

NOTICE: The Board Work Session 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

The board will not hear public testimony during the work session.

Each employee group is invited to speak for up to 3 minutes, focused on a consent, action, or information agenda topic below, and may choose - at the recognition of the Chair - to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.

6:00 PM

Board Work Session

- I. Call Work Session to Order, Roll Call
- II. Agenda Approval
- III. Comments by Employee Groups
 Employee groups are invited to speak for up to 3 minutes, focused on a consent, action, future action, or information agenda topic below, and may choose – at the recognition of the Chair – to speak during this scheduled time, or alternatively, after one of the presentations of an agenda item.
 EEA (Eugene Education Association)
 OSEA (Oregon School Employees Association)
 MAPS (Managers, Administrators, Professionals & Supervisors)
- IV. **Consent Group — Items for Action**
 - 1. Approve the Board Minutes Draft for the April 16, 2025 Regular Board Meeting 3
 - 2. Approve Correction to Personnel Action Approved on 3/5/2025 16
 Presenters: Kate Marrone, Director of Human Resources; Colt Gill, Interim Superintendent
 - 3. Bond Project – Multi Site Parking Lot/Pathway Accessibility Improvements 20
 Presenter: Ryan Spain, Director of Facilities
 - 4. Bond Project – Multi-Site Compactors 21
 Presenter: Ryan Spain, Director of Facilities
- V. **Items for Information**
 - 1. Strengthening School Nutrition Through Community and Collaboration 22
 Presenter: Jill Cuadros, Director of Nutrition Services and Warehouse
 60 Minutes
 - 2. Totem Pole Response 40
 Presenter: Colt Gill, Interim Superintendent
 30 Minutes
- VI. **Items for Action**
 - 1. Approve Adoption of Middle and High School Science Curriculum 50
 Presenters: Sarah Kirby, Secondary Science Context Specialist Teacher on Special Assignment (TOSA)
 Courtney Leonard, Secondary Curriculum + MTSS (Multi-Tiered System of Support)
 5 Minutes
 - 2. Readopt Elementary and Secondary Health Curriculum Through 2032 53
 Presenters: Erin Gaston, Elementary Curriculum & MTSS (Multi-Tiered System of Support) Administrator

- VII. **Items for Action at a Future Meeting**
1. Consider for Approval Revisions to Policy JEC – Admission of Resident Students** (First Read) 56
Presenter: Larry Williams, Assistant Superintendent for Instruction and Access
15 Minutes
 2. Consider for Approval Revisions to Board Policy GBEB – Communicable Diseases in Schools; 60
Delete Policy GBEB – Staff – HIV, AIDS, and HBV; *Delete* Policy JHCC – Communicable Diseases – Students; *Delete* Policy JHCCA – Students - HIV, HBV, and AIDS**
Presenter: Seth Pfaefflin, Director of Student Services; Joy Maxwell, Student Health Services
10 Minutes
 3. Consider for Approval Proposed Revisions to Board Policy EFA – Local Wellness 69
Presenters: Jill Cuadros, Director of Nutrition Services and Warehouse
Larry Williams, Assistant Superintendent for Instruction and Access
30 Minutes
- VIII. Adjourn Work Session

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



Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295
541-790-7700
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ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 23, 2025

Title

Approve the Regular Board Meeting Minutes Draft for April 16, 2025

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

Date: April 16, 2025

The Board of Directors (BOD) of School District No. 4J, Lane County, Oregon, held a regular board 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 April 11, 2025.

ROLL CALL

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

None

STAFF:

Colt Gill, Interim Superintendent
Carmen Xiomara Urbina, Chief of Staff
Christine Nesbit, General Counsel
Lisa Fjordbeck, Operations Coordinator for the Superintendent's Office
Brooke Wagner, Assistant Superintendent for Administrative Services
Jennifer Bills, Director of School Safety and Emergency Management
Larry Williams, Assistant Superintendent of Instruction
Mary Poppen, Willagillespie Elementary School Music Teacher and Choir Director
Cynthia Calletano, Executive Assistant to the Chief of Staff
Debbie McKim, Executive Assistant to the Interim Superintendent and Board

STUDENT REPRESENTATIVES:

Sheridan Schilling, Churchill High School
Carmen Gonzalez Valle, Sheldon High School
Cora Ludwig, South Eugene High School
Deeya Patel, South Eugene High School
Katheryn Hehman, International High School (IHS) at South Eugene High School
Gabi Klarr, International High School (IHS) at Sheldon High School

Lane Lowd, Eugene Online Academy (EOA) (online)
Autumn Thessen, Early College and Career Options (ECCO) (online)

EMPLOYEE GROUPS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)
Liz Johnson, Eugene Education Association (EEA)

OTHER GUESTS:

None

MEDIA:

KRVM
Register Guard

I. CALL TO ORDER, ROLL CALL, AND LAND ACKNOWLEDGMENT

Chair Jonak called the regular board meeting to order at 6:00 p.m. She said the names of the Board members present and read a land acknowledgment statement.

II. AGENDA APPROVAL

Chair Jonak requested to move the Willagillespie Elementary School Choir performance to follow the agenda approval. The agenda was approved as amended.

III. WILLAGILLESPIE ELEMENTARY SCHOOL CHOIR PERFORMANCE

Willagillespie Elementary School Music Teacher and Choir Director Mary Poppen conducted a series of songs featuring Willagillespie choir students.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Interim Superintendent Colt Gill acknowledged that Eugene School District 4J is experiencing a difficult budget season. He said the district must reduce spending to come in closer alignment with revenue sources. This year the district is spending roughly \$29 million more than the district will receive in revenue in order to operate. The district's reserves cannot maintain that level of expenditure into the future. He said reducing spending impacts students and staff, even when trying to avoid it to the greatest extent possible. Interim Superintendent Gill explained that the budget process is a dynamic one, guided by a 14-member Budget Committee. The budget will ultimately be adopted by the Board of Directors (BOD) on May 21, 2025. The district is providing an online weekly budget update every Friday at 4j.lane.edu/budget.

V. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Lane Lowd, EOA, reported that students are undergoing midterms and working toward ending the school year. He said EOA is steadily becoming more integrated with the BOD.

Cora Ludwig and Deeya Patel, South Eugene High School, announced the following upcoming events: South's Got Talent happening on May 21, Prom on April 19, and Spring Fest on April 24, 2025. They mentioned that spring sports are well underway.

Autumn Thessen, ECCO, welcomed the new 4J superintendent, Dr. Miriam Mickelson. She said that ECCO appreciated the student chats and requested participation in future chats. She announced that Prom is happening on May 17, 2025.

Sheridan Schilling, Churchill High School, spoke on the topic of the new 4J superintendent. She reported that students have expressed wanting a superintendent they can see and interact with, one who represents their best interests, and a superintendent who will be in the district for the long term. Ms. Schilling thanked Interim Superintendent Gill for his leadership. She raised concern about district budget cuts. For example, Churchill National Honor Society may not be a possibility next year due to staffing shortages. She brought attention to the relatively high number of 4J administrative level positions compared with other Oregon school districts.

Carmen Gonzalez Valle, Sheldon High School, reported on the progress of the Native garden, varsity choir qualifying for State, flag football, tennis, and track and field. She said students are currently organizing the PRIDE Festival and Pink Prom. She announced that Sheldon Prom is happening on May 10, 2025.

Katheryn Hehman and Gabi Klarr, IHS, explained that C days tend to be an inefficient use of class time and are seen as a wasted day by students and staff. They encouraged the BOD to review it further. Regarding weekly grade reports, students are reporting that the grades are often inaccurate and do not provide a complete view, resulting in damage to student welfare and mental health. They urged the BOD to remove the policy. They announced that the IHS Annual Celebration is happening on May 19, 2025.

VI. ITEMS RAISED BY THE AUDIENCE

Eileen Thomas, 4J Literacy Intervention Specialist, advocated for preserving positions at district elementary schools. She said the Walk to Read program ensures strong Tier 1 teaching and targeted support and enrichment for students. She has trained 26 teachers, 2 coaches, and 18 educational assistants (EAs). She advocated for preserving EAs specifically, stating that eliminating them would negatively affect over 900 first graders. She said the long-term cost would far outweigh the short-term savings, as students behind in reading in the first grade have a 70% chance of still being behind in the fourth grade.

Angie Gee, 4J employee, voiced opposition to eliminating Family Resource Coordinator positions. She explained that the programs offered have proven to be successful. She described the type of advocacy being provided for families and students, such as assistance meeting basic needs. She said if the positions were to be removed from the schools, she does not believe that families would go to a central location for resources.

Valerie Blood, 4J parent, commented in opposition to eliminating district positions, stating that during an average school day her elementary aged child receives support from four EAs, three teachers, one healthcare provider, one secretary, one custodian, and one

food services coordinator. She said that moving employees from one school to another is not a good way to retain employees. She cited potential cuts to nutrition services, stating that hungry students will require behavioral support. She urged examining the salaries of the executive leadership team and prioritizing positions within school buildings.

Caleb Kostechka, 4J parent and former 4J educator, advocated for a districtwide ban on cellphone use throughout the entire school day. He described how cellphones have shifted from being a minor distraction to one of the biggest obstacles to teaching, learning, and student wellbeing. He said cellphones fuel bullying, spread rumors, and are used to coordinate fights. He said a ban would be a way to give students back their focus, their friendships, and their mental space. Mr. Kostechka said districts across Oregon are already making the shift and encouraged the BOD to consider implementing a policy.

