~~Caucuses shall~~ Comply with Association policies and guidelines.

4.4.4 Caucuses shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~these bylaws~~.

4.4.5 Caucuses shall submit at an end of fiscal year report to the Board of Directors that includes the following:

4.4.5.1 The caucus is meeting regularly;

4.4.5.2 An accounting of the prior year's budget allocation;

4.4.5.3 Identified officers and current bylaws;

4.4.5.4 A summary of the Caucus current goals, the prior year's Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.~~5~~6 The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.

~~4.4.57~~ ~~With the adoption of this section, t~~The Oregon Rural School Boards Members Caucus ~~is~~
~~was~~ established by a vote of the membership in 2023.

~~[4.4.8 The Oregon school board members PRIDE caucus was established by a vote of the
membership in 2024.]~~

4.5 Administration. Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association’s principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 Eligibility. Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

~~5.12~~ **Appointment.** The board of directors shall elect officers by majority vote ~~at least 10 days~~ prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

~~5.23~~ **Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

~~5.34~~ ~~Compensation and~~ **Term of Office.** Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director ~~completed~~completes ~~at the~~ term ~~for of~~ another officer who was unable to complete ~~at their~~ term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

5.5 Compensation

~~Directors and members of committees~~Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. ~~Directors~~
~~Officers~~ shall not otherwise be compensated for service in their capacity as ~~directors~~officers.

5.46 Removal and Resignation. Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.57 Officers. The officers of the Association are as follows:

- 5.57.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint; ~~any committees~~ positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.
- 5.57.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.
- 5.57.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.
- 5.57.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping ~~in a suitable minute book~~ accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; ~~and~~ shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are ~~read~~ approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.
- 5.57.5 Immediate past president: The immediate past president shall advise and counsel ~~with~~ other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.
- ~~5.57.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary treasurer. Such assistant may exercise the powers of the secretary treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.~~

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

~~PACE Trustees.The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in As per the PACE Restated Trust Agreement. the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than~~may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.~~~~

SECTION ~~7~~8 GENERAL PROVISIONS

~~7~~8.1 Amendment of Bylaws.

~~7~~8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.

~~7~~8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

~~7~~8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

~~7~~8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

~~7~~8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

~~7~~8.1.6 Whenever an amendment or new bylaw is adopted, it shall be ~~copied in the minute book~~saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

~~7~~8.2 **Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

- 78.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.
- 78.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.
- 78.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.
- 78.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.
- 78.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.
- 78.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July and end on the last day of June in each year.
- 78.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2023. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.



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Election - OSBA 2024 - Lane (06)

2024 OSBA Election

*** 1. Resolution 1 - Amends the OSBA dues schedule**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

*** 2. Resolution 2 - Creates the Oregon School Board Members PRIDE Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

*** 3. Resolution 3 - Adopts the proposed amendments to the OSBA Bylaws**

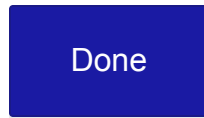
- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

*** 4. Type the name of the district, ESD, or community college board that officially made this vote.**

*** 5. Type the meeting date when the board officially made this vote.**

*** 6. Type your name and title.**

To retain a record of your vote, you **MUST** print this page before clicking the Done button.



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ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

December 4, 2024

Title

Consider for approved proposed revisions to Policy JGAB – Use of Restraint or Seclusion**

Presenter

Seth Pfaefflin, Director of Student Services

Background:

Changes in Policy JGAB – Use of Restraint or Seclusion** are due the changes are a result of the adopted language from the bill and related, revised OARs recently adopted by the State Board.

The procedures for responding to an incident of restraint or seclusion are found in ORS 339.294 and were amended by Senate Bill 1024 (2023; see Section 3 which begins on page 5 of the SB).

These amended procedures are represented in the recommended changes policy JGAB – Use of Restraint or Seclusion**.

There are several changes to highlight of which two are:

- 1) addition of immediate notice to the parent or guardian of any existing record, including audio or video, of the incident (which will be preserved in the original format without alteration), and
- 2) such record shall be reviewed at the debriefing meeting, to which parents shall be invited.

Additional information regarding the preservation and disclosure of such records, which have record retention and disclosure implications, are outlined in the new SB, subsection 9 and 10.

Summary:

Staff respectfully request that the Board approve the revisions made to Policy JGAB – Use of Restraint or Seclusion**

Policy JGAB – Use of Restraint or Seclusion** has been part of the district's policy manual since 2010.

Code: JGAB
Adopted: 3/03/10
Revised/Readopted 6/16/10; 6/05/13; 11/28/18; 10/16/19; 3/03/21; 6/21/23; ~~XX/XX/XX~~
Orig. Code(s): JGAB

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to approve revisions to Policy JGAB – Use of Restraint or Seclusion** as proposed and adopt the new version of the policy. The Board may choose to direct staff to make further revisions. The Board has the authority to approve a policy on the “First Read” should they choose to do so. The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board approve revisions to Policy JGAB – Use of Restraint or Seclusion**

Eugene School District 4J

Code: JGAB
Adopted: 3/03/10
Revised/Readopted: 6/16/10; 6/05/13; 11/28/18;
10/16/19; 3/03/21; 6/21/23;
~~XX/XX/XX~~
Orig. Code: JGAB