Max Irving, 4J educator and Unified Coordinator, advocated for more support for Unified programming. He stated that when Unified is framed solely as a special education initiative, it unintentionally reinforces the divisions the program is designed to break down. He said Unified belongs within athletics, student leadership, and in the heart of school culture. He urged districtwide support, such as consistent district-level stipends for coordinators, coaching pay for events that take place outside of the regular school day, funding for a Unified Coordinator, access to student investment accounts, and reinstatement of the physical education (PE) specialist position.

Nancy Nelson (online), 4J parent, shared concerns about the school lottery, specifically as it relates to International High School admission. She provided a personal story for context before requesting that the BOD consider modification of the IHS lottery to better support families, address inequities, and prioritize access for IHS students who are interested in earning the IB diploma.

Roscoe Caron (online), Community Alliance for Public Education (CAPE) representative, spoke on the topic of testing in education. He provided relevant background information. Mr. Caron challenged the effectiveness of the testing and data centered system, questioning whether it negatively impacts children's emotional health, teacher job satisfaction, and narrows the breadth of the curriculum. He proposed that members of the BOD publicly take the eighth-grade math and science tests and the eleventh-grade language arts test. He pointed out that over 100 tests are required of 4J students.

Rio Annsa, 4J parent, commented in opposition to eliminating district positions. She said 261 signatures were gathered at Chavez Elementary School in opposition to the proposed decision. She said the proposal to combine the work of Family Resource Coordinators into a centralized location does not address the day-to-day on-site support for families lacking food, clothing, and shelter. She said a central office is incapable of providing that

level of relationship-based service. She urged reassessing the proposal and to preserve Family Resource Coordination positions within school buildings.

Karen Bowe, 4J parent, spoke about the existing homework policy which was implemented during the pandemic. Ms. Bowe said that the policy removes all decision-making from teachers regarding how to handle late work. She said there are multiple issues at play with the question of late work, including equity and workflow issues. She suggested that the homework policy be reexamined.

VII. COMMENTS BY EMPLOYEE GROUPS

Liz Johnson, Eugene Education Association (EEA) 4J Inclusion Advisor, spoke about inclusion in the educational system. She said progress has been made toward meaningful inclusion, including strengthening special education (SPED) services, adding behavioral support staff, providing instructional coaches, new teaching mentors, and enhancing the framework for the universal design for learning. She said in order to make inclusion truly meaningful, the district must embrace opportunities for growth, including cross-department collaboration, specifically between the instruction department, student services department, and equity and inclusion department. Ms. Johnson added that the district must prioritize the needs and wellbeing of neurodivergent students.

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) President, read aloud a letter addressed to 4J employees facing potential displacement due to budgetary constraints. She noted that the language used indicated that the decision was nonnegotiable. She cited 53 letters issued to employees. Ms. Jenkins-Easton stated that we are part of history with every improvement we make. She mentioned that OSEA will be honoring bus drivers on April 22, 2025, for School Bus Driver Appreciation Day.

VIII. CONSENT GROUP – ITEMS FOR ACTION

- 1. APPROVE THE DRAFT 4J SCHOOL BOARD MINUTES FOR:
2/19/2025 REGULAR BOARD MEETING MINUTES DRAFT
2/25/2025 4J SPECIAL BOARD MEETING MINUTES DRAFT
3/5/2025 4J REGULAR BOARD MEETING MINUTES DRAFT
4/2/2025 4J SPECIAL BOARD MEETING MINUTES DRAFT**
- 2. ED CENTER ROOFTOP MECHANICAL EQUIPMENT INSTALL**
- 3. BOND PROJECT – MULTI SITE PLAYGROUND IMPROVEMENTS**
- 4. BOND PROJECT – COBURG COMMUNITY CHARTER ELEMETARY SCHOOL ROOFING**
- 5. BOND PROJECT – MULTI SITE PAVING IMPROVEMENTS**
- 6. APPROVE THE REPLACEMENT OF 4J'S CORE NETWORK INFRASTRUCTURE, INCLUDING WIFI INFRASTRUCTURE**

**7. APPROVAL OF THE 2025 EUGENE SCHOOL DISTRICT 4J
SUPPLEMENTAL BUSSING PLAN**

**8. APPROVE TYLER TECHNOLOGIES SCHOOL ERP (ENTERPRISE
RESOURCE PLANNING) PRO CONTRACT, STATEMENT OF WORK, AND
PROJECTED TIMELINE**

**9. APPROVE EMPLOYMENT CONTRACT FOR INCOMING
SUPERINTENDENT DR. MIRIAM MICKELSON**

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

IX. ITEMS FOR INFORMATION

1. INFORMATIONAL PRESENTATION ON SCHOOL SAFETY

Director of School Safety and Emergency Management Jen Bills and Assistant Superintendent of Administrative Services Brooke Wagner presented information about school safety.

Ms. Bills explained that school safety encompasses everything from facilities safety and emergency management to Safe Routes to School.

Regarding emergency management, information was collected from September 2024 through April 2025. During that timeframe the safety team conducted numerous evacuation/fire drills, lockdown drills, and secure drills. Other successes included launching the My EOP app, rolling out new emergency guides, and the effectiveness of the Safe Routes to School program.

Ms. Bills reported 394 police responses during the school year. The calls for service, in no particular order, included property crimes, assaults, disorderly subject, sex crimes, trespassing, suicidal subjects, custodial, harassment, MIP, and child abuse.

Ms. Bills highlighted gaps and vulnerabilities, such as decentralized reporting, a lack of onsite law enforcement resulting in longer response times, and a need to update infrastructure, including vestibules and cameras. She added that the 4J safety team works in partnership with 4J mental health practitioners, Oregon Department of Human Services, and local law enforcement.

Mr. Hamilton requested suicidal subject service calls statistics from other Oregon districts.

Ms. Bills responded that she would follow up with the information.

Student Representative Ms. Hehman requested a breakdown of service calls by school.

Ms. Bills committed to following up with the information.

2. COMMUNITY ENGAGEMENT COMMITTEE: REPORT OUT ON COMMUNITY AND STUDENT CHATS

Chief of Staff Carmen Xiomara Urbina introduced members of the Community Engagement Committee to present information via PowerPoint presentation.

Ms. Thessen explained that community and student chats were facilitated throughout fall and winter to engage in open, respectful, and relational conversations around equity and wellbeing. From that, systemic insights emerged from the collective voices. She clarified that the chats were places for the committee to listen but not to fix or solve. The chats were not public meetings nor policy-making sessions.

Mr. Hamilton reported that 70 high school students participated in the chats. They articulated needs for inclusion, access, and partnership. The following patterns emerged:

- Belonging and Identity
- Facilities and Safety
- Mental Health
- Academic Success
- Communication
- SPED/Neurodivergent Support
- Visibility (recognition and equitable support for ECCO and EOA)

Mr. Hamilton further outlined specific requests that students named, from expanded affinity spaces to equity in honors, SAT prep, electives, and CTE.

Ms. Thessen summarized the following patterns identified by adults in the 4J community:

- Grief and postvention
- Inclusion for students with disabilities
- Staffing stability and training
- IEP/504 plan implementation
- Family communication
- Youth mental health
- Charter partnerships
- Curriculum and belonging

Ms. Rabasa provided a closing summary:

- Across diverse voices, common themes emerged
- Deep commitment to healing, inclusion, and partnership
- Gaps in support, communication, and coordination remain
- The district is rich with promise and collective will to grow

Ms. Rabasa described next steps:

- The report is a reflection tool – not a set of recommendations
- Themes will be revisited in the Summer 2025 Board retreat
- An opportunity to align around shared values and respond to both student and community voices

X. ITEMS FOR ACTION

1. INTEGRATED GUIDANCE (IG) PLAN/APPLICATION

Assistant Superintendent of Instruction Larry Williams and State and Federal Grant Manager Judy Jesiah recommended approval of the Integrated Guidance (IG) Plan/Application.

MOTION: Vice Chair Di Liberto moved to approve the Integrated Guidance (IG) Plan/Application. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

2. K-10 CORE MATHEMATICS CURRICULUM ADOPTION

Elementary Curriculum Administrator Erin Gaston and Secondary Curriculum Administrator Courtney Leonard recommended approval of K-10 Core Mathematics Curriculum Adoption.

MOTION: Vice Chair Di Liberto moved to approve the K-10 Core Mathematics Curriculum. Ms. Munro seconded. **The motion passed unanimously, 7:0:0; Chair Jonak, Vice Chair Di Liberto, Ms. Rabasa, Ms. Newman, Ms. Thessen, Ms. Munro, and Mr. Hamilton all voting in favor.**

XI. ITEMS FOR ACTION AT A FUTURE MEETING

1. APPROVE ADOPTION OF MIDDLE AND HIGH SCHOOL SCIENCE CURRICULUM

Secondary Science Context Specialist Teacher on Special Assignment (TOSA) Sarah Kirby (online), Ms. Gaston, and Ms. Leonard provided information about the adoption of middle and high school science curriculum via PowerPoint presentation. For middle school curriculum they are recommending Twig and for high school curriculum they are recommending Savvas. The team responded to questions from the BOD about the process for reaching consensus (for middle school curriculum specifically) and current approaches to engaging students in hands-on science curriculum.

2. READOPT ELEMENTARY AND SECONDARY HEALTH CURRICULUM THROUGH 2032

Ms. Gaston and Ms. Leonard provided information about the readoption of elementary

and secondary health curriculum through 2032 via PowerPoint presentation. For elementary and middle school curriculum they are recommending readopting The Great Body Shop and for high school curriculum they are recommending readopting Live Well.

Ms. Thessen asked if they believe the curriculum to be eating disorder trauma informed.

Ms. Gaston responded yes.

Ms. Newman asked about professional development for educators.

Ms. Gaston responded that at the elementary level the curriculum is straightforward. In fifth grade they conduct the Human Growth and Development Unit, and professional learning is provided.

Ms. Leonard said that at the secondary level professional development consists of peers collaborating with peers to craft detailed scope and sequence documents that all secondary teachers can access.

Ms. Rabasa recommended looking for opportunities for health educators to collaborate with the district safety team and prevention specialists around issues like suicidality.

3. SET STUDENT TRANSFER LIMITS AS PER POLICY JECB (FIRST READ)

Ms. Urbina provided information about Student Transfer Limits as Per Policy JECB via PowerPoint presentation. She explained that the action sets enrollment limits for both incoming and outgoing interdistrict transfers. She provided relevant legal and procedural context and historical trends dating back to 2020. Ms. Urbina pointed out that currently, outgoing district transfers are higher than incoming district transfers. The district is working to determine why students are transferring and responding in ways that invite them to stay.

Ms. Urbina provided a snapshot as of March 2025:

- 464 interdistrict transfer requests
- An increase of 90 requests compared to the previous year
- Final numbers will be determined following the April 15 lottery

Ms. Urbina outlined the enrollment and transfer placement process. She described budget and resource implications and equity considerations. She presented tables revealing incoming and outgoing transfers and cited a growing interest in online options.

Ms. Urbina provided areas for reflection and review:

- The district may need to reflect on whether the current cap of 400 transfers is still appropriate
- There is an opportunity to consider whether increased flexibility within the district could better support student and family needs.

- Improving family trust and transparency should remain a key area of focus
- It is important to understand the reasons why some families are choosing to leave the district

Ms. Urbina recommended approving 400 transfers into and 400 transfers out of the district for the 2025-26 school year.

Ms. Urbina responded to inquiries from the BOD about online program transfer requests, collecting data about why and at what grade level students are transferring, and the process for collecting and reflecting student transfer data.

4. CONSIDER FOR APPROVAL REVISIONS TO POLICY KBA – PUBLIC RECORDS**

General Counsel Christine Nesbit provided information about revisions to Policy KBA – Public Records. She explained that the policy has been in place for decades and helps implement legal requirements to produce records for members of the public upon request and to archive and retain records. Ms. Nesbit is recommending the policy be aligned to be consistent with the law and language that better reflects current terms and practices. She added that Board members may be considered a public body for public records purposes such that the records that they individually create and retain may be considered public records.

5. CONSIDER FOR APPROVAL REVISIONS TO POLICY GBEA – WORKPLACE HARRASSMENT (FIRST READ)

Ms. Nesbit provided information about revisions to Policy GBEA – Workplace Harassment. She is recommending the policy be aligned to be consistent with the law. She provided details about the changes.

6. CONSIDER FOR ADOPTION POLICY JGA – CORPORAL PUNISHMENT (FIRST READ)

Mr. Williams provided information about the adoption of Policy JGA – Corporal Punishment. He stated that the use of corporal punishment in any form is strictly prohibited. He outlined a few key changes to district policy. First, that the policy includes pain or discomfort resulting from participation in athletics competitions. Second, parents or legal guardians of minor children are permitted to physically guide their child to maintain discipline or promote welfare, but the policy provides specific guidelines regarding physical force.

7. CONSIDER FOR ADOPTION POLICY EBC – EMERGENCY PLAN AND FIRST AID (FIRST READ)**

Ms. Bills recommended adoption of Policy EBC – Emergency Plan and First Aid. She is recommending the policy to further refine current practices relating to notifications for emergency management and CPR and first aid certifications.

8. APPROVE REVISIONS TO BOARD POLICY BDDH – PUBLIC COMMENTS AT BOARD MEETINGS (FIRST READ)

Interim Superintendent Gill recommended approving revisions to Policy BDDH – Public Comments at Board Meetings. He is recommending the revisions to both be consistent with the law and to best align with district values. He outlined several potential updates for the BOD to consider, including but not limited to:

- Public comment is limited to a designated place on the agenda
- Public commenters may sign up 48 hours prior to the meeting
- If more than 10 people request to speak, priority is given to those who did not provide public comment during the previous two meetings
- A person may comment on an agenda item or topic not on the published agenda
- Public commenters should state their name and whether they are a member of the district
- Chair has discretion to waive the time limits or extend the overall time allotted
- Additional time will be allocated in a fair equitable manner across all speakers

Ms. Rabasa suggested adding language stating that individuals may utilize their telephone to call in and sign up for public comment. She emphasized having multiple pathways available.

Ms. Rabasa recommended holding further discussion about the Chair's discretion to waive or extend the time limits; including the option to allow more than 10 speakers but shorten their speaking time.

Vice Chair Di Liberto agreed that the language around the Chair's discretion to waive or extend the time limits should be refined to reflect the Board's intent.

Ms. Munro pointed out some of the reasoning for the Chair's discretion to waive or extend the time limits, such as in special cases.

Interim Superintendent Gill closed with his commitment to update revisions to Policy BDDH based on BOD feedback.

XII. COMMENTS BY INDIVIDUAL BOARD MEMBERS

Ms. Thessen reported that she is attending her first Lane ESD board meeting on May 6, 2025. She recognized Transgender Day of Visibility on March 31, 2025 and Autism Acceptance Month in April 2025.

Vice Chair Di Liberto provided remarks regarding the district's budgetary constraints, stating that the reductions do not represent what the Board believes would be best for 4J.

He acknowledged that the budgetary decisions are difficult for parents and students to hear and said they are the last thing that any decision maker wants to do. He cited underfunding and a decline in enrollment. Vice Chair Di Liberto reaffirmed his commitment to listening to stakeholders and encouraged them to remain informed.

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

Ms. Rabasa suggested an agenda item to consider forming a Community Transition Advisory Committee to assist with integrating the incoming superintendent.

Ms. Rabasa suggested an agenda item regarding inviting student representatives to serve on committees.

Chair Jonak suggested an agenda item to consider a BOD liaison to work with district employee groups.

XIV. ADJORN

Chair Jonak adjourned the regular board meeting at 9:21 p.m.

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

April 23, 2025

Title

Correction to Personnel Action Approved on 3/5/2025

Presenter/s or who is submitting this item

Kate Marrone, Director of Human Resources
Colt Gill, Interim Superintendent

Description of Presentation / Background

MEMO TO: Board of Directors
Eugene School District 4J

FROM: Kate Marrone, Director of Human Resources
Colt Gill, Interim Superintendent

DATE: April 23, 2025

SUBJECT: PERSONNEL ACTION CORRECTION

The following is a correction to the Personnel Action that was approved by the District School Board on March 5, 2025. The Personnel Action Resolution was incomplete, and was included as:

G. EXTENSION ACTIONS ON ANNUALLY ASSIGNED PERSONNEL:

The contracts for the following personnel are extended for one-year, through June 30, 2026.

2. ADMINISTRATORS, with Annual Assignments:

- 172015 BILLS, JENNIFER Y
- 170227 BROWN, MATTHEW A
- 165977 CUADROS, JILL E
- 162909 LOUREIRO, OSCAR
- 171378 MAIGA, TALATOU ABDOULAYE
- 164061 MENACHEMSON, STEVE
- 164039 SPAIN, RYAN M

The Resolution should have instead read:

G. EXTENSION ACTIONS ON ANNUALLY ASSIGNED PERSONNEL:

The contracts for the following personnel are extended for one-year, through June 30, 2026.

2. ADMINISTRATORS, with Annual Assignments:

172015
164879
166540
170227
165977
171642
170967
162909
171378
171903
131028
164061
171641
164039
165830

The following is a correction to the Personnel Action that was approved by the District School Board on March 5, 2025. The Personnel Action Resolution was incomplete, and was included as:

E. EXTENSION ACTIONS RELATING TO LICENSED CONTRACT ADMINISTRATORS:

1. The employment contracts for the licensed contracted administrators listed below, for the term in effect through June 30, 2026, shall be extended by one year, through June 30, 2027:

165276
167247
137496
163694
164186
160541
130052
167002
133312
160088
161425
165886
135167

133050
165911
166202
163263
132550
131334
133366
133431
131030
163700
163724
166258
166204
162874
165272
163317
166178
167006
131454
135636
162894
136858
162905
166702
161135
167001
135659
166909
164662
162037
165200
163192
160949

The Resolution should have instead read:

F. EXTENSION ACTIONS RELATING TO LICENSED CONTRACT ADMINISTRATORS:

1. The employment contracts for the licensed contracted administrators listed below, for the term in effect through June 30, 2026, shall be extended by one year, through June 30, 2027:

165276
167247
137496
163694
164186

160541
130052
167002
133312
160088
161425
165886
135149
135167
133050
135683
165911
161803
166202
163263
132550
131334
133366
133431
131030
163700
163724
166258
166204
162874
165272
163317
166178
167006
131454
135636
162894
136858
162905
166702
163230
161135
167001
135659
166909
164662
162037
165200
170076
163192
160949



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 23, 2025

Title

Bond Project – Multi Site Parking Lot/Pathway Accessibility Improvements

Presenter

Ryan Spain – Director of Facilities

Background

As part of ongoing facility improvements, the District is updating accessibility within our parking lots at parking spaces, pathways, ramps as we approach our school sites. These upgrades, funded through available General Obligation Bond funds, will enhance safety & accessibility. Accessibility updates are scheduled for the summer of 2025 at Churchill, South and Sheldon High Schools under separate contracts, plus this project work at Adams, Awbrey Park, Buena Vista, Charlemagne, Gilham, McCornack, Spring Creek, Twin Oaks, Willagillespie Elementary Schools, Kelly, Kennedy, Monroe, and Spencer Butte Middle Schools.

Budget/Resource Implications:

Multiple bids were received. The successful bid by AB Utility Contractors was \$575,965 and will be funded from available General Obligation Bond funds.