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

Prohibited Restraint

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Use of Restraint or Seclusion

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student’s behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student’s behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, it will be used only for as long as the student’s behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. “Restraint” means the restriction of a student’s actions or movements by holding the student or using pressure or other means. “Restraint” does not include:
 - a. Holding a student’s hand or arm to escort the student safely and without the use of force from one area to another;
 - b. Assisting a student to complete a task if the student does not resist the physical contact; or
 - c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student’s impulsive behavior that threatens the student’s immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student. “Mechanical restraint” does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
8. “Prone restraint” means a restraint in which a student is held face down on the floor.
9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

Miscellaneous

~~The district shall utilize the Mandt System training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.~~

The district shall only utilize a training program for restraint or seclusion to train staff and use in the district which has been approved by the Oregon Department of Education (ODE).

The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be ~~provided to the Board and~~ made available to the public **at the district's main office and** on the district's website, and **to at the Board.** ~~district's main office~~

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board **policy Policy** KL - Public Complaints and **A**administrative **R**egulation KL-AR – Uniform Complaint Procedure. The complaint procedure is available on the home page of the district's website and at the district's administrative office.

The complainant, whether an individual or an organization, may appeal the district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023.

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff. **A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.**

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[ORS 339.294](#)
[ORS 339.297](#)

[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)

[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2267](#)
[OAR 581-022-2370](#)



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

December 4, 2024

Title

Consider for approved proposed revisions to Policy IGBAF – Special Education – Individualized Education Program (IEP)**

Presenter

Seth Pfaefflin, Director of Student Services

Background:

Changes in IGBAF – Special Education – Individualized Education Program (IEP)** are due to the passage of [Senate Bill 756](#) (2023) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student’s IEP meeting or 504 Plan meeting.

The legal references to IGBAF – Special Education – Individualized Education Program (IEP**) has been updated to add references to the new laws.

Summary:

Staff respectfully request that the Board approve the minor revisions under legal reference made to Policy IGBAF – Special Education – Individualized Education Program (IEP**)

Policy IGBAF – Special Education – Individualized Education Program (IEP)** has been part of the district’s policy manual since 2008.

Code:	IGBAF
Adopted:	4/02/08
Revised/Readopted	11/07/18; 5/17/23; XX/XX/XX

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to approve revisions to IGBAF – Special Education – Individualized Education Program (IEP)** as proposed and adopt the new version of the policy. The Board may choose to direct staff to make further revisions. The Board has the authority to approve a

policy on the “First Read” should they choose to do so. The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board approve revisions to Policy IGBAF – Special Education – Individualized Education Program (IEP)**

Eugene School District 4J

Code: IGBAF
Adopted: 4/02/08
Revised/Readopted: 11/07/18; 5/17/23; ~~XX/XX/XX~~
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

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

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

END OF POLICY

Legal Reference(s):

ORS 343.068	OAR 581-015-2195	OAR 581-015-2229
ORS 343.151	OAR 581-015-2200	OAR 581-015-2230
ORS 343.155	OAR 581-015-2205	OAR 581-015-2235
ORS 343.321 - 343.333	OAR 581-015-2210	OAR 581-015-2055
	OAR 581-015-2215	OAR 581-015-2600
OAR 581-015-2000	OAR 581-015-2220	OAR 581-015-2065
OAR 581-015-2190	OAR 581-015-2225	OAR 581-015-2265

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



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

December 4, 2024

Title

Consider for approved proposed revisions to Policy IGBAG – Special Education – Procedural Safeguards**

Presenter

Seth Pfaefflin, Director of Student Services

Background:

Changes in Policy IGBAG – Special Education – Procedural Safeguards** are due to the passage of [Senate Bill 758](#) (2023) to add language to the Independent Educational Evaluations section stating parents are entitled to examine their student’s record pertaining to identification, evaluation and educational placement, and the provisions for a free appropriate public education (FAPE) and setting a 10 business day timeline.

Summary:

Staff respectfully request that the Board approve the revisions made to Policy IGBAG – Special Education – Procedural Safeguards**

Policy IGBAG – Special Education – Procedural Safeguards** has been part of the district’s policy manual since 2008.

Code:	IGBAG
Adopted:	4/02/08
Revised/Readopted	2/17/10; 11/07/18; XX/XX/XX
Orig. Code(s):	IGBAG

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to approve revisions to Policy IGBAG – Special Education – Procedural Safeguards** as proposed and adopt the new version of the policy. The Board may choose to direct staff to make further revisions. The Board has the authority to approve a policy on the “First Read” should they choose to do so. The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the Board approve revisions to Policy IGBAF – Special Education – Individualized Education Program (IEP)**

Eugene School District 4J

Code: IGBAG
Adopted: 4/02/08
Revised/Readopted: 2/17/10; 11/07/18; ~~XX/XX/XX~~
Orig. Code(s): IGBAG

Special Education - Procedural Safeguards**

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education¹;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

¹ If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

Procedural Safeguards Notice

1. The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, ~~IEP individualized education program (IEP)~~ and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - a. States the purpose, time and place of the meeting and who is invited to attend;
 - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
 - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
 - (1) Indicates that the student will be invited; and
 - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.

5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

Access to Records

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517.