Recommendation

The superintendent recommends the award to AB Utility Contractors for the multi-site parking lot/pathway accessibility improvements project in the amount \$575,965 funded from available General Obligation Bond funds.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

April 23, 2025

Title

Bond Project – Multi-Site Compactors

Presenter

Ryan Spain – Director of Facilities

Background

Trash compactors and trash can tippers provide a safer work environment by avoiding back strains associated with daily facility trash removal. Some existing equipment is at the end of its useful life and other sites do not have similar equipment. This project provides replacement equipment, new equipment, and associated code required canopies, fencing, drains, and associated power. Includes work at Buena Vista, Charlemagne, McCornack, & Twin Oaks Elementary Schools. Work has been scheduled for the summer of 2025.

Budget/Resource Implications:

Multiple bids were received for the installation of the supporting compactor/tipper infrastructure. The winning bid by Ordell Construction was \$519,018 and will be funded from available General Obligation Bond funds.

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 Ordell Construction for the infrastructure construction in the amount of \$519,018 funded from available General Obligation Bond funds.



ITEM FOR INFORMATION

DATE

April 23, 2025

Title

Strengthening School Nutrition Through Community and Collaboration

Presenter

Jill Cuadros, Director of Nutrition Services & Warehouse

BACKGROUND

Why This Work Matters

Nutrition Services at 4J is evolving beyond meal service—into a system that supports student well-being, equity, local agriculture, and regional resilience. This work responds to urgent challenges: rising hunger, reduced funding, and the need for sustainable, student-centered support systems.

We see food as a foundational support that connects students to school, supports attendance, and anchors equity work. When meals are fresh, appealing, and locally connected, they become a point of pride—not just nourishment.

Highlights from Our Presentation

Our work is organized across three key efforts: connecting with farmers, transforming food through culinary leadership, and aligning supports for student wellness.

- Oregon Farm to School: Connecting classrooms to farms through fresh, local food
- Regional coordination with Patrick Newson and farmer partnerships to build trust and reliable supply
- Culinary transformation by Chef Teresa, using local produce daily in salads, entrees, and sauces
- School-based pantries and youth-led innovation with 15th Night and internal teams
- Community-driven collaboration that formed the Lane County Nutrition Services Coalition

The Lane County Nutrition Services Coalition

The Coalition is not just a convening—it's a coordinated structure for shared learning, collective planning, and regional problem-solving. It ensures we are not working in silos and that resources are used effectively.

- Formed through collaboration among 4J, ARC, FFCLC, and 15th Night
- Endorsed and shaped by Lane County Superintendents
- 12 districts, 30+ farmers, and a shared vision of equity and food access
- Focused on alignment, system navigation, and sustainable partnerships

The Moment We're In

We are facing a turning point. The systems built post-pandemic—many of which proved effective—are now at risk. Food waste remains high, and yet students are still hungry. We know this is not a result of poor effort, but poor system alignment.

- Pandemic relief funds like ESSER have ended
- Schools are re-centering on core academic missions
- Without alignment, duplicative efforts like one-off food helps strain resources
- School Nutrition is positioned to lead aligned, efficient food access systems

Looking Forward

The work ahead will require creativity, consistency, and collaboration. We believe the systems we are building—through the Coalition, through Farm to School, and through deep community partnership—can become models of resilience and equity for school nutrition across Oregon.

As we continue navigating the complexities of food access and student needs, we remain committed to transparency, excellence, and a student-centered approach. Our team is energized by what we've built—and inspired by what's possible when schools, farms, and communities come together.



Strengthening School Nutrition Through Community and Collaboration

Eugene School District 4J | Nutrition Services Department

Board Work Session – April 2025



Welcome & Framing the Work

- ▶ Welcome and gratitude to the Board
- ▶ This is more than a meal program. It's about student well-being, equity, local economy, and resilience
- ▶ Today's focus: Farm to School, outside the box collaboration and a regional coalition



Agenda & Speakers

- Introduction: Framing the Work
- Oregon Farm to School Overview – Melina Barker
- Regional Work– Patrick Newson
- Farmer Partnerships – Annette Pershern
- Culinary Application – Chef Teresa Suttan
- Internal Collaboration – Trista Neuman
- Community Collaboration – Megan Shultz
- Lane County Coalition & Next Steps
- Q&A



Beyond the Meal: Why School Nutrition Matters

- Hunger is a barrier to learning.
- Healthy meals improve attendance and performance.
- Local food supports sustainability and regional economy.
- Equity in access is essential to student success.



Oregon Farm to School: Statewide Vision

- Supports local food in schools across Oregon.
- Supports Oregon's agricultural economy.
- Equitable food access as a shared value.
- Expands access to local, fresh foods in schools.
- Connects kids to where food comes from.



Farm to School in Action at 4J

- ▶ Leveraging state funds to bring fresh produce to 4J students
- ▶ Building a model that centers farmers and students
- ▶ Seasonal fruits and vegetables offered regularly.
- ▶ Students benefit from fresher, more engaging meals.



Bridging the Gap: Regional Support for Farmer Partnerships

- Regional coordination.
- Liaising relationships with local growers.
- Building trust and reliable supply chains.
- Technical support for procurement processes.



'It Feeds the Kids and the Community'

- ▶ Local farmer's experience working with 4J.
- ▶ Impact on their farm, family, and students.
- ▶ Why this partnership matters.



Serving What We Source: Chef Teresa's Impact

- ▶ Using local produce in real school meals daily
- ▶ From salad bars to sauces and scratch-cooked entrees
- ▶ Students notice the freshness—and love it



Pantries & Hidden Hunger: Student-Centered Solutions

- ▶ 15th Night takes a youth-led approach to supporting 4J students.
- ▶ Pantries are a critical tool—but they show us just how much more is needed. ³³
- ▶ Hunger looks different now, and so must our response.
- ▶ School nutrition is a key access point.
- ▶ Innovation through internal collaboration.



Addressing Hunger Through Collaboration

- Collaboration brought 15th Night, ARC, FFLC, and 4J Nutrition Services into alignment.
- Understanding student hunger as a systemic issue that needs systemic solutions.³⁴
- Moving from individual supports to a shared strategy.
- Connecting school nutrition with wraparound supports
- Cross-sector collaboration is key.
- Collaboration laid the foundation for the Lane County Nutrition Services Coalition.



Building the Lane County Nutrition Services Coalition

- ▶ Sparked by Superintendents' conversation
- ▶ Cross-district, cross-sector alignment
- ▶ Focus: equity, farmer relationships, shared systems



Farmers, Districts, Leaders: United for School Nutrition

- Gathering of 30+ farmers and 8 districts
- Real conversations about food access and procurement
- A shared vision emerged



Next Steps & Continued Collaboration

- ▶ Expand local sourcing and deepen partnerships.
- ▶ Expand coalition efforts and partnerships.
- ▶ Align districts with student-centered nutrition and food access.



The Next Big Work

- We've built incredible momentum—but the work is far from done.
- Students are still hungry. We believe we can do more.
- School Nutrition programs can no longer operate in isolation
- ESSER funds have ended—flexible support is needed
- While Schools focus on core academics; Nutrition must lead food access
- Students are still hungry—despite meals, programs, and effort.
- We believe we can do more—with partners like Oregon Farm to School, local networks, other districts and aligned internal systems.
- This is our next big work—equity, access, and full system integration.



Thank You — Let's Talk!

- We welcome your questions and ideas.
- Grateful for your support of student nutrition.



ITEM FOR INFORMATION

Date of Meeting

April 23, 2025

Title

Totem Pole Response

Presenter

Colt Gill, Interim Superintendent

Requested Amount of Time to Present

30 Minutes

Background or Description

On April 5, 2024 a group of Native community members reached out to the 4J School Board and Superintendent Gill. They named several concerns with Totem Poles that were created by 4J staff and students over the years and erected on Eugene School District 4J properties. Similar concerns were brought to the School Board as early as March of 2021.

The concerns come from members of multiple tribes, Native scholars and leaders, and members of the local Native community in Eugene and Lane County. The concerns include, but are not limited to statements:

- That the poles are not the tradition of the people of this area. Totem poles are a culturally specific practice of specific Nations, such as the Tsimshian, Haida, Tlingit, Kwakwaka'wakw, Heiltsuk, Haisla, Nisga'a, and Gitksan. Additionally it was named that, not everyone within those Native communities can or should carve totem poles. This was named first and foremost as an issue of cultural appropriation.
- That the poles are a form of misrepresentation. Sharing that when accurate knowledge of Indigenous peoples and cultures isn't widespread, the homogenizing of Native culture reinforces stereotypes and continues to miseducate people, in this case, students and families at the school, as well as the broader community in Eugene.
- That the poles represent a form of cultural theft, due to the misrepresentation of the experience, knowledge, permission, and authority of the primary carver – who is not Native American - due to being described as a “blessed” carver. Using the words of Kalapuya scholar and author, Dr. David Lewis, “No individual has the right to bless any such product based on the cultural traditions of another tribe (or even use another tribe’s name in artistic projects).” (An Issue of Cultural Appropriation in Context. Quartux Journal, 2016, Mar.) The group also provided evidence that Mr. David Boxley of the Tsimshian Tribe did not bless or mentor the local carver of the poles.

After receiving these concerns, the district hosted a series of Talking Circles with Native community members through the NATIVES Program and community meetings welcoming all from across the region, with meetings at the Many Nations Longhouse on the UO Campus, the Longhouse at LCC, and North Eugene High School. The overwhelming majority of the

participants at these meetings which took place over several months were in favor of removing the poles.

The Superintendent also met with the 4J NATIVES Program Indian Parent Committee (IPC). The hope conveyed by the IPC was that the District would act quickly to remove the poles and stop the ongoing harm created by their presence. The IPC Members also stated that the students could be involved over the years in creating and implementing ideas for what could replace the poles, ideas included Native Gardens.

The District understands that after hearing similar concerns, the O'Brien Memorial Library in Blue River returned a pole they commissioned prior to installation, Ridgeline Montessori Public Charter School has taken action to remove the pole on their property, and the City of Eugene has been considering action to decommission three poles from the same group that exist on their properties (including one in front of Sheldon High School).

At this meeting the superintendent will respond to the community request dated from April of last year and share the next steps for the poles in Eugene School District 4J – traditional lands of the Kalapuya People.



Respectful Removal of Totem Poles in Eugene 4J Schools

April 23, 2025

HISTORY

COMMUNITY OBJECTIONS

In the past several years, conversations with Native American community members, leaders, students, staff, and cultural experts have highlighted the need to address harm arising from cultural and historical inaccuracy of several totem poles displayed across our schools.

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ORIGINS

These poles were created as educational projects in past decades, designed and installed with educational intent by well-meaning educators and, some, with student involvement, yet without formal authorization or permission from associated tribes or Native carvers.



ACKNOWLEDGEMENT OF MEMORIES

Some community members hold positive memories and attachments to the symbolism these poles have represented over the years.

We can acknowledge memories as well as recognize harm, and we can find a better path forward together. Our priority at Eugene 4J is to attend to the harm that is part of the same story in order to heal and repair.



DECISION

After careful review, in deference to tribal citizen voice, and with a commitment to community values and cultural respect, Eugene 4J is planning for the removal of these totem poles.

EXAMPLES OF SIMILAR ACTIONS

NELSON'S HUME SCHOOL, BC

The removal involved discussions with local Indigenous groups, viewing it as part of a broader commitment to respect and reconciliation. Plans are underway to replace the pole with artwork that is culturally appropriate to the region.

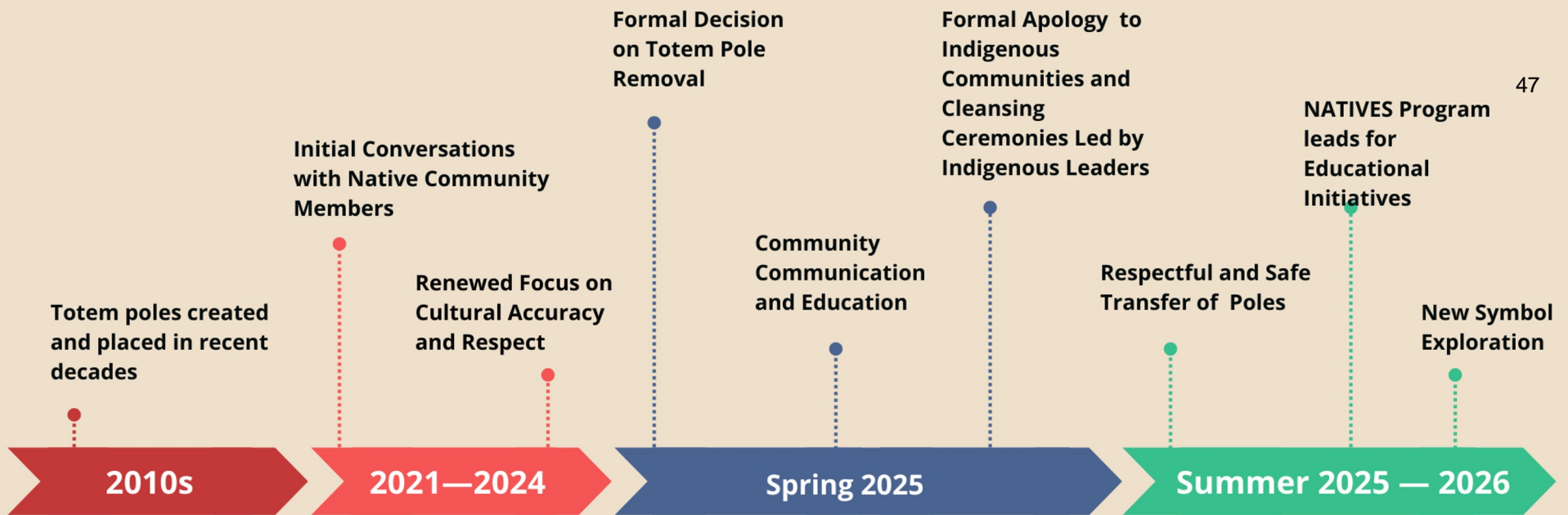
OREGON COUNTRY FAIR

The creation of a “story pole” at the Oregon Country Fair had critics calling it a case of cultural appropriation. The Story Pole incorporated Haida-style artwork, but no one on the carving crew was native. Weeks before installation, Native American scholars complained, and it was instead put in storage.

CHATHAM, ONTARIO SCHOOL DISTRICT

The totem pole, created by non-Indigenous students in the 1970s with intentions to honor Shawnee leader Tecumseh, was found to lack cultural alignment with Shawnee practices, as totem poles are traditionally associated with West Coast Indigenous cultures.

Timeline for Pole Removal and Renewal Process





A WAY FORWARD

CLEANSING CEREMONIES

As a part of the removal process, we will hold a series of cleansing ceremonies on grounds, led by Indigenous leaders of the NATIVES Program.

RENEWING OUR COMMITMENT

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Working with Native community members and students, we will explore ideas for culturally appropriate symbols that authentically honor the region's Indigenous history and traditions and diversity of our current student population.



QUESTIONS?

CONTACT INFORMATION



ITEM FOR ACTION

Date of Meeting

April 23, 2025

Title

Approve Adoption of Middle and High School Science Curriculum

Presenters

Sarah Kirby, Secondary Science Context Specialist (TOSA)

Courtney Leonard, Secondary Curriculum + MTSS Administrator

Background

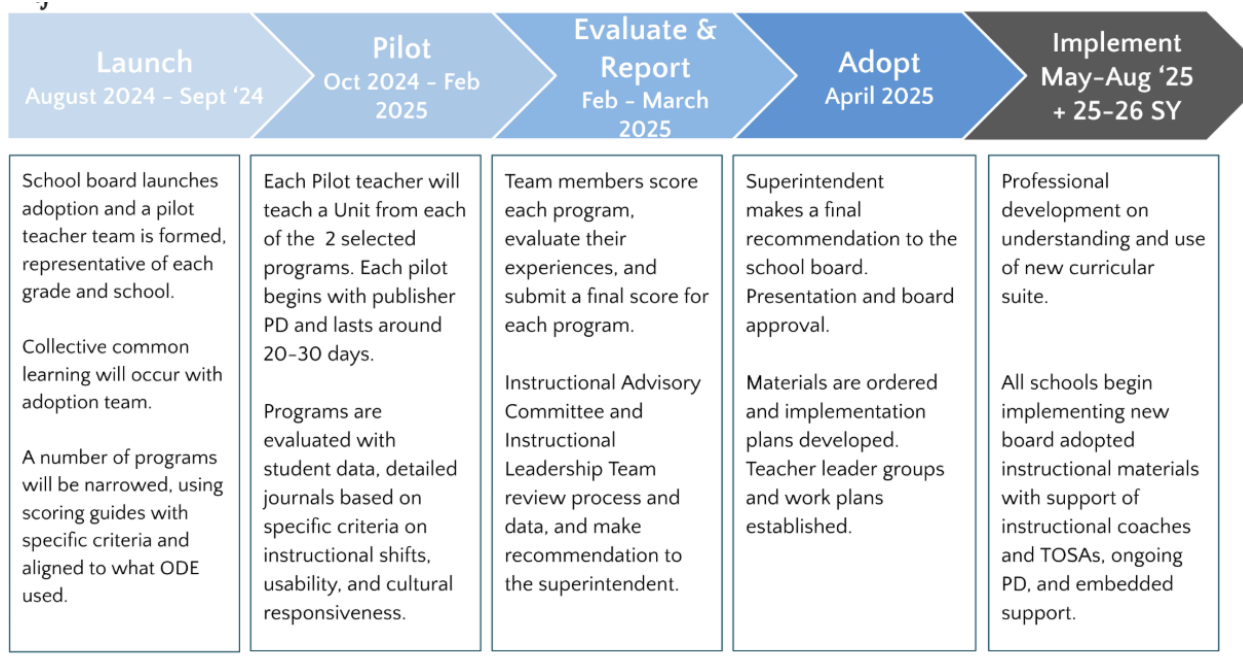
This agenda item was originally presented at the regular board meeting on April 16, 2025. In 2022, the Oregon Department of Education adopted updated K-12 Science standards. ODE's adoption cycle required new science materials to be in classrooms by fall of 2024. Eugene 4J applied for, and was granted, a two-year postponement. The secondary science team has completed the curriculum adoption process and will seek to provide new materials for use in classrooms in fall of 2025. Elementary will complete their adoption next year with materials in classrooms in fall of 2026.

Our current science curricula were adopted during the 2015-16 school year: FOSS at elementary, IQWST at middle school, and HMH, CPO, and Pearson for high school science courses (Physics, Chemistry and Biology). The curriculum suites we currently have are outdated and do not adequately meet the needs of all students, particularly those who have been historically underserved in our systems. In addition, they do not align to the most updated NGSS standards that were adopted by ODE in 2022.

Therefore, we launched a curriculum adoption in August 2024, focusing on high-quality guaranteed and viable instructional materials across our secondary schools to increase alignment with our district values of prioritizing equitable access and inclusion. Over the course of our pilot and consensus, teacher teams chose a suite of materials that are aligned with Next Generation Science Standards (NGSS-National) as well as Oregon State Science Standards, and that are aligned to research and best practices.

Our work with pilot teams were guided by the following essential questions:

- What is our vision for an equitable and rigorous science education for 4J students?
- How can we ensure adopted materials meet the needs of each student, inclusive of students historically underrepresented and underserved?
- What are the NGSS instructional routines and practices we value and what are the curricular and instructional shifts we need to make?
- How can the adopted curriculum support those practices?



Which students, and how many, are served by this curriculum adoption?

All secondary students will have access to the new curriculum in grades 6-11 and beyond, approximately 8400 students.

Options and Alternatives

If we do not adopt new science materials, we would need to significantly modify current materials, purchase supplemental materials, and retrain teachers.

Budget/Resource Implications

Resources were allocated for the adoption and pilot teams to conduct the curriculum adoption process this school year, including bond funds marked for curriculum adoption. Curriculum purchases totals are:

7 Year Materials Costs



Material Description	Amount
Middle School materials– digital licences, lab supplies, workbooks, teacher guides, etc.	\$770K
High School materials– digital licences, lab supplies, workbooks, teacher guides, etc.	\$1.42 million
Supplemental curricula including IB, AP, CN + science electives	\$25K
Total	\$2.2 million

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

For 7-year contracts with Twig and Savvas, each of our approximately 8400 secondary students will have access to high quality science instructional materials.

Recommendation

The Superintendent recommends the approval of funds to purchase [Twig Science Middle School](#) and [Savvas](#) for Physics, Biology and Chemistry for use in general education classrooms beginning in the 2025-26 school year.



ITEM FOR ACTION

Date of Meeting

April 23, 2025

Title

Readopt Elementary and Secondary Health Curriculum Through 2032

Presenters

Erin Gaston, Elementary Curriculum & MTSS (Multi-Tiered System of Support)
Administrator

Courtney Leonard, Secondary Curriculum & MTSS Administrator

Background

This item was first presented as an Item for Action at a Future meeting on April 16, 2025. Per ODE's adoption cycle, health materials that meet Oregon's health standards must be in use in classrooms by fall of 2025. Eugene School District 4J adopted and implemented a comprehensive Health curriculum in elementary, middle and high school in 2022-23, resolving OAR Chapter 581, Division 22 compliance concerns and establishing coherent health education throughout the district. *The Great Body Shop* was unanimously selected for K-8 health instruction and *Live Well* was unanimously selected for high school by the respective adoption committees.

The adopted curriculum provides medically accurate, culturally inclusive, and skills-based instruction aligned with Oregon Health Education Standards. Implementation has successfully enhanced students' health decision-making skills across all grade levels.

These instructional materials ensure equitable health education access district-wide, reinforcing our commitment to equity and inclusion. The Board-approved curriculum creates valuable continuity, allowing students to progressively build health concepts and skills.

Currently, *The Great Body Shop* is the only health curriculum on ODE's approved materials list for elementary and is one of three curricula on ODE's approved list for middle school. *Live Well* is the only approved health curriculum on ODE's high school curriculum list.

Based on positive outcomes and previous unanimous recommendation from the 2022 Health Curriculum Adoption Team—comprised of K-12 teachers, counselors, Equity Managers, and Staff Development Specialists from all four regions—we propose readopting *The Great Body Shop* for K-8, and *Live Well* for high school, through 2032, maintaining educational continuity and state standards compliance.

Extension Proposal

We propose readopting the current health curriculum through 2032, which would include:

1. Continued access to teacher resources at each level
2. Annual updates to student materials reflecting current health science and best practices
3. Ongoing digital licenses for students and teachers
4. Continued multilingual support and accessibility features
5. Extension of the parent access portal
6. Ongoing annual professional development opportunities

Options and Alternatives

Without extending our current curriculum, we risk creating gaps in our K-12 arc. Any shift to new materials would require additional adoption processes, significant professional development, and potential disruption to our current and ongoing work. The established familiarity teachers have with current materials benefits instructional quality and student learning outcomes. Additionally, at elementary and high school, no other curriculum is currently approved by ODE for use in classrooms.

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

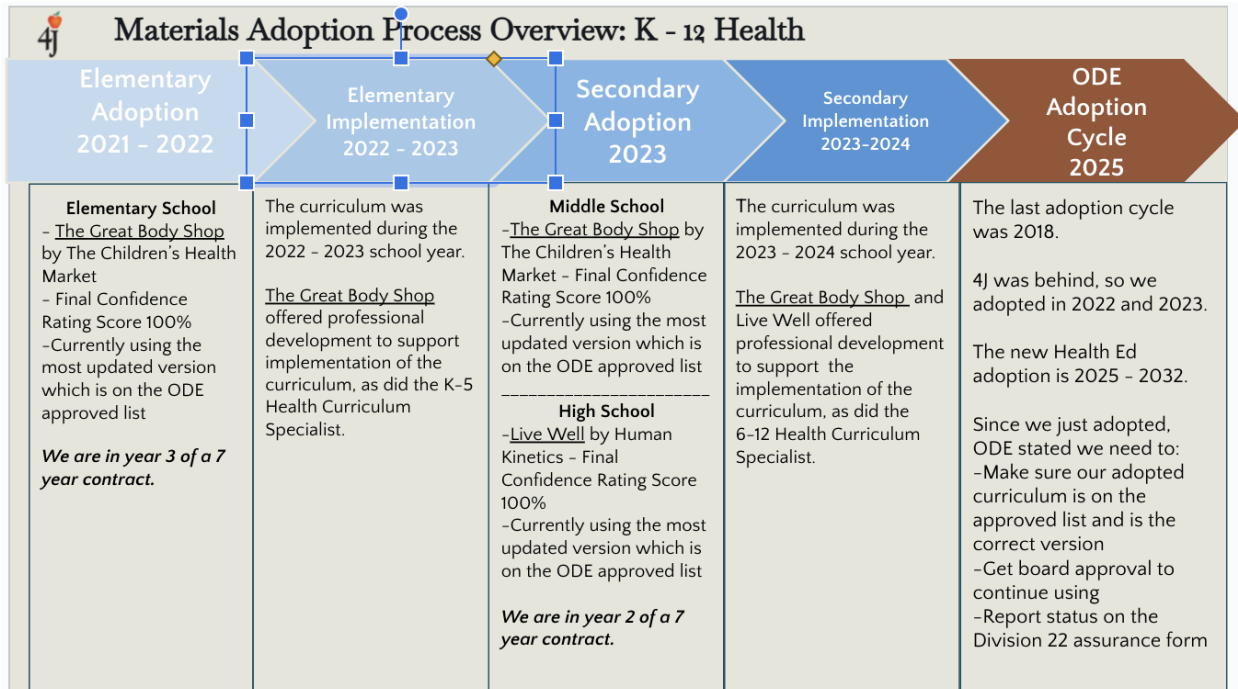
This extension will continue serving all K-12 students across 19 in-person schools plus EOA, approximately 12,000 students annually. The extension period, 2025-2032, represents continued service to the majority of our student population.

Budget/Resource Implications:

All materials were funded through a combination of bond monies and educational resource allocations beginning in 2022-23. Currently, we are in year 3 of a 7-year contract for *The Great Body Shop* at elementary, in year 2 of a 7-year contract at secondary with *The Great Body Shop*, and year 2 of a 7-year contract for *Live Well*.

Recommendation

The Superintendent recommends approval to continue the use of currently adopted Health instructional materials through 2032.





ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

April 23, 2025

Title

Consider for approval revisions to Policy JEC – Admission of Resident Students**

Presenters

Larry Williams, Assistant Superintendent for Instruction and Access

Background:

School Board Policies create a framework within which the superintendent and staff can discharge their assigned duties with positive direction.

Senate Bill (SB) 992 (2023) replaced the “Alternative Certificate” with a “Certificate of Attendance.”

The Oregon School Board Association (OSBA) included revisions to Policy JEC in their November 2024 Policy Update and is considered a *Highly Recommended* Policy which means it addresses things the district is required to do, maybe controversial issues and is considered best practice.

The changes to JEC – Admission of Resident Students** are primarily the replacement of alternative certificate with ‘certificate of attendance.

Summary:

Policy JEC – Admission of Resident Students** has been part of the district’s policy manual since 1973. Over the course of time, the policy has received several revisions with the most recent occurring in March 2020.

Code:	JEC
Adopted:	7/02/73
Revised/Readopted	4/01/81; 5/01/85; 6/19/96; 6/05/13; 11/28/18; 3/04/20; XX/XX/XX
Orig. Code:	JEC; 5010.1; 5010.1.1; 5010.1.2; 5010.1.3

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to adopt Policy JEC – Admission of Resident Students** with proposed revisions. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so.

Recommendation

The superintendent recommends the Board adopt revised JEC – Admission of Resident Students**

Eugene School District 4J

Code: **JEC**
Adopted: 7/02/73
Revised/Readopted: 4/01/81; 6/19/96; 5/01/85;
6/19/96; 6/05/13; 11/28/18;
3/04/20; ~~XX/XX/XX~~
Orig. Code: JEC; 5010.1; 5010.1.1;
5010.1.2; 5010.1.3

Admission of Resident Students**

All persons seeking admission to the district must satisfactorily meet all academic, age, immunization, tuition and other eligibility prerequisites for admission as set forth in state and federal law, Board policy and administrative regulations. All candidates for admission will be informed of admission requirements.

Unsheltered Students

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Enrollment Age Criteria

Students located in the district shall not be excluded from admission where they are otherwise eligible, and not yet attained the age of 20 during the current school year. A child entering school for the first time shall be considered to be 5 years of age if their fifth birthday occurs on or before September 1.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a diploma.

The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

1. Has not yet received a regular high school diploma; or
2. Has received a modified diploma, an extended diploma or ~~an alternative certificate a certificate of attendance.~~

Students Expelled From Other School Districts

The district may deny regular school admission to a student who is expelled from another school district and who subsequently becomes a resident of the district.

The district shall deny for at least one calendar year from the date of the expulsion regular school admission to a student who is expelled from another school district for an offense that

constitutes a violation of state or federal weapons laws and who subsequently becomes a resident of the district.

The school administration shall inform a student who becomes a resident of the district and the student's parents about the availability of alternative education programs if the student's admission is denied because ~~he or she has~~ they have been expelled from another school district.

Residents of the District

Students who attend a district school on an interdistrict transfer ~~or were admitted prior to 2019 through open enrollment~~ are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are in foster care¹ and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

Students who are military children² are considered resident of the district, if the district is the district of military residence³ for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

A student whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program is a resident of the district where the child resides due to the voluntary placement. However, such student may remain a resident of the district where the student's parent or guardian resides if the placement is within 20 miles of the school attended by the student before the voluntary placement, a plan exists to return the child home, the parent or guardian retains legal guardianship, the child's preferences in school attendance are taken into consideration, and the child's parent or guardian and school staff from the school the child attended prior to the voluntary placement can demonstrate that it is in the best interest of the child to continue to attend the school the child attended prior to the voluntary placement.

¹ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

² "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

³ "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)

[ORS 336.092](#)

[ORS 339.010](#)

[ORS 339.115](#)

[ORS 339.125](#)

[ORS 339.133](#)

[ORS 339.134](#)

[ORS 339.139](#)

[ORS 433.267](#)

[OAR 581-022-2220](#)

Illegal Immigration and Immigrant Responsibility Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2018).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

Cross Reference(s):

JECB - Admission of Nonresident Students

JECBD - Homeless Students



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting:

April 23, 2025

Title:

Consider for approval revisions to Board Policy GBEB – Communicable Diseases in Schools; *Delete* Policy GBEB – Staff – HIV, AIDS, and HBV; *Delete* Policy JHCC – Communicable Diseases – Students; *Delete* Policy JHCCA – Students - HIV, HBV and AIDS**

Presenter(s):

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

Background:

GBEB – Communicable Diseases in Schools, was included in the April 2024 Policy Update produced by the Oregon School Boards Association (OSBA). Policy GBEB is a *Highly Recommended* policy that OSBA encourages school boards review and adopt.

The State Board of Education adopted revisions to Oregon Administrative Rule ([OAR 581-022-2220](#)) on health services.

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.

Summary

As a result of these changes, there is a list of policies and administrative regulations (AR's), included in the April 2024 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.

The Eugene School Board of Directors has already reviewed and taken action on several of the revised policies affected by these changes at their December 4, 2025 board meeting. The Board is being asked to review for approval revisions to GBEB and to delete policies GBEB; JHCC; JHCCA.

Policies for First Read on April 23, 2025:

- GBEB – Communicable Diseases in Schools, **Approve** – First Read on April 23, 2025
- GBEB – Staff – HIV, AIDS, and HBV, **Delete** – First Read on April 23, 2025
- JHCC – Communicable Diseases - Students, **Delete** – First Read on April 23, 2025
- JHCCA – Students - HIV, HBV and AIDS**, **Delete** – First Read on April 23, 2025

The rewrite of the health services rule by ODE removed the requirement to have a communicable disease policy specifically for students. Proposed revisions to GBEB incorporated policy language related to both student *and* staff to create one policy that covers staff and student health and safety.

Code: GBEB
Adopted: 10/24/18; ~~XX/XX/XX~~
Revised/Readopted: 12/16/20
Orig. Code: GBDA

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 GBEB 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 take the following actions:

- **Approve** revisions to Policy GBEB – Communicable Diseases in Schools
- **Delete** Policy GBEB – Staff – HIV, AIDS, and HBV
- **Delete** Policy JHCC – Communicable Diseases – Students
- **Delete** Policy JHCCA – Students - HIV, HBV and AIDS**

Eugene School District 4J

Code: GBEB
Adopted: 10/24/18
Revised/Readopted: 12/16/20; XX/XX/XX
Orig. Code: GBDA

Communicable Diseases **Staff in Schools**

The district shall provide reasonable protection against the risk of exposure to communicable disease for **students and** employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health **authority department** or in the *Communicable Disease Guidance for Schools* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

~~An~~ **A student or** employee may not attend **school or** work, **respectively**, while in a communicable stage of a restrictable disease or when an administrator has reason to suspect ~~that~~ the **student or** employee has or has been exposed to any disease for which exclusion is required in accordance with law. **The district may provide an educational program in an alternative setting. Services will be provided to students as required by law and per administrative regulation GBEB-AR Communicable Diseases-Staff. If the disease is a reportable disease, the administrator will report the occurrence to the local health department or to the district' point of contact with the local health department who shall ensure reporting.**

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division, and the local health **authority department**.

The district shall protect the confidentiality of each student's and employee's health condition and health record to the extent possible and consistent with federal and state law.~~Employees shall provide services to students as required by law.~~ In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator **may shall** inform ~~the appropriate~~ employees with a legitimate educational interest ~~to protect against the risk of exposure.~~

~~The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.~~ The district will include, as part of its **general emergency plans plan**, a description of the actions to be taken by district staff in **buildings and by the district in response to medical emergencies** ~~the case of a declared public health emergency or other catastrophe that disrupts district operations.~~

~~The superintendent will develop administrative regulations necessary to implement this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 431.150 - 431.157](#)
[ORS 433.001 - 433.004](#)
[ORS 433.010](#)
[ORS 433.110](#)
[ORS 433.235 - 433.284](#)

[OAR 333-018](#)
[OAR 333-019-0010](#)
[OAR 333-019-0014](#)
[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance for Schools*.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2023).

Eugene School District 4J

Code: GBEBA
Adopted: 10/24/18
Revised/Readopted: 5/15/19

Staff - HIV, AIDS, and HBV

The district will strictly adhere in its policies and procedures to Oregon Revised Statutes and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS, or HBV.

The district recognizes a staff member has no obligation under any circumstance to report a condition to the district, and the staff member has a right to continue working. If the staff member reports a condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed. These guidelines shall identify who may have the information, who will give the information, how the information will be given, and where and when the information will be given. All such information will be held in confidence in accordance with Oregon law.

Accommodations for a staff member infected with HIV, AIDS, or HBV shall be the same as with any other illness.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 342.850\(8\)](#)
[ORS 433.008](#)
[ORS 433.045](#)

[ORS 433.260](#)
[OAR 333-017-0000](#)
[OAR 333-018-0000](#)

[OAR 333-018-0005](#)
[OAR 581-022-2220](#)

Eugene School District 4J

Code: JHCC
Adopted: 11/28/18
Revised/Readopted: 12/16/20

Communicable Diseases - Students

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department or to the district's point of contact with the local health department who shall ensure reporting. The administrator will also take whatever reasonable steps they consider necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.526](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 333-019-1000](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Cross Reference(s):

EBC/EBCA - Emergency Procedures and Disaster Plans

GBEB - Communicable Diseases – Staff

DELETE

Eugene School District 4J

Code: JHCCA
Adopted: 11/28/18
Orig. Code(s): JHCCA/JHCCB

Students - HIV, HBV and AIDS**

The district will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV or HBV or diagnosed with AIDS¹.

The district recognizes a parent (student) has no obligation to inform the district of an HIV, HBV or AIDS condition, and that the student has a right to attend school. If the district is informed of such a student, written guidelines shall be requested of the parent (student). These guidelines shall include who may have the information, who will give the information, how the information will be given and where and when the information will be given.

When informed of the infection, and with written permission from the parent (student), the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the student's condition.

Notification of alternative education programs shall be made to the parent or eligible student, if an HIV, HBV or AIDS student withdraws from school.

END OF POLICY

Legal Reference(s):

ORS 326.565	ORS 339.030	OAR 333-018-0005
ORS 326.575	ORS 339.250	OAR 581-022-2060
ORS 332.061	ORS 433.008	OAR 581-022-2220
ORS 336.187	ORS 433.045	
ORS 336.615 to -336.665	OAR 333-018-0000	

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

¹ HIV - Human Immunodeficiency Virus; HBV - Hepatitis B Virus; AIDS - Acquired Immune Deficiency Syndrome

DELETE



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

April 23, 2025

Title

Consider for approval proposed revisions to board policy EFA – Local Wellness

Presenter

Jill Cuadros, Director of Nutrition Services

Larry Williams, Assistant Superintendent for Instruction and Access

Background

School Board Policies are statements which set forth the purpose and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction.

School districts are required to establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast program. The law (Title 7 C.F.R. 210.31 (a)) describes the policy as a written plan that includes various components intended to improve student wellness. Board Policy EFA – Local Wellness, is designed to meet the requirements for a wellness policy and provide the framework for the district's plan.

A triennial assessment, required by one of the components of the federal National School Lunch Program and delayed by COVID, of the district's local wellness plan (aka policy) has been implemented. The Oregon Department of Education (ODE), Oregon School Boards Association and other stakeholders began discussing how to help members realize more effective local wellness planning and implementation in their districts. One of the supports was to revamp the model local wellness policy and bring elements of the accompanying model administrative regulation into the policy.

The result is a completely revised policy and a recommendation to rescind the current policy, and any administrative regulation if it is present in the district's board policy manual. The Eugene School District 4J does not have an administrative regulation for policy EFA. The revisions to policy EFA are robust and comprehensive with enough information which removes the need for an administrative regulation.

There are resources available from ODE ([Link](#)) on their website to support the local wellness policy planning and implementation and create the connection between health and learning.

OSBA considers Policy EFA – Local Wellness a *required* policy.

Summary

The board is committed to providing intellectually stimulating school environments that promote and protect children's health, social and emotional well-being, and ability to learn by supporting healthy eating, physical activity and other behaviors that contribute to student wellness. Good health fosters

student attendance and education. Children and adolescents need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive.

The Superintendent is responsible for implementation of this Wellness Policy. Policy EFA – Local Wellness is a cross department policy that provides guidance to instructional leaders and staff in student learning, social student emotional support and student physical wellness; guidance to nutrition services for locally sourced healthy scratch-made meals and to human resources for staff physical and emotional health and wellness.

The Superintendent’s Policy Work Group spent several meetings reviewing policy EFA. The work group met with content experts who reviewed the policy’s alignment with Oregon Health Education Standards as well as Smart Snacks, USDA and ODE guidelines.

Staff respectfully request that the Board **rescind** current district policy EFA–Local Wellness Program and adopt revised new policy EFA–Local Wellness.

Code: EFA
Adopted: 8/15/18
Orig. Code:

Proposed Revisions Format:

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

Options and Alternatives:

The Board may choose to accept revisions to Policy BDDH as proposed and readopt the policy. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the board approve revisions to Board Policy EFA – Local Wellness

Eugene School District 4J

Code: _____ EFA
Adopted: _____ 8/15/18

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe, and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental, and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, and developing food-use guidelines for staff.

Students, parents, the public, the Board, school administrators, staff (including, but not limited to, school food service, physical education, and school health professionals), and public health professionals will be encouraged to provide input in the development of wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions, and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendent as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

- 1.— The written wellness policy;
- 2.— Documentation demonstrating that the policy has been made available to the public;
- 3.— Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
- 4.— Documentation to demonstrate compliance with the annual public notification requirements;
- 5.— The most recent assessment on the implementation of the local wellness policy;
- 6.— Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy, and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

- 1.— The extent to which schools under the jurisdiction of the district are in compliance with the policy;
- 2.— The extent to which the district's policy compares to model wellness policy; and
- 3.— A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on and following the results of the triennial assessments. Additionally, the policy may be modified if the district priorities change, community needs change, wellness goals are met, new health science information and technology emerge, or new federal or state guidance or standards are issued.

Community Involvement, Outreach, and Communications

The district will actively communicate ways in which the community can participate in the development, implementation, and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices, and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students, and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), or Summer Food Service Program (SFSP). The district operates additional nutrition-related programs and activities including CACFP At-Risk Afterschool programs (CACFP), Farm-to-School programs, Breakfast in the Classroom, and Mobile Breakfast carts or Grab ‘n’ Go Breakfast.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations, Rewards, and Student Group Promotions

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards, incentives, and student group promotions.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

¹Oregon Department of Education, Oregon Smart Snacks Standards

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards in order to meet the ODE’s physical education content standards. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

SB 4 (2017)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b.

National School Lunch Program, 7 C.F.R. Part 210.

School Breakfast Program, 7 C.F.R. Part 220.

Cross Reference(s):

EFAA – District Nutrition and Food Services

Eugene School District 4J

Code: EFA
Adopted: XX/XX/XX

Local Wellness

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools and developing food-use guidelines for staff as appropriate.

Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation

The district shall manage and coordinate the implementation of this local wellness policy. The Board delegates to the superintendent or their designee to create an implementation plan.

1. Implementation will consist of, but not be limited to, the following: Delineating roles, responsibilities, actions and timelines specific to each level;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards and nutrition guidelines for all foods and beverages sold or provided to students during the school day that meet state and federal nutrition standards for NSLP and SBP, competitive foods, and promotes student health and reduces child obesity; and
4. Establishing specific goals for nutrition messaging and education, physical activity, physical education, and other school-based activities that promote student wellness.

The Board designates the superintendent be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

- The written local wellness policy;
- Documentation to demonstrate the policy has been made available to the public;

- Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation of the district’s most recent assessment on the implementation of the local wellness policy;
- Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Notification of Policy

The district will post the policy on the district website and ensure it is accessible to the community. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. This information will be published on the district’s website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district’s policy compares to model local school wellness policy;^{1} and
3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment as appropriate.

Community Involvement, Outreach and Communications

The district will communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will ensure that communications are culturally and linguistically appropriate to the community.

Nutrition Messaging and Nutrition Education^{2}

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques. Including creating nutrition messages and food environments that support healthy nutrition choices.

Nutrition messaging and nutrition education will have a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

¹ {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

² {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

To promote nutrition education in the schools, the school principal is responsible for ensuring the following goals are implemented:

1. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
2. Nutrition education will strive to include culturally relevant participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Teachers will receive curriculum training;
4. Parents and families are encouraged through school communications to send healthy snacks/meals with their student to school;
5. Families and community organizations are involved, to the extent practicable, in nutrition education; and
6. Nutrition education information that students can do with their families may be shared (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented: ^{3}

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year; and
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

Nutrition messaging and materials are made available via district communication, published on the district website, and available at schools.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), or Summer Food Service Program (SFSP). The district operates additional nutrition-related programs and activities including CACFP At-Risk Afterschool programs (CACFP), Farm-to-School programs, Breakfast in the Classroom, and Mobile Breakfast carts or Grab 'n' Go Breakfast.

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

³ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

The district will support nutrition and food services operations as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are offered to students on the school campus during the school day will meet or exceed Smart Snacks Standards.⁴ These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fundraising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations and parties and classroom snacks brought by parents. The use of alternates to food as reward. This information will be conveyed to staff and parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be provided or sold through fundraisers on the school campus during the school day. Fundraising activities may not compete with the School Breakfast Program or National School Lunch Program. However, any food related fundraisers that do not meet nutrition standards, those items shall not be intended for student consumption during the school day. Requests to conduct fundraisers will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA. The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts, equipment and products purchased to reflect the applicable food and beverage marketing guidelines.

Physical Activity and Physical Education

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades Kindergarten through 12th grade and include regular, instructional physical education, as well as co-curricular activities and recess. In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

⁴ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;^{5}
2. Staff encourages and provides access to programs such as Safe Routes to School, field days, athletics, etc., for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction provided by adequately prepared teachers, i.e. licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities;
5. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year;^{6}
6. Movement will be included in classes or courses as part of a well-rounded education to the greatest extent possible;
7. Physical activity during the school day, which includes but is not limited to, recess, classroom physical activity breaks or physical education will not be used as a punishment or a reward;
8. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;^{7}
9. Materials promoting physical activity are sent home with students and published on the district website.
10. A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan developed by the district.^{8}

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other

⁵ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

⁶ {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select “5” in the first bracket and “6” in the second bracket. If the district operates K-6 elementary schools, select “6” in the first bracket and “7” in the second bracket.}

⁷ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

⁸ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide activities and encourage practices which promote local wellness.

Employee Wellness⁽⁹⁾

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include, but are not limited to, the distribution of educational and informational materials. This may include the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" include all staff positions which includes licensed staff, classified staff and managers, administrators, professionals and supervisors.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., board members, superintendents, human resource administrators, fiscal and nutrition services administrators and principals).

Definitions

⁹ {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale or distribution to students on the school campus during the school day.
2. “Food and beverage marketing”^{10} is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale or distribution of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards” means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).^{11}
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities).
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

¹⁰ This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

¹¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).

Cross Reference(s):

EFAA - District Nutrition and Food Services

EFA Local Wellness Policy Update

- Eugene School District 4J | Board of Directors Presentation
- Disaggregated Review: Nutrition (Jill) & Instruction (Larry)
- Total Time: 30 Minutes

Agenda & Format

- Nutrition-Focused Policy Content (15 min)
- Instruction & Physical Activity Sections (15 min)
- Q&A throughout and at end of each section

Speaker 1: Nutrition Focus Overview

- The redlined revisions from OSBA are aligned to federal/state laws
- 4J edits reflect Universal Meals program
- Goals: Equity, clarity, consistency across schools

Nutrition Implementation Highlights

- Applies to foods and beverages provided or sold to students
- Aligned with Smart Snacks, USDA, and ODE guidelines

School Meals & Meal Programs

- District participates in multiple USDA meal programs
- Includes NSLP, SBP, CACFP, Farm-to-School, SFSP
- 4J commitment to free access via Universal Meals

Competitive Foods & Marketing

- Smart Snacks standards apply to ALL food provided or sold
- Marketing limited to compliant items only
- Consistent nutrition environment district-wide

Fundraising, Rewards, Celebrations

- Foods provided or sold must meet nutrition standards
- Fundraisers cannot compete with SBP or NSLP⁸⁹
- Discourages use of food as rewards/incentives

Water Access & Recordkeeping

- Free water available at all times throughout the day
- Ongoing documentation and triennial assessments required

Transition to Instruction

- Nutrition Policy section concludes here
- Instructional wellness and physical activity

Instructional Wellness Overview

- Policy requires integrated, evidence-based nutrition education
- Aligned with Oregon Health Education Standards

Nutrition Education Implementation

- Age-appropriate curriculum and participatory learning
- Includes social learning strategies, home-school links
- Encouragement for family involvement

Physical Education Requirements

- K-8: 150 minutes/week of PE required
- Standards-based instruction with qualified teachers
- No use of physical activity as punishment or reward

Physical Activity Integration

- Activity included across the school day and curriculum
- Community events and materials promote activity
- Students with disabilities provided with adapted PE plans

Employee Wellness & Community Engagement

- Staff encouraged to model healthy behavior
- District collaborates with community partners
- Opportunities for engagement published regularly

Policy Monitoring & Public Access

- Triennial assessments published online
- Ongoing efforts to keep community informed and involved

Board Action & Final Consideration

- Adopt updated EFA policy as presented
- Supports health equity and wellness for all students
- Thank you for your leadership and support